**POARI MĀTAURANGA | ACADEMIC BOARD**

# AGENDA

*for the*

## SPECIAL MEETING

*to resolve deferred items concerning*

**Governance of Academic Board**

**Date:**              **Wednesday, 26 June, 2019**
**Scheduled Start:**   **0900h**
**Scheduled End:**     **1030h**
**Location:**          **110-2019 Boardroom**

# POARI MĀTAURANGA | ACADEMIC BOARD

## SECTION 1      NGĀ KUPU ARATAKI | PRELIMINARIES

### Item 1.01      Opening Karakia

Manawa mai te mauri nuku
Manawa mai te mauri rangi
Ko te mauri kai au
he mauri tipua
Ka pakaru mai te pō
Tau mai te mauri
Haumi e, hui e, taiki e!

### Item 1.02      Welcome from the Chair

- Governance
- Self-Assessment
- Subcommittees

<div align="center">

**SECTION 2**     **STANDING ITEMS**

</div>

## Item 2.01     Ngā Whakapāha | Attendance, Apologies & Quorate Status

- Merran Davis
- Debra Robertson-Welsh

**RECOMMENDATION**

**That the Committee accept the Apologies of today's meeting.**

## Item 2.02     Mahia Atu | Matters Arising

(None)

## Item 2.03     Pitopito Kōrero o Ngā Hui | Minutes of the Previous Meeting

(Not applicable)

## Item 2.04     Academic Quality Action Plan

Presenter:     Simon Nash

Accurate as of 2019-05-31:

> https://unitecnz-my.sharepoint.com/:x:/g/personal/snash_unitec_ac_nz/EUghUcAhoYJBhuYLI3WqPQsBDSVN--k0RENhrFFgAKupQw?e=IifXt7

## Item 2.05     Committee Work Plan (2019)

(See next page)

## Item 2.06     Actions for Review

(Not applicable)

**Committee Work Plan 2019 – Academic Board**

*As at 2019-06-25*

Items yet to schedule:

- School evaluation
- Service Centre evaluation
- Institute Evaluation
- Investment plan
- Academic Risk Management

| Meeting Date | Item |
|---|---|
| February | • Review of Membership & Terms of Reference<br>• Review of outcomes from Māori Success Strategy<br>• Review of outcomes from Pacific Success Strategy |
| March | • Student Performance Interim Report (for previous year)<br>• Review of Degree Monitoring report (for previous year)<br>• Industry engagement report (including outcomes from Employer Survey report every second November)<br>• Evaluation of Complaints process & outcomes (for previous year)<br>• Evaluation of Academic Appeals process & outcomes (for previous year) |
| April | • Full year Student Course Survey report (for previous year)<br>• Annual review of Student Success<br>• Review of Enrolment processes & outcomes |
| May | • Staff Pulse/Engagement Survey report<br>• Student Performance Final Report (for previous year)<br>• Review of Programme Evaluation Plan (PEP) process & outcomes (for previous year) |
| June | • Graduate Survey report<br>• Institute Research Report |
| July | • Semester 1 Student Course Survey report<br>• Semester 1 Student Net Promotor Score (NPS) report<br>• Award of Qualifications |
| August | • Review of outcomes from Māori Success Strategy<br>• Review of outcomes from Pacific Success Strategy |
| September | • Staff Pulse/Engagement Survey report<br>• Semester 1 Programme Evaluation Plan (PEP) report<br>• Student Performance Report (Semester 1)<br>• Self-Review of performance against requirements of the *Education (Pastoral Care of International Students) Code of Practice 2016* |
| October | |
| November | • Staff Pulse/Engagement Survey report<br>• Research production in degree programmes<br>• Semester 2 Student Course Survey report |
| December | • Award of Qualifications<br>• Academic Board self-assessment<br>• Review of Academic Board Membership & Terms of Reference<br>• Student Net Promotor Score report full year (NPS) |

## SECTION 5        WHAKAWHITI KŌRERO | ITEMS TO DISCUSS

Te Whare Wānanga o Wairaka |
Unitec Institute of Technology

Poari Mātauranga |
Academic Board

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2019-06-26

# memo

**Unitec**
Institute of Technology
TE WHARE WĀNANGA O WAIRAKA

| | | |
|---|---|---|
| To | Te Poari Mātauranga<br>Academic Board | Date 04/06/19 |
| From | Simon Nash<br>Chair Academic Board | |
| Subject | Academic Board Governance Post-EER | |

### *Purpose*

For Academic Board to plan its response to those EER recommendations that specifically pertain to its work, as set out in the Academic Quality Action Plan (AQAP).

Please prepare for discussion at the Academic Board meeting on 12 June by reading this memo and associated sections of the Academic Quality Action Plan, AB Terms of Reference (at front of each meeting agenda) and Unitec Academic Statute, and consider the recommendations below.

### *Recommendations*

1. **Academic Board include as a standing item at the end of each meeting a 'Self-Assessment of Academic Board' to review its own performance against its Terms of Reference.**

2. **Academic Board include as a standing item 'Academic Board's Response to the AQAP' for those Academic Quality Action Plan items pertaining to the conduct of its own work.**

3. **Academic Board review its sub-committee structure and functions (including PAQCs) to ensure their effective operation**

4. **Academic Board reviews its Work Plan and monthly Agenda to ensure effective governance and management of all aspects of the Quality Management System, including reporting and monitoring of the QMS as required in the Unitec Statute.**

### *Commentary*

The EER report is critical of the work of Academic Board and has sheeted home to AB accountability for a substantial part of Unitec's Category 3 outcome. It has identified a number of aspects of *how Academic Board works* that require improvement, including its culture, competency, understanding of role and exercise of mandate, and its governance relationship to management. Notwithstanding the many other factors impacting on our EER outcome, the

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purpose of this memo is to have AB begin to establish a plan of action in response to those EER recommendations pertaining to how it works.

The Academic Quality Action Plan (AQAP) is here. To support this discussion, the EER recommendations and associated actions in this copy of the AQAP are colour-coded as follows:

1. Actions specifically related to AB's <u>own</u> work (culture, mandate, etc) are GREEN, and are the subject of this memo.
2. Other actions for which AB has some responsibility, but that relate to the wider work of the organisation, are coded YELLOW.

Please treat the AQAP actions as high level starting points for planning our specific responses.

Three aspects of EER's recommendations on Academic Board's own *ways of working* are addressed in this memo:

**(1) AB capabilities and competencies; AB understanding of its role, responsibilities and effective exercise of its mandate; AB relationship to Unitec management and ELT and the Commissioner**

To be effective, Academic Board (and its members) must understand its roles and responsibilities, functions, authority and responsibilities. These are set out in our Terms of Reference at the beginning of each meeting agenda, and in the Unitec Academic Statute.

To give effect to its responsibilities, AB must also understand its relationship with other parties, particularly the Chief Executive and ELT and the Commissioner. AB must maintain strong relationships, based in robust, open communication, so that it can exercise its responsibilities effectively.

FOR DISCUSSION: Using three examples of activities currently underway, the table below sets out my view as Chair, of AB responsibilities in relation to other parties.

| Examples of activities currently underway | AB (and via sub-committees) | CE & ELT | Schools and Service Units | Commissioner / Council |
|---|---|---|---|---|
| Target setting for Educational Performance Indicators (EPIs)<br><br>Establishing an Academic Quality Action Plan (post-EER)<br><br>Māori and Pacific Success Strategies | Receive reports and advice on academic matters from staff<br><br>Discuss, then approve/endorse those actions/strategies/plans<br><br>Recommend actions to ELT and Commissioner<br><br>Require reporting on those actions from Schools and Service Units<br><br>Monitor progress of those actions and highlight issues<br><br>Advise Commissioner on progress against actions and related matters | Discuss recommendations with AB as required<br><br>CE discusses with Commissioner as required<br><br>Sign-off plans<br><br>Direct Unitec management to act on plans<br><br>Monitor implementation<br><br>Hold Schools and Service Units to account | Implement plans and actions<br><br>Evaluate progress<br><br>Report to AB and sub-committees, raise issues as required<br><br>Report to ELT | Discuss with AB, CE as required<br><br>Sign-off plans<br><br>Monitor outcomes<br><br>Hold AB to account |

In order to ensure effective operation of Academic Board, I make the following recommendations:

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**Recommendation: Academic Board include as a standing item at the end of each meeting a 'Self-Assessment of Academic Board' to review its own performance against its Terms of Reference.**

**Recommendation: Academic Board include as a standing item 'Academic Board's Response to the AQAP' for those Academic Quality Action Plan items pertaining to the conduct of its own work.**

### (2) Effective monitoring and oversight of Unitec's Quality Management System

For reference, as set out in the Academic Statute, AB has these responsibilities:

#### 2.4. Quality Management System

*Poari Mātauranga | Academic Board shall draw up and revise from time to time a Quality Management System to ensure that there are comprehensive and coherent policies and processes that enable effective governance and management of all aspects of operations that impact Student learning, staff and Student research, and academic services, including:*

*a) Programme design, development and review*

*b) Programme delivery and assessment*

*c) Student guidance and support systems*

*d) Student achievement*

*e) Student and staff research*

*f) Professional development*

*g) Monitoring and external evaluation.*

To ensure an effective QMS, I propose we consider whether the following are in place. Where absent, we treat this as the basis of a plan of work for AB. These points are summarized from the AQAP:

- AB is ensuring effective QA and evaluation processes in schools
- AB has effective oversight of the QMS including via its sub-committees
- A risk register and delegations register are in place
- The AB Work Calendar is reviewed and updated monthly
- All staff have access to a live calendar of Academic Quality events and timeframes
- AB has the capability and culture to effectively monitor the QMS
- Regular self-evaluation of AB's work is undertaken
- AB has sufficient capability in QA and use of data; understanding of QA policies

In support of an effective Quality Management System, I make the following recommendation:

**Recommendation: Academic Board reviews its workplan and agenda to address any gaps in its processes and practices, with the aim of ensuring effective governance and management of all aspects of the Quality Management System, including reporting and monitoring of the QMS as required in the Unitec Statute.**

### (3) Effective operation of these AB sub-committees – QAB, Ako Ahimura, and PAQC

In support of an effective Quality Management System, sub-committees of AB must support:

- High quality monitoring of the QMS
- High quality reporting to AB in support of monitoring and early interventions for academic quality and student success

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- Pro-active reporting on compliance issues

A separate memo from the Chair AB to Academic Board addresses the functions of QAB and Ako Ahimura Committees.

In support of the effective operation of Academic Board, I make the following recommendation:

**Recommendation: Academic Board review its sub-committee structure and functions (including PAQCs) to ensure their effective operation**

### 5.01.1 AQAP – EER Recommendations 4 & 6

Presenter:     Simon Nash
Related to:    2019.AB.Standing.004

| **Recommendation 4 (KEQ 3) STRENGTHEN ACADEMIC BOARD OVERSIGHT** |
|---|
| Strengthen the competencies and mandate of the academic board to improve oversight of all matters affecting teaching and delivery quality (this should include setting policies and improving monitoring). |
| **Responses:**<br>Improve Academic Board oversight of teaching and delivery quality and outcomes, so that AB is effective in discharging its responsibilities for educational performance.<br>Ensure effective quality assurance processes, monitoring, moderation, evaluation.<br>Ensure AB exercises its mandate and maintains an effective relationship with ELT.<br>Undertake Academic Board self-evaluation; training on quality assurance, data, policies.<br>(involved: TKK, Director Ako, Directors Priority Groups and Student Success, committees) |

| **Recommendation 6 (KEQ 5) ACADEMIC RISK REGISTER AND ACADEMIC CALENDAR** |
|---|
| Develop a robust academic risk register and academic schedule/calendar of events to guide quality assurance processes. |
| **Responses:**<br>Establish an academic risk register and associated delegations of responsibilities to staff.<br>Establish an Academic Board work calendar of quality assurance activities.<br>Provide staff training on evaluations, risk register and delegations.<br>Ensure proactive reporting on compliance via PAQCs, QAB to Academic Board.<br>(involved: TKK, academic committees) |

**memo**

| To | Te Poari Mātauranga<br>Academic Board | Date | 5 March 2019 |
|---|---|---|---|
| From | Simon Tries, Manager, Te Korowai Kahurangi | | |
| Subject | Academic Board Self-assessment | | |

*Purpose*

To provide Academic Board with a summary of the results of the Self-Assessment survey distributed to members.

*Recommendation*

That Te Poari Mātauranga Academic Board consider the self-assessment survey results and discuss opportunities to improve the effectiveness of Te Poari Mātauranga Academic Board.

*Commentary*

In support of being an effective governance body the Academic Board undertook to assess itself against its terms of reference at the end of 2018. A total of nine members provided a response to the self-assessment survey, the results of which are attached.

The results indicate significant variance in the members' perspectives on the Board's effectiveness in meeting its terms of reference. While the value of this self-assessment is somewhat lessened by the significant changes across Unitec throughout (particularly the second half of) 2018 and into 2019, there is still value in the current Academic Board considering the responses to each survey item and what it can do to better meets its obligations. In doing this, the Academic Board should also consider whether the current terms of reference are the most appropriate. A separate paper to the March Academic Board meeting proposes changes to the membership and terms of reference of Academic Board.

**Attached**:

*AB 2018 Self-assessment survey results*

*Online summary of AB 2018 Self-assessment survey results*

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# 2018 Self-Assessment
# Academic Board

|           |                            |            |
|-----------|----------------------------|------------|
| **9**     | **546:18**                 | **Active** |
| Responses | Average time to complete   | Status     |

1. How effective has Academic Board been in advising Council on matters relating to Programmes of study or training, Qualifications, and other academic matters?

| | |
|---|---|
| 🔵 Very effective | 0 |
| 🟠 Somewhat effective | 3 |
| 🟢 Not so effective | 2 |
| 🔴 Not at all effective | 0 |
| 🟣 Don't know | 4 |

2. Comments

**7**

Responses

Latest Responses

*"I am not directly aware of how AB advises Council. There is no regula…"*

*"I'm not aware of what the Council/Commissioner see from AB."*

*"We were getting there this year, just as the Council was disestablished"*

3. How effective has Academic Board been in overseeing and reporting to Council on educational performance, as agreed in an annual Programme Performance and Evaluation Plan, and on related evaluative questioning, development and improvement?

| | |
|---|---|
| 🔵 Very effective | 0 |
| 🟠 Somewhat effective | 2 |
| 🟢 Not so effective | 3 |
| 🔴 Not at all effective | 0 |
| 🟣 Don't know | 4 |

## 4. Comments

<div>

**5**
Responses

**Latest Responses**

"*I am not directly aware of how AB advises Council. There is no regula...*"

"*I don't recall ever seeing the Programme Performance and Evaluation...*"

"*I don't believe that this narrative was taken to Council by the board. ...*"

</div>

## 5. How effective has Academic Board been in the making of academic policies, codes of practice, directions and developments and advising Council accordingly?

| | | |
|---|---|---|
| 🔵 Very effective | 2 | |
| 🟠 Somewhat effective | 4 | |
| 🟢 Not so effective | 1 | |
| 🔴 Not at all effective | 1 | |
| 🟣 Don't know | 1 | |

## 6. Comments

**5**
Responses

**Latest Responses**

"*Very effective at overseeing policy, but I am not directly aware of how...*"

"*In my time on Academic Board I have seen some progress toward revi...*"

"*Academic Board members have not kept abreast of external quality a...*"

## 7. How effective has Academic Board been at advising the Chief Executive and the Senior Leadership Team on academic policies, directions and developments of Unitec?

| | | |
|---|---|---|
| 🔵 Very effective | 0 | |
| 🟠 Somewhat effective | 5 | |
| 🟢 Not so effective | 1 | |
| 🔴 Not at all effective | 1 | |
| 🟣 Don't know | 2 | |

## 8. Comments

**6**
Responses

### Latest Responses

*"I am not directly aware of how AB advises the CE or SLT. There is no r…*

*"This happens in part outside of Academic Board. I don't see this happ…*

*"In the past year, this is an area of great improvement. Previous to tha…*

## 9. How effective has Academic Board been at recommending to Council changes to this [the Academic] statute and academic elements of the Student Disciplinary Statute?

| | |
|---|---|
| 🔵 Very effective | 0 |
| 🟠 Somewhat effective | 2 |
| 🟢 Not so effective | 1 |
| 🔴 Not at all effective | 1 |
| 🟣 Don't know | 5 |

## 10. Comments

**4**
Responses

### Latest Responses

*"I am not directly aware of how AB advises Council. There is no regula…*

*"I haven't yet seen this happen, though there is a clear need."*

*""*

## 11. How effective has Academic Board been at approving criteria and processes for the approval of Programmes, changes to Programmes and Programme review?

| | |
|---|---|
| 🔵 Very effective | 0 |
| 🟠 Somewhat effective | 7 |
| 🟢 Not so effective | 2 |
| 🔴 Not at all effective | 0 |
| 🟣 Don't know | 0 |

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## 12. Comments

<div style="text-align:center">

**5**

Responses

</div>

**Latest Responses**

*"Apart from Policy review, there is little discussion about this."*

*"Academic Board approved the formation of the Academic Approvals ...*

*"If we were effective we wouldn't have as many RFIs from NZQA."*

## 13. How effective has Academic Board been at approving new Programmes and significant changes to existing Programmes, and, subject to Business Plan approval, to submit these to the relevant external approval and accrediting body (e.g.: NZQA)?

| | |
|---|---|
| 🔵 Very effective | 0 |
| 🟠 Somewhat effective | 2 |
| 🟢 Not so effective | 6 |
| 🔴 Not at all effective | 0 |
| 🟣 Don't know | 1 |

## 14. Comments

<div style="text-align:center">

**8**

Responses

</div>

**Latest Responses**

*"This has been shaky in the past, however the devolution of the work t...*

*"This process has been inconsistent and not particularly effective as is ...*

*"There is a risk in my view that too many programme approvals go thr...*

## 15. How effective has Academic Board been at maintaining the integrity of the Quality Management System of academic strategies, policies and processes?

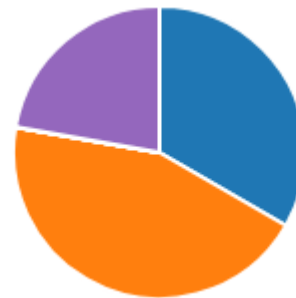| | |
|---|---|
| 🔵 Very effective | 0 |
| 🟠 Somewhat effective | 5 |
| 🟢 Not so effective | 2 |
| 🔴 Not at all effective | 2 |
| 🟣 Don't know | 0 |

## 16. Comments

6

Responses

Latest Responses

"*As mentioned above, the process of policy review is sound, but could ...*"

"*Many of the policies are out of date, though a start has been made an...*"

"*Working through the EER prep it is clear that we have gaps and weak...*"

## 17. How effective has Academic Board been at conferring or awarding Qualifications to which Unitec's seal may be affixed;?

| | | |
|---|---|---|
| 🔵 Very effective | 3 |
| 🟠 Somewhat effective | 4 |
| 🟢 Not so effective | 0 |
| 🔴 Not at all effective | 0 |
| 🟣 Don't know | 2 |

## 18. Comments

4

Responses

Latest Responses

"*The process itself is somewhat flawed as the system that sits behind it...*"

"*The process for ensuring the correct students are graduating is cumbe...*"

"*Similar comments to 13.* "

## 19. How effective has Academic Board been at approving generic Programme regulations?

| | | |
|---|---|---|
| 🔵 Very effective | 0 |
| 🟠 Somewhat effective | 4 |
| 🟢 Not so effective | 3 |
| 🔴 Not at all effective | 0 |
| 🟣 Don't know | 2 |

## 20. Comments

<div align="center">
<b>4</b>

Responses
</div>

Latest Responses

*"This is somewhat AD Hoc."*

*"I haven't seen any changes to these but in my view they should be dis...*

*"I cannot recall any discussion about programme regulations at all thi...*

## 21. How effectively has Academic Board furnished the minutes and recommendations of all Academic Board meetings to Council?

| | |
|---|---|
| 🔵 Very effective | 1 |
| 🟠 Somewhat effective | 0 |
| 🟢 Not so effective | 0 |
| 🔴 Not at all effective | 0 |
| 🟣 Don't know | 8 |

## 22. Comments

<div align="center">
<b>3</b>

Responses
</div>

Latest Responses

*"I am not directly aware of how AB advises Council. There is no regula...*

*"Not being a council member or council meeting participants, I would...*

## 23. How effective has Academic Board been at establishing and supervising sub-committees and delegating responsibilities to such members of the staff of Unitec as the Academic Board considers necessary for its efficient and effective operation?

| | |
|---|---|
| 🔵 Very effective | 1 |
| 🟠 Somewhat effective | 6 |
| 🟢 Not so effective | 0 |
| 🔴 Not at all effective | 1 |
| 🟣 Don't know | 1 |

## 24. Comments

**6**
Responses

**Latest Responses**

"*Reporting back to AB is adhoc and should be more formalised to give ...*"

"*Relevant committees have been established though in some cases the...*"

"*This year has seen a couple of changes, QAB and AAC so this indicate...*"

## 25. How effective has Academic Board been at addressing any other matter required or permitted by this statute [the Academic Statute], or as otherwise delegated or authorised by Council?

| | |
|---|---|
| ● Very effective | 0 |
| ● Somewhat effective | 3 |
| ● Not so effective | 0 |
| ● Not at all effective | 0 |
| ● Don't know | 6 |

## 26. Comments

**2**
Responses

**Latest Responses**

"*Much better in recent times.*"

""

## 27. How well does the Membership of the Academic Board comprise representatives of key Stakeholders, including Students, Māori and staff?

| | |
|---|---|
| ● Very well | 1 |
| ● Somewhat well | 7 |
| ● Not so well | 1 |
| ● Not at all well | 0 |
| ● Don't know | 0 |

## 28. Comments

<div>

### 4
#### Responses

### Latest Responses

"*A number of members do not regularly attend. This needs to be moni...*"

"*Representation is reasonable but will need to be revisited with the ne...*"

"*Attendance can be an issue, last month we did not have a quorum.*"
</div>

## 29. How well has Academic Board ensured appropriate mechanisms exist to facilitate, manage, monitor and evaluate all aspects of the Academic Quality Management System?

| | | |
|---|---|---|
| 🔵 Very well | 0 | |
| 🟠 Somewhat well | 4 | |
| 🟢 Not so well | 5 | |
| 🔴 Not at all well | 0 | |
| 🟣 Don't know | 0 | |

## 30. Comments

### 7
#### Responses

### Latest Responses

"*Again, adhoc and requires a more regular reporting process from TKK...*"

"*There are some appropriate mechanisms for some of the component ...*"

"*Without an annual work plan this has been an area of risk*"

## 31. How would you rate the quality of the papers provided to Academic Board?

| | | |
|---|---|---|
| 🔵 Very good | 2 | |
| 🟠 Good | 7 | |
| 🟢 Not so good | 0 | |
| 🔴 Poor | 0 | |
| 🟣 Don't know | 0 | |

## 32. Comments

**2**

Responses

### Latest Responses

"*They are generally very clear. There are often too many pages with so…*

""

""

## 33. How effective has the secretariat support for Academic Board been?

| | | |
|---|---|---|
| 🔵 Very effective | 3 | |
| 🟠 Somewhat effective | 6 | |
| 🟢 Not so effective | 0 | |
| 🔴 Not at all effective | 0 | |
| 🟣 Don't know | 0 | |



## 34. Comments

**4**

Responses

### Latest Responses

"*The committee could operate more effectively with a revamp of the a…*

"*Exemplary, Karen reminds members what is due and when.*"

## 35. Any general/other comments?

**4**

Responses

### Latest Responses

"*My sense is that there is limited engagement by some members with t…*

""

| To | Te Poari Mātauranga<br>Academic Board | Date 04/06/19 |
|---|---|---|
| From | Simon Nash<br>Chair Academic Board | |
| Subject | Sub-Committees Review | |

*Purpose*

To review the operations of Academic Board's sub-committees, QAB, Ako Ahimura, and including PAQC; and to consider changes to structure and functions to support effective operation of our Quality Management System in the EER environment and in relation to Unitec's Academic Quality Action Plan (AQAP).

*Recommendations*

**That Academic Board collapse QAB and Ako Ahimura Committees to form a single new committee with new Terms of Reference and membership.**

**That the review of the effectiveness of PAQCs, currently being undertaken by TKK, include the implications of the AQAP and this memo, and provide a report back to Academic Board.**

*Commentary*

NZQA's EER recommendations and Unitec's Academic Quality Action Plan both identify the effective operation of Academic Board and its sub-committees as essential to an effective Quality Management System (QMS).

In support of an effective QMS, sub-committees of AB must support:

- High quality monitoring of the QMS (e.g. awareness of risks before they become issues; and strong line-of-sight to programmes and courses, student cohorts and at-risk groups)
- High quality reporting to AB in support of monitoring and early interventions for academic quality and student success (e.g. consistent and accurate reporting on all programmes, particularly in relation to risks such as low student retention)
- Pro-active reporting on compliance issues (e.g. flagging of pending non-compliance with academic quality requirements).

Three issues arise that need to be considered:

**(1) Improving the quality of sub-committee work (including PAQCs)**

In a number of areas, committees will need to improve or extend their work to respond to the Academic Quality Action Plan. Additional detail is in the AQAP, and includes:

- Consistent monitoring and reporting month-by-month and semester-by-semester. The AQAP requires Unitec to establish some additional diagnostic/monitoring and reporting processes for at-risk students. Once in place, AB and sub-committees will need to monitor those additional 'early-sign' metrics to support early interventions for at-risk students and particularly for priority groups.
- Supporting the new Māori and Pacific Success Strategies, and U25 and International Success Strategies once in place.
- Ongoing effective self-evaluation of committee activity

Recent issues coming to NZQA attention show that our QMS is not working adequately, including an expiring qualification that the programme team were not aware of, and a failed consistency review where fundamental elements of the evidence were missing.

At the last two QAB meetings there have been no PAQC reports submitted, indicating that formal reporting mechanisms require attention, and highlighting the problem of risks not being identified and reported on.

Most of this work related to improvements will be coordinated through the AQAP Coordinator and Director Ako in conjunction with Committee Chairs.

Additionally, I have made this recommendation:

> **Recommendation: That the review of the effectiveness of PAQCs, currently being undertaken by TKK, include the implications of the AQAP and this memo, and provide a report back to Academic Board.**

**(2) Overlap in the work of QAB and Ako Ahimura Committees**

Approximately half the work of QAB and AA Committees overlaps to a significant degree. Generally, this is because issues arising have a 'formal' QA/compliance element that QAB addresses, and a more pedagogical and strategic element that Ako Ahimura addresses (for example, issues around quality of programmes and teaching).

This overlap can be managed with careful attention to workplans and collaboration between committee Chairs on agendas and workplans. However, duplication and some confusion are occuring, and there is a high risk of gaps in agendas and of issues being missed.

A review of committees last year concluded that we should retain the current committee structures, largely because of the risk that were the committees combined, the more immediate and pressing work of QAB would make it difficult to get to the longer-term, more strategic work of Ako Ahimura.

My view now is that this decision needs to be reviewed, given the need for a highly organized and coordinated response to the Academic Quality Action Plan. The RoVE environment also means there is less incentive to initiate new, longer-term strategic work.

Attached: (1) a diagram of current committee structures and their respective responsibilities, and (2) a mapping of respective Terms of Reference for AB, Ako Ahimura, QAB, Academic Approvals Committee and PAQCs.

**(3) Risks with low attendance by academic representatives at committees**

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Additional to the above, both QAB and Ako Ahimura Committees have experienced low attendance of academic representative members this year. While academic workloads are understandably an issue, this has meant the academic voice is partly missing.

To be effective committees must have a good level of attendance from members who are able to dedicate time to being well-prepared and informed, and able to commit to the work required of them.

Collapsing the QAB and Ako Ahimura Committees would require fewer academic (and non-academic) members and would alleviate some of this issue of non-attendance.

Given the points above, my recommendation is:

**Recommendation: That Academic Board collapse QAB and Ako Ahimura Committees to form a single new committee with new Terms of Reference and membership.**

**Attached**:

(1) ToR for Committees in Academic and Quality space mapping 2019
(2) Visual of Academic Committees Structure

**Table of Terms of Reference for Academic and Quality Committees (Ethics, Research and Post Graduate not included)**

| | Academic Board | Ako Ahimura | QAB | Academic Approvals Committee. | PAQC |
|---|---|---|---|---|---|
| TNK Principle(s) | Mahi Kotahitanga and Ngākau Māhaki | Rangatiratanga and Kaitiakitanga | Kaitiakitanga, Mahi Kotahitanga and Ngā Māhaki | Kaitiakitanga, Mahi Kotahitanga and Ngākau Māhaki | Kaitiakitanga, Mahi Kotahitanga and Ngākau Māhaki |
| Purpose | Poari Mātauranga Academic Board advises Council on matters relating to Programmes of study or training, Qualifications, and other academic matters<br><br>Exercises the powers delegated by Council | Ako Ahimura Learning & Teaching Committee provides strategic directions and priorities for learning and teaching and maintain institutional policies, protocols and associated processes. | Te Poari Iho Quality Alignment Board oversees the institute's quality systems, to identify areas of good practice and areas for improvement and monitor academic quality issues and trends. | Rōpū Whakaae Mātauranga, Academic Approvals Committee ensures that any application for new or amended academic provision which is required to be approved externally meets relevant external requirements and is aligned to Unitec Strategy and meets Unitec's internal requirements. | Programme Actions and Quality Committees (PAQC) manage quality assurance and continuous improvement in course and programme quality and outcomes for students, complying with Unitec-wide policies, processes and procedures.<br><br>The committees utilise the NZQA evaluative quality assurance framework, including the KEQs and TEIs as a tool to evaluate quality. They provide the formal forum for self-assessment and academic decision making by Academic Leaders and Staff. |
| Kaupapa | Poari Mātauranga, Academic Board work is framed within the values | Ako Ahimura Learning & Teaching Committee is framed within the values | Te Poari Iho, Quality Alignment Board work is framed within the values | Rōpū Whakaae Mātauranga, Academic Approvals Committee | Programme Actions and Quality Committees work is framed within the values |

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| | Academic Board | Ako Ahimura | QAB | Academic Approvals Committee. | PAQC |
|---|---|---|---|---|---|
| | of Rangatiratanga and Kaitiakitanga. The Committee employs the values of Mahi Kotahitanga and Ngākau Māhaki in its working processes.<br><br>Poari Mātauranga Academic Board performs as a high-performance team with advanced skills in collaborative problem solving and co-creation of academic priorities.<br><br>Poari Mātauranga Academic Board is accountable to Council for ensuring appropriate mechanisms exist to facilitate, manage, monitor and evaluate all aspects of the Academic Quality Management System.<br><br>Poari Mātauranga Academic Board sets the priorities for all of its Sub-committees. | of Rangatiratanga and Kaitiakitanga.<br><br>Ako Ahimura Learning & Teaching Committee performs as a high-performance team with advanced skills in partnering for success and collaborative problem solving for academic priorities set out by Poari Mātauranga Academic Board.<br><br>Ako Ahimura Learning & Teaching Committee partners with Te Poari Iho Quality Alignment Board to set the priorities for Programme Academic Quality Committees. | of Kaitiakitanga for the Academic Portfolio and Academic Quality and Mahi Kotahitanga and Ngākau Māhaki for its support for the work of Schools.<br><br>Te Poari Iho Quality Alignment Board is accountable to Academic Board for ensuring the management, monitoring and evaluation of all Programmes within the Academic Quality Management System. | work is framed within the values of Kaitiakitanga for the Academic Portfolio and Academic Quality and Mahi Kotahitanga and Ngākau Māhaki for its support for the work of Heads of School.<br><br>The Committee is accountable to Poari Mātauranga \| Academic Board. | of Kaitiakitanga for Programme Quality and Student Success and Mahi Kotahitanga and Ngākau Māhaki for the work of Academic Leaders, Teaching staff and Academic Administration.<br><br>Programme Action and Quality Committees *are accountable to the Te Poari Iho Quality Alignment Board for academic quality and to the Unitec Ako Ahimura for Learning & Teaching matters* |

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|  | Academic Board | Ako Ahimura | QAB | Academic Approvals Committee. | PAQC |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
| Rangatiratanga Authority and Responsibilities | To advise Council on academic strategies and set Unitec academic direction;

to oversee and report to Council on educational performance and outcomes;

to ensure the effective operation and outcomes of Unitec's evaluative quality assurance framework;

to approve academic policies and the delegation of authority for their implementation;
to recommend to Council changes to any relevant Unitec statute/s;

to advise Council on matters relating to courses of study or training, awards, and other academic matters, including: | To plan, advise and report on the strategic direction of learning and teaching at Unitec including recommendations to Poari Mātauranga Academic Board.

Monitor the application of learning and teaching activities, to inform strategic directions, plans, policies, processes, systems and structures

Promote and support the application of good learning and teaching practice within Unitec including but not limited to curriculum, programme and course design.

Promote and support the embedding of Mātauranga Māori within all aspects of Unitec curricula. | To oversee and monitor the application and effectiveness of the Institute's academic quality assurance system, including the provision of advice on the policies and operating procedures that support it.

Evaluate the services that support learning and teaching activities and make recommendations for continuous improvement to the Academic Board.

Provide oversight of the Programme Academic Quality Committees

Identify good practice within the Institute and promote its dissemination.

Identify common themes of causes for concern within the Institute and | To recommend to Poari Mātauranga Academic Board regulations for the granting of the Institute's qualifications and awards.

To recommend to Poari Mātauranga Academic Board criteria and processes to be used for the approval of:
academic provision, including courses, training schemes, programmes and qualifications
delivery of partnered programmes
teaching locations/sites
sub-contracted delivery.

Review applications for academic provision which require external approval and recommend approval to Poari Mātauranga Academic Board. |  |

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| | Academic Board | Ako Ahimura | QAB | Academic Approvals Committee. | PAQC |
|---|---|---|---|---|---|
| | to approve new courses of study or training and significant changes to existing Programmes, and, to submit these to the relevant external approval and accrediting body (e.g. NZQA); | | make recommendations for their analysis and resolution. | | |
| | to maintain the integrity of the Quality Management System; | | | | |
| | to confer or award Qualifications to which Unitec's seal may be affixed; | | | | |
| | to establish and oversee subcommittees and delegate responsibilities to such committees or members of the staff of Unitec as Poari Mātauranga Academic Board considers necessary for its efficient and effective operation; | | | | |

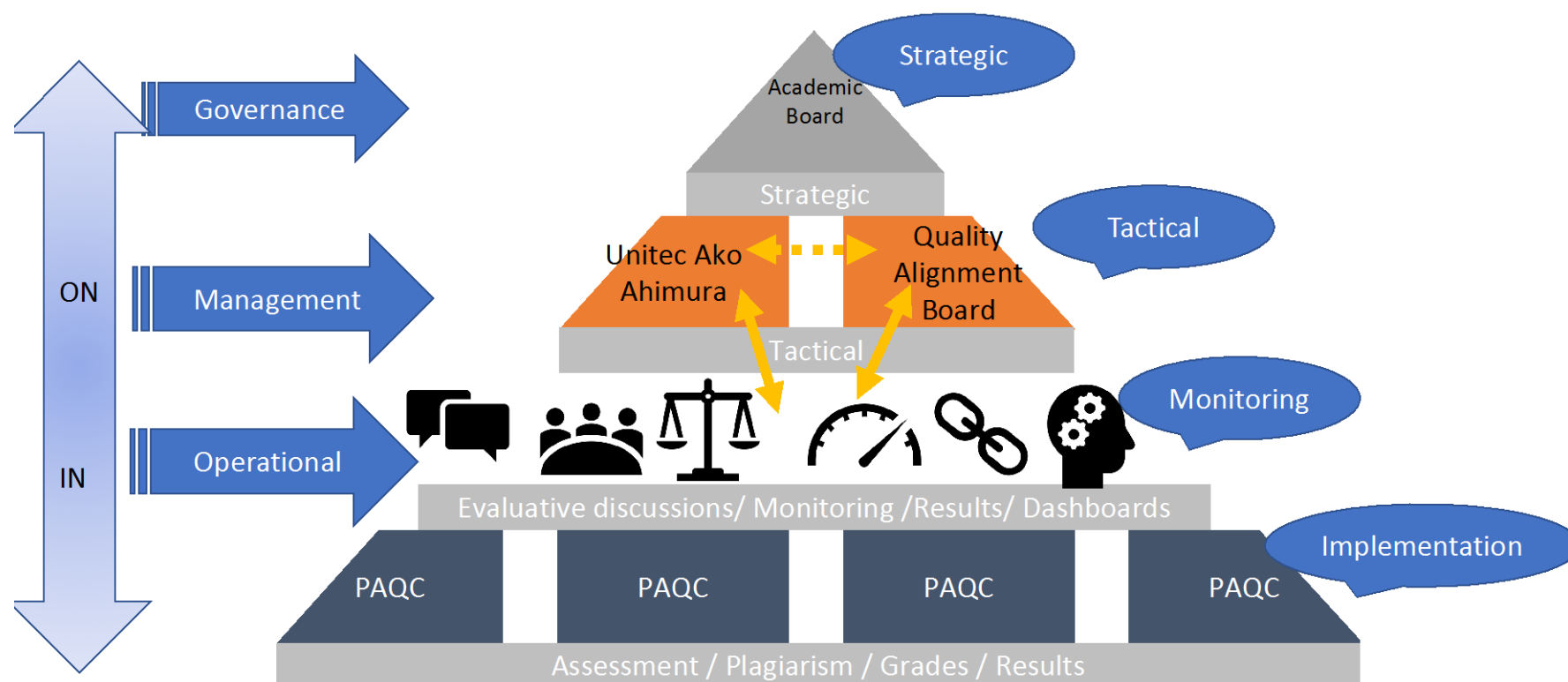| | Academic Board | Ako Ahimura | QAB | Academic Approvals Committee. | PAQC |
|---|---|---|---|---|---|
| | to undertake any other business as delegated or authorised by Council. | | | | |
| Accountability and Reporting | Poari Mātauranga, Academic Board is accountable to Council, and shall report to the Council following each meeting. | Ako Ahimura Learning & Teaching Committee is accountable to Poari Mātauranga Academic Board for its actions.<br><br>Ako Ahimura Learning & Teaching Committee reports to Poari Mātauranga Academic Board following each meeting. | The Committee is accountable to Poari Mātauranga, Academic Board for its actions.<br><br>The Committee shall report to Poari Mātauranga, Academic Board following each meeting. | The Committee is accountable to Poari Mātauranga, Academic Board for its actions.<br><br>The Committee shall report to Poari Mātauranga, Academic Board following each meeting. | |
| Membership | Executive Dean, Academic – Chair<br>Chief Executive<br>Director, Ako<br>Director, Research and Enterprise<br>Director, Pacific Success<br>Director, Māori Success<br>Director, Student Success<br>Director, International Success<br>Manager, Te Korowai Kahurangi<br>President, Student Council | Director, Ako<br>Director, Māori Success<br>Director, Pacific Success<br>Director, Student Success<br>Director, International Success<br>Director, Research and Enterprise<br>Digital Learning Lead<br>Manager, Te Korowai Kahurangi<br>Manager, Te Puna Ako<br>Student President | Director, Ako<br>Director, Māori Success<br>Director, Pacific Success<br>Director, Student Success<br>Director, International Success<br>Director, Research and Enterprise<br>Lead – Quality Systems, Te Korowai Kahurangi<br>Manager, Te Korowai Kahurangi<br>General Manager, Operations | Manager, Te Korowai Kahurangi<br>Manager, Te Puna Ako<br>Director, Māori Success<br>Director, International Success<br>Lead - Programme Development and Management, Te Korowai Kahurangi<br>Business Analyst, Business Support (operational TEC liaison role) | Heads of Practice Pathways (from assigned programmes);<br>Academic Leaders (from assigned programmes);<br>Course Coordinators/Key Teaching Staff with responsibility for courses (from assigned programmes);<br>Representatives of Kaihautū;<br>Representative of the Library; |

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| | Academic Board | Ako Ahimura | QAB | Academic Approvals Committee. | PAQC |
|---|---|---|---|---|---|
| | Chairs of:<br>Ako Ahimura Learning and Teaching Committee<br>Te Poari Iho Quality Alignment Board<br>Rōpū Whakaae Mātauranga Academic Approvals Committee<br>Postgraduate Research & Scholarships Committee<br><br>Appointment via nomination shall comprise:<br>One member of the Executive Leadership Team, as nominated and appointed by the Chief Executive<br>One student representative, as nominated and appointed by the Student Council<br>Two Heads of School, as nominated by the collective Heads of School and appointed by the Executive Dean, Academic<br>Two Programme Managers, as nominated by Te Poari Iho Quality | Appointment via nomination shall comprise:<br>One Head of School, appointed by the Executive Dean, Academic<br>One Senior Academic from each school, appointed by each Head of School<br><br>Additional members may be co-opted by the Committee as necessary for a defined period or specific purpose.<br><br>The Chair of Poari Mātauranga Academic Board shall appoint the Chair of the Committee.<br>The term of office of appointed members shall be two years.<br>Members will be appointed with consideration for ensuring appropriate knowledge informs and adds value to decision-making.<br>Appointments shall be reviewed at or before the | Student President<br>Appointment via nomination shall comprise:<br>Two Heads of School, nominated and appointed by the Executive Dean, Academic<br>One Senior Academic from each School, nominated and appointed by each Head of School<br><br>Additional members may be co-opted by the Committee as necessary for a defined period or specific purpose.<br><br>The Chair of Poari Mātauranga | Academic Board shall appoint the Chair of the Committee.<br>The term of office of appointed members shall be two years.<br><br>Members will be appointed with consideration for ensuring appropriate | Appointment via nomination shall comprise:<br>One Senior Academic from each School, nominated and appointed by the Head of School<br><br>Additional members may be co-opted by the Committee as necessary for a defined period or specific purpose.<br>The Chair of Poari Mātauranga | Academic Board shall appoint the Chair of the Committee.<br><br>The term of office of appointed members shall be two years.<br><br>Members will be appointed with consideration for ensuring appropriate knowledge informs and adds value to decision-making. | Students nominated by the Student Council;<br>Representatives of TKK (AQAs);<br>Representative of Academic Administration;<br><br>Additional members co-opted as necessary for a defined period or specific purpose.<br>Industry / stakeholder representation<br><br>*Membership is defined around the programmes assigned to each committee. This is generally determined by Practice Pathway structure and confirmed by the relevant Dean.*<br><br>A Chair and Deputy Chair will be appointed by the relevant Dean from among the Membership of the Committee.<br>Membership is confirmed annually |

| | Academic Board | Ako Ahimura | QAB | Academic Approvals Committee. | PAQC |
|---|---|---|---|---|---|
| | Alignment Board and appointed by the Director, Ako<br>Two Senior Academics, as nominated by Ako Ahimura Learning and Teaching Committee and appointed by the Director, Ako<br><br>Additional members may be co-opted by Poari Mātauranga Academic Board as necessary for a defined period or specific purpose.<br>The Chairperson of the Board shall be the Executive Dean (Academic) or a nominee, or such other person appointed by Council, who will have the right to determine periods of membership and set procedures for the operation of Poari Mātauranga Academic Board. | February meeting of Poari Mātauranga Academic Board each year. | knowledge informs and adds value to decision-making.<br><br>Appointments shall be reviewed at or before the February meeting of Poari Mātauranga | Academic Board each year. | Appointments shall be reviewed at or following the February meeting of Poari Mātauranga | Academic Board each year. | |

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| | Academic Board | Ako Ahimura | QAB | Academic Approvals Committee. | PAQC |
|---|---|---|---|---|---|
| | The term of office of appointed members shall be two years. Members will be appointed with consideration for ensuring appropriate knowledge informs and adds value to decision-making. | | | | |
| Priority Focus | To exercise strategic oversight of educational performance, development and improvement including: a) criteria and processes for the approval of Programmes, changes to Programmes and Programme review b) the integrity of the Quality Management System c) academic strategies, policies and processes.<br><br>To develop statutes, policies, codes of practice, directions and other academic developments to realize the | To maintain guardianship of: a) matters related to the enhancement of learning and teaching; b) implementation of policy related to learning, teaching and assessment; c) evaluation and monitoring of quality learning, teaching and assessment; d) promotion of teaching excellence; e) strategies to promote the reciprocity of teaching and research; f) enhancement of scholarship of learning and teaching. | To monitor and support educational performance, development and improvement including: a) implementation of statutes, policies, codes of practice, directions and other academic developments of Unitec; b) quality assurance matters including external Programme feedback and student achievement.<br><br>To ensure the strategic alignment of programmes and courses across the academic portfolio including: a) facilitating collaborative | | To maintain quality assurance of educational performance and programme based academic operations including: a) implementation of Programme regulations and Institutional policy; b) student achievement and wellbeing; c) quality assurance processes of all courses for which it is responsible; d) evaluation of programmes, including student course evaluations and external peer review e) evidence-based action planning and execution to |

| | Academic Board | Ako Ahimura | QAB | Academic Approvals Committee. | PAQC |
|---|---|---|---|---|---|
| | transformative vision and strategic goals of Unitec.<br><br>To confer the award of Qualifications to which Unitec's seal may be affixed. | | arrangements, programme mergers and wise stewardship of resources;<br>b) the currency of qualification graduate profiles and the value of graduate capabilities for external stakeholders;<br>c) monitor progress of programme improvements and developments.<br><br>To maintain records of QAB level academic decision making. | | deliver continuous improvement;<br>f) responsiveness to stakeholder feedback;<br><br>To maintain records of Programme Quality and Operations Committee level academic decision making.<br><br>To build capability in self-assessment for decision making and continuous improvement. |

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# Visual of Committee Structure



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**SECTION 6**      **ĒTAHI KAUPAPA ANŌ | OTHER BUSINESS**

## Item 6.01     Details of Next Meeting

| | |
|---|---|
| Time: | 0900h – 1200h |
| Date: | 2019-07-10 |
| Location: | Building 180-2043 |
| Chair: | Simon Nash |

| | |
|---|---|
| Submissions by: | COB, 2019-06-26 |
| To: | AcademicBoard@unitec.ac.nz |

## Item 6.02     Continuous Self-Assessment of Academic Board

Related to:
- ➢ Item 5.02 Academic Board Governance Post-EER
- ➢ EER Recommendation 4 (KEQ 3) Strengthen Academic Board Oversight

Presenter:     Simon Nash

To enable and evidence continuous self-assessment of the Committee performance by the Committee, reflected against the Committee Terms of Reference.

## Item 6.03     Closing Karakia

Ka wehe atu tātou
I raro i te rangimārie,
te harikoa, me te manawanui
Haumi ē! Hui ē! Taiki ē!

**SECTION 7          APPENDICES**

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**Poari Mātauranga | Academic Board**

**Terms of Reference**

## 1. HOAKETANGA | PURPOSE

The purpose of Poari Mātauranga | Academic Board is to:

1.1  Advise Council on matters relating to Programmes of study or training, Qualifications, and other academic matters

1.2  Exercise the powers delegated by Council in Section 3 of this document

## 2. KAUPAPA | VALUES

2.1  Poari Mātauranga | Academic Board work is framed within the values of Rangatiratanga and Kaitiakitanga. The Committee employs the values of Mahi Kotahitanga and Ngākau Māhaki in its working processes.

2.2  Poari Mātauranga | Academic Board performs as a high-performance team with advanced skills in collaborative problem solving and co-creation of academic priorities.

2.3  Poari Mātauranga | Academic Board is accountable to Council for ensuring appropriate mechanisms exist to facilitate, manage, monitor and evaluate all aspects of the Academic Quality Management System.

2.4  Poari Mātauranga | Academic Board sets the priorities for all of its Sub-committees.

## 3. RANGATIRATANGA | AUTHORITY AND RESPONSIBILITIES

The authority and responsibilities of Poari Mātauranga | Academic Board shall be:

3.1  to advise Council on academic strategies and set Unitec academic direction;

3.2  to oversee and report to Council on educational performance and outcomes;

3.3  to ensure the effective operation and outcomes of Unitec's evaluative quality assurance framework;

3.4  to approve academic policies and the delegation of authority for their implementation;

3.5  to recommend to Council changes to any relevant Unitec statute/s;

3.6  to advise Council on matters relating to courses of study or training, awards, and other academic matters, including:

    3.6.1  to approve new courses of study or training and significant changes to existing Programmes, and,

    3.6.2  to submit these to the relevant external approval and accrediting body (e.g. NZQA);

3.7  to maintain the integrity of the Quality Management System;

3.8 to confer or award Qualifications to which Unitec's seal may be affixed;

3.9 to establish and oversee subcommittees and delegate responsibilities to such committees or members of the staff of Unitec as Poari Mātauranga | Academic Board considers necessary for its efficient and effective operation;

3.10 to undertake any other business as delegated or authorised by Council.

## 4. ACCOUNTABILITY AND REPORTING

4.1 Poari Mātauranga | Academic Board is accountable to Council, and shall report to the Council following each meeting.

## 5. MEMBERSHIP AND APPOINTMENTS

5.1 Appointment *ex officio* shall comprise:
- Executive Dean, Academic – Chair
- Chief Executive
- Director, Ako
- Director, Research and Enterprise
- Director, Pacific Success
- Director, Māori Success
- Director, Student Success
- Director, International Success
- Manager, Te Korowai Kahurangi
- President, Student Council
- Chairs of:
    - Ako Ahimura | Learning and Teaching Committee
    - Te Poari Iho | Quality Alignment Board
    - Rōpū Whakaae Mātauranga **|** Academic Approvals Committee
    - Postgraduate Research & Scholarships Committee

5.2 Appointment via nomination shall comprise:
- One member of the Executive Leadership Team, as nominated and appointed by the Chief Executive
- One student representative, as nominated and appointed by the Student Council
- Two Heads of School, as nominated by the collective Heads of School and appointed by the Executive Dean, Academic
- Two Programme Managers, as nominated by Te Poari Iho | Quality Alignment Board and appointed by the Director, Ako
- Two Senior Academics, as nominated by Ako Ahimura | Learning and Teaching Committee and appointed by the Director, Ako

5.3 Additional members may be co-opted by Poari Mātauranga | Academic Board as necessary for a defined period or specific purpose.

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5.4　The Chairperson of the Board shall be the Executive Dean (Academic) or a nominee, or such other person appointed by Council, who will have the right to determine periods of membership and set procedures for the operation of Poari Mātauranga | Academic Board.

5.5　The term of office of appointed members shall be two years.

5.6　Members will be appointed with consideration for ensuring appropriate knowledge informs and adds value to decision-making.

## 6. REVIEW GUIDELINES

6.1　Poari Mātauranga | Academic Board shall review its Terms of Reference annually.

## 7. MEETING QUOROM AND CONDUCT

7.1　Quorum shall be defined as a majority of the members currently appointed to the committee.

7.2　Appointed members may nominate a staff member proxy to represent them with full voting rights.

## 8. SUBCOMMITTEES

8.1　Poari Mātauranga | Academic Board shall have the authority to establish subcommittees, and determine their memberships and terms of reference.

8.2　Establishment of subcommittees will include appointment of Chair, Terms of Reference, membership requirements, reporting responsibilities to the Board, extent of decision-making powers and period for which delegated authority is granted.

**Approval Details**

Version: 1.00

Key changes:

- Approved by the Council / Crown Commissioner, Murray Strong, and re-versioned to v1.00.

Last updated: 2019-03-19

Editor:

Daniel Weinholz
Specialist - Committee Support, Te Korowai Kahurangi


Endorsement date: 2019-03-13

Endorsed by: Poari Mātauranga | Academic Board


Approval date: 2019-03-19

Approved by: Crown Commissioner, Murray Strong

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# MEMBERSHIP STRUCTURE 2019

## Poari Mātauranga | Academic Board

| Appointment | Position | Member |
|---|---|---|
| Ex officio | Executive Dean, Academic | Merran Davis |
| | Chief Executive | Merran Davis |
| | Director, Ako | Simon Nash – **Chair** |
| | Director, Research and Enterprise | Marcus Williams |
| | Director, Pacific Success | Falaniko Tominiko |
| | Director, Māori Success | Toni Rewiri |
| | Director, Student Success | Annette Pitovao |
| | Director, International Success | Tracy Chapman |
| | Manager, Te Korowai Kahurangi | Simon Tries |
| | Student President | Helen Vea |
| | Chairs of: | |
| | ➢ Ako Ahimura \| Learning and Teaching Committee | Simon Nash |
| | ➢ Te Poari Iho \| Quality Alignment Board | Debra Robertson-Welsh |
| | ➢ Rōpū Whakae Mātauranga \| Academic Approvals Committee | Simon Tries |
| | ➢ Postgraduate Research and Scholarships Committee | Marcus Williams |
| Via nomination | One member of the Executive Leadership Team | Glenn McKay |
| | One student representative | TBC |
| | Head of School – 1 | Chris King |
| | Head of School – 2 | Katie Bruffy |
| | Programme Manager – 1 | **TBA** |
| | Programme Manager – 2 | **TBA** |
| | Senior Academic – 1 | **TBC** |
| | Senior Academic – 2 | **TBC** |
| Co-opted | Manager, UPC | Andrea Thumath |

## Staff in Attendance (Frequent)

Daniel Weinholz – **Secretary**
Steve Marshall
Trude Cameron

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