



VICTORIA UNIVERSITY OF
WELLINGTON
TE HERENGA WAKA



ACADEMIC BOARD MEETING
19 AUGUST 2025

PART A AND PART B

Academic Board Meeting, 19 August 2025

19 August 2025 01:00 PM - 03:00 PM



Agenda Topic	Presenter	Page
Part A		
The meeting will start with a Karakia:		
Mauri oho (Awaken the spirit) Mauri tū (Engage the spirit) Mauri ora ki a tātou (The spirit of life amongst us) Haumi e, hui e, tāiki e! (Be united in purpose!)		
1. Welcome to New Members and Farewells		4
2. Part B of the agenda - to consider requests from members to transfer items from Part B to Part A of the agenda	Chair	
3. Vice-Chancellor's Oral Report - To receive		
4. AB25-67 DVC Written Reports: DVC Academic, DVC Māori and Kaitiakitanga: DVC Research, DVC Students	To receive	5
5. Proposals for New Programmes/Programme Amendments	To approve	16
5.1 AB25-68- Amend the BDI Programme		16
5.2 AB25-69 - Modify DEVE major; add GEOG 306		21
5.3 AB25-70 - Amendments to the English Literature major		27
5.4 AB25-71 - New course SCIS 417 Climate Change Communication to be co-taught with SCIS 317		37
5.5 AB25-72 - Amend undergraduate Actuarial Science curriculum		42
6. AB25-73 - Repeal and replacement of the recognition of Authorship Policy	To approve	49
7. AB25-74 - Election of general staff to Academic Board	To recommend	60
8. AB25-75 - Revised Toihuarewa Terms of Reference	To approve	61
9. AB25-76 - Proposed School name change	To endorse	64
10. AB25-77 - One year implementation report on review of Media and Communication (MCom) Programme	To endorse	67

PART B

- | | | | |
|-----|-----------------------------------------------------------------------------------|--------------------|----|
| 11. | AB25-78 - Part A & B - Minutes of the meeting of 15 July 2025 | Chair - To confirm | 75 |
| 12. | AB25-79 - Report of the Academic Programmes Committee | To endorse | 86 |

PART C - MEMBERS ONLY

Next meeting - The next meeting will be held at 1:00 pm on Tuesday 23 September 2025, Hunter Council Chamber

WELCOME TO NEW MEMBERS AND FAREWELLS

1. A welcome to new members and farewell to those leaving

Welcome to newly elected non-professorial appointments

Wellington School of Business & Government:

- Tanya Ruka
- Maja Krtalic

Faculty of Education, Health, and Psychological Sciences:

- Ally Gibson.

MEMORANDUM

To	Academic Board
From	Professor Robyn Longhurst, Deputy Vice-Chancellor (Academic); Professor Rawinia Higgins, Deputy Vice-Chancellor (Māori and Kaitiakitanga); Dr Logan Bannister, Deputy Vice-Chancellor (Students); and Professor Margaret Hyland, Deputy Vice-Chancellor (Research)
Date	19 August 2025
Subject	Written Reports to the Academic Board for August 2025

Executive Summary

The following report is provided to Academic Board as an update on the portfolios of the Deputy Vice-Chancellor (Academic), Deputy Vice-Chancellor (Māori and Kaitiakitanga), Deputy Vice-Chancellor (Research) and Deputy Vice-Chancellor (Students).

It is requested that the Academic Board:

Receive: the August 2025 reports from the Deputy Vice-Chancellor (Academic), Deputy Vice-Chancellor (Māori and Kaitiakitanga), Deputy Vice-Chancellor (Research) and Deputy Vice-Chancellor (Students).

DVC ACADEMIC PORTFOLIO

The following update is provided to Academic Board as an update on the portfolio of the Deputy Vice-Chancellor Academic:

Executive Summary

The following written report is provided to the Academic Board as an update on the portfolio of the Deputy Vice-Chancellor (Academic).

He Kokonga Whare e Kitea

- The He Kokonga Whare e Kitea Project aims to build an organisational-wide approach to student success.
- The He Kokonga Institutional Readiness Survey received 440 responses from staff (18% response rate). Staff are thanked for their engagement.
- The survey results will be used in two staff workshops (18 August and 27 August) to identify our strengths and generate and assess ideas for improvement. Priority workstreams will be identified, with opportunities for further staff involvement.

Centre for Academic Development

- The student partnership programme Ako in Action continues to attract significant numbers of interested students, we will have 20 students working with staff during T2.
- The University has signed a contract with Inspira to support digitally locked-down tests and examinations. The first Faculty of Law courses will be using the software for exams held during the T2 assessment period.
- The first of a series of seminars presented by external researchers was held on 11 July and was attended by a large number of staff. The short sessions offer valuable insights into emerging best practices, considerations, and strategies for maintaining academic integrity in an AI-enhanced educational environment and are a good way to stay informed in a rapidly evolving landscape. Further information on the series can be found on the Intranet: <https://intranet.wgtn.ac.nz/staff/news/2025/06/ai-ako-and-higher-education2025-and-beyond>
- The academic mentoring programme has been restarted, and we have 35 mentees supported by 19 mentors over the next year.

Course Administration and Timetabling

- Scheduling of the 2026 academic timetable should begin Monday 4 August.
- Scheduling of the end-year exams should begin Friday 8 August.

Curriculum Quality

- The rollover for 2026 courses in Mata for the opening of the Online Enrolment System is underway. Emails have been sent to staff with articles in OKO reminding everyone of dates and processes.
- We have 4 proposals in CUAP Round 3. Round 3 is very large this year with 52 proposals being peer reviewed by faculties. 34 of the 52 are for a new qualification or major. We appreciate the time and effort this takes staff to peer review.
- New programmes are currently being developed for CUAP Round 1. These represent the first proposals to follow the revised process for programme development, which now includes more comprehensive consultation at an earlier stage.

Library

- In response to requests for former staff to have access to Te Pātaka Kōrero's collection we have introduced a former staff membership to recognise the service of previous University staff and provide them with streamlined access to a wealth of library online subscribed resources. This membership complements two other options, Alumni and Community Borrower memberships. If you were previously employed on a permanent basis for a minimum of 3 years with Victoria University of Wellington you can apply for Former Staff membership (\$90 fee applies, per person, per annum). This enables borrowing of print collections and access selected online databases as permitted by the licence agreements.
- The Academic Engagement team in the Library will shortly begin a programme of support to help academics update their Elements profile. Many public academic profiles are missing key information, and this initiative will help researchers to curate a current and engaging external profile.

Work-Integrated Learning (WIL)

- The new WIL administration system, [InPlace](#), was successfully launched on June 16. A small number of early-adopter courses are using the system during T2. T3 course sections are now loaded. Training and support for T3 staff will commence shortly. An overview of the project status can be found on the [work-integrated learning intranet pages](#).
- [Information for students](#) on rights and responsibilities while undertaking WIL opportunities has been published within the course finder pages, along with an updated list of [WIL courses](#).

DVC MĀORI AND KAITIAKITANGA PORTFOLIO

The following update is provided to Academic Board as an update on the portfolio of the Deputy Vice-Chancellor Māori and Kaitiakitanga:

DVC Māori Portfolio

- I am pleased to advise two new appointments to the Marae: Jay Houpapa (Ngāti Porou, Te Aitanga-a-Hauiti) as our new Manutaki – Director of Marae Engagement, and Parekura Tutua-Nathan (Ngāti Tūwharetoa, Ngāti Awa) as our Mata Ahupae - Marae Administrator. Jay will commence her role on 18 August and Parekura on 1 September.
- I will be presenting at the Waves 2025 Indigenous languages summit in Ottawa, being held from August 11-14.
- July 8-9 I was part of a team evaluating the Waipapa Taumata Rau courses at the University of Auckland.
- Recent events hosted at Ngā Mokopuna include:
 - A Matariki paraoa parai (fry bread) event for all staff and students on 11 July, along with a screening of Rangi Matamua's Matariki documentary.
 - 17-18 July Interhall noho marae for Māori and Pasifika Students
 - The Āwhina clothes swap in MOKO101 on 21 July
 - The Adam Art Gallery Winter Lecture series, fortnightly on Wednesday evenings
 - A number of tours, including for the Green Party and visiting Architecture and Design students from Zhengzhou University
- Ngā Mokopuna is a finalist in the Green-Gold awards (an Australasian sustainability award). Ngā Mokopuna is a finalist for the Diversity and Inclusion award.

Kaitiakitanga Portfolio

- The annual ['Growing our Future'](#) tree planting event in Ohariu Valley for staff, students and alumni took place on 25 and 26 July. 2400 trees were planted.

Events Delivered

29 May – casual alumni event in London hosted by our local alumni volunteers.

4 June – alumni event in Christchurch featuring a talk from Dr Brendon Blue, Senior Lecturer in the School of Geography, Environment and Earth Sciences.

5 June – Lecretia Seales Memorial Lecture – Faculty of Law donor-funded lecture presented by Māmari Stephens, Faculty of Law, Te Herenga Waka.

8 June – casual alumni event in San Francisco hosted by US Friends Board member, Zach Beardman.

12 June – Auckland alumni event featuring a talk from Head of NZSM Professor Kim Cunio and featuring performances from two music alumni.

10 July – Ian Borrin Lecture in Law – Faculty of Law donor-funded lecture presented by Professor Rosalind Dixon, University of New South Wales.

25 July – alumni event in Singapore to promote the Southeast Asian Alumni Scholarship, established by a group of three alumni.

5 August – alumni event in Dunedin hosted by the Vice-Chancellor. The first alumni event held in Dunedin.

7th August – UniVentures Showcase.

8th August – Principal's Breakfast hosted by the Vice-Chancellor.

13 August – Scholarship Supporters Reception. Guest speaker is a 2025 recipient of a Ngā Hoe a Kupe Pathfinder Scholarship.

Upcoming events

18-19th August – Mathswell Competition

26 August – Hunter Fellowship Celebration

27 August – Alumni event in New Plymouth featuring a talk from Dr Ben Egerton from the School of Education.

4 September – Inaugural Lecture by Professor Ivy Liu from the School of Mathematics and Statistics.

9th September – Staff Forums – AI in the workplace.

11 September – The VicTeach/John Allen Staff/Student Debate

17 September – Alumni event in Brisbane featuring a talk from Dr Sarah Thomasson, Senior Lecturer in Theatre.

18 September – Distinguished Alumni Awards celebration at Ngā Mokopuna.

28 September – Casual alumni event in Boston hosted by local alumni volunteers.

23 October – Alumni event in New York hosted by the Vice-Chancellor.

27 October – Alumni event in London hosted by the Vice-Chancellor.

29 October – Alumni event in Beijing hosted by the Vice-Chancellor.

DVC RESEARCH PORTFOLIO

The following update is provided to Academic Board as an update on the portfolio of the Deputy Vice-Chancellor Research:

A consultation for a change process for the Research Office will kick off on Monday 11 August for two weeks. The key drivers for this change are to align well with new priorities which include responding the Government's science sector changes and to put a greater focus on international funding opportunities and enhancing reputation. The proposal also includes implementing the researcher development work that was a Te Hiwa priority project last year.

Alongside this, the Research Office has developed a draft International Research Funding Strategy (green) paper, this is a strawman which is currently being circulated to Faculty Research Committees for some feedback. Any questions on this can be directed to Matthew O'Meagher.

The Faculty of Graduate Research has been working with a representative group of students and school administrators to do the final user acceptance testing of Panoho, the new research candidature management system. We look forward to taking this live in October. It will bring advantages to research students (all processes in one handy location, extra functionality to help track progress), administrators (much improved reporting for professional staff, associate deans, heads of school), and supervisors (all information about their students in one place).

The Faculty of Graduate Research and Digital Solutions have been allocated funding to work on new software for doctoral admissions to replace CommunityForce. This will be integrated into Kurawai and, as with Panoho, we are taking advantage of this opportunity to review our overall admissions process with the aim of removing unnecessary work and streamlining the necessary components of the process.

The Faculty of Graduate Research reports that they are having their busiest-ever period of examining doctorates, with a large number of students successfully completing their degrees. Throughout July and August, they are running examinations for up to 11 doctoral students a week. To the end of July, we have had 127 doctoral submissions in 2025, more than at the same point in any of the three previous years (2022: 93, 2023: 114, 2024:105). This leads, with a six-month delay in the statistics, to a concomitant increase in doctoral completions.

Both the Research Office and FGR will be consulting with Faculties and other CSUs on the KPI implementation plans. The research KPIs are Total ERI, ERI from non-NZ contestable funding and Number of Doctoral Completions.

UniVentures and Booster NZ celebrated the 6-year relationship by hosting a very successful start-up showcase on August 7. Three of our start-ups told their stories to a packed house which included Minister Reti and representatives from across the Wellington innovation system.

DVC STUDENTS' PORTFOLIO

The following update is provided to Academic Board as an update on the portfolio of the Deputy Vice-Chancellor Students:

International Students – Recruitment and Conversion

China Recruitment Roadshow – September 2025

- We are developing a two-week recruitment initiative that will target key cities that have been identified through VUW International Admissions data. The roadshow will feature a mix of student, parent, agent, partner and alumni events with participation from four faculties. A VUW Admissions officer will issue on-the-spot conditional offers and offers, with experiential elements like photo activations to enhance engagement. Alumni and NZ Inc representatives will support the delegation, which will divide in some locations to maximise reach. Insights gained will inform the planning and delivery of future roadshows and similar recruitment activity.

New International Partnership with Beijing University of Civil Engineering and Architecture (BUCEA)

- A delegation from BUCEA, led by their Vice President Prof Chen Zhaohui, visited VUW on 30 July. A Memorandum of Understanding was signed to establish a study abroad programme and articulation pathways at both undergraduate and postgraduate levels. BUCEA is one of the top universities in Beijing, with a strong focus on architecture. The collaboration with VUW will focus on architecture and urban planning.

Student Exchange – Trimester 1 2026

- Applications for the Trimester Applications for the Trimester 1 2026 Student Exchange have now closed, with a total of 187 applications received. This was an increase from 168 applications for the Trimester 1 2025 Student Exchange. The Internationalisation team is currently reviewing all submissions to determine student placements and will be conducting interviews with each applicant.

Wellington Institute at Zhengzhou University (WI-ZZU) student group visit

- 17 WI-ZZU students and six staff members will visit Wellington from 4-12 August. During their visit they will participate in academic sessions and workshops with the Faculty of Architecture and Design Innovation, as well as VUW campus tours and orientation and cultural activities around Wellington.

Domestic Students - Recruitment and Conversion

2025 Trimester 2 Domestic Admission and Enrolments

- The domestic admission team processed 1,257 applications for T2 2025 – up 12% from T2 2024.
- There was an increase of 8.5% of Offers issued to prospective students compared to T2 2024 – the increase in VicStart applications contributed to this.
- The overall number of enrolment applications (1,102) for new and returning domestic students for T2 2025 was comparable to the overall number for T2 2024.

2026 Domestic Admission and Enrolments

- Admission and accommodation application numbers show that students are submitting their applications earlier than last year.
 - 1582 accommodation application as of 5/08, compared with 762 applications same time last year.
 - 4,149 applications for admission in 2026 have been received. This is an increase of 13.5% compared to the same time last year.
 - 3,423 applicants have received Offers. 3,120 are from NCEA School leavers. Most of this cohort would have received their Offer automatically within minutes of submitting their application.
- Though this is a positive sign, these are not guaranteed EFTS for the University, as many students are applying at multiple universities. Keeping these students engaged and excited about coming to study at VUW through recruitment and conversion activities is key to increasing our EFTS for 2026.

Information Evenings

- The Digital Information Evening for prospective undergraduate students on 16 July saw registrations up 45% and attendance up 85% YoY. Registration numbers for 2025 were 476, compared with 328 in 2024. This is a result of enhancing promotion of the event to regions that are not currently serviced with in-person information evenings.
- Overall attendance at in person Information Evenings was down 2.75% this year (2827 versus 2907 headcount). The Information Evening product mix is being reviewed for 2026, in light of student preferences and attendance patterns.

Open Day – Friday 22 August

- Open Day registrations continue to rise well ahead of the same time last year; about to surpass 5,000 vs approximately 2,000 at the same time last year (total registration in 2024 was 5,108). This early increase is also driven by a change in approach to call for Open Day registrations when registering for information evenings, as well as directly following attendance, as well as a much earlier campaign launch to encourage out of region attendance, and specific messaging targeting parents.
- Marketing's Air NZ partner promotion for out-of-region Open Day attendees to get 20% off their flight cost has generated 70 bookings for 127 passengers.
- School holiday events saw good engagement from prospective students; 98 people attended Law Day, 65 people attended Build your Future and 25 students registered for Global Citizenship Day.

Sponsorship

- THW was a major sponsor for the ModelUN Youth Conference held in Wellington.

Scholarships Office

School-leaver Scholarships

- Applications continue to track higher than previous years. Application numbers remain ahead of the same time last year by approximately two weeks (1517 vs 1258).
- The BA and LLB continue to be the most popular indicated study choices for applicants, with increases for both on last year (from 20% of applicants choosing a BA last year to 25% this year, and 17% of applicants choosing a LLB last year to 24% this year).
- The leadership scholarship remains popular with 60% of applications in this category. The number of students applying within the disability and hardship categories of our equity scholarship continue to increase year on year.
- Applications close 1 September.

Supporting Innovation and creativity at the University

- Our school-leaver scholarships have been further enhanced with the introduction of the Raukaraka Performance and Innovation Scholarship. This scholarship has been developed to support faculty engagement with secondary schools in the areas of the performing arts and innovation, highlighting to future students our expertise and commitment in these fields.

Summer Research Scholarship Programme

- The Summer Research Scholarship Programme opened 1 July. Requirements, timeline, and project forms are on the intranet (an email has been sent to academic staff from Faculty administrators with detailed information including active links to project forms). For potential funders or questions, contact summer-research@vuw.ac.nz. Project submissions close 1 September.

Pilot - VicStart Conversion Scholarship

- This year the scholarships office launched the inaugural VicStart scholarship. This was an exclusive offer to all Year 13 students enrolled in a Trimester 1 VicStart course who achieved an A- grade or better in one of their courses. Data will be gathered from this pilot to determine whether we offer a similar scholarship going forward and what form it will take.

Current Students - Student Experience and Wellbeing | Te Pūrengi

Te Ratonga Rapu Mahi – Careers and Employment

Campus Careers Consultancy initiative

- Collaboration with VUWSA a 2-hour event held on 30 July in the Hub, Kelburn Campus.
- The event was developed in response to student concern around the challenging labour market, and VUWSA's 'Where's the work?' campaign. Partnered with VUWSA to emphasise support for students, and also advocated for SJS to take part in the event.
- Over 30 students seen in short 1-1 career appointments, providing support around CVs and cover letters checks, job search advice, and general career guidance.
- Also provided resources and flyers to over 50 students.

Careers Coffee Lounge initiative

- 3-hour event on 31 July, held on ground floor of Pipitea campus. The event was developed to engage with students based at Pipitea in an informal casual setting. Food and refreshments provided by our team.
- 45 students seen in short 1-1 career appointments, providing support around CVs and cover letters checks, job search advice, and general career guidance.

Trimester 2 Careers Expo

- 3-hour expo held on 24 July at the Kelburn Campus Hub from 11am-2pm.
- 47 employers and professional groups were present at the expo.
- Over 400 students engaged in the event.
- Overwhelming positive feedback from employers with 100% agreeing that they would engage in a future careers' expo/initiative again.

Student Equity and Wellbeing

- A new module of the [Wellbeing Kete](#) for students, called Reflecting on your Wellbeing, is available. This is a [Ki te rā](#) Student Wellbeing Framework initiative. This module focuses on self-reflection, a practice that can enhance wellbeing, boost happiness, and help students live in alignment with their values. If Schools would like any promotional material or would like to find out more about the Student Wellbeing kete, please contact our Health and Wellbeing Promoter, Amelia Cameron, amelia.cameron@vuw.ac.nz
- Our Rainbow Inclusion Adviser has [created guidelines](#) for academic staff embed rainbow inclusion into teaching, addressing the needs of the 16% of the university population that identifies as part of the rainbow community.
- A complementary workshop on Creating Rainbow Inclusive Learning Environments is being held on 19 August. Register on [LibCal](#).

Tauria – Student Interest and Conflict Resolution

- The Recognise, Respond, Refer training for supporting students is now [open for bookings though LibCal](#) to increase accessibility for academics. These can be booked [here](#).
- The Tauria–Student Interest and Conflict Resolution team now have one regular day at both Pipitea campus (Caleb Binns is at Rutherford House RHG13) on Wednesdays) and Te Aro campus (Amber White is at the Titoko Student Success office on Tuesday mornings).
- For student matters of concern, or anything to do with complaints, misconduct or student safety concerns, contact the SICR team, email studentinterest@vuw.ac.nz or call 04-463-5032.

Student Finance

- The [Hardship Fund Equity grants](#) are distributed to help students who are facing financial hardship continue in their studies at the University. A total of \$85,600 was awarded to 99 students to help support them study in Trimester 2.
- 2025 is the third year the team have run the [Winter Energy Grant](#) initiative in collaboration with the Development office and the Finance Procurement team. This is a very well received initiative that supports many of our students with the cost of power during the cold winter months. The average monthly power bill for a student flat has increased by 20% since 2023. Over 700 applications have already been submitted. With two more days

until it closes, this is a significant increase to the number of applications for support submitted last year.

Student Retention Initiatives

Learner Journey Mapping

- The Learner Journey Mapping project is hosting workshops across the university. You can now access an [up-to-date version of the Student Journey map as the project progresses through an interactive timeline](#).
- The first-year retention project has completed their review of the first-year/first-trimester redesigned courses. Across these courses, the project identified six key areas that can aid in student success and retention within the first year of study:
- [Intuitive structure and signposting](#) – Ensuring students understand what they need to do to succeed, and what they should be focusing on as the course progresses.
- [Student voice through feedback](#) – Proactively gaining, and visibly responding, to student feedback during the course.
- [Targeted reminders](#) – Providing targeted reminders to engage in critical activities and assessment.
- Planned and meaningful communication – Planned communications to students across the trimester, to mitigate the risk of over-communication.
- [Support and resourcing](#) - Enabling faculty professional staff to manage the student administrative journey throughout the course, and dramatically reducing the administration workload for academic staff.
- An all of the institution approach to course development – Integration and visibility of support services (Student Learning, Titoko, Āwhina, Pasifika Student Success, Disability Services) into course design and delivery practice.
- Data from this project is now being collated, once the final report has been through governance and Te Hiwa, this will be shared more widely.



Programme amendment cover sheet

Proposal name	Amend the BDI programme		
Proposer	Anne Niemetz		
Faculty	Architecture and Design Innovation		
Summary	To amend the BDI major requirements for ANFX, FADN, GMDN, INDN, IXXN		
Year	2025		
Reference	BDI/1		
CONSULTATION	Person consulted	Summary and reference	
Academic Office	Linda Roberts	Feedback incorporated	
Associate Dean	Bruno Marques	Feedback incorporated	
CAD	CAD-Contact@vuw.ac.nz	Feedback sought	
Careers & Employment (Work-Integrated Learning)	Alice Hodder	Feedback sought	
Course Admin.	Teresa Schischka	No issues identified	
Faculty Admin.	Greg Ambrose	Feedback sought	
Library	Juliet Aabryn	No issues identified	
PAMI	info-unit@vuw.ac.nz	Feedback sought	
Toi huarewa	Meegan Hall	No feedback to provide	
School Admin.	Robyn Isaacs	No issues identified	
Student Finance	Paige Jarman	Feedback sought	
Students	Joseph Habgood	Feedback sought	
APPROVAL	Authority	Date	Recorded by
Head of School	Leon Gurevitch	05-06-2025	Yang Liu
Fac. Acad. Cttee.	Bruno Marques	18-06-2025	Yang Liu
Faculty Board	Robyn Phipps	30-06-2025	Yang Liu
Acad. Prog. Committee	Robyn Longhurst	22-07-2025	Carol Morris
Academic Board			
CUAP			

Add more rows if more than one faculty needs to approve the proposal.



Programme amendment

Proposal name	Amend the BDI programme
Faculty	Architecture and Design Innovation
CUAP Category	Non CUAP
Year effective from	2026

A1 Purpose

To revise the wording of the General Requirements of the BDI for greater clarity.

To align the major requirements for all BDI majors (except for Game Design, which is co-taught and therefore has special requirements). The alignments bring equity amongst the majors by adjusting them to have the same entry requirements, and adjusting them to require the same amount of points to complete:

To change the major requirements for Animation and Visual Effects (ANFX) and remove the requirement of DSDN 102 for the major, from 2026 onwards.

To change the major requirements for Fashion Design Technology (FADN) and remove the requirement of DSDN 153 for the major, as well as 15 points, from 2026 onwards.

To change the major requirements of Industrial Design (INDN) and remove 15 points the major, from 2026 onwards.

To change the major requirements of Interaction Design (IXXN) and remove 15 points, from 2026 onwards.

A2 Justification

1. The general requirements for the BDI require that students complete *either* the course DSDN 142 *or* one of the three courses DSDN 103, WRIT 101, WRIT 151. The current wording has caused confusion for student advisers and course administration, leading to requests to clarify the wording. This proposal does not seek to make any changes to the requirements but seeks to reword the requirement for improved clarity.
2. This proposal seeks to address an oversight in the current major requirements for Animation and Visual Effects (ANFX). In the ANFX major the course DSDN 102 is a requirement, but none of the ANFX 200-level courses require DSDN 102 as prerequisite. This means that students who did not complete DSDN 102 before entering the ANFX major would have to return to the Year 1 course to complete their major, while already taking advanced courses. Generally, the School of Design Innovation prefers majors to be open to all students who have completed the foundational Year 1; hence this proposal seeks to remove DSDN 102 from the major requirements of ANFX. This would align the ANFX major requirements with most other BDI major requirements, which do not require a specific Year 1 course for entry. Further on, removing 15 points from the ANFX major would also bring it in alignment with most of the other BDI majors that require 120 points in total.

3. This proposal seeks to address an oversight in the current major requirements for Fashion Design Technology (FADN). Currently, the Year 1 course DSDN 153 *Wearable Design* is a requirement for completing the FADN major, but the course is not a requirement for entering the FADN major. BDI students are accepted into a major in Year 2 after successfully completing Year 1. This means that students who did not complete DSDN 153 before entering the FADN major would have to return to the Year 1 course to complete their major, while already taking advanced courses. Generally, the School of Design Innovation prefers majors to be open to all students who have completed the foundational Year 1; hence this proposal seeks to remove DSDN 153 from the major requirements of FADN. This would align the FADN major requirements with most other BDI major requirements, which do not require a specific Year 1 course for entry. Further on, removing 30 points from the FADN major would also bring it in alignment with most of the other BDI majors that require 120 points in total.
4. Currently the Industrial Design (INDN) major requires a total of 135 points to complete. This proposal seeks to remove 15 points from the degree requirements of the INDN major. This would align the INDN major requirements with most other BDI major requirements.
5. Currently the Interaction Design (IXXN) major requires a total of 135 points to complete. This proposal seeks to remove 15 points from the 300-level IXXN major requirements, to align the number of points required with most other BDI majors that require 120 points in total.

A3 Proposed amendments

In the 2025 University Calendar, on pages 230-231, please amend the core and major requirements as follows:

Bachelor of Design Innovation

General requirements

2. (a) Except as provided in 2(c), every personal course of study shall include:

Part 1:

(i) DSDN 101, 111, 171, 172;

(ii) ~~At least one of (DSDN 103, WRIT 101 or 151), DSDN 142.~~ **DSDN 142 (or one of DSDN 103, WRIT 101, 151).**

Major requirements

Animation and Visual Effects (ANFX)

~~(i) DSDN 102~~

(ii) ANFX 201; one of (DSDN 211, 242, 244); 15 further points from ANFX 200–299, COMD 241, 261, GAME 202, INDN 204

(iii) ANFX 301, 390; one of (DSDN 321, 331, 351); 15 further points from ANFX 300–399, FADN 321, MDDN 314

Fashion Design Technology (FADN)~~(i) DSDN 153~~

(ii) FADN 201; one of (DSDN 211, 242, 244); 30 further points from ANFX 211, ANTH 201, COMD 211, 241, FADN 200–299, GAME 202, INDN 252, MDDN 231, THEA 210

(iii) FADN 390; one of (DSDN 321, 331, 351); ~~15 30~~ further points from FADN 300–399, FILM 302, INDN 342, SIDN 321, THEA 308

Industrial Design (INDN)

(i) INDN 211; one of (DSDN 211, 242, 244); 30 further points from INDN 200–299, MDDN 231, SIDN 233

(ii) INDN 390; one of (DSDN 321, 331, 351); ~~15 30~~ further points from INDN 300–399

Interaction Design (IXXN)

(i) IXXN 201, 202, DSDN 211; 15 further points from IXXN 200–299, MDDN 201, 231, SIDN 233, ~~SIDN 372~~

(ii) IXXN 311, 390, one of (DSDN 321, 331, 351); ~~15 further points from IXXN 300–399, SIDN 372~~

A4 Implications and resources**Academic staff**

There are no implications for staff.

Library

No implications.

Teaching facilities and support

There will be no changes to the teaching facilities and support.

Anticipated enrolments

The School does not expect these changes to significantly alter the total number of enrolments into the Bachelor of Design Innovation programme, as the 360-point requirement for the degree is unchanged. However, by removing the specific 100-level course requirements from the Animation and Visual Effects (ANFX) and Fashion Design Technology (FADN) majors, we anticipate a potential for a small increase in the completion rates for those specific majors. The increased flexibility, along with the reduction of points required for the Interaction Design (IXXN), Industrial Design (INDN) and Fashion Design Technology (FADN) majors, may also lead to a higher incidence of students completing double majors.

Administrative implications

Student advisors will need to make students aware of the changes. The Faculty will refresh all student-facing material, and Mata, and subsequently the Calendar will need to be updated.

Programme or course limitations / selection criteria

No limitations.

Fee implications

There are no fee implications.

Website and publication amendments

The 2026 Calendar will need to be updated to reflect these changes.

Transitional arrangements and other consequential changes

From 2026, it is intended that students will complete under the new regulations. Students who began their studies under the previous regulations can transition smoothly into the new regulations.

Internships, field trips and other external arrangements

NA

A5 Te Tiriti o Waitangi

This proposal does not seek to make any changes to the established commitment to Te Tiriti o Waitangi.

A6 Consultation

Refer to appendix for consultation details.



Programme amendment cover sheet

Proposal name	Modify DEVE major; add GEOG 306		
Proposer	Katherine McKinnon		
Faculty	Science		
Summary	Add new course GEOG 306 and modify the DEVE Major		
Year	2025		
Reference	BSc/5, BA/9, BEnvSoc 1		
CONSULTATION	Person consulted	Summary and reference	
Academic Office	Academic-office@vuw.ac.nz	No issues identified	
Associate Dean	Paul-Teesdale-Spittle	Feedback incorporated	
CAD	cad-contact@vuw.ac.nz	No issues identified	
Careers & Employment (Work-Integrated Learning)	alice.hodder@vuw.ac.nz	No issues identified	
Course Admin.	teresa.schischka@vuw.ac.nz	Feedback incorporated	
Faculty Admin.	greg.ambrose@vuw.ac.nz	No issues identified	
Library	rohini.biradavolu@vuw.ac.nz	No issues identified	
PAMI	chris.clowes@vuw.ac.nz	No issues identified	
Toi huarewa	meegan.hall@vuw.ac.nz	Feedback provided	
School Admin.	belinda.behle@vuw.ac.nz	No issues identified	
Student Finance	paige.jarman@vuw.ac.nz	No issues identified	
Students	src@vuwsa.org.nz	No issues identified	
Other Faculties	Wellington Faculty of Humanities & Social Sciences	Programme director & Dean approved inclusion of courses in the regulations for BGS minors GMAC and WDAO	
APPROVAL	Authority	Date	Recorded by
Head of School	Paul Teesdale-Spittle	13/06/2025	Leigh Torode
Fac. Acad. Cttee.	Robin Fulton	18/06/2025	Leigh Torode
Faculty Board	Nicola Nelson	26/06/2025	Leigh Torode
Acad. Prog. Committee	Robyn Longhurst	22-07-2025	Carol Morris
Academic Board			



Programme amendment

Proposal name	Modify DEVE major; add GEOG 306
Faculty	Science
CUAP Category	Refer page 37 of CUAP Handbook
Year effective from	2026

A1 Purpose

1. To delete a course, GEOG 316 Geographies of Globalisation.
2. To introduce a new course, GEOG 306 Diverse economies and development: Shaping ethical and ecological futures.
3. To amend the regulations of the Development Studies major and minor in the BA, BEnvSoc, and BSc to reflect these course changes.
4. To amend regulations of the GMAC and WDAO minors in the BGS.

A2 Justification

The course GEOG 316 Geographies of Globalisation was developed by a recently retired member of staff and will not be taught again. A new course on diverse economies with a Development Studies focus (GEOG 306) is introduced to replace GEOG 316. This course will be available to students in the Geography and Environmental Studies majors via generic GEOG course ranges. Its content is appropriate for those majors. To make GEOG 306 available to the Development Studies major, the regulations of that major are changed to delete mention of GEOG 316 and add GEOG 306.

As part of the amendment of the regulations of the Development Studies major, the regulations are changed to increase resilience in the programme through allowing an either/or option between GEOG 306 and our other Development Studies themed course, GEOG 312 (Race, Gender and Development). The broad-ranging nature of the Development Studies subject is reflected in the major requirements at 100- and 200-level, and allow students to take courses from a wide range of options across a wide span of the University's disciplines (see the approved course list here: <https://www.wgtn.ac.nz/explore/degrees/science/requirements?major=development-studies>). This approach to diversity is more fully adopted at 300-level, with students now able to draw in 2 courses from the approved course list at 300-level to partner with their core Development Studies course.

Finally, these changes need to be reflected in the regulations of the Development Studies minor, and in the minors of the Bachelor of Global Studies to add the new GEOG 306 course. GEOG 316 is retained in these regulations to allow current students to progress through the

A3 Proposed amendments

Amend the combined undergraduate schedule on page 150 of the 2025 Calendar

Course	Title	Pts	Prerequisites (P), Corequisites(C), Restrictions (X), Double labelling (D)	Degree Schedule
GEOG 222	Ecology and Environment	20	P STAT 193; 30 pts from (BIOL 111, 113, 114, 132, GEOG 114, ESCI/GEOG 111, ESCI 112); X BIOL 222	BSc, BA(B), BEnvSoc
GEOG 306	Diverse economies and development: Shaping ethical and ecological futures	20	P (GEOG 212, 20 further 200-level GEOG pts) or GLBL 201 or 40 approved 200-level pts	BSc, BA(B), BEnvSoc
GEOG 312	Race, Gender and Development	20	P (GEOG 212, 20 further 200-level GEOG pts) or GLBL 201 or 40 approved 200-level pts	BSc, BA(B), BEnvSoc
GEOG 313	Geographies of New Zealand	20	20 200-level GEOG pts or approved courses for non-GEOG majors; X GEOG 311	BSc, BA(B), BEnvSoc
GEOG 314	Global Environmental Justice	20	P GEOG 214 or GLBL 201	BSc, BA(B), BEnvSoc
GEOG 315	Advanced GIS: Spatial Data Science	20	P GEOG 215	BSc, BA(B), BEnvSoc
GEOG 316	Geographies of Globalisation	20	P (GEOG 212, 20 further 200-level GEOG pts) or GLBL 201 or 40 approved 200-level pts	BSc, BA(B), BEnvSoc

Amend the regulations of the Development Studies major in the BA, BEnvSoc and BSc, as described on pages 326, 476-477, and 413 of the 2025 Calendar.

Development Studies (DEVE)

- (a) GEOG 112, 212, ~~312, 316~~ one of (GEOG 306, 312, or 316)
- (b) ~~Six~~ **five** further approved courses with significant relevance to Development Studies and/or development studies content, comprising:
 - (i) one regional-based course and one subject-based course at 100 level
 - (ii) one regional-based course and one subject-based course at 200 level
 - (iii) ~~two~~ **one** approved courses at 300 level

Note: A list of approved courses is included on the School of Geography, Environment and Earth Sciences' website.

[For those reading this proposal, the approved course lists are found here:

<https://www.wgtn.ac.nz/explore/degrees/science/requirements?major=development-studies>]

Amend the regulations of the Development Studies minor, as described on page 417 of the 2025 Calendar.

Development Studies (DEVE)—GEOG 212, ~~two-one~~ of (GEOG 306, 312, 316, ~~20-40~~ approved further 200/300-level points)

Amend the minors for the Bachelor of Global Studies on pages 366-367 of the 2025 Calendar as follows:

Globalisation, Movement and Change (GMAC)

At least 60 points (including 15 pts at 300-level) from ANTH 202, 317, GEOG 212, 306, 316, HIST 321, INTP 244, 302, MAOR 217, 316, PASI 303, PCOM 301, POLS 352, 384, RELI 221, SOSC 318.

World Affairs and Organisations (WDAO)

At least 60 points (including 15 pts at 300-level) from ANTH 202, ECON 201, 202, 309, 312, GEOG 306, HRER 303, IBUS 201, 303, 312, INTP 247, MGMT 210, 307, 317, PCOM 301, PHIL 264, PUBL 201, 310, 311, SIDN 372.

A4 Implications and resources

Academic staff

There is no overall change to the number of courses taught as a result of this proposal.

Library

There are no anticipated library implications.

Teaching facilities and support

There is no overall change to the number of courses taught as a result of this proposal. Neither the deleted course nor the newly introduced course required specialised facilities or support personnel.

Anticipated enrolments

Based on enrolment trends in GEOG 312 and 316, enrolment of 50-80 students per year is expected.

Administrative implications

Programme and course advisors will have to be introduced to the new major regulations. Systems monitoring completion of regulations will need to be updated.

Programme or course limitations / selection criteria

N/A

Fee implications

The new course (GEOG 306) will have the same fee attributes as the course being deleted (GEOG 316)

Website and publication amendments

The website and publications will require updating.

Transitional arrangements and other consequential changes

Students will be able to complete with either old or new regulations. As GEOG 316 will not be taught after 2025, almost all students will complete under the new regulations.

Internships, field trips and other external arrangements

N/A

A5 Te Tiriti o Waitangi

The new GEOG 306 course addresses sustainable and equitable futures. It encourages students to explore alternative models of economies, other than those focussed on immediate profit. It will draw on examples of economic practices rooted in te ao Māori and which are applying kaitiakitanga and manaakitanga in contemporary business practice and economic analysis. This will equip students with a deeper understanding of diverse economic models which can be applied in local communities, iwi, or to inform debate on national-level economic priorities and structures.

A6 Consultation

Refer to appendix for consultation details.

Course Description: GEOG 306 (2026,T1)

Course title		Diverse economies and development: Shaping ethical and ecological futures		
Short title		Diverse Economies	Point value	20
Course coordinator		Katharine McKinnon	NZQF level	7
Qualification schedule:		BA(B), BEnvSoc, BSc		
Prerequisites, corequisites, restrictions		GEOG 212, 20 further 200-level GEOG pts or GLBL 201 or 40 approved 200-level pts		
Prescription	How do we build more sustainable and equitable futures? Can economies be repurposed for community and ecological wellbeing rather than profit at all costs? In a world of increasing inequality and struggling ecosystems, can kaitiakitanga and manaakitanga play a more central role in how we all live? This course introduces examples from Aotearoa and beyond where different kinds of economies are already being enacted, and considers how to apply the lessons in policy, practice and everyday life. Drawing on current research in geography and development studies, it explores the theory and practice driving efforts to rethink development and reshape economies.			
Student workload hours		200	Contact Hours	
Teaching/learning summary			Lectures	24
This course is optimised for in-person delivery and requires regular attendance at interactive lectures and workshops. Options for online participation will be available according to student demand. The workshops are 2 hour sessions designed for students to engage in interactive exploration of course content			Tutorials	
			Seminars	
			Workshops	24
			TOTAL	48
Course learning objectives (CLOs)		Students who pass this course will/should (<i>delete one</i>) be able to:		
1	Critically appraise contrasting definitions and theories of economic development			
2	Critically reflect on the challenges and possibilities of transitioning to more sustainable and equitable futures			
3	Identify key theories and practices that support ethical economic practices			
4	Use case studies to demonstrate a grounded understanding of diverse and community economies			
Assessment items and workload per item			%	CLO(s)
1	Short answer test, 1hr		25%	1,2,3
2	Project Report (1,500-2,000 words) and Presentation (10mins) – Group Work, individually assessed		30%	2,3,4
3	Reflective journal (2,500-3,000 words)		45%	1,2,3,4
Mandatory course requirements			None.	



Programme amendment cover sheet

Proposal name	Amendments to the English Literature major		
Proposer	Adam Grener		
Faculty	Humanities and Social Sciences		
Summary	Amendments to the English Literature major		
Year	2025		
Reference	BA/8		
CONSULTATION	Person consulted	Summary and reference	
Academic Office	Linda Roberts	Feedback sought	
Associate Dean	Xavier Marquez	Proposal supported	
CAD	Francesca Benocci	Feedback incorporated	
Careers & Employment (Work-Integrated Learning)	Robyn Cockburn	Feedback sought	
Course Admin.	Teresa Schischka	Feedback sought	
Faculty Admin.	Noeleen Williamson	Feedback incorporated	
Library	Tom Danby	Feedback incorporated	
PAMI	Chris Clowes	Feedback sought	
Toihuarewa	Meegan Hall	Feedback sought	
School Admin.	Vanessa Venter	No issues identified	
Student Finance	Paige Jarman	Feedback sought	
Students	Via FAC	Feedback incorporated	
APPROVAL	Authority	Date	Recorded by
Head of School	Sarah Ross (SEFTMS)	10/6/2025	Catherine Townsend
Fac. Acad. Cttee.	Xavier Marquez	12/6/2025	Catherine Townsend
Faculty Board	Averil Coxhead	26/6/2025	
Acad. Prog. Committee	Robyn Longhurst	22/7/2025	Carol Morris
Academic Board			



Programme amendment

Proposal name	Amendments to the English Literature major
Faculty	Humanities and Social Sciences
CUAP Category	Not CUAP
Year effective from	2026

A1 Purpose

1. To amend the major requirements for the English Literature major
2. To delete ENGL 315 *Restoration and Eighteenth-Century Literature*
3. To make three special topics permanent as ENGL 239, ENGL 240, and ENGL 363 and to retain the special topic slots ENGL 228, 248 and 329

A2 Justification

This programme amendment brings together several small but interrelated changes to the curricula offered by the English Literatures and Creative Communication programme. They are aimed to bring clarity, consistency, and sustainability to our offerings by aligning curriculum with current staff expertise and capacity. The changes respond to three processes that have shaped the ELCC programme and its curricula over the past five years: the introduction of the Bachelor of Communication (and with it the Literary and Creative Communication major that we deliver); the 2023 Achieving Financial Sustainability Process, which resulted in the reduction of our staff from 10 to 7 members (but subsequently enabled the appointment of a Lecturer in Māori Literature and Creative Communication in 2024); and our Academic Programme Review in 2024.

In 2023, the ELCC Programme initiated a full curriculum refresh to rework our offerings in the wake of the introduction of the BC (and the retirement of several staff members in preceding years), but the AFS Process made that particular proposal unviable since it relied upon courses taught by staff who are no longer here. In 2024, an approved programme amendment achieved some of the aims of this refresh and improved alignment between our curricula and staffing (e.g., through the deletion of courses no longer offered, and the introduction of a few new courses). The APR process in 2024 provided opportunity for further reflection and strategic planning around the future of our course offerings, and this amendment continues this ongoing process of updating and alignment.

The justifications for the specific changes are as follows:

1. The changes to the majoring requirements for the ENGL major involve removing the requirement for a course focused on pre-20th century literatures at 300-level (i.e., the requirement to take 20 points from ENGL 300-329). The Programme maintains a strong commitment to including a range of courses that focus on historical literatures as part of our offerings, and, indeed, we regularly offer several ENGL courses that focus on pre-20th century literature. For example, our two regular 100-level offerings have robust historical dimensions (ENGL 111 focuses solely on English poetry from 1380-1830, while ENGL 117 introduces students to the study of fiction, with some historical range stretching back into the 19th century). At 200-level, ENGL 202 and ENGL 209 focus on 19th century literature, while ENGL 239, LCCM 271, LCCM 373 and ENGL 211 all include study of pre-20th century

material, as does the newly proposed ENGL 363. At 300-level, newly revised versions of ENGL 311 *Romantic Literature* and ENGL 312 *Victorian Literature* are being regularly offered and ENGL 308 *Renaissance Literature* is also offered in some years. The existing requirement, however, places constraints on our offerings, since only three staff members have the expertise and desire to offer courses with this kind of historical focus (and one of those staff members is currently seconded to HoS as 1.0 FTE). Removing this requirement will provide necessary flexibility as we navigate numerous constraints on our offerings and capacities, without substantially altering the range of courses in historical literatures available to students.

2. ENGL 315 has not been taught since 2019 (and before that, 2016), and there are no plans to offer it in the future. It is therefore not helpful for students to have it remain as part of our offerings if it is not going to be taught. Although this deletion does remove a course with a pre-20th century focus from our offerings, as noted above, new (and research-led) versions of ENGL 311 *Romantic Literature* and ENGL 312 *Victorian Literature* (along with ENGL 308 *Renaissance Literature*) have been and will continue to be offered.

3. All of the Special Topic courses have been taught at least once and have been popular with students. Just as importantly, all courses have been designed, developed, and here proposed with our broader curricular design and logic in mind. They are all grounded in areas of staff expertise or interest, and expand the scope of our current offerings, whether in terms of genre or mode (ENGL 239 *Gothic Literature*), theoretical focus (ENGL 363 *Gender and Literature*, or cultural tradition (ENGL 240 *Dark Unknowing in Māori Literature*). ENGL 240 will be our programme's first permanent offering with an exclusive focus on Māori literature.

A3 Proposed amendments

Amend the combined undergraduate schedule (page 142-144 of the 2025 VUW Calendar):

Course	Title	Pts	P/X	Schedule
ENGL 239	Dark and Stormy Nights: Gothic Literature	20	P 20 100-level ENGL pts and 20 further pts from Part A of the BA Schedule; X ENGL 228 in 2024, 2025	BA(A)
ENGL 240	Dark Unknowing in Māori Literature	20	P 20 100-level ENGL or EHUM pts and 20 further pts from Part A of the BA Schedule; X ENGL 248 in 2025	BA(A)
ENGL 363	Gender and Literature	20	P 20 pts from ENGL 200-299, 20 further points from CREW 200-299, ENGL 200-299, THEA 205, 211; X ENGL 329 in 2021, 2023	BA(A)

ENGL 315	Restoration and Eighteenth-Century Literature	20	P 20 pts from ENGL 200-299, 20 further points from CREW 200-299, ENGL 200-299, THEA 205, 211	BA(A)
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Amend the major requirements for English Literature in the Bachelor of Arts (page :

English Literature (ENGL)

(a) 40 points from ENGL 100–199

(b) 40 points from ENGL 200–299; 20 further points from ENGL 200–299, CREW 200–299, LCCM 271, THEA 206, 211

(c) ~~20~~ 40 points from ENGL 300–~~329~~ 399, ~~HIST 323~~; ~~40-20~~ further points from ENGL 300–399, LCCM 373, ~~HIST 323~~, THEA 306, 315, ~~including at least 20 points from ENGL 300–399~~

4 Implications and resources

Academic staff

No implications, the new courses will be taught by current staff. Overall, these changes further efforts to bring consistency, clarity, as well as sustainability to our offerings following reductions to our staffing (and loss of corollary expertise in certain areas) over recent years.

Library

The subject librarian is supportive of the proposal.

Teaching facilities and support

NA

Anticipated enrolments

All three of the new courses being proposed have been popular with students and should maintain or increase enrolments. ENGL 239 Gothic Literature has been the highest enrolled 200-level course in the two years it has been offered; enrolments in 200-level courses in recent years have varied between 40-80 students, and in 2025 this course (ENGL 228) has 96 enrolments (at the time of this proposal). Enrolments in ENGL 329 have been consistent with or slightly higher than other 300-level courses in the same year (76 in 2021; 65 in 2023). The course is included in the offerings for the Minor in Gender & Sexuality Studies, so has the potential for enrolments outside of the ENGL major. Enrolments in the first Special Topic offering of Dark Unknowing in Māori literature this year were at the lower end of 200-level courses (39 in 2025), but the course has both significant strategic importance and potential for growth. The course will be of interest to students in Māori Studies and will be included in the offerings for the Environmental Humanities major (in the BA and BEnvSoc).

Administrative implications

Student Success Advisers will be able to advise students about the changes and the new courses as

part of their usual interactions with students.

Programme or course limitations / selection criteria

n/a

Fee implications

NA

Website and publication amendments

All publications and systems (including web and enrolment, Banner/Student Records, MyDegree) will need to be updated to reflect the new course, as per the course amendment form.

Transitional arrangements and other consequential changes

This proposal should not involve any further consequential changes or require transitional arrangements. Current students who are uncertain of how the changes to the ENGL major requirements might affect them will be guided to the Programme Director, who can provide clarification and any waivers as needed. But since the change involves the removal of a restriction/specification (rather than the introduction of one), it should have no impact on currently enrolled students.

Internships, field trips and other external arrangements

n/a

A5 Te Tiriti o Waitangi

The 2024 APR Process offered ELCC a substantial opportunity to reflect on our programme's commitments to Te Tiriti o Waitangi, and how those commitments manifest themselves in our curriculum and teaching (and other areas as well, of course). In recent years, the programme has reimagined the aims of our curriculum with Māori students as well as Māori content and critical perspectives in mind. The clearest manifestation of these commitments has been the appointment of an expert in Māori literature and writing (Dr Tru Paraha, appointed June 2024). The introduction of ENGL 240 *Dark Unknowing in Māori Literature* is a manifestation of these commitments, and now means that the ELCC Programme has courses with a dedicated focus on Māori content at both 200 and 300 levels, as well as in both the ENGL major and the LCOM major (LCCM 373 *Te Mata o te Pene: Māori Site Writing* can be taken as part of both the ENGL and LCOM majors, meaning that students majoring in ENGL are now able to take courses focused on Māori literature and writing at both 200 and 300 level). These developments uphold the ELCC Programme's commitments to Te Tiriti and the University's Māori Strategic Outcomes Framework.

Alongside these positive developments, the ELCC Programme also acknowledged in the APR process that Māori student enrolments in our programme have historically been low, and that our relationships with mana whenua and iwi are weak.

A6 Consultation

Refer to cover sheet for consultation details.

Course Description: ENGL 239 (TX, 2026)

Course title		Dark and Stormy Nights: Gothic Literature			
Short title		Dark and Stormy Nights	Point value	20	
Course coordinator		Charles Ferrall	NZQF level	6	
Qualification schedule:		BA(A)			
Prerequisites, corequisites, restrictions		P 20 100-level ENGL pts and 20 further pts from Part A of the BA Schedule; X ENGL 228 in 2024, 2025			
Prescription	This course traces the gothic from Romanticism up until the present. Particular attention will be paid to how representations of monstrosity, haunting and sexual transgression have changed from the nineteenth-century female gothic through fin-de-siècle decadence and American Southern Gothic to our own times. You will read novels which exemplify each of these historical moments as well as a number of short stories, and we will also explore other media such as painting, film, and popular culture. You will discover that the aestheticization of horror and dread is in part a response to social anxieties about race, gender, and class.				
Student workload hours		200	Contact Hours		
Teaching/learning summary This course is delivered in-person only, and students are required to attend on campus for some activities: <ul style="list-style-type: none">tutorials are in-person only, and not recorded; attendance at least 7 tutorials is required to meet the Mandatory Course Requirement;some assessments can be submitted online; there is a final exam for this course that requires in-person attendance;lectures are recorded but it is recommended that students attend in-person			Lectures	36	
			Tutorials	10	
			Seminars		
			Labs/Studios		
			TOTAL	46	
Course learning objectives (CLOs)		Students who pass this course should be able to:			
1	Analyse a range of literary forms, including poetry and fiction.				
2	Generate interpretations of specific passages and discuss those interpretations within the historical contexts relevant to gothic literature.				
3	Identify themes and issues that are important to gothic literature.				
4	Develop original arguments about individual texts and present those arguments coherently in writing.				
Assessment items and workload per item				%	CLO(s)
1	Two exercises of around 750 words each.			30%	1, 2, 4
2	One essay of around 1,500 words			30%	2, 3, 4

3	Final Exam (3-hour)	40%	1, 2, 3
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:	
Attend a minimum of 7 out of 10 tutorials. Tutorials provide students with the opportunity, and the necessary support, to develop their capacities to discuss, analyse, and interpret the set texts in relation to course concepts (CLOs 1, 2, 3).			

Course Description: ENGL 240 (T1, 2026)

Course title		Dark Unknowing in Māori Literature	
Short title		Dark Unknowing in Māori Lit.	Point value 20
Course coordinator		[Course Coordinator]	NZQF level 6
Qualification schedule:		BA(A)	
Prerequisites, corequisites, restrictions		P 20 100-level ENGL or EHUM pts and 20 further pts from Part A of the BA Schedule; X ENGL 248 in 2025	
Prescription	Pō evokes multiple translations—darkness perpetual, the unknown, the night, realm of death, obscurity. It is a pivotal epistemology in Māori literary studies and throughout the Pacific region. You will explore a bespoke selection of creative works in English by authors who write darkly. Indigenous theories and literary strategies will be introduced alongside close readings of poetry, fiction, visual art, and pūrākau. Students are encouraged to take MAOR 123 prior to this course, but this is not a requirement.		
Student workload hours		200	Contact Hours
Teaching/learning summary			Lectures 24
<p>This course will be taught as a combination of two 50-minute lectures and one 50-minute tutorial per week. Lectures will include audiovisual materials, guest speakers, student-led discussion, and field trips. Recordings are provided as a mandatory study aid where appropriate. Tutorials include skills-based writing workshops, close reading exercises, and class kōrero. Students are expected to prepare study notes and complete assigned readings before class. Tutorials are not recorded.</p> <p>Student-led discussion is a core component of this course's pedagogical approach and cultural practice. All classes – lectures as well as tutorials – have been designed to be driven by active student participation. The course is taught entirely in person and on campus. There is no Zoom option.</p>			Tutorials 10
			TOTAL 34
Course learning objectives (CLOs)		Students who pass this course should be able to:	
1	Identify Pō epistemologies, black thought, and spectra of darkness in Indigenous texts.		
2	Closely read and interpret Māori literature through effective multimodal writing and small group discussions.		
3	Compare creative texts across genres and integrate relevant theories in their analyses.		
4	Engage with course materials and peers through class kōrero and discussion activities.		
			%
			CLO(s)
1	Creative adaptation (1500-words):		30% 1, 2, 3

	An imaginative adaptation of a pūrākau with a short analysis		
2	Weekly reading response (1200-word total): Reading engagement assessed across 12 teaching weeks	20%	1, 2, 3
3	Hybrid essay (2000-words): A critical essay comprising prose and poetic forms	40%	1, 2, 3
4	Class kōrero: (total grade out of 10) Weekly contribution to small group and whole class discussions	10%	1, 2, 4
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:	
Attend a minimum of 8 out of 10 tutorials; tutorials support students to develop their capacities to discuss, analyse, and interpret the course materials and meet in-class assessment requirements (CLOs 2, 3, 4).			

Course Description: ENGL 363 (T1, 2026)

Course title		Gender and Literature			
Short title		Gender and Literature	Point value	20	
Course coordinator		Sarah Ross and Anna Jackson	NZQF level	7	
Qualification schedule:		BA(A)			
Prerequisites, corequisites, restrictions		P 20 pts from ENGL 200-299, 20 further points from CREW 200-299, ENGL 200-299, THEA 205, 211; X ENGL 329 in 2021, 2023			
Prescription	A study of the representation of gender in literature from the English Renaissance to the twenty-first century, with a focus on literary representation of queer and non-binary gender identities. The course also explores the integral relationship of gender theory and literary studies.				
Student workload hours		200 hours		Contact Hours	
Teaching/learning summary This course is delivered on campus with in-person attendance expected. It is taught in 3 one-hour sessions a week, with the first two of these classes mostly lecture-style and the third a discussion-based, whole-class seminar.			Lectures	24 hours	
			Tutorials	12 hours	
			Seminars		
			Labs/Studios		
			TOTAL	36	
Course learning objectives (CLOs)		Students who pass this course will be able to:			
1	Compare the representation of gender in selected literary texts from the 16 th to the 21 st centuries				
2	Theorise the representation of gender in a range of literary texts, including poetry and prose				
3	Think and write critically about the representation of gender in relation to historical and social contexts				
4	Produce cogent written reflections on and analyses of historical and contemporary gender politics and their literary representations				
Assessment items and workload per item				%	CLO(s)
1	Discussion board posts (350-500 words each)			30%	2,3,4
2	Comparative text analysis (1800 words)			30%	1
3	Essay (2000 words)			40%	1,2,3,4
Mandatory course requirements		In addition to achieving an overall pass mark of 50%, students must:			
There are no mandatory course requirements for this course.					



Programme amendment cover sheet

Proposal name	Add SCIS 417		
Proposer	Rebecca Priestley		
Faculty	Science		
Summary	New course SCIS 417 "Climate Change Communication" to be co-taught with SCIS 317		
Year	2025		
Reference	MScSoc/1, MCCSP/1, MC/1		
CONSULTATION	Person consulted	Summary and reference	
Academic Office	Academic-office@vuw.ac.nz	Feedback incorporated	
Associate Dean	Paul Teesdale-Spittle	Feedback incorporated	
CAD	cad-contact@vuw.ac.nz	No Issues Identified	
Careers & Employment (Work-Integrated Learning)	alice.hodder@vuw.ac.nz	No Issues Identified	
Course Admin.	Teresa.schischka@vuw.ac.nz	No Issues Identified	
Faculty Admin.	greg.ambrose@vuw.ac.nz	No Issues Identified	
Library	Rohini.biradavolu@vuw.ac.nz	No Issues Identified	
PAMI	Chris.clowes@vuw.ac.nz	No Issues Identified	
Toihuarewa	Meegan.Hall@vuw.ac.nz	No Issues Identified	
School Admin.	Emma.fisher@vuw.ac.nz	No Issues Identified	
Student Finance	Paige.jarman@vuw.ac.nz	No Issues Identified	
Students	src@vuwsa.org.nz	No Issues Identified	
APPROVAL	Authority	Date	Recorded by
Head of School	Rewi Newnham	12/03/2025	Leigh Torode
Fac. Acad. Cttee.	Robin Fulton	18/06/2025	Leigh Torode
Faculty Board	Nicola Nelson	26/06/2025	Leigh Torode
FHSS Faculty Board	Averil Coxhead (Dean on behalf of the Board)	10/07/2025	Catherine Townsend
Acad. Prog. Committee	Robyn Longhurst	22/07/2025	Carol Morris



Programme amendment

Proposal name	Add SCIS 417
Faculty	Science
CUAP Category	Not CUAP
Year effective from	2026

A1 Purpose

1. Introduce a new course, SCIS 417 *Climate Change Communication*, to the schedules of the Master of Science in Society (MScSoc) and Master of Communication (MC).
2. Add SCIS 417 to Part 2 of the Master of Climate Change Science and Policy
3. Amend the Science Communication specialisation in the Master of Communication to include SCIS 417.

A2 Justification

SCIS 417 will add a new taught course to the Master of Science in Society programme (which currently has four T1 400-level offerings). This will:

- Allow postgraduate students the option of taking a course on an important contemporary issue, which aligns with the research interests of several Science in Society academics, thus providing a pathway to postgraduate thesis study
- Provide a postgraduate option in science communication for students who have completed SCIS 311: Science Communication (and can therefore not take SCIS 410 Science Communication)
- Provide resilience in the MScSoc programme to allow for some non-required courses (eg, SCIS 411 and SCIS 414) to be not offered in years when the course coordinator is on RSL
- provide an elective option for students in other postgraduate programmes, eg the MCCSP and the Master of Communication.

This course will be co-taught with the undergraduate course SCIS 317, Climate Change Communication.

A3 Proposed amendments

Amend the Schedule for the Master of Science in Society (p 489 of the 2025 Calendar)

Course	Title	Pts	Prerequisites (P), Restrictions (X)
SCIS 417	Climate Change Communication	15	P Permission of programme director; X SCIS 317

Amend the regulations of the Master of Climate Change Science and Policy, adding SCIS 417 to the course list in Part 2 of the regulations (p 459 of the 2025 Calendar)

The course of study for the MCCSP shall consist of courses worth 180 points, comprising:

Part 1: CCSP 401, 402, 403, 404

Part 2: 60 points from BIOL 420, 423, CCSP 405, 408, 409, ENVI 520, 522, 524, 525, 526, 530, GEOG 415, 416, GOVT 542, GPHS 420, 423, 425, 426, PECO 517, 520, PHYG 413, 414, 419, 420, PSYC 405, **SCIS 417** or other courses approved by the head of school

Part 3: CCSP 510 or 511

Amend the regulations of the Master of Communication, adding 'or SCIS 417' after 'SCIS 414' under the heading Specialisation requirements (p 362 of the 2025 Calendar)

Specialisation requirements

6. A candidate for the MC may obtain a specialisation by including the courses shown below:
Science Communication: SCIS 410; **one of SCIS 414, 417**; one of SCIS 588–589.

Add SCIS 417 *Climate Change Communication* to the Schedule to the Master of Communication Regulations (p 363 of the 2025 Calendar):

Course	Title	Pts	Prerequisites (P), Restrictions (X)
SCIS 417	Climate Change Communication	15	P Permission of programme director; X SCIS 317

A4 Implications and resources

Academic staff

The course is co-taught with the undergraduate course SCIS 317 Climate Change Communication. Therefore, there is little impact on academic staff workloads related to the introduction of this course.

Library

No additional library resources are needed above those already agreed for SCIS 317.

Teaching facilities and support

No additional facilities and support are needed above those already agreed for SCIS 317.

Anticipated enrolments

We anticipate course enrolments in the order of 3-10 students. Course minima will be evaluated on the combination of the 300- and 400-level version of the course.

Administrative implications

No significant administrative implications are anticipated. If anything, this course will simplify finding options for students in a number of programmes, including the MScSoc, MCCSP, MEnvStud, and could be of interest to students in the some majors of the BSc(Hons) and MSc.

Programme or course limitations / selection criteria

No course limitations are anticipated.

Students enrolled in a SCIS or CCSP postgraduate programme will be accepted into the course. The programme director will consider entry to other students based on evidence of some prior learning or experience in humanities and/or science disciplines.

Fee implications

We do not anticipate any fee implications.

Website and publication amendments

The course will be automatically added to the Course Finder area of the website. The postgraduate handbook will need to be updated.

Transitional arrangements and other consequential changes

None required.

Internships, field trips and other external arrangements

N/A

A5 Te Tiriti o Waitangi

Mātauranga is also an integral component of the Science in Society taught post graduate programme; te ao Māori is given space in guest lecture slots and permeates the entire curriculum. For many of our students, this is their first exposure to mātauranga Māori. While canvassing climate change communication as an international issue, SCIS 417 will include content, provided by a guest lecturer or lecturers, on communicating about climate change in a Māori context and with Māori communities. In doing so, we will be clear to acknowledge that there is not one Māori view (Mahi tahi, Kaitiakitanga, Whai wāhi). Students will have choice of essay topic and creative assignment topic and medium, and may choose to focus on issues of relevance to Māori communities (Rangatiratanga, Rite tahi). As is usual practice in SCIS courses, lectures and workshops will be opened with appropriate karakia or whakataukī. Throughout the course, efforts will be made to ensure that Māori students feel comfortable and confident in this class.

A6 Consultation

Not applicable.

Course Description: SCIS 417 (2026,T1)

Course title		Climate Change Communication			
Short title		Climate Change Communication	Point value	15	
Course coordinator		Rebecca Priestley	NZQF level	8	
Qualification schedule:		MScSoc, MC			
Prerequisites, corequisites, restrictions		P Permission of programme director; X SCIS 317			
Prescription	Examine how scientists, writers, Indigenous advocates, artists, and activists engage public audiences with the realities of climate change and the need for mitigation and adaptation. You will explore research that informs climate change communication, barriers to effective climate change communication, and the personal, institutional and cultural contexts in which climate change communication takes place. You will complete the course equipped to work with climate change communicators and to communicate about climate change yourself.				
Student workload hours		150	Contact Hours		
Teaching/learning summary			Lectures	36	
This course is optimised for face-to-face delivery. Readings and assignments will be delivered and submitted through the Nuku learning management platform. Teaching will include a mixture of lectures, seminars, and workshops with room for discussion, debate, and occasional screenings (e.g., of documentaries and videos) that will help us critically engage with climate change communication.			Tutorials	0	
			Seminars	0	
			Labs/Studios	0	
			TOTAL	36	
Course learning objectives (CLOs)		Students who pass this course should be able to:			
1	Critique and compare the ways scientists, writers, Indigenous advocates, artists, and environmental activists seek to engage public audiences with the realities of climate change.				
2	Describe and discuss the barriers to effective climate change communication, and the personal, institutional and cultural contexts in which climate change communication takes place.				
3	Evaluate and apply connections between climate change communication research and practice.				
4	Create their own climate change communication by applying knowledge from the course.				
Assessment items and workload per item				%	CLO(s)
1	Six short, weekly tasks (e.g. online quiz, short report, critical reflection)			40%	1, 2, 3
2	3000-word essay			30%	1, 2, 3
3	A research-informed climate change communication output (up to 1500 words or equivalent in any medium)			30%	3, 4
Mandatory course requirements				None	



Programme amendment

Proposal name	Amend undergraduate Actuarial Science curriculum
Faculty	Business and Government
Year effective from	2026

A1 Purpose

1. To create two new courses, ACTS 331 and 332, and delete ACTS 301
2. To amend the content and learning objectives of ACTS 336
3. To amend the Actuarial Science major and minor requirements in the Bachelor of Commerce, and the Bachelor of Science
4. To amend the Actuarial Science subject requirements in the Graduate Diploma in Commerce
5. To amend the Actuarial Science prerequisites in the Bachelor of Commerce with Honours and the Master of Commerce regulations
6. To amend the prerequisites of ACTS 511 and ACTS 513

A2 Justification

The curriculum of the Actuarial Science programme is accredited by the Actuaries Institute. As such, the content of ACTS 301 and ACTS 336 is externally influenced, and it has become apparent that it is very challenging for students to master this content within the 150 learning hours expected for a 15-point course.

Unlike the majority of courses offered by the School of Economics and Finance, ACTS 301 and ACTS 336 have 36 lectures each. This proposal seeks to divide these up across three courses, ACTS 331 and 332, which are new, and a revised version of ACTS 336.

ECON 141 *Macroeconomic Principles* is no longer needed as a prerequisite as macroeconomic knowledge is not needed. ECON 141 was originally required but, in practice, is not relevant and is regularly waived. Removing this unnecessary requirement will eliminate a barrier to enrolment.

Separating the content into three 15-point courses adds an additional 150 learning hours. The contact time for students will increase by way of a third tutorial stream, but the total lecture hours will remain the same. Consequently, students will have more time for independent learning, and therefore mastery of the material. We expect this to lead to better performance in the courses, and a greater number of exemptions awarded for the equivalent professional requirements (students are required to get a B+ or better in the associated VUW courses in order for an exemption to be granted).

A3 Proposed amendments

On pages 240 and 411 of the 2025 Calendar, in section 2 of the regulations for the Bachelor of Commerce and Bachelor of Science respectively, amend the entry for Actuarial Science major as follows:

Actuarial Science (ACTS)

- (a) ACCY 130, ECON 130, 141, MATH 142, 177, (MATH 151 or at least a B+ in QUAN 111)
- (b) ACTS 201, ECON 201, FINA 201 or 202, MATH 277
- (c) ACTS 331, 332, ~~301~~, 336, STAT 335
- ~~(d) one further course from 200– or 300-level FINA, MATH or STAT~~

On pages 243 and 416 of the 2025 Calendar, in sections 5(b) of the regulations for the Bachelor of Commerce, and section 4(b) of the regulations for the Bachelor of Science, amend the entry for Actuarial Science minor as follows:

Actuarial Science (ACTS)—ACTS 201, ~~301~~, MATH 277, ~~and one further course from part (b) or (c) of the major requirements~~; two courses from ACTS 331, 332, 336

On page 245 of the 2025 Calendar, in section 5(c)(i) of the regulations for the Graduate Diploma in Commerce, amend the entry for Actuarial Science as follows:

Actuarial Science (ACTS)

- (a) ACTS 201, ~~MATH 277~~, and one course from ~~two of~~ ECON 201, FINA 201, 202, ~~MATH 277~~; and
- (b) ACTS 331, 332, 336, ~~301, FINA 303 or 306~~, STAT 335, ~~two further one~~ courses from ~~(ACTS 336, FINA 303, 305, 306, MATH 377, or approved substitutes)~~.

On pages 246 and 251 of the 2025 Calendar, in section 2 of the regulations for the Bachelor of Commerce with Honours, and the Master of Commerce, respectively, amend the prerequisites for the Actuarial Science subject as follows:

Actuarial Science (ACTS)

ACTS 331, 332, ~~301~~, 336, STAT 335

On page 118 of the 2025 Calendar, in the Combined Undergraduate Schedule, delete the entry for ACTS 301, prior to the entry for ACTS 336, insert the entries for ACTS 331 and 332 as follows:

Course	Title	Pts	Prerequisites (P), Corequisites(C), Restrictions (X) Double labelling (D)	Degree Schedule
ACTS 301	Actuarial Science	15	P-ACTS-201, ECON-141, (MATH-277 or QUAN-203)	BCom, BSc

(APC25-61) AB25-72

VUW/25 – BCom/3, BSc/1, GDipCom/1, BComHons/1, MCom/1
(Actuarial Science)

ACTS 331	Topics in Actuarial Science 1	15	P ACTS 201, ECON 141 , (MATH 277 or QUAN 203); X ACTS 301	BCom, BSc
ACTS 332	Topics in Actuarial Science 2	15	P ACTS 201, ECON 141 , (MATH 277 or QUAN 203); X the pair (ACTS 301, and ACTS 336 prior to 2026)	BCom, BSc
ACTS 336	General Insurance Techniques	15	P MATH 277 (or QUAN 203)	BCom, BSc

On page 262 of the 2025 Calendar*, in the Schedule to the Master of Actuarial Science regulations, amend the prerequisites of ACTS 511 and 513 as follows:

Course	Title	Pts	Prerequisites (P), restrictions (X)
ACTS 416	Directed Individual Study	15	
ACTS 417	Directed Individual Study	15	
ACTS 511	Actuarial Control Cycle I	20	P ACTS 331, 332, 301 , 336, STAT 335; X ACTS 501
ACTS 512	Actuarial Control Cycle II	20	P ACTS 511 (or 501); X ACTS 502
ACTS 513	Data Science for Actuaries	20	P ACTS 331, 332, 301 , 336, STAT 335; X ACTS 503, AIML 429

*NB: changes are being made subsequent to approval of VUW/25 –MActSc/1, PGCert_DipActSc/1, MCom/2, BComHons/1 (Actuarial Science) [Academic Board AB25-51, 15/7/25] in which ACTS 501-503 (15 pts) each were replaced by ACTS 511-513 (as above).

A4 Implications and resources

Academic staff

This involves the addition of a new course to the schedule and, therefore, requires a staff member to be allocated to the course.

Library

It is not envisaged that additional library resources would be required.

Teaching facilities and support

An additional classroom will be required to accommodate the additional course. This would be 2 hours per week for lectures and 1-3 hours per week for tutorials during a single trimester each year.

Anticipated enrolments

ACTS 331 and 332 will replace ACTS 301 and the baseline expectation is 25-40 students. This proposal will make the actuarial major courses more accessible and could increase enrolments above this level.

Administrative implications

Some administrative support at school level for the extra course will be needed. Titoko will be advised of the course changes and the transitional arrangements to ensure students are given the right guidance.

Programme or course limitations / selection criteria

None

Fee implications

The standard fee for the existing undergraduate ACTS courses applies.

Website and publication amendments

The BCom and BSc webpages, Guide to Undergraduate Study and faculty publications will be updated to reflect the amended regulations and course changes.

Transitional arrangements and other consequential changes

A student enrolled in the ACTS major in 2025 or earlier, and who has not yet passed ACTS 301, must substitute ACTS 331 for it, and will not be required to complete ACTS 332. Some may nonetheless choose to complete ACTS 332 for the purposes of exemptions with the Institute of Actuaries.

Internships, field trips and other external arrangements

None

A5 Te Tiriti o Waitangi

The proposal will likely lead to more students achieving a BSc or BCom credential in actuarial science, including more Māori students. It makes the course workload more equitable and more consistent with other universities that offer these programmes.

A6 Consultation

There is ongoing consultation with the Australian Actuaries Institute to ensure that the resulting courses and programme continues to be eligible for accreditation.

Course Description: ACTS 331 (2026, T1)

Course title	Topics in Actuarial Science 1		
Short title	Topics in Actuarial Science 1	Point value	15
Course coordinator	Eric Ulm	NZQF level	7
Qualification schedule:	BCom, BSc		
Prerequisites, corequisites, restrictions	P ACTS 201, (MATH 277 or QUAN 203); X ACTS 301		
Prescription	This course provides the mathematical foundation necessary to model, and price life insurance contracts including mortality, interest and expenses. It also covers reserving for life insurance contracts, long tailed contracts, and models involving frequency and severity distributions.		
Student workload hours	150	Contact Hours	
Teaching/learning summary	Face to face lectures and tutorials. Lectures will be two "one-hour" lectures per week with a "one hour" tutorial per week.	Lectures	24
		Tutorials	12
		Seminars	
		Labs/Studios	
		TOTAL	36
Course learning objectives (CLOs)	Students who pass this course should be able to:		
1	Analyse Claim Runoff Triangles		
2	Construct and analyse ruin models involving frequency and severity		
3	Value and analyse simple insurance and annuity contracts with single decrements		
4	Calculate life insurance premiums including expenses		
5	Calculate life insurance reserves and policy values		
6	Analyse the sources of profit in single decrement life insurance contracts.		
Assessment items and workload per item		%	CLO(s)
1	Regular periodic assignments (3-4 hours each)	10%	1, 2, 3, 4, 5, 6
2	Regular periodic excel assignments (2-3 hours each)	10%	1, 2, 3, 4, 5, 6
3	Midterm Test (50 minutes)	20%	3, 4, 5
4	Final Exam (3 hours)	60%	1, 2, 3, 4, 5, 6
Mandatory course requirements	No mandatory course requirements		

Course Description: ACTS 332 (2026, T2)

Course title	Topics in Actuarial Science 2		
Short title	Topics in Actuarial Science 2	Point value	15
Course coordinator	Eric Ulm	NZQF level	7
Qualification schedule:	BCom, BSc		
Prerequisites, corequisites, restrictions	P ACTS 201, (MATH 277 or QUAN 203); X the pair (ACTS 301, and ACTS 336 prior to 2026)		
Prescription	This course provides the mathematical foundation necessary to model, and price life insurance contracts with multiple decrements, including profit analysis. It also provides the mathematical foundations of general time series analysis and mortality projection.		
Student workload hours	150	Contact Hours	
Teaching/learning summary		Lectures	24
Face to face lectures and tutorials. Lectures will be two one-hour lectures per week with a one hour tutorial per week.		Tutorials	12
		Seminars	
		Labs/Studios	
		TOTAL	36
Course learning objectives (CLOs)	Students who pass this course should be able to:		
1	Apply the main concepts of time series models to actuarial data including mortality projections		
2	Build simple assurance and annuity contracts allowing for multiple decrement situations.		
3	Understand the methods of valuing annuity and assurance products involving two lives, and the use of actuarial functions in those situations.		
4	Apply methods to model cash flows for life contingent risks.		
5	Apply the technique of discounted emerging costs as used in profit tests, pricing assessments and reserving calculations for various insurance and pension products.		
Assessment items and workload per item		%	CLO(s)
1	Regular Periodic Assignments (3-4 hours each)	10%	1, 2, 3, 4, 5
2	Regular Periodic Excel Assignments (2-3 hours each)	10%	1, 2, 3, 4, 5
3	Midterm Test (50 minutes)	20%	2, 3
4	Final Exam (3 hours)	60%	1, 2, 3, 4, 5
Mandatory course requirements	No mandatory requirements		

Course Description: ACTS 336 (2026, T2)

Course title	General Insurance Techniques		
Short title	General Insurance Techniques	Point value	15
Course coordinator	Eric Ulm	NZQF level	7
Qualification schedule:	BCom, BSc		
Prerequisites, corequisites, restrictions	P MATH 277 (or QUAN 203)		
Prescription	This course provides the mathematical foundation necessary to set premiums and reserves for general insurance contracts. It provides an overview of the various techniques used in general insurance, including loss distributions, credibility, and general insurance modelling.		
Student workload hours	150	Contact Hours	
Teaching/learning summary Face to face lectures and tutorials. Lectures will be two one-hour lectures per week with a one hour tutorial per week.		Lectures	24
		Tutorials	12
		Seminars	
		Labs/Studios	
		TOTAL	36
Course learning objectives (CLOs)	Students who pass this course should be able to:		
1	Calculate probabilities and moments of loss distributions		
2	Use Bayesian techniques for determining credibility premiums		
3	Apply the main concepts of generalised linear models to actuarial data		
4	Apply the main concepts of generalised extreme value theory to actuarial data		
5	Apply the main concepts of copulas to actuarial data		
Assessment items and workload per item		%	CLO(s)
1	Regular Periodic Assignments (3-4 hours each)	10%	1, 2, 3, 4, 5
2	Final Project (10-15 hours)	15%	1, 2, 3, 4, 5
3	Midterm Test (50 minutes)	15%	1, 2
4	Final Exam (3 hours)	60%	1, 2, 3, 4, 5
Mandatory course requirements	None		



MEMORANDUM

To	Academic Board
From	Margaret Hyland, Deputy Vice-Chancellor, Research
Date	19 August 2025
Subject	Repeal and replacement of the Recognition of Authorship Policy

Executive Summary

The Recognition of Authorship Policy provides guidance to researchers to ensure that all contributors to publications receive appropriate recognition for their work. It was last reviewed in 2016.

A review in 2024 noted that the current Policy content is guidance for staff, which does not align to the University's Policy Framework for a 'policy' that is required to include objectives, principles and high-level rules that cover the formal expectations of the University. The University's Responsible Research Policy (clause 6(h)) contains the high-level requirement that members of the University community correctly recognise authorship and contributions and does not require staff and students to do this in a specific way. Guidance on how to implement this clause is still required (see information on recognition of authorship guidance below).

The review also noted that the content is outdated and relatively restrictive so may not align to disciplinary standards or publisher and funder requirements, the disputes process requires a level of escalation that might not be required in many cases, and there was limited practical advice for those new to co-authorship. This has been addressed in the draft recognition of authorship guidance which was consulted on.

The proposal to repeal the policy and replace it with recognition of authorship guidance has been through the formal, University-wide consultation process. The submissions and actions taken in response are detailed in the memo.

Academic Board, which is currently listed as the approval agency for the Recognition of Authorship Policy, is asked to approve the repeal of the Policy. The Policy will be replaced with the online recognition of authorship guidance.

It is requested that the Academic Board:

Approve: the repeal of the Recognition of Authorship Policy.



Policy Document

Approval Memorandum

Title of Policy	Recognition of Authorship Policy
Policy Sponsor	Provost
Policy Owner	Deputy Vice-Chancellor, Research
Recommendation	That Te Hiwa endorses the proposal to repeal this Policy and forwards it to the Academic Board for approval.
Key Aspects	The University is continuously seeking ways to enhance the policy experience and ensure compliance with the Policy Framework when reviewing policy documents. As part of a standard policy review process, the DVCR and Legal Services team have agreed that the content Recognition of Authorship Policy aligns with guidance rather than policy.
Justification	<p>The Policy was reviewed in 2024 with initial feedback noting:</p> <ul style="list-style-type: none"> (a) The content was outdated and relatively restrictive. Specifically: <ul style="list-style-type: none"> • It may not align with disciplinary standards or publisher and funder requirements. • The disputes process required escalation to the Deputy Vice-Chancellor, Research, which might not be required in many cases. • There was limited practical advice for those new to co-authorship. • The Staff-Student Publication Agreement was limited in use and non-binding without further legal advice. (b) The alignment to the University's Policy Framework. Specifically: <ul style="list-style-type: none"> • A 'policy' sets out the objectives, principles and high-level rules that cover the formal expectations of the University, which is not the case with this Policy. • Guidelines set out the University's view of good practice in relation to a particular matter or activity and/or provide guidance to staff on making decisions, which is the case with the Policy content. (c) The Responsible Research Policy contains the high-level requirement that members of the University community correctly recognise authorship and contributions in clause 6(h). It does not require staff and students to do this in a specific or prescriptive way. <p>Draft Recognition of Authorship Guidance was developed to address the issues identified, and advice sought from Faculty ADRs, the Assistant Vice-Chancellor, Mātauranga Māori, the PGSA, FGR, Legal, Human Resources and the Library prior to undertaking formal consultation.</p> <p>This guidance was also developed with the intention of being online content on the new updated Research Hub on the intranet. Online content is a more user-friendly way to access the information, it is consistent with other guidance around policies that has been produced recently, and allows us to be more responsive to the needs of staff and research students as we can quickly add more resources or share any frequently asked questions as needed.</p>



Alignment with Strategy, Iho, Values, Objectives and Priorities	Reducing the number of policies in the University's portfolio would save significant time and effort, thus allowing for greater focus on strategic priorities.
Consultation	<p>Formal consultation was held between 30 April and 23 May 2025. The consultation sought feedback on:</p> <ol style="list-style-type: none"> 1. The proposal to repeal the 2016 Policy. 2. The proposal to replace the Policy with Guidance. 3. The content of the draft Recognition of Authorship Guidance including a draft Authorship Memorandum of Understanding template. 4. The proposal to publish the new guidance as online content on the Research Hub. <p>The consultation process was communicated to stakeholders in Faculties and Research Institutes (via University Research Committee members) in an email on 30 April and through Oka on 6 May.</p> <p>We received six submissions from across the University. There were no concerns raised regarding the proposal to repeal the Policy.</p> <p>Feedback was primarily on the guidance content (see below).</p>
Changes made following consultation	<p>A summary of the feedback and our responses is set out below.</p> <ul style="list-style-type: none"> • Ensuring that there was flexibility when documenting agreements on authorship – we have done this by offering best practice advice and guidance rather than prescribing a single approach. • Clarify wording on collection of data and acquisition of data – we have adopted changes to address this. • Noting differences between standards for authorship and standards for owning copyright – we have included additional advice. • Including a reference to the guidance in the Responsible Research Policy – this would be addressed following confirmation of approval. • Including contributions by technical staff more generally in the guidance – we have addressed this. • Allowing non-academic staff to develop research profiles – we have not addressed this as it is out of the scope for this work. • Including a specific point about non-discrimination when determining co-authorship – we have addressed this through a broader statement. • Concerns around decentralising the disputes process – we have not changed this process as it is consistent with best practice at institutes with no specific role for research integrity issues.
Financial/Resource Implications	No financial implications are expected to arise as a consequence of repealing this Policy and replacing it with guidance.
HR Implications	No HR implications are expected to arise as a consequence of repealing this Policy and replacing it with guidance.
EDI Implications	No EDI implications are expected to arise as a consequence of repealing this Policy and replacing it with guidance.

52



[page 1]

Recognising authorship

Authorship is an important way to recognise and credit the intellectual work and contributions of staff and students to research outputs.

Properly recognising authorship is essential for maintaining integrity, transparency, kaitiakitanga, and fairness in the academic community. A shared understanding of authorship can help build healthy research collaborations, reduce stress and conflict among collaborators, aid in resolving disputes, and ensure all authors have an equal opportunity to discuss authorship.¹

The University's [Responsible Research Policy](#) recognises the importance of correctly attributing authorship to those who have contributed to or funded the research, and appropriately acknowledge relevant work by others as part of ethical research. This includes ensuring that people do not claim authorship where they have not made significant contributions to the academic content of an output.

Staff and students need to ensure that the authorship of their research outputs meets ethical standards and aligns with international best practices, as this recognition is important for individual academics' reputations, the University's standing and the integrity of research more generally.

Key things to know about recognising authorship

- It is important to ensure that decisions on authorship are based on genuine contributions to the work. Authors should be confident that decisions are based on merit, free from the influence of academic or other hierarchical position/rank or bias, and any potential conflicts of interest. Taking a thoughtful approach to authorship decisions promotes fairness and supports academic integrity.
- There are a range of established standards and guidelines relating to authorship, which may be specific to a publisher, research organisation, or a discipline. Staff and students need to follow these standards and guidelines when preparing and submitting works for publication.
- Authorship is generally credited if someone significantly contributes to the research in areas such as designing the study, acquiring and analysing data, or drafting the publication, although this can differ between the standards for authorship set within disciplines and publications.

¹ Rasmussen, L.M., Banks, G., Demeter, E. *et al.* Authorship agreements benefit researchers and research culture. *Nat Hum Behav* 7, 2044–2045 (2023). <https://doi.org/10.1038/s41562-023-01758-8>



- Contributions limited to a task like securing funding, providing facilities, equipment or data, or overseeing a research group, are usually recognised as contributors or acknowledged individuals in publications.

Note: Some publishers explicitly exclude these types of contributions from authorship although some disciplines can justify authorship recognition, so it is important to check the publisher's requirements.

Note: Contributions that result in an authorship credit are not always sufficient to be considered an author for the purposes of copyright law. Staff and students need to be aware that unless they have contributed to the writing of the work or publication, it would be unusual for them have any rights over the work or its publication even as a named author.

- Staff and students involved in research should talk about authorship and what this means early in projects and collaborations. This includes any non-academic staff, such as those of technicians and fixed-term research assistants, and include them in project development and authorship discussions to ensure their contributions to publications are appropriately recognised. Good communication can help manage expectations regarding authorship vs other contributions, and support agreement on authorship recognition when it comes to future publications.
- It's good practice to document mutually agreed authorship (ideally in an authorship agreement or memorandum of understanding) and review this information as needed, especially if there are changes in project membership or authors request changes.
- If a publication will also form part of a research student's thesis, then that student needs to be the principal author of the publication and play the major role in writing the publication. It is not possible for two separate students to use the same publication as part of both of their theses – you can find out more about this in the Doctoral Regulations.

Staff and students, including those new to co-authorship, can find [more information](#) on co-authorship between staff and students, managing disputes related to authorship, what to avoid, along with some other resources on this topic. There is also [more information](#) on how to document authorship decisions and managing these documents, along with an authorship memorandum of understanding template.



[page 2]

Additional guidance on authorship

Find more information about staff co-authoring with students, managing authorship disputes, what to avoid, and other resources.

Co-authoring with Students

If staff members and students are publishing research together, it is important to differentiate between work produced for publication and work intended for an academic qualification. If a publication is also going to form part of a research student's thesis, then that student needs to be the principal author of the publication and play the major role in writing the publication.

Work produced for a qualification

Students have the ultimate responsibility for the work and resulting outputs produced for a qualification. Work intended for an academic qualification must be the work of the student who submits it. The University has guidelines on the scope of editorial support a staff member can provide for these and other assessed items that contribute to academic qualifications.

More information can be found in the [thesis guidelines regarding authorship and acknowledgement](#).

Disputes around authorship

Co-authors and collaborators should attempt to resolve any issues about authorship of an output informally and early, before the issue escalates.

If co-authors can't resolve the issue, seek advice from the relevant Head of School. The Head of School may need to consult with the appropriate Associate Dean, Dean or other parties as needed. If there are multiple schools or Faculties involved, more than one Head of School, Dean or Associate Dean may need to be advised.

If concerns about authorship can't be resolved in this manner, staff can seek to address these through the processes set out in the [Guidelines](#) that support the [Staff Conduct Policy](#). Issues involving students should be addressed using the processes set out in the [Student Conduct Statute](#) and [Academic Grievance Policy](#).

What to avoid in making authorship decisions

The following decisions need to be avoided to safeguard research integrity:

- Intentionally excluding a person who meets the criteria for authorship.
- Accepting or granting honorary authorship without any significant intellectual contribution to the work. If it is being considered to show appreciation or respect, the



person can be acknowledged instead. It should not be done to increase the chances of publication or to add credibility or status to the work.

- Accepting or granting a gift authorship. Gift authorship is when someone is given credit for a work they didn't significantly contribute to, usually out of obligation, respect, or in hopes of a future benefit.
- Accepting or allowing a ghost authorship. Ghost authorship is when someone who made a major contribution to a paper is not listed as an author. This can also happen when an unnamed person has significant control over the content. This can create a real or perceived conflict of interest, which must be disclosed.

Other useful resources

Authorship memorandum of understanding template

CRediT – Contributor Roles Taxonomy: <https://credit.niso.org/>

Defining the role of authors and contributors: [Vancouver Guidelines published by the International Committee of Medical Journal Editors \(ICMJE\)](#)

UK Research Integrity Office has a wide range of useful resources on authorship from the UK and around the world including guidance, webinars and videos, and further reading on a range of more specific authorship topics: <https://ukrio.org/ukrio-resources/authorship/>

Article: [Authorship agreements benefit researchers and research culture](#). Lisa M. Rasmussen, George Banks, Elise Demeter, Holly D. Holladay-Sandidge, Andrew McBride, Katherine Hall-Hertel & Scott Tonidandel. Nature Human Behaviour, 2023

Article: How to handle authorship disputes: A guide for new researchers. Tim Albert and Liz Wager for the Committee on Publication Ethics (COPE), 2003
http://publicationethics.org/files/2003pdf12_0.pdf



[page 3]

Documenting authorship

Find specific advice on documenting decisions around authorship and managing this process.

Good research comes from relationships, and formalising authorship can take place once the relationships, trust and contributions are clear. Good communication and talking explicitly in the early stages about authorship, can help you document any agreements you make about authorship. Early discussions can also help people recognise that they can't always contribute as they hoped to, and that ethically, authorship is based in meaningful contributions.

Documenting authorship can protect contributors from being excluded, but it isn't an assurance of authorship to those who don't end up making a contribution to the final publication. Identifying and documenting contributions to the research can start in the early stages of the project and be reviewed as needed, or worked through once publication decisions are clearer. This can let authorship emerge from the relationships and contributions that people make through the course of the research.

An authorship agreement or memorandum of understanding can help you document the types of contributions, corresponding author, authorship criteria, author order, other contributions and acknowledgments, and other aspects that are relevant along with any correspondence. This helps ensure transparency and accountability, and can support any resolutions to authorship disputes.

The corresponding author is usually the author responsible for documenting authorship and managing this information until after the output has been published.

Note: We have provided a template for a non-legally binding authorship memorandum of understanding. If co-authors want to have a legally binding authorship agreement, then this will be their responsibility, not the University.

Criteria for authorship

Authorship criteria should be agreed early and before documenting any decisions. Any specific authorship guidelines provided by funding agencies, publishers and other research organisations will also need to be considered.

Authorship criteria may vary depending on the discipline and publisher, but commonly include one or more substantial contributions to:

- Conception and design of the study.
- Acquisition of data that requires significant intellectual judgment, planning, design, technical skill or input.



- Analysis and interpretation of data.
- Drafting or critically revising the publication.
- Final approval of the version to be published.

All potential authors need to be aware of the criteria and agree to their inclusion as authors before documenting their role in the publication. If a person is joining the project at a later stage, then they need to be advised of the authorship criteria and what this means for their contributions.

Authorship order

Authorship order needs to be agreed to avoid misunderstandings. While decisions on order should reflect both discipline-specific conventions and the relative contributions of each author to the publication, authorship order will not necessarily determine how authorship contributions are assessed for the purposes of promotion.

Acknowledging other contributions

People who have made contributions to the research but don't meet the criteria for authorship should still be acknowledged.

Communicating with publishers and collaborators

Publishers usually require at least one author to be assigned as the 'corresponding author' and this should be documented.

In some cases, the publisher, or intellectual property considerations, or discipline-specific conventions may require that the 'corresponding author' be a staff member.

Other information to document

If a publication has been funded externally, document the funder details for acknowledgement and any funder-specific disclaimer statement to be included. Any details on plans for Open Access publishing, or ownership of [Intellectual Property](#) including copyright can also be documented as this information might need to be included in the publication itself.

Confirming what has been documented

Once all collaborators are happy with the information that has been documented, they need to confirm the final version. This is so that, in the unlikely event of a dispute, there is clear documentary evidence that everyone had agreed. This confirmation can be electronic, for example, an e-signature on the shared document or an email saying they confirm the details (stored with the document), or it can be physical.

Reviewing and updating what has been documented

Once the document has been developed, it can be reviewed and updated as collaborators join or leave the project. This is also an opportunity to confirm collaborators ongoing



contributions, agreement on authorship, and address any issues regarding authorship promptly and transparently. You should confirm any amendments to the document.

Storing documents

Unless other arrangements have been made, the corresponding or primary author should be responsible for storing the document in a way that all contributors have access to the latest version. Other authors may wish to keep a copy of the final version for reference.



TO	Academic Board
FROM	Nic Smith
DATE	11 August 2025
SUBJECT	Election of General Staff to Academic Board - 2025

Purpose

This paper asks Academic Board to recommend a third general staff member as a member of Academic Board.

The 2025 election of professional staff members

At the last Academic Board meeting it was announced that general staff members Beth Smith and Heather Day were elected to Academic Board.

Since that announcement however, the Academic Office has provided me with advice that the vote count on 14 July was taken at 12.15pm instead of midday when the election closed. At midday the vote for the second position on the Board was tied with Okan Tan.

Therefore, I am requesting the Academic Board to recommend that three staff members - Beth Smith, Heather Day and Okan Tan - are all appointed to the Academic Board as general staff representatives for the next 2-year term.

Council notification and approval

Subject to Academic Board's recommendation, I will then seek the University Council's approval for a third general staff representative to be appointed to Academic Board for the current two-year term.

Approval from the University Council needs to be sought because the Academic Board Statute currently states that there is to be two representatives from the general staff and no allowance is currently made where votes are 'tied' following an election result.

To recommend: For the current two-year period that Academic Board's membership include three general staff.

**MEMORANDUM**

TO	Academic Board
FROM	Rawinia Higgins, Deputy Vice-Chancellor Māori and Kaitiakitanga
DATE	11 August 2025
SUBJECT	Toihuarewa Terms of Reference
ACTION	Approve

Executive Summary:

The Toihuarewa terms of reference have not been updated since 2017 and no longer reflect how the committee operates. It is timely to make a number of small revisions relating to the purpose, scope and constitution of the committee.

The draft revised terms of reference are presented to Academic Board for approval.

Recommendation:

It is recommended that Academic Board approve the revised terms of reference for Toihuarewa.

TOIHUAREWA

A committee of the Academic Board

- Convenor:** Tumu Ahurei/Deputy Vice-Chancellor (~~Māori~~ and Kaitiakitanga), or delegate
- Purpose:** To advise the Academic Board, ~~the~~ Vice-Chancellor, ~~the Academic Committee, the Research~~ other University Committees and ~~F~~ faculties on ~~all matters concerning the development of~~ all Māori matters ~~concerning the development of academic programmes and research within~~ related to the University, to assist the University to meet its obligations under ~~the Te Treaty of Tiriti o~~ Waitangi and to advance ~~the strategic goals of Toihuarewa~~ Mai i te Iho ki te Pae—Māori Strategic Outcomes Framework.
- Scope:**
- (1) To initiate, encourage and enhance Māori academic opportunities and innovations.
 - (2) To consider for approval, as required, academic proposals from Te Kawa a Māui.
 - (3) To co-operate with ~~F~~ faculties in the development of academic qualifications and courses, and support the provision of programmes that help the University to meet its obligations under ~~the Treaty of Te Tiriti o~~ Waitangi.
 - (4) To facilitate kaupapa Māori (Māori issues and approaches) and mātauranga Māori (Māori knowledge) across Faculties and CSUs at the University.
 - (5) To be a forum for cross-disciplinary discussion about kaupapa Māori-related ideas, issues, research and goals.
 - (6) To oversee and advocate for the Māori academic interests of staff, students and tangata whenua.
 - (7) To consider and report on any matters referred to it by the Vice-Chancellor, Academic Board or other committees of the Academic Board.
 - (8) To meet at least three times per year and report to the Academic Board following each meeting.

- Constitution:**
- (1) Tumu Ahurei—/Deputy Vice-Chancellor (Māori and Kaitiakitanga) (Convener)
 - (2) Toi—A Deputy ConvenerAssistant Vice-Chancellor
- Mātauranga Māori
- (3) All Poukairangi—Associate Deans Māori
 - (43) All Māori academic staff of the University who elect to be members of Toihuarewa
 - (54) Up to two representatives of Māori students, appointed on the recommendation of Ngāi Taura
 - (65) The Chair of Te Hauhiku, or their nominee delegate
 - (76) Staff teaching in papers courses or undertaking research with significant Māori contentfocus, as invited by the membership of Toihuarewa.
- In-attendanceSecretariat:**
- (1) Executive Assistant to the Deputy Vice-Chancellor (Māori and Kaitiakitanga)
 - (2) ~~Executive Officer to the Deputy Vice-Chancellor (Māori)~~

Approved by the Academic Board, 30 May 2017XX XXXX 2025

MEMORANDUM

To	Academic Board
From	Professor Averil Coxhead Dean of Faculty of Humanities and Social Sciences - Te Wāhanga Aronui
Date	19 August 2025
Subject	Proposed School name change: School of English, Film, Theatre, Media and Communication, and Art History in the Faculty of Humanities and Social Sciences/Te Kura Tānga Kōrero Ingarihi, Kiriata, Whakaari, Pāpāho, Whakawhiti Kōrero, Tāhuhu Kōrero Toi

Executive Summary

The School of English, Film, Theatre, Media and Communication, and Art History in the Faculty of Humanities and Social Sciences – Te Wāhanga Aronui (FHSS) is seeking to change its name in both English and te reo Māori. The current names are: the School of English, Film, Theatre, Media and Communication, and Art History (SEFTMCAH) and Te Kura Tānga Kōrero Ingarihi, Kiriata, Whakaari, Pāpāho, Whakawhiti Kōrero, Tāhuhu Kōrero Toi. The proposed new names are the School of Arts and Media and Te Kura Kōmanawa.

This proposal was endorsed by the FHSS Faculty Management Team on 5 June 2025 and we are now seeking approval from Te Hiwa, before seeking endorsement from University Council in accordance with the Naming Rights Statute.

This proposal replaces an earlier proposal that was endorsed by the FHSS Faculty Management Team and Te Hiwa in 2024, but was then subject to objection from the Faculty of Architecture and Design Innovation.

The School was formerly named the School of English, Film and Theatre (SEFT), which was expanded to SEFTMS with the introduction of the Media Studies Programme. The name was changed to its current version following the addition of the Art History Programme into the School and the Media Studies Programme's change to the Media and Communication Programme. With each change, the additional programmes' names have been added to the School name in both English and te reo Māori, leading to a name that is excessively long and unwieldy, and often provokes amusement at University forums.

The existing name is also inaccurate, as the recent name changes of two programmes in the School are not reflected: the former English Literature Programme is now the English Literatures and Creative Communication Programme, and the former Theatre Programme is now Te Whare Ngangahau – Theatre and Performance Studies. The School is also home to the new Environmental Humanities programme from 2025. After discussion in the School, it was

therefore decided to seek a more thematic name to better capture the work of the different programmes in the School.

The process for arriving at a new proposed name in English began in 2024. It saw all members of the School invited to provide input and suggestions, which were then discussed at a School meeting, with the preferred three options put to an anonymous vote. That process revealed the School of Critical and Creative Arts to be overwhelmingly the preferred name and this is the name that was put forward through FHSS FMT and Te Hiwa in 2024, who approved it for recommendation to the University Council. After that name was approved by Te Hiwa, however, it was the subject of objection from the Faculty of Architecture and Design Innovation, on the grounds that the inclusion of "creative arts" in the name of what is currently SEFTMCAH would obscure content taught from the School of Design Innovation from students looking to study "creative arts" at Te Herenga Waka. Specifically, a concern was raised that students searching via Google for creative arts qualifications in Wellington would land on either the newly named School in FHSS or on Massey's College of Creative Arts (COCA), and would not be aware of FADI offerings, which could lead to a decline in FADI enrolments.

Following this objection, extensive consultation has occurred between the Deans of FHSS and FADI and the Heads of School of SEFTMCAH and SODI, including a meeting chaired by the Provost in February 2025. The Heads of School for SEFTMCAH and SODI have subsequently continued discussions focused on working collaboratively across disciplines and expertise shared between the two Schools, and these have been positive and collegial. As part of these conversations, it was agreed to take to SEFTMCAH the proposal that the School revert to one of the other name suggestions tabled in initial discussions, the School of Arts and Media. It was agreed that this name would be acceptable to SODI, and that SODI and FADI will not seek to change any of their names to include the term "creative". That is, we understand "creativity" and "creative arts" to be located across both faculties and in multiple schools.

While School of Arts and Media was not the preferred new name for what is currently SEFTMCAH, it captures clearly and simply the School's engagement in liberal arts and performing arts traditions, the place of media of all kinds (film and television, verbal and visual media) as objects of critical study across its programmes, and the position of Media and Communication as the largest programme within the school. The reversion to this alternative name was discussed with all programme directors and via email to the School, before it was put to a full School meeting and unanimously ratified as a pragmatic and acceptable solution.

The School's current te reo Māori name is Te Kura Tānga Kōrero Ingarihi, Kiriata, Whakaari, Pāpāho, Whakawhiti Kōrero, Tāhuhu Kōrero Toi. The School approached the Office of the Deputy Vice-Chancellor Māori as part of the initial name discussions for suggestions of a new name that did not need to be a direct translation of the proposed new English name. Professor Higgins noted that her office had previously suggested a possible name as part of the earlier Creative Fields project, and invited us to consider whether it was still appropriate, as follows: "A name that we thought covered the range of kaupapa within the School without being too literal - Te Kura Kōmanawa. The explanation we gave was that 'Te Kura' means 'the School' and 'Kōmanawa' is a Māori word for a spring (of water) but it is also used to express the welling up of thoughts. As we saw it, the combined School and the cluster of disciplines accommodated within it are connected through notions of creative thought, analysis and

interpretation. We think that 'kōmanawa' metaphorically captures that sentiment, while also being much simpler and easier to say than the School's current Māori name."

There is a clear consensus and strong support in the School for the adoption of Te Kura Kōmanawa as the new te reo Māori name for the School, as it is felt that it captures our kaupapa. Since the most recent conversations with SODI and the proposed change to School of Arts and Media, the School has consulted again with the Office of the Deputy Vice-Chancellor Māori, and they remain happy for the School to have Te Kura Kōmanawa as its Māori name.

The FHSS Faculty Management Team discussed the proposal at its June meeting and supported the adoption of the School of Arts and Media and Te Kura Kōmanawa as the new names for the School.

It is requested that the Academic Board endorse the recommendation that School of Arts and Media Te Kura Kōmanawa be the new school names for School of English, Film, Theatre, Media and Communication, and Art History in the Faculty of Humanities and Social Sciences/Te Kura Tānga Kōrero Ingarihi, Kiriata, Whakaari, Pāpāho, Whakawhiti Kōrero, Tāhuhu Kōrero Toi.



One Year Update Report on Academic Programme Review

MEMORANDUM

To	Academic Board
From	Professor Averil Coxhead Dean of Faculty of Humanities and Social Sciences - Te Wāhanga Aronui
Date	24 August 2025
Subject	One Year Implementation Report on Review of Media and Communication (MCOM) Programme

Executive Summary

The Academic Programme Review of Media and Communication (School of English, Film, Theatre, Media and Communication, and Art History) took place in June 2023. The report commended the programme on the quality of the undergraduate Media offerings, good enrolment numbers, hard work dedication of colleagues in establishing the BCOM and MCOM, development of international relationships and course redesign. The programme accepted recommendations from the review and made clear plans to address each point in the Implementation Plan.

The One Year Implementation Plan attached shows that the programme has completed or is well advanced in all but two recommendations. It is important to note is increased Māori and Pasifika student uptake of Media and Communication courses, major commitment and effort in understanding and engaging with kaupapa Māori in pedagogy, support and development for newly appointed colleagues and ensuring that students are informed as to how feedback has shaped developments in course design. There is ongoing work in finding out more about destinations, achievements and retention of Māori and Pasifika students (especially through to 300 level and postgraduate study) and future possible hiring of Māori/Pasifika academic staff into Media and Communication.

It is requested that the Academic Board endorse the One Year Implementation Report Review of Media and Communication.

Review of Media and Communication (MCOM) Programme

Date Review Report submitted to Academic Board:

One-year update report sign-off	Date:
Programme Director Trisha Dunleavy	10 July 2025
Head of School Sarah Ross	22 July 2025
Dean Averil Coxhead	24 July 2025

Overall comment from the programme (eg 1 paragraph)

In this section you should provide a brief overarching narrative on:

- How the Implementation Plan has progressed in the current context
- What your priorities are following this update, eg What you'll focus on for future implementation

Progress made against Recommendations

No.	Recommendation – use the recommendation from the report and Implementation plan	Original response to the Panel's recommendation	Summary of progress 1. No progress 2. Limited progress 3. Well advanced 4. Completed/BAU 5. N/A	Brief comment on issues related to progressing this recommendation eg. <i>This recommendation has now been picked up by a new project related in the Faculty</i>
1.	Collectively foster a staff culture that is mutually supportive, creative and agentic in responding to the significant opportunities and challenges faced by staff in continuing to deliver a high-quality programme.	Accepted	Well advanced	Staff have responded very positively to this recommendation, and it remains a priority area in terms of our interactions and goals. We have gained five new fulltime staff in recent years (two since the 2023 review) and their input has helped us to refresh and strengthen our staff culture. Since 2024, Media and Communication (MCOM) staff have also inhabited the same building, Von Zedlitz, allowing us to interact more frequently than was possible when we were located in different buildings on Fairlie Tce. Our goal with this recommendation has been to ensure that we have a highly functioning staff culture in which everyone feels a sense of belonging, feels supported in their work, and is as optimistic about the future as possible.

2.	Ensure that all new staff and staff who are early career researchers, have support systems which specifically support them to flourish as teachers and researchers.	Accepted	Well advanced	Our response to Recommendation 2 is closely connected to Recommendation 1 as the actions we have taken to foster a highly functioning programme culture are also supporting early career staff. Three staff were early career academics in 2023 when the review occurred. Our two newest staff, added in 2024-25 are now early career scholars. All these have received careful support in recent years, and we are grateful to our Head of School, our School manager, and to all MCOM staff for their contributions to this. Three of our newest staff have completed the University's Te Arawai Ako programme which has assisted invaluable with their teaching development. Research support for our newer staff has also been provided by Faculty staff and grants. All staff are active researchers and have fully utilised RSL and other opportunities to progress their research agendas. One of our early career researchers led an international conference (ANZCA) held here at VUW, a group of our newest staff are collaborating on an anthology book project, and our PG research coordinator (herself an early career researcher) has sought to pair newer with experienced staff for PhD supervision so that the former can develop supervision experience, this also allowing MCOM staff to combine their research expertise so that we can offer offer PhD supervision in a larger range of specialist areas.
3.	Prioritise the development of Māori and Pasifika media as key aspects of the programme, including a focus on Te Tiriti o Waitangi and mātauranga Māori across teaching, learning and research. These aspects should be developed with input from a range of staff across the University, as well as relevant industry professionals.	Accepted	Well advanced	MCOM is attracting a larger proportion of Māori and Pasifika students in recent years; a pleasing result that suggests they find our curriculum relevant and accessible. Specific objectives have been to uphold and actively promote Te Tiriti o Waitangi, mātauranga Māori and decolonising literacies throughout the development of curriculum content and research agendas. Our programme has taken steps towards these objectives by running a dedicated workshop led by CAD expert Chulainn Mabbett-Sowerby in the first instance. In this workshop we sought to better understand how to integrate Kaupapa Māori principles (including manaakitanga and rangatiratanga) into our teaching delivery systems so that we provide a relevant and engaging pedagogical approach. There have been flow-on impacts from this workshop including more informal strategies among our staff to engage better with mātauranga Māori, Tiriti and decolonising literacies as well as strategies to ensure all teaching staff (including tutors) have a working understanding of teaching within a Tiriti-led institution. Most core courses now have input from colleagues with expertise in Māori and/or Pasifika media and our annual curriculum hui is the forum that provides opportunity to reflect and develop

				further strategies in this area. There is an appetite within the programme to support this review recommendation going forward as attested to by the high level of interest among some staff in terms of engaging with te reo Māori and tikanga Māori.
4.	In line with the recommendation above, prioritise the appointment of Māori and Pasifika staff to the programme as financial constraints allow.	Accepted	Limited progress	We will continue to prioritise the appointment of Māori and/or Pasifika staff to the programme and we will continue to actively expand our networks to recruit in this area in the future.
5.	Develop a new graduate profile for Media and Communication which clarifies the student outcomes sought by the programme, including student knowledge of Māori and Pasifika media.	Accepted	Well advanced	A 'Graduating Year Review' process for our Communication degrees was completed in late 2024, the main purpose of which was to assess and report on the graduate outcomes for the Bachelor and Master of Communication degrees introduced in 2020. Within this, separate graduate profiles for each degree were revised. Given the close connection between Media and Communication as disciplines, these revised graduate profiles provide a strong and current basis for clarity about the outcomes being sought for graduates of the Media and Communication programme. Although more detail could be added to these profiles in regard to ensuring "student knowledge about Māori and Pasifika media", it seems too soon to make more specific commitments to this. Adding this outcome to our graduate profiles needs to await the appointment of additional staff with specialist expertise in Māori and/or Pasifika media.
6.	Carry out a curriculum mapping exercise to help realise a new graduate profile and provide a contemporary, engaging and sustainable approach to Media and Communication courses.	Accepted	Well advanced	<p>The appointment of two new staff in the last year has brought our staff complement to a total of 12 fulltime academics. We have held extended curriculum discussions (especially in our annual hui) about the needs of our curriculum and any gaps we perceive there are. Our Bachelor and Master of Communication (BC and MC) degrees each have core courses, the combined demands of which limit our capacity to make significant curriculum changes to Communication courses. That said, we are updating some of the COMS courses that we deliver.</p> <p>For example, the convenors of core Master of Communication courses have undertaken curriculum mapping to ensure that the required COMS502 course</p>

				<p>addresses the needs of both follow-on elective courses, COMS589 (research project) and COMS590 (internship).</p> <p>In 2025 and 2026 we are making some important curriculum changes at undergraduate level; these intended to allow us to update what we teach, remove courses we see as less relevant to today's students, and conceive new courses in areas of increasing significance for today's media. MDIA204 (<i>Place, Race and Media</i>), course that we have not been able to offer for several years, has been reintroduced from 2025. MDIA 321ST (<i>Self-representation on Social Media</i>) was introduced in 2025. Our curriculum discussions at our most recent hui have enabled the creation of two 200 level MDIA courses, both to be introduced in 2026. These are MDIA220ST (<i>Culture, Politics and Social Media</i>) and MDIA221ST (<i>Misinformation and Propaganda</i>).</p>
7.	In line with the development of a new graduate profile, ensure that the course prescriptions and course outline information for students clearly set out the full range of significant content and outcomes on offer in each course. These outlines should highlight where courses have outcomes and content specifically related to Māori and/or Pasifika media, Te Tiriti o Waitangi content and mātauranga Māori.	Accept	Completed	The course details requested in this recommendation are clearly communicated. Where Māori and/or Pasifika media, Te Tiriti o Waitangi content and mātauranga Māori are a focal point in courses, this is indicated in published course information.
8.	Explore strategies for sustaining high-quality learning and teaching while reducing staff workload. This could include, for example, replacing some tutorials with teaching formats such as workshops and 'lectorials', along with new forms of assessment and	Accept	Well advanced	This has been a big topic at recent MCOM hui (in 2024 and 2025) and staff meetings. Staff have made changes in this area, though have not sought to introduce programme-wide requirements. Our staff accept that the range of subjects taught in our programme are delivered in different ways and that the course convenors, as active researchers and specialists in the different areas, retain agency about how their subjects are best taught. Several courses we offer use 'lectorials', a few using a 'flipped classroom' approach. When making changes to course delivery and to assessments,

	feedback linked to the Nuku platform.			<p>staff are also seeking and finding ways to operate in a learning environment that is increasingly influenced by AI.</p> <p>The challenges of marking workloads now combine with the difficulties of managing the use of AI by students. Our responses have aimed to adjust assessment specifications in ways that reduce the opportunity for AI to inflect student writings. We are trialling different strategies in response to the increasing capacities of AI and achieving some success so far. One approach is to more carefully regulate how scholarly work is used and referenced by students. Another, is to proscribe the scholarship that students use to inform their work. A third, which involves some though not all MCOM courses, is to combine internal assessment with end-of-course exams. This reintroduction of exams aims to reduce the potentials for cheating through the use of AI or other means. COMS201 used an exam in 2025 (as 40% of the assessment total) and this went very well. We are considering introducing exams for COMS101 and COMS302 from 2026, but these will operate in a 'mixed' regime that includes at least 50% internal assessment.</p>
9.	Develop a more systematic approach to the analysis and use of course evaluations, as well as student retention, achievement and destination data, especially that of Māori and Pasifika students.	Accept	Limited Progress	<p>We have made changes to the processes through which student evaluations of teaching and courses occur in MCOM. One aim of these changes has been to more overtly demonstrate to students that their feedback is valuable and is used for the continuous improvement of courses. Another aim has been to increase the lines of communication between convenors and class representatives during and after student feedback is gathered. We have made it mandatory for course convenors and class representatives to meet together soon after student feedback is obtained. Staff are also asked to highlight to students (in the last weeks of courses) any changes made in response to student feedback.</p> <p>The second part of this recommendation is about the analysis and use of student retention, achievement, and destination data, particularly for Māori and Pasifika students. Resources remain too limited to allow staff to regularly analyse the student retention and achievement data for a better understanding of our student's experiences. We do not have destination data for our students but understand that it would be beneficial if this data were collected. Having such data would allow us to highlight future job</p>

				opportunities to students. Currently, however, we simply do not have the resources to track the career movements of our graduates.
10.	Work more closely with students and student support groups to develop specific strategies which improve the achievement and retention of Māori and Pasifika students through to 300 level and postgraduate study.	Accept	Limited progress	We are working on this in our annual hui, a context in which we have time for in-depth discussions and have enlisted input from CAD, which we will continue to ask for each year. There is much more work to do in this area, however. It is an important objective for our staff but we do need input from specialists such as CAD's Chulainn Mabbett-Sowerby. More time with CAD experts who can provide support and guidance to us on how best to support and retain Māori and Pasifika students, could make a positive difference for us.
11.	Develop a system for regularly communicating to students how courses have developed in light of previous student feedback. This could be, for example, a brief comment as part of the course introduction and outline and within opening teaching sessions.	Accept	Well advanced	We have introduced a new step in our evaluation processes that was intended to respond directly to this recommendation. Following their collection of student feedback and subsequent meetings with course convenors, our class representatives are invited to report back to students. These elements of our revised evaluation process aim to ensure that students find out how their feedback was received and what changes will be made as a result.

ACADEMIC BOARD TE TAUMATA

Minutes of the meeting of the Academic Board held on Tuesday, 15 July 2025 at 1.00pm in the Hunter Council Chamber

The meeting was held face-to-face in the Kelburn Council Chamber and was convened by the Vice-Chancellor Professor Nic Smith. The meeting was opened with a karakia and everyone was welcomed to the meeting.

PART A

25.34 Apologies, acknowledgements and welcomes

A welcome was given to newly elected board members:

- *Wellington School of Business and Government:*
Luke Chu, Barbara Allen, Noelle Donnelly and Amanda Wolf.
- *Faculty of Humanities and Social Sciences:*
Xavier Marquez and Jenny Wollerman.
- *Professional staff members:*
Beth Smith and Heather Day.

Apologies were taken as read (see Appendix 1).

It was noted that meetings will alternate between campuses going forward, with the next meeting scheduled for Tuesday 19 August in RHLT1 at the Pipitea Campus.

No items were brought forward from Part B to Part A.

25.36 Vice-Chancellor Oral Report

The oral report of the Vice-Chancellor was received.

Ngā Mokopuna, Te Herenga Waka—Victoria University of Wellington, has gained significant recognition in 2025 for its innovative and sustainable design. The project continues to progress through the Living Building Challenge accreditation, with credit due to the dedicated team behind its conception and ongoing development.

People are encouraged to attend the two-day *Growing our Future* project which aims at restoring native forests around the Wellington region.

The Open Day on Friday 22 August is a significant event for the University and registrations are currently tracking well ahead of last year's numbers.

Work has progressed within the Te Hiwa/Te Ama university management space. Over the past year, efforts have focused on defining our values, vision, and priorities. We are now transitioning into the implementation phase, with a focus on delivering against key performance indicators (KPIs). This work is being shared across various university forums, and all-staff meetings.

Positive news received on funding due to over-enrolment beyond the 102% cap. This resulted in an additional \$2.6 million for 2025 which must be spent this year. The funding outcome was about two-thirds of the maximum hoped-for amount. There is no guarantee this funding will continue in 2026, with indications from TEC that funding may not be available next year. Moving forward focus areas are positioning ourselves for additional revenue, identifying cost-saving opportunities, and reducing administrative burden on staff. While 2026 will be challenging, we are better prepared than in previous years.

International students continue to be a strategic focus, with exciting developments in recent weeks. Recently the Vice Chancellor joined the Prime Minister Rt Hon Christopher Luxon on a visit to China, where they engaged with key partners in the education sector. The visit highlighted strong enthusiasm from Chinese institutions and students for collaborative opportunities and joint initiatives. A landmark agreement with Fudan University was signed, significantly enhancing our reputation within the Chinese university sector.

Amid current restrictions on international students in the USA, New Zealand's position as an open, democratic, and welcoming country was emphasised. We remain committed to embracing diverse global talent, including students from China and beyond. These developments mark a promising step forward in our international strategy and reinforce our commitment to global engagement.

The Vice Chancellor expressed concern over recent developments involving executive overreach and the contradictory nature of efforts to regulate diversity viewpoint while simultaneously undermining Diversity, Equity, and Inclusion (DEI) initiatives in the U.S. These actions were described as difficult to rationalise, yet significant in their implications.

NZ universities have been asked to respond to proposed changes in the Education and Training Act, specifically regarding the requirement for a formal policy on freedom of expression and academic freedom. Our institution has a comprehensive policy in place that aligns closely with the proposed requirements. The key difference is the inclusion of students—the proposal suggests that universities must host speakers invited by either staff or students, whereas our current policy only covers staff invitations. We have explored practical ways to address this change. One concern raised is the potential cost implications when hosting speakers, particularly around health, safety, and security measures. We remain committed to upholding freedom of expression while ensuring the safety and operational integrity of the campus community.

The Vice Chancellor has been actively leading a university group across New Zealand, focused on responding to proposed changes in the Education and Training Act. This group has been

submitting responses to the Select Committee and coordinating sector-wide efforts to meet new requirements (including surveying university communities on academic freedom and freedom of expression). A draft set of survey questions is near completion and are proposed to be used across all universities. While each institution will maintain its own policy, the goal is to ask the same questions, follow a shared cadence, to align with staff surveys to improve participation rates.

Low participation in similar surveys has led to polarised interpretations, highlighting the importance of thoughtful design and timing. Additionally, the sector is working toward a common framework for recording complaints, focusing on the number of complaints and those upheld, with further details still under discussion.

Under the auspices of Universities New Zealand (UNZ), the Vice Chancellor is also leading efforts to strengthen the sector's narrative—emphasizing the relevance and importance of universities to maintain and enhance public trust and social license. Significant progress has been made across New Zealand universities, with a strong proposal now agreed on by the group. This initiative will move forward with shared resourcing and coordination, and our university will be updated on its role in the coming weeks. It was emphasised that social licence should not be taken for granted—either at the institutional level or across the sector—especially in light of the current political climate.

Discussion included:

- It was questioned whether the projected dip in school leaver numbers should prompt forward planning for the period 2027–2029. It was advised that while this dip could present a challenge, if current momentum continues or accelerates, its impact will likely be minimal. Key focus areas identified include maintaining momentum in growth and recovery, regaining domestic market share, particularly beyond Wellington, and maximising international student opportunities.
- It was suggested that with the institution receiving extra funding from TEC, and with an interest in using it to reduce staff workload, one potential area of investment is artificial intelligence (AI). This could support research, teaching, and administration, noting students and employers are already engaging with AI. A group is being formed to explore AI use across three key areas: Operational Efficiency, Teaching and Learning, and Academic Integrity. There's also a broader concern about AI replacing jobs, which needs proactive attention. The group aims to map current AI initiatives within the institution and develop a cohesive strategy.
- The topic of academic freedom and institutional neutrality was revisited. The Vice Chancellor advised that by clarifying that neutrality means not speaking on behalf of staff but rather creating an environment where staff feel supported to express their expertise and opinions publicly. The aim is to ensure the university backs its staff without imposing a singular institutional stance.
- A question was raised in relation to whether the extra funding could be allocated to areas experiencing significant growth, as some departments are currently stretched under the existing budget model. The concern was acknowledged but it was emphasised that the funding is short-term (only available until December). Therefore, it must be used strategically to support long-term sustainability, especially with anticipated pressures in 2026.

- It was acknowledged that some of our current systems and structures require overdue improvements.

25.37 Written Report

AB25/44

The February 2025 DVC report was **received** from the Deputy Vice-Chancellor (Academic), Deputy Vice-Chancellor (Māori and Kaitiakitanga), Deputy Vice-Chancellor (Research), and Deputy Vice-Chancellor, Students.

Deputy Vice-Chancellor, Academic Report

Professor Robyn Longhurst spoke to her report which was taken as read.

The *He Kokonga Whare e Kitea* programme aimed at accelerating student success is progressing well. A survey link has been emailed to all staff, with around 500 people starting but only 276 completing the survey. Participants are encouraged to finish the survey as these responses help establish baseline data. The University of Canterbury, a partner in the project, has received just over 400 responses, and the goal is to match or exceed that number. A total of 110 people have signed up for workshops via the survey link, which is comparable to Canterbury's turnout. Appreciation was given to Karen Smith who is leading the project.

Good progress is being made with work integrated learning and software being put into place. A small number of courses are set to go live in Term 2. Additionally, a new physical hub has opened on Level 4 of Rutherford House.

Mata has officially launched, marking a significant milestone after years of development. While it's not yet perfected and will continue to evolve, its launch is a major achievement. The repository is now seen as a vital centralised source for the curriculum, enabling many other initiatives.

It was acknowledged that the lack of integration between Mata and Banner—another key central repository—is disappointing. While the historical reasons for this disconnect are understood, it remains a missed opportunity. However, it is recognised as an area for ongoing development.

Deputy Vice-Chancellor, Research Report

The Adam Art Gallery received an architecture award in Wellington, and our Mock Printer project is advancing to the National Architecture Awards. Ti Awa, as part of our broader campus, was highlighted through the Rody app win at the Wellington Gold Awards, reflecting positively on our community. The app looks smart and is recommended for holiday planning, offering useful travel tips. Additionally, the "New Thinking Award" was sponsored and presented to Bret McKenzie, who is known for being part of the comedy duo *Flight of the Conchords*.

A new research hub is being developed as a centralised resource for researchers, focusing on training, skills, and support beyond their core disciplines. It consolidates various offerings related to research activities such as project management, managing externally funded grants, research communication, and grantsmanship, making it easier for researchers to access essential non-disciplinary skills in one place.

This initiative is especially timely as the research funding landscape is expected to undergo major changes. Traditional funding sources like Marsden and HRC may not be available in the coming years, requiring researchers to adapt to new funding models. The Research Hub will provide a framework for researcher development, helping our community navigate and thrive amid these changes.

An upcoming workshop on Online Disinformation and Researcher Safety session will focus on the growing threat of online disinformation and technology-facilitated harm, and how researchers can protect themselves. This workshop will be led by Nicole Skews-Poole, an external expert in organisational support in this area. The goal is to ensure researchers feel supported and empowered to continue their important work without fear of online threats or harassment.

Deputy Vice-Chancellor, Students Report

The report was taken as read.

Our open day is 22 August, and people are encouraged to be part of the day and sign up. Registrations to-date are tracking well with 3,689 registrations, which is about a 1,000 up from last year, and people are encouraged to join briefings and participate. An upcoming communication in relation to the sessions will help people feel confident in their roles on the day.

In terms of recruitment, we have seen promising developments with our International Experience Grant. Last year we began offering it to Year 13 students, allowing them to study at one of over 140 universities offshore while covering their tuition fees for the trimester abroad. Despite being advertising late, we saw a strong uptake, and this year we are promoting it earlier to encourage even greater participation, with all grant recipients enrolled in our leadership program, which will be formally established by 2026.

We are gaining recognition for our strong support of disability and inclusion students, leading to increased enrolment and improved course completion rates, thanks to staff engagement and resources like the enlightening disability confidence e-module which serves as an excellent recruitment tool.

The student information desk outside the library on the mezzanine floor of the hub is part of a broader vision to provide accessible, visible, and inclusive support for students through a one-stop-shop model that adapts to their journey, with a soft launch currently underway and plans to expand to other campuses in 2026.

At the staff forum, it was advised that Open Day marketing is aimed at attracting people from outside the region. Data on which regions sign-ups are coming from will be shared at the next Academic Board meeting.

The Uni 101 program was recognised for improvements made in response to feedback. Regarding the Victoria Plus and international programs, current students can complete their existing program, but no new enrolments are being accepted. A new replacement program will begin in 2026, with a teach-out process in place to support transitioning students.

Deputy Vice-Chancellor, Māori and Engagement Report

The report taken as read.

25.38 Revised Emeritus Professor Policy

Three emeritus professor nominations are being considered in Part C under the old policy. Robyn and Bryony conducted extensive university-wide consultation on the policy, as noted in the covering document.

The delegation of authority has shifted from the Council to the Vice Chancellor. Although the Academic Board isn't formally part of the approval process, their judgment and feedback are valuable. A discussion with the Academic Board was proposed to address implementation aspects and gather input for future emeritus professor proposals.

The motivation for reviewing the emeritus professor policy stems from a comparison with practices at other universities. Historically, the process at Te Herenga Waka has differed significantly from other institutions. In particular, the designation of emeritus professor had become informally associated with post-retirement benefits, such as library access, rather than being recognised as a prestigious academic honour. In contrast, at other universities, emeritus status is conferred selectively and is regarded as a significant recognition of academic distinction, awarded to only a small fraction of professors. The revised policy aims to restore and elevate the status of emeritus professor at Te Herenga Waka to align with this higher standard of academic honour.

A discussion with the Academic Board took place to explore implementation aspects of the revised policy and gather feedback for future refinement.

Discussion included:

- It was suggested that requesting a CV or career summary early in the process can feel like an application, which may be uncomfortable for senior academics. Reframing this step to emphasise honorific recognition was suggested.
- The nomination form's wording may imply formality. Adjustments were recommended to better reflect the nomination-based nature of the process.
- The phrase "university contribution over the whole of a career" may disadvantage those who started at lower academic levels or joined later. It was suggested to revise or remove the word "whole" for greater fairness.
- The use of "University" (capital U) may imply contribution solely to Te Herenga Waka. Using "university" (lowercase u) could better reflect broader academic contributions.
- It was recommended that creating a mechanism to recognise individuals who made significant contributions but did not reach professorship would allow the institution to honour a broader range of impactful staff.
- Previously, nominees were often unaware they were being nominated, which some preferred. The current process requires informing nominees early, which changes the dynamic and may feel less organic.

25.39 Proposals for New Programmes/Programme Amendments

The following new programme proposals were endorsed by the Academic Board for submission to CUAP Round 3:

Faculty	Faculty Ref Number	Proposal Title	Reference
FoSE	VUW/25–MSpaceSc/1, PGDipSpaceSc/1	New 180-point Master of Space Science and 120-point Postgraduate Diploma in Space Science (MSpaceSc, PGDipSpaceSc)	AB25-46 (APC25-33))
FEHP	VUW/25–MCP/1	New 240-point Master of Clinical Practice (Midwifery) (MClinPrac(Mid)) The proposed Master's in Clinical Practice (Midwifery) aims to support the midwifery workforce by offering a new entry pathway and building on institutional strengths, with course design and regulatory concerns to be addressed in future planning.	AB25-47 (APC25-34)
FEHP	FOH/25/1 VUW/25–BHIth/1	Amend the HINF major	AB25-48 (APC25-35)
FHSS	VUW/25–PGCertHELT/1	Amend the PGCert HELT, PGDipHELT The proposal aims to significantly revise an existing, previously unavailable qualification by lowering entry barriers and offering flexible, responsive professional development options to better serve the broader university community.	AB25-49 (APC25-36)

Student representatives advocated for integrating HELT 550 into the core curriculum in future years to honour the university's commitment to Mātauranga Māori. The Curriculum and Academic Development (CAD) team advised they ensure these elements are meaningfully integrated throughout programmes rather than treated as separate or optional. There are also capability and resource limitations. The goal is to launch the program quickly and offer multiple iterations of key courses, but this must be balanced with other university commitments.

25.40 Programme Amendments for Academic Board approval

The following programme amendment were approved by the Academic Board:

Faculty	Faculty Reference Number	Proposal Title	Reference
FOSE	FOSE25/2 VUW/20-MSc/2, MEnvSc/1, PGDipSc/1, PGCertSc/1	Add GEOG 415 as an approved course	AB25-50 (APC25-37)
WSBG	WSBG/3 VUW/25 MActSc/1, PGCert_DipActSc/1, MCom/2, BComHons/1	Increasing ACTS 501-503 from 15-20 pts. Reconfigure postgraduate actuarial science courses	AB25-51 (APC25-38)
WSBG	WSBG/1 VUW/24- BCom/1, BC/1	Amend MKCO major in Bachelor of Communication	AB25-52 (APC25-39)
FEHP	OH/24/9 VUW/24- PGDipHlthPsysc/1	Amend the MHLthPsysc and PGDipHlthPsysc Programmes	AB25-53 (APC25-40)
FHSS	FOH/24/9 VUW/24- PGDipHlthPsysc/1	Make COMS and MDIA special topics permanent and amend the Environmental Humanities major to include MDIA 315	AB25-54 (APC25-41)
FHSS	VUW/25-MMigS/1	Amend the regulations for the Master of Migration Studies	AB25-55 (APC25-42)
<i>FHSS</i>	<i>VUW/25-MPP</i>	Amend the requirements for the Master of Politics, Philosophy and Economics	<i>AB25-56</i> <i>(APC25-43)</i>
It was noted that a repeated clause in the regulations after Part 2 needs to be deleted, and a small amendment under Section 4(b) is required to ensure at least 45 points at the 500-level are included in the Master's program to meet compliance, with verbal amendments approved.			
FOSE	OSE 25/1 VUW/25- MSc/1, PGDipSc/1	Amend ERES subject in the MSc and PGDipSc	AB25-57 (APC25-44)

25.41 Resolution concerning exclusion of non-members

Part C of the agenda

The resolution concerning exclusion of non-members was not required for this meeting.

PART B OF THE AGENDA

The following items, not having been brought forward, were confirmed.

25.42 Confirmation of the Minutes of the meeting held on 15 April 2025

The minutes of the Academic Board meeting (Part A and B) held on 15 April 2025 as set out in document AB25-59 (Numbers 25.15-25.31) were confirmed.

Note: Part C of meetings are excluded for reasons of confidentiality where applicable.

25.43 Report of the Academic Programmes Committee

The Academic Programmes Committee report of 25 March 2025 was noted. AB25-60

25.44 Academic Programme Review Design Innovation – One year update AB25-61

The one year updated of Implementation Plan for the Design Innovation Academic Programme Review was received.

25.45 Graduation Procedure Update and Policy Integration AB25-62

The rescinding of the Graduation Procedure Update and Policy Integration was received.

25.46 Centre for Academic Development (CAD) Annual Report for 2024 AB25-63

The CAD Annual Report for 2024 was received.

25.47 Terms of Reference and Constitution for Te Poari o Te Wāhanga a Manaia—Faculty of Science and Engineering.

The Terms of Reference and Constitution for Te Poari o Te Wāhanga a Manaia—Faculty of Science and Engineering was noted. AB25-64

The meeting concluded with a Karakia Whakamutunga

Whakairia te tapu	Restrictions are moved aside
Kia wātea ai te ara	So the pathway is clear
Kia turuki whakataha ai	To return to everyday activities
Hui e! Tāiki ē!	Enriched, unified and blessed!

The meeting closed at 2.25 pm.

Attendance

44 members attended; 13 non-members were in attendance; 19 apologies were received (refer to Appendix 1 for detailed record).

Signed: _____

Professor Nic Smith, Vice-Chancellor

DRAFT

APPENDIX 1

Appendix 1: Academic Board attendance 15 July 2025

Dr Barbara Allen	Dr Linda Hogg	Professor Sally-Jane Norman
Professor Jane Bryson	Professor Margaret Hyland	Professor Robyn Phipps
Associate Professor Sasha Calhoun	Dr Nigel Isaacs	Professor Janet Pitman
Alberto Costi	Professor Bryony James	Professor John Randal
Professor Averill Coxhead	Professor Annemarie Jutel	Professor Jenny Ritchie
Professor Joanne Crawford	Associate Professor Maja Krtalic	Ethan Rogacion
Professor Neil Dodgson	Professor Simon Keller	Dr Helen Rook
Dr Eli Elinoff	Associate Professor Robert Keyzers	Professor Sarah Ross
Fabie Filo	Professor Dean Knight	Professor Paul Teesdale-Spittle
Professor Alejandro Frery	Professor Ivy (I-Ming) Liu	Trish Wilson
Dr Nicola Gilmour	Professor Hai Lin	Amanda Wolf
Professor Dave Harper	Professor Robyn Longhurst	Jenny Wollerman
Dr John Hayward	Professor Stephen Marshall	
Assoc Professor Meegan Hall	Associate Dean Xavier Marquez	
Professor Dave Harper	Christine McCarthy	
Professor Nikki Hessel	Professor Nicola Nelson	

Non-members in attendance

Dr Andrew Munkacsi
Dr Monica Handler
Dr Robert Stratford
Dr Stuart Marshall
Dr Tulasi Parashar
Dr Yvette Perott
Carol Morris
Elena Louverdis
Joseph Habgood
Rayne Aldridge
Reece Moors
Varsha Narasimhan
Yang Liu

Apologies

Antoinette Ahilakumaran
Associate Professor Kathy Holloway
Dr Luke Chu
Professor Kim Cunio
Professor Anne Goulding
Professor Catherine Iorns Magallanes
Professor Claire Freeman
Professor Graeme Austin
Professor John Townsend
Professor Karen Smith
Professor Kim Cunio
Professor Michael Winikoff
Professor Nicholas Gollege
Professor Rawinia Higgins
Professor Rebecca Priestley
Professor Richard Arnold
Professor Siah Hwee Ang
Professor Susan Ballard



VICTORIA UNIVERSITY OF WELLINGTON
ACADEMIC BOARD

Date	19 August 2025
Proposer	Professor Robyn Longhurst, Deputy Vice-Chancellor (Academic)
Reference	AB25-79
Title	Reports of the Academic Programmes Committee for 22 July 2025
Author (memorandum)	Carol Morris, Secretary Academic Governance

It is requested that the Academic Board:

Approve: for submission the 7 non-CUAP proposals summarised in the report;

Note: the other items discussed and/or approved by the Academic
Programmes Committee at its 22 July 2025 meeting.

Note: Items that are included in this report are available from the Academic Office upon request.

MEMORANDUM

To	Academic Board
From	Carol Morris Secretary Academic Governance
Date	19 August 2025
Subject	Report of the Academic Programmes Committee (APC)

This section of the report covers the 22 July 2025 meeting of the Academic Programmes Committee.

A. Programme Amendments for Academic Board approval

The proposals summarised below were endorsed by the Academic Programmes Committee for submission to the Academic Board.

Faculty	Faculty Reference Number	Proposal Title	APC Reference
FADI	BDI/1	Amend the BDI Programme	APC25-50
FOSE	BSc/5, BA/9, BEnvSoc/1	Modify DEVE major; add GEOG 306 Add new course GEOG 306 and modify the DEVE Major	APC25-51
FHSS	BA/8	Amendments to the English Literature major	APC25-52
FOSE	MScSoc/1, MCCSP/1, MC/1	New course SCIS 417 Climate Change Communication to be co-taught with SCIS 317	APC25-53
FOSE	VUW/25 – BCom/3, BSc/1, GDipCom/1, BComHons/1, MCom/1	Reconfigure the 300-level Actuarial Science curriculum	APC25-54

B. New Programmes/Programme Amendments

The following new Programmes/programme amendments were approved by the Academic Programmes Committee.

Faculty	Faculty Reference Number	Proposal Title	APC Reference
FADI		SARC 303 Design Thinking for Business Design and Business	APC25-55
FADI		SARC 403 Advanced Design Thinking for Business Advanced Design and Business	APC25-56
WSBG	MIS/1	INFO 533 course amendments	APC25-57
FOSE	BSC/3	Amend CHEM 210 Requisites	APC25-58
FOSE	BSC/4	Amend CHEM 307 Requisites	APC25-59
FHSS	BA/9	Amendments to THEA courses- two new courses, changes to points value and prerequisites for existing courses	APC25-60
WSBG	BCom/3	Amend undergraduate Actuarial Science Curriculum	APC25-61

C. Other matters (for noting)

The following Special Topics were noted by the Academic Programmes Committee

Faculty	Faculty Reference Number	Proposal Title	APC Reference
FHSS		CRIM 417 Special Topic Criminology of Terrorism: Causes, Response and Prevention	APC25-62
FEHP		EDUC 564 Special Topic Restorative Practice	APC25-63
FOSE		New Special topic content for GEOG 411	APC25-64