

INVESTMENT PLAN

2017-2019



MASSEY
UNIVERSITY
TE KUNENGA KI PŪREHUROA

THE ENGINE
OF THE NEW
NEW ZEALAND



VISION

To be New Zealand's defining university and a world leader in higher education and scholarship.

Kia hāpai ake i te rau tāngata ki te toi o angitu.

MISSION

To define the future of our nation and to take the best of New Zealand to the rest of the world.

Kia arataki i te motu kia kawē i ōna painga ki te ao whānui.

VALUES

Create, Innovate, Connect.

Kia auaha, kia hihiri, kia hono.

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Part 1 Strategic Intent

1.1 Massey University: Te Kunenga Ki Pūrehuroa

Massey University is a leading New Zealand tertiary education institution providing a breadth of educational opportunities to a diverse range of students seeking to push the frontiers of knowledge and advance their worlds. Within the framework of a broad academic offer, we have developed high-quality world-leading specialist programmes in agriculture and veterinary sciences, food technology, aviation, design and the creative arts, Māori visual arts, music and media, engineering, applied social sciences, Māori-immersion preservice teaching, business studies and health sciences. Our longstanding commitment to access and opportunity is underpinned by our Māori and Pasifika provision and further enhanced by our distance learning and online education platform which supports a large population of part-time students, many of whom are in full-time employment and seeking to up-skill or re-skill themselves. A significant proportion of our distance students are from Māori communities where the ability to engage in or continue with higher education studies has been wholly facilitated by online learning access. It is also worth noting that more women than men are represented in our online learning cohort (67% of distance students are female) and many of these are part-time enrolments; typically, they are adult students in or seeking to return to the workforce, and commencing or returning to study to change career direction or advance their existing employment progression.

Massey University began as Massey Agricultural College in 1927, located in Palmerston North. In 1964 it became a comprehensive university. Further expansion was realised through the development of the Auckland campus at Albany in 1993 and acquisition of the College of Creative Arts in 1999 in Wellington. Massey University is New Zealand's national university, with major campuses in Palmerston North, Auckland (Albany), and Wellington, as well as an online education virtual campus that supports higher learning anywhere in New Zealand and around the world. Massey University engages more than 29,000 students per year from New Zealand and from more than 130 other countries.

The Massey University Act 1963 describes the purpose of the University as existing “for the advancement of knowledge and the dissemination and maintenance thereof by teaching and research”. Massey University understands its purpose and recognises that its role within the New Zealand context is further defined in the Education Act 1989 section 162 and guided by the Tertiary Education Strategy 2014-2019. Through its vision and mission, Massey University continues to deliver on the expectations of universities held by the Government by:

- Providing tertiary education that is primarily concerned with more advanced learning, with the aim to begin to develop intellectual independence;
- Supporting research and teaching that are closely interdependent, with most of the teaching done by people who are active in advancing knowledge;
- Meeting international standards of research and teaching;
- Being a repository of knowledge and expertise;
- Accepting the role as critic and conscience of society; and

- Maintaining, advancing, disseminating and assisting the application of knowledge through a wide diversity of teaching and research, especially at a higher level; developing intellectual independence and promoting community learning.

The purpose of this Investment Plan is to articulate Massey University's strategic direction and to contribute to meeting the Government's priorities for tertiary education in New Zealand for the next three years (2017-2019). This Investment Plan is informed by the following sets of documents:

- *Shaping the nation and taking the best to the world – The Road to 2025* (Massey University's strategic plan and profile);
- *The Tertiary Education Strategy 2014-2019*;
- *The Plan Guidance for 2017* issued by the Tertiary Education Commission (issued on 30 November 2015);
- The Gazette Notice relating to the Investment Plans (issued on 5 May 2016); and
- Discussions with the Tertiary Education Commission's University Investment team.

The development of the 2017-2019 Investment Plan is informed by our ongoing responses to earlier TEC requirements to reduce our student numbers during a period of planned institutional growth. Alongside this, Massey continues to manage our core provision and developing academic programmes in response to a range of external stimuli (including, for example, targeted industry demands, internationalisation and workforce development needs). Notwithstanding this, our student pipeline has been adversely affected by both TEC directed cuts, strong economic growth and low unemployment and a national shift in student participation in higher education which has affected most tertiary institutions. In 2016, the University has resumed its growth path with a forecast to exceed the SAC allocation from 2016 onwards. Given this context, the 2017-2019 Investment Plan clearly sets out the path for our future plans for growth, together with our unwavering commitment to provide enhanced academic provision and demonstrate performance excellence.

1.2 Performance Story

1.2.1 Distinctive character

For over fifty years, Massey University has shaped the lives of tertiary students in New Zealand and around the world. This is in no small part due to our leadership in distance (now rapidly transitioning to online) education, informed by our high-quality research. Throughout our history, Massey teaching staff have continuously developed and successfully implemented new pedagogies of learning aimed at delivering a high-quality student experience. In recent years we have transitioned our teaching to a sophisticated online delivery platform, creating a much more flexible and distinctive quality learning experience for our students. Massey is committed to testing new paradigms of online teaching and continuing to innovate with new technologies to realise our ambition to remain at the leading edge of tertiary education delivery and learning engagement in a highly competitive and fast-paced globalised context.

Massey University can evidence quality in both technologically-enhanced learning and teaching pedagogy. The University is proud to employ many of the nation's most inspiring teachers; indeed, no

less than 19 National Tertiary Teaching Excellence Awards have been conferred on our staff since 2002. It is worth noting that our staff development programmes place a primary focus on the continuous improvement of teaching practice to ensure that Massey maintains a national leadership role in teaching innovation. In addition, we intend to further boost the quality of the student learning experience and thus meet students' expectations around personalised learning by placing increased emphasis on customised delivery modes and state-of-the-art technology.

Massey University remains committed to supporting the lifelong learning goals of our students and so developing the many and diverse communities we serve. It is worth noting that we have unparalleled reach to students across New Zealand and around the world through both our online and physical campuses. With major campuses in Palmerston North (more than 6,700 students in 2015), Auckland (more than 6,300 students in 2015) and Wellington (more than 3,000 students in 2015), and a virtual distance campus with more than 13,500 students in New Zealand and overseas in 2015, Massey is truly New Zealand's only national university.

In addition to the provision Massey offers to students across New Zealand, the University has global reach. Each year, more than 4,000 international students from over 130 countries choose Massey University as their study destination. This number will continue to grow as our international relationships and visibility increases. Many international students are drawn to Massey by our highly-regarded and distinctive academic programmes. The University can boast independent international accreditation for our programmes in accountancy, aviation, business, communications and journalism, design, fine arts, engineering and construction, finance, food technology, medical laboratory science, nursing, supply chain management, surveying and valuation and veterinary science. Indeed, in the last QS Stars¹ audit (2015-2017) Massey University received an overall five-star rating, with five stars awarded to all nine sub-categories: research, teaching, internationalisation, employability, facilities, distance/online learning, innovation, social responsibility and specialisation.

Our Teaching and Learning Framework currently provides the architecture through which we develop and deliver an exceptional and distinctive learning experience for our students. In 2016, the Framework will be reviewed and refreshed with a view to developing an overarching Academic Plan for the University which declares our defining educational character and portfolio in terms of both the academic offer and delivery. This will be a key document that emphasises our academic vision, our distinctive approaches to learning and teaching and our commitment to Massey University graduates. It will embrace a holistic and modern integrated approach to research-led teaching; one that we are committed to strengthening and making visible over the next three years.

In addition to our exemplary teaching, Massey has a particular and distinctive identity as an institution engaged in world-class, highly applied and practical research and discovery. This 'dual focus' gives Massey a special value proposition as both a research-led and research-engaged university.

Massey University's research sits at the heart of New Zealand's key economic sectors. Our researchers are renowned for taking knowledge and applying it to meet the needs of business and industry, as well as the public, cultural and not-for-profit sectors. We are one of the leading universities in agriculture globally, ranked 30th in 2016 in the world according to QS World University Rankings.

¹ The QS Stars audit evaluates an institution against over 50 different indicators, and awards universities between one and five + stars over eight wider fields, as well as an overall rating.

Moreover, the University is a founding partner of the NZ Food Innovation Network, the host of the world-class CoRE, the Riddet Institute, and a key partner in the new international Global Food Alliance as well as host of the recently established New Zealand Food Safety Science and Research Centre.

As part of our ongoing commitment to grow New Zealand wealth and well-being, Massey will continue to provide a strong foundation for New Zealand's agrifood industry – a sector the University has supported since its inception, and one that continues to be central to New Zealand's future economic success and Government's economic growth agenda.² The Government has recognised our value to agricultural research and innovation. By way of recent example, in August 2016, the Hon Steven Joyce announced the partnership between AgResearch and Massey University which will see a new 5,000 square metre, \$39 million Food Science facility on the Manawatu campus by 2018. The new building will house over 150 staff from the two organisations, as well as students. The Food Science facility is part of the overall \$50 million investment in the Food HQ³ super-campus and constitute New Zealand's largest agrifood research centre.

Massey University is the only New Zealand with a Veterinary School. Notably, we were ranked 25th in the world in 2016 for Veterinary Science by QS World University Rankings and fourth in the world for our Employer Reputation in Veterinary Science. The Institute of Veterinary, Animal and Biomedical Sciences (IVABS) has driven and supported the growth in New Zealand's economy through its contribution to world-class research and the provision of graduates who are recognised internationally for their qualifications and expertise.

While our history and reputation in Veterinary Science provides Massey University with a distinctive research and teaching offer, it is intimately connected with and driven by our leadership in animal health research. Our expertise in animal health is unrivalled in New Zealand and as such, underpins New Zealand's valuable primary sector. We are proud of our innovation in this area. Through its One Health initiatives (a collaborative approach to human and veterinary health), Massey University was the first-ever 'private' institution to receive a \$5 million grant from the World Bank to extend education provision into Asia. With the ambitious goal to strengthen Asian public health and veterinary capacity to combat zoonotic diseases, the first phase of the programme has been successfully completed. As a result, 67 health professionals from India, Pakistan, Sri Lanka, Bangladesh, Afghanistan and Nepal have been trained in One Health epidemiology through Massey qualifications specifically developed for the World Bank programme. Under the umbrella of Massey University Worldwide (MUWW), the One Health initiative is now being extended through our strong global connections in the agri-business sector. This capacity-building work will continue to contribute to New Zealand's economic growth in the future.

² <http://riddet.massey.ac.nz/news/contribution-to-a-new-zealand-agri-food-strategy-launched> "Call to Arms"

³ Massey University is a lead partner in the Manawatū FoodHQ initiative involving the University and several cooperating partners: Ag Research, Cawthron Institute the Bio Commerce Centre, Fonterra, Environmental Science and Research (ESR), Plant & Food Research, the Riddet Institute, the Manawatū District Council, and the Palmerston North City Council. FoodHQ is New Zealand's international centre for collaborative food research seeking to generate value for the global food industry through innovation across the value chain.

As noted above, Massey University currently hosts one Government-funded centre of research excellence (CoRE), the Riddet Institute and partners in seven other CoREs.⁴ Specialising in advanced foods and human nutrition sciences, the Riddet Institute has world-class expertise in the areas of biomaterials science, post-harvest technology, behavioural and sensory aspects of food choice and consumption, as well as digestive physiology relating to nutrient absorption and metabolism. Additionally, the recently established Massey University Institute of Food Science and Technology brings together the knowledge within Massey's School of Food and Nutrition and Food Pilot Plant with Riddet Innovation to create New Zealand's leading academic research group in the area of food and nutritional sciences.

Massey's distinctive research and teaching strengths characterise each of our campuses. The Manawatū campus in Palmerston North is the University's premiere and 'home base' for research and teaching in the life, agricultural, horticultural and veterinary sciences. The expertise located at this campus positions Massey as a leader in industrial innovation through areas such as food science and technology, biotechnology, advanced material sciences and product development. At Manawatū, we offer 151 programmes across sciences, education, business, sport, humanities, Māori visual arts, and social and health sciences. In addition to Veterinary Science, Massey Manawatū is the only university in New Zealand to teach aviation, a competitive and highly-regarded programme with strong industry engagement and graduate outcomes. More than 78 postgraduate programmes provide the driving force of the University's research culture.

Massey's Auckland campus is located in Albany on the city's rapidly growing and culturally diverse North Shore. Massey Auckland has a deliberate focus on innovation, across a wide range of disciplines. At Auckland we offer more than 120 programmes (with half of these postgraduate), including specialised research and teaching in mathematics and information sciences, fundamental and natural sciences, food technology, nutrition, health sciences, engineering, humanities and social sciences, business and education. The e-centre, a high-technology business incubator, is a flagship for the University in engaging with industry and entrepreneurs and developing the businesses of the future.

Massey University's Wellington campus is Massey University's creative campus with particular strengths in the areas of design, fine arts, music, media, communication, expressive arts, and nursing and public health. The Wellington campus is home to New Zealand's oldest and most distinguished School of Design (established in 1886) – the second highest ranked design school for the Asia Pacific in the prestigious Red Dot Rankings⁵. The Wellington campus also hosts a number of world-class research centres including the Centre for Public Health Research, Sleep/Wake Research Centre, Research Centre for Māori Health and Development, and the Centre for Disaster Research (with GNS Science). Massey Wellington has a strong and rapidly growing identity as a centre of creativity in New Zealand's capital city. Our staff have extensive relationships with industry (particularly in the creative arts sector), as well as with business, public sector, health and social service agencies and other

⁴ Massey University is a partner in the Bio-Protection Research Centre, the Dodd-Walls Centre for Photonic and Quantum Technologies, MacDiarmid Institute for Advanced Materials and Nanotechnology, the Maurice Wilkins Centre, Ngā Pae o te Māramatanga, QuakeCore and Te Pūnaha Matatini. Massey University also hosts the New Zealand Institute for Advanced Study which supports elite scientists to pursue world-ranking fundamental scholarship at Massey University.

⁵ Red Dot Design Ranking tracks and measures the success of an organisation in producing exciting new design concepts over a period of time. It is a reflection of real sustainable design innovation capability of an organisation. More information available on <http://www.red-dot.sg/en/celebration/red-dot-design-ranking/>

educational providers. Our Wellington campus is widely recognised as hub of activity and local engagement with the greater Wellington region.

Massey's 'fourth campus' is our virtual online campus. Given our long leadership in this space, distance learning is stitched into the fibre of Massey University; not only is 'distance learning' synonymous with Massey, it is part of our DNA. Building on our history of unrivalled expertise in distance education, we are driving hard to develop a new future-focussed vision which will see Massey lead 21st century learning and teaching experiences in New Zealand higher education. Our aim is to equip students for a rapidly changing world and one with new and diverse work opportunities. Over the next three years we will ensure that all Massey students can access their learning through a sophisticated blended learning platform, which will comprise on-campus and online and a combination of the two. We understand that students want learning experiences that are tailored to fit around their lives; they need personalised experiences and learning that both challenges them and extends their career advancement. In this way, we are fulfilling our commitment to advancing the digital literacy of our students, aligned with the New Zealand Information Communications Technology (ICT) strategy, as well as supporting learners who are already engaged in the workforce, offering them flexibility throughout their learning journey with us. We recognise that lifelong learning is no longer the exception, but is rapidly becoming the norm for New Zealanders who have access to further education. As part of our ongoing responsibility to supporting first-in-family learners and supporting the Government's ambition to access and equity in educational outcomes, across all levels, Massey remains committed to reaching non-traditional learners, wherever they may be.

Massey's teaching engagement platform comprises a sophisticated learning management system (STREAM). This enables learning and teaching via asynchronous (pre-recorded) as well as synchronous (or 'real time') access and engagement in the form of lectures, tutorials, online discussion forums and online study support sessions. This rich media online learning environment is supported by a team of dedicated learning and teaching consultants, digital developers and expert tutors who our support our online learners. In addition, Massey students also have access to an outstanding library service providing access to over one million book titles, nearly a quarter of a million journals titles and the holdings of 14 other New Zealand and Australian academic libraries.

Massey University remains confident that demand for online learning will continue to grow as national employment rates continue to improve. It is now abundantly clear that an increasing number of New Zealanders in work want simultaneous access to high quality, industry relevant and appropriately packaged university level qualifications in order to achieve personal growth goals while improving their career development. The ubiquity of the internet, along with the democratisation of access to information and coupled with the social media revolution, means that students now want 'just in time, just for me' learning experiences. The global rise of Massive Open Online Courses (MOOCs) now means that universities are challenged to clearly assert their value proposition to current and prospective students (school leavers as well as adult learners). Moreover, the onus is now on universities to prove why credentialed education is preferable to MOOC type models, particularly with regard to enhancing both personal and professional career development. Massey is therefore committed to leading digitally enhanced learning provision in and across New Zealand. We believe that blended learning via the online mode can reach more New Zealanders seeking to learn and thus constitutes a critical capability building project for the nation; this in turn enhances the productivity and efficiency of the New Zealand workforce and further builds social, cultural and intellectual capital.

Massey University's distance provision has also enhanced our well-established international reputation and track record of collaboration and engagement. The University has global reach with extensive research, consultancy, development and other international educational collaborations with universities, research, government and private sector institutions around the world. These links, formalised through agreements with over 250 international partner institutions in 42 countries, will be further developed and leveraged through Massey University Worldwide and our efforts to extend our online teaching expertise to a global audience.

Massey's reputation is particularly strong throughout Asia, where there is widespread recognition of the developmental benefits the University's academic and research expertise and collaboration have delivered over many decades (Thailand since 1961, China since 1982). Our reach into Asia is best symbolised by the three Honorary Doctorates the University has conferred on international dignitaries: in 2002, HRH Bhumibol Adulyadej, King of Thailand (Honorary Doctor of Sciences); in 2014, Madame Peng Liyuan, First Lady of the People's Republic of China; and in 2015, Mr Dhanin Chearavenont, Chairman, CP Group, Thailand. These international relationships enrich the research and academic cultures of Massey University and New Zealand, internationalise our teaching and research, and act as key points of contact through which international student recruitment is developed, both inbound and outbound and through the auspices of Massey University Worldwide.

1.2.2 Strategic direction

In 2014, Massey University launched its revised strategic plan [“Shaping the nation taking the best to the world – The Road to 2025”](#). The strategy was developed in consultation with the University's stakeholders and the wider community, and sets out how the University intends to contribute to the future of New Zealand and the major challenges that face us globally. Massey University aims to make a difference and this ambition has been captured by the seven big goals that lie at the heart of the University's strategy:

- We are a research-led university committed to the generation and application of innovation and knowledge;
- Our students can expect a teaching and learning environment that will enable them to be creative, innovative and connected contributors of society;
- Close attention is given to building mutually beneficial relationships with the many partners and stakeholders, including iwi, who engage with the University;
- Increasingly our focus is on building the University's capacity and capability to work around the globe;
- As a major intellectual resource, we have been identifying ways that we can help to address the major challenges faced by New Zealand and the global community;
- We are committed to diversifying our funding base to ensure that we can resource the plans which will see us grow our New Zealand student base and take the best of New Zealand to the world; and
- We are providing support for students and staff to excel while investing in the information technology and physical environment they need.

Massey University recognises that tertiary education provision must reflect the wider economic and community development context for iwi and Māori communities to make a genuine difference. Cognisant of its responsibilities to give effect to the Treaty of Waitangi, Massey's [KIA MARAMA: Māori@Massey 2020 Strategy](#) states how the University will work to meet the priorities for Māori. Building on our current research, teaching, and professional strengths, previous Massey University Māori strategies, and government and Māori development goals, this strategy sets out the themes for Māori achievement and signals the areas where and how the University will make significant contributions in supporting graduate success, building leadership and academic capability, nurturing indigenous development and contributing to the knowledge matrix which supports Māori progress, development and success.

Massey University is similarly committed to assisting Pasifika communities to realise their aspirations, to advance Pasifika success in tertiary education and research, and to enable socio-economic transformation. Through the [Growing Pearls of Wisdom: Pasifika@Massey 2020 Strategy](#) the University will make a positive contribution to Pacific communities and nations through teaching, research, and consultancy services. Our active engagement with Pasifika students in selected schools in the Auckland and Wellington region has provided the impetus for an increase in Pasifika student entry to Massey University. Through both central support divisions and colleges, we are focusing on strengthening our ongoing support for current students to ensure they achieve academic success.

Massey also recognises the increasing presence of new migrant clusters within New Zealand and the need to ensure that educational provision engages with, and provides for their special needs as they become increasingly effective and valued economic citizens and community members. Our expertise in this domain is recognised by Auckland City Council, for example, where we provide specialist advice; further, our pathways and transition agenda will develop over the next three years with these groups (and their needs) in mind.

Over the next three years the University intends to strategically reposition in order to achieve its plans for managed growth. This follows a loss of volume of provision as a result of structural change, largely in response to Government's direction to manage down student enrolments.

Massey's response to the Tertiary Education Commission's request to restrain consistently high enrolment levels has been successful and swift. We have instituted actions such as terminating marketing expenditure on specific programmes, restricting specific course offerings, discontinuing qualifications and eliminating low student volume papers. Taken together, this represents both a collective and highly strategic approach to ensuring the University's success in actively managing and reducing our enrolment numbers. This is critical in the current funding environment. With the tolerance range at 105% and with funding of up to 102% of allocation, **the University has continuously indicated to the TEC that its preferred strategy is to grow student enrolments, both domestic and international, in our areas of research and teaching strength and distinctiveness. This will continue to be our strategy for the future.**

Massey's ability to rebuild our domestic EFTS volume to the 2010 level is critical in ensuring that the University can deliver both economic and social outcomes to New Zealanders as expected by Government. We can do this by servicing the rapidly growing demand for tertiary education in the Auckland region, most particularly by increasing enrolments on Massey's Auckland campus. Massey will continue to support the life-long learning ambitions of all New Zealanders and extend professional

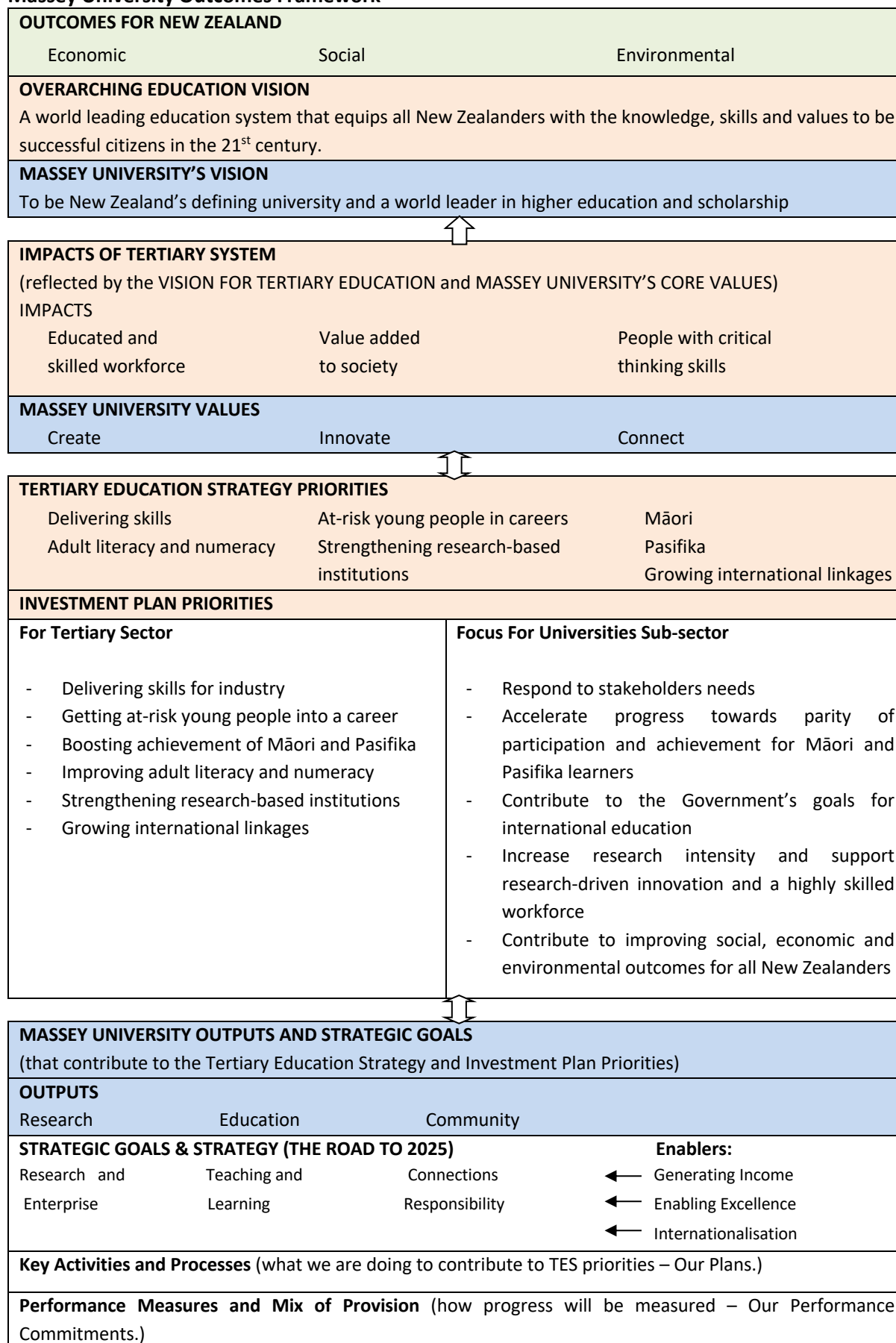
development opportunities to them by providing expertise to build capability in New Zealand industries and businesses. We will do this by continuing to support distance learning provision across New Zealand and through strategically focused growth at both our Manawatū and Wellington campuses. To support our strategic growth ambitions, Massey has expanded its student enrolment modelling methods to facilitate the development of an eight year Strategic Enrolment Management Plan, to be reviewed and revised regularly to ensure currency and relevance and that it remains fit-for-purpose when considered alongside Governments' goals for tertiary education.

1.2.3 Outcomes framework

Massey University's contributions to outcomes for New Zealand, the national vision for the education system, the Tertiary Education priorities, and the priorities for the Investment Plan period are illustrated in the following diagram (Massey University Outcomes Framework). The Massey University Outcomes Framework remains consistent with the framework and guidelines for reporting on outcomes developed by a joint TEC and Universities New Zealand working group, as endorsed in June 2010. Indeed, the framework for the university sector provides a shared view of the national contribution of New Zealand universities and in turn informs the preparation of this Investment Plan.

The University actively measures its progress against our stated strategic goals through a series of performance measures under each goal, reported internally through a Balanced Scorecard framework. The key activities in Massey University's plans derive from our commitment to supporting learning through research, and education (teaching) and community/business engagement (public and private sector contribution). These goals are strongly and deliberately aligned with the priorities for the sector from the Tertiary Education Strategy as well as those identified for the immediate Investment Plan period (from the 2016 Plan Guidance). By delivering on The Road to 2025 strategic goals (founded on the values of 'create, innovate, and connect'), Massey will contribute to outcomes that will benefit New Zealand and New Zealanders and, through our overarching vision to tackle the 'big goals', ensure that our work is also relevant to the wider global community.

Massey University Outcomes Framework



1.3 Contribution to Government priorities

The Tertiary Education Strategy (TES) 2014-2019 identified six strategic priorities for the tertiary education system. These are further articulated in the Investment Plan Gazette Notice, where the expectation is that tertiary institutions will:

- Identify and respond to the needs of industry and employers and publish information to help inform enrolment choices (the “Delivering Skills for Industry” priority of the Strategy);
- Attract and engage at-risk young people and support them to progress through tertiary education and into sustainable work (the “Getting at-risk young people into a career” priority of the Strategy);
- Attract and engage Māori and Pasifika students and support them to succeed educationally and achieve better outcomes (the “Boosting achievement of Māori and Pasifika” priority of the Strategy);
- Respond to adult foundation learners with literacy and numeracy skill needs (the “Improving adult literacy and numeracy” priority of the Strategy);
- Manage its resources to support its research strategy and implementation plan, and support innovation (especially commercial innovation) through research, knowledge exchange, and human capital development (the “Strengthening research-based institutions” priority of the Strategy); and
- Help to increase the value of international education to New Zealand (the “Growing international linkages” priority of the Strategy).

The TES states that over the next decade, the tertiary education sector must continue to improve the quality and relevance of tertiary education and research by building international relationships that contribute to improved competitiveness, supporting business and innovation through development of relevant skills and research, and improving outcomes for all. Massey University supports this vision and agrees with the need to ensure that the implementation of this strategy by Government is guided by effective operational frameworks, particularly around funding mechanisms and performance measures, so that tertiary education providers are able to achieve this vision.

The remainder of this section will articulate how Massey has contributed to these priorities in the previous Investment Plan period (2015-2017) and, moreover, how it will continue to contribute these priorities through strategic initiatives over the next three years. It is important to note that Massey University does not see its primary role as “Getting at risk-people into a career” and “Improving adult literacy and numeracy” (refer to page 4 of this Plan) and understands these priorities are better addressed through other tertiary education sub-sectors.

Priority One - Identify and respond to the needs of industry and employers and publish information to help inform enrolment choices (the “Delivering Skills for Industry” priority of the Strategy)

Progress from previous Investment Plan (2015-2017)

In the previous Plan period, Massey made a commitment to progress key initiatives responding to the needs of stakeholders, including iwi and Māori communities, and delivering skills for industry by 2017. In the Investment Plan 2015-2017, these initiatives were framed mostly in relation to enhancing the

employability of students. Substantial progress has been made by the University in relation to these commitments.

In 2015, Massey developed an employability framework. This prompted a strategic discussion regarding employability as a core attribute of a Massey University qualification and learning experience, alongside work to identify a set of Massey employability attributes. This included drawing on data from Massey's graduate destination survey and inserting a block of specific questions on employability into the University's student engagement survey. These were distributed to all students in 2014 and 2015; over 2,000 responses in each year were received and analysed. Further work was conducted with industry, students, alumni and academics to refine our employability attributes so as to best align with industry needs. This work was preceded by an institutional stocktake on the types of employment related opportunities that were purposefully built into qualifications and that existed at a support level, such as career services. A report was created detailing the next steps, which in turn fed into the development of the employability framework.

A suite of Massey employability characteristics has now been developed from this research. These are described below. These characteristics will serve as key indicators to students, staff and stakeholders regarding Massey's distinctive value proposition and will allow students in particular to identify how they can enhance these attributes throughout their academic journey. The Employability Programme at Massey comprises the following key points:

1) The vision for the Employability Programme:

Every Massey University graduate will be a reflective practitioner with a portfolio of employability-related characteristics comprised of academic, work-related, and personal activities, which evidences and articulates the skills and attributes they can apply both as employees and as citizens for positive contributions to society.

2) An award programme (where a student's skill and capability development is evaluated and recognised) is currently under development.

3) The name for the Programme will be UniVitae.

4) The platform for the Programme will be MyPortfolio.

5) The five Massey University employability-related characteristics will be:

Global citizenship: *Engaging ethically and efficiently in the professional context and also understanding and engaging with diverse communities and cultures in a global context.*

Enterprise: *A combination of individuality, creativity, and leadership that enables a culture of innovation, risk taking, and opportunism, enabling entrepreneurship and facilitating knowledge transfer.*

Information literacy: *The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand, and to communicate that information effectively through oral, written, or visual methods in order to inform, motivate, and effect change.*

Self-management: *Working independently, taking responsibility for personal actions such as planning and organization, having the confidence and self-awareness to plan and realise goals and ambitions, and being adaptive to respond to changing situations.*

Exercising leadership: *Ability to work confidently and collaboratively with a group of people, and as a leader when necessary, including encouraging and motivating team members toward a shared vision to achieve goals.*

In addition to the employability framework, the MasseyCareerHub (MCH) has been upgraded and a communication plan developed. All students are now automatically registered on the system which hosts graduate vacancies, information relating to internships, part time work and volunteer roles. It is also used to advertise employer presentations, workshops and other events. Students can also book appointments with careers advisers who can “journal” the conversations, book into events such as workshops, employer presentations and expos, view resources and ask questions and create an individual profile that is tailored to meet their needs. Significantly, graduates have life-long access to MCH. Various additional functionalities are being developed including the capability for academics to indicate what skills are being covered in a paper to match this with specific skills required by an employer.

In addition, a digital career literacy framework has been developed using the LinkedIn platform to provide every Massey student with the opportunity to develop a professional digital profile and associated skills in professional networking. The framework includes a series of workshops across campuses, digital resources such as a series of training and information videos, baseline research into student understanding and utilisation of digital career literacy and peer to peer support in the development of portfolios. This framework will continue to be developed in the next Plan period which will include career mentors and further exploration of an online mentoring platform which would select partners based on shared attributes with the intention to scope feasibility of collaboration with alumni and key stakeholders as appropriate. Other progress made to our commitment to enhance employability of students, provide better information to learners and provide skills to industry include the following activities:

- Career and employability teams have collaborated across all Massey University campuses to deliver workshops in support of an enhanced, integrated Career and Employment Service Framework. In addition, careers and employment website has been completely refreshed and updated to reflect current practice;
- The "Are You Employable?" initiative was implemented as part of a 'new' approach to Careers and Employment Services, and training videos created and made available on the stream platform;
- SPRING - a student hatchery - has been running in Wellington for the past two years and plans have been agreed for further hatcheries in Auckland and Palmerston North, which will further enable and develop student enterprise;
- The College of Creative Arts has introduced a suite of employability and entrepreneurship papers starting in the second year of its Bachelor of Design programme as well as a number of enhanced teaching and learning opportunities that focus on employability such as Open Lab (a student staffed commercial Design studio) and Callaghan Innovation funded grants for Master of Design students that allow them to undertake R&D projects with industry; and
- The College of Humanities and Social Sciences sought employers' views on employee skill requirements (400 responses to the question) and refreshed the Bachelor of Arts to ensure graduating students have both the disciplinary knowledge and the soft and transferable skills that employers require. This was implemented in 2016 and is supported by BASE+, a student

support and guidance programme which encourages employability and engagement between students and external stakeholders.

Massey has also sought to benchmark its whole-of-institution employability efforts. In 2015 the University participated in the inaugural QS Employability Ranking and in the University of Tasmania International Student Employability benchmark. Both exercises were valuable in providing the University with insights into what constitutes best practice, and provided the University with the ability to benchmark internationally.

Massey University continues to actively engage with stakeholders; these engagements inform development and review of new academic programmes, create research opportunities, and ultimately demonstrate the University's contribution to New Zealand's economic, social and cultural wealth.

In addition, the integration and alignment of Student Life services across the University continued, including a review of contracts for provision of student-levy-funded services, and implementation of a new Student Engagement model for student services in line with revised Ministerial direction. Student forums, as part of a new Student Engagement model, were run on each campus during semester one 2015 and the outcomes of this process were instrumental to the subsequent updating of the Student Services website.

Contributions for the next Plan period (2017-2019)

The University remains committed to supporting the needs of all our stakeholders including industry, employers, learners and the community. As part of our commitments to the TES, over the next three years the University will concentrate efforts in ensuring its Academic Plan is fit-for-purpose and aligned with the needs of our stakeholders, and will continue to work to ensure that students are successful through their learning journeys and that they are well supported and prepared to reach their goals (successful outcomes). The University will also invest in the online strategy, enhance communication channels with stakeholders and learners and advance stakeholder engagement with a view to develop new relationships. These commitments are further detailed under the headings Strategic Initiatives 1-6.

Strategic Initiative 1 – Develop and launch a new Academic Plan

In 2016, the Massey University Academic Committee requested a working party to be formed to consider the future of our academic offer, to ensure that Massey University's academic offer and curriculum is fit for purpose and sustainable over the long-term. An Academic Profile Taskforce was established in mid-2016 with cross-college representation. The Taskforce is chaired by the Assistant Vice-Chancellor Research, Academic, and Enterprise and supported by staff from her office.

There are multiple work streams sitting under the remit of the Taskforce's work, including developing a principles-based curriculum model for Massey, exploring the teaching-research nexus, considering the hallmarks of a Massey qualification and examining key attributes of Massey's teaching and learning experience, such as a focus on applied skills and employability. An outcome of the Academic Profile Taskforce is to create an Academic Plan for Massey University. This will allow the University to prepare for and shape the future direction of the University's academic offer in a coordinated and consistent manner and in a way that respects the work completed to date in the colleges in terms of

strategically reshaping academic programs. Our Academic Plan will define Massey University, in terms of what we teach, how we deliver our teaching and why; it will speak to the purpose of our University's teaching and learning activities and their distinctiveness. The Academic Plan will also take into consideration guidance received from the TEC and the Ministry of Education, which includes new developments such as the Employment Outcomes of Tertiary Education (EOTE) data and high priority provision. Development of the Academic Plan commenced in mid-2016, with implementation planned for 2018.

Strategic Initiative 2 – Implement the new Student Success Strategy

Massey University remains focussed on ensuring that all of our students, and especially non-traditional learners, realise their potential and experience success in their endeavours, both in terms of achieving a holistic student experience and in terms of successful course completion.

The recently implemented Academic Standing policy is providing the University with a better mechanism to support students and for students to self-manage their pace and volume of study. The current policy and its implementation will be further enhanced by the provision of increased staff support from semester two this year. Academic standing was instituted at Massey in 2014 and is demonstrating positive outcomes to date. For the first time since the Academic Standing model was implemented, 80% of students enrolled in semester two 2015 passed 100% of papers in which they studied; of which 16% were Excelling (A- or higher average). This is the highest percentage since the model was launched in 2014. If Academic Management is included (whereby students pass 50% or more of their papers), this percentage increases to over 90%. This latest data also shows a small increase in Academic Risk students but this is at lower levels than shown in 2014. Overall, the data is showing that student performance is positive.

In terms of advancing our support for student success, the following initiatives are also currently being implemented:

- A pilot project ('Strengths at Massey'), based around better supporting first-year students through a strengths-based approach is being trialled across all three campuses in semester two, 2016. This is based on international best practice 'strengths-based' student support and enhancement and it is the only program in New Zealand. We are aware of only one other such programme in Australia. The overarching aims of the programme are to facilitate a connection with Massey, provide transition mechanisms to university life, increase student retention and link to the employability framework. The programme utilises the Gallup 'StrengthsQuest' tool, which uses the key principles of positive psychology to increase self-awareness, critical and creative thinking skills, leadership acumen, and group effectiveness. The program focuses on the following four key areas: identity, environment, expectations and connections. Early reports on student engagement with and feedback on this pilot programme 'Strengths at Massey' is positive and encouraging;
- Enterprise reporting is being improved to provide better visibility of student performance and data analysis around student performance. This includes development of purpose-built reports, regular reporting, and the ability to drill into data to better understand student performance factors. This is a key project in the Massey Enterprise Reporting (MER) project;

- A college-based program, BASE+, was established in the College of Humanities and Social Sciences in 2016 to provide pastoral and extra-curricular support for Bachelor of Arts students. Throughout the semester, BASE+ hosts a range of activities bringing together people, often from diverse parts of the university, who all share a passion for providing the best opportunities and experiences for students. BASE+ operated for the first time in 2016 and the data on academic success rates and the levels of student satisfaction increased significantly.

Strategic Initiative 3 – Advance implementation of the Student Employability Strategy

While Massey University prepares graduates to obtain the skills valued for employment, in addition to their academic and scholarly development, the University is very clear about its mandate and purpose: we do not principally exist to ‘train’ students for specific jobs and cannot guarantee students’ post-graduation employment. However, we do consider that a key part of a Massey University academic experience is regular, consistent and coordinated exposure to and engagement in experiences that develop employability skills and knowledge. As a strongly applied University – in terms of our teaching, research and community engagement – and employability agenda sits comfortably with Massey. In this respect, employability is best defined as a partnership between the University, the student and employers. From each of our three physical campuses, Massey University enjoys strong and positive relationships with local stakeholders, among whom local employers and businesses are major partner groups. A key goal of our employability strategy is to leverage from these existing relationships with employers, develop new ones and sustain these from the perspective of collectively supporting positive post-graduation outcomes for our students.

From 2017-19 the Employability Strategy will be advanced through the integration of Employability into the stream of work of the Academic Profile Taskforce and the subsequent development of an Academic Plan for Massey University. As a tangible outcome of this work, an Employability Programme is currently under development (as noted earlier this will be titled ‘UniVitae’) which seeks to build on the University’s academic intent of facilitating and supporting Massey University students to be independent learners and inquirers and to engage with research and transferable skills opportunities through their study. Specifically, the Programme will support students to prepare, in addition to their regular coursework requirements, a portfolio of academic, work-related, and personal experiences that will evidence a holistic narrative of their University experiences and learning. In addition to assisting students to articulate their overall employability and ‘life learning’ attributes, the portfolio will make clear to future employers (as well as to our graduates) the competencies, capabilities, and skills that they have developed alongside their scholarly learning, in much the same way a curriculum vitae provides this evidence.

The University will, through this programme, formally recognise students who have completed such a portfolio at the time of graduation, as an additional outcome of their studies and alongside their formal academic record. For students to receive University endorsement as recognition for the development of each of the **five** Massey University employability characteristics (Global Citizenship, Enterprise, Information Literacy, Self-management, Exercising Leadership), the University will provide guidance on the types of opportunities available to be counted toward completion of the Programme.

Strategic Initiative 4 – Develop and begin to implement Massey University Online Strategy

Massey University has a strong pedigree and proud history in distance learning provision in the New Zealand higher education sector. Our university teachers have long been at the forefront of smart innovations in pedagogical design and development. This has allowed us to continue our broad reach to a range of students, either on campus or physically removed from a Massey University learning site. This specific strategic initiative responds directly to the needs of industry and employers as it supports people active in the New Zealand workforce who wish to have access to high quality, industry relevant and appropriately packaged university level qualifications in order to achieve personal growth while improving and further enhancing the productivity and efficiency of the New Zealand workforce.

In 2016, a new position of Dean, Digital Innovation and Learning Futures was created and this role is currently in market. This position will be tasked with creating an online teaching and learning strategy for the University. Working across the University this role will work with colleges and other internal and external stakeholders to design and transform our current practice in this space. It is our strategic intention and clear ambition that Massey University will continue to advance national leadership in this regard and innovate, using new and disruptive technologies to drive distinctive learning experiences.

Approved in 2015 and operationalised in 2016, the 'Hubs of Excellence' initiative – a new model of offering online provision and support to Massey University Colleges and academic units, supported by the National Centre of Teaching and Learning – responds to the imperative to increase current support for digital and online teaching development. This initiative is driven by Massey University's intention to maintain leadership in this space. We recognise too that external competition may challenge the University's position as the natural 'university-of-choice' for distance education in New Zealand, through both blended and online learning modes. The Hubs of Excellence project is a new way of supporting colleges with online development and will position the University toward a collaborative, project-orientated way of working on teaching and learning. Colleges are also investing considerable resources in a way that complements the initiatives of the National Centre of Teaching and Learning developments. This new collaborative methodology is at the heart of the National Centre of Teaching and Learning's refreshed approach to supporting and providing leadership to best practice high-quality teaching and learning across the University.

Strategic Initiative 5 – Enhancing communication channels to better connect with our stakeholders and learners.

In a digital age, reaching and communicating with our stakeholders has become more complex than at any other time in history. Information is ubiquitous, and both students and stakeholders will traverse a variety of communications channels to find and/or corroborate the information they need. Understanding our audience, their drivers and how best to reach them, will not only improve our engagement with them, but it will help them to reach an informed decision and drive action such as enrolment. Central to this is the implementation of an effective digital recruitment strategy that will allow us to better utilise digital and social platforms to reach, profile and engage our audiences. A core component of this is re-building our primary owned media channel (the University's website), improving access and speed (globally) and ensuring information consistency, reliability and tone, combined with more intuitive and personalised content sign-posting and delivery.

In 2017, we will further enhance understanding of our audiences through better appreciation of stakeholder data and improved analytics so that we can personalise content and deliver it to

prospective students and stakeholders and utilising the right channels to lift engagement. Message consistency and authenticity is central to building our stakeholders' understanding of what we do, and how we might best serve their needs.

In 2016, Massey began a brand refresh programme to improve the way in which the Massey story is told and visually expressed. The first articulation of the brand refresh work will be the 2017 Semester One recruitment campaign. This programme will continue to roll out into 2017 and beyond. Key audiences have been engaged in the process including staff, current students, alumni, school leavers, prospective students, and commercial partners and other key influencers.

In addition, an annual recruitment plan has been developed to meet university targets, with particular emphasis domestically on growing a greater share of the school leaver market, Māori and Pasifika enrolments and engagement with their communities, support of priority regions and enhancing the value of our distance offer to also promote life-long learning. We consider that these priorities address and respond to Government's objectives as expressed in the TES.

A separate marketing and recruitment plan has been developed to grow the international student pipeline, through engagement with onshore providers and improved international agent partnerships to build more pathways and quality applications, better realising the potential of international articulation agreements, growing our visibility and reputation in priority markets as well as exploring emerging ones, and support of our transnational (in market) offer and growth plans.

Strategic Initiative 6 – Advance stakeholder engagement strategy and develop new partnerships

Stakeholder engagement is internationally recognised as a critical element of strategic planning which underpins reputation management and organisational success.⁶ Massey is committed to implementing a purposeful, co-ordinated, pan-university strategy and approach to external stakeholder engagement, spanning teaching and learning, research and enterprise, economic development, thought leadership and social responsibility. We will proactively develop mutually beneficial partnerships with the most relevant, influential stakeholders to enhance our reputation as a defining university, shaping our nation and taking the best to the world. The outcome of this strategic initiative is, through engagement and partnerships, to respond to the needs of not only industry and employers, but also respond to the needs of the communities and learners we seek to support.

We will map key stakeholders, audit current engagement and plan future engagement. We will record, share and manage stakeholder contacts, activities, opportunities and relationships with opportunities and issues managed in a timely way, actions and outcomes captured and new opportunities triaged to vertically and horizontally integrate them into the organisation. This requires investment in a fit-for-purpose Customer Relationship Management platform and commitment to using it as an integral part of our work. This culture-change will be supported by leadership, training and a community of practice, representing the diversity of engagement and acting as advocates for best practice stakeholder engagement at Massey.

⁶ McKinsey report, *Beyond Corporate Responsibility, Integrated External Engagement, 2013*

Over the next three years, Massey will continue to engage in higher education collaboration. In Northland, we plan to collaborate with NorthTec, the University of Auckland and key regional stakeholders (e.g. Iwi/hapu) to present a unified network of provision where expertise and resources are shared and the partners work together around a common delivery agenda to maximise economic and equitable access to education opportunities.

In response to the priorities identified, Massey offers opportunities highly relevant to the Northland area with its focus on provision of agriculture and food related disciplines. These programmes provide participation for students in tertiary education in a supportive and innovative way while delivering skills for industries which are highly relevant and essential to the Northland economy. Similar initiatives are under way in Hawke's Bay based on connecting with economic development agencies, the education sector and iwi. Included in these plans and embedded in Massey University ethos is the understanding and awareness of the requirements of the Māori and Pasifika population in particular. Massey University programmes have been designed and built with input from iwi, communities and industry stakeholders to ensure a world-class learning environment is available to students across all spectrums of learning.

Priority 2 - Attract and engage at-risk young people and support them to progress through tertiary education and into sustainable work (the “Getting at-risk young people into a career” priority of the Strategy)

Note that Massey University does not see its primary role in “Getting at risk-people into a career” (refer to page 4 of this Plan) and understands these priorities are better addressed through other tertiary education sub-sectors providers.

Priority 3 - Attract and engage Māori and Pasifika students and support them to succeed educationally and achieve better outcomes (the “Boosting achievement of Māori and Pasifika” priority of the Strategy)

Progress from previous Investment Plan (2015-2017)

In the previous Plan period, Massey University made a commitment to progress a number of key initiatives to attract and engage Māori and Pasifika students. These initiatives were framed around development of new models, such as PŪHORO, targeted recruitment and student support, as well as the cultural audit model. Substantial progress has been made by the University in relation to these commitments.

Māori

A broad priority for Māori development includes Māori educational achievement across a wide range of disciplines. In 2015, the University continued to advance the implementation of its strategy for Māori to improve both participation levels and educational outcomes for this important group of learners.

A Māori Academy Model for Science – PŪHORO – was created to foster Māori secondary school pupils from year 11 through to university education and ultimately on to employment. The academy was

launched in February 2016 and will work with a select number of Māori students from several schools in Manawatū and Bay of Plenty. The PŪHORO Science Academy provides an innovative kaupapa Māori focused opportunity to increase and support greater Māori student participation in science including STEM subjects. The programme builds on key enablers and opportunities for tertiary institutions to increase participation of and support for Māori students.

In keeping with multiple Massey University strategic goals such as Responsibility, Connections, and Enabling Excellence, in 2015 the University began the extensive refurbishment of Kuratini Marae on the Wellington Campus and committed to refurbish the Wharekai on the Manawatū Campus. The refreshed marae facilities will have benefits for all students – not just Māori learners and their whanau – and will therefore ensure that all students, staff and stakeholders benefit from our commitment to Treaty and bicultural values as a core part of New Zealand’s social and economic fabric.

To underscore our commitment to ensuring Māori success and positive educational outcomes, a number of new scholarships have been established for Māori students by colleges and the University and at both postgraduate and undergraduate levels to encourage Māori participation. Specifically, new college-based initiatives to support achievement of Māori students included:

- In conjunction with ongoing support of the first graduate cohort of Te Aho Tātaiarangi: Bachelor of Teaching and Learning: Kura Kaupapa Māori (BTchLNgKKM), the College of Humanities and Social Sciences, within Pūtahi-a-Toi, obtained approval for a postgraduate qualification Te Aho Paerewa.
- Peer-facilitated student support was provided into some of the Bachelor of Business Studies and the School of Psychology core papers with low pass rates. Māori mentors were enlisted to specifically support Māori distance students.
- The College of Creative Arts (Toi Rauwhārangī) has developed a plan for Māori student achievement as part of the Te Ohu (Māori achievement committee) work. The College implemented the Pōwhiri Framework, introduced a peer-mentoring scheme for Māori students and increased recruitment activity in this space. The Pōwhiri Framework is based completely on Māori values and principles. The vision is to create an invigorated environment where all staff and students are required to positively engage with indigenous worldviews. Nearing the end of the four-year change program, many positive benefits have resulted. Last year the innovation was a shortlisted project in the QS Stars Reimagine Education Awards that aim to identify innovative experiments in Higher Education worldwide⁷.
- The College of Humanities and Social Sciences is developing a systematic approach to developing cultural competencies of non-Māori staff for supporting the aspirations of Māori and Pasifika including: (1) Teaching & Learning Strategy; (2) in BASE+ (BA Student Engagement), developed to enhance retention and educational achievement of all students, as well as connectedness and wellbeing. In addition to multiple support layers of BASE+, a mentor/leadership model is being envisaged to accelerate Māori and Pasifika participation and success.

⁷ The College of Creative Arts also appointed a Kaihautu Toi Māori who sits on the College Executive.

- A position was filled to consolidate provision of targeted tutorial support for Māori students in undergraduate Psychology studying via distance and to enhance support provided to postgraduate Māori students.

To accelerate Māori student participation, the following new recruitment activities have been undertaken:

- A recruitment communications audit was completed. Communications have been reviewed to ensure they are appropriate for Māori audiences.
- A new yearlong recruitment programme (A Day in the Life @ MU) started at the end of March for twelve year-13 Māori pupils from Manawatū schools. The programme delivers four events for the students - one event in each school term, ending with a whanau evening in term four to ensure participants are prepared for tertiary study in 2016.
- The recruitment plan for Māori students was developed and implemented.
- Growth in social media engagement.
- The College of Creative Arts has produced additional recruitment publications aimed at recruiting Māori students specifically; held the 20th Anniversary celebrations for the Māori Visual Arts programme in Palmerston North, these celebrations were strategically used as a recruitment opportunity, and run a Māori student experience day on the Manawatū campus.
- The College of Humanities and Social Sciences, and specifically Te Putahi a Toi, offer a programme for the training of teachers who will work in the Māori language education sector, in partnership with a local Māori organisation. A new programme of recruiting students for this programme was developed during 2016 for recruitment into the 2017 programme.

In addition to recruitment activities, the following scholarships were awarded to Māori students to support participation:

- 55 Pūrehuroa Awards were made to Māori postgraduate students.
- As part of the Massey Business School Future Leaders Scholarships scheme, ten school leaver scholarships guaranteed for Māori (and Pasifika) students.
- Five postgraduate and five undergraduate scholarships jointly funded by the AVC Māori and Pasifika and Te Pūtahi a Toi School of Māori Studies (for Māori Studies majors);
- Five undergraduate scholarships for Māori students in the Bachelor of Communication, jointly funded by the AVC Māori and Pasifika and School for offering annually from 2016.
- Four Highbury Community Scholarships and 29 Postgraduate Student Professional Development Awards have made it possible for students to continue with their studies and engage with other scholars.
- New postgraduate scholarships and undergraduate awards to encourage Māori participation were also established within the College of Humanities and Social Sciences and the first recipients honoured with these at a ceremony in July.

Massey University also made significant progress in meeting performance commitments in Educational Performance Indicators for 2015. Results show that successful course completion for Māori is within 1.5% of the target, and student retention for Māori exceeded target by 0.9%.

Participation by Māori also improved compared to 2014 levels with Māori participation at 11.3%, exceeding 2015 performance commitment targets. Also of note is the number of Māori research degree completions from Massey University. This has increased from 33 in 2014 to 41 in 2015. Current enrolment for 2016 calendar year shows Māori EFTS up 5.2% from this time last year; this is another indication of Massey's successful efforts to increase Māori participation.

Pasifika

New initiatives have been mapped out and implemented to promote Massey University's postgraduate courses and support to Pasifika students. The Massey Postgraduate Pasifika breakfast programme was initiated with an alumnus as speaker at the first event. Active promotion of postgraduate courses to high achieving Pasifika students was ongoing by way of, for example, promotion of doctoral programmes through the Postgraduate Writing Retreats, postgraduate monthly newsletter and Pasifika academic monthly seminars. Pasifika communities in Auckland continued to be a key focus alongside Pasifika communities in other regions.

The College of Creative Arts has a Pasifika Achievement Plan in place, including a Pasifika recruitment plan, Pasifika mentoring hubs, regular strategic talanoa, Pasifika residency, and updated webpages with information about the Pasifika strategic plan. A Pasifika staff member has been appointed to coordinate this activity. The College of Humanities and Social Sciences has contracted a Pasifika agency to provide support and mentoring for Pasifika students through 2016 to ensure that they receive appropriate pastoral support and programmes are seen as attractive to Pasifika.

To accelerate Pasifika student participation, the following new recruitment activities have been undertaken:

- A recruitment communications audit was completed. Communications have been reviewed to ensure they are appropriate for Pasifika audiences.
- A recruitment plan for Pasifika students was developed and implemented.
- Growth in social media engagement.

In addition to recruitment activities, the following scholarships were awarded to Pasifika students to support participation:

- Ten Pasifika Doctoral Scholarships were offered for the first time and were available to successful applicants by the end of 2015.
- Under the Massey Business School Future Leaders Scholarships scheme, ten school leaver scholarships were guaranteed for Pasifika (and Māori) students.
- A number of new scholarships were established for Pasifika students at both postgraduate and undergraduate levels to encourage participation at Massey University.

Massey has made significant progress in meeting performance commitments in Educational Performance Indicators for 2015. Results show that successful course completion for Pasifika exceeded target by 2.8%. Student retention for Pasifika exceeded target by 2%. Participation by Pasifika also improved compared to 2014 levels to 4.7%, exceeding 2015 performance commitment targets. Current enrolment for 2016 calendar year shows Pasifika EFTS are ahead by 1.8%; this is another indication of Massey's successful efforts to increase Pasifika participation.

A Culturally-appropriate Audit Model

A model to provide a cultural audit of Massey University's responsiveness to, and implementation of, strategies for Māori and Pasifika was created and trialled in 2015. Colleges, during 2016, were required to develop comprehensive plans for advancement of Māori and Pasifika. The framework for the college advancement plans included:

- Recognition of Treaty of Waitangi commitments;
- Recognition of Pasifika values and Pasifika success;
- Māori and Pasifika student recruitment retention and completion measures;
- Māori and Pasifika staff recruitment, development and succession components;
- Stakeholder engagement and partnerships;
- Māori-centred & Pasifika-centred papers and programmes; and
- Māori and Pasifika research development.

Supporting documentation in the development of the cultural audit model and subsequent advancement plans included the Investment Plan 2015-17 and both Māori and Pasifika Strategies (KIA MARAMA and Growing Pearls of Wisdom).

In 2015 the College of Humanities and Social Sciences started plans for a systematic approach to developing cultural competencies of non-Māori staff for supporting the aspirations of Māori and Pasifika including: (1) Teaching & Learning Strategy; (2) in BASE+ (BA Student Engagement), developed to enhance retention and educational achievement of all students, as well as connectedness and wellbeing. In addition to multiple support layers of BASE+, a mentor/leadership model is being envisaged to accelerate Māori and Pasifika participation and success.

Contributions for the next Plan period (2017-2019)

Boosting Māori and Pasifika achievement requires improvement in access, participation and completion. To achieve success with these two diverse groups, intervention on multiple fronts and at multiple levels is required to ensure that Māori learners and Pasifika learners, once enrolled, are supported, are culturally affirmed and are successful. Massey University demonstrates both strategic and operational commitment to lifting Māori and Pasifika achievement. The strategy document, *Shaping the Nation Taking the Best to the World: The Road to 2025* has a number of goals that explicitly reference Māori and Pasifika; Massey University has also developed two sub-strategies, [KIA MĀRAMA Māori@Massey 2020](#) and [GROWING PEARLS OF WISDOM Pasifika@Massey 2020](#) which reaffirms its commitments to both Māori and Pasifika.

In order to achieve better outcomes, the Office of Research Academic Enterprise has undertaken, in 2016, to review Māori and Pasifika retention and completion rates and to review current support mechanisms. Upon completion of the review, results will be disseminated to colleges to be used as formative data during strategy development. A commitment has been made by the Office of the AVC RAE to ensure that new roles, namely Māori and Pasifika learning and teaching consultants, are created on each Massey campus in order to best support Māori and Pasifika learners. These new roles are currently in process and will be in place by early 2017. Massey considers this to be a major investment in supporting Māori and Pasifika student success.

Having refurbished Kuratini Marae on the Wellington Campus and having refurbished the Wharekai on the Manawatū Campus, the University plans to progress a cultural centre on the Auckland Campus and feasibility for this development will be undertaken in this next Plan period.

Commitments for Māori and Pasifika in this next Plan period are further detailed under the headings Strategic Initiatives 7-10.

Strategic Initiatives 7 and 8 – Māori Academy of Science and Pasifika Academy of Science

During the 2017-2019 period, Massey will continue to specifically support Māori and Pasifika participation in STEM subjects through the ongoing support of the established PŪHORO Academy, and through the establishment of a Pasifika Science Academy. The University has prioritised funding to contribute directly to programme costs for 2016 and 2017 in support of this initiative.

Strategic Initiative 9 – Development of College-based Advancement Plans for Māori and Pasifika

Following the 2015 Massey University internal cultural audit, colleges have entered into Service Audit Agreements that, with the support of the Office of Māori and Pasifika, require the development of comprehensive Advancement Plans for Māori and for Pasifika. The 2015 audit results offered insight into ways to more effectively operationalise Māori and Pasifika strategies. Colleges, having developed comprehensive Advancement Plans for Māori by Quarter 4, 2016 and for Pasifika by Quarter 4, 2017, have undertaken to operationalise their respective plans in the following ways.

- The Massey Business School will continue with its mentoring programmes and scholarships directed to Māori and Pasifika students;
- Key Māori staff appointments have been made to many units in the College of Humanities and Social Sciences to ensure that all units have Māori staffing (academic but also professional), and Māori student support is key to programmes such as Psychology and Education;
- The College of Health is continuing its support of Māori and Pasifika students through scholarships at the undergraduate and postgraduate level. The College, through its affiliation with the workforce development programme Te Rau Puawai, is supporting bursaries and mentoring for Māori students engaged in qualifications that are directed towards careers in the mental health workforce. Additionally, Māori students comprise approximately 25% of Te Pou scholarships awarded to postgraduate nursing students over the past three years. The College of Health also continues mentoring programmes to support of Māori and Pasifika students and staff and is engaged in appointment of Māori staff in several units.
- The College of Creative Arts will explore the development of a Māori research and enterprise initiative that enables both Māori staff and students to undertake applied research projects with Iwi in a full immersion studio environment. The College has also undertaken to support Māori and Pasifika by producing additional and specific recruitment publications, growing numbers in the Bachelor of Māori Visual Arts, continue to deliver on its recruitment and achievement plan and explore new postgraduate qualifications to support Māori and Pasifika and will continue to develop its Pōwhiri Framework.

Strategic Initiative 10 – Development of a Māori Research Strategy

Both the KIA MĀRAMA He Ara Mātauranga (forging academic pathways), and He Puna Mātauranga (generating new knowledge relevant to Māori development) priorities require Māori research development. A Māori research capability mapping and demand project to be completed in 2016 will assist with the development of a Māori research strategy. The project will identify current and projected research capacity and demand.

Better outcomes also require investment in organisational capacity and capability. To achieve this Massey University, as part of its commitment to the development of Māori and Pasifika professional and academic leadership, undertook to develop a comprehensive Māori and Pasifika staff human resource databases. These databases, in conjunction with the Māori research capability mapping and demand project database will advance Māori academic pathways, and will advance Pasifika organisational capacity and capability.

Priority 4 – Respond to adult foundation learners with literacy and numeracy skills needs (the “Improving adult literacy and numeracy” priority of the Strategy)

Note that Massey University does not see its primary role in “Improving adult literacy and numeracy” (refer to page 4 of this Plan) and understands these priorities are better addressed through other tertiary education sub-sectors providers.

Priority 5 - Manage its resources to support its research strategy and implementation plan, and support innovation (especially commercial innovation) through research, knowledge exchange, and human capital development (the “Strengthening research-based institutions” priority of the Strategy)

Progress from previous Investment Plan (2015-2017)

In the previous Plan period, Massey University made a commitment to progress a number of key initiatives to respond to research development, innovation and commercialisation. Substantial progress has been made by the University in relation to these commitments.

In 2015 Massey University continued to build formal links with industry, business and other institutions and agencies that share our vision and ambition to realise the benefits of effective knowledge management. The Massey Institute of Food Science and Technology (MIFST) was publicly launched in June 2015 and presents the largest capability in food science and innovation in the Southern Hemisphere. MIFST's inaugural head is Distinguished Professor Harjinder Singh, who is also co-Director of the Riddet Institute. The Riddet Institute, hosted by Massey University, is New Zealand's premier centre for fundamental and strategic scientific research in food, and was re-selected as a CoRE to be funded for the period 2016-2020. The Institute received almost \$1.0 million from a total \$7.0 million in research investment funding from the High-Value Nutrition National Science Challenge for a project with Goodman Fielder to research the advantages of blending food proteins into foods aimed at older people to help maintain muscle and to help mobility.

Distinguished Professor Paul Moughan, co-Director of the Riddet Institute, was appointed one of four experts on the Global Food and Nutrition Security Think Tank, to report on ways to reduce the number of chronically malnourished people and address the challenges posed by the planet's rapidly growing human population. The initiative is funded by the International Academy Partnership, which is a global network of science academies.

New partnerships are continuing to be developed in relation to New Zealand's food innovation gateway – FoodHQ – the substantial Manawatū-centred cluster of agrifood business innovation organisations; and through Massey University's Te Puna Whakatipu (Transforming AgriFood Business) for commercial and business opportunities for revenue growth through a set of interrelated activities with regions, organisations and individuals. The Te Puna Whakatipu Flourishing Regions initiative aims to design a regional solution for entrepreneurial leadership. Research alliances with industry continue to be developed; FoodHQ has engaged with significant industry associations and facilitated multi-party strategic workshops with each.

The Ministry of Business, Innovation and Employment has committed funding of \$16.7 million over six years for a research programme hosted by Massey University on selected processing steps, otherwise known as unit operations, that will transform New Zealand's primary food production into added-value exports. Partner organisations are AgResearch, Plant & Food Research, the Riddet Institute, the University of Auckland and the University of Otago. The programme is closely linked to the New Zealand Food Innovation Network and will make use of regional product development centres based in Auckland, Hamilton, Palmerston North, Christchurch and Dunedin. It utilises and widens the networks of FoodHQ. While this new research programme enables new food processing capability, it sits alongside existing funded programmes, including the High-Value Nutrition National Science Challenges, the industry-targeted Primary Growth Partnerships and the Bioresource Processing Alliance. The first commercialisations will be by participating companies, but the programme allows the technologies to become available soon afterwards to other New Zealand companies to move other products up the value chain.

Massey Business School (MBS) launched the new Centre for Advanced Retail Studies in December, after the successful launch in February of New Zealand's only retail-focused degree, the Bachelor of Retail and Business Management (BRBM). The multidisciplinary centre, focused on external engagement, creates a broad view of retail that incorporates retail management, consumer behaviour and culture, logistics, supply chain management and marketing. The centre's first major research project is the "Big Issues in Retail Survey" in which it has partnered with Retail NZ and Monash University. The outgoing Warehouse Group Chief Executive, Mark Powell, is Massey University's first CEO-in-Residence, a part-time position in which he serves as a liaison between the University and the business community, a guest lecturer, a mentor for students and a strategic consultant to the Massey Business School executive team; he commenced in the role in 2016. Also of note, Massey Business School has also made notable progress and achievements in research performance in the last Plan period. Similarly MBS's contestable grant applications increased from 7 in 2012 to 20 in 2015, while its external research income increased from \$427,291 to over \$757,000. In 2015, MBS had 27 new PhD registrations (compared to 17 in 2012) - another important research KPI. Several other initiatives had been introduced during the strategic plan period, including Research Translation Competition (RTC) which has now been endorsed by the NZ Business Deans Council and adopted by at least two

other NZ universities (VUW and Canterbury). In 2015, MBS's Research Translation Competition was recognised as one of the AACSB's "Innovations that Inspire" global initiatives.

The College of Humanities and Social Sciences has received \$2 million multi-year research funding to look at the impacts of the ageing on the New Zealand population as well as the economic and social implications of demographic change (immigration, availability of skills, population growth or decline) for New Zealand. Both of these seek to contribute to policy innovation and skills enhancement. The College's Joint Centre for Disaster Research has been critical in contributing to an understanding of disaster management and the training of those responsible. These externally funded projects are supported by a College Research Plan which targets capability development, especially for early career researchers and Māori/Pasifika researchers. This College is also home to the strongest concentration of professional programmes in psychology in New Zealand. In the 2015 and 2016 Marsden funding rounds, the College of Humanities and Social Sciences has done extremely well with three successful grants in 2015 and eight applicants making it to the second round in 2016. The College's researchers are also tackling large social issues through a design research-led social innovation initiative called Toi Aria: Design for Public Good. The College of Humanities and Social Sciences also hosts the national network of social science researchers, eSocSci, which is jointly funded by the participating universities and MBIE.

The College of Creative Arts is currently leading a large multi-institutional research project to evaluate the economic and social value of design to New Zealand. This coalition (DesignCo) includes AUT, Victoria University, Otago Polytechnic, NZTE's Better by Design Programme, Callaghan Innovation and the Designer's Institute New Zealand. DesignCo's first major event, the Helix symposium on New Zealand's design DNA, took place at the College in 2015. In 2016, the emphasis has shifted towards developing data on the economic contribution of design to New Zealand, and exploring opportunities for the provision of executive education in design thinking methods.

Massey remains committed to enterprise as a key imperative of research outcome and impact and we are resolved to the effort of translating innovative academic research into commercial opportunities; both through existing commercial enterprises and new ventures. In 2015 Massey University sold its stake in the assets of New Zealand Veterinary Pathology Limited to IDEXX Laboratories (NZ) Limited, a wholly owned subsidiary of leading global veterinary diagnostic company IDEXX Laboratories, Inc. The initiatives to identify and evaluate new disclosures of potentially commercialisable IP achieved less than the target of 45 disclosures. The number of new disclosures (23) tracked lower than the five-year rolling average (29). Licensing revenue (\$308,000) also came in behind target (\$500,000) in 2015. Massey University's focus has evolved towards quality of disclosures as opposed to quantity, meaning that a lower number of quality disclosures is a better outcome for the University. The unpredictable nature of complex commercial negotiations makes it difficult to foresee the number of successful disclosures in any one year.

To support Massey University's commercialisation activities, two commercial operations fora were held during 2015 to bring together the leaders of the commercial activities from across the University. The intent was to create awareness of the range of current activities and of a network that supports development of creativity and innovation to identify opportunities for new commercial activities and to improve the operation for existing ones. The University also developed a SharePoint site to share

resources, as well as a directory of staff involved in Business Development; it is expected that both activities will contribute to improvement in the Enterprise output.

Contributions for the next Plan period (2017-2019)

The University will continue to invest in its research development and explore opportunities in innovation and commercialisation. As part of its commitments, over the next three years the University will concentrate efforts in implementing a revised research strategy; it will review and implement its commercial operations architecture and will continue to advance the University's contributions to New Zealand economy. These commitments are further detailed in Strategic Initiatives 11-17.

Strategic Initiative 11 – Implement the revised Massey University Research Strategy

Massey University is a New Zealand research-led university with a distinctive history of innovation and excellence, established through pioneering research, highly engaged teaching and an enabling academic leadership. *Research Strategy 2017-2021* will be the primary mechanism through which support for research and researchers will be structured and the means through which institutional investment in University research will be prioritized. Constructed around six main commitments, and guided by *The Road to 2025, Research Strategy 2017-2021* provides the framework for advancing fundamental and applied research and scholarship and creative works to advance economic, social and cultural well-being in New Zealand and beyond. The revised Research Strategy is currently under consultation with the Massey community: workshops have been held to develop actions and key performance indicators to measure progress against strategy.

The aim of Research Strategy 2017-2021 is to ensure that research at Massey University is synonymous with quality world-class research that has impact and influence on New Zealand, while also taking the best of New Zealand research to the rest of the world. To do this Massey University as a community will recruit, develop and support our researchers to reach their full potential; provide excellent training for all researchers; prioritize quality research facilities and infrastructure; strive to grow the level and diversity of its research funding to enable increased scope and ambition of research impact; ensure that the value and impact of our research is recognized locally, nationally and internationally; to create and maintain quality relationships with research partners and research collaborators; and commit to advancing research into commercial and wider applications. Collectively, these are the defining characteristics of Massey University's 'research way'.

Strategic Initiative 12 – Review and implement the Commercial Operations architecture, in which enterprise is a key component

The Commercial Operations architecture of the University was reviewed in 2016 so that Massey University can optimise the commercial operations of Massey University and develop a positive culture of change around an enterprise and commercialisation agenda. The outcome will be a more efficient and financially successful group of commercial operations to support ongoing investment in the core areas of research and teaching.

As a high-quality research-led institution, Massey University's primary objectives are to engage in research discovery and scholarship and to disseminate the results of this research through excellent teaching and learning experiences. While the University delivers research and teaching services as

part of its core mission and mandate, the need to identify non-core revenue sources has, in recent years, led to the existence of a number of commercial activities and operations within the University. This has been driven by the innovation of staff responding to new revenue-generating opportunities as well as the University's need to grow its income base from external sources. A number of these University activities have structured governance and reporting mechanisms and their performance is separately reported. Notwithstanding this, there are still many areas that remain less well-structured and visible.

A new commercial operations governance architecture has been proposed which will categorise each of the types of commercial activities at Massey University and suggests an appropriate governance structure and reporting process for each activity type. The intention of this proposal is designed to clarify the governance and oversight from a whole-of-university perspective in an effort to better align support for these entities and to maximise outcomes from these activities.

Strategic Initiative 13 – Continue to advance Massey University's role in the contribution of the Primary Industries to the economy of New Zealand, with specific focus on Agriculture, Food Science and Technology, Animal Health and Veterinary Sciences

Massey's Agriculture capability is closely linked and aligned with its other core strengths in the foundational STEM subjects to create a cohesive and broad educational experience in this pivotal area. Massey University intends to increase activity, visibility and impact in this area during the period of this investment plan (i.e. undergraduate and postgraduate student numbers; research partnerships and impact; community links; and the development of new educational programmes).

Agriculture and Food at Massey University

Massey University has significant capability in a range of disciplines that relate to agriculture and food. It has invested heavily in infrastructure such as farms and teaching facilities in traditional subjects of agriculture and veterinary science/animal health and more recently has been building capability in food science and technology, as well as nutrition, business, environmental science and management, community development and social science, health and design. The following objectives support Massey University's commitment to excellence and a further strengthening of the agricultural and food sectors in New Zealand:

1. Continue to deliver high quality educational programmes (undergraduate, postgraduate, and continuing professional development) aligned with industry needs;
2. A strong commitment to the discovery and application of new knowledge that adds value to the agrifood sector from both traditional and emerging disciplines;
3. Build and sustain mutually beneficial partnerships with other institutions (nationally and internationally), research institutes (e.g. CRIs), government bodies, and industry and the community to enhance the quality and impact of educational and research programmes.

These three objectives provide a framework for activity across the university, and they include:

- The provision of leading programmes in agricultural science (via the BSc [majors in agricultural science, animal science, plant science, and horticulture] and the BAgriScience), agribusiness

(BAgriCommerce), food science (BFoodTech(Hon)), veterinary science (BVSc), and veterinary technology (BVetTech).

- University level investment and activity e.g. Massey Agricultural Experiment Station, FoodHQ, the Riddet CoRE, the New Zealand Food Safety Science Research Centre (NZFSSRC), the FoodPilot and its role in the Food Innovation Network of New Zealand, the New Zealand Centre for Precision Agriculture, the Fertiliser & Lime Research Centre, and AgriOne. Many of these activities occur through partnerships with other organisations.
- Provision for internal coordination of projects, which enhances the development of interdisciplinary collaborations and timely project completion.

To support these objectives, over the next three years Massey University will:

- Further develop partnerships and engagement with secondary schools focused on agriculture/horticulture and agribusiness subject areas, for curricular development and teacher education and professional development.
- Develop innovative 'degree level' short courses and professional (taught) Masters degrees in high-demand areas such as farm management and agribusiness for veterinarians.
- Develop new programmes and majors e.g. new food science degree (collaboration between Colleges of Health and Science); Agri-Informatics; Agricultural robotics; International Agriculture major; agrifood design at College of Creative Arts; a Social Science Food Network, and food marketing at Massey Business School.
- Work with government, industry and community groups, carry out targeted recruitment of students interested in programmes across the agriculture-food value chain.
- Continue investment in staff and facilities to support research on mitigations for the environmental problems that result from agricultural production.
- Leverage partnerships with key research organisations (e.g. AgResearch, Plant & Food, Landcare) for recruitment of domestic and international postgraduate PhD students.
- Strengthen capability (research and teaching) in agritechnology, precision agriculture, food science & technology, and genetics & breeding (the latter will include the 2017 launch of the *AL Rae Centre for Genetics and Breeding*).
- Enhance international mobility of domestic students enrolled in agriculture and food-related programmes via leverage of student exchange agreements and research partnerships with leading international universities and institutes (e.g. Wageningen UR, Chinese Agricultural University, UC-Davis).
- Deepen Massey's research and capability development activities in agribusiness, food science & technology, veterinary medicine and One Health in the Asia-Pacific region via partnerships and contracts with CRIs, MFAT, NZ Trade & Enterprise G2G, local governments and other sponsors.

Strategic Initiative 14 – Continue to lead and implement research for the beneficial development of the Creative Economy in New Zealand

The College of Creative Arts plays a huge role in the capital city, and the Wellington region more widely, as a thought leader and pioneer in the development and strengthening of the region's creative

economy. The College has been leading a research project to connect the disparate parts of the creative ecology across the Wellington region in order to accelerate the growth of creative firms to create a more prosperous capital city. This has resulted in the College partnering with WREDA in 2016 in the development of a Creative Economy strategy for Wellington. This will be done from a basis of an unprecedented research project to be undertaken in collaboration with WREDA.

The strategic development of design in New Zealand has been a key area of focus for the College for the past 5 years. The College continues to lead the DesignCo initiative - a large multi-institutional research project to evaluate the economic and social value of design to New Zealand. This coalition (DesignCo) includes AUT, Victoria University, Otago Polytechnic, NZTE's Better by Design Programme, Callaghan Innovation and the Designer's Institute New Zealand. DesignCo's first major event, the Helix symposium on New Zealand's design DNA, took place at the College in 2015. This year, the emphasis has shifted towards developing data on the economic contribution of design to New Zealand, and exploring opportunities for the provision of executive education in design thinking methods.

The influence of the College's leadership is also evident in central and local government where design-led research initiatives such as the Design and Democracy Project and Toi Aria:Design for Public Good have been providing the public sector with innovative approaches to tackle large complex social issues.

Fine Arts research remains extremely valuable and important to New Zealand as a nation. Fine Arts research cannot simply be judged for its return on investment in economic terms, and should not be. However, if one is to use economic criteria as one of a suite of criteria, the creative arts more than hold their own: not only are they a critical part of any credible and effective innovation system, but the economic importance of creativity, critical thinking and of applying new ways of thinking is increasing rather than becoming less relevant. According to a recent World Economic Forum report⁸ "creativity will become one of the top three skills workers will need. With the avalanche of new products, new technologies and new ways of working, workers are going to have to become more creative in order to benefit from these changes".

Strategic Initiative 15 – Continue to advance Massey University's role in Public Health and Wellness

The College of Health hosts a Centre for Public Health Research that, with the Research Centre for Infectious Diseases in the College of Sciences, provides a distinctive capability of exploring both human and animal health issues and the cross-species interactions that can be so devastating to economic and community well-being. The College of Health also hosts the SHORE (Social and Health Outcomes Research and Evaluation) and Whāriki Research Centre, working in a Treaty of Waitangi partnership model with the Māori research group Te Rōpū Whāriki, to undertake policy and collaborative community research on several health and social topics (alcohol, illicit drugs, tobacco, neighbourhood determinants of health, Māori research and evaluation).

With the development and launch of the School of Public Health, the College of Health will continue programme design and implementation that aligns with the public health workforce development strategy outlined by the Ministry of Health. Ongoing need for undergraduate programmes in public

⁸ World Economic Forum - <https://www.weforum.org/agenda/2016/01/the-10-skills-you-need-to-thrive-in-the-fourth-industrial-revolution/>

health and health promotion, including articulation pathways for learners already engaged in the NZ health workforce are being addressed by programme revision and renewal (Certificate of Public Health, Bachelor of Health Sciences) with the goal of curriculum alignment and relevance to graduate employability and professional competency attainment.

Similarly, the newly launched Postgraduate Diploma of Public Health and the Master of Public Health, widely recognised professional credentials for professional practice and leadership in public health, have been designed to provide graduate level training for the public health workforce that is aligned with priorities that include improving Māori health. The School of Public Health has recently recruited two new Māori academic staff to lead undergraduate teaching in these programmes and join existing staff in a strong postgraduate and doctoral research and training programme.

Strategic Initiative 16 – Continue to advance Massey University’s role in Business Education

The Massey Business School is one of New Zealand’s leading and largest business schools, offering world-leading, relevant, flexible, research-led tertiary education that prepares students for the first job - and beyond. Business and Management Studies, Communication and Media Studies, and Economics and Econometrics all flourish in the top 200 world ranked programmes; Massey’s Accounting and Finance programme in the top 100 universities worldwide by QS World University rankings. The Massey School of Business holds a wide range of accreditations and professional recognitions with prestigious international and national accrediting organisations. MBS accreditations are a way to benchmark Massey University’s qualifications against the highest standards set by industry and accrediting agencies. They are a statement of assurance to our stakeholders that we are committed to providing excellence and quality.

Massey Business School will launch the redesigned BBS in 2017 and continue developing its link to practice through relevant degree offerings and research. The foci of the redesigned BBS are:

- Strong **connection to practice**, to ensure career-readiness;
- Emphasis on **transferable skills** that will prepare students for a rapidly changing workplace;
- Extensive **problem-based and project-based learning** to ensure learning that can be applied;
- Emphasis on **integrated learning**, to encourage critical and creative thinking.

MBS priorities over the next three years include:

- Scholarships to attract best and create opportunity for those who need it;
- International opportunities for students;
- Endowed chairs to attract and retain the best and brightest; and
- New centres for outreach and impact such as the Centre for Women’s Entrepreneurship & Leadership and Centre for Economic Analysis.

Strategic Initiative 17 – Invest in support of our other emerging areas of world-class excellence

- **In Education**: Delivery of professional development in the education sector (New Zealand and overseas) via e3, the Tātai Angitu e3@Massey.
- **In Sustainability, Resilience and Development**: Continue to support the Centre for Disaster Research and the Pacific Research and Policy Centre.

- In Defence and Security: Development of the Centre for Defence and Security Studies to understand and respond to peace, conflict and security concerns.
- In Construction: Continued investment in the Bachelor of Construction, an emerging area of excellence with high demand, offered through the Auckland Campus.
- In Technology: Investment in the Centre for Additive Manufacturing, an emerging area of strength, research leadership and industry engagement based at the Auckland Campus.
- In Engineering: Explore the development of articulation relationships for the Bachelor of Engineering (Hons) with universities in Brunei, Sri Lanka and India.
- In ICT: Further development of work-integrated-learning opportunities in the Bachelor of Information Sciences, including opportunities for students taking this qualification by distance, as well as investigate greater integration of the information sciences with other programmes/disciplines, especially agriculture (agritech), construction, and financial management (financial engineering).
- Commercial Music and Media Production: The Bachelor of Commercial Music delivered by Massey's Te Rewa o Puanga School of Music and Creative Media Production is unique in New Zealand for the way it addresses industry requirements for graduates to demonstrate a deep awareness of current music industry models; be highly skilled in technology, production tools and distribution networks; be entrepreneurial and in control of their live performance, digital rights and merchandising. The programme attracts students that are producing work with computer software and new hardware interfaces as well defining new business models for the production, distribution and consumption of music – all undertaken in close partnership with industry partners and relevant sector agencies. Commercial music in New Zealand has the opportunity to provide significant economic benefits for the New Zealand economy if nurtured appropriately – in 2014 the UK saw a £4.1bn contribution by the music industry to the UK economy in GVA (Gross Value Added) with the sector once again outperforming the rest of the British economy, with growth of 5% year-on-year (From £3.8bn in 2013). These developments are supported by research and teaching of the Expressive Arts and Theatre/Drama by the College of Humanities and Social Sciences, on all three campuses and via the distance programme. These programmes have strong industry links and have recently formed partnerships with Maori theatre, including the hosting a major event in 2016 on Maori film and a new relationship with Undertow Maori Theatre.

Priority 6 - Help to increase the value of international education to New Zealand (the “Growing international linkages” priority of the Strategy)

Progress from previous Investment Plan (2015-2017)

In the previous Plan period, Massey University made a commitment to progress a number of key initiatives to respond to growing our international linkages. In the Investment Plan 2015-2017, these initiatives were framed mostly in relation to employability of students. Substantial progress has been made by the University in relation to these commitments.

In 2015 Massey University achieved impressive international student enrolment growth in both international EFTS and headcount enrolments. International headcount grew 12.6% 2014 to 2015, with a 12.0% over the past five years. International Full Fee EFTS grew 8.9% from 2014 to 2015, with

37.4% growth over the past five years. This performance reflects the University's strong international reputation and reach, built up over many decades, together with a strategic whole-of-university approach to proactive internationalisation.

The following activities were undertaken in support of internationalisation initiatives:

- A new University-level *Internationalisation Framework 2016-2020* has been developed; Colleges and service units have also developed or are developing specific plans for their international activities in alignment with the Framework.
- The Vice-Chancellor and Senior Leadership led a series of successful overseas missions to China, Taiwan, Thailand, Singapore, Viet Nam and the United Kingdom to build and leverage the University's strong reputation as well as advance strategic partnerships and recruitment. This included a Vice-Chancellor-led delegation to China in 2016, accompanied by Sir Richard Taylor of Weta Workshop, the PVC College of Creative Arts and the AVC of External Relations and Development at the invitation of the People's Liberation Army Academy of Arts and during which the delegation was hosted dinner by First Lady and Massey University Honorary Doctor Madame Peng Liyuan.
- In March 2015, the University conferred an Honorary Doctorate in Science on Mr Dhanin Chearavanont, Chairman and CEO of Chareon Pokphand (CP) Group, Thailand, in recognition for his services to international business and philanthropic activities. The CP Group is a conglomerate with core businesses in agrifood, retail and telecommunications that employs more than 300,000 people worldwide, with total revenues of more than \$US 41 billion. The Vice-Chancellor and AVC Operations, International, and University Registrar subsequently led return missions to Thailand and a mutually beneficial research and education relationship is developing with CP partners.

Delivering Massey University Worldwide, our provision for New Zealand ex-pat and international students studying offshore, continues to be one of the key priorities for the University from the previous Plan period. Progress was achieved in the following areas:

- Massey campaign launched: the first international launch of Massey University Worldwide (MUWW) was held at the Going Global 2015 conference in London at the beginning of June.
- MUWW General Manager appointed and started in late 2015.
- MUWW high-level strategy, Design Principles, Operating Model, and action plan developed for in 2016, including a number of MUWW "stretching for growth" initiatives that will be seed funded throughout 2016.
- Market investigation was undertaken for MUWW in five focus markets.
- New programme launches in Malaysia and Australia.

A number of other initiatives were progressed to increase international research partnerships, collaborations and funding; the results of these initiatives are:

- Over 250 international partners with formal MOUs or contractual agreements. In 2015, the University significantly grew from 42 to 60 the number of revenue-generating pathway, articulation and/or offshore teaching international partnership agreements.

- Collaboration and co-publication increased with over 50% of research outputs being co-authored with an international partner (Scival source).

Other key international initiatives implemented in the previous Plan period included:

- The Ministry for Foreign Affairs and Trade (MFAT) funded a several large-scale international projects that Massey University is leading, including a World Organisation for Animal Health (OIE) endorsed Veterinary Twinning programme with the University of Peradeniya, Sri Lanka, and the East Indonesia Innovative Farming Systems and Capability for Agribusiness Activity project with the University of Mataram, Indonesia. Both programmes are now underway and have resulted in joint research activity and PhD recruitment.
- Continued success of University staff in their applications to the Education New Zealand International Growth Fund. In 2015 the Wildbase Oiled Wildlife Response Team were awarded a \$50,000 grant for collaboration with the University of California Davis' Oiled Wildlife Care Network to develop a training programme in oiled wildlife response due to launch in mid-2016.
- The Massey Business School, and in particular, the School of Economics and Finance, continues to lead the University in the area of pathway and articulation partner programmes. The School of Economics and Finance has recruited around 800 students since 2008 under these programmes and celebrates in 2016 the 10th anniversary of its partnership with Wuhan University. This area continues to grow with new high-quality university partnerships established in 2015 in China, Viet Nam and Cambodia. In Viet Nam, the School of Economics also established its first offshore delivery programme in Banking at the University of Economics Ho Chi Minh City, building on a long-standing successful partnership.
- The School of Engineering and Advanced Technology (SEAT), College of Sciences, established the University's first-ever official "Joint College" in China at Hebei University of Technology, which will see SEAT staff deliver the Bachelor of Information Sciences programme in China, with students transferring to New Zealand to complete their final year.
- The College of Humanities and Social Sciences, with the 2015 appointment of an International Manager, has expanded activities in South America, with 3 new MoUs with key Colombian universities and 4 new MoUs with Brazilian partners to initiate both teaching and research. Agreements have been reached in 2016 with the Beijing Normal University (the top ranked Chinese university for psychology) and the Beijing Languages University (the top Chinese institutions for Psychology and Languages).
- The College of Creative Arts has initiated a range of new internationalisation initiatives including short course delivery and MoU development with the PLA Arts Academy (China); securing PMSA funding to take 12 students to China; securing a grant of \$110,000 to take 20 students to India; attendance at international recruitment fairs and agent up-skilling in China, India and Singapore, and the College is a sponsor of the New Zealand Excellence Awards for India (\$10,000 from the College \$10,000 from ENZ).
- The College of Health has found new prospective partners in Singapore (Singapore Institute of Technology [SIT], Agency for Science Technology and Research [A*STAR]), China (in the area of functional food), Brunei (food), India (food), Hong Kong (sport) and Thailand (food, occupational health). The College also extended its existing agreement with the University of

Pretoria. The College negotiated an agreement with SIT to provide a new joint Bachelor of Food Technology starting in September 2016.

- A new five-year contract with the University of New England was agreed and now includes the Spanish programme at UNE, expanded to include postgraduate Spanish.
- A Student Ambassador programme has been developed to assist with promotion of Massey.
- Regional International Education Strategy, in which Massey is a partner, was developed and launched for the Manawatū.

The University also achieved significant progress in advancing international student mobility:

- Study Abroad and student exchange enrolments have grown from 225 in 2014 to 364 in 2015.
- The new National Expedition and Internship (NE&I) programme in Agriculture and the Environment grew by over 400%, from 7 students to 37 students, which exceeded the target set for the programme and confirmed its status as an innovative market-leading international programme offering. Building on this success, two new NE&I programmes, Communication & Marketing and Disaster Risk & Emergency Management will be introduced in 2016 under the same model.
- Leveraging Massey University's high status within China and prestigious relationship with First Lady Madame Peng Liyuan, the China Scholarship Council (CSC) chose Massey University to host a ground-breaking three-month professional development training programme for 120 academics in three cohorts in Agricultural and Business pedagogies respectively. It is understood to be the first time CSC has funded such a programme overseas. The success of the inaugural programme has resulted in a new expanded six-month programme in Agricultural and Animal Science pedagogies being delivered in 2016.

Contributions for the next Plan period (2017-2019)

The University will continue to progress its internationalisation plans. As part of its commitments, over the next three years the University will concentrate efforts in the implementation of the Massey University International Framework, increase Massey University Worldwide offshore and continue to grow the number of onshore international students. These commitments are further detailed in Strategic Initiatives 18-21.

Strategic Initiative 18 – Develop Massey University International Framework

The Massey University Internationalisation Strategy 2012 – 2015 was reviewed and revised to ensure its content and direction remained current and stakeholder-relevant. The output from this review is the *Massey University Internationalisation Framework 2016 - 2020*. The *Massey University Internationalisation Framework* sets out a pathway for the University to strategically engage and continue to successfully grow our international profile, reputation and revenue. Generating revenue and sustainability are essential to our internationalisation and associated institutional growth.

The *Framework* expresses the strategic intentions of Massey University in terms of our international reach, presence and endeavour. Internationalisation is one of Massey University's seven Big Goals in *Shaping the Nation - Taking the Best to the World: The Road to 2025*, where our goal is 'to extend our reach worldwide so that we operate as New Zealand's leading international university.' In keeping with this overarching University strategy, this *Framework* prioritises, supports and considers to be 'tier

one' imperatives those international initiatives that support new and existing research collaborations, drives new and existing teaching collaborations and partnerships, and promotes new and existing capability and capacity building projects.

The *Internationalisation Framework* articulates the principles and objectives through which the University will achieve the Internationalisation Big Goal: Global Contribution; International Relationships; Student and Staff Internationalisation; and Sustainable and Balanced International Enrolment Growth, and International Reputation. In setting out a clear direction for the future, the *Framework* informs, and will be informed by, the international engagement plans of the University's academic Colleges and professional service units. Each College or unit's internationalisation plan will incorporate the principles set out in the Internationalisation Framework in order to align themselves with a whole-of-university approach as they create their own targeted action plans to realise and deliver on the ambitions in *Shaping the Nation - Taking the Best to the World: The Road to 2025*. This *Framework* will be reviewed on an annual basis to ensure alignment with University, College and unit-level plans and strategic priorities.

Strategic Initiative 19 – Increase Massey University Worldwide offshore

Massey University Worldwide (MUWW) aims to transform how the University positions itself in international education, our day-to-day business, and how we contribute to the major challenges facing the global community.

Over the past six months, the University has reframed the nature of the work undertaken as part of the MUWW initiative into a formal Business Transformation programme. This allows the University to take a leading role in New Zealand's international tertiary education sector and scale up our international projects to grow student numbers, generate new income and extend Massey University's international reach.

Flexible, globally relevant, high-quality education is required to respond to the needs of international students both now and into the future. MUWW enables us to extend and expand our international learning and teaching platform through transnational education (delivered offshore via face-to-face, online, or a mix of both) and deliver our degrees and bespoke programmes to people and companies located offshore. New Zealand Trade and Enterprise (NZTE) and Education New Zealand (ENZ) strongly support MUWW's activities. In this regard, we are strategically aligned with the New Zealand government's capability and intention to deliver research-led, globally relevant education to offshore markets. Regular, direct contact has been established with these agencies to communicate our progress.

By way of an overview, the "Stretching for Growth" MUWW projects in 2016 include:

- Offshore expansion of the **Master of Professional Accounting and Finance**;
- A targeted campaign inviting **Australian based domestic students** (ex-pat New Zealand citizens) to study with Massey University;
- Possible expansion of our recently signed partnership in the delivery of the Bachelor of Food Technology (Hons) with the **Singapore Institute of Technology**;
- Increased marketing to **online distance students** offshore;
- Business development support for the **Oiled Wildlife Response** training course; and

- Expanding the **Spanish language programmes** being delivered in Australia via a University partnership.

These are in addition to a number of previous offshore activities including in country teaching partnerships that are part of the MUWW portfolio:

- the Royal Brunei Armed Forces;
- Qatar Airways;
- Civil Aviation Authority of Singapore; and
- University of Economics, Ho Chi Minh City, Vietnam.

Strategic Initiative 20 – Continue to grow the number of onshore international students

International fee-paying recruitment continues to grow and exceed targets at Massey University. This reflects the University's strong international reputation, particularly in China, as well as the University's joined-up strategic approach to internationalisation.

Massey University will continue growing international fee-paying student recruitment through:

- Developing, maintaining and reinforcing Massey University's strong international reputation through an active onshore and offshore programme of Vice-Chancellor and Senior Leadership-led strategic international relationship engagement with universities, overseas and New Zealand government agencies and the private sector.
- Development of strategic international relationships and partnership agreements that build the University's reputation and visibility, as well as supporting international recruitment efforts.
- Management of the Student Mobility programme, including expansion of fee-paying Study Abroad recruitment and the development of innovative market-leading programmes such as the National Expedition and Internship, and Global Student Athlete programmes.
- Working with the Colleges to develop recruitment-focused pathway and articulation agreements with overseas university partners, in China, Vietnam, Thailand, Sri Lanka, Cambodia, Indonesia and Singapore, Malaysia,
- Developing agreements for international short courses, English language training and professional development training to support Centre for Professional and Continuing Education and College partnerships in China, Japan and Thailand,
- Liaising with MUWW to support its success and the smooth transition with existing offshore international teaching partnerships.
- Facilitation and support for funding applications to Education New Zealand's International Education Growth Fund and the Prime Minister's Scholarships for Asia.
- Explore new offshore staff development and student exchange delivery opportunities with Chinese Universities - Tshinghua University, People's Liberation Army Art Academy and Beijing Film Academy.
- Explore the development of an international Foundation programme in Creative Arts in collaboration with Professional and Continuing Education – in order to deliver fundamental language and creative skills for international students who may need them pre-degree.

- Develop research and teaching partnerships in humanities and social sciences in Latin America, as well as traditional Asian markets. This also includes a range of new MoUs and scholarships.

Other Strategic Initiatives

The following strategic initiatives are not listed as part of the priorities identified in the Tertiary Education Strategy or Plan Guidance documentation. However, Massey University believes it is important to articulate the significant initiatives that aim to produce a more effective and efficient use of resources and improve service delivery to our students and stakeholders. These include the implementation of a new Student Management System, the development and implementation of an overall IT strategy, and further focus on campus-based development. These activities are further detailed in Strategic Initiatives 21-25.

Strategic Initiative 21 – Implement new Student Management System

Massey University is replacing its existing Student Management System (SMS). The current system has been developed and adapted over many years using technology that is now out of date and no longer meets the University's needs. The chosen replacement is called SITS:Vision. The aim of the project is to improve the overall student experience in the following ways:

- Improve recruitment outcomes through better tracking and follow-up of student enquiries;
- Improve student retention through earlier identification of at risk students;
- Provide better information on which staff can base decisions; and to
- Improve the efficiency of the student administration processes across the university.

The decision to move to what is known as a “package system” was made because the cost of redeveloping the existing system was prohibitive. Using a package system gives us the benefit of implementing a “good practice” solution that can be configured to suit Massey’s needs and be updated as required in coming years.

The “package system” provides all the required functionality for management of our student interactions. The functionality available in the package has been built based on many previous implementations at other universities. Massey will be using this base package which incorporates “good practice” processes and where necessary configuring it to meet the University’s requirements. This approach will expedite the delivery while ensuring Massey University is a good steward of its resources.

The Student Management Solution Implementation (SMSI) programme consists of five separate but interrelated projects that together deliver the student management solution that meets the University’s needs. These projects are:

- The implementation of a new student management system (SMS) that will replace the current SMS including the redesign of all related business processes;
- The implementation of a new Customer Relationship Management tool for international and domestic student recruitment;

- The implementation of a Curriculum Management tool to support quality assurance reviews and programme and paper approvals;
- The integration of the management reporting system (RAPID) with the new SMS system; and
- The updating of the University portfolio of qualifications and associated regulations.

It is anticipated The SMSI will deliver financial benefits in the following ways:

- Increased conversion of enquiries to applications;
- More rapid completion of enrolment, progression, reporting, and review tasks;
- Better information on student academic performance and student retention;
- Reduced annual operating costs for student administration functions; and
- Reduced costs in handling student grievances.

In future years, supplementary components may be added providing more tools for marketing, academic quality assurance, data analysis and intelligence making up the SMSI Programme.

Strategic Initiative 22 – Develop and implement an overall IT strategy

Massey University recognises the importance that appropriate use of information communication technology (ICT) will play, not only in realising the organisation’s vision but also in enabling the University to operate in an ever increasing digital future through greater responsiveness and flexibility in leveraging opportunities both domestically and internationally. The University has invested heavily in core ICT technology platforms and information systems over the past few years as prescribed in its last 5 year strategic plan. Continued investment is required and currently development of a new Information System Strategic Plan (ISSP) is underway and this is expected to be reviewed and approved by the Senior Leadership Team (SLT) and University Council in late 2016, with corresponding funding decisions. This plan will guide investment in ICT 2017-2019.

Strategic Initiative 23 – Auckland “Grow North” initiative

The Albany and North Shore areas of Auckland are experiencing a sustained residential and commercial property growth. The Albany Basin, where the campus is located, is expected to be home to the majority of the North Shore's projected population increase over the next 40 years, a high proportion of which will come from net migration. Grow North is a movement to create a 'smart innovation district' north of Auckland’s harbour bridge.

The purpose of the ‘Grow North’ initiative is to foster an interconnected and collaborative ecosystem that is inclusive of diverse businesses, communities, educational institutions, and government in Auckland North. Effective innovation ecosystems around the world create greater wealth, allow for shared prosperity, and contribute in multiple ways to quality of life in their regions. Thus, more and better employment opportunities, outstanding educational experiences at all levels, better health and social services and a rich cultural and social life are benefits that can be achieved through this initiative. Ultimately, the overarching goal of Grow North is to contribute to an emerging ‘living innovation platform’ that connects and becomes a foundation for numerous Auckland-based innovation initiatives. Six strategic objectives all supported by a series of action steps which include:

- Create a cohesive and coordinated network;
- Raise the profile of Auckland North;

- Create a brand identity for the region;
- Recruit and attract thought and business leaders to the region;
- Develop and promote relevant skills at the secondary and tertiary education levels; and
- Enhance collaborative networks with other regions in Auckland and New Zealand.

Specific action steps to support these objectives are outlined in [Grow North: Smart Innovation District - Initial Report](#). Underpinning the objectives are the five pillars of the Grow North plan, which include:

1. *To develop and implement a comprehensive, coordinated marketing strategy for the Auckland campus:* Massey University has begun an audit of qualifications that can be completed in full on this campus, with a gap analysis to follow. Additionally, the University is refreshing its recruiting plans to better capitalise on the region's growth and to position Massey as the 'university of choice' for the area.
2. *To develop and implement a comprehensive and coordinated innovation eco-system within and around the Auckland campus:* Massey University has completed, presented and discussed the initial research project and "roadmap" upon which the innovation ecosystem will be based. The University has agreed to terms with key partners ATEED and BNZ to the initial implementation of the Roadmap. A director will soon be appointed and the steering group for the innovation ecosystem and have agreed to a set of objectives to achieve for the next 12 months that include a series of events, measuring baseline KPIs and mapping innovation resources in North Auckland.
3. *To continue infrastructure development:* The Auckland Campus Development Group has completed an Expression of Interest process and identified a short list of prospective partners. They are now in the process of soliciting Requests for Proposals. They have worked in collaboration with architects to develop a concept plan for East Precinct development.
4. *To improve campus life and culture:* The Grow North project manager is completing an audit of campus events, with the intention of maximising returns from currently planned events and identifying opportunities for additional events to promote and energise the campus. Additionally, a New Migrant Advisory Group has been established, focus groups have been held with new migrant students, a range of new migrant leaders and organisations have met with the Senior Leadership Team, and new activities and support is planned for new migrant students on the Auckland campus.
5. *To develop a campus communication plan:* The Grow North Project manager was appointed in part to address this issue. The manager is providing regular communication about GN progress and the Auckland Campus Development Plan.

Strategic Initiative 24 – Wellington "Creative", "Think Differently"

Pukeahu ki Tua is a positive catalyst for culture change amongst Massey students, staff, and the Wellington community. In 2016 78 staff, 324 students and over 200 community members were involved in 25 collaborative, cross-campus projects.

Think Differently has four aims:

- *Improving graduate employability* – This includes the development of a set of skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations

- *Encouraging entrepreneurship/intrapreneurship* - Entrepreneurship is the effort given to bring about new economic, social, institutional, and cultural environments through the actions of an individual or group of individuals. Intrapreneurship is the application of entrepreneurial skills within a workplace environment.
- *Providing experiential learning* - Experiential learning is a philosophy and/or methodology where educators purposefully engage with students in direct experiences and focused reflection in order to increase knowledge, develop skills, and clarify values.
- *Being a “living Lab” campus* - A Living Lab engages users – staff and students - throughout the creation process so they’re able to develop initiatives that are both effective and well-utilised by their target audiences.

Resilience and Evaluation: By 2018, PhD Evaluation student Christie Satti will have completed work on the campus looking at the diverse range of student services provided and how the systems behind them are contributing Massey’s resilience and agility as a 21st century university.

Two further initiatives have also been included in the Pukeahu Ki Tua programme, being an Interdisciplinary Studies Feasibility Study and an exploration of the possibility of the university mounting Experiential Learning Papers. In both instances PKT members have been working closely with colleagues on the Manawatū and Auckland campuses with the aim of planning an integrated approach to both potential developments.

Strategic Initiative 25 - Manawatū “Connect to Grow”

This sub-strategy defines a clear and distinctive personality and value proposition for the Massey Manawatū campus, in Palmerston North. ‘Manawatū Connect to Grow’ drives increased collaboration and connection between academic and professional units at Massey Manawatū in order to more effectively interact with the wider Palmerston North and Manawatū region. The sub-strategy includes a range of initiatives that positively impact Massey as a whole and the Manawatū campus in particular.

Our vision is for a unified Massey Manawatū Campus where academic and professional staff partner with students to serve our community and manifest real benefits to a region that has a clear appreciation of our strengths and abilities. Our mission is to develop a shared purpose, vision and direction for Massey Manawatū that accentuates the value of the Massey Manawatū Campus to our community, region and country. In aiming to realise these objectives we intend to foster creativity and collegiality across the Massey Manawatū campus; amplify and facilitate focused innovation across academic and service units at Massey Manawatū; and to connect leaders in their fields with the support needed to maximise the impact of their initiatives within our community, region and country.

While consultation is still underway, an early proposal has identified that Massey Manawatū has natural advantages which could form the basis for a clear identity and might sharpen our focus around a theme of ‘Connect to Grow’. These advantages include our established local and regional connections (such as with PNCC, the Manawatū District Council and initiatives such as UniverCITY and Talent Central) and our recognised expertise around agriculture, food and life sciences, Food HQ and associated industries; our potential to become an international destination for international students; and the multiple Iwi connections and relationship-building opportunities we have around us.

Part 2 Summary of Activities

Massey University's Funding Summary and Mix of Provision are attached in Appendix Two of the Investment Plan. The Funding Summary includes the total Student Achievement Component (SAC) funding that the University is proposing to the Tertiary Education Commission (TEC) for 2017 and 2018, based on the mix of provision. Supplementary information on student participation is provided in Appendix Three of this Plan to support the mix of provision data and the University's performance commitments provided in this Plan. Information provided in Appendices One, Two and Three are commercial in confidence for the Tertiary Education Commission.

The University's Mix of Provision data reflects Massey University's current forecasts for student participation between 2017 and 2019, which are based on underlying pipeline growth and the TEC's priorities relating to STEM provision, Māori and Pasifika participation, and support to delivering skills to industry and business. The forecast also takes into account increased delivery in the Auckland campus to meet the increased demand for tertiary education in the Auckland region and increased support to delivering skills for industry and business through our blended and online learning provision.

In relation to major capital initiatives, Massey University will continue to make significant capital investments into research, teaching and business assets over the next three years. The Veterinary Complex Upgrade programme will focus on post mortem, large animal teaching unit, and research & teaching laboratories). The Student Management System project will go-live in 2017, with ongoing development in later years, providing major enhancements to the University's student services. Upgrades to research management information systems, the client facing website and learning management systems are also planned. We are continuing to address seismic compliance issues completing upgrade to the Refectory heritage building. Sustainable management of the property portfolio will remain a priority with investment in colocation and refurbishment of space at Turitea to complete the relocation of staff from Hokowhitu site. At Auckland, the Oteha Rohe site will be sold releasing capital for reinvestment on Auckland's main campus. The construction of stage 1 Auckland development, Joint Food Sciences facility, partnered with Ag Research, on the Manawatū Campus and School of Music and Creative Media facilities in Wellington will also proceed.

Part 3 Performance Commitments

3.1 Statement of Forecast Service Performance 2017-2019

The Massey University Act 1963 describes the purpose of the University as existing “for the advancement of knowledge and the dissemination and maintenance thereof by teaching and research”. Massey University understands its purpose and recognises that its role within the New Zealand context is further defined in the Education Act 1989 and guided by the Tertiary Education Strategy 2014-2019. Through its vision and mission, Massey University continues to deliver on the expectations of universities held by the Government to:

- Enable a wide range of students to successfully complete degree and postgraduate qualifications;
- Undertake internationally recognised original research and scholarship; and
- Create and share knowledge that contributes to the economic and social development and environmental management of the nation.

Massey University’s contributions to outcomes for New Zealand, the national vision for the education system, the Tertiary Education priorities, and the priorities for the Investment Plan period are outlined in Section 1.1.3 (Outcomes Framework) of the University’s Investment Plan. The diagram (Massey University Outcomes Framework) in this section illustrates the links between Massey University’s outputs, strategic goals and vision, the priorities for tertiary education, the overarching vision for education in New Zealand and at the highest level, outcomes for New Zealand. The Framework is consistent with the framework and guidelines for reporting on outcomes developed by a joint TEC and Universities New Zealand working group and endorsed in June 2010. The framework for the university sector provides a shared view of the universities’ national contribution and informs the preparation of the University’s Investment Plan.

The University frames the strategic goals of the institution and the strategy for delivery in *Shaping the nation taking the best to the world – The Road to 2025* through the key activities in our plans and the processes which underpin them. We actively measure our progress against these strategic goals through a balanced scorecard framework. Massey University’s key outputs (Research, Education and Contribution to Society) contribute to the impacts sought from the tertiary system (an educated and skilled workforce; adding value to society; and developing people with critical thinking skills) to meet the Government’s vision of a world-leading tertiary education system that equips New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century.

The key activities in Massey University’s plans derive from its commitment to supporting learning through research, education (teaching) and community engagement (public and private sector contribution), and are strongly aligned with the priorities for the sector (from the Tertiary Education Strategy). By delivering on *The Road to 2025* strategic goals (which are founded on the values of creativity, innovation and connectedness), Massey University contributes to outcomes for New Zealand and the overarching vision for education which links this nation to a wider global community.

3.2 Outputs

Universities generally provide three key core services or outputs – research, education and contributions to society. Massey University’s distinctive contributions to these three outputs are outlined in the Investment Plan.

3.2.1 Research

Massey University will promote the highest standards of research and scholarship, be a world leader in our areas of specialisation and support active engagement with, and participation in, knowledge exchange to ensure that the intellectual capital we generate is used to best advantage.

Massey University’s research outputs will drive innovation, knowledge transfer and economic development both regionally and nationally. Through the implementation of the Research Strategy 2016-2018 a framework has been provided for advancing fundamental, applied research, scholarship and creative works to advance economic, social, cultural wellbeing in New Zealand and beyond. Such research will also enhance educational outcomes for the students.

Activities

Activities contributing to this output include:

- Project-based contractual research for the private and public sector;
- Teaching-related research;
- Commercialisation of research outputs;
- Supervision of research-based Masters and Doctoral students;
- Participation in and hosting Centres of Research Excellence; and
- Active promotion of Māori and Pasifika research and researchers.

Output Measures⁹

	2015 Actual	2016 Target	2017 Target	2018 Target	2019 Target
External Research Income (\$m)	55	67	60	60	60
PBRF External Research Income (\$m)	52	57	55	55	55
Research Degree Completions (number of)	402	355	360	365	370
Commercialisation					
New Disclosures (Number of)	23	48	30	30	30
Licenses/Commercialisation Deals Executed (Number of)	3	12	3	3	3
Licensing Revenue (\$000s)	308	550	300	310	320
Postgraduate students					

⁹ Some of the targets set for the 2017-2019 period are lower than targets set for 2016. The reason for the reduction is that these targets have been reduced to reflect historical performance. The previous Investment Plan (2015-2017), of which 2016 targets are derived from, had some very stretched targets that were not realised in actual performance in 2015.

Student participation by equivalent full-time students (EFTS) as a % of total EFTS					
Postgraduate research ¹⁰	7.7%	7.5%	7.7%	7.8%	7.9%
Successful Course Completion¹¹ (%)					
Postgraduate students	91.0%	89.5%	90.5%	90.5%	90.5%
Overall Student Satisfaction¹²with educational experience (%)					
Postgraduate research	76.0%	80.0%	82.0%	83.5%	85.0%
Output Costing for Research	TBC	TBC	TBC	TBC	TBC

3.2.2 Education

Massey University will ensure an exceptional and distinctive learning experience for all students.

An educated and skilled workforce is necessary to contribute to the economic development of New Zealand. Massey University contributes to this by ensuring that its students are taught by dedicated and skilled research-active academics in a stimulating environment that is conducive to active, engaged and research-informed learning. Massey University's Teaching and Learning Framework will be updated in 2016 and eventually subsumed into the Massey University Academic Plan. Our Academic Plan will define Massey University, in terms of our academic programme offerings, teaching excellence, innovation, academic advising, academic engagement and opportunities, and research, scholarly and creative activity.

Activities

Activities contributing to this output include:

- Higher Level Tertiary Education (teaching, learning and assessment)¹³;
- Foundation Level Tertiary Education¹⁴;
- Comprehensive portfolio of education offerings including:
 - Professional degrees (for professional groups e.g. veterinary, nursing, accounting, education, engineering, etc.);
 - Degrees developed in partnership with business and industry (e.g. defence and security, food, agriculture, design and fine arts) and to meet the needs of community groups (regional and ethnic communities including Māori, Pasifika, New Migrants communities);
 - Professional and Continuing Education short course programmes;
 - Distance and blended education (New Zealand's leading university);
 - International education (both on-shore and off-shore);

¹⁰ Postgraduate Research: Paper enrolments in papers at Funding Category Levels 4 and 5 as defined by the TEC.

¹¹ Successful Course Completion: Successful course completion EFTS, as a proportion of the total EFTS delivered.

¹² Student satisfaction with educational experience: New measure-data to be collected from the PRAQ survey. This survey will be conducted every second year. Results from 2014 will be valid for 2015, and results for 2016 will be valid for 2017.

¹³ Higher level tertiary education: primarily degree level (undergraduate and postgraduate) education at qualification levels 7 and above.

¹⁴ Foundation level tertiary education: sub-degree level education at qualification levels 4 and above.

- Student support services including residential and social; and
- Targeted support for Māori and Pasifika student support.

Output Measures

	2015 Actual	2016 Target	2017 Target	2018 Target	2019 Target
Student Participation By Equivalent Full-Time Students (EFTS)					
Total University EFTS delivered	18,688	18,825	19,348	19,708	20,177
Student participation by Equivalent Full-Time Students (EFTS) as a % of total EFTS					
Māori	11.5%	11.5%	12.1%	12.2%	12.3%
Pasifika	4.7%	4.6%	4.8%	4.9%	5.0%
All International students ¹⁵	17.1%	17.0%	17.3%	17.5%	17.7%
Postgraduate taught ¹⁶	14.9%	15.0%	15.0%	14.9%	14.8%
Successful Course Completion-all students¹⁷ (%)	81.6%	82.5%	82.7%	82.9%	83.1%
Internal Students	87.0%	86.0%	86.3%	87.0%	87.5%
Distance students	74.0%	73.0%	74.0%	75.0%	76.0%
Qualification Completion-all students¹⁸ (%)	78.6%	61.0%	70.0%	71.0%	72.0%
Student Retention – all students (%)	76.4%	74.0%	72.0%	73.0%	74.0%
Student Progression¹⁹ (%)	76.0%	70.0%	72.0%	74.0%	76.0%
Overall Student Satisfaction²⁰ with educational experience (%)	82.0%	82.0%	82.5%	83.0%	83.5%
Overall Student satisfaction with services and facilities (% of students rating services good/very good)	82.0%	88.0%	85.0%	85.5%	86.0%

¹⁵ All International Students: Students that pay full international fees and subsidised international students, e.g. Foreign wholly research students.

¹⁶ Postgraduate Taught: Paper enrolments in papers at Funding Category Level 3 as defined by the TEC. The target has been slightly reduced to proportionally increase the proportion of research postgraduate.

¹⁷ Successful Course Completion: SAC eligible successful course completion EFTS, as a proportion of the total SAC eligible EFTS delivered.

¹⁸ Qualification Completions: Qualifications completed by students, weighted by the EFTS value of the qualification, as a proportion of total SAC eligible EFTS enrolled in qualifications.

¹⁹ Student Progression: Progression to higher levels of study in the tertiary sector by students (by students at qualification levels 1–3).

²⁰ Student satisfaction with educational experience: As measured by Massey University Student Experience Survey

Graduate Outcomes²¹					
Progression to employment (%)	89.0%	82.0%	83.0%	84.0%	85.0%
Engaged in further study (%)	28.0%	28.0%	28.0%	29.0%	29.0%
Output Costing for Education	TBC	TBC	TBC	TBC	TBC

3.3.3 Contributions to Society

Massey University articulates its contribution to society through three goals in the *Road to 2025*, the University's long-term strategy. These goals include Responsibility, Connections and Internationalisation.

In terms of Responsibility, Massey University aims to enhance its reputation by contributing to an understanding of - and innovative responses to – the social, economic, cultural and environmental issues including those that affect tangata whenua, and will promote and value active citizenship and leadership across Massey University staff and students.

In terms of Connections, Massey University aims to strengthen its connections with tangata whenua and local, national and international partners and stakeholders, creating mutual benefits.

In terms of Internationalisation, Massey University aims to extend our reach so that we operate worldwide as New Zealand's defining international university.

Academic staff and students make active contributions to communities through their advanced critical thinking on matters relevant to society, including providing expert commentary and advice locally, nationally and internationally, ensuring a function as critic and conscience of society.

Activities

Activities contributing to this output include:

- Engagement with all our stakeholder communities including business and industry, government (local and central), iwi, Pacific peoples, new migrant communities, and schools;
- Maintaining an ongoing relationship with Massey University alumni;
- Provision of advanced critical thinking on matters relevant to society, including providing expert commentary and advice locally, nationally and internationally;
- Sharing the academic and professional expertise of staff, particularly on issues of national and regional significance and on research which is of benefit to the community;
- Holding and/or participating in regional and national events;
- Hosting conferences and public lectures; and
- Supporting and contributing to a diverse range of community-oriented programmes and initiatives.

Output Measures for Contributions to Society

	2015 Actual	2016 Target	2017 Target	2018 Target	2019 Target
Active Māori Research Partnerships	TBC	TBC	TBC	TBC	TBC

²¹ Graduate Outcomes-Progression to employment: As measured by Massey University Graduate Destination Survey.
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Māori in Postgraduate Study Level	TBC	TBC	TBC	TBC	TBC
Pasifika in Postgraduate Study Level	TBC	TBC	TBC	TBC	TBC
Output Costing for Contributions for Society	TBC	TBC	TBC	TBC	TBC