

---

# Senate

Date: 29 November 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](mailto: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.



# Agenda

Agenda

2

## 1. Karakia Timatanga

To open  
the hui with a karakia.

## 2. Minutes

To confirm  
the minutes of the Senate hui held on 25 October 2023.

- [20231025 Senate minutes](#)

10

## 3. Intimations from Council

To note  
that the Council, 14 November 2023, received Communications from the Senate dated 25  
October 2023 and approved the following:

### a) Academic Proposals

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

- To rename the Postgraduate Diploma in Rural and Provincial Hospital Practice (PGDipRPHP) and Postgraduate Certificate in Rural and Provincial Hospital Practice (PGCertRPHP) as the Postgraduate Diploma in Rural Clinical Practice (PGDipRCP) and Postgraduate Certificate in Rural Clinical Practice (PGCertRCP).

### b) Scholarships and Prizes

CPI adjustments to the doctoral stipend and research master's stipend and adjustments to the  
number of scholarships awarded under each category, and

The following new scholarship:

New scholarship

- John Edwards Scholarship

## 4. ## Equity and Diversity

To consider for endorsement  
updates to the University's Equity and Diversity Strategic Framework, including the incorporation  
of an Equity and Diversity Action Plan, as outlined in a manatu from the Equity Advisory  
Committee dated 15 November 2023.

- [Equity and Diversity Strategic Framework and Action Plan](#)

18

## 5. ## Generative-Artificial Intelligence in Learning and Teaching

To discuss and provide feedback on a draft of the Use of Generative-Artificial Intelligence in Learning and Teaching Policy, as outlined in a manatu from the Dean of Learning and Teaching dated 20 November 2023.

- [Draft Use of Gen-AI Policy](#)

43

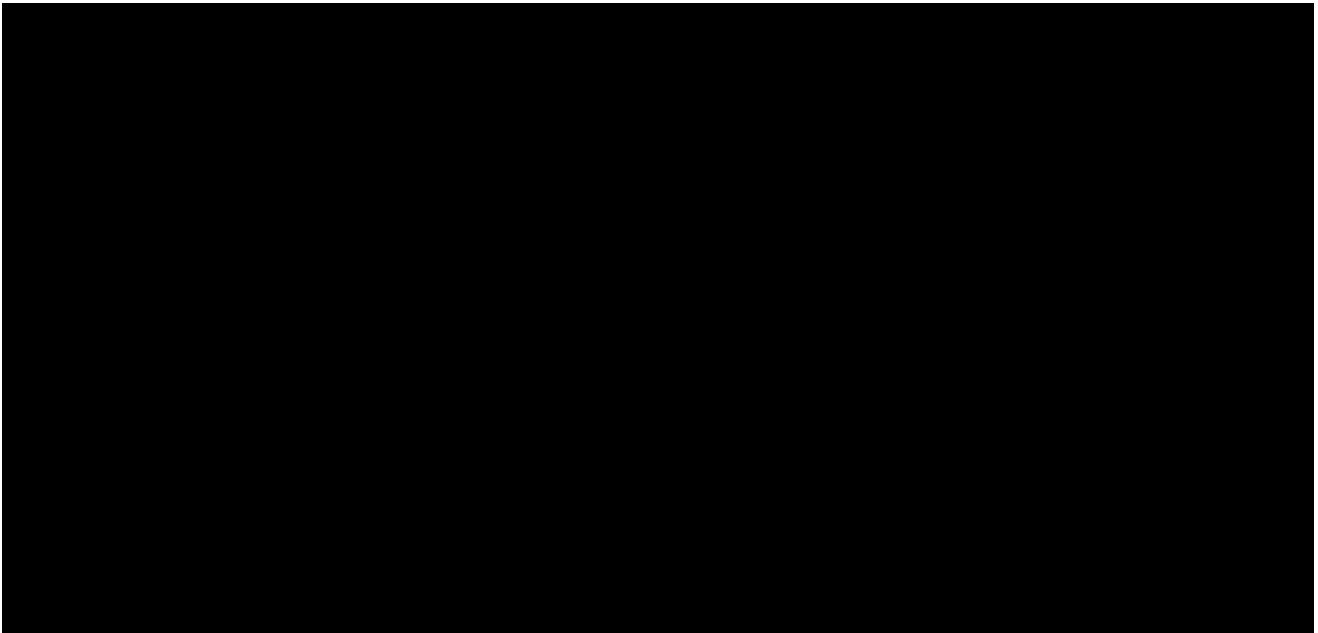
## 6. Health Professional Programmes Selection Criteria

To approve selection criteria for the admission of eligible students to limited-entry health professional programmes, which are to be applied by the respective admissions committees of those programmes, as outlined in manatu dated 10 November 2023 from the Associate Dean (Academic) and Specialist (Academic Committees and Services) for the Division of Health Sciences and as endorsed by the Board of Undergraduate Studies at its hui on 1 November 2023.

- [Health Professional Programmes Selection Criteria](#)

47

## 7. Late 2024 Limitation of Enrolment Requests



61

62

## 8. 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](mailto:m.wilson@otago.ac.nz)):

- 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
- 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
- Department of Women's and Children's Health, DSM, May 2024
- Communications Section, External Engagement, June 2024
- Locals Collegiate Community / Te Kahui Noho-whare, July 2024
- Department of Preventive and Social Medicine, DSM, July 2024
- School of Pharmacy, September 2024
- Hayward College, September 2024
- University of Otago Pathway, October 2024
- Executive Education / Master of Business Administration Programme, November 2024
- Doctor of Business Administration Programme, November 2024
- Bioethics Centre, dates to be confirmed
- Department of Pathology and Biomedical Science, UOC, dates to be confirmed
- Department of Pathology and Molecular Medicine, UOW, dates to be confirmed
- Department of Zoology, dates to be confirmed
- Marketing Services, External Engagement, dates to be confirmed
- Department of Obstetrics, Gynaecology and Women's Health, UOW, dates to be confirmed
- Department of Paediatrics, UOC, dates to be confirmed
- Department of Paediatrics and Child Health, UOW, dates to be confirmed
- Faculty of Law, 2024 review to be confirmed

## 9. Scholarships and Prizes Committee

To recommend

that the following new scholarships, new prizes, new award, and disestablished prize be approved, as outlined in manatu from the Scholarships and Prizes Committee dated 10 November and 20 November 2023:

New Scholarships

- John M Stewart Scholarship
- The University of Otago Anne Doolin (nee Scanlan) Bachelor of Oral Health Entrance Scholarship

New Prizes

- Carmichael Prize in Engineering Surveying
- Fulton Hogan Prize
- Paterson Pitts Group Award for Advanced Urban Design
- Prize for Excellence in 300-level History

New Award

- Lee Boon Kow & Lim Ser Aid Award

Disestablished Prize

- Critchlow Prize in Surveying

To note

that the following amended prize has been approved by the Scholarship and Prizes Committee, also outlined in the manatu dated 20 November 2023:

Amended Prize

- Graham Crombie Hiranga (Excellence) Award in Accounting (300 Level)

- [20231110 SaPC manatu - new award](#) 64
- [20231110 SaPC manatu - new scholarship](#) 66
- [20231120 SaPC manatu - new scholarship, new prizes, disestablished prize, and amended prize](#) 69

## 10. Research Committee

To receive

the minutes of a meeting of the Research Committee on 8 November 2023.

- [20231108 RC minutes](#) 77

## 11. Board of Undergraduate Studies

To receive

the minutes of a meeting of the Board of Undergraduate Studies on 1 November 2023, and

- [20231101 BUGS minutes](#) 83

a) To approve

amendments to the regulations for Health Sciences professional programmes.

b) To note

that the following amended papers and programmes were approved under the expedited approval process:

Amended papers

- HUNT 342
- BITC 301

Amended programmes

- Exercise and Sport Science major subject
- Physics minor subject

c) To note

that the following special topic has been approved:

Special topic

- BTNY 370 Special Topic: Plant Identification for Agriculture

d) To note

that all of the University's proposals submitted to CUAP 2023 Round 2 have been approved, comprising the following:

- To introduce a new qualification, the Diploma in Science (DipSc)
- To rename the Consumer Food Science subject to Food and Agriculture for MAppSc, PGDipAppSc, and PGCertAppSc

e) To note

that CUAP has accepted all of the University's Graduating Year Review (GYR) reports submitted in 2023, comprising GYRs for the following programmes:

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

f) To note

that the Board received confirmation that:

- The Teaching and Learning Plan, 2013-2020 remains in effect.
- The Dean of Learning and Teaching – in collaboration with the Deputy Vice-Chancellor (Academic) – will lead the development of a new Teaching and Learning Plan next year, including a revised Graduate Profile, which will entail a broad and inclusive kōrero carried on across the whole University.

g) To note

that the Board reviewed the effectiveness of the expedited academic approval process and agreed that the University should continue to use the expedited process in its current form.

## 12. Board of Graduate Studies

To receive

the minutes of a meeting of the Board of Graduate Studies on 5 October 2023, noting that the Senate has already provided endorsement, approval, etc. as appropriate for the items contained therein, and

To receive

the minutes of a meeting of the Board of Graduate Studies on 2 November 2023, and

- [20231005 BoGS minutes](#)
- [20231102 BoGS minutes](#)

89

93

a) To approve

the following amended programmes:

Amended programmes

- Master of Community Dentistry (MComDent)
- Postgraduate Diploma in Community Dentistry (PGDipComDent)
- Postgraduate Diploma in Neuropsychology (PGDipNeuropsych)

b) To note

that the following amended and deleted papers and amended programme were approved under the expedited approval process:

Amended papers

- BMBA 502
- BMBA 503
- BMBA 505
- BMBA 506
- SPEX 481
- ENGL 473
- ENGL 476
- PUBH 723
- PHTY 561

Deleted paper

- BMBA 504

Amended programme

- Master of Business Administration (MBA)

c) To note

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

- Master of Advanced Nursing Practice

d) To note

that all of the University's proposals submitted to CUAP 2023 Round 2 have been approved, and

that CUAP has accepted all of the University's Graduating Year Review (GYR) reports submitted in 2023.

e) To note

that the Board received confirmation regarding the status of the current Teaching and Learning Plan and intended work for a new Plan, as detailed above for the Board of Undergraduate Studies.

f) To note

that the Board reviewed the effectiveness of the expedited academic approval process and agreed that the University should continue to use the expedited process in its current form.

g) To note

that the Board received confirmation that external moderation of postgraduate papers is not required for 2023 and that the Dean of Learning and Teaching will work with the Senior Strategy and Policy Adviser (Academic Division) to finalise proposed new practices for moderation – both internal and occasional external moderation – as early as possible in 2024.

### **13. Convener's Business**



## **14. 2024 Meeting Dates**

To note  
that this is the final Senate hui in 2023, and

To note  
that the Senate will meet at 12:15 pm in the Council Chamber, with attendance via Zoom also welcomed, on the following dates in 2024:

- 28 February
- 27 March
- 24 April
- 29 May
- 26 June
- 31 July
- 28 August
- 25 September
- 30 October
- 27 November

## **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](mailto:academic.committees@otago.ac.nz)

**MINUTES OF A MEETING OF THE SENATE**

**25 October 2023**

**Present:** Acting Vice-Chancellor (Convener), Associate Professor A Alm, Professor A J Ballantyne, Professor I G Barber, Professor R J Barker, Professor J M Baxter, Dr F Beyer, Associate Professor S A Biggemann, Professor R J Blaikie, Professor P B Blakie, Professor C J Charles, Dr D S Clark, Professor T S Conner, Professor T D Cooper, J R Cushen, Associate Professor M Dawson, Associate Professor G C Dick, Professor W J Duncan, Professor F J Edgar, Associate Professor A D Eketone, Dr E Fehoko, Professor S E Griffiths, Professor L A Hale, Associate Professor E A Hargreaves, Professor N J Hughes, Professor C L Hulbe, Professor S J Jackson, Q D Jane, Professor C L Jasoni, Professor R A Kemp, Professor S M Knowles, Dr S W Lau, Associate Professor P M Lokman, Associate Professor N T Lucas, Professor K M Lyons, Associate Professor L J Machado, Professor J B Maclaurin, Associate Professor C J Marshall, Professor E A Matisoo-Smith, Professor B J McCane, Professor M J Miroso, Associate Professor A B Moore, Associate Professor C M Moy, Professor E L Nel, Professor D A Orlovich, Professor J F M Palmer, Associate Professor T G Patterson, Professor N F Pierse, Professor P C Priest, Professor J N J Reynolds, Professor A D Ritchie, Associate Professor K J Robertson, Associate Professor K R Ruckstuhl, Associate Professor D R Ruwhiu, Dr D Schumayer, Associate Professor D Sika-Paotonu, Professor G Sole, Professor L J Surgenor, A Taia, Professor R W Taylor, Professor M Thompson-Fawcett, Professor M A Thyne, Associate Professor S J Wakes, M Wall, Associate Professor S C Walton, K L Wells, Professor E H Wyeth

**In attendance:** M T Angel, M A Morgan, Professor I Oey, Dr J E Weaver, R K A White

**Apologies:** Professor R W Aitken, Associate Professor V R Anderson, Professor G D Baxter, Associate Professor M A Beres, Professor J M Bering, Professor P J Bremer, M E H Butts, Professor H R Campbell, Associate Professor A M Carr, S D Carrington, Professor P R Cooper, Professor B K Daniel, Associate Professor C Fraser, Professor N J Gemmell, J Gibson, Associate Professor A R Gorman, Associate Professor R W Greatbanks, Professor J B Halberstadt, J K J Hamilton, Associate Professor A J High, Associate Professor C M L Johnson, Dr V Kahui, Professor M A Kennedy, Associate Professor D N Kenwright, Associate Professor J R Kirman, Professor M D Lamare, E Lemalu-Eteuati, Dr G H Leonard, Professor W M M Levack, Professor B A Lovelock, Professor C A Marra, Professor S C Marshall, Dr R S Martin, Professor S P A McCormick, Dr P M O'Kane, Professor R J A P Peeters, Dr T L Perry, Associate Professor M A C Perry, Professor S G Pitama, Professor R Richards, Dr R M Schaaf, Professor B Schonthal, Professor L N Signal, Dr S J Stein, Professor W Sweetman, E F Taukolo, D J Thomson, Professor P P Vakaoti, Associate Professor S W Walker, Professor T J Wilkinson, S W Willis, Professor J Zhang

**Item 2**  
**For confirmation**

**1. Karakia Timatanga**

The Convener opened the hui with a karakia.

**2. Minutes**

The minutes of the Senate hui on 27 September 2023 were confirmed.

**3. Intimations from Council**

The Senate noted 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 (MApSc) to Food and Agriculture.

**4. Digital Learning Environment Review**

The Senate discussed and provided 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, *noting that:*

- *The Senate queried how implementation would be achieved for Recommendation 7 regarding formal recognition and acknowledgment of workload demands placed on staff to create and support a high-quality digital learning environment and noted that the implementation details are not yet confirmed but that resourcing staff to use new software will be important as the University makes plans for adopting new tools.*
- *The Senate noted that adopting a new learning management system (LMS) – as an example of potential new tools – could involve staff resourcing in areas such as ITS for implementation support and ongoing support for a new normal environment.*
- *The Senate queried rather Recommendation 1 regarding the development of a Transformational Plan that focusses on the digital learning environment implies a shift toward more virtual and online teaching than in the current environment and noted that while the University intends to implement the general thrust of the Review’s recommendation, there remains ample time for discussion on each particular point, which will tie in with forthcoming discussion across the entire University regarding a new Teaching and Learning Plan.*
- *The Senate queried where funding might come from to implement the Review’s recommendations and noted that a business case has been launched for a new LMS and that this would draw on strategic funding for business cases but that the earliest date a new LMS could be implemented is Summer School 2026.*
- *The Senate queried how consultation might take place around the adoption of new tools and whether staff in some areas might be compelled to use non-preferred tools and noted that while wide consultation is planned, updates are needed to how the use of digital resources is governed, which may include standardisation of tools and the use of non-preferred tools becoming necessary in some areas, but that this type of efficiency might be preferable to cost saving in other areas*

**Item 2**  
**For confirmation**

- *The Senate noted that consultation and decision-making processes for implementing the Review's recommendations would likely vary depending on the recommendation in question but general approaches may include reference groups, seeking feedback and contribution widely across the University, and seeking advice through the new Educational Network to be launched next year, with feedback and contributions directed to the Dean of Learning and Teaching also welcomed.*
- *The Senate expressed its appreciation to [REDACTED], Director of Distance Learning, for her efforts in enabling this Review.*

**5. University Rankings**

The Senate discussed 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 discussed what the University is doing and what all University staff could be doing to improve the University's ranking, *noting that:*

- *Rankings are a point of reference – often used a proxy for quality – for people wanting to come to the University to work or study, and as such, they have material consequences for the University.*
- *Indicators for areas such as academic reputation suggest that the University could be placed better in rankings than it currently is.*
- *The Senate hopes that promoting better awareness of rankings criteria will empower staff to engage in activities that may help improve the University's ranking.*
- *Karu Kai-nūkere, Ringa Pārongo | The Strategy, Analytics and Reporting Office (SARO) is working on initiatives to improve the University's ranking, and staff are encouraged to respond to messages from SARO requesting contact information for overseas colleagues and provide information for those colleagues most likely to complete surveys from ranking agencies, such as those with whom University staff have longstanding and engaged relationships.*
- *The Senate acknowledged the importance of being connected and engaged with international colleagues to promote the University's academic reputation.*
- *The Senate suggested that it could be beneficial to have a cross-area group beyond SARO investigating how the University might improve its ranking, noting that SARO will be looking to restart a cross-functional group looking at rankings next year.*
- *Academic reputation is the largest component of rankings where the University has scope to improve.*
- *The University cannot take for granted that excellent teaching and research activity will translate to strong rankings and must take steps to actively promote its strengths to ensure that rankings reflect this excellence.*
- *While the University's score in rankings systems has improved over the past decade, some other institutions have improved faster, creating a slow relative slide in the University's ranking.*
- *Other Australasian universities have also experienced relative drops in rankings as a number of universities in the Asian and Southeast Asian regions have risen, aided by strong investments from some governments.*
- *The University's slow relative decline in rankings has had an impact on international student recruitment, but at this stage, it is affecting the overall calibre of student cohorts attracted to the University rather than the quantity of students coming to the University.*
- *While a ranking around the 200-mark globally is still strong, falling out of the top 200 is an inflection point that makes it more difficult to recruit outstanding international students, such as those on scholarships, though it is not yet impacting the overall number of international students the University is able to recruit.*

## Item 2 For confirmation

- *Staff are encouraged to actively promote the University and build networks in order to help strengthen the University's academic reputation while working on other business, such as memoranda of understanding, international partnership, conferences, research and study leave activities, etc.*
- *The Senate heard that some institutions take a very proactive focus on rankings, hiring consultants and making rankings performance a key priority for their Vice-Chancellor or equivalent.*
- *The Senate heard suggestions that income and grants might not always be the best ways to measure research success and that the University should consider whether investing more support to researchers might produce a beneficial return on investment while enhancing the University's reputation.*
- *The Senate advised that further kōrero should take place on this issue at the Senate hui scheduled for February 2024.*
- *The Senate requested that the criteria for the Quacquarelli Symonds World University Rankings and the Times Higher Education World University Rankings be distributed with these minutes (copied below and attached).*

### QS Rankings

- 30% academic reputation (by survey)
- 20% citations per faculty (Scopus)
- 15% employer reputation (by survey)
- 10% faculty: student ratio
- 5% each - % international faculty, % international students, international research network, employment outcomes, sustainability.

### THE Rankings

- 30% Research Quality (citations 15%; research strength, excellence, and influence each 5%).
- 29% Research environment (reputational survey of academics 18%, research income/academic staff member 5.5%, publications/academic staff member 5.5%).
- 29.5% Teaching Quality (reputational survey of academics 15%, staff: student ratio 4.5%, institutional income/academic staff member 2.5%, doctorates awarded to academic staff ratio 5.5%, Doctorates awarded to bachelors awarded ratio 2%).
- 7.5% International outlook (2.5% each to international staff, international students, and internationally co-authored papers).
- 4% Industry (2% each to industry income and patents).

## 6. Research Committee

The Senate received and discussed the minutes of a meeting of the Research Committee on 20 September 2023, *noting that:*

- *Staff were encouraged to engage with items going out for the 2026 Performance-Based Research Fund (PBRF) round as this is an opportunity for staff to influence panels in their discipline areas.*
- *Following the encouragement around PBRF, the remaining kōrero focussed on research themes and strategy.*
- *With the top-level domains in Vision 2040 and Pae Tata having been set by Council, the task for Senate and the wider University would be to implement those domains in way that works for Otago.*

## Item 2 For confirmation

- *Staff from a variety of areas across the University – including Karu Kai-nūkere, Ringa Pārongo | The Strategy, Analytics and Reporting Office (SARO), PBRF, Ngā Whare Whakamārama o Te Whare Wānanga o Ōtākou | the University of Otago Library, and Te Tari Rangahau me te Hinonga | the Research and Enterprise Office (R&E) – have been working on a tool to increase visibility of the research taking place across the University in certain areas.*
- *There was acknowledgement that the generic identification of research areas and impact would be a shortcoming of such a tool, and as such, it would only be one means of informing decisions on research.*
- *The Senate heard that identifying areas of Divisional research strength could be a means of advertising these strengths and promoting the work of the University.*
- *There was acknowledgement that funding is not the principal proxy of research success and that large international journals may not be best venues for Aotearoa-specific areas.*
- *The University will continue its aim of being the strongest university in Marsden Fund performance, which entails highlighting individual research efforts.*
- *The Senate heard voices disagreeing with the concept of having identified areas of research strength, particularly as a means of guiding where staff should focus research efforts or guiding where the University should focus support for research.*
- *The Senate heard expressions of wariness about having a research strategy set by University leadership prior to achieving support and buy-in from the wider staff around what the strategic direction should be as this might limit the potential of the research strategy to receive staff support and achieve effective implementation in future.*
- *The Senate heard concerns that a research strategy outlining areas of research strength could have a negative impact on intellectual curiosity and researchers' and departments' abilities to inform research directions.*
- *The Senate suggested that any work to align research with government priorities might be premature until the priorities of the incoming government become clear.*
- *The Senate heard concerns that a focus on applied research could exclude staff conducting research around fundamental tools and other fundamental areas of knowledge.*
- *The Senate queried what evidence might exist to support the idea that the research strategy outlined in Pae Tata would be beneficial to the University and suggested that more information could be provided on why the University should adopt this research strategy and what benefits might be expected.*
- *The Senate queried why the identification of research strengths was occurring at the divisional level rather than the departmental/school/programme level.*
- *The Senate suggested that previous and current areas of research strength might not always indicate potential future areas of research strength.*
- *The Senate suggested that further discussion both at Research Committee and at Senate should take place around the research strategy.*

## 7. 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](mailto: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

**Item 2**  
**For confirmation**

- 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
- Ecology Programme, 2-4 October 2023

Upcoming reviews

- 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**

The Senate

**RECOMMENDED** 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 had been previously endorsed by the Scholarships and Prizes Committee and by the Acting Vice-Chancellor, with the support of the Senior Leadership Team

**RECOMMENDED** 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

**NOTED** 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**

The Senate received the minutes of a meeting of the Committee for the Advancement of Learning and Teaching on 28 September 2023.

**10. Library Services Committee**

The Senate received the minutes of a meeting of the Library Services Committee on 11 October 2023.

**11. Board of Undergraduate Studies**

The Senate received the minutes of a meeting of the Board of Undergraduate Studies on 4 October 2023, and

**NOTED** 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

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

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

- Data Science major subject



**12. Board of Graduate Studies**

The Senate noted 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

**RECOMMENDED** 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)

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

**13. Convener's Business**

The Convener acknowledged the University's grief at the loss of Emeritus Distinguished Professor Richie Poulton and advised that a memorial would take place on 8 December 2023.

The Convener noted the recent unveiling of the new pou whenua situated on the lawn between the St David lecture theatre complex and the Ōwheo Water of Leith.

The Convener advised that Te Rangihīroa College - The University's first new purpose-built residential college in more than 50 years – would be blessed and opened on 27 October 2023.

**14. Date of Next Meeting**

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

Noted 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**

The Convener closed the hui with a karakia.



## MEMORANDUM/MANATU

TO/KI A: University of Otago Senate  
FROM/NĀ: Equity Advisory Committee  
DATE/TE RĀ: 15 November 2023  
SUBJECT/TE KAUPAPA: Equity and Diversity Strategic Framework and Action Plan

### Recommendation

The Equity Advisory Committee recommends that the Equity and Diversity Strategic Framework be updated as proposed in the attached draft, as required by regular policy review, and to include a comprehensive Action Plan.

### Context

The University's current Equity and Diversity Strategic Framework and Policy were supported by Senate and adopted in 2017. The ED Framework stands alongside the Māori and Pacific Strategic Frameworks. This relationships-based approach recognises both the specific status of Māori and Pacific Peoples in the University and the intersectional nature of many equity challenges. Since then, Ti Kōuka the Sustainability Strategic Framework has taken its place alongside the other frameworks, expressing the University's support of equitable practice across all areas of activity.

The Equity and Diversity Framework and its accompanying Policy require an Equity and Diversity Action Plan. The updated Equity and Diversity Strategic Framework presented here includes that Plan.

### Updated Framework and Action Plan

Equity is a lens applied to all aspects of University activity, asking questions like: how is access expanded, how are diverse identities and life experiences recognized and empowered; how is injustice addressed; who will be helped; and who might be harmed? Equity seeks to identify and remove barriers where they exist, to create and support processes and practices that are safe, non-disabling, and empowering for diverse students and staff. Equity planning and action promote social accountability and justice.

The updated Framework and new Action Plan presented here for discussion

- Embed the Guiding Principles of *Vision2040*, including the principle of Social Accountability, and provide means by which priorities in *Te Pae Tata Strategic Plan to 2030* may be met.
- Support focus areas identified in the *Learner Success Plan 2023-2030* Pathway to Impact.

## Item 4 For consideration of endorsement

- Address recommendations of the *Review of Employment Related Processes*, 9 of which were regarding equity.
- Facilitate access to Horizons Europe funding. Horizons Europe requires awardees to have a “gender equity plan”, dedicated resources and expertise to implement the plan, equity specific training for staff and decision-makers, equity-aware recruiting and progression.

The Action Plan encompasses all areas of University activity and articulates a coordinated approach that includes students, staff and University visitors. Its outcomes and the means to achieve them are organized in three interwoven strands:

- Create Opportunity: promoting equitable access and opportunity for students and staff;
- Grow Capability: developing the knowledge and skills to support that work; and
- Build Knowledge: understanding the experiences of our diverse University community and the benefits of equity action.

### Best Practice

The proposed Action Plan supports best practice as identified in the research literature, translated to the Otago context<sup>1</sup>.

- Establishes a formal plan including monitoring and accountability.
- Enhances equity reporting and initiates coherent equity analysis of information already gathered by the University.
- Expects University leaders to be knowledgeable about challenges, solutions, and progress.
- Expects University staff to develop their knowledge and capability in all areas of equity, diversity and inclusive practice.
- Empowers an independent equity critique and equity voice, through the establishment of a strategic Equity Director role.
- Facilitates coordination and collaboration across University campuses, ensuring that equity action is efficient and effective.

### Equity Advisory Committee

The Terms of Reference for the Equity Advisory Committee have been updated, as attached, to address strategic and leadership needs within all three strands of the Action Plan. This distributed leadership approach can work well in Otago’s organizational structure, provided all members of the EAC are empowered within their respective Divisions and are able to engage with leaders, staff and students at various levels. With this in mind, committee membership is expanded and pathways for nominations are vested in a wider range of leaders and groups than in the past.

Equity leadership in operational matters has long been provided by the Head of Organisational Development and the Human Resources Equity and Diversity Manager. Strategic and cross-cutting equity leadership is not well established and the new Terms of Reference and expanded Membership of an empowered Committee provide a way forward.

---

<sup>1</sup> For example, Mousa *et al.*, 2021, *EClinicalMedicine*, Advancing women in healthcare leadership: A systematic review and meta-synthesis of multi-sector evidence on organisational interventions.

## Consultation

Three major revisions of the Action Plan have been consulted on widely by the Equity Advisory Committee since 2017. Plan objectives, organization and content have evolved continuously in response to changes in Committee membership, our monitoring of developments in similar plans at other universities, and engagement with different stakeholder groups at Otago. The current “three strands of action” organisation of the Plan benefitted specifically from extensive feedback from OUSA in 2021 and an Equity Advisory Committee lifecycle-equity mapping activity in 2022 led by Zoe Bristowe (then in Kōhatu Centre for Hauora Māori) and A/Prof Vivienne Anderson, following the Culture Review Report that year. Themes arising from consultation on the Action Plan in its current form are summarized below.

Compass Project	Co-sponsorship of the plan; emphasis on alignment with culture aspects and on a strong reporting framework
Office of Māori Development	Relative priority of a possible equity leadership role; composition of the Equity Advisory Committee; anti-racism stance expressed in the plan
Pacific Development Office	Culturally responsive and safe policies and procedures; correct size and scope of equity leadership roles
Disability Information and Support	Kia Ōrite in the student space; emphasis on disability in the Learner Success Plan and Te Pae Tata
Senior Advisor, Learner Success Plan	Well-aligned; Care Leaver students as a group with specific challenges
Health, Safety and Wellbeing Office	Importance of intersectional perspective; individuals who crossover between student and staff roles; equity matters associated with critical incidents; training opportunities
International Student Services	Part 6 of the Pastoral Care Code; diversity of the international student cohort; empowerment to express cultural identity in a safe and supportive environment, leadership, autonomy & to contribute to campus culture; consultation mechanisms; definition of “student”; students with temporary visa status as a vulnerable group
Postgraduate Research School Dean & Deputy Dean	Intersectionality in the postgraduate student cohort; definition of “student”; students with temporary visa status as a vulnerable group; postgraduate students with disabilities; diversity in the disability community; older and returning students
OUSA Welfare and Equity Representative	Broadly supportive of updates since 2021, when feedback prioritised justice and accountability & limitations of integrating TES language
ALDP	EAC Term of Reference to provide evidence-based advice regarding professional development activities; supportive of the evidence, progress, reflection approach that underpins the different indicators; improvements to leadership terminology; noted collective work to set metrics and goals

**Item 4**  
**For consideration of endorsement**

**Comparators**

While approaches vary, other Universities demonstrate their commitment to equity, diversity, and inclusivity through a combination of engaging and informative websites, action plans, reporting, leadership roles, advisory committees, and in some places, diversity targets. Overview data for other universities in Aotearoa New Zealand and the Matariki Network are included here.

	<b>Auckland</b>	<b>Victoria</b>	<b>AUT</b>
<b>Leadership Roles and Groups</b>	Roles <ul style="list-style-type: none"> <li>• PVC Māori</li> <li>• PVC Pacific</li> <li>• PVC Equity</li> <li>• Associate Deans Equity (10)</li> <li>• University Equity Leadership Committee</li> <li>• Associate Director Staff Diversity, Equity and Inclusion (HR)</li> <li>• Diversity, Equity and Inclusion Experience Lead (HR)</li> <li>• Manager, Student Equity (Campus Life)</li> </ul> Networks <ul style="list-style-type: none"> <li>• Equity Action Network</li> <li>• Rainbow Networks</li> <li>• Disabilities Network</li> <li>• Disability Action Plan Reference Group</li> <li>• Student Equity Stakeholder Group</li> </ul>	Roles <ul style="list-style-type: none"> <li>• DVC Māori</li> <li>• EDI steering Group with 2 co-chairs and 10 members</li> </ul>	Roles <ul style="list-style-type: none"> <li>• PVC Māori Advancement</li> <li>• PVC Pacific</li> <li>• Diversity committee in all Faculties</li> <li>• Centre for Refugee Education</li> </ul>
<b>Public-facing Reporting</b>	<ul style="list-style-type: none"> <li>• Equity Demographics</li> <li>• Gender Pay Gap</li> <li>• Equity Review Report, Annual Plan, Annual Report, Equity Profile</li> </ul>		<ul style="list-style-type: none"> <li>• Equity Demographics (staff &amp; student gender)</li> </ul>
<b>Governance documents</b>	<ul style="list-style-type: none"> <li>• Equity Policy</li> <li>• Equity Guidelines</li> <li>• Achievement Relative to Opportunity Policy and Procedures</li> <li>• Staff with Disabilities Policy</li> <li>• Undergraduate Targeted Admission Schemes Policy and Procedures</li> </ul>	<ul style="list-style-type: none"> <li>• EDI Framework</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity Strategy &amp; Action Plan + Roadmap</li> </ul>

**Item 4**  
**For consideration of endorsement**

	<b>Canterbury</b>	<b>Massey</b>	<b>Durham University</b>
<b>Leadership Roles and Groups</b>	Roles <ul style="list-style-type: none"> <li>• Executive Director Māori, Pacific and Equity</li> <li>• Equity Reference Group (25 members)</li> </ul>	Roles <ul style="list-style-type: none"> <li>• DVC Māori</li> </ul>	Roles <ul style="list-style-type: none"> <li>• PVC EDI</li> <li>• Head of EDI (practitioner)</li> <li>• EDI Senior Manager</li> <li>• EDI Lead (Race and Religion/Belief)</li> <li>• EDI Lead (3)</li> <li>• EDI Policy Officer</li> <li>• Community Liaison Lead (Race and Ethnicity)</li> <li>• Respect Oversight Group</li> </ul>
<b>Public-facing Reporting</b>			<ul style="list-style-type: none"> <li>• Diversity Pay Report</li> <li>• Diversity Self-Identification Survey Report</li> </ul>
<b>Governance documents</b>	<ul style="list-style-type: none"> <li>• Equity and Diversity Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Pūrehuroatanga (priority learner groups)</li> <li>• Disability and Inclusion Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Equality Diversity and Inclusion Policy</li> <li>• Bullying and Harassment Policy</li> <li>• Staff Concerns Policy</li> <li>• Gender Identity Policy</li> <li>• Trans and Intersex Inclusion Policy</li> <li>• Equality Objectives 2020 – 2024</li> <li>• Race Equality Charter</li> <li>Athena Swan Charter</li> </ul>

**Item 4**  
**For consideration of endorsement**

	<b>Queens University</b>	<b>Western Australia</b>	<b>Dartmouth</b>
<b>Leadership Roles and Groups</b>	<p>Roles</p> <ul style="list-style-type: none"> <li>• Deputy Provost (Academic Operations and Inclusion)</li> <li>• Human Rights and Equity Office (with a staff of 17)</li> <li>• Inclusion and Anti-Racism Advisor</li> <li>• Educational Developer, Anti-Racism, and Inclusion</li> <li>• University Council on Anti-Racism and Equity (UCARE)</li> <li>• Coalition against Racial and Ethnic Discrimination (QCRED)</li> </ul> <p>Networks</p> <ul style="list-style-type: none"> <li>• Women's Employee Network</li> <li>• Social Issues Commission</li> </ul>	<ul style="list-style-type: none"> <li>• Pro Vice-Chancellor Indigenous Education</li> </ul>	<p>Roles</p> <ul style="list-style-type: none"> <li>• Senior Vice President and Senior Diversity Officer</li> <li>• Vice President for Culture, Belonging, and Strategic Engagement</li> <li>• Senior Director of Inclusive Culture</li> <li>• Director of Strategic Operations</li> <li>• Programme Coordinator</li> <li>• Director of Assessment and Evaluation</li> <li>• Student Advisory Group</li> <li>• Board DEI Working Group</li> <li>• Diversity Advisory Council</li> <li>• Internal Oversight Board</li> <li>• DEI Oversight Board</li> <li>• Alumni Advisory Council</li> </ul>
<b>Public-facing Reporting</b>	<ul style="list-style-type: none"> <li>• Human Rights and Equity Office Annual Report</li> </ul>		
<b>Governance documents</b>	<ul style="list-style-type: none"> <li>• Educational Equity Policy</li> <li>• Employment Equity Policy</li> <li>• Diversity and Equity Assessment and Planning (DEAP) Tool</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity, Equity and Inclusion Strategy 2022–2025 including Action Plan with KPIs and Accountabilities</li> <li>• Indigenous Strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Toward Equity: Aligning Action and Accountability Strategic Plan (including Divisional goal-setting)</li> <li>• Nondiscrimination and Anti-Harassment Policy and Resolution Procedures</li> </ul>



*Te Rautaki Arara Tōkeke*  
Equity and Diversity  
Strategic Framework

Action Plan 2023-2030



# Strategic Framework



# Introduction | Kupu Whakataki

Te Whare Wānanga o Otāgo | University of Otago, guided by the principle of social accountability, is committed to a culture of excellence in equity, diversity and inclusive practice. We aspire to be a community recognised for our commitment to social justice, in which all students and staff are supported to achieve to their fullest potential in safe and welcoming environments free from discrimination. The Equity and Diversity Strategic Framework articulates this commitment.

The University considers diversity to be a precondition for, and indication of, a flourishing intellectual culture that enables transformative teaching and learning experiences. It is a vital component of the freedom of discourse that underpins our institutional role as critic and conscience of society. Recognising the historical and ongoing marginalisation and discrimination faced by some members of our community, we consider anti-racism and equity action as necessary to realising the benefits of diversity and inclusivity for everybody.

The University's engagement with equity and diversity has broadened over time. Today, equity and diversity encompass multiple, intersecting attributes of the individual, including age, ethnicity, culture, disability, gender and gender identity, marital status, political opinion, religious belief, sexual orientation, socioeconomic status, and Māoritanga and Iwitanga, among other things.

The University recognises Māori students and staff as tangata whenua and embraces Te Tiriti o Waitangi partnership in all of its activities, including equity action. This is expressed in Otago's Māori Strategic Framework.

The University recognises the special status of Pacific Islands staff and students and expresses this through its promotion of Pacific aspirations. This is expressed in Otago's Pacific Strategic Framework.

Ti Kōuka, the University's sustainability strategic framework, embraces sustainability in its broadest terms, including interrelated aspects of sustainability across social, environmental, and economic domains.

The University understands that equity and diversity will continue to evolve as Aotearoa New Zealand society evolves. This progress will entail new challenges to the status quo and will require the University to both accommodate change within its own domain and to lead the way for others. Operating from an evidence base, the University will adapt and respond meaningfully to new equity and diversity circumstances as an expression of the integrated vision, cultural commitments, guiding principles and strategic imperatives established in Vision 2040.

# Context | Te Horopaki

The University of Otago has high-level legal obligations around equity and non-discrimination under the provisions of Te Tiriti o Waitangi, the New Zealand Bill of Rights Act 1990, the Human Rights Act 1993, the Employment Relations Act 2000, and the Education and Training Act 2020, among others. It has a Government-mandated responsibility to provide barrier-free access to safe, inclusive learning environments within a tertiary education system that works for all learners.

Vision 2040 sets the University's course to be a Te Tiriti o Waitangi led organisation, guided by principles of social accountability, academic freedom, community and partnership. Pae Tata Strategic Plan to 2030 articulates priority areas and actions required to realise this vision. The means to improve education outcomes for priority groups are set out in our Learner Success Plan.

The Equity and Diversity Strategic Framework provides a cross-cutting context for policies and plans that express the University's commitment to excellent equity practice in all of its activities.



# Vision | Te Pae Tawhiti

The University of Otago promotes and upholds equity in its processes and values the individual differences that enrich its community. The University acknowledges and aims to eliminate structural inequities wherever they exist, recognises equity and diversity as integral to its strategic goals, and seeks to provide an accessible, safe, respectful and welcoming environment in which all students and staff are supported towards achieving their full potential.

# Guiding Principles | Mātāpono Arataki

The University expresses its high-level commitment to equity and diversity through the following guiding principles:

- The University recognises Māori as tangata whenua and is committed to meaningful, respectful and enduring partnership in accordance with Te Tiriti o Waitangi.
- The University is committed to social accountability and anti-racism, and to identifying and dismantling barriers faced by members of marginalised communities.
- The University aims to support an accessible, safe, respectful and welcoming environment for all members of its community and recognises its role in enabling and co-creating that environment.
- The University values equity and diversity and opposes all forms of discrimination on the basis of individual attributes.
- The University's equity and diversity objectives are achieved through self-assessment, action, reporting and shared accountability at all levels of the organisation, as set out in an Action Plan.
- The University will fulfill its legal obligations under all relevant national laws and adhere to UN declarations and conventions on human rights.

# Equity Groups

The University of Otago formalises its commitments to Māori and Pacific Islands staff and students in its Māori Strategic Framework and Pacific Strategic Framework.

The University Equity and Diversity Policy recognises the following equity groups:

- Students and staff with lived experience of disability
- Students who are first in their family to attend university
- LGBTTIQA+ students and staff
- Students from low socio-economic backgrounds
- Students and staff from migrant or refugee backgrounds and those whose first language is not English
- Women where there are barriers to access or success

## Definitions

**Anti-racism:** Individual and organisational action to identify, understand the origins of, respond to, and eliminate racism and the systems and structures that give rise to and perpetuate it.

**Equity:** Fair treatment, access, participation, opportunity and advancement in every stage of education or career. **Diversity:** Recognition of and respect for the differences among individuals and groups.

**Equity outcomes:** Measurable results of equity strategies, policies, plans, and actions.

**Inclusivity:** Ensuring equitable access and opportunity and resources for people who might otherwise be excluded or marginalised.

**Inclusive practice:** Individual and organisational review, co-development and implementation of procedures and processes to eliminate biases and accommodate difference.

**Intersectionality:** The ways in which different aspects of an individual's identity interact within systems characterised by inequality.

**LGBTTIQA+:** Lesbian/gay, bisexual, transgender, takatāpui intersex, questioning and/or queer, asexual, +.

**Microaggressions:** Commonplace verbal and non-verbal actions that subtly, and often unintentionally, express hostile or negative attitudes toward members of marginalized groups.

**Non-disabling:** An environment free of the barriers in society that disable people with impairments.

**Social justice:** The promotion of full and equal participation and access to resources for members of all groups, including co-development of interventions that address past and disrupt ongoing sources and systems of exclusion and discrimination and disadvantage, and that empower people who might otherwise be excluded or marginalised.

**Students:** The University student body includes undergraduate, postgraduate, domestic, international, exchange, distance, visiting, part-time and full-time students.



# Action Plan

# Three strands of action

The University of Otago's Equity and Diversity vision is clear. We are committed to anti-racism and equity action, and to the co-creation of learning and working environments in which all students and staff are supported towards achieving their full potential. We recognise that forms of inequality are mutually reinforcing, and must therefore be addressed simultaneously.

All members of the University community have a role in creating the culture of equity necessary for realising the University's strategic imperatives. This requires University leaders who are committed to action. The Equity Office and Equity Advisory Committee are committed to working collaboratively with University leaders and stakeholder groups to monitor progress and report annually regarding the Actions and Outcomes of this Plan.

This Plan comprises three interconnected strands of practical action that together promote opportunity, engagement and wellbeing for all while supporting individuals to develop their own knowledge and skills. Aligned with the Equity and Diversity Policy, the three strands require self-examination, monitoring and reporting so that challenges can be identified, solutions can be developed and applied, and progress can be recognised and celebrated.

## 1. Create Opportunity

The University improves access for diverse and under-represented groups by ensuring that processes are equitable and by fostering safe and welcoming campus culture and environments. To be successful we must grow our equity capability and build knowledge about ourselves and about the barriers faced by members of our community.

## 2. Grow Capability

The University actively supports staff and students to develop competence and confidence in multicultural contexts and to understand the meaning and importance of Te Tiriti o Waitangi and biculturalism in Aotearoa New Zealand. The University works with staff to develop the knowledge and skills required to uphold equity, diversity and inclusivity in teaching, mentoring and managing diverse students and staff.

## 3. Build Knowledge

The University identifies and understands barriers faced by members of equity groups within its community so that they may be dismantled. Staff and students are knowledgeable about the benefits and responsibilities of sustaining a culture of equity.

# 1. Create Opportunity

## Benefits

Promoting equity, diversity and inclusive environments and practices enhances our ability to recruit and retain talented staff and students. It allows the University to benefit from the full talent of our staff and empowers students and staff to achieve to their fullest potential. It enhances our ability to uphold our own policies, to meet obligations under the Employment Relations Act 2000, the Education and Training Act 2020 and Te Tiriti o Waitangi.

## Outcomes

- Students from diverse backgrounds feel welcomed, safe and valued as part of the University community and report satisfaction with their university experiences.
- Students and staff from diverse backgrounds are empowered to participate fully in the life of the University, access appropriate support, express their own cultures and identities, and contribute to the development of our unique University culture.
- Systems and structures that lead to exclusion and marginalisation are recognised, addressed and eliminated in all areas of university activity.
- The University of Otago is a non-disabling<sup>1</sup> environment for study and work.
- Students see their diversity reflected in University staff.
- Workplace satisfaction, productivity and engagement are enhanced.
- Staff see their diversity reflected in University leadership and committee membership.

## Actions

- Review new and update existing policies, procedures, guidelines, and associated processes to ensure alignment with equity-directed policies and guidelines<sup>2</sup>.
- Ensure equity best practices are applied in all university recruiting, review and promotion processes by providing resources and requiring training<sup>3</sup> for all staff involved in such processes.
- Identify structural barriers experienced by members of the University community, develop affirmative actions to remove barriers and monitor progress using relevant measures of staff and student satisfaction and demographics data<sup>4</sup>.
- Focus areas to 2030 include:
  - Ensure equity data is accessible and used to inform all aspects of staff and student recruitment and support, in accordance with the University EEO Data Collection Procedure.
  - Initiate an equity and diversity reporting system to ensure Senior Leaders are knowledgeable about equity matters broadly and about equity data in their areas of leadership specifically.
  - Ensure that the rights of students and staff with diverse lived experience of disability are upheld to support their wellbeing, autonomy, access and participation in all areas of University activity, including decision-making and leadership.
  - Enact the Kia Ōrite<sup>5</sup> Code of Practice.
  - Coordinate support for Students from Refugee Backgrounds, including English language proficiency and targeted academic support where need is demonstrated.
  - Ensure that the unique needs of international students are recognised and understood in order to support their wellbeing, access, autonomy, participation and success.



## 2. Grow Capability

### Benefits

Supporting university staff and students to understand the systems and sociocultural contexts that affect the experiences of all people in our society underpins social accountability. It enables our staff and students to engage and contribute meaningfully to local, regional, national and global advancement. As we develop our individual and collective capability, we will see the benefits of improved job satisfaction, productivity and engagement. Satisfaction with campus experiences will improve and students from diverse backgrounds will feel safe, welcome and empowered to succeed. The University's academic and operational divisions will be enabled to enact and promote best practices to ensure equitable outcomes.

### Outcomes

- The University promotes and upholds equity in all of its processes.
- University staff and students develop the knowledge and skills to engage with diverse individuals and communities.
- University staff are able to recognise barriers that reinforce and contribute to ongoing inequity, and are empowered to find and implement solutions
- Recruitment, progression and professional development practices are affirmative and enabling.

### Actions

- Empower equity Leadership in all University Divisions
  - The University Manager for Equity, Diversity and Inclusion provides operational equity leadership, support and advice to University leaders.
  - The Equity Advisory Committee initiates and receives annual reports, facilitates communication and provides advice on equity matters in all University Divisions.
  - The OUSA Welfare and Equity Representative provides information and advice to other University leaders on equity matters, including via membership in the Equity Advisory Committee.
- Review and update all job descriptions to ensure responsiveness to the Māori Strategic Framework, Pacific Strategic Framework, Equity and Diversity Strategic Framework, and Ti Kōuka.
- Create and implement a professional development programme in which staff develop the knowledge, skills and competencies necessary to recognise and address racism, sexism, microaggression and overt forms of prejudice in safe and constructive ways.
- Ensure that all staff have access to and participate in anti-racism, equity, diversity, and inclusive-practice related learning opportunities<sup>1</sup> alongside and connected with te ao Māori-focused and Pacific-focused professional development.
  - Staff development review tools are updated to reflect this expectation.

---

<sup>1</sup> Opportunities to develop cultural knowledge and inclusive practices are available to permanent, fixed term and hourly employees, via Induction programmes, ALDP, L&D, HEDC, Divisional initiatives, academic papers and external providers.

**Item 4**  
**For consideration of endorsement**

- Managers and staff work together to set goals and report activity in regular development reviews.
- The objectives and importance of the Māori Strategic Framework, Pacific Strategic Framework, Equity and Diversity Strategic Framework and Tī Kōuka are introduced and discussed during onboarding of new staff, and induction of visiting scholars and external partners. Participants in onboarding and induction processes acknowledge their obligations under these and other University policies and procedures.
- Ensure that students have diverse opportunities to develop cultural knowledge and inclusive, culturally safe practice via university-led and student-led initiatives<sup>2</sup>, including those specific to their course of study.
- Facilitate opportunities for students to develop the knowledge, skills and competencies necessary to recognise racism, sexism, microaggression and overt forms of prejudice, as to be able to seek support for themselves and their peers.
- Review and update University Equity related websites and pages to reflect current best practice and University equity initiatives.

---

2 Opportunities include those facilitated by halls of residence, academic Departments, Te Whare Tāwharau, and OUSA.



# 3. Build Knowledge

## Benefits

Achieving our equity and diversity Vision requires the University to be knowledgeable about itself, about the experiences of its staff and students and about progress toward equitable access and outcomes for equity groups, for Māori and for Pacific Islands staff and students. Enabled by this knowledge, the University will be able to design, implement and monitor actions to support staff development.

## Outcomes

- University leaders are knowledgeable about staff and student demographics, equity challenges, and strategies for progress.
- University staff are knowledgeable about equity, diversity and inclusive practice and are engaged in upholding the Equity and Diversity Policy and achieving the Outcomes outlined in this Action Plan.
- Students are empowered to engage with University processes, and to advocate for themselves and for others.

## Actions

- University Divisions integrate Equity and Diversity into their Strategic Plans, monitor progress, and report on these via
  - Division-wide forums
  - Standardised reporting to Divisional EAC representatives.
- Develop stronger consultation mechanisms through which staff and students with disabilities feel empowered to disclose challenges and find solutions.
- Develop stronger consultation mechanisms through which diverse international students feel empowered to disclose challenges and find solutions.
- Ensure that all staff involved in student and staff recruiting activities have ready access to and use University-reported demographic data for planning and managing processes.
- All internal and academic reviews administered by Quality Advancement require reporting on equity goals, achievements, and practices, including student and staff recruiting, teaching, mentoring and managing staff. Review committees provide feedback, commendations and recommendations on these.
- Internal communication channels are used to raise awareness of equity challenges and opportunities for improvement, to set expectations for and explain the benefits of meeting those challenges, and to celebrate successes.

# Monitoring and Accountability

To realise the Outcomes of this plan, the University must be proactive and transparent in gathering, analysing and reporting data that allow us to identify and dismantle barriers, monitor progress, celebrate success, and share accountability. Everybody in the University community has a role in creating a culture of equity.

## Leadership

- University leaders<sup>1</sup> participate in equity and diversity planning in their respective areas of responsibility and empower others to enact those plans.
- Leaders of University Divisions report annually to the Equity Advisory Committee (EAC) and to Divisional staff on
  - Equity and Diversity objectives, actions and achievements within Divisional Strategic Plans
  - Student and staff demographic data and trends, including representation, and qualification completion
  - Pay Equity and Pay Gap measures and strategies
  - Equity and diversity themes emerging from staff and student surveys
  - Emerging challenges and strategies to address the using a standard reporting template.
- The EAC monitors progress via Divisional reporting and other communication channels, and reports annually to the Vice Chancellor on equity challenges, strategies, and progress.
- Consistent and comprehensive equity data and analysis across all University Divisions, is provided to internal and external stakeholders as appropriate.

## Practice

- The Manager for Equity, Diversity and Inclusion provides equity-oriented policy review via membership in the Policy Management Group, and facilitates consultation with the EAC when needed. Equity-oriented policy updates are reported annually.
- All staff report on their participation in equity, diversity, inclusive practice, te ao Māori-focused and Pacific-focused professional development as a regular part of annual and biennial staff development reviews.
- Providers of Development Programmes report annually to the EAC on staff participation in equity, diversity and inclusive practice development activities.
- Performance goals to participate in equity, diversity and inclusive practice development activities are set via annual and biennial development reviews, and participation rates are reported via Divisional equity reporting processes.

---

<sup>1</sup> Members of the Senior Leadership Team, Directors, Heads of Departments, Deans, Heads of Programmes, and Associate Deans as appropriate to their roles.

## **Item 4**

### **For consideration of endorsement**

- Access rates for University web pages promoting equity, diversity and inclusive-practice are tracked and reported annually.
- Evidence of best-practice training is required for staff participating in appointment, review and promotion panels. Heads, Managers and Divisional HR Managers work together to uphold this requirement and report annually to the Equity Office.

#### **Data**

- The University Strategy, Analytics and Reporting Office, in collaboration with the University Equity Office, reports annually on
  - Staff Equity Demographics
  - Staff Pay Equity and Pay Gaps
  - Student Equity Demographics
- Student Equity Demographics. Student and staff demographic data is presented by Divisional leaders (PVCs, DVCs and Directors) and discussed at Divisional and University-wide forums. Analysis includes staff progression and qualification completion rates.
- Summary Annual Staff and Student Demographics report is published and accessible online.
- Pay Equity and Pay Gap analysis is published annually and accessible online.
- New means are developed to gather information and report on student and staff experiences of classroom and campus equity climate in ways that protect safety and anonymity, including student opinion surveys, staff values surveys and sensitive event disclosures.

#### **Barriers**

- University leaders consult with the EAC Divisional representatives and report annually in staff forums on equity barriers and measures taken to reduce them.
  - Members of the EAC provide regular communication to their respective Divisions on best practices and emerging issues.
  - Equity themes arising in staff Exit Interviews are identified and reported to the EAC by Divisional HR managers, as appropriate, via the Equity Office.
  - Equity themes arising from Student Opinion and Graduate Opinion Surveys are identified as a routine part of Quality Advancement survey reporting to Departments, EAC Academic Division representatives and the OUSA EAC representative. PVCs and DVC-A monitor progress and report in appropriate forums.
  - Challenges encountered by staff with impairments are identified, addressed and reported to the EAC by Divisional HR Managers and the EAC Operations Division representative.
- Staff with disabilities report satisfaction with consultation and responsiveness during performance reviews and biennial Staff Values survey.
- Qualification completion rates are equivalent for students across all demographic groups.
- Students and staff reporting positive experiences of campus equity climate increases while number reporting negative experiences declines.

### **Equity Advisory Committee Terms of Reference (updated)**

- To promote and monitor progress within the University Equity and Diversity Strategic Framework, Action Plan and Policy.
- To provide informed guidance and advice on the development of evidence-based resources to support the growth of capability through a range of professional development activities.
- To act as an approved conduit for receiving and reviewing information and initiating next appropriate steps including
  - to raise matters pertaining to equity to the highest levels of the institution arising from committee research and on behalf of students and staff, without constraint or fear of reprisal;
  - to receive equity related audit findings and work with University leaders to develop responses;
  - to support compliance with legislative obligations.
- To document issues faced by existing equity groups.
- To raise awareness across the University, form communication channels relating to equity matters, and coordinate with other equity-related committees and groups.
- To receive reports as mandated by the University Equity and Diversity Strategic Framework and Action Plan.
- To report annually to the Senior Leadership Team on matters brought to the attention of the equity committee, referral actions/responses, and trend analysis if themes present regularly.
- To meet a minimum of four times per year.

### **Membership**

- Convener (nominee of Vice-Chancellor)
- Secretary to the Committee (appointed)
- Māori staff representative (nominee of Vice Chancellor)
- Pacific staff representative (nominee of Vice Chancellor)
- Division of Commerce representative (nominee of PVC Commerce)
- Division of Health Sciences representatives (2 nominees of PVC Health Sciences)
- Division of Humanities representative (nominee of PVC Humanities)
- Division of Sciences representative (nominee of PVC Sciences)
- Non-Academic Divisions representatives (up to 3 nominees of the Chief Operating Officer, Deputy Vice-Chancellor Academic and Deputy Vice Chancellor External Engagement)
- Human Resources representative (nominee of HR Director)
- Human Resources Adviser, Equity, Diversity and Inclusion
- Representative nominated by Te Poutama Māori
- Representative nominated by Pacific Leadership Group
- Strategy, Analytics and Reporting Office representative (nominee of Director)
- OUSA representative (OUSA Welfare and Equity Representative or their nominee)
- Representative nominated by campus unions (TEU, PSU, Etū, AWUNZ)
- Representatives co-opted by the Committee to address specific equity issues

**Item 4**  
**For consideration of endorsement**

**Terms of Reference (current)**

- To act as an approved conduit for receiving and reviewing information and initiating next appropriate steps. The purpose of this would be threefold:
  - to propose/identify pathways for interested groups, staff and students to raise matters pertaining to equity to the highest levels of the institution without constraint or fear of reprisal;
  - for University management to refer equity related audit findings or questions of concern that require further information gathering;
  - to support compliance with legislative obligations.
- To raise awareness across the University, form communication channels and document existing equity groups.
- To report annually to the Senior Leadership Team. Report to document matters brought to the attention of the equity committee, referral actions/response; trend analysis to be developed if themes present regularly.
- To meet a minimum of three times per year for a two year period. At the end of the two year period a review to be undertaken to ascertain the number and type of enquiries received and to produce a discussion document for SLT regarding value and possible structure for an equity committee moving forward.

**Membership**

- Convener
- Division of Commerce representative (nominee of PVC Commerce)
- Division of Health Sciences representative (nominee of PVC Health Sciences)
- Division of Humanities representative (nominee of PVC Humanities)
- Division of Sciences representative (nominee of PVC Sciences)
- Human Resources representative (nominee of HR Director)
- Up to 3 nominees of the Vice-Chancellor and/or Deputy Vice-Chancellor (Academic and International)
- 1 nominee from the Maori community nominated by the Vice Chancellor and/or Deputy Vice-Chancellor
- Representatives co-opted by the Committee to address specific equity issues

**Exemplar approach to Division-level Reporting  
*to be managed by EAC Divisional representatives***

**Update on Divisional focus areas, achievements, and planning**

Summary of past 12 months (Who is leading this work for the Division and who is participating? What were your priorities and areas where action has been focussed?)
Achievements (What achievements or best-practice examples should be shared with the wider University community?)
Outlook for next 12 months (What are your goals and priorities? Are your actions sustainable?)
Forward planning and anticipated resource requirements

**Creating Opportunity:** The University aims to improve access for diverse and under-represented groups by ensuring that our processes are equitable and by fostering safe and welcoming campus culture and environments.

<b>Students see their diversity reflected in university staff.</b>
Evidence (Compare your staff and student demographic profiles to each other and to Aotearoa New Zealand.)
Progress (How are you supporting minoritised staff to succeed? What do students from diverse backgrounds tell you about classroom culture?)
Reflection and next steps (How are you tracking the development and implementation of Divisional activities? What lessons have been learned? What are your next goals and priorities?)

<b>Staff see their diversity reflected in university leadership and committee membership.</b>
Evidence (Compare with Divisional and University staff.)
Progress (Are your appointment processes fit for purpose?)
Reflection and next steps (What are your next priorities?)



**Item 4**  
**For consideration of endorsement**

University leaders consult with EAC Divisional representatives and report annually in staff forums on equity barriers and measures taken to reduce them.
Progress (What forms of data are you using to identify barriers?)
Progress (What have you learned and what responses are planned? Who are your partners, within or outside the University, in addressing what you have learned?)
Reflection and next steps (What are your next goals and priorities? What support do you need?)

**Growing Capability:** The University works with staff to develop the knowledge and skills required to uphold equity, diversity and inclusivity in teaching, mentoring and managing diverse students and staff.

Rate of staff participation in equity, diversity and inclusive practice development activities increases.
Evidence (What is the participation rate across all staff in required and optional workshops, trainings, and other opportunities?)
Progress (What learning opportunities are popular? How are academic and professional leaders working with staff in the Division to promote and recognise participation?)
Reflection and next steps (What is working? Are there other courses staff would like to see?)

Best-practice training for all staff participating in appointment, review and promotion panels.
Evidence (Has this action been achieved?)
Progress (How is the Division promoting and recognising compliance?)
Reflection and next steps

**Item 4**  
**For consideration of endorsement**

**Building Knowledge:** The University strives to identify and understand barriers faced by members of equity groups within its community so that they may be dismantled.

Equity action, planning and progress discussed in staff forums
Evidence (Has equity data been presented and discussed at Division-wide forums this year?)
Progress (When were the Division's Equity and Diversity Objectives and Actions last reviewed? What are your top priorities for action?)
Reflection and next steps (Do academic and professional leaders participate and do staff contribute to co-design of plans and activities?)

Equity themes arising in opinion and values surveys, exit interviews, and other forums are used to inform plans and monitor progress.
Evidence (How is data gathered and how is it analysed? Do you have the information you need?)
Themes and responses (What are you learning and how are groups within the Division responding?)
Reflection and next steps (How is the Division responding to what has been learned? What support do you need?)

University environments, policies, and practices are non-disabling.
Evidence (How is data gathered and what are you learning?)
Progress (What responses or changes have been developed?)
Reflection and next steps



## **Memorandum / Manatu**

<b>To   Kia:</b>	Senate
<b>From   Nā:</b>	Professor Tim Cooper, Dean of Learning and Teaching
<b>Date   Te rā:</b>	20 November 2023
<b>Subject   Te Kaupapa:</b>	<b>Draft Use of Generative-Artificial Intelligence in Learning and Teaching policy</b>

---

The 26 April 2023 meeting of Senate approved the use of the Australasian Academic Integrity Network (AAIN) generative-artificial intelligence (Gen-AI) guidelines and noted the need to develop our own guidance.

When I began in my role on 1 August I established a small working group to develop guidance on the use of Gen-AI in learning and teaching at our university. The group is working to develop policy and guidance for students and staff as well as documents that will be able to be updated as tools change.

The draft 'Use of Generative Artificial Intelligence (Gen-AI) in Learning and Teaching' policy has been developed and, following initial rounds of feedback, is now provided to members of Senate for their feedback and comment.

I ask members of Senate to provide feedback on the draft Use of Generative-Artificial Intelligence in Learning and Teaching policy. I expect to bring the final draft of the policy back to Senate at its February meeting for formal approval.



# Use of Generative-Artificial Intelligence in Learning and Teaching policy

<b>Category</b>	Academic
<b>Type</b>	Policy
<b>Approved by</b>	Approving body and date
<b>Date Takes Effect</b>	Effect date
<b>Last Approved Revision</b>	not applicable
<b>Sponsor</b>	Deputy-Vice-Chancellor (Academic)
<b>Responsible Officer</b>	Dean Learning and Teaching
<b>Review Date</b>	Review date

## Purpose

To outline the University's approach to the use of Generative-Artificial Intelligence in learning and teaching.

## Organisational Scope

All staff and students of the University of Otago.

## Definitions

<b>Academic Integrity</b>	The basis for ethical decision-making and behaviour in an academic context. This is informed by the values of honesty, trust, responsibility, fairness, respect and courage.
<b>Artificial Intelligence</b>	The ability of a digital computer or computer-controlled robot to perform tasks commonly associated with intelligent beings.
<b>Generative-Artificial Intelligence (Gen-AI)</b>	An Artificial Intelligence model capable of generating text, images, code, video, audio and other creative outputs. Gen-AI uses machine learning to do this. Examples include ChatGPT (text generator) and DALL-E 2 (image generator).

## Content

### 1. General

- (a) The University seeks to place people at the centre of the application of Gen-AI by equipping our students and staff to thrive in a Gen-AI world.

## Item 5 For discussion and feedback

- (b) The University seeks to foster responsible, ethical, innovative, culturally-informed and appropriate use of Gen-AI tools.
- (c) The University acknowledges the importance of discipline-specific differences in the application of Gen-AI.
- (d) This policy should be read in conjunction with the [Academic Integrity Policy](#), which affirms the University's commitment to academic integrity and defines expectations and responsibilities with respect to fostering academic integrity, and the [Guidelines for the Assessment of Student Performance](#) which establish best practice in all aspects of assessment of student performance.

### 2. University, Staff and Student Responsibilities

- (a) Appropriate use of Gen-AI means understanding its benefits, risks, and limitations, particularly the ethical and legal issues associated with the use of these tools, and good judgement as the capabilities of Gen-AI develop.
- (b) It is the responsibility of the University to:
  - i. ensure its approach to Gen-AI is grounded in the University of Otago values of manaakitaka/respect, pono/integrity, whakawhanaukatata/community, and māhira/curiosity.
  - ii. support staff and students to become Gen-AI literate.
  - iii. ensure that people, not technology, are at the heart of decision making with human agency and expertise being central to the use of Gen-AI.
  - iv. ensure academic rigour and academic integrity is upheld.
- (c) It is the responsibility of staff to:
  - i. model ethical and responsible use of Gen-AI tools as leaders in learning and teaching.
  - ii. acknowledge any use of Gen-AI tools in learning and teaching clearly and transparently.
  - iii. be equipped to support students to use Gen-AI tools ethically, effectively and appropriately in their learning.
  - iv. understand the privacy and data collection practices for any Gen-AI tool before using it and/or allowing students to use it.
  - v. adapt teaching and assessment to, where appropriate, incorporate Gen-AI tools and always consider the capabilities of Gen-AI when designing assessment tasks.
  - vi. provide clear written guidance to students on acceptable use of Gen-AI, including what Gen-AI tools students are permitted to use and why, clearly outlining that any unacceptable use of Gen-AI tools will be considered academic misconduct.
- (d) It is the responsibility of students to:
  - i. use Gen-AI tools in accordance with any guidelines on the use of Gen-AI for specific papers and in a way that is consistent with the Academic Integrity Policy.
  - ii. be aware of the limitations and biases of Gen-AI and that Gen-AI may fabricate information.
  - iii. check any output from Gen-AI against reliable sources of information and understand that they will be responsible for any errors or omissions in material generated by Gen-AI.
  - iv. be aware of the appropriate use of Gen-AI for assessment and to be aware that Gen-AI may not be appropriate or permitted for all assessments

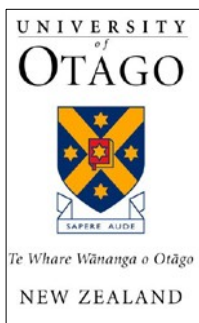
**Item 5**  
**For discussion and feedback**

- v. be aware that the unauthorised use of Gen-AI constitutes academic misconduct.

**Related Policies, Procedures and Forms**

- Web page with guidance material for staff
- [Academic Integrity Policy](#)
- [Guidelines for the Assessment of Student Performance \(currently being revised\)](#)
- [Provision of Course and Study Information to Enrolled Students Policy \(currently being revised\)](#)

DRAFT



## Manatu Memorandum

**Ki a** Senate  
*To*

**Nā** Professor Lois Surgenor, Associate Dean (Academic), Health Sciences  
*From* Dr Tosh Stewart, Specialist, Academic Committees and Services

**Te rā** 10 November 2023  
*Date*

**Te Kaupapa** Health Sciences Professional Programmes Selection Criteria 2024  
*Re*

---

Senate is asked to consider the following selection criteria documents. In accordance with Calendar regulations, selection criteria for each of the Health Sciences Professional Programmes (Programmes) are to be established by the respective admission committees and then approved by Senate. The selection criteria are subsequently to be published as part of the Guidelines prior to the 2024 year commencing.

This formalisation and publication of selection criteria follows on from an approach to admissions heralded by the Division of Health Sciences' *Te Kauae Parāoa* policy. The policy necessitated significant revisions to our Programmes' regulations, which were approved by Senate last year and are in the current *Calendar*. Specifically, these regulations stipulate:

(d) Selection of eligible students for admission to the second year of the programme shall be made by the Dental Admissions Committee ("the Committee") whose terms of reference shall be established by the Division of Health Sciences and approved by the Senate.

(e) Subject to these regulations and the Selection Criteria established by the Committee and approved by the Senate from time to time and published as part of the Guidelines, selection for admission shall be in the discretion of the Committee.

*(Calendar 2023, p429 – note: example here is from BDS regulations, but the regulations are similar in all Programmes)*

The Senate recently (August 2023) approved terms of reference in fulfilment of clause (d) above. In turn, this has provided the necessary authority for the admission committees to establish the selection criteria suggested by clause (e) above. Hence, the attached proposed selection criteria represent the initial fulfilment of the documentary requirements established in these programme regulations.

The attached documents have been widely discussed by the Programmes and their respective admission committees who are responsible for applying the criteria in making selections. The changes have been approved by the Health Sciences Divisional Academic Board and supported by the Board of Undergraduate Studies. They have also been reviewed by legal counsel at various steps in the process of drafting and in their final iteration.

It may be useful for Senate to be reminded that each Programme has its own unique needs which have always been a feature of our selection practices. Thus, differences in the selection criteria reflect actual differences in the needs of Programmes, excepting where University and Division-wide policy requirements for consistency must be met.

## MB ChB Selection Criteria 17 November 2023

Selection of candidates for the second year of the Bachelor of Medicine and Bachelor Surgery programme from among those meeting the eligibility requirements established by the programme regulations conforms to the following criteria:

1. Those applying as members of an equity group undergo additional preliminary assessments:
  - a. Applicants are confirmed as equity group members in accordance with the programme regulations.
  - b. Confirmed equity group applicants are then considered by the Divisional Academic Board or its delegate against selection attributes for each specific equity group relating to the policy rationale of Te Kauae Parāoa. These attributes are approved by the Divisional Academic Board and published at [xxx]

On the basis of these assessments, confirmed equity group members who are also established as meeting the policy rationale of Te Kauae Parāoa will be prioritized in the selection process outlined below.

2. Places in the second year of the MB ChB programme are first allocated to the *Alternative* category. This allocation is up to 10% of the overall places available in the following year.
3. *Alternative* category applicants submit a CV, an academic record, and a personal statement, in the form specified within the Guidelines. On the basis of these materials and (where relevant) an interview and referee reports, the Medical Admissions Committee will make a holistic assessment of overall aptitude for the programme through the following two stages:
  - a. Candidates are first assessed on their preliminary materials and considered for interview. Those invited for interview are also asked to provide referee reports.
  - b. Following interviews, those confirmed as suitable for admission are ranked for selection calculated by reference to the Medical Admissions Committee's overall assessment.
4. Remaining places in the second year of the programme are allocated from the *Health Science First Year* and *Graduate* categories, with as near as possible to 70% of the places available after *Alternative* category places are filled allocated to the *Health Sciences First Year* category and the balance to the *Graduate* category.
5. All applicants in the *Health Sciences First Year* and *Graduate* categories must present a valid UCAT result obtained in the year of application. To progress further in the selection process, an applicant must achieve the minimum scores for UCAT sections set by the Medical Admissions Committee on an annual basis. The UCAT minimum scores set may vary for equity group applicants.

For entry to the 2024 MB ChB programme, the threshold for UCAT minimum scores for general applicants is:



- Verbal Reasoning at or above the lowest 20<sup>th</sup> percentile
- Situational Judgement Test above the lowest 10<sup>th</sup> percentile

After meeting this eligibility threshold, UCAT scores are not given weight in the further selection process.

6. Final selection in the *Health Sciences First Year, Graduate, and Alternative* categories is on the basis of academic ranking using the formulae specified in the *Guidelines (Health Sciences First year and Graduate)* or overall ranking of aptitude for the programme (*Alternative*).

Selections are made in the following sequence:

1. Members of equity groups in the following sequence:
  - i. Māori
  - ii. Resident Indigenous Pacific
  - iii. Socioeconomic Equity
  - iv. Refugee Background
  - v. Rural (Government-funded places)
2. General applicants

DRAFT

### **BDS Selection Criteria 17 November 2023**

Selection of candidates for the second year of the Bachelor of Dental Surgery programme from among those meeting the eligibility requirements established by the programme regulations conforms to the following criteria:

1. Those applying as members of an equity group undergo additional preliminary assessments:
  - a. Applicants are confirmed as equity group members in accordance with the programme regulations.
  - b. Confirmed equity group applicants are then considered by the Divisional Academic Board or its delegate against selection attributes for each specific equity group relating to the policy rationale of Te Kauae Parāoa. These attributes are approved by the Divisional Academic Board and published at [xxx]

On the basis of these assessments, confirmed equity group members who are also established as meeting the policy rationale of Te Kauae Parāoa will be prioritized in the selection process outlined below.

2. Places in the second year of the programme are allocated between the *Health Science First Year, Graduate* and *Alternative* categories, with as near as possible to 70% of the places being allocated to the *Health Science First Year* category, and the balance to the *Graduate* and *Alternative* categories combined.
3. The Dental Admissions Committee may set a minimum academic requirement for applicants in the *Health Science First Year* and *Graduate* categories to proceed to the interview stage. This is determined by the Committee on an annual basis. The requirement may vary for equity group applicants.
4. All eligible applicants in the *Health Science First Year* and *Graduate* categories who meet the standard set in (3) above are invited to interview. Candidates will be assessed as suitable for admission based on the interview panel's overall assessment of aptitude for the programme, taking into account motivation, decision-making, and communication skills. Suitable candidates will be put forward for final selection. After meeting this threshold, interview performances are not given weight in the further selection process.
5. Applications for the *Alternative* category must submit a CV, an academic record, and a statement of interest, in the form specified within the *Guidelines*. On the basis of this information, a number of applicants who have met the academic threshold based on Grade Point Average will be selected for interview using the following criteria:
  - i. Motivation
  - ii. Academic Aptitude
  - iii. Life Skills and Life Experiences

Candidates will be assessed for admission based on the interview panel's overall assessment of aptitude for the programme, taking into account motivation, decision-making, and communication skills. After meeting this threshold, interview performances are not given weight in the further selection process. Suitable candidates will be put forward for final

selection.

6. Final selection of candidates in the *Health Science First Year, Graduate* and *Alternative* categories is on the basis of academic ranking. This ranking occurs within the *Health Science First Year* category and between the *Graduate* and *Alternative* categories taken together using the formulae specified in the *Guidelines*.

Selections are made in the following sequence:

A. Members of equity groups in the following sequence

- iv. Māori
- v. Resident Indigenous Pacific
- vi. Refugee Background
- vii. Socioeconomic Equity
- viii. New Zealand Rural Origins

B. General applicants.

### **BDentTech Selection Criteria 17 November 2023**

Selection of candidates for the Bachelor of Dental Technology programme from among those meeting the eligibility requirements established by the programme regulations conforms to the following criteria:

1. Those applying as members of an equity group undergo additional preliminary assessments:
  - a. Applicants are confirmed as equity group members in accordance with the programme regulations.
  - b. Confirmed equity group applicants are then considered by the Divisional Academic Board or its delegate against selection attributes for each specific equity group relating to the policy rationale of Te Kauae Parāoa. These attributes are approved by the Divisional Academic Board and published at [xxx]

On the basis of these assessments, confirmed equity group members who are also established as meeting the policy rationale of Te Kauae Parāoa will be prioritized in the selection process outlined below.

2. Applicants submit academic (including, in the case of *Secondary School* category applicants, NCEA) records, a CV, and a statement of interest. On the basis of this information, the Admissions Committee first assess applicants as suitable for the programme. Those assessed as suitable will be advanced for further consideration and ranking.
3. The Committee will rank applicants across all categories based on the Committee's judgement of their overall merit. This judgement of merit will be equally weighted between the Committee's assessment of the academic strength of the applicant (drawing primarily on academic or NCEA transcripts), and the Committee's assessment of the suitability of the applicant's personal characteristics for the programme (drawing on the statement of interest and CV provided).
4. Where NCEA level 3 results are not yet available, the assessment and ranking of an applicant under the *Secondary School* category may draw upon NCEA level 2 results and enrolled NCEA level 3 units. Any selection made on the basis of these results will be subject to confirmation of satisfactory NCEA level 3 results.
5. Final selection of candidates across all categories is on the basis of the Committee's ranking and the number of places available to the programme as a whole. Selections are made in the following sequence:
  - A. Equity group members in the following sequence
    - i. Māori
    - ii. Resident Indigenous Pacific
    - iii. Refugee Background
    - iv. Socioeconomic Equity
    - v. New Zealand Rural Origins
  - B. General applicants

### **BOH Selection Criteria 17 November 2023**

Selection of candidates for the Bachelor of Oral Health programme from among those meeting the eligibility requirements established by the programme regulations conforms to the following criteria:

1. Those applying as members of an equity group undergo additional preliminary assessments:
  - i. Applicants are confirmed as equity group members in accordance with the programme regulations.
  - ii. Confirmed equity group applicants are then considered by the Divisional Academic Board or its delegate against selection attributes for each specific equity group relating to the policy rationale of Te Kauae Parāoa. These attributes are approved by the Divisional Academic Board and published at [xxx]

On the basis of these assessments, confirmed equity group members who are also established as meeting the policy rationale of Te Kauae Parāoa will be prioritized in the selection process outlined below.

2. Applicants submit academic (including, in the case of *Secondary School* category applicants, NCEA) records, a CV, and a statement of interest. The Committee first assess applicants as suitable for the programme. This assessment is based equally between the Committee's assessment of the academic strength of the applicant (drawing primarily on academic or NCEA transcripts) and the Committee's assessment of the suitability of the applicant's personal characteristics for the programme (drawing on the statement of interest and CV provided). Those assessed as suitable will be advanced for further consideration and ranking.
3. Applicants who the Committee has recommended as suitable for further consideration following the initial assessment of overall merit, are put forward for final selection on the basis of a GPA calculation of their relevant study as determined by their application category.
4. Where NCEA level 3 results are not yet available, the assessment and ranking of an applicant under the *Secondary School* category may draw upon NCEA level 2 results. Any selection made on the basis of these results will be subject to confirmation of satisfactory NCEA level 3 results.
5. Final selection of candidates across all categories is on the basis of the Committee's ranking and the number of places available to the programme as a whole. Selections are made in the following sequence:
  - A. Equity group applicants in the following sequence:
    - i. Māori
    - ii. Resident Indigenous Pacific
    - iii. Refugee Background
    - iv. Socioeconomic Equity
    - v. New Zealand Rural Origins
  - B. General Applicants

## Bachelor of Pharmacy Selection Criteria 17 November 2023

Selection of domestic candidates for the second year of the Bachelor of Pharmacy programme from among those meeting the eligibility requirements established by the programme regulations conforms to the following criteria:

1. Those applying as members of an equity group undergo additional preliminary assessments:
  - a. Applicants are confirmed as equity group members in accordance with the programme regulations.
  - b. Confirmed equity group applicants are then considered by the Divisional Academic Board or its delegate against selection attributes for each specific equity group relating to the policy rationale of Te Kauae Parāoa. These attributes are approved by the Divisional Academic Board and published at [xxx]

On the basis of these assessments, confirmed equity group members who are also established as meeting the policy rationale of Te Kauae Parāoa will be prioritized in the selection process outlined below.

2. Places in the second year of the programme are allocated between the *Health Science First Year, Two or More Years of University Study, Graduate, and Alternative* categories, with as near as possible to 60% of the places being allocated to the *Health Science First Year* category, then as near as possible as 20% to the *Two or More Years of University Study* category, and the balance to the *Graduate* and *Alternative* categories.
3. Applicants for the *Alternative* category are considered based on a review of the applicant's full academic transcript and their statement of reasons for wanting to enter the Bachelor of Pharmacy. Applications will be assessed to determine an overall aptitude towards study, and to confirm that the applicant has an understanding of pharmacy and professional practice. Applicants deemed suitable for the programme will be selected.
4. Final selection of candidates in the *Health Science First Year* and *Graduate* categories is on the basis of academic ranking within each category using the formulae specified in the *Guidelines*. Selections are made in the following sequence:
  - A. Members of equity groups in the following sequence:
    - i. Māori
    - ii. Resident Indigenous Pacific
    - iii. Refugee Background
    - iv. Socioeconomic Equity
    - v. Rural
  - B. Single Programme Preference General Applicants
  - C. General Applicants who have applied for other professional programmes

### **Physiotherapy draft selection criteria 17 November 2023**

Selection of candidates for the second year of the Bachelor of Physiotherapy programme from among those meeting the eligibility requirements established by the programme regulations conforms to the following criteria:

1. Those applying as members of an equity group undergo additional preliminary assessments:
  - a. Applicants are confirmed as equity group members in accordance with the programme regulations.
  - b. Confirmed equity group applicants are then considered by the Divisional Academic Board or its delegate against selection attributes for each specific equity group relating to the policy rationale of Te Kauae Parāoa. These attributes are approved by the Divisional Academic Board and published at [xxx]

On the basis of these assessments, confirmed equity group members who are also established as meeting the policy rationale of Te Kauae Parāoa will be prioritized in the selection process outlined below.

2. Places in the second year of the programme are allocated between the *Health Science First Year, Two or More Years of University Study, Graduate* and *Alternative* categories, with typically 70% of places allocated to the *Health Science First Year* category, and the balance to the *Two or More Years of University Study, Graduate* and *Alternative* categories.
3. Places in the second year of the programme are first allocated to the *Alternative* category. *Alternative* category applicants must submit a CV, an academic record, and a personal statement, in the form specified within the *Guidelines*. On the basis of these materials, a number of applicants will be selected using the following criteria, and may be required to attend an interview:
  - i. Motivation
  - ii. Academic Aptitude
  - iii. Life Skills and Life Experiences
  - iv. Written Communication Skills

Referee reports will be requested for all *Alternative* category applicants invited to interview. Candidates assessed as suitable for admission will be selected on the basis of their ranking calculated by reference to the Committee's overall assessment of aptitude for the programme, taking into account written documentation, referee reports, and performance in interview if relevant.

4. Final selection of candidates in the *Health Science First Year, Two or More Years of University Study*, and *Graduate* categories is on the basis of academic ranking using the formulae specified in the *Guidelines*.

Selections are made in the following sequence:

- A. Equity group applicants in the following sequence:
  - i. Māori

- ii. Resident Indigenous Pacific
- iii. Refugee Background
- iv. Socioeconomic Equity
- v. Rural

**B. General applicants**

- i. Single programme preference
- ii. General

5. Offers will be based on 120 domestic places available. Applicants not initially made an offer may be allocated to a waitlist and subsequently made offers as appropriate to fill the places available.



### **BMLSc Selection Criteria draft 17 November**

Selection of candidates for the second year of the Bachelor of Medical Laboratory Science programme from among those meeting the eligibility requirements established by the programme regulations conforms to the following criteria:

1. Those applying as members of an equity group undergo additional preliminary assessments:
  - a. Applicants are confirmed as equity group members in accordance with the programme regulations.
  - b. Confirmed equity group applicants are then considered by the Divisional Academic Board or its delegate against selection attributes for each specific equity group relating to the policy rationale of Te Kauae Parāoa. These attributes are approved by the Divisional Academic Board and published at [xxx]

On the basis of these assessments, confirmed equity group members who are also established as meeting the policy rationale of Te Kauae Parāoa will be prioritized in the selection process outlined below.

2. Places in the second year of the programme are first allocated to the *Alternative* category. This allocation is up to 20% of the overall places available in the following year.
3. *Alternative* category applicants must submit a CV, an academic record, and a personal statement, in the form specified within the *Guidelines*. On the basis of these materials, a number of applicants will be assessed for suitability for the programme using the following criteria:
  - i. Motivation
  - ii. Academic Aptitude
  - iii. Life Skills and Life Experiences
  - iv. Written Communication Skills

Candidates assessed as suitable for admission will be selected on the basis of their ranking calculated by reference to the Committee's overall assessment of aptitude for the programme, taking into account written documentation, referee reports, and academic performance.

4. Remaining places in the second year of the programme are allocated between the *Health Science First Year, Two or More Years of University Study, and Graduate* categories, with as near as possible to 20% of the places available after *Alternative* Category places are filled being allocated to each of the *Two or More Years of University Study* and *Graduate Categories*, and the balance to the *Health Science First Year* category.
5. Final selection of candidates in the *Health Science First Year, Two or More Years of University Study, and Graduate* categories is on the basis of academic ranking within each category using the formulae specified in the *Guidelines*.

Selections are made in the following sequence:

- A. Equity group applicants in the following sequence:
  - i. Māori
  - ii. Resident Indigenous Pacific
  - iii. Refugee Background
  - iv. Socioeconomic Equity
  - v. Rural
- B. Single Programme Preference general applicants
- C. General applicants who have applied to other professional programmes

**BRT Selection Criteria draft 17 November 2023**

Selection of candidates for the Bachelor of Radiation Therapy programme from among those meeting the eligibility requirements established by the programme regulations conforms to the following criteria:

1. Those applying as members of an equity group undergo additional preliminary assessments:
  - a. Applicants are confirmed as equity group members in accordance with the programme regulations.
  - b. Confirmed equity group applicants are then considered by the Divisional Academic Board or its delegate against selection attributes for each specific equity group relating to the policy rationale of Te Kauae Parāoa. These attributes are approved by the Divisional Academic Board and published at [xxx]

On the basis of these assessments, confirmed equity group members who are also established as meeting the policy rationale of Te Kauae Parāoa will be prioritized in the selection process outlined below.

2. Applicants submit academic (including, in the case of *Secondary School* category applicants, NCEA) records, a CV, and a statement of interest. On the basis of these materials, the Committee first assess applicants for interview.
3. Candidates advanced for interview will be assessed as suitable for admission based on the interview panel's overall assessment of aptitude for the programme, taking into account motivation, decision-making, and communication skills. Suitable candidates will be put forward for final selection. After meeting this threshold, interview performances are not given weight in the further selection process.
4. The Committee will rank applicants across all categories based on the Committee's judgement of the applicants' overall academic merit.
5. Where NCEA level 3 results are not yet available, the assessment and ranking of an applicant under the *Secondary School* category may draw upon NCEA level 2 results. Any selection made on the basis of these results will be subject to confirmation of satisfactory NCEA level 3 results.
6. Final selection of candidates across all categories is on the basis of the Committee's ranking and the number of places available to the programme as a whole.

Selections are made in the following sequence:

A. Equity group applicants in the following sequence:

- i. Māori
- ii. Resident Indigenous Pacific
- iii. Refugee Background
- iv. Socioeconomic Equity
- v. Rural

B. General applicants

### **MNSc Selection Criteria draft 26 October**

Selection of candidates for the Master of Nursing Science programme from among those meeting the eligibility requirements established by the programme regulations conforms to the following criteria:

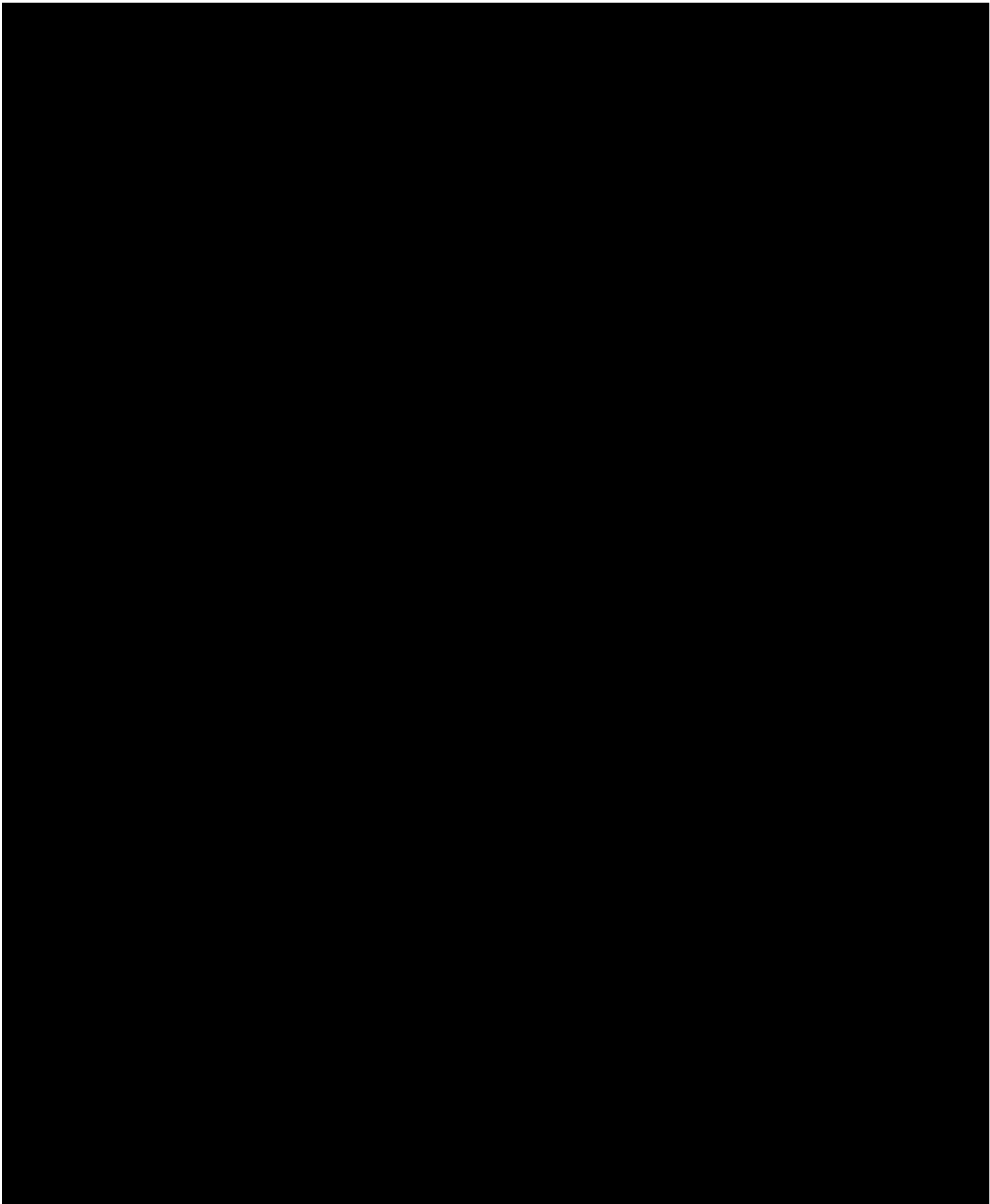
1. Those applying as members of an equity group undergo additional preliminary assessments:
  - a. Applicants are confirmed as equity group members in accordance with the programme regulations.
  - b. Confirmed equity group applicants are then considered by the Divisional Academic Board or its delegate against selection attributes for each specific equity group relating to the policy rationale of Te Kauae Parāoa. These attributes are approved by the Divisional Academic Board and published at [xxx]

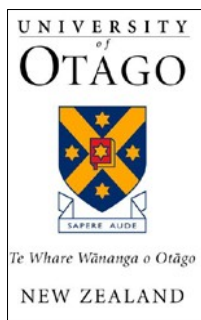
On the basis of these assessments, confirmed equity group members who are also established as meeting the policy rationale of Te Kauae Parāoa will be prioritized in the selection process outlined below.

2. Applicants submit academic records, a CV, and a statement of interest. On the basis of these materials, the Committee first assess applicants as suitable for the programme, and in some cases applicants may be selected for the programme without further assessment.
3. In other cases, where additional information is required to determine suitability, applicants may be advanced for further assessment via an interview. The interview may consider the strengths of the candidate across the following areas:
  - i. Motivations
  - ii. Personal attributes
  - iii. Prior knowledge/understanding of the profession
  - iv. Verbal presentation and comprehension
4. Final selection of interviewed candidates is on the basis of the Committee's ranking, taking into account all written materials and (where relevant) interview, and the number of places available to the programme as a whole. Selections are made in the following sequence:
  - A. Equity group applicants in the following sequence:
    - v. Māori
    - vi. Resident Indigenous Pacific
    - vii. Refugee Background
    - viii. Socioeconomic Equity
    - ix. Rural
  - B. General applicants









## Manatu *Memorandum*

**Ki a** The Senate  
*To*

**Nā** Scholarships and Prizes Committee  
*From*

**Te rā** 10 November 2023  
*Date*

**Te Kaupapa** New Award Proposal  
*Re*

---

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

### **NEW AWARD**

- **Lee Boon Kow & Lim Ser Aid Award**
- **Department:** Development and Alumni Relations Office
- **Value:** \$1,000
- **Background:** Established by the University of Otago in 2023, through a generous donation from Chee Kwang Lee in memory of his parents Lee Boon Kow and Lim Ser, who instilled the importance of supporting those in hardship seeking to better themselves through education, through their example in supporting their eight children in their education.
- **Recommended by:**
  - Shelagh Murray Director, Development and Alumni Relations Office, External Engagement.
  - Professor Tony Ballantyne, Deputy Vice-Chancellor, External Engagement.

### **Proposed Regulations**

#### **Lee Boon Kow & Lim Ser Aid Award**

Established by the University of Otago in 2023, through a generous donation from Chee Kwang Lee in memory of his parents Lee Boon Kow and Lim Ser, who instilled the importance of supporting those in hardship seeking to better themselves through education, through their example in supporting their eight children in their education.

#### ***Eligibility***

Applicants must be:

- a New Zealand citizen or New Zealand Residence Class Visa Holder
- enrolled in their first year of an undergraduate degree programme.



**Item 9A**  
**For recommendation of approval**

***Application process***

Applications will be made through submission of a Pūtea Tautoko Student Relief Fund application in the University's student management system (eVision).

Every applicant must submit:

- a completed Pūtea Tautoko Student Relief Fund application form,
- details of an independent referee who can be contacted to attest their situation or circumstances,
- copies of bank statements and other records if requested.

***Selection process***

The selection panel will comprise of the members of the Pūtea Tautoko Student Relief Fund assessment panel.

The following factors shall be considered in selecting the recipient:

- the impacts of any unforeseen circumstances
- financial need
- life circumstances which present significant barriers to studying at university
- potential and motivation to succeed at university.

***Financial***

The value of the award is \$1,000.

At the discretion of the selection panel the award funds will be paid to the recipients:

- New Zealand bank account
- University owned, or affiliated, Residential College, including UniFlats.
- tuition fees
- or a combination of the above depending on the recipient's situation.

***Tenure***

- The award is for a one-year tenure.
- The award must be taken up within the year of offer and cannot be deferred.

***Other requirements***

- Payment of this award will only be made once a copy of a message of appreciation from the recipient to the donor has been received by the Development and Alumni Relations Office.
- Recipients agree to reasonable requests from the University of Otago to appropriately represent the University and the award.

**Recommendation**

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

New Award

Lee Boon Kow & Lim Ser Aid Award.



## Manatu *Memorandum*

**Ki a** The Senate  
*To*

**Nā** Scholarships and Prizes Committee  
*From*

**Te rā** 10 November 2023  
*Date*

**Te Kaupapa** New Undergraduate Entrance Scholarship Proposal  
*Re*

---

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

### NEW SCHOLARSHIP

- **The University of Otago Anne Doolin (nee Scanlan) Bachelor of Oral Health Entrance Scholarship**
- **Department:** Oral Sciences
- **Value:** \$6,000
- **Background:** Established in 2023 from a generous gifting of funds from Gerard Doolin, in the memory of his mother, Anne Teresa Doolin (nee Scanlan), who was born in Milton, South Otago and led a vocation-based life as a dental nurse in Central and South Otago, London, Paris, and Auckland. This Scholarship supports students to pursue a Bachelor of Oral Health degree at the University of Otago.
- **Recommended by:**
  - Professor Paul Cooper, Dean Dentistry and endorsed by the Divisional Board of Health Sciences.

### Proposed Regulations

#### The University of Otago Anne Doolin (nee Scanlan) Bachelor of Oral Health Entrance Scholarship

Established in 2023 from a generous gifting of funds from Gerard Doolin, in the memory of his mother, Anne Teresa Doolin (nee Scanlan), who was born in Milton, South Otago and led a vocation-based life as a dental nurse in Central and South Otago, London, Paris, and Auckland. This Scholarship supports students to pursue a Bachelor of Oral Health degree at the University of Otago.

#### *Application and award*

Applications in the first instance must be submitted through the entrance scholarship application in the University's student management system (eVision) by 15 August in the year

**Item 9B**  
**For recommendation of approval**

prior to enrolment. If no suitable applicant is found, the due date for submission of applications may be extended.

Applications will be open to students who are normally eligible for the University of Otago 150th Entrance Scholarships. To be considered for this scholarship, applicants are advised to complete the Financial and/or Family Circumstances sections of the Entrance Scholarship application.

If no suitable applicants are identified from the entrance scholarship application process, then applications may be extended to all other categories of students enrolled into the first year of the Bachelor of Oral Health degree programme.

***Selection process***

The Selection Panel, consisting of the Manager, Undergraduate Entrance Scholarships, the Convenor of the Bachelor of Oral Health programme, and a representative of Development and Alumni Relations, or their nominees, in consultation with the donor, shall consider the following factors in awarding the scholarship:

- Academic ability (a minimum of NCEA Level 2 awarded with merit, or equivalent, is normally required for consideration).
- Financial need and/or life circumstances which present significant barriers to studying at university.
- Potential and motivation to succeed at university.
- First consideration to be given to those attending a secondary school within the Otago and Southland regions.
- Where applicable the panel may also consider where an applicant has attended a secondary school with a middle or low decile rating, or a high need equity index rating.

***Financial arrangements***

- The value of the scholarship is \$6,000 with a one-year tenure.
- For those accepting a place in a Residential College, or University Flat, it will be paid as an accommodation fee waiver, paid directly to the Residential College or University Flat (the scholarship is not able to be used for payment or part-payment of Residential College placement, deposit, activity or equivalent fees due prior to studying).
- For those living in the local community (boarding, flatting or living at home), it will normally comprise of a payment, firstly towards tuition and student services fees, if applicable, then as a monthly stipend or lump sum.
- At the discretion of the donor a recipient may receive additional funding support for subsequent years study.

***Scholarship terms and conditions***

**Item 9B**  
**For recommendation of approval**

In addition to the standard Undergraduate Entrance Scholarship terms and conditions the following provisions apply, subject to the specific provisions of the offer letter for the recipient:

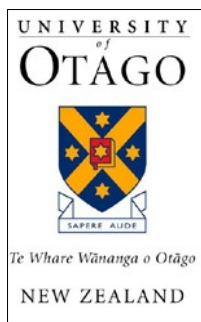
- To receive the scholarship the recipient must be accepted into and enrolled in the Bachelor of Oral Health degree programme.
- Payment of this scholarship will only be made once a copy of a message of appreciation from the scholarship recipient to the donor has been received by the Development and Alumni Relations Office.
- Recipients must submit an end of year report to the Development and Alumni Relations Office, no later than 1 December in each year of tenure, detailing their activities and experiences of the past year.
- This scholarship may be held concurrently with any other University of Otago Entrance Scholarship at the discretion of the selection panel.

**Recommendation**

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

New Entrance Scholarship

The University of Otago Anne Doolin (nee Scanlan) Bachelor of Oral Health Entrance Scholarship.



## Manatu *Memorandum*

**Ki a** The Senate  
*To*

**Nā** Scholarships and Prizes Committee  
*From*

**Te rā** 20 November 2023  
*Date*

**Te Kaupapa** **New, Amended and Disestablished Awards Proposals**  
*Re*

---

### Preamble

The recommendation of the Senate is sought for the following new prizes, new scholarship and disestablished prize to proceed to the University Council for approval.

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

### 1. NEW PRIZES

#### a) Carmichael Prize in Engineering Surveying

- **Department:** School of Surveying
- **Value:** \$1,500
- **Background:** This is one of several departmental prizes awarded internally each year by the School of Surveying which the School now wishes to make official. Funded by Carmichael UK, and awarded annually since before 2006, this prize goes to the student with the highest standard of achievement in either SURV459 Engineering Surveying or SURV559 Advanced Engineering Surveying. Carmichael UK, as sponsor, supports this becoming an official University of Otago award.
- **Recommended by:**
  - Associate Professor Antoni Moore, Dean of the School of Surveying, Division of Sciences
  - Professor Richard Barker, Pro-Vice-Chancellor, Division of Sciences

### Proposed Regulations

#### **Carmichael Prize in Engineering Surveying**

*Established by the University of Otago in 2023 with generous support from Carmichael UK, this prize recognises a high standard of achievement in Engineering Surveying elective papers taught in the School of Surveying. It replaces the existing Carmichael Prize in Engineering Surveying, created by Peter Laver for Carmichael UK prior to 2006 and awarded internally by the School of Surveying.*

**Item 9C**  
**For recommendation of approval**

This prize will be awarded annually by the University Council, on the recommendation of the Dean of Surveying, to the student with the highest standard of achievement in either SURV459 Engineering Surveying or SURV559 Advanced Engineering Surveying.

The value of the prize will normally be \$1,500.

**b) Fulton Hogan Prize**

- **Department:** School of Surveying
- **Value:** \$500
- **Background:** This is one of several departmental prizes awarded internally each year by the School of Surveying which the School now wishes to make official. Funded by Fulton Hogan Ltd, and awarded annually since 2008, this prize goes to the student with the highest aggregate mark in SURV203 Land Development Engineering 1 and SURV204 Land Development Engineering 2. Fulton Hogan Ltd, as sponsor, supports this becoming an official University of Otago award.
- **Recommended by:**
  - Associate Professor Antoni Moore, Dean of the School of Surveying, Division of Sciences
  - Professor Richard Barker, Pro-Vice-Chancellor, Division of Sciences

**Proposed Regulations**

**Fulton Hogan Prize**

*Established by the University of Otago in 2023 with generous support from Fulton Hogan Limited, this prize recognises academic excellence in second year Land Development Engineering papers taught in the School of Surveying. It replaces the existing unofficial version of this prize, awarded annually by the School of Surveying since 2008.*

This prize will be awarded annually by the University Council, on the recommendation of the Dean of Surveying, to the student with the highest aggregate mark in SURV203 Land Development Engineering 1 and SURV204 Land Development Engineering 2.

The value of the prize will normally be \$500.

**c) Paterson Pitts Group Award for Advanced Urban Design**

- **Department:** School of Surveying
- **Value:** \$1,500
- **Background:** This is one of several departmental prizes awarded internally each year by the School of Surveying which the School now wishes to make official. Funded by Paterson Pitts Group, this prize goes to the student judged to have reached the highest standard of achievement in either SURV453 Urban Design 2 or SURV553 Advanced Urban Design. Paterson Pitts Group, as sponsor, supports this becoming an official University of Otago award.
- **Recommended by:**
  - Associate Professor Antoni Moore, Dean of the School of Surveying, Division of Sciences

**Item 9C**  
**For recommendation of approval**

- Professor Richard Barker, Pro-Vice-Chancellor, Division of Sciences

**Proposed Regulations**

**Paterson Pitts Group Award for Advanced Urban Design**

*Established by the University of Otago in 2023 with generous support from Paterson Pitts Group, this prize continues and formalises the annual recognition of excellence achieved by a student taking an advanced Urban Design paper in the School of Surveying.*

This prize will be awarded annually by the University Council, on the recommendation of the Dean of Surveying and a representative of Paterson Pitts Group, to the student with the highest standard of achievement in either SURV453 Urban Design 2 or SURV553 Advanced Urban Design.

The value of the award will normally be \$1,500.

**d) Prize for Excellence in 300-level History**

- **Department:** History programme, School of Arts
- **Value:** \$500
- **Background:** This new prize, generously funded by a University of Otago alumna, will be awarded annually to a student demonstrating outstanding academic potential in the study of 300-level History. The sole criterion for choosing the recipient is academic potential.
- **Recommended by:**
  - Professor Angela Wanhalla, Head of History, Division of Humanities
  - Professor Jessica Palmer, Pro-Vice-Chancellor, Division of Humanities

**Proposed Regulations**

**Prize for Excellence in 300-level History**

*Established by the University of Otago in 2023 through an anonymous alumna donation, this prize is intended to reward academic promise at senior undergraduate level in the study of History.*

The prize will be awarded annually by the University Council, on the recommendation of the Head of Programme for History, to a student demonstrating outstanding academic potential in the study of 300-level History papers.

The value of the prize will normally be \$500.

**2. NEW SCHOLARSHIP**

**a) John M Stewart Scholarship**

- **Department:** Division of Health Sciences

**Item 9C**  
**For recommendation of approval**

- **Value:** Annual tuition fee rebate (up to five years)
- **Background:** Funded through a bequest from the estate of Dr John M Stewart, this scholarship is intended to support undergraduate Health Sciences students who show academic aptitude, may be “first in family” to attend university, and face financial challenges to complete their studies. The scholarship provides a full tuition fee rebate for up to five (5) years of undergraduate study. The terms of the scholarship have been negotiated with the Alumni of the University of Otago in America (AUOA), who represent the interests of the Donor in regard to this award, and have a seat on the scholarship selection panel.
- **Recommended by:**
  - Professor Trish Priest, Pro-Vice-Chancellor, Division of Health Sciences

**Proposed Regulations**

**John M Stewart Scholarship**

*Established in 2023 by the University of Otago in collaboration with the Alumni of the University of Otago in America (AUOA). Funded through a generous bequest from the estate of Dr John M Stewart, this scholarship supports undergraduate Health Sciences students who show academic aptitude, may be “first in family” attending university, and face financial challenges to complete their studies.*

***Eligibility***

Applicants must be:

- a New Zealand citizen or New Zealand Residence Class Visa Holder
- enrolled (or planning to enrol) in their second, third, fourth or fifth year of undergraduate study towards a Health Sciences professional programme at the University of Otago.

***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 statement of financial position (maximum 500 words) written by the applicant
- a declaration of any other scholarships, awards or grants the applicant holds or has applied for
- a statement of intent about their proposed field of work following completion of their degree
- a copy of their academic transcript if not an Otago graduate.

Statements of financial position will not be used to disqualify any applicant. Their sole purpose is to ensure due consideration is given to hardship resulting from difficult socio-economic circumstances.

***Selection Process***



**Item 9C**  
**For recommendation of approval**

The selection panel shall include the following parties (or their nominees): up to two senior faculty members from the Division of Health Sciences nominated by the Pro-Vice-Chancellor of Health Sciences, one of whom the Pro-Vice-Chancellor will designate as chair; the Manager, Postgraduate Scholarships, Prizes and Awards; the Director, Development and Alumni Relations; and a member of the AUOA Board.

The following factor(s) shall be considered in selecting the successful applicant:

- academic merit and potential
- financial, cultural and family circumstances, including whether the applicant is “first in family” to enrol in tertiary study
- community or social outreach and engagement.

The selection panel may require an interview with short-listed applicants for the scholarship.

In the event that the selection panel considers two applications of substantially equal merit to be tied, AUOA, as the representative of the Donor, will make the final decision.

***Financial***

- The value of the scholarship will normally be the annual tuition fee payable by the successful applicant. The scholarship will provide a full tuition fee rebate.
- The number and value of scholarships available each year will be determined by the selection panel.

***Tenure***

- The scholarship shall be held with full-time tenure.
- The scholarship must be taken up within one year of being awarded.
- Recipients will receive the scholarship for up to five (5) years of approved study, subject to satisfactory academic progression through the programme for which the scholarship was awarded.
- 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.
- AUOA and the University of Otago reserve 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.
- Recipients will be encouraged by AUOA to consider meaningful and attainable ways in which they may contribute to the ongoing work and activities of the University of Otago after becoming alumni, regardless of where in the world they may end up living.

**3. DISESTABLISHED PRIZE**

**a) Critchlow Prize in Surveying**

- **Department:** School of Surveying
- **Value:** \$500

- **Background:** Established in 1998 and funded by Critchlow Geospatial, this prize is awarded to the student with the highest standard of achievement each year in SURV319 Spatial Algorithms and Programming. However, Critchlow Geospatial have advised that due to recent changes in business and costs, they will no longer be sponsoring this award, with immediate effect. The prize is therefore to be disestablished, and will not be awarded in 2023.
- **Recommended by:**
  - Associate Professor Antoni Moore, Dean of the School of Surveying, Division of Sciences
  - Professor Richard Barker, Pro-Vice-Chancellor, Division of Sciences

### Current Regulations

#### **Critchlow Prize in Surveying**

Established in 1998 by Critchlow Associates, a Geographic Information Systems consulting company, founded by a former Surveying Graduate of the University of Otago, Mr S I Critchlow.

The prize is awarded annually by the University Council on the recommendation of the Pro Vice-Chancellor (Sciences), after consultation with the Dean of the School of Surveying to the student who attains the highest standard of achievement in SURV319 Spatial Analysis and Programming.

#### **4. AMENDED PRIZE**

##### **a) Graham Crombie Hiranga (Excellence) Award in Accounting (300 Level)**

- **Department:** Department of Accountancy and Finance
- **Value:** \$750 (\$500 1<sup>st</sup> Place, \$150 2<sup>nd</sup> Place, \$100 3<sup>rd</sup> Place)
- **Background:** The Department of Accountancy & Finance and sponsors CA ANZ support changing the name of this prize to *Graham Crombie Hiranga (Excellence) Award in Accounting (300 Level)*, as a way to commemorate the life and contribution (to the University) of the late Graham Crombie. Graham Crombie was a graduate of the University of Otago, a well-respected chartered accountant, and an active member of the Otago business community. He died suddenly in 2019, aged 55 years. This amendment also provides the ideal opportunity to draft a 'customised' and more contemporary set of regulations exclusively for the 300-level prize, as the old regulations that currently apply to this award also govern 100- and 200-level prizes sponsored by CA ANZ. Finally, CA ANZ have generously decided to increase the amount awarded each year to the student in First Place from \$250 to \$500.
- **Recommended by:**
  - Professor Jin Zhang, Head of Department for Accountancy & Finance, Division of Commerce
  - Professor Maree Thyne, Dean and Pro-Vice-Chancellor, Division of Commerce

### Current Regulations

### **Chartered Accountants Australia and New Zealand Prize (300-level)**

Chartered Accountants Australia and New Zealand (formerly known as The Institute of Chartered Accountants of New Zealand and New Zealand Society of Accountants) founded two prizes (for Accounting 1 and 2) in 1961; the Institute of Cost Accountants founded a third prize (for Accounting 3) in 1963; and in 1986 two further prizes (also for Accounting 3) were instituted by the New Zealand Society of Accountants' Cost and Management Accounting Division. In 1992 the prizes were reconstituted as awards for the best students in the core papers required of students majoring in Accounting.

Five prizes are awarded annually by the University Council on the recommendation of the Pro-Vice-Chancellor (Commerce) on behalf of CAANZ: one to the best student in Accounting paper ACCT 102, one to the best student in ACCT 211 and 222, and one to each of the three candidates achieving the highest total marks in the student's best advanced financial accounting paper at 300 level and the student's best advanced management accounting paper at 300 level. \$250 First Prize, \$150 Second Prize, \$100 Third Prize.

### **Proposed Regulations**

#### **Graham Crombie Hiranga (Excellence) Award in Accounting (300 Level)**

*First established in 1963 by the University of Otago in conjunction with the (then) Institute of Cost Accountants, this award for third-year Accounting came to be known as the Chartered Accountants Australia and New Zealand Prize (300-level), one of several undergraduate Accounting prizes still generously funded today by Chartered Accountants Australia and New Zealand (CA ANZ). The prize is awarded annually to the three students with the highest achievement in 300-level advanced financial accounting and advanced management accounting subjects (combined).*

*In 2023, the name of the award was officially changed to Graham Crombie Hiranga (Excellence) Award in Accounting (300 Level), in honour of Graham Crombie FCA, a graduate of the University of Otago who died in February 2019. Graham Crombie was a very well-liked and respected Chartered Accountant, past President of CA ANZ, and a notable figure in Otago business circles, who served on a range of local and national boards, companies and not-for-profit organisations.*

*This prize is awarded annually by the University Council on the recommendation of the Pro-Vice-Chancellor for Commerce, and is shared between the three students with the highest combined mark for one advanced financial accounting paper and one advanced management accounting paper (300-level).*

*The value of the prize will normally be:*

- \$500 for 1st Place (highest combined mark)*
- \$150 for 2nd Place (second-highest combined mark)*
- \$100 for 3rd Place (third-highest combined mark)*

*The award may be given concurrently with other awards.*

**Item 9C**  
**For recommendation of approval**

The value of the prize and regulations may be reviewed from time to time.

**Recommendation**

That the following new prizes, new scholarship and disestablished prize proceed to the University Council for its approval:

- a. New Prizes
  - i. Carmichael Prize in Engineering Surveying
  - ii. Fulton Hogan Prize
  - iii. Paterson Pitts Group Award for Advanced Urban Design
  - iv. Prize for Excellence in 300-level History
- b. New Scholarship
  - i. John M Stewart Scholarship
- c. Disestablished Prize
  - i. Critchlow Prize in Surveying

**To note**

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

- a. Amended Prize
  - i. Graham Crombie Hiranga (Excellence) Award in Accounting (300 Level)



**Research Committee  
Minutes  
RESEARCH COMMITTEE MEETING  
8 November 2023**

**Centre for Innovation seminar room, 1:00pm**

**Present:** Professor Richard Blaikie (Convenor), Dr Rosie Brown (z), Professor Tamlin Conner, Dr Sara Filoche (z), Associate Professor Ceridwen Fraser, Professor Roslyn Kemp, Professor Dorian Owen, Associate Professor Karyn Paringatai, Professor Rose Richards, Associate Professor Diane Ruwhiu, Associate Professor John Shaver (z), Associate Professor Logan Walker (z).

**Apologies:** Dr Martin Gagnon, Mike Wall, Professor Sara Walton.

**In Attendance:** Dr David Geraghty, Dr Donna Hendry (z), Dr John Milnes, Paulette Milnes

Welcome Professor Dorian Owen as alternate for Professor Sara Walton.

1. **Minutes of the Previous Meeting**  
*Noted*  
*Accepted*  
No meeting was held in October.  
That the minutes of the meeting of 20 September 2023, be accepted as a true and accurate record.
2. **No Matters Arising**
3. **No Intimations from the Senate**  
No formal intimations from Senate as awaiting finalising of minutes.  
Professor Blaikie provided a verbal report.
  - Further work on research priorities required.
  - Further evidence and rational for focusing on areas of research strength requested and noted the effect this could have on curiosity driven research.
  - Noted that aligning the University with government priorities is premature as they have not yet been set.
  - Focus on applied research excludes research on fundamental areas of knowledge.
  - Queried why research areas were being set at Divisional rather than programme/school level, although this was a misunderstanding as this is happening.
  - Previous and current areas of strength might not always indicate potential future areas of strength.
  - Senate has requested further discussion take place at RC and Senate
    - Notes draft to be circulated

4. **Research Committee Strategic Activities**

4.1 **PBRF Sector Reference Group update**

Sector Reference Group final meeting for 2023 held 20 October.

- Reviewed feedback on draft guidelines.
  - No major changes.
- Final guidelines due 30 November 2023
- No date yet for EP schema and staff data file specification.
  - Update on dates expected when final guidelines are released.
  - These are unlikely to be released before the end of 2023.
- Feedback of discipline specific guidelines is being compiled.
- PBRF Steering Committee meeting held.
- Two national PBRF managers meetings held.
- Feedback due to TEC by 10 November.
- PBRF update email was sent.
  - These will be sent out regularly, initially approximately every two months, and as information is released.
- Unable to clarify if Teaching Fellows and Postdoc Fellows will be eligible to submit.

Professor Blaikie noted the work of [REDACTED] team, including the upcoming production of information and training videos.

[REDACTED] left the meeting 1:11pm

**Te Ara Paerangi – Future Pathways**

4.2

- Little to report. Action stalled by delayed formation of new government.
- MBIE have released their Te Tiriti statement.
- Reference panel meeting later this month.
- Panel drawn together to begin discussions regarding National Research Priorities.
- Targeted stakeholder engagement undertaken at sector level with some common areas for research and challenges being highlighted. These areas appear to have some crossover with initially conceived University of Otago areas of research strength.

4.3

*Clarification*

**Pae Tata – Strategic Plan to 2030**

Circulated document was an early draft document for discussion and included input from the Senior Leadership Team.

- Corrections and amendments to be forwarded to [REDACTED]

Professor Blaikie gave verbal report from SLT.

- SLT consider the Global Issues Institute to sit outside of URSAAs.
- SLT stated six should be the maximum number of URSAAs.

As noted, formal comment from Senate not yet available.

SLT minutes to go to RC working group.

Robust discussion regarding clarity of reporting lines and formation of the process used to identify areas of research strength.

- Strong directive from Council to operationalise Pae Tata.
- The Research Committee budget for 2024 has not been increased.

- The Research Committee budget is not the only internal source of funding.
- Once finalised, the URSA structure will not direct how Divisions and Departments allocate funds.
- Impact on postgraduate scholarships
- Value of existing UORGS and Scholarships noted.
- 3-5 year plan for URSA implementation required
  - Not in a position for fundamental changes in 2024.
  - Include statement in documentation for 2024 that encourages applicants to consider their alignment with URSA areas but acknowledge that basic research is still important.
  - Emphasise that URSAs are not exclusionary.
    - RC to develop and circulate to staff.
- Process of development for URSAs considered – should URSA structure be implemented and then call for themes, or should URSAs be formed around groups of themes?
- Concern has been expressed regarding the funding of Centres and Themes in 2024.
  - Current funding ends March 2024.
  - Benefit of long-term investment in people demonstrated through Centres and Themes funded for 6 years.
  - Regular scrutiny required of centres and Themes.
    - Professor Blaikie to send a communication to staff involved.

██████████ left the meeting 2:00pm

*Endorsed*

- Circulate a call for Expressions of Interest for Centres and Themes for implementation in 2024, including potential for continuation of existing entities, while URSAs are being developed.
- Open call but wish to look to align to future research strengths and looking to align with Vision 2040 priorities.
  - ██████████, with input from ██████████, will draft a short form EOI, including justification for funding, for existing and new Centres and Themes.
  - ██████████ to coordinate a working group to work on the draft URSA document.
    - The first meeting will be scheduled in November, with the group meeting at least one more time before the end of the year.

**5**  
**5.1**

## **UORGS**

### **UORG Extensions/Variations**

Noted COI of ██████████

#### UORG Summary List

*Approved*  
*Approved*  
*Approved*

██████████, UORG extension to 31 December 2023

██████████, UORG extension to 30 April 2024

██████████, UORG extension to 31 December 2024

Approved  
Approved  
Approved

██████████, UORG extension to 30 June 2024  
██████████, UORG extension to 30 June 2024  
██████████, UORG extension to 31 May 2024

**6**  
Tabled

**Incoming correspondence**

Late correspondence from the Marsden Fund regarding panel nominations

- Names for institutionally nominated candidates to Professor Blaikie’s office. These nominations will not be vetted.
  - ██████████ will draft an item for a staff communication.
- Marsden Fund will be collating nominations before the end of January 2024.

**7.**  
**7.1**

**Convener’s Business**

**Research Successes**

Health Research Council – most successful main round to date.  
MBIE Endeavour Fund – \$32 million success. Most successful University in the country.  
Marsden Fund – 27 awards, totalling \$20 million.  
Professor Blaikie is aware of other successful HRC Fellowship applications which are not yet public.  
Acknowledgement of support provided by Research and Enterprise staff for applications.  
Encourage more staff to apply for fellowships.  
Recently announced new fellowships dependent on incoming government confirmation.  
University Staff award function is on Monday 13 November 2023  
Overall funding success in 2023: >\$200 million (not including Rutherford or James Cook Fellowships). Second best year on record.

**7.2**

**Maori Strategic Framework**

To be developed and an Action Plan for implementation by mid next year.  
DVC (Māori) applications have closed, and interview process has started.

**7.3**

**Research Committee Dates for 2024**

2024 meeting dates have been finalised.  
Meeting invites to be sent shortly.

**8**

**General Business**

None

**Next Meeting**

The next meeting of the Committee has been set down for 13 December 2023, meeting will be in person and online.  
Noted that this is the same day as graduation.

Meeting ended 2:19pm

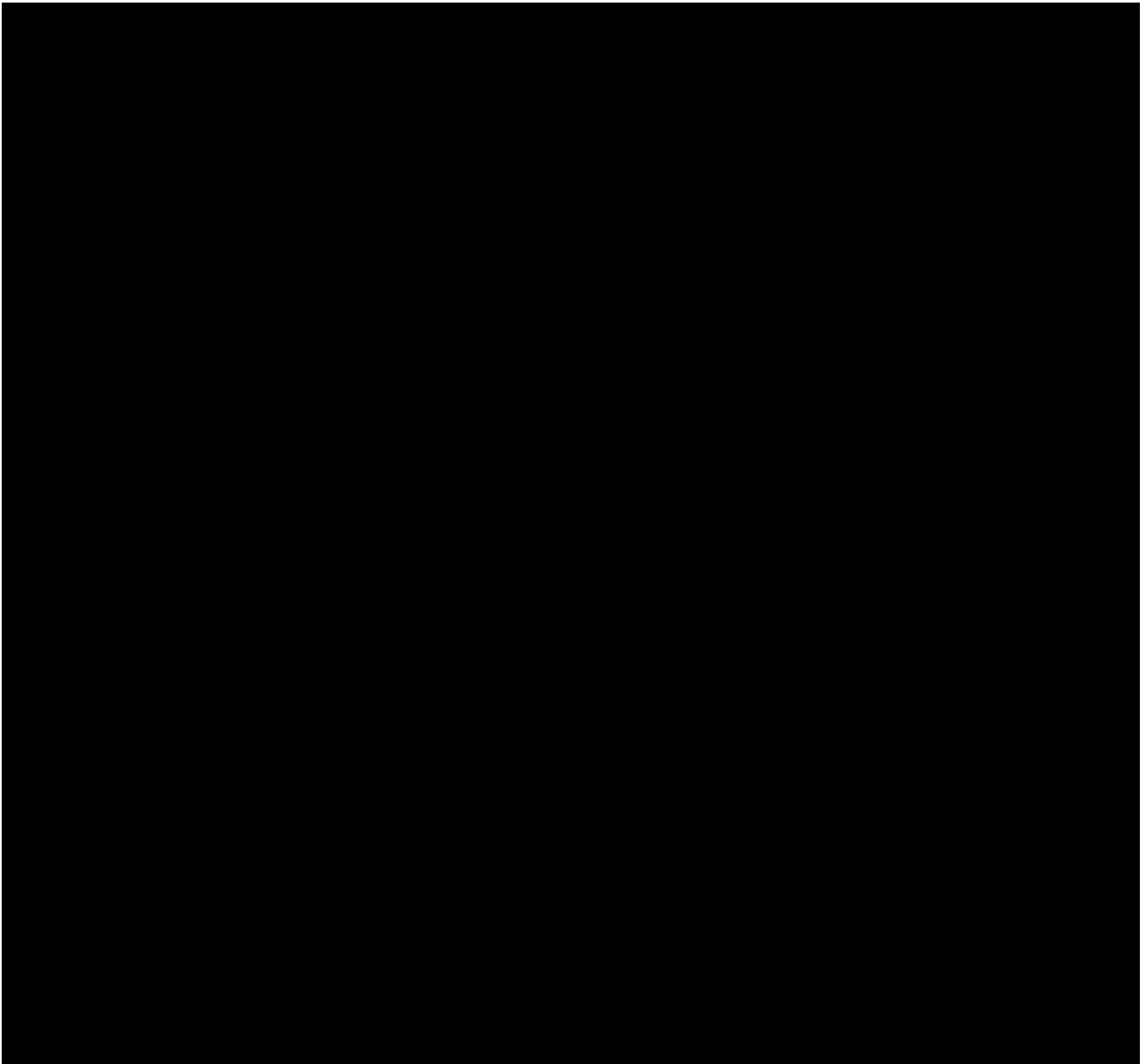


**Item 10**  
**For noting**

**Distribution List**

Professor Richard Blaikie  
Professor Sara Walton  
Professor Dorian Owen  
Professor Roslyn Kemp  
Associate Professor John Shaver  
Associate Professor Ceridwen Fraser  
Dr Sara Filoche  
Associate Professor Logan Walker  
Professor Tamlin Conner  
Dr Rosie Brown  
Dr Martin Gagnon  
Associate Professor Diane Ruwhiu  
Professor David Baxter  
Professor Rose Richards  
Associate Professor Karyn Paringatai

Mike Hall  
Professor Maree Thyne  
Professor Patricia Priest  
Professor Jessica Palmer  
Professor Richard Barker  
Professor Jeff Smith  
Stephen Willis  
Gary Witte  
Cc Matt Angel  
Cc Michelle Bennie  
Cc Dr David Geraghty  
Cc Dr John Milnes  
Cc Paulette Milnes  
Cc Fiona Seaton



**Item 11**  
**For approval and noting of items**  
**as outlined in the agenda**



**Board of Undergraduate Studies**

Committee Secretary: Matt Angel  
E-mail: [academic.committees@otago.ac.nz](mailto:academic.committees@otago.ac.nz)  
Telephone: 03 479 4852

**Minutes of a Meeting of the Board of Undergraduate Studies**

**1 November 2023**

**Present:** Professor Phil Bremer (Convener), Associate Professor Melanie Beres, Dr Sarah Carr (representing Distance Learning), Professor Tim Cooper, Jason Cushen, Associate Professor Richard Greatbanks, Jennifer Haugh, Professor Brendan McCane, Margaret Morgan, Professor Lois Surgenor

**In attendance:** Matt Angel, Carol Forbes, Richard German, Dr Lynnaire Sheridan (incoming Associate Dean (Academic) for the Division of Commerce), Sandra Spence, Dr Tosh Stewart, Dr Julie Weaver

**Apologies:** Ngaroma Bennett, Mia Heaphy Butts, Professor Karl Lyons, Dr Sarah Stein, Dr Julie Timmermans

**1. Karakia Timatanga**

The Convener opened the hui with a karakia.

**2. Minutes**

The minutes of a meeting of the Board on 4 October 2023, previously circulated, were confirmed.

**3. Intimations from Senate**

The Board noted that the Senate, 25 October 2023, received the minutes of the meeting of the Board held on 4 October 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)

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](mailto:academic.committees@otago.ac.nz)).

**Item 11**  
**For approval and noting of items**  
**as outlined in the agenda**

**5. CUAP Report**

The Board received a verbal report from the Dean of Learning and Teaching regarding the meeting of the Committee on University Academic Programmes (CUAP) on 19 October 2023, *noting that:*

- *Work is still in progress to extract CUAP data from the new online system in a format that is comparable to the data that has been reported in previous years.*
- *CUAP had a long and productive conversation regarding responses to the review of CUAP.*
- *All proposals from CUAP 2023 Round 2 were approved, and none were brought to the meeting for discussion.*
- *CUAP no longer wishes to receive a list of internal and external reviews conducted each year at each of Aotearoa's universities and will instead hold a general discussion each year regarding the review environment across universities.*
- *CUAP's working group on revising the Graduating Year Review (GYR) process had its first meeting.*
- *The University's GYR reports continue to compare favourably to other GYR reports that CUAP receives.*

And noted that all of the University's proposals submitted to CUAP 2023 Round 2 have been approved, comprising the following:

- To introduce a new qualification, the Diploma in Science (DipSc)
- To rename the Consumer Food Science subject to Food and Agriculture for MAppSc, PGDipAppSc, and PGCertAppSc

And noted that CUAP has accepted all of the University's Graduating Year Review (GYR) reports submitted in 2023, comprising GYRs for the following programmes:

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

**Item 11**  
**For approval and noting of items**  
**as outlined in the agenda**

**6. Teaching and Learning Plan**

The Board received a manatu from the Dean of Learning and Teaching regarding the status of the current Teaching and Learning Plan and intentions for the next iteration of the Plan, *noting that:*

- *The Teaching and Learning Plan, 2013-2020 remains in effect.*
- *That the Dean of Learning and Teaching – in collaboration with the Deputy Vice-Chancellor (Academic) – will lead the development of a new Teaching and Learning Plan next year, including a revised Graduate Profile, which will entail a broad and inclusive kōrero carried on across the whole University.*

**7. Review of the Expedited Academic Approval Process**

The Board reviewed the effectiveness of the expedited academic approval process, as prompted in a manatu from Academic Committees and Services, and

**AGREED**

that the University should continue to use the expedited process in its current form, *noting that:*

- *The Board supported continued oversight by the Deputy Vice-Chancellor (Academic) as part of the expedited process.*
- *Staff from Student Experience and ITS confirmed that the expedited process is achieving one of its intended aims in improving the distribution of administrative workload and reducing the magnitude of peaks and troughs.*
- *The Board felt that the expedited process was effectively reducing the size of meeting agendas.*
- *The Board agreed that the Dean of Learning and Teaching would consider revisions to the templates that feed into the expedited process in due course as part of wider work around reviewing proposal templates, subject to approval from the Board for any proposed revisions.*
- *The Board suggested that shifting to the use of iterative online proposal forms would be beneficial and noted that the University intends to move toward this direction.*
- *The Board was reluctant to see proposals amending a paper's mode from on campus to distance learning approved through the expedited process, but agreed to consider the next few proposals of this nature that come to the Board with a view to determining whether the expedited process would have been appropriate.*

**8. Division of Sciences**

The Board

**NOTED**

that the following Special Topic was approved by the Division of Sciences (16 October 2023):

**Botany**

SCI-1 - To offer BTNY 370 as Special Topic: Plant Identification for Agriculture

**NOTED**

that the following proposals were approved under the expedited approvals process:

**Human Nutrition**

SCI-2 - To amend the prerequisite HUNT 342

**Item 11**  
**For approval and noting of items**  
**as outlined in the agenda**

**School of Physical Education, Sport and Exercise Sciences**

SCI-3 - To add SPEX 311 to the Exercise and Sport Science major as an optional paper and to re-word the 100-level paper requirements

**Physics**

SCI-4 - To amend the minor subject requirements for Physics

**9. Division of Health Sciences**

The Board

**RECOMMENDED** that the following items from the Division of Health Sciences (17 August and 19 October 2023) be approved:

**Health Professional Programmes**

HSC-1 - To establish new selection criteria for Health Sciences professional programmes, *noting that:*

- *The Board had earlier requested to see these selection criteria to inform considerations on a previously deferred proposal to lower the eligibility requirements for professional programmes, but that proposal – which will require CUAP approval – is not yet ready to return to the Board.*
- *These selection criteria form one of multiple work streams around professional programmes admission that are currently ongoing.*
- *These selection criteria will be available publicly with an aim of streamlining the flow of information to students and improving transparency.*
- *Legal advice has been sought and incorporated into these selection criteria.*
- *The selection criteria for each programme started from a common template, and differences between the various sets of selection criteria have emerged from actual divergences in the needs and practices of each programme.*
- *These selection criteria relate to domestic students and are driven by domestic admissions policy, with no perceived implications for international student admissions.*
- *The Board noted various minor issues and formatting inconsistencies, to be corrected by [REDACTED] prior to submission to Senate.*
- *The Board commended [REDACTED] for their work to bring the selection criteria to this point and continued to express appreciation for the ongoing work across professional programmes admissions matters.*

HSC-2 - To amend the regulations for Health Sciences professional programmes, *noting that:*

- *A number of these changes had been packaged with the changes to professional programmes eligibility, but the more minor changes that did not require CUAP approval were parsed out for inclusion in this proposal.*
- *Other changes included in this proposal correct errors in previous proposals or fix existing gaps in admissions processes that have come to light, at the request of the relevant areas administering these processes.*

**Item 11**  
**For approval and noting of items**  
**as outlined in the agenda**

- *This proposal document inadvertently includes a change to the minimum average grade required for entry to the Bachelor of Pharmacy, but no change is intended, and this should not be implemented.*

**NOTED** that the following proposals were approved under the expedited approvals process:

**Bioethics, Public Health, and Physiotherapy**

HSC-3 - To amend the title and prescription details for BITC 301; to amend the mode of PUBH 723 to add distance learning; and to amend the prerequisite for PHTY 561

**10. Annual Programme Reports**

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

**11. Convener's Business**

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

**12. Farewells and Appreciation**

The Board acknowledged that this would be Associate Professor Greatbanks' last meeting as a member of the Board before concluding his term in the role of Associate Dean (Academic) for the Division of Commerce and expressed its appreciation to Associate Professor Greatbanks for his service and commitment in that role.

The Board acknowledged that this would be Professor Bremer's last meeting as Convener of the Board before concluding his term in the role of Acting Deputy Vice-Chancellor (Academic) and expressed its appreciation to Professor Bremer for his service in this role in the midst of a particularly challenging time for the University.

**13. 2024 Meeting Dates**

The Board noted that this is the final meeting of the Board in 2023 and that the Board will meet at 2:00 pm in the Council Chamber, First Floor, Clocktower Building, on the following dates in 2024:

- 7 February
- 6 March
- 10 April, *noting that this date has been revised by one week due to public holidays and mid-semester break*
- 1 May
- 5 June
- 3 July
- 7 August
- 4 September
- 2 October
- 6 November

**Item 11**  
**For approval and noting of items**  
**as outlined in the agenda**

**14. Karakia Whakamutunga**

The Convener closed the hui with a karakia.

**15. 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





## **Board of Graduate Studies**

Committee Secretary: Matt Angel  
E-mail: [academic.committees@otago.ac.nz](mailto:academic.committees@otago.ac.nz)  
Telephone: 03 479 4852

### **Minutes of a Meeting of the Board of Graduate Studies**

**5 October 2023**

**Present:** Professor Phil Bremer (Convener), Professor Richard Blaikie, Professor Neil Carr (representing the Division of Commerce), Dr Sarah Carr (representing Distance Learning), Professor Tim Cooper, Professor Tony Harland, Professor Zhiyi Huang, Professor Chrys Jaye, Kirsty Lewis, Associate Professor Diane Ruwhiu (representing the Graduate Research School), Associate Professor Wayne Stephenson, Professor Gisela Sole

**In attendance:** Matt Angel, Rebecca Connaughton, Associate Professor Anaru Eketone (for Item 6), Carol Forbes, Scott Venning, Dr Julie Weaver

**Apology:** Professor David Baxter, Jason Cushen, Professor Lisa McNeill, Margaret Morgan, Lini Roberts, Dr Sarah Stein, Keegan Wells

#### **1. Karakia Timatanga**

The Convener opened the hui with a karakia.

#### **2. Minutes**

The minutes of a meeting of the Board held on 7 September 2023, previously circulated, were confirmed.

#### **3. Intimations from Senate**

The Board noted that the Senate, 27 September 2023, received the minutes of a meeting of the Board on 7 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) Amendments to regulations for master's degrees to achieve consistency regarding which papers or courses should be considered when determining an applicant's GPA for entry into the programme (April 2023) (June 2023)

**Item 12A**  
**For noting**

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](mailto:academic.committees@otago.ac.nz)).

**5. Graduate Research Committee**

**GRC Minutes**

The Board received the report of the Graduate Research Committee dated 29 August 2023.

**Graduate Research School Report**

The Board received a report on doctoral candidates for August 2023, *noting that:*

- *Enrolments are tracking well compared to 2022, with the number of deferrals down and the numbers of completions and examinations up.*

**6. 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 suggested that the text in prompt relating to Te Tiriti could be misinterpreted as being prescriptive rather than being correctly seen as a process for engagement and suggested that there may be room in the future to clarify the wording to ensure that the intent is clearly signalled.*
- *The Board agreed with the intention of recommending the use of departmental Māori advisory groups, but suggested that considered and creative solutions may be needed to achieve this aspiration in way that is effective, meaningful, and sustainably resourced.*
- *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.

**7. Division of Commerce**

The Board

**ENDORSED**

the following indicative proposal from the Division of Commerce (23 August 2023), previously supported by the DVCs/PVCs Advisory Group (4 September 2023), to proceed to development as a full New Programme proposal:

### **Dean's Office**

COM-1 - An indicative proposal to introduce a new suite of qualifications, Postgraduate Certificate in Business, Postgraduate Diploma in Business and Master of Business, *noting that:*

- *The proposed changes resulting from the establishment of this suite of qualifications should achieve sufficient efficiencies to justify the proposal without forecasting ambitious growth in enrolments, though the Board acknowledges that the Division's own aspirations and expectations for enrolments – should the proposed qualifications be approved and implemented – exceed the forecasted growth, and the Board supports and encourages these aspirations.*
- *In light of the point above, careful consideration should be given about where to set forecasted enrolments in the full proposal to balance between the targets that may be reported against in future reviews and ensuring that the programmes are pursuing solid aspirational growth.*
- *The Board queried what considerations had taken place around the points values of papers that would be included in the proposal qualifications, and noted that the proposer viewed larger points values as an obstacle to providing the range of papers and content that it appears prospective students are wanting from the proposed qualifications.*
- *As the name 'Master of Business' has previously been used for a different qualification offered by the University, there are likely to be some recurring obstacles in the Student Management System, and there is some potential for confusion on the part of graduates and employers, but these issues are not seen to be insurmountable.*

### **8. Division of Health Sciences**

The Board

**RECOMMENDED** that the following proposal from the Division of Health Sciences (21 September 2023):

#### **General Practice and Rural Health**

#### **(CUAP approval required)**

HSC-1 - To amend the names of the Postgraduate Diploma and Postgraduate Certificate in Rural and Provincial Hospital Practice to the Postgraduate Diploma and Postgraduate Certificate in Rural Clinical Practice

### **9. Annual Programme Reports**

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

- Master of Arts (Coursework)
- Master of Advanced Nursing Practice

### **10. Strategic Matters**

The Board noted that it did not have any strategic matters to raise.

**Item 12A**  
**For noting**

**11. Convener's Business**

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

**12. Date of Next Meeting**

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

**13. Karakia Whakamutunga**

The Convener closed the hui with a karakia.

**14. Members of the Board**

Professor Phil Bremer (Convener)  
Professor David Baxter  
Professor Richard Blaikie  
Professor Tim Cooper  
Jason Cushen  
Professor Tony Harland  
Professor Zhiyi Huang  
Professor Chrys Jaye  
Kirsty Lewis  
Professor Lisa McNeill  
Margaret Morgan  
Lini Roberts  
Professor Gisela Sole  
Dr Sarah Stein  
Associate Professor Wayne Stephenson  
Keegan Wells

**Item 12B**  
**For approval and noting of items**  
**as outlined in the agenda**



**Board of Graduate Studies**

Committee Secretary: Matt Angel  
E-mail: [academic.committees@otago.ac.nz](mailto:academic.committees@otago.ac.nz)  
Telephone: 03 479 4852

**Minutes of a Meeting of the Board of Graduate Studies**

**2 November 2023**

**Present:** Professor Phil Bremer (Convener), Professor Richard Blaikie, Dr Sarah Carr (representing Distance Learning), Professor Tim Cooper, Jason Cushen, Professor Tony Harland, Professor Zhiyi Huang, Professor Chrys Jaye, Kirsty Lewis, Professor Lisa McNeill, Margaret Morgan, Bronwen Stephens (representing the Graduate Research School), Associate Professor Wayne Stephenson, Professor Gisela Sole

**In attendance:** Matt Angel, Rebecca Connaughton, Dr Lynley Edmeades (for Item 13, HUM-2), Professor Jacob Edmond (for Item 13, HUM-2), Carol Forbes, Dr Tosh Stewart, Scott Venning, Dr Julie Weaver

**Apology:** Professor David Baxter, Lini Roberts, Dr Sarah Stein, Keegan Wells

**1. Karakia Timatanga**

The Convener opened the hui with a karakia.

**2. Minutes**

The minutes of a meeting of the Board held on 5 October 2023, previously circulated, were confirmed.

**3. Intimations from Senate**

The Board noted that the Senate, 25 October 2023, approved all recommendations from the 5 October 2025 meeting of the Board and will receive the minutes of that meeting when it next meets on 29 November 2023.

**4. Matters Still to be Finalised**

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

- a) Amendments to regulations for master's degrees to achieve consistency regarding which papers or courses should be considered when determining an applicant's GPA for entry into the programme (April 2023) (June 2023)

**Item 12B**  
**For approval and noting of items**  
**as outlined in the agenda**

- b) A proposal to introduce a new suite of qualifications: Postgraduate Certificate in Business, Postgraduate Diploma in Business, and Master of Business (October 2023)

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](mailto:academic.committees@otago.ac.nz)).

**5. Graduate Research Committee**

**GRC Minutes**

The Board received the minutes of a meeting of the Graduate Research Committee on 26 September 2023

**Graduate Research School Report**

The Board received a report on doctoral candidates for September 2023, *noting that:*

- *Enrolments continue to track well compared to 2022, with the number of deferrals down and the numbers of completions and examinations up.*

**6. CUAP Report**

The Board received a verbal report from the Dean of Learning and Teaching regarding the meeting of the Committee on University Academic Programmes (CUAP) on 19 October 2023, *noting that:*

- *Work is still in progress to extract CUAP data from the new online system in a format that is comparable to the data that has been reported in previous years.*
- *CUAP had a long and productive conversation regarding responses to the review of CUAP.*
- *All proposals from CUAP 2023 Round 2 were approved, and none were brought to the meeting for discussion.*
- *CUAP no longer wishes to receive a list of internal and external reviews conducted each year at each of Aotearoa's universities and will instead hold a general discussion each year regarding the review environment across universities.*
- *CUAP's working group on revising the Graduating Year Review (GYR) process had its first meeting.*
- *The University's GYR reports continue to compare favourably to other GYR reports that CUAP receives.*

And noted that all of the University's proposals submitted to CUAP 2023 Round 2 have been approved, comprising the following:

- To introduce a new qualification, the Diploma in Science (DipSc)
- To rename the Consumer Food Science subject to Food and Agriculture for MAppSc, PGDipAppSc, and PGCertAppSc

**Item 12B**  
**For approval and noting of items**  
**as outlined in the agenda**

And noted that CUAP has accepted all of the University's Graduating Year Review (GYR) reports submitted in 2023, comprising GYRs for the following programmes:

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

**7. Teaching and Learning Plan**

The Board received a manatu from the Dean of Learning and Teaching regarding the status of the current Teaching and Learning Plan and intentions for the next iteration of the Plan, *noting that:*

- *The Teaching and Learning Plan, 2013-2020 remains in effect.*
- *That the Dean of Learning and Teaching – in collaboration with the Deputy Vice-Chancellor (Academic) – will lead the development of a new Teaching and Learning Plan next year, including a revised Graduate Profile, which will entail a broad and inclusive kōrero carried on across the whole University.*

**8. Moderation Processes for Postgraduate Papers**

The Board received a manatu from the Dean of Learning and Teaching regarding the status of current moderation processes and requirements for postgraduate papers and plans for future work on moderation processes, *noting that:*

- *The Board confirmed that external moderation of postgraduate papers is not required for 2023*
- *The Dean of Learning and Teaching will work with the Senior Strategy and Policy Adviser (Academic Division) to finalise proposed new practices for moderation – both internal and occasional external moderation – as early as possible in 2024.*

**9. Master's Thesis Examiner's Recommendation Forms**

The Board noted that amendments to the master's thesis examiner's recommendation forms to align possible examination outcomes on the forms to current regulations, including in particular the replacement of 'accepted subject to amendments' with 'accepted subject to minor corrections', are already in progress and should take effect in early 2024.

**Item 12B**  
**For approval and noting of items**  
**as outlined in the agenda**

**10. Review of the Expedited Academic Approval Process**

The Board reviewed the effectiveness of the expedited academic approval process, as prompted in a manatu from Academic Committees and Services, and

**AGREED**

that the University should continue to use the expedited process in its current form, *noting that:*

- *The Board supported continued oversight by the Deputy Vice-Chancellor (Academic) as part of the expedited process.*
- *Staff from Student Experience and ITS confirmed that the expedited process is achieving one of its intended aims in improving the distribution of administrative workload and reducing the magnitude of peaks and troughs.*
- *The Board felt that the expedited process was effectively reducing the size of meeting agendas.*
- *The Board agreed that the Dean of Learning and Teaching would consider revisions to the templates that feed into the expedited process in due course as part of wider work around reviewing proposal templates, subject to approval from the Board for any proposed revisions.*

**11. Division of Commerce**

The Board

**NOTED**

that the following proposal was approved under the expedited approvals process:

Executive Education

COM-1 - To delete BMBA 504; to amend the titles of BMBA 502, 503, 505, and 506; and to make minor amendments to the required papers for the Master of Business Administration (MBA)

**12. Division of Sciences**

The Board

**NOTED**

that the following proposal was approved under the expedited approvals process:

**School of Physical Education, Sport and Exercise Sciences**

SCI-1 - To amend the prescriptions details for SPEX 481

**13. Division of Humanities**

The Board

**ENDORSED**

the following indicative proposals from the Division of Humanities (18 October 2023), previously supported by the DVCs/PVCs Advisory Group (4 September 2023), to proceed to development as full proposals:

**Te Tumu - School of Māori, Pacific and Indigenous Studies**

HUM-1 - An indicative proposal to introduce a new subject, Pacific Islands Studies, for PGDipArts, BA(Hons), MA(Coursework), and MA(Thesis)



**Item 12B**  
**For approval and noting of items**  
**as outlined in the agenda**

**School of Arts**

HUM-2 - An indicative proposal to introduce a new qualification, Master of Creative Writing, *noting that:*

- *Otago is currently an outlier among universities in Aotearoa in not offering a Master of Creative Writing.*
- *The programme could form connections with the Cities of Literature network, of which Ōtepoti is a part.*
- *While it is expected that there will be sufficient domestic demand to justify the programme, international enrolments will still be sought and welcomed.*
- *It is not envisioned that part-time enrolment in the programme would be feasible given that the workshop model requires a cohort approach, but it could be possible to explore a part-time cohort if there is sufficient demand.*
- *The Board would encourage working with Otago University Press where appropriate.*
- *The Board noted the programme's potential to align with the digital gaming industry in Dunedin in relation to digital narratives.*

**NOTED**

that the following proposals were approved under the expedited approval process:

**School of Arts**

HUM-3 - To amend the teaching periods and prescription details for ENGL 473 and ENGL 476

**14. Division of Health Sciences**

The Board

**RECOMMENDED**

that the following proposals from the Division of Health Sciences (19 October 2023) be approved:

**Faculty of Dentistry**

HSC-1 - To amend the regulations for the Master of Community Dentistry (MComDent), *subject to:*

- *Revising the proposed regulations – to the satisfaction of the Dean of Learning and Teaching and the Deputy Vice-Chancellor (Academic) – to better conform with other master's degrees offering a dual enrolment structure for papers and thesis or thesis-only study.*

HSC-2 - To amend the regulations for the Postgraduate Diploma in Community Dentistry (PGDipComDent)

**Psychological Medicine**

HSC-3 - To amend the regulations for the Postgraduate Diploma in Neuropsychology (PGDipNeuropsych), *noting that:*

- *This programme will be first be offered in 2024, and these regulations have not yet been published in the University Calendar.*

**Item 12B**  
**For approval and noting of items**  
**as outlined in the agenda**

**NOTED** that the following proposals were approved under the expedited approvals process:

**Bioethics, Public Health, and Physiotherapy**

HSC-4 - To amend the title and prescription details for BITC 301; to amend the mode of PUBH 723 to add distance learning; and to amend the prerequisite for PHTY 561

**15. 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 Health Sciences**

- Master of Advanced Nursing Practice

**Still to be submitted**

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

- Master of Arts (Coursework)

**16. Convener's Business**

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

**17. Farewells and Appreciation**

The Board acknowledged that this would be Professor Huang's last meeting as a member of the Board before concluding his term in the role of Acting Associate Dean (Postgraduate) for the Division of Sciences and expressed its appreciation to Professor Huang for his service in that role.

The Board acknowledged that this would be Professor Bremer's last meeting as Convener of the Board before concluding his term in the role of Acting Deputy Vice-Chancellor (Academic) and expressed its appreciation to Professor Bremer for his service in this role in the midst of a particularly challenging time for the University.

**18. 2024 Meeting Dates**

The Board noted that this is the final meeting of the Board in 2023 and that the Board will meet at 2:00 pm in the Council Chamber, First Floor, Clocktower Building, on the following dates in 2024:

- 8 February
- 7 March
- 11 April, *noting that this date has been revised by one week due to public holidays and mid-semester break*
- 2 May
- 6 June
- 4 July
- 8 August
- 5 September
- 3 October
- 7 November

**Item 12B**  
**For approval and noting of items**  
**as outlined in the agenda**

**19. Karakia Whakamutunga**

The Convener closed the hui with a karakia.

**20. Members of the Board**

Professor Phil Bremer (Convener)  
Professor David Baxter  
Professor Richard Blaikie  
Professor Tim Cooper  
Jason Cushen  
Professor Tony Harland  
Professor Zhiyi Huang  
Professor Chrys Jaye  
Kirsty Lewis  
Professor Lisa McNeill  
Margaret Morgan  
Lini Roberts  
Professor Gisela Sole  
Dr Sarah Stein  
Associate Professor Wayne Stephenson  
Keegan Wells