



TE KUNENGA | MASSEY
KI PŪREHUROA | UNIVERSITY

UNIVERSITY OF NEW ZEALAND



ACADEMIC BOARD AGENDA
PART I

WEDNESDAY 23 OCTOBER 2024 – VIA ZOOM

Academic Board Meeting - 23 October 2024 - Part I

23 October 2024 01:30 PM - 03:30 PM



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Academic Board Karakia

Karakia Timatanga – for opening a meeting



Karakia

Kia hora te marino

May peace be wide-spread

Kia whakapapa pounamu te moana

May the sea be like greenstone

Hei huarahi mā tātou i te rangi nei

A pathway for us all this day

Aroha atu, aroha mai

Give love, receive love

Tātou i a tātou katoa

Let us show respect for each other.

Karakia Whakamutunga – for closing a meeting

Kia whakairia te tapu	Restrictions are moved aside
Kia wātea ai te ara	So the pathways are clear
Kia turuki whakataha ai	To return to everyday activities.
Haumi e. hui e. Tāiki e!	Draw together! Affirm!



**MASSEY UNIVERSITY COUNCIL
MINUTES OF THE ACADEMIC BOARD**

**HELD VIA VIDEOCONFERENCE
on**

WEDNESDAY 25 SEPTEMBER 2024 AT 1.30 PM

PART I

Present:

Prof. Fiona Te Momo (Chair), VC Prof. Jan Thomas, Dr. Maria Borovnik, Provost Prof. Giselle Byrnes, Associate Prof. Darryl Cochrane, Prof. Naomi Cogger, Associate Prof. Jo Cullinane, DVC Māori Prof. Meihana Durie, Micah Geringer (student member), PVC College of Science Prof. Raymond Goer, Dr. Simon Hills, Prof. Huia Jahnke, PVC College of Health Prof. Jill McCutcheon, Associate Prof. Tara McLaughlin, Associate Prof. Andre Mūrnieks, Prof. Hatice Ozer-Balli, Prof. Diane Pearson, Prof. Julieanna Preston, Prof. Matt Roskruge, Dr. Marta Rychert, Prof. Nicolette Sheridan, Rongomaiaia Te Whaiti, Prof. Kaye Thorn, Prof. Bryan Walpert, and Henessey Wilson (TTAP President).

In Attendance: Chancellor Alistair Davis, Sir Jerry Mateparae (Council member), Communications Manager Jenna Nichols, Governance Advisory Support Maryse Ropiha, and one member of the press.

Apologies: Sosefina Filo-Masoe (TTAP - Pacific Co-President), Prof. Tasa Havea, PVC College of Creative Arts Prof. Margaret Maile, Associate Prof. Veronica Tawhai, DVC Students and Global Engagement Tere McGonagle-Daly, and PVC College of Humanities and Social Sciences Prof. Cynthia White; and apologies for lateness from Henessey Wilson (2.14 pm).

1. PROCEDURAL MATTERS

1.1 Welcome/Karakia

The Chair opened the meeting and welcomed all members and those in attendance, including Chancellor Alistair Davis and Massey University Council member Sir Jerry Mateparae.

1.2 Apologies/Quorum

The apologies were received and accepted, with a quorum confirmed.

1.3 Declaration of Interests

No declarations of interest were noted.

1.4 Meeting Agenda Review

The Agenda Part I was received and confirmed with all papers taken as read.

1.5 Confirmation of Minutes of Meeting held 21 August 2024 – Part I (AB24/09/141)

AB24-58 RESOLVED: (Chair)

THAT the Academic Board adopts the minutes of Part I of the meeting held on 21 August 2024 as a true and correct record.

CARRIED

1.6 Matters Arising

The Academic Integrity Report from the Provost and CoCA presentation by Faith Kane were confirmed for the next Academic Board meeting.

1.7 Action Schedule - Part I (AB24/09/142)

The action schedule was reviewed, and it was noted that the remaining outstanding action items were on track.

1.8 Academic Board Work Plan 2024 - Part I (AB24/09/143)

The Board noted the updated Work Plan for 2024, including further engagement on key university initiatives and discussions at upcoming meetings.

2. STRATEGIC UPDATES

2.1 Chair's Report (Verbal)

The Chair provided a verbal report, acknowledging the passing of the Māori King, King Tūheitia, and upcoming strike by academic staff scheduled for tomorrow. The Chair noted the upcoming College presentations to the Board starting in October with the College of Creative Arts being the first to present. The Chair further addressed the work being done on artificial intelligence (AI) at Massey, noting the importance of integrating AI into academic strategies while being mindful of its broader societal implications, particularly concerning Māori communities and the disconnection from cultural storytelling in digital spaces.

2.2 Vice-Chancellor's Report (AB24/09/144)

The Vice-Chancellor also acknowledged the passing of the Māori King and its significance for Aotearoa. In addition, she emphasised the ongoing hard work of Massey staff and provided updates on the university's strategic initiatives, highlighting three key areas:

Generative AI: The Vice-Chancellor stressed the critical nature of engaging with generative AI, particularly with professional development sessions to prepare graduates for a future where AI played a significant role in the workplace. She expressed enthusiasm for the discussions on AI happening at the Academic Board, noting that it was essential for Massey to take a leading role in shaping how AI was incorporated into education.

Campus Reimagining: The Vice-Chancellor noted that workshops and drop-in sessions had been held across all campuses (Manawatū, Pukeahu, and Ōtaki) to reimagine the university's future. The consultations had received positive feedback from both students and staff, with similar engagements being planned with external stakeholders and iwi groups.

Strategic Plan Review: The Vice-Chancellor emphasised the need to refresh the university's current strategic plan, which was originally written under very different conditions in 2021. She noted that many new factors, such as AI, had since emerged, and the updated plan would reflect these changes while guiding the university through the next three years.

2.3 Provost Report (Verbal)

The Provost provided an update on the Curriculum Transformation consultation, confirming that the review of staff and student feedback had been completed. A second version of the document was expected to be presented on 8 October, considering the feedback gathered from various university stakeholders. The Provost also mentioned the work of the University Advisory Group (UAG) and the ongoing discussions regarding future exam requirements, with updates to be provided at future meetings.

2.4 Student Report (Verbal)

The student representative offered a report apologising for their absence at the last meeting due to participation in a national student conference. They provided updates on several matters, including:

- The high number of nominations (over 50) for student representative positions with Te Tira Ahu Pae and its upcoming elections.
- Student support for tomorrow's staff strike, though concerns were raised over the University's decision to suspend pay for staff participating in the strike.

- Positive feedback was shared on the administration of assessments and an update provided on internal Student Association activities, including its current survey open to all students to have their say on how Massey University as a Te Tiriti-led university was upholding its obligation.

3. ACADEMIC DISCUSSION

3.1 Ministry of Education Long-Term Insights Briefing Consultation (AB24/09/145)

The Provost introduced a discussion on the Ministry of Education's Long-Term Insights Briefing, focusing on the future of digital technologies in education. She invited the Board to provide feedback on how AI and other digital tools could support personalised and tailored learning. Board members contributed to the following key discussion points:

Infrastructure Concerns: Members highlighted the need to address basic infrastructure issues, such as reliable internet and classroom conditions, before fully embracing advanced AI tools.

AI and Human Learning: Some members expressed concerns about AI's potential to diminish human learning experiences, pointing to examples like GPS systems, which have led to decreased reliance on human memory and navigation skills. They stressed the importance of ensuring that AI augments rather than replaces human cognitive abilities.

Māori Perspectives: The importance of considering Māori digital spaces and how AI may affect the preservation of Māori stories and cultural identity was also raised.

AB24-59 RESOLVED: (Chair)

THAT the Academic Board notes the information within the paper and provides feedback on the six consultation questions on how to realise the potential for technology to support personalised and tailored learning in the future.

CARRIED

4. CUAP PROPOSALS – August & September 2024

The Provost outlined the CUAP proposals for qualification retirements and specialisation updates. Specific qualifications, such as the Postgraduate Diploma in Cognitive Behaviour Therapy and the Certificate in Pacific Development, were discussed, with explanations provided for the retirements. The Board supported these changes as part of the ongoing curriculum refresh.

AB24-60 RESOLVED: (Chair)

THAT the Academic Board recommends the CUAP proposals as listed in Section 5 of the 25 September 2024 Academic Board Agenda to the Vice-Chancellor for approval and forwarding to CUAP for noting.

CARRIED

5. PAPERS FOR NOTING

The Board noted the papers as listed.

5.1 College of Business College Board Subcommittee Terms of Reference Report 2024 AB24/09/146

5.2 Subcommittee Minutes – Part I:

- 5.2.1 Academic Committee - 2 July 2024
- 5.2.2 Academic Committee - 6 August 2024
- 5.2.3 College of Business Board - 9 July 2024
- 5.2.4 College of Health Board - 18 June 2024
- 5.2.5 College of Health Board - 20 August 2024
- 5.2.6 College of Humanities & Social Sciences Board - 19 July 2024

6. DECISIONS TRANSFERRED FROM PART II OF THE ACADEMIC BOARD MEETING

6.1 Degrees to be Conferred & Diplomas & Certificates to be awarded – 25 September 2024

AB24-62 RESOLVED: (Chair)

THAT the Academic Board approves the degrees be conferred, and the certificates and diplomas be awarded to those as listed in the report from pages 8-22 in the 25 September 2024 Part II Academic Board Agenda and the seal affixed to the parchments.

CARRIED

6.2 Graduating Year Review Reports

- 6.2.1 GYR Report BHortSci (AC24/08/279)
- 6.2.2 GYR Report Cert Dip BBiosec (AB24/08/280)

AB24-63 RESOLVED: (Chair)

THAT the Academic Board endorse the Graduating Year Review Reports and forward to the VC then CUAP for approval.

CARRIED

7. MOVING INTO PART II - EXCLUSION OF THE PUBLIC (AB24/09/147)

AB24-61 RESOLVED: (Chair)

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
AB24/09/148	Confirmation of Minutes Academic Board Meeting 21 August 2024 – Part II	For the reasons set out in the Part I minutes of 21 August 2024 held with public present	
	Conferment of Degrees and Awarding of Diplomas and Certificates	Personal privacy	s7(2)(a)
AC24/08/279 AC24/08/280	Graduating Year in Review Reports	Commercial sensitivity	s7(2)(b)(ii)
Noting Papers			
Academic Committee Minutes - 2 July & 6 August 2024 – Part II College of Humanities and Social Sciences Board Minutes - 19 July 2024 – Part II College of Business Board Minutes - 9 July 2024 – 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 2.30 pm

Signature: _____

Date: _____



Academic Board Action Schedule – Part I

ITEM	ACTION	RESPONSIBILITY	MEETING DATE & REF	STATUS	DUE DATE
1.	CoCA Presentation: Presentation on the College of Creative Arts (CoCA) by Faith Kane.	Faith Kane	25/09/2024 1.6 Matters Arising	Invitation sent to present on CoCA at the 23 October 2024 Board meeting.	23/10/2024
2.	Presentation on Sustainability Rankings: Associate Director of Sustainability Policy & Comms, Allannah Ryan & International Research Rankings Advisor, Anita Muthukaruppan to present further details on sustainability rankings & their alignment with the university's strategy.	Governance Advisor & Provost	21/08/2024 Research Rankings Update (AB24/08/132)	Invitation sent to present on sustainability rankings at the 23 October 2024 Board meeting.	23/10/2024
3.	Curriculum Transformation Feedback: The second version of the Curriculum Transformation consultation document incorporating staff & student feedback will be available on 8 October 2024.	Provost	25/09/2024 2.2 Provost Report (Verbal)	Completed: Provost provided a detailed response to Massey University students & staff on 8 October. The draft Curriculum Framework is now out for consultation.	Completed 8/10/2024
4.	Feedback on Ministry of Ed Long-Term Insights Briefing: AB members to provide feedback on the consultation questions about digital technologies in education.	AB Members & Provost	25/09/2024 3.1 Ministry of Ed Insights Briefing (AB24/09/145)	Completed: Feedback provided at meeting to Provost to compile. Any further feedback to be provided directly to Provost.	Completed 25/09/2024
5.	Academic Integrity Report: To be presented at the October AB meeting.	Provost	25/09/2024 1.6 Matters Arising	Completed: Academic Integrity Report included in 23 October agenda.	Completed 23/10/2024
6.	Feedback on UAG Round 2 Consultation Questions: AB members to provide feedback on the 17 consultation questions relevant to the second round of consultation.	AB Members & Provost	21/08/2024 2.8 UAG Submission Round 2 Feedback (AB24/08/134)	Completed: Feedback provided at meeting. Any further feedback to be provided directly to Provost.	Completed 23/08/2024
7.	Establish Working Group on Generative AI: A working group is to be established to refine the guidelines on the staff use of generative AI & manage the implementation of those guidelines.	Provost	21/08/2024 1.6 Matters Arising	Completed: EOIs from Board members completed 30/08/24. Working Group Chair & minimalist ToR to be agreed. AB to review Guidelines annually (added to AB Work Plan).	Completed 30/08/2024
8.	Congratulatory Letters: The Governance Advisor will complete the outstanding action of sending congratulatory letters following each Board meeting as appropriate.	Governance Advisor	21/08/2024 1.7 Action Schedule - Part I (AB24/08/129)	Completed: Ongoing action assigned to Governance Advisor.	Ongoing/Closed 25/09/2024



Academic Board 2024 Work Plan – Part I

	21 FEBRUARY	20 MARCH	24 APRIL	29 MAY	19 JUNE
Location	Zoom	Zoom	Zoom	Zoom	Zoom
Standing Items	<ul style="list-style-type: none"> Chair's Report VC's Report Student Report 	<ul style="list-style-type: none"> Chair's Report VC's Report Student Report 	<ul style="list-style-type: none"> Chair's Report VC's Report Student Report 	<ul style="list-style-type: none"> Chair's Report VC's Report Student Report 	<ul style="list-style-type: none"> Chair's Report VC's Report Student Report
Strategic Updates/ Academic Discussion	<ul style="list-style-type: none"> Research Commercialisation Research Funding Landscape (<i>Govt policies/National research priorities/Australian university accord</i>) Copyright Policy 	<ul style="list-style-type: none"> Subcommittees' Annual Report AB Self-Improvement Actions CoCA/CoH/CoHSS Update on University Strategy re. academic matters 	<ul style="list-style-type: none"> Academic Grievances Report ADI Update Paerangi MBS/CoS Update on University Strategy re. academic matters 	<ul style="list-style-type: none"> Policies Approved through AB Te Pou Rangahau Update Transnational Education Update International Travel Presentation 	<ul style="list-style-type: none"> Draft 2025 Meeting Schedule Research Ethics Report (<i>background, applications, issues, policy development and reviews upcoming/ongoing</i>)
Academic Programme	<ul style="list-style-type: none"> Qualification Review Reports Conferment of Degrees and other qualifications 	<ul style="list-style-type: none"> CUAP Proposals (Round 1) Qualification Review Reports Conferment of Degrees and other qualifications 	<ul style="list-style-type: none"> CUAP Proposals (Round 1) Qualification Review Reports Conferment of Degrees and other qualifications 	<ul style="list-style-type: none"> Qualification Review Reports Conferment of Degrees and other qualifications 	<ul style="list-style-type: none"> CUAP Proposals (Round 2) Qualification Review Reports Conferment of Degrees and other qualifications
Papers for Noting	<ul style="list-style-type: none"> Subcommittee minutes 	<ul style="list-style-type: none"> Subcommittee minutes 	<ul style="list-style-type: none"> Subcommittee minutes 	<ul style="list-style-type: none"> Subcommittee minutes 	<ul style="list-style-type: none"> Subcommittee minutes



	24 JULY	21 AUGUST	25 SEPTEMBER	23 OCTOBER	20 NOVEMBER
Location	Zoom	Zoom	Zoom	Zoom	Zoom
Standing Items	<ul style="list-style-type: none"> Chair’s Report VC’s Report Student Report 	<ul style="list-style-type: none"> Chair’s Report VC’s Report Student Report 	<ul style="list-style-type: none"> Chair’s Report VC’s Report Student Report 	<ul style="list-style-type: none"> Chair’s Report VC’s Report Student Report 	<ul style="list-style-type: none"> Chair’s Report VC’s Report Student Report
Strategic Updates/ Academic Discussion	<ul style="list-style-type: none"> 2025 Meeting Schedule (<i>Approval</i>) 	<ul style="list-style-type: none"> Research Rankings Update (<i>SDGs/THE Rankings</i>) Subcommittee General Report (<i>performance review under current ToR</i>) UAG Update – Submission Round 2 Feedback 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> College Engagement: CoCA Presentation AB Self-Review (<i>Deferred to 2025</i>) Academic Integrity Annual Report 	<ul style="list-style-type: none"> College Engagement: CoB Presentation AB Approved Policies Update (<i>6-monthly</i>) Te Ara Paerangi & Te Pou Rangahau Update (<i>6-monthly</i>)
Academic Programme	<ul style="list-style-type: none"> CUAP Proposals (Round 2) Qualification Review Reports Conferment of Degrees and other qualifications Graduating Year Reviews 	<ul style="list-style-type: none"> Qualification Review Reports Conferment of Degrees and other qualifications Graduating Year Reviews 	<ul style="list-style-type: none"> Qualification Review Reports Conferment of Degrees and other qualifications 	<ul style="list-style-type: none"> Qualification Review Reports Conferment of Degrees and other qualifications 	<ul style="list-style-type: none"> Qualification Review Reports Conferment of Degrees and other qualifications
Papers for Noting	Subcommittee minutes	Subcommittee minutes	• Subcommittee minutes	• Subcommittee minutes	• Subcommittee minutes

College Engagement Schedule:

Meeting Date	Reports Due	College to Present
23 October 2024	11 October 2024	College of Creative Arts (CoCA)
20 November 2024	8 November 2024	College of Business (CoB)
2025		
26 February 2025	14 February	College of Health (CoH)
26 March 2025	14 March	College of Humanities & Social Sciences (CoHSS)
23 April 2025	11 April	College of Sciences (CoS)

MEETING DATE:	23 October 2024
AUTHOR:	Vice-Chancellor Professor Jan Thomas (Chair of the Senior Leadership Team)
SUBJECT:	VICE-CHANCELLOR'S PART I REPORT TO ACADEMIC BOARD PERIOD: September – Early October 2024

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Recommendation

- 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 Te Kunenga ki Pūrehuroa 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 in [Massey News](#) on our website 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 university's Strategic Plan, pou, attributes and Te Tiriti foundation. In this regard, you will note that this report is provided in a format and structure to reflect the four strategic pou of the university.

Te Pou Rangahau – Research

Examples of the delivery of research excellence and its impact include:

- *More than 70 Massey academics recognised in prestigious list of top global researchers*
This year, 76 Massey academics and researchers (past and present) have been listed, alongside 200,000 other scientists globally for their recent research publication impact (for the 2023 calendar year). These leading food scientists, communication experts, and researchers exploring the intersection of wildlife and human disease transmission at Massey have been recognised as some of the world's leading experts in their fields. The World's Top 2% Scientists, published by

Part I: Paper for Information

Stanford University and Elsevier, is updated annually and represents the most highly-cited scientists across various disciplines. [Read more.](#)

- *Researchers shine in Falling Walls Lab Aotearoa New Zealand final*
The [Falling Walls Lab Aotearoa New Zealand](#) competition, showcased 19 finalists who, as emerging researchers, presented their breakthrough ideas aimed at creating a positive impact on science and society. Each finalist delivered a three-minute presentation to a live audience. [Read more.](#)
- *Massey innovators amongst 2024 KiwiNet Awards finalists*
The university is showcasing its entrepreneurial talent with six finalists being named in the 12th annual KiwiNet Research Commercialisation Awards. [Read more.](#)

Stuff spoke to [Ella Moffatt](#), a Massey University commercialisation manager, about her work and her KiwiNet award nomination.

- *Award winning research could pave way for tailored dairy products*
Postdoctoral fellow and PhD candidate at the Riddet Institute, Natalie Ahlborn, has received second prize at an international dairy industry award after impressing the judges with her milk research. Read more on Massey News [here](#), and Farmers Weekly [here](#).

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

- *Researchers secure funding for pioneering climate and disaster projects*
Three projects led by Massey researchers have been awarded funding from the 2024 Ministry of Business, Innovation and Employment Endeavour Fund. [Read more.](#)
- *Tirohanga Whānui - The Speaker's Science Forum 2024 – Space!*
Organised in partnership by Independent Research Association of New Zealand, Science New Zealand, Universities New Zealand and Royal Society Te Apārangi. The Speaker's Science Forum was established in 2003 with the aim of presenting cutting-edge research to Members of Parliament s in a non-partisan setting to inform issues being addressed in Parliament.

The event on 19 October will feature two speakers, one of whom is from Massey University and will speak on *Building a Māori Aerospace Sector*. Associate Professor Pauline Harris, from Te Pūtahi a Toi, School of Māori Knowledge, will talk about the exciting future of aerospace in Aotearoa New Zealand. Māori have been developing collaborations with international organisations such as NASA and academic institutions in Australia and Hawai'i. The talk will focus on how we will grow and develop this sector, what relationships we have and will develop with other Indigenous peoples, and what research areas will be our next focus.

Te Pou Ako –Learning and Teaching

Examples of the delivery of an excellent learning environment include:

- *Teaching excellence recognised at Te Whatu Kairangi 2024 – the Aotearoa Tertiary Educator Awards*
Congratulations to the Massey staff who have been recognised as the top New Zealand tertiary educators for 2024 at the [Ako Aotearoa's tertiary educator awards](#) held at the beginning of October. Massey had winners in both the individual and group category for innovation in learning, teaching, and curriculum.

Part I: Paper for Information

- [John Murrie](#), Lecturer, School of Aviation, for being an outstanding practitioner in aviation training, employing highly innovative and unique teaching methodologies to ensure every learner's needs are met.
- [The Mental Health and Addiction Teaching Team](#) in the School of Health Sciences, for its efforts to decolonise mental health and addiction training in Aotearoa. The team is led by Associate Professor Christina Severinsen and Associate Professor Andy Towers, alongside Hoani Moriarty, Philip Brookes, Luke Rowe and Andrea Meni.

[Read more.](#)

- *Research Handbook on Student Engagement in Higher Education, Edward Elgar publication – Pūrehuroatanga*
Two Senior Leadership Team members, Provost Professor Giselle Byrnes and Deputy Vice-Chancellor Students and Global Engagement Dr Tere McGonagle-Daly, have co-authored on Pūrehuroatanga, in [this book](#) on student engagement, published at the end of September. "This cutting-edge Research Handbook presents a comprehensive overview of key developments in the field of student engagement, with particular reference to equity and diversity issues." "Leading scholars address the contemporary issues and complexities of student engagement with focus on how these are enacted within diverse learning communities."

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

- *Consultation now open: Curriculum Framework*
The release of the Curriculum Transformation Discussion Paper in June 2024 signalled the Senior Leadership Team's (SLT) desire to undertake a process of curriculum transformation to continue to position Massey as a competitive global university capable of navigating the complex demands of today's world.

On 8 October Provost Professor Giselle Byrnes, on behalf of the SLT, shared the draft Curriculum Framework with staff and students for consideration and feedback. The Curriculum Framework is the next iteration in this development process as we work towards transformational change. This revised document incorporates changes based on extensive feedback received from staff and students as part of the first round of consultation.

Consultation on the draft Curriculum Framework closes at 5pm on Wednesday 6 November. [Read more.](#)

- *Independent review into OSE outages in June*
As part of our response to the OSE outages, Massey commissioned a thorough investigation into the incident and its causes. This has been conducted by external consultants and has taken some time to complete. The Executive Summary of the report was shared with the University community on 30 September 2024 and is available [here](#).

We are now working to implement a series of detailed recommendations from our external consultants as part of a holistic security uplift for our University. These recommendations include:

- guidance on how we can better engage with our third-party providers
- enhancements to the technical arrangements that these relationships involve
- options to improve our third-party incident and risk management
- improvements to our internal communications and approval processes, and
- updated business continuity procedures for online supervised exams.

Part I: Paper for Information

The Future of Online Examinations Working Group, reconvened by the University's Academic Committee, has recently considered the longer term plans for the university with respect to online supervised exams and their recommendations are currently being socialised internally with a range of groups, including students. This will also help inform our implementation of the recommendations in the OSE review.

Given the high level of media interest in this incident at the time, I am sharing this information with staff and students in anticipation of further media reporting following the release of this review. An email is being sent to students later today to share this update with them. You can read a copy of that email [here](#).

Massey is committed to ensuring these recommendations are implemented to rebuild confidence in our examinations and assessments processes, as well as streamlining our internal procedures.

Scholarship at Massey

- [From town to triumph for agribusiness student awarded John Perrin Ag Scholarship for 2024](#)
Second-year International Agribusiness student Oliver Cayley, from Taranaki, was a standout recipient of the \$3,000 scholarship, based on high academic performance during his first year, combined with his dedication and understanding of key industry issues. [Read more.](#)
- *Prestigious scholarship provides once in a lifetime opportunity for US student*
American student Keira Smith is spending a semester studying at Massey's Manawatū campus, to study marine biology and creative writing, after receiving a Gilman Scholarship. The Gilman Scholarship programme is funded by the United States Department of State and run in conjunction with Education New Zealand. It aims to support American undergraduate students from diverse backgrounds to study abroad where they would otherwise not be able to afford to. [Read more.](#)

Te Pou Tangata – People

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

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

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

We also continue to regularly invite staff to provide feedback through the [ycfeedback online form](#). This is monitored daily and I respond to as many comments as is practical.

- *Massey University wins New Zealand Rainbow Supreme Award*

Part I: Paper for Information

Massey was nominated for two categories at the 2024 awards held in early October, and we were delighted to be announced winner of both the [Partners Life](#) Supreme Award and the [Simpson Grierson](#) Impact Award at [The New Zealand Rainbow Excellence Awards](#). We were also recognised with a 'Highly Commended' in the Pride Pledge Non-Commercial Sector Award.

A huge thanks goes to the New Zealand Rainbow Excellence Awards organisation for this honour and for championing diversity and inclusion. We appreciate all the mahi being done in this space and the massive contribution from staff and students who contributed to initiatives, including the design and delivery of [Massey University Kāhui Irarau](#), the implementation of rainbow wellbeing services and the creation of paid rainbow student representative positions.

- *Results of Staff Engagement Pulse Survey*

In July, we ran a Staff Engagement Pulse Survey to gauge your views on communication and leadership at Massey.

Thank you to everyone who took the time to provide feedback. Fifty-one per cent of permanent and fixed-term staff completed the survey. Staff from across the three campuses and from all Senior Leadership Team (SLT) areas, in academic, professional and technical roles, participated. These results give us genuine insight into how we are performing. [Read more](#).

- *Campus Reimagining – Drop-in sessions*

In the Manawatū Campus Reimagining drop-in sessions in August we received more than 1,500 pieces of feedback from the two sessions. The over 200 attendees told us they enjoyed and appreciated the opportunity to be alongside colleagues and students to share their ideas in this process.

Following the from this success, our Pukeahu Wellington Campus Reimagining drop-in session was held on 25 September with just over one hundred attendees, and Ōteihā session a week later on 2 October saw around 150 staff and students. The feedback from these latter sessions is still being collated and analysed, and findings will be shared with the university's leadership, staff and students on how attendees think successful and vibrant Massey campuses can be achieved. The findings will eventually help to inform a master plan for the campus, which considers the connection between buildings, social settings and the surrounding environments. More information can be found on our Campus revitalisation webpage [here](#).

- *Focus on the Future: University Strategy drop-in sessions*

While we have been heavily focused on the implementation of the [Financial Recovery Plan](#) this year, we know it is important not to lose sight of our longer term goals. Massey is guided by our [University Strategy](#) which outlines our vision until 2027.

To ensure our direction and goals remain fit for purpose, the University Council has initiated a mid-term review, to refresh the strategy given our changing environment. For example, our current strategy was written during the COVID-19 pandemic, at a time of record student demand and before generative artificial intelligence was a major consideration.

Staff and students have been invited to contribute their thoughts to this process at one of the drop-in sessions held on each campus in mid-October. Participants have the opportunity to share their views on what should be prioritised within the existing strategy. These sessions also provide the chance to chat informally with myself and other members of the Senior Leadership Team.

Part I: Paper for Information

- *Revising our Climate Action Plan – Phase one engagement complete*
 The University Services Sustainability, Policy and Communications Team has completed phase one of revising our Climate Action Plan. The team has met with internal stakeholders over recent months to discuss the [Tertiary Education Sector Climate Scenarios](#) and our planning around climate change. You can [read the phase one report here](#).

This mahi connects with our strategy by working with groups to understand the context within their area and to collectively workshop how Massey can plan to mitigate the impacts and adapt to the climate crisis. There are also connections to the campus reimagining workshops currently being held across all three campuses. As climate impacts worsen, the world will continue to change rapidly – how we transform our campuses will need to be responsive and resilient.

Thank you to all involved so far. Phase two engagement will begin towards the end of this year.

Celebrating our People

- *New appointment to enhance public health education across Australasia*
 Associate Professor Chrissy Severinsen, School of Health Science, has been appointed to the Council of Academic Public Health Institutions Australasia Board of Directors as Director Aotearoa. Her appointment is an opportunity to amplify New Zealand's representation in transnational public health discussions. [Read more](#).
- *Winning 3MT focuses on fairer pathway for overseas doctors to work in NZ*
 Doctoral student Johanna Thomas-Maude has won the [Three Minute Thesis](#) competition with her presentation [A Hidden Story: Overseas trained doctors in Aotearoa New Zealand](#). [Read more](#).

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:

- *The Wildbase Oiled Wildlife Response Team involvement in the HMNZS Manawanui response.*
 In early October HMNZS Manawanui sunk in Samoan waters. Two expert wildlife maritime incident responders from Massey University are supporting the response, and have specialist equipment, including wildlife medication and cleaning facilities.
- *Bringing life back into Lake Whatumā*
 Reviving wetland will take a hundred years Lake Whatumā, in Tamatea Central Hawke's Bay, is to be restored to life, and at the same time enhanced to offer a wealth of educational opportunities. The restoration, which is expected to take up to 100 years, has been carefully planned and implemented since 2018 when, as part of the Heretaunga Tamatea Claims Settlement Act, Tamatea Pokai Whenua was given back 100ha bordering Lake Whatumā. The settlement also included the Whatumā Recreation Reserve on Racecourse Road.

The restoration is being led by the Whatumā Management Group (WMG), who, along with environmental services trust Mauri Oho team have been working with local schools on planting programmes, mataaraunga Māori (Maori science) education programmes, including monitoring water quality and biodiversity, and how improved riparian planting improves water quality and filtration to promote taonga species such as tuna (eels).

Part I: Paper for Information

"Everything leads to education," Dr Roger Maaka (WMG) says. "We have kohanga, kura and primary schools visiting already, we have a relationship with CHB College and we have a working relationship with Massey University. Agricultural engineers from Massey University are already working on the building and placement of sediment removal pumps to mitigate the runoff from farmland. Eventually, it would be good to have students on secondment here." [Read more.](#)

- Implementation of eating disorder prevention programme*
 The internationally renowned programme The Body Project is set to be implemented in an Aotearoa New Zealand tertiary context to combat rising eating disorder rates among the female population. Lead researcher for Massey is Professor Ajmol Ali from the School of Sport, Exercise and Nutrition. [Read more.](#)
- National summit on the Value of Live Performance in Aotearoa*
 A group of Massey researchers funded by the Ministry of Culture and Heritage are hosting a major national summit on the value of Live Performance in Aotearoa, in Block 10, Wellington campus, on 4 November. Arts Minister Paul Goldsmith will be delivering the keynote and approximately 120 leaders from the arts sector are expected to attend.
- Tiger Brokers expands reach with University partnership*
 Tiger Brokers, a global online trading platform, is expanding its presence in the Asia-Pacific region by partnering with universities to provide students with real-world trading experience. "Through initiatives like mock trading games at Massey University, students can simulate trades on platforms such as Bloomberg terminals, competing against each other while gaining practical skills. Boland explained. Participants, usually members of the Massey University Investment Club, trade mainly US shares in a simulated environment, with the prize being real money deposited into their accounts with Tiger Brokers."
- Financial Advice NZ Extends Partnership with University*
 Financial Advice New Zealand's partnership with Massey University's Financial Education and Research Centre (Fin-Ed Centre) has been extended for three years to continue research into the cost of retiring. [Read more.](#)
- Rewi wins big at National Book Design Awards*
 Massey University Press' 2023 release [Rewi: Āta haere, kia tere](#) has won four awards at the [2024 Publishers Association of New Zealand Book Design Awards](#).

In addition to the Gerard Reid Award for Best Book, *Rewi* also received the HarperCollins Publishers Award for Best Cover, the Booksellers Aotearoa New Zealand People's Choice Award and was a joint winner of the Penguin Random House New Zealand Award for Best Illustrated Book. *Rewi* is a tribute to late architect Rewi Thompson (Ngāti Porou, Ngāti Raukawa), and was written by Jade Kake (Ngāpuhi (Ngāti Hau me Te Parawhau), Te Whakatōhea, Te Arawa), and Jeremy Hansen. It was designed by Tyrone Ohia, Eva Charlton and Max Quinn-Tapara of Extended Whānau, and Katrina Duncan.

- Golden Lion continues to shine*
 The College of Creative Arts Golden Lion winners the Erena Arapere and Mataaho Collective still have *Takapau* on show at the Venice Biennale. [The work is on the cover of the current issue of Art New Zealand](#). This issue contains an article by Jon Bywater, *Foreign Agents: Aotearoa Artists in Venice*.

DATE:	23 October 2024
AUTHOR:	Professor Giselle Byrnes, Provost.
SUBJECT:	Consultation on the draft Research Data Management Policy

Key Strategic Points

This proposed *Research Data Management Policy* sets out the responsibilities of the University community for the management of research data. The policy covers issues of ownership and custodianship of research data; data sharing and transfer; storage, retention and disposal of research data and responsibilities of researchers (including research students), supervisors, heads of units and the wider University.

Recommendations

That the Academic Board:

1. **Discuss** the proposed Massey University *Research Data Management Policy*,
2. **Provide** advice/comment by 14 November 2024 to Neil Ulrich (N.Ulrich@massey.ac.nz).

Purpose

This paper provides Academic Board with an overview of the draft Research Data Management Policy. This is a proposed new policy for Massey University. Academic Board is invited to engage, by way of providing comment and advice on the draft *Research Data Management Policy*.

Background

The generation, collection and management of data is a fundamental component in the lifecycle of research projects. Good research data management maintains the integrity of research and ensures outputs are verifiable and reproducible. Good management can also maximise the visibility and impact of our research and enhance both internal and external opportunities for data sharing and research collaboration. Data often have a longer lifespan than the research project for which they were created, while the Internet and digital infrastructures continue to facilitate the generation and sharing of ever larger quantities of research data. Data now is stored across a range of disparate media, some of which may be insecure or volatile, and without the necessary metadata to enable easy retrieval, access and re-use.

The University needs to ensure the responsible and efficient management of the storage, access, retention and destruction of research data. The University and our researchers need to be positioned to meet emerging and future data management obligations, including requirements by funders and international research partners for open science and data sharing and re-use, and responsibilities for data security and the management of risks associated with the misappropriation or misuse of sensitive and restricted data. As a Te Tiriti-led institution the University has a particular responsibility to recognise and protect Māori data sovereignty and principles of Māori data governance. The University also has a responsibility to protect Pacific and Indigenous data sovereignty.

Increasingly international funders are requiring applicants to provide plans for the management of research data and for data generated or collected as part of a funded project to be shared early and to be deposited in trusted open-access repositories. The Ministry of Business Innovation and Employment (MBIE)'s Open Research Policy requires open access for peer-reviewed outputs arising from research



funded by MBIE administered funds. While there is no current requirement for associated data to be made open access, the policy supports research data arising from funded projects to be made openly available wherever this option is not precluded by indigenous data sovereignty considerations, confidentiality requirements or other restrictions. Researchers are encouraged to produce data management plans and to share data through online institutional or subject data repositories whenever possible.

The draft policy was written by staff in Research Operations and was considered by the University Research Committee at its meeting of September 2024. The scope of the draft policy had been informed by the consideration of comparable policies at the University of Auckland and Australian universities alongside other international examples.

Discussion

The Research Data Management Policy aims to prepare the University for the responsible and efficient management of research data.

The policy covers issues of ownership and custodianship of research data; data sharing and transfer; storage, retention and disposal of research data and responsibilities of researchers (including research students), supervisors, heads of units and the wider University. The policy also requires the creation of Research Data Management Plans for research involving sensitive or restricted data or where this is required by research funders, data providers or other parties. It is anticipated that, at the outset, only a small number of researchers would be required to create plans under the policy. The policy provides for the University to broaden these requirements to other types of research data. Implementation can be staged over time, but it is expected that in due course planning for research data management will become an embedded practice in a similar way to research ethics or funding applications. The policy also assumes the implementation of best practice going forward and does not anticipate retrospective compliance for data associated with completed or largely completed projects.

Implementation of the policy will require an accompanying programme of activity to support researchers and research students to engage fully with the provisions. This is standard practice at other universities with research data regulations supported by a comprehensive suite of infrastructure, services and guidance, including research data classification and retention standards, the promotion and use of institutional research data repositories, information and guidance modules and discipline-relevant data storage options, research data inventories and processes for monitoring and review of research data management plans (see for example Curtin University or University of Leeds). Such a programme of activity will be developed collaboratively across the University and implemented over time

Consultation process

The draft policy has been presented simultaneously for consideration and comment to:

- Māori Professoriate
- College Boards
- DVC University Services
- DVC Māori
- Dean: Postgraduate Research
- Doctoral Research Committee



- Academic Board
- Academic Committee
- Senior Leadership Team
- Human Ethics Committees
- Animal Ethics Committee

It is anticipated that consultation will be completed with all relevant stakeholder groups by 14 November 2024, and that updated versions of the draft policy, which considers all comments made during the consultation stage, will then be presented to SLT for approval before the end of 2024.

Appendix

- Appendix 1: Draft Research Data Management Policy

RESEARCH DATA MANAGEMENT POLICY

Section	Research Management
Contact	Office of the Provost
Last Review	New
Next Review	[Month] 2027
Approval	
Effective from	

Purpose

Massey University recognises significant value in the data generated by its researchers, creative practitioners and research students. Durable research data is essential to justify and defend the outcomes of research and can also have ongoing value for other researchers and the wider community. Increasingly data sharing is encouraged or required by research funders, data providers and publishers. Well-organised, well-documented, preserved and shared data are valuable resources to advance academic inquiry and the impact of research, and to increase opportunities for learning and innovation.

Research data management is the process of planning and undertaking the collection, organisation, storage, backup, preservation and sharing of data and primary materials, throughout the research lifecycle, for current and future research purposes and uses. Good data management practices increase transparency, reduce the risks of data loss, facilitate appropriate re-use and sharing of data, enhance transparency and accountability, and support investment decisions on digital and physical infrastructure.

The purpose of this policy is to articulate the responsibilities of the University community for the management of research data. The policy:

- Describes principles for ensuring the safe, secure and traceable storage and management of research data
- Explains the University's expectations in relation to the management of research data including the responsibilities of researchers, research students, Heads of Units, and the University
- Facilitates University-wide planning for the development of digital and physical storage infrastructure, systems and support services to enable the efficient and effective management of the University's research data assets
- Supports the University's commitment to being a Te Tiriti-led organisation and provides for the appropriate governance of Māori data
- Provides for the appropriate governance of Pacific data
- Positions the University for current and emerging data management issues including the sharing and re-use of publicly funded data collections, and legal, ethical and protective security requirements for research data, and
- Advances the principles of research integrity by ensuring research outcomes are founded on relevant information capable of verification and review.

This policy applies to staff, students, supervisors, and other members of the Massey University who are involved in the collection, creation, re-use and/or management of research data.

Policy

1. Research data

- 1.1 Research data is any information that has been collected, observed, generated or created to validate original research findings. Data may be numerical, textual, audio-visual, digital or physical, depending on the discipline and the nature of the research. It may be raw, cleaned or processed, and may be held in any format or media.
- 1.2 Research data may include:
- laboratory and field notebooks
 - primary research data (including machine data in hardcopy or computer readable form)
 - databases
 - clinical data, including clinical records
 - questionnaires
 - photographs
 - audio-visual material
 - journals or visual diaries
 - test responses
 - drawings, or
 - physical collections of slides, artefacts, manuscripts, specimens or samples.

2. Research Data Management Plans

- 2.1 Making decisions early in the research process about how data will be managed has benefits for researchers and research students, and for the University as a whole. Research Data Management Plans provide for the efficient and responsible storage, governance and disposal of research data.
- 2.2 A Research Data Management Plan is required for research projects involving the collection, creation or reuse of sensitive or restricted research data, or where this is required by the University, a funder, an ethics approval process, or other external party. The Research Data Management Plan will include the following information:
- project title and brief description
 - type and format of data and an indication of the volume
 - whether the project is using sensitive or confidential data and how such data will be managed under the Trusted Research–Protective Security Requirements Guidance
 - data ownership or custodianship (including any intellectual property and data sovereignty obligations)
 - description of the data (including appropriate metadata consistent with FAIR principles)
 - how the data will be stored and stewarded/curated in the short- and long-term
 - an estimate of the resources (staff time, system storage, costs) required for the management of research data and, where relevant, if costs will be covered by internal or external research funding
 - access, transfer, sharing and re-use (including any security or access controls)
 - for physical data, plans for management after completion of the project including digitisation where feasible and appropriate, and
 - retention period and disposal instructions.
- 2.3 Research Data Management Plans must comply and be consistent with any relevant national or international research funding requirements/contract and with ethics approval for the research project.

3. Ownership and custodianship of research data

- 3.1 Data ownership refers to the intellectual property rights over the data collected, created or re-used through research, and may also define rules around data management and use. Ownership may be influenced by funding agreements, commercial potential, and contractual obligations.
- 3.2 Where the research is carried out at multiple organisations or with external collaborators, and where there are no formal agreements or requirements, ownership of research data should be clarified as soon as possible and

recorded in writing.

- 3.3 Ownership of intellectual property is governed by Massey's Intellectual Property Policy.
- 3.4 Researchers working with Māori data should be aware of and support Māori data sovereignty, and the relevance of managing and sharing data in accordance with the CARE Principles for Indigenous Data Governance.
- 3.5 Researchers working with Pacific data should be aware of the relevance of managing and sharing data in accordance with the CARE Principles for Indigenous Data Governance.

4 Data sharing and transfer

- 4.1 Staff and research students are encouraged to share research data and primary materials during their research, at publication and at completion, subject to any ethical, contractual, intellectual property, cultural, privacy or **confidentiality** requirements.
- 4.2 To transfer digital research data or records, researchers should use University licensed file transfer and cloud services or other secure services as advised by Massey's Information Technology Services.

5 Storage, retention and disposal of research data

- 5.1 Sufficient metadata must be recorded to ensure research data are discoverable, and in such a way that metadata can be understood independently without recourse to the creator. Metadata for digital and digitisable data should be designed to meet the FAIR principles to make research data more discoverable.
- 5.2 Unless otherwise specifically agreed, research data will be retained by the researcher or research supervisor: (a) in their academic unit or College, or (b) in the case of digital data, on University-managed storage infrastructure.
- 5.3 Research data will be retained in an accessible form in accordance with the requirements of this Policy, for the retention period (a) specified in a funder agreement or contractual arrangement or in a Research Data Management Plan or (b) where no retention period is specified, in accordance with the General Disposal Authority for New Zealand Universities.
- 5.4 At the end of the retention period, researchers and research supervisors may make a recommendation to their Head of Academic Unit to archive or destroy the research data. Heads of Units must consult with Massey's Information and Records Management unit for advice on the appropriate manner of archiving or destroying the data.
- 5.5 Where it can be shown that no researcher, research supervisor, metadata, funder agreement or contract, or Research Data Management Plan is associated with a collection of research data retained at the University, the appropriate Head of Academic Unit may consult with Massey's Information and Records Management unit for advice on the appropriate manner of archiving or destruction of the data.
- 5.6 Physical or non-digital forms of research data created after the commencement date of this policy will be digitised promptly where possible. Where there is no requirement to retain the original physical research data, a recommendation for its destruction may be made in accordance with Section 4.4.
- 5.7 Data (including physical data) with prospective archival, historical or other long-term value shall be properly curated to remain accessible and usable for future research and should not be disposed of or destroyed.
- 5.8 Arrangements for the ongoing storage on University property of physical data that cannot or is not digitised, and that has not been identified as having long-term value under Section 4.7, must be agreed between Heads of Units and researchers, or research supervisors in the case of research students. Such arrangements must have an identified retention period after which time the agreement will be reviewed, or a recommendation for its

destruction may be made in accordance with Section 4.4.

6 Responsibilities

6.1 General responsibilities

- 6.1.1 Research data management is a shared responsibility. Researchers, academic units and administrative and service units should work in partnership to implement good practice.
- 6.1.2 The University is responsible for ensuring the safe, secure and traceable storage and management of research data.
- 6.1.3 All staff engaged in research have a responsibility to manage research data well, by addressing ownership, storage and retention, and access, over and beyond the end of the research project.
- 6.1.4 Researchers and research students (in consultation with their research supervisors) are responsible for ensuring that sufficient data and primary materials are retained to justify the outcomes of research and, if necessary, defend them against challenge.

6.2 Specific responsibilities

University responsibilities	<ul style="list-style-type: none"> Communicating the requirements of this policy and facilitating its adoption through the provision of guidance and support. Providing the necessary infrastructure, supporting resources and advisory services to enable researchers to meet their responsibilities for research data throughout the research data lifecycle.
Researcher responsibilities	<ul style="list-style-type: none"> Creating and updating required Research Data Management Plans. Recording and retaining the data underpinning their research in a durable and appropriately referenced form. Where the research is carried out at multiple organisations or with external collaborators, ensuring that there is written agreement between all relevant parties that specifies clearly the arrangements for storage, retention and destruction of research data within each organisation. Arranging for the prompt digitisation of physical (non-digital) data where possible. Ensuring arrangements for sharing, archiving, long-term storage/curation or destruction of data once the project has been completed. Making appropriate arrangements if they require and have rights to continued access to research data after leaving the University.
Research supervisor responsibilities	<ul style="list-style-type: none"> Providing guidance and support to research students on the application of this policy to research projects. Supporting their research students in creating and updating Research Data Management Plans. In consultation with their research students, establishing and documenting the ownership of research data and agreed exit procedures.
Heads of Academic Units	<ul style="list-style-type: none"> In consultation with the researcher and the Information and Records Management team, overseeing the appropriate archiving or destruction of research data at the end of the retention period. In consultation with the researcher, agreeing appropriate storage or destruction of physical data on University property that cannot or should not be digitised or archived once the project has been completed.

Definitions

The following definitions apply to this document:

CARE principles refer to the [principles for indigenous data governance](#) (Collective benefit, Authority to control, Responsibility and Ethics) published by the Global Indigenous Data Alliance.

Data governance refers to the arrangements put in place to ensure the interests of rightsholders and stakeholders in research data are protected and that all ethical, legal, data sovereignty and commercial constraints are adhered to throughout the research data lifecycle.

Destruction means the process of overwriting, erasing or physically destroying information so that it cannot be recovered.

FAIR principles are a set of community-developed guidelines to ensure that data or any digital artefacts are Findable, Accessible, Interoperable and Reusable. The [principles](#) can be applied to digital data and artefacts from any discipline.

Māori data refers to the digital or digitisable information or knowledge that is about or from Māori people, language, culture, resources or environments.

Māori data sovereignty refers to the inherent rights and interests of Māori in relation to the collection, ownership and application of Māori data.

Metadata means structured or schematised information about the attributes of an item or collection that enables that item or collection to be identified, retrieved and managed over time. Metadata may include descriptions, details of provenance, structure and location, and other information which could aid comprehension and re-use.

Pacific data refers to digital or digitisable information or knowledge that is about or from Pacific people, language, culture, resources, or environments

Research data has the meaning given in Section 1 of this policy.

Research data lifecycle means the various stages of creating the data, from point of creation or collection through to dissemination. The research data lifecycle typically continues beyond the research project during which the data was created.

Research Data Management Plan means a document that provides information for the efficient and responsible storage, governance and disposal of research data.

Research student means any person enrolled in a degree, diploma or certificate course at the University whose enrolment includes undertaking research of at least 90 credits.

Research supervisor has the meaning set out in Massey's Policy for Doctoral Supervision and [Master's supervision].

Researcher includes research staff, research students, honorary appointees, adjunct appointees and contractors that undertake research at the University or using University resources, or otherwise on behalf of the University.

Restricted research data has the meaning in the New Zealand Government's classifications for information security.

Retention means to retain research data in accordance with the General Disposal Authority for New Zealand Universities.

Sensitive research data has the meaning in the New Zealand Government's classifications for information security.



Trusted Research-Protective Security Requirements Guidance refers to the guidance developed by Te Pokai Tara Universities New Zealand the eight New Zealand universities to manage risks relating to research activities including the misappropriation or misuse of intellectual property, sensitive research and personal information.

Relevant legislation:

Copyright Act 1994
Official Information Act 1982
Privacy Act 2020
Public Records Act 2005

Related policies and procedures:

Code of Responsible Research Conduct
Code of Ethical Conduct for Research, Teaching, and Evaluations Involving Human Participants
Code of Ethical Conduct for the Use of Animals for Research, Testing, and Teaching
General Disposal Authority for New Zealand Universities
Information and Technology Security Policy
Information and Records Management Policy
Intellectual Property Policy
Official Information Policy
Policy for Doctoral Supervision
Privacy Policy
Research and Consultancy Activities Policy
Research and Consultancy Activities Procedures

DATE:	23 October 2024
AUTHOR:	Professor Giselle Byrnes, Provost. Professor Tracy Riley, Dean Postgraduate Research
SUBJECT:	Approval of the Master's Thesis Examination Policy

Key Strategic Points

This proposed *Master's Thesis Examination Policy* is designed to provide a coherent set of guiding principles to underpin master's student thesis examination practices, and to assist students, supervisors, and examiners in the successful, timely completion of a master's thesis. The policy aims to ensure fair, transparent and robust processes across the examination of all master's research theses of 90 credits or above to achieve equity and excellence in postgraduate student research at Massey University. The policy aims to enhance the clarity, quality, consistency and integrity of master's research degrees awarded by Massey University.

Recommendations

That the Academic Board:

1. **Discuss** the proposed Massey University *Master's Thesis Examination Policy*,
2. **Approve** the Policy.

Purpose

This paper requests Academic Board approval of a new policy for Massey University titled *Master's Thesis Examination Policy*.

Consultation on this draft policy was completed with all relevant stakeholder groups and the draft policy was subsequently updated after considering all comments made during the consultation stage.

Background

Masters' research degrees introduce students to research which often sits at the frontiers of knowledge creation and cutting-edge analysis, and they provide training in methods and techniques appropriate to the discipline and the goals of a postgraduate education. Depending upon the degree, the structure of a research Master's programme may involve:

- a period of research and the submission of a thesis (Master's degree by thesis only); or
- the successful completion of coursework followed by a period of research and the submission of a thesis (Master's degree by coursework and thesis)

Across all Colleges at Massey, master's degree students complete over 200 theses per year as core assessment requirements for their degrees. These theses are typically (but not always) the pathway into future research studies at doctoral level, and research is, by definition, a major requirement of both master's degrees by research and master's degrees with a taught and research component. As shown in Table 1, most Massey students completing master's degree theses from Jan 2022 to August 2024 have been enrolled in the Colleges of Sciences (55%) and Humanities and Social Sciences (25%).

	Creative Arts	Health	Humanities & Social Sciences	Sciences	Business	Total
2022	23 (13%)	7 (4%)	45 (25%)	96 (53%)	9 (5%)	180 (100%)
2023	39 (14%)	15 (5%)	69 (25%)	152 (54%)	5 (2%)	280 (100%)
2024 (to Aug)	9 (6%)	8 (5%)	37 (26%)	86 (60%)	4 (3%)	144 (100%)
Total	71 (12%)	30 (5%)	151 (25%)	334 (55%)	18 (3%)	604 (100%)

Table 1. Master's theses examined by College (1 Jan 2022 – 1 September 2024)

Master's research students may enrol in over 100 postgraduate programmes across our five Colleges. Each College programme provides supervision and researcher development, enabling specialisation, and also creating a variety of student experiences, particularly in relation to the final stages of the process (examination of theses). The 2023 Cycle Six Academic Audit recommended more coordination of and consistency in the Master's thesis experience across the University. Specifically, it recommended that the assessment of Master's theses could be led by the Graduate Research School and Ethics (GRSE), thus "contributing greater consistency in the experience" for research students; accordingly, this led to the decision to move the process of administrative support for research master's examinations from Assessment Services to the Graduate Research School & Ethics (GRSE)¹ in 2023. It is also worth noting that while the administrative processes used by Assessment Services were partially built into the University's Student Management System, these were still largely dependent on manual processes. Moreover, because at the time that the SMS was designed and implemented, the focus was on administration only, and as a consequence, there were no clear, consistent guiding principles and processes which encompassed and catered specifically for the examination of theses or creative works of research.

The process now managed by the GRSE is not only a manual process, but more importantly, the examination process is driven by a wide variety of principles and practices that differ across and within Colleges and programmes. Two specific areas have been identified where a range of practices are evidenced that are not only inequitable for postgraduate research students, but also jeopardise the quality of the degrees. These are:

- the process of determining a final grade when examiners recommended different grades, and
- the process whereby students may make emendations to their research prior to the work being 'published' via Massey Research Online.

The Academic Audit also reminded the University of our responsibility to appropriately benchmark assessment standards and practices in the examination of postgraduate research theses.

¹ The GRSE is part of the Provost's portfolio and is led by the Dean, Postgraduate Research. There are three teams – Postgraduate Research, Scholarships and Scholar Development, and Ethics – that support administration, governance and learning and development. The Postgraduate Research team is comprised of senior specialist administrative staff and a learning and development facilitator to support doctoral research from admissions to completion and the examination of master's research theses. The team works closely with the colleges across all aspects of their work to implement policies of the university for research degree students and supervisors.

Discussion

The proposed policy is new.. The policy makes reference to CUAP's definition of Master's degrees by thesis or primarily by thesis, following a bachelor's honours or postgraduate diploma, as usually being 120 credits and normally consisting of a research project presented as a thesis or creative work worth at least 90 credits. Master's degrees by research, according to CUAP, also require students to demonstrate skills in planning, executing and developing a piece of original research. Graduates with master's degrees by research should be able to apply research skills to new situations and problems as they emerge.

The examination of research theses or creative works of 90 credits or above is required in the completion of master's degree qualifications at Massey University, as is the case in six of the eight New Zealand universities and many Australian universities. In writing this proposed policy, the comparative policies and procedures for master's thesis assessment that are in place at the University of Canterbury, University of Waikato, University of Auckland, Victoria University Wellington, University of Otago, and Auckland University of Technology, were considered, including the key guidance areas covered in each. Further to these policies, the development also considered guiding principles of the Australian Council for Graduate Research, of which Massey is an affiliate member.

The proposed policy states that all master's students who complete a thesis or creative work of 90 or more credits are required to participate in a final assessment, which involves the evaluation of their research by two examiners independent of the research, of which at least one must be external to the university. It further outlines that all such thesis examinations will be managed by the GRSE, and that students are required to submit their thesis for assessment online via the student management system portal for assessment.

The proposed policy outlines policy and process guidance, requirements, and responsibilities, at a high level, for students, supervisors, examiners, and staff, in relation to:

- Nomination and appointment of examiners.
- A confirmation of the originality of the work before submission.
- Process of examination, including grading and emendations.
- Determination of the final grade.
- Appeal processes.

The proposed policy intentionally does not address operational procedures or guidance, as these will be developed when this policy is approved and subsequently implemented. The policy clarifies roles, responsibilities and accountabilities related to the examination of master's theses.

Consultation process

The draft policy has been presented simultaneously for consideration and comment to:

- Academic Committee
- Learning and Teaching Committee
- University Research Committee
- College Boards
- DVC Māori
- Te Tira Ahu Pae — Massey University Students Association

As part of the consultation process the following is a summary of the changes that were made to the proposed policy:

- Confidentiality of examiners:
 - It was unclear how students could be consulted about examiners while maintaining their confidentiality. The importance of keeping examiners confidential to ensure honest feedback, was highlighted.
 - Good practice involves discussing potential examiners with students to include their voice in the selection process. The final decision is made by the supervisors, and the names of approved examiners are kept confidential throughout the examination process.
- Inclusion of non-written formats:
 - It was suggested to replace “written” with “communicated” to include diverse formats of theses, and to include NZSL alongside English and Te Reo.
 - It was noted that non-written theses normally include both a creative and a written component (exegesis). Currently, there is no evidenced demand for alternative formats for 90+ credit research presentations, and such formats may not align well with doctoral research degree requirements.
- Efficiency of the examination process:
 - Concerns were raised about the potentially slow examination process due to multiple communication links. Suggestions were made to remove redundant sign-off steps to streamline the process.
 - The application to be examined requires confirmation from students and supervisors. The head of the academic unit currently confirms the readiness for examination, which may slow down processes. The policy removes this step. Students and supervisors are the only two involved in submission of the thesis for examination. An online system may address this more efficiently.
- Role of the Thesis Course Coordinator:
 - The necessity for sign-off by the thesis course coordinator was questioned. It was suggested to allow the Graduate Research School (GRS) to finalize grades directly.
 - Given that finalizing grades is an academic decision, academic review of a report is needed. The finalization of the grade is not purely administrative.
- Minor emendations:
 - Recommendations were made to allow *minor* emendations beyond presentational errors, and to provide leeway for substantive errors that are easily fixable.
 - The policy allows for *minor* emendations, and substantive errors may be addressed through the thesis appeal process.
- Supervisor involvement:
 - Clarification was required on the supervisor’s role in the examination outcome. It was suggested to allow supervisors to provide confidential comments on examiners’ reports, and that these should be restricted to identifying factual errors and clarifying resource issues.
 - The supervisors will not have any input into the decision about the outcome of the exam, but have responsibilities to confirm, before submission of the thesis, that the thesis embodies original work carried out by the student in accordance with regulations, and that the research has only been used for the master’s degree of current enrolment and the thesis meets recommended word counts, ethical and, if any, contractual requirements of external organisations.



- Consistency across the University:
 - Comments were generally supportive for standardising the examination process across the University. Some concerns were nevertheless raised about the centralisation of the process and its impact on specific colleges.
 - The process has been centralised at Massey University for several years, but clear guiding principles and processes for theses or creative works of 90+ credits are needed to ensure consistency and clarity.
- Clarity on context and regulations:
 - There is a need for a clearer context statement, and alignment with CUAP guidelines.
 - The policy now aligns with CUAP and Massey regulations. The context statement was revised for clarity.
- Grading and emendation recommendations:
 - Concerns were raised about the process if examiners' grades differ significantly.
 - The Policy requires academic review for determining grades. If consensus cannot be reached, the Policy now provides that the Dean, Postgraduate Research will seek advice from an independent assessor.
- Special considerations for creative practice:
 - More guidelines are required to accommodate creative practice examinations. Challenges sometimes exist in appointing a third examiner for creative works.
 - The Policy should not impact existing moderation processes in the colleges. Additional requirements for creative practice will be considered as part of specific guidance to be developed alongside the Policy in due course.

Appendix

- Appendix 1: Draft Master's Thesis Examination Policy

MASTER'S THESIS EXAMINATION POLICY

Section	Graduate Research School
Contact	Dean, Postgraduate Research
Last Review	New
Next Review	
Approval	
Effective from	

Purpose

To provide a coherent set of guiding principles to underpin master's student thesis examination practices at Massey University, and to assist students, supervisors, and examiners in the successful, timely completion of a master's thesis. The policy aims to ensure fair, transparent and robust processes across all master's research degrees by thesis or by coursework and thesis to achieve equity and excellence in postgraduate student research. The policy is also designed to help prevent difficulties and disputes, and to assist in their resolution should they arise.

Context

Master's degrees are structured in three principal ways:

- Master's degrees by thesis or primarily by thesis, following a bachelor's honours or postgraduate diploma, are usually 120 credits and normally consist of a research project presented as a thesis or creative work worth at least 90 credits.
- Master's degrees by coursework and thesis, following an undergraduate degree, are 180 or 240 credits and include a research project presented as a thesis or creative work worth at least 90 credits.
- Master's degree by coursework only, following an undergraduate degree.¹

Graduates with master's degrees, whether by research, courses or a combination, should have highly specialized knowledge; research skills, critical thinking and creativity that can be applied to existing or emerging problems; and a growing autonomy as a developing specialist or researcher.

This policy is designed to guide the assessment of master's by research which also require students to demonstrate skills in planning, executing and developing a piece of original research. Graduates with master's by research degrees should be able to apply research skills learned during their degree studies to

¹ CUAP Handbook 2023 <https://www.universitiesnz.ac.nz/sites/default/files/uni-nz/documents/CUAP%20Handbook%202023.pdf>

new situations and problems as they emerge,² and demonstrate critical reflection and contextualization of their research. When achieved to an appropriate standard, the research project, presented in the form of a thesis or creative work worth at least 90 credits³, should prepare students for successful doctoral research.

The examination of research theses or creative works of 90 credits or above is required in the completion of some master's degree qualifications at Massey University. Examiners will evaluate a thesis or creative work, including the student's understanding of the relevant literature and context of the research; the methods and techniques used; the results and their interpretation or application; and the conclusions reached. The thesis or creative work should demonstrate skills in identifying and solving problems through careful research planning, implementation and communication, as well as the student's capacity for independent thinking.

Thesis examiners play a vital role in providing feedback and assessing the outcome of master's research. Massey University is committed to providing academic guidance, advice, and support for each research student throughout the examination process.

This policy should be read alongside the [Assessment and Examination Regulations](#) published in the Massey University Calendar, and alongside the relevant degree regulations. In any situation where this policy is inconsistent with those regulations, the regulations will prevail.

This policy outlines the processes for preparation, submission, and examination of the thesis component of master's qualifications. The roles and responsibilities of students, their supervisors, and examiners in the examination process are explained. The policy also seeks to ensure high quality, robust, and independent examination of theses and creative works by master's students; acknowledge disciplinary methods and expressions of research; and build research supervision capability and capacity.

Policy

All master's students who complete a thesis or creative work (of 90 or more credits) are required to participate in a final assessment, which involves the evaluation of their research by two examiners independent of the research. At least one of these examiners must be external to the university.

All thesis examinations will be managed by the Graduate Research School and Ethics (GRSE). Students are required to submit their thesis for assessment online via the student management system (portal) for assessment.

² CUAP Handbook 2023 <https://www.universitiesnz.ac.nz/sites/default/files/uni-nz/documents/CUAP%20Handbook%202023.pdf>

³ Assessment and Examination Regulations 81(a) defines research reports and dissertations as research comprised of up to 60 credits. Regulation 83(a) defines master's theses or creative works as 90 or more credits.

Appointment of Examiners

All master's theses will be examined by two examiners, at least one of whom is external to the University. The examiners must be able to provide a fair and impartial assessment of the thesis and should have research experience and standing in the field of the thesis; have no significant conflict of interest or commitment, or other significant personal, professional, or contractual relationship with the student; and must not have been a supervisor of the thesis at any time.

- The external examiner will be from outside the University and the supervisory team, usually based in Aotearoa New Zealand, but may be based overseas.
- The internal examiner will usually be a member of the academic staff of the University and will not be a member of the supervisory team. Where there is no suitable internal examiner, it is possible for two external examiners to be appointed.

The thesis examiners will be nominated by the student's main supervisor, after consultation with the supervisory team and the student, prior to and no later than two weeks after submission of the thesis. The student is consulted to ensure avoidance of conflicts of interest or commitment, and to enable the student a voice in the process, but the final nomination is the responsibility of the main supervisor and should remain confidential until the end of the examination process. The nomination must be approved by the thesis course coordinator. Careful consideration should be given well in advance of the expected submission of the thesis for examination to ensure not only that examiners have expertise appropriate to the subject of the thesis, also that they are willing to examine the thesis and submit an examination report in a timely fashion, as required below. Where the main supervisor does not nominate suitable examiners, the thesis course coordinator may be requested to nominate suitable examiners.

The independence of the examiners will be ensured by using the [Conflict of Interest in Examination Guidelines](#) to raise awareness of what might constitute a conflict of interest, whether real or perceived, and how to minimize the risks associated with conflicts of interest. When making the nomination of examiners to the thesis course coordinator, the main supervisor must comment briefly on the suitability of each examiner and must also confirm that there is no relationship between either examiner and any member of the supervisory team or the student that might reasonably be considered to impair an examiner's ability to examine the thesis independently and objectively.

Where an examiner is unwilling or unable to continue in that role or fails to perform the duties of an examiner in an appropriate and timely manner, the Dean, Postgraduate Research may work with the main supervisor and thesis course coordinator to appoint a suitably qualified replacement examiner.

Submission of Thesis

Before the thesis is provided to the examiners, the student and their main supervisor will confirm that the thesis embodies original work carried out by the student in accordance with regulations. The student and supervisor confirm that the research has only been used for the master's degree of current enrolment and the thesis meets recommended word counts, ethical and, if any, contractual requirements of external organisations. The main supervisor also indicates the standard of the thesis, any commercial potential or sensitivities, the need for an embargo and whether examiners have been nominated to assess the research.

Process of examination

To ensure the independence and robustness of the examination process, and the outcome, the supervisors will not be involved in the thesis examination. This means that after nominating the examiners, the supervisors will have no further contact with the examiners regarding the thesis during the examination process. In the period between the examiners' appointment and completion of the examination process, the student and members of the supervisory team must not discuss any matters relating to the thesis, or the composition of the examination panel, with the examiners. All communications regarding the thesis examination must be through the Graduate Research School. For creative practice examinations, the Graduate Research School will work closely with the College which will facilitate the examination of the creative work, including some communication with examiners as deemed necessary and appropriate, and following the examination guidelines for creative practice examinations.

The supervisors will not have any input into the decision about the outcome of the exam.

An examiner is required to assess a thesis presented for examination against the following criteria.

- The thesis must:
 - be the student's own work undertaken by the student during their enrolment.
 - demonstrate advanced knowledge about a specialist field of inquiry or practice.
 - apply new skills or techniques to existing or emerging problems in the field of inquiry or practice.
 - be written at a standard generally acceptable to the discipline; and be written in English or in Te Reo.
- The thesis may contain:
 - creative works.
 - software, computer code, or models.
 - material that has been published during study with the student as either sole or joint author.

Colleges may provide discipline-specific guidance, for example, in the creative arts, to assist examiners. Discipline-specific guidance must be agreed between the College and Graduate Research School and will be provided to examiners by the Graduate Research School. Discipline-specific guidance should not contradict or conflict with general examination guidance, to ensure equity across programmes of study.

The examiners will independently and individually submit their confidential examination report and recommendation to the Graduate Research School.

Examiners will be asked to provide a confidential recommendation whether the thesis should be:

- Accepted, and the grade and mark⁴ that should be considered for it; or
- Failed.

Where examiners recommend that the thesis should be accepted, the examiners will indicate that the thesis be accepted

- Without emendations; or
- With very minor emendations, for example, typographical or formatting, that can be completed within 1-2 weeks and approved by the main supervisor.

Determining a final grade for the thesis

After receiving the reports and recommended grades from the examiners, the thesis course coordinator will review the reports and seek to finalise the thesis grade using the following processes:

- Where the two examiners' recommended letter grades are the same, that grade will be awarded with the average⁵ of the two marks. For example, if 94 A+ and 90 A+ are recommended, the student will receive a final mark of 92 and grade of A+; where a 70 B and 73 B are recommended, the student will receive a final mark of 72 and grade of B.
- Where the two examiners' letter grades differ by letter grade, the final grade will be determined by first contacting the examiners, sharing both reports and recommended grades and marks with them, and seeking their consensus on the final grade and mark.
- If consensus between examiners cannot be reached, the Dean, Postgraduate Research, in consultation with the thesis course coordinator, will seek the advice of an independent assessor. The assessor will be provided with the thesis, the anonymised examination reports and recommended grades. The assessor will be required to provide a written report that evaluates the reports and recommended grades against the thesis. The assessor will recommend a final grade that cannot be outside the bounds set by the original examiners' grades.

The Graduate Research School and Ethics (GRSE) will formally notify the student of the result once this has been determined and will provide the student and main supervisor with copies of the examiners' reports. If minor emendations are required, the student must complete these to the satisfaction of their main supervisor.

For approval for the award of a master's degree, an electronic copy of the final version of the thesis, in PDF format, is submitted by the student to the University Library.

⁴ Following the University's published grading system.

⁵ The University applies the Swedish Rounding system to final grades.

Appeals

Students may raise concerns informally through the academic complaint process by making the concern known to a staff member of the University (e.g., the main supervisor, thesis course coordinator, head of school or Dean, Postgraduate Research).

Students may appeal against the process or outcome of an examination in accordance with the Student Complaints and Grievance Procedures. Formal complaints are escalated to the Pro Vice-Chancellor for investigation.

Definitions

Thesis course coordinator: an academic staff member with responsibilities for the coordination of theses within an academic qualification, school or College. This role may have other titles, including, but not limited to, postgraduate lead, postgraduate coordinator, thesis coordinator, programme director, associate dean, or director. The critical aspect of this role is academic leadership and decision-making regarding master's research theses.

External examiner: an examiner who is external to the University, usually based in Aotearoa New Zealand, but may be international, and not a member of the supervisory team.

Internal examiner: an examiner who is usually an academic staff member of the University and is not a member of the supervisory team.

Main supervisor: the supervisor who takes the primary responsibility for the provision of academic and administrative guidance to the student and who also acts as the coordinator of the supervisory team. The main supervisor assumes administrative responsibilities on behalf of the supervisory team (e.g., nomination of examiners)

Co-Supervisor/s: a person appointed to take substantial responsibility for provision of academic and administrative guidance to the candidate, under the coordination of the main supervisor.

Audience

University Staff
Master's students
Master's thesis supervisors
Examiners of master's theses

Relevant legislation

Official Information Act 1982
Privacy Act 2020

Legal compliance

Related policies and procedures

Assessment and Examination Regulations
Code of Ethical Conduct for Research, Teaching, and Evaluations Involving Human Participants
Code of Ethical Conduct for the Use of Animals for Research, Testing, and Teaching
Code of Responsible Research Conduct
Doctoral Supervision Policy
Intellectual Property Policy
Qualifications Policy
Thesis Embargo Policy

DRAFT

Specialisation Comparison



UDART1EPBPW1 Public and Professional Writing v5.0 COLLEGE SUB COMMITTEE APPROVAL

compared to

UDART1EPBPW1 Public and Professional Writing v4.0 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

Affiliated Entities	
Entity Code	Entity Title
UDART	Diploma in Arts
	v9.0
	Qualification
Year of Implementation	2026
	2020
Specialisation Code	UDART1EPBPW1
Specialisation Title	Public and Professional Writing
Abbreviated Title	Pub&ProfWrighti
	Pub&ProfWrighting
Credit Value	75
Specialisation Type	Undergraduate Endorsement
No New Enrolment	Yes
MOE Subject	English Literature/Language
Specialisation Lead	JULIE MCKENZIE (27 Jan 2020 to ---)
	JULIE MCKENZIE (25 Sep 2019 to ---)
Collaborating Staff	
Staff Member	JULIE MCKENZIE
	PHIL BRONN
	FIONA PAEWAI
	ANNE MEREDITH
	KERRY TAYLOR
	SHARON SIMMONS
	PETER RAWLINS
	LINDA LOWE
	TRISH HUTTON
Owning Organisation	College of Humanities and Social Sciences (MU00009)
Proposed Review Dates	
Date Types	Date

No dates assigned

Graduate Profile 

Schedule

At least 75 credits in Public and Professional Writing, including 139.246 or 219.207; and 60 credits at any level from the Public and Professional Writing schedule.

Courses

Code	Credits	Title
None		

Compulsory courses

At least 15 credits

Courses

Code	Credits	Title
139246	15	Text Image Design: Digital Technical Writing
219207	15	Writing for Public Relations and Digital Media

Elective courses

Courses

Code	Credits	Title
139231	15	Health Writing: Theory and Practice
139244	15	Writing for the Public
139340	15	The Publishing Project
139348	15	Literacy Studies
154311	15	Social Media and Digital Cultures
219234	15	Editing and Publishing for Journalism and Communication
139280	15	Creative Writing II: Creative Nonfiction

Library Impact Statement

Research / Information Literacy Skills Current Collections- Books Current Collection- Journals Current Collection- Journals Article Database Future Collecting- Books Future Collecting - Journals and Journal Articles Future Collecting- Journal Article Databases Recommendations 

General Section

AB24/10/287

Proposal ID 

03770

Change Scale 

0

1. All Proposals - Complete the sections below for all proposals**Academic Contact and Purpose of the Proposal** **Academic Lead:** Professor Kerry Taylor, Head of School of Humanities, Media and Creative Communication**Purpose:** To retire the Public and Professional Writing specialisation in the Diploma in Arts (UDART1EPBPW1 Public and Professional Writing, Version 5)~~**Academic Lead:** Dr Philip Steer, School of English and Media Studies~~~~**Description of Proposed Change:** Closure to new enrolments — Specialisation to be discontinued/phased out~~~~**Main Proposal:** UBMNR1NPBPW1 Public and Professional Writing, Version 4 — Closure to new enrolments~~~~**Related Proposals:**~~~~GCART1EPBPW1 Public and Professional Writing, Version 4 — Closure to new enrolments~~~~UDART1EPBPW1 Public and Professional Writing, Version 4 — Closure to new enrolments **[current proposal]**~~~~-~~**Proposal Summary** 

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

~~Refer to related proposal: UBMNR1NPBPW1 Public and Professional Writing, Version 4 — Closure to new enrolments.~~**Justification/ Rationale** 

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

Acceptability 

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

Impact on Tertiary Sector/Employers

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

Impact on Students/Transition Arrangements

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

Year of Implementation and First Year Teaching Plan 

2026

Proposal Details 

The Public and Professional Writing endorsement in the Diploma in Arts will be retired and its deletion notified to CUAP.

Treaty of Waitangi Implications 

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

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)**Strategic Considerations** **Market Research and Competitor Analysis** **Accreditation Considerations (if applicable)** **Internal and External Consultation** 

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

Equity Implications **Financial Analysis** **Predicted Student Numbers / EFTS** **Minimum student numbers required for ongoing viability of the qualification** **Expected Revenue** **Expected Cost** **Risk Management** **3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments****Facilities Management** **Students** 

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

Academic Staff 

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

International **Information Technology** **Student Management System** **Teaching and Learning Services** **Student Learning Services** **Limitations on Numbers** 

AB24/10/287

Goals of the Programme 


Programme Overview 

Proposed Teaching/Delivery Methods 

Prescriptions for New Courses 

Assessment and Moderation Procedures 

Plans for Monitoring Quality/Programme Review 


Postgraduate Funding 

5. CUAP Section B – For New Specialisations only

Relationship to Strategic Planning Goals 

Learning Outcomes for New Courses 


Student Workload 

Teaching and Support Staff 

Teaching Space and Other Facilities 

Library Resources 

Timetabling Arrangements 

Committee References 	HSS CB 19/11/302; HSS APC 19/10/173
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Status Log

Initial Status	End Status	User	Date	Comment
HOD Approval	College Sub Committee Approval	KERRY TAYLOR	01 Aug 2024 14:51 pm	approved
Draft	HOD Approval	JULIE MCKENZIE	01 Aug 2024 14:30 pm	Ready for sign off
	Draft	JULIE MCKENZIE	27 Jan 2020 10:02 am	Retire specialisation Public and Professional Writing



MEETING DATE:	September 2024
AUTHOR:	College Executive Manager, Jessica Board College Academic Manager, Caitlin Ligo
SUBJECT:	Toi Rauwhārangī College of Creative Arts Report to Academic Board on Meeting Terms of Reference requirements

Recommendations

- That the Academic Board receives this two-yearly audit report from the College Board of Toi Rauwhārangī College of Creative Arts. The report provides an account of thorough attention to the university strategy and to its Terms of Reference requirements and responsibilities.

Key Strategic Points

1. Supported by the subcommittees; Toi Rauwhārangī Ako CoCA Learning and Teaching team, Undergraduate and Postgraduate Quality Enhancement Committees (UGQEC and PGQEC), the Toi Rauwhārangī College Board fulfils its responsibilities in actively engaging the academic community by providing regular opportunities for reflection, debate and input into academic policy making.
2. The Toi Rauwhārangī College Board is committed to supporting the University to be Tiriti-led, and through it's regular reporting mechanisms engages in discussion of key initiatives i.e. staff development workshops, Te Tiriti wananga, curriculum development workshops etc. Representation on the College Board, as well as it's sub-committees from leading staff of the new Mātauranga Toi Māori Major also helps ensure that discussion of key developments and documents are considered holistically for how they support our strategic direction.
3. In working towards our goals of the Paerangi Learning and Teaching Plan, and the overall Pou Ako (Learning and Teaching) and Pou Rangahau (Research) of the University Strategy, College Board at Toi Rauwhārangī continue to be dedicated to matatika, integrity and ethical decision making.
4. In speaking to the Board's responsibility of kaitiakitanga, protecting and providing guardianship of the quality of learning, Toi Rauwhārangī College Board members have worked very hard on supporting what has been and continues to be a College-wide curriculum transformation project; reviewing, feeding into and feeding back on a large number of proposals over the past year (see *Part I* and *Part II* Items for an overview of these).
5. Toi Rauwhārangī College of Creative Arts College Board succeeds in providing an important nexus which connects and brings together voices from across a range of key areas for thorough academic discussion and reporting.

Purpose

This paper is a two-yearly report to Academic Board about how the Toi Rauwhārangī College of Creative Arts College Board has met its Terms of Reference requirements.



College Board Membership

Toi Rauwhāangi College Board Membership adheres to the stipulated roles and numbers as specified in the Terms of Reference, and reflected in Table 1: CoCA College Board Membership.

ROLE	PERSONNEL	PERMISSIBLE NUMBER
Pro Vice Chancellor	Professor Margaret Maile	1
Associate Dean Research	Professor Oli Wilson	1
Heads of Schools	Professor Kingsley Baird Dr. Bridget Johnson Associate Professor Sven Mehzoud	5
Director Academic	Associate Professor Faith Kane	1
Director Academic Assurance	Jessica Board	1
Kaihautū Toi Māori	Rongomaiaia Te Whaiti	1
Pacific Staff Representative	Associate Dean Pacific Igelese Ete	1
Professoriate Representative Māori Professoriate Representative	Dr. Vicki Karaminas Professor Huhana Smith	2
Up to 5 student representatives	Romany Tasker-Poland (Wellington Student Rep) Mary Ieremia-Allan (Wellington Pacific Rep)	5
Staff members elected by the College	Shannon Te Ao Jo Bailey Karen Loop Catherine Hoad Emma Fox Stu Foster	6
College of Humanities and Social Sciences staff member (Co-opted Member)	Kevin Veale	1
In Attendance: Secretary to the College Board College Academic Manager Campus Librarian Wellington-based Service Leader, Student Advice and Information	Caitlin Ligo Caitlin Ligo Julian Sutherland Claire Hurley	4



Meeting Frequency and Protocols

Meetings have been, and continue to be held monthly, except in December and January. No additional meetings have been scheduled. All meetings held have been quorate and chaired predominantly by the PVC or, in her rare absence, by the Director Academic. Meetings are conducted in accordance with usual university processes and procedures, such as the formal moving and passing of motions by majority (with provision for members to abstain).

Agenda are circulated a week in advance of the meeting, and minutes presented for amendment and subsequent approval at the proceeding meeting. Meetings are conducted in Part 1 (public and open) and when there are matters of sensitivity or privacy concerns, items are included in Part II.

Confirmed actions and documents seeking approval and discussions at **sub-committees** are presented from the Toi Rauwhārangī Ako CoCA Team, the Undergraduate Quality Enhancement Committee and the Postgraduate Quality Enhancement Committee (UGQEC and PGQEC).

The **academic community have been actively engaged** and had input into academic proposals, discussion documents and new or changed policies and procedures. The most frequent items discussed cover responsibilities related to amendments to courses, programme schedules, strategic objectives, teaching and learning matters, academic quality and enhancement and feedback on college or university-wide consultation documents.

Table 2: CoCA College Board Reporting

TOI RAUWHĀRANGI COLLEGE BOARD REPORTING	
PVC/Chairperson reports	Verbal report
Academic Quality	Report and Items from Director Academic: AkoCoCA Learning and Teaching Team, Academic Board, Academic Committee, other committees and the Office of Academic Quality Reporting and Assurance
Research	Report and Items from Associate Dean Research: Verbal report and any relevant consultation/decision documents
Postgraduate	Report and Items from Director Postgraduate: Verbal report and any relevant consultation/decision documents
College Professoriate Māori Professoriate	Verbal and/or written report from CoCA representatives on both the CoCA Professoriate group and the Massey University Māori Professoriate
Kaihautū Toi Māori	Verbal and/or written report from the Te Ranga Tai Kura team on initiatives of the Kaihautū Toi Māori office for Māori and Pacific.
PGQEC (sub-committee)	Items discussed at recent PGQEC meeting, presented by the chair of UGQEC (Director Postgraduate), for noting, approval and or forwarding on to Academic Committee.
UGQEC (sub-committee)	Items discussed at recent UGQEC meeting, presented by the chair of UGQEC (Director Academic), for noting, approval and or forwarding on to Academic Committee.

Part I: Paper for Information



Library	Verbal report
Te Tira Ahu Pae	Student Representatives provide verbal report and update
Student Advice and Information	Verbal report

OPPORTUNITIES UNIVERSITY WIDE FEEDBACK/ENGAGEMENT			
Pou Rangahau Research	Draft Research & Consultation activities polices & procedures UAG submission	Institutional Partnerships Policy Institutional Partnerships Procedures	Embargo Policy Copyright Policy
Pou Ako Teaching & Learning	Curriculum Transformation Discussion paper University Graduate Profile Paerangi Strategy Code of Pastoral Care No and Low Enrolments Policy No and Low Enrolments Procedures Qualifications Policy and Framework	Assessment Policy & Procedures Assessment and Moderation Principles, Policy & Procedures Academic Integrity Policy & Procedures Draft Masters' Thesis Examination Policy	Student Disciplinary Regulations Use of Copyright Materials Student Workload Guidelines Academic Freedom University Student Survey Policy & Procedures

Part I: Paper for Information



Part I items

	CB Approved Changes		New Courses	Retired Courses	NNE Specialisations	Amended Specialisations		New Specialisations	NNE Qual	Amended Qualifications		New Qual
	Course Amend	Schedule Change				CUAP	Non-CUAP			CUAP	Non-CUAP	
2024	68	0	91	86	2	8	8	1	1	5	17	2
2023	9	2	3	18	12	0	0	0	0	2	4	0

Part II items

2024 College of Creative Arts Qualification Reviews	Master of Māori Visual Arts - report Postgraduate Diploma in Māori Visual Arts Bachelor of Māori Visual Arts Bachelor of Fine Arts (Hons) - report Postgraduate Diploma in Fine Arts Graduate Diploma in Fine Arts Bachelor of Fine Arts Diploma in Fine Arts
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COLLEGE OF SCIENCES
COLLEGE BOARD

A meeting of the College Board (CSB) was held on
Thursday, 15 August 2024 at 2.00 PM via Zoom

MINUTES – PART I

PRESENT:

Professor Ray Geor (Chair), Professor Simon Hall, Associate Professor Liz Norman, Associate Professor James Millner, Professor Chris Scogings, Professor Peter Lockhart, Professor Jon Huxley, Professor Mark Waterland, Dr Wajiha Shahzad, Professor Steve Flint (proxy to Prof Gourab Sen Gupta), Associate Professor Tammy Lynch

IN ATTENDANCE:

Fiona Coote, Diana Kessler, Brian Hewson, Mary O’Carroll, and Carnette Pulma

1 WELCOME

2 APOLOGIES

Professor Jamie Quinton, Professor Paul Kenyon, Professor Gourab Sen Gupta, Professor Jenny Weston, and Ursula Clarke

3 VISITOR

Professor Giselle Byrnes (Provost)

4 CONFIRMATION OF AGENDA

5 MINUTES FOR APPROVAL

5.1 [Confirmation of Minutes CSB June Special Meeting 2024 \(10 June\) Part I](#) CSB24/8/147

5.2 [Electronic Vote – Cover Document – Singapore Offshore Proposal – Bachelor of Information Sciences \(13-14 June 2024\)](#) CSB24/8/148

5.3 [Confirmation of Minutes CSB June Regular Meeting 2024 \(20 June\) Part I](#) CSB24/8/149

5.4 [Confirmation of Minutes CSB July 2024 Meeting Part I](#) CSB24/8/150

Resolved: That the minutes in documents CSB24/8/147-150 of the Part I meetings held in June 2024 (10, 13-14, and 20 June) and July 2024 be confirmed as accurate records and forwarded to Academic Board for noting.

Chair, carried

6 MATTERS ARISING

None

7 ACTION LIST

7.1 [Action List August 2024](#)

CSB24/8/151

Noted

The college will continue to engage with the Massey University Students Association Federation regarding CSB student membership for 2025.

8 CHAIRPERSON'S REPORT

The following were mentioned:

- Science System review and University review
 - Sir Peter Gluckman and colleagues from the University Advisory Group Panel are visiting Massey University as part of their visits of all New Zealand universities to engage in discussions with senior leadership, senior members of staff, students, and early career researchers.
- Open Days on the campuses went well. The PVC thanked the staff who were involved. Marketing campaigns for 2025 are also underway.
- Massey remains focussed on the Financial Recovery Plan (FRP), an important component of which is the development of new curricular offerings to align with contemporary and future student / societal demands.
- The college is in a much-improved financial position, reflecting the changes made over the last year or so. In the line with the FRP, the college is working on new curricular offerings, starting with the Bachelor of Earth and Environmental Sciences for implementation in 2025 (subject to CUAP approval).

9 COURSE OFFERING CHANGES

9.1 [Course offering changes approved by the DPVC July 2024 to August 2024](#)

CSB24/8/152

Noted

10 FROM COLLEGE ACADEMIC COMMITTEE

10.1 [CAC Minutes Electronic Meeting Part I June 2024](#)

CSB24/8/153

Noted

11 ACADEMIC DECISIONS

11.1 [Summary of course amendments approved at CAC August 2024](#)

CSB24/8/154

Noted

12 TEACHING AND LEARNING

None

The committee recently held a meeting with good discussions on various ongoing projects and policies across the university.

13 VISITORS' ITEMS

CSB24/9/162Rev1

- 13.1 Presentation by Professor Giselle Byrnes – update on Curriculum Transformation Discussion paper
 Professor Giselle (Provost) Byrnes provided snapshots of the feedback and summary of themes coming through about the Curriculum Transformation Discussion paper. The deadline for submitting feedback has been extended until 31 August 2024.

14 ANY OTHER MATTERS

CoS feedback on Draft Master’s Thesis Examination Policy

- 14.1 [Collated CoS feedback – CoS Staff and College Board August 2024](#) CSB24/8/155
Copy of feedback submitted to Neil Ulrich on 7 August 2024

The Draft Master’s Thesis Examination Policy document (CSB24/7/143) was discussed further. The DPVC Professor Simon Hall will provide a follow-up message to Neil Ulrich to clarify the committee’s position, asserting its support for this policy as a supplement to the collated feedback (CSB24/8/155).

Resolved: That College of Sciences College Board strongly supports the proposition that the Graduate Research School take on the responsibility for the management of Master’s theses at Massey University.

Hall / Waterland

The committee members were also encouraged to provide comments on the Revised Research and Consultancy Activities Policy and Procedures document.

Item referred from the Provost Office

- 14.2 [Phase 2 UAG - Te Kunenga ki Pūrehuroa Massey University submission](#) CSB24/8/156
Feedback to Mel Barnes by 23 August 2024
Discussed

The document (CSB24/8/156) was discussed. The committee members were encouraged to submit their views on the questions posed in this document directly to Mel Barnes by 23 August 2024.

15 EXCLUSION OF THE PUBLIC

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

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

Document CSB24/8/158-160 were discussed in Part II of this meeting.

Fiona Coote, Diana Kessler, Brian Hewson, Mary O’Carroll, and Carnette Pulma were in attendance in Part II for their expertise in student administration and operations of the College’s academic offer.



College Board Meeting

Friday 16 August 2024 at 10.00am

Minutes Part I confirmed

1. **PRESENT:** Professor Cynthia White (Chair), Professor Bill Fish, Professor Beth Greener, Professor Alison Kearney, Professor Kerry Taylor, Professor Jenny Poskitt, Dr Timu Niwa, Dr Pita King, Professor Jodie Hunter, Blair Wang, Caroline Ryan, Dr Karyn Aspden, Dr Stephanie Denne, Andrea Flavel, Associate Professor Nick Holm.

EARLY DEPARTURE: Dr Barbara Andersen (11am).

APOLOGIES: Ness Gibson, Professor Hēmi Whaanga, Dr Jared Carpendale, Associate Professor Kirsty Ross, Associate Professor Pania Te Maro, Dr Tony Fisher, Heather Reedy, Professor Fiona Te Momo, Associate Professor Peter Rawlins.

IN ATTENDANCE: Caroline Lowe, Anne Meredith (Secretary).
Dr Arianna Berardi-Wiltshire, to speak to the academic proposals.
Provost, Professor Giselle Byrnes, 10:30am, to provide an update on the curriculum transformation work.

The Chair opened the meeting with a karakia.

The Chair acknowledged the sad passing of Professor James Liu, a significant leader in the College and in the School of Psychology. Professor Liu was Head of School in the School of Psychology for four years. His strategic and research leadership, and contributions in social and cultural psychology were quite extraordinary, and his warmth, humour and connection with people were inspirational for many. Professor Liu's sudden passing leaves a big gap to fill.

2. **CONFIRMATION OF MINUTES**

Confirmation of the Part I Minutes from the meeting held on Friday 19 July 2024 HSS CB 24/07/300

Moved from the Chair: That the Part I minutes from the meeting held on 19 July 2024
are confirmed as a true and accurate record **Carried**

3. **MATTERS ARISING**

3.1 Action List – July 2024

There are no items in the action list

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

1) The value and relevance of the disciplinary areas in our College:

Earlier in the month the PVC circulated an email with links to two important documents.

DASSH (Deans of Arts, Social Sciences & Humanities) commissioned the following report on the impact and outcomes of Humanities, Arts & Social Sciences in Aotearoa New Zealand (May 2024).

<https://dassh.edu.au/wp-content/uploads/Impact-Outcomes-HASS-in-Aotearoa-New-Zealand.pdf>

This document from the British Academy on the SHAPE of research impact was released recently.

<https://www.thebritishacademy.ac.uk/publications/the-shape-of-research-impact/#:~:text=SHAPE%20research%20is%20tackling%20societal,impact%20providing%20value%20for%20money.>

These documents will be on the September agenda for noting.

2) Report to Academic Board

The College Board is a subcommittee of Academic Board, and is required to report to Academic Board yearly with a self audit of its activities. The document will go to AB, and will come to College Board for noting. The Board felt that self reviews were valuable because of the reflection required. The PVC thanked the Director College Projects for her help with the report.

3) Open Days

The Director College Projects acknowledged and thanked all staff who were involved in the Manawatū Open Day, and those who will be helping at Albany and Wellington. It was an extraordinary amount of work from some people in the administrative teams, the Regional Directors, and other staff. Their generous contribution is much appreciated. At Manawatū there were also about eight students helping in the sessions and their contribution was a real highlight.

4) Marketing

University-level marketing will now be focussed on the positive message of Massey being a place to help you realise your aspirations. College specific marketing has started with staff actively reaching out to inform their networks about their respective programmes. The PVC and DR, with extra help, are working on the College's social media, and the promotion of such areas as Summer School courses.

The University Funding System previously put pre-degree qualifications at a lower funding value but that has been removed, so students who might otherwise not graduate at all are now being encouraged to graduate with a Certificate or Diploma, and to take an extra course or two if necessary to allow them to graduate. The College Business Manager and Professional staff are helping with that initiative.

5) College Response to the Curriculum Transformation document.

There has been significant feedback from several Schools, and there will be more feedback through CTLC and individuals. The PVC has been invited to an interview with the Provost, one in the Curriculum Transformation series. This will be an opportunity to put forward the strengths of our College, the advantages, and its particular requirements.

6) Course Planner

The Course Planner is available again. It is an interactive tool which assists students to plan the correct courses for their desired degree. More information [here](#). It is available for the BA and BSc, was well-received, and is a positive for the BA.

The PVC acknowledged Dr Tere McGonagle-Daly for leading that work.

- | | | |
|----|---|------------------|
| 5. | PRO VICE-CHANCELLOR'S REPORT – <i>Professor Cynthia White</i> | As above |
| 6. | REPORT FROM DIRECTOR, ACADEMIC QUALITY – <i>Associate Professor Peter Rawlins</i>
<i>Received for noting:</i> | |
| ★ | 6.1 DAQ report to CB August 2024 Part 1 | HSS CB 24/08/333 |
| ★ | 6.2 APC Minutes Part I 24 June 2024 CONFIRMED | HSS CB 24/08/334 |

Noted

7. REPORT FROM DIRECTOR, TEACHING & LEARNING – Dr Tony Fisher**Received for noting**

- ★ 7.1 DTL College Board Report Aug 2024 HSS CB 24/08/335
- ★ 7.2 CTLC Minutes Part I 25 June 2024 confirmed HSS CB 24/08/336

Noted**8. REPORT FROM DIRECTOR, RESEARCH – Professor Bill Fish****Received for noting**

- 8.1 Director Research report Verbal

The DR is close to finishing the College's response to UAG Phase 2, and will bring it to the next meeting. However, that is after the feedback closes, so the PVC proposed that they would put their names on the feedback on behalf of the College.

- 8.2 CRC Minutes 6 June 2024 CONFIRMED HSS CB 24/08/337

Noted**9. STUDENT REPRESENTATIVE DISCUSSION ITEMS****Received for discussion**

The Pasifika Representative said that the Course Planner was excellent and she really liked the layout. Initially a few students had an issue with an error message, but that seemed to have been resolved.

The International Representative asked if the latest version of the Masters Thesis Examination Policy was available. It was presented to College Board in the July meeting.

This policy document is going through a University approval process. It has been to Academic Committee and will go to the August Academic Board meeting. It will be announced as soon as it can be enacted.

The Director College Projects will follow up with this for the September College Board meeting.

10. ACADEMIC PROPOSALS – Associate Professor Peter Rawlins**Received for approval and forwarding to Academic Committee:**

Dr Arianna Berardi-Wiltshire kindly agreed to speak to the proposals this month.

Institute of Education

- 10.1 Memo re retirement of MST/PGDipST (ASD) and courses HSS CB 24/08/338
 - 10.1.1 Specialisation Retirement MST (Autism Spectrum Disorder) HSS CB 24/08/339
 - 10.1.2 Specialisation Retirement PGDipST (Autism Spectrum Disorder) HSS CB 24/08/340
 - 10.1.3 249745 Theory and Foundations of Autism Spectrum Disorder HSS CB 24/08/341
 - 10.1.4 249749 Evidence-based Interprofessional Practice in ASD HSS CB 24/08/342
 - 10.1.5 249750 Practicum Autism Spectrum Disorder HSS CB 24/08/343

These specialisations and associated courses are being retired because in the refreshed Specialist Teaching contract with the Ministry of Education autism is no longer a separate specialisation. It has changed to neurodiversity and is now integrated in other endorsements of the programme. Enrolments have been closed since 2021 and all students have completed their studies.

Moved: That documents HSS CB 24/08/338 to HSS CB 24/08/343 be approved by College Board and forwarded to Academic Committee

**Kearney/Aspden
Carried**

Humanities, Media and Creative Communication

- 10.2** Qual Amendment – Grad Cert in Teaching English as an Additional Language HSS CB 24/08/344
Dr Berard-Wiltshire invited the Head of School HMCC to speak to this proposal.

The GradCertTEAL was closed to new enrolments a year or two ago due to low enrolments. It is proposed to re-open it because there is now a significant market.

- There is a shortage of people in this space in the education sector.
- There is funding available from the government for students to take programs in this space.
- Both Victoria and the Waikato Institute of Technology have stepped out of the market leaving more potential for Massey to grow in this space.

The qualification was closed to new enrolments after it had been moved from IoE to HMCC, then refreshed and rethought but not actually relaunched. Now there is an opportunity to meet a strategic market. This qualification now sits within Applied Linguistics.

Moved: That document HSS CB 24/08/344 be approved by College Board and forwarded to Academic Committee

**Taylor/Kearney
Carried**

- 10.3** CoHSS MRC Summary approved by APC Jul24 HSS CB 24/08/345
This is a minor regulatory change to the learning outcomes for 176322. The course is being refocussed to concentrate on AI as the primary contemporary issue facing the world of work.

Moved: That document HSS CB 24/08/345 be approved by College Board and forwarded to Academic Committee

**Berardi-Wiltshire/Ryan
Carried**

11. DOCUMENTS FOR DISCUSSION**12. DOCUMENTS FOR INFORMATION****13. DOCUMENTS FOR NOTING**

- 13.1** CoHSS Albany College Forum Minutes 27 March 2024 HSS CB 24/08/346
13.2 MCF Minutes 28.02.2024 CONFIRMED HSS CB 24/08/347

Noted

14. GENERAL BUSINESS

The Provost, Professor Giselle Byrnes, arrived at 10:30am to provide an update on the Curriculum Transformation work.

The Chair welcomed Professor Byrnes and thanked her for her time.

Professor Byrnes spoke about the high-level themes and tenor of the feedback, what people were most concerned about, and what people supported.

The discussion document was released on 11 June, and since then it has been presented to all College Boards, Academic Committee, Academic Board and the Māori Professoriate. There have been 6 online discussion and feedback sessions for staff and there will be 4 student forums in August. As of 7 August there were 84 written submissions from staff and 37 responses from students. Consultation closes on 31 August.

The feedback from the consultation will be taken into account in Version 2, which will also be more nuanced.

Responses by the Provost to points raised during the discussion included:

- Every effort is being made to make the current conversation two-way. There are milestones that are being worked toward, and the next iteration of the document will focus on a few key priorities, such as

assessment policy, constructive alignment across programs, and taking a more collective and coordinated approach to curriculum design.

- Much of the University's research is already transdisciplinary and interdisciplinary so that gives the University a terrific opportunity to think about how that can be reflected in teaching.
- This work is also part of the financial recovery plan. A more efficient and effective curriculum is needed because the current curriculum is too expensive to maintain. There are no plans for further job cuts.
- This work aims to ensure that the University is sustainable, meets student demand, and that distance works in tandem with on-campus. The distance cohort is growing faster than the on-campus cohort.
- The Colleges have had a range of responses to this work. College of Sciences is supportive. The other Colleges have sent mixed feedback. CoHSS has given some good suggestions around the transdisciplinary piece, and also useful suggestions about assignment structure.
- The London Interdisciplinary School has 27 staff and looks like a small, exclusive institution, whereas this University is a large public institution, but LIS has a very interesting curriculum, as do other Universities largely from UK, Australia and Canada where there are parts of their curricula which are inspirational.

The Chair thanked the Provost for her interesting and useful update on the Curriculum Transformation work.

In the brief discussion after the Provost left the meeting, comments and questions included:

- There was interest in seeing the list of the Universities which the Provost has studied as part of this work.
- Some of the things suggested in this work are already being done in the University. In this College, the Core Courses have a transdisciplinary focus. This College is not necessarily behind the rest of the University, and also this University is not necessarily behind other Universities.
- The PVC invited members to contact her if they had any suggestions about topics she could raise in her up-coming interview with the Provost.

15. LATE ITEMS

Note: Exclusion of Press and Public:

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

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

The Chair will note that Anne Meredith, Secretary, will be in attendance in Part II



ACADEMIC COMMITTEE MEETING

Tuesday 3 September 2024 at 1.30 pm

By Zoom

MINUTES - PART I

Present: Giselle Byrnes (Chair), Jade Berridge, Jo Cullinane, Ray Geor, Maggie Hartnett, Tasa Havea, Jean Jacoby, Faith Kane, Diana Kessler, Claire Matthews, Jill McCutcheon, Liz Norman, Linda Palmer, Jenny Poskitt, Peter Rawlins

In attendance: Leanne Robinson (Secretary)

1. INTRODUCTION

1.1 Welcome

The Chair thanked everyone for attending today's meeting. The Chair welcomed Claire Matthews who will again represent Massey Business School together with Jo Cullinane. The Chair thanked Stephen Croucher for representing Massey Business School.

1.2 Apologies:

For absence: Jessica Board, Fiona Coote, Kieran O'Donoghue, Ina Te Wiata, Lizzo Yu

1.3 Confirmation of Agenda

1.4 Confirmation of Minutes – 6 August 2024

AC24/09/284

RESOLVED:

(Agreed)

THAT the minutes of the Academic Committee meeting held on 6 August 2024 [Part I Public] be confirmed as a true and correct record.

Carried

The August Minutes referred to the independent report due imminently on the recent OSEs outage. The Chair advised they had received a draft report from PWC, via the Governance Office, and had the opportunity to offer comments on the draft in terms of factual accuracy and was invited to make a management response. The Chair has since seen a draft version which is currently with the Governance Office who will advise, together with the Vice-Chancellor, in terms of sharing the report.

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1.5 Matters Arising

None.

1.6 Action List

AC24/09/286

Discussed and updated.

2. CHAIR'S REPORT

The Curriculum Transformation Discussion Paper was released on 11 June 2024 to the University sector inviting submissions which closed on 2 September 2024. To date, approximately 110 submissions have been received. The feedback from students includes individual submissions and Te Tira Ahu Pae ran a survey for its members which is useful. Once the feedback has been synthesised, a high-level version 2 will be communicated. The Chair thanked Jean Jacoby for her work on this.

Massey has submitted a response to the University Advisory Group's (UAG) 17 questions in phase 2 on the University's behalf. The Chair thanked the one college who submitted comments to this process, particularly on the quality assurance questions. On 27 August 2024, Massey hosted some of the panel members on the Palmerston North campus. The questions and discussion were wide ranging and were not limited to the public questions in scope for phase 2 of the UAG's work.

The Chair served for the fourth time on the New Zealand Qualifications Authority (NZQA) monitoring panel to specifically look at the Doctorate of Professional Practice which is offered by Otago Polytechnic in partnership with Capable NZ. The Chair represented CUAP as the universities' representative.

The NZQA has recently been consulting with the sector, via Universities New Zealand, around some qualification framework descriptors. They are proposing some minor changes to the honours and master's definitions and amendments to the way in which level descriptors are described, changes to qualification and micro-credential listings and the operational rules that were published in 2022, and consulting around RPL and credit recognition and transfer rules. We had the opportunity to respond at short notice. Our response included asking for clarification on whether the proposed ruling around CRT and RPL applies to the university sector and if so, can we be exempt from having to include these rulings specificity in programme regulations because universities all have robust RPL processes.

Action: The Secretary to circulate to the members the questions that Wendy Robinson (CUAP) shared with Massey and Fiona Coote's response. Tracy Riley was consulted on the proposed postgraduate and doctoral definitions.

3. ACADEMIC DISCUSSION/DECISION**3.1 Future of Examination Requirements Working Group: updated recommendations**

AC24/09/287

The Chair thanked Peter Rawlins for agreeing to reconvene and lead the Working Group under the auspices of the Learning and Teaching Committee.

Peter advised that the Working Group was reconvened after the OSEs outage mid-year. The memo and the recommendations in the document builds on the existing report which was submitted last year. The Working Group promptly made some initial recommendations in relation to semester 2, 2024 and that was to suspend the use of OSEs. The Working Group has considered OSEs in the context of future arrangements, and sought not to be limited by our current thinking and arrangements only. Central to this discussion was the need to retain some form of OSEs given that the disciplines offered at Massey University have a range of different assessment needs. The Working Group is therefore recommending a 'dual system model' with provision for both remotely invigilated as well as in-person invigilated OSE options. A significant change in the current recommendations is students can, as of right, elect to sit their OSEs with in-person invigilation without needing to apply to Assessment Services. Students would be required to elect this option by an agreed date in order to allow for appropriate planning and resourcing. The recommendation for the initial implementation phase is that the provision of these in-person invigilated components be held on each of the three Massey campuses because the in-house computers have the required software and internet access. This recommendation is to minimise issues that may arise with students using their own computers, e.g. incompatibility issues, internet access, software problems. The recommendation for a phased implementation is shown in Appendix A. The two outstanding questions are detailed in the memo.

The Chair commented that the implementation of the recommendations needs to be considered through an academic lens alongside the logistical, pragmatic, financial and system implications and that it should be aspirational as well as being nuanced to disciplinary needs and requirements. The Chair also noted that student voice on the Working Group was constructive in helping to establish the recommendations and appreciative that we are shifting into a different era of flexible online learning.

The main points raised in discussion were:

In response to the question 'is there going to be consultation with College Boards or is the decision under the remit of Academic Committee?', the Chair noted the Working Group membership included representatives from each College but welcomes input from College Boards and would like to have a united approach and be confident in knowing of where the issues might be before presenting it to SLT.

In relation to the first question about whether internal students had to sit their OSEs in-person on-campus, is this creating a difference in terms of how internal and distance students are assessed when there are different offerings?

In reply to the points raised that 'irrespective of whether an exam is done on a computer on-campus or off-campus is irrelevant once the proctoring software is added' and 'does this dual methodology result in equivalent examination experiences?', it was noted that this has not been fully discussed until we know what the software options are. The initial discussion noted that internally invigilated exams would still have to have lockdown browser capability and it is anticipated that the only difference is the way that they are invigilated not the way they are delivered.

Internal students using their own devices seems to potentially advantage them because they already know their own system. It was commented that if internal students sit their exams on-campus there may be issues if there are not enough outlets for Ethernet and there would need to be multiple sittings for the computer labs and multiple exam papers with issues of standardisation.

Peter commented that offshore campus-based partners that already have exam arrangements in place will be exempt from the conditions proposed in the recommendations.

Peter provided an explanation for each of the recommendations:

Recommendations 1, 2, 3: No discussion arose from these three recommendations.

Recommendation 4: The question was asked what is the point of adding un-invigilated exams under this recommendation because it is adding unnecessary complexities and suggested removing it from the recommendation? This recommendation needs clarification and rewording.

Recommendation 5: No discussion arose from this recommendation.

Recommendation 6: No discussion arose from this recommendation.

Recommendation 7: No discussion arose from this recommendation.

Recommendation 8: The question was asked if this recommendation about procurement process should include invigilation? Peter advised this point had been discussed by the Working Group. The Chair supported the inclusion of invigilation.

Recommendation 9: There was a comment that this recommendation should not be needed because a privacy impact assessment is part of the process for any new software but understood it is included for clarity.

Recommendation 10: Jade Berridge asked what are the next steps for resource implementations because there are a lot of steps to consider? Who is responsible for developing the implementation plan? The Chair is reflecting on this now and the observations from the PWC report. The Chair anticipates this will be done with CET in partnership with members from this Committee. Jean Jacoby suggested this would be done with the Online Learning Environments team. We need to take a broad and phased approach and it is critical the project is managed and resourced appropriately. Andrew Rowatt has suggested a one-year acceptance phase for whichever solution becomes a preferred solution so that we have a full implementation training on board and time to assess the product across two semesters of exams before we fully adopt it. Andrew recommends that we prioritise implementing OSEs with the on-campus exam approach suggested in the document as a secondary phase and we have multiple checkpoints. The timeframe from the procurement process acceptance testing, limited OSEs second year would be on-campus capacity building up to scaling of remote exams, third year would be a full rollout of remote exams and the new solution completely embedded by the fourth year. The early stages can be supported from the OPICS budget for the Online Learning Environments team.

Recommendation 11: No discussion arose from this recommendation.

Recommendation 12: No discussion arose from this recommendation.

Recommendation 13: It was suggested that Recommendation 13 b. should be Recommendation 1. To investigate contemporary forms of assessments as alternatives to examinations should be included. The rationale is because we are preparing students for the working world and there are very few professions where students are

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required to sit formal examinations as part of their professional industry.

Another point raised was whether it was necessary to institute an ongoing staff communication plan but to have an ongoing process of reviewing and enhancing our courses and the associated assessments.

The Chair asked the Committee for their support to endorse the recommendations presented with the positive amendments suggested: Recommendation 4 – change the wording around the reference to un-invigilated examination formats; Recommendation 8 - inclusion of invigilation; Recommendation 13 – reword the stem and being cognisant about the changing environment.

The Chair noted that while the second question in the document has not been resolved yet it is not priority in terms of timing.

The Chair and Peter to work on the revision for the College Boards.

Actions: The Chair and Peter to revise the document for the College Boards. The Chair to write a covering memo to accompany the revision.

RESOLVED:

(Agreed)

THAT the Academic Committee endorse the recommendations in document AC24/09/287 with the amendments discussed.

Carried

3.2 CUAP 2024 Proposal - University of Auckland Admission Changes and Related Procedures

AC24/09/300

The Chair advised we have been invited to comment on the University of Auckland's CUAP proposal. With regards to the comment in the memo about their recent changes to the way GPA is calculated, the Chair commented that Fiona and Diana Kessler have recently been discussing the inconsistencies in the GPA calculations across some of our qualifications and it may be timely to extend the discussions.

It was noted that some of the proposed changes are those we have already taken. For example, the removal of 'Academic Board' or delegate and adding more specificity in the *University Calendar* regulations, and include in our qualification regulations specifications for entry based on relevant experience.

There were mixed views on the proposed Early Programme Entry. On the one hand, there are benefits for students, especially part-time students. Also noted too, that this would only apply if a student had 30 credits or less to complete in a prior qualification, so there is minimal risk. However, on the other hand, this might increase workload for students and may compromise their ability to successfully complete a qualification. It was noted there are a variety of different models we currently have across the sector.

Any further comments can be sent to the Chair for including in Massey's response.

Action: The Chair to set up a working group to look at the GPA calculations at Massey.

4. STANDING ITEMS

4.1 Learning and Teaching Committee (LTC)

Maggie Hartnett reported the Assessment Policy revision is progressing well. The Working Group is meeting this week to review the feedback from the reference group and decide on revisions.

The 2024 University Teaching Excellence Awards applications close on 27 September 2024. The Committee was asked to support their staff who have expressed an interest in applying and to encourage them to contact Maggie for guidance.

There are two *Teach Together* webinar sessions scheduled this year. Both sessions will be on practical applications of artificial intelligence. The late October session will focus on using Microsoft copilot to improve and accelerate feedback to students. The mid-November session will focus on training your students to use artificial intelligence. Because of the practical nature of the sessions, each session will be capped to 100 attendees. The sessions will be run by Professor Graham Clay from the University of North Carolina at Chapel Hill.

The Teaching Academy and the Centre for Education Transformation are in the process of launching *Kia tū ngaio: Aro takitahi* which is a suite of self-directed teaching development modules. Maggie and Fleur Connor-Douglas will present what is available to staff at the LTC meeting in September. They will then be available to give the same presentation to the Colleges' LTC if they wish. The Chair thanked Maggie and Fleur for their work on behalf of the Teaching Academic.

★ 4.2 Year-to-date Academic Committee Business AC24/09/288

5. COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

5.1 CUAP Reported Specialisation Retirement

Memo – retirement of Autism Spectrum Disorder (in the Master of Specialist Teaching and Postgraduate Diploma in Specialist Teaching) and courses AC24/09/289

Autism Spectrum Disorder (Master of Specialist Teaching) AC24/09/290

Autism Spectrum Disorder (Postgraduate Diploma in Specialist Teaching) AC24/09/291

The College of Humanities and Social Sciences (CoHSS) representative advised the abovenamed specialisation was closed to new enrolments in 2021 and all students enrolled in the specialisation have completed their studies. The College proposes to retire the specialisation and the three ringfenced courses (listed in document AC24/09/293) effective from 2026.

The CoHSS rep commented that as part of the refreshed Specialist Teaching contract with the Ministry of Education, Autism is no longer a separate specialisation, but has changed to Neurodiversity which is now integrated into other specialist endorsements of the programme.

RESOLVED:

(Agreed)

THAT the Academic Committee approve documents AC24/09/289 - AC24/09/291 for forwarding to Academic Board for recommendation to the Vice-Chancellor for approval and then to CUAP for noting.

Carried

5.2 Non-CUAP Qualification Amendment: AC24/09/292
Graduate Certificate in Teaching English as an Additional Language

The abovenamed qualification was closed to new enrolments in 2023 due to internal issues within the College at the time and the relatively low enrolment numbers. The intention was to re-open the qualification to enrolments in 2027. The College is now resourced to offer this qualification and with the significant increase in the number of migrants coming into New Zealand it is proposed to re-open the qualification for 2025.

5.3 Course Retirements: AC24/09/293
249745 Theory and Foundations of Autism Spectrum Disorder
249749 Evidence-based Interprofessional Practice in Autism Spectrum Disorder
249750 Practicum Autism Spectrum Disorder

The proposal is to retire the abovenamed courses.

RESOLVED: (Agreed)

THAT the Academic Committee approve documents AC24/09/292 and AC24/09/293.

Carried

★ **5.4 Summary of Minor Regulatory Changes – August 2024 AC24/09/294**
Document AC24/09/294 was noted.

6. COLLEGE OF SCIENCES

★ **6.1 Summary of Minor Regulatory Changes - August 2024 AC24/09/295**
Document AC24/09/295 was noted.

7. MASSEY BUSINESS SCHOOL /COLLEGE OF BUSINESS

★ **7.1 Summary of Minor Regulatory Changes - August 2024 AC24/09/296**
Document AC24/09/296 was noted.

8. DOCUMENTS FOR NOTING

★ **8.1 AQA Cycle 6 Academic Audit – Massey’s Confirmed One-year Response AC24/09/297**

★ **8.2 Learning and Teaching Minutes Part I – July 2024 AC24/09/298**

Documents AC24/09/297 and ACC24/09/298 were noted.

9. MOVING INTO PART II

EXCLUSION OF THE PUBLIC

THE CHAIRPERSON MOVED THAT, EXCLUDING

- Leanne Robinson, Secretary

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

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

Subject	Reason for Proposed Exclusion
<u>Item 1</u> - Minutes (Part II) of 6 August 2024	These matters were considered in Part II of the meeting held on 6 August 2024 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 6 August 2024 those reasons identified by the Academic Committee before the public was excluded.

MBS 2024/204

Minutes Part 1



**MASSEY UNIVERSITY
COLLEGE OF BUSINESS BOARD**

Meeting held on 10 September 2024

By Video Conference at 10 am

Zoom – <https://massey.zoom.us/j/83855041180>

Password – 685469

MINUTES: PART 1

No.	Item	Details	Decision	Paper No.
1	PRESENT	Professor Jo Cullinane (CBB Chair), Professor Jo Bensemman (HoS, SoM), Associate Professor David Brougham (ADR), Associate Professor Sandy Bulmer (ADirectorT&L), Professor Stephen Croucher (HoS, SCJM), Mary Dawkins (Staff rep), Professor Mohan Dutta (Professorial Rep), Professor Jonathan Elms (PVC), Dr Angela Feekery (Staff rep), Associate Professor Craig Fowler (Staff rep), Associate Professor Elizabeth Gray (ADTL), JS Imbeau (Staff rep), Associate Professor Claire Matthews (ADAQ & Acting HoS, SoAc), Professor Sasha Molchanov (Acting HoS, SoEF), Ashok Poduval (HoS, SoAv), Mui Kuen Yuen (Associate Director – Pacific)		
	IN ATTENDANCE	Biren Karki (CBAPC Secretary), Aliya Kenesheva (CBB Secretary), Diana Kessler (Head of Student Registry), Rebecca Izzard (College Executive Manager)		
	APOLOGIES	Fiona Diesch (Subject Librarian), John Murrie (Staff rep), Anushika Rea Prasad (Student Rep), Dr Jeffrey Stangl (ADI, ADEE & Director MED), Julie Williams (Academic Administration Team Lead)		
	GUESTS	Professor Giselle Byrnes (Office of the Provost)		
	THANK YOU	Professor Jens Mueller (now Exec Director, Intl Sales) for his valuable contributions (due to his transition to the new role)		
2	INTEREST: DECLARATION AND DISQUALIFICATION		None	
3	MINUTES FOR APPROVAL from CBB Part 1 – 13 August 2024 meeting		RESOLVED THAT this document be	MBS 2024/183

		approved as a true and accurate record.	
4	MATTERS ARISING - PART 1		
4.1	<p>Action Sheet from the last meeting on 13 August 2024</p> <p>Item: Return of Exam Scripts (Action #2) <i>The action item was to follow up on the return of exam scripts and provide additional clarification.</i></p> <p>Update: The ADTL confirmed that students have the right to request their exam papers (answers). Discussions with the University Learning and Teaching Committee are ongoing to re-establish processes. MBS have stated our preference for maintaining central responsibility for this task.</p>	<p>NOTED</p> <p>CLOSED</p>	<p>MBS 2024/195</p> <p>MBS 2024/179</p>
4.2	<p>Memo: Proposal to change Assurance of Learning processes The proposal seeks to simplify the AoL processes by replacing the current complex Programme Learning Outcomes and Programme Learning Goals with a focus on key characteristics embedded directly into courses. These characteristics will be assessed and reported at the course level through pass rates, which will reduce administrative work.</p> <p>These changes will initially apply to AACSB-accredited programmes, with a suggestion to extend them to all programmes. The new system is planned for implementation by 2025, with Programme Directors and Heads of School/Unit overseeing the transition. The proposal was approved (with a request that efforts planned to align all programmes by the end of 2025).</p>	<p>RESOLVED THAT these documents be approved, and details provided to Academic Committee for noting</p>	<p>MBS 2024/196</p>
4.3	<p>Memo: Feedback from College of Business Board on the University Advisory Group's Phase 2 review questions This memo summarizes the College Board's feedback, which was provided to the Provost for inclusion in the University's overall submission.</p>	<p>NOTED</p>	<p>MBS 2024/190</p>
4.4	<p>University Advisory Group: Phase 2 Submission from: Te Kunenga ki Pūrehuroa Massey University</p>	<p>NOTED</p>	<p>MBS 2024/197</p>
4.5	<p>Memo: Feedback from College of Business Board on the Draft Master's Thesis Examination Policy This memo summarizes the College Board's feedback which has been added to the Provost's comments for review</p>	<p>NOTED</p>	<p>MBS 2024/191</p>
4.6	<p>Provost's Update on Curriculum Transformation work The Provost discussed the Curriculum Transformation discussion paper and discussed the feedback received from the ongoing consultation process. It was emphasized that the document is a discussion paper, not a policy or implementation plan, and aims to foster genuine consultation. Since its release in June, the discussion paper has received extensive feedback: over 160 written submissions from staff and external agencies, more than 60 student submissions online, and 500 student responses from a survey conducted by Te Tira Ahu Pae.</p> <p>Key themes from the feedback include a notable interest in aligning semester dates with school holidays. Staff have raised concerns about the potential impact on academic freedom and how transdisciplinarity might be integrated into current programmes. Students showed strong</p>		

	<p>support for double majors but had mixed reactions to changes in exams and pass/fail grading. Additionally, there were concerns about the financial implications of some proposals.</p> <p>The Provost noted that the feedback is being thoroughly reviewed, and the next iteration of the document is expected in early October. This update will focus on key priorities and provide contextual examples from other universities, outlining a roadmap for future changes but will not detail implementation plans or costs.</p> <p>Questions about balancing student and staff feedback were addressed, emphasizing the importance of a student-centric approach. The Provost acknowledged concerns about the volume of feedback and the need for more nuanced explanations, particularly regarding the implications of programme committees and SLT approval processes.</p> <p>The Provost expressed gratitude for the engagement and feedback and committed to incorporating it into the next version of the document.</p> <p>The Chair offered formal thanks to the Provost, on behalf of CBB for the care being taken to respond to feedback.</p>		
5	REPORTS		
5.1	<p>Pro Vice-Chancellor</p> <p>The PVC extended thanks to all participants for their involvement in the recent campus open days. All three events were reported to have gone very well, and there is hope that this success will lead to improved domestic student numbers from 2025 onwards.</p> <p>The first round of consultation for the MBS Proposal for Change (Reconfiguration) document concluded on Monday, 9 September. A considerable amount of feedback was collected, and the PVC expressed appreciation for the efforts of people who contributed to this process. The preliminary decision on the proposal is anticipated to be provided on 17 September.</p> <p>Concerns were raised about the progress in securing teaching space at the Albany campus, especially with ongoing international student recruitment. The Programme Control Group will meet soon to clarify space availability for 2025. Senior Leadership Team is actively addressing this issue, focusing on ensuring adequate space for both international and domestic students.</p>		
5.2	<p>Chairperson</p> <p>The Chair summarised ongoing projects. The Chair reported that the Singapore project is currently facing challenges. She is leading the MBS contribution to that project, with assistance of Prof. Stephen Croucher on Master of Analytics. Although the project is not progressing as smoothly as hoped, it is hoped that these are just initial teething issues. The PVC emphasized in relation to the Singapore project that that the MBS team has diligently completed all necessary tasks and submitted paperwork promptly. Despite these efforts, any current issues with the project are beyond the College's control. The PVC reassured the group that the College is well-positioned for the March 2025 intake. A visit to Singapore is planned in the coming weeks to address the situation and demonstrate commitment to resolving any issues.</p>		

5.3	<p>Associate Dean Academic Quality</p> <p>There were no significant updates to report. However, it was noted that a recent incident in semester one revealed the absence of a formal process for addressing errors in online exams. To address this, guidance will be developed and provided before the semester two exam period to ensure clarity on handling mistakes both during the exam and in subsequent marking. In the meantime, the issue from semester one is being managed.</p>		
5.4	<p>Associate Dean Teaching and Learning</p> <p>The ADTL provided an update on several key areas. Progress is being made on the proposal to change Assurance of Learning processes, as previously discussed. The review of the Master of Management programme is moving forward with the help of ADirectorT&L, and a report with recommendations for potential changes is expected soon.</p> <p>In terms of academic integrity, thanks were given to those who attended the Professional Development session in August, which had over 80 attendees and covered updates to Massey's policies and processes. Additionally, the ADTL attended the Australasian Academic Integrity Network Forum, which covered challenges related to generative AI and other integrity issues. Insights from this forum will help shape future practices across the university.</p> <p>Work is ongoing on revising the draft assessment policy, with progress being made, though further work is needed. The recommendations from the Future of Exams Working Group have been reviewed by the Academic Committee and are expected to be discussed further by the College Board.</p>		
5.5	<p>Associate Dean Research</p> <p>The ADR provided several updates:</p> <p>The Research Committee has allocated \$68,000 in research funding to MBS staff across the College. Additionally, eight PhD scholarships were awarded, an excellent outcome for the College, with all eligible applicants receiving scholarships.</p> <p>Research Awards are upcoming, and an open session titled "What's On Your Mind Regarding Research" will take place next week. This session will provide an opportunity for staff to discuss future funding allocations for 2025 and suggest improvements to the research process.</p> <p>It was also noted that conference grants for PhD students, as well as hardship scholarships, have been made available. This information has been shared via email, and staff are encouraged to apply. Further details were provided in the email sent on 5 September.</p>		
5.6	<p>Associate Dean Māori</p> <p>None</p>		
5.7	<p>Student Representatives</p> <p>None</p>		
6	MATTERS REFERRED FROM ACADEMIC COMMITTEE (AC) / OFFICE OF ACADEMIC QUALITY, REPORTING AND ASSURANCE (OAQRA)		
6.1	None		
7	MATTERS REFERRED FROM ACADEMIC BOARD (AB) / LEARNING AND TEACHING COMMITTEE (LTC) / OFFICE OF THE PROVOST		
	Academic Board		

7.1	None			
7.2	Learning and Teaching Committee Minutes (Part I) from LTC Meeting on 9 July 2024 Meeting		NOTED	MBS 2024/198
7.3	Office of the Provost None			
8	COLLEGE OF BUSINESS – ACADEMIC PROGRAMMES COMMITTEE (CBAPC)			
8.1	Draft minutes (Part 1) received from CBAPC August 2024 meeting <i>At the CBAPC meeting on August 28, 2024, it was approved that Part 2 of the minutes from the CBAPC meeting held on July 24, 2024, is approved together with Part 1.</i>		NOTED	MBS 2024/192
	COURSE AMENDMENT 2024			
8.2	SCHOOL OF ECONOMICS AND FINANCE	125116 Ethics in Financial Advice <ul style="list-style-type: none"> The purpose of the proposal is to change the assessment types <p>Discussed together below (8.3)</p>	RESOLVED THAT these documents be approved, and details provided to Academic Committee for noting	MBS 2024/184
8.3		125179 Introduction to Financial Advice The purpose of this proposal is: <ul style="list-style-type: none"> Change Assessment 3 from Final Examination to Written Assignment. Change Assessments 1 & 2 from Case Study to Individual assignment. <p>Although it is a change for 2024, course changes could still be implemented for summer school offerings. The urgency is due to Kaplan's use of ProctorU for SSB1 and SSB2 final exams, with Kaplan wanting to avoid renewing their contract just for these courses, especially since SSB2's final exam is in January 2025.</p>	RESOLVED THAT these documents be approved, and details provided to Academic Committee for noting	MBS 2024/185
	COURSE AMENDMENT 2025			
8.4	SCHOOL OF AVIATION	190154 Principles of Navigation II <ul style="list-style-type: none"> Update the Practicum component to have a minimum pass mark of 50% 	RESOLVED THAT these documents be approved, and details provided to Academic Committee for noting	MBS 2024/186
	SPECIALISATION NON-CUAP CHANGE 2025			
8.5	COLLEGE OF BUSINESS	UBCMM1JCMMN1 Communication Management (Major) <ul style="list-style-type: none"> Close Communication Management major to new enrolments from 2025 	RESOLVED THAT these documents be approved and details provided to Academic Committee for approval	MBS 2024/187
8.6		UBMNR1NCMMN1 Communication Management (Minor) <ul style="list-style-type: none"> Close Communication Management minor to new enrolments from 2025 	RESOLVED THAT these documents be approved and details provided to Academic Committee for approval	MBS 2024/188

8.7		PMBSS1SFNNC1 Finance Schedule amendment <ul style="list-style-type: none"> To amend course schedule by removing 125781 from section 1.2 and adding 125710, 125718 and 178742 to section 1.2 To align the Master of Business Studies with the Master of Finance. changes 	RESOLVED THAT these documents be approved and details provided to Academic Committee for approval	MBS 2024/189/rev1
9	OTHER DOCUMENTS			
9.1	CBB Subcommittee Terms of Reference Report 2024 (General Report 2024)		RESOLVED THAT these documents be approved as a true and accurate record	MBS 2024/193
	SUBSIDIARY COMMITTEES			
10	COLLEGE RESEARCH COMMITTEE (CRC)			
10.1	Minutes from MBS Research Committee Meeting 6/2024, held on July 18, 2024		NOTED	MBS 2024/199
11	MASSEY BUSINESS SCHOOL TEACHING AND LEARNING COMMITTEE (T&L)			
11.1	Draft Minutes from 31 July 2024 MBS TL Committee Meeting		NOTED	MBS 2024/200
12	MASSEY BUSINESS SCHOOL QUALITY ASSURANCE COMMITTEE (QAC)			
12.1	Course Annual QA Review report Course Results Semester 2 2023		NOTED	MBS 2024/201
12.2	Course Annual QA Review AoL report Semester 2 2023		NOTED	MBS 2024/202
12.3	Notes from QAC Meeting 30th July 2024		NOTED	MBS 2024/203
13	SUPPLEMENTARY ITEMS - PART 1			
	None			
14	MINUTES FOR APPROVAL FROM AGENDA PART 2			
14.1	MINUTES FOR APPROVAL from CBB Part 2 – 13 August 2024 meeting <i>At the CBB meeting on 13 August 2024, it was approved that Part 2 of the CBB minutes, which includes only non-confidential items, be incorporated into Part 1 for approval</i>		RESOLVED THAT the minutes be approved as a true and accurate record	MBS2024/183



Part I: Paper for Decision

DATE:	23 October 2024
AUTHOR:	Chair of Academic Board, Professor Fiona Te Momo
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
AB24/10/290	Confirmation of Minutes Academic Board Meeting 25 September 2024 - Part II	For the reasons set out in the Part I minutes of 25 September 2024 held with public present	
	Conferment of Degrees and Awarding of Diplomas and Certificates	Personal privacy	s7(2)(a)
AB24/10/293	Academic Integrity Report	Commercial sensitivity	s7(2)(b)(ii)
Noting Papers			
4.1.1 CoS College Board Minutes – 15 August 2024 4.1.2 CoHSS College Board Minutes – 16 August 2024 4.1.3 Academic Committee Minutes – 3 September 2024			

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.