
Senate

Date: 26 April 2023

Time: 12:15pm

Venue: Council Chamber, First Floor, Clocktower Building

Note: Items left open for discussion are indicated by ## in the margin. To send your apology if you are unable to attend the meeting or to receive the Zoom login details, please email Academic Committees and Services (academic.committees@otago.ac.nz) or contact Matt Angel on telephone extension 4852.



Agenda

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To open the hui with a karakia.	
2. Minutes	
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To note that the Council will receive Communication from the Senate dated 29 March 2023 when it next meets on 9 May 2023.	
4. ## Tī Kōuka - Sustainability Strategic Framework	
To consider for endorsement Tī Kōuka - The Sustainability Strategic Framework 2022-2030.	
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5. ## AAIN Generative AI Guidelines	
To discuss A document from the Australian Academic Integrity Network (AAIN) regarding guidance on the appropriate use of generative artificial intelligence (AI) in higher education.	
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6. ## Strategic Direction for Distance Learning	
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7. University of Otago Quality Review Reports	

a) Recently Released Review Reports

To note

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

- Department of Radiation Therapy, 2-4 May 2022
- Department of Anatomy, BMS, 26-28 July 2022
- Social Impact Studio, 16-17 August 2022
- Department of Chemistry, 12-14 October 2022
- Disability Information and Support, 7-9 November 2022
- Department of Food Science, 15-17 November 2022

(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

- Māori Centre, 28-30 September 2022
- School of Arts, 17-20 October 2022
- Genetics Teaching Programme, 28-30 November 2022
- Employment-Related Processes, 5-8 December 2022
- Studholme College, 6-8 March 2023
- School of Social Sciences, 20-24 March 2023

Upcoming reviews

- Department of Public Health, UOW, 23-25 May 2023
- Quality Advancement Unit, 13-15 June 2023
- Department of Preventive and Social Medicine, DSM, 31 July - 2 August 2023
- Publications/Outputs Office/PBRF Office, 23-25 August 2023
- ELM Programme, week of 4 September 2023 - to be confirmed
- University College, 4-6 September 2023
- Ecology Programme, early October 2023
- Communication Section, External Engagement, 2-4 October 2023
- Neuroscience Programme, 25-27 October 2023
- Department of Women's and Children's Health, DSM; Department of Obstetrics and Gynaecology, UOC; Department of Obstetrics, Gynaecology and Women's Health, UOW - week of 30 October 2023 - to be confirmed
- Department of Zoology - November 2023 - to be confirmed

8. Committee for the Advancement of Learning and Teaching

To receive

the minutes of a meeting of the Committee for the Advancement of Learning and Teaching on 30 March 2023.

- [20230330 CALT minutes](#)

9. Research Committee

To receive
the minutes of a meeting of the Research Committee on 5 April 2023.

- [20230405 RC minutes](#)

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10. Scholarships and Prizes Committee

To receive
a manatu from the Scholarships and Prizes Committee dated 17 April 2023, and

To recommend
that the following new prizes, new scholarship and disestablished prize be approved:

New Prizes

- Mayne Wetherell Prize
- Te Ohu Pūniho Ora o Aotearoa - The New Zealand Oral Health Association Clinical Oral Health Practice Prize
- Te Ohu Pūniho Ora o Aotearoa - The New Zealand Oral Health Association Community Oral Health and Oral Health Promotion Prize

New Scholarship

- Stewart Petrie Diversity & Equity Scholarship in Surveying & Spatial

Disestablished Prize

- A J Park Intellectual Property Prize

- [20230417 SaPC New and Amended Scholarships and Prizes](#)

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11. Board of Undergraduate Studies

To receive
the minutes of a meeting of the Board of Undergraduate Studies on 5 April 2023, and

- [BUGS minutes 20230405](#)

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a) To recommend

that the following deleted and amended programmes, including new, amended and deleted papers, be approved:

(CUAP approval required)

Amended programmes

- Advertising endorsement for the Diploma for Graduates (DipGrad), to be renamed to Creative Marketing
- Bachelor of Dental Technology (BDentTech)

New papers

- DTEC 111 Fundamental Sciences for Dental Technology
- DTEC 113 3D and Digital Fixed Prosthetics 1
- DTEC 311 Applied Research for Dental Technology
- DTEC 312 Integrated 3D and Digital Prosthetics

Amended papers

- DTEC 102
- DTEC 201
- DTEC 202
- DTEC 203
- DTEC 303

Deleted papers

- DTEC 204 Applied Design for Orthodontics
- DTEC 301 Special Topics: Dental Technology Research
- DTEC 302 Dental Technology 4

(CUAP notification required)

Deleted programmes

- Electronics subject
- Bachelor of Applied Sciences (BAppSc)
- Ethnomusicology minor subject
- Classical Music minor subject

Deleted papers

- ELEC papers

b) To approve

the following new, amended and deleted papers and amended programmes:

New papers

- LAWS 482
- CLAS 247/347

Amended papers

- MATH 304
- PHSI 170, amended to ASTR 101
- EMAN 204
- RELS 217/317
- MUSI 105
- MUSI 140
- MUSI 240
- MUSI 340

Deleted papers

- MATH 374
- LAWS 442
- CLAS 337/437

Amended programmes:

- Mathematics minor subject
- Geology major subject
- Music minor subject
- Music Technology minor subject, renamed to Music Production

c) To note

that the following deleted papers were approved under the expedited approval process for academic proposals:

Deleted papers

- MANT 343
- MANT 370

12. Board of Graduate Studies

To receive

the minutes of a meeting of the Board of Graduate Studies on 6 April 2023, and

- [BoGS minutes 20230406](#)

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a) To recommend

that a proposal amending the minimum required GPA to enter coursework master's degrees to B be submitted to CUAP.

b) To recommend

that the following deleted and amended programmes, including new deleted papers, be approved:

(CUAP approval required)

Amended programmes

- Bachelor of Dental Technology with Honours (BDentTech(Hons))

New papers

- DTEC 411 Dental Technology Research for Honours
- DTEC 412 Dental Technology Practice

Deleted paper

- DTEC 490 Dental Technology Research 3

(CUAP notification required)

Deleted programmes

- Electronics subject
- Bachelor of Applied Sciences with Honours (BAppSc(Hons))

Deleted papers

- ELEC papers

c) To approve

the following new, amended and deleted papers and amended programme:

New papers

- ENGL 470 Storyworlds and Cognition
- PHIL 417 Advanced Problems in Foundational Philosophy
- PHIL 418 Advanced Problems in Applied Philosophy
- ZOOL 425 Conservation Genomics
- MATH 421 Analytical Number Theory
- MATH 422 Functional Analysis
- MATH 423 Measure and Integration
- MATH 424 Techniques in Applied Mathematics I
- MATH 425 Differential Geometry
- MATH 426 Techniques in Applied Mathematics II
- MATH 427 Advanced Algebra
- MATH 431-434 Topics in Advanced Mathematics

Amended papers

- EDUC 572 Primary Curriculum 2
- EDUC 577 Secondary Curriculum 2
- EMAN 490

Deleted papers

- PHIL 405 Philosophy of Biology
- PHIL 462 Special Topic
- ZOOL 421
- MATH 401-412

Amended programme:

- Mathematics subject for BSc(Hons)

d) To note

that the following amended papers were approved under the expedited approval process for academic proposals:

Amended papers

- ANTH 405
- ANTH 409
- ANTH 430

13. Convener's Business

14. Date of Next Meeting

To note

that the Senate will next meet on Wednesday 31 May 2023 at 12:15 pm in the Council Chamber, with attendance via Zoom also welcomed.

15. Karakia Whakamutunga

To close

the hui with a karakia.



Senate

Committee Secretary: Matt Angel Telephone: 03 479 4852

E-mail: academic.committees@otago.ac.nz

MINUTES OF A MEETING OF THE SENATE

29 March 2023

Present: Professor R J Blaikie (Acting Convener), Associate Professor A Alm, Professor I G Barber, Professor R J Barker, Dr F Beyer, Associate Professor S A Biggemann, Professor P B Blakie, M E H Butts, Professor H R Campbell, Professor C J Charles, Professor T S Conner, Professor P R Cooper, J R Cushen, Associate Professor M Dawson, Associate Professor G C Dick, Professor F J Edgar, Associate Professor C Fraser, Professor N J Gemmell, J Gibson, Associate Professor A R Gorman, Professor S E Griffiths, Professor L A Hale, Associate Professor E A Hargreaves, Associate Professor A J High, Professor C L Hulbe, Professor S J Jackson, Q D Jane, Associate Professor C M L Johnson, Professor R A Kemp, Professor M A Kennedy, Associate Professor J R Kirman, Professor S M Knowles, Dr S W Lau, E Lemalu-Eteuati, Dr G H Leonard, Professor W M M Levack, Associate Professor P M Lokman, Associate Professor N T Lucas, Professor K M Lyons, Associate Professor L J Machado, Professor J B Maclaurin, Professor S C Marshall, Professor E A Matisoo-Smith, Professor B J McCane, Professor S P A McCormick, Professor N J Medlicott, Associate Professor A B Moore, Associate Professor C M Moy, Dr P M O’Kane, Associate Professor T G Patterson, Professor R J A P Peeters, Dr T L Perry, Associate Professor M A C Perry, Professor P C Priest, Associate Professor K J Robertson, Associate Professor K R Ruckstuhl, Associate Professor D R Ruwhiu, Dr D Schumayer, Dr S J Stein, A Taia, E F Taukolo, Professor R W Taylor, Professor M Thompson-Fawcett, Professor P P Vakaoti, Associate Professor S J Wakes, M Wall, Associate Professor S C Walton, K L Wells, R K A White, Professor E H Wyeth

In attendance: M T Angel, M A Morgan, Professor I Oey

Apologies: Vice-Chancellor (Convener), Professor R W Aitken, Associate Professor V R Anderson, Professor A J Ballantyne, Professor J M Baxter, Professor G D Baxter, Associate Professor M A Beres, Professor J M Bering, Associate Professor S E Bond, Professor P J Bremer, Associate Professor A M Carr, S D Carrington, Dr J A Cattermole, Professor T D Cooper, Professor N J Cullen, Professor B K Daniel, Professor W J Duncan, Associate Professor A D Eketone, Associate Professor R W Greatbanks, Professor J B Halberstadt, Professor C L Jasoni, Dr V Kahui, Associate Professor D N Kenwright, Professor M D Lamare, Professor B A Lovelock, Professor C A Marra, Associate Professor C J Marshall, Dr R S Martin, C D McQueen, Professor M J Miroso, Professor H D Nicholson, Professor D A Orlovich, Professor J F M Palmer, Professor N F Pierse, Professor S G Pitama, Professor J N J Reynolds, Professor R Richards, Dr R M Schaaf, Professor B Schonthal, Professor L N Signal, Professor G Sole, Professor L J Surgenor, Professor W Sweetman, D J Thomson, Professor M A Thyne, Dr X J Walker, Associate Professor S W Walker, Professor T J Wilkinson, Professor T J Wilkinson, S W Willis, Professor J Zhang

Item 2
For confirmation

1. Karakia Timatanga

The Acting Convener opened the hui with a karakia.

2. Minutes

The report of the Senate dated 22 February 2023 was confirmed.

3. Intimations from Council

The Senate noted that the Council, 14 March 2023, received Communications from the Senate, dated 30 November 2022 and 22 February 2023, and approved the following:

a) Academic Proposals

The following programme deletions to be submitted to the Committee on University Academic Programmes:

- Oral and Maxillofacial surgery endorsement for the Doctor of Clinical Dentistry (DClinDent)
- Endodontics, Prosthodontics, and Special Needs Dentistry endorsements for the Postgraduate Diploma in Clinical Dentistry (PGDipClinDent)
- Postgraduate Diploma in Dental Therapy (PGDipDentTher)

b) Scholarships and Prizes

The disestablishment of the following scholarship and prize:

- Alumni in America Inc. Rugby Performance Entrance Scholarship
- University of Otago Graduates' Association Aotearoa New Zealand Prize

4. Honorary Degrees

The Senate, jointly with Council

APPROVED the award of honorary degrees to specified individuals, on the recommendation of the Honorary Degrees Committee, with the Acting Convener having conveyed further information.

5. Academic Division Restructure

The Senate noted the establishment of the position of Dean, Learning and Teaching - reporting to the Deputy Vice-Chancellor (Academic) - and corresponding restructure of the Academic Division, *further noting that:*

- *The Senate queried what discussions have taken place around the establishment of a Senior Strategic Advisor, Māori position and agreed that queries around this matter should be directed to the Deputy Vice-Chancellor (Academic).*

6. University of Otago Quality Review Reports

a) Recently Released Review Reports

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

- Department of Information Science, 28 February - 2 March 2022
- Pacific Development Office, 15-17 March 2022
- Biomedical Research Facility, 16-18 March 2022
- Department of Microbiology and Immunology, BMS, 21-23 March 2022
- Department of Radiation Therapy, 2-4 May 2022
- Department of Anatomy, BMS, 26-28 July 2022
- Social Impact Studio, 16-17 August 2022
- Department of Chemistry, 12-14 October 2022
- Disability Information and Support, 7-9 November 2022
- Department of Food Science, 15-17 November 2022

(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

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Upcoming reviews

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- Department of Preventive and Social Medicine, DSM, 31 July - 2 August 2023
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- Neuroscience Programme, 25-27 October 2023
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- Department of Zoology - November 2023 - to be confirmed

7. 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 26 January 2023.

8. Quality Advancement Committee

The Senate received the minutes of a meeting of the Quality Advancement Committee on 9 February 2023.

9. Internationalisation Committee

The Senate received the minutes of a meeting of the Internationalisation Committee on 6 March 2023, and noted that the following new and renewed international agreements have been approved:

New agreements

- A Memorandum of Understanding (MOU) between the University of Otago and the Faculty of Medicine, Universität Hamburg, Germany
- An MOU between the University of Otago and Thammasat University, Thailand
- An MOU between the University of Otago and Olympic College, U.S.A.
- An MOU and Student Exchange Agreement (SEA) between the University of Otago and the University of the South Pacific, Fiji
- An MOU between the University of Otago and the South Seas Healthcare Trust, Auckland
- An MOU and SEA between the University of Otago and Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico
- An MOU between the University of Otago and BHL Education, Vietnam
- An MOU with Ekalesia Fa'apopotoga Kerisiano Samoa (EFKS), Auckland

Renewed agreements

- The SEA between the University of Otago and the University of Texas, McCombs School of Business, U.S.A.
- The MOU between the University of Otago and UCSI University, Malaysia

10. Research Committee

The Senate received the minutes of a meeting of the Research Committee on 8 March 2023.

11. Distance Learning Advisory Committee

The Senate received the minutes of a meeting of the Distance Learning Advisory Committee on 9 March 2023.

12. Scholarships and Prizes Committee

The Senate received a manatu from the Scholarships and Prizes Committee dated 14 March 2023, and

RECOMMENDED that the following new prize, new scholarships and disestablished scholarship be approved:

New Prize

- Caledonian Society Prize for Scottish Literature

New Scholarships

- Otago Council Postgraduate Scholarship in Commerce
- The Professor John Steele Honours Scholarship in Musicology
- The Professor John Steele Master's Scholarship in Musicology
- The Professor John Steele Doctoral Scholarship in Musicology
- The Eamon Cleary Trust Postgraduate Travel Award

Disestablished Scholarship

- The Eamon Cleary Trust Honours Scholarship

13. Board of Undergraduate Studies

The Senate received the minutes of a meeting of the Board of Undergraduate Studies on 1 March 2023, and

RECOMMENDED that the following amended programme, including new and deleted papers, be approved:

(CUAP approval required)

Amended programme

- Bachelor of Dental Surgery with Honours (BDS(Hons))

New papers

- DENT 570
- DENT 572

Deleted papers

- DENT 561
- DENT 563
- DENT 580
- DENT 581

APPROVED the following new, deleted and amended papers and amended programmes:

New papers

- DENT 531
- DENT 533

Item 2
For confirmation

Deleted papers

- DENT 551
- DENT 553
- ENGL 126

Amended papers

- AGRI 321
- INFO 130
- ENGL 127
- ENGL 128
- ENGL 222
- ENGL 319
- ENGL 320
- ENGL 335

Amended programme:

- Politics major subject
- Religious Studies major subject
- Functional Human Biology major subject
- Bachelor of Biomedical Sciences (BBiomedSc)
- Bachelor of Dental Surgery (BDS)

NOTED

that the following special topic has been approved:

- LAWS 478 Special Topic: Remedies in Private and Commercial Law

NOTED

that the following amended paper was approved under the Expedited Approval Process for Academic Proposals:

Amended paper

- MANT 346

14. Board of Graduate Studies

The Senate received the minutes of a meeting of the Board of Graduate Studies on 2 March 2023, and

APPROVED

the following new and deleted papers:

New paper

- FINC 444

Deleted papers

- GENA 825
- FINC 460

15. Convener's Business

The Acting Convener advised Senate of the following matters:

- That the report arising from the review of the University's employment-related processes would soon be released in full to the University community and that consultation and consideration of the review's recommendations would follow thereafter.

Item 2 For confirmation

- That Tuakiritaka – the University’s identity project – has launched and is under active engagement, with analysis of responses happening in real time. The themes and results of the responses will be released when the consultation period has closed, and the Council will consider the proposed recommendations for the University’s identity and branding when it meets on 9 May 2023.
- That with Vision 2040 now confirmed, follow-up is underway to develop a clear strategic work plan for implementation over the next five to seven years. This is being developed by the Senior Leadership Team (SLT) and Council with input from external consultants, and the plan will be released in the University community after consideration by Council on 9 May 2023. Additionally, this is aligned with other streams of work underway within the University, such as reviewing programme and paper offerings, the internationalisation strategy, and work around the Māori Strategic Framework.
- That the review of Client Services is in progress, which is also being supported by external consultants. Concerns around the structure of the survey to gather responses for this review have been communicated to the consultants, who have acknowledged these concerns. However, they have indicated that they are pleased with the high level of engagement and responses for this review.
- That the review of the structure of the Division of Health Sciences is in its early stages.

The Acting Convener also wished staff well over the upcoming holidays and mid-semester break, hoping that this would be a time to refresh ahead of the latter part of the First Semester.

Finally, the Senate conveyed its best wishes to the Vice-Chancellor for his continued recovery from recent health issues.

16. Date of Next Meeting

The Senate noted that it will next meet on Wednesday 26 April 2023 at 12:15 pm in the Council Chamber, with attendance via Zoom also welcomed.

17. Karakia Whakamutunga

The Acting Convener closed the hui with a karakia.

Memorandum / Manatu

Office of Sustainability



To / Ki a : University Senate
CC: Chief Operating Officer
From / Nā : Ray O'Brien, Head of Sustainability
Date / Te rā : 17th April 2023
Subject / Te Kaupapa: **Endorsement for Tī Kōuka: The Sustainability Strategic Framework 2022-2030**

Recommendations

- **Endorse** Tī Kōuka: The Sustainability Strategic Framework 2022-2030 for progress to University Council for their consideration.
- **Note:** the intention is to adapt the current formatting later in 2023 when the branding associated with Tuakiritaka.

Background

In 2017 the University of Otago approved the first Sustainability Strategic framework. That first framework provided high level strategic guidance for a sustainability transition through to 2022. Much has changed since it was approved, and a renewed commitment to a decade of action is needed.

In 2021, the Sustainability Office presented a draft Sustainability Strategic Framework to SLT (then VCAG), University Council, and Rūnaka for feedback. This feedback was positive and encouraging. Adaptations were made in line with the feedback, and then a round of further consultation was undertaken with a much wider audience in 2022. Further adaptations and additional work has been undertaken based on that feedback.

This memorandum provides information on the development of Tī Kōuka, the feedback received and how it has been incorporated, and a recommendation of how the framework could be implemented. Based on this information Senate endorsement of Tī Kōuka is requested so that the framework may progress to University Council for their consideration.

Development of Tī Kōuka

In discussion with Senior leaders in early 2020, it became clear that there were two significant issues to address in moving from the 2017 framework to a new framework that would guide action beyond 2022. The first was recognising that the 2017 framework did not align with the University's commitment to Te Tiriti, or recognise the significant part mātauraka Māori has in creating a sustainable future. Secondly, with a few notable exceptions, there seemed to be little evidence in divisional or departmental strategy and planning of the 2017 framework being integrated into action. It should be noted here that there was significant sustainability action being taken, but there was little to support that it was happening because of the framework, rather than because of ground-up enthusiasm from individual staff.



Item 4 For consideration of endorsement

The first issue needed to be addressed as priority before work began on developing a new framework. Before establishing a group to work on the new framework authentic partnership with Takata Whenua was sought through the Office of Māori Development. As Co-Chairs of the *Sustainability Strategic Framework Advisory Group*, Matt Matahaere and then Megan Potiki, co- led the development of the framework from the start. This has undoubtedly led to a richer, more future fit framework that speaks directly to our place as a University in Aotearoa.

The second issue was the gap between strategy and action. At the core of this was the purpose of a strategic framework, as opposed to a strategic plan or action plan. The 2017 framework provided a plan for specific actions and directions. However, there does not appear to have been sufficient buy-in or involvement in the development of those plans from the leaders or teams who were to be responsible for implementing them. The advisory group was tasked with developing a framework that provided high level direction towards a more sustainable future over an extended period (to 2030). This direction should allow localisation and ownership of divisional and department sustainability plans and objectives on iterative shorter-term plans, rather than dictating actions that are not responsive to other changes (such as legislation and pandemics).

The Advisory Group was gathered in early 2021. Around 20 staff and students were involved. Both Academic and Professional staff were included. Staff from all divisions and both northern campuses were included. Staff were selected by the Co-chairs based on their sustainability expertise. A series of workshops were facilitated to evaluate the 2017 framework, develop a vision for sustainability in 2030, and to integrate that vision into a model guided by a strong te Ao Māori narrative.

Consultation and feedback

Ti Kōuka has undergone two phases of consultation since it was developed by the advisory group. The first round in late 2021/early 2022 sought feedback from SLT, University Council and Rūnaka. The feedback received was positive, and the resulting changes were limited to rewording of individual sentences.

The second round of consultation was with the wider university community. This consultation was initially held back in anticipation of the launch of the 2040 vision, but in consultation with SAR it progressed in mid-2022. The survey included staff, students, alumnae, and community stakeholders. The consultation took the form of several zoom question and answer sessions, and an online survey. The online sessions were mostly the Sustainability Office presenting Ti Kōuka, as staff wanted more time to explore the framework, rather than provide specific feedback immediately. With the support of SAR, the online survey provided much more specific feedback (N=149, mainly Dunedin based current staff, spread across divisions).

Respondents provided their feedback on the draft Sustainability Strategic Framework 2030 as follows:

- 76% of respondents either agreed or strongly agreed that the vision of sustainability in Ti Kōuka related well to their own thoughts about a sustainable future.
- 76% of respondents either agreed or strongly agreed that the vision of sustainability in Ti Kōuka related well to how they see our role as a university in Aotearoa.

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- 63% of respondents either agreed or strongly agreed the way that the framework is articulated made sense to them.
- 48% of respondents agreed or strongly agreed that the separation of the longer-term framework from the more localised action plans would lead to more meaningful action.

Text responses provided a similar sentiment, with very positive comment around the structure and narrative of Tī Kōuka, and concerns that lifting the level up from plan to framework would jeopardise the aspirations turning into action. There were also several requests for more guidance/definition around what was considered within the scope of sustainability, and to link that definition more clearly to the United Nations Sustainable Development Goals. There were several very positive comments about the extent to which the framework demonstrated commitment to te Tiriti o Waitangi.

Adaptation and response to feedback.

The most significant change in response to this feedback is the addition of *Whakamahere-Implementation Plan* on page 13.

Whakamahere- Implementation Plan describes the steps and measures to address the gap between a high-level framework and action across the University. Following individual discussions with most members of SLT Appendix A is a summary of the approaches divisional leaders propose to take in integrating Tī Kōuka into their planning and strategy. These proposals will clearly require ongoing support, commitment, and iteration. Appendix B has been created in collaboration with the Registrar's Office and is a first draft/work in progress of the type of sustainability policy that will be proposed to support Tī Kōuka (subject to consultation and approval).

Therefore, the combined addition of a shared implementation plan, localised commitment to action planning, and policy to lock in progress, address concerns around sustainability aspirations turning into action.

Next steps

Subject to endorsement the following action will be taken:

- Progress Tī Kōuka to University Council for their consideration
- Progress development and approval of sustainability Policy
- Continue the collaboration and support for divisional sustainability action planning.



UNIVERSITY
of
OTAGO

Te Whare Wānanga o Otāgo
NEW ZEALAND



Tī Kōuka

The Sustainability Strategic Framework

Ti Kōuka:

The Sustainability Strategic Framework 2022-2030

The University vision for 2040 describes *our people and knowledge transforming lives, connecting communities, and nurturing the environment of Otago, Te Waipounamu, Aotearoa, the Pacific and the world*. This vision is underpinned by four guiding principles: Honouring Te Tiriti Partnership, Sustainability, Social Responsibility, and Academic Freedom.

This embraces sustainability in its broadest sense as demonstrated by our commitment to the United Nations Sustainable Development Goals (SDGs). The seventeen SDGs include diverse and interrelated aspects of sustainability across social, environmental, and economic domains. While they have many imperfections, they provide a useful definition of the breadth of sustainability. Sustainability is often described as meeting the needs of the present without compromising the ability of future generations to meet their needs. However, the term regeneration is increasingly being used in reference to action that leaves the world a better place, rather than diminished. While the concepts of the SDGs provide a definition of the breadth of sustainability, regenerative provides us with an aspirational definition of the depth of impact of our actions.

Social responsibility is described as our contribution to global, regional, national, and local advancement. We engage and partner with communities in Aotearoa New Zealand, the Pacific and beyond to undertake research, teaching and service that supports their needs. We support and promote equity, inclusivity, and diversity, and demonstrate ethical behaviour and compassion.

The University of Otago set out a commitment to a sustainability transformation in the Sustainability Strategic Framework 2017-2021. Since then, significant progress has been made, while at the same time expectations and the sense of urgency to make progress have heightened.

Ti Kōuka is the second iteration of the Sustainability Strategic Framework. While building upon the progress already made, Ti Kōuka provides direction for our sustainability transition through to 2030, in what the United Nations refers to as our *decade of action*. The process of developing this framework alongside the Office of Māori Development has been

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critical in shaping our vision of a sustainable future and Tī Kōuka acknowledges the significant value of mātauraka Māori in creating a more sustainable future.

The framework consists of three layers. The first layer is a central metaphor communicating the areas of sustainability we need to develop, to create a thriving future-Tī Kōuka. The second, a further elaboration of the vision for sustainability in 2030. The third, an implementation plan describing how commitment to action will be created and made transparent. The framework provides vision and direction. Localised action plans are where objectives, goals and performance expectations will be articulated and iterated as we progress.

Tī Kōuka

Tī Kōuka has been developed in close partnership with the Office of Māori Development (OMD). Tī Kōuka (Cabbage tree) was important for many iwi. The trunk and roots provided sustenance, and the fibres of the leaves were used for making footwear, fishing lines and many other innovations. The reduced range of other vegetables available in the colder regions of Te Waipounamu (South Island) meant that Tī Kōuka was particularly important to Kāi Tahu. Given this strong connection to both land and culture Tī Kōuka provides a strong central metaphor through which to communicate our vision for a sustainable future. A future where the wellbeing of the environment and of people are inextricably linked- whenua ora, tangata ora.

Tī kōuka has inherent characteristics that Kāi Tahu Whānui valued and hence propagated in many temporary seasonal campsites. These characteristics made a significant contribution to sustaining generations of Kāi Tahu and have direct relevance to the work we will need to undertake to achieve a sustainability transformation. Seven characteristics have been identified in this core metaphor. They can each be interpreted from a Te Ao Māori perspective and from a Takata Tiriti¹ perspective.

¹ Parties to Tiriti o Waitangi who are not of Māori descent.

TI KŌUKA

The sustainability strategic framework
2022-2030

Te puaka tī, he tohu raumati

Education for sustainability

E kore e riro, he tī tāmōre

Research for sustainability

Whāia te ara tī

Leadership and governance for sustainability

He oraka kai te rua tī

Sustainable operations

Te tī e wana ake

Regenerative approach

Ka hau te tī

Regional and global impact

Te tī ka rito

Innovation

Te puaka tī, he tohu raumati- Education for sustainability

The flowering of the tī kōuka in spring is said to foretell the type of weather in the summer to follow.

This alludes to the importance of equipping our students and staff with the skills, understandings and values required to be more sustainable in their lives and work. It is how they act which will determine the sustainability of our long-term future.

E kore e riro, he tī tāmore- Research for sustainability

The tī tree is firmly rooted in the ground and will not be carried away.

This characteristic relates to the importance of understanding that knowledge is handed down through the generations and the role research needs to play in our transition to a more sustainable future.

Whāia te ara tī- Leadership and governance for sustainability

Follow the path of the tī kōuka.

Tī kōuka were used as trail markers between settlements and through hazardous terrain especially in the south. The path to a more sustainable future is complex and challenging, but shared knowledge, values and aspirations can guide us. Strong leadership and committed governance are essential if we are to make significant progress.

He oraka kai te rua tī- Sustainable operations

There is wellbeing in the tī pit.

It took many hands and a great deal of skill to maintain fully stocked storage pits with food from the Tī tree.

While a full pit signified a tribe's ability to sustain themselves and others through lean times, it also demonstrated their commitment as guardians of the environment in which they lived. Similarly, our operations and service areas must have the commitment and skills to lead in sustainable practice.

Te tī e wana ake- Regenerative approach

The tī sprouts.

There is a saying, 'Ehara i te tī e wana ake', which relates to the death of Tī Kōuka not being final, as it will sprout again and continue to live. To succeed in our sustainability transition, we need to aspire to more than simply causing less harm. We need to take a whole system regenerative approach.

Ka hau te tī- Regional and global impact

The tī is renowned.

Hau has many meanings, the initial meaning is to be famous or well known, this links Tī Kōuka to the other cabbage trees around the world. Another meaning of hau is 'wind', that the seeds of the tī kōuka dispersed around the world on the wind. Another translation is 'vitality'. The Tī Kōuka is all of these things.

Te tī ka rito-Innovation

The tī throws up shoots.

This alludes to the new life that comes from the old, it is connected to innovation and links to the adaptability of tī kōuka being able to survive in many different habitats and environmental challenges.

Whakamārama

Our sustainability vision for 2030

Te puaka tī, he tohu raumati- Education for sustainability

Otago graduates have a high level of sustainability literacy and can contribute to sustainability within the bi-cultural Tiriti o Waitangi based context of Aotearoa-New Zealand. We offer a range of sustainability focussed study pathways at all levels. Opportunities to develop sustainability literacy and practice are embedded in all study pathways. Those opportunities are delivered in a diverse range of contexts and pedagogical approaches. Significant learning opportunities are available through the development of the University as a Living Lab for sustainability learning.

Through professional development opportunities and a strong professional network, our staff integrate sustainability into the student experience, teaching practice, and the design of papers and qualifications. They are resourced and recognised for doing so. The effectiveness of our education for sustainability is regularly monitored and evaluated to inform further developments.

The extent to which we have embedded sustainability literacy and practice into what we do attracts students who want to make a difference from around the globe. Our graduates are sought after for what they can contribute to a sustainable future in employment and research.

E kore e riro, he tī tāmōre- Research for sustainability

Sustainability is a major focus of research activity at the University of Otago, including the interlinkages between sustainability and Te Ao Māori. We provide a unique global offering in creating partnerships, solutions, and transformation for sustainability. This is enabled through a wide reaching and interconnected network of sustainability focussed research themes, groups and living labs which recognise the importance of Te Ao Māori to sustainability. Researchers are recognised for their contribution to a sustainable future. We develop and attract global leaders in sustainability research and have a strong cohort of emerging researchers who focus on sustainability.

The way we fund, conduct, and disseminate research which demonstrates our commitment to sustainability. Significant capacity has been built to support Te Tiriti partnership in all research at the University.

Item 4 For consideration of endorsement

Our research influences policy and wider societal change through strong communication and engagement with a diverse range of stakeholders and communities. The impact of our sustainability research is regularly monitored and evaluated to inform further developments.

Whāia te ara tī- Leadership and governance for sustainability

The mission and vision of the university are aligned with a Tiriti based sustainable future. Our governance and leadership groups share an understanding and commitment to sustainability which is informed by the most current sustainability thinking including mātauraka Māori. All members of leadership and governance groups have knowledge and capability so that sustainability is integrated into every decision that maps our course.

Our institutional sustainability goals are ambitious, address a broad range of sustainability topics and incorporate Te Ao Māori concepts of sustainability. Our progress along this journey is regularly monitored and evaluated. Sustainability reporting, data and decision making is open and transparent.

Strategic decisions are multi-generational and incorporate a strong student voice. This positions us to be the best ancestors we can be.

He oraka kai te rua tī- Sustainable operations

Our people rely on sustainable operations to enable learning and research that fits with their values, including minimising harm. All our campuses are healthy welcoming places that are consistent with the sustainability values in our research and teaching. Campus experiences contribute to a connection with our environment, and the wellbeing of the university community. Activity in our community, including our colleges, requires strong leadership, planning, and education to realise our sustainability goals. A commitment to the many layers of benefit in a fair and circular economy is clear in our procurement decisions, and how we construct or refurbish buildings.

We take responsibility for our impact on climate change by continuing to drive down our emissions through structural change, policy, behaviour change and innovation, across a broad range of emissions. At every step we consider the social impact of our climate change action, to support a just transition to a low carbon future. We are certified as Net Carbon Zero or better.

Item 4 For consideration of endorsement

Our Human Resource practices support equity, diversity, and sustainability in the workplace. Our staff acknowledge that we all have a role in creating a sustainable future and are recognised as sustainability experts in their fields.

We are planning, measuring, tracking, and reporting on our practice and feed this information back into continuous improvement.

Te tī e wana ake- Regenerative approach

We do not accept that doing less harm is enough. We are committed to taking a whole system approach to creating a thriving future. At the heart of this system is the learning and knowledge which we continuously share, challenge, and develop. This recognises both synergies and contradictions between sustainability objectives. We recognise that sustainability is complex and as a result our plans will need to readjust regularly.

Staff and students are proud to be part of the sustainability culture at Otago because they understand the positive impact we are making. The culture is apparent and consistent in our values, practice, and the campus environments. Students choose Otago because of the sustainability culture, and staff stay because they see their values matched at an organisational level.

Ka hau te tī- Regional and global impact

We work in Tiriti based partnership with Iwi to progress towards a thriving future which is reciprocal and just. We are responsive to global and local communities in a manner that is open to their ideas and perspectives.

We create a net good through community engagement, advocacy at local and national government, providing policy advice, relevant research, and the capabilities of our graduates. This impact is evident across the breadth of the United Nations Sustainable Development Goals.

In creating impact, we recognise both our Tiriti obligations and our obligations to our pacific neighbours who are vulnerable to the impacts of climate change. We regularly monitor, evaluate, and publicly report on our impact.

Te tī ka rito-Innovation

Many of the solutions to our sustainability challenges are already known. Some have been known within indigenous understandings for many generations. From this strong position we take a bold approach to innovation which will address our sustainability challenges.

Our innovation systems are trans-disciplinary, strongly linked to Mātauraka Māori, community, industry, and government. We have spaces and groups dedicated to generating and implementing innovative social and technology solutions. Through a living lab approach, academic staff, professional staff, and students work together, to develop innovative sustainability solutions.

Whakamahere

Implementation Plan



Whakamahere: Implementation

Ti Kōuka as a framework provides direction and vision. The framework can be compared to a compass or a constellation of stars that guide our actions. There also needs to be clarity, accountability, and resourcing to support those actions. The action plans sits separately from the framework (as it does for the Māori and Pacific Strategic Frameworks). This allows a more iterative, responsive, and local approach. Divisions, campuses, departments will be supported by the Sustainability Office to create their own plans, either as separate documents or integrated into their existing strategic plans.

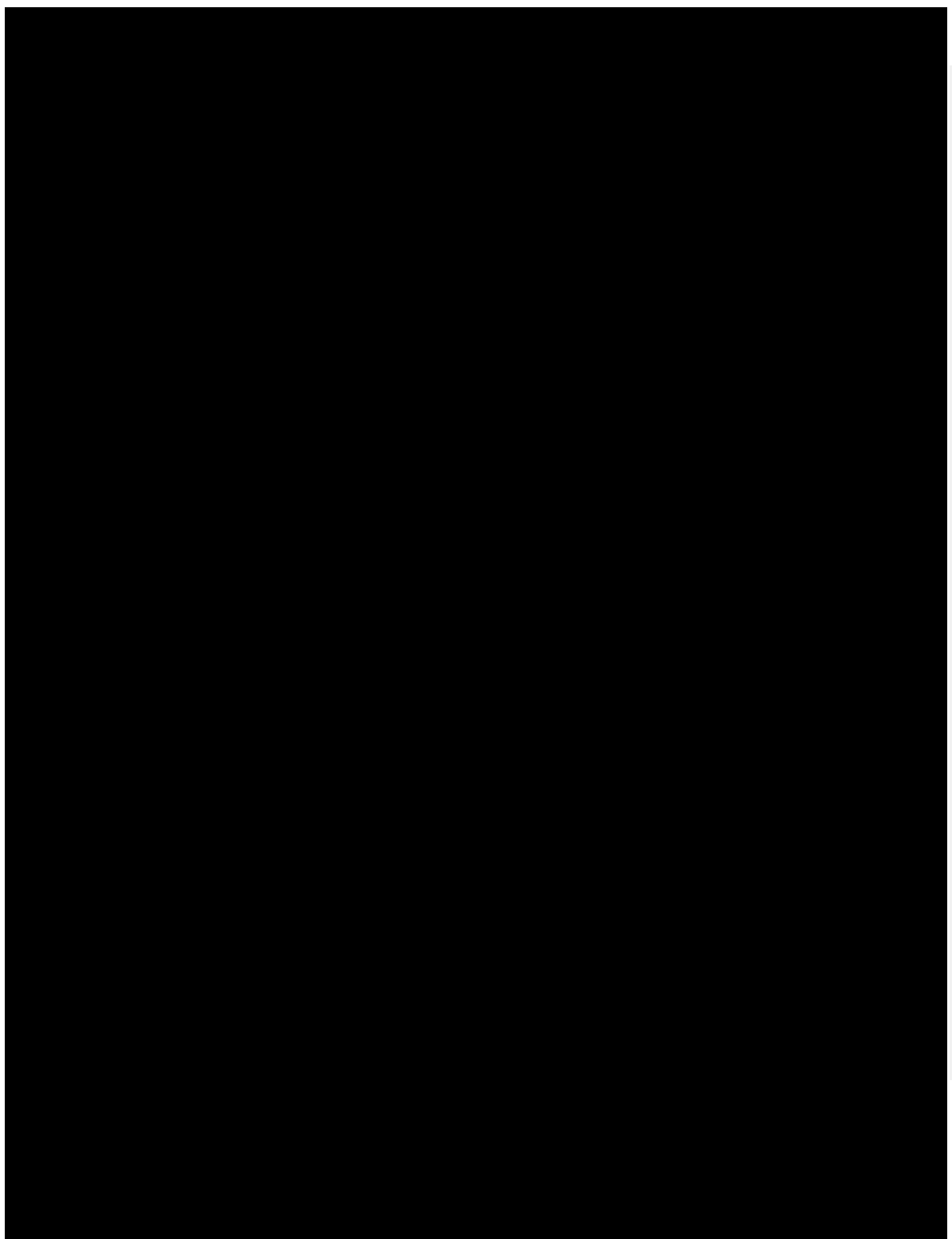
The following actions will be taken to ensure that this vision leads to action. Actions that will lead to a thriving future:

- Every division, and each of the northern campuses will nominate a responsible person for progressing Ti Kōuka: The Sustainability Strategic Framework. This responsibility should be formally recognised, for example as chair of a divisional sustainability committee/task force, Associate Dean (Sustainability), or as part of the portfolio of a senior leader within that division.
- Senior Leadership team and every division will commit annually to a sustainability action plan relevant to their own context and role. This action plan can be integrated into an existing divisional plan or be created separately. The responsible person in that division will be supported by the Sustainability Office to ensure alignment with the framework.
- An advisory group for the implementation of Ti Kōuka will be formed. This will include the responsible person from each division, and other staff with relevant expertise. The role of the advisory group will be to guide implementation to focus on the most material issues, and a coherent approach across the University.
- To ensure progress is locked-in as normal practice a Sustainability Policy will be created which will provide the tumu or base, which branches out into the sustainability aspects of other policies, procedures, and guidelines.
- Progress on implementation will be reported on in an annual sustainability report, and through integration with University Annual report.

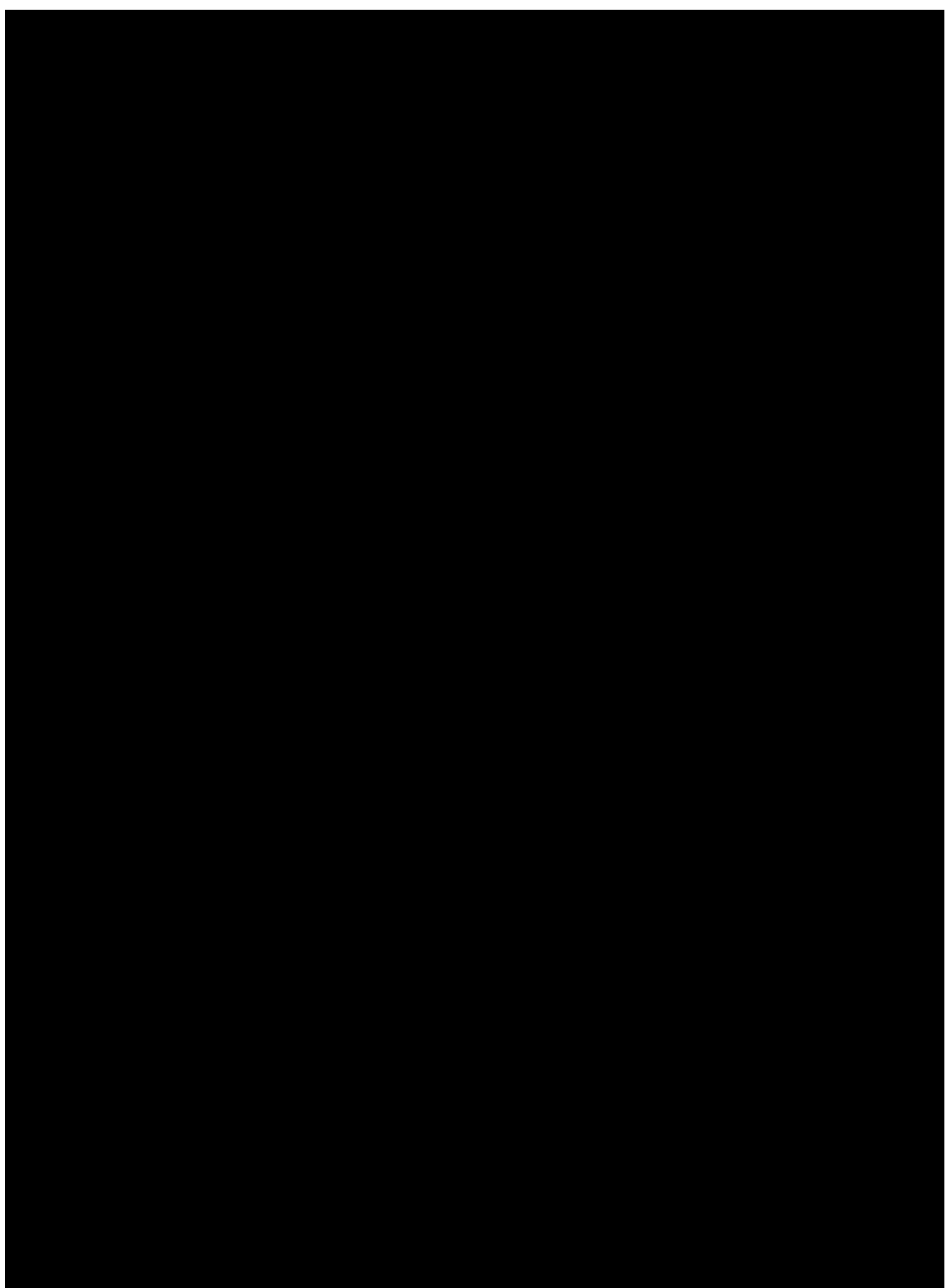
Item 4
For consideration of endorsement

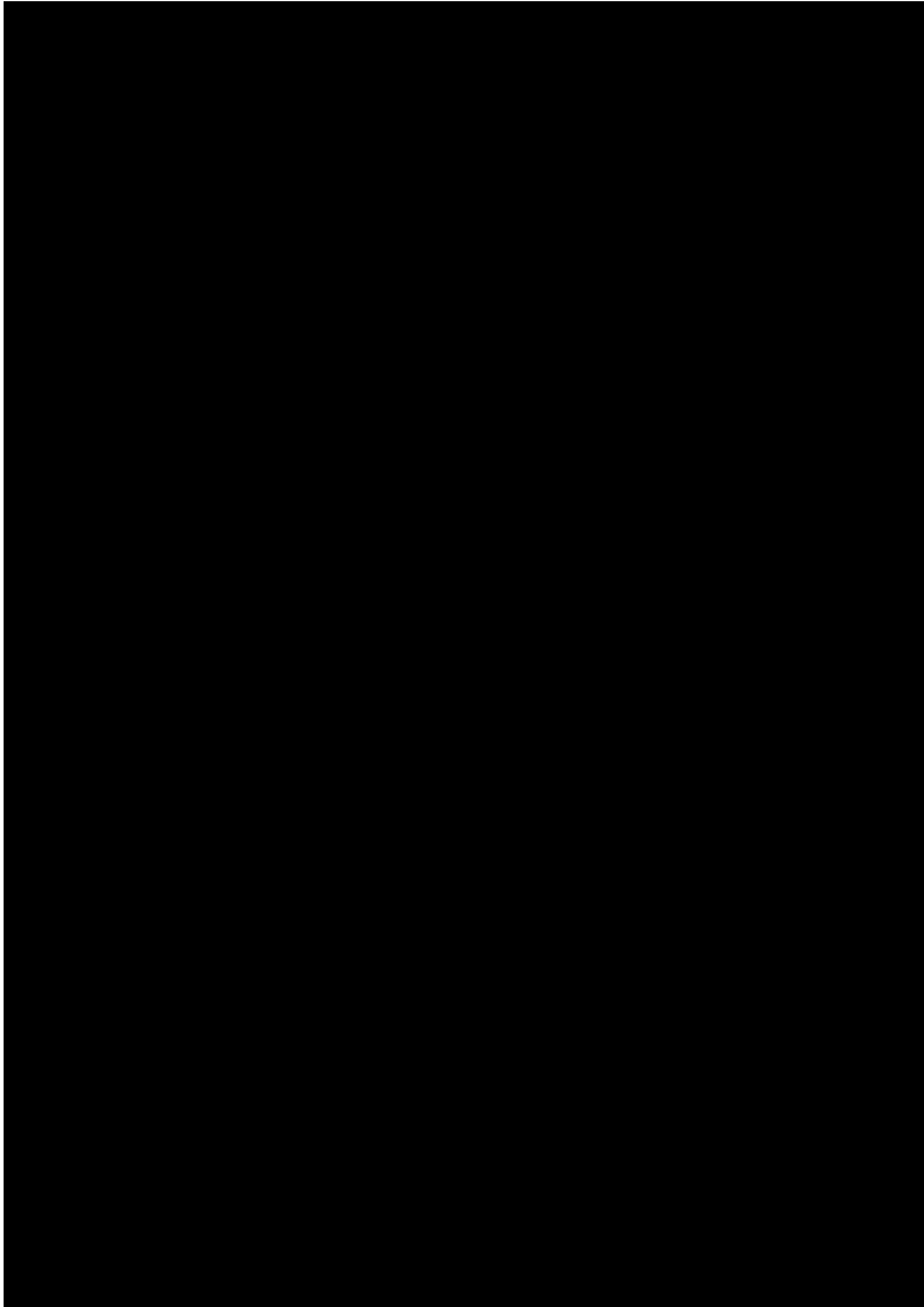
Division	Structure for implementing Tī kōuka	Nominated person	Reporting	Notes
Academic	A task force drawn from the different team that reports to DVC (A) monthly.	DVC(A)	Integrated into work plan and linked to Tī Kōuka potentially through Cascade.	
Christchurch Campus	Sustainability committee	Dep Dean Chch	Annual work plan	
Wellington Campus	Task force Plus academic champion (draft wording)	Dean of Wellington Campus	Annual work plan	
Research and Enterprise	Research and enterprise management group	Reporting through Senior Research and Policy Analyst;	Integration with divisional action plan	
Health Science				To be confirmed at exec group.
Humanities	A task force led by a AD(Sustainability)	Associate Dean Sustainability	Separate action plan and some objectives in divisional plan	
Science	Integrated into Divisional Strategy and cascaded to departmental plans	PVC (Science)	Via Strategy Advisor/PVC	
Commerce				Pending new PVC
HR	Create a divisional sustainability group with a nominated chair	Chair of sustainability group	Through sustainability objectives integrated into divisional strategy/planning	Subject to review outcomes
Finance	Separate Sustainability plan (until divisional plan is renewed)	Head of Procurement	Annual work plan	Subject to new CFO
External Engagement				Unavailable for meeting
Operations Group	Integrated into Group three year plans and cascaded into divisions and office plans e.g. within SSD roadmap.	Head of Sustainability	Via progress reporting in Cascade	

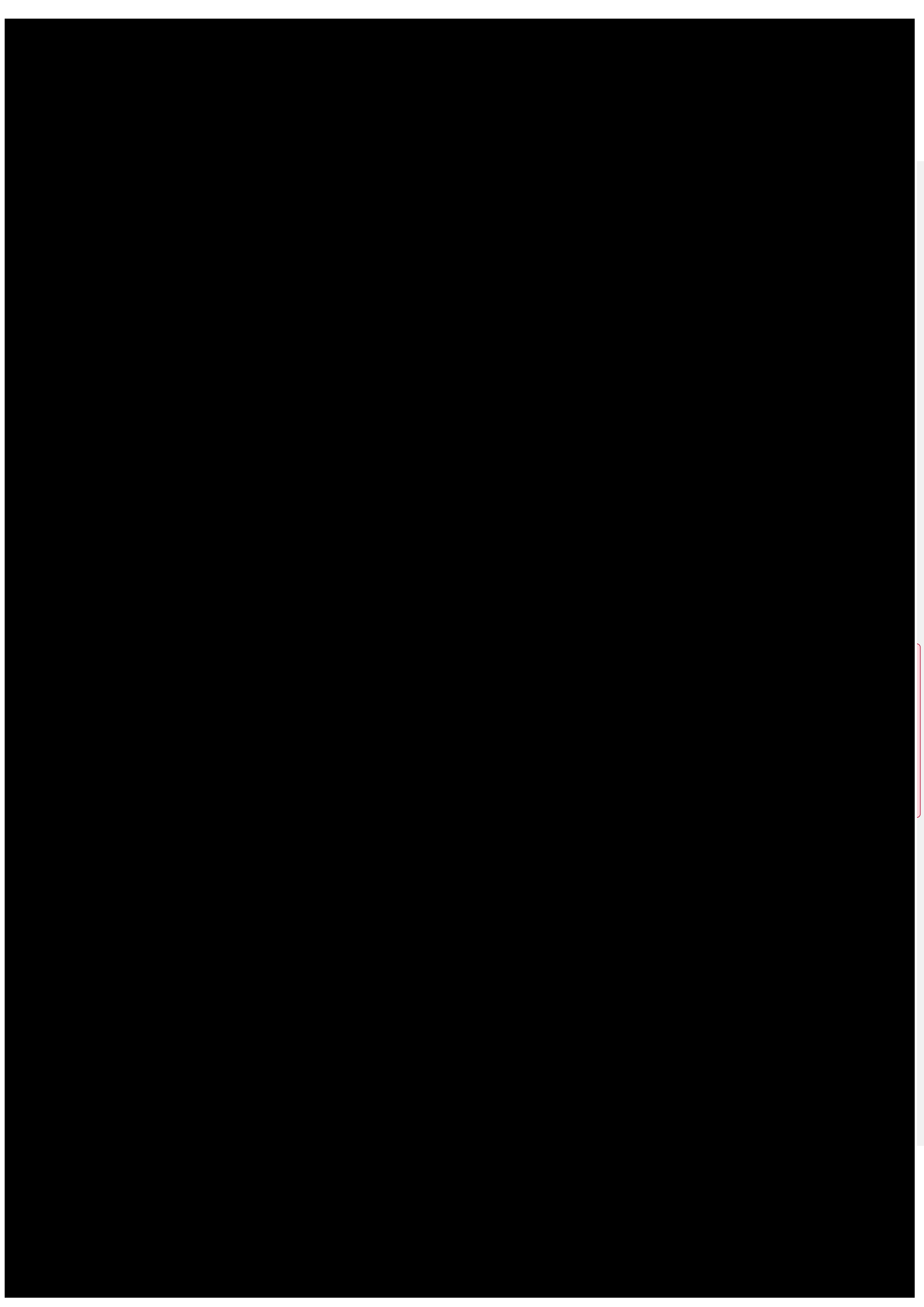
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For consideration of endorsement

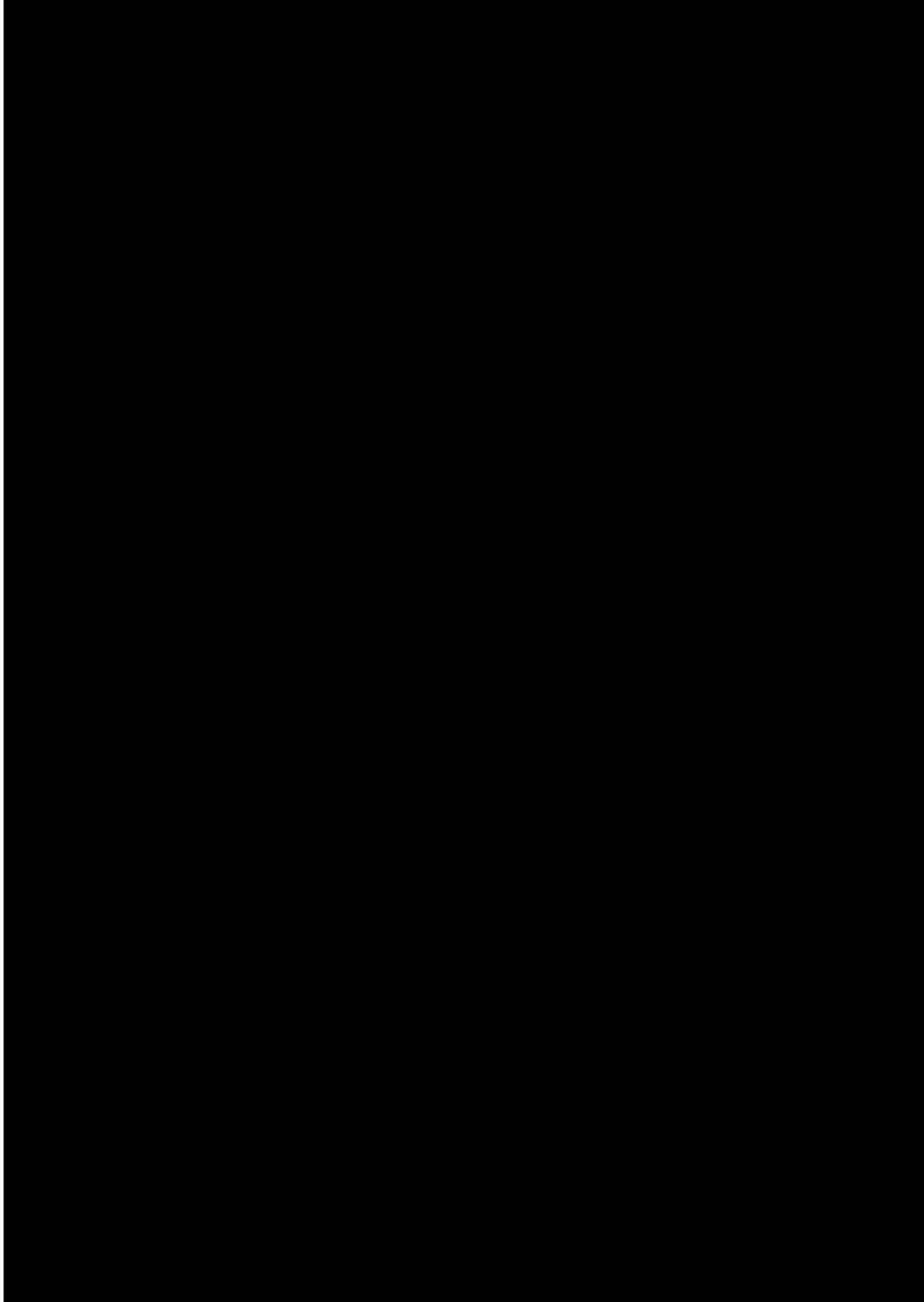


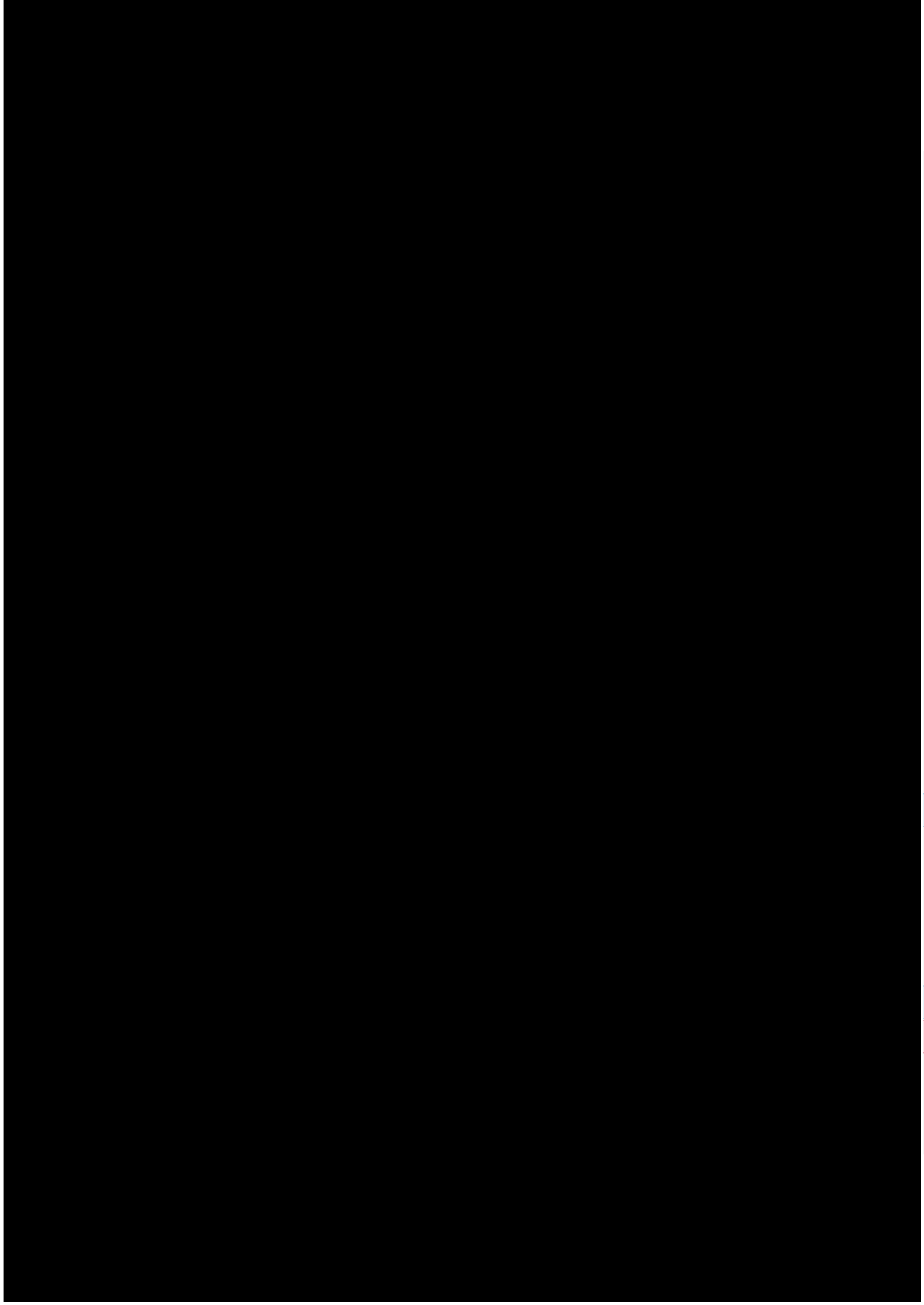
Item 4
For consideration of endorsement











The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial data. This includes not only sales and purchases but also expenses and income. The document provides a detailed list of items that should be tracked, such as inventory levels, supplier payments, and customer orders. It also outlines the procedures for recording these transactions, including the use of standardized forms and the importance of double-checking entries for accuracy.

The second part of the document focuses on the analysis of the recorded data. It describes various methods for identifying trends and anomalies in the financial records. This includes comparing current performance with historical data and industry benchmarks. The document also discusses the importance of regular audits to detect and prevent errors or fraud. It provides a step-by-step guide for conducting an audit, from the selection of samples to the final reporting of findings. The document concludes by emphasizing the need for transparency and accountability in all financial reporting.

AAIN Generative Artificial Intelligence (AI) Guidelines

Australian Academic Integrity Network (AAIN) Generative AI Working Group, March 2023

Introduction and background

Generative artificial intelligence (AI) is an AI model capable of generating text, images, code, video, and audio. Large Language Models (LLMs) such as ChatGPT and Copilot produce text from large datasets in response to text prompts. Recent advances in AI models and user interfaces, and the need for greater public understanding of AI (Selwyn & Gallo Cordoba, 2021), have prompted a need for shared guidelines to assist higher education providers manage the practical, ethical, and policy implications of AI models.

The benefits of generative AI to education include automatic generation of outlines and summaries, support for personalised learning, and writing feedback. Some challenges posed by using generative AI in higher education include:

- the authentication of individual attainment for accreditation purposes
- potential challenges to the principles of academic integrity
- the need for sustainable and adaptable responses to generative AI in learning, teaching and assessment and academic integrity policies and procedures
- support for staff and students in understanding and using the technology.

This document provides guidance on the appropriate use of generative AI in higher education aligned with the [Higher Education Standards Framework \(Threshold Standards\) 2021](#) (HESF). The HESF states that providers assure the quality of teaching, learning, research, and research training, with respect to content and skills developed, assessment and determination of learning outcomes, and the mitigation of foreseeable risks to academic and research integrity. Providers should document their decisions and monitor their progress in addressing generative AI.

Individual institutions are developing their own resources aligned to their specific contexts. A working group drawn from the Australian Academic Integrity Network (AAIN) (Appendix 1) has established this set of guidelines. The intention of the guidelines is to support existing and new guidance for students, teaching staff, professional staff, university administrators and decision-makers.

NB: These Guidelines are a snapshot in time, created by a working group of the AAIN. Any derivative guidelines need updating as the area of generative AI continues to change and develop.

Guidelines for students

1. According to [advice to students](#) from the Tertiary Education Quality and Standard Agency (TEQSA), 'it's important to understand that, depending on your university or college's policies, using AI as part of your studies may be restricted or banned. Alternatively, there might be subjects or tasks where the use of AI is encouraged or even required' (TEQSA, 2023a).
2. Students need to develop AI literacy skills, in addition to traditional information literacy skills (Bundy, 2004) and generic digital literacy skills. AI literacy skills enable 'individuals to critically evaluate AI technologies; communicate and collaborate effectively with AI; and use AI as a tool online, at home, and in the workplace' (Long & Magerko, 2020:598).

Item 5 For discussion

3. Students should use AI models in ethical and responsible ways that are consistent with their institution's learning, assessment and academic integrity policies and procedures, and the terms of use of the AI providers.
4. Ethical use of generative AI includes an obligation to follow institutional guidelines regarding the use of generative AI in any unit or course, and an understanding that it may not be appropriate to use generative AI in all circumstances. Students should follow their institutional guidelines.
5. Students should check any output from generative AI against reliable sources of information and understand that they will be responsible for any errors or omissions in material generated by AI.
6. Students are required to identify AI models, tools and/or prompts that are appropriate for their discipline and acknowledge the use of AI in written assessments following any guidelines provided by their institution. If it is not possible to identify and cite the original sources used in output from AI, this may result in plagiarism and academic misconduct. Students also need to be aware of the possibility of "hallucinated references" or the tendency of generative AI language models to make up references from constituent parts of actual references.
7. Students should acknowledge the use of generative AI language models in assessment tasks, following any guidelines provided by their institution. They should describe the way they have used the tool and integrated the results into their work, as appropriate to the specific guidelines within their discipline, unit or course.
8. The unauthorised use of AI language models or paraphrasing tools may be a form of cheating and may result in academic misconduct. Work submitted (including work generated by AI), and not cited or referenced, must be your own original work.
9. Students need to be aware that using the output from AI models without appropriate acknowledgement may constitute academic misconduct. If unsure, students should confirm assessment requirements with teaching staff or seek advice on how to acknowledge the output from AI from academic support services, such as their library or other academic services.
10. Where appropriate, students should familiarise themselves with any relevant expectations of or constraints on the use of generative AI related to their future professional accreditation and be aware that these may be updated.

Guidelines for teaching staff

1. All students will need to develop capabilities in the ethical use of generative AI relevant to their discipline and future professional practice through ethical engagement with generative AI tools in learning and teaching activities and assessment. Existing and likely future uses of AI in professional contexts and in platforms such as Microsoft Office and search engines need to be considered when developing unit or course learning outcomes, activities, and assessment.
2. Expectations regarding the appropriate use of generative AI in assessment tasks and learning activities should be consistent with institutional guidelines and require clear communication to students. This includes clear instructions in student facing documentation, for example, in learning guides and through the learning management system. Expectations should align with AI provider terms of use and with curriculum requirements.
3. To ensure procedural fairness, it is important to communicate to students any inappropriate uses of generative AI that may result in academic misconduct. Students should be aware of the potential for detection software (e.g., Turnitin) to detect generative AI use and that they are

risking academic misconduct if using generative AI without appropriate acknowledgement by following the referencing guidelines provided by their institution.

4. Having conversations with students early in units and courses will improve a shared understanding of how and when they can use AI tools. Students will benefit from examples of how and when generative AI have been used and acknowledged, and which tools to use.
5. Students should be aware of the limits of generative AI. Limitations of generative AI include biased or negative responses due to interaction with a “raw model”. Another limitation is the potential for “AI hallucinations” which results when the system provides a response that is not factual. This may be due to inadequate training of the model or the system’s inability to interpret specific data. A further limitation is that of currency; the responses given by the generative AI model will only be as up to date as the information in its training data.
6. Students should have opportunities to develop AI literacy. Many providers will be developing tools and resources to assist students to learn to use generative AI in ways that are appropriate to their institutional context. Students should be aware of resources developed in their institution and across the sector. As an example, the [University of Queensland Library Digital Essentials](#) module is free to use and adapt under Creative Commons (with attribution).
7. AI tools may be used within institutional guidelines to support learning and assessment design, e.g., to generate assessments, feedback forms and exams. However, critical evaluation of generative AI output is required to ensure appropriateness against learning outcomes.
8. Unit and course learning outcomes, assessment tasks and marking criteria may require review to incorporate the ethical use of generative AI, or to indicate when not permitted, following any institutional expectations or guidelines. Any revisions should align with institutional requirements and any accreditation requirements.
9. In designing formative and summative assessment tasks, teaching staff should consider the capabilities of generative AI. For example, assessment tasks that award marks for summarising a topic area and online quizzes may no longer be useful measures of student achievement and new approaches may be required to promote creativity and originality.

Guidelines for academic support staff and misconduct teams

1. Library staff and academic/learning advisors support students to develop academic skills and academic integrity by:
 - a. promoting the ethical and responsible use of AI tools in academic writing and research
 - b. providing guidance on correct attribution and acknowledgement conventions to be used when incorporating generative AI outputs
 - c. providing advice and training to enable and enhance clients’ effective use of AI tools
 - d. providing information and links to approved AI tools that are available to clients.
2. Governance offices need to update and maintain policies and procedures to facilitate the investigation of potential academic misconduct. This includes but is not limited to ensuring definitions of types of misconduct are up to date and consider contemporary forms of misconduct and ensuring that policies are updated outside regular review cycles if needed (TEQSA, 2023b).
3. Training provided to staff investigating alleged misconduct to maintain current, relevant knowledge on changes in policies as well as trends in permitted use of AI tools.

4. Staff involved in processing academic misconduct relating to the inappropriate use of generative AI models need to consider how they might include early educative interventions in institutional policies and procedures, prior to imposing punitive measures.

Guidelines for higher education providers

1. Policies and procedures should provide guidance on the ethical use of generative AI, accommodating diverse approaches across disciplines. Changes should be communicated to staff and students.
2. Generative AI policies and procedures should be treated as live documents, reviewed and updated regularly as the technology continues to shift and evolve.
3. Providers need to consider and address any ongoing resource demands associated with adapting to generative AI.
4. University administrators and managers should engage with external partners, such as community members, members of relevant professions and professional bodies and other partners, to facilitate open communication on research, teaching and other engagement with generative AI. Providers need to learn from and address partner concerns and mitigate potential risks including risks to institutional reputation.
5. AI applications that are required for units and courses should be made available by providers at no additional cost to students, to ensure equitable access.
6. Learning and teaching support units should develop, maintain, and update relevant professional learning resources to support academic staff in the use of generative AI in learning, teaching and assessment. These programs need to include implications of existing and future likely uses of AI in professional contexts for learning, teaching and assessment.

Glossary

AI hallucination is the result when a generative AI system provides a response that is not factual.

Artificial intelligence (AI) is ‘the ability of a digital computer or computer-controlled robot to perform tasks commonly associated with intelligent beings’ (Copeland, 2023).

Artificial intelligence literacy is ‘a set of competencies that enables individuals to critically evaluate AI technologies; communicate and collaborate effectively with AI; and use AI as a tool online, at home, and in the workplace’ (Long & Magerko, 2020, p.2).

ChatGPT (Generative Pre-trained Transformer) is a large language model developed by OpenAI, designed to engage in natural language conversations with users. It uses deep learning algorithms to understand and respond to a wide variety of questions and prompts in a conversational manner (OpenAI ChatGPT, personal communication, 9 March 2023).

Hallucinated references are fake references that are generated by generative AI language models, and that are made up of constituent parts (e.g., authors, journal titles, etc.) taken from actual references.

Large Language Models (LLMs) produce text from large datasets in response to text prompts.

References

Bundy, A. (2004). *Australian and New Zealand Information Literacy Framework: Principles, Standards and Practice* (Second Edition). Australian and New Zealand Institute for Information Literacy (ANZIIL) and Council of Australian University Librarians (CAUL).

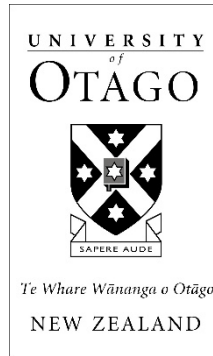
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Office of the Deputy Vice-Chancellor (Academic)

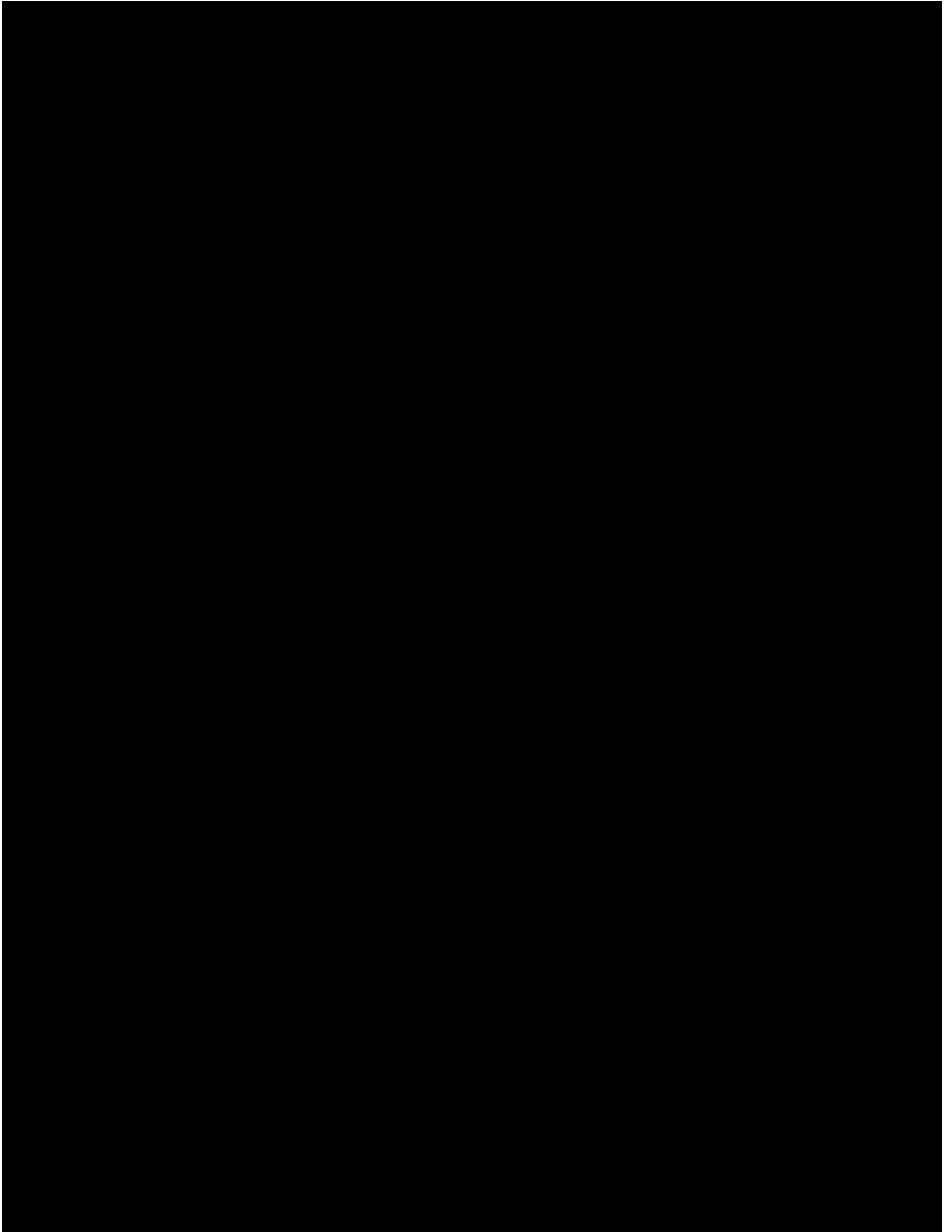
Memorandum / Manatu

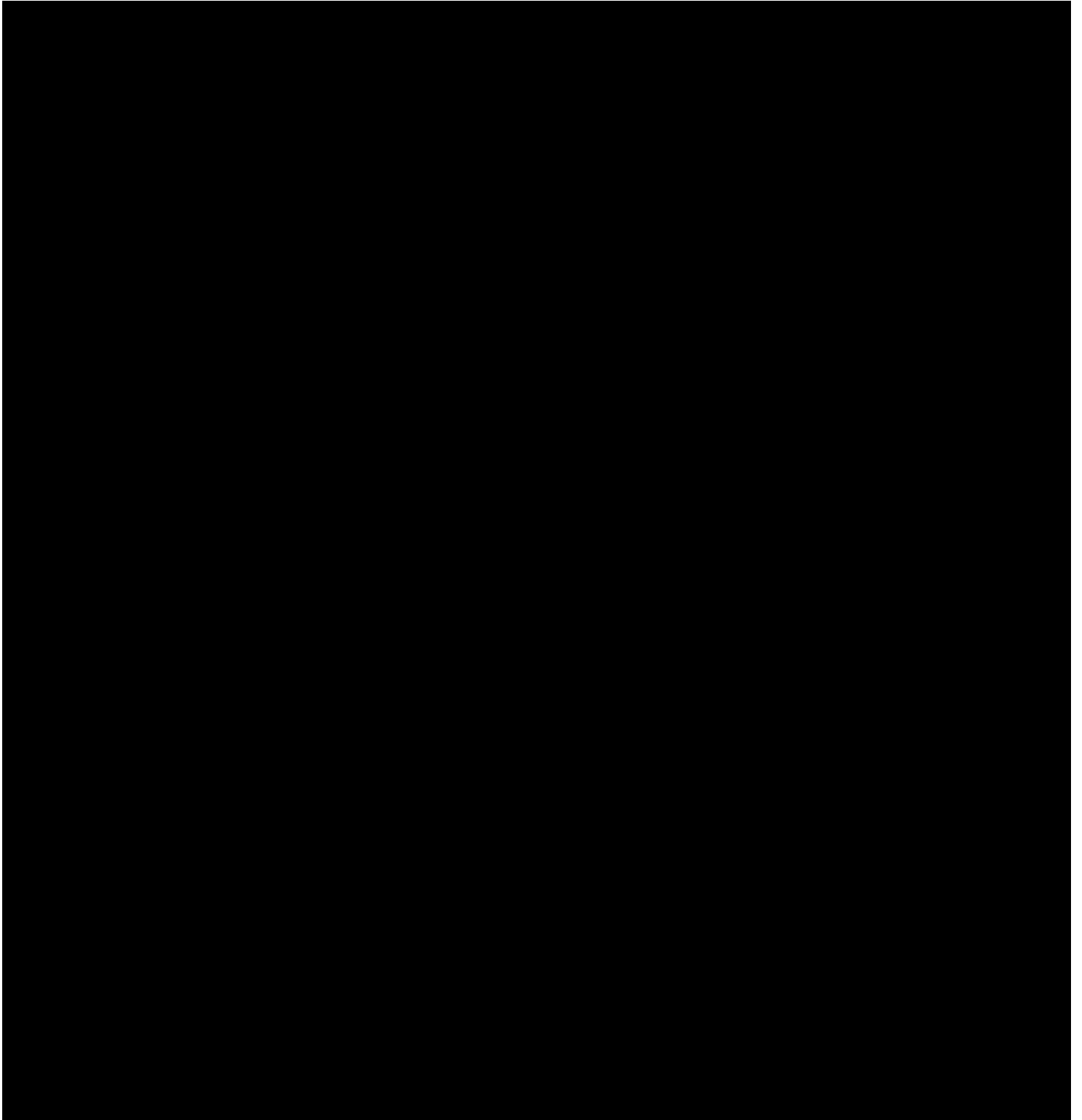
To Kia:	Senate
c.c.	
From Nā:	Professor Helen Nicholson, Deputy Vice-Chancellor Academic
Date Te rā:	18 April 2023
Subject Te Kaupapa:	Distance Learning at Otago – Strategic Discussion Paper

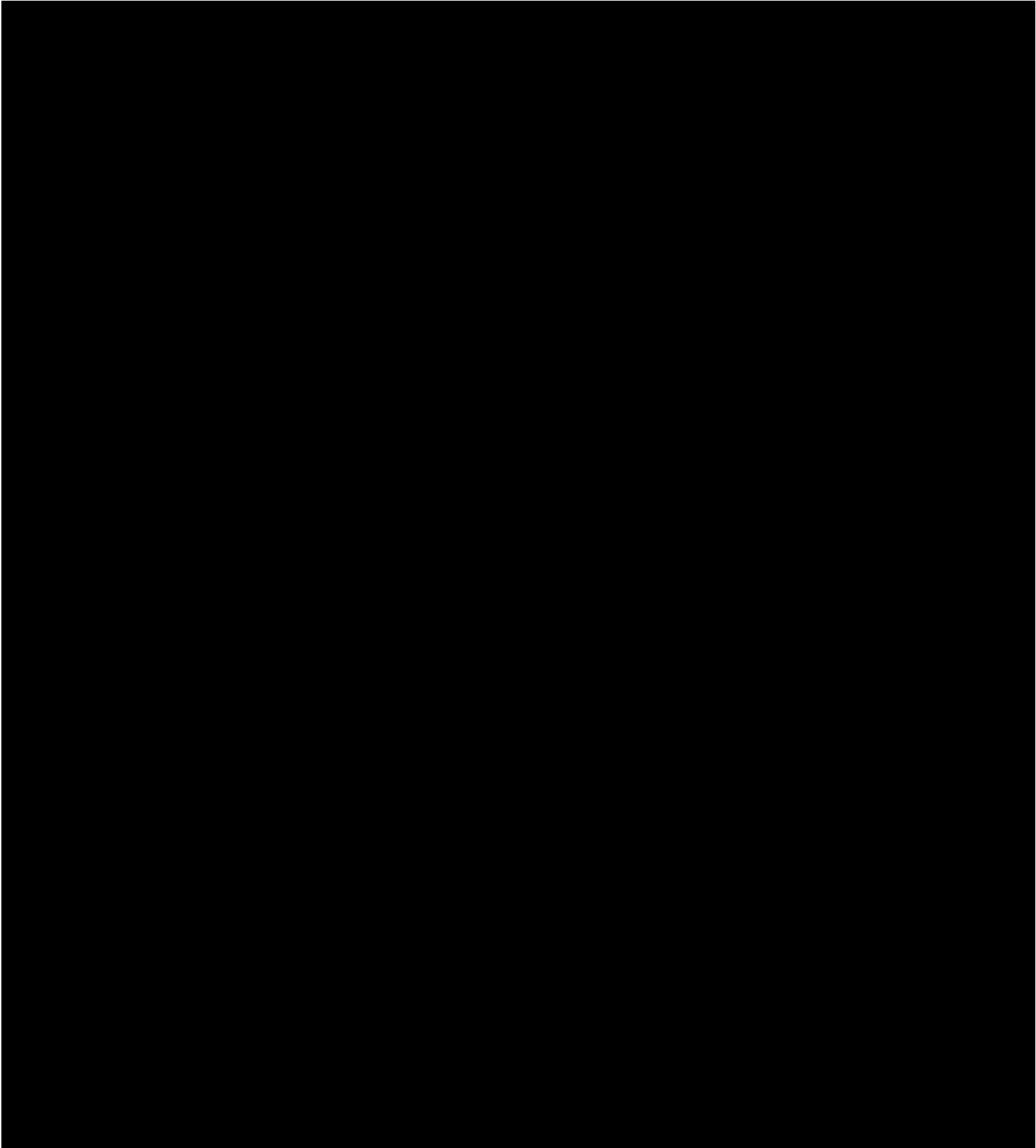
Please find attached a paper containing data and analysis intended to inform Senate discussion regarding the strategic direction for distance learning at Otago. The paper has been prepared by SARO.

Ngā manaakitanga

Professor Helen Nicholson

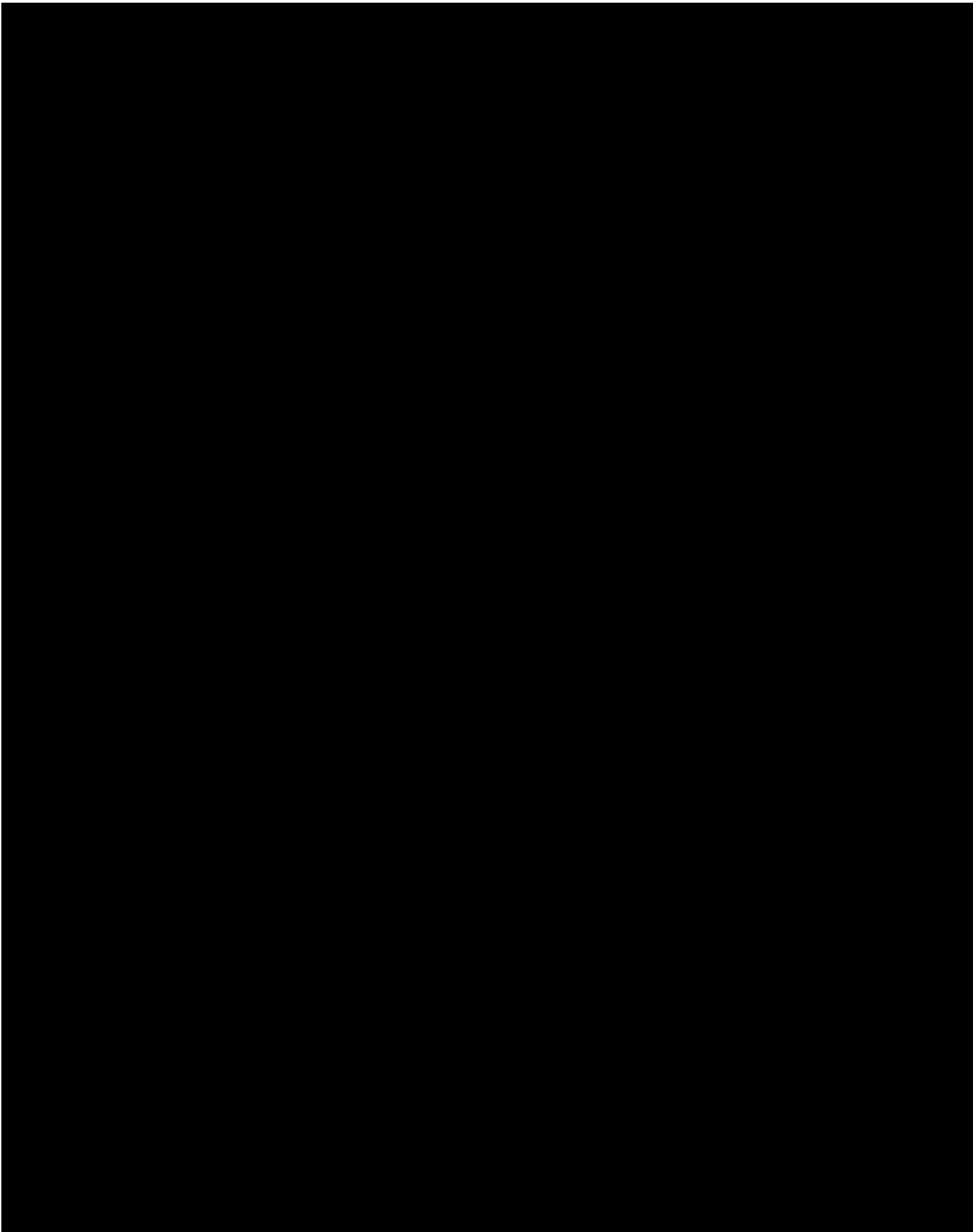


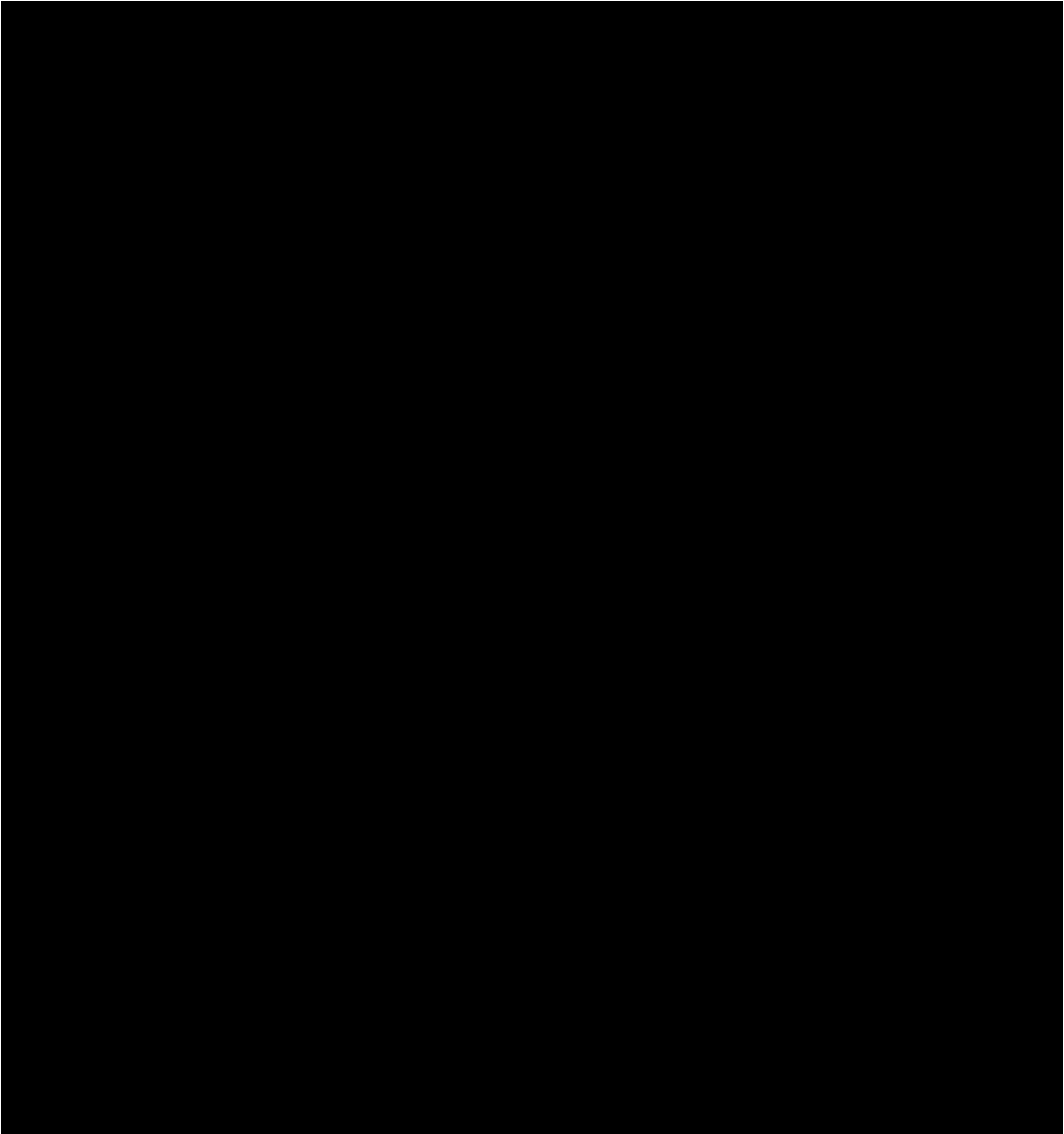




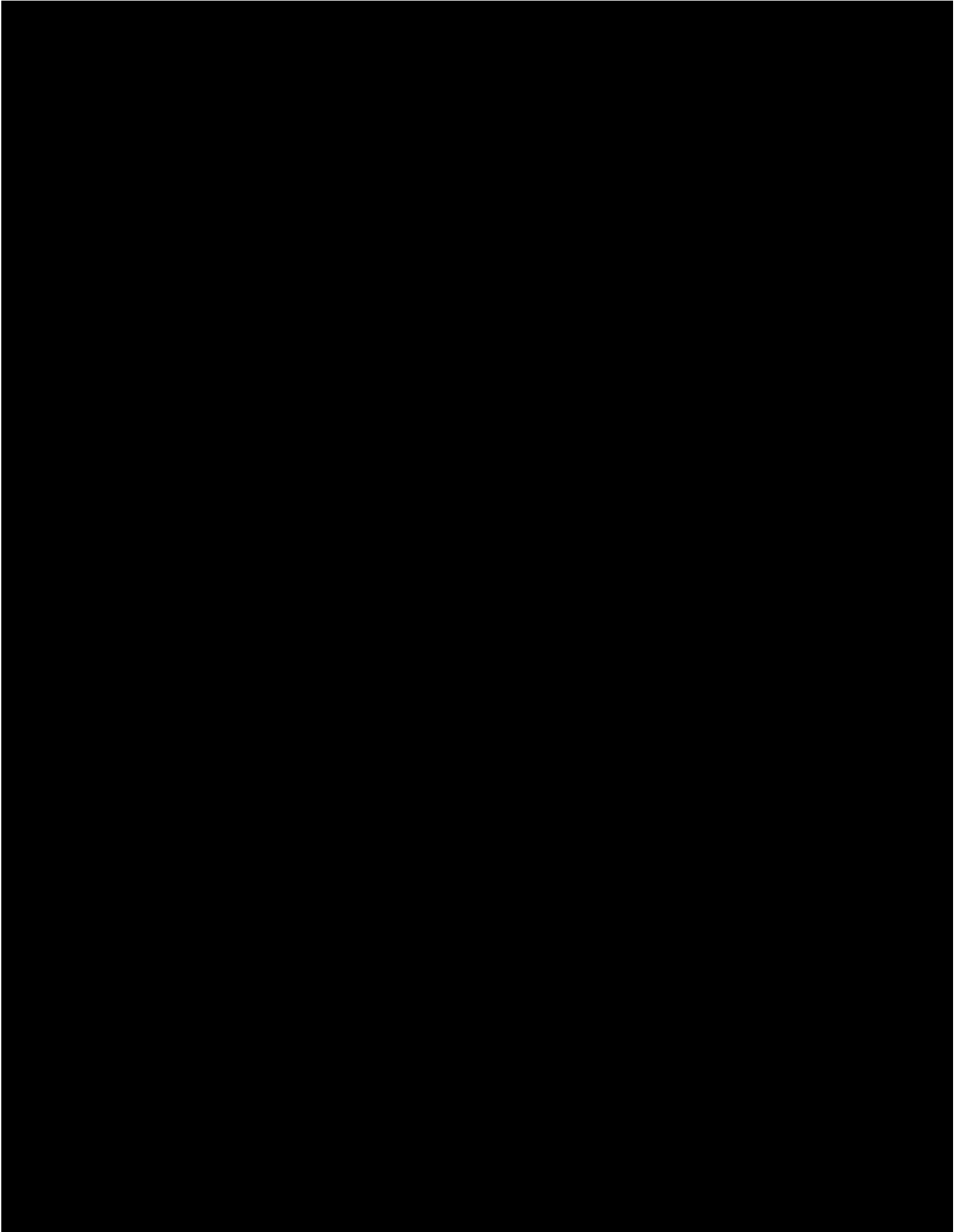
¹ Excludes honours

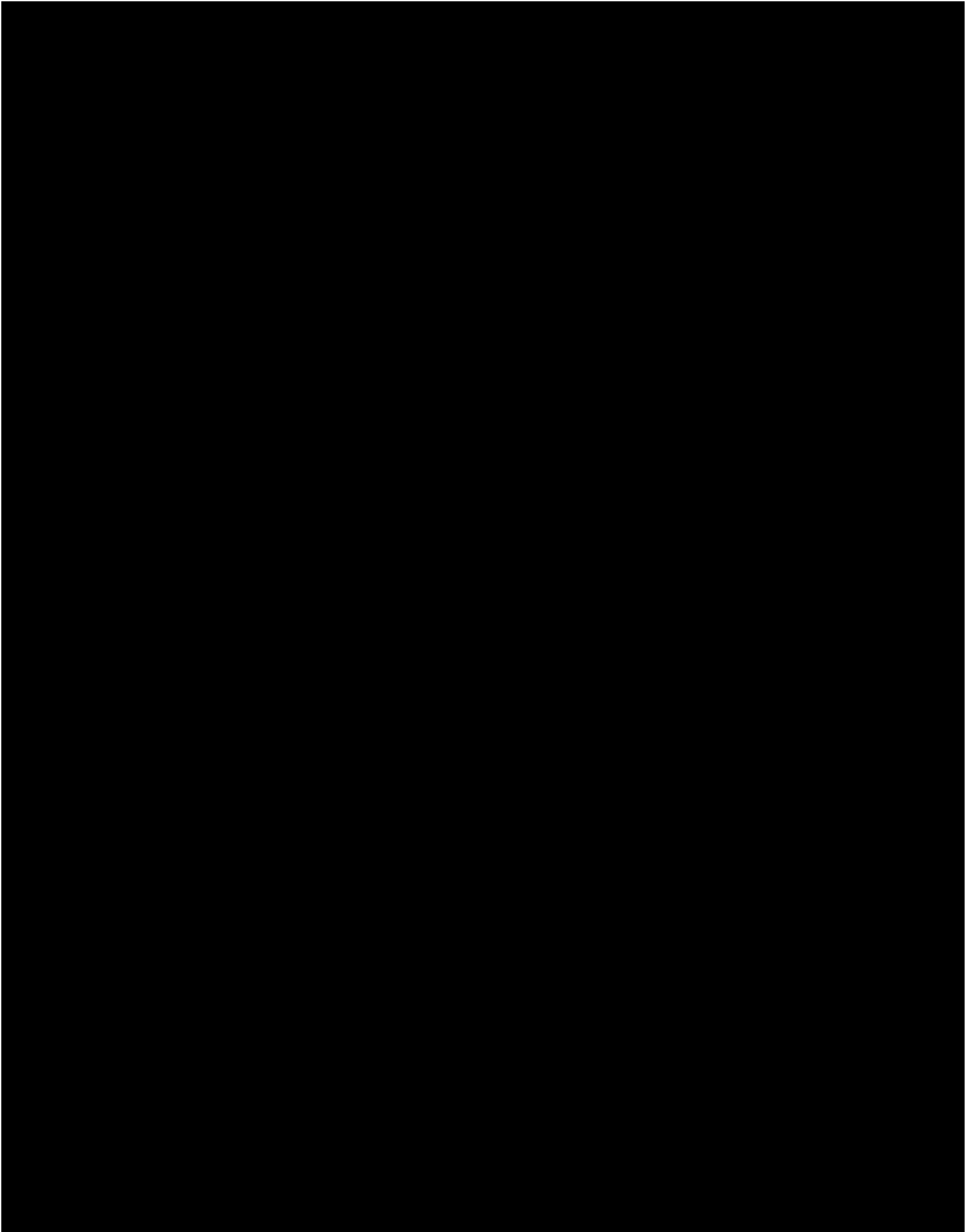
² Includes PG Certificate, PG Diploma and Masters. Includes any research components of these degrees. Excludes doctorates

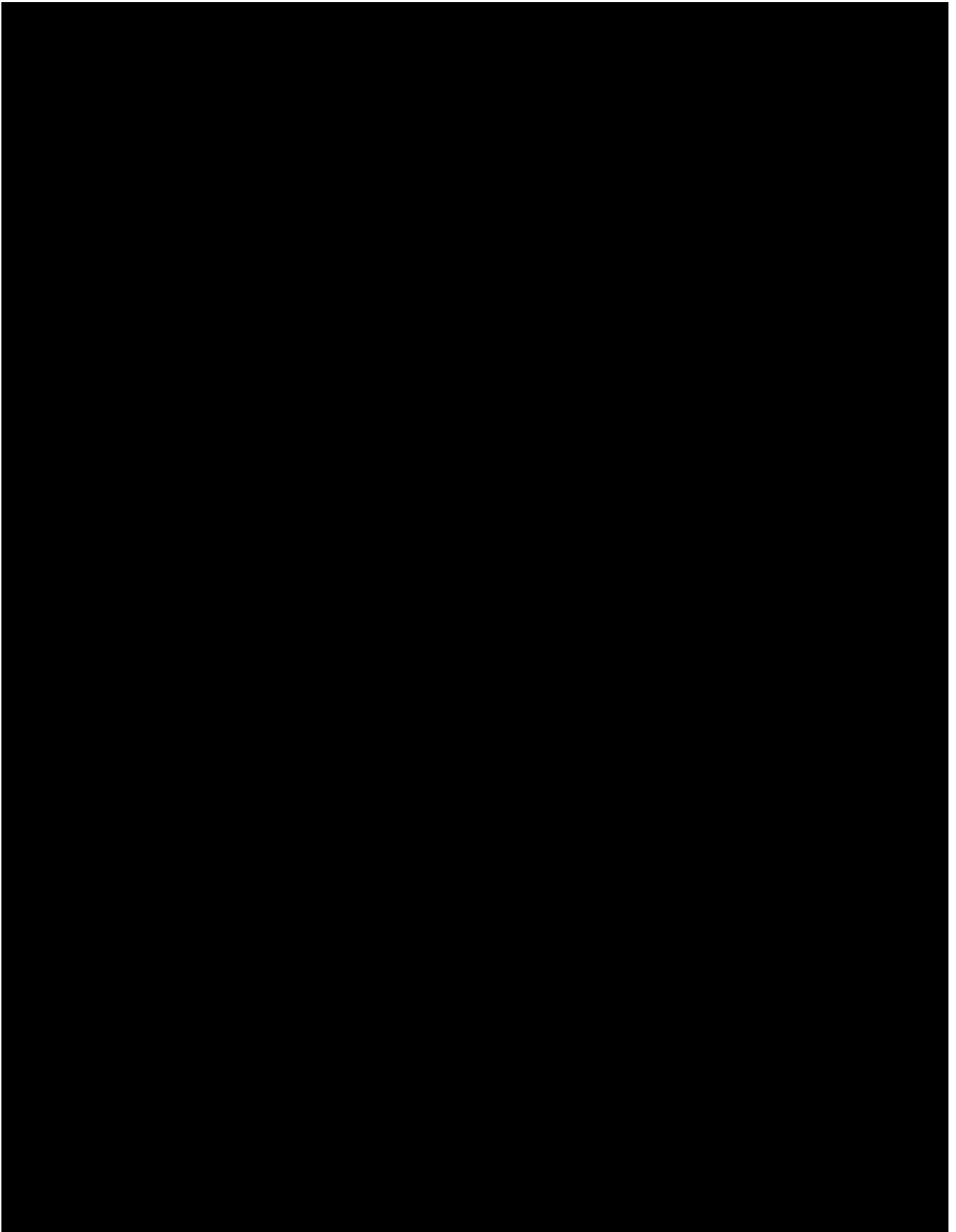


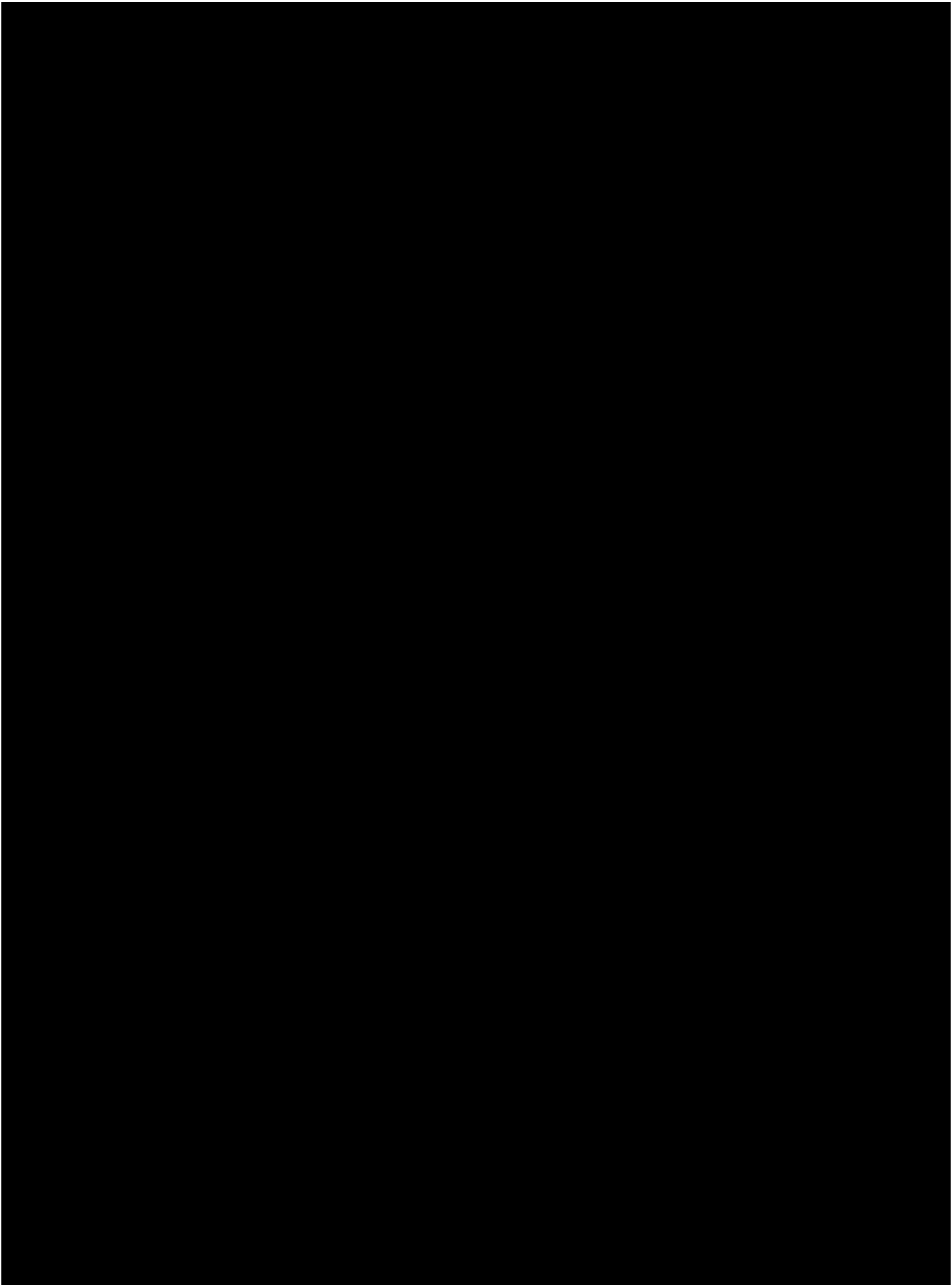


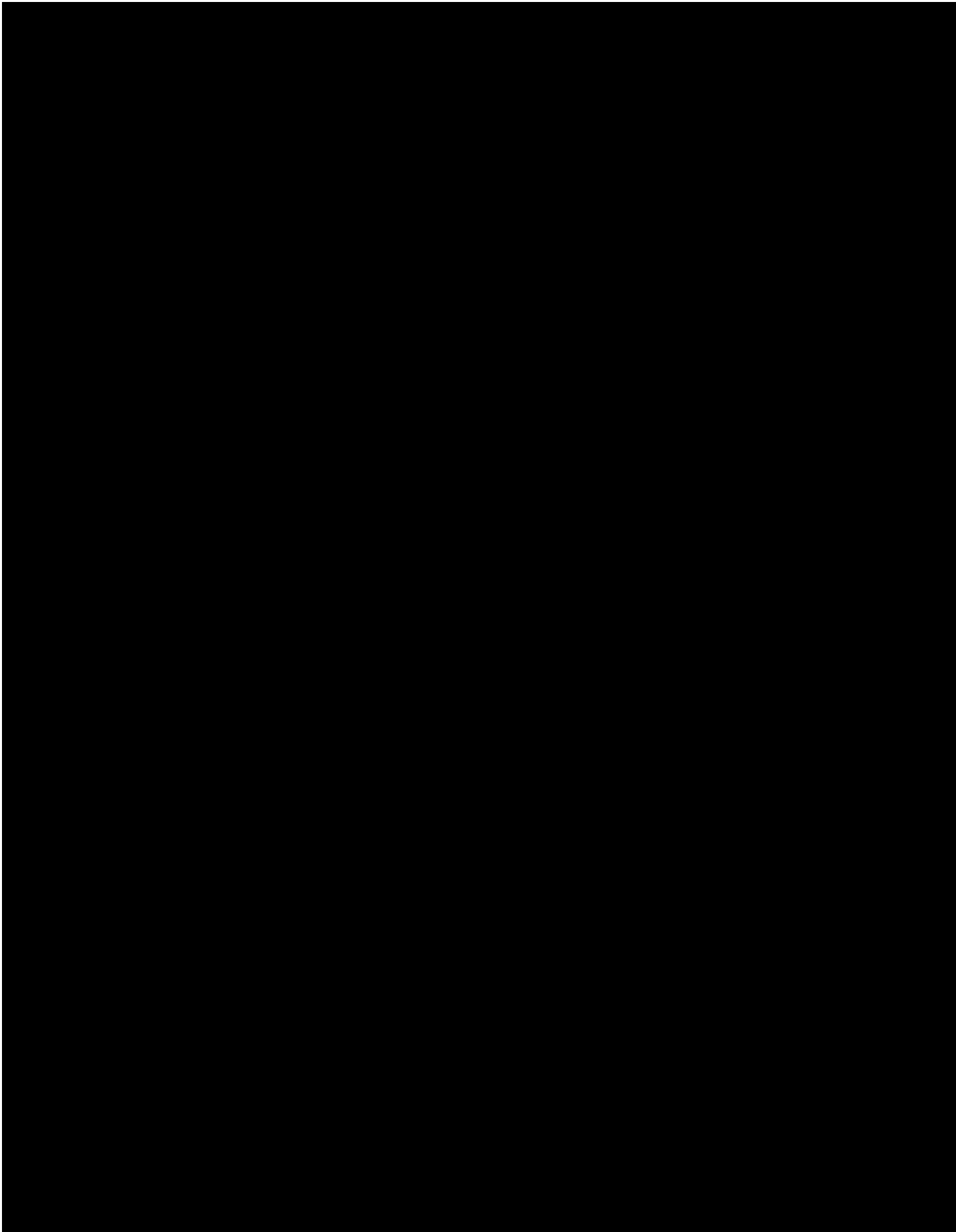
³ On-campus and distance combined due to low distance volumes

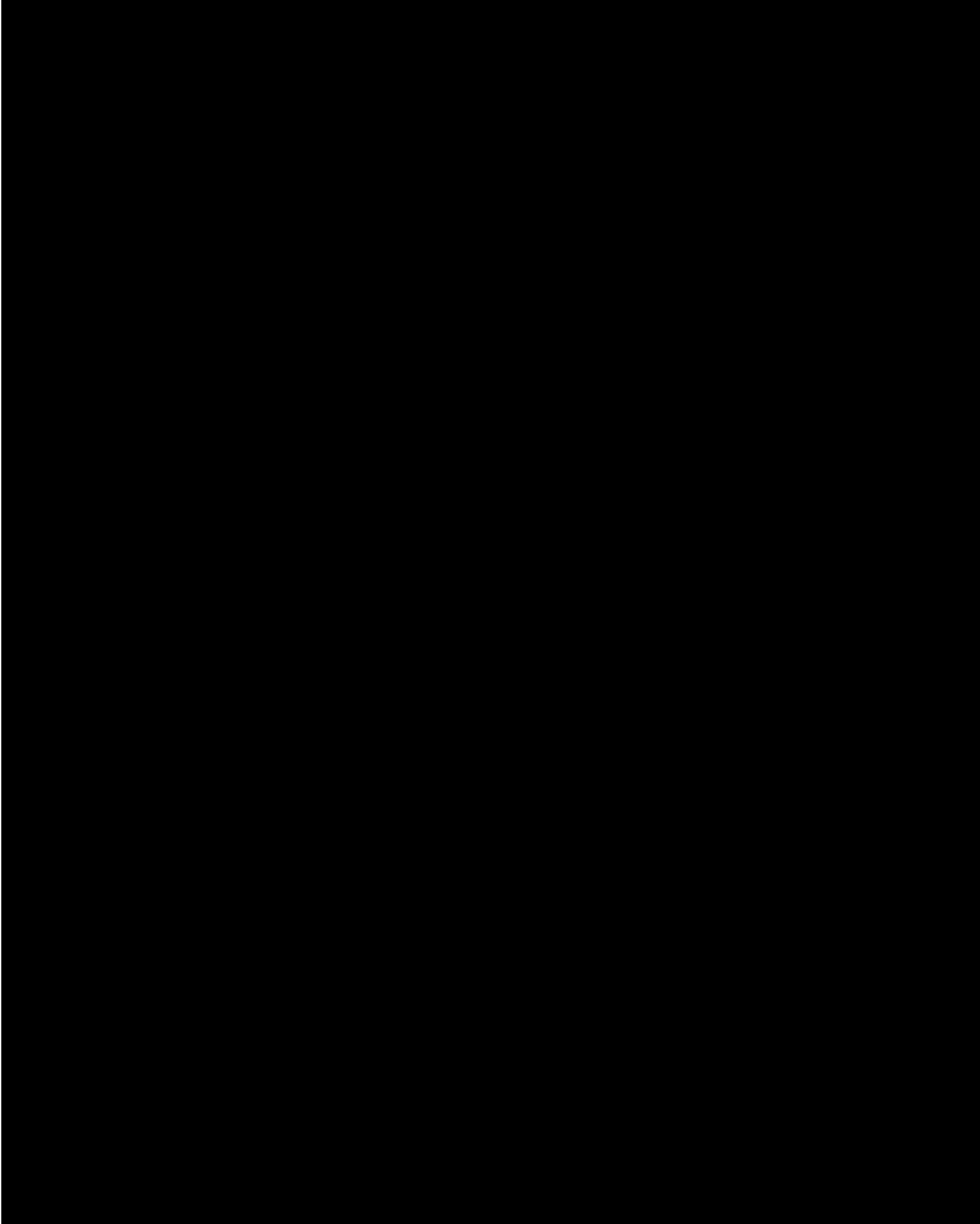












29 November 2022



Committee for the Advancement of Learning and Teaching

Committee Secretary: Michelle Bennie:
Telephone: 479 9105
E-mail: michelle.bennie@otago.ac.nz

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

30 March 2023

Present: Professor Richard Blaikie (Convener), Dr Lee Adam (z), Cate Bardwell, Dr Russell Butson, Jason Cushen (2.00-2.45pm), Professor Ben Daniel, Dr Fairleigh Gilmour, Mia Heaphy Butts (z), Margaret Morgan, Dr Tracy Perry (z), Professor Sheila Skeaff, Dr Sarah Stein, Nicola Walmsley, Dr John Williams

Apologies: Professor Helen Nicholson, Dr Rachel Martin, Dr Stephen Scott, Associate Professor Alesha Smith

In attendance: Carol Forbes, Michelle Bennie (z), Julie Weaver

1. Apologies

The Committee noted apologies from members.

2. Minutes

The minutes of a meeting of the Committee held on 26 January 2023 previously circulated, were confirmed.

3. Matters Arising from Previous Minutes

The Committee noted that

- The *CALT Kōrero* series has run two events, is achieving a good mix of in-person and live-stream audience, and is profiling University staff.
- *Artificial Intelligence tools* – guidance has been developed and is being disseminated to staff.
- *Cycle-6 Academic Audit* – ██████████ thanked those who have provided completed self-review templates for the start of this process.

4. Information Technology Services (ITS) Report

The Committee received the ITS report for March 2023 and discussed

(z) indicates attendance via Zoom

Item 8
For noting

- Migration of Blackboard to the cloud is planned for November. ITS recommends archiving and deleting pre-2020 papers in Blackboard prior to migration. The Committee advised development of a business case regarding the cost of cloud storage and noted the need for good data governance strategy and processes, and for clear communication and advice to the academic community regarding the migration and ongoing access to data.
- Management of Change – Information Systems: [REDACTED] (Product Manager Digital Learning) is completing hiring for the Digital Learning team, which will have linkages to ITS.
- Testing of multi-choice exam marking is underway, with further work to do for exams with more than 80 questions. A short video for students on how to fill in the multi-choice question answer sheets is available as an AskOtago Knowledgebase item.
- Echo360's comprehensive *EchoVideo 2022 Usage Report* will be circulated with the minutes.

5. Higher Education Development Centre (HEDC) Report

The Committee received the HEDC report for January to March 2023 and noted the increase in numbers.

6. International Office Report

The Committee received a verbal report from the Director, International and noted

- Good return of International Students for semester 1; more than 1800, doubling our on-campus numbers from 2022.
- Stronger than projected full degree numbers (both undergraduate and postgraduate).
- Study Abroad numbers (single semester – fee paying) are lower than projected.
- Semester 2 starts are looking positive at this stage on the basis of applications submitted.
- There are still a number of students studying offshore/online, for example BCom. HSFY had an arrangement in place for 20 students to start online and then transition to on-campus study by Easter.
- The very strong interest in outbound exchange opportunities is exceeding pre-pandemic numbers.

7. Distance Learning Advisory Committee (DLAC)

The Committee received the DLAC minutes from the meeting held on 9 March 2023 and discussed DLAC's relationship with CALT given the change in reporting line noted at the January meeting, and the establishment of the position of a Dean of Learning and Teaching

- This will provide clear two-way communication, beyond the formal receipt of minutes.
- DLAC agendas may include a standing item for discussion of issues to be raised with CALT.
- DLAC retains an advisory role (and the title of Advisory Committee).
- The Committee acknowledged the critical role of distance learning, and the ratio of distance enrolments to overall enrolments.
- The Director, Quality Advancement Unit invited ongoing conversations with DLAC members regarding the *Support Services Improvement Survey*.

8. Digital Learning Environment (DLE) Review – Update

The Committee received a verbal update on the Digital Learning Environment Review and noted

- Aiming to complete the final report by the end of next week. The contribution from staff has been positive.

Item 8
For noting

- A Bulletin article next week will provide an update and thank those who have contributed, particularly via the survey.
- A series of recommendations will be provided to the DVC Academic and then to the Senior Leadership Team. Over the coming weeks further information will be provided to others, including DELT.

9. Digitally Enhanced Learning and Teaching (DELT) Group – Update

The Committee received a verbal update on DELT activities and discussed

- Meetings have been scheduled for the year and minutes will be provided to the Committee.
- The focus has been primarily on the Digital Learning Environment (DLE) Review and issues around Artificial Intelligence in the teaching and learning space.
- DELT's relationship to CALT and the need for clear two-way communication.
- CALT will be responsible for progress monitoring following the DLE Review.
- DELT's ongoing role following the DLE Review will include: identifying issues, driving conversations, setting scene and scope, and finding appropriate people to action; supporting activities such as *CALT Kōrero*; ensuring alignment with University strategic priorities.

The Committee

REFERRED the issue of Digital Interactive Health to DELT, recommending the development of a *CALT Kōrero* on this topic.

10. Convenor's Business

Professor Blaikie advised the Committee on the following

- *Vision 2040* – strategy development is progressing and a strategic document will go to Council for endorsement. The University aims to maintain a strong, vibrant international presence, but with a Pacific focus. Opportunities have been identified for growth in the areas of postgraduate distance and professional short courses. The internationalisation strategy is likely to aim for a global mix of students, rather than focusing on any one country. Consultation has already been undertaken in relation to Vision 2040, and the strategy development will be provided for response rather than extended consultation. Further information is expected to be provided in May 2023.
- *Tuakiritaka/Identity proposal* – this is currently out for consultation, and there has been very strong engagement by students, staff and other stakeholders with more than 7000 responses to the online survey, split evenly between staff/students and others.
- *Client Services Review* – more than 2000 responses have been received and this is likely to go to Council in May. Please bear in mind that this may be unsettling for colleagues.
- *Review of the Division of Health Sciences* – this will be wide-ranging.
- *Research forum* – to be hosted by Professor Blaikie on 4 April 2023.

11. Other Business

The Committee discussed Turnitin's release of new functionality to detect and score AI-generated content and noted

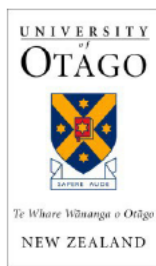
- Accuracy is unclear at present, but false positives and negatives are likely to be flagged.
- The function cannot currently be disabled.
- This conflicts with the University's AI guidelines which encourage teaching students how to use AI intelligently and ethically.
- Once the University's position on this new functionality has been determined, it should be communicated clearly.

12. Date of Next Meeting

The Committee noted that the next meeting will be held on Thursday 25 May 2023 at 2.00pm, in the Council Chamber.

13. Membership of Committee

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



Research Committee

Minutes

RESEARCH COMMITTEE MEETING

5 April 2023

Centre for Innovation seminar room, 12:00pm

Present: Professor Richard Blaikie (Convenor), Professor David Baxter, Dr Rosie Brown, Professor Hugh Campbell, Professor Tamlin Conner, Associate Professor Ceridwen Fraser, Dr Martin Gagnon, Professor Roslyn Kemp, Associate Professor Logan Walker (z), Associate Professor Sara Walton

Apologies: Dr Sara Filoche, Dr David Geraghty, Professor Rose Richards, Mike Wall, Professor Emma Wyeth

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

1. Minutes of the Previous Meeting

Accepted

That the minutes of the meeting of 8 March 2023, be accepted as a true and accurate record.

2. No Matters Arising

3. No Intimations from the Senate

4. Research Committee Strategic Activities

Much of what the Committee is currently doing is strategic work, but these are not at a stage to be implemented.

4.1 PBRF Sector Reference Group update

Noted

Another paper has been released, relating to Covid 19. There is a meeting scheduled to discuss this on 17 April. Reporting to come out at the beginning of May. Feedback from the Technical paper has been integrated into the draft guidelines.

██████████ left the meeting at 12:11pm

4.2 Research Responsiveness to Māori Policy

Noted

This is being discussed through various avenues throughout the University, and feedback is filtering through. Once all feedback is received it is likely that a broad statement will be made that it is a set of guidelines, the spirit of which is to be adhered to in

practically useful places.

Current pilot of policy draft on Christchurch campus is specific to that environment and will not be directly applicable in all other contexts across other campuses.

Concern raised about discipline specific questioning which may challenge the University's position in regard to being Te Tiriti led, and how researchers may need to respond to the policy.

The University has a statutory role to challenge conventional wisdom, and research in this area needs to be transparent and conducted within existing ethical guidelines.

Engagement between the University and mana whenua is recognised as a journey.

Implementation of the policy will include a management of expectations of what is involved.

4.3

Te Ara Paerangi – Future Pathways

Update provided in Research Forum so no further comment.

Overview of Research Forum information

- Work is ongoing but limited information has been released
 - New Fellowships have been announced for Maori and Pasifika
- Cyclone Gabrielle has impacted the availability of funds from government.

4.4

Discussion

Development of University Strategic Research priorities

Main points of discussion:

- Development of a set of research priorities to focus decision making regarding funding and resourcing is needed.
- Feedback from staff expressing concern/interest in how research priorities will be set.
- Tension between a proscriptive top-down approach and an academy led approach.
- The Research Committee has a strong role in implementation of either approach.
- Top down approach has the possibility of disenfranchising significant sections of the academy if done badly
- Academy is extremely large and would be cumbersome to implement.
- Academy led approach preferred. Suggested that Research Committee develop a framework to base decisions on. This could reflect the existing Te Ara Paerangi framework in tiers.
- This would be a draft tested against data, before circulating to the wider academic community, including academic staff, students, Māori and Pasifika groups, and other key stakeholders for feedback.
 - Research and Enterprise are able to provide necessary data
 - Recognition that not all research is in an areas where dissemination, outputs and engagements are able to be measured in existing data sets/software. Ensure that lack of visibility in data sets does not exclude these areas from consideration.
 - [REDACTED] and SARO to draw up a plan for development of appropriate information from

available data sets/software

- Recognition that the development and implementation of this framework will require extra capacity and will take a significant amount of time.
- Committee members are asked to think about how to formulate concepts that might work within disciplinary domains and other areas of knowledge, that might form the structure for the basis of the research strategy framework, to be discussed at the May meeting.
- Other important areas that may not be a strategic priority, but are still seen as valuable, especially in the area of teaching. This will need to be clearly communicated to researchers working in these areas, as well as ways in which their research areas could possibly align to strategy.
- Areas of existing strength will be identified, but consideration needs to be given on whether these fit strategic goals to ensure they are not self-reinforcing.
- Ensure that consideration of values, collaboration, leadership, social responsibility, and aligning the University with our community's values is given in development of priorities.
- Recognition that research priorities may change, and that academics whose research is not currently a priority are not undervalued.
- Consider emerging national research priorities and/or global priorities determined by UN Sustainable Development Goals (SDGs), and identify which Otago academics are working in these areas.

5.
5.1

UORGs

UORG Extensions/Variations

UORG Summary List

Approved

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

Approved

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

Declined

██████████ UORG extension to 30 September 2023 & budget variation

Declined

██████████ cost neutral budget variation

Approved

██████████, UORG extension to 30 July 2023

Approved

██████████, UORG extension to 30 June 2023

Approved

██████████, UORG extension to 31 July 2024

Approved

██████████, UORG extension to 30 September 2023

Approved

██████████, UORG budget variation

5.2

UORG and UPWG application forms and guidelines

Noted

Revised documents approved by Professor Blaikie under convenor's prerogative

UORG call is now open

5.3

Equipment Advisory Subcommittee

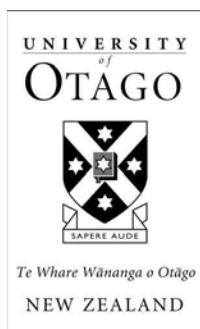
Noted

The Equipment Advisory subcommittee is not running a funding round in 2023

- 6 Incoming correspondence**
No incoming correspondence
- 7. Convener's Business**
7.1 Horizons Europe
Noted
All applications to be routed through Research and Enterprise.
Taking an all of New Zealand approach with communication between Research Offices across the country.
There is a limited budget for New Zealand applications. This constraint is due to funding limits through MBIE.
- 8. General Business**
8.1 HR and Research Only Staff
There are issues with the existing HR policies for Post doc and ARF positions, causing inequity and promotion barriers.
Out of Season promotion processes need to be reviewed.
- 8.2 Feedback from Research Forum**
Concerns from staff after forum that their research won't fit into a strategic focus, limiting their ability to apply for grants.
Clear guidelines and messaging required regarding applications and eligibility.
 - Development of guideline and principles/advice for decision making for grant support to be developed.
- 9. Next Meeting**
The next meeting of the Committee has been set down for 10 May 2023, but has been moved to **17 Wednesday 2023 at 9:00am**. This is to allow for circulation of pertinent strategy documents which will not be considered by University Council until 9 May 2023. Mode to be advised.

Distribution List

Professor Richard Blaikie	Mike Wall
Associate Professor Sara Walton	Professor Maree Thyne
Professor Roslyn Kemp	Professor Patricia Priest
Professor Hugh Campbell	Professor Jessica Palmer
Associate Professor Ceridwen Fraser	Professor Richard Barker
Dr Sara Filoche	Professor Jeff Smith
Associate Professor Logan Walker	Stephen Willis
Professor Tamlin Conner	Gary Witte
Dr Rosie Brown	Cc Matt Angel
Dr Martin Gagnon	Cc Dr David Geraghty
Professor David Baxter	Cc Dr John Milnes
Professor Rose Richards	Cc Paulette Milnes
Professor Emma Wyeth	Cc Fiona Seaton



Memorandum

To The Senate

From Scholarships and Prizes Committee

Date 17 April 2023

Re New and Amended Scholarship and Prize proposals

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 its consideration. Please note that the Scholarships and Prizes Committee also approved four amended prizes and an amended scholarship.

1. NEW PRIZES

a) Mayne Wetherell Prize

- **Department:** Faculty of Law
- **Value:** \$3,000
- **Background:** Sponsored by law firm Mayne Wetherell, this prize honours the top student in second year Law. The prize is awarded annually to the student who scores the highest average mark across all second year Law papers.
- **Recommended by:**
 - Professor Shelley Griffiths, Dean of Law, Division of Humanities
 - Professor Jessica Palmer, Pro-Vice-Chancellor, Division of Humanities

Proposed Regulations

Mayne Wetherell Prize

Established by the University of Otago in 2023 through a generous donation from law firm, Mayne Wetherell, this prize honours the top student in second year Law.

This prize will be awarded annually by the University Council on the recommendation of the Dean of Law to the student with the highest average mark across all second year Law papers.

The value of the prize will normally be \$3,000.

b) Te Ohu Pūniho Ora o Aotearoa - The New Zealand Oral Health Association Clinical Oral Health Practice Prize

- **Department:** Faculty of Dentistry

Item 10
For recommendation of approval

- **Value:** \$500
- **Background:** One of two new prizes in Oral Health sponsored by Te Ohu Pūniho Ora o Aotearoa, the New Zealand Oral Health Association (NZOHA). Valued at \$500, this prize is awarded annually to a first-year Bachelor of Oral Health student who shows "outstanding aptitude" in all aspects of the paper DEOH 104 Clinical Oral Health Practice.
- **Recommended by:**
 - Professor Paul Cooper, Dean of Dentistry, Division of Health Sciences
 - Professor Patricia Priest, Acting Pro-Vice-Chancellor, Division of Health Sciences

Proposed Regulations

Te Ohu Pūniho Ora o Aotearoa - The New Zealand Oral Health Association Clinical Oral Health Practice Prize

Established in 2023 by the University of Otago with generous support from Te Ohu Pūniho Ora o Aotearoa - the New Zealand Oral Health Association (NZOHA).

This prize is awarded annually by the University Council, on the recommendation of the Dean of the Faculty of Dentistry, to a first-year Bachelor of Oral Health student showing outstanding aptitude in all aspects of the paper DEOH 104 Clinical Oral Health Practice.

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

An award shall be made only to a candidate of sufficient merit.

c) Te Ohu Pūniho Ora o Aotearoa - The New Zealand Oral Health Association Community Oral Health and Oral Health Promotion Prize

- **Department:** Faculty of Dentistry
- **Value:** \$500
- **Background:** One of two new prizes in Oral Health sponsored by Te Ohu Pūniho Ora o Aotearoa, the New Zealand Oral Health Association (NZOHA). Valued at \$500, this prize is awarded annually to a final-year Bachelor of Oral Health student showing outstanding aptitude in all aspects of the paper DEOH 301 Community Oral Health and Oral Health Promotion.
- **Recommended by:**
 - Professor Paul Cooper, Dean of Dentistry, Division of Health Sciences
 - Professor Patricia Priest, Acting Pro-Vice-Chancellor, Division of Health Sciences

Proposed Regulations

Te Ohu Pūniho Ora o Aotearoa - The New Zealand Oral Health Association Community Oral Health and Oral Health Promotion Prize

Established in 2023 by the University of Otago with generous support from Te Ohu Pūniho Ora o Aotearoa - the New Zealand Oral Health Association (NZOHA).

Item 10
For recommendation of approval

This prize is awarded annually by the University Council, on the recommendation of the Dean of the Faculty of Dentistry, to a final-year Bachelor of Oral Health student showing outstanding aptitude in all aspects of the paper DEOH 301 Community Oral Health and Oral Health Promotion.

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

An award shall be made only to a candidate of sufficient merit.

2. NEW SCHOLARSHIP

a) Stewart Petrie Diversity & Equity Scholarship in Surveying & Spatial

- **Department:** School of Surveying
- **Value:** \$8,000 (min.) for Year 3 tuition fees
- **Background:** Created through funding from former Otago University School of Surveying lecturer (1993-2009), Stewart Petrie. The aim of the award is to increase the diversity of people and thought in Surveying and Spatial Science, by offering financial support to a third-year student from a group (or groups) not generally well represented in these fields on account of factors such as gender identity, ethnicity, disability, and socio-economic background. The scholarship pays the recipient's third-year course fees.
- **Recommended by:**
 - Associate Professor Antoni Moore, Dean of School of Surveying, Division of Sciences
 - Professor Richard Barker, Pro-Vice-Chancellor, Division of Sciences

Proposed Regulations

Stewart Petrie Diversity & Equity Scholarship in Surveying & Spatial

Established in 2023 by the University of Otago with thanks to Dunedin-born Stewart Petrie, a highly respected member of the teaching staff of the University of Otago School of Surveying (1993-2009). After studying at the University of Canterbury and the Imperial College of Science and Technology, University of London, Stewart embarked on a 28-year career as a civil engineer, working for both Dunedin City Council and Royds Garden Consultants. He later joined the School of Surveying as a Teaching Fellow, where he taught and mentored students in a way designed to foster inclusion and inspire curiosity through practical, hands-on learning experiences. Stewart took great pride in his students' career development and successes and was recognised by his students and peers for the quality of his teaching, winning the 2004 OUSA Teaching Award, the 2005 Otago University Excellence in Teaching Award, and the 2005 New Zealand Qualifications Authority Tertiary Teaching Sustained Excellence Award.

This scholarship was created with the express purpose of increasing the diversity of people and thought in the field of Surveying and Spatial Science, and provides an opportunity for a student entering their third year of Surveying studies to have their third-year course fees covered.

Item 10
For recommendation of approval

Eligibility

Applicants must be:

- a New Zealand citizen or New Zealand Residence Class Visa Holder
- enrolled in Year 2 of an undergraduate (Bachelors) degree in the School of Surveying, and planning to enrol in Year 3 the following year (i.e. the intended year of tenure).

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;
- a brief submission setting out
 - (i) why they are applying,
 - (ii) what Surveying or Spatial Science means to them, and
 - (iii) what they plan to do with their learning and skills in the future;
- an academic reference letter.

Selection Process

The Selection Panel to award the scholarship will consist of the following members (or their nominees): a representative from the School of Surveying; the Director, Development and Alumni Relations Office; the Manager, Postgraduate Scholarships, Prizes and Awards; and the Donor.

The following factors shall be considered in selecting the scholarship winner:

- the central purpose of the scholarship is to encourage a wider diversity of people and thought in Surveying and Spatial Science;
- applicants should therefore belong to a group (or groups) typically underrepresented in these fields on account of factors such as gender identity, disability or impairment, being first in family to attend university, sexual orientation, low socio-economic background, and migrant or refugee background;
- applicants should display a genuine passion for Surveying or Spatial work.

The Selection Panel may require an interview with short-listed applicants.

Financial

- This scholarship provides the recipient with a rebate of the tuition fees charged for their Year 3 enrolment in a School of Surveying undergraduate degree.
- One scholarship will be available each year.

Tenure

- The scholarship shall be held with full-time tenure.
- The scholarship must be taken up within one year of being 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.
- The University of Otago reserves the right to use the names, photographs, and details of successful applicants for advertising and publicity. The award holders must agree to be reasonably available to participate in interviews and promotional activities if requested by the University of Otago.

3. DISESTABLISHED PRIZE

a) A J Park Intellectual Property Prize

- **Department:** Faculty of Law
- **Value:** \$1,000
- **Background:** The current sponsors of this award, AJ Park, have decided to discontinue funding it, and no alternative funder is being sought. The Faculty of Law have therefore confirmed that the prize should be disestablished.
- **Recommended by:**
 - Professor Shelley Griffiths, Dean of Law, Division of Humanities
 - Professor Jessica Palmer, Pro-Vice-Chancellor, Division of Humanities

Current Regulations

A J Park Intellectual Property Prize

Established in 1997 by A. J. Park & Son, Intellectual Property Lawyers, Solicitors Patent Attorneys and Notaries, of Wellington and Auckland.

The prize is awarded annually by the University Council on the recommendation of the Dean of the Faculty of Law, to the student who has achieved the best result in the paper Intellectual Property.

4. AMENDED PRIZES

a) Te Ohu Pūniho Ora o Aotearoa - The New Zealand Oral Health Association Oral Health Therapy 1 Prize

- **Department:** Faculty of Dentistry
- **Value:** \$500
- **Background:** In 2021, the New Zealand Dental Hygienists' Association and New Zealand Dental and Oral Health Therapists Association merged into a single entity, Te Ohu Pūniho Ora o Aotearoa - the New Zealand Oral Health

Item 10

For recommendation of approval

Association. The name of this prize has been amended accordingly, and its value increased to \$500.

- **Recommended by:**
 - Professor Paul Cooper, Dean of Dentistry, Division of Health Sciences
 - Professor Patricia Priest, Acting Pro-Vice-Chancellor, Division of Health Sciences

Current Regulations

The New Zealand Dental Hygienists' Association Prize (200 Level)

Established in 2002 by the New Zealand Dental Hygienists' Association. Amended in 2009 to recognise the change in the education of dental hygienists in New Zealand.

The prize is awarded annually by the University Council on the recommendation of the Dean of the Faculty of Dentistry to the second year student for the degree of Bachelor of Oral Health, and enrolled in the paper DEOH 202, Oral Health Therapy 1, who shows outstanding aptitude in all aspects of this paper.

An award shall be made only to a candidate of sufficient merit.

Proposed Regulations

Te Ohu Pūniho Ora o Aotearoa - The New Zealand Oral Health Association Oral Health Therapy 1 Prize

Established in 2002 by the University of Otago with generous support from the New Zealand Dental Hygienists' Association (NZDHA), this award was first called the New Zealand Dental Hygienists' Association Prize (200 Level). The prize was amended in 2009 to recognise changes in the education of dental hygienists in New Zealand. It was amended again in 2023, including a change to the title of the award, following the 2021 merger of the NZDHA and New Zealand Dental and Oral Health Therapists Association (NZDOHTA) into a single professional body, Te Ohu Pūniho Ora o Aotearoa - the New Zealand Oral Health Association (NZOHA).

This prize is awarded annually by the University Council on the recommendation of the Dean of the Faculty of Dentistry to a second-year Bachelor of Oral Health student showing outstanding aptitude in all aspects of the paper DEOH 202 Oral Health Therapy 1.

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

An award shall be made only to a candidate of sufficient merit.

b) Te Ohu Pūniho Ora o Aotearoa - The New Zealand Oral Health Association Advanced Oral Health Therapy 1 Prize

- **Department:** Faculty of Dentistry
- **Value:** \$500
- **Background:** In 2021, the New Zealand Dental Hygienists' Association and New Zealand Dental and Oral Health Therapists Association merged into a single entity, Te Ohu Pūniho Ora o Aotearoa - the New Zealand Oral Health

Item 10

For recommendation of approval

Association. The name of this prize has been amended accordingly, and its value increased to \$500.

- **Recommended by:**
 - Professor Paul Cooper, Dean of Dentistry, Division of Health Sciences
 - Professor Patricia Priest, Acting Pro-Vice-Chancellor, Division of Health Sciences

Current Regulations

The New Zealand Dental Hygienists' Association Prize (300 Level)

Established in 2002 by the New Zealand Dental Hygienists' Association. Amended in 2009 to recognise the change in the education of dental hygienists in New Zealand.

The prize is awarded annually by the University Council on the recommendation of the Dean of the Faculty of Dentistry to the final year student for the degree of Bachelor of Oral Health, and enrolled in the paper DEOH 302, Advanced Oral Health Therapy 1, who shows outstanding aptitude in all aspects of this paper.

An award shall be made only to a candidate of sufficient merit.

Proposed Regulations

Te Ohu Pūniho Ora o Aotearoa - The New Zealand Oral Health Association Advanced Oral Health Therapy 1 Prize

Established in 2002 by the University of Otago with generous support from the New Zealand Dental Hygienists' Association (NZDHA), this award was first called the New Zealand Dental Hygienists' Association Prize (300 Level). The prize was amended in 2009 to recognise changes in the education of dental hygienists in New Zealand. It was amended again in 2023, including a change to the title of the award, following the 2021 merger of the NZDHA and the New Zealand Dental and Oral Health Therapists Association (NZDOHTA) into a single professional body, Te Ohu Pūniho Ora o Aotearoa - the New Zealand Oral Health Association (NZOHA).

This prize is awarded annually by the University Council on the recommendation of the Dean of the Faculty of Dentistry to a final-year Bachelor of Oral Health student showing outstanding aptitude in all aspects of the paper DEOH 302 Advanced Oral Health Therapy 1.

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

An award shall be made only to a candidate of sufficient merit.

c) Te Ohu Pūniho Ora o Aotearoa - The New Zealand Oral Health Association Oral Health Therapy 2 Prize

- **Department:** Faculty of Dentistry
- **Value:** \$500
- **Background:** In 2021, the New Zealand Dental and Oral Health Therapists Association and New Zealand Dental Hygienists' Association and merged into a single entity, Te Ohu Pūniho Ora o Aotearoa - the New Zealand Oral Health

Item 10

For recommendation of approval

Association. The name of this prize has been amended accordingly, and its value increased to \$500.

- **Recommended by:**
 - Professor Paul Cooper, Dean of Dentistry, Division of Health Sciences
 - Professor Patricia Priest, Acting Pro-Vice-Chancellor, Division of Health Sciences

Current Regulations

New Zealand Dental & Oral Health Therapists Association Award - 200 Level

Established in 2011 by the New Zealand Dental Therapists' Association Inc, becoming known as the New Zealand Dental & Oral Health Therapists Association in 2014.

The prize is offered annually and awarded by the University Council on the recommendation of the Dean of the Faculty of Dentistry to the student who is enrolled in the second year of the Bachelor of Oral Health Degree programme and demonstrates both clinical and academic ability within the overall programme with a special emphasis on the clinical and academic achievement in Dental Therapy (DEOH 203).

The prize consists of sponsorship of the prize winner to attend the New Zealand Dental & Oral Health Therapists Association Conference in the 3rd year of study and a \$150 book voucher.

The New Zealand Dental & Oral Health Therapists Association Conference is held in a different region of New Zealand each year, therefore the value of the prize which includes travel, accommodation and registration may vary from year to year.

An award shall be made only to a candidate of sufficient merit.

Proposed Regulations

Te Ohu Pūniho Ora o Aotearoa - The New Zealand Oral Health Association Oral Health Therapy 2 Prize

Established in 2011 by the University of Otago with generous support from the New Zealand Dental Therapists' Association Inc (NZDTA), which in 2014 became the New Zealand Dental & Oral Health Therapists Association (NZDOHTA). The title and regulations of the award, originally called the New Zealand Dental & Oral Health Therapists Association Award - 200 Level, were amended in 2023 following the 2021 merger of the NZDOHTA and New Zealand Dental Hygienists Association (NZDHA) into a single professional body, Te Ohu Pūniho Ora o Aotearoa - the New Zealand Oral Health Association (NZOHA).

This prize is awarded annually by the University Council on the recommendation of the Dean of the Faculty of Dentistry to a second-year Bachelor of Oral Health student showing outstanding aptitude in all aspects of the paper, DEOH 203 Oral Health Therapy 2.

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

An award shall be made only to a candidate of sufficient merit.

d) Te Ohu Pūniho Ora o Aotearoa - The New Zealand Oral Health Association Advanced Oral Health Therapy 2 Prize

- **Department:** Faculty of Dentistry
- **Value:** \$500
- **Background:** In 2021, the New Zealand Dental and Oral Health Therapists Association and New Zealand Dental Hygienists' Association and merged into a single entity, Te Ohu Pūniho Ora o Aotearoa - the New Zealand Oral Health Association. The name of this prize has been amended accordingly, and its value increased to \$500.
- **Recommended by:**
 - Professor Paul Cooper, Dean of Dentistry, Division of Health Sciences
 - Professor Patricia Priest, Acting Pro-Vice-Chancellor, Division of Health Sciences

Current Regulations

New Zealand Dental & Oral Health Therapists Association Award - 300 Level

Established in 2009 by the New Zealand Dental Therapists' Association Inc, becoming known as the New Zealand Dental & Oral Health Therapists Association in 2014.

The prize is offered annually and awarded by the University Council on the recommendation of the Dean of the Faculty of Dentistry to the graduating student who shows the best all round understanding of child or adolescent oral health needs.

The award will be presented to the student enrolled in DEOH 303, Advanced Oral Health Therapy 2, who presents the best patient case report.

An award shall be made only to a candidate of sufficient merit.

The value of the prize will be as set down in the current prize schedule.

Proposed Regulations

Te Ohu Pūniho Ora o Aotearoa - The New Zealand Oral Health Association Advanced Oral Health Therapy 2 Prize

Established in 2011 by the University of Otago with generous support from the New Zealand Dental Therapists' Association Inc (NZDTA), which in 2014 became the New Zealand Dental & Oral Health Therapists Association (NZDOHTA). The title and regulations of the award, originally called the New Zealand Dental & Oral Health Therapists Association Award - 300 Level, were amended in 2023 following the 2021 merger of the NZDOHTA and New Zealand Dental Hygienists Association (NZDHA) into a single professional body, Te Ohu Pūniho Ora o Aotearoa - the New Zealand Oral Health Association (NZOHA).

This prize is awarded annually by the University Council on the recommendation of the Dean of the Faculty of Dentistry to the final-year Bachelor of Oral Health student showing the best all-round understanding of child or adolescent oral health needs. The successful applicant will have demonstrated outstanding aptitude in all aspects of the paper DEOH 303 Advanced Oral Health Therapy 2, including the presentation of an excellent patient case report.

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

An award shall be made only to a candidate of sufficient merit.

5. AMENDED SCHOLARSHIP

a) Dr EC Grant and Mrs HM Grant Memorial Medical Scholarship

- **Department:** Dunedin School of Medicine
- **Value:** \$8,000 per annum for four years
- **Background:** The Edward C Grant Memorial Medical Scholarship was established in 2009 in memory of the donor's father, Dr Edward Grant. The value and tenure of the award were amended in 2013, and the name of the award changed to Dr EC Grant and Mrs HM Grant Memorial Medical Scholarship. The scholarship was briefly disestablished then re-established again in 2023. It is now proposed to amend the scholarship further, principally by simplifying its financial provisions. Recipients may now qualify for two lump-sum payments of \$4,000 each year for up to four years of study towards the MB ChB degree, totalling \$32,000. It is also proposed that membership of the selection panel for this award be expanded to include the Associate Dean Māori, Dunedin School of Medicine, and updated by substituting the Manager, Postgraduate Scholarships, Prizes and Awards for “Manager of the Doctoral and Scholarships Office”.
- **Recommended by:**
 - Professor Emma Wyeth, Associate Dean Māori, Division of Health Sciences
 - Professor Patricia Priest, Acting Pro-Vice-Chancellor, Division of Health Sciences

Current Regulations

Dr EC Grant and Mrs HM Grant Memorial Medical Scholarship

The Edward C Grant Memorial Medical Scholarship was established in 2009. Dr Peter Grant wished to commemorate his father with a full, four-year scholarship to the University of Otago Medical School, for a student admitted to the medical programme who is from the East Coast of the North Island, a place of importance to Dr Grant. At the request of Dr Peter Grant, the name, value and tenure of the Scholarship was amended from 2013.

Dr Edward Grant, commonly known as Ted, was born near Outram, West Taieri in 1900. He attended Otago Boys High School and then the medical school at the University of Otago. He completed his training and degrees in London in 1926. He returned to New Zealand in 1930 and after working on the West Coast for six years, was appointed medical superintendent at Te Puia Springs Hospital with medical responsibilities between Tolaga and Tokomaru Bays up to the East Cape. For eight of the next 12 years, he was continuously on-call for the region. He resigned in 1948 and then spent six years in general practice in Rotorua and many more years

Item 10
For recommendation of approval

as a GP in Devonport. Next, Dr Grant moved to Kerikeri to ‘slow down’ but soon returned to Point Chevalier, Auckland until he retired. He died in 1980.

Eligibility

Applications are open to students:

- who are resident in, have resided for a substantial period in, or have strong affiliations with the North Island East Coast area (defined geographically to include the Whakatane area to Wairoa), or the West Coast of the South Island and;
- who have been admitted into the second year of the MB ChB programme;
- preference will be given to applicants who are Māori.

Application Process

Eligible applicants will be invited to apply at the time of receipt of an offer for a place in the second year component of the MB ChB programme. Applications must be submitted to the Scholarships Office no later than **1 March** in the year in which the scholarship will be available. The selection committee will convene to determine award of the scholarship in March.

Applications must consist of:

- A covering letter indicating:
 - the applicant’s period of residence in the East Coast or the West Coast of the South Island;
 - the applicant’s iwi affiliations (if applicable);
 - the applicant’s career aspirations, including why their blend of academic achievement, leadership skills and community service capacities qualify them to fulfil the commemorative nature of the scholarship; and,
 - any other scholarships applied for or received.
- Academic transcript(s) at tertiary level, including Health Sciences First Year results (if applicable).
- Two personal referee reports.

Applicants may also be required to attend an interview.

Selection Process

The selection committee, consisting of the Dean of the Otago Medical School, in the chair, the Director of the Centre for Hauora Māori, the Director of the Development and Alumni Relations Office, and the Manager of the Doctoral and Scholarships Office, or their nominees, shall consider the following factors in recommending the awarding of the Scholarship:

- the applicant’s period of residence in the East Coast, North Island or West Coast, South Island;
- the applicant’s iwi affiliations (if applicable);
- the applicant’s career aspirations, including why their blend of academic achievement, leadership skills and community service capacities qualify them to fulfil the commemorative nature of the scholarship; and,
- any other scholarships applied for or received.

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For recommendation of approval

Previous and current recipients of the Scholarship may also be included in the selection committee at the discretion of the chair. Assuming suitable applicants, one new scholarship will be awarded each year.

Financial

The award has a value of:

- 50% of tuition fees per annum for four years of the MB ChB degree provided tenure requirements are met.
- A stipend equivalent to 25% of the tuition fees for Health Sciences First Year (in the year preceding award of the Scholarship) paid each year for four years, provided tenure requirements are met.
- A further stipend of \$6,000 paid each year for four years, provided tenure requirements are met. The value of this stipend may be reviewed from time to time.
- The Trainee Internship (6th year) is not included in this scholarship.

Tenure

- The Scholarship must be taken up in the year in which it is awarded.
- The Scholarship is continuous for four years if the student successfully achieves a pass each year and meets the 'other requirements' listed below; the Scholarship will be discontinued if these conditions are not met.
- If the recipient is approved for temporary withdrawal from the MB ChB programme, for example to undertake a Bachelor of Medical Science with Honours degree, the scholarship shall be temporarily suspended until the student resumes the MB ChB programme. Temporary suspension shall be for a maximum of one year.
- The scholarship may be held concurrently with other awards, subject to approval by the Dean of the Otago Medical School.

Other Requirements

Each Scholarship recipient must:

- Write an annual report at year end to the donor to provide an update on progress and activities.
- Agree to engage with the Associate Dean Maori, Division of Health Sciences and participate annually in relevant initiatives that foster the relationship between the relevant region (East Coast, North Island or West Coast, South Island) and the University of Otago. In particular, initiatives that foster pathways for rangatahi (young people) to study health are encouraged
- Agree to reasonable requests from the University of Otago to appropriately represent the University and the scholarship

Proposed Regulations

Dr EC Grant and Mrs HM Grant Memorial Medical Scholarship

The Edward C Grant Memorial Medical Scholarship was established in 2009. Dr Peter Grant wished to commemorate his father with a full, four-year scholarship to the University of Otago Medical School, for a student admitted to the medical programme who is from the East Coast

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For recommendation of approval

of the North Island, a place of importance to Dr Grant. At the request of Dr Peter Grant, the name, value and tenure of the scholarship was amended from 2013. The Scholarship was further amended in 2023, with the aim of clarifying and simplifying its financial framework and terms of payment.

Dr Edward Grant, commonly known as Ted, was born near Outram, West Taieri in 1900. He attended Otago Boys High School and then the medical school at the University of Otago. He completed his training and degrees in London in 1926. He returned to New Zealand in 1930 and after working on the West Coast for six years, was appointed medical superintendent at Te Puia Springs Hospital with medical responsibilities between Tolaga and Tokomaru Bays up to the East Cape. For eight of the next 12 years, he was continuously on-call for the region. He resigned in 1948 and then spent six years in general practice in Rotorua and many more years as a GP in Devonport. Next, Dr Grant moved to Kerikeri to “slow down” but soon returned to Point Chevalier, Auckland until he retired. He died in 1980.

Eligibility

Applications are open to students:

- who are resident in, have resided for a substantial period in, or have strong affiliations with the North Island East Coast area (defined geographically to include the Whakatane area to Wairoa), or the West Coast of the South Island; and
- who have been admitted into the second year of the MB ChB programme.

Preference will be given to applicants who are Māori.

Application Process

Eligible applicants will be invited to apply at the time of receipt of an offer for a place in the second year component of the MB ChB programme. Applications for this scholarship must be submitted to Student Administration (Scholarships) no later than **1 March** in the year in which the scholarship will be available. A selection committee will convene to determine award of the scholarship in March.

Applications must consist of:

- A covering letter indicating:
 - the applicant’s period of residence in the East Coast or the West Coast of the South Island;
 - the applicant’s iwi affiliations (if applicable);
 - the applicant’s career aspirations, including why their blend of academic achievement, leadership skills and community service capacities qualify them to fulfil the commemorative nature of the scholarship; and,
 - any other scholarships applied for or received.
- Academic transcript(s) at tertiary level, including Health Sciences First Year results (if applicable).
- Two personal referee reports.

Applicants may also be required to attend an interview.

Selection Process

The selection committee, consisting of the Dean of Otago Medical School (in the chair), the Director of the Centre for Hauora Māori, the Associate Dean Māori, Dunedin School of Medicine, the Director of the Development and Alumni Relations Office, and the Manager,

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Postgraduate Scholarships, Prizes and Awards (or their nominees), shall consider the following factors in recommending the awarding of the scholarship:

- the applicant's period of residence in the East Coast, North Island or West Coast, South Island;
- the applicant's iwi affiliations (if applicable);
- the applicant's career aspirations, including why their blend of academic achievement, leadership skills and community service capacities qualify them to fulfil the commemorative nature of the scholarship; and,
- any other scholarships applied for or received.

Previous and current recipients of the scholarship may also be included in the selection committee at the discretion of the chair. Assuming suitable applicants, one new scholarship will be awarded each year.

Financial

- The award has a value of \$8,000 per annum for four years of the recipient's MB ChB degree, provided all tenure requirements are met.
- The award shall be paid out in 2 x \$4,000 lump-sum instalments each year for the four years of tenure.
- The maximum total value of the award per recipient is \$32,000.
- The Trainee Intern year (6th year) is not included in this scholarship.

Tenure

- The scholarship must be taken up in the year in which it is awarded.
- The scholarship is continuous for four years provided the student successfully achieves a pass each year and meets the 'other requirements' listed below; the scholarship will be discontinued if these conditions are not met.
- If the recipient is approved for temporary withdrawal from the MB ChB programme, for example to undertake a Bachelor of Medical Science with Honours degree, the scholarship shall be temporarily suspended until the student resumes the MB ChB programme. Temporary suspension shall be for a maximum of one year.
- The scholarship may be held concurrently with other awards, subject to approval by the Dean of the Otago Medical School.

Other Requirements

Each scholarship recipient must:

- Write an annual report at year end to the donor to provide an update on progress and activities.
- Agree to engage with the Associate Dean Maori, Division of Health Sciences and the Associate Dean Māori, Dunedin School of Medicine, and participate annually in relevant initiatives that foster the relationship between the relevant region (East Coast, North Island or West Coast, South Island) and the University of Otago. In particular, initiatives that foster pathways for rangatahi (young people) to study health are encouraged.
- Agree to reasonable requests from the University of Otago to appropriately represent the University and the scholarship.

Recommendations

- 1) The Senate recommends that the following new prizes, new scholarship and disestablished scholarship proceed to the University Council for its consideration:
 - a. New Prizes
 - i. Mayne Wetherell Prize
 - ii. Te Ohu Pūniho Ora o Aotearoa - The New Zealand Oral Health Association Clinical Oral Health Practice Prize
 - iii. Te Ohu Pūniho Ora o Aotearoa - The New Zealand Oral Health Association Community Oral Health and Oral Health Promotion Prize
 - b. New Scholarship
 - i. Stewart Petrie Diversity & Equity Scholarship in Surveying & Spatial
 - c. Disestablished Prize
 - i. A J Park Intellectual Property Prize

- 2) Note that the Scholarships and Prizes Committee approved the following amended prizes and amended scholarship:
 - a. Amended Prizes
 - i. Te Ohu Pūniho Ora o Aotearoa - The New Zealand Oral Health Association Oral Health Therapy 1 Prize
 - ii. Te Ohu Pūniho Ora o Aotearoa - The New Zealand Oral Health Association Advanced Oral Health Therapy 1 Prize
 - iii. Te Ohu Pūniho Ora o Aotearoa - The New Zealand Oral Health Association Oral Health Therapy 2 Prize
 - iv. Te Ohu Pūniho Ora o Aotearoa - The New Zealand Oral Health Association Advanced Oral Health Therapy 2 Prize
 - b. Amended Scholarship
 - i. Dr EC Grant and Mrs HM Grant Memorial Medical Scholarship



Board of Undergraduate Studies

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

Minutes of a Meeting of the Board of Undergraduate Studies

5 April 2023

Present: Professor Helen Nicholson (Convener), Mia Heaphy Butts, Professor Tim Cooper, Associate Professor Richard Greatbanks, Jennifer Haugh, Professor Karl Lyons, Professor Simone Marshall, Professor Brendan McCane, Dr Sarah Stein, Professor Lois Surgenor, Dr Julie Timmermans

In attendance: Matt Angel, Carol Forbes, Richard German, Sandra Spence, Dr Tosh Stewart, Julie Weaver, Mark Wilesmith

Apologies: Ngaroma Bennett, Jason Cushen, Margaret Morgan

1. Minutes

The minutes of a meeting of the Board held on 1 March 2023, previously circulated, were confirmed.

2. Intimations from Senate

The Board noted that the Senate, 29 March 2023, received the minutes of a meeting of the Board held on 1 March 2023, and approved all recommendations contained therein.

3. 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 Bachelor of Medicine and Bachelor of Surgery (MB ChB) and health professional programmes concerning eligibility to apply for admission to the programme (June 2022)
- b) Inclusion of prompts regarding internationalisation, mātauranga Māori, and Pacific content in the Annual Programme Report template (September 2022)
- c) Approaches to obtain student feedback for small programmes (October 2022)

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).

4. CUAP Report

The Board received a report on the meeting of the Committee on University Academic Programmes on 23 March 2023 from the University's CUAP Representative, *noting that:*

- *The Committee of Planning Directors – reporting to Te Pōkai Tara | Universities New Zealand (UNZ) and comprising planning directors from each of the universities in Aotearoa – have expressed the view that it is not in the universities' interest to prioritise micro-credentials due to cost and funding considerations.*
- *The University will not be encouraging the development of micro-credentials, but there are still opportunities to deliver content in the form of short courses.*
- *CUAP is moving toward being able to accept proposals in te reo Māori and that the University may wish to consider its own processes around proposals in te reo.*

5. Division of Sciences

The Board

RECOMMENDED that the following proposals from The Division of Sciences (13 March 2023) be approved:

Mathematics and Statistics

SCI-1 - To amend the prerequisite for MATH 304

SCI-2 - To delete MATH 374 Mathematical Physics, *noting that:*

- *The proposed 300-level major subject requirements for Mathematics might read more clearly as: 'Four 300-level papers from the following: MATH papers, COMO papers, PHSI 336'.*

SCI-3 - To amend the Mathematics minor subject requirements, *noting that:*

- *The proposed 300-level minor subject requirements for the Mathematics might be better expressed as: 'One paper from MATH 301-342, PHSI 336, COMO 303'.*

Physics

(CUAP notification required)

SCI-4 - To delete the Electronics subject and ELEC papers, *noting that:*

- *The Electronics subject does not appear in the 2023 Puka Whakamārama | University Calendar and that an earlier version should be referenced regarding which qualifications had included Electronics as a subject.*

Physics

SCI-5 - To amend the paper code of PHSI 170 to ASTR 101, to amend the prescription, and to amend the teaching period from Summer School to Second Semester

SCI-6 - To amend the title of EMAN 204 from Energy Resources to Renewable Energy Technologies, to amend the pre- or co-requisite, and to amend the prescription, *noting that:*

- *A minor typo in the prescription – the inclusion of an unnecessary ‘the’ – should be corrected.*
- *The qualifications affected should include BAsc and BComSc.*

Geology

SCI-7 - To amend the Geology major subject requirements

Applied Sciences

(CUAP notification required)

SCI-8 - To delete the Bachelor of Applied Science (BAppSc) and consequential changes, *noting that:*

- *Clauses in the interdivisional degrees’ regulations should remove all references to Applied Sciences.*
- *The timing of deletions and the transfer of retained subjects into the Bachelor of Science (BSc) will create workload pressures for ITS Applications Support staff working with eVision and may cause some inconvenience or confusion for students during the transition.*
- *It is not expected that CUAP approval will be needed to transfer retained subjects into new bachelor’s degrees, but the Secretary to the Board will seek confirmation of this from the UNZ staff supporting CUAP.*
- *The Board expressed its thanks to [REDACTED] – as well as [REDACTED] and [REDACTED] – for the work that went into this proposal.*

6. Division of Commerce

The Board

RECOMMENDED that following proposal from the Division of Commerce (22 March 2023) be approved:

Marketing

(CUAP approval required)

COM-1 - To amend the title of the Advertising endorsement for DipGrad to Creative Marketing and to amend the requirements, *noting that:*

- *Constraints in eVision mean that this change will entail deleting the Advertising endorsement in the system and establishing a Creative Marketing endorsement, meaning that the workload involved for implementation is greater than might be apparent.*

NOTED that the following proposal has been approved under the expedited approvals process for academic proposals:

Management

COM-2 - To delete MANT 343 and MANT 370

7. Division of Humanities

The Board

RECOMMENDED that the following proposals from the Division of Humanities (22 March 2023) be approved:

Faculty of Law

HUM-1 - To introduce a new paper, LAWS 482 Advanced Evidence Law, with consequential deletion of LAWS 442 Law and the Sports Industry, *noting that:*

- *The paper code LAWS 482 has previously been used for a different paper, but not in the past 10 years, and that the Division of Humanities is comfortable with this for the current proposal.*
- *LAWS 442 will need to be removed from the schedule for the Sports Business endorsement for the Diploma for Graduates (DipGrad).*
- *There is an inconsistency in the assessment activities listed between the Student Workload Expectations and Assessment Procedures sections, which will be queried by the Associate Dean (Academic) for the Division of Humanities (ADA, Humanities).*
- *The Board expressed concerns around the use of a take-home test as part of the assessments in light of the emergence of generative AI applications – which may affect assessments for a number of LAWS papers – and suggested that consideration be given on how to adapt to this moving forward, such as by setting assignments where students critique responses given by AI, etc.*

School of Arts

HUM-2 - To introduce a new dual-level paper, CLAS 247/347 The Roman Republic, from the Kings to Julius Caesar, with consequential deletion of CLAS 337/437 Murder and Corruption in Ciceronian Rome, *noting that:*

- *CLAS 337 will need to be removed from the schedule for the European Studies major subject.*
- *This proposal does a good job of differentiating between the 200-level and 300-level offerings of the paper.*
- *The Board expressed concerns around the workload that this paper's assessments might entail for both the instructor and the students, but acknowledged that this was reflective of papers across the entire programme and suggested that the ADA, Humanities follow-up on this issue at the programme level.*
- *That ██████████ would follow-up directly regarding ways in which the learning outcomes might be improved.*
- *This paper provides a good opportunity for integration with the Library around research skills.*

School of Social Sciences

HUM-3 - To amend the teaching period of RELS 217/317 Religion, Science and Magic to add Summer School

School of Performing Arts

NB: HUM-4 was an overview document for reference regarding the following proposals.

HUM-5 - To amend the Music minor subject requirements and to amend the title of the Music Technology minor subject to Music Production, *noting that:*

- *As was noted for COM-1, eVision constraints mean that amending the name of a subject is a more resource-intensive change for administrative staff than might be apparent.*

HUM-6 - To amend the title of MUSI 105 Music Matters to Music Matters in Human Life and to amend the prescription, *noting that:*

- *The list of qualifications affected should include the BACom.*
- *The School may want to consider whether current popular culture references in the prescription might become dated quickly.*

HUM-7 - To amend the prescriptions for MUSI 140, MUSI 240, and MUSI 340, *noting that:*

- *The list of qualifications affected should include the BACom.*

School of Performing Arts

(CUAP notification required)

HUM-8 - To delete the Ethnomusicology and Classical Music minor subjects

8. Division of Health Sciences

The Board

DEFERRED

making a recommendation on the following proposal from the Division of Health Sciences (16 March 2023) and delegated authority to the Convener and the University's CUAP Representative to recommend the proposal for approval should satisfactory steps be taken by the proposers ahead of the CUAP 2023 Round 1 deadline:

Health Sciences Professional Programmes

(CUAP approval required)

HSC-1 - HSC-7 - To amend the eligibility requirements for Health Professional programmes, *noting that:*

- *Each affected programme should seek external consultation from the appropriate professional or accrediting bodies prior to CUAP submission, though feedback does not necessarily need to be obtained prior to CUAP submission.*
- *Consultation is needed with medical students, including relevant students' associations, regarding changes to MB ChB.*
- *Further consultation with and feedback from the Acting Director of Health Sciences First Year (HSFY) is needed.*
- *The Deputy Vice-Chancellor (Academic) will consult with the Registrar and with the University's legal consul regarding the risks and implications of the proposed changes, including the proposed timing of implementation.*
- *Revision is needed to ensure wording around admission through the Graduate category – particularly around completing a first degree in the minimum academic time – is consistent between the MB ChB and other programmes throughout the proposal document.*
- *References to passing all HSFY papers and obtaining a 50% average across those papers should be amended to simply state that potential applicants must pass all HSFY papers, as this would necessarily imply obtaining a 50% average or above.*
- *The proposed regulations for the Bachelor of Radiation Therapy (BRT) should express minimum grade requirements for entry in terms of percentages for consistency with other programmes and should remove use of the word 'normally'.*
- *Further clarification is needed to distinguish between eligibility requirements and selection criteria for admission, particularly regarding when the optional eighth paper for HSFY does or does not contribute to the calculation of average grades.*

NB: HSC-8 was a supporting document for HSC-1 – HSC-7.

RECOMMENDED

that the following proposal from the Division of Health Sciences (16 March 2023) be approved:

Dentistry

(CUAP approval required)

HSC-9 - To amend the requirements for the Bachelor of Dental Technology (BDentTech) and Bachelor of Dental Technology with Honours (BDentTech(Hons)), including DTEC paper deletions, introductions, and amendments, *noting that:*

- *Changes to papers' points values cannot be actioned in eVision until after it would no longer affect students in the current year, which is after the opening of 2024 paper selection and which may create confusion for students.*
- *The proposer has confirmed that all changes should be implemented in 2024 – if approved – and that current students should not be disadvantaged by transitioning into the new programme structure.*
- *The Board recommended that the BDentTech(Hons) should be re-framed as a one-year degree following the BDentTech rather than as a four-year degree incorporating the BDentTech curriculum, with this revision to be incorporated prior to submission to CUAP.*
- *The Board recommended further consultation with the Departments of Chemistry and of Physics regarding opportunities to teach into the new curriculum, noting that the University would encourage the efficient use of teaching resources.*

- *The proposal could benefit from clearer alignment between the learning outcomes and the accreditation criteria highlighted by the Dental Council, with acknowledgement that the Dental Council will have the opportunity for further feedback during a planned desktop review in the coming months.*

9. Convener's Business

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

10. Date of Next Meeting

The Board noted that it will next meet at 2:00 pm on Wednesday 3 May 2023 in the Council Chamber, First Floor, Clocktower Building.

11. Members of the Board

Professor Helen Nicholson (Convener)
Ngaroma Bennett
Mia Heaphy Butts
Professor Tim Cooper
Jason Cushen
Associate Professor Richard Greatbanks
Jennifer Haugh
Professor Karl Lyons
Professor Simone Marshall
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
Telephone: 03 479 4852

Minutes of a Meeting of the Board of Graduate Studies

6 April 2023

Present: Professor Richard Blaikie (Acting Convener), Professor David Baxter, Professor Neil Carr (representing the Division of Commerce), Professor Tim Cooper, Jason Cushen, Professor Tony Harland, Professor Zhiyi Huang, Professor Chrys Jaye, Dr Sarah Stein, Associate Professor Wayne Stephenson

In attendance: Matt Angel, Rebecca Connaughton, Dr Christian Ohneiser, Dr Tosh Stewart, Scott Venning, Mark Wilesmith

Apology: Professor Helen Nicholson (Convener), Kirsty Lewis, Professor Lisa McNeill, Margaret Morgan, Lini Roberts, Professor Gisela Sole, Keegan Wells

1. Membership Changes

The Board welcomed Professor Zhiyi Huang, representing the Division of Sciences and replacing Dr Christian Ohneiser while he is on Research and Study Leave.

2. Minutes

The minutes of a meeting of the Board held on 2 March 2023, previously circulated, were confirmed.

3. Intimations from Senate

The Board noted that the Senate, 29 March 2023, received the minutes of a meeting of the Board on 2 March 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) Inclusion of prompts regarding internationalisation, mātauranga Māori, and Pacific content in the Annual Programme Report template (September 2022)
- b) Approaches to obtain student feedback for small programmes (October 2022)
- c) Consideration of changes to the process for external moderation of postgraduate papers (February 2023) (March 2023)

- d) A proposal to standardise the entry requirement for coursework master's degrees at a B grade average (February 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).

5. Graduate Research Committee

GRC Minutes

The Board received the minutes of a meeting of the Graduate Research Committee on 28 February 2023, *noting that:*

- *The first training sessions under the updated programme for professional development of supervisors would take place soon, with over 30 participants scheduled to attend.*
- *An outline is being looked at for the Research Culture Excellence Awards, which are restarting after a short delay due to COVID-19.*
- *As part of the International Reset and Recovery initiative, the Graduate Research School (GRS) is looking to assist students who are in limbo due to visa and travel issues, such as those unable to exit New Zealand, those stuck in the wrong region, etc.*
- *There has been in shift in approach to how the panel considers awards under the Pūtea Tautoko Student Relief Fund.*
- *A set of draft regulations for higher doctorates is under consideration by the Graduate Research Committee and should soon advance to this Board.*
- *The Graduate Research Students Liaison Committee is working on remote get-togethers to provide a platform for students to share their voices.*
- *The University has had its first marae-based examination for a graduate research student, with another two to follow soon and with the Deputy Dean, GRS working on guidelines around this type of examination.*
- *A Graduate Research Symposium is planned for November 2023.*

Graduate Research School Report

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

- *It has been a slow start to the year for enrolments and that the current employment market may be depressing the number of prospective doctoral candidates.*

6. CUAP Report

The Board received a report on the meeting of the Committee on University Academic Programmes on 23 March 2023 from the University's CUAP Representative.

- *The Committee of Planning Directors – reporting to Te Pōkai Tara | Universities New Zealand (UNZ) and comprising planning directors from each of the universities in Aotearoa – have expressed the view that it is not in the universities' interest to prioritise micro-credentials due to cost and funding considerations.*
- *The University will not be encouraging the development of micro-credentials, but there are still opportunities to deliver content in the form of short courses.*
- *CUAP is moving toward being able to accept proposals in te reo Māori and that the University may wish to consider its own processes around proposals in te reo.*

7. Coursework Master's Degrees

The Board

RECOMMENDED that a proposal amending the minimum required GPA to enter coursework master's degrees to B be submitted to CUAP, *noting that:*

- *The Board's decision was not unanimous, [REDACTED]*
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
- *There could be scope to consider lowering entry requirements further in future.*
- *The proposal should be corrected to refer to the Master of Archaeological Practice rather than Archaeological Studies.*

The Board discussed a manatu from University's CUAP Representative regarding further potential amendments to increase consistency for coursework master's degrees' entry requirements, and

AGREED that a proposal should be drafted putting forward 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, *noting that:*

- *As the Board could not identify a guiding academic principle for which method of GPA calculation would be preferable, the Board agreed that the University's administrative areas involved with admission – such as Student Experience and the International Office – should be consulted to determine a consistent method.*
- *Alongside such a proposal, the Board would like to seek feedback regarding whether to amend entry requirements for honours degrees.*

8. Division of Health Sciences

The Board

RECOMMENDED that the following proposal from the Division of Health Sciences (16 March 2023) be approved:

Dentistry

(CUAP approval required)

HSC-1 - To amend the requirements for the Bachelor of Dental Technology (BDentTech) and Bachelor of Dental Technology with Honours (BDentTech(Hons)), including DTEC paper deletions, introductions, and amendments, *noting that:*

- *The Board recommended that the BDentTech(Hons) should be re-framed as a one-year degree following the BDentTech rather than as a four-year degree incorporating the BDentTech curriculum, with this revision to be incorporated prior to submission to CUAP.*

- *The Board recommended further consultation with the Departments of Chemistry and of Physics regarding opportunities to teach into the new curriculum, noting that the University would encourage the efficient use of teaching resources.*

9. Division of Humanities

The Board

RECOMMENDED that the following proposals from the Division of Commerce (22 March 2023) be approved:

School of Arts

HUM-1 - To introduce a new paper, ENGL 470 Storyworlds and Cognition, the content of which has previously been offered as a special topic

HUM-2 - To introduce two new papers, PHIL 417 Advanced Problems in Foundational Philosophy and PHIL 418 Advanced Problems in Applied Philosophy, with consequential deletions of PHIL 405 Philosophy of Biology and PHIL 462 Special Topic, *noting that:*

- *The Board observed that the outline of lectures for the new papers did not seem to align precisely to the prescriptions of either paper and queried whether the prescriptions corresponded correctly to how the content was divided between the two papers.*
- *The Board commended the proposed assessment for PHIL 417, particularly noting how the essay is designed as a mechanism for developing analytical thought.*

College of Education

HUM-3 - To amend the prerequisites for EDUC 572 Primary Curriculum 2 and EDUC 577 Secondary Curriculum 2

NOTED that the following proposal was approved under the expedited approval process for academic proposals:

School of Social Sciences

HUM-4 - To amend the prescription details for ANTH 405, ANTH 409, and ANTH 430

10. Division of Sciences

The Board

RECOMMENDED that the following proposals from the Division of Sciences (13 March 2023) be approved:

Zoology

SCI-1 - To introduce a new paper, ZOOL 425 Conservation Genomics, the content of which has previously been offered as a special topic, *noting that:*

- *This proposal also includes the consequential deletion of ZOOL 421.*
- *Students' names should be redacted from the proposal.*

- *Clarification is needed regarding the intention of the paper's restriction rules.*

Physics

(CUAP notification required)

SCI-2 - To delete the Electronics subject and ELEC papers, *noting that:*

- *The Electronics subject does not appear in the 2023 Puka Whakamārama | University Calendar and that an earlier version should be referenced regarding which qualifications had included Electronics as a subject.*

Physics

SCI-3 - To amend the point value of EMAN 490, *noting that:*

- *Students' names should be redacted from the proposal.*
- *References to PGDipAppSc and MAppSc in the paper's 'Limited to' rule should be removed.*
- *The Energy Management subject will move into the BSc(Hons) if the proposal to delete the BAppSc(Hons) is approved.*
- *Some flexibility and breadth will be lost from the Energy Management subject with the increase in points value to this paper.*

Mathematics and Statistics

NB: The Acting Convener declared a conflict of interest regarding SCI-4 and SCI-5 and refrained from participating in discussion of these proposals.

SCI-4 - To introduce new 400-level MATH paper and consequentially delete existing 400-level MATH papers

SCI-5 - To amend the Mathematics subject requirements for BSc(Hons)

Applied Sciences

(CUAP notification required)

SCI-6 - To delete the Bachelor of Applied Science with Honours (BAppSc(Hons)) and consequential changes, *noting that:*

- *The timing of deletions and the transfer of retained subjects into the Bachelor of Science with Honours (BSc(Hons)) will create workload pressures for ITS Applications Support staff working with eVision and may cause some inconvenience or confusion for students during the transition.*
- *It is not expected that CUAP approval will be needed to transfer retained subjects into new bachelor's honours degrees, but the Secretary to the Board will seek confirmation of this from the UNZ staff supporting CUAP.*
- *The Board expressed its thanks to [REDACTED] – as well as [REDACTED] and [REDACTED] – for the work that went into this proposal.*

11. Convener's Business

The Acting Convener advised the Board of the following matters:

- That applications are being sought for the newly established role of Dean, Learning and Teaching reporting to the DVC(A). The Dean will have oversight of several important areas contributing to the advancement and quality of education at the University – including Distance Learning, Academic Integrity, Higher Education Development, Student Success, etc. – and will play a crucial role in the development of the University’s updated Teaching and Learning Plan.
- That with Vision 2040 now confirmed, follow-up is underway to develop a clear strategic work plan for implementation over the next five to seven years. This is being developed by the Senior Leadership Team (SLT) and Council with input from external consultants, and the plan will be released in the University community after consideration by Council on 9 May 2023. This will align with other streams of work underway within the University, such as the internationalisation strategy and work around the Māori Strategic Framework.
- That the Programmes and Papers Working Group is working towards the objectives of reducing the number of papers with low or decreasing enrolments; of simplifying and increasing consistency between policies and programme regulations relating to admission and enrolment; and of simplifying programme structures and providing more consistent structures between programmes. It is expected that this work will result in clearer information and more efficient processes around admission and study for students and staff and will improve programme coherence.
- That much of the work being undertaken at the moment is critical to the future of the University and its aspiration to be a Te-Tiriti-lead institution and to maintain an excellent reputation as an educational leader.
- That reviews are also underway regarding Client Services and the structure of the Division of Health Sciences, and that much of the work currently planned or underway will become more visible after the 9 May 2023 meeting of the Council.

Finally, the Acting Convener wished the Board and those supporting it well over the upcoming holidays and mid-semester break and hoped that this would be an opportunity for many to take a break and refresh.

12. Date of Next Meeting

The Board noted that it will next meet at 2:00 pm on Thursday 4 May 2023 in the Council Chamber, First Floor, Clocktower Building.

13. Members of the Board

Professor Helen Nicholson (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