

THE UNIVERSITY OF WAIKATO  
TE WHARE WĀNANGA O WAIKATO

ACADEMIC BOARD

Minutes of the meeting held on Tuesday 9 December 2014

**Present:** Professor A Jones (Acting Chair), Professor B Barton, Ms C Blickem, Dr T Howell, Professor Chris Branson, Professor K Broughan, Dr A Campbell, Ms B Cooper, Associate Professor C Costley, Associate Professor W Drewery, Mr R Hallett, Professor R Hannah, Mr D Harrison, Ms L Hines, Professor G Holmes, Dr D Johnson, Dr A Kingsbury, Dr T Kukutai, Professor R Longhurst, Dr D Marsh, Professor R Moltzen, Ms S Morrison, Ms S Nock, Mr W Phee, Mr W Rumbles, Mr M Savage, Associate Professor J Tressler, Dr Professor K Weaver, Professor M Wilson and Professor R Yates.

**Secretariat:** Ms M Jordan-Tong and Ms R Boyer

**In attendance:** Ms A Drake, Professor L Johnston, Ms H Pridmore, Professor M Steyn-Ross, and Mr R Yates

14.62 APOLOGIES

**Received**

Apologies for absence from Professor N Boister, Dr K Bryan, Professor B Clarkson, Prof R Crawford, Prof A Gillespie, Dr A Hinze, Prof S Jones, Dr J Lane, Mr A Letcher, M Schoenberger-Orgad, Professor L Smith, Professor J Swan, Mr J Tuauipiki, Mr R West and Prof E Weymes.

14.63 CONFIRMATION OF THE MINUTES OF THE MEETING HELD ON 23 OCTOBER 2014

**Confirmed**

The minutes of the meeting held on 23 October 2014 as set out in document 14/621a.

14.64 REPORT OF THE VICE-CHANCELLOR

**Received**

The report of the Vice-Chancellor as set out in document 14/622a.

**Noted in discussion**

Golden Jubilee School Leaver Scholarships

1. That the Deputy Vice-Chancellor had met with 5 of scholarship recipients to date. The students were looking forward to the leadership programme and all had the

potential to become very effective future ambassadors for the University.

Northland Future Leaders Scholarship (NFLS)

2. That nine students from Northland had been awarded a NFLS for 2015. It was great that leadership was embedded into the whole scholarship programme.

Research

3. That the University achieved four Marsden Fund grants and was involved in another University of Canterbury project. This was a drop on the previous year and indicated that planning needed to occur 3-4 years out from the application. There was a need to be more strategic and clear about our research strengths which weren't always aligned with Marsden's. Individuals seeking Marsden Funds should perhaps investigate interdisciplinary and/or collaborative research projects which seem to be more successful.
4. That the University had a good year across the board in research space and was successful in a number of other research grants. These successes were sometimes overshadowed by the Marsden Fund process.

**14.66 REPORT OF COUNCIL**

**Received**

A report from the 20 August and 15 October 2014 meetings of University Council, as set out in document 14/623.

**14.67 REPORT OF THE EDUCATION COMMITTEE**

**Considered**

The report and recommendations of the Education Committee, as set out in document 14/620, in relation to the following items:

1. 2015 Significant Academic Developments
2. Specialisation Proposal
3. SADS and Category C timelines 2015
4. Tertiary Teaching Development Proposal
5. Guidelines for the Evaluation of Teaching and Papers

**Noted in discussion**

Assessment of Te Reo Māori in Competitive Contexts

6. That the specialisation proposal for the Assessment of Te Reo Māori in Competitive Contexts was amended to include additional information about timetabling and contact hours. It should be noted that executive approval was granted by the Acting Chair of the Education Committee and the Acting Chair of the Academic Board.

Tertiary Teaching Development Proposal

7. That the proposal indicated that professional development requirements would be negotiated with each new staff member; however, the framework appeared to specify the professional development schedule for particular groups. It was noted that the intention was to offer something flexible, over a period of years and was aimed at building teaching capacity.
8. That it was not clear whether a Postgraduate Certificate in Tertiary Teaching would

- satisfy the accreditation requirements expected by Ako Aotearoa.
9. That the Tertiary Teaching Development Proposal perhaps did not go far enough in addressing the digital literacy and capacity building needs of staff to teach and learn in different ways. There was a need for some kind of implementation plan rather than a consistent set of practices and expectations.
  10. That it would be useful to receive information regarding the content of the Tertiary Development Unit (TDU) workshops due to the wide variety of subjects covered. Some of the content could be valuable for contract staff; however, in most cases it would need to be quite subject-specific. Experts in particular areas could be invited to give one-day workshops to provide expertise in areas that couldn't be covered in generic workshops.
  11. That the proposal seemed to rely heavily on the TDU, but the proposal was broader than that. It needed to be more negotiable and flexible and include allowance for previous qualifications and experience as well as the inclusion of subject specific content.

#### Guidelines for the Evaluation and Teaching of Papers

12. That there should be more reference to the policy in the guidelines.
13. That the section on 'opting out' should qualify that the approval of the line manager should be sought by those staff who wished to opt-out of an appraisal.
14. That the issue of the response rate would be addressed. It was noted that it was not solely an issue of paper versus online appraisals but rather how to enhance engagement with appraisal processes. The Teaching Development Unit were aware of need to address response rates and a report on BLUE would be provided to the Academic Board in March 2015. People had achieved good response rates using BLUE and their methods would be reviewed.
15. That students had suggested that the provision of incentives would assist in the improvement of response rates. It was noted that not all members were convinced this would help.
16. That a further suggestion was to make provision for students to complete teaching and paper appraisals in class. There was a possibility that this could be included in the guidelines, however should it be made compulsory it should apply uniformly across all classes.
17. That more formative assessment should also occur. Students had no incentive to provide considered responses as the results applied to the next cohort of students. There was a need to close the loop and change the culture of appraisal in the institution. At other institutions student feedback was made available and aided students' study decisions.

#### **Resolved**

1. That the Education Quality Assurance Committee be asked to consider the following and include their comments in the BLUE report:
  - a. a policy modification to allow evaluations to be completed in class
  - b. not to include results in the academic portfolio where response rates fell below a certain level.
2. That the report on BLUE proceed through the Education Committee for consideration before it returned to the Academic Board in March 2015.

### **Recommendation**

1. That the Academic Board supported the proposal in principle, but before final approval of the proposal, required:
  - a. An explanation of how the proposal aligned with the University's vision,
  - b. More flexibility to be built into the requirements
  - c. An implementation plan
2. That the Guidelines for the Evaluation and Teaching of Papers as set out in document 12/126 be tidied up based on feedback received and the report on the operation of BLUE.

## **14.68 REPORT OF THE RESEARCH COMMITTEE**

### **Considered**

The report and recommendations of the Research Committee, as set out in attached document 14/619, in relation to the following items:

1. Review of Research Centres and Institutes
2. Skills, researcher development and taught papers in higher degrees
3. New and emerging staff mentoring programme

### **Noted in discussion**

That with regard to the new and emerging mentor programme, a working party had already been set up which would commence in early 2015.

## **14.69 CODE OF ETHICAL PRACTICE FOR THE USE OF ANIMALS IN TEACHING AND RESEARCH**

### **Received**

The revised Code of Conduct for the Use of Animals for Teaching and Research as set out in document 14/624.

## **14.70 APPOINTMENT TO THE SPECIAL CONSIDERATION COMMITTEE**

### **Reported**

1. That clause 5 of the constitution of the Special Consideration Committee (SCC) provides for one academic staff member to be appointed by the Academic Board on the nomination of the Vice-Chancellor. The appointed member would be the chairperson of the committee.
2. That the current appointee under Clause 5, Professor Bill Henderson, was not seeking re-appointment.

### **Considered**

The appointment of an academic staff to the Special Consideration Committee as per clause 5 of the constitution.

### **Noted in discussion**

That the constitution of the committee should be revisited to ensure a member of the

committee was appointed as Chair rather than parachuting in a new Chair with no experience.

**Resolved**

1. That Dr A Kingsbury was appointed as Chair of the SCC under clause 5.
2. That Dr J Verbeek was appointed to the SCC under clause 6.

**14.71 TOPICS FOR FUTURE AGENDA**

**Considered**

Requests or suggestions for topics to be included on future agenda.

**Noted in discussion**

That topics listed under this item should be included on the agenda of the 'next' meeting of the Academic Board not a future meeting.

**14.72 DATE OF NEXT MEETING**

**Reported**

That the next meeting of the Academic Board would be held on 4 March 2015 at 2.10pm in the Council Room.

**AGENDA PART TWO – CONFIDENTIAL**

**Resolved**

That the public be excluded from the meeting to allow for consideration of the following items:

1. Minutes (Part 2) of the Academic Board meeting of 23 October 2014
2. Report of the Vice-Chancellor (Part 2)

**The interests protected under the Local Government Information and Meetings Act 1987 and/or the Official Information Act 1982 which would be prejudiced by the public conduct of these proceedings were:**

Item 1 affected material previously dealt with in a meeting from which the public was excluded.  
Item 2 affected the disclosure or use of official information for improper gain or advantage and to protect the commercial interests of the University.


Michelle Jordan-Tong

Renée Boyer

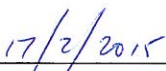
**Student and Academic Services Division**

5 January 2015

Minutes approved

  
\_\_\_\_\_ (Chairperson)

Date

  
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