



**TE KUNENGA | MASSEY**  
**KI PŪREHUROA | UNIVERSITY**  

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**UNIVERSITY OF NEW ZEALAND**



**COUNCIL MEETING AGENDA**

# Council Meeting - Part I

05 December 2024 09:30 AM



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## Register of Council Member Interests

Alistair Davis ONZM, LLB, BCA (VUW)	
<b>Position</b>	Council Member – Council Appointee
	Chancellor
<b>Responsibilities</b>	People and Culture Committee Member Finance and Assurance Committee Member
<b>Term</b>	17 May 2018 - 16 May 2022 20 May 2022 - 19 May 2026
<b>Interests</b>	<p>Senior Advisor Toyota New Zealand</p> <p>Chair CMD Nominees Ltd (Toyota New Zealand's Pension Fund)</p> <p>Member New Zealand Initiative</p> <p>Examining Chaplain &amp; Diocesan Advisor Anglican Diocese of Wellington</p>
Angela Hauk-Willis MA (Freiburg im Breisgau)	
<b>Position</b>	Council Member – Minister of Tertiary Education Appointee
<b>Responsibilities</b>	Pro Chancellor People and Culture Committee Member Finance and Assurance Committee Member
<b>Term</b>	18 March 2022 – 17 March 2026
<b>Interests</b>	<p>Principal Angela Hauk-Willis Consulting</p> <p>Director FireSuper Trustee Ltd</p> <p>Accredited Gateway Reviewer The Treasury - Te Tai Ōhanga</p>
Professor Jan Thomas, BSc Murd, BVMS Murd, MVS Melb, Ph.D. Murd, MACVS, FAICD, FAIM	
<b>Position</b>	Council Member – Council Appointee
<b>Responsibilities</b>	Vice-Chancellor Ex-officio Council member Finance and Assurance Committee member People and Culture Committee member
<b>Term</b>	23 January 2017 – 22 January 2022 23 January 2022 – 22 January 2027
<b>Interests</b>	<p>Chair Universities New Zealand</p> <p>Chair Quality Assurance Council (UGC ex-officio member)</p> <p>Director Pets for Living Pty Ltd</p> <p>Director Snowgold Pty Ltd</p> <p>Board Member Riddet Institute</p> <p>Board Member Massey Foundation</p>



International Reviewer	OAAA
Patron	Association for Tertiary Education Management

**Rebecca Argyle LLB, BSc (VUW), Ngāti Kahungunu ki Wairarapa**

<b>Position</b>	Council Member – Elected by Permanent Members of the Professional Staff
<b>Responsibilities</b>	Council Member Finance and Assurance Committee Member
<b>Term</b>	1 January 2024 – 31 December 2026
<b>Interests</b>	
Business Executive Manager	Students and Global Engagement, Massey University (Staff Member)

**Paul Brock BBS (Massey)**

<b>Position</b>	Council Member – Vice-Chancellor Nominee
<b>Responsibilities</b>	Council Member People and Culture Committee Chair
<b>Term</b>	1 July 2023 – 30 June 2027
<b>Interests</b>	
Chair	Tourism New Zealand
Chair	Chubb Life Insurance New Zealand
Chair	Foley Wines
Chair	New Zealand Story Advisory Board
Independent Director	Southern Sky Dairies
Adviser	Halo Systems
Director/Shareholder	StratX Ltd
Past dealings on Ethical Leadership	Victoria University
Trustee/Beneficiary	Brock Family Trust

**Ross Buckley BBS, (Massey) FCA, FCPA, CMIInstD**

<b>Position</b>	Council Member – Minister of Tertiary Education Appointee
<b>Responsibilities</b>	Council Member Finance and Assurance Committee Chair
<b>Term</b>	1 January 2022 – 31 December 2025
<b>Interests</b>	
Non-Executive Director	ASB Bank
Non-Executive Director	Stride Property Group
Chair	ASB Bank Audit Committee
Chair	Service Foods Limited Board
Chair	Institute of Directors of NZ – Auckland Branch



Director	Investore Property Limited
Member	Investore Property Limited – Audit and Risk Committee
Member	Institute of Directors of NZ National Council
Member	ASB Risk and Compliance Committee
Member	ASB Bank Appointments and Remuneration Committee
Member	Stride Property Group Audit and Risk Committee

#### Jo Davidson BHortSci (Massey)

<b>Position</b>	Council Member – Minister of Tertiary Education Appointee
<b>Responsibilities</b>	Council Member
<b>Term</b>	18 June 2024 – 17 June 2028
<b>Interests</b>	
Director	Auora Ltd
Director	Wahanga Ltd
Director	Kono General Partner Ltd
Director	LandCorp Farming Ltd
Director	Wakatu Resources Ltd

#### Minnie-Kalo Voi BBS (Massey)

<b>Position</b>	Council Member – Elected by Students
<b>Responsibilities</b>	Council Member Finance and Assurance Committee Member
<b>Term</b>	8 December 2022 – 7 December 2024
<b>Interests</b>	
Residential Assistant	Massey University
Chair	New Zealand International Students Association National Representative Council Members
Member	Massey University BBus Program Representative
Member	Ako Aotearoa - Pacific Caucus Board
Member	Melanesian Steering Committee Aotearoa

#### Distinguished Professor Gaven Martin MSc, PhD (Michigan), FRSNZ FASL FAMS FNZMS

<b>Position</b>	Council Member – Elected by Permanent Members of the Academic Staff
<b>Responsibilities</b>	Council Member
<b>Term</b>	1 January 2024 – 31 December 2027
<b>Interests</b>	
Distinguished Professor	NZ Institute of Advanced Studies, Massey University (Staff Member)
Member	Ministerial Advisory Committee – Literacy, English and Mathematics School Curriculum



**Right Honourable Sir Jerry Mateparae, Ngāti Tuwharetoa, Ngāti Kahungunu, Te Ati Haunui-a-Pāpārangi, Ngāti Rangī, Ngāti Tamakōpīri, Ngai Tūhoe, GNZM, QSO, KStJ, MA(Hons)(First Class) (Waikato), HonDLit (Massey)**

<b>Position</b>	Council Member – Vice-Chancellor Nominee
<b>Responsibilities</b>	Council Member
<b>Term</b>	24 July 2024 – 23 July 2028
<b>Interests</b>	
Member	Te Taumata Niwha (Advisory Group)
Member	RNA Development Platform Steering Group
Chair	Koi Tū Forum Guardians
Member	Kāpuhipuhi Uni Professional, Security Facilitator

**Caren Rangī, Rarotonga, Rakahanga, Manihiki, ONZM, FCA, BBS (Massey),**

<b>Position</b>	Council Member – Council Appointee
<b>Responsibilities</b>	Council Member Finance and Assurance Committee Member
<b>Term</b>	1 September 2023 – 31 August 2027
<b>Interests</b>	
Sole Trader	RangīKaitao
Chair	Pacific Homecare
Board Member	Museum of NZ Te Papa Tongarewa
Deputy Chair	Pacific Co-operation Broadcasting Ltd
Board Member	Hawke’s Bay Regional Economic Development Agency
Member	Ministry of Business, Innovation and Employment Risk and Advisory Committee

**Mark Ratcliffe BSc Accounting (University of Huddersfield), CMIInstD**

<b>Position</b>	Council Member – Minister of Tertiary Education Appointee
<b>Responsibilities</b>	Council Member
<b>Term</b>	18 June 2024 – 17 June 2028
<b>Interests</b>	
Trustee/Beneficiary	Ratcliffe Barker Family Trust
Chair/Non-Executive Director	Clarus Group of Companies
Director/Shareholder	Mark Ratcliffe Consulting Ltd
Independent Non-Executive Director	ikeGPS Group Ltd
Independent Chair	Waka Kotahi – NZ Upgrade Programme Governance Group
Board Member	Kaibosh Food Rescue
Shareholder, Non-Executive Director and Chair	WilliamsWarn Ltd
Investments	Novolabs through the Climate Venture Capital Fund
Investments	Biolumic via IceHouse Ventures





**MINUTES OF MASSEY UNIVERSITY COUNCIL**

**THE MEETING OF MASSEY UNIVERSITY COUNCIL  
HELD AT THE ŌTEHĀ CAMPUS, AUCKLAND  
on  
THURSDAY 19 SEPTEMBER 2024 AT 9.30 AM**

**PART I**

**Present:**

Chancellor Alistair Davis, Vice-Chancellor Jan Thomas, Rebecca Argyle, Paul Brock, Ross Buckley, Distinguished Professor Gaven Martin, Sir Jerry Mateparae, Caren Rangī and Mark Ratcliffe.

**Via Zoom:** Pro-Chancellor Angela Hauk-Willis and Minnie Kalo-Voi.

**In Attendance:**

Robert Cameron PwC (via Zoom, Part II 4.6 only), Director Strategy and Planning Rossana Couto (via Zoom, Part II 4.3 only), Deputy Vice-Chancellor Māori Meihana Durie, Deputy Vice-Chancellor Students and Global Engagement Tere McGonagle-Daly, Governance Advisor Chanell Meehan, Acting Director Governance and Assurance Frances Mullan, International Research Rankings Advisor Anita Muthukaruppan (via Zoom, Part II 4.3 only), Phil O'Callaghan (via zoom), Academic Board Chair Fiona Te Momo, Matt Thomas, PwC (via Zoom, Part II 4.6 only), Deputy Vice-Chancellor University Services Shelley Turner, and approximately 3 members of the public for Part I.

**Apologies:**

Jo Davidson, Provost Giselle Byrnes. **For early departure:** Deputy Vice-Chancellor Students and Global Engagement Tere McGonagle-Daly. **For lateness:** Minnie Kalo-Voi.

**1.0 PROCEDURAL MATTERS**

**1.1 MEETING ARRANGEMENTS**

**1.2 KARAKIA/WHAKATAUĀKĪ/WELCOME (VERBAL)**

The Deputy Vice-Chancellor Māori provided a mihi and karakia to open the meeting.

The Chancellor welcomed Council members present and everyone in attendance, including three members of the public.

**1.3 APOLOGIES (VERBAL)**

The Chancellor noted apologies from Jo Davidson and the Provost. He noted an apology for early departure from the DVC Students and Global Engagement (DVC SAGE). He also noted an apology for lateness from Minnie Kalo-Voi.

**1.4 OPEN FORUM (VERBAL)**

The Chancellor noted we did not receive any requests for open forum.



**1.5 DECLARATION OF INTEREST/REGISTER OF INTEREST (C24/107)**

No new interests were declared.

**1.6 CONFIRMATION OF AGENDA AND URGENT ITEMS (VERBAL)**

The agenda was received with all papers taken as read.

**1.7 CONFIRMATION OF MINUTES - PART I COUNCIL MEETING HELD 18 JULY 2024 (C24/108)**

The Chancellor noted the minutes from the meeting held on 18 July 2024.

**24-40 RESOLVED:** (Agreed)

**“THAT the minutes of the Massey University Council meeting held on 18 July 2024 [Part I Public] be confirmed as a true and correct record.”**

**CARRIED**

**1.8 MATTERS ARISING**

The Chancellor noted there were no matters arising from the 18 July 2024 Part I Council minutes.

**1.09 COUNCIL ACTION SCHEDULE PART I (C24/109)**

The acting Director Governance and Assurance noted the action schedule.

**1.10 COUNCIL WORK PLAN 2024 - PART I (C24/110)**

The acting Director Governance and Assurance noted the updated 2024 work plan.

**2.0 STRATEGIC**

**2.1 CHANCELLOR'S REPORT - PART I**

The Chancellor noted his activities since the last Council meeting, noting he attended and presented to Academic Board, attended the Finance and Assurance Committee (FAC), attended the University Advisory Group (UAG) meeting, met with academic staff regarding curriculum transformation and conducted new Council Member inductions.

**2.2 VICE-CHANCELLOR'S REPORT - PART I (C24/111)**

The Vice-Chancellor provided a verbal update noting the work conducted to achieve Advanced Higher Education accreditation and thanked staff for their hard work to achieve these outcomes.

Council received the Vice-Chancellor's report. The Vice-Chancellor noted that professional development for Massey staff is provided through Ako Aotearoa as well as our Massey courses. Council members commended the engagement and feedback process for the curriculum transformation work thus far. The Vice-Chancellor noted Initial Teacher Education is (ITE) currently under review, and if the new curriculum is implemented this would require retraining of teachers in New Zealand. She also noted that Massey has contributed to an ITE document that is currently out for consultation, the proposed changes would move accreditation of

teachers to the Ministry of Education in the short term, but no decisions have been made. She noted there have been reports of low literacy and numeracy attendance in the community. She also noted AI is a topic of conversation globally in the university space, Massey are working towards leading the thinking in this space.

### **2.3 STRATEGY IN ACTION: NICOLA LEGAT (C24/112)**

The Vice-Chancellor spoke to the paper's focus on the achievements of Nicola Legat. She noted the Massey internal press allows academics to publish their own publications and books, and this contributes to their professional development and Performance Based Research Fund (PBRF) assessments.

Council received and acknowledged the Strategy in Action report. The Vice-Chancellor noted non-staff members can publish with our internal press provided they adhere to our strict criteria. A Council member noted our academic staff often gift books to our students as a way to give back to the community. Council discussed the upcoming centenary for Massey and the Vice-Chancellor noted we will release a book of 100 stories for 100 years.

### **2.4 ACADEMIC BOARD RECOMMENDATIONS/CHAIR'S REPORT (C24/113)**

The Academic Board (AB) Chair spoke to the report. She acknowledged the Chancellor for presenting on the role between AB and Council. She noted AB will now have an opportunity for each college to speak on rotation to talk about current events in their college.

Council noted the report. Council discussed college's providing a paper in future around what is important to them noting Council will provide guidance around this.

## **3.0 OPERATIONAL**

*Phil O'Callaghan joined the meeting at 10.46am.*

### **3.1 FINANCE REPORT – PART I (C24/113)**

The Part I Finance Report was received by Council and taken as read. The Deputy Vice-Chancellor University Services DVC(US) noted the university is on track to improve our budgeted deficit. She also noted we continue to have a strong balance sheet, no debt and will not draw down on the Cash Advance Facility.

Council noted and commended the results noted in the finance report. The Vice-Chancellor noted the Massey University Foundation is forecast as down, and the current economic climate is challenging in the donations space. Council acknowledged staff for their hard work in the expense management space.

### **3.2 NOTIFICATION OF ELECTION (C24/114)**

The acting Director Governance and Assurance spoke to the election notification paper. She noted the election for a student member on Council will commence shortly, and some updates have been made to election statutes. The new student member will be installed in December 2024.

The acting Director Governance and Assurance noted student Council members now have a 2-year term to ensure they can complete their term in line with their study. Council discussed implementing an unpaid internship for our students to give them the opportunity to attend Part I of Council meetings and learn more about the governance space. The DVC SAGE noted Te Tira Ahu Pae is the best place to start to gauge appetite from our students for an internship program.

**24-41 RESOLVED:**

**(Agreed)**

**“THAT Council approves the updated Massey University Council Election Electronic Statute and the Council Elections (Student Member) Statute.**

**Notes the requirement to undertake elections for the student elected member of Council and the proposed timeline.”**

**CARRIED**

*Action: DVC Students and Global Engagement to investigate interest for a student internship program and report findings to a future Council meeting.*

**5.0 PAPERS FOR NOTING**

**5.1 AB MINUTES 24 JULY 2024 – PART I (CONFIRMED) (C24/115)**

The Council noted the above listed paper.

**5.2 AB MINUTES 21 AUGUST 2024 – PART I (UNCONFIRMED) (C24/116)**

The Council noted the above listed paper.

**6.0 EXCLUSION OF PUBLIC (C24/117)**

**24-42 RESOLVED:**

**(Agreed)**

**“THAT Council excludes the public from papers as noted in the table.”**

**CARRIED**

**THAT the Council excludes the public from the papers as noted in the following table:**

General subject of each matter to be considered		Reason	Section 48(1) grounds
C24/118	Confirmation of Minutes Council Meeting 18 July 2024 – Part II	For the reasons set out in the Part I minutes of 18 July 2024 held with public present	
C24/119	Confirmation of Minutes Council Meeting 26 July 2024 – Part II	For the reasons set out in the Part I minutes of 26 July 2024 held with public present	
C24/120	Action Schedule Part II	Improper gain or advantage	s7(2)(j)
C24/121	2024 Council Work Plan Part II	Improper gain or advantage	s7(2)(j)
Verbal	Chancellor’s Verbal Report – Part II	Personal Privacy	s7(2)(a)
C24/122-123	Vice-Chancellor’s Report – Part II	Improper gain or advantage	s7(2)(j)
C24/124	Strategic Topic – Part II	Improper gain or advantage	s7(2)(j)
C24/125	Enrolment and EFTS Forecast	Improper gain or advantage	s7(2)(j)
C24/126-128	FAC Chair Report	Improper gain or advantage	s7(2)(j)
C24/129-130	Estates Strategy Update	Improper gain or advantage	s7(2)(j)

C24/131	Manawatu properties	Improper gain or advantage	s7(2)(j)
C24/132	Atawhai Village	Improper gain or advantage	s7(2)(j)
C24/133	Committee Status Update	Improper gain or advantage	s7(2)(j)
<b>Noting Papers:</b>			
i)	AB Minutes July 2024 – Part II Confirmed (C24/134)		
ii)	AB Minutes August 2024 – Part II Unconfirmed (C24/135)		
iii)	PAC Minutes July 2024 – Part II Unconfirmed (C24/136)		
iv)	FAC Minutes 29 August 2024 – Part II Unconfirmed (C24/137)		

**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.**

**CARRIED**

*Approximately 3 members of the public left the meeting at 10.54 am.*

*Part I of the meeting closed at 10.54 am.*

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



Part I: Paper for Information

## Council Action Schedule 12 December 2024 – Part I

Item	Action	Responsibility	Meeting date/REF	Status	Due date
1.	Send an invite to all Council members for Academic Board meetings, noting this is optional to attend.	Governance Advisor	19/09/2024	Completed	5/12/2024
2.	Provide future papers to Council covering Colleges.	Governance Advisor	19/09/2024	Completed. Strategic topics covering each College added to Council workplan for 2025.	5/12/2024
3.	Investigate interest for a student internship program and report findings to Council in the December meeting.	DVC Students and Global Engagement	19/09/2024	Completed. Paper covering this item added to 2025 Council workplan.	5/12/2024



## Council 2024 Work Plan – Part I (as at 5 December 2024)

	7 MARCH	15 MAY	18 JULY	19 SEPTEMBER	7 NOV	5 DECEMBER
<b>Location</b>	Manawatū	Wellington	Manawatū	Auckland	Zoom (TBC)	Manawatū
<b>Site Visit</b>	Nil	Nil	Massey Vet School	Albany Library	N/A	Overlapping Duties and WIL (All Colleges)
<b>Strategy Days</b>	N/A	N/A	Wed 17 July	Wed 18 September – half day (pm)	N/A	N/A
<b>Strategic Items</b>	<ul style="list-style-type: none"> <li>• Chancellor Report</li> <li>• VC Report</li> <li>• Strategy in Action</li> <li>• AB Recs/Papers</li> </ul>	<ul style="list-style-type: none"> <li>• Chancellor Report</li> <li>• VC Report</li> <li>• Strategy in Action</li> <li>• AB Recs/Papers</li> </ul>	<ul style="list-style-type: none"> <li>• Chancellor Report</li> <li>• VC Report</li> <li>• Strategy in Action</li> <li>• AB Recs/Papers</li> </ul>	<ul style="list-style-type: none"> <li>• Chancellor Report</li> <li>• VC Report</li> <li>• Strategy in Action</li> <li>• AB Recs/Papers</li> </ul>		<ul style="list-style-type: none"> <li>• Chancellor Report</li> <li>• VC Report</li> <li>• Strategy in Action</li> <li>• AB Recs/Papers</li> </ul>
<b>Operational Items</b>	<ul style="list-style-type: none"> <li>• Finance Report</li> <li>• Financial Recovery Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Finance Report</li> <li>• Financial Recovery Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Finance Report</li> <li>• Meeting Schedule 2025</li> <li>• Financial Recovery Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Finance Report</li> </ul>		<ul style="list-style-type: none"> <li>• Finance Report</li> <li>• Delegated Authority for Dec/Jan period</li> </ul>



## DRAFT Council 2025 Work Plan – Part I

	6 MARCH	15 MAY	17 JULY	18 SEPTEMBER	6 NOVEMBER	4 DECEMBER
<b>Location</b>	Manawatū	Manawatū	Wellington	Auckland	Zoom (TBC)	Manawatū
<b>Site Visit</b>						
<b>Strategy Days</b>	N/A	Wed 14 May	Wed 16 July	Wed 17 September	N/A	N/A
<b>Strategic Items</b>	<ul style="list-style-type: none"> <li>• Chancellor Report</li> <li>• VC Report</li> <li>• Strategy in Action</li> <li>• AB Recs/Papers</li> </ul>	<ul style="list-style-type: none"> <li>• Chancellor Report</li> <li>• VC Report</li> <li>• Strategy in Action</li> <li>• AB Recs/Papers</li> </ul>	<ul style="list-style-type: none"> <li>• Chancellor Report</li> <li>• VC Report</li> <li>• Strategy in Action</li> <li>• AB Recs/Papers</li> </ul>	<ul style="list-style-type: none"> <li>• Chancellor Report</li> <li>• VC Report</li> <li>• Strategy in Action</li> <li>• AB Recs/Papers</li> </ul>		<ul style="list-style-type: none"> <li>• Chancellor Report</li> <li>• VC Report</li> <li>• Strategy in Action</li> <li>• AB Recs/Papers</li> </ul>
<b>Operational Items</b>	<ul style="list-style-type: none"> <li>• Finance Report</li> </ul>	<ul style="list-style-type: none"> <li>• Finance Report</li> </ul>	<ul style="list-style-type: none"> <li>• Finance Report</li> <li>• Meeting Schedule 2026</li> </ul>	<ul style="list-style-type: none"> <li>• Finance Report</li> </ul>		<ul style="list-style-type: none"> <li>• Finance Report</li> <li>• Delegated Authority for Dec/Jan period</li> </ul>





### Council and Committee Meeting Schedule 2025

Month	Date	Meeting	Campus/Location
<b>January</b>			
<b>February</b>	Tuesday 4 February	People & Culture Committee ( <i>In Person</i> )	Manawatū/Online
	Wednesday 19 February	Finance & Assurance Committee	Online
	Wednesday 26 February	Academic Board	Online
<b>March</b>	Thursday 6 March	Council Meeting	Manawatū/Online
	Wednesday 26 March	Academic Board	Online
<b>April</b>	Tuesday 8 April	People & Culture Committee ( <i>Online</i> )	Online
	Monday 14 April – Wednesday 16 April	Wellington Graduation Ceremonies	Wellington
	Wednesday 23 April	Academic Board	Online
	Thursday 24 April	Finance & Assurance Committee ( <i>AR Approval</i> )	Online
<b>May</b>	Monday 5 May – Friday 9 May	Manawatū Graduation Ceremonies	Manawatū
	Wednesday 14 May	Council Strategy ( <i>Full Day</i> )	Manawatū
	Thursday 15 May	Council Meeting ( <i>Consideration of Forecast</i> )	Manawatū/Online
	<b>Wednesday 21 May</b>	<b>Academic Board</b>	Online
	<b>Tuesday 27 May – Friday 30 May</b>	<b>Auckland Graduations Ceremonies</b>	Auckland
<b>June</b>	Thursday 12 June	Finance & Assurance Committee	Online
	Wednesday 18 June	Academic Board	Online
<b>July</b>	Tuesday 8 July	People & Culture Committee ( <i>In Person</i> )	Manawatū /Online
	Wednesday 16 July (pm)	Council Strategy ( <i>Half Day PM</i> )	Wellington
	Thursday 17 July	Council Meeting ( <i>9.30am-4pm</i> )	Wellington/Online
	Wednesday 23 July	Academic Board	Online
<b>August</b>	Thursday 21 August	Finance & Assurance Committee	Online
	Wednesday 27 August	Academic Board	Online
<b>September</b>	Wednesday 17 September (pm)	Council Strategy ( <i>Half Day PM</i> )	Auckland
	Thursday 18 September	Council Meeting ( <i>9.30am-4pm</i> )	Auckland/Online
	Wednesday 24 September	Academic Board	Online
<b>October</b>	Tuesday 14 October	People & Culture Committee ( <i>Online</i> )	Online
	Wednesday 22 October	Academic Board	Online
<b>November</b>	Thursday 6 November	Council Meeting ( <b>TBC</b> )	Manawatū/Online ( <b>TBC</b> )
	Thursday 13 November	Finance & Assurance Committee	Online
	Wednesday 19 November	Academic Board	Online
	Wednesday 26 November – Friday 28 November	Manawatū Graduations	Manawatū
<b>December</b>	Thursday 4 December	Council Meeting	Manawatū/Online

Key		
<b>Council</b>	5-6 times per year	9am - 4pm
<b>Council Strategy Day</b>	3 times per year	Full/Half Day
<b>Finance &amp; Assurance Committee (FAC)</b>	5 times per year	9am - 12.30pm
<b>People &amp; Culture Committee (PAC)</b>	4 times per year	1pm-4pm
<b>Academic Board (AB)</b>	Monthly (excluding Jan/Dec)	1.30pm – 3.30pm



Part I: Paper for Recommendation

<b>MEETING DATE:</b>	5 December 2024
<b>AUTHOR:</b>	Vice-Chancellor Professor Jan Thomas
<b>SUBJECT:</b>	<b>VICE-CHANCELLOR'S PART I REPORT TO COUNCIL</b> <b>PERIOD: August - November 2024</b>

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## Recommendations

- Recommendation: That Council 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.

## Topical

### Hīkoi mō Te Tiriti

On 11 November, more than 40,000 people joined the national Hīkoi mō Te Tiriti, which presented Parliament with a petition of more than 200,000 signatures opposing the the [Treaty Principles Bill](#), which had its [first reading](#) the prior week. The Justice Select Committee have now officially called for public submissions on the [Treaty Principles Bill](#).



## 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 Stanford University and Elsevier, is updated annually and represents the most highly-cited scientists across various disciplines. [Read more.](#)
- Massey Ventures celebrates dual win at 2024 KCA Australasian Research Commercialisation Awards*  
 Massey Ventures has achieved remarkable recognition at the 2024 Knowledge Commercialisation Australasia (KCA) Research Commercialisation Awards, securing both the Best Licensing Deal award for an innovative keloid scar treatment and the Best Spinout award for NovoLabs®. [Read more.](#)
- Professor Emeritus receives Eminent Researcher Award*  
 Professor Emeritus James Chapman, Institute of Education, is the recipient of the 2024 Eminent Researcher Award from Learning Difficulties Australia (LDA) and the Australian Journal of Learning Difficulties (AJLD). The award is given to researchers who have made significant contributions to the field of learning and learning difficulties. The award is given by invitation, and the editors of the Australian Journal of Learning Difficulties contact researchers they believe are worthy. This award recognises Professor Chapman's 40+ years of research at Massey University on learning disabilities/difficulties, and more recently literacy learning difficulties. [Read more.](#)
- ACTIVATION - Activating Change through InterVentions for Active Travel in our Neighbourhoods)*  
 The Ageing Well and Healthier Lives National Science Challenges have recognised the groundbreaking research undertaken by the ACTIVATION team in Auckland and Christchurch. ACTIVATION is led by Professor Karen Witten from the SHORE & Whariki Research Centre. This was a major research initiative jointly funded by the two National Science Challenges (\$2.5m). The project investigated ways to retro-fit the design of neighbourhood streets to encourage more active modes of travel, broaden shared mobility opportunities (e-bikes and cars) in lower-income communities to reduce car dependencies, and increase interagency collaboration to support more integrated planning for active travel infrastructure. Trials of e-bike use resulted in significant trip substitutions from car to e-bike and shared mobility schemes offered profound benefits to health and wellbeing in a social housing complex and a retirement village.
- 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](#).
- 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.



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- *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.](#)
- *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 in a non-partisan setting to inform issues being addressed in Parliament.

The event in October featured two speakers, one of whom is from Massey University and spoke on *Building a Māori Aerospace Sector*. Associate Professor Pauline Harris, from Te Pūtahi a Toi, School of Māori Knowledge, talked 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. Her talk focused 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.

- *Alcohol attributable cancer*  
Associate Professor Taisia Huckle, SHORE & Whariki Research Centre, is an invited expert convening the work on alcohol availability in relation to alcohol attributable cancer. She participated in meetings as part of this work with the International Agency for Research on Cancer (IARC) in Lyon, France in November 2023 and October 2024. IARC is the specialised cancer agency of the World Health Organization (WHO). The project is an international collaboration of a panel of IARC/WHO and highly regarded academic experts working towards a publication on Alcohol Control Policies and Cancer. It will form part of a series of IARC Handbooks of Cancer Prevention.
- *Research shows \$17.3b of benefits contributed by the live performance sector in Aotearoa New Zealand*  
The research was conducted by a team including staff from Toi Rauwhārangī College of Creative Arts and Aotahi School of Māori and Indigenous Studies at the University of Canterbury. [Read more.](#)
- *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.](#)
- Professor Fiona Alpass ONZM, Principal Investigator and lead of the Health and Ageing Research Team (HART), School of Psychology, has received further funding from the Ministry of Business, Innovation and Employment for 2023-2028 to continue their work for understanding predictors of healthy ageing and possible solutions to improve health and wellbeing for all older people. HART comprises researchers from seven institutions across New Zealand who have expertise in ageing research, statistical modelling and data science.
- Dr Angelique Reweti, School of Health Sciences, was nominated, as a Massey University Early Career Researcher, to join a delegation to Chile and Brazil, in October. The Latin America Centre of Asia-Pacific Excellence (LatAm CAPE) sponsored a group of Early Career Researchers to travel to Santiago, Chile, and São Paulo, Brazil, to meet with research colleagues in those countries.

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



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- Funding awarded for antimicrobial resistance project*

The [Fleming Fund](#) has awarded more than \$2.3 million to the university as the lead grantee for the phase II Regional Grant Antimicrobial Resistance and One Health (AMROH) in South Asia to enhance surveillance for antimicrobial resistance in animal and environmental health.

[One Health](#) is an integrated approach that brings together experts from the School of Veterinary Science, partnering with universities and international organisations worldwide to address global epidemics and pandemics. The approach aims to improve detection and response to emerging disease threats and optimise the health of people, animals and ecosystems. [Read more.](#)
- 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.](#)
- Royal Society of New Zealand Te Apārangi Funds Catalyst Seeding and Leaders - Outcomes*

The Catalyst Seeding fund facilitates new small and medium pre-research strategic partnerships that cannot be supported through other means. The maximum amount potentially available is \$80,000 for two-years. In September, we were advised Associate Professor Susanne Röhr's, School of Psychology, application on dementia risk reduction had been successful (\$80,000). The two-year project began on 1 October.
- Pacific Resources Bank*

This project aims to create a platform for Resources that staff and students can access which will help with their research and practice regarding the engagement, Teaching and Learning of Pacific students and researchers. The next stage of the project is for the team (Pacific Student Success supported by Centre for Educational Transformation (CET) staff) to collect a range resources: Research, videos, guidelines, toolkits etc based on the selected themes.

## Te Pou Ako – Learning and Teaching

### Examples of the delivery of an excellent learning environment include:

- National Academy Screen Arts' state-of-the-art facilities and new industry partnerships celebrated*

Ensuring students are ready to leap into the screen arts industry with the confidence, skills and knowledge that employers need is the aim of Massey's National Academy of Screen Arts.

In August, the Toi Rauwhārangī College of Creative Arts hosted an industry-focused VIP event for the National Academy of Screen Arts showcasing the exceptional physical and technical infrastructure, as well as staff and student work and expertise. The event was very well attended with guests representing the breadth of the nation's screen sector, including attendance from WellingtonNZ, Wellington City Council, Popsicle Pictures, Cuba Dupa, StoryBox, Xtra, Screen Music and Sound Guild, Victoria University, LV2R, Atomis, Wētā fx, Wētā Digital, Toi Whakaari, Floating Rock, Mana Moana, Artificial Imagination, Newtown Festival, Tawhiri, Shiny Films, Cansino and co Agency, Ocular, Scoop Media, Synthetique, VFX Guild NZ, Screen Auckland, Wingnut films, capvista fx, NZ Writers Guild, Firefly Films, Te Papa, Gibson Group, Park Road Post, Admit One Entertainment, Fox & Co, and Good Company Arts, as well as a number of others within industry.



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Also announced at the event was a new partnership with [Screen Wellington](#)/Wellington UNESCO City of Film to host the Centre for Screen Excellence. [Read more.](#)

*Why this investment?*

Alongside this event, Pro Vice-Chancellor College of Creative Arts Professor Margaret Maile had an opinion piece published in The Post, titled [‘Our screen students can shape the future of global entertainment’](#). I quote Professor Maile:

“As a university, it’s imperative we calibrate our degrees, research and engagement activities to the far horizon, looking to areas where New Zealand has distinctive strengths, where there are green sprouts of growth, and where we can see increasing global demand.

“Massey has invested in the academy because the screen sector offers promising career opportunities for our graduates, but it is also an investment in New Zealand’s future prosperity. Aotearoa’s film sector, recognised around the world for its excellence and innovation, is currently worth about NZ\$3.3b in annual revenue and employs over 24,000 people. Other subsectors like gaming – which generated over NZ\$400m last year – are predicted to demonstrate significant growth over the next decade. Growth is what we need.

“As New Zealand continues to narrowly escape recession, there is increased urgency to focus on drivers for improved employment outcomes, economic diversification and GDP growth, such as supporting the development of our domestic screen arts sector. We have equipped the academy for this challenge.”

- *College of Creative Arts shines at the Designers Institute of New Zealand Best Design Awards*  
Students and staff from Toi Rauwhāangi College of Creative Arts have won 29 awards at the Designers Institute of New Zealand Best Design Awards. [Read more](#)
- *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.
  - [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.](#)
- *School of Accountancy wins MYOB Education Partner of the Year*  
In October, the School of Accountancy was named the MYOB New Zealand Education Partner of the Year for 2024. The MYOB Partner Awards celebrate the work of MYOB’s accounting, bookkeeping and education partners across Australia and New Zealand, and recognise partner innovation, business development strategies, continued learning and superior service. [Read more.](#)



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- *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:**

- *Weaving wisdom into a resilient future – 2024-2027 Pacific Plan*

The Pacific Student Success Team (PSS) continues to support and uplift Pacific students, fostering an environment where cultural identity and academic excellence intersect. The efforts align with the university's 2024-2027 Pacific Plan, particularly focusing on two key priorities: cultivating high student aspirations and achievements and creating a Pacific-inspired university.

Throughout August 2024, the team implemented a range of initiatives designed to support Pacific students across all campuses. These initiatives included tailored academic workshops, such as the Scholarships Workshop, which provided students with essential guidance on scholarship applications, and ongoing support through the Pacific Student Teaching Support (PSTS) in Psychology and other core courses, which has positively impacted students struggling with complex assignments.

The team also focused on enhancing student engagement through cultural and community events. Notable successes include the Tongan Learning Week Culture Night, which celebrated Tongan language and heritage, and the Kai and Talanoa sessions, which have consistently brought Pacific students and staff together in a Pacific culturally enriching environment.

Furthermore, the PSS team has expanded its reach through social media, significantly engaging Pacific communities both in New Zealand and across the Pacific Islands (Massey Pacific Facebook page engagements: New Zealand 2,274, International 3,888). This digital engagement complements face-to-face interactions and community hubs, where the Pacific team meets Pacific students in their local environments to provide personalized support.

Through these efforts, the Pacific Student Success Team is actively contributing to the realisation of a resilient future for Pacific students, ensuring that their academic journeys are supported by a culturally informed and nurturing environment.

- *Summary of Curriculum Framework feedback*

Consultation on the draft [Curriculum Framework](#) closed 6 November, and myself and Provost Professor Giselle Byrnes would like to thank the staff and students who took the time to consider the document and submit their feedback. Thirty responses were received from staff and six from students.

Generally, respondents appreciated the changes made following the first round of consultation, with some expressing partial or full support for the revised approach; a few people suggested the changes do not go far enough, while others rejected the framework entirely.

The next version of the Curriculum Framework will be released shortly. This version was discussed





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at the November Academic Board meeting. At the time of writing, expressions of interest have been received from 42 staff to assist with the three project areas of work: development of the Teaching Expectations Framework; revision of the Learning Quality Guidelines; and development of a transdisciplinary major. I appreciate the willingness of these staff to contribute towards the development of these key initiatives. [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 was conducted by external consultants and the Executive Summary of the report was shared with the university community on 30 September 2024 and is available [here](#). We have been working to implement a series of detailed recommendations.

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

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.

- *Course Planner*  
On 29 July, the Course Planner was officially released for staff and students. The Course Planner is a tool that both prospective and current students can use to plan their studies and gain an understanding of how their course structure will work. This tool does not replace the enrolment process or academic advisers and uses the same qualification rules that are currently used for course enrolment. If you have access to the student 'Qualification overview' tab in the Staff Portal, you will be able to see how a student's courses and credits fit within their qualification rules and any courses they may have planned.

It is encouraging to see that the tool is already being used on both the Massey website and the portal.

- *Teaching Development Modules*  
In September, Kia tū ngaio: Aro Takihi, a suite of self-directed teaching development modules, was launched by the Teaching Academy. There are 11 topics for academics, professional staff, programme leaders or Heads of School to choose from for individual or group-focused professional development. See the staffroom article for more information [Launching the newest phase of teacher development](#).
- *Pacific Student Success*  
*Pacific Community Hub – Thursdays @ Mangere Town Centre and Westgate Public Libraries*  
Pacific student support continues at Mangere and Westgate public libraries. The majority of participating students are primarily engaged in distance learning. We utilise these local venues for discussing their studies/ assessments, whether in person or online.
- *New Massey students welcomed in Singapore*  
Deputy Vice-Chancellor Students and Global Engagement Dr Tere McGonagle-Daly and Massey Business School Pro Vice-Chancellor Professor Jonathan Elms were in Singapore in early November to welcome new Massey students through our partnership with PSB Academy. They met with our new students, as well as alumni, to celebrate Massey's future and current graduates working in Southeast Asia, and joined them as part of the orientation programme for the Master



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of Analytics and the Bachelor of Information Sciences. This is an exciting time for Massey and we will continue to share more details on our transnational education expansion in Singapore in the future. [Read more.](#)

- Massey launches new qualification in Singapore*  
While November signals the end of the academic year for most students studying in Aotearoa New Zealand, it is a significant month for Massey University as students begin two qualifications in Singapore, with plans to add more programmes in 2025. [Read more.](#)
- Celebrating te ao Māori: Toi Rauwhārangī unveils innovative Mātauranga Toi Māori major*  
Toi Rauwhārangī College of Creative Arts is elevating te ao Māori and its critical role in indigenising Aotearoa New Zealand's creative industries. [Read more.](#)
- Two new land-based qualifications to grow the future at Massey*  
The university is offering a Bachelor of Earth and Environmental Science and a Horticulture Management specialisation within the Bachelor of Agribusiness for 2025. [Read more.](#)
- Massey honours top students*  
Congratulations to Bachelor of Agricultural Sciences student Yeun An who has won the William Gerrish Memorial Award. She also came second overall in the third-year students agricultural award. More than 200 people attended the awards to celebrate undergraduate excellence both inside and outside the classroom, bringing together students, industry partners and educators. A total of 27 awards were presented, with the top six students from Massey's agricultural science, agribusiness, animal science, horticulture, earth and environmental sciences honoured. [Read more.](#)
- Austin Martin, a Bachelor and Master of Design (Industrial design) graduate, has won multiple awards at the Fit Sport Design Awards 2024. His undergraduate project, STRYDE, took top honours in the Walking & Running category at the Awards. His postgraduate project, TrailGuard, won big in the mountaineering, climbing, hiking category, as well as winning the hiking category at the Global Footwear Awards 2024. Mr Martin's performance shoes are designed for hikers tackling rugged terrain and prioritise comfort and safety. "My next steps in footwear design involve refining my craft within the industry, learning from experts, and continuing to innovate. Ultimately, I aim to release a footwear design brand, focusing on creating innovative and comfortable solutions that address key industry issues," he says. Mr Martin is a recipient of the Ken and Elizabeth Powell Bursary.
- Bachelor of Commercial Music student and Paeroa musician, Annafinau Tukuitoga, is one of 25 women aged under 25 recognised for making a positive difference in New Zealand on the YWCA's Y25 list this year. YWCA is a global movement working for women's empowerment, leadership and rights. The initiative, titled "Y25", celebrates 25 wāhine and tāhine between the age of 15 and 25, who are trailblazers, community leaders, activists or agents of change who are "working well above their years and peers." Ms Tukuitoga was one of more than 100 nominated women, selected for their vision, leadership and impact. She is a rising country/bluegrass musician currently in her final year studying a Bachelor of Commercial Music (in music practice). She received a scholarship at the Prime Minister's Pacific Youth Awards in 2022. She was also selected as the Youth Ambassador to Hawaii as part of the New Zealand delegation attending the 13th Festival of Pacific Arts & Cultural (FestPAC) held in Hawaii in June.
- Peer Scholar Leilani Faaiuso recently participated in a TEDx talk in Wellington. Held at Newlands College, the TEDx Youth@Paparangi event brought together people and communities to share ideas and address topics relevant to young people. Ms Faaiuso spoke on the topic of "challenging



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cultural imposter syndrome.” She said: “As a 3rd generation New Zealand-born Samoan, I've navigated the complexities of cultural identity and the pressures of fitting into different narratives. It's a conversation I feel we don't have enough and one I hope to start through my speech.” [Read more.](#)

- Chanthujan Chandrakuma, third year PhD student in the Joint Centre for Disaster Research, School of Psychology, won the Best People's Choice Lightning Talk in the 2024 Annual QuakeCoRE meeting held in Napier in September.

**Scholars at Massey**

- *Massey University Undergraduate Excellence Scholarship*

For the second year in a row, the Scholarships and Scholar Development Team have supported the awarding of the Massey University Undergraduate Excellence Scholarship. This scholarship, which closed 1 August, acknowledges the academic success of high-achieving students who are in their second or third year of an undergraduate degree. It is valued at \$3,000 for full-time students and \$1,500 for part-time students with a tenure of Semester Two, 2024.

Following a targeted marketing campaign, we received an unprecedented 1,131 applications for this scholarship and were able to award 150 top performing students. The recipients were awarded proportional to the applications received from each college to ensure an equitable spread.

This scholarship was created in recognition of a gap in our scholarship portfolio, where the number of scholarships for current undergraduate students, particularly in some disciplines, is low to non-existent. The huge number of applications demonstrates an appetite for scholarships within this cohort, and the number of top performing students at Massey in the undergraduate space is further justification for expanding scholarships.

- *Massey University Doctoral Scholarship*

The 2025 Massey University Doctoral Scholarship was awarded by the Scholarships Advisory Committee in its August meeting. This round saw 137 students apply for this highly competitive scholarship and the committee was able to award a total of 58 scholarships.

This round, 11 individual students utilised the support of our Peer Scholars through [Scholars Massey](#) when applying for this scholarship, and of these, nine were successful in securing a Doctoral Scholarship. This success rate is further evidence of the value of tailored advice in supporting students navigate the application process. These scholarships are valued at \$90,000 stipend plus fees for up to three years, and often mean the difference between allowing a student to undertake doctoral study or not.

The Massey University Doctoral Scholarship is unique in that it supports students from a range of disciplines and demographics. Among the 58 recipients were three Doctor of Clinical Psychology, four part-time, one gender diverse, three Māori and two Pacific students. Forty-five international students from all five colleges were also recipients.

- *Prime Minister's Scholarship award*

The School of Humanities, Media and Creative Communication has again been successful in securing a Prime Minister's Scholarship award for 2024 to enable a four-week exchange to Colombia, providing 10 students with the opportunity to study Spanish. The programme will address climate change through the lens of theatre as an intercultural communication mechanism.



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It is the second time the programme, co-organised with the Universidad de Los Andes, has been funded following the success of last year's programme.

- [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 [vcfeedback online form](#). This is monitored daily, and I respond to as many comments as is practical.

- *Massey University wins New Zealand Rainbow Supreme Award*  
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.

- *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.



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To ensure our direction and goals remain fit for purpose, the University Council 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 were invited to contribute their thoughts to this process at one of the drop-in sessions held on each campus in mid-October. Participants had the opportunity to share their views on what should be prioritised within the existing strategy. These sessions also provided the chance to chat informally with myself and other members of the Senior Leadership Team. This feedback will inform a draft refreshed Strategy, which will be presented to Council in December.

- *Campus Reimagining – Drop-in sessions*

At the Manawātū Campus Reimagining drop-in sessions in August, we received more than 1,500 pieces of feedback from the two sessions. More than 200 staff and students attended, and 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 100 attendees, and Ōteihā session a week later on 2 October saw around 150 staff and students participated. 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](#).

- *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](#).

- *GenAI professional development sessions*

The Curriculum Transformation Unit has begun a series of internal generative AI professional development sessions, aimed at supporting staff to build their skillset with this technology. The first session focused on an introduction to Gen AI and prompting. As the CTU develops its use of Gen AI, it is hoping to identify ways in which it can also feed into wider university efforts to develop responsible and effective use of GenAI within day-to-day work.

- *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



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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 soon.

- *Update on 2025 student representation*  
In October, the difficult decision was made by the university not to contract Te Tira Ahu Pae to deliver representation services for 2025. This decision also applies to the delivery of student support services, for which effective governance is a mandate. Massey University and Te Tira Ahu Pae have both agreed the representation model the association delivers is no longer adequately serving the student body.

Our staff have been engaging with many of the current student representatives to develop an approach for the creation of a future representation model. An external website has been created to outline the next steps, and answer questions that staff and students might have about this process. You can [view the website here](#). This will be updated regularly over the coming months.

Consultation with the wider student body on representation model options is proposed to take place in early Semester 1 2025 and the final decision on what model suits them best will be made by students.

**Celebrating our People**

- *Massey University Professor Emeriti*  
Te Kunenga ki Pūrehuroa Massey University is proud to announce three new Professor Emeriti, conferred by the Honorary Awards Committee. Professors Andy Shilton, Jane Coad and Russell George Death, all from the School of Food Technology and Natural Sciences, have been awarded emeriti titles in recognition of their outstanding service to the university. [Read more.](#)

- *Red Dot Design Awards*  
I am delighted to note that staff and students from the College of Creative Arts participated in the 2024 Red Dot Awards receiving 20 award citations and one Best of the Best Red Dot Awards.

School of Design leadership will visit PSB Singapore Marina facility in conjunction with the Red Dot Awards ceremony, advancing our collaboration to deliver Bachelor of Design degree offerings in Singapore beginning in 2025.

- *Pacific Academy of Sciences signifies a new dawn for regional scholarship*  
In a step towards unifying Pacific scholars and enhancing their impact on decision-making, a Pacific Academy of Sciences has been established that includes two Massey academics. Professor Jodie Hunter, Institute of Education, and Professor Tasa Havea, Dean Pacific, have been named as Fellows of the new Academy. [Read more.](#)

- *Professor Bruce Glavovic receives Chinese Academy of Sciences Distinguished Scientist Award*  
Professor Glavovic has been honoured with a prestigious award granted to foreign scientists by the Chinese Academy of Sciences [President’s International Fellowship Initiative](#). [Read more.](#)

- *Cerebral Visual Impairment (CVI) Champion Award*  
Dr Nicola McDowell, Institute of Education, received the Cerebral Visual Impairment (CVI) Champion Award, at the Perkins CVI Conference, Boston, US held June 2024. This award was presented in recognition of Dr McDowell’s transformative leadership in the field of CVI.



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- *Nutrition researcher wins Harvard posting*  
Nutrition scientist and Riddet Institute Adjunct Professor Barbara Burlingame has commenced a six-month post as Visiting Scientist at Harvard University. She will continue researching in her key areas of nutrition, food systems, sustainable diets and biodiversity for food and nutrition. [Read more.](#)
- *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.](#)
- *Industrial design graduate wins James Dyson national award*  
Jack Pugh has taken out the top national award for his medical multi-tool designed to make life easier for busy healthcare professionals. [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.](#)
- *Rugby superstar reigns supreme at 2024 Massey Blues Awards*  
Topping off a golden year, Tyla King, Ngā Puhī, was crowned the Supreme Award winner at the Massey Blues Awards, where 149 student athletes were celebrated for their academic and sporting achievements. [Read more.](#)
- *Spotlight on rising stars: Recognising tertiary sport talent with inaugural awards*  
The inaugural Massey Tertiary Sportsman and Sportswoman of the Year Awards have recognised three outstanding student athletes for their achievements within the University and Tertiary Sport New Zealand (UTSNZ) National Tertiary Championships Series this year. [Read more.](#)
- *Cat Pausé Women of Integrity Award 2024*  
Congratulations to Ema Alter, honoured with the 2024 Cat Pausé Women of Integrity Award for her dedication to empowering women and her leadership in creating Women@Massey. Ema is celebrated as a "humble warrior" for her advocacy and tireless work for gender equity. [Read more about Ema's inspiring journey](#) and the award, including the recognition of two other outstanding women - Pauline Nijman and Nicole Mincher.

## 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:**

- *Times Higher Education Ranking Results 2025*  
In results released in October, Massey has retained its increase in position gained last year, at 501-600 in the world. We have also increased to 6th in New Zealand, up from 7th last year. This year's results are based on 2022 information.

This is the second year of the updated Times Higher Education World University rankings methodology. Last year, University of Canterbury and Massey were the only New Zealand universities to increase in ranking under the new methodology. The biggest methodological





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change is that Research Quality, which contributes 30% to the overall score, is now measured using four indicators instead of only one. These include Research Excellence (5%), Research Strength (5%) and Research Influence (5%), whilst Field-Weighted Citation Impact is now 15%, compared to 30% previously.

Increasing our scores in the Teaching, Research Environment and Research Quality pillars (particularly in reputation surveys and citations per publication) remain key challenges for us to improve our position in the Times Higher Education rankings.

- *Massey Business School - 2025 QS Top MBA Rankings and Business Masters Rankings*  
Massey Business School participated in the 2025 QS Executive MBA, global MBA and Business Masters Rankings, participating in the latter two rankings for the first time. Our EMBA improved by 20 places to be ranked in the top 140 worldwide, and our MBA was ranked in the top 340 worldwide. For Masters in Finance, Massey was ranked in the top 222 worldwide, and for Masters in Business Analytics, we were ranked in the top 164 worldwide.

Massey Business School really shone in the Diversity indicator for these rankings, where we were ranked 6th globally for Diversity in our MBA, and ranked in the top 30 worldwide for Diversity in our Masters in Finance (15= globally), Masters in Business Analytics (27th globally) and EMBA (28th globally).

Massey also scored very highly in our Research Impact sub-indicators for the global MBA (93.7%), Masters in Finance (97.0%) and Masters in Business Analytics (85.9%), reflecting our high quality research in these areas at Massey; note that this sub-indicator was not assessed in the EMBA. Find out more about the QS [Global MBA rankings](#), [EMBA rankings](#) and [Business Masters rankings](#).

- *Establishment of Massey University Rankings Advisory Group*  
The Massey University Rankings Advisory Group has been formally established (as of August 2024), to provide strategic oversight and advice to improve Massey's standing in international rankings and achieve the rankings targets set out in Te Pou Rangahau 2024-2027. This group will be an unofficial working group of the University Research Committee, and its first meeting was held on 30 October. The group aims to meet 3-4 times yearly online and consists of members from various groups of functional and strategic importance at Massey.
- *Society of Māori Astronomy Research and Traditions and the National Aeronautics and Space Administration's (NASA) Indigenous Peoples' Initiative (IPI)*  
Associate Professor Pauline Harris, Professor Rangi Mātāmua, Professor Hēmi Whaanga, all from Te Putahi-a-Toi, School of Māori Knowledge, and members of the Society of Māori Astronomy Research and Traditions (SMART) travelled in July/August to the United States to develop a relationship with National Aeronautics and Space Administration's Indigenous Peoples' Initiative (IPI) as part of a Ministry of Business, Innovation and Employment New Zealand – NASA Research Partnerships grant.

Time was spent learning and sharing knowledge and processes with IPI about their satellite and sensing data, discussing their current pedagogic approaches when working with Indigenous peoples, and meeting with representatives from the Navaho nation, including the whānau of Nikki Tulley (IPI), who are using NASA data sets on drought, water initiatives, landscape feasibility, and remote sensing. Meetings were also held with Jet Propulsion Labs Indigenous Peoples', NASA in Houston and the National Science Foundation of the USA.

The purpose of the trip was to meet with leading experts at NASA, IPI and NSF to discuss approaches, space strategy, programs, policy and high-level government conversation and advice



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on indigenous sciences and innovation, and to develop a full proposal and collaboration with NASA IPI to be submitted to the second stage of the MBIE New Zealand – NASA Research Partnerships grant.

- *Third phase of public submissions called for University Advisory Group*  
Earlier this year, the [University Advisory Group](#) (UAG) was established to provide the Government with advice on Aotearoa New Zealand's university system. To date, the UAG has completed two consultation phases while the latest, phase 3, commenced on 6 November. Links are provided for Massey's [phase one](#) and [phase two](#) submission All staff are now invited to provide feedback to inform the third Massey University submission to the UAG . [Read more.](#)
- *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, matauraunga 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).

"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. Massey's Professor Ajmol Ali from the School of Sport, Exercise and Nutrition is the lead researcher. [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 hosted a major national summit on the value of Live Performance in Aotearoa, on Wellington campus, on 4 November. Arts Minister Paul Goldsmith delivered the keynote and with approximately 120 leaders from the arts sector in attendance.
- *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



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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.”

- *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.

- *17th International Hydrocolloids Conference, running from November 12 to 15*  
In November, [top food scientists from around the world converged on Palmerston North for this ‘milestone’ conference](#). It is the first time the top-level food science event has been held in New Zealand in its 32-year history. Hosted by the Riddet Institute at the university, the conference brought together about 200 scientists from more than 20 countries.

The organising committee chairperson, Distinguished Professor Harjinder Singh, Director of the Riddet Institute, outlines the latest findings and trends in the sustainable production, processing, technical functionality and health benefits of hydrocolloids under discussed. [Read more](#).

- *Massey kicks off the 2024/2025 Sustainability Development Goals Summit*  
Te Kunenga ki Pūrehuroa Massey University prides itself on its commitment to sustainability and is the [lead host of the 2024/2025 Aotearoa National Sustainable Development Goals \(SDG\) Summit](#). In 2025, Massey will host the two-day Summit at its Manawatū campus.

The [first event leading up to the 2025 Summit](#) took place on the Te Rau Karamu Marae on Pukeahu campus in Wellington on 6 September. Titled, *How to achieve the SDGs? Let’s ask nature*, the summit focused on how to improve sustainability across a myriad of sectors, from wellbeing to the economy, transport and agriculture. Professors Regina Scheyvens and Glenn Banks, School of People, Environment and Planning, co-convened the summit and they are also the Massey organisers of the SDG 2025 Summit.

This event encompassed a keynote speech from Professor Jason Mika from University of Waikato, an interactive workshop led by Massey’s Professor Huhana Smith, and a plenary panel that was followed by workshop sessions with the panel. The day ended with reflections and key takeaways; all in all, an enriching, insightful and successful event. The [Aotearoa New Zealand Sustainable Development Goals Summits](#) were inspired by people wanting to collaborate across sectors to drive meaningful change for the SDGs. Read more about Massey’s work towards achieving the SDGs [here](#).

- *Open Polytechnic and Massey to co-host 30th ICDE World Conference*  
The conference is expected to bring together hundreds of international leaders and practitioners in the global field of open and distance learning to Aotearoa New Zealand. The theme for the 2025 ICDE World Conference is Ako: Exchanging ideas for inclusive, scalable and sustainable education,



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and will focus on exploring four areas: accessibility and resilience, context and quality, indigeneity, and innovation and openness. [Read more.](#)

- *CARE to host renowned intellectual for Activist in Residence Programme*  
Historian and journalist Dr Vijay Prashad will be speaking as part of the Center for Culture-Centered Approach to Research and Evaluation's Activist in Residence Programme. [Read more.](#)
- *Unreel - Commissioned by Ora Toa Mauri Ora Kaupapa Māori Addiction Services (Te Rūnanga o Toa Rangatira)*  
On 29 September, following three months of on-campus development work supported by the School of Humanities, Media and Creative Communication, the world premiere of a new Māori theatre work was hosted at the Wellington theatre laboratory. Commissioned by Ora Toa Mauri Ora Kaupapa Māori Addiction Services (Te Rūnanga o Toa Rangatira), *Unreel* is a collaborative verbatim theatre project facilitated by Te Rākau Hua o Te Wao Tapu to share the stories of whānau and hapu impacted by gambling. This marks the ten-year anniversary of our longstanding partnership with Te Rākau at Wellington campus, helping them to develop works of Marae Theatre that address social justice issues through performance methodologies. *Unreel* now travels to venues throughout the lower North Island, before returning to Massey for three public showings in October.
- *Massey Press publication [Little Doomsdays](#) made *The Conversation's* select list of 20 best NZ books of the 21st century, as chosen by experts.*
- Professor Cynthia White, Pro Vice-Chancellor of the College of Humanities and Social Sciences has been appointed Vice-President of the Australasian Council of Deans of Arts, Social Sciences and Humanities for a term of three-years.
- Dr Linda Murray, School of Health Sciences, was elected NZ Branch President on the [Australasian Epidemiological Association](#) (AEA) Council.
- Professor Jenny Poskitt, Institute of Education/Pro Vice-Chancellor's office, met with the Welsh Government National School Improvement Guidance team leader, Alun Jones, on 2 October to provide advice on educational reform, including teacher professional learning and leadership, and best practice in assessment.
- Professor Alison Kearney, Dr Judith Donaldson, and Dr Jared Carpendale, Institute of Education, took part in a recent teacher shortage summit, hosted by NZEI in Wellington. This was a two-day summit to discuss the issues around teacher shortages, including supply and retention, to identify ways forward.
- Jon Mitchell, Joint Centre for Disaster Research, School of Psychology, provided input into the Emergency Management Improvement Programme through discussions with National Emergency Management leadership.
- Jon Mitchell and Hinemoa Katene, Joint Centre for Disaster Research, provided Coordinated Incident Management System (CIMS) training for iwi and Pacific stakeholders in public health responses.
- *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](#)

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[New Zealand](#). This issue contains an article by Jon Bywater, *Foreign Agents: Aotearoa Artists in Venice*.



## Part I: Paper for Recommendation

<b>MEETING DATE:</b>	5 December 2024
<b>AUTHOR:</b>	Vice-Chancellor Professor Jan Thomas
<b>SUBJECT:</b>	<b>STRATEGY IN ACTION: New Zealand Defence Force Partnership</b>

## Recommendations

- That Council note the Strategy in Action paper on Massey University's partnership with the New Zealand Defence Force.

## Purpose

This paper has come to Council as evidence of Te Kunenga ki Pūrehuroa Massey University's Strategy in Action. This item focuses on the partnership between Massey University and the New Zealand Defence Force (NZDF) and the positive impacts that it has. The paper is evidence of Te Pou Ako – Teaching and Learning, as well as Te Pou Hono – Connection.

### New Zealand Defence Force Partnership

Since June 2020, New Zealand Defence Force (NZDF) personnel and their whānau have had extra incentive to study at Te Kunenga ki Pūrehuroa Massey University thanks to a special agreement between the two organisations.

Under the agreement, currently serving and former service personnel, dependents of serving personnel, and veterans are eligible for special NZDF tuition fee rates when enrolling in qualifications at Massey.

In the four full academic years since the agreement began, an average of 593 students a year have studied at Massey under this arrangement. These students are either directed to study by NZDF as part of Commissioning Officer Courses, choose to undertake voluntary study and are supported to do this by NZDF, have been selected by NZ Army to receive a [Kia Atamai te Whawhai Scholarship](#), or are a veteran, former service personnel or dependent of serving personnel.

Previous Commander of the Defence College, Colonel Andrew Brown, said at the signing of the agreement that the NZDF has always believed that learning is central to its success, personally and professionally.

"This agreement will advance our personnel in real and tangible ways and is a partnership we feel particularly excited about."

### Meeting their needs

Massey is committed to assisting the NZDF in meeting its educational aspirations, which includes understanding and supporting the differing study needs of those in active duty.

The university's expertise and flexibility in providing distance learning is ideal for students whose work is unpredictable. The location of Massey's campuses in relation to key NZDF bases (the Linton Military Camp is less than 10 minutes' drive to the Turitea Palmerston North campus, while the Royal New Zealand Airforce (RNZAF) base in Whenuapai is 20 minutes away from the Ōteihā Auckland campus) make Massey a natural fit for in-person learning, with the university providing opportunities to connect with service personnel in a more direct way, often on their camp or base.

Students attending Massey often come with prior knowledge and skills obtained through their work. Working out how to credential learners with this has been a priority of the partnership.

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**Specialised education**

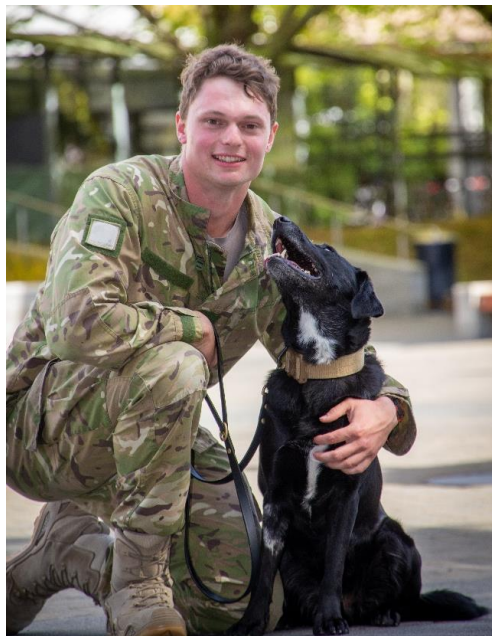
Alongside Massey's full complement of qualifications are available for NZDF personnel, there are also niche courses to help them upskill in specialised areas.

New Zealand Army's Explosive Detection Dog (EDD) handler Sapper Luke Martin completed the Canine First-Aid Training course delivered in partnership between Massey University and NZDF.

The course was designed by the university's Working Dog Centre using United States military training material and is delivered by a specialist surgeon and an emergency and critical care specialist. It teaches handlers a broad set of training outcomes, from how to recognise signs of ill health, to treating injuries such as bleeds, breaks, burns and exposure to toxins, before the dog can receive veterinary care. The course has also had dog handlers from the New Zealand Police dog sections attend as well.

"With the knowledge I've learnt from this course, I feel more confident that I could help [my dog] Rita if she received a life-threatening injury," Sapper Martin says.

"When we go on deployment, knowing that I've been taught the skills and have the understanding to look after her when she's ill, or if something more serious happens, is critical."

**Beyond the military**

It's not just work-related courses that are on offer for those studying under the NZDF discount.

For NZ Army Logistics Specialist Corporal Mary Reynolds, studying a Diploma in Arts, was a diversion from her usual operations-based role.

"I chose Classical Studies because I'm passionate about history and how we can learn from the great (and not so great) people who have gone before us. Many people who join the military, value continuity and tradition - studying history was an easy decision for me."

Corporal Reynolds was able to further capitalise on the Massey NZDF partnership, with funding assistance through the Voluntary Education Study Assistance (VESA) scheme, where NZDF pays her course fees up to a certain limit each year.

"Being able to undertake more study using VESA combined with the Massey NZDF discount was very appealing to me."

**Force4Families**

The impact of the agreement between Massey and the NZDF reverberates widely thanks to the application of the discount to not only to military and civilian personnel, but also to their immediate dependants through the Force4Families (F4F) scheme.

Students studying under F4F accounts for, on average, 40 per cent of the total number of students enrolled through the partnership.

For Bachelor of Arts graduate Aiden Wilson, whose father is in the Air Force, the 30 per cent discount was a game changer and the difference between him dropping out of university and sticking to his studies.





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“Knowing I could study with access to discounted course fees has been a big factor in me sticking around. It’s been such a help financially,” Mr Wilson says.

“Thanks to the NZDF and Massey, it’s been such a big help to me. It’s a nice incentive to keep me pushing through the university hardship, but also its such a fantastic programme to be on.”

**Real world research**

The partnership reaches beyond teaching and learning and into the research space to combine academic knowledge with real-life applications.

A joint research project entitled ‘Rebalancing New Zealand Army’, which began in 2021, has concluded. Outcomes from the research include a doctoral thesis, a PhD title, publications and possible book manuscript.

Further research opportunities have been identified from the Rebalancing project and are under discussion.

At its Governance Board meeting in October 2022, the Board identified an area of research relating to the achievement of Māori and Pacific Defence Personnel. During 2023, a project team was identified and was recently successful in securing funding from the Massey University Research Fund to employ a student over the summer semester to undertake the first phase of the research.

**Into the future**

During the university’s association with the NZDF its learners have proven to be dedicated and of the highest calibre, evidenced through the results they achieve.

NZDF’s students apply the same discipline to their studies as they do to their military life, with 93 per cent of them passing their courses in 2023, and almost half achieving a grade of A- or higher.

At the time of writing, discussions are being undertaken regarding extension of the agreement for a further two years from July 2025.

This partnership enables Massey to share our expertise in meaningful ways which contribute to Aotearoa New Zealand and globally.





<b>MEETING DATE:</b>	5 December 2024
<b>AUTHOR:</b>	Academic Board Chair, Professor Fiona Te Momo
<b>SUBJECT:</b>	<b>ACADEMIC BOARD CHAIR REPORT</b>

## Recommendations

That Council:

- Notes the recent activity of Academic Board; and
- Notes the confirmed Academic Board minutes of 25 September 2024 and 23 October 2024 – Part I and the unconfirmed Academic Board minutes of 20 November 2024 – Part I.

## Purpose

To inform Council of recent of Academic Board activity following the meetings held on 25 September 2024, 23 October 2024 and 20 November 2024.

## Key Academic Board Activity September 2024 – November 2024

### 25 September 2024

#### **Ministry of Education Long-Term Insights Briefing Consultation**

The Board discussed and provided feedback on how Artificial Intelligence (AI) and other digital tools could support personalised and tailored learning. Board members contributed to the key discussion points including infrastructure concerns, AI and human learning and the importance of considering Māori digital spaces and how AI may affect the preservation of Māori stories and cultural identity.

#### **CUAP Documents**

The following CUAP proposals were noted by Academic Board and recommended to the Vice-Chancellor to be forwarded to CUAP for approval or noting.

##### **Qualification Retirements**

Certificate of Proficiency (Humanities and Social Sciences)  
 Certificate of Proficiency: Other Universities – Humanities and Social Sciences  
 Postgraduate Diploma in Social Sector Evaluation Research  
 Certificate in Pacific Development  
 Certificate in Early Years Education  
 Diploma for Education Support Workers  
 Postgraduate Diploma in Cognitive Behaviour Therapy (and associated courses)  
 Postgraduate Diploma in Industrial and Organisational Psychology (and associated courses)  
 Postgraduate Certificate/ Postgraduate Diploma in Whānau Development (and associated courses)  
 Postgraduate Diploma in Te Reo Māori

##### **Specialisation Retirements**

Spanish (Master of Arts) (and associated courses)  
 Spanish (Bachelor of Arts (hons)) (and associated courses)



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Second Language Teaching (Master of Arts) (and associated courses)  
 Teaching English to Speakers of Other Languages (in the Bachelor Minor – not a BA minor)  
 Woman’s Studies (Bachelor of Arts Minor)  
 Woman’s Studies (Diploma in Arts)  
 Soil/Eart Science (in the Bachelor of Resource and Environmental Planning)  
 Social Work (in the Postgraduate Diploma in Arts)  
 Psychology – Health Psychology (in the Master of Arts)  
 Master of Specialist Teaching (Autism Spectrum Disorder) (and associated courses)  
 Postgraduate Diploma in Specialist Teaching (Autism Spectrum Disorder)  
 Public and Professional Writing (Diploma of Arts)

**Graduating Year Review Reports**

Bachelor of Horticultural Science  
 Certificate in Border and Biosecurity, Diploma in Border and Biosecurity

**23 October 2024**

**College of Creative Arts Presentation**

Faith Kane, Associate Dean of Academic Programmes at the College of Creative Arts (CoCA), presented the College’s ongoing curriculum transformation efforts, aimed at creating more connected, flexible, and sustainable programs. The CoCA curriculum refresh focused on providing students with diverse pathways across creative disciplines, reinforcing cultural awareness, and aligning with Te Tiriti o Waitangi responsibilities

Further discussions included the Provost’s suggestion to engage Māori faculty across the University, as well as the DVC Māori emphasis on embedding Massey Graduate Attributes related to Te Tiriti. Members echoed the significance of CoCA’s leadership in integrating these cultural frameworks. The Chair acknowledged CoCA’s presentation as exemplary, setting a benchmark for other colleges as they continue their curriculum transformations.

**Sustainability Rankings Presentation**

The Board discussed the presentation and it was agreed that the presentation would be shared with college boards to further encourage academic and operational engagement across the university.

**Draft Research Data Management Policy**

Academic Board discussed the draft Research Data Management Policy and highlighted the importance of supporting the policy with robust infrastructure. Board members were encouraged to provide further feedback on the policy by 14 November.

**Master’s Thesis Examination Policy**

Academic Board discussed and approved the Master’s Thesis Examination Policy.

**20 November 2024**

**Draft Curriculum Framework**

The Board discussed the draft curriculum framework, and feedback included the following:

- It was noted that the current implementation key priorities referenced Te Reo Māori only. As Te Reo Māori is only one aspect of Te Ao Māori it was requested that the

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importance of Māori knowledge, Mātauranga Māori and Kaupapa Māori be incorporated into the implementation key priorities for the curriculum framework.

- The Board was supportive of the retention of minors and requested increased marketing of these offerings.
- Board members acknowledged the importance of transdisciplinary knowledge.
- Board members highlighted the importance of ensuring systems are user friendly, inclusive and enable connectivity across the university. It was requested that core systems are appropriately funded to ensure the success of the framework if approved.
- It was suggested that a staged approach to implementation would be prudent.
- Suggestions were made to streamline the current approval process for programmes.
- A Board member requested that nomenclature clearly differentiated between qualification framework and curriculum framework.

### University Advisory Group – Phase Three Consultation

Board members discussed the consultation document and noted the broad range of feedback requested through the consultation questions. The Chair noted that Board members may either submit their responses to the Board secretary for collation by 6 December or submit individual responses directly to the University Advisory Group by 13 December.

### College Engagement – Massey Business School Presentation

Deputy Pro Vice-Chancellor Massey Business School Professor Jo Cullinane spoke to the Massey Business School Presentation and provided an overview of the College portfolio, EFTS and student demographics, curriculum quality assurance, accreditations, and the College's engagement with advisory boards. Key research centres and partnerships were discussed, and it was further noted that the College was actively working on establishing new pathways and other initiatives. The Deputy Vice-Chancellor Massey Business School acknowledged that the offering looked traditional, however the curriculum embedded Kaupapa Māori within the content of courses. It was further noted that the College offered Pakihi Māori, a course that examines the Māori economy, Māori businesses, and the significance of Māori perspectives and values in organisations in Aotearoa New Zealand.

### Conferment of Degrees

A schedule of 197 Graduands in September, 443 Graduands in October and 170 Graduands in November were approved by the Academic Board for Degree Conferment and awarding of Diplomas and Certificates.

### Noting Papers

- [Academic Board Minutes 25 September 2024 – Part I Confirmed](#)
- [Academic Board Minutes 23 October 2024 – Part I Confirmed](#)
- [Academic Board Minutes 20 November 2024 – Part I – Unconfirmed](#)

### Supporting Documents

- [Curriculum Framework](#)



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<b>MEETING DATE:</b>	5 DECEMBER 2024
<b>AUTHOR:</b>	Deputy Vice-Chancellor – University Services, Shelley Turner
<b>SUBJECT:</b>	<b>OCTOBER 2024 FINANCE REPORT – PART I</b>

Recommendations

It is recommended that Council:

- Note the contents of the finance report for the ten months ended 31 October 2024.

Purpose

This report summarises the financial results for Massey University (the University) and its controlled entities (the Group) for the ten months ended 31 October 2024. For the purpose of this paper the group includes the following entities:

- Massey University (the University);
- Massey University Foundation Trust (MUF);
- Massey Ventures Limited (MVL) and its controlled entities; and
- Massey Global Limited (MGL) and its controlled entity.

Key Highlights of the Finance Report

Income Statement

	YTD ACTUAL (\$000)	YTD BUDGET (\$000)	YTD VAR (ACT TO BUD) (\$000)	FY FORECAST (\$000)	FY BUDGET (\$000)	FY VAR (FOR TO BUD) (\$000)
Government Grants	174,355	170,534	3,821 ●	208,947	204,641	4,306 ●
Student Fees	155,909	164,990	(9,081) ◆	179,761	177,208	2,553 ●
Research Income	75,317	72,969	2,348 ●	94,812	86,601	8,211 ●
Consultancy, Conference, Trading and Other Income	57,521	56,009	1,512 ●	71,357	65,748	5,609 ●
<b>Total Income</b>	<b>463,102</b>	<b>464,502</b>	<b>(1,400) ◆</b>	<b>554,877</b>	<b>534,198</b>	<b>20,679 ●</b>
Staff Related Expenses	250,196	262,520	12,325 ●	305,662	308,143	2,481 ●
Depreciation	64,048	76,699	12,650 ●	76,727	92,309	15,582 ●
Other Expenditure	137,091	136,057	(1,033) ◆	181,406	163,746	(17,660) ◆
<b>Total Expenses</b>	<b>451,334</b>	<b>475,276</b>	<b>23,942 ●</b>	<b>563,796</b>	<b>564,198</b>	<b>402 ▲</b>
<b>University Operating (Deficit)/Surplus Before One-off Item</b>	<b>11,768</b>	<b>(10,774)</b>	<b>22,541 ●</b>	<b>(8,919)</b>	<b>(30,000)</b>	<b>21,081 ●</b>
<b>(Deficit)/Surplus % Before One-off Item</b>	<b>2.54%</b>	<b>(2.32%)</b>		<b>(1.61%)</b>	<b>-5.62%</b>	
Gain on Sale	-	-	- ▲	-	-	- ▲
<b>University Operating (Deficit)/Surplus After One-off Item</b>	<b>11,768</b>	<b>(10,774)</b>	<b>22,541 ●</b>	<b>(8,919)</b>	<b>(30,000)</b>	<b>21,081 ●</b>
<b>(Deficit)/Surplus % After One-off Item</b>	<b>2.54%</b>	<b>(2.32%)</b>		<b>(1.61%)</b>	<b>(5.62%)</b>	
(Deficit)/Surplus from Controlled Entities	9,888	3,283	6,604 ●	8,141	4,929	3,211 ●
<b>Group Operating (Deficit)/Surplus</b>	<b>21,655</b>	<b>(7,490)</b>	<b>29,146 ●</b>	<b>(778)</b>	<b>(25,071)</b>	<b>24,292 ●</b>
<b>Group Operating (Deficit)/Surplus %</b>	<b>4.57%</b>	<b>(1.59%)</b>		<b>(0.14%)</b>	<b>(4.61%)</b>	

Key	
●	>=\$1m
▲	(\$1m)<amount<\$1m
◆	<(\$1m)
YTD	Year to Date
FY	Full Year



Part I: Paper for Recommendation

The University’s year to date (YTD) operating surplus was \$11.8m, which was \$22.5m better than the budget of -\$10.8m. For the full 2024 year, the University is forecast to make a deficit of -\$8.9m against a budgeted deficit of -\$30.0m.

**Income**

YTD income was \$1.4m below budget due to lower Student Fees. This was offset by higher Government Grants, Research Income and Consultancy, Conference and Trading Income. FY forecast income is \$20.7 m above budget due to higher than budgeted income in all areas.

**Expenses**

YTD expenses of \$451.3m were below budget by \$23.9m due to lower-than-expected costs across staffing and depreciation. FY forecast expenses are \$0.4m lower than budget mainly due to increases in costs associated with increased revenue, being offset by decreases in forecast staff costs, and depreciation due to savings related to the revaluation of useful lives of certain university buildings after the budget was finalised.

**Group Result**

The YTD Group surplus of \$21.7m was \$29.1m better than budget due to the \$22.5m favourable variance from the University and a \$6.6m favourable variance from controlled entities. The \$6.6m favourable variance is primarily due to lower than budgeted costs and higher gains on investments in MUF. The FY forecast Group deficit of -\$0.8m is \$24.3m better than budget consistent with the University’s FY forecast.

**Balance Sheet**

Balance Sheet								
	YTD ACTUAL (\$000)	YTD BUDGET (\$000)	YTD VAR (ACT TO BUD) (\$000)		FY FORECAST (\$000)	FY BUDGET (\$000)	FY VAR (ACT TO FOR) (\$000)	
Current Assets	169,687	144,003	25,684	●	177,224	161,628	15,596	●
Non-Current Assets	1,767,191	1,767,330	(139)	▲	1,823,499	1,862,463	(38,964)	◆
Current Liabilities	241,887	248,972	7,086	●	263,409	279,003	15,594	●
Non-Current Liabilities	31,469	33,947	2,478	●	31,564	33,947	2,383	●
<b>University Net Assets</b>	<b>1,663,523</b>	<b>1,628,414</b>	<b>35,108</b>	●	<b>1,705,749</b>	<b>1,711,141</b>	<b>(5,392)</b>	◆
<b>University Equity</b>	<b>1,663,523</b>	<b>1,628,414</b>	<b>35,108</b>	●	<b>1,705,749</b>	<b>1,711,141</b>	<b>(5,392)</b>	◆
Net Assets - Controlled Entities	62,006	52,965	9,041	●	60,259	54,612	5,647	●
<b>Group Net Assets</b>	<b>1,725,528</b>	<b>1,681,379</b>	<b>44,149</b>	●	<b>1,766,008</b>	<b>1,765,753</b>	<b>255</b>	▲
<b>Group Equity</b>	<b>1,725,528</b>	<b>1,681,379</b>	<b>44,149</b>	●	<b>1,766,008</b>	<b>1,765,753</b>	<b>255</b>	▲

Key	
●	>=\$1m
▲	(\$1m)<amount<\$1m
◆	<(\$1m)
YTD	Year to Date
FY	Full Year

The Group’s balance sheet continues to be strong. YTD net equity as at 31 October 2024 was above budget due to the higher than anticipated revaluation of Massey University properties at the end of 2023. The University had no debt as at 31 October 2024 and no drawdown on the Cash Advance Facility is forecast in 2024.

Part I: Paper for Recommendation



Statement of Cash Flows

Statement of Cash Flows						
	YTD ACTUAL (\$000)	YTD BUDGET (\$000)	YTD VAR (ACT TO BUD) (\$000)	FY FORECAST (\$000)	FY BUDGET (\$000)	FY VAR (FOR TO BUD) (\$000)
Opening Cash and Cash Equivalents - University	23,104	28,570	(5,466)	23,104	28,570	(5,466)
Net Cash Flow from Operating Activities	81,022	73,365	7,656	63,368	68,073	(4,705)
Net Cash Flow from Investing Activities	(54,459)	(61,038)	6,579	(41,521)	(62,876)	21,355
Net Cash Flow from Financing Activities	-	-	-	-	-	-
Net Foreign Exchange Gain (Loss)	13	-	13	12	-	12
<b>Closing Cash and Cash Equivalents - University</b>	<b>49,679</b>	<b>40,898</b>	<b>8,781</b>	<b>44,964</b>	<b>33,767</b>	<b>11,197</b>
Cash and Cash Equivalents - Controlled Entities	5,330	4,193	1,138	4,875	5,558	(683)
<b>Group Cash at End</b>	<b>55,009</b>	<b>45,090</b>	<b>9,919</b>	<b>49,838</b>	<b>39,325</b>	<b>10,513</b>

Key	
	>=\$1m
	(\$1m)<amount<\$1m
	<(\$1m)
YTD	Year to Date
FY	Full Year

The Group's YTD Cash and Cash Equivalent balance was \$9.9m above budget mainly due to delays in capital spending and higher inflows from operating activities.

Part I: Paper for Information



<b>MEETING DATE:</b>	5 December 2024
<b>AUTHOR:</b>	Director Governance and Assurance/Returning Officer, Jodie Banner
<b>SUBJECT:</b>	<b>OUTCOME OF THE ELECTION OF CHANCELLOR AND PRO-CHANCELLOR</b>

## Recommendations

That Council:

- Note that Mr Alistair Davis has been elected Massey University Chancellor for a period of one year commencing from the end of the current term, being 1 January 2025 until 31 December 2025.
- Note that Ms Caren Rangī has been elected Massey University Pro-Chancellor for a period of one year commencing from the end of the current term, being 1 January 2025 until 31 December 2025.

## Purpose

The purpose of this paper is to notify Council of the outcome of the recent election process for Chancellor and Pro-Chancellor.

## Annual Election Outcome

In accordance with the Council Elections (Chancellor and Pro-Chancellor) Statute, declarations were sought from Council members eligible to stand for either position. At the close of the notification period there was one declaration to stand for the position of Massey University Chancellor, received from Mr Alistair Davis; and one declaration to stand for the position of Massey University Pro-Chancellor received from Ms Caren Rangī.

As Returning Officer and in accordance with the Statute, I therefore confirm and declare that Mr Alistair Davis is elected Massey University's Chancellor for one year concluding 31 December 2025, and that Ms Caren Rangī is elected as Massey University Pro-Chancellor, for one year concluding 31 December 2025.



**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, Rongomaia 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, Kīngi 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)
<b>Noting Papers</b>			
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: 14 November 2024



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

**HELD VIA VIDEOCONFERENCE  
on**

**WEDNESDAY 23 OCTOBER 2024 AT 1.30 PM**

**PART I**

**Present:**

Prof. Fiona Te Momo (Chair), Vice-Chancellor Prof. Jan Thomas, Provost Prof. Giselle Byrnes, Dr. Maria Borovnik, Associate Prof. Darryl Cochrane, DVC Māori Prof. Meihana Durie, PVC College of Science Prof. Raymond Goer, Dr. Simon Hills, Prof. Huia Jahnke, College of Creative Arts Prof. Margaret Maile, 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, Prof. Kaye Thorn, Prof. Bryan Walpert, Rongomaiaia Te Whaiti, and Micah Geiringer (student member).

**In Attendance:** Associate Dean Academic Programmes Faith Kane, Acting Head of Massey Business School Claire Matthews, International Research Rankings Advisor Anita Muthukaruppan, Communications Manager Jenna Nichols, MU Council member Mark Ratcliffe, Dean Postgraduate Research Tracy Riley, Associate Director-Sustainability, Policy & Comms Allanah Ryan, Governance Advisor Chanell Meehan, Governance Advisory Support Maryse Ropiha, and one member of the public (Part I only).

**Apologies:** Prof. Naomi Cogger, Associate Prof. Jo Cullinane, DVC Students and Global Engagement Tere McGonagle-Daly, Prof. Tasa Havea, Ripeka Paapu (Manawhakahaere o Te Tira Ahu Pae), Henessey Wilson (TTAP President), Dr. Marta Rychert, Prof. Nicollette Sheridan, Associate Prof. Veronica Tawhai, PVC College of Humanities and Social Sciences Prof. Cynthia White; and apologies for lateness Prof. Julieanna Preston (2.30 pm).

**1. PROCEDURAL MATTERS**

**1.1 Welcome/Karakia**

The Chair opened the meeting with a karakia and welcomed all members present and those in attendance.

**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 25 September 2024 – Part I (AB24/10/281)**

**AB24-65 RESOLVED:**

**(Chair)**

**THAT the Academic Board adopts the minutes of Part I of the meeting held on 25 September 2024 as a true and correct record.**

**CARRIED**

**1.6 Matters Arising**

There were no matters arising from the 25 September 2024 minutes.

**1.7 Action Schedule - Part I (AB24/10/282)**

The action schedule was reviewed with the number of completed actions noted.

**1.8 Academic Board Work Plan 2024 - Part I (AB24/10/283)**

The Board noted the updated Work Plan for 2024.

**2. STRATEGIC UPDATES**

**2.1 Chair's Report (Verbal)**

The Chair acknowledged the ongoing work within the teaching and learning frameworks across all colleges, including recent progress on attendance tracking and data management within academic units. Discussions continued to evolve around the broader implementation of curriculum transformation initiatives, prompting robust discussion and collaboration across colleges and units. Additionally, the Chair introduced upcoming considerations related to the Children's Act 2014, with a focus on providing guidance for staff, researchers, and students engaged in work involving children.

The Chair also emphasised Massey University's commitment to a multi-campus model with a strong emphasis on extramural (distance) education, acknowledging the contributions of academics across campuses and colleges in delivering academic programmes and disciplines. In closing, the Chair referenced Te Kunenga ki Pūrehuroa, a foundational principle symbolising lifelong learning and the integration of Te Ao Māori within Massey's academic environment, reflecting the collective effort needed to achieve the university's dedication to inclusive education across communities.

**2.2 Vice-Chancellor's Report (AB24/10/284)**

The Vice-Chancellor expressed appreciation for the strong engagement from staff and students in the recent drop-in sessions for the strategic plan refresh, held across the university's three campuses. With approximately 340 participants and around 1,000 prioritisation contributions, these sessions provided valuable feedback on key elements of the strategic plan. The feedback is currently being analysed, with converging priorities emerging, which will help shape the refreshed strategic plan scheduled for Council review in December.

The Vice-Chancellor highlighted the collaborative approach taken during these sessions, noting it was modelled after the successful "*Reimagining the Campuses*" initiative. This approach allowed for effective two-way dialogue, providing a platform for thoughtful, considered exchanges among participants. The Vice-Chancellor also referenced feedback from the recent pulse survey, underscoring a commitment to ongoing, effective communication between the Senior Leadership Team and university colleagues. The Vice-Chancellor expressed interest in continuing this dialog-driven format, depending on participant feedback, to further enhance communication and engagement within the university community.

**2.3 Provost Report (Verbal)**

The Provost provided an update on both education and research initiatives. The curriculum transformation work and consultation process for the draft curriculum framework were ongoing, with feedback due by 6 November. This timeline was driven by the need to present a finalised version to Academic Board in late November, followed by approvals from the Senior Leadership Team and Council in early December. The Provost emphasised that this framework builds on prior discussions and invited further expressions of interest from staff to lead or contribute to three workstreams: revising course quality standards, developing teaching expectations, and introducing a transdisciplinary specialisation.

A question was raised regarding the positioning of hybrid courses in the draft framework, specifically concerning courses that offer both internal and distance options with shared materials. The Provost acknowledged the complexity of this question and would follow up via email for a more detailed response.

On the research front, applications for the Strategic Research Excellence Fund were open, closing on 6 November. Updates on the University Advisory Group (UAG) and Student Success Advisory Group (SSAG) recommendations were anticipated soon. The Provost also discussed the

university's approach to generative AI (GenAI), highlighting collaboration with the Royal Society of New Zealand to develop ethical guidelines for GenAI, with results expected by year-end.

The Provost shared insights from a recent Universities New Zealand Education Committee meeting, covering updates on quality assurance transitions, open access initiatives, and sector-wide support for teaching enhancement. She concluded by celebrating Massey's achievements in the national Tertiary Teaching Excellence Awards, honouring recipients from the School of Education and the College of Health's Mental Health and Addictions team.

#### **2.4 Student Report (Verbal)**

The student representative addressed the Academic Board regarding the university's decision to cease funding the Student Association. This decision raised significant concerns, particularly as the Student Association faces challenges in retaining staff necessary to engage effectively in key initiatives, such as providing feedback on curriculum transformation. The representative noted that this decision placed Massey as the only New Zealand university to defund its Student Association, potentially impacting the quality of student representation.

In response, the Chair and other members emphasised that this issue fell primarily within operational boundaries and lay outside the Academic Board's purview. The Chair underscored the value that student voices bring to academic discussions and expressed support for maintaining student contributions, independent of the operational changes. The Provost also acknowledged the valuable feedback the Student Association provided during the first round of curriculum transformation consultations, affirming that student input would remain critical and welcome in future discussions.

#### **2.4 College Engagement: College of Creative Arts Presentation**

Faith Kane, Associate Dean of Academic Programmes at the College of Creative Arts (CoCA), presented the College's ongoing curriculum transformation efforts, aimed at creating more connected, flexible, and sustainable programs. The CoCA curriculum refresh focused on providing students with diverse pathways across creative disciplines, reinforcing cultural awareness, and aligning with Te Tiriti o Waitangi responsibilities. The thematic structure within CoCA's shared core courses, such as "*Professional Cultures*" and "*Critical Studies*" were highlighted, which were now mandatory for all Wellington-based undergraduate qualifications. This curriculum model emphasised creative practice while integrating themes such as whakapapa, Te Tiriti o Waitangi, and sustainability across students' academic journeys.

The presentation also covered the initial steps being taken to support staff through Professional Development workshops designed to foster a Te Tiriti-aligned teaching perspective. Led by experienced Māori faculty, these workshops provide foundational knowledge, enabling staff to apply Te Tiriti principles within their courses. Questions and comments from members underscored the importance of ensuring appropriate expertise and continued professional support for staff throughout this journey. Faith clarified that the workshops served as an introduction to Te Tiriti-aligned teaching, without expecting all staff to become experts, but instead to incorporate a Te Tiriti perspective into their teaching practice.

Further discussions included the Provost's suggestion to engage Māori faculty across the university, as well as the DVC Māori emphasis on embedding Massey Graduate Attributes related to Te Tiriti. Members echoed the significance of CoCA's leadership in integrating these cultural frameworks. The Chair acknowledged CoCA's presentation as exemplary, setting a benchmark for other colleges as they continue their curriculum transformations.

#### **2.5 Sustainability Rankings Presentation**

Allanah Ryan, Associate Director of Sustainability, Policy and Communications, along with Anita Muthukaruppan, International Research Rankings Advisor, presented an overview of Massey University's sustainability initiatives, strategy, and performance in global rankings. Allanah emphasised the university's alignment of sustainability goals with its broader strategic framework, including the Climate Action Plan, which supports goals such as carbon neutrality and low-carbon leadership.

The presentation covered Massey's participation in the Times Higher Education Impact Rankings and the QS Sustainability Rankings, both of which assess institutions based on operational and academic sustainability metrics. Ryan noted that while the university's sustainability initiatives had been well-received, there was a visible gap between institutional sustainability rankings and students' perceptions of Massey's commitment to tangible climate action. For instance, some

progress towards carbon neutrality has resulted from operational changes during COVID-19, rather than intentional actions aligned with specific sustainability targets.

Allanah proposed strengthening the integration of sustainability into the university's DNA by aligning four core areas: transdisciplinary research, curriculum transformation, campus reimaging, and Te Tiriti-led initiatives, into a cohesive "*living lab*" model. This approach would connect research, teaching, and operational activities with sustainability goals, creating a more visible and impactful framework. Allanah suggested that further investments in regenerative campus projects and innovative academic programs could enhance Massey's leadership in sustainability.

Following Allanah's overview, Anita Muthukaruppan, International Research Rankings Advisor, provided a detailed analysis of Massey's performance in global sustainability rankings and its alignment with university strategy. She noted that Massey currently ranks 75th globally and 2nd in New Zealand in the Times Higher Education Impact Rankings, with an ambition to become the top-ranked institution nationally by 2027. The Times Higher Education and QS Sustainability Rankings evaluate universities on a range of operational and academic metrics across the Sustainable Development Goals (SDGs), assessing areas such as research, teaching, stewardship (kaitiakitanga), and community outreach.

Anita highlighted that Massey's strategic pillars—research, teaching, people, and environment—naturally align with the evaluated metrics. She explained that achieving higher rankings would benefit from intensified efforts in sustainability-focused research, teaching, and governance. However, emphasised that while the rankings serve as important benchmarks, Massey's primary objective should be to set and advance its own sustainability goals, which would naturally reflect positively in these metrics. The alignment of Massey's actions with its strategic vision, rather than targeting rankings alone, was recommended as the optimal pathway forward.

The Chair and Provost acknowledged the valuable insights from both Allanah and Anita, noting the importance of a more visible, cohesive approach to sustainability that aligned with Massey's broader strategic framework. The Chair recommended that this presentation be shared with college boards to further encourage academic and operational engagement across the university.

***ACTION:** That the Associate Director of Sustainability, Policy and Communications and International Research Rankings Advisor's Sustainability Rankings presentation be shared with college boards to further encourage academic and operational engagement across the university.*

## **2.7 Draft Research Data Management Policy (AB24/10/285)**

The Provost introduced the draft Research Data Management Policy, highlighting its role in establishing clear responsibilities for the handling, sharing, storage, and disposal of research data. This policy was designed to support the university's commitment to responsible research data practices in response to growing demands from research funders and partners for transparent data management processes, particularly as open science and data sharing become increasingly prioritised. The policy was inspired by best practices from other institutions, notably the University of Auckland.

Key components of the policy include the requirement for Research Data Management Plans, especially for projects involving sensitive or restricted data, and provisions that ensure compliance with Māori data sovereignty principles and Pacific data governance. The policy outlined specific responsibilities across the university community, from researchers to heads of academic units, covering aspects such as data ownership, secure storage, retention, and destruction. During the discussion, a question was raised about the risks associated with AI technologies potentially accessing research data, even post-retention, which highlighted the need to address privacy and security risks in this evolving landscape.

During Part II of the meeting, additional feedback highlighted the importance of supporting the policy with robust infrastructure. A member suggested that Massey develop a comprehensive digital infrastructure to enhance data security, open access, and overall data management capabilities, similar to the setup at the University of Auckland. The Provost acknowledged this need and shared that a digital strategy and ten-year capital plan were underway, aimed at strengthening Massey's IT systems to be secure and resilient, especially in light of increased interest in generative AI.

The Provost also welcomed feedback on the policy's tone, aiming for an enabling approach that clearly defines responsibilities while managing risk. The policy remained open for feedback until

14 November with staff encouraged to contribute to ensure alignment with Massey's strategic and operational needs.

**AB24-66** **RESOLVED:** (Chair)

**THAT the Academic Board discuss the proposed Massey University Research Data Management Policy and provide advice/comment by 14 November 2024 to Neil Ulrich.**

**CARRIED**

### 3. ACADEMIC PROGRAMMES

#### 3.1 Approval of Master's Thesis Examination Policy (AB24/10/286)

Professor Tracy Riley presented the proposed Master's Thesis Examination Policy, developed in response to recommendations from the Cycle Six Academic Audit, which emphasised the need for consistent and transparent examination processes across the university. With over 200 master's theses completed annually across 100 programs and five colleges, the policy aimed to standardise procedures for examining, grading, and appealing master's theses. Key provisions include the requirement for two independent examiners (with at least one external), confidential examination processes, and an option for students to provide input on examiner selection to avoid conflicts of interest.

The policy also clarifies the roles of students, supervisors, and examiners in confirming thesis originality, following grading standards, and managing emendations. An online submission and grading process through the student management system was planned for 2025 to streamline administration and alleviate workload challenges in the Graduate Research School.

Board members raised points about resource support, examiner confidentiality, and guidelines for creative practice examinations. Tracy confirmed that the Graduate Research School would work closely with colleges on discipline-specific processes and acknowledged ongoing development of guidelines for supervisors and students.

**AB24-67** **RESOLVED:** (Chair)

**THAT the Academic Board discuss and approves the proposed Massey University Master's Thesis Examination Policy.**

**CARRIED**

#### 3.2 CUAP Reported Specialisation Retirement (for approval) (AB24/10/287)

The Academic Board reviewed a proposal for the formal retirement of the Public and Professional Writing specialisation within the Diploma of Arts. This specialisation, previously offered through the College of Humanities and Social Sciences, was closed to new enrolments in 2019. Following a thorough review process through the Academic Committee, the proposal was now presented for formal approval by the Academic Board to be forwarded to the Vice-Chancellor and then reported to CUAP for official noting.

The Provost noted that this retirement aligned with programme updates aimed at consolidating offerings and reflected a strategic decision made after consultation with relevant academic units.

**AB24-68** **RECOMMENDATION:** (Chair)

**THAT the Academic Board recommends the CUAP proposal for the formal retirement of the Public and Professional Writing specialisation within the Diploma of Arts to the VC for approval and forwarding to CUAP for noting.**

**CARRIED**

### 4. PAPERS FOR NOTING

The Board noted the papers as listed.

#### 4.1 CoCA College Board ToR Report (AB24/10/288)

#### 4.2 Academic Board Subcommittee Minutes – Part I: 4.3.1 CoS College Board Minutes – 15 August



- 4.3.2 CoHSS College Board Minutes – 16 August
- 4.3.3 Academic Committee Minutes – 3 September
- 4.3.4 CoB College Board Minutes – 10 September

**5. DECISIONS TRANSFERRED FROM PART II OF THE ACADEMIC BOARD MEETING**

**3.1 Conferment of Degrees and Awarding of Diplomas and Certificates**

- 3.1.1 Memorandum: Attestation to status of graduands (AB24/10/292)
- 3.1.2 Degrees to be Conferred & Diplomas & Certificates to be Awarded (AB24/10/293)

AB24-71 **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, with the university seal affixed to the parchments.

**CARRIED**

**7. MOVING INTO PART II - EXCLUSION OF THE PUBLIC (AB24/10/289)**

AB24-69 **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
AB24/10/290	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, Awarding of Diplomas and Certificates	Personal privacy	s7(2)(a)
AB24/10/293	Academic Integrity Report	Commercial sensitivity	s7(2)(b)(ii)
<b>Noting Papers</b>			
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 was made in reliance on Section 48(1)(a) of the Local Government Official Information and Meetings Act 1987 and the particular interest or interests protected by Section 6 or Section 7 of that Act which would be prejudiced by the holding of the whole or the relevant part of the proceedings of the meeting in public as stated in the above table.

**CARRIED**

*Part I of the meeting closed at 3.10 pm*



Signature: \_\_\_\_\_

Date: 20 November 2024



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

**HELD VIA VIDEOCONFERENCE  
on**

**WEDNESDAY 20 NOVEMBER 2024 AT 1.30 PM**

**PART I**

**Present:**

Professor Fiona Te Momo (Chair), Vice-Chancellor Professor Jan Thomas, Associate Professor Darryl Cochrane, Professor Naomi Cogger, Associate Professor Jo Cullinane, PVC College of Sciences Professor Raymond Geor, Professor Huia Jahnke, PVC College of Creative Arts Professor Margaret Maile, PVC College of Health Professor Jill McCutcheon, DVC Students and Global Engagement Dr. Tere McGonagle-Daly, Associate Professor Tara McLaughlin, Associate Professor Andre Mürnieks, Professor Hatice Ozer Balli, Professor Diane Pearson, Professor Julieanna Preston, Professor Matt Roskruge, and PVC College of Humanities and Social Sciences Professor Cynthia White.

**In Attendance:** Chancellor Alistair Davis, Acting Provost Professor Tracy Riley, Communications Manager Jenna Nichols, Governance Advisor Chanell Meehan, and Governance Advisor Christabelle Marshall.

**Apologies:**

Apologies: Provost Professor Giselle Byrnes, Dr. Maria Borovnik, DVC Māori Professor Meihana Durie, Micah Geiringer, Dean Pacific Professor Tasa Havea, Dr. Simon Hills, Flynn O'Hallahan, Ripeka Paapu, Professor Nicolette Sheridan, Sosefina Filo-Masoe, Pukenga Tiriti Associate Professor Veronica Tawhai, Rongomaiaia Te Whaiti, Professor Kaye Thorn, Professor Bryan Walpert, and Henessey Wilson.  
Early departure: Associate Professor Tara McLaughlin (2.30pm)

**1. PROCEDURAL MATTERS**

**1.1 Welcome/Karakia**

The Chair opened the meeting with a karakia and welcomed all members present and those in attendance.

**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 23 October 2024 – Part I (AB24/11/295)**

Members noted three changes to the minutes; Professor Diane Pearson was present, the Chair's Report the reference to 'Takata Ki' be replaced with 'Te Kunenga ki Pūrehuroa', and to amend the spelling of Hatice Ozer Balli's name.

**AB24-73 RESOLVED:**

**(Chair)**

**THAT the Academic Board adopts the minutes of Part I of the meeting held on 23 October 2024 as a true and correct record, subject to the minor amendments noted.**

**CARRIED**

**1.6 Matters Arising**

There were no matters arising from the 23 October 2024 minutes.

**1.7 Action Schedule – Part I (AB24/11/296)**

The Board noted the Action Schedule.

**1.8 Academic Board Work Plan 2024 - Part I (AB24/11/297)**

The Board noted the updated Work Plan for 2024.

**1.9 DRAFT Academic Board Work Plan 2025 - Part I (AB24/11/298)**

The Board noted the draft Work Plan for 2025.

**2. STRATEGIC UPDATES**

**2.1 Chair's Report (Verbal)**

The Chair acknowledged the mahi of Colleges in regard to teaching and learning and noted it was a busy time of year for many at the University. Special appreciation was expressed to the College of Creative Arts for their presentation at the last meeting of the Board.

The Chair noted the recent Hīkoi mō Te Tiriti and ongoing debate regarding the Treaty Principles Bill across the motu. She acknowledged that this is a challenging time for Aotearoa New Zealand and asked the Board to consider how the academy could positively contribute to discussions in this space.

**2.2 Vice-Chancellor's Report (AB24/11/299)**

The Vice-Chancellor acknowledged Toitū Te Tiriti and the Hīkoi mō Te Tiriti that arrived at Parliament yesterday. The Vice-Chancellor acknowledged that it was a significant and challenging time for the motu and raised consideration to how academics could positively contribute to public debate.

The Vice-Chancellor acknowledged Massey staff and thanked them for their ongoing mahi at this busy time of the year. It was noted that Manawatū Graduations were next week, and staff were encouraged to attend these celebrations of student achievement. The Vice-Chancellor acknowledged staff that had attended the recent strategy refresh sessions and thanked them for their thoughtful engagement. The Vice-Chancellor also highlighted the recent successes of Massey Ventures Limited at the 2024 Knowledge Commercialisation Australasia (KCA) Research Commercialisation Awards and noted that these successes championed the Kaupapa of the University.

**2.3 Student Report (Verbal)**

No student report was provided in Part I.

**2.4 Draft Curriculum Framework (AB24/11/300)**

The Vice-Chancellor spoke to the Draft Curriculum Framework, and noted this was the third iteration of the framework and had been informed and refined through consultation and engagement with staff and students. The key aims of the framework were noted and included the articulation of the attributes sought for Massey graduates, the foundational educational philosophy and principles of the curriculum, and the processes for review and management of the curriculum. The Vice-Chancellor noted alignment of the curriculum framework with the University Strategy, Graduate Profile and Financial Sustainability Plan, and that it clarified how Massey intended to differentiate itself within the competitive tertiary education market.

It was further noted that the curriculum framework would provide an environment conducive to student agency and that the curriculum would balance overt academic skills development with course-level assessment in scaffolded, contextualised ways that foster active and meaningful learning. The presented curriculum also provided opportunities for double majors, including

transdisciplinary double majors, and it was noted that this would be a multi-year transformational journey for the university.

The Board discussed the draft curriculum framework, and feedback included the following:

- It was noted that the current implementation key priorities referenced Te Reo Māori only. As Te Reo Māori is only one aspect of Te Ao Māori it was requested that the importance of Māori knowledge, Mātauranga Māori and Kaupapa Māori be incorporated into the implementation key priorities for the curriculum framework.
- The Board was supportive of the retention of minors and requested increased marketing of these offerings.
- Board members acknowledged the importance of transdisciplinary knowledge.
- Board members highlighted the importance of ensuring systems are user friendly, inclusive and enable connectivity across the university. It was requested that core systems are appropriately funded to ensure the success of the framework if approved.
- It was suggested that a staged approach to implementation would be prudent.
- Suggestions were made to streamline the current approval process for programmes.
- A Board member requested that nomenclature clearly differentiated between qualification framework and curriculum framework.

The Vice-Chancellor acknowledged the feedback provided by Board members and confirmed that implementation would be staged. It was further noted that the Curriculum Framework would progress to SLT for approval then on to Council for noting.

## **2.5 UAG – Phase Three Consultation (AB24/11/301)**

The Chair spoke to the paper and noted that the consultation document posed 12 questions for the Board to discuss and provide feedback on related to funding for teaching, learning and research, and capital expenditure. The Chair suggested that Board members submit their feedback to the Board secretary by 2pm, 6 December 2024 to be collated as a Board submission.

The Board discussed the consultation document and noted the broad range of feedback requested through the consultation questions. PBRF was discussed, and concern was raised over a potentially narrowed view of research excellence, and it was noted that measures needed to be appropriate for the New Zealand environment. It was suggested that collaborative connections between universities need to be strengthened, however it was noted this was a pertinent challenge in the competitive tertiary education environment.

The Chair closed the discussion and noted that Board members may either submit their responses to the Board secretary for collation by 6 December or submit individual responses directly to the University Advisory Group by 13 December.

## **2.6 AB Approved Policies Update – 6 Monthly Update (AB24/11/302)**

The Chair spoke to the policies update and noted the current status of Academic Board approved policies. A Board member noted the Subcontracting of Teaching Policy had been replaced by the International Partnerships Policy and that this should be replaced in the document.

The Board noted the Academic Board Approved Policies Update.

## **2.7 College Engagement: Massey Business School Presentation (AB24/11/303)**

Deputy Pro Vice-Chancellor Massey Business School Professor Jo Cullinane spoke to the Massey Business School Presentation and provided an overview of the College portfolio, EFTS and student demographics, curriculum quality assurance, accreditations, and the College's engagement with advisory boards. Key research centres and partnerships were discussed, and it was further noted that the College was actively working on establishing new pathways and other initiatives.

A Board member noted the offering looked typical of a business school and didn't explicitly highlight the unique economic context of Aotearoa New Zealand. The Deputy Vice-Chancellor Massey Business School acknowledged that the offering looked traditional, however the curriculum embedded Kaupapa Māori within the content of courses. It was further noted that the College offered Pakihi Māori, a course that examines the Māori economy, Māori businesses, and the significance of Māori perspectives and values in organisations in Aotearoa New Zealand.

*Associate Professor Tara McLaughlin left the meeting at 2.30pm.*

**3. PAPERS FOR NOTING**

The Board noted the papers as listed.

**3.1 Updated Academic Progression Policy and Procedures**

**3.2 Graduating Year Review Report**

**3.3 Academic Board Subcommittee Minutes – Part I:**

3.3.1 CoHSS College Board Minutes – 20 September 2024

3.3.2 CoS College Board Minutes – 19 September 2024

3.3.3 URC Minutes – 26 September 2024

3.3.4 CoCA College Board Minutes – 13 September 2024

3.3.5 AC Minutes – 3 October 2024

**4. MOVING INTO PART II - EXCLUSION OF THE PUBLIC (AB24/11/304)**

**AB24-74 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
AB24/11/305	Confirmation of Minutes Academic Board Meeting 23 October 2024 - Part II	For the reasons set out in the Part I minutes of 23 October 2024 held with public present	
AB24/11/306	Conferment of Degrees, Awarding of Diplomas and Certificates	Personal privacy	s7(2)(a)
AB24/11/307	Qualification Review Report Response for Fine Arts	Commercial sensitivity	s7(2)(b)(ii)
<b>Noting Papers</b>			
4.1 Paerangi and Te Pou Rangahau (6-monthly update) Subcommittee Minutes – Part II			
4.2.1 CoHSS College Board Minutes – 20 September 2024			
4.2.2 CoS College Board Minutes – 19 September 2024			
4.2.3 CoCA College Board Minutes – 13 September 2024			
4.2.4 AC Minutes – 3 Oct 2024			

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

**CARRIED**

*Part I of the meeting closed at 3.10 pm*

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



Te Kunenga ki Pūrehuroa Massey University

## Curriculum Framework

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## Introduction

The Massey University Curriculum Framework seeks to:

- reiterate the knowledge, competencies and skills that we seek for our graduates
- articulate the philosophy on which our curriculum is based
- define the principles which underpin our curriculum
- outline the processes by which our curriculum will be managed and reviewed.

It is designed to be used by programme leaders and staff engaged in the design of new programmes (qualifications) and courses, and in the management and continuous improvement of our academic offer. It seeks to build upon the excellent foundation we have established here at Te Kunenga ki Pūrehuroa Massey University, acknowledging our excellent and award-winning teachers and our longstanding innovation in the flexible design and delivery of teaching. We need to continue this momentum of innovation to ensure that we are meeting the expectations of 21<sup>st</sup> century students and developing and supporting the next generation of excellent teachers and, finally, that together, we celebrate our collective teaching endeavour.

The introduction of this Framework supports a holistic, systematic, and embedded approach to improving the student experience and student outcomes so that every student can achieve their learning goals. It acknowledges that the multiple challenges facing universities (amongst others, responding to changing student demographics, an increasing diversity of educational providers and pathways, the digital and Generative Artificial Intelligence (GenAI) revolution, shifting government policy, and increasingly complex global issues) cannot be met by doing things the way we have always done.

Our curricula, the ways in which they are organised, and the quality of the educational experience, should sit at the heart of why students choose to study at Massey. We need to think boldly about what we do and how we do it so that we can ensure our ongoing sustainability, and we need to do this systematically across the university, in ways that acknowledge the need for discipline flexibility and academic agency.

The University is committed to the implementation of the principles and guidelines within this document. Academic staff within our Colleges, Schools and programmes will lead the application of this framework by interpreting and implementing it in ways that are consistent with the University, College plans, and the teaching philosophies of the disciplines.

## Strategic alignment

The [Massey University Strategy 2022-2027](#) sets high-level expectations for how learning and teaching takes place at Massey:

*Our point of difference is our flexible and wide-reaching learning and teaching opportunities, informed by world-leading research, and conducted in partnership with community, other universities, research partners and entities and industry. By strategically investing in boosting digital capability, added-value face to face educational opportunities, and disciplinary research excellence, we will strengthen the relationship between research and teaching for national and international impact. (Massey University Strategy, p.6),*



and

*Our programmes are flexible, accessible, research-led, informed by the best local and global experience, and have international standing. Our students will experience world-class learning that recognises their intellectual and cultural strengths, expands their horizons, and prepares them to contribute to a rapidly transforming Aotearoa New Zealand and world with scholarship, knowledge, critical and creative thinking skills, innovation, and leadership. We will integrate curricula, pedagogy and digitally supported learning environments to support our students’ learning journeys. (Massey University Strategy, p. 7)*

Paerangi, our Learning and Teaching Plan builds on this further, as it

*... informs how learning is planned, designed, delivered and supported. It speaks to our intent to place the student at the heart of what we do, and is manifested through our desire for graduates who have developed ethical and critical skills, comprehensive discipline knowledge, and the interpersonal, cultural and entrepreneurial attributes and desire for learning required for resilient futures as citizens of Aotearoa New Zealand and the Pacific, and as global citizens. (Paerangi, 2023, p.6)*

Paerangi places the student at the centre of a values framework with four focus areas:

1. To meet our Tiriti o Waitangi commitments
2. To deliver excellent learning experiences
3. To work with students as partners
4. To invest in development and capability

Figure 1 How Anga Paerangi (values framework) informs our practice



## The Massey University Graduate Profile

A graduate profile reflects the core body of knowledge, and the skills and attributes that our expert academic staff, represented by our peak academic governance body (the Academic Board) consider to be the central and defining features of a graduate of a university – in our case, for Massey University. The Massey University Graduate Profile was consulted on extensively with the Massey University community prior to its approval by Academic Board and the University Council in late 2023. The Graduate Profile describes the distinctive nature of a Massey University graduate:

*Massey University graduates are well-prepared for the future as citizens of Aotearoa New Zealand, the Pacific, and as global citizens. They possess critical discipline knowledge, interpersonal and social skills, an enterprise mindset, and a strong desire for lifelong learning. These graduates are adept at operating in culturally and ethically respectful and sustainable ways. They have a deep understanding of Te Tiriti o Waitangi and its relevance in contemporary Aotearoa New Zealand, and they are skilled at integrating this knowledge into their professional practice.*

Our Graduate Profile identifies eight attributes which are arranged into three themes:

Table 1 Attributes which form the Graduate Profile

Theme 1: Scholarly	
Attribute	Expressed through
Disciplinary knowledge and skills	A comprehensive understanding of the graduate's field of study, including the research and critical information literacy skills necessary to find, interpret, critically evaluate and apply information and generate new knowledge in inter-disciplinary, bi-cultural, and global contexts.
Creativity and innovation	The application of practical, applied, creative and critical thinking and decision-making skills to achieve shared goals, alongside the leadership and teamwork skills necessary for effective collaboration and innovation.
Resilience and adaptability	Resilience, flexibility and adaptability to recognise that learning is a process, and that growth comes from preparation, hard work and overcoming setbacks.
Theme 2: Cultural	
Cultural awareness	Acknowledgement of diverse forms and traditions of knowledge with an understanding of the associated responsibilities in their respective disciplines in order to engage with diverse communities safely and with integrity.
Māori knowledge and understanding	Respect the place of Mātauranga Māori, Kaupapa and Tikanga Māori and Te Reo Māori.
Theme 3: Social	
Social responsibility	Proactive engagement with local communities, iwi and hapū to contribute to the development of solutions to local and national challenges using evidence-based, approaches and constructive action for the common good.

Communication and collaboration	Verbal, written, digital and interpersonal skills to communicate effectively with in diverse situations and in both bi-cultural and globalised contexts.
Global engagement	Application of entrepreneurial thinking, discipline knowledge and practical skills to the development of solutions for global challenges to social, cultural, indigenous, economic and environmental sustainability.

All programmes of study need to support students’ attainment of these attributes. The document approved by Academic Board in October 2023 also provides design expectations as guidance for how our curricula can do this (see [Appendix A](#)).

## Curriculum design philosophy and principles

### Philosophy

The overarching philosophy informing this Curriculum Framework is ‘constructive alignment’ (Biggs, 1996). Biggs has coined this term to describe how the curriculum could be stated as a series of clear objectives and that teaching, learning, and assessment would then align to the achievement of those objectives:

*Constructively aligned teaching is likely to be more effective than unaligned because there is maximum consistency throughout the system. ...All components in the system address the same agenda and support each other. The students are ‘entrapped’ in this web of consistency, optimizing the likelihood that they will engage the appropriate learning activities (Biggs, 1999)*

The optimal conditions for student learning are achieved by defining effective and appropriate learning outcomes and using these to *align* the assessments, learning resources and teaching activities within the programme, thus ensuring all components of the programme are in support of students achieving the learning outcomes. “In a good system, all aspects of teaching and assessment are tuned to support high level learning, so that all students are encouraged to use higher order learning processes. ‘Constructive alignment’ (CA) is such a system. It is an approach to curriculum design that optimises the conditions for quality learning” (Biggs, 2003).

### Principles

Curriculum design principles are the foundation upon which all undergraduate and postgraduate taught qualifications should be built. They ensure that all students enrolled in a taught qualification at Massey have similar opportunities and experiences, regardless of qualification or the mode of study. Informed by evidence in the literature, applying these principles in ways appropriate to the discipline should lead to an increase in the quality of student learning. Taking a systematic approach is key to achieving this consistency of quality and Biggs (1999), reminds us that:

*Learning outcomes are determined by a whole complex of factors ... All these factors affect each other, forming an interactive system. Any system, such as an eco-system has to be understood as a whole. Components have to be considered as they affect each other, not as acting separately or additively.*

It follows, then, that the successful incorporation of the principles below cannot be piecemeal. Achieving maximum impact is dependent on a wide range of institutional practices, processes and culture, requiring systematic and systemic adoption, if they are to be authentically and meaningfully embedded. These principles seek to deliver consistency, quality and engagement for students, while

retaining academic agency and choice, supporting the teaching-research nexus (or research-led and research-informed teaching), and minimising costly and inefficient ‘workarounds’.

#### ***A programmatic approach to design<sup>1</sup>***

Discipline knowledge, assessment design, pedagogies and co-curricular skills development should be planned and scaffolded across the qualification. To ensure that students have the best possible opportunity to achieve the Graduate Attributes, carefully structured cores form the major component of any qualification. The design of these should be informed by teacher expertise and current discipline and pedagogical research, responsive to evidence of current student demand and/or future demand trends and be affordable.

#### ***Student centred, inclusive and engaging<sup>2</sup>***

Wherever possible, course design needs to support student agency through opportunities for the choice of learning activities, assessment, and feedback, allowing individuals to explore their own learning goals. Course design needs to include intentionally designed opportunities for students to access support from their teachers, peers, and support services. Courses should be designed to provide learning analytics so that teaching and support staff are able to identify and support student learning needs. And, importantly, the physical and digital spaces in which courses are delivered need to be accessible, inclusive and welcoming, and designed to support a sense of belonging – within the course and programme and at the University.

#### ***Academic and co-curricular skills development<sup>3</sup>***

Courses and qualifications should balance the teaching of ‘discipline knowledge’ with the implicit and explicit academic expectations of the University and the wider discipline. All courses need to contain ‘learning how to learn’ elements that are appropriate to the course’s place in a programme of study. This recognises the extensive body of literature which shows that the most effective way to support student learning is by aligning overt academic skills development with course-level assessment, ensuring that this is scaffolded, contextualised, and reinforced across qualifications, not simply included in a single course or teaching module.

#### ***A focus on assessment for learning<sup>4</sup>***

Assessment should be planned at the qualification level to ensure that students focus on learning as well as performance. By way of a principled way of proceeding, assessment approaches should recognise that students learn and demonstrate knowledge in different ways. Assessment approaches should, then, be constructively aligned to the course and

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<sup>1</sup> Programmatic approaches to curriculum design improve student academic outcomes (Biggs, 2003, Knight, 2001, Matthews & Mercer-Mapstone, 2018), motivation (Hodaeian & Biria, 2015) and skill development (Ruge & McCormack, 2017).

<sup>2</sup> Student agency (the capacity for students to act independently and make their own choices) positively affects student outcomes (Stenalt & Lasseen, 2021). Inclusive environments and ‘belonging’ improve student retention (Earl, 2020, Tinto, 2017).

<sup>3</sup> Embedded approaches to student support have been shown to improve undergraduate (Maldoni & Lear, 2016, Kift, 2023) and postgraduate (Bunney, 2017) student outcomes.

<sup>4</sup> Assessment for learning is where students, teachers and peers reflect on and respond to feedback in ways that enhance learning (Klenowski, 2009). The approach has been shown to positively impact student motivation, self-regulation and meta-cognition (Schellekens, 2021) and the development of evaluative judgment (Boud, 2021). Programmatic approaches and variety of assessment methods supports belonging (Tai, Ajjawi, & Umarova, 2024). Constructively aligned assessment supports deep learning (Biggs, 2003).

programme outcomes, and they should also be appropriate to the resources available at the University.

***Authentic and connected to research<sup>5</sup>***

Curricula will provide opportunities for authentic learning experiences that promote students’ employability through activities such as transdisciplinary and capstone experiences, research projects, industry placements and community internships. Student engagement with research will also reflect a research-teaching nexus that recognises that this engagement takes multiple forms, can be both teacher-led and student-led, ranges from ‘learners as participants’ to ‘learners as audience’ (Dietis, 2023) and will vary according to the student’s level of study.

***Supported by effective teaching<sup>6</sup>***

Teaching staff are recognised for their expertise and excellence, and are equipped to design, develop, and deliver content, teaching, and learning support in ways that are appropriate to our diverse student cohorts, the contexts in which our students are studying, and how students now learn. Automated systems should support academic staff to offload routine or repetitive tasks associated with facilitation and administration, freeing up their time to develop (where necessary) the digital and other skills necessary for 21<sup>st</sup> century teaching, as well as time for critical reflective practice and engagement with professional development and our communities of practice.

## Modality

Course design, facilitation, and the expectations of student behaviour in courses, must align with the mode of delivery. A project to determine course descriptors that would clarify this for staff and students was approved by Academic Committee in June 2024. The proposed descriptors have been expanded below to provide further guidance, and additional categories may be confirmed as the project develops.

*Table 2 Massey University course descriptors*

Descriptor	Mode
<p><b>Internal Category 1</b>                      The main learning activities involve regularly scheduled activities on-campus (or at another identified location) over the duration of the course (usually a semester or a period of at least 4 weeks). Attendance is expected for students to gain the most benefit from the learning experiences and may be compulsory in some cases. Supplementary learning materials for self-directed individual study are shared online and assessments may be conducted online or on-campus.</p>	Internal

<sup>5</sup> Work-integrated and authentic learning experiences support the development of university students’ employability skills, self-efficacy, and job readiness (Cheng, Armatas & Wang, 2021, Jackson & Bridgstock, 2021). Transdisciplinary learning supports improved student outcomes by enhancing knowledge integration, problem-solving skills, and collaborative abilities (Baumber, 2022, Baumber, Kligyte, Bijl-Brouwer & Pratt, 2019).

<sup>6</sup> Teaching quality has a significant effect on student academic achievement (Hattie, 2009), with engagement with students and instructional quality being two of the most important factors influencing student success (Condon, Iverson, Manduca, Rutz, & Willett, 2016). Increasingly blended teaching practices mean that teaching staff need more support and professional development (Matear, 2021, EY, 2023).

<p>Courses in this category have 5 or more hours of scheduled on-campus activity each week<sup>7</sup>.</p> <p>All course and assessment information and materials for self-directed study are available in Stream from the start of semester. Teaching materials may be released according to the teaching schedule.</p>	
<p><b>Internal Category 2</b> The learning activities involve a combination of regularly scheduled on-campus activities and asynchronous online activities. These are delivered over the duration of the course (usually a semester or a period of at least 4 weeks). Attendance at on-campus activities and participation in online activities is expected for students to gain the most benefit from the learning experiences and may be compulsory in some cases. Supplementary learning materials for self-directed individual study are shared online and assessments may be conducted online or on-campus.</p> <p>Courses in this category have 1-4 hours of scheduled on-campus activity each week.</p> <p>All course and assessment information and materials for self-directed study are available in Stream from the start of semester. In-class teaching materials may be released according to the teaching schedule.</p>	Internal
<p><b>Block</b> The main learning activities involve activities on-campus (or at another identified location) delivered during all-day attendance over one or more blocks of time (usually 5-10 days) during the enrollment period. Attendance is required. Supplementary learning materials for self-directed individual study are shared online and assessments may be conducted online or on-campus during the block.</p> <p>All course and assessment information and materials for self-directed study are available in Stream from the start of semester. In-class teaching materials may be released according to the teaching schedule.</p>	Internal
<p><b>Distance</b> The learning activities mainly involve online activities that can be participated in asynchronously. These are delivered over the duration of the course (usually a semester or a period of at least 4 weeks). There is also one or more short periods (usually 1-3 days) of in-person contact workshops or field trips on-campus or at another venue. Attendance at contact workshops and participation in online activities is expected for students to gain the most benefit from the learning experiences and may be compulsory in some cases. Supplementary learning materials for self-directed individual study are shared online and assessments are conducted online or during the contact workshop.</p> <p>All course materials are available from the start of semester.</p>	Distance
<p><b>Fully online</b> The learning activities involve online activities that can be participated in asynchronously, delivered over the duration of the course (usually a semester or a period of at least 4 weeks). There may also be one or more short periods (usually</p>	Distance

<sup>7</sup> Indicative times are based on a standard 15-credit, single semester course.

<p>1-3 days) of synchronous online contact workshops. No attendance at a venue is required but participation in online activities is expected for students to gain the most benefit from the learning experiences and may be compulsory in some cases. Supplementary learning materials for self-directed individual study are shared online and assessments are conducted online.</p> <p>All course materials are available from the start of semester.</p>	
<p><b>Independent online</b> The main learning activities involve self-directed independent study or research supported online. There may be one or more periods of research on campus or at another location, including fieldwork. Supervisors meet online with students regularly by agreement to guide study and research activities.</p> <p>All course materials are available from the start of semester.</p>	Distance
<p><b>Work-integrated learning</b> The learning experiences mainly involve attendance at a workplace and participation in activities under the supervision of staff in the workplace and overseen by Massey staff. There may also be periods of activities on campus. Supplementary materials for self-directed study are shared online.</p> <p>All course materials are available from the start of semester.</p>	Internal or distance

### Internal

While internal course offerings will use online resources as part of their delivery, they should also have a significant proportion of scheduled on-campus activity. In other words, courses that are offered internally on-campus need to be designed to make the most of the in-person experience and involve purposeful learning activities and experiences that, in the words of the emerging literature exploring students’ attendance behaviours, ‘make the trip to campus worthwhile’ (Thomas, 2023). While lectures may provide an efficient means of teaching large groups of students, the expectation we need to agree on as a ‘baseline assumption’ is that all learning events (i.e., lectures, tutorials, workshops, seminars, and so on) are active and interactive experiences for students and teachers alike.

Given our university’s strong commitment to advancing equity and access alongside excellence and to supporting a diverse population of students, courses that are offered internally should also provide alternative means of accessing information for those students who miss internal classes<sup>8</sup>, noting that these courses are not principally designed to be primarily delivered in online mode.

Further to the above, the timetabling of internal courses should consider the scheduling of groups of courses from a discipline or programme in ways that support cohort development and promote meaningful time on campus for students and teachers alike. With more demands on their time, students want to optimise their time on campus and, as teachers, we need to continue to be attentive to these shifting expectations. Similarly, teachers want to ensure that they are making the most

<sup>8</sup> This may be in the form of summary notes, an article or chapter from the textbook, or other format.

efficient use of their time spent on in-person teaching and support activities, ensuring time for research and scholarship.

### Distance

Similarly, courses offered in distance mode (i.e. “Distance”/ “Fully Online”/ “Independent Online”, see descriptors in Table 2) support our ‘world-class global university’ aspirations and must, therefore, be designed in ways which reflect contemporary discipline pedagogies and online learning design research, while also supporting sustainable approaches to teaching, assessment and delivery.

The design and delivery of these courses should also consider that distance students are typically juggling multiple simultaneous demands on their time. As a result, distance students tend to engage with their learning according to unique schedules, which may be completely different to those of our internal cohort. Feedback from distance students tells us of the importance of full access to the course materials from the commencement of a semester, and Universal Design approaches can benefit all students, regardless of their learning mode.

### Curriculum architecture

At Massey, we currently have a complex curriculum architecture which means that it can be very challenging for students to easily navigate, for staff to explain and for the wider university, including central services to afford to support. This is particularly acute for students who are seeking study pathways across several disciplines or Colleges. It is also a challenge for students who have left Massey part-way through their studies and who are now seeking to complete their programme and graduate. We need to make this easier for all of us.

The [Massey University Qualification Framework](#) (approved in 2022) remains largely unchanged, except for changes to our comprehensive<sup>9</sup> undergraduate bachelor’s qualifications.

### The structure of the major and minors

At present, there is considerable variation in the structure of our comprehensive degrees and especially of the specialisations within them. This makes it challenging to ensure constructive alignment while also providing students with coherent pathways to achieving the University Graduate Profile.

All comprehensive undergraduate degrees will be structured as follows:

- An overall structure of 24 x 15-credit courses.
- A major is composed of eight specified courses and a double major is composed of 16 courses (i.e. eight from each major).
- A minor is composed of four specified courses.
- In addition to the major courses, seven courses are specified as *core* for each degree. These courses are designed to contextualise the major within the wider discipline, and support the achievement of the Massey University Graduate Profile (where this is not embedded within major courses) and may include courses directly aligned to the Graduate Attributes such as courses on foundational disciplinary knowledge and skills, digital fluency and GenAI, Māori knowledge and understanding, Te Tiriti o Waitangi, cultural awareness, communication and

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<sup>9</sup> Those degrees with nested specialisations such as the BA, BBus, BDes, BSc, etc.



collaboration and global engagement, opportunities for work integrated learning, or transdisciplinary and capstone experiences.<sup>10</sup>

- Students may make up the remaining courses by taking a double major, choosing from a list<sup>11</sup> of minors, or from a range of elective courses from across the University.

NOTE: In recognition of the current resource-constraints affecting the University, changes to the structure of our comprehensive qualifications are aligned with the qualification review process and implemented as part of the standard review cycle.

## Curriculum Management

### Curriculum mapping

Since its development in compulsory education in the 1980s, curriculum mapping, that is, a method for showing alignment and coherence between the components of an educational system, has rapidly become the preferred approach for representing the relationship between graduate outcomes, programmes and their component parts. Today, reference to curriculum mapping and constructive alignment will be found on many university webpages and in their advice to teaching staff.

*Curriculum mapping shatters the glass ceiling of teaching in isolation. It moves us toward clear communication, meaningful connections, and understanding the power of professional collaboration that truly makes a difference.* (Jacobs, 2004)

*In our experience, curriculum mapping provided a method to not only align and articulate the curriculum, but also a way to foster collaboration and collegiality of those participating in the process. The interaction among participants in this project promoted collaboration and collegiality, allowing the participants to share knowledge and beliefs about teaching and learning.* (Uchiama & Radin, 2008)

All programmes will be supported by a set of curriculum maps which provide evidence of the ways discipline knowledge and academic skills are developed, reinforced and assessed across different levels of a qualification.

### Programme Committees

Curricula are managed by committees comprising of staff teaching into the programme/s or qualification/s, students, and other staff as deemed necessary by the College (this could include staff with responsibility for curriculum management, academic development, or student experience and support, from within the College, or expertise provided by central services.) While the specific composition and terms of reference of the Programme Committee will be determined by the relevant College (for example, larger qualifications may require sub-committees), each Committee will be responsible for ensuring and assuring the quality and coherence of the curricula it oversees. This includes:

- maintaining curriculum maps (that include discipline content; assessments, methods and deadlines, and key assessment authentication points; and academic and co-curricular skills and literacies) and monitoring changes to content and assessments within courses
- considering the addition and removal of courses

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<sup>10</sup> Core courses should be shared across qualifications in a discipline or more broadly.

<sup>11</sup> Colleges will determine if minors are available for the qualification, and which courses will make up the minor to support timetabling and a coordinated student experience.

- responding to course evaluations, reviews and organisational data and feedback annually.

Programme Committees are expected to report annually to the relevant College Board on the health of the qualification and the courses which comprise it.

### New qualifications

Our 'academic offer' or 'academic profile' (i.e., what we teach here at Massey) needs to be seen as dynamic and changing, responsive to student and industry demand, and coupled with and supported by academic staff expertise. This means that we need to appreciate the academic offer as being in a state of fluidity, rather than being fixed and rigid, and that we need to be attentive to the external as well as internal contexts in which we operate. For this reason, and to ensure that a 'whole-of-university' collective accountability lens is applied to planning and managing our academic offer, including resourcing and forward-planning, new qualifications must be supported by a detailed financial business case developed with advice from the Academic Business Development team, and advice and guidance from finance, strategy management and marketing (especially for competitor market analyses). Accordingly, to support this, changes will be made to the current process and forms to ensure that these changes are as smooth as possible in terms of administration.

In addition, new qualifications must be approved by the Senior Leadership Team (or a sub-committee thereof such as the Academic Resource and Planning Working Group, established in June 2023 as part of the [Procedures of the No and Low Enrolments Policy](#)) following approval at College level, and prior to consideration by the Academic Committee. It should be noted that the Senior Leadership Team will be focusing on the economic and strategic viability of new programmes and this step is designed to sit alongside and complement our current academic decision-making processes. It is worth noting that currently, College Pro Vice-Chancellors have delegated authority to determine the viability of business cases for new programmes; this new step in the process seeks to ensure there is a collective and transparent alignment of business decisions and clear alignment between and mutual respect for our academic governance and management decision-making processes.

Those proposals not approved by the Senior Leadership Team in terms of their economic and strategic viability will not progress to the Academic Committee. Again, a simple business case framework and associated scorecard will be developed to ensure that this process does not unnecessarily delay the implementation of new qualifications and that it is not overly onerous for those staff involved.

The new approach outlined above seeks to address the dissonance in our current processes whereby financial and business case planning, and academic decision-making and academic quality assurance, are divorced from one another and pursued as separate workstreams. As noted, the new process will still respect academic autonomy and academic decision-making, informed by good academic governance practices, but we desperately need to connect, align and make more transparent these two 'parallel' processes. All New Zealand universities support both strands of decision-making; to ensure academic agency and voice in the development of new programmes, and to be assured of the financial viability of developing and supporting the academic offer. Aligning the financial and business case development with the academic decision-making and academic quality assurance processes (and vice versa) will ensure that, here at Massey, we can draw on the wide expertise we have while respecting both academic and management responsibilities.

To support this change, a project to develop an appropriate costing model for new courses and programmes, including the ongoing cost of delivery will be undertaken. The development of this costing model will help guide decisions about financial viability, and potential return on investment.

Again, this project will sit alongside and complement academic decision-making and academic quality assurance processes and decision-making.

## Curriculum quality

### Programme Lifecycle Review Process

Systematic approaches to the continuous improvement of all levels of the academic offer are now standard practice across the global higher education sector. Consequently, to ensure a continuous improvement approach to the management of our academic offer, a structured, cyclical approach to course and programme evaluation will be implemented. The Programme Lifecycle Review Process will comprise a series of connected processes at two levels: course level and qualification level. It will outline the actions which need to occur at each level and provide the mechanisms by which these actions take place and are reported, under the oversight of and guidance provided by the Programme Committee.

### Course Design Standards

All courses are designed and managed to minimise unnecessary administration and maintenance, and in accordance with the Revised University Learning Quality Guidelines.<sup>12</sup>

### Teaching Expectations

Facilitation is aligned to a University Teaching Expectations model (which outlines teaching responsibilities and articulates with Performance and Development review Planning (PDP) and current academic promotions processes)<sup>13</sup> and supported by a comprehensive suite of teaching development opportunities, coordinated through the University's Teaching Academy and supplemented by local, discipline-based communities of practice.

### Work Integrated Learning (WIL)

Design and delivery of WIL courses is aligned to the expectations of the WIL Quality Guidelines.<sup>14</sup>

## Implementation

The full implementation of this Curriculum Framework is an extensive and ambitious undertaking, and although this work will largely occur over the next five-year period, some elements will take significantly longer to implement. Our priorities are listed below. Note that while increasing our Te Reo Māori provision has been agreed to be a medium to long-term goal, Massey remains committed to this vision, and so while not currently part of the Curriculum Framework, including it here signals our belief that it is fundamental to long-term curriculum transformation.

### Key priorities

1. Initiation of work to determine how to increase our Te Reo Māori provision.
2. Implementation of the costing model for new courses and programmes.
3. Implementation of Programme Committees.
4. Completion of curriculum maps for all programmes/qualifications.

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<sup>12</sup> [Learning Quality Guidelines](#) were approved by the Massey University Learning and Teaching Committee in 2019, but remained 'advisory' at best. These will be revised and implemented as part of the implementation of the Curriculum Framework.

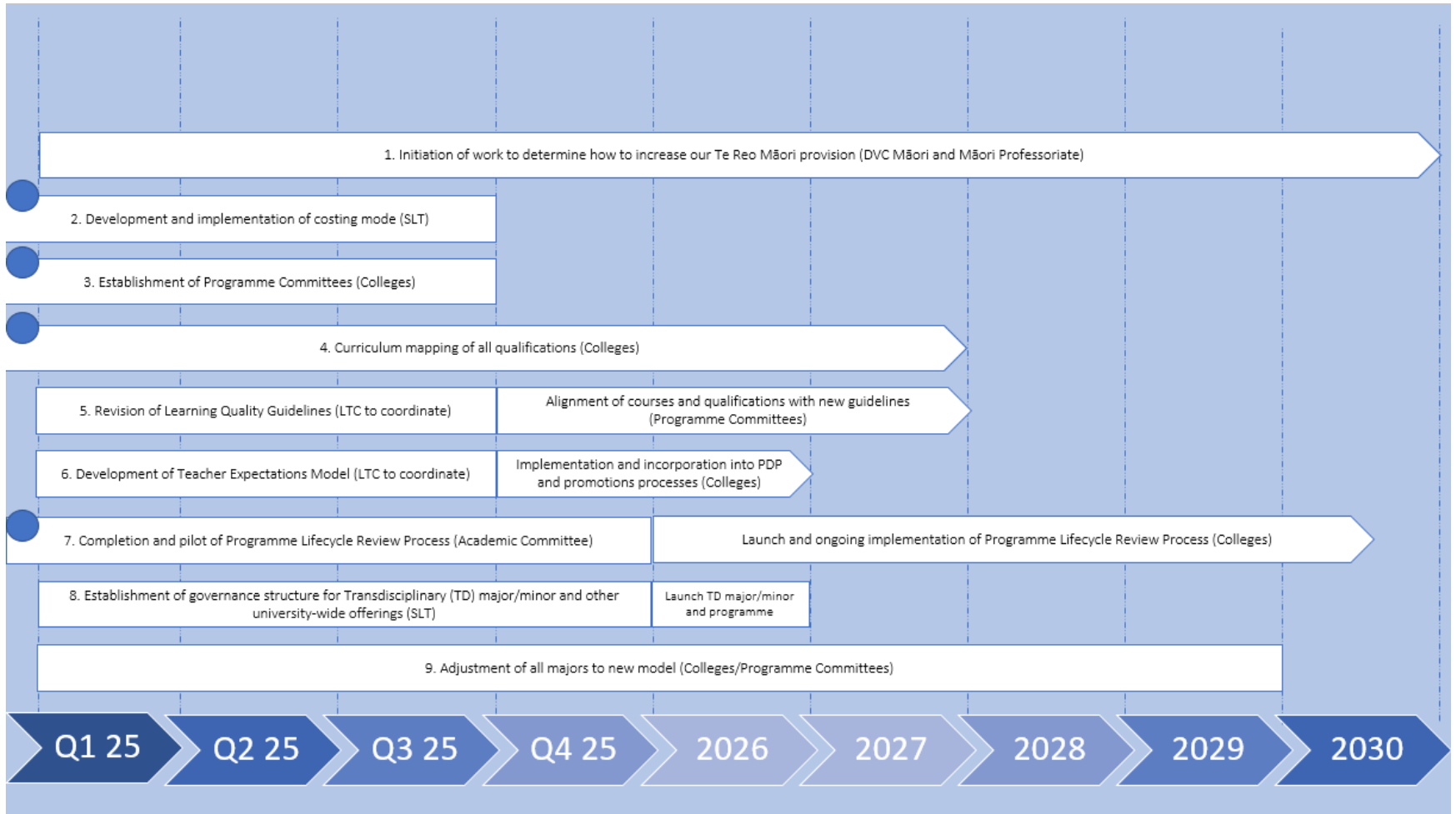
<sup>13</sup> Teaching expectations framework to be developed and implemented as part of the implementation of the Curriculum Framework.

<sup>14</sup> This is currently in development by the WIL Working Group under the auspices of Learning and Teaching Committee.

5. Revision of Learning Quality Guidelines by a working group of expert academic and professional staff.
6. Development of the Teaching Expectations Model by a working group of expert academic and professional staff.
7. Completion and piloting of the Programme Lifecycle Review Process.
8. Establishment of governance structure for Transdisciplinary (TD) major/minor and other university-wide offerings.
9. Adjustment of all majors to new model.

The suggested phasing of these priorities is illustrated below. Initiatives already partially or fully underway are indicated by ●

Proposed timeline



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## Appendix A: How curricula will support the Graduate Attributes

Table 2 How curricula will support the Graduate Attributes

Attribute	Supported through curricula and initiatives which
<p><i>Disciplinary knowledge and skills</i> A comprehensive understanding of their field of study, including the research and critical information literacy skills necessary to find, interpret, critically evaluate and apply information and generate new knowledge in inter-disciplinary, bi-cultural, and global contexts.</p>	<ul style="list-style-type: none"> <li>a. Are designed, developed and delivered in authentic partnerships with Māori.</li> <li>b. Uphold provisions of Te Tiriti o Waitangi.</li> <li>c. Scaffold discipline knowledge and skills and academic literacies within and across the disciplines.</li> <li>d. Develop the skills required to engage with the theories, practices and big ideas of the discipline or field of study.</li> <li>e. Value and incorporate Māori, Pacific and other Indigenous identities and knowledge systems.</li> <li>f. Comply with professional accreditation standards and our duty of care.</li> <li>g. Facilitate transitions into, through and beyond the qualification.</li> <li>h. Ensure clear pathways and progression of knowledge and competencies.</li> <li>i. Foster the ethical standards of their discipline.</li> <li>j. Challenge scholarship that entrenches Eurocentric approaches.</li> </ul>
<p><i>Creativity and innovation</i> The application of creative and critical thinking and decision-making skills to achieve shared goals, and leadership and teamwork skills necessary for effective collaboration and innovation.</p>	<ul style="list-style-type: none"> <li>a. Teach how to conduct and use research, and critical and creative thinking to solve local and global challenges.</li> <li>b. Cultivate respect for diversity.</li> <li>c. Support the intentional development of skills that facilitate effective leadership and teamwork, and consistent with the principles of whanaungatanga, manaakitanga and kotahitanga.</li> </ul>
<p><i>Resilience and adaptability</i> Resilience, flexibility and adaptability to recognise that learning is a process, and that growth comes from preparation, hard work and overcoming setbacks.</p>	<ul style="list-style-type: none"> <li>a. Scaffold the development of academic, personal, and life skills.</li> <li>b. Support the development of initiative, career-readiness, and comfort with uncertainty.</li> <li>c. Promote opportunities for whānau and community engagement and intergenerational learning.</li> <li>d. Provide opportunities for Work Integrated Learning that align to workplace risk management principles and requirements.</li> <li>e. Acknowledge the effects of socio-economic and physical environments may have on students' personal lives and education.</li> <li>f. Provide opportunities for all students to feel that their contributions and perspectives are valued and</li> </ul>

	respected.
<p><i>Cultural awareness</i> Acknowledgement of diverse forms and traditions of knowledge and understanding the associated responsibilities in their respective disciplines in order to engage with diverse communities safely and with integrity.</p>	<ol style="list-style-type: none"> <li>Apply inclusive, strengths-based and decolonising approaches which build learning on the foundations of students’ identities and cultures.</li> <li>Reduce barriers to engagement such as those which may occur in digital content, learning and teaching activities and assessments.</li> <li>Support the development of skills required by students to uphold standards of ethical behaviour.</li> <li>Promote academic integrity and ethical standards and behaviours.</li> </ol>
<p><i>Māori knowledge and understanding</i> Respect for the place of Māori knowledge, culture and values in their fields of study and society.</p>	<ol style="list-style-type: none"> <li>Offer opportunities to engage meaningfully with whānau, hapū, iwi and /or hāpori,</li> <li>Respect the place of Māori knowledge, culture, practices and values</li> <li>Raise awareness of Māori and Indigenous entrepreneurialism.</li> <li>Support students to identify ways in which norms and biases may affect interactions with Māori.</li> </ol>
<p><i>Social responsibility</i> Proactive engagement with local communities, iwi and hapū to contribute to the development of solutions to local and national challenges using evidence-based, approaches and constructive action for the common good.</p>	<ol style="list-style-type: none"> <li>Provide opportunities for students to participate in their local civic, workplace and community contexts.</li> <li>Uphold approaches based on partnership and co-agency.</li> <li>Promote the appropriate use of te reo Māori and critical awareness of tikanga Māori in community engagement.</li> <li>Advance positive outcomes for Māori.</li> <li>Support self-knowledge and critical reflection.</li> </ol>
<p><i>Communication and collaboration</i> Verbal, written, digital and interpersonal skills to communicate effectively within diverse situations and in both bi-cultural and globalised contexts.</p>	<ol style="list-style-type: none"> <li>Support both English and te reo Māori.</li> <li>Facilitate the development of effective written, oral and non-verbal communication skills in a range of media and to a range of audiences.</li> <li>Scaffold the skills required to use technologies to communicate, evaluate, and navigate the world effectively.</li> </ol>
<p><i>Global engagement</i> Application of knowledge and skills to the development of solutions for global challenges to social, cultural, indigenous, economic and environmental sustainability.</p>	<ol style="list-style-type: none"> <li>Promote critical awareness of Māori and Indigenous priorities.</li> <li>Support approaches, practices and research that are culturally, socially, environmentally and economically sustainable and which align with the United Nations Sustainable Development Goals.</li> </ol>





Part I: Paper for Decision

<b>MEETING DATE:</b>	5 December 2024
<b>AUTHOR:</b>	Chancellor, Alistair Davis
<b>SUBJECT:</b>	<b>EXCLUSION OF PUBLIC</b>

Recommendation

- That the Council 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
C24/155	Confirmation of Minutes Council Meeting 19 September 2024 – Part II	For the reasons set out in the Part I minutes of 19 September 2024 held with public present	
C24/156	Action Schedule Part II	Improper gain or advantage	s7(2)(j)
C24/157	2024 Council Work Plan Part II	Improper gain or advantage	s7(2)(j)
C24/158	DRAFT 2025 Council Work Plan Part II	Improper gain or advantage	s7(2)(j)
Verbal	Chancellor’s Verbal Report – Part II	Personal Privacy	s7(2)(a)
C24/159	Vice-Chancellor’s Report – Part II	Improper gain or advantage	s7(2)(j)
C24/160	Refreshed Strategic Plan	Improper gain or advantage	s7(2)(j)
C24/161	Enrolment and EFTS Revenue Forecast	Improper gain or advantage	s7(2)(j)
C24/162	Performance Report	Improper gain or advantage	s7(2)(j)
C24/163	PwC Presentation	Improper gain or advantage	s7(2)(j)
C24/165-174	FAC Chair’s Report	Improper gain or advantage	s7(2)(j)
C24/175-177	PAC Chair’s Report	Improper gain or advantage	s7(2)(j)
C24/178	Borrowing Consent Rollover	Improper gain or advantage	s7(2)(j)
C24/179	Interim Risk Report	Improper gain or advantage	s7(2)(j)
C24/180	Insurance Renewal	Improper gain or advantage	s7(2)(j)
C24/181	In Council Graduation	Personal Privacy	s7(2)(a)
C24/182	Council Committee Membership	Improper gain or advantage	s7(2)(j)

Part I: Paper for Decision



C24/183	Delegated Authority December 2024- January 2025	Free and frank expression of opinions	s7(2)(f)(i)
C24/194	Council Self-Review	Free and frank expression of opinions	s7(2)(f)(i)
<b>Noting Papers</b>			
<ul style="list-style-type: none"> <li>i) AB Minutes September 2024 – Part II Signed (C24/184)</li> <li>ii) AB Minutes October 2024 – Part II Unconfirmed (C24/185)</li> <li>iii) AB Minutes November 2024 – Part II Unconfirmed (C24/186)</li> <li>iv) FAC Minutes 29 August 2024 – Part II Signed (C24/187)</li> <li>v) FAC Minutes 14 November 2024 – Part II Unconfirmed (C24/188)</li> <li>vi) PAC Minutes October 2024 – Part II Unconfirmed (C24/189)</li> <li>vii) MGL SCI 2025 (C24/190)</li> <li>viii) MUF Forecast 2025 (C24/191)</li> <li>ix) MVL SCI 2025 (C24/192)</li> </ul>			

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.