

Academic Board Agenda Part I

Wednesday 17th August 2022, 1.30pm – 3.30pm
Via Zoom

Item	Subject/Topic	Timing	Action	Presenter	Paper	Page
PROCEDURAL MATTERS						
1.1	Introduction/ Mihi Whakatau	1.30pm	-	Chair	Verbal	
1.2	Apologies		(Info)	Secretary	Verbal	
1.3	Declaration of Interests/Register of Interest		(Info)	Chair	Verbal	
1.4	Confirmation of Minutes Academic Board Meeting 13 July 2022 – Part I		(Decision)	Chair	AB22/08/183	3-8
1.5	Matters Arising		(Info)	Chair	Verbal	
1.6	Action Schedule - Part I		(Info)	Chair	AB22/08/184	9-10
1.7	Academic Board Work Plan 2022		(Info)	Chair	AB22/08/185	11
STRATEGIC UPDATES						
2.1	Chair's Report – Part I Academic Board Terms of Reference 2022	1.35-1.45	(Info)	Chair	AB22/08/186	12-15
2.2	Vice-Chancellor's Report – Part I	1.45-1.50	(Info)	Vice-Chancellor	AB22/08/187	16-22
2.3	Provost Report	1.50-2.05	(Info)	Provost	Verbal	
2.4	Student Report	2.05-2.10	(Info)	Student Member	Verbal	
2.5	Code of Practice Update	2.10-2.20	(Info)	University Registrar	AB22/08/188	23-28
ACADEMIC PROGRAMMES						
3.1	Academic Progression Policy and Procedures Update- ESAP/NPE Progress	2.20-2.30	(Info)	Provost	AB22/08/189	29-33
PAPERS FOR NOTING ★						

4.1 ★	College of Business College Board Minutes 21 June 2022 Part I		(Info)		AB22/08/190	34-44
4.2 ★	College of Humanities and Social Sciences College Board Minutes 17 June 2022 Part I		(Info)		AB22/08/191	45-52
4.3 ★	College of Sciences College Board Minutes 16 June 2022 Part I		(Info)		AB22/08/192	53-55
4.4 ★	College of Health Minutes 20 June 2022 Part I		(Info)		AB22/08/193	56-60
4.5 ★	University Research Committee Minutes 26 May 2022 Part I		(Info)		AB22/08/194	61-66
4.6 ★	University Research Committee Minutes 23 June 2022 Part I		(Info)		AB22/08/195	67-73
EXCLUSION OF PUBLIC						
5.1	Public Exclusion Resolution	2.30pm	(Decision)	Chair	Verbal	----



MASSEY UNIVERSITY COUNCIL

MINUTES OF THE ACADEMIC BOARD

HELD VIA VIDEOCONFERENCE
on

WEDNESDAY 13th JULY 2022 AT 1.30 PM

PART I

PRESENT: Associate Professor Claire Matthews (Chair), Vice-Chancellor Professor Jan Thomas, Provost Professor Giselle Byrnes, Marla Beissel, Dr Maria Borovnik, Professor Dianne Brunton, Jacalyn Clare, Associate Professor Jenny Coleman, Professor Stephen Croucher, Associate Professor Jo Cullinane, Professor Chris Cunningham, Professor Meihana Durie, Michaela Futter, Professor Ray Geor, Professor Huia Jahnke, Professor Nicolette Sheridan, Distinguished Professor Peter Schwerdtfeger, Professor Rebecca Sinclair, Arapera Taiapa-Johnson, Associate Professor Fiona Te Momo, Professor Cynthia White, and Associate Professor Oli Wilson.

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

1. PROCEDURAL MATTERS

1.1 Introduction

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

1.2 Karakia Timatanga/ Mihi Whakatau/ Welcome

The Chair began the meeting by reciting a mihi whakatau.

1.3 Apologies

Apologies were noted and accepted by the Board as follows:

For Absence: Professor Barry Borman, Professor Lisa Emerson, Professor Simon Hall, Professor Tasa Havea, Professor Stephen Kelly, Fiona Lu, Professor Jill McCutcheon, Dr Tere McGonagle-Daly, Professor Jane Parker, Professor Margaret Petty, Professor Julieanna Preston, Professor Carol Wham, and Professor Georg Zellmer.

For Early Departure: Professor Cynthia White.

For lateness: Associate Professor Jenny Coleman.

1.4 Declaration of Interests/ Register of Interest

1.5 Confirmation of Minutes - Part I – 15 June 2022

AB22/07/154

RESOLVED:

(White/Sinclair)

THAT the Part I Minutes of the meeting held on 15 June 2022 be confirmed as a true and correct record.

CARRIED

1.6 Matters Arising

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

1.7 Action Schedule- Part I

AB22/07/155

The Board noted the Action Plan.

1.8 Academic Board Work Plan 2022- Part I

AB22/07/156

The Board noted the Academic Board Work Plan 2022.

2. STRATEGIC UPDATES

2.1 Chair's Report

The Chair noted the resignation of Professor Barry Borman from the Board, and that a by-election within the College of Health will be held to fill the vacant position. It was also noted that Angus McClay, an Academic Board student representative has stepped down from the Board. This position has been filled by co-president of Manawatahi, Arapera Taiapa-Johnson.

The Chair had recently attended FAC and PAC meetings. It was noted that Academic Board's Terms of Reference were discussed at PAC and forwarded to Council for decision at their next meeting.

2.2 Vice Chancellor's Report

AB22/07/157

The Vice-Chancellor spoke to her written report, and highlighted items as follows:

- The celebration of Matariki last month, noting the various activities that were held to celebrate this across Massey campuses.
- Attended the Mihi Whakatau for students new to Massey for Semester Two held on the Manawatū campus.

The Chair noted the award recipients listed on pages two and five of the Vice-Chancellor's report, and proposed the Board send notes of congratulations to the following staff:

- Associate Professor Krushil Watene
- Professor Regina Scheyvens
- Professor Hamish Anderson
- Associate Professor Ian Laird
- Whiti Hereaka

The Chair also proposed the Board send a letter to Professor Rangi Mātāmua, to recognise the significant work he has contributed to making Matariki a recognised public holiday in Aotearoa New Zealand.

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

Action: Send letter of appreciation from the Board to Professor Rangi Mātāmua for his contributions to the recognition of Matariki as an important national date of significance.

2.3 Provost Report

The Provost provided a verbal report to the Board.

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

- Noted CUAP working with Te Kāhui Amokura around CUAP proposals being written in Te Reo Māori.
- Discussed jointly awarded qualifications
- Discussed Workforce Development Councils
- Update from the Learning and Teaching Committee, principally around ongoing work regarding the improvement of the student survey process, system, and feedback.
- Discussed Cycle 6 Academic Audit self-review, which would be distributed to committees and boards for consultation over the coming months.
- Discussed calendar regulation changes.
- Robust discussion around graduate attributes.
- Updates from Academic Progression Working Group
- CUAP proposals

The Provost provided an update from the University Research Committee, noting key items of business included:

- Strategic Research Excellence Fund recently closed. Number of applications significantly up from last year.
- Discussed PBRF, consideration already underway of how best to support researchers in the next quality evaluation round.

The Board discussed current enrolment trends in the University sector.

2.4 Student Report

Michaela Futter provided a verbal report on behalf of student membership of Academic Board, and spoke to the following items:

- Students continued to actively engage with the development of the Disability Action Plan. Groundwork has also been completed to establish a disabled students association/working group.
- Decision has been made to amalgamate the 10 student associations into one student association. Decision based on feedback received from students.
- Re-O Week for Semester Two. Student associations have collaborated on activities based on a central theme of 'housewarming'.

2.5 Tikanga Māori Discussion

AB22/07/158

DVC Māori Professor Meihana Durie spoke to this document, highlighting key considerations for the Board regarding the practice of karakia at meetings. Professor Durie noted opportunities for the Board to engage in and learn more about tikanga Māori and karakia through supplementary meetings/resources presented through his Office, and that feedback received to date from Board members has been very supportive of opportunities to further their understanding in this area.

The Chair noted opportunities for further learning and engagement would also be offered to Academic Board's subcommittees.

The Board discussed the following in relation to this item:

- It was noted that there is an important need for this understanding to be shared throughout the university, as karakia may be used in a variety of different contexts.
- Noted that Academic Board may at times discuss contentious items. One of the purposes of karakia can be seen to be an agreement of unity/kotahitanga, and that although members may have, at times, conflicting or differing views on items, this does not diminish the kotahitanga of the group.
- Noted that Council currently begins meetings with karakia.
- Shared understanding and commitment are a crucial part in deciding whether karakia is appropriate at Academic Board meetings.
- Consideration of different types of karakia, and the origins of these.
- Some members expressed mixed feelings about practice of karakia at the Board.
- Noted the tikanga of who performs a karakia.
- Suggested alternative options rather than karakia.
- Concerned that the practice of karakia could be used superficially. The tikanga needs to be the foundation of Māori practices such as karakia.
- Karakia offers safe passage, speaks of a safe inclusive environment, that protects tikanga and that respects cultural identity and diversity.
- Importance of developing strong relationships and trust as a Board.

Action: Chair and DVC Māori to develop a further discussion document to be presented at Academic Board in August.

Action: Board members requested to provide any further feedback and considerations directly to the Chair to inform the revised discussion document.

2.6 Academic Board Proposed Meeting Schedule 2023

AB22/07/159

The Chair spoke to the Academic Board proposed meeting schedule. It was noted that OAQRA had been consulted in creating the schedule and that additional meetings have been scheduled for May and August to allow for discussion of academic items in a timely manner.

RESOLVED:

(Matthews)

THAT the Academic Board Meeting Schedule 2023 be endorsed by the Board and forwarded to Council for approval.

CARRIED

2.7 Review of Qualification Review Process

AB22/07/160

The Provost spoke to the review of the qualification review process, the draft Terms of Reference and an overview of the timeframe for this review. It was noted that this review is expected to be completed in the first quarter of 2023.

Action: Provost to provide a paper to the Board, noting panel members once the panel is established.

3. ACADEMIC PROGRAMME

3.1 CUAP PROPOSALS

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

Specialisation Retirement

Fashion Design and Business Major (Bachelor of Design with Honours)	AB22/07/161
Fashion Design and Business Major (Bachelor of Design) Bachelor of Arts	
Public and Professional Writing Minor	AB22/07/162
Bachelor of Sport and Exercise	AB22/07/163
- Management and Coaching	
- Equine	
- Sport and Exercise Psychology	

Qualification Retirement

Bachelor of Natural Sciences	AB22/07/164
Graduate Diploma in Quality Systems	AB22/07/165
Master of Natural Sciences	AB22/07/166
Postgraduate Diploma in Engineering	AB22/07/167
- Electronics and Computer Engineering	
- Energy Management	
- Engineering and Innovation Management	
- Mechatronics	
- Packaging Technology	
- Renewable Energy Systems	

RESOLVED

(Byrnes/Croucher)

THAT documents AB22/07/161-AB22/07/167 be recommended to the Vice-Chancellor for approval and forwarded to CUAP for approval or noting.

CARRIED

4. PAPERS FOR NOTING

- ★ 4.1 College of Business College Board Minutes 17 May 2022 Part I AB22/07/168
- ★ 4.2 College of Humanities and Social Sciences College Board Minutes 20 May 2022 Part I AB22/07/169

- ★ 4.3 College of Sciences College Board Minutes 19 May 2022 Part I AB22/07/170
- ★ 4.4 College of Health College Board Minutes 17 May 2022 Part I AB22/07/171
- ★ 4.5 Academic Committee Minutes 10 May 2022 Part I AB22/07/172

Academic Board noted these documents.

Release of Part II Material into Part I

RESOLVED:

(Matthews)

THAT the degrees be conferred, and the certificates and diplomas be awarded to those as listed in document AB22/07/177 and the seal affixed to the parchments.

CARRIED

5. MOVING INTO PART II - EXCLUSION OF THE PUBLIC

RESOLVED:

(Matthews)

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

Subject	Reason for Proposed Exclusion	Section 48(1) grounds
<u>Item 1.</u> Confirmation of Minutes –15 June 2022.	For the reasons set out in the Part I minutes of the Academic Board of 15 June 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 15 June 2022 held with public present.	
<u>Item 3.</u> Chair's Report	Improper gain or advantage	s7(2)(j)
<u>Item 4.</u> Vice-Chancellor's Report	Improper gain or advantage Personal privacy	s7(2)(j) s7(2)(a)

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

CARRIED

Part I of the meeting closed at 2.50 pm

Signature: _____

Date: _____

Academic Board Action Schedule – Part I

AB22/08/184

ITEM	ACTION	RESPONSIBILITY	MEETING DATE REF	STATUS	DUE DATE
1	Chair to establish regular meeting schedule with sub-committee Chairs.	Chair AB/AB Secretary	February 2022	Scheduled on bi-annual basis. First meeting scheduled for October.	CLOSED
2	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.	14 September
3	Board members requested to provide further feedback and considerations directly to the Chair to inform the revised Tikanga paper in August.	Board	July 2022	Consultation request sent to members. Closed 8/08/22	CLOSED
4	Chair and Provost to meet and discuss how AB might support progressing academic changes in response to COVID-19	AB Chair/Provost	June 2022	Met 11 August	CLOSED
5	Equivalence Policy, subject to minor amendment, be recommended to Council.	AB Secretary/ Chair	June 2022	Council approved policy. Updated in policy library.	CLOSED

6	Send letters of congratulations from the Board to Award recipients listed in AB22/07/157	AB Secretary	July 2022	Letters sent on 9/08/22	CLOSED
7	Send letter of appreciation from the Board to Professor Rangī Mātāmua for his contributions to Matariki.	AB Secretary	July 2022	Letter sent on 9/08/22	CLOSED
8	Chair and DVC Māori to develop a further discussion document on Tikanga Māori to be presented at Academic Board in August.	Chair/ DVC Māori	July 2022	Deferred to September meeting.	14/09/22
9	AB to distribute Institutional Partnerships Policy to College Boards for feedback.	AB Secretary	June 2022	Feedback collated. Revised document to come to AB in September	14/09/22
10	Provost to provide a paper to the Board, noting panel members of the Qualification Review Process.	Provost	July 2022	OPEN	TBC
11					

	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 Code of Practice Update AB Terms of Reference Update 	<ul style="list-style-type: none"> International Partnerships Policy Update Tikanga Māori Discussion Māori Academic Representation on Council 	<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">



MASSEY UNIVERSITY COUNCIL (Council)

ACADEMIC BOARD (Board)

TERMS OF REFERENCE 2022

1. Constitution

The Education and Training Act 2020 requires Council to establish an academic committee consisting of the Vice-Chancellor, and members of the staff and students to:

- (a) Advise the Council on matters relating to courses of study or training, awards, and other academic matters; and
- (b) Exercise powers delegated to it by the Council.

The academic committee of Massey University Council shall be known as the Academic Board and shall be a committee of the Massey University Council.

2. Objectives

To support Council in fulfilling its legislated functions and duties, the Academic Board will regularly provide opportunities for reflection, debate and academic policy-formation focused on the values of the University, its strategic direction and policies and practices, informed by the student voice, that have significant implications for teaching and learning and research and the sustainability of the University.

Academic Board will demonstrate leadership in working to build the foundations for a Tiriti-led University environment and develop an understanding of what being Tiriti-led means within the context of the Board's responsibilities, as the University moves toward the enactment of Te Tiriti in practice.

3. The Responsibilities of Academic Board include:

- (a) Advising Council and the Vice-Chancellor on all academic matters relating to teaching, learning and research, including but not limited to:
 - i. The academic implications of the University's strategic plans, policies and procedures and related documents concerning academic matters; and
 - ii. The University's academic priorities and risks as they relate to academic matters, including assessing the quality and effectiveness of academic proposals.
- (b) Exercising any powers delegated to it by the Council and by the Vice-Chancellor.
- (c) Reporting to and engaging with Council on the effective implementation of academic strategies, policies and practices relevant to the objectives and responsibilities of the Board, ensuring they are appropriately implemented.
- (d) Maintaining oversight of academic and research integrity and ethics, including

monitoring of potential and emerging risks.

- (e) Ensuring the quality of research, research training and associated policies and drive a culture of excellence and collegiality in research and scholarship.

4. Sub-committees of Academic Board

- (a) Academic Board may establish and convene sub-committees and working groups to give effect to its responsibilities and operationalise specific duties of the Academic Board.
- (b) Such sub-committees are to be active participants in meeting the objectives and responsibilities of Academic Board in providing timely advice to Council on academic matters but are not in themselves committees of Council.
- (c) The terms of reference, including the membership of such sub-committees shall be approved by the Academic Board and such sub-committees will be bound by their terms of reference.
- (d) Academic Board will periodically review the functioning of its sub-committees.
- (e) There are 8 standing sub-committees of Academic Board as follows:
- Academic Committee
 - University Research Committee
 - College of Sciences College Board
 - College of Business College Board
 - College of Health College Board
 - College of Creative Arts College Board
 - College of Humanities and Social Sciences College Board

5. Review of Academic Board

Academic Board shall undertake an annual self-review of its objectives and responsibilities in accordance with its Terms of Reference. The self-review will be reported to Council.

6. Secretariat and Meetings

- (a) When Chairperson is Absent

Where the Chairperson needs to vacate the Chair for a particular meeting, they will arrange for another member of the Academic Board to Chair that meeting.

The quorum for a meeting of the Academic Board shall be a majority of the members then holding office being present. For the avoidance of doubt, where numbers are even, the quorum shall be half the current members plus one.

- (b) Timing and Frequency of Meetings

The frequency of meetings will be determined by the annual work programme, and in the ordinary course of events will be held at least every second month, with the first meeting of the year to be held no later than February.

The Chair may convene additional meetings as they think necessary for the efficient performance of the objectives and responsibilities of the Academic Board. Where this is required, no less than 15 members of the Academic Board shall convene the meeting.

- (c) Standing Orders

Unless otherwise specified in these Terms of Reference, the conduct of meetings of the Academic Board will be subject to the Procedures for Council and Council Committees as amended from

time to time. Where procedures are not specified, they shall be determined by the Chair with reference to established Council meeting practice and procedure. Where relevant the Academic Board will comply with the policies of Council in exercising their duties.

(d) Agenda, Administration and Minutes

Academic Board will be supported by the office of Governance and Assurance. This includes development of an annual work plan, convene elections, conduct reviews and secretariat support.

7. Reporting Procedures

The Chair of Academic Board will provide a written report on the activities of Academic Board to Council, will be in attendance at Council meetings and will report back to the Academic Board as relevant. Academic Board will bring to the attention of the Council and/or the Vice-Chancellor any issues arising on which the Council should be advised.

8. Membership

The membership of Academic Board shall be composed as follows:

Vice-Chancellor	1	Appointed
Provost	1	Appointed
Deputy Vice-Chancellor Māori	1	Appointed
Dean, Pacific	1	Appointed
University Registrar	1	Appointed
Chairs of Subcommittees	7	Appointed
Pūkenga Tiriti	1	Appointed
Māori Academic Staff Representatives	3	Elected
Academic staff: Three from each College	15	Elected
Student Representatives	5	Appointed
Total Membership	36	

8.1 Non-members in Attendance

Academic Board may wish non-members to attend meetings of the Academic Board with the consent of the Chair. Speaking rights may be granted through the Chair but they will not have voting rights.

8.2 Power to Co-opt

The Academic Board Chair may, at their discretion, co-opt up to three additional members to provide expertise or advice on specific matters where this is considered necessary. The co-opt tenure will be clearly defined and must not exceed 12 months. These co-opted members will have full rights.

9. Elections and Appointments

The majority of members of Academic Board will be elected members. Elections will be carried out in accordance with University practices.

9.1 Academic Staff

Three academic staff from each College are to be elected, one of whom must be a Professor.

9.2 Māori Academic Staff Representatives

Three Māori academic staff representatives will be elected as members of Academic Board one of whom must be a Professor. All Māori academic staff with permanent employment status will comprise the Māori Academic Electoral College, and be eligible to nominate and be elected. The Deputy Vice-Chancellor Māori will co-ordinate the process for electing these members.

9.3 Student Representatives

Up to five (5) Student Association Presidents will be appointed as student representatives by the Massey University Student Associations' Federation (MUSAF).

10. Chair of Academic Board

The Chair of the Academic Board will be appointed by Council from amongst the appointed and elected members of Academic Board in consultation with the Vice-Chancellor and shall not be a member of the Senior Leadership Team.

11. Term of Appointment

11.1 Chair

The term of appointment for the Chair of Academic Board will be three years.

11.2 Appointed Members' Positions

Members appointed to the Academic Board by way of their position will hold membership of the Academic Board for the duration of their substantive position appointment.

11.3 Academic Staff and Māori Academic Staff Members

The term of appointment for the elected academic staff and Māori academic staff members will be three years.

11.4 Student Representatives

Student representatives will be appointed for a term of one year with the option of extending the term for another year with the approval of the Chair. Student representatives are to be currently enrolled students.

12. Induction

The Chair will be responsible for ensuring that new members to the Academic Board are appropriately inducted into the role of the Academic Board, its place in the decision-making of the University, the Board's standing orders and procedures, and the role and responsibility of members.

13. Document Control

Approved by Massey University Council on 21 July 2022. To be reviewed July 2023.

DATE:	5 August 2022
AUTHOR:	Vice-Chancellor Professor Jan Thomas
SUBJECT:	VICE-CHANCELLOR'S PART I REPORT TO ACADEMIC BOARD PERIOD: JUNE-JULY 2022

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Recommendations

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

Executive Summary

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

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

- *Turning technology innovation into success*
Massey Ventures Limited have recently been in the [<media>](#) with their success in commercialisation of intellectual property and research from the university, through the

establishment of five companies. The five companies are NovoLabs, Ampersand Technologies, Nanophage, Retrapac Therapeutics and M18 Optics.

- *2022 KiwiNet Awards*

The Kiwi Net Research Commercialisation Awards are a one-of-a-kind celebration for the science and research sector, honouring the entrepreneurial spirit of those who are bridging the gap between research and business, for the greater benefit of Aotearoa New Zealand. Congratulations to Massey finalists:

- Dr Richard Winkworth in the Breakthrough Innovator category for his role in commercialising the DNA Diagnostic technology behind Ampersand Technology Ltd
- Magritek in the Commercialisation Impact Award.

These are excellent outcomes and the third year in a row that Massey staff and businesses have been shortlisted in the KiwiNet awards.

- *Fulbright Graduate Awards*

The 2022 Fulbright New Zealand grantees have been officially announced and include Massey University students Aya Morris and Leola Meynell.

Aya Morris is the recipient of a Fulbright Science and Innovation Graduate Award and will research sustainable development and resilience in coastal communities at Columbia University in New York City. This research will be applied towards her Master of Sustainable Development Goals at Massey. Aya is a committed distant student from Kaitaia and alumni of the Massey BA in Psychology (2013) and a PGDipEd (Ed Psych) in 2016.

Leola Meynell is a PhD student and Assistant Lecturer in Psychology who will be engaged in research on how climate change is affecting women's reproductive decisions at the University of California, Riverside. Leola graduated from Massey with a BA (Hons First Class) in Psychology in 2017, and an MA in Psychology in 2020. Leola was a Massey University doctoral scholar and a Peer Scholar in the Scholars@Massey programme in 2021.

- *Inaugural International Dairy Federation award*

Riddet Institute scientists have won two of the four top prizes in an [inaugural International Dairy Federation award](#). Riddet Institute postdoctoral fellow Debashree Roy came second equal and research officer Nick Smith was third in the International Dairy Federation Professor Pavel Jelen Early Career Scientist Prize.

- *Shanghai Subject Area Rankings*

The ARWU Subject Area rankings (also known as the Shanghai Rankings) were released in July. Massey's performance in this ranking continues to be very stable. The university maintained its numbers of ranked subjects (19), but dropped a few positions for Veterinary Science (down to 42 from 36). There was no change in positions for Food Science at 51-75, Communication at 101-150 (and number one in NZ) and Agriculture at 151-200 (also number one in NZ). In total, Massey has six subjects ranked first or first-equal in NZ, two more compared to last year. Massey continues to be third in New Zealand for the number of ranked subject areas.

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

- *Funding for two significant health research projects*
Associate Professor Chris Wilkins and Associate Professor Sunia Foliaki have been named recipients in the latest round of funding from the Health Research Council of New Zealand. Their respective projects, regulating retail vaping to support smoking cessation, and advancing palliative care among Pacific children, have collectively been awarded more than \$2 million in funding over the next three years. Further details [<here>](#).
- *Distinguished Professor appointed co-director of Infectious Diseases Research Platform*
Distinguished Professor Nigel French, an expert in infectious disease epidemiology and public health, has been appointed inaugural co-director of the Infectious Diseases Research Platform, alongside Hauora Māori leader Te Pora Thompson (Ngati Hauā). Further details [<here>](#).

Te Pou Ako – Teaching and Learning

Examples of the delivery of an excellent learning environment include:

- *Massey awarded five Prime Minister's Scholarship programmes*
Education New Zealand Manapou ki te Ao (ENZ) awarded Massey University five group programmes for the [Prime Minister's Scholarships](#). Just over \$600,000 has been granted for up to 61 students to embark on a range of programmes in Asia and Latin America, including an Agriculture and Sustainability Internship Programme in Mexico City and a two-month Fashion Internship Programme in Ho Chi Minh City, Vietnam.
- *AdvanceHE fellowship recipients celebrated*
Ninety-six Massey teaching staff have been awarded fellowships by [AdvanceHE](#) (The Higher Education Academy). The internationally recognised AdvanceHE programme aims to improve higher education across the world for staff, students and society. Teaching staff choose to participate in these self-driven pathways to assess and advance their teaching practice. The staff, who achieved these fellowships in either 2021 or 2022, were celebrated for their achievements at ceremonies across the three campuses in July, as well as at an online celebration. Further detail [<here>](#).
- *Global Undergraduate Awards*
Thirty-two Massey students made submissions to the Global Undergraduate Awards, a strong improvement on the four submissions made in 2022. The Global Undergraduate Awards is the world's leading undergraduate awards programme which recognises top undergraduate work, shares this work with a global audience and connects students across cultures and disciplines.
- *TEC's Educational Performance Indicators (EPIs) Sector Results*
The Tertiary Education Commission (TEC) released the 2021 EPIs results for the tertiary education sector in July. The three EPIs relevant to Massey include Successful Course Completion, First Year Retention and Qualification Completion.

According to the published results, the university sector EPI results in 2021 were consistent with 2020 levels, with the exception of Course Completion rates, which for the university sector decreased by 2%, from 89% in 2020 to 87% in 2021. Massey reduced its gap in course completions

in relation to the sector from 3% to 2%, with its completion rate sitting at 85% in 2021. Qualification completions and student retention remained unchanged for the university sector between 2021 and 2020 (65% and 80% respectively). Massey improved its performance in qualification completions and student retention and made progress reducing its gap with the university sector by 1% in each indicator, with rates sitting at 52% and 75% respectively. This is a significant achievement considering Massey's diverse student demographic, with more distance/online, part time and mature students.

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

- *Academic Audit*
The draft Self-review Report for the Cycle 6 Academic Audit has been drafted with extensive contributions from colleges and service lines and is almost ready for consultation around the university. A large amount of information has been gathered and the process now is sorting through that evidence to determine if it is directly relevant to the Guideline Statements and should be included in the Report. Colleges have expressed interest in reading about the activities of other colleges, and it is hoped in this way the university can share examples of good practice and look to expand on these where appropriate. The Audit Panel will be looking for evidence of embeddedness of practice across the university and we will highlight recent university-wide initiatives to show this.
- *Massey University Literacies Framework*
Like all universities, Massey is going through an unprecedented period of digital and cultural transformation which has turned the spotlight onto what counts as learning and literacy. Definitions of what constitutes academic success, the academic identity and 'good' academic practice are increasingly contested. Students are expected to develop and demonstrate the language, ways of thinking, behaviours, and practices appropriate to the university and their chosen discipline at the same time as acquiring the knowledge and skills specific to their programme of study. It requires substantial effort and organisation to support students to transition into the university environment and then to develop in these areas over the course of their programmes. It is no small challenge for staff across the university to identify, plan, and implement the actions necessary for this to occur.

A literacies framework is being developed as part of Pūrehuroatunga and toward student success and retention. A literacies framework is a scaffolding tool that seeks to unpack the 'academic identity' by identifying specific knowledge, skills, and attributes, and their component parts. This allows programme designers and course coordinators to identify the specific skills students must develop at each level or a programme, to determine the order in which they need to be developed, and then to ensure that appropriate learning and assessment activities are in place so they can achieve the required outcomes. The framework will also be helpful in providing clarity to students about the specific expectations they need to meet in order to progress through their programme. Importantly, having a university framework also helps to ensure a shared understanding of academic expectations across disciplines and programmes.

The draft Massey framework currently covers five domains: academic, digital, information, research, and professional. Further domains, such as feedback and cultural literacy, will be considered for development in the future. Each domain is broken down into a set of measurable skills and attributes along a continuum of 'novice' to 'expert'. The framework is nearing the end of

a feedback round with expert stakeholders from across the university including academic and professional staff. As a result of this feedback with framework will be reviewed and adjusted, with the aim of going live by the end of the year/early 2023. Because the state of knowledge is dynamic, this framework will evolve and undergo periodic revision.

- *Contemporary approaches to university teaching*
The Teaching Academy is working on the development of an induction to teaching course based on a creative commons MOOC developed by the Council of Australasian Leaders in Learning and Teaching (CAULTT). The work is in the early stages, with work under way to scope the changes required to ensure it is fit for purpose for the Massey context.

Te Pou Tangata – People

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

- *Kōrero with staff*
Staff Update is a weekly e-newsletter that shares information from across the university and works in parallel with *People@Massey*, which celebrates staff achievements and shares insights into the work our people do. *Staff Update* always begins with the latest updates from SLT, whether it is a message from myself or other relevant information from others in the team. This enhances the visibility of SLT members and our decision making. *Staff Update* includes information and updates that do not warrant a *Massey-all* email.

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

Massey-all emails are used for significant items of interest that are time-critical and important to all staff, and generally will come direct from the Vice-Chancellor and members of the university's Senior Leadership Team.

- *Te Kei Māori Academic Staff Development Programme*
Te Kei Māori Early Career Academic Professional Development programme was [launched](#) in July. It is funded by Te Kāhui Amokura Universities NZ and aims to support early career academics, and increase leadership and management capability.

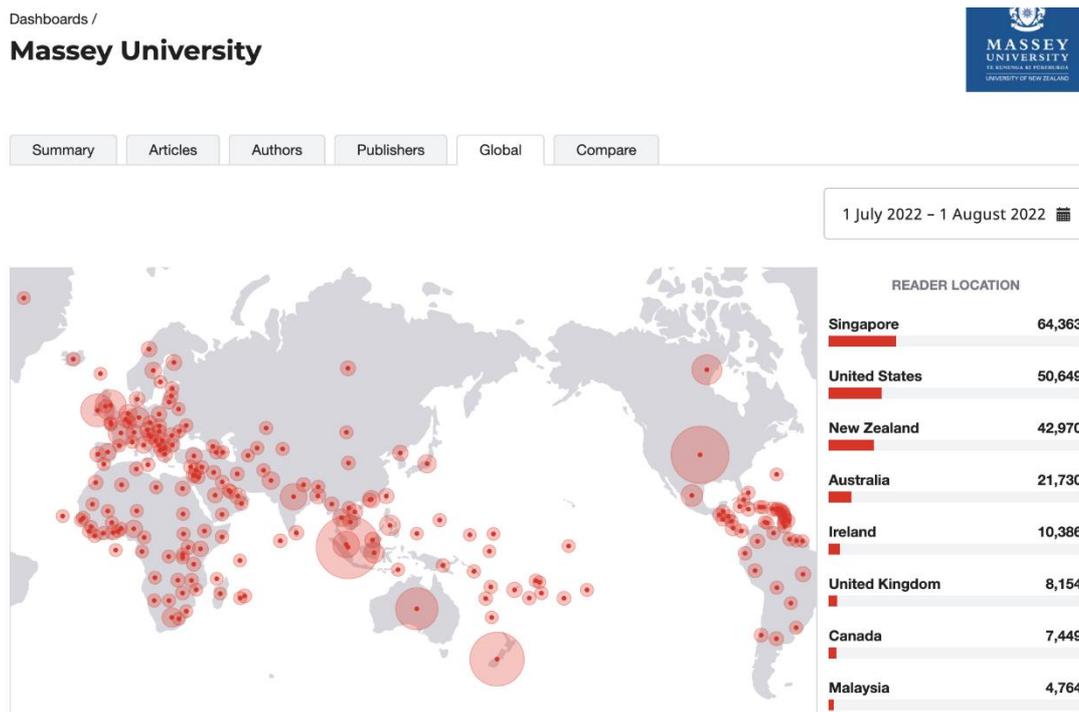
There has been early interest from many staff and managers for the five participant slots Massey have been awarded. Applications will open on Monday 25 July, and these are being coordinated by Professor Meihana Durie, Deputy Vice-Chancellor Māori and our Associate Deans Māori from across our five Colleges.

- *Pacific Plan 2022-2027: Weaving wisdom into a resilient future*
This is in final draft. It was presented for action development at the Pacific Student Success Team Building in July. A timeline for wider stakeholder consultation is currently being created.

Te Pou Hono – Connection

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

- *International reach*
I thought you may find the image, below, of interest. It depicts the Massey University articles published in *The Conversation* readership by country.



- Continuing on the ‘reach’ theme, Professor John Potter, Research Centre for Hauora and Health, was Massey’s most read article in *The Conversation* in July. The article, [Reinfection will be part of the pandemic for months to come. Each repeat illness raises the risk of long COVID](#), had been read 185,506 times as at 19 July.
- *Vice-Chancellor signs renewed MOU with Peking University*
In late July, and in my role as Chair of Universities New Zealand – Te Pōkai Tara, I signed a renewed Memorandum of Understanding between the prestigious Peking University and all eight New Zealand universities. Established in 2007, the New Zealand Centre at Peking University promotes the study of New Zealand in China and contributes to strengthening New Zealand–China ties by promoting mutual understanding and cooperation across diverse fields of academic and other sector engagement.

The centre was initially a partnership with University of Auckland, with the other seven New Zealand universities all joining by 2014 and the first MOU signed in 2016. Massey University joined in 2014. The late Deputy Vice-Chancellor Global Engagement Stuart Morriss was Chair of the New Zealand Centre Advisory Board from 2018 until his death in Palmerston North in 2020. Further details [<here>](#).

- *China's new Ambassador visits Manawatū campus*

China's recently appointed New Zealand Ambassador, Dr Wang Xiaolong, paid his first visit to Massey's Manawatū campus, continuing a long-standing association between the university and China's Embassy. Further details [<here>](#).

- *Support Massey athletes at the 2022 Commonwealth Games*

The 2022 Commonwealth Games is being held in Birmingham, England, running from Friday 29 July to Tuesday 9 August. We have an impressive number of current and former student athletes competing, with 72 of the 233-strong New Zealand team from the Massey whānau.

This is a great opportunity to acknowledge our High Performance Coordinators and the team behind Massey's Academy of Sport who support our student athletes so they can excel in both their sporting commitments and in their study journey. It is through their expertise and commitment that Massey stands out as the leading university for student athletes, and how our current students can shine at the Games while balancing their studies. Ngā mihi nui.

- *Ka Mua, Ka Muri*

Louis Changuion (University Archivist) and Pauline Knuckey (Special Collections Librarian) attended the second Ka Mua, Ka Muri (Walking backwards into the future) hosted by the Palmerston North City Library. This is an expo type of event that brings together local organisations involved with history and heritage, and teachers, with the aim of helping the latter prepare for teaching the new Aotearoa New Zealand Histories curriculum in 2023. It was a great opportunity to showcase Massey University Library and Archive collections and to extend our networks.

- *Kaupapa Māori programme for high schoolers held on the Manawatū campus*

Te Manu Taikō (TMT), a Kaupapa Māori programme for year 12 and 13 secondary school students, was recently held on the Manawatū campus. Future Students Adviser Tania Jahnke says, "It is a great opportunity for rangatahi Māori to be informed, be inspired, and get a taste of university life so they can visualise themselves in the space." Further details [<here>](#).

- *Te Rau Karamu Marae award recognition*

Te Rau Karamu Marae at Massey University's Wellington campus [won regional architecture awards](#) in the education and interior sections ([Stuff](#)).

DATE:	5 August 2022
AUTHOR:	Dr Tere McGonagle-Daly, Deputy Vice-Chancellor, Students and Global Engagement, and Amy Heise, Executive Director, Student Experience
SUBJECT:	Education (Pastoral Care of Tertiary and International Learners) Code of Practice - July 2022 Update

Recommendations

Academic Board is asked to:

- **Note** the contents of this paper

Background

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code) requires Massey University to have a systematic, transparent, whole of institution approach to student wellbeing and safety. Other requirements also include specific mandatory learning, shared documentation practices and clear referral systems and pathways.

In preparation for the implementation of the code on 1 January 2022 a gap analysis was undertaken (AB22/02/20). Following the gap analysis an action plan was developed that would close any compliance gaps that had been found.

Code Administrator and CUSPaC

Each university participates in the administration of the Code. Universities New Zealand is the Code Administrator for the university sector and as part of fulfilling these duties a formal committee has been established called the Committee of University Student Pastoral Care (CUSPaC) of which Massey University is a member. The Executive Director, Student Experience is the University's representative for CUSPaC. Quarterly reports and CUSPaC meetings are held to review Code compliance and to discuss good practices or shared enhancement opportunities for the sector.

Outcome of the Gap Analysis

The Gap Analysis exercise provided Massey with an opportunity to identify areas where it could make improvements to enhance the experience for all students.

Massey University's Internal Audit completed the self-assessment activity in October 2021. The gap analysis results were shared with Student Associations and their input and feedback was incorporated into the resulting action plan. Delivery of the action plan is monitored for completion per Massey's Internal Audit processes.

Summary of Progress

1. A **Student Wellbeing and Safety Framework** and supporting practices are in the process of being approved and implemented. This framework helps to explain how student wellbeing and safety is supported across the University and it details the range of supporting tools and systems which will be embedded into the overall student experience.

The proposed Framework interprets sector best practice and the outcomes of the Code for the Massey context and makes a commitment to supporting staff to ensure quality outcomes for students. The framework presents a 'whole-of-community' wellbeing, safety and inclusion approach that plays to our strengths and unique culture.

Accompanying implementation activities include:

- Ensuring staff's wellbeing and safety when they are supporting student wellbeing and safety through the provision of clear referral pathways, case conference and support staff clinical supervision.
- Developing a library of templates and other processes which support staff, working within a whole-of-Massey systematic approach, utilise and that upholds best practice and ensures cohesion.
- Developing positive proactive pastoral care opportunities for students such as health and harm prevention promotion activities, events and resources.
- Embedding shared principles and practice orientations into our systems and structures.

2. A **review of the Student Complaints Management approach** is commencing. This includes exploring a university-wide reporting mechanism and oversight function that may be responsible for the overall monitoring and statistical reporting of the student complaints and service satisfaction results to all key stakeholders, including students and Code Administrators.

3. **Further training and resources are being developed** and made available to all staff. This includes training on the Code, recognising and referring students and broader student wellbeing and inclusion capabilities.

4. The **Data Enabled Student Support (DESS) work, coordinated by the Student Achievement Team, continues to expand its impact** through initiatives through proactively monitoring and responding to student's needs. This includes work on supporting students who are not making satisfactory academic progress and monitoring early engagement with Stream. Planning is also underway for intensive coaching of high-risk students prior to their commencement in Semester 1 2023.

5. A working group has been formed to address the **support needs of all under 18-year-old students**. This includes amendments to the Student Admission application to collect appropriate next of kin contact information for support purposes.

6. The **CRM case management system** has been implemented and practices associated with it continue to be refined. CRM has already enabled better case management of students and student wellbeing and safety-related risks to be managed in a more co-ordinated way.

7. Greater coordination and supporting infrastructure for student voice and partnership is being developed. This includes supporting the newly reformed Federation of Student Associations to review the approach to elected representation at Massey, undertaking targeting engagement with students via Campus CoLab, establishing a range of student advisory groups and developing resources and guidance for board or committee student representatives. Work is also underway to consider the actions required by the University to move towards a more authentic partnership approach to some decision making.

Other Enhancement Work

The Code's introduction has raised a greater awareness across the University of the importance of embedded, systematic student support. It has also encouraged support areas to understand and articulate their work as part of a system and across the wider student experience.

This awareness and understanding has generated significant amounts of enhancement work that has, and will, embed support and wellbeing practices into the core processes that students are regularly exposed to.

An example, familiar to Academic Board, is the reform work that has been undertaken on academic progress regulations and monitoring. Systematic support, including tools and practices which are part of the Student Wellbeing and Safety Framework, are embedded in the implementation of these regulation changes. The work currently underway to fundamentally reset our special considerations process is another example of how we can progress from compliance with the Code to exemplary student support across all aspects of their experience.

Overview of Gap Analysis: Q2 report

On a quarterly basis the University is required to report to both CUSPaC and the Massey University Finance and Audit Committee on progress related to any gaps between the code requirements and our current practice. Below is the most recent update provided to CUSPaC which includes the Code clauses, specified action and progress to date.

Outcome	Process	Clause	Action	Q2 Update
1	1	7 (1) (a) and (b)	Developing Student Wellbeing Operational Plan to support implementation of the university's strategic priorities. The plan will include: <ul style="list-style-type: none"> • Governance framework • Initiatives and activities supporting delivery of strategic student wellbeing goals • Overall communication plan to ensure wellbeing activities are integrated and coordinated • Includes regular review process in TOR 	The Student Wellbeing & Safety Framework has been developed in direct alignment with Massey's strategic goal. It covers our Tiered approach to support and advising; supporting staff supporting students through case conferencing, pastoral care teams, and networks; supporting IT systems for the above; recruitment, induction, training and development, and; annual student wellbeing programming.
1	1	7 (2) (a) and (b)		

				<p>A Student Advisory Group (SAG) has been developed and engagement in the development of the SWSF.</p> <p>These processes presently being piloted with key stakeholders, annual review dates will be sentence finalised.</p>
1	1	7 (3) (a) and (b)	<ul style="list-style-type: none"> Establish Student Advisory Group as part of overall student wellbeing support network and feed student voice into development and improvement of Student Wellbeing Operational Plan, and wider university planning processes Establish and utilise appropriate metrics to monitor Student Wellbeing Operational Plan impact Utilise Data-Enabled Student Support Analytics Project to review performance 	<p>This has been established by the Associate Director Student Development and Partnership and an initial regular discussion and input sessions are underway. Student Wellbeing.</p> <p>Dashboards being created.</p> <p>DESS work underway and includes initiative evaluations being conducted.</p>
1	2	8 (2) (a) and (b) 8 (3)		
1	3	9 (a), (b), and (c)	<ul style="list-style-type: none"> Student Wellbeing Plan will include an auditing process to inform publishing report information Student Wellbeing and Operational Safety Plan will explain assessment process in relation to aims and Code requirements 	<p>As above - the first SAG discussion and input session has been held, with the next being on the Code. Following this and the students' input and interest for engagement, a session will be held more specifically relating to the Wellbeing Operational Plan.</p> <p>A working group for analytics and better connecting the various systems supporting the Wellbeing Operational Plan is being established.</p>
1	4	10 (3) (a) to (h)	<ul style="list-style-type: none"> Project actioned to review university-wide emergency and crisis management plan and communication framework to ensure it is fit for purpose Plans regularly revised and reviewed through annual reporting processes 	University emergency and crisis management plan under redevelopment.
2	2	13 (a) to (f)	<ul style="list-style-type: none"> University is reviewing students' complaints policy, including monitoring and data reporting processes supporting learner complaints and service 	Working group to develop the University Complaints Management Policy has been commenced and will be informed by the Code requirements.

			<p>satisfaction results reported to students, stakeholders, and the Code administrator</p> <ul style="list-style-type: none"> Updating Student Complaints Webpage to convey updated complaints and DRS pathways 	<p>Link to DRS has been added to the webpages.</p>
3	1	16 (1) (a) to (g)	<ul style="list-style-type: none"> Develop training and resources for university staff in direct or non-direct pastoral care roles 	<p>Key training been developed and delivered.</p> <p>Work in this regard is ongoing as it results from established intentions of the wider SWS Framework. Where there were intentions for connecting across universities, this has been put off which allows for more focussed work to be achieved internally. Discussions and planning underway.</p>
			<ul style="list-style-type: none"> University to develop, consult and communicate policies on student discrimination, racism, bullying, harassment, abuse 	<p>Policy landscape overview is being created and workplan for new policy and policy reviews being developed.</p>
3	2	17 (2) (a) to (d)	<ul style="list-style-type: none"> Include Student Wellbeing Assessment form and/or additional questions in Student Application Form New form data to feed into CRM, and to be processed with Accommodation Services wellbeing data 	<p>Discussions are underway with the many systems students are declaring into for various purposes - including international, U18, and Halls enrolments and admissions to name a few. Smaller, relatable working groups are being established to understand who is doing what for different purposes and where the opportunities are to align. Once this is achieved, opportunities for reduction of multiple declaration requirements for students will be considered and recommendations for all-student declaration needs put forward.</p>
4	3	22 (1) (a) to (j)	<ul style="list-style-type: none"> Update all student application forms to ensure university collects appropriate student contact details Update contract conditions to explain reasons university contacts designated persons Include Student Wellbeing Assessment Form as part of Student Application Form 	<p>Review of University admission form is currently underway to ensure it includes Code requirements.</p>

			<ul style="list-style-type: none"> Look at CRM data reporting to inform staff and students about appropriate support services 	
4	3	22 (3)	<ul style="list-style-type: none"> Amend student enrolment contact/offer of enrolment for domestic under 18 students 	Review of University admission form is currently underway.
4	3	22 (4)	<ul style="list-style-type: none"> Utilise new CRM case management system to coordinate the recording of student learning and safety related risks 	New system has been implemented and is being used to escalate and collaborate on student support.
5	4	27 (1) (a) to (c)	<ul style="list-style-type: none"> Develop consistent, shared parent/caregiver information and communication plan for under 18 residents Clarify interpretation and actioning of 'routine checks' Clarify university's scope of responsibility for residents receiving care from external agencies via appropriate communication channels 	U18 working group established and progressing these items.
6	1	30 (a) (i) and (ii) 30 (b) (i) and (ii)	<ul style="list-style-type: none"> Amend and update Accommodation webpage and Accommodation handbook 	Completed
9	2	38 (a) to (e)	<ul style="list-style-type: none"> Amend contractual terms and conditions to include performance monitoring clause Agree on performance indicators with partner agents 	Completed
10	7	46 (2) (a) to (e) 46 (3) (a) and (b)	<ul style="list-style-type: none"> Review student refund and fee protection policy, and include appropriate Code references 	This is currently being amended.
12	1	50 (a) to (c)	<ul style="list-style-type: none"> Develop communication plan and information pack for under 18 international learners Develop formal transfer plan template for under 18 residential caregivers to legal guardian/parent transfers 	U18 working group established and progressing these items.

DATE:	5 August 2022
AUTHOR:	Professor Giselle Byrnes, Provost
SUBJECT:	Update: Academic Progression Regulations, policy, and procedure

Recommendations

- That Academic Board note the information in this paper on the Academic Progression Regulations, policy, and procedures.

Purpose Update

As requested, to provide Academic Board with an update on the Academic Progression Regulations, policy, and procedures and student outcomes from the Semester two 2021 and Summer School 2021 Academic Progression rounds.

Introduction

With the suspension of the Academic Standing model in 2020, coupled with the impacts of the Covid-19 pandemic on learning and teaching, the University's exclusion process to manage poor student performance was suspended. In 2021, the Pūrehuroatanga initiative Steering Group was provided with two discussion papers which outlined the issue now known as 'Non-Participating Enrolments (NPE)' across the University.¹ These are students who while they enrol in a course of study, do not actively participate in study or submit assessments and, as a consequence, either receive DC² or WD³ grades, both of which are considered 'fail' grades by the University and by the TEC. By way of context, our data shows that in 2020, there were 1,900 individual students who were NPE-WD (7% of all enrolments) along with 1,222 individual students who were NPE-DC (4% of all enrolments). Note that these are students who only received 100% WD or 100% DC grades in a single semester of study in 2020.

This data, along with concerns raised as part of the Pūrehuroatanga strategic initiative which is focussed on removing the barriers to student success and enhancing student success outcomes, precipitated the reinstatement in semester one 2021 of the existing general regulations which facilitated the active management of poor student performance. This meant, in effect, that students only triggered the *exclusion* threshold if they had had at least three semesters of enrolling and gaining no credit (that is, they only received DC, WD and other fail grades for three complete semesters). This initial round was managed by the Office of the Provost and Student Registry, with support being provided for the management of appeals by the incoming Chair of the Academic Standing Hearing Committee.⁴ This issue was then addressed for the semester two 2021 round with the Chair of the Academic Standing Hearing

¹ 'Non-Participating Enrolments' were hitherto referred to as 'ghost students'. While both terms appear in the higher education literature (an example can be seen here: <https://apo.org.au/node/311447>), We have chosen to use the term 'Non-Participating Enrolments' (or 'NPE' by way of abbreviation).

² There are three ways a student can get a DC grade for a course: Enrol in a course but do not participate in any assessments, enrol in a course but submit less than 51% of all assessments or enrol in a course but withdraw after the academic and financial penalty dates

³ There is only one way a student can 'be awarded' a WD grade. This is when the student formally withdraws from a course(s) after the financial penalty date (17% of the course), but before the academic penalty date (75% of the course). The WD grade is not dependent on how many (or how few) assessments the student has already completed.

⁴ For clarity, the DPVC Massey Business School, who also took on the role of Chair of the Academic Progression Working Group established by Academic Committee to design a replacement for the Academic Standing Process. As the Provost's name had gone on the initial exclusion letters, the Provost was unable to respond to any appeals given the separation of powers, the need to avoid conflicts of interest and to respect natural justice principles.

Committee (ASHC) managing the NPE process. This process combined the efforts of the Chair ASHC with key staff from Student Registry and Student Services in support, and as agreed by the Provost, this group made determinations using pre-agreed decision-making protocols with the members of ASHC only being called upon for input in unprecedented cases. This approach meant the full ASHC did not need to be convened and decisions were processed quickly in order to reduce student anxiety and the jeopardy of exclusions in the immediately following semester.

Risks to possible delays were also mitigated by a change in protocols with students now being advised initially that their performance was below expectations and exclusion was being considered, and that they could reply to offer an explanation *prior to a decision being taken*. Under this process, if a student makes a submission, the decision-making protocols are used to evaluate if a student's situation was unexpected and outside their control and thus unable to be mitigated by any action on the student's behalf. Where a student has genuine circumstances which explain the lack of academic progress and these circumstances can be controlled for, then they are normally permitted to continue studying. If, however, the student's submission was not sufficiently explanatory of the situation, the student would normally be excluded for a period of around 12 months. Students who make no submission are also normally excluded "no contest". Finally, if a student seeks to appeal the NPE decision of exclusion, this proceeds to the Provost as an appeal case.

Outcomes of the Exclusion Process in S2 2021 and SS 2021

While records were maintained within the Provost Office for semester one 2021, the way these were kept makes analysis difficult and an improved system has been established for semester two 2022 onwards. Data analysis was therefore only undertaken for exclusions assessed in semester two 2021 and summer semester 2021 for the purpose of this paper.⁵ It must be noted that this is standalone data with no comparisons made to previous exclusion rounds prior to 2020.

Table 1 shows that there were 402 exclusions initiated in semester two 2021, 188 of which had submissions to explain the below expectation academic performance. Of these 188, 121 were permitted to continue studying at Massey. The success rate of avoiding the exclusion was higher in semester two 2021 than summer semester 2021, but this can be partly attributed to tighter expectations for submissions being developed over time and 30 students appearing on both exclusion lists.

Table 1: Number of NPE cases in semester two 2021 and summer semester 2021

	S2 2021	SS 2021
NPE Outcomes	402	100
Number (%) of students who did not make a submission	214 (53%)	58 (58%)
Number (%) of students who made a submission	188 (47%)	42 (42%)
Number (%) of students whose submission was successful	121 (64%)	15 (36%)
Number of students who were on both S2 2021 and SS 2021 NPE lists		30

Table 2 examines the success rate of students whose submission to explain their circumstances was successful and who were *not excluded* as a consequence. It is clear that those then enrolling in summer semester after being permitted to continue is *associated with poorer outcomes* than experienced in a more typical semester of study (18% passing all courses versus 41% passing all courses in semester one 2022). It also appears from the data that summer semester was a more popular option for these students than waiting to commence in the following semester one. It is also clear that most students

⁵ The semester one 2022 round is currently underway and incomplete at the time of writing.

who made a successful submission will either pass 100% of their next enrolment or fail 100% of their next enrolment, with only a handful of students receiving a mix of pass or fail grades. This potentially illustrates a student's engagement (or non-engagement) with their study in that semester but it may also highlight that the University explaining its expectations to students may motivate some students very strongly.

Table 2: Success rate of students who made successful NPE submissions

	SS 2021	S1 2022
Of those students who made successful NPE submissions in S2 2021	121	15
Number of students who re-enrolled in SS 2021 or S1 2022	49	41
Number (%) of students who passed all courses	9 (18%)	17 (41%)
Number (%) of students who failed all courses	37 (76%)	20 (49%)
Number (%) of students who had a mix of pass and fail grades	3 (6%)	4 (10%)
Of those students who made successful NPE submissions in SS 2021 and next enrolled in S1 2022		13
Number (%) of students who passed all courses		3 (23%)
Number (%) of students who failed all courses		6 (46%)
Number (%) of students who had a mix of pass and fail grades		1 (8%)

Table 3 analyses the number of courses enrolled in for students who made successful submissions via the NPE process (and who were *not excluded* as a consequence) to understand if workload is a factor in completion rates. The data shows that regardless of the semester of enrolment, the chances of failing all courses are higher when enrolled in two or more courses, except for summer semester where 73% of students who enrolled in only one course failed this. It is also concerning to note that two students were permitted to enrol in three courses in summer school; however, there may have been extenuating circumstances around this (such as last semester of study to complete their degree).

Table 3: Number of courses enrolled if the NPE submission was successful

	SS 2021	S1 2022
Number of courses enrolled in when a successful NPE submission was made and S2 2021 exclusion was avoided		
1 course	30	11
Pass	8 (27%)	8 (73%)
Fail	22 (73%)	3 (27%)
2 courses	17	6
Pass all	1 (6%)	2 (33%)
Fail all	14 (82%)	4 (67%)
Mix of pass and fail	2 (12%)	0
3 courses	2	12
Pass all	0	5 (42%)
Fail all	1 (50%)	7 (58%)
Mix of pass and fail	1 (50%)	0
4 courses	0	12
Pass all	-	2 (17%)
Fail all	-	6 (50%)
Mix of pass and fail	-	4 (33%)

This data analysis will be provided to the Academic Progression Committee and the Academic Progression and Performance Working Group for their information.

Academic Progression Working Group

As mentioned, the Academic Progression Working Group (APWG) was established in June 2021. This group was tasked by Academic Committee to:

1. Propose changes to the University's Academic Progress Regulations, including progress and Academic Standing. This work has been completed.
2. Propose ways to embed a framework for proactive student support into the University's regulations and procedures (incorporating, but beyond NPE). This work is ongoing.

APWG developed the Academic Progress [Regulations](#), [policy](#), and [procedures](#) and these were provided to Academic Board for approval at the end of 2021. Council approved these on 10 June 2022: both the policy and procedures are due for revision in June 2027.

Other work progressed by the APWG in 2021 has included working with ITS to ensure the SMS system can easily support the Academic Progress Regulations, policy, and procedures. The process as it currently stands is highly manual using email and SharePoint as well as drawing on records changes in SMS Client. ITS have advised that excluding students in bulk, then 'auto withdrawing' them from any future courses they are enrolled in, is part of the current Academic Progress project. All 'in scope' items excluding the submissions and appeals functionality is developed and is in test mode; this is anticipated to be ready for release prior to the Academic Progress round at the end of semester two 2022.

The APWG also recommended a new governance structure to support the work being undertaken on academic progression. This new structure placed the management of matters of academic progression with the Academic Progress Committee (APC), which has been established as a subcommittee of Academic Committee. The APC will manage a process which will apply to all students of the university called "Evaluating Student Academic Progress" (ESAP) which will follow the general protocols developed through NPE. APC will also manage the evaluation of student progress on qualifications which have specific performance and competence requirements within their Programme Regulations. This process will be operationalised by Professional and Accredited Qualifications (P-PAQ) Subcommittees which report to APC. This structure was approved by Academic Committee in October 2021. A key feature of the new arrangements is addition of processes for recognising excelling students with higher-than-expected performance.

At the start of this year, the APWG was refocused and subsequently renamed the Academic Progression and Performance Working Group (APPWG). This new Working Group now has the additional following objectives to those stated above:

1. Support the project to implement the new Academic Progress Regulations arising from Phase One of the duration of the working group. This is ongoing.
2. Propose changes to the University's Academic Regulations relating to student performance, including Aegrotat, Impaired Performance, Resit /reassessment, re-marking, and extensions (and related matters) to better meet the expectations of more coherent and integrated student support (in line with the new Code of Practice). This is ongoing.
3. If proposals to change the University's regulations in relation to student performance are endorsed, support the project to implement changes in drafting new and amended procedures. New Procedure in place. Related adjustments to older procedures ongoing.
4. With urgency

- a. review existing accommodations (also known as 'ameliorations') in respect to COVID-19 for the 2022 academic year. This has been completed.
- b. Propose this in the form of an urgent paper for Academic Committee which will have the effect of a standing order paper temporarily further adjusting policies, procedures etc. This has been completed.
- c. Align these proposals (as far as is possible) with the likely future proposals for permanent changes to the Academic Regulations arising from the work of Phase two of the working group. This is ongoing.

Key secondary objectives include the scope to:

1. Propose revisions to existing aligned academic regulations, as appropriate, ensuring these are inclusive of clear and agreed principles, details, general description of processes, and rights to appeal (natural justice). This is ongoing.
2. Propose detailed methods and outcomes in relevant academic policy and procedure documents to support a more agile and equitable process for students. Ongoing
3. Propose ways to recognise excelling students in the University's academic regulations and procedures to ensure a holistic definition of 'success.' This has been completed but is yet to be implemented.
4. Define, early in the student journey, the signs of 'unsatisfactory' academic progress and/or under-engagement and/or other signs of students demonstrating the need for support. This is ongoing.
5. Facilitate the development of a closer partnership between the University and students by matching the University's commitment to provide targeted academic support to students with the mutual obligation of students to apply themselves to their studies with veracity. This is ongoing.

CBB 2022/06/181

Minutes Part 1



MASSEY UNIVERSITY
COLLEGE OF BUSINESS BOARD

Meeting held on 21 June 2022

By Video Conference at 10 am

Zoom ID# - 82082745035

MINUTES: PART 1

No.	Item	Details	Decision	Paper No.
1	PRESENT	Associate Professor Jo Cullinane (Chair), Associate Professor Jo Bensemann (HoS, SoM), Professor Martin Berka (HoS, SoEF), Professor Fawzi Laswad (HoS, SoAcc), Professor Jens Mueller (Head of MED), Ashok Poduval (SoAv, HoS), Professor Stephen Croucher (HoS, SCJM), 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), Professor Mohan Dutta, Professor Hatice Ozer-Balli, Dr Sam Richardson, John Murrie, Dr Natalia D'Souza, Dr Niki Murray, Claudia Silva, JS Imbeau, Stephanie Allan (Student Representative).		
	IN ATTENDANCE	Preetha Saji (CBB Secretary), Carnette Pulma (former CBB Secretary), Dr Jeff Stangl (Director International and Strategic Partnerships), Jade Zhou (College Business Manager), Fiona Diesch (Librarian), Alison Gustafson (Student Advice and Information), Jean Jacoby (Academic Operations).		
	APOLOGIES	Professor Stephen Kelly (PVC), Dr Farah Palmer (Associate Dean – Māori), Professor Bevan Catley, Professor Gabriel Eweje, Dr Fatima Junaid, Dr Vishnu Menon, Dr Angela Feekery, Antonia Quinn (student representative), Chrissy Yang (Student representative),		
	ABSENCE	Madison Farrell (Student representative)		
	MIHIMIHI	The Chair formally opened the Board meeting with a personal Mihi.		
		Greetings to everyone. Welcome to the meeting of the Massey Business School.		

No.	Item	Details	Decision	Paper No.
		<p>Please remember and acknowledge the people that we each represent. Please work together, feel free to speak the truth and be caring and respectful to each other.</p> <p>The Chair formally welcomed all members.</p> <p>Designated Voting Staff Representative for this meeting (4) Dr Natalia D'Souza (SoM) Dr Sam Richardson (SEF) John Murrie (SAV) Dr Niki Murray (CJM) Designated Voting Professorial Representative for this meeting (1) Professor Mohan Dutta (CJM)</p>		
2		INTEREST: DECLARATION AND DISQUALIFICATION	NONE	
3		MINUTES FOR APPROVAL from CBB meeting on 17 May 2022	<p>RESOLVED THAT the minutes be approved with amendments as a true and accurate record.</p> <p>CULLINANE</p>	CBB 2022/05/143
4		MATTERS ARISING - PART 1		
4.1		Action Sheet from the last meeting on 26 April 2022	DISCUSSED	CBB 2022/05/144
01		<p>190115 Introduction to Aeronautics DAQ to work with the MBS Business Manager about the apparent error in the NZSCED Course Classification</p> <p>Update This was addressed under item # 4.2 – Funding category codes for 190115 Introduction to Aeronautics.</p>	CLOSED	
02		<p>Update on the pilot (revised MBS quality assurance process) to be given in each CBB meeting.</p> <p>Update Pilot proposal came out of CET meeting 2 years ago and is progressing slowly due to Pandemic. Trial is progressing with the School of Economics and Finance, with the number of questions having been reduced to assist clarity for collecting data. This is now operational for semester one. The results will be discussed once the final course results are finalised.</p> <p>introduction of this quality assurance process as part of the grade processing process will simplify the AOL data collection requirements. If the SoEF pilot is successful, then this will be extended for semester two across the rest of the College. Information will be provided to staff on the requirements of the process by general cross College sessions and/or individual school sessions.</p> <p>The DAQ to update the CBB members on the progress of Pilot programme in August CBB meeting.</p>	<p>CLOSED</p> <p>ACTION The DAQ to provide an update on the Pilot progress in the August CBB meeting.</p>	
03		2023 Timetabling arrangement	CLOSED	

No.	Item	Details	Decision	Paper No.
	<p>A verbal report to be presented on the business rules of the timetable that fit students.</p> <p>Update MBS is looking at setting up new business rules that apply to parts of the offerings. Discussion is progressing with the School staff on each campus and the Timetable Office. A condensed timetabling arrangement is being considered for the core courses in the BBus at Albany and Manawatu and BC in Wellington. A draft proposal is in progress for the condensed timetable arrangement over two to three days for the courses that have been identified.</p> <p>A suggestion was made to conduct a survey for seeking market opinion from the Post-Graduate level students on their preferred time for the classes such as afternoon three to six or evening six to nine. The SoEF and SoM had evening classes on the Albany campus in the past, which was convenient for the domestic working students but was not popular among the international students.</p> <p>The arrangements for offshore students will end in 2023. Any student wanting to study from outside New Zealand will need to enrol as offshore distance rather than offshore internal and fit into the distance delivery arrangements.</p> <p>The DAQ to work with the key stakeholders to develop a survey instrument for the Master of Management, Master of Business Studies and Master of Finance students. The HoS, SoCJM and the Director of International and Strategic Partnerships to support the DAQ in this initiative for making a change to the timetabling arrangement for 2024. This is to be completed by September / October 2022.</p>	<p>ACTION The DAQ to work with key stakeholders for a survey for the Master level students, to be completed by September / October 2022.</p>		
04	<p>MICRO-CREDENTIALS 2022</p> <p>DAQ to seek clarification on how the 5-credit Micro-credential courses could be counted towards the RPL.</p> <p>Update A detailed discussion on the micro-credentials is scheduled for the Academic Committee meeting in July 2022, an update will be provided after the AC. The DAQ will speak to OAQRA and the Provost for more clarity on the RPL requirements for the 5-credit micro-credential courses.</p>	ONGOING		
05	<p>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> <p>Update When changes are proposed to courses, the library needs to be consulted to match the resources. The CBAPC checklist for the Schools is now updated to include they have considered treaty issues and consulted Library before creating documents.</p>	CLOSED		

No.	Item	Details	Decision	Paper No.
4.2	Funding category NZSCED codes for 190115 Introduction to Aeronautics	<p><u>Update</u></p> <p>The TEC reporting frame works uses different categories for reporting qualifications and funding, these are separate and do not match together. The codes used for reporting might seem wrong but in reality, they are correct as there are not enough codes for working.</p>		CBB 2022/06/146
4.3	Chair's Action taken on Foundation Certificate (International) and Foundation Certificate (International - Accelerated)	<p><u>Update</u></p> <p>Massey University College is providing feed through qualifications. The Joint Board of Studies has now approved an adjustment to the mathematics course which feeds through to the College of Science pathway programme.</p> <p><u>Note:</u></p> <p>This memo was for 'noting' and not for 'approval'.</p>	NOTED as Chair's Action Approved.	CBB 2022/06/147
5	REPORTS			
5.1	Pro Vice-Chancellor	No written report was received, and the PVC was unavailable to attend the meeting.		
5.2	Chairperson	<ul style="list-style-type: none"> The team has continued to work in several different forums to support the College's interest in the University. Significant work being done in reviewing and approving CUAP proposals. Supporting PVC in the initiative called 'Albany project' which aims to revitalize Albany. As Chair of the University working group on Academic Progression, Academic Committee has recently approved revising the WD - withdrawals put on the student records. A document on AG / IP process will follow from the AC next month. Academic Committee has also endorsed the proposed amelioration arrangements policy for use during an emergency. The new regulation, policies and procedures for the academic progression rules replacing the academic standing have been approved and will be on the website shortly. The EMBA proposal was accepted by the Academic Committee. Congratulations to MED and thanks to CBB and CBPAC committee members for all their work on this proposal. 		
5.3	Director Academic Quality	<ul style="list-style-type: none"> The Exams and grade processing are underway. The new AG /IP process is working well. The CUAP proposals for the new BBus majors have been signed off by three Universities and we are working on reassuring other Universities by answering their questions. 		

No.	Item	Details	Decision	Paper No.
	<ul style="list-style-type: none"> • The DAO is working on the cycle six audit report which will be coming to College Board in July for review and feedback. • Timetable for 2023 is another piece of work which is progressing. 			
5.4	<p>Director of Teaching and Learning</p> <ul style="list-style-type: none"> • The new process for offering replacement exams for those who missed the regular scheduled exam is in place this exam period and is being closely monitored. Only 8 to 9% of the students enrolled missed their exams and relatively low number of students have chosen to take up the opportunity to sit the replacement exam>. There has not been any upsurge in the number of students taking advantage of the replacement exams. The result will be analysed once the exam period is over to look for any characteristics and the cost benefit of this process. At this point the process is working smoothly with support from College staff and Assessment Services. This process is part of the CMT Emergency Amelioration arrangement and is not yet confirmed for semester two. • A report was received from the Student Experience team involved with the Stream Student Engagement initiative. The team contacted 343 MBS undergraduate students during the initial days of the calling campaign, and 133 students were enabled or helped to withdraw from studies without any financial penalty. This was a pilot initiative, and the data is being closely analysed for further developments and to enable it to be offered in a refined fashion in future. • CUAP approval is being waited for the Bachelor of Business two new specialisations – Global Communication and Business Analytics. A coordinating committee has been created for the analytics specialisation as it involves inputs from four (4) separate Schools and to make sure that the new specialisation will be well aligned regarding both existing and new courses. The new courses will be constructed and taught in ways to deliver a coherent specialisation. • The DTL met with MBS staff at Wellington recently and discussed problems related to over-assessment. A draft discussion document has been prepared and discussed at the MBS Teaching and Learning committee and the representatives have been asked to share it with their respective Schools. Ongoing conversations related to careful and thoughtful adjustment to assessment are required. Staff are asked to examine their assessment schedules and consider a maximum of three assessment as the default for a semester. Fewer than three assessments can also be considered if appropriately structured with formative assessment and if in the students' best interest. Reduction of assessment also addresses student workload issues and may contribute to successful outcomes. Campus experience can be made more compelling by including formative assessments in face-to-face workshops and tutorials. • Applications are invited for the MBS Teaching Awards and the deadline is mid-August. They are aligned with the central University teaching awards for which the deadline is September 2022. • There has been a steady flow of Academic Integrity cases with an expectation this will swell at the end of semester 			

No.	Item	Details	Decision	Paper No.
		with end of semester assessments, TCAs and OSEs. For courses with OSEs there is a delay in assessing the potential academic integrity breaches due to the wait for the video footage to come from the external company that administers it.		
5.5	Director of Research	<ul style="list-style-type: none"> MBS is funding 17 researchers from all five Schools to attend the early career academic conference hosted by AUT on 5th July in Auckland. The Strategic Research Excellence Fund (SREF) applications close on 7th July. An update email will be circulated next week regarding the timing and deadlines for the rest of the year's University Contestable Funding opportunities as well as University Medals and College level research awards. Special mention and thank you to Associate Professor Susan Fountaine and Dr Natalia D'Souza for their work on MBS Women's Network which is progressing very well. 		
5.6	Associate Dean – Māori	Happy Matariki. No other report was received as Associate Dean Māori was absent.		
5.7	Student Representatives	The Student Representative had no issues 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)			
	Minutes from University Teaching and Learning Committee meeting on 15 March 2022. The next meeting is on 21 June 2022. <u>Note:</u> The name of the committee is now University Learning and Teaching Committee.		NOTED	CBB 2022/06/148
8	COLLEGE OF BUSINESS – ACADEMIC PROGRAMMES COMMITTEE (CBAPC)			
8.1	Draft minutes (Part 1) received from CBAPC 25 May 2022 meeting		NOTED	CBB 2022/06/149
	MICROCREDENTIALS FOR 2022			
8.2	School of Economics and Finance	<p>MICROCREDENTIALS 2022</p> <p>8.2.1 Client Engagement Skills</p> <p>- The subject will develop the knowledge and skills necessary to support the provision of financial advice in New Zealand.</p> <p>MICROCREDENTIALS 2022</p> <p>8.2.2 Ethics in Financial Advice</p> <p>- The subject will develop the knowledge and skills necessary to</p>	<p>RESOLVED THAT this document be approved and forwarded to Academic Committee for approval.</p> <p>BERKA / RICHARDSON</p>	<p>CBB 2022/06/150</p> <p>CBB 2022/06/151</p>

No.	Item	Details	Decision	Paper No.
		<p>uphold the industry standards of ethics as a financial adviser in New Zealand.</p> <p><u>Discussion</u> These 30 credit courses are to supplement the new Diploma in Business Studies, Financial Advice certification offered by KAPLAN on Industry demand. SoEF is to provide the quality assurance for these two skills sets. The fundamental perspective is to pathway these courses to Diploma, but the long-term goal is to pathway these to full degree - Bachelor of Business- (Financial Planning and Advice). There are no budgetary implications as these courses are delivered by KAPLAN. Kaplan Professional has a client who has requested these courses and will work in partnership. Kaplan Professional will provide all library resources available online to support the curriculum.</p> <p>The Board thanked and acknowledged the efforts that are made to stay agile and entrepreneurial and the events to look for new market opportunities.</p>		
INDIVIDUAL PROPOSALS FOR 2023				
8.3	Massey Business School	<p>NEW COURSES 2023</p> <p>8.3.1 Course 115815 Special Topic Massey Business School does not currently have any 800-level 30-credit special topic courses. These are needed from time to time to meet student needs.</p> <p>8.3.2 Course 115816 Special Topic Massey Business School does not currently have any 800-level 60-credit special topic courses. These are needed from time to time to meet student needs.</p> <p><u>Discussion</u> The 30 credit and 60 credit versions of the special topic at 800 level are proposed mainly for the EMBA programme, but they will be available across qualifications to allow for situations where students need them, such as variation or replacing another course.</p>	<p>RESOLVED THAT this document be approved and forwarded to Academic Committee for approval.</p> <p>MATHEWS / MURRAY</p>	<p>CBB 2022/06/152</p> <p>CBB 2022/06/153</p>
8.4	School of Management	<p>COURSE AMENDMENTS 2023</p> <p>Course 152896 Research Report Amendments were made following the GYR of the Master of Health Service Management. LO2 amended and four (4) research methods courses from MHSM and MBS are added to the list of prerequisites for 152896.</p>	<p>RESOLVED THAT this document be approved and forwarded to Academic Committee for approval.</p>	<p>CBB 2022/06/154</p>

No.	Item	Details	Decision	Paper No.
			BENSEMANN / MUELLER	
8.5	School of Aviation	COURSE AMENDMENT 2023 Course 190115 Introduction to Aeronautics Updating the restriction by removing the old course 190111 which has not been offered since 2008 and replacing it with the newer course 190112, which all Bachelor of Aviation – Air Transport Pilots major (BAv ATP) students are required to complete successfully in their first Semester.	RESOLVED THAT this document be approved and forwarded to Academic Committee for approval. PODUVAL / MUELLER	CBB 2022/06/155
COURSE RETIREMENT 2023				
8.6	School of Management	Course 152740 Public Sector Administration This course was revamped in 2020 to be the core course for the proposed Master of Public Administration. The MPA was never delivered and hence this course is unlikely to be offered again.	RESOLVED THAT this document be approved and forwarded to Academic Committee for approval. BENSEMANN / BULMER	CBB 2022/06/156
8.7	School of Communication, Journalism and Marketing	8.7.1 Course 156238 Marketing New Products This course has not been offered since 2017 and it is not a required course in any programme. 8.7.2 Course 156342 Social Changes through Applied Marketing and Design Strategies This course was created for the 2020 academic year, in place of a special topic taught in conjunction with CoCA. The retirement of the academics that planned the course and the pandemic caused the course not to be offered. 8.7.3 Course 156775 Theory and Models of Marketing This course has not been taught since 2017 and does not fit with the current direction of the MBS programme. The Master of Business Studies – Marketing programme will be updated to take this course off the available paper choices. 8.7.4 Course 156851 Thesis 120 Credit Part 1 The Master of Communication programme is closed for new enrolments. Any student who needs to complete the programme can still use the college courses.	RESOLVED THAT these documents (157 -171) be approved and forwarded to Academic Committee for approval. CROUCHER / BULMER	CBB 2022/06/157 CBB 2022/06/158 CBB 2022/06/159 CBB 2022/06/160

No.	Item	Details	Decision	Paper No.
		<p>8.7.5 Course 156852 Thesis 120 Credit Part 2 The Master of Communication programme is closed for new enrolments. Students can take other courses to complete the programme.</p>		CBB 2022/06/161
		<p>8.7.6 Course 219100 Introduction to Business Communication The course was superseded by 115.111 to ally CJM core courses.</p>	<p>ACTION The CBAPC Chair to decide how the retirement course document needs to</p>	CBB 2022/06/162
		<p>8.7.7 Course 219302 Gender and Communication in Organisations This course was phased out in 2021 and after amendments to CJM specialisations, is no longer part of any schedule.</p>	<p>be presented for CBAPC and CBB meeting (clean version or with track changes).</p>	CBB 2022/06/163
		<p>8.7.8 Course 219307 Interpersonal Communication The latest CJM specialisation review decided 219307 be taken out of the schedule and substituted with a 200-level course that better aligns with the scaffolded learning approach.</p>		CBB 2022/06/164
		<p>8.7.9 Course 219339 History of Journalism After the latest revision of CJM specialisations, this course does not align with the learning outcomes and is no longer part of any schedule.</p>		CBB 2022/06/165
		<p>8.7.10 Course 219705 Advanced News Media Processes The course has not been offered/taught since 2017 and does not fit in the planned learning related to the current CJM specialisations in the Masters' programmes.</p>		CBB 2022/06/166
		<p>8.7.11 Course 219706 Strategic Public Relations The course has not been taught in the last 2 years and is not part of the learning objectives of CJM for the future of its postgraduate specialisations.</p>		CBB 2022/06/167
		<p>8.7.12 Course 219709 Advanced Journalism Issues The course has not been offered since 2017 and no longer aligns with the learning direction of CJM postgraduate courses and programmes.</p>		CBB 2022/06/168
		<p>8.7.13 Course 219711 Shorthand After the revision of the Postgraduate Diploma in Journalism and the Master of Management (Journalism) , this course is</p>		CBB 2022/06/169

No.	Item	Details	Decision	Paper No.
		<p>outside the learning outcomes and no longer part of the schedule.</p> <p>8.7.14 Course 290100 Retail Practice Internship The course is part of the BRBM programme that was closed to new enrolments in 2020 and is no longer being taught.</p> <p>8.7.15 Course 290102 Contemporary Retail Management The course is part of the BRBM programme that was closed to new enrolments in 2020 and is no longer being taught.</p> <p><u>Discussion</u> 15 courses are being retired as they no longer fit with any programme requirement.</p> <p>CBAPC Chair to decide on how the document need to be presented for CBAPC and CBB meeting (clean version or with track changes).</p> <p><u>Note</u> These documents are to be sent to the Academic Committee without any track changes on them (as clean versions). This is a recent change discussed at the AC.</p>		<p>CBB 2022/06/170</p> <p>CBB 2022/06/171</p>
PRIZES				
8.8	School of Management	<p>8.8.1 New Prize – MPOWER Research Excellence Award - MPOWER has offered to sponsor an annual prize for one early-career researcher or post-graduate student who is an MPOWER member and engaged in research of relevance to MPOWER.</p> <p>8.8.2 -MPOWER Award Information 8.8.3 -MPOWER Application Form</p> <p><u>Discussion</u> This document proposes changes to an existing prize, flexibility in the amount as it might vary each year. First document is the actual prize, and the rest two documents contextualise the information.</p>	NOTED	<p>CBB 2022/06/172</p> <p>CBB 2022/06/173 CBB 2022/06/174</p>
9 OTHER DOCUMENTS				
9.1	MUC Graduate Diploma IELTS Benchmarking rationale	<p><u>Background</u> English language requirement concerns were raised by MUC for the Graduate Diploma and pathway to Master's programmes. This document lays down the protocol making sure the assurance is in place between MUC and MBS. The</p>	NOTED and accepted the document	CBB 2022/06/175

No.	Item	Details	Decision	Paper No.
		expression of IELTS in detail has addressed all issues CUAP has raised.		
10	OTHER BUSINESS			
		None		
	SUBSIDIARY COMMITTEES			
11	11.1	COLLEGE RESEARCH COMMITTEE (CRC) Draft minutes (Part 1) received from the MBS-CRC meeting on 26 May 2022. The next meeting is on 30 June 2022.	NOTED	CBB 2022/06/176
12	12.1	MASSEY BUSINESS SCHOOL TEACHING AND LEARNING COMMITTEE (T&L) Draft minutes (Part 1) received from the MBS T&L meeting on 26 May 2022. The next meeting is on 28 July 2022.	NOTED	CBB 2022/06/177
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 AOL Committee. The next meeting is on 15 June 2022.		
15	15.1	SHARED PROGRAMMES AND PROGRAMMES WITH COLLEGE REPRESENTATION COMMUNICATION QUALIFICATIONS COMMITTEE (CQC) Draft minutes (Part 1) from the CQC 13 April 2022 meeting. The next meeting is on 15 June 2022.	NOTED	CBB 2022/06/178
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 17 June 2022 at 10.00am

MINUTES PART 1

- 1. PRESENT: PRESENT:** Professor Cynthia White, Professor Bill Fish, Associate Professor Alison Kearney, Professor Kerry Taylor, Associate Professor Jenny Coleman, Timu Niwa, Dr Pita King, Associate Professor Jodie Hunter, Taisa Havea, Khushboo Singh, Associate Professor Robyn Andrews, Professor Ingrid Horrocks, Associate Professor Peter Rawlins, Associate Professor Ross Flett, Dr Nick Holm, Associate Professor Fiona Te Momo.

LATE ARRIVAL: Professor Mandy Morgan, Associate Professor Jenny Poskitt.

IN ATTENDANCE: Brenda Johnson (Welcomed to first meeting), Maree Brannigan, Caroline Lowe, Michelle Chung, Trish Hutton, Secretary to the College Board.

APOLOGIES: Professor Lisa Emerson, Professor Glenn Banks, Dr Pania Te Maro, Ms Andrea Flavel, Professor Hēmi Whaanga.

2. CONFIRMATION OF MINUTES:

Confirmation of Part I Minutes of the meeting held on Friday 20th May 2022

HSS CB 22/05/112

Moved from the Chair: That Part I minutes of the meeting held on 20th May 2022 be confirmed as a true and accurate record.

Carried

3. MATTERS ARISING:

3.1 Action List – June 2022

16.08.19 Class-Qualification Representatives Guidelines DTL/TLC for discussion and feedback to CB November 2019 meeting.
A working group of CTLC should have a report ready for May CB meeting.

On-going

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

On-going, update due August 2022

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

Update June 2022 - Associate Professor Peter Rawlins advised that the CTLC Working Group have completed a draft policies and principles report and at the last meeting have completed the various procedures. The DTL will be invited to the next meeting to review the document before is presented to CTLC.

On-going

20.05.22 Academic Progression: Proposed revised regulations, policy, and procedures
Associate Professor Coleman advised that the new Academic Progression regulations are approved and available on the web. These regulations replace the old Academic Standing regulations. A committee meets at the end of each semester to check on any progression issues. What is more relevant to our college is the professional and accredited programmes.

During July, the DAP and DTL will consult with relevant programme leaders of the professional and accredited programmes to talk through the new process and produce arrangements that will work for the College in terms of processes, procedures.

The PVC noted that this area of work intersects with many issues of student success, it is qualification completion rates etc, as well as areas of concern with professional programmes.

It was requested that the BA Core leaders participate in any discussions.

Action: The DAP will provide an update to the August meeting of College Board.

On-going

20.05.22 GYR Report Diploma in Arts (Te Reo Māori)
The Chair will follow up in relation to seeking an extension to the initial response report, with the aim that the College will forward it to Academic Committee July meeting.

The Chair advised that a meeting to discuss the recommendations had been arranged, and that an extension had been granted to provide the response to the July Academic Committee meeting.

Ongoing

20.05.22 Arts Qualification Review Report
The Chair is in the process of setting up the working group, Professor White asked the DAP for guidance on how this should be released.

Associate Professor Coleman advised that normally the report would be released to the relevant Head of Unit who would then release to staff. However, this report is relevant across all the college, so a general release would be appropriate.

The qualification review report is usually a Part II document, but as soon as we start working on the recommendations it becomes a more public document across the university.

Once the report is released, parameters would need to be in place, advising the report remains an in-university document and should not be shared outside of this.

The Chair noted that the document should proceed to CEG initially, before being circulated to the College under the proviso that it remains an in-university document.

Action: Move the document to Part I of the July College Board meeting, the Chair to confer with the DAP on how this should be released to the College. Noting that the document should be forwarded to CEG before releasing to the College.

Delete

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

Professor White reported on the following:

- On Friday 24 June we celebrate the first national Matariki celebration. Professor Hēmi Whaanga, Professor Rangī Mātāmua and Associate Professor Pauline Harris from Te Pūtahi-a-Toi are all central to Matariki celebrations. All staff are invited to join a Zoom talk on Matariki to learn more about the celebration on Wednesday 22 June.
- Code of Pastoral Care – At a recent CEG planning day, Amy Valentine (Student Wellbeing and Safety) attended the meeting to discuss processes on how we are going to work with the code in the future. All processes are not yet finalised but, if staff have any concerns, they should speak to their HoU in the first instance.
Check the links below:

Student Support and Advising SharePoint site

<https://masseyuni.sharepoint.com/sites/Students/SitePages/Support-and-advising.aspx?CT=1646791760078&OR=OWA-NT&CID=59e31889-3f57-1766-162c-4624ab6d5694>

Student support and advising framework

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

Referral form

<https://masseyuni.sharepoint.com/sites/Students/SitePages/Student-support-and-advising---referral-tool.aspx>

- The search for a replacement HoU for People, Environment and Planning is underway. Professor Glenn Banks has served eight years in the role. The process should be completed shortly.
- Return to campus: The Chair attended the recent Wellington Forum in-person and felt it was heartening to see so many people back on campus. Professor White is actively encouraging staff to come back to campus from Semester 2 to support our students, especially face-to-face students. It is important as a college strategically that we maintain face-to-face as much as possible. CEG continue to look at how we can strengthen our face-to-face offerings.

ACADEMIC UNIT UPDATE

The Chair introduced a new agenda item which is to invite someone from the University or Academic Unit of the College or a member of College Board to speak about their unit or the group they represent to identify any academic issues which pertain to the work of College Board.

Professor Alison Kearney, Head of Institute of Education spoke to this item.

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 – June 2022

Associate Professor Coleman provided a verbal report as Academic Committee only met this week.

- The Microcredentials and Short Course policy is due for review. Any units who are considering offering short courses may be interested to contribute to that review. The policy should be going to July Academic Committee, after which it will come through to colleges for consultation.
- Academic Audit – first draft of report is being discussed and considered by the Working Group.
- The Massey Qualifications Policy Framework, which was seriously out of date, has just been reviewed. This is an important document as it sets out how Massey works in terms of its organisation of qualifications and the approval processes. It is a document that would be of particular interest to anyone new to the university, especially if they have come from a different academic system. It should come through to next month's College Board meeting, and Associate Professor Coleman will include it on the agenda for the next APC meeting.
- The Terms of Reference for Qualification Reviews are also being reviewed, these will also come to College Board for feedback. This is an important one for us to be involved in, especially as we are thinking about our own processes within the College regarding curriculum reviews and what is the relationship between those in the formal qualification review process. Over the years, some of the qualification review reports that have come through have tended to read the same after a while with the same issues coming up across the university. We see patterns like the need more for marketing and publicity of this qualification, that we need more support with moving toward Te Tiriti led, and that we need to engage in fuller curricular reviews. It is timely that we rethink what we need to achieve through the formal qualification reviews that are a requirement through the CUAP process.
- There is a discussion underway about having Massey University graduate attributes, this was deferred at the last Academic Committee meeting, this will progress through Academic Committee and to College Board to think about shortly.
- The Institutional Partnerships Policy and Procedures is currently underway. Maree Brannigan, from our college, has been involved with formulating the policy and procedures. It was agreed these need to go to College Board for discussion, for the July agenda.
- All our academic proposals that were sent through to Academic Committee last month were all approved.

There will be a lot of business coming our way, this is usually the time of year where there is a lull in academic proposals, but a lot more discussion and policy documents will be coming to the board over the next couple of months.

Questions:

Associate Professor Rawlins asked about how staff can be involved in the Microcredentials policy review? Associate Professor Coleman replied that the document will come via Academic Committee, committee members will request that it goes to College Boards for consultation and would also request an extended deadline so that the colleges have time to review the policy and not have it rushed through the system. She also advised that if there were any key issues that needed to be raised, that these be forwarded to Associate Professor Coleman prior to the first discussion.

Professor Kearney noted that it was an Important document for Institute of Education, it would be beneficial if this could be discussed at the Institute Strategic hui. Associate Professor Coleman responded that the university wanted to get the original policies up quickly and some of the feedback provided by our college was not taken into account at the time.

Professor Kearney noted that the Institute's new representative on the Teaching and Learning committee is Vickel Narayan who comes from the University of Sydney. He has a wealth of experience working with microcredentials and short courses and will be an asset to be involved in any discussions.

- | | | |
|------------|--|-------------------------|
| 6.2 | Cover Sheet – CB Policy on Curricula Review | HSS CB 22/05/106 |
| 6.2.1 | College Policy on Curricula Change | HSS CB 22/05/106 |
| 6.2.2 | College Guidelines for Curricula and Programme Reviews | HSS CB 22/05/107 |

Associate Professor Coleman introduced the documents for discussion and approval. The documents have been revised since last month's College Board meeting; this version shows the track changes. One of the key feedback items that was received last month was the need to be more flexible in terms of the requirements of the load on staff. The procedures have changed to more flexible guidelines rather than a directive. For example, it talks about what might be included in curricula reviews, just a brief report would be required and would focus on the strategic development priorities. Depending on the nature of the review they may want to do a fuller report, so these are guidelines in how one might approach a review and report.

Another item raised last month was having a one-year pilot for this approach, this related to the guidelines rather than the policy.

The process is to approach curricula changes with a more focused strategic approach rather than having continuous changes. The idea would be to have a team who teach into a particular program meet to review the program every five years or so. That is not to say that other changes could not be undertaken at other times if required for example to be responsive to student feedback.

This would not be a one size fits all but to have a more focussed, strategic, team-based approach to the reviews would be beneficial.

The Chair noted that we need to be innovative in our curricula but at the same time we need transformative change rather than piecemeal approaches.

It was suggested the pilot timeframe of both the policy and the guidelines would be around 18 months.

Moved: That document HSS CB 22/05/106 College Policy on Curricula Change be approved by College Board.

Coleman/Rawlins
Carried

Moved: That document HSS CB 22/05/107 College Guidelines for Curricula and Programme Reviews be approved by College Board.

Coleman/Te Momo
Carried

The Chair noted that staff would be able to provide feedback relevant information to the DAP over the next 12 – 18 months.

Associate Professor Coleman advised that there are seven to eight curricula or program reviews already signalled or underway over the next 12-month period. It was suggested that we use these as the pilot as it will provide an opportunity to see how it works for diverse types of reviews.

Associate Professor Coleman has already approached staff regarding what the nature of the review is, the reason for it, the focus etc. and to see if the PVC office can assist in any way with the review and to include it within the pilot. The report would initially go back to College Board on what is in the pilot and then report again before the 18-month period on how the pilot has progressed.

Professor Horrocks asked about how this will be communicated to staff if there is a need to make individual changes.

There is still a need on an annual basis for programme team meetings to discuss what changes are required rather than individual changes requested by course coordinators.

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

7.1 Report from Chair, Academic Programmes Committee **No Report**

There was no report

7.2 APC Minutes Part I 27 April 2022 Confirmed **HSS CB 22/06/116**

Noted

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

8.1 DTL Report – June 2022 **HSS CB 22/06/117**

Associate Professor Coleman asked for the item to be unstarred.

Re Item 7 – a report on BASE+ and how it adds value in the light of latest support available to students through Student Services. It would be useful for College Board to view this report.

The Chair advised that she has not seen the report yet herself, but that it was something she had requested, then briefly outlined how BASE+ was setup at the start of the development of the Core.

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

9.1 Report from Chair, Teaching and Learning Committee **There was no Report**

9.2 CTLC Minutes Part I 22 March 2022 Confirmed **HSS CB 22/06/118**

9.3 Amelioration Procedure (update) **HSS CB 22/06/119**

9.4 Support document to Amelioration Procedure **HSS CB 22/06/120**

Noted

10. REPORT FROM RESEARCH DIRECTOR – Professor Bill Fish

10.1 Research Director Report –

Professor Bill Fish reported on the following:

- University awards and funding rounds

A reminder that SREF Funding (Strategic Research Excellence Fund) applications close on July 7th. This is an important fund for the College, the fund takes 20% of the funding and these are held for Māori and Pacific research projects. As our college has, by far, the largest number of researchers in this field, this is a good opportunity for our Māori and Pacific researchers to secure University level funding.

If anyone knows about any Māori or Pacific research projects, please encourage them to apply or contact Bill so that he can assist in the application process.

- An email was sent to staff advising the College Awards and Research Medals for 2022 are now open and close on September 1st.

The College offers awards in four categories, one of which is new this year.

- Individual Researcher award, this is open to all staff and recognises outstanding research
- Early Career Award, this is for staff in their first seven years, post PhD
- Supervisor Award for research excellence in supervision practise
- (New) Exceptional Research Citizenship Award (in the past this award has only been offered as a university award) but has been awarded to staff from our college in the past two years

There is also a university level Team award.

The process for the college awards is that applicants apply for the relevant award, these all go into a central system, then the college committee selects our college awards. Those winners all go forward for the University Medal which is awarded to the outstanding candidates from all the winners of all the five colleges.

If you are aware of anybody who you think would be a suitable candidate for any of those awards or, if indeed you think of yourself, please think about putting in an application.

Professor Fish is available to assist with any applications or to provide advice.

11. TE TIRITI COMMITMENTS:

No documents received for discussion

12. STUDENT REPRESENTATIVE'S DISCUSSION ITEMS

No documents received for discussion

13. ACADEMIC PROPOSALS:

There were no Academic Proposals received this month

14. DOCUMENTS FOR DISCUSSION:

No documents received for discussion

15. DOCUMENTS FOR NOTING:

15.1	FEPC Minutes 23 March 2021 Confirmed (apologies for lateness)	HSS CB 22/06/121
15.2	FEPC Minutes 17 November 2021 Confirmed (apologies for lateness)	HSS CB 22/06/122
15.3	College Research Committee Minutes 10 March 2022 Confirmed	HSS CB 22/06/123
15.4	College Research Committee Minutes 14 April 2022 Confirmed	HSS CB 22/06/124

Noted

16. GENERAL BUSINESS:

There was no General Business

17. 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 Trish Hutton, Secretary, will be in attendance in Part II



COLLEGE OF SCIENCES
COLLEGE BOARD

**A meeting of the College Board (CSB) was held on
Thursday 16 June 2022 at 2.00 PM via Zoom**

MINUTES – PART I

PRESENT:

Professor Simon Hall (Chair), Professor Donald Bailey, Christina Eagle, Professor Ray Geor, Professor Julian Heyes, Dr Mostafa Jelodar, Professor Paul Kenyon, Kat Littlewood, Professor Peter Lockhart, Associate Professor Tammy Lynch, Dr James Millner, Associate Professor Liz Norman, Professor Jon Procter, Professor Jamie Quinton, Professor Chris Scogings, Professor Gourab Sen Gupta, Professor Mark Waterland, Professor Jenny Weston.

IN ATTENDANCE:

Ursula Clarke, Fiona Coote, Adele Coles (for Diana Kessler), Mary O'Carroll.

1 WELCOME

The Chair welcomed Adele Coles who was standing in for Diana Kessler. Adele is the new Student Registry Manager – Enrolment in Student Registry.

2 APOLOGIES

Jon Huxley, Suzanne Wilkinson, James Millner, Sam Glen, Diana Kessler.

3 VISITORS

None

4 CONFIRMATION OF AGENDA

The agenda was confirmed.

5 MINUTES FOR APPROVAL

5.1 Confirmation of Minutes May 2022 Part I

CSB22/6/129

Resolved: That the minutes of Part I of the meeting held in May 2022 be confirmed as an accurate record.

**Chair
Carried**

6 MATTERS ARISING

- 6.1 Progress of Massey University College foundation course proposals
Memo Chair CSB to Chair JBS & Director MUC CSB22/6/130

NOTED

- 6.2 Progress of CUAP proposal - GradDiplnSc
The Chair advised the Board that all the universities had signed off on the GradDiplnSc proposal. The Chair also advised that all the proposals from other universities that had been reviewed by the College of Sciences had now been signed off by Massey University. The Chair thanked all those who had been involved in preparing and reviewing the 2022 CUAP Round One proposals.

7 ACTION LIST

- 7.1 Action List June 2022 CSB22/6/131

NOTED**8 CHAIRPERSON'S REPORT**

The Chair reminded Board members of the marking, grading, ratification, and publication deadlines for 2022 Semester One courses.

9 TEMPORARY COURSE ASSESSMENT CHANGES DUE TO COVID

- 9.1 Temporary Course Assessment Changes approved by the DPVC May - June 2022 CSB22/6/132

NOTED**10 COURSE OFFERING CHANGES**

- 10.1 Course offering changes approved by the DPVC
May 2022 to June 2022 CSB22/6/133

NOTED**11 FROM COLLEGE ACADEMIC COMMITTEE**

- 11.1 CAC Minutes May 2022 Part I CSB22/6/134

NOTED**12 ACADEMIC DECISIONS**

- 12.1 Summary of course amendments approved at CAC CSB22/6/135

NOTED**13 TEACHING AND LEARNING**

- 13.1 Minutes of College of Sciences Teaching & Learning Committee April 2022 Part I CSB22/6/136

NOTED**14 VISITORS' ITEMS**

None

15 ANY OTHER MATTERS

None

16 EXCLUSION OF THE PUBLIC

THE CHAIRPERSON MOVED THAT MEMBERS OF THE PUBLIC WOULD 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 CSB22/6/137 to CSB22/6/139 were discussed in Part II of this meeting.

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



MASSEY UNIVERSITY

COLLEGE OF HEALTH
TE KURA HAUORA TANGATA

COLLEGE BOARD MEETING

Monday 20th June 2022 at 10am

By Zoom

MINUTES – PART I

No.	Item / Details	Actions / Decisions	Doc No.
1.	<p>WELCOME and APOLOGIES</p> <p>Present: Professor Jill McCutcheon (Chair)</p> <p>Dr Rachel Batty, Dr Bevan Erueti, Associate Professor Andy Foskett, Sam Glen, Associate Professor Shirley Julich, Professor Marlena Kruger, Associate Professor Ian Laird, Professor Kieran O'Donoghue, Associate Professor Rachel Page, Professor Nicolette Sheridan.</p> <p>In attendance: Elizabeth Sturrock, Deanna Abbott (Secretary)</p> <p>Apologies: Professor Ajmol Ali, Dr Kerri-Ann Hughes, Fiona Lu, Professor Barry Borman, Professor Kathryn Hay, Associate Professor Wyatt Page, Associate Professor Tracie Mafile'o, Jill Coatsworth</p> <p><i>For lateness:</i> Dr Bevan Erueti, Sam Glen</p>		
2.	<p>MINUTES FOR APPROVAL – PART I</p> <p>Minutes of the meeting held 17 May 2022</p>	<p>MOVED that the Minutes of the meeting held on 17 May 2022 be confirmed as a true and correct record.</p> <p>SHERIDAN/O'DONOGHUE <u>Carried</u></p>	COH CB 22/05/062
3.	MATTERS ARISING FROM THE PREVIOUS MINUTES		
3.1	<p>Item 7.2 Graduating Year Review: Master of Health Science and Postgraduate Diploma in Health Science GYR MHIthSc PGDipHIthSc - COH Responses to Recommendations</p>	Noted	COH CB 22/05/063
	<i>Dr Bevan Erueti joined the meeting at 11:07am</i>		
4.	ACADEMIC DECISIONS For approval and forwarding to Academic Committee for noting		
4.1	School of Social Work Professor Kieran O'Donoghue spoke to this proposal		
4.1.1	<p><u>COURSE AMENDMENT:</u></p> <p>179410 Social Work Fields of Practice <i>Changes to Assessments for 2023</i></p>	<p>Amendment: Delete reference to prescription change under 'Calendar amendment' section. Prescription change is proposed for 2024.</p> <p>MOVED that this document be approved, with amendment, and</p>	COH CB 22/06/065

No.	Item / Details	Actions / Decisions	Doc No.
		forwarded to Academic Committee for approval. O'DONOGHUE/R PAGE <u>Carried</u>	
4.2	School of Sport, Exercise and Nutrition Associate Professor Andy Foskett spoke to these proposals		
4.2.1	<u>COURSE AMENDMENTS:</u> 234346 Te Ao Kori and Health Promotion <i>Changes to Assessments for 2023</i>	Amendments: All assessments should not be compulsory. Remove reference to this in Completion Requirement. Remove staff member's name from Rationale section.	COH CB 22/06/066
4.2.2	234141 Introduction to Human Movement and Hauora <i>Changes to Assessments for 2022</i> A discussion was held around assessments and whether they should be compulsory.	MOVED that these documents be approved, with amendments, and forwarded to Academic Committee for noting. FOSKETT/O'DONOGHUE <u>Carried</u>	COH CB 22/06/067
4.2.3	<u>Non-CUAP Qualification amendment:</u> Bachelor of Sport and Exercise <i>Changes to Schedule and regulations for 2023</i>	MOVED that this document be approved and forwarded to Academic Committee for approval. CHAIR/R PAGE <u>Carried</u>	COH CB 22/06/068
4.3	School of Nursing Professor Nicolette Sheridan spoke to this proposal		
4.3.1	<u>COURSE AMENDMENT:</u> 168713 Evidence-Based Practice <i>Changes to Assessments for 2023</i>	Amendments: Assessments 2 and 3 only should be compulsory. Delete completion requirements. MOVED that this document be approved, with amendments, and forwarded to Academic Committee for noting. SHERIDAN/LAIRD <u>Carried</u>	COH CB 22/06/069
5.	REVISED TERMS OF REFERENCE		
5.1	College of Health Teaching and Learning Committee It was noted that an amendment was required to change the Secretary to 'in attendance'. A query was raised about consideration of Pacific and Māori representation.	ACTION: Professor O'Donoghue to review the membership and resubmit the revised document to the next College Board meeting. MOVED that this document be deferred. CHAIR	COH CB 22/06/070
5.2	College of Health Academic Programmes Committee	MOVED that this document be approved.	COH CB 22/06/071

No.	Item / Details	Actions / Decisions	Doc No.
		O'DONOGHUE/R PAGE <u>Carried</u>	
5.3	College of Health Board	Noted.	COH CB 22/06/072
6.	ACADEMIC DOCUMENTS FOR DISCUSSION		
	None		
7.	ACADEMIC DOCUMENTS FOR NOTING		
	None		
8.	REPORTS		
8.1	<p>Chair's Report Professor Jill McCutcheon</p> <ul style="list-style-type: none"> • End of a busy long Semester 1, staff are busy marking and finalising grades. • The expectation is that Semester 2 should be business as usual and teaching on-campus will resume. • Botanical Gardens through our Manawatū Campus project has been in the planning for 9 years as is moving forward in stages, currently at the exploration stage. • PhD supervisors have done an amazing job supporting students with many challenges they have faced with their projects. Impressed with the quality of students. 	RECEIVED	VERBAL
8.2	<p>Associate Dean – Academic / Learning & Teaching Professor Kieran O'Donoghue</p> <p>Report taken as read and the following points highlighted:</p> <ul style="list-style-type: none"> • Amendment at the end of the first paragraph required should be "to the <u>next</u> meeting" not "the <u>June</u> meeting". • HEA recipient's celebration events in mid-July. 	RECEIVED	COH CB 22/06/073
8.3	<p>Associate Dean – Work Integrated Learning Associate Professor Kathryn Hay</p>	RECEIVED	COH CB 22/06/074
8.4	<p>Associate Dean – International Professor Ajmol Ali</p>	RECEIVED	COH CB 22/06/075
8.5	<p>Associate Dean – Higher Degree Research Professor Marlina Kruger</p> <p>Report taken as read and the following points highlighted:</p> <ul style="list-style-type: none"> • Exit qualification for PhD students who have needed to withdraw. • Need to notify GRS when staff leave • New ReaDI advisor for College of Health is Umani Walallawita 	RECEIVED	COH CB 22/05/076
8.6	<p>Associate Dean – Research Associate Professor Ian Laird</p> <p>Report taken as read.</p>	RECEIVED	COH CB 22/05/077

No.	Item / Details	Actions / Decisions	Doc No.
	A brief discussion took place regarding the changes to the current Human Ethics Committee Low Risk Notification (LRN) process. A/Prof Laird hoped to have Professor Craig Johnson attend the College of Health Research Committee to discuss the issues raised.		
	<i>Sam Glen joined the meeting at 11:58am</i>		
8.7	Associate Dean – Pacific Associate Professor Tracie Mafile'o	NO REPORT	
8.8	Associate Dean – Māori Dr Bevan Erueti <ul style="list-style-type: none"> College Associate Deans Māori had a special hui with Provost and Deputy Vice-Chancellor Students and Global Engagement on Pūrehuroatanga and activities for Semester 2. College of Health Māori Student Support Advisor (Kaitautoko Māori) – preferred candidate can start in Semester 2 on the Manawatū Campus. Appointment of Professor Farah Palmer to new position of Pou Ākonga, Executive Director, Māori Student Success. Appointment of Professor Hemi Whaanga as new Head of Te Pūtahi-a-Toi. Dr Erueti will invite Professor Whaanga to an informal meeting with College of Health staff. Mānawatia a Matariki! Several Matariki celebrations being held at Massey, including a tree planting on Manawatū campus today, Matariki webinar with Professor Hēmi Whaanga on Wednesday and events on Friday. 	RECEIVED	VERBAL
9.	OTHER BUSINESS FOR PART I		
9.1	Resignation of Dr Jennifer Roberts from College Board	Election will be held for a replacement member.	
10.	MOVING INTO PART II		

EXCLUSION OF THE PUBLIC

THE CHAIRPERSON MOVED THAT, EXCLUDING DEANNA ABBOTT, WHO HAS, 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> Confirmation of Minutes Part II for meeting held 17 May 2022 (COH CB 22/05/062)	To prevent the disclosure or use of official information for improper gain or improper advantage. (Reference s7(2)(a) or s7(2)(j).
<u>Item 2</u> Matters Arising	For any matters arising from Part II of the meeting held on 17 May 2022

Subject	Reason for Proposed Exclusion
<u>Item 3.</u> Graduating Year Review Report for the Certificate in Mental Health and Addiction	To prevent the disclosure or use of official information for improper gain or improper advantage. (Reference s7(2)(a) or s7(2)(j).



University Research Committee
Minutes of the meeting of the University Research Committee held on Thursday 26 May 2022 held via Zoom at 2:00pm.

MINUTES – Part I [Public]

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

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

1. APOLOGIES

Apologies were received from Giselle Byrnes, Tracy Riley and Oli Wilson.

The Chair welcomed to the meeting Rodney Adank, alternate for Linda Palmer.

The meeting opened with a karakia offered by Linda Palmer.

Members farewelled Matt Roskruge, attending his last URC meeting as ECR representative and acting DVC Māori representative, and thanked him for his valuable contribution to the work of the committee over the last three years.

2. CONFIRMATION OF Part I MINUTES OF MEETING HELD – 28 APRIL 2022 (URC 22/049)
Resolved that the minutes of the last meeting be adopted as a true and correct record.
(Laird/Elms)
(All)

3. ACTION ITEMS AND MATTERS ARISING

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

No matters arising.

4. STRATEGIC DISCUSSION

The PBRF Sector Reference Group (SRG) is consulting on new guidelines for 2025 Quality Evaluation, with a succession of consultation papers released in 2022 and into early 2023.

Massey University, along with a number of Colleges, have made submissions on Consultation Paper 3 (Evidence Portfolio Design) and 4 (Moderation Team). Consultation Paper 5 (Individual Researcher Circumstances and Staff Identification) was currently open for consultation, with submissions due to the Tertiary Education Commission (TEC) by 2 June. Universities New Zealand Deputy Vice-Chancellors (Research) group, concerned about the limited timeframes for responding to the consultation papers, and the difficulties in supporting staff toward the next Quality Evaluation round when the new guidelines would not be released until 2023, had requested that vice-chancellors propose to the TEC that the 2025 round be delayed for a further year.

A paper was being prepared for the Senior Leadership Team on the implications of the government's Protective Security Measures. These measures were aimed at preventing foreign interference that could harm New Zealand's national interests. The Deputy Vice-Chancellors (Research) had set up a working group to develop guidelines for universities on the operationalisation of the government's policy, including a standardised risk assessment process.

The Chair will meet with the Māori Professoriate on 30 May to seek advice on advancing the refresh of the refresh of Research Strategy He Rautaki Rangahau. The goal is to complete the refresh of the strategy by late this year.

5. RESEARCH OPERATIONS MONTHLY REPORT (URC 22/050)
Noted. Members noted that, in addition to information on successful applications to external funders, the monthly report now provided further details on the number and type of applications submitted. The report noted a considerable number of research proposals submitted in May for funding mechanisms outside of the major government funders (Health Research Council, Ministry of Business, Innovation and Employment and Royal Society Te Apārangi). The number of separate funding opportunities had increased in recent years and, while it was positive to see researchers applying for these funds, it had also increased the workload for Research Operations.
6. GRADUATE RESEARCH SCHOOL & ETHICS MONTHLY REPORT (URC 22/051)
Noted. Members noted the trend of declining new doctoral enrolment numbers over the past two years since the start of the COVID-19 pandemic, and the more positive indications for a significant increase in the number of enrolments as borders reopen to international students. A query was raised around the levels of doctoral scholarship funding. Craig Johnson offered to follow up with the Graduate Research School team and email URC members with the information.

Action: Craig Johnson to distribute information to members from Graduate Research School on doctoral scholarship funding and distribution before the next meeting.

7. ITEMS FOR DISCUSSION AND APPROVAL

7.1 URC representation on Air Travel Advisory Group (Verbal item)

Sal Lampkin, Sustainability Transformation Manager, attended the meeting to discuss the current project on re-imagining international air travel practices by staff in the context of the Massey commitment to be net zero carbon by 2030. As part of the Massey University Climate Action Plan 2021-2030, the organisation has committed to a 30% reduction of travel-related emissions. A return to pre-COVID levels of international air travel would undermine the University's ability to meet the target reduction. A working group led by the Finance and Procurement team has been established to: develop improved travel metrics; explore how to measure travel outputs effectively; introduce a more integrated and streamlined application and approval process, and make policy recommendations for 2023. Sal Lampkin invited URC to recommend academic staff members to join the working group. The following recommendations were made:

- Oli Wilson (nominated in his absence by Rodney Adank)
- Glenn Banks (nominated by Bill Fish)
- College of Sciences representative (Suzanne Wilkinson to contact Sal Lampkin directly with recommended nominee).

It was noted that academic staff generally, and early career researchers in particular, had raised concerns that the quality of research would suffer if international travel was curtailed heavily. Increasingly the University risked losing staff as borders opened, particularly if Massey's travel policies were perceived as more restrictive than those of other universities. Members thanked Sal Lampkin for a useful discussion.

7.2 Research rankings (Verbal update)

The results of the QS World University Ranking 2023 were due to be released on 9 June 2022. Massey University was ranked at number 292 in the world, a decline of eight places compared to its ranking for 2022, but remained ranked in the top 300 in the world (out of approximately 20,000 universities), and fifth in New Zealand. This result was under embargo until the official release of the rankings. Massey had worked hard over the last two years to improve its ranking, and had increased the number of votes for the university in the academic reputation component of the ranking. At the same time other universities had also increased their efforts and increased their votes. Most New Zealand universities had experienced a decline in their rankings from the previous year. It was noted that a new component would be added to the QS World University Ranking from next year to measure the extent of international research networks. Given its high levels of international research collaborations, this could be of benefit to Massey's ranking results. The University should look to capitalise on its international connections for further opportunities for working with overseas institutions, and encourage researchers to look to broaden their range of collaborators where appropriate.

Action: Viv Smith to explore options for strategically leveraging international connections to increase collaborative research publications and enhance rankings, at July meeting.

7.3 Open Access (OA)/Read and Publish Agreements (URC 22/052)

The paper provided information for researchers on current Read and Publish agreements negotiated with publishers to enable open access to journal articles by Massey authors without the need for Article Processing Charges (APCs). It was presented to URC for

approval to forward to Academic Board. Massey University Library purchases most major electronic journal collections through the CAUL Consortium (39 Australian universities, 8 New Zealand universities, and 15 member institutions). The consortium has negotiated a range of 'Read and Publish' agreements with publishers, whereby the library pays a subscription which allows its community of staff and students to read the journals as per the licensing agreement, and Massey staff have their articles made freely and openly available in those journal titles without APCs. This represented a considerable cost saving for the University and offered new open access publishing opportunities. Read and Publish agreements represented a step towards Transformative Agreements where, rather than paying subscriptions based on the size of the readership (total staff and students in the institution), pricing was based on the size of the publishing (the outputs of the institution with the relevant publisher).

URC approved the paper for forwarding to Academic Board.

(Wilkson/Elms)
(All)

- 7.4 URC Annual Report 2021
Approved.

(URC 22/053)

(Laird/Elms)
(All)

8 ITEMS FOR NOTING

- 8.1 Ethics Committee Chairs' Committee Report and introduction to research ethics at Massey
(URC 22/064)
Noted. This item consisted of a paper outlining the administration of research ethics at Massey, and the report to URC from the Ethics Committee Chairs including the Chairs' reports from the three Human Ethics Committees and a synopsis of the report of the Chair of the Animal Ethics Committee. The reports of the ethics committees were submitted as part of their statutory requirement to seek re-approval on a regular basis, and so provided a very detailed overview of the function of the committees. The committee thanked Craig Johnson for sharing the reports with URC, which presented a clear picture of the extent of the work of the committees, including changes in application numbers and the challenges around changes to committee membership.
- 8.2 CoHSS Research Committee Minutes March 2022 Part I
Noted. (URC 22/054)
- 8.3 CoH Research Committee Minutes February 2022
Noted. (URC 22/055)
- 8.4 CoH Research Committee Minutes March 2022
Noted. (URC 22/056)
- 8.5 The Conversation research engagement report April 2022
Noted. (URC 22/057)

- 8.6 Doctoral Research Committee Minutes April 2022
Noted. (URC 22/058)
- 8.7 Academic Committee Minutes April 2022 Part I
Noted. (URC 22/059)
- 8.8 Learning and Teaching Committee Minutes March 2022 Part I
Noted. (URC 22/060)

9 GENERAL BUSINESS

The committee noted the issue of perceived changes to the Massey University Human Ethics Committee Low Risk Notification (LRN) process, as raised by the College of Health Research Committee at its meeting on 24 May 2022. The Code of Ethical Conduct for Research, Teaching and Evaluations involving Human Participants (2017) was characterised by a 'deep consideration – high trust' approach with responsibility for research ethics placed on researchers and their supervisors. A concern had been raised that ethics committees were treating low risk notifications with a higher level of scrutiny and were increasingly likely to decline applications or to request substantive amendments. Massey's ethics committees received approximately 900 ethics applications annually, of which 700 were low risk notifications that did not require scrutiny by the full committees. Craig Johnson noted that the Health Research Council audited the low risk process to ensure that the highest research ethics standards were maintained. Massey carried out regular internal audits of low risk notifications and would request additional details from applicants where required. Substantive issues requiring consideration by the full committees were rare, and there was no indication that Massey's ethics committees had changed their approach to low risk applications.

Linda Palmer offered a karakia to close the meeting.

MEETING CLOSED AT 4:00 pm.

THE NEXT MEETING WILL BE HELD ON Thursday 23 June 2022.

ACTION POINTS

(To be carried over until completion)

NUMBER	RESPONSIBLE FOR ITEM	ITEM	RESPONSIBLE FOR ACTION	DUE DATE
1	Viv Smith	Share URC feedback on DRC memorandum on doctoral supervision with the Chair and VC to raise awareness of issues.	Viv Smith	June 2022
2	Craig Johnson	Distribute information on doctoral scholarship funding and distribution to URC.	Craig Johnson	June 2022
3	Viv Smith	Share ideas for strategically leveraging international connections to increase collaborative research publications and enhance rankings.	Viv Smith	July 2022

4	Giselle Byrnes	Follow up on the outcomes of Huia Jahnke's Strategic Investment Fund Fellowship: Research for Māori by Māori.	Giselle Byrnes	Open
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CONFIRMED



University Research Committee
Minutes of the meeting of the University Research Committee held on Thursday 23 June 2022 held via Zoom at 2:00pm.

MINUTES – Part I [Public]

PRESENT: Giselle Byrnes (Chair), Jonathan Elms, Bill Fish, Craig Johnson, Christine Kenney, Ian Laird, Linda Palmer, Tracy Riley, Viv Smith, Karen Stockin (alternate for Suzanne Wilkinson), Oli Wilson.

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

1. APOLOGIES

Apologies were received from Tracy Riley and Suzanne Wilkinson. Oli Wilson joined the meeting at 2:12pm.

The meeting opened with a karakia offered by the Chair.

The Chair welcomed to the meeting Karen Stockin, alternate for Suzanne Wilkinson. Members welcome Tracy Riley back from leave. Craig Johnson was thanked for his support in acting as alternate for Tracy Riley over the time she was absent from the University, in addition to his role as Director Research Ethics representative and now member of the URC.

It was agreed that the URC will approve any changes to College Research Committee Terms of Reference. It was suggested that members share the current Terms of Reference of College Research Committees at a forthcoming URC meeting for information.

Action: At their discretion, Research Directors to share current College Research Committee Terms of Reference with URC for information.

2. CONFIRMATION OF Part I MINUTES OF MEETING HELD – 26 May 2022 (URC 22/067)
Resolved that the minutes of the last meeting be adopted as a true and correct record.
(Elms/Laird)
(All)

3. ACTION ITEMS AND MATTERS ARISING

NUMBER	RESPONSIBLE FOR ITEM	ITEM	RESPONSIBLE FOR ACTION	DUE DATE
1	Viv Smith	Share ideas for strategically leveraging international connections to increase	Snow Wang	July 2022

		collaborative research publications and enhance rankings.		
2	Giselle Byrnes	Follow up on the outcomes of Huia Jahnke's Strategic Investment Fund Fellowship: Research for Māori by Māori.	Giselle Byrnes	Open
3	Suzanne Wilkinson	Share draft School of Built Environment Research Expectations document with URC members for feedback.	Suzanne Wilkinson, Jo Whittle	Completed
4	Viv Smith	Share URC feedback on DRC memorandum on doctoral supervision with the Chair and VC to raise awareness of issues.	Viv Smith	Completed
5	Craig Johnson	Distribute information on doctoral scholarship funding and distribution to URC.	Craig Johnson, Jo Whittle	Completed

Action item 1: This action, to share ideas for strategically leveraging international connections to increase collaborative research publications and enhance rankings, arose in response to the notification of changes to QS ranking methodology from 2023 to include a measure of the extent of international research networks. The committee agreed to delay action on this item until the August meeting.

Action item 2: It was noted that Rauika Māngai (a group of researchers providing a collective Māori voice on National Science Challenges matters) has released *A WAI 262 Best Practice Guide for Science Partnerships with Kaitiaki for Research Involving Taonga – Lessons from Māori Voice in the NZ Science Sector*.

Action: Giselle Byrnes to share with members the link to the report by Rauika Māngai by email following the meeting.

Action item 3: The draft School of Built Environment Research Expectations was shared by email with URC members for any feedback.

Action item 4: Viv Smith and Tracy Riley met to discuss the memorandum from the Doctoral Research Committee on doctoral supervision issues. Further discussion and options to address the issues will be progressed by the Doctoral Research Committee.

Action item 5: Information on doctoral scholarship funding was shared via email with URC members. It was noted that the University Scholarships Advisory Committee had recommended increasing the value of doctoral scholarships to align with scholarships offered by other universities and by external research funders. Further information on the recommendation would follow shortly.

Action: Tracy Riley to update URC on the outcome of the recommendation from the University Scholarships Advisory Committee to increase the value of doctoral scholarships.

4. STRATEGIC DISCUSSION

Open Access publishing

(URC 22/068)

This paper was discussed by Academic Board at its June meeting. Board members requested that the paper come back to URC for dissemination to academics via College Research Committees. University Library staff were developing an open access workshop further to inform and educate researchers on the options and benefits of open access publication. Members expressed their appreciation of the valuable work being done by librarians to support Colleges around open access and in particular Read and Publish agreements.

The Chair met with the Māori Professoriate on 30 May to seek advice on advancing the refresh of the University's research plan. This was the first substantive meeting in this process. Recommendations focused on ensuring the new plan articulated what the University's strategic goal to be Te Tiriti-led means for research and researchers at Massey. Ideas for further exploration included opportunities for collective decision-making around allocation of resources and (by way of example), investing PBRF income generated by Māori researchers and research students (including doctorates written in te reo Māori) toward building the capacity of Māori research and researchers. The refreshed plan would also focus on how the University could amplify its research status, capability, outputs, and research income. The aim was to create a living document that identified actions and responsibilities and provided coherent and consistent leadership for research and research management across the University. It was agreed to form a working group of the URC to advance the plan refresh. Members interested in being part of the working group to inform the Chair by 29 June.

Massey University made a submission on PBRF Sector Reference Group (SRG) Consultation Document 5: Individual Researcher Circumstances and Staff Identification (included in Item 8 for noting). TEC PBRF leads are meeting with PBRF managers at TEOs in late June on the proposed changes to New and Emerging Researcher definitions. TEC has released 'in principle' decisions on changes to research definitions (SRG Consultation Paper 2) and Evidence Portfolio design (SRG Consultation Paper 3). These decisions will guide further consultation documents. It was noted that communications from TEC on PBRF matters was somewhat haphazard, and members agreed to share any intelligence they received on the SRG process or other PBRF changes.

Action: Jo Whittle to share in principle decision documents and a summary of key decisions with members via email following the meeting.

5. RESEARCH OPERATIONS MONTHLY REPORT (URC 22/069)

Noted. It was noted that the government was undertaking a major reform of conservation law, beginning with a review of the Wildlife Act and proposed targeted amendments to concessions and management planning legislation. Viv Smith attended an online workshop on these issues. One of the issues discussed was the need for a more effective application process for permits for research students to access the Conservation Estate to undertake research activities. There was also a need to increase the oversight of permits granted to Massey University staff and students, as currently there is no central process for recording who holds permits. Given the tight timeframe for feedback, Massey University would not be making an organisational level submission on the legislative changes, but it was likely that a number of researchers would make individual submissions, and that members of the Animal Ethics Committee would submit on issues around the definition and access to animal species under the Wildlife Act and related legislation.

Members noted the strong results for income from externally funded research projects for May 2022, which was higher than income received in the same month in the previous two years, perhaps due to a 'bounce back' in research activity as Covid-19 restrictions eased.

6. GRADUATE RESEARCH SCHOOL & ETHICS MONTHLY REPORT (URC 22/070)

Noted. Tracy Riley thanked Craig Johnson and the GRS team for their support while she was away on leave. In May the University Scholarships Advisory Committee awarded 31 doctoral

scholarships, including four scholarships to Māori students and two to Pacific students. Due to border closures the scholarships had not been available to offshore international students, and this had resulted in a drop in the numbers of scholarships awarded to the Colleges of Sciences and Health in particular. With the borders opening from 1 August, the next scholarship round (closing 1 October) will be open to international students.

Seven students have been awarded China Scholarships Council (CSC) scholarships. These scholarships are jointly awarded between Massey and the CSC, with Colleges providing discounted fees and the CSC providing stipends for living and travel costs. The successful students were due to arrive in New Zealand shortly.

In May, the NZ Fulbright team facilitated their annual outreach event via Zoom for interested Massey students, and there will be a follow-up workshop for potential Fulbright applicants closer to the closing date for applications. Members were invited to let Tracy Riley know of any students who would be suitable Fulbright candidates.

7. ITEMS FOR DISCUSSION AND APPROVAL

- 7.1 Massey University performance in 2023 QS World University ranking (URC 22/071)
The paper provided an analysis of Massey University's performance in the 2023 QS World University Ranking. More than 1400 universities were included in the 2023 round. Massey University was ranked at number 292, dropping eight places from its 2022 rank of 284 (noting that the University remains in the top 300 in the world and fifth in New Zealand). Six of the eight New Zealand universities experienced a drop in rankings in this round. Waikato University was the only New Zealand institution to experience a significant increase in ranking, moving up 42 places to number 331, as a result of a boost in its citation score due to the inclusion of one very highly cited paper. The rankings methodology includes a normalisation process across the data. Snow Wang was seeking further details on this process and its impacts on Massey University's results. Members thanked Snow Wang for her informative analysis of the ranking results.

Giselle Byrnes and Snow Wang reported on a meeting they held with senior staff at Western Sydney University, ranked first in the world in the THE Impact Rankings, to share ideas for success in this ranking methodology. Strategies adopted by Western Sydney University included a strong leadership commitment to enhancing performance in the ranking, accompanied by a high level of communication with staff on how to engage with relevant indicators and key words, a strengths-based focus on the SDGs that are most relevant to the university, and the inclusion of SDG 'badges' on publications that make it easy for these to be coded by THE. The Massey team also shared our work on rankings which WSU colleagues appreciated. We agreed to keep in touch via our university rankings officers.

- 7.2 Institutional Partnerships Policy and Procedures (URC 22/072)
The proposed Institutional Partnerships Policy and Procedures was presented for discussion. The documents will govern the initiation, development, execution and monitoring of institutional partnerships and agreements between Massey and partner institutions. They aim to ensure Massey has visibility of institutional partnerships, and that these relationships were fostered, and their benefits maximised. It was noted that

the policy and procedures do not apply to agreements established for the sole purposes of research or consultancy. Any agreements or arrangements with external parties for the purposes of research or consultancy will continue to be submitted via Research Operations for signature by the Provost or delegated authority. Members were invited to share the draft documents with College Research Committees, and asked to share any feedback directly to the Chair, ahead of discussion of the policy at the Academic Board's meeting on 13 July.

7.3 Infrastructure and related services to support NZ's eResearch future (URC 22/081)

This paper presented a discussion document by Ministry of Business, Innovation and Employment on Infrastructure and Related Services to Support New Zealand's eResearch Future. The document discusses options for the future management of two infrastructure entities: New Zealand eScience Infrastructure (NeSI) and the Research and Education Advanced Network New Zealand (REANNZ). MBIE recommends the establishment of a scaled-up Data and Digital Research Institute across both REANNZ and NeSI.

Members considered that the option of combining NeSI and REANNZ into a unified, 'one-stop shop' for researcher access to eResearch services offered potential benefits and efficiency gains, especially if it resulted in enhanced services or value. Members noted that Massey University was charged for high performance computing services through NeSI at the cost of approximately \$2,000 per annum. Under the current management model, NeSI provided "merit" funded access at no charge to researchers funded by government contestable research funds, as a way of supporting the government's science goals. This arrangement had the benefit of providing Massey researchers with an estimated additional \$110,000 worth of computing value from NeSI. Changes to the management of NeSI could end this arrangement, leading to additional costs for Massey, and this was something that needed careful consideration in any feedback.

Members were asked to provide any comments on the preferred management options for NeSI and REANNZ to the Chair by 29 June, for feedback to Universities New Zealand.

7.4 CoHSS Research Committee Minutes April 2022 Part I (URC 22/073)

The positive response to the CoHSS researcher mentoring programme was noted. Members extended their congratulations on the positive results for the College in the QS 2022 rankings, with all those subjects ranked in the past continuing to be ranked, and Development Studies ranked 45 in the world and first in New Zealand.

7.5 CoS Research Committee Minutes February to April 2022 (URC 22/074)

The committee was progressing a range of strategic and operational research support, with the support of the research leads in each area. The committee was looking to prioritise support for early career researchers, and for Māori and Pacific researchers. Members were developing a research expectations framework for the College that was relevant across different subject areas, supported by relevant metrics, and both aspirational and achievable for researchers.

7.6 Doctoral Research Committee Minutes May 2022 (URC 22/075)

It was noted that the committee was examining the options for allowing students who withdrew from their doctoral students to continue their studies at Massey in other

postgraduate courses. This was particularly important for international students where withdrawal had implications for their visa requirements.

- 7.7 Academic Committee Minutes May 2022 Part I (URC 22/076)
Massey University was currently engaged in Cycle 6 of the Academic Audit, with information and evidence being collated for the report to the OAQRA ahead of the panel visit in the first quarter of 2023.

8 ITEMS FOR NOTING

- 8.1 MU submission on PBRF SRG Consultation Document 5 (URC 22/077)
Noted.
- 8.2 The Conversation research engagement report May 2022 (URC 22/078)
Noted.

9 GENERAL BUSINESS

Members congratulated Ian Laird on winning the Countdown Lifetime Achievement Award at the annual New Zealand Workplace Health and Safety Awards. The award recognised his work in teaching and influencing a generation of health and safety practitioners.

Giselle Byrnes offered a karakia to close the meeting.

MEETING CLOSED AT 4:00 pm.

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

ACTION POINTS

(To be carried over until completion)

NUMBER	RESPONSIBLE FOR ITEM	ITEM	RESPONSIBLE FOR ACTION	DUE DATE
1	Giselle Byrnes	Share Rauika Māngai <i>WAI 262 Best Practice Guide</i> with members by email.	Giselle Byrnes	July 2022
2	Giselle Byrnes	Members wishing to be part of URC Working Group on Research Plan Refresh to notify Chair by 29 June.	URC members	July 2022
3	Giselle Byrnes	Share TEC in principle decisions on changes to research definitions and Evidence Portfolio design, and summary of key decisions by via email.	Jo Whittle	July 2022
4	Viv Smith	Share ideas for strategically leveraging international connections to increase collaborative research publications and enhance rankings.	Snow Wang	August 2022

5	Giselle Byrnes	At their discretion, Research Directors to share current College Research Committee Terms of Reference with URC for information.	Research Directors	Open
6	Tracy Riley	Update URC on the outcome of the recommendation from the University Scholarships Advisory Committee to increase the value of doctoral scholarships.	Tracy Riley	Open
7	Giselle Byrnes	Follow up on the outcomes of Huia Jahnke's Strategic Investment Fund Fellowship: Research for Māori by Māori.	Giselle Byrnes	Open
8	Viv Smith	Share URC feedback on DRC memorandum on doctoral supervision with the Chair and VC to raise awareness of issues.	Viv Smith	Completed
9	Craig Johnson	Distribute information on doctoral scholarship funding and distribution to URC.	Craig Johnson	Completed

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