Senate

Date: 25 October 2023

Time: 12:15pm

Venue: Council Chamber, First Floor, Clocktower Building

Note: Items left open for discussion are indicated by ## in the margin. Senate members may flag additional items on the agenda for discussion prior to or at the start of the hui. To send your apology if you are unable to attend the meeting, flag additional items for discussion, or receive the Zoom login details, please email Academic Committees and Services (academic.committees@otago.ac.nz) or contact Matt Angel. Senate members are also invited to arrive early to the Council Chamber from 12:00 pm (noon) for tea and coffee and informal conversation and discussion prior to the hui.

UNIVERSITY of OTAGO
Te Whare Wānanga o Otāgo
NEW ZEALAND
SAPERE AUDE

Agenda

1. Karakia Timatanga

To open
the hui with a karakia.

2. Minutes

To confirm
the minutes of the Senate hui held on 27 September 2023.

3. Intimations from Council

To note
that the Council, 10 October 2023, received Communications from the Senate dated 27
September 2023 and approved the following:

Academic Proposals

The following academic proposal, to be reported to the Committee on University Academic
Programmes:

• To delete The Consumer Food Science subject for the Master of Science (MSc) and
Postgraduate Diploma in Science (PGDipSci), noting that this is a consequence of the
previously approved proposal to amend the name of the Consumer Food Science subject for
the Master of Applied Science (MAppSc) to Food and Agriculture.

4. ## Digital Learning Environment Review

To discuss and provide feedback
on the direction indicated by the Digital Learning Environment Review Summary Report and Key
Points, as outlined in a manatu from the Dean of Learning and Teaching.

5. ## University Rankings

To discuss
the University's placement in global rankings and whether various factors - such as
improvements by universities in other regions of the globe, changes to University structure, or
student to academic staff ratios - might be affecting the University's ranking, and

To discuss
what the University is doing and what all University staff could be doing to improve the
University's ranking.

6. ## Research Committee

To receive and discuss
the minutes of a meeting of the Research Committee on 20 September 2023.

- 20230920 RC minutes   24

7. University of Otago Quality Review Reports

a) Recently Released Review Reports

To note
that the following Review Reports have been authorised for release and are available from Megan Wilson of the Quality Advancement Unit (email: m.wilson@otago.ac.nz):

- Disability Information and Support, 7-9 November 2022
- Department of Food Science, 15-17 November 2022
- Genetics Teaching Programme, 28-30 November 2022
- Māori Centre, 28-30 September 2022
- School of Arts, 17-20 October 2022
- Employment-Related Processes, 5-8 December 2022 (Please contact the Office of the Vice-Chancellor to request this Report.)
- Studholme College, 6-8 March 2023
- School of Social Sciences, 20-24 March 2023
- Department of Public Health, UOW, 23-25 May 2023

(Please note that these Reports are confidential to the University community and distribution outside this group requires the approval of the Deputy Vice-Chancellor (Academic)).

b) Recently Completed and Upcoming Reviews

To note
that the following reviews have been recently completed, but have not yet released Review Reports, or are schedule to take place over the listed dates:

Recently completed reviews
• Publications/Outputs Office/PBRF Office, 23-25 August 2023
• Ecology Programme, 2-4 October 2023

Upcoming reviews in 2023
• Neuroscience Programme, 25-27 October 2023
• Quality Advancement Unit, 13-15 November 2023

Upcoming reviews in 2024 (dates are provisional)
• Department of Mathematics and Statistics, March 2024
• University College, April 2024
• Communications Section, External Engagement, June 2024
• Locals Collegiate Community / Te Kahui Noho-whare, June 2024
• Department of Preventive and Social Medicine, DSM, July 2024
• University of Otago Pathway, September 2024
• School of Pharmacy, October 2024
• Hayward College, October 2024
• Executive Education / Master of Business Administration Programme, November 2024
• Doctor of Business Administration Programme, November 2024

NB: 10 areas have yet to advise of 2024 review dates.

8. Scholarships and Prizes Committee

To recommend
that CPI adjustments to the doctoral stipend and research master's stipend and adjustments to the number of scholarships awarded under each category be approved, as outlined in a manatu from the Manager, Postgraduate Scholarships, Prizes and Awards dated 17 August 2023, noting that these adjustments have now been endorsed by the Scholarships and Prizes Committee and by the Acting Vice-Chancellor, with the support of the Senior Leadership Team

To recommend
that the following new scholarship be approved, as outlined in a manatu from the Scholarships and Prizes Committee dated 13 October 2023:

New Scholarship
• John Edwards Scholarship

To note
that the following amended prize has been approved by the Scholarship and Prizes Committee, also outlined in the manatu dated 13 October 2023:

Amended Prize
• Habens Prize for Academic Excellence in the Study of New Zealand Education

9. Committee for the Advancement of Learning and Teaching

To receive
the minutes of a meeting of the Committee for the Advancement of Learning and Teaching on 28 September 2023.

10. Library Services Committee

To receive
the minutes of a meeting of the Library Services Committee on 11 October 2023.

11. Board of Undergraduate Studies

To receive
the minutes of a meeting of the Board of Undergraduate Studies on 4 October 2023, and

a) To note

that the Deputy Vice-Chancellor (Academic) granted executive approval to the following new, amended, and deleted papers and amended programmes:

New paper
- ENTR 312 New Venture Creation Strategy

Amended papers
- MANT 301
- ENTR 101
- ENTR 102
- ENTR 201
- ENTR 202
- MANT 303

Deleted papers
- ENTR 301 Advanced Topics in Entrepreneurship
- ENTR 302 Entrepreneurial Capital in Action

Amended programmes
- Bachelor of Entrepreneurship
- Entrepreneurship minor subject

b) To note

that the Board approved new Curriculum Redesign proposal templates and amended New Paper and Special Topic proposal templates.

c) To note

that an Annual Programme Report has been received for the following recently introduced programme:

- Data Science major subject

12. Board of Graduate Studies

To note
that the minutes of a meeting of the Board of Graduate Studies on 5 October 2023 are not yet available and will be distributed in due course, and

a) To recommend

that the following renamed programme be approved

(CUAP approval required)

Renamed programme
• Postgraduate Diploma and Postgraduate Certificate in Rural and Provincial Hospital Practice (PGCertRPHP and PGDipRPHP) to be renamed as the Postgraduate Diploma and Postgraduate Certificate in Rural Clinical Practice (PGCertRCP and PGDipRCP)

b) To note

that the Board approved new Curriculum Redesign proposal templates and amended New Paper and Special Topic proposal templates.

13. Convener's Business

14. Date of Next Meeting

To note
that the Senate will next meet on Wednesday 29 November 2023 at 12:15 pm in the Council Chamber, with attendance via Zoom also welcomed, and

To note
that the hui on 29 November will be Senate's final meeting in 2023, and that 2024 meeting dates will be advised in November 2023.

15. Karakia Whakamutunga

To close
the hui with a karakia.

Senate
Committee Secretary: Matt Angel Telephone: 03 479 4852
E-mail: academic.committees@otago.ac.nz

MINUTES OF A MEETING OF THE SENATE

27 September 2023

Present: Acting Vice-Chancellor (Convener), Professor R W Aitken, Associate Professor A Alm, Associate Professor V R Anderson, Professor I G Barber, Professor R J Barker, Professor J M Baxter, Associate Professor M A Beres, Associate Professor S A Biggemann, Professor R J Blaikie, Associate Professor A M Carr, Professor C J Charles, Professor T S Conner, Professor T D Cooper, J R Cushen, Associate Professor M Dawson, Dr E Fehoko, Associate Professor C Fraser, Professor N J Gemmell, J Gibson, Associate Professor R W Greatbanks, Professor S E Griffiths, Professor J B Halberstadt, Professor L A Hale, Associate Professor E A Hargreaves, Professor C L Hulbe, Professor S J Jackson, Professor C L Jasoni, Dr V Kahui, Professor R A Kemp, Associate Professor J R Kirman, Professor S M Knowles, Dr S W Lau, E Lemalu-Eteuati, Associate Professor P M Lokman, Professor B A Lovelock, Professor K M Lyons, Associate Professor L J Machado, Associate Professor C J Marshall, Dr R S Martin, Professor B J McCane, Associate Professor A B Moore, Associate Professor C M Moy, Professor E L Nel, Professor J F M Palmer, Associate Professor T G Patterson, Dr T L Perry, Professor N F Pierse, Professor P C Priest, Professor J N J Reynolds, Associate Professor K J Robertson, Associate Professor D R Ruwhiu, Dr D Schumayer, Associate Professor D Sika-Paotonu, Professor G Sole, Professor L J Surgenor, Professor W Sweetman, A Taia, E F Taukolo, Professor R W Taylor, Associate Professor S J Wakes, M Wall, Associate Professor S C Walton, K L Wells, R K A White

In attendance: M T Angel, Professor I Oey

Apologies: Professor A J Ballantyne, Professor G D Baxter, Professor J M Bering, Dr F Beyer, Professor P B Blakie, Professor P J Bremer, M E H Butts, Professor H R Campbell, S D Carrington, Dr J A Cattermole, Professor P R Cooper, Professor B K Daniel, Associate Professor G C Dick, Professor W J Duncan, Professor F J Edgar, Associate Professor A D Eketone, Associate Professor A R Gorman, Associate Professor A J High, Professor N J Hughes, Q D Jane, Associate Professor C M L Johnson, Professor M A Kennedy, Associate Professor D N Kenwright, Professor M D Lamare, Dr G H Leonard, Professor W M M Levack, Associate Professor N T Lucas, Professor J B Maclaurin, Professor C A Marra, Professor S C Marshall, Professor E A Matisoo-Smith, Professor S P A McCormick, C D McQueen, Professor M J Mirosa, Dr P M O'Kane, Professor D A Orlovich, Professor R J A P Peeters, Associate Professor M A C Perry, Professor S G Pitama, Professor R Richards, Associate Professor K R Ruckstuhl, Dr R M Schaaf, Professor B Schonthal, Professor L N Signal, Dr S J Stein, Professor M Thompson-Fawcett, D J Thomson, Professor M A Thyne, Professor P P Vakaoti, Associate Professor S W Walker, Professor T J Wilkinson, S W Willis, Professor E H Wyeth, Professor J Zhang

1. **Karakia Timatanga**

   The Convener opened the hui with a karakia.

2. **Minutes**

   The minutes of the Senate hui on 30 August 2023 were confirmed.

3. **Intimations from Council**

   The Senate noted that the Council, 12 September 2023, received Communications from the Senate dated 30 August 2023 and approved the following:

   a) Academic Dates

      The dates for the Academic Year 2025.

   b) Scholarships and Prizes

      New scholarships
      • Graduate Women Otago Centenary Award (Māori)
      • Graduate Women Otago Centenary Award (Pacific)
      • Maria Marsh Memorial Postgraduate Scholarship in Mental Health
      • Northland Pharmacist Pathway Scholarship

      Disestablished scholarship
      • R & E Seelye Trust Master's Scholarship

4. **Learner Success Plan**

   The Senate received and discussed a manatu from the Acting Vice-Chancellor with an update on the Learner Success Plan, including a draft Report and Timeline, *noting that:*

   - *Te Amorangi Mātauranga Matua | The Tertiary Education Commission (TEC) has required the development of a Learner Success Plan, including a disability action plan, but that this aligns with work the University would have undertaken regardless.*
   - *The University has been running workshops and focus groups around the development of the Plan and has been working with the Deputy CEO of TEC, who has been on the steering committee directing this work for the University.*
   - *TEC is particularly interested in promoting success for Māori and Pacific students and students with disabilities, and the University is eager to ensure that all students succeed, regardless of background.*
   - *The Plan includes targets that have been heavily influenced by TEC, but also includes indicators added by the University relating to students' sense of belonging to a community and feeling their culture is valued, particularly for Māori and Pacific students.*
   - *While the University currently tops TEC's education performance indicators, there is still much room for improvement.*
   - *Extra work is needed in terms of data and digital support for students, and help will be needed from Service Divisions, particularly those in areas related to information technology.*
   - *Work will also be needed in areas of student support and academic matters, such as the need to develop a new Teaching and Learning Plan.*
   - *The Plan will go to Council for endorsement in October and will be considered by the TEC Board in December 2023.*

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- *Work has already begun in a number or areas around developing the new Teaching and Learning Plan, reducing paper numbers, simplifying programme architecture, and reviewing the digital learning environment.*
- *The University will need to adopt a data system to serve as a single source of truth and which might trigger early indicators when students are at risk of struggling.*
- *Senate observed that staff involved in teaching are often the first to notice when students might be at risk, and the University may be able to adopt good practices from other institutions around how to respond when students are in need of support.*
- *The Senate particularly supported the addition on an indicator relating to students' sense of belonging to a community and noted that this could extend past the end of formal studies and apply to alums as well.*
- *The Senate encouraged the promotion of ideas around valuing cultures to roll out across all of the University's activities.*
- *The Acting Vice-Chancellor encouraged Senate members to provide any further feedback by 6 October 2023.*

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6. **University of Otago Quality Review Reports**

a) Recently Released Review Reports

The Senate noted that the following Review Reports have been authorised for release and are available from Megan Wilson of the Quality Advancement Unit (email: m.wilson@otago.ac.nz):

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- Department of Chemistry, 12-14 October 2022
- Disability Information and Support, 7-9 November 2022
- Department of Food Science, 15-17 November 2022
- Genetics Teaching Programme, 28-30 November 2022
- Māori Centre, 28-30 September 2022
- School of Arts, 17-20 October 2022
- Employment-Related Processes, 5-8 December 2022 (Please contact the Office of the Vice-Chancellor to request this Report.)
- Studholme College, 6-8 March 2023
- School of Social Sciences, 20-24 March 2023
- Department of Public Health, UOW, 23-25 May 2023

(Please note that these Reports are confidential to the University community and distribution outside this group requires the approval of the Deputy Vice-Chancellor (Academic)).

b) Recently Completed and Upcoming Reviews

The Senate noted that the following reviews have been recently completed, but have not yet released Review Reports, or are schedule to take place over the listed dates:

Recently completed reviews
- Publications/Outputs Office/PBRF Office, 23-25 August 2023

Upcoming reviews
- Ecology Programme, 2-4 October 2023
- Neuroscience Programme, 25-27 October 2023
- Quality Advancement Unit, 13-15 November 2023

Deferred reviews
- University College, rescheduled for 2024
- Communication Section, External Engagement, rescheduled for 2024
- Department of Zoology, rescheduled for 2024
- Department of Preventive and Social Medicine, DSM, rescheduled for 2024
- Department of Women's and Children's Health, DSM, rescheduled for 2024
- Department of Obstetrics, Gynaecology and Women's Health, UOW, rescheduled for 2024
- Department of Obstetrics and Gynaecology, UOC, rescheduled for 2025
- ELM Programme, rescheduled for 2025

7.   Quality Advancement Committee

The Senate received the minutes of a meeting of the Quality Advancement Committee on 1 August 2023.

8.   Internationalisation Committee

The Senate received the minutes of a meeting of the Internationalisation Committee on 14 August 2023, and

Noted that the following new and renewed agreements have been approved by the Deputy Vice-Chancellor (External Engagement) on recommendation of the Committee:

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New agreements
- A Memorandum of Understanding (MOU) between the Faculty of Dentistry, University of Otago and the Shanghai Ninth People's Hospital, Shanghai Jiao Tong University School of Medicine, P.R. China
- An MOU between the University of Otago and Brigham Young University - Hawaii, U.S.A.
- An MOU and Student Exchange Agreement (SEA) between the University of Otago and the University of Birmingham, United Kingdom
- An MOU and SEA between the University of Otago and the University of Leeds, United Kingdom
- An MOU between the University of Otago and Tokyo Kasei University, Japan
- An MOU between the University of Otago and Green River College, U.S.A.

Renewed agreements
- The MOU and SEA between the University of Otago and Universität Heidelberg (Ruprecht-Karls-Universität), Germany
- The MOU and SEA between the University of Otago and the University of Glasgow, United Kingdom
- The MOU and SEA between the University of Otago and the Universidad Complutense de Madrid, Spain

9. Board of Undergraduate Studies

The Senate received the minutes of a meeting of the Board of Undergraduate Studies on 6 September 2023, and

APPROVED Graduating Year Reviews (GYR) reports for the following programmes for submission to the Committee on University Academic Programmes (CUAP):

- Diploma in Theology (DipTheol)
- Bachelor of Health Sciences (BHealSc)

APPROVED the following new papers and amended programmes:

New papers
- CLAS 245 Tales from Troy: from Homer to Hollywood
- HIST 206 An Introduction to Pacific History
- HIST 318 Australia since 1788: Boundaries of Belonging

Amended programmes
- Pacific Islands Studies major and minor subject
- Pacific and Global Health major subject

NOTED that the following amended and deleted papers were approved under the expedited approvals process:

Amended paper
- PHPE 301 Research Essay

Deleted paper
- MART 205 Marketing the Professional Practice

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NOTED	that the Deputy Vice-Chancellor (Academic) has granted executive approval to the following amended papers:

Amended papers
- MUSI 131 Composition
- MUSI 135 Songwriting
- MUSI 234 Contemporary Composition

NOTED	that the following special topic has been approved:

Special topic
- CLAS 330 Special Topic: Experiencing the Environment in Ancient Greek Poetry

NOTED	the following consequential amendments - included in previously approved proposals – which were omitted from the Board's minutes for the meetings concerned:

Deleted papers
- FOSC 112 and FOSC 308, as detailed in the Board's agenda for 5 July 2023
- ELIT 199; EMAT 196, 197, and199; EREO 199; and ENMO 199 - effective once feasible in consideration of completion requirements for current students - as detailed in the proposal labelled HUM-1 on the Board's agenda for 5 July 2023

NOTED	that an Annual Programme Report has been received for the following recently introduced programme:

- Bachelor of Entrepreneurship (BEntr)

10. Board of Graduate Studies

The Senate received the minutes of a meeting of the Board of Graduate Studies on 7 September 2023, and

RECOMMENDED	That the following deleted programme be approved, as detailed in a previously approved proposal regarding the Food and Agriculture subject for the Master of Applied Science (MAppSc) on the Board's agenda for 8 June 2023, but omitted from the minutes of that meeting:

(CUAP notification required)

Deleted programme
- The Consumer Food Science subject for the Master of Science (MSc) and Postgraduate Diploma in Science (PGDipSci)

APPROVED	Graduating Year Reviews (GYR) reports for the following programmes for submission to the Committee on University Academic Programmes (CUAP):

- Doctor of Business Administration (DBA), Postgraduate Diploma in Business Research Methods (PGDipBusRes), Postgraduate Certificate in Business Research Methods (PGCertBusRes)
- Sport, Exercise and Health subject for BSc(Hons), PGDipSci, and MSc
- Master of Sport Development and Management (MSpDM) and Postgraduate Diploma in Sport Development and Management (PGDipSpDM)
- Master of International Development and Planning (MIDP)

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- Master of Education and Learning (MEdLn), Postgraduate Diploma in Education and Learning (PGDipEdLn), Postgraduate Certificate in Education and Learning (PGCertEdLn)
- Master of Faith-Based Leadership and Management (FBLM), Postgraduate Diploma in Faith-Based Leadership and Management (PGDipFBLM)
- Early Childhood Education (ECE) endorsement for MTchgLn

APPROVED   the following amended paper:

Amended paper
- CLAS 460

NOTED   that the Deputy Vice-Chancellor (Academic) has granted executive approval to the following amended programmes:

Amended programmes
- Postgraduate Diploma in Science Communication (PGDipSciComm)
- Postgraduate Certificate in Science Communication (PGCertSciComm)

NOTED   that the following special topics have been approved:

Special topics
- SCOM 419 Special Topic: Key Voices in Science Communication
- CLAS 460 Special Topic: Experiencing the Environment in Ancient Greek Poetry (Advanced)

11.   **Convener's Business**

The Convener noted that she had recently returned from a meeting of the Matariki Network of Universities (MNU) executive. She advised that the MNU's Indigenous Student Mobility Programme had been paused for this year, but that there is a desire to restart the programme. Of the seven MNU universities, four perceive themselves to include indigenous students, and those universities place a great importance on promoting success and belonging for indigenous students. Moreover, all of the MNU universities value the idea of global indigeneity as an important issue, and MNU is considering initiatives to share information, collections, teaching, and other resources around this issue, which could include developing a new paper.

The MNU executive also held a symposium around foreign interference and cybersecurity, with the Convener noting that the University's Council and Senior Leadership Team recently conducted a planning exercise around cybersecurity. Australia is particularly concerned around research work and commitments in relation to certain foreign states, and there is seen to be some tension between academic freedom on one hand and protecting staff, students, and intellectual property (IP) on the other. The Convener advised that Senate should hold a discussion on this issue in future and advised that following discussions at Council the University is investing to improve its cybersecurity rating.

12.   **Date of Next Meeting**

The Senate noted that it will next meet on Wednesday 25 October 2023 at 12:15 pm in the Council Chamber, with attendance via Zoom also welcomed.

13.   **Karakia Whakamutunga**

The Convener closed the hui with a karakia.

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UNIVERSITY of OTAGO
Te Whare Wānanga o Otāgo
NEW ZEALAND

Memorandum / Manatu

**To	Kia:**	Senate
**From	Nā:**	Professor Tim Cooper, Dean Learning and Teaching
**Date	Te rā:**	18 October 2023
**Subject	Te Kaupapa:**	**Digital Learning Environment Review: Summary of Review Report and Key Points**

The Digital Learning Environment (DLE) Review sought to investigate the current form and functioning of Otago's DLE from the perspectives of staff and students in order to inform decision-making about how the DLE can be enhanced to best support the achievement of Vision 2040 goals for learning and teaching over the next 7 – 10 years.

The specific objectives of the Review were:

(a)   to gather the expressed needs, wants and aspirations about the DLE held by the University community;

(b)   to undertake an environmental scan of how comparable and aspirational higher education institutions shape and manage their DLEs;

(c)   to make recommendations relating to staff, students, operations, processes, technologies (but not specific products) that will inform the future DLE at Otago, considering existing and foreseeable organisational, operational and resourcing availability and constraints.

The review took place from September 2022 – March 2023. The implementation of the review and preparation of the review report was undertaken as part of the activity of the Committee for Advancement of Learning and Teaching (CALT).

The *Digital Learning Environment Review: Summary of Review Report and Key Points* outlines the rationale for the review, the goals of the review as well as the process undertaken, and then the synthesis and recommendations of the review.

The full review document has been considered and endorsed by the Deputy-Vice-Chancellor (Academic) and the Senior Leadership Team.

Action: We ask Senate members to consider the Digital Learning Environment Review and provide feedback on the direction it indicates.

UNIVERSITY OF OTAGO DIGITAL LEARNING ENVIRONMENT REVIEW

Summary of Review Report and Key Points

Please contact Dr Sarah Stein, Director, Distance Learning
sarah.stein@otago.ac.nz

Introduction and Background

This is a summary of the report on the review of the Digital Learning Environment (DLE) at the University of Otago. The Review took place between September 2022 and March 2023. Implementation of the Review and preparation of the Review report was undertaken as part of the activity of the Committee for the Advancement of Learning and Teaching (CALT) through consultation with individuals and groups involved in teaching, learning and supporting teaching and learning across the University, and with close and direct guidance from members of the Digitally Enhanced Learning and Teaching group (DELT) and CALT.

It was led by a Steering Group (SG).

A review of the DLE, of this kind, has never happened at the University of Otago before. The Review was simultaneously: (a) strategic; (b) reflective of staff and student experiences; and (c) informed by developments in the wider higher education context within and external to New Zealand.

Rationale for the Review

Motivation for this Review came from experiences of staff and students, expressed formally and informally over many years but thrown into sharp focus by the COVID-19 pandemic. Those experiences presented straightforward evidence of a need to look more closely at our DLE and how it is facilitating or inhibiting effective and appropriate learning and teaching.

Changes in administrative and support structures, levels of resourcing to key professional areas, conditions and costs of software licenses, and the reality of budget cuts due to the impact of the pandemic were also contributing factors.

The *COVID-19 Effect on Student Learning Experiences Surveys* administered by the Quality Advancement Unit, and the CALT *Lessons Learned from the Rapid Shift to Online Learning and Teaching* report, have gathered student and staff perspectives on their experiences of learning across the last three years. Findings from these surveys add to other regular surveys of students, including the *Graduate Opinion Survey* and *Student Opinion Survey*, both of which are run annually. However, although students have been surveyed about their experiences of the DLE regularly, there have been fewer opportunities for staff to share their perspectives. This lack may be a contributing factor to some of the issues covered in this report.

Goal of the Review

Thus, the overall goal of the DLE Review was *to investigate the current form and functioning of Otago's DLE from the perspectives of staff and students, to inform decision-making about how the DLE can be enhanced to best support the achievement of Vision 2040 goals for teaching and learning over the next 7-10 years.*

The specific objectives of the Review, undertaken between September 2022 and March 2023, were:

(a) to gather the expressed needs, wants and aspirations about the DLE held by the University community;
(b) to undertake an environmental scan of how comparable and aspirational higher education institutions shape and manage their DLEs;
(c) to make recommendations relating to staff, students, operations, processes, technologies (but not specific products) that will inform the future DLE at Otago, considering existing and foreseeable organisational, operational and resourcing availability and constraints.

Working Principles

The following principles guided all aspects of Review processes:

- *collaborative approaches*: infused into the processes of planning the project, gathering and analysing the evidence, and developing the Recommendations;
- *future-focussed*: rather than re-documenting staff and student perceptions of inhibiting factors of the current DLE, focus was primarily on needs and broad solutions for a better DLE future;
- *consultative*: throughout, activities were consultative in nature;
- *equitable, representative and inclusive*: a wide-ranging interrogation of views and perspectives from many sectors of the University community were sought, gathered and incorporated.

The DLE Review Process

To achieve the overall goal, the Review project was broken into a series of Activity workstreams, each of which contributed to providing a broad picture of the current and aspirational future of the DLE at Otago.

The Activity workstreams were:

- *Activity 1*: Current Otago digital learning map, linked to specific objective (c);
- *Activity 2*: Workshops and focus group discussions with staff, linked to specific objective (a);
- *Activity 3*: Questionnaire for staff, linked to specific objective (a);
- *Activity 4*: Compilation of relevant recent internal reports and surveys, linked to specific objective (a);
- *Activity 5*: External environmental scan of DLEs and ecologies, linked to specific objective (b);
- *Activity 6*: A synthesis of outcomes from across the Activity Streams, linked to specific objective (c).

A Steering Group (SG) led the work, incorporating the contributions of colleagues outside the SG where relevant and needed. An external consultant, ██████████, who has longstanding experience in the use of technologies for learning in the New Zealand tertiary sector was employed across the six months of the project to be part of the Review team and provide an "outsider" perspective throughout the project. The consultant, worked alongside and with the SG, taking a collaborative and facilitative approach, matching the consultative and collaborative working principles that underpinned the review process.

Synthesis and Recommendations

The synthesis of current and recent experiences staff and student (Activity 6), and their aspirations for the future of Otago's DLE (Activities 2, 3, and 4) can be linked to critical aspects of modern higher education digital learning environments as evident in institutions external to Otago (Activity 5).

Areas of concern, which simultaneously became areas that are ripe for change, clustered into the following critical themes:

a. communication and integration of fit-for-purpose policy and governance mechanisms;
b. policy, processes and practices of continuous improvement, quality enhancement, evaluation and review;
c. technical and digital infrastructure that aligns with institutional learning goals, and with staff and student learning and teaching needs;
d. resourcing, training and the organisation of the responsibilities and processes for support, to enable effective participation in digital learning by both staff and students;
e. comprehensive processes and structures that focus on current and future course design, development and teaching, and the pedagogical impact of technology enhanced learning (TEL); and
f. processes, procedures and systems that facilitate ongoing responsive and proactive staff and student professional development, training and support.

These themes inform the seven Recommendations made.

The Recommendations focus firstly on (a) broad requirements for a high quality, transformed digital learning environment; and secondly on (b) possible pragmatic implications for acting upon the recommendation in the light of our context.

Recommendation 1: *Develop a Transformational Plan that focusses on the digital learning environment.*

The Review recommends that a *Digital Learning Environment Transformational Plan* be developed, to complement, but be separate from, the University *Teaching and Learning Plan*. The purpose of the *DLE Transformational Plan* would be to inform the broader aspirations and direction that the new (pending) *Teaching and Learning Plan* will contain.

Keeping the *DLE Transformational Plan* separate would be appropriate at this moment in time, to reflect the need for the University community to come to grips at all levels with the impact of an integrated digital learning environment within the wider learning environment at the University. In time, perhaps within the next five years or so, it would be appropriate to integrate the ideas in the *DLE Transformational Plan* into the wider University Teaching and Learning Plan. This would mirror the reality that digital learning environment is an integral part of any teaching and learning environment and should not be seen as something different or separate.

The *DLE Transformational Plan* should lay out the plan for a transformative digital learning experience at Otago and include the following aspects:

- concepts of flexible learning, teaching and course design, that make informed use of digital environments by design (this includes physical teaching spaces and environments);

- specific direction about assessment including the increased use of non-exam-based assessment strategies and designs that are digital and non-digital, on-campus and off-campus;

- guidance and application of on/off-campus-virtual principles and practices, partnered with quality criteria for such practices;

- the impact of emerging technologies such as generative AI and cloud-based services, and related issues and challenges such as academic integrity and data sovereignty; and

- continuous improvement to ensure that the changing needs and requirements of students, teachers, courses, and the University are being met by the DLE.

Recommendation 2: *Develop University-level governance policies and practices for the digital learning environment.*

This Review recommends that, in consultation with the University community, policies and procedures are developed to guide and facilitate decision making and continuous improvement of the University's digital learning environment. These policies and procedures should take into account:

- systems of review of all aspects of the digital learning environment;
- frameworks and standards criteria that establish expectations concerning a range of critical technical, functional and pedagogical aspects of high quality (digital) learning environments;
- resourcing;
- support approaches: organisation, structure, management and access;
- learning analytics: meaning, purposes, worth, value, parameters; along with practices and procedures for access, interpretation and use.

Recommendation 3: *Provide staff and student support that is well-resourced, structured, coordinated, and intentionally proactive and reactive.*

This support provision should provide the functional and pedagogical support needs of staff and students. Technical support, on the other hand, would come from ITS.

> **Functional Support** refers to support for using and capitalising on the built-in workings and features of an application or system to undertake the jobs the applications or system is designed to do (*e.g., Which features and utilities in the learning management system do I use to create a check-up quiz?* and *How do I go about setting up that quiz?*).
>
> **Pedagogical Support** refers to support for how the (technical) systems can be best integrated, used and capitalised upon for enhancing and facilitating teaching and learning using the functions built into the system or application (*e.g., How can these ideas for learning and teaching be enhanced through the integration of technologies into the fabric of the paper design?*).
>
> **Technical Support** refers to support required to ensure that the deeper technical layer of the systems work; the domain of ITS.

This support provision should be deliberately coordinated, planned, structured and well-resourced. It should facilitate overarching continuous improvement and enhancement processes and approaches, balanced with, and informed by, local flexibility and autonomy. Support should come in a range of forms, be proactive as well as timely and responsive to staff and student needs.

The support provision should be organised in a 'hub-and-spoke' arrangement, comprising both locally embedded and centrally based groups, each with separate roles and responsibilities, and scope of knowledge and influence. Processes of engagement and interaction should ensure effective manaakitanga as well as tino rangitiratanga for staff and students.

The core building blocks for this support provision already exist within the University – in both academic and front-facing service and support areas - and should be brought together through a management of change process under the unifying auspices of the Dean, Learning and Teaching.

The support provision would be about practice, and not centre on research into higher education. However, it would have strong research-informed and led underpinnings.

Once the support provision is established, *new resource* will be required to ensure that ongoing support provision is *sufficient*, *equitable* and *appropriate*.

pg. 4

Recommendation 4: *Develop an IT 'integration layer' to enable and manage the sharing of data between systems.*

This Review recommends that Otago's DLE systems need to be able to 'talk to' each other, as data flow among systems is fundamental to a well-functioning, modern digital learning ecology.

The 'integration layer' will automate the flow of enrolment and grade data between the main Learning Management systems (currently Blackboard/Moodle/KuraCloud) to the Student Management System (*eVision*). User interfaces should be included to enable assigned personnel to access student enrolment data (incoming data about students in papers and programmes) as well as learning analytics data for the purposes of monitoring progress and provision of pastoral and learning support.

The implementation of this data integration will necessitate the development of a middleware interface that enables management of data flow by staff to provide ability to decide what should flow through.

Recommendation 5: *Introduce <u>one</u> Learning Management System for broad use across the institution.*

The University currently has two main Learning Management Systems (LMS): Moodle for the Medical School and Blackboard Learn for most other papers. In addition, a handful of papers are using other products.

It is clear that our current main LMS, Blackboard Learn, is no longer fit for purpose and should be replaced. There are also concerns about the longevity of its customer base. Open-source products, such as Moodle, are very heavy on resources. This Review therefore recommends developing a business case to propose the best available LMS option for Otago's future. Along with guidance and direction from ITS, there would also be, by necessity, high academic input.

Reasons for this Recommendation, include:

- to provide a consistent experience for students who study across disciplines and currently need to be familiar with two LMS (this is also an issue for some staff);
- to reduce unnecessary complications and delays (and therefore level of resource required) to develop integrations between multiple systems (Recommendation 4), in particular, between an LMS and *eVision*;
- to remove the necessity to duplicate functional support and documentation;
- to provide equity of access to the tools available for teaching and learning.

This Recommendation should be acted on immediately because the business case preparation phase along with implementation and changeover will take some time to implement. Resultant changes may not reach our teaching cycle until at least 2025.

Recommendation 6: *Establish an explicit digital learning environment product consultation and evaluation process.*

This Review recommends that a consultation and evaluation process is developed to facilitate the exploration, piloting, and introduction of new technologies into the digital learning environment.

Consultation with users and stakeholders should be a key part of decision-making, with the process being brokered by the support mechanism (see Recommendation 3) in collaboration with ITS, to provide a combination of pedagogical, functional, and technical input and perspectives. The process should enable proposals to come from a variety of sources, including staff and students, and facilitate evaluation for incorporation into the University's managed systems.

Some annual budget should be allocated the establishment of pilots and systems of support for new tools, as required. Where possible, new systems should replace and retire existing systems. Priorities should be established and made known to the University community to facilitate decision-making about the kinds of tools that would be given greater or lesser consideration each year.

pg. 5

Recommendation 7: *Formally recognise and acknowledge the workload demands placed on staff to create and support a high-quality digital learning environment.*

This Review recommends that academic and professional staff workload models need to explicitly recognise that ways of working in a digital learning environment differ from ways of working in more traditional, non-digital learning environments. Two important ways of recognising this work should be:

a) *workload models* that explicitly and formally incorporate the time needed for staff to engage in professional learning and practical design and development work.

b) *a teaching and learning accreditation/recognition system* that incorporates technology enhanced learning. The system should be for *both academic and professional staff*, as both groups play critical roles in the quality of the (digital) learning environment that students and staff experience.

Acting on the Recommendations

Although separate streams of work will emerge from these Recommendations, they should not be seen as separate activities. Rather, the meaning and potential impact of changes they suggest will only make sense when viewed as facets of a larger integrated Programme of Work. This Programme of Work would manage and monitor the many business case projects and other activities that will result, and report on developments and achievements.

The ultimate goal of the Programme of Work would be to ensure that the digital learning environment of Otago is transformed, so that Otago's educational future as expressed through *Vision 2040* (and more recently through Pae Tata), will come about.

The following priorities should become *starting points* for planning the Programme of Work.

Priorities

The development of a *Digital Learning Environment Transformation Plan* is a high priority.

Work on this (Rec 1) should be commenced immediately.

The need for the *Digital Learning Environment Transformation Plan* to align and be complementary to the University *Teaching and Learning Plan* is imperative, but work should not be delayed because of the current absence of an updated version of the *Teaching and Learning Plan*.

An immediate consideration could be given to the appropriateness of Terms of Reference and membership of both CALT and DELT. This would be important foundational work for the development of the *Digital Learning Environment Transformation Plan* and initiate consultation and discussion about strategic direction and imperatives for the future. In this way, contribution would also be made towards actions related to Recs 2, 3, and 7.

Consultation towards establishing aspects of governance is a high priority.

This work should be commenced immediately (Rec 2).

Specifically, consultation should occur towards establishing policy, procedures and practice guidelines about learning analytics, principles of need, place and worth, and access, use and interpretation (linked to Recs 1 and 2). This level of governance detail will feed directly into work out of Rec 4.

The consultation process will facilitate discussion and engagement with relevant ideas by the University community, and thereby also have a connection with implementation of a new TLU (Rec 3). It should reflect other aspects of governance including levels of decision-making and strategy setting as they relate to the digital learning environment in the broad sense (Recs 1 and 2), and with respect to Otago's requirements of tools and technologies (Recs 4, 5 and 6).

The process of evaluating and replacing the current LMSs with one main LMS is a high priority.

Work on this should commence immediately (Rec 5).

Development of a business case to identify the best LMS for Otago will not only address pragmatic issues concerning the future of our main LMS (related to the renewal of the license) and the rising ongoing costs of maintaining multiple systems, it will also demonstrate to staff and students that the University has heard their feedback about the DLE challenges they have been facing.

A learning management system is a concrete and tangible tool with a direct link to teaching and learning practice and therefore it has a big impact on student and staff perception of their overall learning and teaching experience. Thus, a systematic, well planned and implemented evaluation and review process, via a business case, that is primarily driven by input from teaching, service and support needs, will have a significant impact on a response to Recs 2, 3 and 6.

Establishing a support mechanism is a high priority.

Establishing a system that provides staff and student support and that is well-resourced, structured, coordinated, and intentionally proactive and reactive should be commenced immediately. (Rec 3)

A major focus of immediate work on Rec 3 should be on re-organising, re-focussing, and aligning our current expertise and resource into the new grouping arrangements, and clarifying roles, relationships and working principles with academic departments, Divisions and central administrative support and service units. One of the starting points for this work would be identifying and learning from the variety of academic and professional staff with a range of expertise who are already within the University and instigating professional development on required new skills and ways of working.

Ensuring that central drive, oversight, and guidance are balanced with local flexibility and autonomy would suggest a 'hub-and-spoke' arrangement as being workable. To achieve this, a management of change process would need to be set in motion.

While the building blocks may already be in existence in the University, it is inevitable that *new* resource will be needed to invest in providing professional development for current staff joining the new mechanism, and for extending the size of the permanent team of people providing support for the long term. New resource would also be needed to increase the number staff for shorter periods, at times of significant change (such as the introduction of a new LMS). This will be necessary to ensure that *ongoing*, *equitable*, and *appropriate* support across divisions becomes part of the fabric of the support mechanism.

One of the most important aspects of this work is creating a structure that supports processes of engagement and interaction that ensure effective manaakitanga as well as tino rangitiratanga for staff and students.

Acting on this Rec will send a strong message to staff and students that the University has listened and responded to their support needs and concerns.

Developing an IT integration layer is a high priority.

Ensuring that IT systems 'talk' to each other is fundamental to achieving a state where data are accurate and safe, and the flow of incoming and outgoing student-related data happens efficiently and effectively (Rec 4).

This integration will also enable the development of dashboards and other mechanisms for generating and viewing analytics that can be useful for monitoring and reporting on student learning, effectiveness of teaching and learning, pastoral care and support for student learning, and course development and reporting.

Integration layer work (already begun by ITS) will be further informed as other actions from these Recs are implemented (viz., Recs 1, 2, 3, 5 and 6).

Concluding remarks

This Review has shown that our systems are cumbersome, poorly supported, and falling behind what is expected and available at other institutions. The Review has highlighted that there is an urgent need to act on investing in teaching and learning and in the transformation of our digital learning environment into one that can ensure our survival, now and into the future. There is a need to make some bold decisions that will attend to the challenges that the University is facing in attracting students and managing finances, while achieving the aspirations that we have expressed in *Vision 2040*.

Developing business cases can take more than 6 months. In the case of Rec 5 regarding seeking a new LMS, for example, with a business case taking that long, followed by a procurement process, implementation of the new system, and transfer for actual use by staff and students (including planning and implementation of a professional development and learning programme for staff), 2 or 3 years may be needed before we can start to see the beginnings of an impact on our digital learning environment.

Granted, new money will have to be spent on investing in our systems and personnel, but finance is only one facet of 'efficiency'. There will be much that we can do for ourselves in the short term, by reallocating and reconfiguring some of our currently ad hoc and disparate activities and efforts and adding to them in a strategic way. A unified focus via a well-defined *Digital Learning Environment Transformation Plan*, and consistency and comprehensiveness of approach, will provide strong foundations and overarching quality enhancement guidance for local (Divisional and discipline) flexibility and variation.

Reputation can be lost in a moment, even if good things are happening. The risk of not transforming our digital learning environment now, is risking loss of reputation for the University.

UNIVERSITY of OTAGO

Te Whare Wānanga o Otāgo
NEW ZEALAND
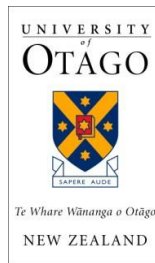
Research Committee

MINUTES

RESEARCH COMMITTEE MEETING

20 September 2023

Committee Room North, 1:00pm

Present: Professor Richard Blaikie (Convenor), Professor David Baxter, Dr Rosie Brown, Professor Tamlin Conner, Dr Sara Filoche (z), Associate Professor Ceridwen Fraser, Professor Roslyn Kemp, Dr Robin Quigg (alternate for Te Poutama Māori), Professor Rose Richards, Dr Martin Gagnon, Associate Professor John Shaver (alternate for Division of Humanities Associate Dean Research), Associate Professor Logan Walker (z), Mike Wall, Professor Sara Walton

Apologies: Associate Professor Karyn Paringatai

In Attendance: Dr David Geraghty, Dr Donna Hendry (z), Kevin Michael (Item 4.3), Dr John Milnes, Michelle Bennie

Karakia Timatanga

1.   **Minutes of the Previous Meeting**

Accepted   The minutes of the meeting of 9 August 2022 were accepted.

2.   **No Matters Arising**

3.   **No Intimations from the Senate**

4.   **Research Committee Strategic Activities**

4.1   **PBRF Sector Reference Group update**

Noted   No sector reference group meeting has been held since the last update. The next meetings will be held on 13 and 20 October 2023 to look at feedback on the draft guidelines. The PBRF Manager is currently writing up additional points of feedback not previously provided directly and planning (with ITS) timeframe for updating research software for the next round once final guidelines and schema are released.

A paper has been prepared for DVCs/PVCs on the timetable for preparations for the next round. Following approval, information will be available for the research community. Pandemic-related delays will mean more support will

be needed in creating evidence portfolios.

▮▮▮▮▮▮▮ left the meeting.

4.2 Te Ara Paerangi – Future Pathways

Discussion

A Reference Group meeting has been held since the last meeting of this committee and MBIE has confirmed and made public its Te Tiriti Statement. Committee members can contact the Convenor if they wish to include this on a future agenda to discuss its impact on research at Otago. New fellowships and other schemes are being rolled out.

A major piece of work is setting national research priorities. A separate panel has been formed to work on this with 3-4 meetings planned before the end of October to attempt to endorse a set of priorities to go to Cabinet after the General Election. The panel is chaired by Tā/Sir Jerry Mateparae and has a strong membership. The process for determining priorities is not yet clear and will be complex, particularly in the context of the election.

4.3 Pae Tata – Strategic Plan to 2030
University Research Strengths and Aspirations
Research Priority Areas

Looking for coordination and focus, casting investment into a smaller number of coordinating entities currently referred to as University Research Strength and Aspirations (URSAs) under which would be very clear focussed groups that in many cases will be existing Centres and Themes.

This is predicated on having a sufficiently robust Research Committee budget. Discussions around the budget for 2024 and forecasts for 2025 are positive currently. Projects would be selected in 2024, with project funding from 2025 onwards. A strong indicative position for 2025 budget allocation would place the Committee in a good position to set up URSAs (or similar). Professor Blaikie will provide further information once budgets have been presented through the Finance and Budget Committee to the University Council in October. The final university budget will be confirmed in November.

Today's discussion will provide something to share with colleagues for feedback. In October/November the Committee will decide what to take through to SLT/Council for consideration.

▮▮▮▮▮▮▮ joined the meeting for a presentation on *Analytics on University Research using Power BI.*

Discussion

This is intended not as a tool to make decisions, but to provide complementary data to support self-identification of strengths by departments with evidence of the number of projects and publications and where externally-funded research is providing income. Completeness of the data varies but does not invalidate the data. The explanatory document contains detail regarding data which is missing. ▮▮▮▮▮▮ has done a preliminary mapping to Divisional Research Strengths. The data is useful in demonstrating cross-divisional/departmental research strengths.

The Committee noted that the codes do not always work well in an indigenous space, and the importance of bearing in mind the scale of Health Sciences.

The Committee thanked the team for their work in providing this tool.

████████████ left the meeting.

Actions

This tool will be made available to members of the Committee for internal business use only, with a caveat regarding limitations of the data, privacy and discretion considerations around any data extracted.

██████ will work with ████████████████ to align the Division of Humanities' self-identified strengths with data from this tool, and shared research strengths across the University.

Work will be done to standardise a template for reporting the data alongside descriptors of research areas.

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Discussion

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Discussion ████████████████████████

Endorsed The Committee endorsed this draft set of divisional research strengths noting that a refinement in numbers may be required for Humanities that resource will be required (perhaps from the Pae Tata project) to take this raw output and make it consistent in terms of language and output, with analysis.

Action Professor Blaikie will take a paper to SLT and perhaps Senate as a work in progress, following which details can be shared with the University community to show the kind of mapping identified.

University-level Priorities

Discussion The aim is to align with Vision 2040 and the three key strategic frameworks. There was discussion around retaining strategic framework areas as three separate pillars or interweaving them throughout other priority areas, perhaps alongside dedicated budgets for Māori and Pacific to support a different approach to funding.

The Committee expressed a preference for a combination of separate Māori and Pacific hubs/pillars (providing safety and a sense of belonging in a high trust environment, a place to lead from and to be found) in addition to weaving these across all research areas. Māori input will be essential. Separate Māori and Pacific priorities provide an active demonstration and bold statement of our direction and leadership in these areas as a university.

The Pacific workforce is not large and faces challenges of isolation, so having a collective to allow growth in one's own discipline and growth and relationships in shared areas would be valuable for staff. Already good skills and relationships so divisions can learn from each other, but outcomes focused on Pacific technologies and people. Noted the existing Pacific Research Network which has a focus on opportunities to discuss and share Pacific thought, ways and methodologies. Alongside current programmes in the University like Te Rito, aimed at lifting all, we need to ensure researchers already on the cutting edge are enabled to continue to drive innovation.

The Committee noted that, while the intention is to privilege these areas, they might potentially over time move to being regarded as lesser because different. It will be important to ensure specific inclusion of Māori and Pacific elements within other priority areas.

The early-career research perspective strongly supports an identified research space for Māori and Pacific and stresses the importance of capturing externally-funded research strengths.

There was a discussion around strengths which are not included in university-level priorities. There may be other funding options for these. Concerns were expressed around the potential to lose research capacity and innovation. The exercise of identifying areas of strength and aspiration is not predicated on having somewhere for everything to fit. Different decisions are required in a resource-limited environment. Priority areas which capture everything would be too general and just a new way of doing same thing. This approach

involves a cultural shift in thinking from researchers' rights to apply for funding to support what they want to do, to responsibilities of researchers to align with University-identified priorities.

For Māori and Pacific research, the shift in balance is seen as positive, with opportunities for research now visible.

There was discussion around offering rollover funding to current Centres and Themes, but the Committee believes may create a sense of expectation and entitlement, suggesting that these areas are valued more highly than others that were not included in rollovers. Some of these groups have good networks in place and will need to be involved. They will not have to be disestablished.

Endorsed

The Committee endorsed a draft set of seven University-level research priorities:

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Actions

A working group will finalise headings and provide descriptors, using the circulated 'candidate URSAs' document as a template.

Professor Blaikie will draft communication to current Centre and Theme leaders.

5.   **UORGs**

5.1   **UORG Extensions/Variations**

Noted   UORG Summary List

Approved   ████████████████████, change of PI
████████████████████████, UORG extension to 31 December 2024
██████████████████, cost neutral budget variation
████████████████████████████, UORG extension to 30 June 2024.

5.2   **2023 UORG results**

Endorsed   Outcomes 2023 UORG round – panel recommendations.

Actions   A memo will be prepared for the Acting Vice-Chancellor to sign off.

UORG memos will be provided to applicants following budget approval processes. Panel convenors will be advised when memos are sent.

Noted   Meeting the brief of a higher proportion of early career researchers applying.

Misinformation is circulating around UORG funding. The way UORGS are

funded has not changed. The Chief Financial Officer has agreed that there will be a comprehensive review of cost drivers and the University's financial allocation model. The Committee would value that in terms of identifying and understanding the appropriate measures and drivers for research allocations and research funding separately from teaching allocations and teaching.

6. **Correspondence**
No incoming correspondence.

7. **Convener's Business**

8. **General Business**

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PASC
Trying to find date panel can meet. Three applications received. Will report back on outcome of the panel at the next Research Committee meeting.

Professor Blaikie thanked members for their work, particularly ADRs for their hard work around research strengths, and ███████████████████ for work they will do to pull the next stages together.

Next Meeting
That the next meeting of the Committee has been set down for 11 October 2023, hybrid online-in person meeting.

Karakia Whakamutunga

Distribution List

Professor Richard Blaikie	Professor Rose Richards
Professor Roslyn Kemp	Dr Rosie Brown
Associate Professor Ceridwen Fraser	Dr Martin Gagnon
Professor Sara Walton	Professor David Baxter
Associate Professor John Shaver	Mike Wall
Dr Sara Filoche	Cc Dr John Milnes
Associate Professor Logan Walker	Cc Dr David Geraghty
Professor Tamlin Conner	Cc Fiona Seaton
Associate Professor Karyn Paringatai	Cc Paulette Milnes
Dr Robin Quigg	Cc Michelle Bennie

Item 8A
For recommendation of approval
noting previous endorsement from
SaPC and Acting VC
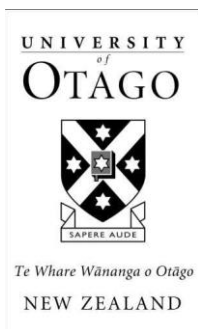
Memorandum

To	Scholarships and Prizes Committee
From	Peter Boston
	Manager, Postgraduate Scholarships, Prizes and Awards
Date	17 August 2023
Re	**Master's Research and Doctoral Scholarship stipends**

Cost-of-living adjustment for postgraduate research scholarship stipends is reviewed annually as a standing order item of the Committee.

Cost-of-Living Adjustment

In 2022, SLT agreed on the recommendation of the Committee to a 7.3% cost-of-living adjustment to postgraduate research scholarship stipends. This saw University of Otago Doctoral Scholarship stipends increase in value from to $28,600 to $30,696 per annum for fulltime students and University o Otago Master's Research Scholarship stipends increase from $16,000 to $17,172. The increases were achieved within the existing Scholarships Committee budget by reducing the number of available awards each year.

Statistics NZ data shows that the Consumer Price Index (CPI) to 30 June 2023 was 6%. If stipends are adjusted to the reflect the full CPI, 2024 fulltime stipend rates would be:

- University of Otago Doctoral Scholarship $32,544 per annum, an increase of $1,848; and
- University of Otago Master's Research $18,204, an increase of $1,032.

Note that these amounts have been rounded so that monthly stipend payments will be whole numbers. For University of Otago Doctoral Scholarships the monthly stipend would be $2,712 and for University of Otago Master's Research Scholarships, $1,517.

Number of scholarships available for offer

It is assumed that any increase will need to be achieved within the existing Scholarships Committee Budget.

Item 8A
For recommendation of approval
noting previous endorsement from
SaPC and Acting VC

Recommendations

The Scholarships and Prizes Committee recommends that:

i.   As part of the 2024 budget round, Senior Leadership Team consider a CPI adjustment in the value of the doctoral stipend from $30,696 to $32,544 per annum and for the research master's stipend from $17,172 to $18,204.

ii. The number of scholarships awarded under each category will be adjusted to remain within the overall fiscal envelope that is set for 2024 for the relevant activity centres of the Scholarships Committee budget.

Item 8B
For recommendation of approval
and for noting

Manatu *Memorandum*

Ki a *To*	The Senate
Nā *From*	Scholarships and Prizes Committee
Te rā *Date*	13 October 2023
Te Kaupapa *Re*	**New Scholarship Proposal and Amended Prize**

The recommendation of the Senate is sought for the following new scholarship to proceed to the University Council for approval.

To note that the Scholarships and Prizes Committee has approved an amended prize.

1. NEW SCHOLARSHIP

a) John Edwards Scholarship

- **Department:** Faculty of Dentistry
- **Value:** $4,500
- **Background:** This new award is funded by Margaret Edwards, wife of the late Dr John Lewis Edwards ONZM (1940-2020), a former associate professor in dentistry at the University of Otago and pioneer and specialist in the field of oral and maxillofacial surgery (OMFS). Its intention is to promote research in OMFS (and related fields) in New Zealand, and support recipients to develop their knowledge and skills in this area. The award is available to undergraduate BDS honours students undertaking a dissertation or research project on a topic relevant to OMFS (or related disciplines).
- **Recommended by:**
  - Professor Paul Cooper, Dean of Dentistry, Division of Health Sciences
  - Professor Patricia Priest, Acting Pro-Vice-Chancellor, Division of Health Sciences

<u>Proposed Regulations</u>

John Edwards Scholarship

Established in 2023 by the University of Otago, this scholarship is generously funded by Margaret Edwards, wife of the late Dr John Lewis Edwards ONZM (1940-2020). Dr Edwards was an associate professor in dentistry at the University of Otago, and a specialist and pioneer in the field of oral and maxillofacial surgery (OMFS), for which he was a tireless champion. Dr Edwards' contribution to the development of oral and maxillofacial surgery and to the School of Dentistry over many decades of service was immense.

Item 8B
For recommendation of approval
and for noting

The aim of this scholarship is to promote research in oral and maxillofacial surgery and related fields (e.g. OMF pathology and medicine) in New Zealand, and to encourage recipients to develop their knowledge and skills in this discipline. It is specifically targeted at undergraduate BDS honours students undertaking a dissertation or research project in the area of oral and maxillofacial surgery or related disciplines.

Eligibility

Applicants must be:
- a New Zealand citizen or New Zealand Residence Class Visa Holder
- enrolled (or intending to enrol) in a Bachelor of Dental Surgery with Honours (BDS(Hons)) degree
- engaged in (or intending to undertake) a BDS(Hons) dissertation or research project in an area applicable to oral and maxillofacial surgery, or related topics in oral medicine or pathology.

Application Process

Every application for the scholarship must be submitted to Student Administration (Scholarships) at the University of Otago by the specified closing date.

Every applicant must submit:
- a completed application form
- an academic reference letter
- a research proposal (for prior approval by the Donor), and
- a copy of their academic transcript if not an Otago graduate.

Selection Process

The selection panel will consist of the Dean of the Faculty of Dentistry (as chair), the Director, Development and Alumni Relations, and the Manager, Postgraduate Scholarships, Prizes and Awards (or their nominees), and the Donor or other representative of the Edwards family.

The following factors shall be considered in awarding the scholarship:
- the applicant's academic record
- the relevance of the proposed dissertation or research project to oral and maxillofacial surgery or related disciplines.

The panel may require an interview with short-listed applicants to determine award of the scholarship.

Financial

- The total value of the scholarship is $4,500 (subject to available funds). The scholarship will be payable in equal instalments at the start of each semester of tenure, according to the recipient's individual enrolment (i.e. full-time or part-time).
- No student may be awarded the scholarship more than once.
- The number of scholarships available each year will be determined by the selection panel.

Tenure

- The scholarship may be held with full-time or part-time tenure.
- The scholarship must be taken up within one year of being awarded.

Item 8B
For recommendation of approval
and for noting

- The scholarship may be held concurrently with any other University of Otago scholarship where its regulations also allow co-tenure.

Other Requirements

- Award of the scholarship is dependent on the recipient being admitted to the University of Otago.
- The recipient must include an acknowledgment of the Donor and scholarship in their dissertation or other written research.
- The University of Otago reserves the right to use the names, photographs, and details of successful applicants for advertising and publicity. The award holders must agree to be reasonably available to participate in interviews and promotional activities if requested by the University of Otago.

2. **AMENDED PRIZE**

   a) **Habens Prize for Academic Excellence in the Study of New Zealand Education**

   - **Department:** College of Education
   - **Value:** $500 (biennially)
   - **Background:** First established in 1963 and amended in 2012 and 2021, this prize is currently awarded every two years to the Bachelor of Arts student majoring in Education with the highest standard of achievement in EDUC101 plus one of (i) EDUC251, (ii) EDUC254 or (iii) an approved 200-level paper. This amendment replaces those options, with the prize now to go to the BA (Education) FINALIST with the highest standard of achievement in (i) either EDUC101 or EDUC102, <u>and</u> (ii) EDUC252 during the course of their degree. To eliminate the "biennial" bias of the prize, the amended regulations will permit finalists in the year *preceding* the year of award to also be eligible.
   - **Recommended by:**
     o Associate Professor Vivienne Anderson, Dean of College of Education, Division of Humanities
     o Professor Jessica Palmer, Pro-Vice-Chancellor, Division of Humanities

<u>**Current Regulations**</u>

Habens Prize for Academic Excellence in the Study of New Zealand Education

Rev. William James Habens 1839-1899, was Inspector-General of Schools in New Zealand from 1878 -1899, and a Past President of the NZEI. He was a member of a Royal Commission which was set up in 1878 to inquire into and report upon the operations of the University of New Zealand and its relation to the secondary schools of the colony.

Established in 1963, and amended in 2021, the prize is awarded biennially by the University Council on the recommendation of the Pro-Vice-Chancellor (Humanities) and the Dean of the University of Otago College of Education to the student enrolled in the degree of Bachelor of Arts (majoring in Education) with the highest standard of achievement in Education and Society (EDUC 101) and at least one of the following: Education in New Zealand: Policy and

Item 8B
For recommendation of approval
and for noting

Treaty Issues (EDUC 251), Family Resources, Culture, and Education (EDUC 254) or an approved 200-level paper.

The value of the prize will normally be $500.

Proposed Regulations

Habens Prize for Academic Excellence in the Study of New Zealand Education

Established in 1963 and amended in 2012, 2021 and 2023, this award is named after Rev. *William James Habens (1839-1899), Inspector-General of Schools in New Zealand from 1878 to 1899, and a Past President of the NZEI. He was also a member of a Royal Commission set up in 1878 to inquire into and report on the operations of the University of New Zealand and its relation to the secondary schools of the day.*

This prize is awarded biennially (every two years) by the University Council, on the recommendation of the Pro-Vice-Chancellor (Humanities) and the Dean of the University of Otago College of Education, to the student who:

1) in the year of award is a finalist in the degree of Bachelor of Arts (majoring in Education); OR
2) in the preceding year was a finalist in the degree of Bachelor of Arts (majoring in Education)

and during the course of their degree reached the highest standard of achievement in:

    (i)   EDUC101 Education and Society OR
             EDUC102 Human Development;

             AND

    (ii)   EDUC252 How People Learn.

The value of the prize will normally be $500.

Recommendation

That the following new scholarship proceed to the University Council for its approval:

    a.   New Scholarship
        i.   John Edwards Scholarship

To note

That the Scholarships and Prizes Committee has approved the following amended prize:

    a.   Amended Prize
        i.   Habens Prize for Academic Excellence in the Study of New Zealand Education
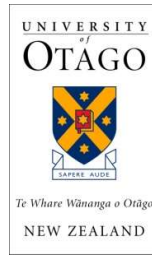
Committee for the Advancement of Learning and Teaching

Minutes of a Meeting of the Committee for the Advancement of Learning and Teaching

28 September 2023

Present: Professor Tim Cooper (Convener), Dr Lee Adam, Cate Bardwell (z), Dr Russell Butson, Dr Sarah Carr (alternate for Director, Distance Learning), Dr Fairleigh Gilmour, Dr Rachel Martin (z), Dr Tracy Perry (z), Professor Sheila Skeaff, Nicola Walmsley, Dr John Williams

Apologies: Professor Richard Blaikie, Jason Cushen, Margaret Morgan, Dr Stephen Scott, Dr Sarah Stein

In attendance: Michelle Bennie, Julie Weaver (2.00-3.00pm)

1. **Karakia Timatanga**

2. **Apologies**

   The Committee noted apologies.

3. **Minutes**

   The minutes of a meeting of the Committee held on 27 July 2023 were confirmed.

4. **Matters Arising from Previous Minutes**

   There were no matters arising.

5. **Academic Integrity Group (AIG) Report**

   The Committee received the AIG report for September *and discussed:*

   - *National data collected last year shows high rates of self-reported behaviour that we would consider to be misconduct. There is a significant disparity between that and the rate of findings of academic misconduct at the University.*

1

- *It was suggested that the University's system for reporting academic misconduct disincentivises reporting except in the most clear-cut cases, and other instances may be dealt with informally. While education may be more appropriate in some instances, there is a danger that reoffending will not be picked up by Academic Integrity if a formal report is not made.*
- *▆▆▆▆▆▆ will provide data regarding Māori and Pacific students in relation to semester one 2023 Academic Integrity misconduct findings.*
- *There is a project underway which should enable ongoing analysis and reporting of misconduct data in relation to Māori and Pacific students. This data should enable support services to be put in place if required.*
- *The Committee queried whether this data could also be provided in relation to students with disabilities.*
- *▆▆▆▆▆▆ will seek feedback from other universities regarding their rates of academic misconduct findings. Australia has more robust systems and higher rates of detection, without associated stigma for the universities involved.*
- *The Committee thanked ▆▆▆▆▆▆ for her report.*

6. **Implementation of Digital Learning Environment (DLE) Review Recommendations**

The Committee received a verbal update from Professor Cooper on plans for implementation of the DLE Review Recommendations *and noted:*

- *The DVC (Academic) is the Project Sponsor for implementation of the DLE Review recommendations. The Dean of Learning and Teaching is the Project Owner and is committed to leading the work to implement the Review recommendations. Resourcing has been made available for this programme of work.*
- *A series of meetings is underway, including with Naomi Weaver (Manager Programme Definition – Operations) to map out and communicate to DVCs/PVCs the process for this significant programme of work.*
- *Funding has been approved to put together a business case to select a new LMS to be launched at the beginning of 2026, aligned with the University's new Teaching and Learning Plan and updated graduate profile.*
- *Consultation with appropriate staff will be undertaken.*

The Committee *discussed:*

- *The relationship between policy/strategy and LMS selection, and the need for any LMS to be adaptable to future policy changes such as an updated graduate profile or Teaching and Learning Plan.*
- *The 2026 launch date is a result of the complexity of this project.*
- *The need for a single LMS has been accepted in principle by SLT but must be worked through.*
- *Victoria University of Wellington recently implemented a new LMS and staff are collegial and willing to share the benefit of their experience.*
- *The LMS is only one element of the DLE Review. Recommendations will be implemented in a coordinated fashion.*
- *Revision of the graduate profile is not an end in itself but affords an opportunity to think about why we are here and how we teach.*
- *Changes are required to the culture of the University to ensure a holistic approach to learning and teaching by the many different partners involved, aligned with Pae Tata and other strategies.*

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- *CALT has a role to play in driving cultural change around how we see teaching and learning and the ways these are supported, in line with the University's stated aim of excellence in teaching and learning.*
- *Professor Cooper will seek clarity on the status and release of the DLE Review (including the shorter version).*
- *Communications will be involved throughout the Review implementation process.*

7.   **University Teaching Grants (UTD) Reports**

a)   **Reports received**

The Committee received:
- 2022 Final Report Summary
- 2022 Updated Final Report
- 2023 Interim Reports and Report Summary.

The Committee *discussed:*

- *The aims of the UTD Grant report process are to check that CALT funding has been spent well, ensure projects are on track for delivery, and identify areas that could be developed, disseminated or applied more widely.*
- *Guidelines for the format of interim and final reports on UTD Grants are available online.*
- *Previously, project snapshots have been made available online, but no feedback has been provided to UTD Grant recipients following the submission of reports.*
- *For each of the interim reports considered at this meeting, a member of the Committee will personally contact the researcher/s to discuss progress, preliminary thoughts and aspects which may be transferrable. A paragraph summarising the follow-up will then be provided to the Committee Administrator for consideration at the Committee's November meeting.*

   i.   2022 FINAL REPORT

   ii.   2023 INTERIM REPORTS

3

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

b) **2024 UTD Grants**

The Committee *discussed the 2024 UTD Grants process:*

- *At its meeting in May, the Committee endorsed accepting a lower number of awards for 2024 (retaining the maximum award per grant), with CALT acting as the review committee for these grants rather than a separate committee chaired by the DVC (R&E) as has previously been the case.*

4

- *Professor Cooper has the endorsement of the Committee to discuss with the DVC (R&E) the ongoing membership of the DVC (R&E) on CALT, involvement in the UTD Grants process, and any scoring matrix previously used for assessing UTD Grant applications.*
- *Members of the Committee are welcome to share any other tools which might be useful in assessing applications.*
- *Information regarding scoring of applications will be provided in advance of the October meeting.*
- *At the October meeting, members of the Committee will discuss reporting requirements, templates and processes for 2024 with a view to bringing revised templates to the November meeting. The aim will be to support practical outcomes for teaching and learning.*
- *The Committee will consider how best to respond to final reports and share the findings of these projects. Publication will be encouraged where this is appropriate, and reports should be held in an institutional repository.*

The Committee

AGREED   that members of the Committee who wish to be involved in the UTD Grants award process for 2024 will meet on 26 October to approve applications on behalf of the full Committee.

8. **Support for Reference Management Software**

The Committee noted that from 1 September 2023 all educational support and troubleshooting for EndNote will be provided by Clarivate, with library staff continuing to support citing and referencing. https://otago.libguides.com/managingreferences/endnote

The Committee *discussed:*

- *There is a bigger question regarding the best option to be licensed by the University.*
- *Support from Clarivate is available online and is better than the support the University can provide.*

9. **Convenor's Business**

a) **Otago Teaching Excellence Awards**

The Committee *discussed:*

- *The due date will be moved to February 2024.*
- *At a future meeting, the Committee will discuss how to best identify and recognise teaching excellence.*
- *Applications will be invited as soon as possible. Professor Cooper will locate communications from last year.*
- *▮▮▮▮▮▮▮▮ may be available to provide support on a limited basis. Professor Cooper will discuss available support with ▮▮▮▮▮▮.*

b) **Academic Audit - full-cycle report on previous audit**

Professor Cooper *advised the Committee:*

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- *The University is required to include an update on the status of previous 2016 Academic Audit Report (Cycle 5) recommendations as part of the self-review submission for the Cycle 6 Academic Audit in 2024.*
- *Input is sought from the Committee in relation to Recommendation R1; Guideline Statement GS 1.2: "*The Panel recommends that the University consider whether the Committee for the Advancement of Learning and Teaching is giving full effect to its strategic role and contribution, including implementation and monitoring of progress of strategic direction and initiatives.*"*

The Committee *discussed:*

- *There have previously been issues around CALT's sense of direction and purpose including responsibility for developing the Teaching and Learning Plan, whether the Plan effectively influences the prioritisation of teaching and learning in the University, how strategy translates to actual teaching challenges, and review and monitoring to ensure effective strategic oversight.*
- *Members believe that, with the new dedicated DLT role, CALT will be in a better position moving forward.*

c) Plans for a teaching network within and across divisions

Professor Cooper *advised the Committee:*

- *An educational network across and within divisions would provide a community of practice for those who are committed to the learning success of our students, visibility to teaching and teachers and a forum/locus supported by digital infrastructure for mutual encouragement, mentoring, sharing ideas and innovations, and running projects that meet challenges on the ground.*
- *The intent would be to lift the bar and shift the conversation and culture around teaching.*
- *Divisional network coordinators would provide oversight, sponsorship and facilitation.*
- *ADAs working with BUGS and BoGS oversee **what** is taught. Network coordinators would oversee **how** it is taught.*
- *A dedicated HEDC person would support the network in each division, facilitating relationships, providing non-generic workshops tailored to the needs, profile and domains of knowledge of that division.*
- *Divisional core teams for teaching would comprise: ADA, Committee Specialist, dedicated HEDC person, network coordinator, and potentially a dedicated library person and AV person.*
- *Connecting support to make available on a divisional basis based on distinctive needs.*
- *This would build the University's capability to have conversations about learning and teaching.*
- *Divisional networks would develop ideas and bring them to CALT to inform policy and developments in learning and teaching.*
- *CALT would be responsible for overseeing the network and facilitating communication.*

The Committee *discussed:*

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- *The potential to recognise teaching-only staff and professors, and recognise research-informed teaching as research into the practice of teaching, not just the content.*
- *DLE annual review would be redundant.*
- *This would provide recognition of and investment in how we teach.*
- *It will be interesting to share this concept with the new DVC Māori in terms of paper proposals and inclusion of Māori content, alignment with Pae Tata, supporting te Ao Māori in learning – helping divisions to think through these issues and put them into practice in learning environments.*

The Committee

ENDORSED   this plan in principle, to be taken to DVCs/PVCs.

10.   Other Business

There was no other business.

11.   Date of Next Meeting

The Committee noted that:

- A meeting to consider applications for 2024 UTD Grants will be held on 26 October from 2.00pm.
- The next full meeting of the Committee will be held on Thursday 30 November 2023 at 2.00pm in Committee Room North.

12.   Karakia Whakamutunga

13.   Membership of Committee

Professor Tim Cooper (Convener)
Dr Lee Adam
Cate Bardwell
Professor Richard Blaikie
Dr Russell Butson
Jason Cushen
Dr Fairleigh Gilmour
Mia Heaphy Butts
Dr Rachel Martin
Margaret Morgan
Dr Tracy Perry
Dr Stephen Scott
Professor Sheila Skeaff
Associate Professor Alesha Smith
Dr Sarah Stein
Nicola Walmsley
Dr John Williams

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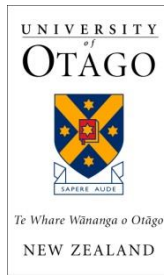
LIBRARY SERVICES COMMITTEE

Minutes of Meeting of 11 October 2023

Present:	Professor Phil Bremer (Chair), Cate Bardwell, Margaret Currie, Chrys Jaye, Sean McConnell, Ted Ruffman, Tracey Sim, Shiobhan Smith, Mike Wall, Nicola Walmsley, Lincoln Wood
Apologies:	Catherine Hammond, Kelly-Ann Tahitahi
In attendance:	Claire Hudson (notes)

Karakia Timatanga

1. **Welcome and Introductions**

2. **Introductions**
   This is the first meeting of the newly formed and constituted Committee. Each member introduced themselves.

1. **Introduction to the Library**
   Documents 3.1 – 3.5 were introduced and it was established the role of this committee is to help the library set the direction for the future. The members are conduits to their areas and gather feedback from their constituents to advise on wider community views.

   3.1. Library at a glance (pages 3-4)
   3.2. Library Organisational chart 2023 (page 5)
   3.3. Library Strategy background (page 6)
   3.4. Otago University Library Strategy 2023 (pages 7-10)
   3.5. Library Planning 2022-2024 (pages 11-12)
       This plan is a rolling two-year implementation plan which is reviewed each quarter.

   What surprises you about the Library service?

   The committee was impressed with the library's opening hours (e.g., 6am – 12am at this time of year in the central library) and students have not pushed for longer. The library is warm and has wifi and power which keeps occupancy high. The diversity of study spaces, responsive to students' needs, has also been well received; the library facilitates areas of silent study with fewer distractions, areas for collaborative work, and places to feel more social. The small group study spaces are invaluable to commerce students and the other divisions agree that rooms that fit 3-4 people are appropriate. It was noted that students on the Wellington campuses lack spaces to study.

The group discussed the decreasing need for physical books for academic purposes due to more readily available digital resources (98% of the library information resources budget is spent on electronic content), but agreed that it is important for the library to continue to have physical books present; students have responded well to the library's themed displays - Tongan students said they loved the visibility of their language in the community in the library's recent Tongan display. The library is still working towards amplifying the sense of a physical collection alongside student belonging and community which is important for vision 2040 and pae tata.

Do the priorities align with the needs of your division or area of the University?

It was discussed that academics may see less need for the physical library as they download texts, however there is a strong student voice that demonstrates strong appreciation of the library space and community. This committee will be recruiting OUSA representatives to ensure it hears a student perspective; the library also engages with many student committees as well as equity groups. It was recommended the library should seek student representatives from other campuses for this committee.

The committee appreciates the support offered for distance learning students. It was also stated that as a supervisor it is great to be able to seek support from the library when a problem arises. The group discussed the anomaly of students who complete their thesis, lose access to resources after 14 days, and cannot do research even though they still have a publishing bursary.
Action: Phil and ▮▮▮ can discuss potential support for aforementioned publishing bursary students.

It was noted that open access for students' theses can cause problems for academics publishing papers because journals reject them on grounds of plagiarising students' work. For this reason, some departments choose to make students' theses closed for a year. This committee may discuss the library's role in open science / scholarship in a future meeting.

What challenges do you see for the Library?

The cost of electronic resources was discussed; the library determines subscription options and interloans based on student need and sustainability. ▮▮▮ has been impressed with the rigour of the library's information source evaluation which looks at cost per use and the trajectory of increase, price, usage and academic value. The library collaborates with other Universities in Australasia for publisher negotiations. It was noted that some of the publisher deals negotiated by the library covers the cost for academics to publish open access.
The group questioned whether academics know the cost of designated readings and whether there are cheaper options available without putting the burden of cost on the students or institution. ▮▮▮ believes it would be useful to have this discussion with academics at the creation of papers; ▮▮▮▮▮ from ▮▮▮▮▮▮▮ has recently curated material for one of his papers, creating a new textbook of open content using infrastructure and support arranged through the Library; if the University uses existing content that is already available there is an equity of access.

4. **Library Space Planning Strategy**
   4.1. Library Space Planning Strategy 2023 (pages 13-20)
   It is noted that this Strategy currently only covers Dunedin campus.

Is the scope of the strategy too broad, about right or too narrow?

The group asked if all the libraries on campus are needed and heavily used. The consensus was yes, as they are community hubs for students, however the way the libraries are being used could be re-thought. It was noted the Health Sciences library does not seem fit for purpose despite it being a critical part of the Health Science infrastructure. The library is gathering qualitative data on the types of spaces students use as well as identifying what purpose collections serve in the current locations and whether any can be

consolidated. However, the library is also influenced by their service agreements with Otago Polytechnic and professional programmes with accreditations linked to the library.

The library executive management group said that they are working on strengthening ties with the wider community and the public library to increase wellbeing, building on the work of the Hocken Collections.

Are the drivers for change and the proposed increase in study space appropriate? Does the vision and proposed approach align with the University's needs?

This vision is important to have for the future especially during these challenging financial times. The group agreed that when justifying expenses for the improvement of the library, they need to show the value of the library through outputs and outcomes. The library is currently looking at using space more effectively as student numbers will increase to 2030.

The group agreed the library should continue to invest in user experience to create a methodology to build spaces that students want. Wellbeing spaces, such as prayer rooms, sensory spaces, and parent-child study spaces, seem increasingly important for students and the library may need to respond to this.

5. **Library response to Māori Strategic Framework**

    5.1. Māori Strategic Framework Library Implementation Plan – background (page 21)
    5.2. Māori Strategic Framework Library Implementation Plan (page 22-26)

The Committee are asked to identify one action, or group of actions that you would like to know more about, or that you want to find out how this could connect better with your area of the University.

The library has reprioritised existing posts and now has five Māori roles, opposed to one post in 2022. ▉▉ thanked ▉▉▉▉, who joined the library executive in February 2023, for her work on the Māori Strategic Framework. This structure, with 51 actions, is illustrative of the direction the library is going, with focuses on student success, external engagement, and Hocken initiatives. The group are pleased to have the new William Evans Scholarship for a supporting Māori archivist post.

The employability elements in the framework were commended as academics often have talented students who are unsure about their career path and would benefit from internships and hands on experience.

6. **Any other business**

    No other business was discussed.

7. **Next Meeting Date in March to be confirmed**

8. **Karakia Whakamuntunga**

    Phil thanked everyone for their attendance and engagement. ▉▉ closed the meeting with a karakia.

Actions log

	Action	Assigned to	Review date
1	Discuss support for students on publishing bursaries who have lost access to resources after 14 days of completion.	Phil & ▉▉	March

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Board of Undergraduate Studies

Committee Secretary: Matt Angel
E-mail: academic.committees@otago.ac.nz
Telephone: 03 479 4852

Minutes of a Meeting of the Board of Undergraduate Studies

4 October 2023

Present: Professor Phil Bremer (Convener), Dr Sarah Carr (representing Distance Learning), Professor Tim Cooper, Associate Professor Melanie Beres, Mia Heaphy Butts, Associate Professor Richard Greatbanks, Professor Karl Lyons, Professor Brendan McCane, Professor Lois Surgenor, Dr Julie Timmermans

In attendance: Matt Angel, Rebecca Connaughton, Associate Professor Anaru Eketone (for Item 5), Carol Forbes, Richard German, Associate Professor Conor O'Kane (for COM-1 and COM-2), Dr Lynnaire Sheridan (incoming Associate Dean (Academic) for the Division of Commerce)

Apologies: Ngaroma Bennett, Jason Cushen, Jennifer Haugh, Margaret Morgan, Dr Sarah Stein

1.   **Karakia Timatanga**

The Convener opened the hui with a karakia.

2.   **Minutes**

The minutes of a meeting of the Board on 6 September 2023, previously circulated, were confirmed.

3.   **Intimations from Senate**

The Board noted that the Senate, 27 September 2023, received the minutes of the meeting of the Board held on 6 September 2023, and approved all recommendations contained therein.

4.   **Matters Still to be Finalised**

The Board noted that the following matters previously considered by the Board were still to be finalised:

a)   Proposals to amend the regulations for the Health Professional programmes concerning eligibility to apply for admission to the programme (June 2022) (April 2023)

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For enquiries regarding the follow-up of matters discussed by the Board relating to administrative processes, amendments to forms, and work being undertaken by other boards, working parties or offices, please contact Academic Committees and Services (academic.committees@otago.ac.nz).

5. **New and Amended Academic Proposal Templates**

The Board received a manatu from the Dean of Learning and Teaching, and

APPROVED   new Curriculum Redesign proposal templates and amended New Paper and Special Topic proposal templates, *noting that:*

- *The prompt in the Curriculum Redesign – Summary proposal template relating to Te Tiriti o Waitangi has been reframed in consultation with the Associate Deans (Māori) (ADMs) to focus specifically on opportunities to incorporate Māori content into the curriculum, noting that this reflects the nature of Māori content as a unique and important strength for universities in Aotearoa providing opportunities for new knowledge and research.*
- *The Board queried whether changes to the prompt relating to Te Tiriti might increase the workload for ADMs, and received reassurance that the ADMs are confident the proposed framing will result in more meaningful and less unproductive work.*
- *The Board discussed whether expansions to prompts relating to strategic alignment might undermine the objective of creating a more streamlined process, but acknowledged that this information is going to be vital rather than simply beneficial to the University moving forward and that the new and revised templates should, on the balance, make drafting proposals easier by requesting specific and focussed information, eliminating vagueness, removing the need to provide duplicated and extraneous information, and removing the need to provide lecture outlines as part of proposals.*
- *The Board suggested providing a note to explain what NZQF Levels mean and providing an example paper prescription in the templates.*
- *The Board received suggestions to remove references to online-supported learning and the abbreviation 'OL', as per previous decisions by the Board, and to amend the templates format so that new and proposed programme regulations and requirements are presented side-by-side rather than in sequence.*

ENDORSED   the commencement of work by the Dean on amending the New Programme proposal template.

6. **Guidelines on Consultation**

The Board discussed whether the Dean of Learning and Teaching should undertake work to develop guidelines for consultation on proposals, and

AGREED   that the current processes for consultation are fit for purpose and that no further work is necessary at present.

7. **Division of Commerce**

The Board

RECOMMENDED   that the following proposals from the Division of Commerce (19 September 2023) be approved:

2

Entrepreneurship

NB: The Deputy Vice-Chancellor (Academic) granted executive approval, on behalf of Senate, to COM-1 and COM-2 following the Board's recommendation for approval due to the urgent need to implement these changes for 2024.

COM-1 - To introduce a new paper, ENTR 312 New Venture Creation Strategy; to delete ENTR 301 and ENTR 302; to amend MANT 301; and to amend the BEntr requirements and the Entrepreneurship minor subject requirements, *noting that:*

- *Taken together, COM-1 and COM-2 represent the first stage in a two-stage process to restructure the Bachelor of Entrepreneurship (BEntr), with the second stage expected to require CUAP approval and be proposed for implementation in 2025.*
- *The Board discussed the potential resourcing impacts of the proposed changes and noted that this issue has been well discussed within the Division of Commerce and that some resources will be redeployed from the Master of Entrepreneurship (MEntr).*
- *The Board discussed the obstacles created for students in the Entrepreneurship minor subject by the paper rules for ENTR 312, but acknowledged that this reflects the current arrangements with ENTR 302 and that there might be opportunities to improve arrangements for how students in the minor subject enrol for the paper in future.*
- *There is an error in a note for the proposed BEntr regulations inadvertently making reference to ENTR 102 twice, with the second reference needing to be corrected to ENTR 101.*
- *References to MANV 301 in paper rules may be removed.*
- *The Board commended the excellent quality of the proposal.*

COM-2 - To amend ENTR 101, ENTR 102, ENTR 201, ENTR 202, and MANT 303, *noting that:*

- *The above comments for COM-1 are also applicable to COM-2.*

8. **Annual Programme Reports**

The Board discussed the following Annual Programme Report (APR) for the 2022 academic year, *noting that feedback will be conveyed separately in manatu addressed to the relevant programme coordinator and Division*:

Division of Sciences
- Data Science major subject

Still to be submitted

The Board noted that the following APRs for the 2022 academic year are still to be submitted in due course:

- Agricultural Innovation major subject
- Global Studies major subject
- Tourism, Languages and Cultures major subject

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9. **Strategic Matters**

    The Board discussed the objective outlined in Pae Tata to enhance work integrated learning opportunities and the challenges this objective presents, and

AGREED   that further kōrero on this matter would take place within the Committee for the Advancement of Learning and Teaching (CALT) in due course.

10. **Convener's Business**

    The Board noted that the Convener did not have any business to report.

11. **Date of Next Meeting**

    The Board noted that it will next meet at 2:00 pm on Wednesday 1 November 2023 in the Council Chamber, First Floor, Clocktower Building, which will be the last meeting of the Board in 2023.

12. **Karakia Whakamutunga**

    The Convener closed the hui with a karakia.

13. **Members of the Board**

    Professor Phil Bremer (Convener)
    Associate Professor Melanie Beres
    Ngaroma Bennett
    Mia Heaphy Butts
    Professor Tim Cooper
    Jason Cushen
    Associate Professor Richard Greatbanks
    Jennifer Haugh
    Professor Karl Lyons
    Professor Brendan McCane
    Margaret Morgan
    Dr Sarah Stein
    Professor Lois Surgenor
    Dr Julie Timmermans

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