

Academic Board Agenda Part I

Wednesday 14 September 2022, 1.30pm – 3.30pm

Via Zoom <https://massey.zoom.us/j/89374531179?pwd=bHhrTEtLK311OHINZmRZMEtMNY96dz09>

Item	Subject/Topic	Timing	Action	Presenter	Paper	Page
PROCEDURAL MATTERS						
1.1	Introduction/Mihimihi	1.30pm	-	Chair	Verbal	
1.2	Apologies/Quorum		(Info)	Chair	Verbal	
1.3	Declaration of Interests			Chair	Verbal	
1.4	Meeting Agenda Review				Verbal	
1.5	Confirmation of Minutes Academic Board Meeting 13 July 2022 – Part I		(Decision)	Chair	AB22/09/225	3-8
1.6	Confirmation of Minutes- Academic Board Meeting 17 August 2022- Part I		(Decision)	Chair	AB22/09/226	9-13
1.7	Matters Arising		(Info)	Chair	Verbal	
1.8	Action Schedule - Part I		(Info)	Chair	AB22/09/227	14-15
1.9	Academic Board Work Plan 2022		(Info)	Chair	AB22/09/228	16
STRATEGIC UPDATES						
2.1	Chair's Report – Part I	1.40- 1.45	(Info)	Chair	Verbal	
2.2	Vice-Chancellor's Report – Part I	1.45- 1.55	(Info)	Vice-Chancellor	AB22/09/229	17-23
2.3	Provost Report	1.55- 2.05	(Info)	Provost	Verbal	
2.4	Student Report	2.05- 2.10	(Info)	Student Member	Verbal	
2.5	Tikanga Māori Discussion Update	2.10- 2.15	(Info)	DVC Māori	Verbal	
ACADEMIC PROGRAMMES						
3.1	Academic Progression Policy and Procedures Update- ESAP/NPE Progress	2.15- 2.25	(Info)	A.P. Cullinane	AB22/09/230	24-29
PAPERS FOR NOTING ★						
4.1★	College of Business College Board Minutes 19 July 2022 Part I		(Info)		AB22/09/231	30-40

4.2★	College of Sciences College Board Minutes 21 July 2022 Part I		(Info)		AB22/09/232	41-44
4.3★	College of Creative Arts Minutes 20 May 2022 Part I		(Info)		AB22/09/233	45-51
4.4★	College of Humanities and Social Sciences College Board Minutes 15 July 2022 Part I		(Info)		AB22/09/234	52-59
4.5★	Academic Committee Minutes 12 July 2022 Part I		(Info)		AB22/09/235	60-69
EXCLUSION OF PUBLIC						
5.1	Public Exclusion Resolution	2.25pm	(Decision)	Chair	AB22/09/236	70



MASSEY UNIVERSITY COUNCIL

MINUTES OF THE ACADEMIC BOARD

HELD VIA VIDEOCONFERENCE
on

WEDNESDAY 13 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: _____



UNIVERSITY OF NEW ZEALAND

MASSEY UNIVERSITY COUNCIL MINUTES OF THE ACADEMIC BOARD

HELD VIA VIDEOCONFERENCE
on

WEDNESDAY 17 AUGUST 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, Jacalyn Clare, Associate Professor Jenny Coleman, Professor Stephen Croucher, Associate Professor Jo Cullinane, Professor Chris Cunningham, Professor Meihana Durie, Professor Lisa Emerson, Michaela Futter, Professor Simon Hall, Professor Tasa Havea, Professor Huia Jahnke, Fiona Lu, Dr Tere McGonagle-Daly, Professor Jane Parker, Professor Margaret Petty, Professor Julieanna Preston, Distinguished Professor Peter Schwerdtfeger, Associate Professor Fiona Te Momo, Professor Carol Wham and Associate Professor Oli Wilson.

In Attendance: Executive Officer to Council Maryse Ropiha, Council member Alistair Davis, Director Governance and Assurance Jodie Banner (from 2.15 pm), Pro-Chancellor Ben Vanderkolk (from 2.30 pm) and Professor Graham Hingangaroa Smith (from 3.15 pm).

Apologies: Professor Dianne Brunton, Professor Jill McCutcheon, Associate Professor Veronica Tawhai, Professor Cynthia White, Professor Georg Zellmer and Arapera Taiapa-Johnson; and for early departure from Associate Professor Fiona Te Momo, Jane Parker and Fiona Lu.

1. PROCEDURAL MATTERS

1.1 Welcome/Mihimihi

The Chair opened the meeting and welcomed all members present and those in attendance, noting Executive Officer to Council Maryse Ropiha was providing secretariat support. The Chair opened the meeting with a mihimihi.

NOTE: Paper AB22/08/201 (Item 3.1) was considered in Part II [Public Excluded] of the meeting and the final decision subsequently transferred back to Part I [Public] as Item 4.2.1 of the minutes.

1.2 Apologies

RESOLVED: (Croucher/Schwerdtfeger)

THAT the Academic Board accepts the apologies received from Professor Cynthia White, Professor Georg Zellmer and Professor Dianne Brunton, Associate Professor Veronica Tawhai, Professor Jill McCutcheon and Arapera Taiapa-Johnson; and for early departure from Associate Professor Fiona Te Momo, Jane Parker and Fiona Lu.

CARRIED

1.3 Declaration of Interests

No interests were declared for the meeting.

1.4 Confirmation of Minutes of Meeting held on 13 July 2022 – Part I AB22/08/183

The confirmation of the minutes of the meeting held on 13 July 2022 Part I was deferred to the next meeting as not all members had access to be able to review them.

1.5 Matters Arising

No items were unstarred in the agenda for discussion.

1.6 Action Schedule - Part I AB22/08/184

The Chair provided an update on progress on some actions in the schedule and noted those that were now closed. The Board noted the Action Schedule.

1.7 Academic Board Work Plan 2022 - Part I AB22/08/185

The Board noted the 2022 Work Plan.

2. STRATEGIC UPDATES

2.1 Chair's Report AB22/08/186

The Chair provided a verbal report for Part I, noting the following items:

- Council 21 July Meeting: Council and Sub-committees 2023 Meeting Schedule, decision on Academic Board Proposed 2023 meeting dates delayed until September Council meeting to allow some minor amendments to the Council and other sub-committees meeting dates. Equivalence Policy approved.
- Council 20 July Strategy Day: Chair attended strategy day with Council focusing on the long-term strategy of the university.
- CUAP Round One: Completed with all proposals approved.
- Academic Board Terms of Reference: The Chair updated the Board on the review of the Terms of Reference by the People and Culture Committee of Council and its recommended amendments approved by Council at its 21 July meeting.

Board members raised concerns on the amendments to the Terms of Reference as recommended by the People and Culture Committee of Council and subsequent approval by Council, particularly around lack of consultation, setting precedents, impacts on the capacity of Academic Board to make informed decisions and advise Council on matters within its remit, as well as the process which Council's decision were feedback to the Board.

The College of Business College Board Chair requested the College's disquiet on the decision to remove its Pro-Vice Chancellor from Academic Board and the lack of consultation with College Boards on the review of the Academic Board's Terms of Reference prior to a decision being made by Council be noted.

The following was also noted:

- Amendments to the membership of the Board and number of its sub-committees were to be updated in the description provided in the university calendar.
- Clarification to be included on the length of student representatives' term on the Board in relation to the requirement to be enrolled students given studies could be completed

before the end of a calendar year. It was noted that alumni could run and be elected as a Student Association representative and potentially be appointed as the student representative on the Board and not meet this requirement.

ACTION: Chair to compile a letter on behalf of the Board covering its feedback on Council's amendments to the Terms of Reference. The letter is to be shared with College Board Chairs to ensure it reflects the Board's concerns.

ACTION: Draft letter and Board's recommendation on further amendments to the Terms of Reference to come to Academic Board's 14 September meeting for endorsement prior to being presented at the 22 September Council meeting for consideration and approval.

RESOLVED: (Cullinane/Borovnik)

THAT a letter from Academic Board go to the September Council meeting outlining its feedback on amendments made to the Board's Terms of Reference, including a recommendation on further amendments for Council consideration and approval.

CARRIED

2.2 Vice Chancellor's Report AB22/08/187

The Vice-Chancellor noted key highlights from her report.

ACTION: Congratulatory letters to be sent on behalf of the Board to award recipients as listed in the Vice-Chancellor's report and that this be a standing action following each Board meeting.

2.3 Provost Report

The Provost provided a verbal update report to the Board, noting the recent work undertaken by the Academic Committee and University Research Committee.

2.4 Student Report

Marla Beissel provided a verbal update on behalf of the student membership of Academic Board which focussed on the People's Inquiry into Student Wellbeing 2022.

2.5 Code of Practice Update AB22/08/188

The University Registrar provided an update on the Code of Practice since the last paper to the Board in February. He highlighted key developments, including the Student Wellbeing and Safety Framework, student complaints management and the ongoing development of staff training and resources.

It was noted that awareness of staff training, particularly the case management system across academic staff, be addressed in relation to an institutional wide approach being taken. It was suggested the paper be circulated across the College Boards for information to increase awareness. The risk of students suffering referral fatigue in terms of processes, especially in the wellbeing space was mentioned.

ACTION: Academic Board Secretary to distribute Code of Practice Update paper AB22/08/188 to College Board Chairs for information.

Pro-Chancellor Ben Vanderkolk joined the meeting at 2.30 pm.

3. ACADEMIC PROGRAMMES

3.1 Academic Progression Policy and Procedures Update - ESAP/NPE Progress AB22/08/189

Due to time constraints, this item was deferred to the September Board meeting.

4. PAPERS FOR NOTING

- ★ 4.1 College of Business Board Minutes 21 June 2022 Part I AB22/08/190
- ★ 4.2 College of Humanities & Social Sciences Board Minutes 17 June 2022 Part I AB22/08/191
- ★ 4.3 College of Sciences Board Minutes 16 June 2022 Part I AB22/08/192
- ★ 4.4 College of Health Board Minutes 20 June 2022 Part I AB22/08/193
- ★ 4.5 University Research Committee Minutes 225 May 2022 Part I AB22/08/194
- ★ 4.6 University Research Committee Minutes 23 June 2022 Part I AB22/08/195

The Board noted the minutes as listed.

4.2 DECISIONS TRANSFERRED FROM PART II OF THE ACADEMIC BOARD MEETING

4.2.1 Conferment of Degrees and Awarding of Diplomas and Certificates AB22/08/201

RESOLVED: (Matthews/Cullinane)

THAT the Academic Board approves the degrees be conferred, and the certificates and diplomas be awarded to those as listed in document AB22/08/201 and the seal affixed to the parchments.

CARRIED

5. MOVING INTO PART II - EXCLUSION OF THE PUBLIC

RESOLVED:

THAT the Academic Board exclude the public from the papers as noted in the table below, excluding Council member Alistair Davis, Executive Officer to Council Maryse Ropiha, Director Governance and Assurance Jodie Banner and Pro-Chancellor Ben Vanderkolk.

General subject of each matter to be considered		Reason	Section 48(1) grounds
AB22/08/197	Confirmation of Minutes –13 July 2022.	For the reasons set out in the Part I minutes of the Academic Board of 13 July 2022 held with public present.	
AB22/08/198	Action Schedule - Part II	Improper gain or advantage	s7(2)(j)
Verbal	Vice-Chancellor's Report – Part II	Improper gain or advantage Personal privacy	s7(2)(j) s7(2)(a)
Verbal	Provost's Report – Part II	Improper gain or advantage Personal privacy	s7(2)(j) s7(2)(a)
Verbal	Student Report – Part II	Improper gain or advantage	s7(2)(j)

General subject of each matter to be considered		Reason	Section 48(1) grounds
		Personal privacy	s7(2)(a)
AB22/08/199	Cycle 6 Audit Draft Report	Improper gain or advantage	s7(2)(j)
AB22/08/200	Policy on Academic Freedom Document - Revised	Improper gain or advantage	s7(2)(j)
AB22/08/201	Conferment of Degrees & Awarding of Diplomas & Certificates	Improper gain or advantage Personal privacy	s7(2)(j) s7(2)(a)
AB22/08/202	Graduating Year Reviews	Improper gain or advantage	s7(2)(j)
Papers for Noting			
College of Business Board Minutes 21 June 2022 - Part II			
College of Humanities & Social Sciences Board Minutes 17 June 2022 - Part II			
College of Sciences Board Minutes 16 June 2022 - Part II			
College of Health Minutes 20 June 2022 - Part II			
University Research Committee Minutes 26 May 2022 - Part II			
University Research Committee Minutes 23 June 2022 - Part II			

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 2.40 pm

Signature: _____

Date: _____

Academic Board Action Schedule – Part I

AB22/09/227

ITEM	ACTION	RESPONSIBILITY	MEETING DATE REF	STATUS	DUE DATE
1	Create recording of meetings document.	AB Secretary/ Office of Governance and Assurance	June 2022	CLOSED Paper submitted and included on 14 September agenda.	14/09/22
2	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	A verbal update to be provided in September. Further document to come to AB in October	14/09/22
3	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. Deferred to AB in October.	12/10/22
4	Provost to provide a paper to the Board, noting panel members of the Qualification Review Process.	Provost	July 2022	Requested information from Academic Committee 5/09.	TBC
5	Congratulatory letters to be sent on behalf of the Board to award recipients. Standing action following each Board meeting.	AB Secretary	August 2022	CLOSED. Letters sent 31/08/22.	14/09/22

6	Chair to compile a letter to Council on behalf of the Board. Letter to be shared with College Board Chairs prior to September meeting.	AB Chair/ College Board Chairs	August 2022	OPEN. Letter circulated to College Board Chairs 5/09. Letter added to agenda for September meeting.	14/09/22
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	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"> Cycle 6 Audit Draft Report Code of Practice Update AB Terms of Reference Update 	<ul style="list-style-type: none"> Tikanga Māori Discussion Māori Academic Representation on Council ESAP/NPE progress 	<ul style="list-style-type: none"> PBRF paper/ presentation Investment Plan update (TBC) International Partnerships Policy Update Tikanga Māori Discussion 	<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"> Qualification Review Report Policy Reviews Conferment of degrees 	<ul style="list-style-type: none"> Qualification Review Reports Graduating Year Reviews CUAP Report Conferment of Degrees 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Papers for Noting	Confirmation of Minutes	Confirmation of Minutes	Confirmation of Minutes	Confirmation of Minutes	Confirmation of Minutes	<ul style="list-style-type: none">

DATE:	2 September 2022
AUTHOR:	Vice-Chancellor Professor Jan Thomas
SUBJECT:	VICE-CHANCELLOR'S PART I REPORT TO ACADEMIC BOARD PERIOD: JULY-AUGUST 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

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

- *New Doctoral Enrolments*
New doctoral enrolments have remained steady over the past three years despite New Zealand's borders being closed to new international students since 2020. Massey has had the flexibility of permitting students to start their doctoral degree from offshore if the research can be completed

from a distance. However, the total new enrolments in the past three years are lower than pre-COVID-19 (2019 n=266, 2021 n=203). With borders reopening to all international students from 1 August 2022, it is anticipated that international enrolment numbers will start to pick up again in the next 12 months.

- *Supervisors*
 Professor Ian Fuller (Graduate Research School and Ethics), Professor Hans Guesgen (Mathematical and Computational Sciences), Dr Tracy Morrison (School of Psychology) and Jane Clark (Library), were panellists for a workshop on supporting students writing a Thesis with Publications on Mon 25 July. Associate Professor Trisia Farrelly (School of People Environment and Planning), and Professor Wendi Roe (School of Veterinary Science), facilitated a workshop for supervisors on Selecting and Recruiting candidates on 27 July.
- *Health Research Council (HRC) Career Development Awards Grants Applications*
 A range of awards are available to support the career development of emerging health researchers, including Māori and Pacific health researchers undertaking postgraduate research qualifications. During July we have submitted two Pacific Health Research PhD Scholarships supervised by Associate Professor Riz Firestone (Research Centre for Hauora and Health) and one Pacific Health Research Postdoctoral Fellowship supervised by Professor Chris Cunningham (Research Centre for Hauora and Health).
- Associate Professor Matt Henry and Derrylea Hardy, School of People, Environment and Planning, were part of a successful team in gaining funding of around \$800,000 for Our Land and Water NSC project titled *Kuaha Matihiko: Digital Gateway*. This is a combined project with AgResearch, Massey, and WakaDigital Ltd.
- *HRC Health Delivery Research Project Grant Applications*
 Professor Leigh Signal (School of Health Sciences) was invited to submit a full Health Delivery Research Project Grant application: Improving perinatal mental health by supporting and improving maternal sleep. The application was submitted on 28 July. This grant supports health delivery research that directly contributes to a primary outcome of improved health delivery by informing decisions or changes to policy, practice or systems in the New Zealand health and disability sector. Funding grant values and durations will range, up to \$1.4 million over five years. The outcomes of this round will be announced on 16 December.
- *Performance Based Research Fund (PBRF) – Delay of PBRF Quality Evaluation round to 2026*
 On 25 July, the Minister for Education announced that the next PBRF Quality Evaluation will be delayed by 12 months. The Quality Evaluation submission and assessment process will therefore now take place in 2026, with the results published in 2027. The assessment period for Quality Evaluation 2026 will be over eight years, from 1 January 2018 to 31 December 2025.

This decision has been made following a request from Universities New Zealand, which raised significant concerns about the impacts of COVID-19 on individual researchers and on tertiary education organisations. The new funding weightings for Māori and Pacific research and researchers will still come into effect from the 2026 funding year as originally planned. It is expected that the Guidelines for the 2026 Quality Evaluation will be released towards the end of 2023.

- *Research and UN Sustainable Development Goals workshop*

Delivering research excellence is a strategic priority of the university. One of the ways we seek to do this is by “*Maintaining our focus on supporting our world-leading areas of research that align with and support the United Nations’ Sustainable Development Goals*” (Massey Strategy 2022-2027, Pou Rangahau, page 5).

You will be familiar with the Research Enhancement and Development Initiative (REaDI), which last year saw 90 per cent of our researchers completing a REaDI Plan outlining their future research plans and identifying the type of research support you’d like to see enhanced at Massey. This year the REaDI project continues with its purpose of supporting the development and growth of researchers and the Massey University research community, with work responsive to the REaDI 2021 feedback happening at both College and university levels. The [REaDI OneMassey site](#) is live, and is the first stop for learning more about the array of activity underway via REaDI and the key contact people for each College and the project at large.

One particularly exciting event being shaped up by the REaDI Team, the cross-campus workshop “Your Research and UN Sustainable Development Goals (SDGs)”, taking place simultaneously on our three campuses and online. The event will be held on 2 September (the time of lodging of this report).

The SDGs represent aspirations to address environmental, social, and economic challenges faced by the world, and they increasingly inform the work and strategies of organisations across the globe. I expect this event will provide a showcase of the wider world impact and relevance of our research, and moreover remind and inspire us that our research can light the way to solving real issues and improving the world around us.

If you weren’t able to attend but have questions about the SDG’s, please contact our International Research Rankings Advisor [Dr Snow Wang](#).

- *Professor Emeritus*
 Congratulations to Professor Tony Signal and Professor Barry Scott, who, in August, were [awarded Massey University emeritus titles](#) in recognition of their service to the university.

Te Pou Ako – Teaching and Learning

Examples of the delivery of an excellent learning environment include:

- *Advance HE Global Impact Grant*
 Congratulations to Associate Professor Maggie Hartnett (Director Teaching Academy, Academic Operations) for winning one of ten Advance HE Global Impact Grants. Global Impact Grants are an opportunity for international Advance HE members to share success stories about higher education projects that have enhanced learning, teaching, leadership, or equality in higher education. Dr Harnett’s story will be published and shared on the AdvanceHE website.

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

- *AdvanceHE*
Ninety-six Massey teaching staff have been awarded fellowships by [AdvanceHE](#) (The Higher Education Academy) in the last eighteen months. Two-thirds of recipients chose to receive their award at celebrations held at all three campuses in July. Professor in Sport and Physical Education Andy Martin has become the second ever Massey academic to be awarded the [Principal Fellowship](#). In addition, nine staff were granted Senior Fellowships, 47 were awarded Fellowships and a further 39 achieved Associate Fellowships. The recipients were invited to bring their line managers to the event as a way of acknowledging their teaching and learning development.
- *Academic Audit*
The draft self-review report for the Academic Audit is currently out for consultation with Academic Committee, Learning and Teaching Committee, College Boards, the Senior Leadership Team, and relevant staff within the Provost's and Deputy Vice-Chancellor Students and Global Engagement's portfolios.
- *OnTrack*
Massey University and Kaplan Professional Australia [launched the OnTrack continuing education platform](#) for financial services professionals.

Te Pou Tangata – People

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

- *Ki te hoe five-year action plan*
The Library has commenced work on our *Ki te hoe five-year action plan* to guide our continuous improvement projects and business-as-usual activities. Customer engagement is a key feature of the plan development. This work started in the first week of Semester 2 across all campuses, with feedback boards available for students to leave comments, and more in-depth "empathy conversations" undertaken. The next stage will include conversations with students outside Library spaces on campus, students studying via distance and academics.
- *Manawatū Library Building Transformation Project*
Work is progressing on identifying and collecting old low-use books which are being moved to storage to ensure the concourse-facing library building is empty and ready for building work at the start of 2023. All books can still be found via the *Discover* search and requestable through a 'click and collect' or 'click and deliver' service. Library staff will be moved to new workspaces in October/November.
- *Scholars@Massey: Massey Success*
Massey University international student Anjali Guwalani, originally from India, has been awarded the Education New Zealand (ENZ) Women of the Future Scholarship. She is currently in her second year of the Bachelor of Veterinary Science and was one of the first students being given a border exemption to join the Massey Manawatū campus in semester two. The ENZ scholarship includes a partial fee waiver of NZD\$10,000 for the academic year 2022/23. Ms Guwalani will also be a

member of the scholar community with access to Scholars@Massey resources and development opportunities.

The Scholars@Massey team aims to build a community of scholars including Massey students on external scholarships such as the ENZ scholarship. Effective reporting tools are being developed to identify Massey students on external scholarships or funded through external donors.

- *Professor Farah Rangikoepa Palmer ONZM appointed to new leadership role*
 Professor Farah Rangikoepa Palmer, ONZM, Ngāti Maniapoto, Waikato, has been [appointed to the role of Pou Ākonga – Executive Director, Māori Student Success](#). The newly created position reports to the Deputy Vice-Chancellor Māori, Professor Meihana Durie.

Te Pou Hono – Connection

Mahi undertaken to create, honour and sustain meaningful connections and partnerships, and addressing the world's big problems, matters of national interest, and promoting leadership. Examples include:

- Professor Bruce Glavovic, School of People, Environment and Planning, has been selected by the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services to be lead author for Chapter 6 'Options for delivering sustainable approaches public and private finance for biodiversity-related elements of the nexus' of the thematic assessment of the interlinkages among biodiversity, water, food and health (nexus assessment). This is a three-year appointment from 2022-2024.
- Associate Professor Trisia Farrelly, School of People, Environment and Planning was invited to join the Marine Plastic Pollution Roadmap Development Project as part of the University of Washington, Nexus, Nippon Foundation.
- Dr Api Movono, School of People, Environment and Planning, was invited to be a Lead Expert on the Tourism Panel on Climate Change for its inaugural three-year cycle held July 2022-July 2025. The newly created panel, supported by the Sustainable Tourism Global Centre in Saudi Arabia, is an initiative modelled on the Intergovernmental Panel on Climate Change – to present science-based information to help the travel and tourism sector transform to a Paris 1.5 degrees Celsius compatible emissions future and advance climate resilience across the sector.
- Professor Bethan Greener, School of People, Environment and Planning, represented New Zealand at the 15th ASEAN Regional Forum Eminent Expert Meeting held 13 July and acted as a discussant for Session 5: Opportunities and Challenges for Preventive Diplomacy in the Asia Pacific Region.
- *Provost travel to ANU, Canberra 25-28*
 Provost Professor Giselle Byrnes travelled to Canberra as a guest of the Australian National University (ANU) to moderate the 75th Anniversary Debate for the university, a public event that attracted a large audience and was filmed as part of the university's time capsule. This panel style public debate examined how the 'university of the future' will look, who it will serve, and how it will be accountable. The discussion was wide-ranging and considered how universities are preparing graduates for the world of work and how the higher education sector globally can best meet the needs of a rapidly changing world.

The two workshops that Professor Byrnes facilitated were on the topics of Developing the Indigenous Graduate Attribute as part of ANU's work to develop university-level graduate attributes, and on the development of the ANU's (first) university-wide Learning and Teaching Strategy. Professor Byrnes also met with ANU senior executives in addition to facilitating two workshops with staff.

- *Industry collaboration*
The School of Nursing co-hosted the [National Oceania Clinical Leaders symposium](#), alongside Oceania Healthcare. The event showcased the two organisations working together to build nursing capability and leadership in the clinical speciality of older persons health.
- *Public Health Observatory of New Zealand*
The [Public Health Observatory of New Zealand \(PHONZ\)](#) is a virtual network that provides a forum for people working or interested in public health intelligence. The purpose of the platform is to bring people together to collaborate and exchange ideas. Professor Barry Borman, Research Centre for Hauora and Health, led the establishment of PHONZ, and is the chair of the Steering Group that will guide the initiative and its strategic direction.
- Emily Jones, Senior Professional clinician and Speech-language therapist, Institute of Education was invited to facilitate a workshop for the nutritionists from the Ka Ora, Ka Ako Healthy Lunches in Schools team, Ministry of Education at their recent national hui (18 August). The Ka Ora, Ka Ako team provide more than one million lunches per week for children in their kura and schools in areas of high deprivation. Recently the programme has received funding to provide lunches to those who have feeding and swallowing difficulties. Emily was asked to provide education on dysphagia and feeding disorders to help the team provide advice and guidance to their lunch suppliers to ensure safety, appropriateness and enjoyment of the lunches provided. The latest research and best practice guidelines as well as case studies from the ACTIVEating clinic were shared.
- *Massey University Student Enterprise (MUSE) Pacific Event*
On Wednesday 27 July, the MUSE team hosted lunch for about 50+ Pacific staff and students at the Student Enterprise space. The aim of the event was to explore and stimulate the enterprise interests and creativity of Pacific students and staff. This event was supported by Dean Pacific Professor Tasa Havea, Dr Gavin Clark (Dean, Enterprise), and the MUSE team for their invaluable input in making the event a success. The owners of a Pacific catering company, *Zeta's Kitchen*, Seta and Steve Bason shared their journey to where they are today, along with their vision for growing their business. This is an excellent initiative which encourages and nurtures entrepreneurial thinking for students across the different colleges here at Massey. Thank you to the leadership of Pacific student Leialani Fa'aiuaso who is the President of MUSE, and for all her efforts in organising this event.
- *Innovation Complex to be blessed before move-in date*
The Innovation Complex project is now focused on achieving a successful 'soft landing', with activity focused on completion, commissioning, equipment installation, and planning for progressive occupation in September and October. Further details [<here>](#).
- *Lifetime Achievement Award*

Congratulations to Associate Professor Ian Laird, School of Health Sciences, who has been [recognised for lifelong contribution to health and safety in New Zealand](#). He received the Countdown Lifetime Achievement Award at this year's NZ Workplace Health and Safety Awards.

- *Palmerston North Heritage Trust Local Historian of the Year*
Associate Professor Geoff Watson, School of Humanities, Media and Creative Communication, was named Local Historian of the Year by the Palmerston North Heritage Trust at an event at Caccia Birch, Palmerston North. The citation for Dr Watson noted his standing as a historian of sport, and described him as a stalwart of the historical community in Palmerston North and a bridge between its academic and community arms.
- *Graduate Wins 2022 Parkin Drawing Prize*
Bachelor of Fine Arts graduate Siân Stephens has been [announced the winner](#) of the 2022 Parkin Drawing Prize.
- *Second-most read expert comment*
An expert comment on '[Do I have to drink 8 glasses of water per day? We asked 5 experts](#)' by Associate Professor Toby Mündel, School of Sport, Exercise and Nutrition, is the second most-read article in five years on The Conversation with more than 1.4 million reads. Dr Mündel is also the 7th most-read New Zealand author.

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

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.

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 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

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.

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

	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 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 2022/07/209Rev1

Minutes Part 1



MASSEY UNIVERSITY
COLLEGE OF BUSINESS BOARD

Meeting held on 19 July 2022

By Video Conference at 10 am

Zoom ID# - 83701159258

MINUTES: PART 1

No.	Item	Details	Decision	Paper No.
1	PRESENT	<p>Professor Stephen Kelly (PVC), Associate Professor Jo Cullinane (Chair), Ashok Poduval (SoAv, HoS), Professor Fawzi Laswad (HoS, SoAcc), Professor Stephen Croucher (HoS, SCJM), Professor Martin Berka (HoS, SoEF), Associate Professor Jo Bensemann (HoS, SoM), Professor Jens Mueller (Head of MED), Professor Jonathan Elms (DoR), Associate Professor Claire Matthews (DAQ), Associate Professor Sandy Bulmer (CBAPC, Chair), Dr Mui Kuen Yuen (Associate Director, Pacific), Professor Bevan Catley, Professor Mohan Dutta, Professor Gabriel Eweje, John Murrie, Dr Fatima Junaid, Dr Niki Murray, Claudia Silva, JS Imbeau, Stephanie Allan (Student Representative), Antonia Quinn (student representative), Chrissy Yang (Student representative).</p> <p>IN ATTENDANCE Preetha Saji (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).</p> <p>APOLOGIES Associate Professor Elizabeth Gray (DTL), Professor Hatice Ozer-Balli, Dr Sam Richardson, Dr Vishnu Menon, Dr Angela Feekery,</p> <p>ABSENCE Madison Farrell (Student representative)</p> <p>MIHIMIHI The Chair formally opened the Board meeting with a personal Mihi.</p> <p>Greetings to everyone. Welcome to the meeting of the Massey Business School.</p>		

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. Committee thanked Dr Farah Palmer for her contribution to the College of Business Board and wished her the very best for the new role within Massey.</p> <p>Designated Voting Staff Representative for this meeting (5) JS Imbeau (SoM) Claudia Silva (CJM) Dr Fatima Junaid (SoM) John Murrie (SAV) Dr Niki Murray (CJM)</p> <p>Designated Voting Professorial Representative for this meeting (1) Professor Gabriel Eweje (SoM)</p>		
2		INTEREST: DECLARATION AND DISQUALIFICATION	NONE	
3		MINUTES FOR APPROVAL from CBB Part 1 - 21 June 2022 meeting	<p>RESOLVED THAT the minutes be approved with amendments as a true and accurate record.</p> <p>CULLINANE</p>	CBB 2022/06/181
4		MATTERS ARISING - PART 1		
4.1		Action Sheet from the last meeting on 21 June 2022	DISCUSSED	CBB 2022/06/182
01		<p>MICRO-CREDENTIALS 2022 DAQ to seek clarification on how the 5-credit Micro-credential courses could be counted towards the RPL.</p> <p>Update A meeting has been scheduled to discuss in detail how to manage smaller micro-credentials and count them towards the RPL. The outcome of the meeting will be shared with the CBB members. As there are policies in place within the University, the committee will continue to look at the micro-credentials for approvals.</p> <p>Note: MICRO-CREDENTIALS 2022 Growing your wealth -This course provides financial education for employees to create a more financially resilient workforce and provide a formal credential for the employee and employer.</p>	<p>CLOSED</p> <p>RESOLVED THAT this document be approved and forwarded to Academic Committee.</p>	CBB 2022/05/120
02		<p>Retirement documents The CBAPC Chair to decide how the retirement document needs to be presented for the CBAPC and the CBB meetings (clean version or with track changes).</p> <p>Update</p>	CLOSED	

No.	Item	Details	Decision	Paper No.
		The CBAPC decided to have clean version of the retirement documents to be presented to both the CBAPC and the CBB meetings.		
4.2	Graduating Year Review for the Master of Analytics Response submitted to AC meeting on 12 July 2022. Discussion An addition was made to the recommendation 2 statement ending before submitting to AC – “as we find them to be robust”.		NOTED as Chair's Action Approved.	CBB 2022/07/184
4.3	CBB election for two staff members (Academic and Professional, but not Professorial) The election process commenced on 6 th July and closes on Tuesday 19 July 2022 Discussion As per the new terms of reference we are looking for two new members for the College of Business Board. The election closes at 3 PM on Tuesday 19 July 2022.		NOTED	
5	REPORTS			
5.1	Pro Vice-Chancellor <ul style="list-style-type: none"> Conversations have been progressing on the need for getting the students and staff back to campus. Flipped and blended learning methodologies and greater inclusion of work-integrated learning are the methods by which teaching and learning must be made to work in the future. Conversations about delivery in Auckland to be re-started. The budget situation which was discussed at the PVC forum is that in 2019, Massey Business School was a \$98 million college but in 2022 we are at \$75 million. The significant impact of the decrease in the number of international and domestic students led to the issues. We hope to continue the courses as they are currently scheduled which will have additive value to the consistency approach across the faculty and the confidence within the student body. Additional recommendations for BBus being more focused on business rather than being a purely disciplined teaching. 			
5.2	Chairperson <ul style="list-style-type: none"> A range of ordinary activities ongoing with a particularly high workload in operational solution brokering recognition of prior learning requests. In APC role: The new round of the NPE picked up 200 students who had fallen below the threshold expectations. Work progressing on seeking clarification from students before a decision is made. A very limited number of students have responded to the performance inquiry email which is disappointing. Working on the new qualification proposals from the School of Accounting and the BBus proposal. 			
5.3	Director Academic Quality <ul style="list-style-type: none"> Thank you to all staff involved with the grade processing which was completed within the deadline. The late finishing courses are waiting to be processed. 			

No.	Item	Details	Decision	Paper No.
		<ul style="list-style-type: none"> • The team is currently processing the AEG/ IP application decisions and the process will be reviewed subsequently. • A reminder that NO manual enrolment into STREAM should be done. <p>The Chair clarified that the full set of grades should be available before the performance is evaluated. Once a decision is made on the AG / IP applications, the results that are already published should then be corrected.</p>		
5.4	Director of Teaching and Learning	<p>A written report was provided the DTL which was read by the DAQ at the meeting.</p> <ul style="list-style-type: none"> • The semester one exam round was the first in which we offered replacement examination opportunities to students who missed their regularly scheduled exam, as per the University's amelioration guidelines. Analysis of the outcomes has begun. The effects of Covid notwithstanding, 93% of MBS students sat their regularly scheduled exam. Of the 482 MBS students offered replacement opportunities, 92 students sat those replacements (19%). Of the students who didn't sit replacements, analysis of a random sample shows the majority had failed or missed one or more internal assessments, and several had completed no internal assessment at all. Many of these students may have pre-determined they had no chance to pass the course, so they chose not to engage with the examination. • The replacement examination schedule meant some limited delays in releasing final grades to a small number of students (this was influenced by delayed video footage from OSEs and pending AI cases). Approximately 3 dozen students had grades withheld when course results were published; two-thirds of these had their final grades confirmed within a week. • Last week several modest S2 orientation events were undertaken for incoming MBS students. Ignite sessions were held in person on the Albany campus and the Manawatu campus, and another 35 students joined the online Ignite event on the evening of Thursday 14th. An online welcome was also held for incoming Master of Management students; 18 attended. • Student achievement support initiatives will be run again in S2 by the Student Support team. These include the central team identifying undergraduate students who do not engage with Stream in the first two weeks of the semester and undertaking an escalating series of communications to encourage them either to engage or to withdraw. A similar process to intervene with those whose engagement drops away will happen again mid-course and again after the mid-semester study period. An overview of the initiatives can be found here https://masseyuni.sharepoint.com/sites/StudentServices/SitePages/Student-achievement-support-initi.aspx and any questions may be directed to James Collings or Khalid Bakhshov at achievement@massey.ac.nz. 		

No.	Item	Details	Decision	Paper No.
		<ul style="list-style-type: none"> The long-awaited revisions to the Student Academic Policy and Procedures should be coming to the August College Board meeting for consultation. <p><u>Update:</u> The web link for the Student achievement support initiatives was circulated to the CBB members via email on Wednesday 20th July 2022.</p>		
5.5	Director of Research	<ul style="list-style-type: none"> Eight applications has been received for the Strategic Research Excellence fund this year, which is the highest number in last 3 to 5 years. Congratulations to Dr Mia Pham and Dr Harvey Nguyen from the School of Economics and Finance as the winners for the Early Career category at the Research Translation award. The Early career Academic Conference at AUT was attended by 17 ECRs a couple of weeks ago. An email will come out of the Research office on call for funding to support journal submissions, general submissions fee, copy editing and open access. 		
5.6	Associate Dean – Māori	Associate Dean Māori position is vacant now.		
5.7	Student Representatives	<ul style="list-style-type: none"> Concern was raised about the move by some course teams to make lecture recordings unavailable for the internal students, while they may be available for offshore and distance students. <p>The Chair clarified that there is no policy on this and it is for the course team and Chief Examiner to determine what resources to provide. But if students thought they were being disadvantaged they are welcome to request changes to the course.</p>	<p><u>ACTION:</u> The DTL to discuss with the Head of Schools making the recordings available for the Internal students.</p>	
6	MATTERS REFERRED FROM THE ACADEMIC COMMITTEE (AC) / OFFICE OF ACADEMIC QUALITY, REPORTING AND ASSURANCE (OAQRA)			
6.1	Academic Audit Self-review report	<p>This report was due to be considered in this meeting of CBB but it was not ready for release. It is now anticipated that it will be circulated to the committee members for feedback on or after 25th July but as feedback is due by 25th August 2022 and the next CBB meeting is on 16th August 2022, we will need to discuss some designated sponsors reading the document carefully for MBS and suggesting feedback themes</p> <p><u>Discussion</u> Due to the quick turnaround requirement for this extensive set of documents, the committee members are requested to set aside time for providing feedback once this document is available and before the next CBB meeting. The DAQ and the DTL will be collating the feedback from the committee.</p>	DISCUSSED	
6.2	Qualifications Policy and Qualifications Framework	<p>Feedback to OAQRA is due by 23 August 2022</p> <p><u>Discussion</u> This is quite a substantial document and policy for the University which underpins all programmes.</p>	DISCUSSED	CBB 2022/07/185

No.	Item	Details	Decision	Paper No.
		<p><u>Feedback / Suggestions:</u></p> <ul style="list-style-type: none"> • Micro-credentials need to be added in as they are not mentioned in this qualification framework. • Approval authorities and what level different parts of the qualification get reviewed to be made clear. • Delegation around approvals does not reflect accurately such as qualification retirement and what the Academic Board assigns to the College Board. • Course delivery definition to be made clear for internal mode, distance mode, block mode, blended learning and mixed delivery. <p>Feedback on this document can be provided to the DAQ. The CBAPC chair to discuss this document in the next CBAPC meeting as part of the quality assurance work the group does.</p>	<p><u>ACTION:</u> The CBAPC Chair to discuss this document in the next CBAPC meeting.</p>	
6.3	Cross-college Communication and Consultation on Academic Proposals	<p><u>Discussion</u> Producing a new course does not require cross-college consultation. New and existing qualification changes do not require consultation. For a named elective and substantial changes are proposed to the learning outcome or prescription or actual content of the course, there needs to be consultation. The curriculum management lists the different programs the elective courses feed into. Similarly, the retiring courses need to be communicated with the Director of programmes in the affiliating entity.</p> <p>While creating new courses, be respectful of the language (names used for the courses where other colleges will feel they 'own the subject') as they often cause conflict with other parts of the University.</p> <p>Retirement of courses might related to programmes which are teaching out and hence will have residual students on them, hence, to be careful of the programmes listed from other Colleges.</p> <p>Item # 8.2 was discussed in relation to cross-college communication document. The revised CBPAC checklist points out what needs to be done in a more explicit detail form. The CBAPC Chair to discuss the cross-college communication and consultation process at the next CBAPC meeting.</p>	<p>NOTED</p> <p><u>ACTION:</u> The CBAPC Chair to discuss this document in the next CBAPC meeting.</p>	CBB 2022/07/186
7	MATTERS REFERRED FROM ACADEMIC BOARD (AB) /TEACHING AND LEARNING COMMITTEE (TLC)			
7.1	Institutional Partnerships Policy Consultation	<p>- the feedback is to be submitted to AB by 31st July 2022.</p> <p>07.01.01 - Institutional Partnerships Policy and Procedures 07.01.02 - Institutional Partnership Policy 07.01.03 - Institutional Partnership Procedures 07.01.04 - Partnership Types</p> <p><u>Discussion</u></p>	DISCUSSED	<p>CBB 2022/07/187 CBB 2022/07/188 CBB 2022/07/189 CBB 2022/07/190</p>

No.	Item	Details	Decision	Paper No.
		<p>These four (4) documents define different types of partnerships, how the partnerships are managed, approved, renewed, and the pathways through the University procedures. An overlay around the strategy on which type of partnerships the University should be pursuing and the criteria for those partnerships are covered in these documents.</p> <p><u>Feedback / Suggestions:</u></p> <ul style="list-style-type: none"> • Definitions are unclear in the document such as the matrix on risk evaluation which does not specify how the risk is calculated. Similar partnerships are placed in different risk categories which need clarification. • In view of the change proposal which affects positions in the College, clarification was sought on the sponsor's role in the procedure document. What kind of position in the College becomes a sponsor who has responsibilities for both establishing partnerships, maintaining, and managing partnerships? The PVC clarified that an SLT member will be the designated sponsor for MBS and delegated down if required. • Among the list of activities that the sponsor undertakes there is no mention about the performance review, which is required for consistency across the University. • The policy does not specify when we should be establishing partnerships, their objectives, and achievements. These are the fundamental items that are required in any policy. • Document talks about assumption partnerships are always (already) formalised and does not specify when it should move from formal relationship to informal. Also, the document does not mention the entities for consultation depending on the type of partnership. • Difference between study-abroad, the bilateral exchange mentioned and the articulation arrangement to be made clear on the document. • Depending on the type of agreement it goes through various consultation authorities such as the DVC Māori, Provost, Global Engagement or the Massey Global which creates risk of confusion and lack of timeliness. • These documents do not respect the new roles outlined by the Te Huringa o te Tai change proposal document. 		
7.2	Minutes from University Learning and Teaching Committee 17 May 2022 meeting	The next University Learning and Teaching Committee meeting is on 19 th July 2022	NOTED	CBB 2022/07/191
8	COLLEGE OF BUSINESS – ACADEMIC PROGRAMMES COMMITTEE (CBAPC)			
8.1	Draft minutes (Part 1) received from CBAPC 22 June 2022 meeting		NOTED	CBB 2022/07/192
8.2	Revised Proposal Checklist for CBAPC 2022 meetings		NOTED	CBB 2022/07/193
	<u>Update</u> This document was discussed along with item # 6.3 on this agenda.			
	COURSE AMENDMENTS 2023			

No.	Item	Details	Decision	Paper No.
8.3	Massey Executive Development	<p>Course 115766 Managing Financial Resources</p> <p>- Purpose of the proposal is to revise the assessment weightings of Assessments 2 and 3 to reflect the amount of work required, amend the mapping of Assessment 2 to learning outcomes 2 and 4 that are relevant for MBA students in an applied environment; and amend the nature of Assessment 3 from individual to group assignment.</p> <p>-These amendments are to take effect from S1 2023.</p>	<p>RESOLVED THAT this document be approved and forwarded to Academic Committee for approval.</p>	CBB 2022/07/194
8.4		<p>Course 115811 Strategic Complexities in International Business</p> <p>-The purpose of the proposal is to amend the learning outcomes mapping for Assessment 3.</p> <p>-Changes to be implemented in S1 2023.</p> <p><u>Discussion</u></p> <p>The non-consequential changes with short implementation dates might lead to moratoriums again hence the members were requested to provide sufficient time for implementation when proposing changes.</p>	<p>MUELLER / SILVA</p>	CBB 2022/07/195
8.5	School of Aviation	<p>Course 190121 Aviation Meteorology 2</p> <p>The purposed changes in assessment weighting are in response to</p> <ul style="list-style-type: none"> • Civil Aviation Authority guidelines over examination assessments • Student feedback • Learning outcome coverage • Course completion rates <p><u>Discussion</u></p> <p>These changes are proposed based on responses from the internal and external factors.</p> <p>The College Board Chair congratulated John Murrie for providing a clearly articulated rationale on this course amendment document proposal.</p>	<p>RESOLVED THAT this document be approved and forwarded to Academic Committee for approval.</p> <p>MURRIE / MUELLER</p>	CBB 2022/07/196
QUALIFICATION AMENDMENT 2024				
8.6	School of Accountancy	<p>UBACC Bachelor of Accountancy</p> <p>The purpose of this proposal is to</p> <ul style="list-style-type: none"> - Add new course 110.304 Data analytics for Accounting and Business into Schedule B – Accountancy/Finance Electives - Update Schedule B wording from “At least 30 credits from” to “30-45 credits from” - Update qualification requirement 2 (f) to include course prefix 110 	<p>RESOLVED THAT this document be approved and forwarded to Academic Committee for approval.</p> <p>LASWAD / BULMER</p>	CBB 2022/07/197

No.	Item	Details	Decision	Paper No.
		<p>- Correct qualification regulation 2 (b) text from “at least 75 credits at 300-level” to “90 credits at 300-level” (qualification requirement (b)).</p> <p><u>Discussion</u> The Bachelor of Accountancy is designed to meet the academic requirements for the professional bodies. Out of 360 credits, 300 are required courses and electives are very little. The new course “Data Analytics” is proposed to be included in the list of electives for the qualification. In addition, two minor corrections are also being made.</p> <p>Transition arrangement is not required as the students were required to complete 90 credits at 300-level as per schedule even when the regulation wrongly mentioned it as 75 credits. The DAQ will have a closer look if any students are impacted by this change (75 credits to 90 credits) to avoid issues related to qualification completion at later stage.</p> <p>This is a non-CUAP change proposal as there is no credit or qualification duration change. Addition of analytics paper was welcomed by CBB members as it will add to the employability and capability of the students.</p>	<p><u>ACTION:</u> The DAQ will have a closer look at if any students are impacted by this change (75 credits to 90 credits) to avoid issues related to qualification completion at later stage.</p>	
9	OTHER DOCUMENTS			
9.1	<p>Early Notice for Amended Qualification – Master of Professional Accountancy (Chartered Accountant)</p> <p>-Proposal to reposition the MPAF qualification to be a sibling of MPAcc by changing its title, course schedule and structure.</p> <p><u>Background</u> To become a full member of the professional body (prominent one Chartered Accountant Australia and New Zealand) the academic, professional and practical requirements are to be completed. Academic requirements are met by completing an accredited programme such as BAcc, BBus with required courses, MPAcc, MPAF etc. For meeting professional requirements, programmes offered by the professional accountancy bodies are to be completed such as CAANZ has the CA programme, CPA Australia has the CPA programme, ACCA has their own programme for professional accreditation. 3-year experience including other minor requirements helps to become a full member of the professional bodies and use the designation of Chartered Accountants or CPA.</p> <p>In 2020, the CA programme was opened to be embedded in professional Master’s programme. The pilot programme had participation from one New Zealand institution and two Australian Institutes. Now they plan to expand the pool of Universities who wanted to embed the CA programme in their professional Master’s degree. In the second pilot run, two New</p>	<p>RESOLVED THAT this document be approved and forwarded to Academic Committee for approval.</p> <p>LASWAD / MUELLER</p>	<p>CBB 2022/07/198</p>	

No.	Item	Details	Decision	Paper No.
		<p>Zealand Universities and three Australian Universities will participate. This will help Massey students to complete the academic and professional requirements in one single qualification.</p> <p>The current MPAcc is 180 credits, this new programme will have an additional 60 credit with the CA programme embedded. Thus the 240-credit new programme Master of Professional Accountancy (Chartered Accountant) will meet both the academic and professional requirement from the accredited body. The MPAF qualification which was getting disestablish will now be amended with the new programme 240-credits MPAcc (CA) programme.</p> <p>School of Accountancy team was appreciated for their efforts in providing additional accreditation pathways and for ties with professional bodies in their programmes.</p>		
9.2	Amelioration procedures for semesters 2 and 3, 2022	<p>Background COVID is no longer managed by the crisis management team. An outline for the amelioration procedures for semester two and three has been proposed which will help in finding pathway for adaptation if situation arise again.</p> <p>The DAQ confirmed that the sub-minima and compulsory items will remain in force, with the exception of participation. This was retained for semester one 2022 and hence will remain in place for semester two and summer semester.</p> <p>Any feedback on this document can be email to the CBB Chair or the DAQ or the DTL.</p>	NOTED	CBB 2022/07/199
10	OTHER BUSINESS			
	None			
	SUBSIDIARY COMMITTEES			
11	COLLEGE RESEARCH COMMITTEE (CRC)	CRC meeting on 30 June 2022 was cancelled due to low attendance. The next meeting is on 28 July 2022.		
12	MASSEY BUSINESS SCHOOL TEACHING AND LEARNING COMMITTEE (T&L)			
12.1	Draft minutes (Part 1) received from MBS T&L 26 May 2022 meeting. The next meeting is on 28 July 2022.		NOTED	CBB 2022/07/200
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)			
14.1	Notes received from AOL 15 June 2022 Meeting. The Next meeting is on 3 August 2022		NOTED	CBB 2022/07/201
14.2	Bachelor of Agribusiness (BAgribusiness) Assurance of Learning Implementation plan		RESOLVED THAT this document be approved.	CBB 2022/07/202
	Background The Bachelor of Agribusiness is now a College of Science degree but remains accredited to the AACSB accreditation hence included in the College of Business AOL process.		MATTHEWS / STANGL	

No.	Item	Details	Decision	Paper No.
14.3	Bachelor of Sport Management Assurance of Learning Implementation plan		RESOLVED THAT this document be approved. MATTHEWS / BENSEMANN	CBB 2022/07/203
14.4	Proposal to change PLO assessment in undergraduate qualifications <u>Background</u> In 2017, College of Business decided to assess the learning outcomes in each level of the qualification (100,200 and 300 levels). The new implementation plan reviews suggested limiting the assessment to two of the three level, with one being preferably the 300-level, which will be determined by the programme team. This proposal reduces the amount of AOL specific assessment and reporting at the School and the College level. A detailed explanation was provided by the Chair on the AOL process. AACSB is a collegiate organisation of Business Schools and accreditation organisation or professional body. A process of checks and balances are in place to make sure that we meet the expectations of assurance of learning of our qualifications. As per the matrix outlined, individualised checking is required (course and assessment) for meeting the expected learning outcomes. The process of Assurance of Learning needs to be seriously considered in relation to the Graduate Attributes at the University level. The complexity of the Assurance of Learning system may impact the AACSB accreditation as well.		RESOLVED THAT this document be approved. MATTHEWS / SILVA	CBB 2022/07/204
15	SHARED PROGRAMMES AND PROGRAMMES WITH COLLEGE REPRESENTATION			
15.1	COMMUNICATION QUALIFICATIONS COMMITTEE (CQC) Draft minutes (Part 1) from CQC meeting on 15 June 2022. The Next meeting is on 17 August 2022.		NOTED	CBB 2022/07/205
16	SUPPLEMENTARY ITEMS - PART 1			
	None			
17	EXCLUSION OF THE PUBLIC The Chair will move that members of the press and public be now excluded from the meeting so that for the under noted reason, the following matters may be discussed without public disclosure, the committee is satisfied, where appropriate, that there are considerations that outweigh the public interest of disclosure. The Chair will note that the Committee Secretary will be in attendance for Part II. Grounds: Section 9, of the Official Information Act- (2) (a) to protect the privacy of natural persons, including that of deceased natural persons. (2) (i) enables organisations holding the information to carry on commercial activities without prejudice or disadvantage.			



COLLEGE OF SCIENCES
COLLEGE BOARD

A meeting of the College Board (CSB) was held on
Thursday 21 July 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, Kat Littlewood, Associate Professor Tammy Lynch, Associate Professor Liz Norman, Professor Jon Procter, Professor Jamie Quinton, Professor Chris Scogings, Professor Gourab Sen Gupta, Professor Mark Waterland.

IN ATTENDANCE:

Fiona Coote, Amy Heise, Diana Kessler, Mary O'Carroll

1 WELCOME

2 APOLOGIES

Ursula Clarke, Sam Glen, Jon Huxley, Paul Kenyon, Peter Lockhart, James Millner, Jenny Weston, Suzanne Wilkinson; and Donald Bailey and Mark Waterland for lateness.

3 VISITORS

None

4 CONFIRMATION OF AGENDA

The Chair noted that the main business for the meeting was discussion of documents referred for discussion and feedback.

The suggested approach was for free-form discussion of each item, with members being asked to subsequently send specific written feedback to Sciences.Admin@massey.ac.nz by the indicated date. The Chair would then collate and send the responses (noting the diversity or consistency of views as appropriate) and provide a copy of the submission for noting at the next meeting.

5 MINUTES FOR APPROVAL

5.1 Confirmation of Minutes June 2022 Part I

CSB22/7/142

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

**Chair
Carried**

6 MATTERS ARISING

None

7 ACTION LIST

- 7.1 Action List July 2022 CSB22/7/143
 Item 6: The Chair noted that the individual who had been identified as a potential candidate for the Manawatū Student Representative had since withdrawn. The Chair will work with the Student Union representatives to identify a candidate.

The responses to the Qualification Review Reports CSB22/2/28 and CSB22/2/29 have not yet been finalised. The board was advised by Fiona Coote that the due date for sending to Academic Committee could be extended to the September 2022 meeting. The responses when available would either be circulated to the board for approval by electronic vote or presented at the August 2022 College Board meeting.

NOTED

8 CHAIRPERSON'S REPORT

- 8.1 The Chair thanked all those involved in processing final marks and grades for Semester One and readying courses for Semester Two delivery.
- 8.2 The issue with the mismatch between assigned academic processing duties for Academic Leads and permissions within the Student Management System (SMS) was raised. The Chair advised that for some time he has been trying to establish which particular SMS attributes were required for Academic Lead and Postgraduate Lead roles. It was noted that the matter is further complicated by the relative locating of an individual in the overall organisational chart for the University, and overall security requirements. The Chair undertook to look further into this and report back to the Board. This was added to the Action List.
- 8.3 The Chair advised the Board that Academic Committee had approved a proposal to close to new enrolments the BA/BSc conjoint degree.
- 8.4 The Chair noted many students and staff are unable to participate in courses due to COVID. Liz Norman reminded the Board that amelioration measures were available. It was noted that if all teaching staff in a course were unavailable then the Head of School could make the decision that teaching could discontinue for that period, and that alternative learning plans could be put in place.

9 TEMPORARY COURSE ASSESSMENT CHANGES DUE TO COVID

- 9.1 Temporary Course Assessment Changes approved by the DPVC June - July 2022 CSB22/7/144
Noted

10 COURSE OFFERING CHANGES

- 10.1 Course offering changes approved by the DPVC June 2022 to July 2022 CSB22/7/145
Noted

11 FROM COLLEGE ACADEMIC COMMITTEE

None

12 ACADEMIC DECISIONS

None

13 TEACHING AND LEARNING

None

14 VISITORS' ITEMS

None

15 ANY OTHER MATTERS

15.1	Item referred from Academic Board: Institutional Partnerships Policy Consultation	
	AB Paper - Institutional Partnerships Policy and Procedures	CSB22/7/146
	Draft Institutional Partnerships Policy	CSB22/7/147
	Draft Institutional Partnerships Procedures	CSB22/7/148
	Draft Partnerships Types Tables	CSB22/7/149

The items were discussed. Key topics raised by Board members included:

- In general, there was support for a University-wide approach for developing agreements.
- It was noted that we need to increase the expectations for the outcomes of agreements, with timeframes and performance metrics for these outcomes, and with clear processes for termination of non-performing agreements.
- Operational details are key, in particular the, 'who does what?' across the Office of Global Engagement, the College, Schools and individuals. It is perhaps not yet clear of the role of the 'sponsor' compared to previous approaches with 'champions' working with their Head of School, the College, and the Office of Global Engagement.
- The view was expressed that there could be a greater emphasis on risk identification and mitigation.
- It was noted that while the categorisation table was useful, many of our current (and successful) partnerships did not readily map to these categories. It was suggested that the table be revised accordingly.

Board members were asked to provide written feedback to Sciences.Admin@massey.ac.nz by midday Thursday 28 July 2022 for the Chair to collate and forward to Academic Board.

15.2	Item referred from Academic Committee: Qualifications Policy and Framework for College Board Consultation	CSB22/7/150
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Fiona Coote provided a summary of the changes to the Qualifications Policy and Framework and the document was discussed. It was suggested that qualifications with external accreditation could be exempt from a qualification review, or to have the accreditation documentation be used for the review.

Board members were asked to provide written feedback to Sciences.Admin@massey.ac.nz by midday Friday 19 August 2022 for the Chair to collate and forward to Academic Committee.

15.3	Item referred from Academic Committee: Cross-college communication and consultation report	CSB22/7/151
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The document was discussed. Liz Norman reported that the CoS Academic webpage has already been updated identifying the need and type of consultation required for changes to courses, specialisations and qualifications. It was noted that the document might be missing the need for consultation relating to the development of courses by College in discipline areas similar to that of another College.

Board members were asked to provide written feedback to Sciences.Admin@massey.ac.nz by midday Friday 19 August 2022 for the Chair to collate and forward to Academic Committee.

16 EXCLUSION OF THE PUBLIC

THE CHAIRPERSON MOVED THAT MEMBERS OF THE PUBLIC BE EXCLUDED FROM THE MEETING SO THAT THE FOLLOWING MATTERS COULD 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 CSB22/7/152 was discussed in Part II of this meeting.

Amy Heise, Diana Kessler, 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 CREATIVE ARTS
 TOI RAUWHĀRANGI

COLLEGE BOARD

CONFIRMED MINUTES Part 1

Friday 20th May 2022 10.00am to 11.30am

Meeting Room: CoCA Long Box and via ZOOM

Members:

Professor Margaret Petty (Chair)
 Professor Rebecca Sinclair
 Professor Brian Lucid
 Professor Huhana Smith
 Professor Heather Galbraith
 Associate Professor Faith Kane
 Professor Ngatai Taepa (Nominee: Kura Puke or
 Rongomaiaia Te Whaiti)
 Professor Andre Ktori
 Dr Vicki Karaminas
 Dr Oli Wilson
 Dr Bridget Johnson
 Dr Scott Wilson
 Dr Marcus Moore
 Bryce Galloway
 Tristram Sparks
 Claire Hackett
 Jess Chubb
 Phoebe Bertelsen
 Kate Winsley (MAWSA)
 Tuheimoa Maruera
 Rosie Koko
 Kevin Veale

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

Apologies: Professor Ngatai Taepa
 Professor Rebecca Sinclair
 Professor Heather Galbraith
 Kevin Veale
 Bryce Galloway
 Claire Hackett
 Kura Puke / Rongomaiaia Te Whaiti

Agenda Part I

1. Confirmation of Minutes from:

1.1 13 April 2022 – Part I

CCACB2022/05/51

MOVED: that the Minutes Part 1 of the CoCA College Board meeting of 13 April 2022 be confirmed as a true and accurate record.

Jess Chubb / Scott Wilson

Matters arising from previous meetings

2.

Bachelor of Screen Arts with Honours:

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

Jess advised that the communication with students is going well with consultations in groups and one-on-one sessions are underway. The consultation with the School of Design courses that were identified last year for follow-up discussion and will be scheduled for later this year after the CUAP process which hopefully will be completed by the end of July.

3.

Chairperson's Report
Professor Margaret Petty

Margaret advised that SLT will be releasing a gradual back to work policy for staff. It will set out where we are and how we want the second half of the year to look. Basically, the University wants staff to return to work.

Margaret and Andre attended the University Council Meeting yesterday presenting the indicative business case for a Screen Arts Academy which was well received.

Margaret advised that she visited with Toioho Ki Apiti in Palmerston North. Wonderful experience meeting the team and seeing the work and facilities.

4.

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

Faith advised that regarding the Code of Pastoral Care, we had a good session with Amy Valentine and the Student Experience Team last week. Greg and Faith will be following up with teams in each School.

Client Relationship Management System (CRM) and working with Caitlin to get staff up to speed with CRM so that interactions with students are noted in CRM.

We will be testing a new student feedback survey which has been developed by Greg Gilbert which hopefully will bring more engagement from students.

Margaret asked that Faith communication with the team at Toioho Ki Apiti regarding this new survey as the staff mentioned that they struggle to get feedback from their students.

5. Academic Board, Academic Committee, other committees and the Office of Academic Quality Reporting and Assurance
Jess Chubb
 - 5.1 Amelioration Procedure – Feedback due by 20th May 2022 to Associate Professor Jo Cullinane
CoCA College Board Feedback re Amelioration Procedure (to be tabled at meeting). CCACB2022/04/20
CCACB2022/05/52
Jess explained the Amelioration Procedure which was presented at the last College Board meeting. She advised that generally we are supportive of the document and the process but will make sure that our feedback includes College and student representation on the decision-making body.
 - 5.2 Bachelor of Creative Media Production – Graduating Year Review (for noting). NOTED CCACB2022/05/53
 - 5.3 Bachelor of Creative Media Production (Hons) – Graduating Year Review (for noting). NOTED CCACB2022/05/54
 - 5.4 Bachelor of Commercial Music (Hons) – Graduating Year Review (for noting). NOTED CCACB2022/05/55
 - 5.3 Theses Submission Regulation Change (for noting). NOTED CCACB2022/05/56
6. Report from Director Research
Dr Oli Wilson

Oli reported that we are up to PBRF sector reference group consultation paper No. 5 which deals with definitions of early career research as well as definitions of ethnicity. Eleanor is leading this consultation with Kura and Rongomaiaia. The consultation paper also addresses how we are going to deal with Covid. Currently the way it is framed does not reflect the creative arts especially in how we connect to audiences and measure impact through the lockdowns. Our priority through this consultation is to minimise the burden on researchers and administrators.

Oli's team are conducting a review of Massey and CoCA policy and processes with how external income is treated and should have this available in the next 2-3 months.

There is a new CoCA contestable fund as part of the REaDI initiative. It is a total of \$40,000 and intended to bridge the gap between MURF funding and school funding.

7. Report from Director Postgraduate
Professor Heather Galbraith

No report from the Director Postgraduate.

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

Vicki – nothing to report at this meeting.

Huhana – Māori Professoriate are responding to the University Research strategy. Ensuring that any documents being sent out are put in front of the lens of the Māori Professoriate to ensure that there is clarity.

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

No report from the Kaihautu Toi Māori.

10. Quality Enhancement Committee – Postgraduate

Summary of Postgraduate and Undergraduate Course Amendments and Retirements:

CCACB2022/05/57

10.1 Course Amendments

- | | |
|------------------------------------|-----------------|
| a. 197810 Thesis (120 credits) | CCACB2022/05/58 |
| b. 197811 Thesis 120 Credit Part 1 | CCACB2022/05/59 |
| c. 197812 Thesis 120 Credit Part 2 | CCACB2022/05/60 |
| d. 293811 Thesis 120 Credit Part 1 | CCACB2022/05/61 |
| e. 293812 Thesis 120 Credit Part 2 | CCACB2022/05/62 |

10.2 Course Retirements:

- | | |
|--|-----------------|
| a. 237701 Studies in Material Culture | CCACB2022/05/63 |
| b. 237702 Studies in Visual Culture | CCACB2022/05/64 |
| c. 237791 Special Topic | CCACB2022/05/65 |
| d. 237799 Research Report | CCACB2022/05/66 |
| e. 237800 MPhil Thesis | CCACB2022/05/67 |
| f. 237801 MPhil Thesis 120 Credit Part 1 | CCACB2022/05/68 |
| g. 237802 MPhil Thesis 120 Credit Part 2 | CCACB2022/05/69 |
| h. 237816 Thesis 120 Credit Part 1 | CCACB2022/05/70 |

i. 237817 Thesis 120 Credit Part 2	CCACB2022/05/71
j. 237899 Thesis	CCACB2022/05/72
k. 133800 MPhil Thesis	CCACB2022/05/73
l. 133881 Thesis	CCACB2022/05/74

MOVED: that the course amendments listed in 10.1 be approved by College Board and noted by Academic Committee, and that the course retirements listed in 10.2 be approved for forwarding to Academic Committee for approval.

Jess Chubb / Brian Lucid

11. Quality Enhancement Committee – Undergraduate

11.1 Course Amendments:

a. 133256 Music Media 2	CCACB2022/05/75
b. 150107 Mata Puare Studio 1A	CCACB2022/05/76
c. 150108 Mata Puare Studio 1B	CCACB2022/05/77
d. 150207 Mata Oho Studio IIA	CCACB2022/05/78
e. 150208 Mata Oho Studio IIB	CCACB2022/05/79
f. 150307 Mata Ara Studio IIIA	CCACB2022/05/80
g. 150308 Mata Ara Studio IIIB	CCACB2022/05/81
h. 150407 Matatau Studio IVA	CCACB2022/05/82
i. 150408 Matatau Studio IVB	CCACB2022/05/83
j. 197228 Contemporary Design Project A	CCACB2022/05/84
k. 197229 Contemporary Design Project 2A	CCACB2022/05/85
l. 197331 Contemporary Design Project B	CCACB2022/05/86
m. 197332 Contemporary Design Project C	CCACB2022/05/87
n. 197440 Contemporary Design Project D	CCACB2022/05/88
o. 197441 Contemporary Design Project E	CCACB2022/05/89
p. 197442 Contemporary Design Project F	CCACB2022/05/90
q. 197443 Contemporary Design Project G	CCACB2022/05/91
r. 197238 Interaction and Interface 1	CCACB2022/05/92
s. 197338 Interaction and Interface 2	CCACB2022/05/93
t. 197379 Service and Experience Design	CCACB2022/05/94
u. 197383 Internship	CCACB2022/05/95
v. 197388 Creative Communities	CCACB2022/05/96
w. 197433 Designing Science Fiction	CCACB2022/05/97
x. 197435 Design for Festivals and Events	CCACB2022/05/98
y. 197436 Play, Research and Design	CCACB2022/05/99
z. 197470 Creative Ecologies 3	CCACB2022/05/100
aa. 197471 Social Interventions Through Design	CCACB2022/05/101
bb. 213241 Art Studio IIA	CCACB2022/05/102
cc. 222348 Narrative Information Design	CCACB2022/05/103
dd. 221322 Photography and the Advanced Darkroom	CCACB2022/05/128

11.2 Course Retirements:

a. 197211 Rapid Ideation	CCACB2022/05/104
b. 197270 Creative Ecologies I	CCACB2022/05/105
c. 197370 Creative Ecologies II	CCACB2022/05/106

d. 222103 Social Media Culture	CCACB2022/05/107
e. 222312 Art Direction	CCACB2022/05/108
f. 222313 Copywriting	CCACB2022/05/109
g. 224306 Game Space	CCACB2022/05/110
h. 237211 Māori Visual and Material Culture – Toi Atea	CCACB2022/05/111
i. 237401 The Material Turn	CCACB2022/05/112
j. 237402 The Visual Field	CCACB2022/05/113
k. 237403 Studies in Material Culture B	CCACB2022/05/114
l. 237404 Studies in Visual Culture B	CCACB2022/05/115
m. 289220 Working with Scripted Material	CCACB2022/05/116

MOVED: that the course amendments (including late item 221322) listed in 11.1 be approved by College Board and that the course retirements listed in 11.2 with the exception of course 289220 be approved for forwarding to Academic Committee for approval.

Jess Chubb / Andre Ktori

11.3 Qualification Amendments:

a. Bachelor of Design with Honours – Fashion Design and Business Major – Specialisation Retirement	CCACB2022/05/117
b. Bachelor of Design – Fashion Design and Business Major – Specialisation Retirement	CCACB2022/05/118
c. Bachelor of Fine Arts with Honours	CCACB2022/05/119
d. Bachelor of Fine Arts	CCACB2022/05/120
e. Postgraduate Diploma in Māori Visual Arts	CCACB2022/05/121
f. Postgraduate Diploma in Design	CCACB2022/05/122
g. Diploma in Visual Arts	CCACB2022/05/123
h. Certificate in Visual Arts	CCACB2022/05/124

MOVED: that the specialisation retirements and qualification amendments listed in 11.3 be approved by College Board and forwarded to Academic Committee for approval.

Jess Chubb / Andre Ktori

12. Library Joy Wearne

Joy advised that under orange the library is now fully open and is starting to look and feel a little more normal.

The focus is on socialising the library's new reading published agreements which allows articles to be made open access without researchers having to pay a fee. The library is working hard to ensure that all Colleges are aware of this option.

The library has been invited by Research and Enterprise to participate in the roll out of some of the priorities for the REaDI plan.

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

Kate advised that MAWSA met with Greg regarding the new feedback process.

14. Student Advice and Information
Claire Hurley

Claire advised that the Advisers are ramping up for S2. It is very much business as usual with increased student activity. Yesterday in the Student Central a beautiful new artwork by Miriama Grace-Smith was unveiled and Claire has invited College Board members to visit Student Central to view the artwork. Miriama is a Bachelor of Fine Arts graduate from Massey.

15. General Business

No items of general business.

EXCLUSION OF THE PUBLIC

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

Grounds: Section 9, of the Official Information Act

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

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



COLLEGE BOARD MEETING

Friday 15 July 2022 at 10.00am

MINUTES PART 1

- 1. PRESENT:** Professor Bill Fish, Professor Glenn Banks, Associate Professor Alison Kearney, Professor Kerry Taylor, Professor Hēmi Whaanga, Associate Professor Jenny Coleman, Dr Pania Te Maro, Associate Professor Jenny Poskitt, Dr Timu Niwa, Taisa Havea, Associate Professor Robyn Andrews, Dr Sally Liangni Liu, Associate Professor Peter Rawlins (Acting Chair), Associate Professor Ross Flett, Andrea Flavel, Dr Nick Holm, Associate Professor Fiona Te Momo.

IN ATTENDANCE: Brenda Johnson, Caroline Lowe, Michelle Chung, Trish Hutton, Secretary to the College Board.

APOLOGIES: Professor Cynthia White, Professor Lisa Emerson, Dr Pita King, Maree Brannigan, Khushboo Singh.

LATE ARRIVAL: Associate Professor Ross Flett

EARLY DEPARTURE: Bill Fish (10.30)

ACTING CHAIR: Associate Professor Peter Rawlins

Professor Hēmi Whaanga opened the meeting with a karakia.

2. CONFIRMATION OF MINUTES:

Confirmation of Part I Minutes of the meeting held on Friday 17th June 2022

HSS CB 22/06/130

Moved from the Chair: That Part I minutes of the meeting held on 17th June 2022 be confirmed as a true and accurate record.

Carried

3. MATTERS ARISING:

3.1 Action List – July 2022

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

A working group of CTLC should have report soon for College Board.

On-going

Item 2 Review assessment patterns -
The Director Academic Programmes has written a first draft, now with DTL for review.

On-going, update due August 2022

Item 3 Assessment and Moderation Report

Associate Professor Peter Rawlins is leading a working group of CTLC and advised the draft initial review report is to be discussed at the next CTLC meeting.

On-going

- Item 4** Academic Progression: Proposed revised regulations, policy and procedures DAP/DTL to liaise with relevant staff about some of the programmes during July to surface needs and come up with what will work for the College in terms of processes, procedures and compositions of committees.
Meetings still need to be arranged with some of the units about the professional accredited qualifications.

Associate Professor Rawlins raised a question about when the policy would come into effect and are they backdated with student's history? Associate Professor Coleman asked for the query to be emailed to her and she would try to find the answer.

Associate Professor Coleman will provide an update to the August meeting.

On-going/report back to Aug meeting

- Item 5** GYR Report Diploma in Arts (Te Reo Māori)

The initial response has been forwarded to the Office of Academic Quality, Reporting and Assurance 23.06.22 (a copy is included in Part II documents HSS CB 22/07/145)

Completed/Delete

- Item 6** Arts Qualification Review Report

Move this document to Part I of the July College Board meeting the Chair to confer with the DAP as to how this should be released to the College.

For discussion today meeting/Delete

Professor Kearney raised a question about the policy for Microcredentials and Short courses, if it had been through Academic Committee and is it going out for consultation?

Associate Professor Coleman advised that it had not gone to Academic Committee but when it does it should go to College Boards for consultation.

4. CHAIRPERSON'S REPORT – Professor Cynthia White

There was no report

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

There was no report

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

6.1 DAP Report – July 2022

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

- Academic Audit – the self-review report has been delayed until the August College Board meeting. It will be sent to Board members prior to the meeting, this is to allow members a chance to read and engage with the document prior to our scheduled College Board meeting as the feedback will be due by 25th August 2022. We are asked to look at the evidence within the report, is it sufficient, is it

relevant, and is it accurate, or are there gaps. We will be asked to report against the thirty guideline statements.

- The University is undertaking a review of the Qualification Reviews policy and procedures. It is a requirement from CUAP that all universities review their qualifications on a regular basis, but universities can set their own ways of managing the reviews. This is an opportunity for a major overhaul and rethink of how we do the reviews.

As this is a university review, the Terms of Reference for a working group have been approved by Academic Board and the Office of the Provost will be calling for nominations of members from throughout the university. The review timeline will be going through to February/March 2023.

- It was noted as part of a routine annual review of the University Calendar that we do not have any explicit regulations around the posthumous conferment of qualifications. The recommended regulations were sent through to Academic Committee members, out of the cycle of the regular meeting. There was general support for those as they were quite straightforward, and they have now been forwarded for approval to the University Council.

The Academic Progression Policy and Procedures have been formally approved by Council and are now available from the Policy Library on the Massey University SharePoint site.

Meetings still need to be organised with relevant College staff especially around the accredited and professional programmes and look at how we will manage progression issues within the College. We have had reassurance from the Provost that, as a College, we can set how we manage these. We should progress this within the next few weeks.

- The Director Academic Programmes is in the process of confirming what will be in the pilot of the recently approved College Policy on Curricula Change. There are already some reviews underway, and it makes sense to include those in the pilot but also a request will be sent to Heads of Units to confirm if there were any programmes that they would like included in the trial.

(Massey University Policy SharePoint site click [here](#))

6.2 Progress report GradCertTEAL Curricula Review, July 2022

HSS CB 22/07/134

Associate Professor Coleman introduced the progress report from Dr Ute Walker who is convening the curricula review which resulted from a recommendation in the qualification review for the Graduate Certificate in Teaching English as an Additional Language. Some of the key recommendations were to have a re-set around the qualification, starting with graduate profile, looking at what was needed in terms of the courses on the schedule, and to attract enrolments from Māori and Pacific cohorts for whom this qualification is relevant.

This progress report is an indication of how we would conduct business in the future by having advance knowledge of what was happening because of review recommendations and an indication of what academic proposals we might expect to come to College Board for approval.

An issue that was raised in the report is around membership of the panel. Associate Professor Coleman has apologised for the confusion around communication to some members of their appointment by the PVC to

the review panel. Due to lack of availability of one member, we still require some Māori representation in an advisory capacity for this curricula review group.

Associate Professor Kearney voiced her thanks to the group working on the review and noted that she had been in touch with the chair to advise that the Ministry of Education must be involved as this involves teacher study awards. It is important that we have a qualification that the Ministry of Education consider to be a good fit.

Associate Professor Kearney has also spoken to the Chair of the panel to advise names of people who could provide advice to the panel.

This curricula review is included in the pilot trial.

Noted

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

7.1 Report from Chair, Academic Programmes Committee

7.2 APC Minutes Part I (No meeting held in June)

There was nothing to report from June APC Committee

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

8.1 DTL Report – July 2022

HSS CB 22/07/135

Noted

8.2 2021-2022 Report on the Digital Team

HSS CB 22/07/136

Associate Professor Kearney noted that the Institute of Education have had very good support from this team.

However, she highlighted the fact that we do not have a mechanism for staff induction when new staff come onboard in terms of online teaching with Stream. Particularly in situations where staff are off sick and tutors must step in, it is essential that we have systems in place to assist staff.

Associate Professor Coleman suggested the personal development calendar at the university level could provide training on inductions to Stream teaching issues for new staff. She suggested that the College could possibly ask for a session to be run specifically for a group of staff from the College.

Noted

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 24 May 2022 Confirmed

HSS CB 22/07/137

Noted

10. REPORT FROM RESEARCH DIRECTOR – Professor Bill Fish

Professor Bill Fish reported on the following:

- There are Connections events scheduled for the three campuses next week. One of the big things for the research strategy for the College is to try and find ways of bringing researchers together to share research and build a research community, particularly communities of research in particular topics or themes that maybe other people in the College are not aware of. They are called Ka Awatea Connections which are building on the Ka Awatea events we have held over the past few years. It will be interesting to see how they go, and Bill will report back to the next meeting.

11. TE TIRITI COMMITMENTS:

Associate Professor Te Momo acknowledged the Institute of Education staff attending a mihi whakatau and pōwhiri with approximately 200 students recently showing a strong multicultural staff presence. Fiona commented on the changes she has seen regarding pōwhiri in practice after many years and that the capacity for delivering biculturalism can and is working for us. She appreciated seeing many colleagues being involved and enjoying the different events on the campus and the reception from the manuhiri like the Kohanga Reo representatives with smiles and the Ministry of Education is an indication that the Institute of Education mahi is working.

Dr Te Maro also commented that it is pleasing to see staff getting more involved in speaking te reo, some are still finding it hard to speak up, and maybe not always getting it right but taking the challenge and making the effort is appreciated. There are things happening in the Te Tiriti space that we can share, we would encourage other staff to become involved in tikanga Māori.

Professor Whaanga noted that the Māori Professoriate are meeting next week with University Council and asking Council what their interpretation of what Te Tiriti means, interpreting what mana whenua is, and who are the Treaty partners within the university. Professor Whaanga hopes to get some clarification as to where they stand and will report back to the next meeting.

12. STUDENT REPRESENTATIVE'S DISCUSSION ITEMS

Taisa Havea advised that she and Khushboo have had an informal consultation with College of Humanities and Social Sciences students and that there is general anxiety about moving forward with blended learning. Some students were asking whether we would move back into exclusively face to face lectures, or whether we would continue as a blended system because of the current climate.

Two questions raised were:

- Is this a decision made by individual lecturers for the classes?
- Does College Board have a stance on how students should be receiving their learning?

Associate Professor Poskitt responded by advising that it has been a decision recommended by the University Covid Teaching and Learning Committee which then went to the Senior Leadership Team. The decision made was that for Semester Two, wherever possible, internal courses are offered face to face, except for brief periods of time if staff are unwell, they may temporarily hold an internal class online. But this is only intended to be for a brief period. Courses advertised as being offered internally for Semester Two are expected, across the University, to be offered face to face.

There is one other exception, and this is where there are large classes and the teaching rooms do not have the capacity to enable the one metre spacing for students and/or if there are any ventilation issues.

Professor Taylor added that there could be a few staff who themselves have on-going health or vulnerability issues which may impact on the delivery of the course. Coordinators should inform students as soon as possible of any changes but overall, we will work within the University requirements.

Dr Holm asked if we need clarity around what is meant by 'blended' as there is ongoing confusion for students.

Associate Professor Coleman noted there is a restrictiveness of the University modes. Unfortunately, our systems are designed around the two modes of distance and internal, and this has been an ongoing issue for a while given the amount of blended learning delivered.

Should College Board have a position on this, and should there be a discussion on this in the future?

13. **ACADEMIC PROPOSALS:**

There were no Academic Proposals received this month

14. **DOCUMENTS FOR DISCUSSION:**

14.1 Qualification Review Report Arts

HSS CB 22/07/138

Associate Professor Coleman introduced the report which is a comprehensive review of the nine Arts qualifications with 16 commendations and 31 recommendations. Some have relevance for the College more widely outside of the qualifications, and some have relevance more widely for the University. A significant number of submissions were received. There is a focus on the BA, with strong emphasis on Psychology.

Process: A working party is arranged to prepare an initial report to the recommendations.

The PVC has appointed Associate Professor Rawlins as the convenor; a request to Heads of Units asking for nominations for the Working Party has been distributed.

The initial report will need to be signed off by CEG, before coming back to College Board and then forwarded to Academic Committee by Feb 2023. The Response Report will need to go through the November College Board meeting to meet that deadline.

We need to have cross college representation on that working group so that we can get the full range of perspectives to fully respond to those recommendations. Head of Schools were asked to pass their nominations to the PVC urgently.

Noted

14.2 Institutional Partnerships Policy Consultation

HSS CB 22/07/139

Associate Professor Coleman undertook to introduce this document on behalf of Maree Brannigan (our College Business and Relationship Development Manager) who was unable to attend College Board. The key driver of this Policy is to provide a better framework for managing our institutional partnerships and to improve the way we do things. Most of the partnerships are teaching or academic related, so there is a direct relevance here for College Board members. The priorities are to ensure that there is alignment to being Te Tiriti-led, alignment with our quality assurance policies and procedures, and alignment with our Massey business practices.

Three central issues were drawn to the attention of the Board:

- how do we ensure value and reciprocal benefits in our domestic partnerships; how do the policies and procedures assist us to achieve this?
- who is best placed to engage in these relationships and conduct due diligence to the partnership agreement?

- Is the workflow around initiating and re-approving proposals for partnerships and agreements clear and appropriate? how transparent are the criteria on which re-approvals would or would not be made? Is the centralisation of those practices through the Offices of the Provost, the DVC Māori, and the DVC Student and Global Engagement appropriate? what is, or should be, the role of the Heads of Academic Units and the College PVC?

The Chair opened for comments which included:

- who should be making decisions as far as international and domestic partnerships go, the centre or the College? The College would not want to lose autonomy.
- a need to ensure continuity of agreement when staff changes occur. Consideration for including periodic review for each party to renew commitment to the MOU.
- interchangeable use of the word partnerships and relationships. Not sure if this is a policy about partnerships per se.
- In the international space there is some proposed change in the structure of Te Huringa o Te Tai, we need to keep an eye on structures.
- primary partnership managers, some of long-standing relationships, would not like to be devolved to the centre and to do so could be detrimental and problematic for and to individual units.
- there could be risk associated with lower-level partnerships changing to the centre; the NZDF agreement, for instance, may sit at the higher level but other components need to be managed by the units and college.
- it does seem more focussed on international.

Action: Ask Maree to collate this feedback and any other comments she has received by **31st July** and please forward to Christabelle Marshall, Secretary Academic Board to collate and provide feedback to the Office of the Provost and Office of Students and Global Engagement for review. Also, to provide a copy to the PVC, and send a copy of the feedback to the August meeting of College Board.

Noted

15. DOCUMENTS FOR NOTING:

15.1	CQC Minutes Part I 15 June 2022	HSS CB 22/07/140
15.2	Wellington College Forum Minutes 15 June 2022	HSS CB 22/07/141
15.3	Update from Business and Relationship Development Manager (presented to WN Forum)	HSS CB 22/07/142

Noted

16. GENERAL BUSINESS:

There was no General Business

17. LATE ITEMS: for consultation and feedback

17.1 Qualifications Policy and Framework (for consultation and feedback) **HSS CB 22/07/148**

Associate Professor Coleman introduced the document and advised that the original Massey University Quality Framework document written a few years ago, gave an overview on how the academic portfolio and approval processes worked together but is now outdated. This was a useful document to recommend to new staff, particularly if they came from overseas universities, to get a sense of how Massey operates within the New Zealand context.

Changes in organisational structures and the introduction of a curriculum management system have necessitated revisions and updates which are here for consultation and feedback. The Chair of the

Academic Programmes Committee advised this document will be on their agenda for the August meeting for the committee for comment and closer scrutiny. We need to advise if there is anything missing from this framework. It will be a 'live' document with links to relevant policies and procedures and will be an important document for our College SharePoint central site with links to other resources for staff.

Comments included:

The pre degree section lists only two qualifications; there are also pre degree qualifications in other parts of the institution including those that are delivered through Massey University College. There are also some inaccuracies around entry requirements.

Associate Professor Poskitt referred to the earlier discussion on blended learning and advised people may be interested in reading pages 26 and 27 for the definitions of distance block mode and blended learning.

Resolved: Further feedback can be sent directly to Associate Professor Coleman who will coordinate the feedback on behalf of College Board after discussing with the APC Committee.

17.2 Cross-college Communication and Consultation Report

HSS CB 22/07/149

Associate Professor Coleman introduced the document which has been approved by Academic Committee. Colleges should now put in place systems to follow the principles and scenarios and communicate these as appropriate to staff.

It is important to note that the onus is on the college or the unit who is initiating the change to determine who needs to be informed or consulted. We would need to have regularly updated key contacts for each programme to make this work. In the Curriculum Management system there is a field named affiliated entities which includes all qualifications and specialisations to which a course contributes.

For Information

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



MASSEY UNIVERSITY

ACADEMIC COMMITTEE MEETING

Tuesday 12 July 2022 at 1.30 pm

By Zoom

MINUTES - PART I

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

1. INTRODUCTION

1.1 Welcome

The Chair thanked everyone for attending today's meeting and Stephen Croucher shared a karakia to open the meeting.

1.2 Apologies:

For absence: Ricky-Jean Curteis, Cynthia White (Jenny Poskitt attended as proxy)

For late arrival: Tasa Havea

For early departure: Jess Chubb Tasa Havea, Diana Kessler, Rebecca Sinclair

1.3 Confirmation of Agenda

Unstar item 4.3 College of Business Summary of Minor Regulatory Changes

1.4 Confirmation of Minutes – 14 June 2022

AC22/07/197

RESOLVED: that the Minutes of the Meeting held on 14 June 2022 be approved as a true and accurate record subject to the agreed typographical amendments.

Chair
Carried

1.5 Matters Arising

One matter raised was dealt with as an Action under 1.6

1.6 Action List

AC22/07/199

Discussed and updated.

It was confirmed that the addition of the Posthumous awarding of a qualification regulations had been approved out-of-session and will be added to the Conferment and Graduation section of the 2023 *Calendar*.

2. CHAIR'S REPORT

CUAP meets on 14 July with a new Chair, Professor Grant Edwards the Vice-Chancellor from Lincoln University and a new Deputy Chair, Professor David Crabbe formerly of Te Herenga Waka – Victoria University of Wellington.

Agenda items include:

- How to appropriately manage and consider CUAP proposal written in te reo Māori.
- Jointly awarded qualifications and changes required to the current wording in the CUAP Handbook.
- Notes from the March joint consultative committee meeting with NZQA.
- Proposed Doctor of Jurisprudence not at level 10 on the NZQF which presents a problem in terms of current levels and nomenclature. To be consulted on further.
- Discussion about the recent CUAP review.
- Draft rules around micro-credentials with CUAP preference to keep a 'light touch'.
- Discussion about the WDC particularly with the CUAP representative on the WDC reference group.
- Minor edits to the CUAP Handbook and changes to the online system.
- Summary of Round One proposals approved and proposals for discussion not resolved through the online round.

A DVCA meeting is also scheduled for 14 July.

Agenda items for this meeting include:

- WIL discussion and update from the university-wide group.
- A presentation from NZQA on the research undertaken on the impact of changes to UE in response to COVID-19 and looking at the impact of cohorts.
- A paper presented by the Provost on behalf of ANZCCART responding to the NZ Antivivisection Society petition.
- An update from Chris Whelan, CEO of Te Pūkai Tara Universities NZ

3. ACADEMIC DISCUSSION/DECISION

3.1 Learning and Teaching Committee verbal update

A verbal item was discussed on the class representative system and the challenge of getting that to function effectively particularly in non-cohort groups. The Committee also discussed student voice, student participation on committees, feedback loops and how we provide feedback to students particularly from our surveys, noting that a well-functioning class rep system could play an important role in that.

The draft Student Survey Policy and revised Student Survey Framework were presented and have gone out to college teaching and learning committees for initial consultation and then will come to Academic Committee for consideration.

The next LTC meeting will focus on the work of LTC in line with new ToR and Paerangi.

3.2 Audit Update

The draft Self-review report is in the final stages of preparation before being circulated for consultation. This is due to go out on 25 July with feedback due on 25 August. The plan is to request committees and boards to send the report to their members as soon after 25 July as possible given

the size of the document. During this consultation period we will be asking for any feedback but in particular on - the accuracy, sufficiency, and relevance of the evidence, the self-critical reflection that forms part of the narrative, including identifying areas where improvement is needed and the embeddedness or otherwise of the evidence. Sincere thanks were expressed to all who have been involved in this.

It is very important that we present as one university to the auditors and there is still work to do in terms of positioning ourselves in that one university perspective.

Importantly, we need to clearly speak to the recommendations from the previous Audit and where we have not addressed a recommendation, and to provide an explanation for that. Where we have implemented recommendations, we do not need to provide a lengthy rationale or explanatory statement.

3.3 Academic Progression Update for June 2022

AC22/07/200

In addition to what is in the report, the NPE reporting and correspondence process was run on 11 July. Thanks to all Colleges for all the mahi done over the weekend and as of Monday we were sitting at 95% + publication rate.

The report identified 191 students who have fallen below the three-failure threshold who will be contacted.

Some strategies have also been worked up on academic exclusions and re-entry into the University and some sub-group work formulating the people to help with the fee appeal process has been done.

3.4 Non-qualification Regulation 2023 Calendar Amendments – Part 2

AC22/07/201

The Committee discussed the recommendations and agreed to:

- Approve the amendment to the Enrolment of School Students Regulations
- Defer the Amendment to the RPL Regulations pending further consideration and discussion as part of a wider discussion taking place.
- Approve Option One – Status Quo: do not include Distinction or Merit for Graduate Diplomas in Undergraduate General Regulations
- Approve the amendment to the Certificate of Proficiency Regulations

RESOLVED: that the recommendations in document AC22/07/201 be approved as above.

Coote/O'Donoghue
Carried

3.5 Workforce Development Councils (WDC)

AC22/07/202

The Chair presented a power point on the WDC providing an overview of what they are, their roles and responsibilities and focus. These were set up around 18-24 months ago under the auspices of the TEC principally to provide a link between industry and Polytech providers.

The WDCs are strongly focused on the vocational education sector and including multiple voices. Their role is to set standards, develop qualifications and help share the curriculum of and for vocational education for which the Government is deeply committed. The goal is to ensure the

sector is fit for purpose. There are seven WDCs, and Massey has engagement with at least three currently and possibly more in the future.

The WDCs are looking at having a standardised set of learning materials for the whole of the vocational educational sector. Australia has similar standardised curriculum packages for the vocational education sector, irrespective of the state or territory jurisdiction. The difference in NZ is a focus on regional differences and Te Ao Māori in terms of genuine partnership and engagement.

The WDCs are learner centric and focused on ensuring that industry employers and government agencies have a stake in developing the workforce for the future. It is highly planned way of thinking about education and looking at how do we, in a holistic curriculum design, provide for that and trying to anticipate future need. We need to keep a watching brief on the WDC and the future potential reliance on the advice of the councils.

To achieve equitable outcomes, we need to ensure students graduate with high quality skills and knowledge, not just relevance.

With the programme endorsements by WDC and the interplay with NZQA, there might be a separation of views about the value and makeup of qualifications seeing to support the WDCs objectives.

Universities need to keep a watchful eye on the WDCs and their work. There are touch points for all universities in this and a CUAP rep on the WDC/NZQA working party will formally cement this link.

3.6 Graduate Attributes for Massey University

AC22/06/190

This paper has been to SLT last week. The University has had several discussions in the past around this and while we have graduate attributes for all of our qualifications, the University-level graduate attributes are harder to delineate. Work done around three years ago distilled some university graduate attributes. Graduate attributes at the university level are standard at most universities around the world.

We need to determine the purpose of university level graduate attributes, why do we need them and how do we implement and action them?

SLT endorsed the recommendation that further be undertaken to reconfirm what our graduate attributes are at Massey and to look into how we can best amplify these. There is a piece of work under Pūrehuroatanga on this. Based on the work done over the past few years, we need to gather the attributes from qualifications and to test whether the list from 2018 is still fit-for-purpose. SLT also endorsed the need to look in further detail on the embedded approach where every qualification highlights those attributes as they see fit. Another option is to take a more structured approach which would mean some curriculum transformation at the undergraduate level.

By way of example, one of the background papers discussed how other universities have had common courses that run across all qualifications that are evidence that students can graduate from the university with specific attributes such as critical thinking, disciplinary knowledge, enterprise, problem solving, global citizenship and leadership. We now have a new University Strategy which in terms of thematic considerations calls out sustainability, climate action, education around Te Tiriti, enterprise entrepreneurial acumen and more. There is work to be done on the strategic imperatives and matching those graduate attributes put forward in 2016 under

the auspices of the Academic Profile Taskforce with those attributes being of a pedagogical nature and speaking more of the educational experience in terms of skill development. These are two different things now and work needs to be done to clarify what our graduate attributes are at the university level and then what do we do about that.

One member noted their priority is the integrity of the qualification and the graduate profile for that over university graduate attributes. We currently do not yet have the systems embedded for our current graduate profiles in our qualifications, we do not have them on our webpages so committing to another layer might be problematic. We have qualifications of vastly different credit values from 60 – 480 credits which puts a lot of pressure to have that Massey graduate attribute layering. We do have in Paerangi a commitment to our graduate profiles and things like applied learning and if we have those key strategic priorities embedded in our Learning and Teaching Strategy and as revise any qualification, or introduce new ones, we are guided by those and therefore should have an embedded approach.

The College of Sciences undertook a major review of the first year Science courses and an outcome of that was a set of sustainability courses which have many of the objectives spoken of here.

The document refers to a framework and the question of what we might do next, a plea was put to make something simpler by starting with the Strategy and 'spin out' from there and make narrative statements that could be accommodated within qualification objectives as we currently have them. Then as we revise qualifications, we challenge qualification designers to think about a more distinctive approach.

The CoB has 18 accreditations that require manual assurance of learning processes because the University systems do not sustain these accreditations so adding another layer will make this more complicated. It was suggested that we get the curriculum in the qualifications mapped up before we go to a more complicated process.

It was asked why Massey's attributes are so atomised and detailed and noted that graduate attributes at the university level are alright if they are short, sharp and to the point. It was agreed that it would be essential to have a Māori or Indigenous attribute included, and one that is broad so it can then be customised to the college or qualification requirement. Then we can help staff and students to understand that being Te Tiriti led is not just about the words, but about Māori development and advancement.

From a Library perspective, information literacy is achieved in partnership with academic staff and to be successful in this it must be integrated into the courses, and the programme and scaffolded and discipline specific. To have a generic 'tick-box' would not work now.

We have the capability within the CM system to store graduate attributes against our qualifications. The problem is the data because they are very inconsistent so we need a project to tidy them up and make them work before we can get them into a system. This would require considerable resource from staff centrally working on this and within colleges in terms of them reviewing hundreds of graduate attributes. The first step is to look at our qualification specific attributes and then look across the University. If we are trying to use them in the system and map them up there needs to be some degree of consistency.

Any project like this needs to be done in stages, thoughtfully and with the students in mind. The feedback received was very helpful. No one underestimates the size of this work, but it is something that is worth doing in the long run for a number of reasons including those we have

talked about here, scaffolding and curriculum alignment. Some colleges and programmes are already working on this and are quite far ahead.

In terms of the development of university graduate attributes it is correct that a lot of this already exists in places like Paerangi. If we do this well and do it right this will help manage the mismatch of expectations between students coming into university and our expectations of students.

Giselle and Jean will think about next steps.

3.7 Academic Progression and Performance Working Group: AC22/07/204 Enhancements Which Will Support Student Academic Performance

This is the second major theme of work from the APPWG. When a student faces a challenge of life getting in the way, how do we move them forward so there is more integrated support, and we are living to the philosophies we are espousing in Pūrehuroatanga and Paerangi and the culture shifts we are seeing come through to remove the barriers in front of students.

The group has started looking at the integration particularly around IP/AEG and fee appeals and what we can do to facilitate how to help students move forward and how can we as a university be more supportive and integrative and that we have a baseline minima. Can we get to a position where every student has certainties on how they will be treated regardless of mode, location or staff interaction?

A series of proposals were posed:

Grace Period: Every student might be entitled to a grace period – unless it is a fixed time and place assessment. This might be a universal extension.

Performance pathway: A student might be given a choice when suffering a difficulty and they either want to tell us about it or not. This is divided into special circumstances where fully integrated support services are available based on the information provided by the student. The second is where a no claims circumstances exist where the student makes a choice to say 'something has happened' but not to provide details on the understanding that the support offered would therefore be limited. These two pathways would have different levels of treatment and students would understand this going into their choice. We need to understand that the students of today are different from previous generations and our way of dealing with them must necessarily change.

Several recommendations and requests for feedback are included in the paper. The first question to pose is, is the group heading in the right direction of travel?

The Committee agreed this is the right direction of travel and thanked Jo Cullinane and the working group.

General support was voiced for the grace period, noting that unintended consequences might include the extension date becoming the 'de facto' default submission date, workload issues, implications for contract markers, taking away from students their accountability and responsibilities for meeting deadlines, issues with students piling up all their assessments to the very end and implementation considerations. However, the group felt on balance that we must take a student-centred approach to this work and supported the proposals (and the direction of travel) in principle.

It was suggested that we avoid the word 'extension' where this might be misconstrued considering the grade changes made by other universities during the initial phases of COVID. Would students need to notify their lecturer that were taking up the grace period option, and if so, does that then create more work for staff to monitor that? It was noted that CoCA have undertaken something similar in the past did require students to notify the lecturer which worked well.

Some members commented that it is important to retain the IP/AEG path for circumstances to enable both students and staff to complete course requirements. Sometimes simply giving more time is not the answer. We also need to recognise this might need to change to fit the new processes.

The communication around this needs to be pitched to both staff and students carefully and monitored. Particularly so they understand we are not taking away options.

This is entirely aligned with the Pūrehuroatanga philosophy around removing barriers while not shortcutting on academic quality and rigour. We have for some time been advancing a student first approach to learning and teaching support and this is a balance between flexibility and maintaining high academic quality.

Next steps: The working group does not have a strong student voice at this stage. The proposal could be tidied up and put through a series of student focus groups but this needs to be representative. Giselle and Jo to engage with the DVC SaGE on student engagement.

Action: Giselle Byrnes and Jo Cullinane to engage with the DVC SaGE on student engagement.

4. COLLEGE OF BUSINESS

- 4.1 New Courses: AC22/07/224
 115815 Special Topic
 115816 Special Topic

RESOLVED: that document AC22/07/224 be approved.

Cullinane/Poskitt
Carried

- 4.2 Course Retirements: AC22/07/205
 152740 Public Sector Administration
 156238 Marketing New Products
 156342 Social Changes through Applied Marketing and Design Strategies
 156775 Theory and Models of Marketing
 156851 Thesis 120 Credit Part 1
 156852 Thesis 120 Credit Part 2
 219100 Introduction to Business Communication
 219302 Gender and Communication in Organisations
 219307 Interpersonal Communication
 219339 History of Journalism
 219705 Advanced News Media Processes
 219706 Strategic Public Relations
 219709 Advanced Journalism Issues
 219711 Shorthand
 290100 Retail Practice Internship
 290102 Contemporary Retail Management

RESOLVED: that document AC22/07/205 be approved.

Three of the above courses were not involved in consultation with CoHSS and the CoB apologised for that. They will work with the affected programmes and anticipate they have solutions. CoHSS indicated they will support these retirements here.

RESOLVED: that document AC22/07/224 be approved.

Cullinane/Croucher
Carried

4.3 Summary of Minor Regulatory Changes – June 2022

AC22/07/206

Noted.

Two entries in this document are creations of micro-credentials not course changes and as such should have been in separate documents. Apologies were given for the oversight.

5. COLLEGE OF CREATIVE ARTS

★ 5.1 Summary of Minor Regulatory Changes – June 2022

AC22/07/207

Noted.

6. COLLEGE OF HEALTH

6.1 CUAP Report – Specialisation Retirements:

6.1.1 Management and Coaching (major) (BSpEx)

AC22/07/225

6.1.2 Equine (minor) (BSpEx)

6.1.3 Sport and Exercise Psychology (minor) (BSpEx)

RESOLVED: that document AC22/07/225 be approved and forwarded to Academic Board for recommendation to the Vice-Chancellor for approval and then to CUAP for noting.

McCutcheon/O'Donoghue
Carried

6.2 Non-CUAP Qualification Amendment:

Bachelor of Sport and Exercise

AC22/07/208

RESOLVED: that document AC22/07/208 be approved.

McCutcheon/O'Donoghue
Carried

★ 6.3 Summary of Minor Regulatory Changes – June 2022

AC22/07/209

Noted.

7. COLLEGE OF SCIENCES

7.1 CUAP Report – Qualification and Specialisation Retirements:

7.1.1 Bachelor of Natural Sciences

AC22/07/210

7.1.2	Graduate Diploma in Quality Systems	AC22/07/211
7.1.3	Master of Natural Sciences	AC22/07/212
7.1.4	Postgraduate Diploma in Engineering	AC22/07/213
	- Electronics and Computer Engineering	
	- Energy Management	
	- Engineering and Innovation Management	
	- Mechatronics	
	- Packaging Technology	
	- Renewable Energy Systems	

RESOLVED: that documents AC22/07/210 - AC22/07/213 be approved and forwarded to Academic Board for recommendation to the Vice-Chancellor for approval and then to CUAP for noting.

Hall/Norman
Carried

★	7.2	Summary of Minor Regulatory Changes - April 2022	AC22/07/214
★	7.3	Summary of Minor Regulatory Changes - June 2022	AC22/07/215
★	7.4	Summary of Temporary Assessment Changes: May to June 2022	AC22/07/216

Noted.

8. MASSEY UNIVERSITY COLLEGE

8.1	<u>New Courses and Non-CUAP Schedule Amendment:</u>	AC22/07/217
	247020 Biology Fundamentals	
	247021 Chemistry Fundamentals	
	247022 Mathematics Fundamentals	
	247023 Physics Fundamentals	
	247024 General Mathematics	

RESOLVED: that document AC22/07/217 be approved subject to the agreed amendment.

Coote/Hall
Carried

9. FOR INFORMATION

Nil.

10. DOCUMENTS FOR NOTING

Nil.

11. MOVING INTO PART II

EXCLUSION OF THE PUBLIC

THE CHAIRPERSON MOVED THAT

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

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

Subject	Reason for Proposed Exclusion
<u>Item 1</u> - Minutes (Part II) of 10 May 2022	These matters were considered in Part II of the meeting held on 10 May 2022 those reasons identified by the Academic Committee before the public was excluded.
<u>Item 2</u> - Matters Arising	These matters were considered in Part II of the meeting held on 10 May 2022 those reasons identified by the Academic Committee before the public was excluded.
<u>Item 3</u> – Graduating Year Review Reports	To prevent the disclosure or use of official information for improper gain or improper advantage (Reference s7(2)(a) or s7(2)(j).

DATE:	14 September 2022
AUTHOR:	Chair of Academic Board, Associate Professor Claire Matthews
SUBJECT:	EXCLUSION OF PUBLIC

Recommendation

- That the Academic Board exclude the public from the papers as noted in the table below:

General subject of each matter to be considered		Reason	Section 48(1) grounds
22/09/237	Confirmation of Minutes Academic Board Meeting 13 July 2022 – Part II	For the reasons set out in the Part I minutes of 13 July 2022 held with public present	
22/09/238	Confirmation of Minutes Academic Board Meeting 17 August 2022 – Part II	For the reasons set out in the Part I minutes of 17 August 2022 held with public present	
22/09/239	Academic Board Action Schedule Part II	Improper gain or advantage	s7(2)(j)
22/09/240-242	Chair's Report – Part II (Appendices & verbal update)	Improper gain or advantage Personal privacy	s7(2)(j) s7(2)(a)
Verbal	Vice-Chancellor's Report – Part II	Improper gain or advantage Personal privacy	s7(2)(j) s7(2)(a)
22/09/243	Māori Staff Representation on Council	Improper gain or advantage Allow free & frank expression Protection from improper pressure or harassment	s7(2)(j) s7(2)(f)(i) s7(2)(f)(ii)
22/09/246-247	Advice on Recording of Meetings	Improper gain or advantage Allow free & frank expression Protection from improper pressure or harassment	s7(2)(j) s7(2)(f)(i) s7(2)(f)(ii)
22/09/248	Conferment of Degrees and Awarding of Diplomas and Certificates	Personal privacy	s7(2)(a)
22/09/249	Qualification Review Report Response	Improper gain or advantage	s7(2)(j)
22/09/250	Qualification Review Report- Health Sciences	Improper gain or advantage	s7(2)(j)

Noting Papers

Policy on Academic Freedom

Massey Business School College Board Minutes 19 July 2022 – Part II

College of Sciences College Board Minutes 21 July 2022 – Part II

College of Creative Arts College Board Minutes 20 May 2022 – Part II

College of Humanities and Social Sciences College Board Minutes 15 July 2022 – Part II

Academic Committee Minutes 12 July 2022 – Part II

This resolution is 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.