



**MASSEY
UNIVERSITY**

TE KUNENGA KI PŌREHUOA

UNIVERSITY OF NEW ZEALAND



COUNCIL MEETING

THURSDAY, 20 JULY 2023, 9AM

A meeting of Massey University Council will be held at the
MANAWATŪ CAMPUS, REFECTORY BOARDROOM

Council Meeting - Part I

20 July 2023 09:00 AM



Agenda Topic	Presenter	Page
1. PROCEDURAL MATTERS		4
1.1 Meeting Arrangements/Welcome	Pro Chancellor (Verbal)	
1.2 Karakia/Whakatauaāki	Pro Chancellor (Verbal)	4
1.3 Apologies	Pro Chancellor (Verbal)	
1.4 Health and Safety Briefing	Jodie Banner (Verbal)	
1.5 Open Forum	Pro Chancellor	
1.6 Declaration of Interests/Register of Interest	Pro Chancellor	5
1.7 Confirmation of Agenda and Urgent Items	Pro Chancellor (Verbal)	
1.8 Confirmation of Minutes - Part I Council Meeting held 18 May 2023	Pro Chancellor	11
1.9 Matters Arising	Pro Chancellor (Verbal)	
1.10 Council Action Schedule - Part I - COMPLETED/NO OUTSTANDING ACTIONS		
1.11 Council Work Plan 2023 – Part I	Jodie Banner	16
2. STRATEGIC		17
2.1 Chancellor's Report - Part I	Pro Chancellor (Verbal)	
2.2 Vice-Chancellor's Report - Part I	Vice-Chancellor	17
2.3 Strategy in Action: Distinguished Professor Paul Moughan	Vice-Chancellor	27

2.4	Kaupapa Here Tiriti o Waitangi - Tiriti o Waitangi Policy	DVC Māori	29
2.5	Paerangi Learning and Teaching Plan	Provost	38
2.6	Te Pou Rangahau Research Plan	Provost	49
3.	OPERATIONAL		63
3.1	Month End Finance Report – May 2023 - Part I	Vice-Chancellor	63
3.2	Proposed Meeting Schedule 2024	Jodie Banner	66
4.	PAPERS FOR NOTING		69
4.1	Ohu Matatika 2 – Reappointment of Chair	Vice-Chancellor	69
4.2	Academic Board Minutes 16 May 2023 - Part I		70
4.3	Academic Board Minutes 14 June 2023 - Part I		76
5.	EXCLUSION OF PUBLIC		82

Karakia timatanga – for opening a meeting

6. Allow one's spirit to exercise its potential

Tukua te wairua kia rere ki ngā taumata	Allow ones spirit to exercise its potential
Hei ārahi i ā tātou mahi me tā tātou whai i ngā tikanga a rātou mā	To guide us in our work as well as in our pursuit of our ancestral traditions
Kia mua kia ita	Take hold and preserve it
Kia kore ai e ngaro	Ensure it is never lost
Kia pupuri	Hold fast
Kia whakamaua	Secure it
Kia tina! TINA! Hui e! TĀIKI e!	Draw together! Affirm!

Register of Council Member Interests

Michael Ahie BBS (Hons) CMIInstD	
Position	Council Member – Minister of Tertiary Education Appointee
Responsibilities	Chancellor People and Culture Committee Member Finance and Assurance Committee Member
Term	17 December 2012 – 16 June 2014 17 June 2014 – 31 December 2015 1 January 2016 – 31 December 2019 18 March 2020 – 17 March 2024 2014 – 2016 (Pro Chancellor) 2016 – 2023 (Chancellor)
Interests	
	Chair Spring Sheep Milk NZ Management Limited
	Chair Plant Market Access Council (PMAC)
	Chair IRD Risk and Assurance Committee
	Chair Kiwifruit Breeding Centre
	Director and Shareholder Clearwater Limited
	Director and Shareholder Jama Property Limited
	Trustee The Jama Trust
	Member Statistics New Zealand Risk and Assurance Committee

Ben Vanderkolk LLB (Cant.), IoD	
Position	Council Member
Responsibilities	Pro-Chancellor People and Culture Committee Chair
Term	Minister of Tertiary Education Appointee 29 August 2011 – 30 November 2012 1 December 2012 – 30 November 2016 1 January 2016 – 31 December 2018 1 April 2019 – 31 December 2021 1 January 2020 – 29 August 2023 (Pro Chancellor) Council Appointee 1 January 2022 – 29 August 2023
Interests	
	Principal BVA Limited - Palmerston North and Wellington
	Director & Shareholder BVA Limited
	Director & Shareholder I-arbitrate NZ Limited
	Trustee Massey University Foundation
	Trustee The VOC Investment Trust

Professor Jan Thomas, BSc Murd, BVMS Murd, MVS Melb, Ph.D. Murd, MACVS, FAICD, FAIM	
Position	Council Member – Council Appointee
Responsibilities	Vice-Chancellor Ex-officio Council member Finance and Assurance Committee member People and Culture Committee member
Term	23 January 2017 – 22 January 2022 23 January 2022 – 22 January 2027
Interests	
Chair	Universities New Zealand
Chair	Quality Assurance Council (UGC ex-officio member)
Director	Pets for Living Pty Ltd
Director	Snowgold Pty Ltd
Board Member	Riddet Institute
Board Member	Massey Foundation
International Reviewer	OAAA
Patron	Association for Tertiary Education Management

Alistair Davis ONZM, LLB, BCA (VUW)	
Position	Council Member – Council Appointee
Responsibilities	Council Member People and Culture Committee Member
Term	17 May 2018 - 16 May 2022 20 May 2022 - 19 May 2026
Interests	
Senior Advisor	Toyota New Zealand
Chair	CMD Nominees Ltd (Toyota New Zealand's Pension Fund)
Member	Westpac NZ Sustainability Advisory Panel
Member	New Zealand Initiative
Examining Chaplain & Diocesan Advisor	Anglican Diocese of Wellington

Ross Buckley BBS, FCA, FCPA, CMInstD	
Position	Council Member – Minister of Tertiary Education Appointee
Responsibilities	Council Member
Term	1 January 2022 – 31 December 2025
Interests	
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

Angela Hauk-Willis MA (Freiburg im Breisgau)	
Position	Council Member – Minister of Tertiary Education Appointee
Responsibilities	Council Member
Term	18 March 2022 – 17 March 2026
Interests	
Principal	Angela Hauk-Willis Consulting
Director	FireSuper Trustee Ltd
Chair	Ministry of Transport Risk and Assurance Committee
Accredited Gateway Reviewer	The Treasury - Te Tai Ōhanga

Oriana Paewai	
Position	Council Member – Minister of Tertiary Education Appointee
Responsibilities	Council Member
Term	18 March 2020 – 17 March 2024
Interests	
Chair	Te Pae Oranga o Ruahine o Tararua Charitable Trust
Co-Chair	Regional Skills Leadership Group - Manawatū-Whanganui
Employee	Horizons Regional Council
Trustee	Aorangi Marae
Affiliated/Whānau	Manukura School – affiliated with members of the Governance Board/staff/and whānau of Rangitāne Iwi

Traci Houpapa MNZM, MBA	
Position	Council Member – Vice-Chancellor Nominee
Responsibilities	Council Member
Term	1 April 2020 – 1 April 2024
Interests	
Chair	Federation of Māori Authorities (FOMA)
Chair	W3 Wool Unleashed Primary Growth Partnership
Chair	National Advisory Council on the Employment of Women
Chair	Hineuru Holdings Limited
Chair	Te Arawa Group Holdings Limited

NZ Co-Chair	Australia NZ Leaders Forum Indigenous Business Sector Group
Director	Chiefs Rugby Club Limited
Director	Ontario Teachers' Pension Plan NZ Forests Investment Limited
Director	New Zealand Trade and Enterprise
Director	Predator Free 2050 Limited
Member	Te Kawa Mataa
Member	STUFF Advisory Board
Member	NZ Public Service Te Hapai O Maori Advisory Group
Member	National Science Challenge Science for Technology and Innovation
Member	NZ Police Audit and Risk Committee

Professor Sarah Leberman MNZM, PhD (VUW), MA (Cantab.UK), MA (Applied) (VUW), CMIInstD	
Position	Council Member – Elected by Permanent Members of the Academic Staff
Responsibilities	Council Member Finance and Assurance Committee Member
Term	1 January 2020 – 31 December 2023
Interests	
Co-Chair & Co-Founder	Women in Sport Aotearoa

Nigel Barker MALP, BBS, CertATchg, Grad IFE	
Position	Council Member – Elected by Permanent Members of the Professional Staff
Responsibilities	Council Member
Term	1 January 2020 – 31 December 2023
Interests	
Managing Director and Shareholder	The Barkers Limited
Graduate Member	Institute of Fire Engineers
Member	Human Resources Institute of New Zealand
Member	Institute of Directors New Zealand
Member	Himatangi Beach Community Committee
Trustee	Himatangi Beach Community Trust
Trustee	Horowhenua Community Camera Trust

Minnie-Kalo Voi	
Position	Council Member – Elected by Students
Responsibilities	Council Member Finance and Assurance Committee Member
Term	8 December 2022 – 7 December 2024
Interests	
Residential Assistant	Massey University
National Vice President	New Zealand International Students Association
Co-Vice President	New Zealand Union of Students Association
Chair	New Zealand International Students Association National Representative Council Members
Member	Massey University BBus Program Representative
Member	Ako Aotearoa - Pacific Caucus Board
Member	Awapuni Rotary Club
Member	Melanesian Steering Committee Aotearoa

Paul Brock BBS	
Position	Council Member – Vice-Chancellor Nominee
Responsibilities	Council Member
Term	1 July 2023 – 30 June 2027
Interests	
Chair	Tourism New Zealand

Chair	Chubb Life Insurance New Zealand
Chair	Foley Wines
Chair	New Zealand Story Advisory Board
Chair	Innovation Programme for Tourism Recovery (Expert Advisory Panel)
Independent Director	Southern Sky Dairies
Adviser	Halo Systems
Director/Shareholder	StratX Ltd
Past dealings on Ethical Leadership	Victoria University
Brock Family Trust	Trustee/Beneficiary



MINUTES OF MASSEY UNIVERSITY COUNCIL

**THE MEETING OF MASSEY UNIVERSITY COUNCIL
HELD AT THE WELLINGTON CAMPUS, BLOCK 5 BUILDING
AND VIA VIDEOCONFERENCE**

on

THURSDAY 18 MAY 2023 AT 10.00 AM

PART I

Present:

Chancellor Michael Ahie (Chair); Pro-Chancellor Ben Vanderkolk; Vice-Chancellor Professor Jan Thomas; Nigel Barker; Ross Buckley; Alistair Davis; Traci Houpapa; Sarah Leberman; Ian Marshall; and Oriana Paewai.

In Attendance:

Academic Board Chair Associate Professor Claire Matthews; Provost Professor Giselle Byrnes; Director Governance and Assurance Jodie Banner; Governance Advisor Christabelle Marshall; DVC Students and Global Engagement Dr Tere McGonagle-Daly (Part II items 2.3 to 2.4 only) and Presidents of Te Tira Ahu Pae; Jake Law, Aniva Feau and Ramairoa Tawera (for Open Forum only).

Apologies: Angela Hauk-Willis, and Minnie-Kalo Voi.

1.0 PROCEDURAL MATTERS

1.1 MEETING ARRANGEMENTS

1.2 KARAKIA/WHAKATAUĀKĪ/WELCOME

The Chancellor opened the meeting with a karakia and welcomed Council members present and everyone in attendance, including the three members of the public from Te Tira Ahu Pae.

1.3 APOLOGIES

The apologies from Angela Hauk-Willis and Minnie-Kalo Voi were received.

1.4 HEALTH AND SAFETY BRIEFING

The Director Governance and Assurance gave a health and safety briefing.

1.5 OPEN FORUM - TE TIRA AHU PAE

The three Te Tira Ahu Pae Presidents introduced themselves and spoke to a presentation they had prepared for Council. The presentation covered the mahi the student associations had completed in the amalgamation of 10 student associations into one student representation

body, as well as their aspirations and goals moving forward. The Presidents spoke of the membership of the association and the tripartite structure of governance they had established. The Te Tira Ahu Pae Presidents requested Council consider a change in Council membership to allow two student representatives on Council: with one student representative role to be a Māori taura seat.

The Chancellor thanked the Te Tira Ahu Pae Presidents for sharing their journey and aspirations with Council and noted current and ongoing discussions regarding the constitution of Council and the university's commitment to being Te Tiriti led.

The Three Student Presidents of Te Tira Ahu Pae left at 10.50am.

The meeting adjourned at 10.50am.

The meeting reconvened at 11.00am.

1.6 DECLARATION OF INTERESTS/REGISTER OF INTEREST

There were no interests declared for Part I of the meeting.

1.7 CONFIRMATION OF AGENDA AND URGENT ITEMS

The agenda was received with all papers taken as read.

1.8 CONFIRMATION OF MINUTES - PART I COUNCIL MEETING HELD 9 MARCH 2023 (C23/26)

23-16 RESOLVED:

(Leberman/Buckley)

THAT the minutes of the Massey University Council meeting held on 9 March 2023 [Part I Public] be confirmed as a true and correct record.

CARRIED

1.9 MATTERS ARISING

There were no matters arising from the 9 March 2023 Part I Council minutes.

1.10 COUNCIL ACTION SCHEDULE PART I (C23/27)

The Director Governance and Assurance noted there were no outstanding actions.

1.11 COUNCIL WORK PLAN 2023 - PART I (C23/28)

The Director Governance and Assurance noted the July Council meeting would now take place on Manawatū campus. It was suggested the aviation site visit would be rescheduled for July to coincide with the meeting being held on Manawatū campus.

2.0 STRATEGIC

2.1 CHANCELLOR'S REPORT - PART I

The Chancellor provided a verbal update on the work undertaken in his role since the last Council meeting on 9 March 2023. Council noted the Chancellor's report.

2.2 VICE-CHANCELLOR'S REPORT - PART I (C23/29)

The Vice-Chancellor highlighted the recent achievements of Professor Carolyn Gates, who won the Prime Minister's Educator of the Year Award 2022, and Professor Rangī Mātāmua ONZM who received the KiwiBank New Zealander of the Year Award in recognition of his continued mahi bringing Mātauranga Māori to the forefront in Aotearoa New Zealand.

ACTION: Congratulatory letters to be sent to Associate Professor Carolyn Gates and Professor Rangī Mātāmua ONZM in recognition of their recent achievements.

The Vice-Chancellor also acknowledged Deputy Vice-Chancellor Students and Global Engagement Dr Tere McGonagle-Daly for his continued work with student representatives. It was noted that this position is unique to Massey University and there is much to be proud of in this space.

The Vice-Chancellor noted her appreciation for the three presidents of Te Tira Ahu Pae attending Open Forum and commended the recent structural reform.

The structural reforms of Te Tira Ahu Pae and the current election process for student representative on Council were discussed. It was agreed that this would be taken to a future People and Culture Committee meeting.

23-17 RESOLVED: (Houpapa/Buckley)

THAT Council notes the update on current issues, key achievements and highlights arising during the reporting period from February 2023 to April 2023.

CARRIED

2.3 STRATEGY IN ACTION: SOLAR ARRAY PROJECT (C23/30)

The Vice Chancellor noted current positive progress on the solar array project and noted that construction will commence later in the year, subject to further approvals.

23-18 RESOLVED: (Barker/Buckley)

THAT Council notes the Strategy in Action paper on the Solar Array project.

CARRIED

3.0 OPERATIONAL

3.1 MONTH END FINANCE REPORT – MARCH 2023 PART I (C23/31)

The Month End Finance Report was received by Council and taken as read.

23-19 RESOLVED: (Houpapa/Buckley)

THAT Council notes the contents of the finance report for the three months ended 31 March 2023.

CARRIED

4.0 PAPERS FOR NOTING

4.1 ACADEMIC BOARD MINUTES 15 MARCH 2023 – PART I – CONFIRMED

4.2 ACADEMIC BOARD MINUTES 19 APRIL 2023 – PART I – UNCONFIRMED

The Council noted the above listed papers.

5.0 DECISIONS TRANSFERRED FROM PART II OF THE COUNCIL MEETING

23-25 RESOLVED: (Houpapa/Buckley)

THAT Council note and approve the recommendations of this paper, which have been endorsed by SLT. Specifically points 1.1.1 – 1.1.11 as listed.

CARRIED

6.0 EXCLUSION OF PUBLIC (C23/32)

23-20 RESOLVED: (Ahie/Buckley)

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
C23/33-34	Confirmation of Minutes Council Meeting 9 March 2023 – Part II (A) and Part II (B)	For the reasons set out in the Part I minutes of 9 March 2023 held with public present	
C23/35	Action Schedule Part II	Improper gain or advantage	s7(2)(k)
C23/36	Council Work Plan 2023 Part II	Improper gain or advantage	s7(2)(k)
Verbal	Chancellor’s Verbal Report	Personal privacy	s7(2)(a)
C23/37	Vice-Chancellor’s Report – Part II	Improper gain or advantage Personal privacy	s7(2)(k) s7(2)(a)
C23/38	Business Opportunity: Update	Improper gain or advantage	s7(2)(k)
C23/39	2024 Student Fee Setting	Improper gain or advantage	s7(2)(k)
C23/40	Academic Profile Report	Improper gain or advantage	s7(2)(j)
C23/41	Risk Report	Improper gain or advantage	s7(2)(j)
C23/42	FAC Recommendations/Papers & Appendices	Improper gain or advantage	s7(2)(j)
C23/43	AB Recommendations/Papers & Appendices	Improper gain or advantage	s7(2)(j)
C23/44	PAC Recommendations/Papers & Appendices	Improper gain or advantage	s7(2)(j)
C23/45	Month End Finance Report – March 2023 - Part II	Improper gain or advantage	s7(2)(j)
C23/46	Health and Safety Q1 Report	Improper gain or advantage	s7(2)(j)
C23/47	Vice-Chancellor Nominees to Council	Personal privacy	s7(2)(a)
Noting Papers			
i) Financial Improvement Tracker ii) FAC Minutes – Part II – 20 April 2023 iii) AB Minutes – Part II – 15 March 2022 iv) AB Minutes – Part II – 19 April 2023 - Unconfirmed v) PAC Minutes – Part II – 5 April 2023 - Unconfirmed			

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

Part I of the meeting closed at 11.10 am.

Signature: _____

Date: _____

UNCONFIRMED

Council 2023 Work Plan – Part I

	9 MARCH	18 MAY	20 JULY	21 SEPTEMBER	2 NOV	7 DECEMBER
Location	Manawatū	Wellington	Manawatū	Auckland	Zoom (TBC)	Manawatū
Site Visit	H&S Focus – Dairy Farm #4	National Screen Arts Facility	N/A	Working with Hazardous Substances (TBC)	Lab Visit (TBC)	Working with Large Animals (TBC)
Strategy Days	Wed 8 March – half day pm/OHS Overview Session	Wed 17 May – full day	N/A	Wed 20 Sep - (half day pm)	N/A	N/A
Strategic Items	<ul style="list-style-type: none"> • Chancellor Report • VC Report • Strategy in Action 	<ul style="list-style-type: none"> • Chancellor Report • VC Report • Strategy in Action 	<ul style="list-style-type: none"> • Chancellor Report • VC Report • Strategy in Action • Te Tiriti Policy • Paerangi • Te Pou Rangahau 	<ul style="list-style-type: none"> • Chancellor Report • VC Report • Strategy in Action 		<ul style="list-style-type: none"> • Chancellor Report • VC Report • Strategy in Action
Operational Items	<ul style="list-style-type: none"> • Finance Report 	<ul style="list-style-type: none"> • Finance Report 	<ul style="list-style-type: none"> • Pro-Chancellor Election • Finance Report • Proposed Meeting Schedule 2024 	<ul style="list-style-type: none"> • Finance Report 		<ul style="list-style-type: none"> • Finance Report • Delegated Authority for Dec/Jan period



MEETING DATE:	20 July 2023
AUTHOR:	Vice-Chancellor Professor Jan Thomas
SUBJECT:	VICE-CHANCELLOR’S PART I REPORT TO COUNCIL PERIOD: April – June 2023

Contents

Executive Summary	1
Te Pou Rangahau – Research	1
Te Pou Ako – Teaching and Learning	4
Te Pou Tangata – People	7
Te Pou Hono – Connection.....	8

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 on the [Massey News site](#) and other internal communication channels detailed in this report.

I highlight in this report just a few of the university’s efforts and achievements in making Massey a place of equity and excellence, for students, staff and our community. I will seek to ensure that the content reflects, and speaks to the enactment of new Strategic Plan, pou, attributes, and Te Tiriti foundation. In this regard, you will note that this report is now provided in a format and structure to reflect the four strategic pou of the university.

Te Pou Rangahau – Research

Examples of the delivery of research excellence and its impact.

- *Aotearoa New Zealand’s longest longitudinal study on ageing*
The Health and Ageing Research Team (HART) from the School of Psychology held a symposium on 7 June at Wellington’s Wharewaka Function Centre, titled *Ageing in Aotearoa – The New Zealand Health, Work and Retirement Study: 18 Years and Onward*. The symposium showcased

the key findings and implications of Aotearoa New Zealand’s longest longitudinal study on ageing and highlights the latest research focus on senior entrepreneurship and better work in later life. Renowned leaders in health and ageing research, both national and international, were keynote speakers. The book *Ageing in Aotearoa: The New Zealand Health, Work and Retirement Study* was launched at this event, summarising the results of 18 years of study.

- Associate Professor Natasha Tassell-Matamua, School of Psychology, is working with an international team of experts to study terminal lucidity in children. The multidisciplinary team of 11, who are based in the United States, United Kingdom, Germany, Spain and New Zealand are the first team in the world to examine this topic in children and hope their findings will provide important insights into the end-of-life care needs of children and their parents/caregivers.
- Associate Professor Trisia Farrelly, School of People, Environment and Planning, was a Product Stewardship winner at the WasteMINZ Awards for Excellence 2023 for her longstanding and ongoing work to end plastic pollution. Dr Farrelly has been a foremost voice on the international stage for a binding global plastics treaty, and supports Tāngata Whenua, government officials and NGOs by sharing her technical expertise. Her knowledge is shaping the way New Zealand understands the concept of product stewardship and wider product policy in relation to plastics.

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

- *Vision Mātauranga Capability Fund - Results*
Three proposals were submitted in October 2022, with two grants awarded.

PI	School	College	Title	Value
Prof Isabel Castro	School of Natural Sciences	Sciences	Kiwi whakapapa project: improving kiwi population success through genetically informed tomo	\$249,246
Prof Karen Stockin	School of Natural Sciences	Sciences	Ko ahau te tohorā, te tohorā ko ahau, I am the whale, and the whale is me – A call for Mātauranga Māori to improve whale stranding response in Aotearoa	\$249,997

- *Health Research Council of New Zealand (HRC)*

HRC Funds

On 19 April, we received the great news that six of the nine (66%) HRC Explorer applications submitted by Te Kunenga ki Pūrehuroa Massey University in November 2022, were being funded. There was a significant increase in not only the applications numbers, but as noted, a big jump also with the success rate on previous years.

Budgets are not needed for these applications at submission stage so budgets have now been provided to the Health Research Council. That information will then determine how much of a possible \$150,000 funding per project is awarded to each of them.

PI	School	College	Title	Stream	Value
Prof Peter Lockhart	Natural Sciences	Sciences	Searching for novel antimicrobials	General	Up to \$150,000
A/Prof Taisia Huckle	SHORE and Whariki RC	Health	The metaverse – new health risks	General	Up to \$150,000
Dr Claire Badenhorst	Sport, Exercise & Nutrition	Health	Our flow: increasing access to health-screening through menstrual blood	General	Up to \$150,000
A/Prof Louise Brough	Food and Advanced Technology	Sciences	Investigating iodine supplementation in pregnancy	General	Up to \$150,000
A/Prof Susanne Roehr	Psychology	Humanities & Social Science	Co-exploring dementia risk reduction from a planetary health perspective	General	Up to \$150,000
Dr Angelique Reweti	Health Sciences	Health	Wāhi Kōrero: "I felt too whakamā to go to the doctor..."	Health Delivery	Up to \$150,000

HRC Emerging Researcher First Grant outcomes

On 20 April we were advised that two of three HRC Emerging Researcher Grants applications, submitted in September 2022, were being funded (66.7% success rate). The number of applicants and the success rate is the same as 2021 but higher than 2019 and 2020.

PI	School	College	Title	Value
Dr Jeanette Rapson	Sports, Exercise & Nutrition	Health	Vegetables as first foods for babies, e tamariki, kai o huawhenua i te tuatahi	\$250,000
Dr Ilana Seager van Dyk	Psychology	Humanities & Social Science	Affirming Cognitive Behaviour Therapy for Rainbow Youth and Whānau in Aotearoa	\$250,000

- *Doctoral Enrolments 2023 – First Quarter*

There has been a 28.17% increase in doctoral enrolments in the first quarter of 2023 compared to this time last year. There has been a 27.45% decline in domestic enrolments but a 170% increase in international enrolments. The decline in domestic enrolments is likely a reflection of the strong domestic employment market and the opportunity for New Zealand citizens to travel offshore again. With the border restrictions lifted, international students can now enter New Zealand for tertiary study and there has been strong interest in doctoral study here. This interest has also been reflected in an increase in the number of doctoral applications for admission into the university.

- *Doctoral Completions 2023 – First Quarter*

A total of 52 doctoral students completed their degree in the first quarter of 2023 - a 160% increase compared to the first quarter in 2022 (20). College of Sciences realised most of the completions (61.53%). The increase in completions may be contributed to the COVID-19 impacts on some students' research, delaying their project submission date from 2022. It also reflects a high level of enrolments in 2018-19.

Te Pou Ako – Learning and Teaching

Examples of the delivery of an excellent learning environment include:

- *Global University Rankings Results*

QS World University Rankings

QS released its 2024 World University Rankings on 28 June. **Massey is now ranked 3rd in New Zealand and =239th in the world**, going up 53 positions compared to last year. Massey has also gone up in its **academic reputation, now ranked 286th**. This is the fifth consecutive year that Massey ranks in the top 300 for both academic reputation and overall ranking. In this year's ranking, QS changed its methodology to include three new indicators: sustainability, employment outcomes and international research network. Massey performed well in these three indicators ranking 58⁼, 157 and 215 in each indicator respectively.

For this ranking round, QS considered 2963 universities, which was 501 more than last year. Indicators assessed included academic and employer reputation, citations, international faculty and students, and the three new indicators - sustainability, international research network and employment outcomes. More than 17.5 million publications, 141.6 million citations and 2.7 million academic and employer nominations were assessed for the ranking.

QS Subject Rankings

For completeness, in my May report I advised that the QS 2022 Subject Area Rankings were released on 22 March. In summary, the number of subjects ranked within the **top 100** in the QS Subject Area rankings remains at **four**: Veterinary Science (28 up from 29= last year), Development Studies (29 up from 45 last year), Agriculture & Forestry (60 down from 52 last year), Communication & Media Studies (51-100 same as last year). Massey ranks first in New Zealand for each of these subjects, and also for Art & Design.

Other subjects ranked within the top 300 include: Art & Design, Geography and Nursing (top 150), Architecture & Built Environment (top 200), Accounting & Finance, and Education (top 250), Psychology and Sociology (top 300). A total of **19 subjects** were **ranked** this year and **18 were in the top 500**, similar to last year.

Massey was again ranked in all five Faculty Areas as it was last year. Social Sciences & Management 298⁼, Arts & Humanities 347⁼, Life Sciences & Medicine 375⁼, Engineering & Technology 501-530 and Natural Sciences 501-520.

The 2022 QS World University Rankings examined 1543 universities worldwide across 51 subjects. Universities are evaluated according to four metrics: academic reputation, employer reputation, citations per paper, and H-index.

- *Times Higher Education Impact Rankings*

The Times Higher Impact Rankings were released on 2 June. The Impact Rankings measure universities' social and economic impact. It is based on the United Nations' Sustainable Development Goals (SDGs) and evaluates how much universities make a difference on the ground, in their communities, supporting society. This is the fourth edition of this ranking, with 1,591 institutions around the world submitting data.

In this year's edition **Massey ranked 86th**, down from 66 last year. There was a significant change in methodology with the introduction of results being averaged over a two-year period. Indicators where Massey improved compared to last years' results include SDG4 Quality Education, SDG5 Gender Equality and SDG8 Decent Work and Economic Growth. Massey was **ranked in all 17 SDGs** and overall ranking, with **four SDGs in the top 100** (including the overall ranking), eight in the top 200, and five in the top 300 and 400 in the world.

- *Massey's MBA recognised in CEO Magazine 2023 rankings*

The latest prestigious global ranking has been released by [CEO Magazine](#), who rate and rank business schools based on their MBA offering. The Massey MBA is recognised globally for its practical relevance that prepares MBA students for significant corporate roles worldwide. The results are:

- Tier One Global MBA Ranking – maintained
- #9 Global Executive MBA Ranking – up from 25th last year
- #11 Global Online MBA Ranking – up from 17th last year.

- *An excellent student experience*

I was also delighted to read the comments on the Massey student experience from one of our life-long learners here: [Unconditional support leads to management role with Air New Zealand](#). This exemplar reflects Massey's position on excellence and equity regardless of the mode of study, and gives some insight into what it takes to support students studying at a distance.

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

- *Massey University-led consortium wins bid to secure the future for the National Centre for Tertiary Teaching Excellence ('Ako Aotearoa')*

The Tertiary Education Commission confirmed on 13 June that a new consortium led by Te Kunenga ki Pūrehuroa Massey University, in partnership with Te Wānanga o Aotearoa and Te Pūkenga New Zealand Institute for Skills and Technology, has been successful in its bid to continue to host the National Centre for Tertiary Teaching Excellence (operating as Ako Aotearoa) for the next three years. Professor Giselle Byrnes, Provost, has overseen the development and delivery of the bid together with senior leaders at Te Wānanga o Aotearoa and Te Pūkenga. This is the result of an RFP process administered by the TEC in March this year designed to 'test the market'. The fund brings with it \$3.556m per annum ex GST. The initial contract is for three years, with the potential for two extensions of up to three years each.

The consortium will effectively reposition Ako Aotearoa in a changed tertiary education and training context in Aotearoa New Zealand, which takes cognizance of the Reform of Vocational Education, the creation of Te Pūkenga, and the roll-out of Ōritetanga Learner Success and the Unified Funding System (UFS). Support from new consortium partners Te Wānanga o Aotearoa and Te Pūkenga has been vital to the success of the bid. The fresh approach now offers representation from the entire public tertiary sector with an even stronger emphasis on diversity and inclusivity, understanding how Mātauranga Māori approaches to teaching practice and curriculum design can be more widely appreciated, and how to ensure the best outcomes for learners, across a range of learning contexts. Three high-level objectives characterise the refreshed Ako Aotearoa: to promote excellence in teaching across the tertiary sector; to align excellence in tertiary teaching with successful learner

outcomes; and to demonstrate Te Tiriti o Waitangi principles in delivering these two goals. Now that Massey has successfully secured the contract, discussions are underway to operationalise the new consortium and how the above goals will be best realised in terms of governance and management.

Established by Cabinet in 2004, the National Centre for Tertiary Teaching Excellence fund supports a host TEO to maintain a Centre that works with TEOs to enhance the effectiveness of teaching and learning. The Centre covers the entire tertiary education system (including Vocational Education and Training), across all subsectors and NZQF levels. In 2006, Massey was the first institution to administer the NCTTE fund and to establish the National Centre as Ako Aotearoa. The contract has remained with Massey since then through a series of renewals and extensions.

- *Cycle 6 AQA Report*

On 22 June 2023, the Academic Quality Agency for New Zealand Universities (AQA) released the report of its most recent academic audit of Massey University Te Kunenga ki Pūrehuroa. The Cycle Six Academic Audit report and executive summary can be found on the AQA website [here](#).

The report makes 15 commendations, 10 affirmations and 17 recommendations. The Panel has commended the ways in which the university is supporting and giving effect to its aspirations to be Te Tiriti o Waitangi-led. The Panel has also commended the whole-of-university initiative to improve student success (Pūrehuroatanga). The Panel considered the university's conformity with the Cycle 6 academic audit framework to show strength in several areas but gaps in others, specifically the lack of a graduate profile and clear expectations of teaching practice.

Academic audits are the only external quality assurance process that takes a whole-of-institution view of a university's teaching, learning, student support and student outcomes. Massey submitted its self-review portfolio on 31 October 2022. During the site visit in March this year, the Panel held 25 interview sessions and met with 61 members of staff and 28 students. The next step in the Audit process is to prepare a monitoring and action plan to follow up on the recommendations and affirmations in the report. Areas of responsibility will be assigned to each recommendation and regular updates will be provided to Academic Board on progress towards addressing the recommendations. The university is expected to provide a follow-up report in 12 months' time. This report will be publicly available.

- *University Graduate Profile*

Consultation has closed on the Draft University Graduate profile. Feedback is currently being collated and will be presented for discussion to the July meeting of Academic Committee.

- *Launch of the National Academy of Screen Arts*

The launch is the beginning of phase one for the National Academy of Screen Arts on the Pukeahu campus in Wellington. The Academy is the home for the Toi Rauwhārangī College of Creative Art's new Bachelor of Screen Arts Hons degree programme (BSA), which attracted more than 300 students this year majoring across animation, factual production, film production, game production, immersive media, media technology and visual effects.

The Academy will also function as an umbrella for many new and critical screen industry initiatives, providing exciting new facilities for our students and the region, as well as a platform for developing university research and thought leadership.

The Academy will see Massey supporting the growth of the screen industry in Aotearoa New Zealand by expanding capability and expertise in the screen and creative technology sectors through our highly skilled graduates, industry-relevant research and innovation. Building partnerships that support regional business growth, IP development and international partnerships will be a key focus. Read the full announcement [<here>](#).

- *Kia tū ngaio: He tukanga Whakaako*
A new induction /introduction to teaching at Massey course opened for enrolment on 8 June, with 21 people enrolling in the first two days. The course introduces academic staff to learning and teaching practices and is designed for staff new to teaching at Massey, as well as existing staff who wish to learn about some of the fundamentals of teaching. It is hosted in Stream and uses online, self-paced, and active facilitation approaches.
- *Prime Minister's Scholarship for Latin America recipients*
A group of ten Massey students recently travelled to Colombia on the Prime Minister's Scholarship for Latin America and sharing their academic and cultural journey via social media. The four-week [Performance Arts Cultural and Language Exchange to Universidad de Los Andes](#) included an immersion programme at the university as well as visits exploring cultural, historical and geographical sights.

The [Prime Minister's Scholarships for Latin America](#) is funded by the New Zealand Government and administered by Education New Zealand Manapou ki te Ao. These scholarships have enabled more than 2,400 New Zealanders to broaden their horizons through life changing experiences.

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.

We have also regularly been inviting staff feedback through an evergreen feedback mechanism, which you can find at [vcfeedback](#). This is monitored daily, and I respond to as many comments as is practical.

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

Massey-all emails sent over the reporting period are listed below, with full content are available via the Council Resource Centre in Diligent.

- 5 May – Consultation period extended for the General and Academic Administration and Finance Business Partnering (Phase Two) Proposal for Change. From Professor Jan Thomas, Vice-Chancellor.
- 10 May – SLT update: Focus on the Future - building resilience in tough times. From the Senior Leadership Team.
- *Welcome to our new Chief Information Officer*
Welcome to Martin Catterall, our new Chief Information Officer (CIO). Mr Catterall is an experienced CIO having worked in multiple senior roles over the last 15 years, primarily within the health sector in Aotearoa New Zealand and abroad. He brings extensive leadership experience in delivering transformational solutions and implementing strategic change. He started with us on 22 May and is based in Manawatū.

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:

- [King’s Birthday Honours for staff and alumni](#)

Staff:

- Distinguished Professor Nigel French from the School of Veterinary Science has been made a Companion of the New Zealand Order of Merit (CNZM) for services to epidemiology.
- Professor Emeritus Ralph Sims has also been made a Companion of the New Zealand Order of Merit (CNZM), for services to sustainable energy research.
- Associate Professor Shirley Jean Jülich from the School of Social Work has been made an Officer of the New Zealand Order of Merit (ONZM) for services to restorative justice and survivors of sexual abuse.
- Professor Huhana Smith, Ngāti Tukorehe, Te Mateawa, Ngāti Rangitāwhia, Ngāti Kapumanawawhiti ki Kuku, has been made a Member of the New Zealand Order of Merit (MNZM) for services to the environment.

Other Massey alumni and former staff members who are recipients of this year’s King’s Birthday Honours:

Companions of the Order of New Zealand (CNZM)

- Dr Brian Walter Wickham (Master of Agricultural Science 1973, Bachelor of Agricultural Science 1970) for services to the dairy industry and statistical genetics.

Officers of the Order of New Zealand (ONZM)

- Associate Professor Catherine Mary Andrew (Master of Arts 1998, Bachelor of Arts 1991) for services to nursing education.
- Rodney David Baxter (Postgraduate Diploma in Social Service Supervision 2009) for services to youth.
- Professor Rochelle Lee Constantine (Diploma in Science 1994, Bachelor of Science 1990) for services to wildlife conservation and marine biology.

- Dr William John Werahiko Edwards (Former staff member, PhD 2010, Master of Philosophy 2003, Bachelor of Horticulture 1992) for services to Māori health.
- Colin Tindall Jones (Diploma in Dairy Technology 1970) for services to the dairy industry.
- Sunita Devi Narayan (Postgraduate Diploma in Business and Administration 1995, Bachelor of Arts 1992) for services to language education and the Indian community.
- John Frederic Taylor (Master of Philosophy 2006, Postgraduate Diploma in Arts 2001) for services to disabled people.

Members of the Order of New Zealand (MNZM)

- Anna Victoria Rogers (Former staff member) for services to literature.
 - Franklin Manu Solomon (Diploma in Education 1978) for services to education, particularly Māori and Pacific education.
 - Judith Anne Solomon (Bachelor of Education 1993) for services to education, particularly Māori and Pacific education.
 - Kenneth James Wilson (Master of Education Administration 1991) for services to education, research and the economy.
- *Niu Fale Bilong Yumi Opening Fale*
The new Niu Fale Bilong Yumi Opening Fale opened on 31 May at the Wellington campus. The opening was a great opportunity for Pacific Student Success staff and students to engage and support this important space for Pacific students. The Fale will enable continued connections with other Wellington based staff, and be closer to Māori students, who are located next door.
 - *Pasifika Fusion*
The Pasifika Fusion event was held in Palmerston North on 21-22 June. This year's theme was *Heroes: Past, Present and Future*. Massey hosted an information stall crewed by Pacific staff and student leaders, with Pacific Massey also hosting the Pasifika Fusion Quiz 2023. An essay competition held as part of the event saw [a high standard of entries wowing the judges](#).
 - *Official launch of Kāhui Irarau*
The official launch of [Kāhui Irarau](#) was recently held on the Wellington campus at Te Whare Pūkākā. This new social platform is specifically designed by and for takatāpui and rainbow communities at Te Kunenga ki Pūrehuroa Massey University. Kāhui Irarau is a safe space to support and share initiatives and content with our communities.
 - *Chilean delegation learn about Te Tiriti aspirations*
In June, [international dignitaries from Chile](#) visited the university to find out more about our aspirations to be Te Tiriti led.
 - *Delegation from Northeast Agricultural University visit Manawatū campus*
Also in June, a delegation from [Northeast Agricultural University visited](#) the Manawatū campus to discuss further collaboration between the two institutions, including the potential for a joint centre on horticultural crop stress resistance.
 - *Collaboration to professionalise the financial capability workforce the first of its kind*
A collaboration between the Ministry of Social Development (MSD) and Te Kunenga ki Pūrehuroa Massey University will help [upskill the workforce](#) dedicated to providing financial mentoring services across Aotearoa New Zealand.

- *Deans and Directors of Graduate Schools – Employability*
Dr Julia Rayner, Massey Graduate Learning and Development Facilitator, and Professor Tracy Riley, Massey Dean Research, facilitated a discussion on employability for New Zealand’s Deans and Directors of Graduate Schools on 2 May. The session highlighted the work of the Graduate Research School which is offering a Doctoral Researcher Skills Development programme that was introduced earlier this year. The programme offers doctoral students modules in researcher effectiveness and self-management; communication; service, engagement and leadership; and career readiness. Dr Rayner is working with doctoral students to explore other ways of supporting their development and ensuring their readiness for the workforce. The presentation was well-received.
- *Climate Action Expert Panel Discussion*
Massey University recently co-hosted an event with the Climate Change Commission on how we can support businesses across the economy with the transition to a low emissions Aotearoa New Zealand.

Experts from the Climate Change Commission, Commissioner Andy Reisinger and Chief Scientist Grant Blackwell were joined by Distinguished Professor Robert McLachlan, to share their perspectives. This included what the Commission is proposing in their draft advice.

- *State Sector Decarbonisation support*
[Massey University has been granted \\$3.937 million](#) from the Government State Sector Decarbonisation Fund (SSDF) to reduce carbon emissions across our campuses.

Paul Bull, EECA Public Sector Portfolio Manager, says, "Massey University's investment into sustainable infrastructure is a leading example of the Government's commitment to a low emissions future. The mix of projects happening at Massey reflects that there are a number of steps organisations can take to reduce their energy related emissions, that can happen alongside each other. It is initiatives like these that will make a real difference in achieving our climate targets, and we're pleased to see more tertiary institutions making the crucial shift towards a cleaner and more sustainable future for New Zealand."

- *Anniversary weekend/Cyclone Gabrielle*
I wish to note a recent letter of thanks received from Auckland Emergency Management for the university and staff's assistance during the storms earlier in the year, and the utilisation of the Auckland campus as one of their Civil Defence Centres.
- *Recognition from the New Zealand Defence College*
Congratulations to Senior Advisor Stakeholders and Partnerships Toni Wilson, who was recently presented with a Certificate of Recognition by the New Zealand Defence College at a Governance Board meeting of the New Zealand Defence Force and Massey University relationship agreement.

Since 2020 Mrs Wilson, on behalf of Te Kunenga ki Pūrehuroa, has been working closely with Dr Cliff Harwood and his staff at Defence College to actively promote the partnership and seek further opportunities to strengthen and broaden the relationship.

MEETING DATE:	20 July 2023
AUTHOR:	Vice-Chancellor Professor Jan Thomas
SUBJECT:	STRATEGY IN ACTION: DISTINGUISHED PROFESSOR PAUL MOUGHAN

Recommendations

- That Council note the Strategy in Action paper on Distinguished Professor Paul Moughan, Riddet Institute Fellow Laureate.

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 achievements and influence of Distinguished Professor Paul Moughan under Te Pou Tangata – People, and our commitment to civic leadership.

A leader in his field

Professor Moughan is a Fellow Laureate and principal investigator within the Riddet Institute, a Centre of Research Excellence (CoRE) hosted on the Manawatū campus.

He received his PhD from Massey in 1984, with doctoral research focusing on mammalian protein metabolism. Since graduating, Professor Moughan has led many research projects and amongst other discoveries, is credited with establishing the roles of food peptides in influencing gut protein metabolism. He is widely regarded as a world authority on mammalian and human protein metabolism and food evaluation science, and is considered a world leader in the field of protein quality evaluation. He has received a [number of awards and honours](#) throughout his career to date.



Distinguished Professor Paul Moughan. Photo credit: Kim Sargent.

An international invite

Earlier this year, Professor Moughan was invited to advise the Bill and Melinda Gates Foundation on alternative proteins for maternal nutrition. At a two-day workshop held in London in April, Professor Moughan was part of a small group of global experts who provided high-level advice to the Foundation on how a protein supplement they manufacture for mothers could be improved nutritionally without increasing the cost.

Approximately 20 people from outside the Foundation were invited to attend, alongside 15 Foundation staff members. Professor Moughan was the only person from Aotearoa New Zealand in attendance.

Part I: Paper for Information

On the first day of the symposium, he was tasked with setting the scene and delving into the science behind protein quality. Following that, he talked to the group about Linear Programming, a mathematical technique that can be used to solve complex mixture problems, and how that could be applied in this context.

Professor Moughan says the Foundation's overarching aim is to raise mothers out of poverty and malnutrition. "The Foundation has a massive influence on the developing world and nutrition. That's what it was about – bringing better nutrition to the developing world, and maternal nutrition is the key to improving the lives of families in poor countries."

He says he was incredibly impressed by the symposium. "It was a very well run, high calibre event. The Foundation respected the knowledge they received and were very pleased with the outcome; that being a number of possible ways to improve the product."

Professor Moughan says the Foundation has since shown interest in working with him to further research into alternative protein sources.

Massey on the global stage

A Massey scientist being invited to such a significant global event is testament to the depth of talent, knowledge and expertise within the university. Riddet Institute Director Distinguished Professor Harjinder Singh says it was big news that Professor Moughan was invited to the talks.

"The Gates Foundation is a very high-profile organisation, so it's very prestigious for a New Zealand scientist, and the Riddet Institute and Massey University, to be recognised in this way."

Professor Moughan's international work continues in September, when he will chair the Food and Agriculture Organization-sponsored Dietary Protein for Human Health International Symposium, in Utrecht in the Netherlands.

Following on from the highly influential event held in Auckland in 2011, this symposium will provide an update and forum for debate on contemporary issues related to protein nutrition in human health and sustainable food protein production.

Approximately 300-400 people are expected to attend. The event is being held in Utrecht due to the university's longstanding relationship with Wageningen University, which Professor Moughan has been [instrumental in fostering](#) over the years.

DATE:	20 July 2023
AUTHOR:	Associate Professor Veronica Tawhai
SUBJECT:	Te Tiriti policy v.12 – for mana whenua consultation

Recommendations

- To note that internal consultation with University staff has been undertaken on the draft Te Tiriti policy (v.10);
- To endorse the current draft policy (v.12) for consultation with mana whenua.

Purpose

To provide Council with a brief summary of (1) the consultation process, (2) feedback received, and (3) amendments made to the policy, to help inform Council's decision regarding endorsement of the policy for consultation with mana whenua.

Consultation on draft policy

Background

- The current Te Tiriti policy (created 2003) has been awaiting review since 2015.
- Significant developments have taken place in approaches to Te Tiriti o Waitangi policy nationally and in the tertiary sector (e.g., Education and Training Act 2020), inviting a substantial update to our existing policy.
- A new policy was drafted and internal consultation conducted between 28th April and 19th May.
- Following consultation, an updated draft has been approved by SLT for consideration by Council and endorsement by Council for external consultation with mana whenua.

Consultation

- Feedback was invited from staff via an online consultation form and verbally via online hui scheduled with specific groups and a University-wide online forum.
- 45 sets of feedback were received during the consultation period: 11 sets of verbal feedback recorded during consultation hui; 30 submissions received via the online consultation form, and; 4 additional written submissions from staff groups.

Feedback

- The majority of feedback was positive, and expressed appreciation for the clarity and direction the policy offers staff with regard to the University's Te Tiriti commitments.
- Negative feedback was minor, anonymous (via the online form), and reflected individual staff members' particular positions on Te Tiriti matters.

- While some feedback was received on the policy content, the majority of feedback emphasised a desire for support with implementation.
- The feedback that was received on the policy that is reflected in the updated draft includes:
 - Clarification that the policy, and work to implement the policy, is for all staff (not just Māori);
 - The provision of spaces for the building of new Te Tiriti understandings and relationships as a part of the culture and character of the University;
 - That the principle of ‘partnership’ is more appropriately situated under *Article One: Kāwanatanga* as opposed to *Article Two: Tino rangatiratanga*, to safeguard aspects of Māori autonomy under *Tino Rangatiratanga*;
 - That *Tino Rangatiratanga* be further fleshed out to make aspects more explicit, including Māori stewardship of Māori knowledges, kaupapa Māori provision and whānau engagement;
 - That the policy make a stance on increasing the numbers of Māori staff at all levels of the University;
 - To add a definition for ‘provisions’ (alongside principles);
 - That responsibility for implementation lie not just with SLT but all levels of leadership and management across the University.
- Other technical points taken into consideration include the need to; review the policy in conjunction with the development of the next University strategy; translate the policy into te reo, and; consider the presentation of the policy in other forms (such as a visual infographic) to support socialisation and implementation.

Summary of amendments made

1. Under the *Introduction* section, a sentence making explicit that the policy is for all staff;
2. Under the *Definitions* section, a definition of ‘provisions’ (to accompany the definition of ‘principles’);
3. The strengthening of *Kāwanatanga* via: the “creating of space” for building of staff understanding, and; making more explicit the partner status of mana whenua.
4. The strengthening of *Tino Rangatiratanga* via: the shifting of the principle of partnership to *Kāwanatanga*, and making more explicit different features of Māori authority.
5. Under the *Implementation* section, that the responsibility for the policy lies with at all leadership levels of the University (not solely SLT).

Supporting Documents

- Draft Te Tiriti policy (v.12)



UNIVERSITY OF NEW ZEALAND

Massey University Policy Guide

(DRAFT) KAUPAPA HERE TIRITI O WAITANGI - TIRITI O WAITANGI POLICY

Section	University Management
Contact	Office of the DVC Māori
Created	May 2022
Next Review	May 2027
Approval	
Effective Date	

Purpose:

This policy outlines Massey University's commitment to uphold Te Tiriti o Waitangi and its associated principles.

Introduction:

Massey University is “committed to demonstrating authentic leadership in contemporary Aotearoa New Zealand as we uphold Te Tiriti o Waitangi, the founding document of our nation, and its principles through our practice. We see this as a critical requirement to advance more inclusive and socially progressive outcomes for Aotearoa New Zealand” (*MU Strategy 2022-2027*, p. 6). While sec. 281(1)(b) of the Education and Training Act 2020 requires tertiary councils “to acknowledge the principles of Te Tiriti”, the University further embraces the overarching vision of the Act to progress an education system for Aotearoa New Zealand that “honours Te Tiriti o Waitangi” (sec. 4(d)) and the benefits of this vision for our staff, students and wider communities.

As a foundation for Massey University's practice and development into the future, Te Tiriti o Waitangi and its associated principles are reflected across all of the University's four pou, or strategic pillars: Pou Tangata – People; Pou Rangahau – Research; Pou Ako – Teaching and Learning and; Pou Hono – Connection.

Massey University further upholds Te Tiriti o Waitangi as a commitment to be embraced by all staff, where both Tangata Whenua (Māori) staff and Tangata Tiriti (Pākehā, Pacific and Tauīwi / New migrant) staff have valuable contributions to make towards achieving our Te Tiriti aspirations. We pursue the attainment of these aspirations in the spirit of solidarity, cooperation and openness to new understandings and exploration of Te Tiriti as a framework unique to Aotearoa that helps define us within the world.

We further undergo this work knowing our understandings and efforts to implement Te Tiriti will change and evolve over time as society changes and evolves, to build on our strengths and achievements and to meet new challenges and opportunities in the future.

© This Policy is the property of Massey University



UNIVERSITY OF NEW ZEALAND

Definitions:

Te Tiriti o Waitangi refers to the Te Reo Māori (Māori Language) text of the treaty between hapū and the British Crown first signed at Waitangi in 1840. The Treaty of Waitangi (English language texts) is relevant to this policy where the provisions of the Treaty support and inform current day application of Te Tiriti, such as the Treaty principles.

Provisions in this policy refers to the specific terms and phrases from the Te Tiriti texts.

Principles in this policy refers to the principles that assist with the contemporary application of the provisions of Te Tiriti and, where relevant, the Treaty, as defined by the Waitangi Tribunal, New Zealand courts, government policy and other Crown entities.

Policy:

The University acknowledges the following Te Tiriti o Waitangi provisions and associated principles:

- From Article One: the provision of *Kāwanatanga (Governance)* and the principles of *Good governance, Fiduciary duty and Partnership*.
- From Article Two: the provision of *Tino Rangatiratanga (Independence)* and the principles of *Māori Authority, Autonomy, and Self-determination*.
- From Article Two: the provision of *Taonga (Māori treasures)* and the principles of *Active Protection and Development*.
- From Article Three: the provision of *Ngā tikanga katoa rite tahi (All the rights)* and the principles of *Access, Participation, Options, Equity and Equal outcomes*.
- From Article Four: the provision of *Te ritenga Māori (Māori customs)* and the principle of *Honouring Māori cultural-spiritual values and practices*.

Specifically, the University will uphold Te Tiriti o Waitangi through our:

1. Kāwanatanga: Good governance, Fiduciary duty and Partnership

- progression, innovation and leadership of the University as a vehicle for strategic Māori and national development;
- decision-making, funding and resource allocation cognisant of Māori development goals, priorities, needs and aspirations as determined by Māori;
- partnerships with the mana whenua of the University's campuses, [sentence to be further developed with mana whenua];



UNIVERSITY OF NEW ZEALAND

-
- relationships with Māori authorities, such as iwi, hapū, marae, urban Māori authorities and other Māori expertise collectives, to partner in the advancement of Māori development goals, and;
 - creation and further development of opportunities and spaces for dialogue and development of new knowledge and understandings about Te Tiriti, and our collective responsibilities in honouring its provisions and principles.
- 2. Tino Rangatiratanga: Māori Authority, Autonomy and Self-determination**
- acknowledgement of the special status of Māori as Tangata Whenua (the Indigenous peoples of Aotearoa) with rights to authority and autonomy over matters pertaining to Te Ao Māori (the Māori world);
 - recognition of the right, and support of, Māori to determine, represent and advance Māori development goals, priorities, needs and aspirations both at and through the work of the University;
 - ongoing development of Māori leadership and expertise at and through the work of the University, for the greater realisation of Māori self-determination at the University, locally and nationwide, and;
 - commitment to increasing the presence and progression of Māori staff across and at all levels of the University.
- 3. Taonga: Active Protection and Development**
- acknowledgement of the special status of taonga, including te reo Māori (the Māori language), mātauranga Māori (Māori knowledges), ako Māori (Māori pedagogies) and toi Māori (Māori creative works and processes) as unique treasures Indigenous to Aotearoa New Zealand;
 - efforts to actively restore, revitalise and protect taonga Māori, both tangible (such as lands, waterbodies, creative works) and intangible (such as language, knowledges, pedagogies, worldviews) at and through the work of the University;
 - recognition of the right, and support of, Māori to restore, maintain and further develop taonga Māori through access to, and utilization and development of, current and emerging technologies, and;
 - recognition of, and provisions for, the right of Māori learners to access taonga Māori as valued and everyday aspects of teaching, learning, research and life at the University.
- 4. Ngā tikanga katoa rite tahi: Access, Participation, Options, Equity and Equal outcomes**
- work to enhance Māori learner access, participation, success and excellence, as determined by Māori, at all levels of provision (undergraduate and postgraduate) of the University;
 - commitment to achieving more equitable outcomes for all Māori learners and their whānau, hapū, iwi, and communities to whom they belong, at and through the work of the University, in wider society;
 - ongoing provision of and investment in kaupapa Māori (Māori language, knowledges and pedagogy) pathways of study as essential options for Māori learners and their whānau engaging in tertiary education in Aotearoa New Zealand, and;



UNIVERSITY OF NEW ZEALAND

- ongoing provision of, investment in, and exploration of practices, services, initiatives and activities known to improve tertiary education outcomes for Māori learners.

5. Te ritenga Māori: Honouring Māori cultural-spiritual values and practices

- acknowledgement of the special status of tikanga and kawa (Māori laws and protocols) and Māori philosophies and practices pertaining to hauora (health and wellbeing) as Indigenous to Aotearoa New Zealand;
- recognition of the centrality of Māori philosophies and worldviews, such as *Te Whare Tapawha* that acknowledges spiritual, physical, mental/emotional and collective/relationship elements, to the provision of tertiary education that is responsive to the health and wellbeing needs and aspirations of Māori learners and their whānau;
- commitment to nurture the wellbeing and potential of Māori learners throughout all aspects of University life, and to reflect this commitment in the policies and practices at the University, for example the *Academic Freedom Policy (2022)* that states the freedoms of academic speech and expression “ought not to contravene, undermine, or diminish” (p. 5) the status or rights of Māori as Tangata whenua, and;
- work to progress University spaces, systems and processes that provide for Māori cultural-spiritual values and practices as a valued, everyday characteristic of life at the University for all staff, students, whanau/families and our wider communities.

Implementation:

Implementation of this policy will be guided by specific commitments in University strategies, planning and projects across all areas of the University: Pou Tangata – People, Pou Rangahau – Research, Pou Ako – Teaching and Learning, and Pou Hono – Connection. Please see Appendix A for examples of current commitments made within the *Massey University Strategy 2022-2027*.

Responsibility for progressing the University’s Te Tiriti commitments will rest with all leaders and managers of the University, and is to be accounted for in their annual planning and reporting.

The Office of the DVC Māori office will be available to provide Te Tiriti advice and guidance and to support the development of Te Tiriti plans, projects and initiatives as required.

Audience:

Massey University Council, staff, students, and external stakeholders including mana whenua, iwi, hapū and whānau associated with the University.

Relevant legislation:



UNIVERSITY OF NEW ZEALAND

Massey University Policy Guide
 (Draft) Kaupapa Here Tiriti o Waitangi – Tiriti o Waitangi policy
 – Page 5

Education and Training Act 2020

Treaty of Waitangi Act 1975

Related procedures / documents:*Academic Freedom Policy (2022).**Matua Kaupapa Reo – Māori Language Policy (2014).**Massey University Strategy 2022-2027.***Document Management Control:**

Prepared by: Office of the DVC Māori

Authorised by:

Approved by:

Date issued:

Last review:

Next review:

APPENDIX A: TE TIRITI COMMITMENTS 2022-2027Examples of Te Tiriti commitments made by the University within the *Massey University Strategy 2022-2027* include:

Art.	Provisions and Principles	Commitment	Reference within MU Strategy
1	KĀWANATANGA: Good governance Fiduciary duty and Partnership	Developing University governance models, policies, procedures and regulations in accordance with Te Tiriti responsibilities.	<i>Ō Āpōpō</i> , p. 6.
		An emphasis on Māori research and teaching and learning to support Māori development goals.	<i>Ō Āpōpō</i> , p. 7.
		Giving effect to Te Tiriti through the design and content of our curricula, pedagogies, and academic decision-making, and teaching and learning approaches, regulations and procedures.	<i>Pou Ako</i> , p. 11.
		Graduates and staff with knowledge, understanding and awareness of Te Tiriti, and our individual and collective Te Tiriti responsibilities.	<i>Pou Ako</i> , p. 12; <i>Pou Tangata</i> , pp. 13-14; see also <i>Ō Āpōpō</i> , p. 6.



UNIVERSITY OF NEW ZEALAND

Massey University Policy Guide
(Draft) Kaupapa Here Tiriti o Waitangi – Tiriti o Waitangi policy

– Page 6

		Well-resourced Te Tiriti education (for students and staff) supported by research, teaching and learning, and Te Tiriti-informed collaborations.	<i>Ō Āpōpō</i> , p. 6; <i>Pou Tangata</i> , pp. 13-14.
		An emphasis on Māori staff capacity and capability building across all levels of the University, and building pathways to support the development and trajectory of Māori staff.	<i>Ō Āpōpō</i> , p. 7; <i>Pou Tangata</i> , p. 14.
(2)	TINO RANGATIRATANGA: Māori Authority Autonomy and Self-determination	Supporting Māori leadership and proportional representation in key decision-making bodies and processes at the University.	<i>Pou Tangata</i> , p. 15.
		Maintaining relationships and developing partnerships with the mana whenua of each campus.	<i>Pou Hono</i> , p. 16; see also <i>Ō Mua</i> , p. 3.
		Recognising iwi and Māori organisational and community leaders as key stakeholders.	<i>Pou Hono</i> , p. 16.
		Connecting with iwi and hapū across Aotearoa to explore new opportunities for collaboration.	<i>Pou Hono</i> , p. 16.
		Supporting Māori development research priorities and emphasising the importance of positive impacts.	<i>Pou Rangahau</i> , p. 10.
		Contributing to new opportunities for Māori research and research leadership, at the University and in partnership with iwi.	<i>Pou Rangahau</i> , p. 10.
		Promoting iwi as a destination for graduate employment.	<i>Ō Āpōpō</i> , p. 7.
	TAONGA: Active Protection and Development	Promoting, advancing and protecting Te Reo and Tikanga Māori.	<i>Ō Āpōpō</i> , p. 7.
		Acknowledging the place and status of Mātauranga Māori, and championing further Māori knowledge development and leadership.	<i>Pou Rangahau</i> , p. 10.
		Developing of Mātauranga Māori research capacity and expertise at and through the work of the University.	<i>Pou Rangahau</i> , p. 10.
		Increasing Mātauranga-centred learning pathways, including through Kaupapa Māori provisions.	<i>Pou Ako</i> , p. 12; see also <i>Ō Āpōpō</i> , p. 7.
		Development of all students' understanding of a range of knowledge systems, including Mātauranga Māori.	<i>Pou Ako</i> , p. 11.
		Providing to all Māori students opportunities to develop their understanding of Te Reo and Tikanga Māori.	<i>Pou Ako</i> , p. 12.



UNIVERSITY OF NEW ZEALAND

		Building staff knowledge of Te Ao Māori and opportunities to learn Te Reo Māori me ōna tikanga.	<i>Pou Tangata</i> , p. 14
		Aligning graduate qualification attributes with cultural capability and awareness.	<i>Pou Ako</i> , p. 12.
3	NGĀ TIKANGA KATOA RITE TAHI: Access Participation Options Equity and Equal outcomes	Upholding Te Tiriti to advance more inclusive and socially progressive outcomes nationally.	<i>Ō Āpōpō</i> , p. 6.
		Contributing to positive and transformative outcomes for whānau, hapū, iwi and Māori communities.	<i>Ō Āpōpō</i> , p. 7.
		Actively contributing to research that supports positive outcomes for the University's mana whenua, and whānau, hapū, iwi and Māori communities.	<i>Pou Rangahau</i> , p 10.
		The provision and ongoing development of Kaupapa Māori programmes and qualifications.	<i>Ō Āpōpō</i> , p. 7.
		The provision and ongoing development of Kaupapa Māori student support, success and excellence models and initiatives.,	<i>Pou Ako</i> , p. 12; see also <i>Ō Āpōpō</i> , p. 7.
		Reducing inequities and barriers to Māori access, participation and success at undergraduate and postgraduate level.	<i>Pou Ako</i> , p. 12; <i>Pou Rangahau</i> , p 10.
		Increasing the focus on whānau engagement and connecting with iwi and hapū to enhance student support.	<i>Pou Ako</i> , p. 12; <i>Pou Hono</i> , p. 16.
4	TE RITENGA Māori: Honoring Māori cultural-spiritual values and practices	Ongoing development of culturally-informed environments (physical and digital/online).	<i>Pou Hono</i> , p. 17.
		Acknowledging the importance of Māori roles and responsibilities in the provision of a study and work environment where students and staff feel safe, respected, dignified and able to flourish.	<i>Pou Tangata</i> , p. 13.
		Developing leaders whose management capabilities prioritise manaakitanga.	<i>Pou Tangata</i> , p. 15.
		Foregrounding of health, safety and wellbeing for all staff and students, including diversity and inclusion.	<i>Pou Tangata</i> , p. 13.

MEETING DATE:	20 July 2023
AUTHOR:	Professor Giselle Byrnes, Provost
SUBJECT:	Paerangi Learning and Teaching Plan 2023-2027

Key Strategic Points

Te Kunenga Ki Pūrehuroa Massey University Strategy 2022-2027 states ‘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.’ Accordingly, Paerangi, the University’s current learning and teaching strategy, has been revised and updated to align with our new *University Strategy* and is presented to Council as ‘*Paerangi Learning and Teaching Plan 2023-2027*’.

Recommendations

- That Council notes the information in this paper.
- That Council approves *Paerangi Learning and Teaching Plan 2023-2027*.

Purpose

The purpose of this paper is to seek Council approval on the *Paerangi Learning and Teaching Plan 2023-2027*, noting the change in nomenclature of this document from ‘strategy’ to ‘plan’ to respect the primacy of the *University Strategy*.

Introduction

Paerangi Massey Learning and Teaching Strategy 2019-2022 was initially co-created by the Massey University Teaching and Learning Committee, together with a wider group of representatives from the five colleges, following the development by and expert advice offered by Massey University Māori staff in regard to Anga Paerangi, the values framework which underpins *Paerangi* and, indeed, the document as a whole.

With the creation of the new *Massey University Strategy 2022-2027*, it is necessary to ensure that *Paerangi* aligns with the new strategy for the University. At this time it was also decided that given Massey University only has one strategy (the *University Strategy*), then it made sense that all cascading and supporting documents aligned with it should be referred to as ‘plans’.

Following consultation by the Provost with the Learning and Teaching Committee in early 2022, it was agreed that the contents of *Paerangi Massey Learning and Teaching Strategy 2019-2022* were still largely fit for purpose. In particular, it was agreed that Anga Paerangi should remain in its existing form as these values are now widely known and understood across the University.

Consequently, the following updates have been made to inform the revised *Paerangi Massey Learning and Teaching Plan 2023-2027*:

1. The document is now framed as a ‘plan’ rather than a ‘strategy’ (on the basis that we have one *University Strategy* with cascading or supporting plans).
2. The content and actions have been updated to reflect both the new *University Strategy* and to respond to feedback which highlighted the risk of ‘fragmentation’ around the values framework by more closely aligning specific actions with individual values.
3. The actions and accountabilities have been updated to reflect progress made across the University and to align with the ongoing work of Pūrehuroatanga. It is worth noting that many of the actions cited here are now well underway, so this document is consolidating progress and building on work already in train.

The revised *Paerangi Learning and Teaching Plan 2023-2027* has been thoroughly consulted on across the University community, including discussion with the Māori professoriate, the Learning and Teaching Committee, the Academic Committee, Academic Board, College Boards, the TEU, and two online student and staff forums. All queries were responded to either in person or in small group discussions.

I commend the revised *Paerangi Massey Learning and Teaching Plan 2023-2027* to Council. The document is included as Appendix one.



PAERANGI TE KUNENGA KI PŪREHUROA MASSEY UNIVERSITY LEARNING AND TEACHING PLAN

KO TE PAE TAWHITI WHĀIA KIA TATA, KO TE PAE TATA,
WHAKAMAUA KIA TINA



2023–2027



Te Kunenga ki Pūrehuroa is the foundation upon which we stand together in partnership, enabling the creation of knowledge that reaches the highest possible levels of advancement and attainment.

Te Kunenga Ki Pūrehuroa Massey University provides a pathway for all students to embark upon journeys of knowledge acquisition and embrace learning relevant to our country and to our wider world.

As a university committed to practices and partnerships that reflect Te Tiriti o Waitangi, we support the determination and realisation by Māori of their aspirations for education, the active utilisation of te reo and mātauranga Māori, and the vitality and wellbeing of all people and our environment as a part of giving expression to the eminence of Te Tiriti o Waitangi in our learning and teaching.

FOREWORD

Paerangi is Te Kunenga Ki Pūrehuroa Massey University’s Learning and Teaching Plan, and guides the work of Pou Ako, one of the four strategic pou which shape Te Kunenga Ki Pūrehuroa Massey University Strategy 2022-2027.

This document sets out our learning and teaching values, approaches and practices and provides a plan for their implementation.

Paerangi is also the mechanism through which we refresh and prioritise significant investment decisions, particularly to ensure that our teaching is contemporary and relevant; that we are optimising the affordances of technological platforms; and that learning is available and accessible to all.

Student expectations of university education have been transformed by their experiences during the global pandemic. Demand for flexibility over time and place of learning has never been higher and globally, blended and hybrid models are becoming standard approaches to the provision of excellent and accessible learning experiences. Students expect and deserve excellent learning experiences wherever and however they choose to study. At Te Kunenga Ki Pūrehuroa Massey University, we seek to provide all students with an excellent and equivalent learning experience, irrespective of the location or study mode, where our teaching is digitally enabled and accessible to all students. Our teaching is evidence-based, and we value the scholarship of teaching and learning as a way to critically engage with teaching and learning practices. We believe that quality learning and teaching uses assessment information in a coherent way for continuous improvement at and through multiple and connected layers of the University.

‘Anga Paerangi’ sits at the heart of this plan. The framework of twelve core values was developed by a group of expert Māori academics and educators, and gifted to the University in 2017. It provides the mechanism for the enactment of Te Tiriti in all aspects of our learning and teaching. The term ‘Paerangi’ means a number of things. It can refer to a person being at the height of their career, or in their prime, with a further meaning being to ‘raise up high’, or it can reference a horizon.

In this plan, ‘paerangi’ has authentic meaning for us as a community of students and staff; we work to support our students to realise their potential, to be who they aspire to be and reach their horizons. We share an ethos of continuous learning and support our students to choose learning pathways that enable them to be excited and to excel. Finally, we contribute to the communities we serve through teaching by building our students’ capacities to participate in and lead these communities, so that Massey graduates continue to ‘make a difference’.

Giselle Byrnes
Provost

Te Kunenga Ki Pūrehuroa Massey University strives to be a Te Tiriti o Waitangi-led, learning-centered community, which positively influences lives through teaching and research, enabling students and staff to be who they aspire to be.

Te Kunenga Ki Pūrehuroa Massey University has a proud heritage of excellence, inclusion and diversity. Spanning independent distance study through to collaborative on-campus learning experiences, we take pride in our ability to engage with, challenge and support students across a broad range of disciplines and pedagogies. At the core of our learning and teaching practices is the principle that every student, regardless of their study mode or location, receives a learning experience of the highest quality. In a context of global disruption and digital transformation, we remain committed to nurturing curious, critical and creative learners through active, participatory learning experiences, where human interaction is seamlessly supported by technology.

We welcome the responsibility of giving effect to what it means to be Te Tiriti o Waitangi-led through our curricula, pedagogies and academic decision-making. Accordingly, Paerangi is guided by an interwoven framework of twelve core values, reflecting the twelve heavens ascended by Tānenuiarangi to procure the baskets of knowledge for humankind. Together, these values underpin and guide our approaches towards learning and teaching. They set the tone, create the context and provide us with the space from which to collectively and meaningfully participate in ‘engaged learning experiences.’ These values acknowledge our distinctive ways of learning and teaching and encourage staff and students to foster, extend, and build upon these strengths, to ensure that a learning experience at Massey is an exceptional one.

Ko te pae tawhiti whāia kia tata, ko te pae tata, whakamaua kia tina.

Seek out distant horizons, and cherish those you attain.



OUR VALUES

ANGA PAERANGI

Within the Paerangi framework the ākonga (student) is located at the centre of the triangulated structure of aspirational goals. This is framed by the poutama pattern symbolising the ascent of Tānenuiarangi to recover the baskets of knowledge. It is the ultimate pathway to knowledge in which each value informs the journey towards enlightenment.

Original design by Robert Jahnke and Rongomaiaia Te Whaiti



These twelve terms are taonga, gifted to Te Kunenga Ki Pūrehuroa Massey University solely for this learning and teaching plan. These values are to be read and understood collectively and in the context of learning and teaching at Te Kunenga ki Pūrehuroa Massey University. The Anga Paerangi should be viewed as a single entity. The core values are inextricably linked and cannot be seen in isolation.

PAE AKO

Ako means to teach and to learn. Teaching and learning work in a reciprocal relationship with each other. Akoranga, as a derivative of ako, embraces the context in which learning and teaching take place. Akoranga also extends to include the content, circumstances, time and place of learning.

PAE MANAAKI

Manaaki references humility, respect, generosity, pastoral care and the support of others. Re-framed as manaakitanga, it indicates that we commit to upholding these values in all aspects of learning and teaching.

PAE AUAHA

Auaha means to shape, create, form and fashion. It encapsulates the creative and innovative outcomes of learning and teaching at our University. In the form of auahatanga it becomes the activity; the creativity that embraces originality, ingenuity and resourcefulness.

PAE PAKIREHUA

Pakirehua conveys the notion of inquiry and questioning. In terms of learning and teaching, it refers to our desire to seek and develop knowledge through pure and applied research. It also includes the principles of research-led teaching, contextualised within our curricula and demonstrated through our evidence-based teaching practices.

PAE MĀTAU

Mātau means to be adept, knowledgeable, and competent. In the learning and teaching context, it reflects the expertise and wisdom underpinning the content and design of our curricula and pedagogies and how we encourage our students to aspire to excellence in their fields.

PAE WHAKAPŪMAU

Whakapūmau means to make permanent or constant. Implicit in our learning and teaching is the concept of whakapūmautanga as a contractual and reciprocal agreement that mediates the principles of social, cultural, economic and environmental sustainability. These principles are advanced by our teaching and embedded in our curricula.

PAE WHĀNAU

Whānau is a culturally empowering term associated with being and belonging. In the form of whānaungatanga, it embraces a sense of belonging and relationships, together with the contemporary notion of the rights, responsibilities and obligations that nurture group belonging, and group and individual identity.

PAE TIAKI

Tiaki means to care for in a protective manner and to provide guardianship. Understood in the context of learning and teaching, kaitiakitanga expands the meaning of tiaki to encompass not only care for our students, but also our guardianship and stewardship of knowledge. Kaitiakitanga, therefore, enables positive student experiences, development and success.

PAE WĀNANGA

Wānanga is a term that frames the act of deliberation. It refers to discussion, cooperation and the dissemination of knowledge. Wānanga refers to collaborative, active and participatory learning, which sit at the heart of our pedagogies.

PAE TIKA

Tika is inherently tied to truth. As the root of matatika, the meaning is expanded to embrace the principles of ethical, fair and equitable practice. In the context of learning and teaching, it refers to teaching with integrity, and showing respect for students and the ownership of academic and cultural knowledges.

PAE RAWE

Rawe captures our desire for excellence in all areas of learning, teaching and scholarship. The concept embraces qualities of importance, momentousness and significance and is therefore what we aspire to in all our endeavors.

PAE WHAKAHAERE

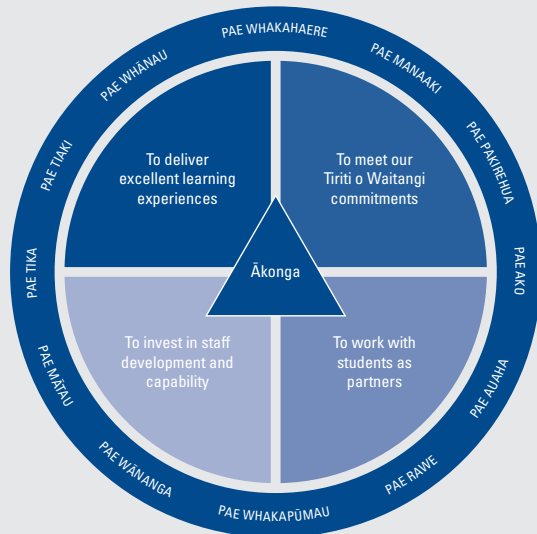
Whakahaere means to lead, conduct or facilitate. In the context of learning and teaching, it refers to the ways in which we support students to transition into the University environment, and how we facilitate their growth and development throughout their studies.

HOW OUR VALUES INFORM OUR PRACTICE

The values enshrined in Anga Paerangi inform all activities relating to learning and teaching at Te Kunenga Ki Pūrehuroa Massey University. They signal the University's commitment to Te Tiriti o Waitangi and its place in contemporary Aotearoa New Zealand, and how we incorporate this commitment into our professional practice. The values framework 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.

These values have been aligned with Te Kunenga Ki Pūrehuroa Massey University's Strategy 2022-2027, the University Graduate Profile, the Climate Action Plan 2021-2030 and key University initiatives, in particular Pūrehuroatanga, through the identification of four key goals:

- To deliver excellent learning experiences
- To meet our Tiriti o Waitangi commitments
- To work with students as partners
- To invest in staff development and capability



How our values inform our practice

OUR GOALS AND ASSOCIATED OBJECTIVES

To deliver excellent learning experiences, by:

1. Developing high-quality curricula that align with our Te Tiriti commitments and which support the acquisition of transdisciplinary and transferable skills, and which create environmentally aware and climate-literate graduates.
2. Supporting course design and planning that is quality-assured, contemporary, flexible, and student-centred.
3. Embedding sustainable and constructively aligned assessment approaches which provide students with information for learning as well as providing authenticated information on learning for the organisation.
4. Providing work-integrated learning (WIL) and entrepreneurial and enterprise opportunities for all students while creating meaningful partnerships with industry, and with Mana Whenua, whānau, hapū and iwi, as well as Pacific Peoples and other stakeholders.
5. Exposing students to different knowledge systems, in particular mātauranga Māori, as strategies for understanding and addressing local, regional and global challenges and sustainability goals.
6. Enriching the Māori student journey through an emphasis upon whakawhanaungatanga and manaakitanga in ways that also promote and enable access to Te Reo and Tikanga Māori.
7. Embedding a culture of safety and inclusion that responds to the diverse needs of all our students by removing historic and institutional barriers to participation and success and providing targeted, and proactive and data-driven support for ākonga.

To meet our learning and teaching Te Tiriti o Waitangi commitments, by:

8. Supporting Māori students to succeed as Māori in local, national and global contexts.
9. Building on existing foundations of Māori learner success through an enhanced focus on engagement with mana whenua, whānau, hapū and iwi, and expanded provision of Māori learner support at all levels; continually reducing barriers and impediments for access to and participation in education.
10. Harnessing Māori academic success and excellence through Kaupapa Māori models of support (building further on existing provisions).
11. Building staff knowledge in te Reo, te ao Māori and Te Tiriti o Waitangi, and how to incorporate this knowledge into teaching and learning practices and curricula, and how to appropriately support ākonga Māori.
12. Enabling all students to graduate with a high level of knowledge and deep understanding of Te Tiriti o Waitangi.

To work with our students as partners, by:

13. Understanding and delivering to the needs and ambitions of our prospective students, existing students and their whānau.
14. Providing whole-of-institution, whole-of-student, systematic student support that recognises their learning environments (on campus, blended or online), different stages of their lives and learning.
15. Enabling decisions affecting students to include and be influenced by students.

To Invest in staff development and capability, by:

16. Investing in our early career academic staff, supporting the development of their teaching skills, and ensuring workloads allow for development of their research careers and civic leadership contributions.
17. Building staff confidence in and knowledge of:
 - working with students as partners.
 - working with hapū, iwi and Māori entities as partners.
 - Pacific worldviews; how to incorporate them into teaching and curricula; and how to appropriately support Pacific learners.
 - the university's sustainability and climate action goals.
 - digital skills capability.
18. Providing staff learning opportunities for te reo Māori me ōna tikanga.

OUR PLAN

TO DELIVER EXCELLENT LEARNING EXPERIENCES

Objectives	Actions	Timeline	Responsibility
1. Developing high-quality curricula that align with our Te Tiriti commitments and which support the acquisition of transdisciplinary and transferable skills, and which create environmentally aware and climate-literate graduates.	1.1 Embedding learning and teaching approaches, regulations and procedures that give effect to our Te Tiriti priorities and Anga Paerangi.	Underway Complete Q4 2023	ODVCM, P&C, Colleges, GRS
	1.2 Implement Curriculum Mapping tool in CM	Start Q4 2023 Complete Q2 2026	CET, ITS
	1.3 Develop detailed curriculum maps for all programmes showing development of discipline knowledge and skills; Te Ao Māori; assessments; appropriate academic and co-curricular skills; WIL; sustainability and climate action knowledge and skills; and alignment to University Graduate Profile.	Start Q3 2023 Ongoing	Colleges, PDs, CET, LTC, ITS
2. Supporting course design and planning that is quality-assured, contemporary, flexible, and student-centred.	2.1 Refresh programme and course design standards/expectations to support the development, maintenance and assurance of coherent and high-quality programmes and courses.	Underway Complete Q4 2023	CET, LTC
3. Embedding sustainable and constructively aligned assessment approaches which provide students with information for learning as well as providing authenticated information on learning for the organisation.	3.1 Revise the university assessment handbook.	Complete Q1 2024	CET, LTC
	3.2 Implement programmatic approach to assessment, including assessment mapping and identification of key student authentication activities.	Complete Q2 2026	LTC, PDs
	3.3 Develop and implement approaches to promote academic honesty to students at all levels of study, and to maintain standards of academic integrity across the University.	Ongoing	LTC, Colleges, CET, GRS
4. Providing work-integrated learning (WIL) and entrepreneurial and enterprise opportunities for all students while creating meaningful partnerships with industry, and with mana whenua, whānau, hapū and iwi, as well as Pacific Peoples and other stakeholders.	4.1 Develop WIL engagement and quality frameworks to guide the development of meaningful WIL partnerships	Complete Q2 2024	LTC (WILWG), ODVCM
	4.2 Implement new student placement management system.	Underway Complete Q1 2024	LTC (WILWG)

ITEMS UNDER WAY

Darker tint indicates items already under way as part of the Pūrehuroatanga initiative.

ABBREVIATIONS

CET	Centre for Education Transformation	ITS	Information Technology Services
CCs	Course Coordinators	LTC	Learning and Teaching Committee
GRS	Graduate Research School	PSS	Pacific Student Success

Objectives	Actions	Timeline	Responsibility
5. Enriching the Māori student journey through an emphasis upon whakawhānau and manaakitanga in ways that also promote and enable access to Te Reo and Tikanga Māori.	5.1 Increase capacity to provide various types of support (pastoral, academic, tikanga and te reo Māori) to meet ākonga needs at all levels of study, particularly for ākonga Reo Māori tuatahi – learners whose first language is te reo Māori.	Ongoing	ODVCM, P&C, Colleges, GRS
6. Exposing students to different knowledge systems, in particular mātauranga Māori, as strategies for understanding and addressing local, regional and global challenges and Sustainability Goals.	6.1 Work with mātauranga Māori and Indigenous Knowledge experts to embed understanding of different knowledge systems across programmes.	Q1 2026	Colleges, PDs, ODVCM, PSS
7. Embedding a culture of safety and inclusion that responds to the diverse needs of all our students by removing historic and institutional barriers to participation and success and providing targeted, and proactive and data-driven support for ākonga.	7.1 Implement the University Student Wellbeing and Safety Framework.	Q2 2024	SE, Colleges
	7.2 Ensure all curricula and co-/extra-curricular activities are designed and evaluated against criteria of inclusivity, wellbeing and safety.	Q2 2025	Colleges, CET
	7.3 Extend Course Incubator model and provision of learning design and student support resources for the redesign and delivery of high-impact courses.	Q3 2023	CET
	7.4 Support and resource networks of Associate Deans Māori and Associate Deans Pacific across colleges	Ongoing	Colleges, ODVCM, PSS
	7.5 Implement the Disability and Inclusion Action Plan	The extent of this work requires that details are contained in a separate plan.	
	7.6 Map and enhance prospects journey including upgrading CRM to better ensure prospects are receiving relevant and timely information and support	Q3 2023	SE
	7.7 Design and implement the student readiness and transitions programme.	Ongoing	SE, CET, PACE, Colleges
	7.8 Continue to develop data to proactively support students and their academic achievement, this includes further predictive data models and prescriptive models being developed.	Ongoing	SE

ODVCM	Office of the DVC Māori
P&C	People and Culture
PACE	Professional and Continuous Education

PDs	Programme Directors
SLT	Senior Leadership Team
SE	Student Experience

WILWG	Work Integrated Learning Working Group
-------	--

TO DELIVER EXCELLENT LEARNING EXPERIENCES (CONT.)

Objectives	Actions	Timeline	Responsibility
7. Embedding a culture of safety and inclusion that responds to the diverse needs of all our students by removing historic and institutional barriers to participation and success and providing targeted, and proactive and data-driven support for ākonga.	7.9 Develop and implement learning analytics intervention framework to clarify intervention options and responsibilities at a course and programme level; incorporate learning analytics into a quality framework and ensure the safe and ethical use of data.	Complete Q4 2023	Colleges, SE, ODVCM, PSS, CET
	7.10 Complete and rollout Student Programme Planner tool	Q1 2024	SE, ITS
	7.11 Deliver on Student Personalised Timetable project	Q4 2023	ITS
	7.12 Continue to refine and coordinate proactive student support methods and interventions across the University	Ongoing	SE, Colleges, CET
	7.13 Review provision of student course advice across the student journey	Q2 2023	SE
	7.14 Extend the use of Open Education Resources, including Open Textbooks	Ongoing	Library, CET
8. Supporting Māori students to succeed as Māori in local, national and global contexts.	8.1 Increase provision of Mātauranga Māori and Mātauranga Māori-centred pathways for learning and teaching, including modes of delivery where te reo Māori and Tikanga Māori take precedence.	Ongoing	ODVCM, Provost, Colleges
9. Building on existing foundations of Māori learner success through an enhanced focus on engagement with mana whenua, whānau, hapū and iwi, and expanded provision of Māori learner support at all levels; continually reducing barriers and impediments for access to and participation in education.	9.1 Provision of additional numeracy and literacy support for Māori students.	Q1 2023	ODVCM
	9.2 Develop Māori student mentors (kaiāpai) and support mentoring programmes.	Ongoing	ODVCM
	9.3 Engaging with the tertiary education provision priorities, needs and aspirations of mana whenua, whānau, hapū and iwi.	Ongoing	ODVCM, Provost, Colleges

Objectives	Actions	Timeline	Responsibility
10. Harnessing Māori academic success and excellence through Kaupapa Māori models of support (building further on existing provisions).	10.1 Develop partnerships with external organisations to create and fund awards that recognise and encourage Māori student success.	Ongoing	ODVCM
	10.2 Growing the capacity and capability of the University's Māori academic and professional workforce and building pathways that enhance the development and trajectory of this workforce.	Ongoing	ODVCM, SLT, P&C, Colleges
11. Building staff knowledge in te Reo, te ao Māori and Te Tiriti o Waitangi, and how to incorporate this knowledge into teaching and learning practices and curricula, and how to appropriately support ākonga Māori.	11.1 Mandate Tiriti training and development for all staff.	Q3 2023	Provost, ODVCM, P&C
	11.2 Systematic investment in staff development and capability extension, including of Te Reo Māori, and supporting the incorporation of Te Reo and Te Tiriti into teaching	Ongoing	Provost, ODVCM, P&C
12. Enabling all students to graduate with a high level of knowledge and deep understanding of Te Tiriti o Waitangi.	12.1 Include knowledge and understanding of Te Tiriti o Waitangi in all programme graduate outcomes.	Q2 2024	Colleges, PDs

ITEMS UNDER WAY

Darker tint indicates items already under way as part of the Pūrehuroatanga initiative.

ABBREVIATIONS

CET	Centre for Education Transformation	ITS	Information Technology Services
CCs	Course Coordinators	LTC	Learning and Teaching Committee
GRS	Graduate Research School	PSS	Pacific Student Success

ODVCM	Office of the DVC Māori	PDs	Programme Directors	WILWG	Work Integrated Learning Working Group
P&C	People and Culture	SLT	Senior Leadership Team		
PACE	Professional and Continuous Education	SE	Student Experience		

TO WORK WITH OUR STUDENTS AS PARTNERS

Objectives	Actions	Timeline	Responsibility
13. Understanding and delivering to the needs and ambitions of our prospective students, existing students and their whānau.	13.1 Improve student surveying and feedback mechanisms	Q2 2024	CET
	13.2 Embed use of our CRM Case Management Tool	Ongoing	SE
	13.3 Develop Student Voice and Partnership Framework	Q2 2023	SE
14. Providing whole-of-institution, whole-of-student, systematic student support that recognises their learning environments (on campus, blended or online), different stages of their lives and learning.	14.1 Embedding a systematic framework for in-course student support and learning interventions, connecting information gathered from these into course and programme continuous improvement processes.	Ongoing	SE
15. Enabling decisions affecting students to include and be influenced by students.	15.1 Revise and implement a cross University Complaints Management Process/Policy	Q2 2023	SE
	15.2 Develop and implement a student centric complaints management system and reporting	Q2 2023	SE

TO INVEST IN STAFF DEVELOPMENT AND CAPABILITY

Objectives	Actions	Timeline	Responsibility
16. Investing in our academic staff, supporting the development of their teaching skills, and ensuring workloads allow for development of their research careers and civic leadership contributions. Key focus areas include building staff confidence in and knowledge of: a. working with students as partners. b. working with hapū, iwi and Māori entities as partners. c. Pacific worldviews; how to incorporate them into teaching and curricula; and how to appropriately support Pacific learners. d. the university's sustainability and climate action goals. e. digital skills and capability.	16.1 Implement compulsory introductory teaching course for all staff new to teaching	Pilot Q3 2023	CET
	16.2 Extending capacity and capability building, as well as career pathways for our Pacific Peoples staff.	Ongoing	PSS, SLT, P&C, Colleges
	16.3 Extend teaching communities of practice	Ongoing	CET
	16.4 Increase suite of self-service teaching professional development	Ongoing	CET
	17. Providing staff learning opportunities for te reo Māori me ōna tikanga.	17.1 Resource the development and delivery of appropriate cross-university professional development	Q1 2025

ITEMS UNDER WAY

Darker tint indicates items already under way as part of the Pūrehuroatanga initiative.

ABBREVIATIONS

CET	Centre for Education Transformation	ITS	Information Technology Services
CCs	Course Coordinators	LTC	Learning and Teaching Committee
GRS	Graduate Research School	PSS	Pacific Student Success

ODVCM	Office of the DVC Māori	PDs	Programme Directors	WILWG	Work Integrated Learning Working Group
P&C	People and Culture	SLT	Senior Leadership Team		
PACE	Professional and Continuous Education	SE	Student Experience		



TE KUNENGA | MASSEY
KI PŪREHUROA | UNIVERSITY
UNIVERSITY OF NEW ZEALAND



Part I: Paper for Decision



MEETING DATE:	20 July 2023
AUTHOR:	Professor Giselle Byrnes, Provost
SUBJECT:	Te Pou Rangahau 2023-2027, Massey University Research Plan

Key Strategic Points

Te Kunenga Ki Pūrehuroa Massey University Strategy 2022-2027 has stated very clear research ambitions for Te Kunenga Ki Pūrehuroa Massey University. These are to ensure the delivery of research excellence via both the development and support of Massey researchers, and to deliver innovative and world class research, while ensuring that Massey University meets our research Te Tiriti o Waitangi responsibilities. Accordingly, *Research Strategy: He Rautaki Rangahau 2018-2022*, the University's current Research Strategy, has been rewritten to strongly align with our new *University Strategy* and is presented to Council as '*Te Pou Rangahau 2023-2027, Massey University Research Plan*'.

Recommendations

- That Council notes the information in this paper.
- That Council approves *Te Pou Rangahau 2023-2027, Massey University Research Plan*

Purpose

The purpose of this paper is to seek Council approval on *Te Pou Rangahau 2023-2027, Massey University Research Plan*, noting the change in nomenclature of this document from 'strategy' to 'plan' to respect the primacy of the *University Strategy*.

Introduction

Following on from *Research Strategy He Rautaki Rangahau 2018-2022, Te Pou Rangahau 2023-2027 Massey Research Plan* sets out the research goals and actions in line with the commitments, aspirations and attributes of *Te Kunenga ki Pūrehuroa Massey University Strategy 2022- 2027*. Development of the draft plan was led by a subgroup of the University Research Committee led by Professor Tracy Riley, in collaboration with members of the Māori Professoriate and in consultation with the Dean Pacific.

At this time it was also decided that given Massey University only has one strategy (the *University Strategy*), then it made sense that all cascading and supporting documents aligned with it should be referred to as 'plans'.

Part I: Paper for Decision



Discussion

The revised *Te Pou Rangahau 2023-2027, Massey University Research Plan* has been thoroughly consulted on across the University community, including discussion with the Māori professoriate, the Learning and Teaching Committee, the Academic Committee, Academic Board, College Boards, the TEU, and two online student and staff forums. All queries were responded to either in person or in small group discussions. These took place between November 2022 and May 2023. Both Academic Board and the Senior Leadership Team have endorsed this Plan.

Points to note with the rewrite of *Te Pou Rangahau 2023-2027* are as follows:

- the commitments to Te Tiriti o Waitangi and to research excellence, are mutually reinforcing and therefore should not be seen to work in odds with one another.
- the Plan reflects the importance of future-proofing the University to enable adaptive and rapid responses to emerging research needs and changing national and international priorities and opportunities (including the ability to identify and combine skillsets and capabilities at short notice).
- provides clarity that the University is not defining what matters to Māori, or to Pacific Peoples, but rather that the University will respond to what Māori researchers consider important, and to what Pacific Peoples consider important.
- reinforces the commitment of the University to supporting the full breadth of research excellence wherever it is found
- the development of the implementation plan will identify mechanisms for contributing to the goals and actions, associated key leadership (with supporting teams) for making change, and reporting timeframes.

I commend the revised *Te Pou Rangahau 2023-2027, Massey University Research Plan* to Council (appendix 1). The document is included as Appendix one. I ask Council to note that the Plan is currently with Open Lab for design and formatting.

Part I: Paper for Decision



Appendix 1

Te Pou Rangahau 2023-2027 Massey University Research Plan

Te Pou Rangahau 2023-2027 shares our research aspirations for the next five years. We have chosen the te reo Māori word ‘rangahau’ in the naming of this plan for research that is based on an interpretation to seek, search out, pursue, quest or investigate. Whilst the term ‘rangahau’ has in recent decades become commonly used across the tertiary education sector to imply *all things* research-related, it also connotes research that is Māori-led. In Tainui traditions ‘rangahau’ is referred to as the initiating driving force or the catalyst that sparks commencement of a particular quest or endeavour.

In te reo Māori, the word ‘ranga’, when expressed in the word ‘rangahau’, means to raise, cast up, to pull by the roots or to set in motion. Similarly, the word ‘hau’, when combined with ‘ranga’, can mean to be heard, report, publish abroad or a notable and illustrious message. The term ‘rangahau’ thus connotes different meanings: there are Māori ways of knowing, being and conducting rangahau such as kaupapa Māori and mātauranga Māori, as well as the point of initiation of a particular quest or research endeavour. At Te Kunenga Ki Pūrehuroa Massey University we have adopted the term ‘rangahau’ to express in te reo Māori the idea and essence of our research. Te Pou Rangahau, or the Research Pillar, is also the name of one of the university’s four strategic pillars, providing a central focus for many of our academic endeavours.

At Massey, we define research as the advancement of knowledge, the creation, recovery, or reinterpretation of knowledge or understanding, and the application of knowledge to solve real-world problems. Our research environment weaves together the diverse contributions of our tangata whenua and tangata Tiriti researchers. Research may also embody new ideas and insights of direct relevance to the specific needs of whānau, iwi, hapū, marae, and communities we serve. Located in the heart of Te Moana Nui a Kiwa (Pacific Region), we support research that focuses on topics of importance to Pacific peoples and promotes positive outcomes. We value research, scholarship, creative practice, and professional and clinical practice, conducted by all Massey researchers with rigour and transparency, which may form a reliable basis for action and extends human knowledge and understanding.

Te Pou Rangahau 2023-2027 is designed for an operating environment that has continued to change since our last research strategy, He Rautaki Rangahau 2018-2022, and our first research rankings strategy, He Waihanga ake I Te Whare Rangahau: Building a Research Powerhouse 2018-2022. Building upon these strategies, the new plan provides a pathway to support the realisation of the University Strategy. In Māori perspectives of time, the past, present and future are intertwined. The past is central to, and shapes, our present and future identity. This research plan is shaped by a rich history of research discovery, innovation and commercialisation which influences our current and future commitments to our Te Tiriti o Waitangi responsibilities and to research excellence.

Kia whakatōmuri te haere whakamua
I walk backwards into the future with my eyes fixed on my past

We have committed to enacting Te Kunenga Ki Pūrehuroa Massey University Strategy 2022–2027 based on its unique position and reputation for our:

- commitment to practice and partnership reflecting our Te Tiriti o Waitangi priorities

COUNCIL C23/54

Part I: Paper for Decision



- world-leading research with impact, in partnership with iwi, government, communities, and industries we serve
- curious world-ready graduates who lead with entrepreneurial acumen and capability, and who are committed to enhancing Aotearoa New Zealand and the world
- heritage of excellence and integrity, which ensures authentic leadership in contemporary Aotearoa New Zealand, and
- caring, inclusion and equity, and commitment to our people, our environment, and our places.

This research plan seeks to realise the aspirations and commitments in the University Strategy based on its four pou or pillars:

1. Te Pou Rangahau - research
2. Te Pou Ako - learning and teaching,
3. Te Pou Tangata – people, and
4. Te Pou Hono - connection.

In seeking to realise goals based on these four pou, the University's focus is on ensuring these are achieved while honouring and upholding our Te Tiriti o Waitangi commitments, and recognising the key attributes that bind the strategy together, namely: sustainability and climate action, entrepreneurship, civic leadership and global engagement.

Whaowhia te kete mātauranga
Fill the basket of knowledge

In Māori tradition, the whatu is the process of weaving that brings together the whenu (vertical threads) and aho (horizontal threads). Te Pou Rangahau 2023-2027 weaves together the pou (uprights equivalent to whenu) and attributes (aho) to create a kete, or basket, for wisdom and knowledge. This kete holds our commitments to our Te Tiriti o Waitangi responsibilities and to research excellence as mutually reinforcing and enabling priorities of the University Strategy. Research excellence can be achieved through our journey to being Te Tiriti-led.

INCLUDE VISUAL IMAGE of the pou and attributes (from University Strategy)

Our Commitments to Research Excellence

Research excellence is not universally defined and may mean different things to different people. At Te Kunenga Ki Pūrehuroa Massey University, our research reputation is based on the originality, rigour, reach and significance of research activity. This plan will further enhance our research excellence as seen in the production, recovery, reinterpretation or understanding of knowledge, and to increase the dissemination and application of knowledge. Excellence exists in both the quality and quantum of research, both of which will improve by identifying and nurturing excellent researchers and mentoring those with potential for research excellence. Achieving research excellence is also discipline specific and excellence is achieved through research activity that sustains and develops the research environment, both within and outside the academy.

Significantly, excellence is evident in the impact of research and the positive contributions of our research for the communities we serve. A key strength of our University is the diversity and breadth of research across many disciplines and topic areas. We support research excellence wherever it occurs. In doing this, we will build upon our heritage and reputation for research excellence and nurture and grow developing areas of research excellence, and build on the strength and impact of

Part I: Paper for Decision



transdisciplinary and interdisciplinary research. We also rise to the challenges presented through new and emerging areas of research excellence, including how we respond to future local and global issues. We are committed to the ongoing development of researcher capability and capacity for research aligned with the United Nations Sustainable Development Goals, and to lifting our position in the Times Higher Education Impact Ranking.

We encourage and support researchers to benchmark their outputs against local and global standards of excellence and other measures of research performance. This includes the Performance Based Research Fund (PBRF) which seeks to enhance research activity and quality at New Zealand's research active tertiary education organisations. It also includes relevant international research rankings which continue to have global relevance for staff and student recruitment, selection of collaborators and marketing.

Māori research priorities focus on interdisciplinary, Māori-led research that may be applied or theoretical, and that is beneficial to Māori communities. Key elements of research excellence are those that are important to and prioritised by Māori, capturing perspectives from the broadest range of disciplines and research areas, and enhancing the contribution of research and mātauranga Māori in addressing local and global challenges. Perceptions and assessment of Māori research excellence at the national level may look very different from Indigenous research excellence at the international level (typically based on publication metrics). Māori research is and can be globally impactful, and culturally relevant approaches to research need to play a major function in international research aspirations, practices and understandings. We will uplift and improve our performance on the global stage, an ambition that strongly aligns with the spirit of Te Tiriti and therefore being a Te Tiriti led university.

From a Pacific People's perspective, excellent research is enacted across disciplines and is understood by its impacts, particularly outcomes leading to improvements that benefit people and communities and are meaningful for lived experience. Research excellence also includes the opportunity to draw upon Pacific People's research methodologies and not simply rely on or be limited to Western-influenced knowledge systems.

Tē tōia tē haumatia

Nothing can be achieved without a plan, workforce and way of doing things.

Our Commitments to Te Tiriti o Waitangi

As a Tiriti-led University, our Te Kunenga Ki Pūrehuroa Massey University Strategy commits to demonstrating authentic leadership in contemporary Aotearoa New Zealand as we uphold Te Tiriti o Waitangi, the founding document of our nation, and its principles through our practice. Consistent with the principles of Te Tiriti, this research plan supports a partnership-based approach for research at Massey. We are committed to a partnership approach to the development, implementation, and ongoing evaluation of Te Pou Rangahau 2023-2027.

This research plan has a focus on strengthening the role and positioning of Māori in the research system, as Te Tiriti partners and citizens of Aotearoa. Through ongoing reflection upon and evaluation of the effectiveness of our research commitments in enabling and facilitating the achievement of equitable outcomes, we will seek new opportunities for understanding Te Tiriti obligations in terms of our research. This plan will also enable university governance models, policies, procedures, and regulations to be developed in accordance with our Te Tiriti responsibilities. The intent of our research plan is to ensure equity

Part I: Paper for Decision



and excellence for Māori researchers and the communities they serve, and in doing so, we aim for research excellence that can be achieved for both treaty partners.

Te Pou Rangahau 2023-2027 outlines the research commitments, goals, and actions we aspire to achieve as a research-led University. The plan is a map guiding us from where we are to where we want to go while enabling adaption to future uncertainties and allowing for 'learning by doing.' The focus of the plan is to provide an environment in which Massey researchers are supported and encouraged. Te Pou Rangahau 2023-2027 will also be supported by appropriate monitoring and evaluation tools and processes, as well as information flows. The monitoring, evaluation and communication around this plan are led by the University Research Committee, supported by the Office of the Provost working with research leaders, staff, and students. The research goals are provided below, alongside actions toward achieving these goals.

Te Pou Rangahau 2023-2027

Our RESEARCH commitments to PEOPLE	
<p>Supporting our early career academics and those individuals and/or research teams delivering innovative, world- class research.</p> <p>Ensuring that the university’s research workforce profile maximises and delivers on our agreed research impact and outcomes using subject appropriate metrics to evidence performance.</p> <p>Contributing to new opportunities for Māori research development and Māori research leadership both within the university and externally in partnership with iwi and Māori research partners.</p>	
OUR RESEARCH GOALS	HOW WE WILL ACTION OUR GOALS
<p>All researchers, including research students, understand their Te Tiriti o Waitangi responsibilities and opportunities.</p>	<ul style="list-style-type: none"> • Promote and highlight productive interactions between Mātauranga Māori and Te Ao Māori worldviews and Western- influenced research paradigms. • Ensure that the induction of new academics and research students includes Te Tiriti learning and development. • Provide ongoing researcher development and resources for staff and students to advance their understanding of Te Tiriti responsibilities and opportunities.
<p>Talented researchers are attracted and retained to enhance Massey’s research excellence.</p>	<ul style="list-style-type: none"> • Provide all researchers with regular opportunities to develop future-focused research plans and identify their research strengths. • Support and celebrate the development of a talented research workforce that recognises and rewards diversity and fosters the advancement of women and traditionally under-represented groups in the academy. • Invest in early career researcher development. • Invest in research and supervision undertaken by early career researchers. • Develop mechanisms to recognise, support and retain mid-career and senior researchers. • Develop a coordinated and responsive approach to researcher mentoring what would be beneficial to all research career stages. • Create and support targeted research career pathways and partnerships for Māori researchers. • Create and support targeted research career pathways and partnerships for Pacific researchers. • Monitor workloads to ensure adequate time for research and supervision. • Invest PBRF funding attracted by Māori researchers into Mātauranga Māori, Māori research development and

Part I: Paper for Decision



	<p>support for Māori researchers.</p> <ul style="list-style-type: none"> Invest PBRF funding attracted by Pacific researchers toward the promotion of Pacific centred research.
Partnership based approaches to research leadership and decision-making are realised.	<ul style="list-style-type: none"> Develop and implement structures for facilitating partnerships in research leadership and decision making. Commit to growing and engaging Māori researchers as research leaders.
Best practice research management is supported by efficient and up-to-date IT systems.	<ul style="list-style-type: none"> Provide research administration and budget management training resources. Work in partnership with Māori to ensure systems that are responsive to Māori researchers and the communities they serve. Work with Pacific peoples to ensure systems that are responsive to Pacific researchers and the communities they serve. Invest in continuous improvement of technology systems for the management of research and researchers (including research students). Provide a comprehensive and integrated set of policies and procedures related to research.

Our RESEARCH commitments to LEARNING AND TEACHING	
<p>Embedding a culture of research excellence in all aspects of the university's activities, so that all staff and students are part of this core endeavour.</p> <p>Reducing inequities of access for progression to postgraduate research, including doctoral studies, particularly for Māori and Pacific Peoples learners.</p>	
RESEARCH GOALS	HOW WE WILL ACTION OUR GOALS
<p>All students have equitable access to postgraduate research pathways.</p>	<ul style="list-style-type: none"> Provide scholarships for Māori and Pacific postgraduate research students. Identify and appoint promising postgraduate research assistants to fixed term academic appointments (supernumerary positions). Build research supervision capacity and capability for supporting Māori and Pacific students, including supervision in te reo Māori and Māori methodologies. Invest in mentoring, learning and development for Māori and Pacific students and supervisors. Include funding for postgraduate scholarships and post-doctoral research opportunities in externally funded

Part I: Paper for Decision



	<p>research projects.</p> <ul style="list-style-type: none"> • Invest PBRF completion funding attracted by Māori and Pacific postgraduate researchers to support Māori and Pacific student recruitment, progress and timely completion.
<p>All postgraduate research is completed within expected timeframes that align with TEC and PBRF funding.</p>	<ul style="list-style-type: none"> • Provide mentoring, learning and development for supervisors of postgraduate research students. • Encourage fast-tracks for excellent emerging researchers to lead supervisory teams. • Evaluate the effectiveness of the Doctoral Supervisor Development Framework and Supervisor Accreditation. • Formally recognise external research supervisors of postgraduate students as research associates of the University with consideration of remuneration. • Design and deliver researcher learning and development for students and supervisors (for example, in partnership between GRS, Māori Professoriate, Dean Pacific).
<p>Massey is recognised for excellent postgraduate research.</p>	<ul style="list-style-type: none"> • Increase the relative proportion of postgraduate research students in our student profile. • Create excellence awards for postgraduate research students and academic units. • Share stories of postgraduate student research success. • Promote and advocate postgraduate research among Pacific and Māori students, alumni and communities. • Support co-publication of postgraduate research between students and supervisors.

Our RESEARCH commitments to CONNECTION	
<p>Ensuring that research conducted through partnership is widespread, invested in and actively maintained.</p> <p>Investing in the development of inter- and transdisciplinary skills among researchers and providing a supportive environment for collaborative research.</p> <p>Supporting Māori research priorities and in particular Māori development goals priorities, emphasising the importance of impact and benefits for the communities with whom we conduct our research.</p> <p>Actively contributing to research that supports outcomes for Māori, including our Mana Whenua partners and whānau, hapū and iwi communities.</p>	
RESEARCH GOALS	HOW WE WILL ACTION OUR GOALS

Part I: Paper for Decision



<p>Māori research priorities are developed in partnership and supported by Massey’s Māori researchers.</p>	<ul style="list-style-type: none"> • Facilitate research wānanga to identify Māori research priorities. • Build research partnerships with iwi and hapū entities. • Support quality research that seeks to accelerate positive outcomes for whānau, hapū and iwi.
<p>High quality partnerships and collaborations drive research excellence and impact.</p>	<ul style="list-style-type: none"> • Support research relationships and research supervision with highly respected overseas researchers/industry experts/entrepreneurs. • Foster collaborations that will deliver on Māori research Aspirations. • Foster collaborations that will deliver on Pacific People’s research aspirations. • Promote research that is Pacific centred, with Pacific-Indigenous methodologies, with high impact for Pacific communities. • Contribute to building and enriching the relationship between Tangata Whenua and Tangata Te Moana Nui-a-Kiwa and reflect that in research policies and processes. • Enable strong cross-institutional collaborations within Aotearoa. • Create new international relationships for high quality research outputs and impact. • Leverage and maximise existing international partnerships to develop further research opportunities. • Increase the rate of co-publication with external research partners including international research students.
<p>Capability and capacity for securing external research income is increased.</p> <p>The proportion of external research income from non- government and international funders is increased by 10%.</p>	<ul style="list-style-type: none"> • Develop resources and continue to support external research funding applications. • Orientate researcher capability towards new funding opportunities (including industry, non-government, iwi and international). • Increase capacity for excellent cross-disciplinary, interdisciplinary and transdisciplinary research. • Invest in Pacific research through securing external income.

Part I: Paper for Decision



Our RESEARCH commitments to SUSTAINABILITY AND CLIMATE ACTION	
Maintaining our focus on supporting our world-leading areas of research that align with and support the United Nations’ Sustainable Development Goals	
RESEARCH GOALS	HOW WE WILL ACTION OUR GOALS
<p>Massey continues to be recognised for its research towards the United Nations Sustainable Development Goals (UNSDGs).</p> <p>Massey is ranked first in New Zealand in the Times Higher Education Impact Rankings by 2027.</p>	<ul style="list-style-type: none"> • Develop researcher capability and capacity in areas related to the UNSDGs • Encourage and support research collaborations sponsored by United Nations and other NGOs • Encourage and support collaborative research related to climate change, including climate action research in the Pacific region • Communicate our research related to UNSDGs more effectively • Provide postgraduate scholarships strategically aligned to research that supports the UNSDGs • Provide internal funding for research related to the UNSDGs

Our RESEARCH commitments to ENTREPRENEURSHIP	
Maximising the commercial benefit of intellectual property derived from research	
RESEARCH GOALS	HOW WE WILL ACTION OUR GOALS
<p>The commercial benefits of intellectual property derived from research are realised.</p>	<ul style="list-style-type: none"> • Support emerging research and innovation activities through developing and enhancing relationships between Colleges, Massey Ventures Ltd/Enterprise Office and Graduate Research School • Increase the number of postgraduate research student who have been engaged in activities to gain entrepreneurial skills year on year (eg Grand Ideas competitions) • Engage staff and research students with the services, knowledge and resources available through the Enterprise Office • Work with industry partners to optimise opportunities for leveraging Massey research, scholarship and entrepreneurship (including utilisation of IP in new ventures)

Our RESEARCH commitments to CIVIC LEADERSHIP	
<p>Promoting the responsibility to demonstrate Massey’s role as “critic and conscience” by supporting staff to communicate research and engage in public debate</p> <p>Acknowledging the place and status of Mātauranga Māori and the development of Mātauranga Māori research capacity and expertise inside and beyond our university and communicating outcomes demonstrated in our research</p>	
RESEARCH GOALS	HOW WE WILL ACTION OUR GOALS
<p>Researchers are encouraged to act as the ‘critic and conscience of society’ as recognised by communities, industry, the media and public.</p>	<ul style="list-style-type: none"> • Offering annual awards to researchers who successfully demonstrate this critical leadership role • Provide resources to support staff engaging with media • Profile and promote research by and for Māori and for Pacific Peoples • Increase the promotion and profiling of Massey researchers and research impact through diverse media platforms
<p>Mātauranga Māori (MM) is acknowledged and understood by all Massey researchers and postgraduate researchers as a core characteristic of research practice.</p>	<ul style="list-style-type: none"> • Promote MM research capacity and capability within and beyond our university • Provide learning opportunities for tangata tiriti staff to engage with MM and Te Ao Māori worldviews • Acknowledge and reflect the equal status and equivalence of Mātauranga Māori and Te Ao Māori worldviews in research policies, and research governance and management processes • Profile and promote Mātauranga Māori and Kaupapa Māori research



Our RESEARCH commitments to GLOBAL ENGAGEMENT	
Investing in research dissemination and actively benchmarking our outputs to global standards to inform excellence and standing in research performance and future investment Championing indigenous knowledge development and leadership, particularly among Māori as Tangata Whenua of Aotearoa New Zealand, Pacific Peoples in the context of the Pacific Region, and share this globally	
RESEARCH GOALS	HOW WE WILL ACTION OUR GOALS
Massey research excellence is recognised internationally by our performance in international research rankings exercises. Massey will be in the 200 – 250 band in QS World University Rankings. Massey will have five subject areas in the top 50 in QS and Shanghai subject rankings. Massey will have 20 subjects in the QS top 500 and 20 subjects in the Shanghai top 500 the Shanghai top 500	<ul style="list-style-type: none"> • Support applications for credible and impactful international research awards and prizes • Update Massey staff profile system to enhance the findability and searchability of researchers and research outputs • Increase the number of research outputs made open access via Massey Research Online • Increase researcher uptake of other mechanisms to increase citations and enhance research impact (for example ORCID, open access outputs) • Foster ‘bibliodiversity’: the wide range of services and platforms for research publication and communications, including the value of New Zealand publishing platforms and those that champion Indigenous knowledge development • Increase postgraduate research student enrolments and timely completions • Develop research student-supervisor partnerships with internationally recognised research institutions • Increase understanding of, and engagement with, discipline-relevant international research rankings • Support researchers to engage with mechanisms to improve performance in discipline-relevant international research assessment and ranking exercises (including increased citation rates, publication lists, research reputation surveys, appropriate acknowledgement of Massey affiliation)

Nā tō rourou, nā taku rourou ka ora ai te iwi
 With your food basket and my food basket the people will thrive

Te Pou Rangahau 2023-2027 shares our research commitments, goals and actions for the next five years as a high level, aspirational plan for all researchers across the University. The implementation and reporting on Te Pou Rangahau will be led by the University Research Committee (with support from the Office of the Provost), with the expectation that this is a whole of University plan.

Implementation of the Plan will include the identification and engagement of appropriate leadership teams responsible for delivery against the goals and actions. Leadership teams will be responsible for prioritising actions over the lifespan of the Plan. Measurable targets and accountabilities will be developed collaboratively with



Part I: Paper for Decision

engagement across the University to ensure the goals and actions are realised. Progress against the actions and targets will be reported to the Senior Leadership Team, Academic Board and the University Council on a six monthly basis, and targets and accountabilities adjusted where appropriate to realise the goals and actions.

Realisation of Te Pou Rangahau 2023-2027 is reliant on the following set of expectations:

- The commitments, goals and actions will be realised across the University, through research planning by colleges, schools, research centres, central service lines, governance committees, and individual researchers.
- Researchers will be aware of the Te Pou Rangahau 2023-2027, see themselves in it, and relate their aspirations and achievements to the plan.
- Tangata whenua and tangata tiriti researchers will work in partnership to achieve this plan.
- Pacific researchers will feel supported to contribute and collaborate in the achievement of this plan.
- The University Research Committee and the Office of the Provost will lead implementation planning, monitoring and annual reporting of the plan.

MEETING DATE:	20 July 2023
AUTHOR:	Deputy Vice-Chancellor – University Services, Shelley Turner
SUBJECT:	MAY 2023 FINANCE REPORT – Part I

Recommendations

It is recommended that Council:

- Note the contents of this cover paper and the attached finance report for the five months ended 31 May 2023.

Purpose

This report summarises the financial results for Massey University (the University) and its controlled entities (the group) for the five months ended 31 May 2023.

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

Income Statement			
	YTD ACTUAL (\$000)	YTD BUDGET (\$000)	YTD VAR (ACT TO BUD) (\$000)
Government Grants	88,098	88,125	(27) ✓
Student Fees	64,368	67,277	(2,909) ✗
Research Income	36,108	34,870	1,238 ✓
Consultancy, Conference, Trading and Other Income	27,518	24,180	3,338 ✓
Total Income	216,093	214,452	1,641 ✓
Staff Related Expenses	129,792	123,497	(6,295) ✗
Depreciation	36,632	36,269	(363) ✓
Other Expenditure	63,871	61,742	(2,129) ✗
Total Expenses	230,296	221,509	(8,787) ✗
University Operating (Deficit)/Surplus Before One-off Item	(14,203)	(7,057)	(7,146) ✗
(Deficit)/Surplus % Before One-off Item	(6.57%)	(3.29%)	
(Deficit)/Surplus from Controlled Entities	3,756	1,520	2,236 ✓
Group Operating (Deficit)/Surplus	(10,447)	(5,537)	(4,910) ✗
Group Operating (Deficit)/Surplus %	(4.75%)	(2.55%)	

The University's YTD operating deficit of -\$14.2m was \$7.1m worse than budget, mainly due to lower-than expected student fees, higher staff related expenses and higher other expenditure, partially offset by higher research income and consultancy/conference/trading and other income as explained below.

Income

YTD Income was \$1.6m above budget, due to higher consultancy, conference, trading and other income, and higher research income, partially offset by lower student fees and government grants.

Expenses

YTD total expenses of \$230.3m were above budget by \$8.8m mainly due to delayed progress in achieving savings targets in staff related expenses and other expenditure.

Group Result

YTD group deficit of \$10.4m was \$4.9m worse than budget due to the \$7.1m unfavourable variance from the University and a \$2.2m favourable variance from controlled entities. The \$2.2m favourable variance is mainly due to higher YTD returns from managed funds held by MUF.

Balance Sheet

Balance Sheet			
	YTD ACTUAL (\$000)	YTD BUDGET (\$000)	YTD VAR (ACT TO BUD) (\$000)
Current Assets	146,094	143,982	2,112 ✓
Non-Current Assets	1,731,174	1,731,843	(669) ✓
Current Liabilities	248,671	251,023	2,353 ✓
Non-Current Liabilities	34,112	36,097	1,985 ✓
University Net Assets	1,594,486	1,588,705	5,781 ✓
University Equity	1,594,486	1,588,705	5,781 ✓
Net Assets - Controlled Entities	48,523	44,714	3,810 ✓
Group Net Assets	1,643,009	1,633,418	9,591 ✓
Group Equity	1,643,009	1,633,418	9,591 ✓

The group's balance sheet continues to be strong. YTD net equity as at 31 May 2023 was above budget mostly due to a higher balance of net assets - controlled entities, cash and cash equivalents and lower current liabilities due to lower trade payables and student fee receipts in advance.

Statement of Cash Flows

Statement of Cash Flows			
	YTD ACTUAL (\$000)	YTD BUDGET (\$000)	YTD VAR (ACT TO BUD) (\$000)
Opening Cash and Cash Equivalents - University	42,755	11,641	31,114 ✓
Net Cash Flow from Operating Activities	58,450	78,178	(19,728) ✗
Net Cash Flow from Investing Activities	(61,864)	(81,576)	19,712 ✓
Net Cash Flow from Financing Activities	-	-	- ✓
Net Foreign Exchange Gain (Loss)	(39)	-	(39) ✓
Closing Cash and Cash Equivalents - University	39,302	8,244	31,059 ✓
Cash and Cash Equivalents - Controlled Entities	5,859	2,960	2,899 ✓
Group Cash at End	45,162	11,204	33,958 ✓

The group's cash and cash equivalent balance was \$34.0m above budget mainly due to delays in capital spending.

DATE:	20 July 2023
AUTHOR:	Director Governance and Assurance, Jodie Banner
SUBJECT:	PROPOSED COUNCIL AND COMMITTEE MEETING SCHEDULE 2024

Key Strategic Points

1. A Council and Council Committee Meeting Schedule for 2024 has been drafted for Council approval.
2. Key points to note include:
 - The November meeting will be retained in diaries but only proceed if there is urgent and necessary business that cannot wait until the December meeting; and
 - The November meeting will be held online.

Recommendation

- That Council approves the proposed Council and Committee Meeting Schedule for 2024.

Purpose

To seek approval for the proposed Council and Committee Meeting Schedule for 2024 which aligns with Council and Committee Meeting Procedures and each Committee's Terms of Reference meeting requirements.

Meeting frequency

Massey University Council

The Council currently hold meetings six times per year, and it is proposed that the frequency of these meetings remain unchanged. There are three Council meetings scheduled in quick succession in September, November and December. It is proposed to keep the November meeting in Council member diaries, but to confirm the need to hold this meeting closer the time. Should there be a need to hold this online, it is proposed that only special/urgent matters be considered. As implemented previously, all Council and Committee meetings will continue to allow online attendance by members unable to attend in person.

Finance and Assurance Committee

The Finance and Assurance Committee will hold its first meeting in the last week of February to align with reporting deadlines. It is proposed that the April meeting be held entirely online and that only the Annual Report approval be considered, which will need to be conducted via e-ballot with Council following the April meeting to meet statutory deadlines.

As per its Terms of Reference, meetings shall be held not less than four times a year having regard to the financial strategy cycle and will continue to be held in February, April, June, end of August and November, with in-person meeting locations to be confirmed.

People and Culture Committee

The PAC should meet no less than three times a year, as per its ToR and meetings are scheduled for January, April, July and October. These will be held on Wednesdays, 2pm to 5pm and continue to be held at the Manawatū campus and online.

Academic Board

The Academic Board will review its proposed 2024 meeting schedule at its 19 July meeting to align with its updated Terms of Reference, Council meeting dates and reporting deadlines with the following endorsed:

- Academic Board meetings will continue to commence at 1.30pm on Wednesdays and be held online only;
- Academic Board sub-committees will set their 2023 meeting dates to allow for timely progression of papers and information to Academic Board; and
- Meetings will be scheduled to ensure alignment with CUAP submission timeframes.

The dates for the 2024 Graduation Ceremonies were adopted at the September 2021 Council meeting (Resolution 21-84) and are set out below:

Graduation Dates 2023

- Wellington - Tuesday 16 April
- Manawatū - Monday 29 April to Wednesday 1 May and Friday 29 November
- Auckland - Tuesday 21 May to Thursday 23 May

Supporting Document

- Appendix A - Proposed Council and Committee Meeting Schedule 2024

Proposed Council and Committee Meeting Schedule 2024

Month	Date	Meeting	Campus/Location
January	Wednesday 31 January	People & Culture Committee	Manawatū /Online
February	Thursday 15 February	Finance & Assurance Committee	TBC/Online
	Wednesday 21 February	Academic Board	Online
March	Thursday 7 March	Council Meeting	Manawatū/Online
	Wednesday 20 March	Academic Board	Online
April	Wednesday 10 April	People & Culture Committee	Manawatū /Online
	Tuesday 16 April to Wednesday 17 April	Wellington Graduation Ceremonies	Wellington
	Thursday 18 April	Finance & Assurance Committee (<i>AR Approval</i>)	Online
	Wednesday 24 April	Academic Board	Online
	Monday 29 April to Wednesday 1 May	Manawatū Graduation Ceremonies	Manawatū
May	Wednesday 15 May (pm)	Council Strategy half day (TBC)	Manawatū
	Thursday 16 May	Council Meeting	Manawatū/Online
	Tuesday 21 May to Thursday 24 May	Auckland Graduations Ceremonies	Auckland
	Wednesday 29 May	Academic Board	Online
June	Thursday 13 June	Finance & Assurance Committee	TBC/Online
	Wednesday 19 June	Academic Board	Online
July	Wednesday 10 July	People & Culture Committee	Manawatū /Online
	Wednesday 17 July	Council Strategy Day	Wellington
	Thursday 18 July	Council Meeting	Wellington/Online
	Wednesday 24 July	Academic Board	Online
August	Wednesday 21 August	Academic Board	Online
	Thursday 29 August	Finance & Assurance Committee	TBC/Online
September	Thursday 19 September	Council Meeting (9.30am-4pm)	Auckland/Online
	Friday 20 September (am)	Council Strategy half day	Auckland
	Wednesday 25 September	Academic Board	Online
October	Wednesday 16 October	People & Culture Committee	Manawatū /Online
	Wednesday 23 October	Academic Board	Online
November	Thursday 7 November	Council Meeting (TBC)	Online
	Thursday 14 November	Finance & Assurance Committee	TBC/Online
	Wednesday 20 November	Academic Board	Online
	Friday 29 November	Manawatū Graduations	Manawatū
December	Thursday 5 December	Council Meeting	Manawatū/Online

Key

Council	9am - 4pm
Finance & Assurance Committee	9am - 12.30pm
People & Culture Committee	2-5pm
Academic Board	1.30pm – 3.30pm



Massey University

Te Kunenga ki Pūrehuroa

Research Ethics Office

MEMORANDUM

To: Professor Jan Thomas
Vice-Chancellor

From: Prof Tracy Riley

Date: 26 June 2023

**Subject: Massey University Human Ethics Committee: Ohu Matatika 2
Reappointment of Chair**

As stated in the Terms of Reference (ToR) for Massey University Human Ethics Committees (new version attached), all Chairs of Human Ethics Committees are appointed by the Vice-Chancellor.

Please note that under exceptional circumstances committee members can be appointed for longer than the recommended two 3-year terms. This applies to A/Prof Fiona Te Momo who is currently at the end of her second term. Under the Terms of Reference and the Health Research Council accreditation guidelines, the composition of the committee must include at least one academic staff member who have an awareness of te reo Māori and an understanding of tikanga Māori (1.2.2).

Given the current academic membership of HEC: Ohu Matatika 2 includes several new members in their first term, in order to ensure the compliance within accreditation guidelines, continuity of the committee and mentoring of new members, I recommend that you approve the reappointment of A/Prof Fiona Te Momo to the Chair of HEC: Ohu Matatika 2 for an additional term until September 2026.

Please note that A/Prof Fiona Te Momo has the continued support for taking on this role from their Line Manager. The time commitment is approximately one day per week.

If you agree with this recommendation, please advise me accordingly.

A handwritten signature in blue ink, appearing to read 'Tracy Riley'.

Prof Tracy Riley
Acting Director, Research Ethics

Part I: Paper for Decision



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

**HELD VIA VIDEOCONFERENCE
on**

TUESDAY 16 May 2023 AT 1.30 PM

PART I

Present:

Associate Professor Claire Matthews (Chair), Vice-Chancellor Professor Jan Thomas, Provost Professor Giselle Byrnes, Dr Maria Borovnik, Professor Dianne Brunton, Professor Stephen Croucher, Associate Professor Jo Cullinane, Aniva Feau, Professor Ray Geor, Professor Tasa Havea, Francisco Hernandez, Jake Law, Mikaela Matenga, Professor Jill McCutcheon, Associate Professor Andre Mūrnieks, Professor Margaret Petty, Professor Julieanna Preston, Professor Matt Roskruge, Dr Marta Rychert, Distinguished Professor Peter Schwerdtfeger, Ramairoa Tawera, Associate Professor Veronica Tawhai, Associate Professor Fiona Te Momo, Professor Bryan Walpert, Professor Carol Wham, Professor Cynthia White, and Associate Professor Oli Wilson.

In Attendance: Pro-Chancellor Ben Vanderkolk, Council member Alistair Davis, Dr Angela Feekery (Part I), Jeanette McKinnon (Item 2.7), and Governance Advisor Christabelle Marshall.

Apologies: Professor Meihana Durie, Professor Lisa Emerson, Professor Huia Jahnke, Dr Tere McGonagle-Daly, Professor Nicolette Sheridan, and Professor Georg Zellmer.

1. PROCEDURAL MATTERS

1.1 Introduction/Mihimihi

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

1.2 Apologies

The apologies were noted by the Board.

1.3 Declaration of Interests

No interests were declared for the meeting.

1.4 Meeting Agenda Review

No items were unstarred in the agenda for discussion.

1.5 Confirmation of Minutes of Meeting held on 19 April 2023 – Part I (AB23/05/90)

Part I: Paper for Decision

The minutes regarding Item 2.3 were discussed by the Board, and it was questioned whether particular comments should be noted in the minutes.

Although there was disagreement over the relevance of comments expressed it was decided that as a comment made by a Board member it would remain in the minutes.

An amendment to Item 2.3 bullet point three was suggested and it was agreed that this would read “communication” rather than “miscommunication” in the recorded minutes.

The Chair confirmed that future processes would specify the individual nature of comments made by Board members.

AB23-23 RESOLVED: (Cullinane/Wham)

THAT the Academic Board adopts the minutes of the meeting held on 19 April 2023, subject to the agreed minor amendment, as a true and correct record.

CARRIED

Francisco Hernandez and Jake Law opposed the motion.

Provost Professor Giselle Byrnes abstained from voting.

1.6 Matters Arising

There were no matters arising from the minutes.

1.7 Action Schedule - Part I

The Board noted that there were no outstanding actions on the schedule.

1.8 Academic Board Work Plan 2023 - Part I (AB23/05/91)

The Board noted the 2023 Work Plan.

2. STRATEGIC UPDATES

2.1 Chair’s Report

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

- **Membership:** The Chair welcomed Professor Matt Roskrug from Massey Business School, who was recently elected to Academic Board and Mikaela Matenga, a student representative who was recently appointed by Te Tira Ahu Pae to Academic Board.
- **Graduations:** Noted that the Palmerston North graduations were a success and noted the upcoming Auckland graduation ceremonies.
- **Council:** The Chair noted that she would be attending the Council Strategy Day and Council Meeting later in the week.

2.2 Vice Chancellor’s Report (AB23/05/92)

The Vice-Chancellor noted her report, and the report was taken as read. The Vice-Chancellor acknowledged the university’s thoughts and aroha are with our Wellington communities after the recent fire in Wellington. It was further noted that no students or staff were directly affected by this tragedy.

Part I: Paper for Decision

The Vice-Chancellor updated members on recent Palmerston North Graduation ceremonies, noting these were well-run and joyous events. She encouraged staff to attend future graduations as students really appreciated celebrating this milestone with their teachers.

The Vice-Chancellor welcomed feedback and questions from the Board.

***ACTION:** Congratulatory letters to be sent on behalf of the Board to award recipients as listed in the Vice-Chancellor's report.*

2.3 Provost Report

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

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

- Further discussions on University Student Survey Policy and Procedures.
- Discussions on design of assessment – including considerations involving AI.
- Discussions on academic profile and course offerings.
- Noted 490 courses had been retired, most of these in College of Science.

A Board member raised concerns over the retirement of courses and offerings available at Massey University.

2.4 Student Report

Aniva Feau provided a verbal report to the Board, and noted the following:

- Student representatives recently attended a governance training session.
- Welcomed new student representative Mikaela to the Board and noted that this was her first meeting.
- Noted the launch of Te Tira Ahu Pae in Semester Two, including a possible roadshow to connect with all campuses.

Ramairoa Tawera provided a verbal report to the Board and noted that Māori tauria had raised concerns regarding the option to attend either a Māori Graduation or General Graduation ceremony, and that there was not currently an option to attend both.

2.5 He Rōpū Ara Mātauranga Discussion

Dr Angela Feekery provided an overview of He Rōpū Ara Mātauranga and gave examples of articles and discussions that have been scheduled over the five years since the group was established.

The Chair thanked Dr Feekery for her presentation and encouraged Board members to attend these sessions.

It was noted that resources that are discussed at He Rōpū Ara Mātauranga are collated on a Teams site, and Dr Feekery advised she would be happy to share these materials with any staff that are interested.

***ACTION:** Chair of Academic Board and Dr Feekery to discuss the opportunity to share resources with wider university community.*

***ACTION:** Governance Advisor to distribute information document to Board members after the meeting.*

Part I: Paper for Decision

2.6 Te Tiriti Discussions at Academic Board Subcommittee Meetings (AB23/05/93)

The Board noted the Te Tiriti Discussions Paper.

Ray Geor joined the meeting at 2.20pm.

2.7 Te Tiriti Policy Consultation Letter (AB23/05/94)

2.7.1 Draft Kaupapa Here Tiriti o Waitangi/ Tiriti o Waitangi Policy

Pukenga Tiriti, Associate Professor Veronica Tawhai spoke to the consultation paper and draft policy, highlighting the contextual history of Te Tiriti and the approach and priorities reflected within the new draft policy.

The Board provided feedback on the policy, which included the following comments:

- Support was expressed for the policy and the mahi that has been put into this important document.
- Concern was expressed regarding the role of Mātauranga Māori and debates occurring at other universities. Assoc Prof Tawhai responded to this comment, noting that Mātauranga Māori is a taonga, and our commitment is to support the revitalisation of taonga.
- Discussion was held on making explicit within the policy that this policy is for everyone and that Te Tiriti o Waitangi commitments are for everyone. A future iteration of the document would consider how to emphasise this.
- Student representatives expressed support for the new policy.
- Important that work in this area is meaningful and authentic.
- Support was expressed for the appendix, and connections made from within the policy to the overarching university strategy.

The Chair thanked Assoc Professor Tawhai for sharing this document and encouraged Board members to submit feedback before the close of the consultation period on 19 May.

2.8 Schedule of Academic Board Approved Policies (AB23/05/95)

The Chair spoke to the paper, noted the schedule of policies to be approved through Academic Board, and highlighted priority items for review. It was further noted that an update on the progress of these reviews would come to the Board in six months.

A Board member requested the circulation of the full list of policies and approval bodies be distributed to the Board separately.

ACTION: Governance Advisor to distribute a full policy approval schedule to the Board for information.

3. ACADEMIC PROGRAMMES

3.1 CUAP Proposal Cover Paper (AB23/05/96)

3.1.1 Doctor of Business and Administration – Proposed Offshore Offering

The Provost thanked Massey Business School for this proposal and noted the direction of travel to cater to demand.

Part I: Paper for Decision

A Board member further noted that this proposal had been discussed at DRC, and Colleges were interested in monitoring the success of the offering in the consideration of opportunities for similar proposals in the future.

AB23-24 RESOLVED: (Croucher/Cullinane)

THAT the Academic Board recommend the CUAP proposal listed in AB23/05/96 to the Vice-Chancellor and forward to CUAP for approval or noting.

CARRIED

3.2 College of Creative Arts Annual Report 2022 (AB23/05/97)

3.2.1 College of Creative Arts Self-Review 2022 (AB23/05/98)

3.3 College of Humanities and Social Sciences Annual Report 2022 (AB23/05/99)

3.4 College of Sciences Annual Report 2022 (AB23/05/100)

3.5 College of Health Annual Report 2022 (AB23/05/101)

Items 3.2 through 3.5 were noted by the Board.

4.1 PAPERS FOR NOTING

- ★ 4.1.1 College of Sciences College Board Minutes 16 March 2023 Part I **AB23/05/102**
- ★ 4.1.2 College of Health College Board Minutes 21 March 2023 Part I **AB23/05/103**
- ★ 4.1.3 College of Creative Arts College Board Minutes 18 November 2022 Part I **AB23/05/104**
- ★ 4.1.4 College of Humanities and Social Sciences College Board Minutes 17 March 2023 Part I **AB23/05/105**
- ★ 4.1.5 College of Business College Board Minutes 14 March 2023 Part I **AB23/05/106**
- ★ 4.1.6 University Research Committee Minutes 23 February 2023 Part I **AB23/05/107**

The Board noted the papers as listed.

4.2 DECISIONS TRANSFERRED FROM PART II OF THE ACADEMIC BOARD MEETING

4.2.1 Conferment of Degrees Paper (AB23/05/111)

4.2.2 Memorandum: Attestation to Status of Graduands

4.2.3 Conferment of Degrees and Awarding of Diplomas and Certificates

AB23-27 RESOLVED: (Matthews)

THAT the Academic Board approves the degrees be conferred, and the certificates and diplomas be awarded to those as listed in document AB23/05/111, and the seal affixed to the parchments.

CARRIED

Part I: Paper for Decision

5. MOVING INTO PART II - EXCLUSION OF THE PUBLIC (AB23/05/108)

AB23-25

RESOLVED:

(Matthews)

THAT the Academic Board exclude the public from the papers as noted in the table below, excluding Pro-Chancellor Ben Vanderkolk, Council member Alistair Davis, and Governance Advisor Christabelle Marshall.

General subject of each matter to be considered		Reason	Section 48(1) grounds
23/05/109	Confirmation of Minutes Academic Board Meeting 19 April 2023 – Part II	For the reasons set out in the Part I minutes of 15 March 2023 held with public present	
23/05/110	Strategic Report	Improper gain or advantage	s7(2)(j)
23/05/111	Conferment of Degrees and Awarding of Diplomas and Certificates	Personal privacy	s7(2)(a)
Papers for Noting			
College of Sciences College Board Minutes 16 March 2023 Part II			
College of Health College Board Minutes 21 March 2023 Part II			
College of Creative Arts College Board Minutes 18 November 2022 Part II			
College of Humanities and Social Sciences College Board Minutes 17 March 2023 Part II			
College of Business College Board Minutes 14 March 2023 Part II			
University Research Committee Minutes 23 February 2023 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 3.11pm



Signature: _____

Date: 14/06/2023

Part I: Paper for Decision



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

**HELD VIA VIDEOCONFERENCE
on**

WEDNESDAY 14 June 2023 AT 1.30 PM

PART I

Present:

Associate Professor Claire Matthews (Chair), Vice-Chancellor Professor Jan Thomas, Provost Professor Giselle Byrnes, Dr Maria Borovnik, Professor Dianne Brunton, Professor Stephen Croucher, Professor Meihana Durie, Professor Tasa Havea, Francisco Hernandez, Jake Law, Mikaela Matenga, Professor Jill McCutcheon, Dr Tere McGonagle-Daly, Professor Margaret Petty, Professor Julieanna Preston, Professor Matt Roskrige, Distinguished Professor Peter Schwerdtfeger, Ramairoa Tawera, Associate Professor Fiona Te Momo, Professor Bryan Walpert, Professor Carol Wham, Professor Cynthia White, and Associate Professor Oli Wilson.

In Attendance: Director Governance and Assurance Jodie Banner, Governance Advisor Christabelle Marshall, one member of the public [Part I only], and five Massey staff members [Part I only].

Apologies: Associate Professor Jo Cullinane, Professor Lisa Emerson, Aniva Feau, Professor Ray Geor, Professor Huia Jahnke, Associate Professor Andre Mürnieks, Dr Marta Rychert, Professor Nicolette Sheridan, Associate Professor Veronica Tawhai, and Professor Georg Zellmer.

1. PROCEDURAL MATTERS

1.1 Introduction/Mihimihi

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

1.2 Apologies

The apologies were noted by the Board.

1.3 Declaration of Interests

No interests were declared for the meeting.

1.4 Meeting Agenda Review

No items were unstarred in the agenda for discussion.

1.5 Confirmation of Minutes of Meeting held on 16 May 2023 – Part I (AB23/06/118)

Part I: Paper for Decision

AB23-29 **RESOLVED:** **(Croucher/Walpert)**

THAT the Academic Board adopts the minutes of Part 1 of the meeting held on 16 May 2023 as a true and correct record.

CARRIED

1.6 Matters Arising

There were no matters arising from the minutes.

1.7 Action Schedule - Part I

The Board noted that there were no outstanding actions on the schedule.

1.8 Academic Board Work Plan 2023 - Part I (AB23/06/119)

The Chair noted the postponement of subcommittee Terms of Reference reviews until 2024.

The Board noted the 2023 Work Plan.

2. STRATEGIC UPDATES

2.1 Chair's Report

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

- **Council:** The Chair noted that she had attended the Council Strategy Day and Council Meeting last month.
- **Membership:** An induction meeting with new student representative Mikaela Matenga had been held.

2.2 Vice Chancellor's Report (AB23/06/120)

The Vice-Chancellor noted her report, and the report was taken as read. The Vice-Chancellor highlighted research excellence and congratulated those staff who have recently been awarded research grants. Special acknowledgement was expressed to Distinguished Professor Paul Moughan, who had been invited to advise the Gates Foundation in London on alternative proteins for maternal nutrition, which would have a huge impact globally.

The Vice-Chancellor welcomed feedback and questions from the Board.

A Board member noted the recent release of the preliminary decision for the General and Academic Administration and Finance Business Partnering (Phase Two) Proposal for Change. It was expressed that many academics felt their feedback had not been considered in the consultation period.

The student representatives noted that Te Tira Ahu Pae decided not to respond during the consultation period, as it was felt that their feedback had not previously been considered.

The Vice-Chancellor thanked the Board members for their feedback. It was noted that an enormous amount of feedback on the proposal was received and that all feedback was extensively and carefully considered. It was further clarified that the recent release was a preliminary decision, and that a further consultation period would remain open until 19 June.

Part I: Paper for Decision

Board members were encouraged to provide further feedback on any aspects of the proposed changes outlined in the Preliminary Decision.

***ACTION:** Congratulatory letters to be sent on behalf of the Board to award recipients as listed in the Vice-Chancellor's report.*

2.3 Provost Report

The Provost did not provide a report in Part I.

2.4 Student Report

Mikaela Matenga provided a verbal report to the Board and shared her experience at her first Board meeting in May 2023. Concern was raised regarding Board member views related to Mātauranga Māori. The importance of Mātauranga Māori and its incorporation at all levels across the University was highlighted in the report.

Jake Law provided a verbal report to the Board, and echoed the concerns raised. Student representatives had sought feedback from science students on Mātauranga Māori, and it was noted that some students shared feelings that Mātauranga Māori was not appropriately supported or taught through current programmes.

DVC Māori, Professor Meihana Durie responded to the reports, and thanked student members for their comments regarding the positioning of Mātauranga Māori at the university. It was noted that Mātauranga Maori falls under Article 2 of Te Tiriti o Waitangi, and that the university is committed to its obligations to actively protect this taonga. It was further noted that Mātauranga Māori and its application as a knowledge system goes beyond science and encouraged members to consider the position of Mātauranga Māori holistically across wider academia.

The DVC Māori acknowledged that the university has room for improvement in this area; however, noted the active efforts and progress that had been made to date to deepen understandings, awareness and the position of Mātauranga Māori across the university. It was further noted that, as an indigenous body of knowledge, it is up to Māori scholars to decide the appropriate direction of Mātauranga Māori in the university.

2.5 No and Low Enrolments (Policy and Procedures) and Digital Plus Policy (AB23/06/121)

The Provost presented the No and Low Enrolments Policy and Procedures and Digital Plus Policy for feedback. It was further noted that both policies were currently out for consultation within Colleges.

The Board provided feedback on proposed changes to the Low and No Enrolments Policy and Procedures. A number of specific items of feedback were provided including a need to consider the term 'offering' and concern as to how the policy would affect Māori staff and students and priority courses. There was concern noted by members that the policy was too restrictive, did not consider financial differences in delivery of courses, and that the focus was on deleting courses rather than revitalising them.

The Board then provided feedback on the new Draft Digital Plus Policy. Members noted a risk that top staff could be lost, and that there was an assumption that demand would follow staffing, and that a 'core campus' was unnecessary as staff could teach remotely. It was further noted that some staff within the Colleges had expressed opposition to the policy, and that some students faced barriers in accessing technology.

Part I: Paper for Decision

DVC Māori responded and noted that within the Low and No Enrolment Policy and Procedures every caution had been taken to identify courses that are of strategic significance to ensure these are protected. It was also confirmed that inequitable digital access had been discussed in depth and had been accounted for within the Digital Plus Policy.

The Provost thanked Board members for providing feedback on both policies, and noted the importance of these timely discussions. The Chair confirmed that feedback provided in the meeting would be summarised and sent to the Provost for inclusion in the consultation feedback.

2.6 Te Pou Rangahau/ Research Plan (AB23/06/122)

The Provost presented Te Pou Rangahau and welcomed feedback from the Board. It was noted that the Board had been consulted on earlier drafts of the plan, and noted many of the actions that are currently underway.

The Board provided feedback on the Te Pou Rangahau/ Research Plan. There was a request for an opportunity to openly further discuss Mātauranga Māori and its position within research and the wider university. The importance of providing a safe space for all to express their opinions was also noted.

DVC Māori welcomed an opportunity to wananga the place of Mātauranga Māori, both broadly and in relation to the current plan. It was further noted that Te Pou Rangahau links to the University Strategy and Te Tiriti Policy that was out for consultation.

The Provost thanked members for their feedback and noted the links between Te Pou Rangahau, Paerangi and the University Strategy.

ACTION: Academic Board Chair and DVC Māori to discuss the opportunity to explore this topic further with the Board.

AB23-30 RESOLVED: (Borovnik/Byrnes)

THAT the Academic Board endorse Te Pou Rangahau 2023-2027, prior to seeking endorsement from SLT and then approval by Council.

CARRIED

Distinguished Professor Peter Schwerdtfeger abstained from voting.

2.7 University Research Committee General Report (AB23/06/123)

2.7.1 University Research Committee Updated Terms of Reference (AB23/06/124)

The Provost presented the University Research Committee General Report and the report was taken as read.

The Provost spoke to the University Research Committee Updated Terms of Reference paper and highlighted key changes to wording and committee membership.

A Board member questioned the inclusion of the ethics committee within the Terms of Reference. The Provost clarified that the change ensured clear reporting lines, and would not impact on research ethics applications.

AB23-31 RESOLVED: (Te Momo/White)

THAT the Academic Board approve the University Research Committee Updated Terms of Reference.

Part I: Paper for Decision

CARRIED

2.8 Animal Ethics Committee Annual Report 2022 (AB23/06/125)

2.9 Human Ethics Committee Annual Report 2022 (AB23/06/126)

The Board noted the Animal Ethics Committee Annual Report 2022 and Human Ethics Committee Annual Report 2022.

3. ACADEMIC PROGRAMMES

3.1 CUAP Proposal Cover Paper (AB23/06/127)

The Provost presented the CUAP proposals and summarised key changes to the Board.

AB23-32 RESOLVED: (Croucher/McCutcheon)

THAT the Academic Board recommend the CUAP proposals listed in AB23/06/127 to the Vice-Chancellor and forward to CUAP for approval or noting.

CARRIED

4.1 PAPERS FOR NOTING

- ★ 4.1.1 College of Sciences College Board Minutes 20 April 2023 – Part I **AB23/06/128**
- ★ 4.1.2 College of Health College Board Minutes 20 April 2023– Part I **AB23/06/129**
- ★ 4.1.3 College of Creative Arts College Board Minutes 14 April 2023 – Part I **AB23/06/130**
- ★ 4.1.4 College of Humanities and Social Sciences College Board Minutes 21 April 2023 – Part I **AB23/06/131**
- ★ 4.1.5 College of Business College Board Minutes 4 April 2023 – Part I **AB23/06/132**
- ★ 4.1.6 University Research Committee Minutes 7 April 2023 - Part I **AB23/06/133**
- ★ 4.1.7 Academic Committee Minutes 4 April 2023 – Part I **AB23/06/134**

The Board noted the papers as listed.

4.2 DECISIONS TRANSFERRED FROM PART II OF THE ACADEMIC BOARD MEETING

4.2.1 Conferment of Degrees Paper (AB23/06/145)

4.2.2 Memorandum: Attestation to Status of Graduands

4.2.3 Conferment of Degrees and Awarding of Diplomas and Certificates

AB23-35 RESOLVED: (Matthews)

THAT the Academic Board approves the degrees be conferred, and the certificates and diplomas be awarded to those as listed in document AB23/06/145, and the seal affixed to the parchments.

Part I: Paper for Decision

CARRIED

5. MOVING INTO PART II - EXCLUSION OF THE PUBLIC (AB23/06/135)

AB23-33

RESOLVED:

(Matthews/Croucher)

THAT the Academic Board exclude the public from the papers as noted in the table below, excluding Director Governance and Assurance Jodie Banner, and Governance Advisor Christabelle Marshall.

General subject of each matter to be considered		Reason	Section 48(1) grounds
23/06/144	Confirmation of Minutes Academic Board Meeting 16 May 2023 – Part II	For the reasons set out in the Part I minutes of 16 May 2023 held with public present	
23/06/146	Conferment of Degrees and Awarding of Diplomas and Certificates	Personal privacy	s7(2)(a)
Papers for Noting			
College of Sciences College Board Minutes 20 April 2023 Part II			
College of Health College Board Minutes 20 April 2023 Part II			
College of Creative Arts College Board Minutes 14 April 2023 Part II			
College of Humanities and Social Sciences College Board Minutes 21 April 2023 Part II			
College of Business College Board Minutes 4 April 2023 Part II			
University Research Committee Minutes 27 April 2023 Part II			
Academic Committee Minutes 4 April 2023 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 3.11pm

Signature: _____

Date: _____

Part I: Paper for Decision

MEETING DATE:	20 July 2023
AUTHOR:	Pro Chancellor, Ben Vanderkolk
SUBJECT:	EXCLUSION OF PUBLIC

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
C23/58	Confirmation of Minutes Council Meeting 18 May 2023 – Part II	For the reasons set out in the Part I minutes of 18 May 2023 held with public present	
C23/59	Action Schedule Part II	Improper gain or advantage	s7(2)(k)
C23/60	Council Work Plan 2023 Part II	Improper gain or advantage	s7(2)(k)
Verbal	Chancellor’s Verbal Report	Personal privacy	s7(2)(a)
C23/61	Vice-Chancellor’s Report – Part II	Improper gain or advantage Personal privacy	s7(2)(k) s7(2)(a)
C23/62	Distinctive Fit for Purpose Campuses	Improper gain or advantage	s7(2)(k)
C23/63	Performance Report	Improper gain or advantage	s7(2)(k)
C23/64	Delegations	Improper gain or advantage	s7(2)(j)
C23/65-68	FAC Recommendations/Papers & Appendices	Improper gain or advantage	s7(2)(j)
C23/69	AB Recommendations/Papers & Appendices	Improper gain or advantage	s7(2)(j)
C23/70-72	PAC Recommendations/Papers & Appendices	Improper gain or advantage	s7(2)(j)
C23/73	Dead of Lease	Improper gain or advantage	s7(2)(j)
C23/74	Month End Finance Report – May 2023 - Part II	Improper gain or advantage	s7(2)(j)
C23/75	Appointment of MGL Chair	Free and frank expression	s7(2)(f)
C23/76-77	Honorary Award Recommendations	Personal privacy	s7(2)(a)

Part I: Paper for Decision

C23/78	Council Member Elections	Free and frank expression	s7(2)(f)
Noting Papers			
i)	FAC Minutes – Part II – 14 June 2023 - Unconfirmed		
ii)	AB Minutes – Part II – 16 May 2023		
iii)	AB Minutes – Part II – 14 June 2023 - Unconfirmed		

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.