

**THE UNIVERSITY OF WAIKATO  
TE WHARE WĀNANGA O WAIKATO**

**ACADEMIC BOARD**

Minutes (Part 1) of the meeting held on 24 September 2025

**Present:** Professor A Jones (Chair), Associate Professor K Barbour, Ms M Blake, Professor L Burrows, Ms J Champion, Associate Professor H Crocket, Associate Professor S Dillon, Professor M Garry, Professor A Hinze, Associate Professor L James, Associate Professor T Karaka-Clarke, Ms J Kerr, Associate Professor J Kingsbury, Professor J Koh, Dr V Kumar, Professor J Lane, Mr C Lester, Mr B Levy, Professor C McLachlan, Mr J McNamara, Professor J Milam, Associate Professor J Mullarney, Dr E Nicholson, Dr S Peel, Professor S Peters, Professor M Prinsep, Professor N Quigley, Dr D Raman, Professor V Reid, Professor T Rewi, Mr W Roberts, Associate Professor U Sharma, Mr T Smith, Mr N Tapiata, Professor H Thorpe, Dr S Tiakiwai, Mr S Tiwari, Professor G Wilson, Associate Professor K Zegwaard.

**In attendance:** Mr B McGibbon

**Secretariat:** Mr T O'Brien, Ms A Beardsmore

**25.64 APOLOGIES**

**Received**

Apologies for absence from Dr C Ackermann, Dr A Alvarez-Jimenez, Mr M Ambrusfy, Professor M Barbour, Professor M Berryman, Associate Professor T Bowell, Dr G Clarke, Professor M Duke, Associate Professor D Forbes, Professor M Harcourt, Associate Professor K Hébert-Losier, Professor G Holmes, Professor N Kularatna, Ms J Kuo, Professor R Lawrenson, Associate Professor K Petrie, Associate Professor S Serrao-Neumann, Professor T Smith, Dr A Stewart, Professor F Yang.

**25.65 CONFIRMATION OF THE MINUTES OF THE MEETING (PART 1) HELD ON 25 JULY 2025**

**Confirmed**

The minutes of the meeting (Part 1) held on 25 July 2025, as set out in document 25/415a.

**25.66 REPORT OF THE VICE-CHANCELLOR (PART 1)**

**Received**

The report of the Vice-Chancellor (Part 1), as set out in document 25/416a.

**Noted in discussion**

That leaders were requested to engage in comprehensive and meaningful consultation and communication with staff regarding building renovations and transitions to open plan office environments.

**25.67 REPORT FROM STUDENT MEMBERS****Noted in discussion**

1. That the Waikato Students' Union (WSU) had been implementing a transformative programme of representation to better align with the University's emphasis on student success and the student journey. This revised framework facilitates stronger connections between student representatives and University committees and should contribute to increased efficiency in providing both student voice and support. The valuable contributions of students to the University's Education Committee was recognised.
2. That the WSU had provided support in hosting Huinga Tauira, a forum that convened 300 Māori students from universities across New Zealand, contributing to the development of national networks and support for Tauira Māori. Appreciation was extended to all individuals who contributed to the success of this event.
3. That the WSU were looking at strengthening links with Australasian student networks.
4. That the mahi of the WSU representatives this year was acknowledged. Elections for the WSU Board for 2026 would be taking place shortly. Additionally, work was underway to establish five committees of a Student Representative Council, including the development of their respective terms of references and annual work plans.
5. That the WSU recently undertook a student survey, the findings of which highlighted several areas for improvement. The results suggest a need to enhance students' understanding of available supports for dealing with issues and to raise awareness of the pastoral code of care. Additionally, the survey identified concerns related to ensuring consistency and transparency with University decision-making processes. While most students were aware of their class representatives, many lacked knowledge regarding their divisional board representatives, and they perceived inconsistency in the way that these representatives were appointed. The University was interested in reviewing further details of the survey outcomes, as this information would be valuable in guiding efforts to improve the student experience.
6. That students had expressed interest in the WSU and the University developing a preferred supplier network to provide students with discounts on services such as power and groceries.
7. That the WSU were now able to provide more food assistance to students.
8. That the WSU Advocacy Team had been managing a large number of advocacy cases and were working hard to provide support to these cases.
9. That the WSU were providing support to the various student clubs and were making improvements to the club system.

**25.68 REPORT OF COUNCIL****Received**

The report of the 12 August 2025 meeting of Council, as set out in document 25/417.

**Noted in discussion**

1. That Council had recently held an informative workshop on Generative Artificial Intelligence (AI), featuring several guest speakers.
2. That Council had approved a six percent increase in domestic student fees for 2026.

**25.69 REPORT OF THE RESEARCH COMMITTEE****Received**

The report of the Research Committee meeting held on 27 August 2025, as set out in document 25/418.

**25.70 REPORT OF THE EDUCATION COMMITTEE****Received**

The report of the Education Committee meeting held on 4 September 2025, as set out in document 25/419.

**Noted in discussion**

1. That the Pacific Awards held last night recognised the achievements of the University's Pacific students and emphasised the role of the Office of the Assistant Vice-Chancellor Pacific and the Pacific Plan in supporting Pacific learner outcomes. The event also underscored the ongoing focus on Māori and Pacific learners, which would be a key component of the learner success model.
2. That critical information from the new Academic Integrity model would be reported through to the Education Committee by the Academic Integrity representatives from the divisions and schools.
3. That concerns were expressed regarding the devolved Academic Integrity model, as some staff members perceived it to be overly time-consuming, resulting in a reluctance to engage with such cases. Conversely, it was acknowledged that the previous model was viewed as excessively punitive for minor infractions, which sometimes led to issues not being escalated. The implementation of the Poor Academic Practice process had established a framework for managing less serious concerns, although its integration into practice would require time.
4. That if academic integrity issues were prevalent within a particular programme, it was necessary to evaluate the underlying causes.
5. That further discussions should be held with the Deputy Vice-Chancellor Academic, the Academic Office Director, and the Academic Integrity Committee to identify an approach that would be both practical and aligned with a shared governance model. Additionally, engaging staff during school meetings on this topic would be beneficial.
6. That changes to the functioning of the Education Committee, aimed at enhancing strategic alignment, were now being implemented. The connection between the committee's activities and the University's broader plans and strategies, such as the International Plan, were being further strengthened.
7. That Ms Michelle Blake and Mr Temepara Smith were acknowledged for their outstanding work with the AI Taskforce.
8. That the Director of Te Puna Ako would be engaging with the divisional boards regarding proposed changes to the Extensions and Special Considerations policies.

9. That appreciation was extended to those who contributed to the revisions of the Paper and Teaching evaluation questions, as well as to staff members who promoted the evaluation process in class. The streamlined set of evaluation questions would be implemented for Trimester B, with machine learning techniques employed to analyse free text responses. However, it was noted that caution was needed when using sentiment analysis with short responses, as this could yield unreliable results.
10. That senior academic staff were invited to participate in the Education Roundtable events scheduled for October, providing an opportunity to engage in discussions regarding the University's key strategic education priorities.

#### **25.71 REPORTS OF THE DIVISIONAL BOARDS**

##### **Received**

The reports of the Divisional Board meetings held 28 July – 1 August 2025, as set out in documents 25/420-25/424.

#### **25.72 REPORT OF THE PACIFIC STRATEGIC COMMITTEE**

##### **Received**

The report of the Pacific Strategic Committee meeting held on 7 August 2025, as set out in attached document 25/425.

#### **25.73 REPORT OF THE MĀORI ACADEMIC BOARD OF STUDIES**

##### **Received**

The report of the Māori Academic Board of Studies meetings held on 6 August 2025, as set out in documents 25/426.

##### **Noted in discussion**

That, in relation to the Māori Academic Board's concerns about facilities and space allocation in the Division of Arts, Law, Psychology and Social Sciences (ALPSS), a letter had been presented to the Chair of the Academic Board and further discussion had been held with the Pro Vice-Chancellor of ALPSS. The Māori Academic Board would be updated on this matter at their next meeting.

#### **25.74 GUIDELINES FOR THE PROVISION OF RESOURCES TO HIGHER RESEARCH DEGREE STUDENTS**

##### **Considered**

Feedback, and a recommendation, to the Deputy Vice-Chancellor Research on the Guidelines for the Provision of Resources to Higher Research Degree Students, as set out in document 25/379 (revised 5 September 2025).

##### **Noted in discussion**

That the Board did not have any feedback and the guidelines were supported to progress for approval.

## **25.75 ACADEMIC DEVELOPMENTS ROUND TWO 2025**

### **Reported**

That CUAP had approved the following Round Two 2025 Academic Development proposals:

- a. To introduce a Certificate of Attainment in English Language as the single qualification for the Academic English programme, merging the two current qualifications CAEL and CAAE and introducing an 'Academic English' endorsement.
  - b. To rename Leadership Communication to Management Communication for the Bachelor of Business, Graduate Certificate, Bachelor of Communication Studies with Honours, Postgraduate Certificate, Postgraduate Diploma, Master of Business and Doctor of Philosophy.
2. That the full list and details of our proposals had been made available on the [Academic Office website](#).

## **25.76 CATEGORY C, DELETION AND WIL PROPOSALS**

### **Received**

The list of Category C proposals signalled to date for 2025, as set out in document 25/01 (revised 5 September 2025).

### **Resolved**

1. To approve the eight Category C proposals, as set out in documents 25/339a-d, f-g, and i-j.
2. To approve the one Deletion proposal, as set out in document 25/352.
3. To approve the WIL template, as set out in document 25/385.

## **25.77 DEGREES, DIPLOMAS AND CERTIFICATES STATUTE**

### **Reported**

That the Degrees, Diplomas and Certificates Statute is updated annually to take account of new qualifications that have been proposed during the year.

### **Recommended**

That Council approve the Degrees, Diplomas and Certificates Statute 2025, as set out in document 25/414.

## **25.78 2027 TEACHING AND ASSESSMENT DATES**

### **Reported**

That 2027 Teaching and Assessment dates have been considered by the Divisional Boards, the Māori Academic Board of Studies, the Pacific Strategic Committee, the University of Waikato College Academic Committee, Curriculum Committee and Education Committee.

### **Noted in discussion**

1. That Te Matatini would be held in the Waikato from 22-27 February 2027, coinciding with the first week of teaching in Trimester A in Option 1 of the proposed teaching and

assessment dates. The Board agreed that Te Matatini was a significant cultural event and that proceeding with Option 1 would not be feasible. However, this created an opportunity to incorporate elements of Te Matatini into Orientation week activities.

2. That both Option 2 and Option 3 of the proposed teaching and assessment dates presented some challenges for staff and students.
3. That Option 2 had a two week overlap between the teaching recess and the school holidays, along with an even split of 6 teaching weeks before and after the recess. Both of these were preferred by many staff and students. However, this option resulted in scheduling difficulties for labs and other streamed activities due to broken weeks from public holidays.
4. That while Option 3 was more favourable in terms of scheduling, it would place many mature, Māori, and Pacific students at a disadvantage, as only one week of the teaching recess would coincide with the school holidays.

#### **Resolved**

1. To remove Option 1 of the Teaching and Assessment dates for 2027.
2. To approve Option 3 of the Teaching and Assessment dates for 2027, as set out in document 25/331 (revised 14 September 2025).

### **25.79 2026 KEY COMMITTEE DATES**

#### **Received**

The 2026 Key Committee Dates, as set out in document 25/406.

### **25.80 GRADUATING YEAR REVIEWS (GYR)**

#### **Reported**

1. That the Education Committee had approved the following GYRs for 2025 for submission to CUAP on 1 October 2025:
  - a. Master of Educational Management
  - b. Graduate Certificate in Business Analytics, minor in Business Analytics
  - c. Pacific and Indigenous Studies for the Postgraduate Certificate, Postgraduate Diploma, Bachelor of Arts with Honours and Bachelor of Social Sciences with Honours, Master of Arts and Master of Social Sciences
  - d. Māori and Indigenous Studies for the Postgraduate Certificate, Postgraduate Diploma, Bachelor of Arts with Honours, Bachelor of Social Sciences with Honours, Master of Arts and Master of Social Sciences
  - e. Bachelor of Health, Certificate in Health and Wellbeing
  - f. Industrial design for the Bachelor of Design
2. That a list of GYRs due from 2024 – 2026, a copy of the GYR timeline, handbook and other relevant information was available on the [Academic Office webpage](#).

## **25.81 DOMESTIC GUARANTEED CREDIT AGREEMENTS**

### **Reported**

1. That the following GCA would be renewed for a further term of one year with no changes to the agreements:
  - a. Eastern Institute of Technology NZ Diploma in Environmental Management L5
  - b. Christchurch City College (formerly Talent International Institute NZ) Diploma in Information Technology – Technical Support L5
  - c. Vision College NZ Diploma in Software Development L6
  - d. Toi Ohomai for the NZ Diploma in Business (L5)
2. That the Education Committee approved the renewal of the following Guaranteed Credit Agreements (GCA) for 2025:
  - a. Toi Ohomai - NZ Diploma in Engineering
  - b. Wintec - NZ Diploma in Engineering
3. That copies of all GCA were available via the following link: [Domestic](#) [Partnerships Database](#).

## **25.82 ANNUAL REPORT**

### **Received**

The 2024 annual report of the Scholarships Executive, as set out in document 25/283.

### **Noted in discussion**

That the number of scholarship applications had been rising, and the University continued to offer more scholarships to Māori and Pacific students. However, the uptake rate was lower than desired, and efforts would be made to address this.

## **25.83 DATE OF NEXT MEETING**

### **Reported**

That the next meeting of the Academic Board would be held on Wednesday 3 December 2025 at 2.10pm in Pā.G.13.

## **PROCEEDINGS WITH THE PUBLIC EXCLUDED**

### **Resolved**

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

1. Minutes (Part 2) of the Academic Board meeting of 25 July 2025
2. Report of the Vice-Chancellor (Part 2)
3. Credit Appeal

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

Item 1 affected material previously dealt with in a meeting from which the public was excluded.

Item 2 affected the disclosure or use of official information for improper gain or advantage and to protect the commercial interests of the University.

Item 3 affected the privacy of natural persons.

Tim O'Brien

Alison Beardsmore

**Academic Office**