



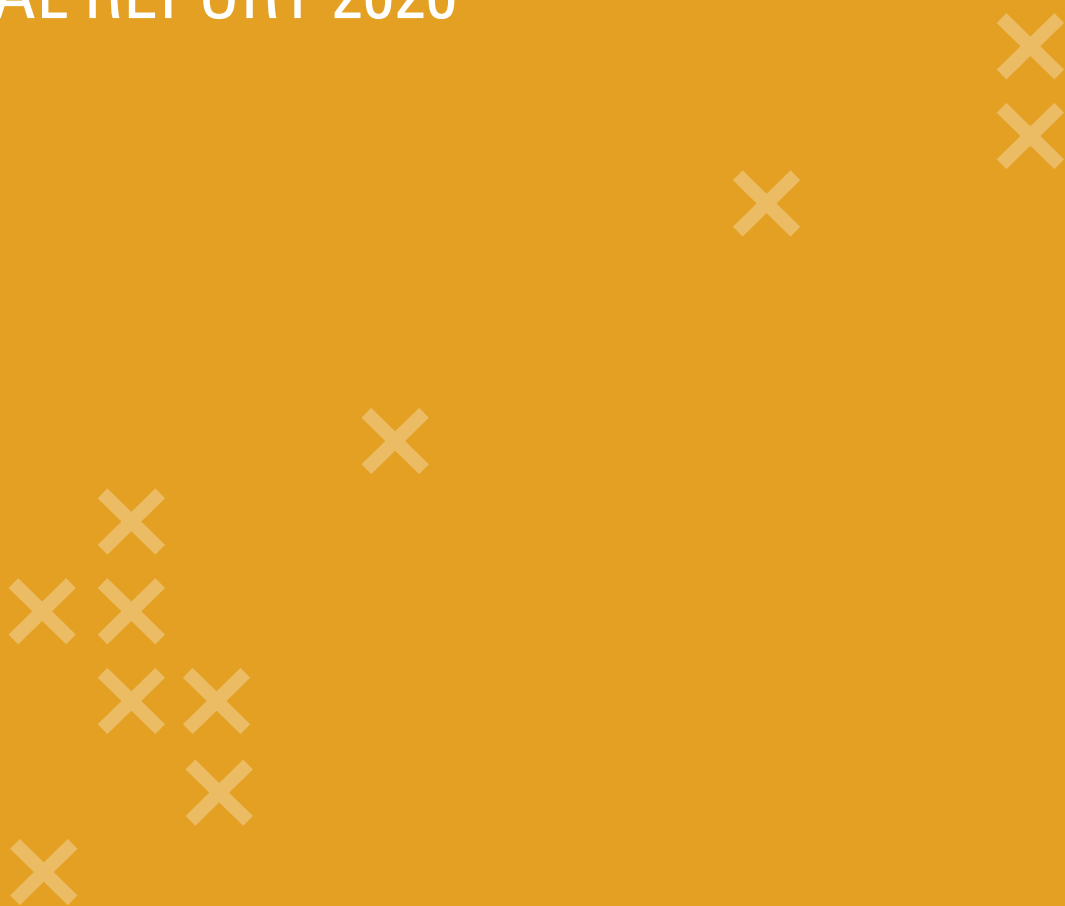
**MASSEY
UNIVERSITY**

TE KUNENGA KI PŪREHUROA

UNIVERSITY OF NEW ZEALAND

TE KUNENGA KI PŪREHUROA

ANNUAL REPORT 2020



MIHI

Kei ngā mana, kei ngā reo tēnā koutou katoa, ahakoa ngā karawhiunga o tēnei tau kua eke nei tātau ki te whiore o tēnei tau Pākehā, ā, he nui ngā hua me ngā painga o tēnei tau mokori anō kia whakanuia tō tātau māia, tō tātau kaha me tō tātau manawanui kia koke whakamua tonu ngā kaupapa huhua o te whare wānanga o Te Kunenga ki Pūrehuroa.

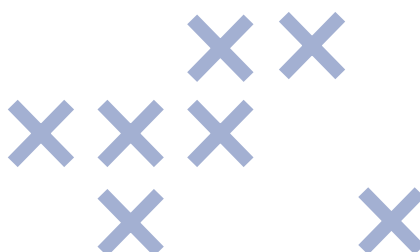
I whakaingoatia e te pūkenga mātauranga Māori o mua o te wānanga nei, e Kahu Stirling ko Te Kunenga ki Pūrehuroa hei ingoa Māori mō te wānanga nei i te tau 1997.

Ko Te Pūrehuroa e whakahuatia nei, he rarangi whetū ki te rangi, he hīnātore ki te māramatanga. Inā hoki, ahakoa he tīmatanga, kāhore he mutunga o tēnei mahi te whai i te mātauranga. Nō reira, nau mai, kia mārama ai ngā pūmanawa, kia pakari ai ngā pūkenga.

Te Kunenga ki Pūrehuroa was a name gifted to Massey University in 1997 by former Senior Lecturer in Māori Education, Uncle Kahu Stirling. Upon gazing upwards to the evening skies, he observed the multitude of stars shining brightly, stars that seemingly had no beginning or end. He could see the endless possibilities that arise through the pursuit of knowledge, that potential is limitless, and that there are no boundaries to what can be achieved. Welcome all those who aspire to the vision of lifelong learning that is the call of Te Kunenga ki Pūrehuroa.

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Ō MUA

OUR PAST

MASSEY UNIVERSITY AND ITS PREDECESSORS WERE ESTABLISHED TO DELIVER POSITIVE, RESEARCH-LED AND INNOVATIVE RESPONSES TO THE NEEDS OF A YOUNG NATION, AND TO DRIVE AND ENABLE ECONOMIC AND CULTURAL ADVANCEMENT. THIS ETHOS IMBUES MASSEY'S PAST, PRESENT AND FUTURE.

Massey University first founded its international reputation as a world-class agricultural college in Palmerston North in 1927. In 1960 Massey led the way in distance higher education. In 1993 it established a campus in Auckland, and in 1999 it incorporated the renowned School of Design, established in Wellington in 1886. It now delivers teaching and research across a range of areas that combine the universal search for knowledge with addressing real-world problems. Our world-leading reputation now extends across many diverse disciplines, all with international excellence and national significance in common.

Ō NĀIANEI

OUR PRESENT

COMPETITION FOR STUDENTS AND STAFF – BOTH DOMESTIC AND INTERNATIONAL – AND FUNDING REMAINS INTENSE. DRAMATIC TECHNOLOGICAL INNOVATIONS CREATE NEW OPPORTUNITIES AND CHALLENGES IN TEACHING AND RESEARCH. STUDENTS DEMAND A SUPERB PERSONALISED LEARNING EXPERIENCE THAT IS STUDENT FOCUSED, IS FLEXIBLE AND DELIVERS TECHNOLOGICALLY APPROPRIATE LEARNING, WHEREVER AND HOWEVER THEY CHOOSE TO STUDY. BLENDED LEARNING CONTINUES TO REDUCE THE BARRIERS OF DISTANCE AS IT TRANSFORMS THE WAY INTERNAL STUDENTS LEARN.

Global megatrends such as climate change, population growth, urbanisation, demands for food and water security and sustainable energy, personalisation and geopolitical uncertainty require universities such as Massey to step forward and actively respond. They must create important new knowledge, educate the next generation of leaders and they must also be the critics and consciences of society.

As we look to the future, we will make sure that our research is exceptional, and that it expands knowledge and improves the lives of communities and individuals across the globe.

Ō ĀPŌPŌ



OUR FUTURE

AS AOTEAROA NEW ZEALAND TRANSFORMS, SO TOO DOES MASSEY UNIVERSITY. THIS TRANSFORMATION POSITIONS US TO LEAD GLOBALLY.

Massey is a world-leading university in many academic disciplines and fields of research. Our point of difference is our world-leading research, which is connected to community and industry. By strategically investing in disciplinary research excellence we will create a virtuous cycle that amplifies our international and national research impacts. Operating in the real world and through international collaborations, our researchers are developing expertise and skills to advance human knowledge and understanding. Working together across disciplines and locations, we solve national and global problems through fundamental, applied and interdisciplinary research, while culturally and artistically enriching our world.

As a Tiriti-led university we are committed to demonstrating authentic leadership in contemporary Aotearoa New Zealand as we uphold Te Tiriti o Waitangi, the founding document of our nation, and its principles through our practice. Massey embraces this not just as an obligation but as a real opportunity for the nation and its people. The University will champion new strategies for advancement and integration of te reo Māori and Māori knowledge, it will demonstrate informed practices consistent with tikanga Māori, and will embrace kaupapa Māori across our activities. Massey's teaching and research will contribute to advanced outcomes for whānau, hapū and iwi.

Our educators are preparing a new generation of global leaders. Our students are diverse and are attracted to Massey because they want to achieve their personal goals or make their mark in the world. Our programmes are research-led, informed by the best local and global experience, and have international standing.

Our students will experience world-class learning that recognises their intellectual and cultural strengths, expands their horizons and prepares them to contribute to a rapidly transforming world with skills, critical and creative thinking and leadership. We will integrate curricula, pedagogy and digitally supported learning environments to support our students' learning journeys.

All our students will have the opportunity to work in industry, with communities and community agencies or iwi, or as active citizens, artists, writers or researchers. Our students will be encouraged to develop entrepreneurial skills that ensure individual success. Our best advertisement is the achievement of our graduates, who make positive contributions and create jobs for others.

Massey will be renowned for its passion and its caring attitude. This will be particularly demonstrated in how we care for our staff, our students, our nation and our environment.

We will encourage evidence-based critical debate and ensure that a Massey education includes the skills of critical thinking, curiosity and commitment that are essential for national and global citizenship. Massey graduates will be equipped to lead in an uncertain future.

All Massey campuses will be innovation ecosystems, acting as magnets for smart enterprises. Wherever we are, we will operate in partnerships founded on respect, trust and mutual benefit.

Massey is not only defined by what we do, but by *how* we do it.



FROM THE CHANCELLOR

E NGĀ MANA, E NGĀ REO
HUHUA O TE KUNENGA KI
PŪREHUROA, PUTA NOA I
TE MOTU WHĀNUI, TĒNĀ
KOUTOU KATOA. HE KUPU
WHAKAMĀRAMA TĒNEI
E WHAI AKE NEI MŌ NGĀ
TAUMATA WHAKATIKETIKE
O TE TAU KUA PAHURE
ATU MŌ TĀ TĀTOU NEI
WĀNANGA.



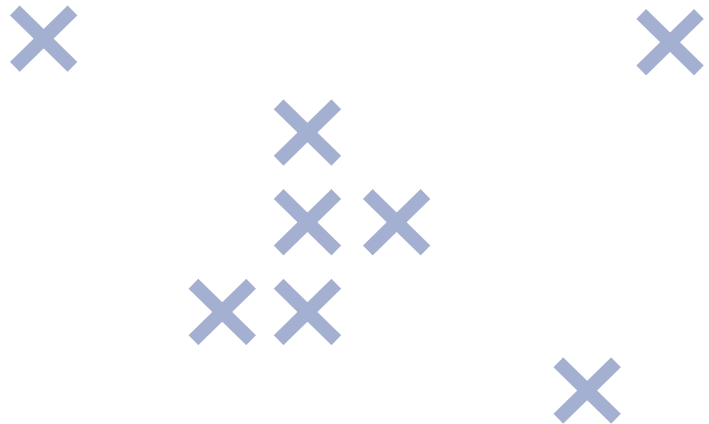
The COVID-19 virus that emerged early in 2020 and became a global pandemic by March provides the context for what was an extraordinary year for Massey University. The widespread disruption to normal operations caused by the pandemic – nationally and globally – required us to adapt quickly to a new and unpredictable reality.

Amid the upheaval, the *Massey University Strategy 2018-2022* provided a robust guide for the ongoing pursuit of our goals and outputs – under Research, Learning and Teaching, Civic Leadership and Enabling Excellence. Continuing our progress as a Te Tiriti o Waitangi-led institution remained at the forefront of our strategic priorities.

Given the impacts of the pandemic, Massey reported a surplus of \$6.1 million against a budget of \$17.8 million. Income from international students, as well as from our usual provision of student accommodation and services, was significantly down. This was partly offset by savings in staff travel costs as well as an increase in domestic enrolments. In addition, we adopted a collaborative approach, asking staff to reduce their available leave with the aim of carrying forward balances of five days or less into 2021.

We enrolled 30,653 students in 2020, including 18,568 equivalent full-time students from New Zealand and 135 other countries.

In total, 6483 students graduated from Massey University in 2020. We had to cancel live graduation ceremonies scheduled for April at the Auckland campus due to lockdown restrictions. Although this was disappointing for graduands and their families, it was heartening



to witness virtual celebrations that many graduates shared online. Fortunately, a number were able to take up the offer to defer their graduations and attend the Palmerston North campus in November, where a live ceremony went ahead. Other graduates opted to attend the informal graduation celebration events held at our three campuses in October.

At the Manawatū graduation ceremony an honorary doctorate (Doctor of Education, Honoris Causa) was awarded to Rangitāne leader and kaumātua Manahi Paewai in recognition of his dedication and contribution to Māori education.

Leadership from our Vice-Chancellor inevitably focused on steering the University through this unsettling period as we devised a “new normal” in regard to teaching, learning and revising our plans and events. Through this experience we all gained new strengths, new skills and an appreciation of our most valuable asset – our people. I am confident we will emerge stronger and more agile in the wake of the pandemic, and I continue to be impressed by the commitment, creativity and compassion demonstrated by our Massey staff and students.

The Massey University Council was saddened by the loss of Stuart Morriss, Deputy Vice-Chancellor Global Engagement, who passed away in July after a short illness. Stuart joined Massey in 1996 as a senior lecturer in the Institute of Natural Sciences. A Massey graduate with degrees in both science and business, he held a number of leadership and management roles at the University and became a member of the Senior Leadership Team in 2006.

The council was pleased to welcome Oriana Paewai and Traci Houpapa as new members in April. Ms Paewai and Ms Houpapa bring a wealth of experience in the sector to our governance group. We farewelled council member Tina Wilson in December. Tina was a valued member and I want to thank her for her terrific four-year contribution to the council.

The University also convened in 2020 its inaugural Kōmiti Māori to support the process of academic promotion applications – part of the University’s commitment to recognising the equivalent status and standing of Māori academic staff in the context of being a Te Tiriti o Waitangi-led university.

Kāti ake rā i konei. E mihi ana ki tēnā ki tēnā o koutou, e tautoko ana i ngā tini tūmanako, kaupapa hoki kei tēnei wānanga a tātou, arā, ko Te Kunenga ki Pūrehuroa. Kia ū, kia ita, kia mau tātou ki te ara o te mātauranga.

Nāku noa.

Michael Ahie
Chancellor

FROM THE VICE-CHANCELLOR

KEI AKU RAHI, KEI AKU NUI.
NEI RĀ TE MIHI KAU AKE I
ROTO I NGĀ ĀHUATANGA O
TE WĀ.



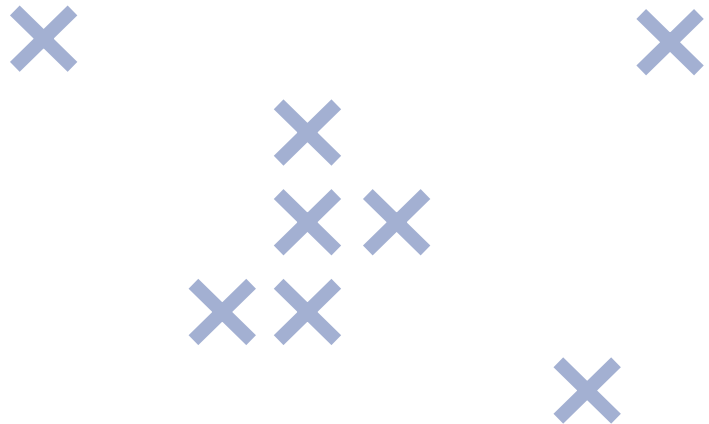
I am pleased to present my fourth Annual Report.

This report reflects an extraordinary and challenging year marked by unprecedented global disruption from the COVID-19 pandemic, declared by the World Health Organization in March 2020.

The outbreak coincided with the start of the academic year, and soon we were in a month-long lockdown. The impacts continued throughout 2020 and are still with us. As 2021 unfolds, the New Zealand Government, health authorities and communities are focusing on containing the further spread of the virus and, it's to be hoped, its eventual elimination with the availability of a vaccine in 2021.

The arrival of COVID-19 forced us to make significant adjustments to our normal operations, and to adapt – both in pragmatic and psychological terms – to new ways of teaching and learning as well as how we managed our personal lives. As we moved through Alert Levels 1 to 4, campuses closed and travel around the country was severely restricted, making working from home and meeting on Zoom the “new normal”.

Key events, from graduation ceremonies to the New Zealand Food Awards, were cancelled, was disappointing but also opened the way to doing things differently. Creativity, innovation and agility featured in the many smart responses across the University to the trials of living in a pandemic, such as virtual information sessions throughout the year and our highly successful virtual live Open Days in September, which attracted more



than 3400 unique users and 11,000 page views from more than 200 towns and cities around the world. Our annual New Zealand Food Awards – a key stakeholder event connecting our top-class food and technology research with industry and commercial innovation – swiftly morphed to the online “Food Heroes” campaign. The campaign celebrated the massive efforts of the food sector in keeping our communities nourished and supporting businesses struggling to survive during the pandemic restrictions.

I’m deeply proud of the way Massey’s dedicated staff in academic units, learning support, student welfare and campus operations worked so tirelessly to ensure we maintained teaching programmes and learning support for our students. And our efforts in prioritising the health and wellbeing of students by providing emergency financial and pastoral care for those in need during a time of enormous stress – whether isolating in halls of residence or at home – helped to mitigate and balance some of the worst effects of the pandemic.

Massey’s strength as an experienced and proven provider of online and distance learning stood us in good stead from the outset, as the effects of the pandemic began to take hold.

Our financial position remained stable, despite the loss of income from international students, as well as student accommodation and hospitality. This was partly offset by savings in travel costs and an increase in domestic enrolments.

We continued to deliver on the *Massey University Strategy 2018-2022* Strategy based on four goals: Research, Learning and Teaching, Civic Leadership and Enabling Excellence.

We continued with our capital investment strategy, which is vital to our ongoing success and sustainability as a trusted provider of online/digital/distance learning. It’s important to note that online (blended and synchronous) teaching is expensive if we want to ensure our students enjoy high-quality learning experiences. Equity of access is another key driver of our online learning mode. We aim to provide online, flexible and blended learning to students who are unable – for a range of reasons – to go to physical campuses.

The roll-out of our Digital Plus strategy continued, with the first cohort of students enrolling in the online option for the Master of Business Administration (MBA). Massey is the only university in New Zealand that offers an MBA for which students can enrol in both full-time and online options; it’s part of the coordinated consolidation of Massey’s academic offering, paired with an acceleration of world-class online teaching and learning.

Another vital element in maintaining the quality of our programmes is our website – the window to the University. In 2020 we began the Web Replacement Project to create a new content management system based on best practice in web design and ensure a user-friendly digital service.



Massey University Vice-Chancellor Jan Thomas and City Councillor Leonie Hapeta gathered with members of the Massey and hockey communities to bless the new turf.

STAFF

A number of our valued staff were lost to us in 2020. They included well-known journalist and media personality Genevieve Westcott, who led communications and marketing for the College of Humanities and Social Sciences, and Stuart Morriss, Deputy Vice-Chancellor Global Engagement. Stuart joined Massey in 1996 as a senior lecturer in the Institute of Natural Sciences. A Massey graduate with degrees in both science and business, he held a number of leadership and management roles at the University and became a member of the Senior Leadership Team in 2006.

Two Massey University professors – Sarah Leberman and Roberta (Bobbie) Hunter – received Queen’s Birthday Honours, alongside an adjunct professor and 11 other alumni.

Professor Leberman, who has spent 20 years advocating for gender equity in sport, was made a Member of the New Zealand Order of Merit for services to women, sport and tertiary education.

Professor Hunter, who is professor of Pasifika education studies at the Institute of Education and has worked in the education sector for more than 50 years, was made a Member of the New Zealand Order of Merit for services to mathematics education. She developed an inquiry-based approach aimed at raising mathematics achievement in low-decile schools with predominantly Pacific students for her PhD, which was completed in 2007. Her work brings together a focus on social justice for learners and a culturally framed approach to studying mathematics.

Adjunct Professor and Fonterra Chief Science and Technology Officer Dr Jeremy Hill was made a Member of the New Zealand Order of Merit for services to the dairy industry and scientific research.

CAMPUS DEVELOPMENTS

In 2020 progress continued on the next stage of the School of Veterinary Science at the Manawatū campus. This will comprise new post-mortem, animal hospital and housing facilities that will secure our international accreditation with Australian, British, American and South African veterinary councils, and underpin our top international ranking.

The construction and state-of-the-art fit-out of Te Ohu Rangahau Kai, the AgResearch and Massey University joint food science building, was completed in March. Other Manawatū campus milestones were the opening of a new hockey turf – the result of a partnership between Massey, Palmerston North City Council and Hockey Manawatū – and the start of the Manawatū campus library refurbishment. This will achieve seismic strengthening of the building, as well as transforming the library into a welcoming, vibrant and modern learning space with a particular focus on providing more flexible spaces for individual and collaborative study.

In January we opened a new nursing ward at the Wellington campus. This replicates a hospital ward, with bedside equipment for clinical simulations, and offers interactive learning experiences that will help prepare our students for the health workforce. The pandemic did cause some delays with the Wellington campus’s Pukeahu marae project, which will open in 2021.

In Auckland, the Sir Neil Waters Building extension opened for teaching and learning. Civil and infrastructure works for the Innovation Complex, and foundation and structural steel works for the building itself continued throughout the lockdown period, when permitted, and remain on schedule.



A modern nursing ward that replicates a hospital ward, with bedside equipment including oxygen and call bells, has recently been opened at the University's Wellington campus.

Head of the School of Nursing Professor Nicolette Sheridan (left), College of Health Pro-Vice Chancellor Professor Jane Mills, School of Nursing senior lecturer Dr Claire Minton.

RESEARCH

Our diverse and talented researchers were successful in the top funding rounds, including a total of \$24.0 million from the Ministry of Business, Innovation and Employment (MBIE). MBIE success was made up of \$15.5 million from the Endeavour Fund, \$6.0 million from Catalyst Strategic and \$2.4 million from new funding streams including those specific to COVID-19. Massey researchers were also awarded \$9.0 million from the Marsden Fund; and \$5.4 million from the Health Research Council.

While the 2020 overall research income of \$77.5 million was slightly lower than in 2019, it exceeded the target of \$74 million.

Among the key MBIE projects are Head of School of Built Environment Professor Monty Sutrisna's "Creating Capacity and Capability for the New Zealand Construction Sector" project, for which he received \$8.6 million, and a \$6.87 million project addressing youth with complex needs, led by Professor Jackie Sanders (School of Social Work) with Professor Robyn Munford and researcher Justina Webster.

Ten Massey projects were awarded almost \$9 million in grants from the Marsden Fund, maintaining an upward trend in funding success from \$7.5 million in 2018 and \$8.1 million in 2019. Massey was awarded a Health Research Council Project valued at \$1.3 million, a Pacific Project Grant at \$1.0 million and a COVID-19 Project Grant also \$1.0 million.

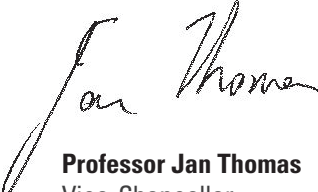
International research success highlights included the \$NZ300,000 awarded by the Social Sciences and Humanities Research Council of Canada to Dr Rochelle Stewart-Withers, Te Āti Awa, from the Development Studies programme at the School of People, Environment and Planning, and Dr Jeremy Hapeta (Ngāti Raukawa, Ngāti Huia) to examine the role of sport stakeholders in disrupting and perpetuating colonialism.

RANKINGS

Massey has continued to climb in the QS World University Rankings – this year we rose 15 places after rising 45 places last year. These results see Massey at 272nd in the world, and 20th in Australia/New Zealand (up three places here). Massey's position as one of the world leaders in both veterinary science and agriculture and forestry continues, with rankings in the top 30. Massey's Toi Rauwhārangī | College of Creative Arts was the highest ranked New Zealand university and in the top 100 worldwide for art and design, and is also in the top three universities in the international Red Dot Design Awards for the sixth year running. Communication and media studies was another stand-out, from not being ranked in 2018 to ranked now between 101st to 150th.

Our development as a Te Tiriti o Waitangi-led institution remains inherent to Massey's identity and values as a 21st century educational leader in Aotearoa. I am delighted at the appointment of Professor Meihana Durie, Rangitane, Ngāti Kauwhata, Ngāti Raukawa ki Te Tonga, Ngāti Porou, Rongo Whakaata, Ngāti Tahu – who has led Te Pūtahi-a-Toi for the past two and a half years – as the University's new Deputy Vice-Chancellor Māori.

I would like to acknowledge all the hard work of our dedicated University Council members and to thank them for their governance in responding with care and wisdom to numerous issues and decisions we faced in this most challenging year.


Professor Jan Thomas
 Vice-Chancellor



Massey University Council 2020, from left: Professor Sarah Leberman, Ian Marshall, Professor Jan Thomas, Alistair Davis, Michael Ahie, Tina Wilson, Ngahuia Kirton, Nigel Barker, Oriana Paewai, Colin Harvey
 Inserts: Ben Vanderkolk, Traci Houpapa.



GOVERNANCE AND MANAGEMENT

UNIVERSITY COUNCIL MEMBERS

Chancellor

Mr Michael Ahie BBS (Hons)

Pro Chancellor

Mr Ben Vanderkolk LLB *Cant*

Vice-Chancellor

Professor Jan Thomas BSc *Murd*, BVMS *Murd*, MVS *Melb*,
 PhD *Murd*, MACVS, FAICD, FAIM

Members appointed by the Minister of Education

Mr Michael Ahie BBS (Hons)
 Mr Colin Harvey ONZM BAgSc, BCC *Auck*
 Ms Oriana Paewai
 Ben Vanderkolk LLB *Cant*

Elected permanent member of academic staff

Professor Sarah Leberman MNZM, BA *Cam*, MA *Well*,
 PhD *Well CMIInstD*

Elected permanent member of professional staff

Mr Nigel Barker BBS, MALP

Member elected by Massey University students

Ms Ngahuia Kirton

Members appointed by Council on nomination of Vice-Chancellor

Mr Alistair Davis LLB, BCA *Well*
 Ms Traci Houpapa MNZM, MBA
 Mr Ian Marshall BCom *Natal*, CAANZ
 Ms Tina Wilson BBS, BA (Māori representative)



Massey University Senior Leadership Team 2020, from left: Professor Cynthia White, Professor Giselle Byrnes, Tere McGonagle-Daly, Professor Jill McCutcheon, Professor Jan Thomas, Professor Claire Robinson, Alan Davis, Professor Raymond Geor, Professor Meihana Durie, Professor Stephen Kelly .

Inserts: Cathy Magiannis, Professor Jane Mills, Stuart Morriss



SENIOR LEADERSHIP TEAM MEMBERS

Vice-Chancellor

Professor Jan Thomas
BSc *Murd*, BVMS *Murd*, MVS *Melb*,
PhD *Murd*, MACVs, FAICD, FAIM

Pro Vice-Chancellors (colleges)

BUSINESS

Professor Stephen Kelly
BAdmin, MBus, PhD

CREATIVE ARTS

Professor Claire Robinson
BDes, BA (Hons) *Well*, PhD

HEALTH

Professor Jane Mills
BN *Tas*, MN *Tas*, MEd *C Sturt*, PhD *Monash*,
MBA *Imp Lond*
(to July 2020)

Professor Jill McCutcheon
BSc, DVM *Guelph*, PhD *WSU*
(acting from July 2020)

HUMANITIES AND SOCIAL SCIENCES

Professor Cynthia White
BA, DipTESL, PhD

SCIENCES

Professor Raymond Geor
BVSc, MVSc *Sask*, PhD *Ohio State*,
Diplomate ACVIM, AVCSMR, ACVN (Hons)

Deputy Vice-Chancellors

FINANCE AND TECHNOLOGY

Cathy Magiannis
BCA *Well*, CA
(to March 2021)

GLOBAL ENGAGEMENT

Stuart Morriss
DipBusStuds, BAgSc, MPP *Well*
(to July 2020)

MĀORI

Professor Meihana Durie
DipTchg, BEd, PGDipTchg, PhD, MTReo *TWoR*

PEOPLE AND CULTURE

Alan Davis
CertIndRel *Well*, LLB *Cant*, MBA *Well*

STUDENTS AND GLOBAL ENGAGEMENT

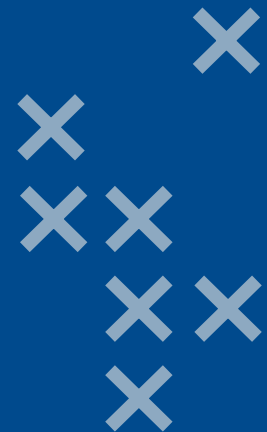
Tere McGonagle-Daly
BLibs *Waik*, PGDipMgtSys *Waik*, MRes *Lond*

Provost

Professor Giselle Byrnes
BA *Waik*, MA *Waik*, PhD *Auck*



STATEMENT OF SERVICE PERFORMANCE



The *Massey University Strategy 2018-2022* (the Strategy), approved by the Massey University Council in October 2017, positions the University's goals and ambitions that drive our activities and measures of success. The Strategy is, in turn, guided by the *Tertiary Education Strategy 2014-2019* (the Tertiary Education Strategy).

This Statement of Service Performance provides an update on the University's performance towards achieving our strategic goals and key performance indicators, as published in the *Investment Plan 2019-2021* (the Investment Plan). The measures and targets used in the Statement of Service Performance were developed through the Investment Plan process and were agreed with the Tertiary Education Commission (TEC) as part of funding conditions. In addition to those, the

Statement of Service Performance reports on other key performance indicators that support the achievement of the University's strategic goals.

Massey University actively measures its progress against its strategy according to each of its goals: Research, Learning and Teaching, Civic Leadership and Enabling Excellence. Massey University's key outputs (research, learning and teaching and civic leadership) contribute to the impacts and outcomes sought from the tertiary education system. Ultimately, Massey University contributes to the Government's vision of sustaining a world-leading tertiary education system that equips New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century.



OUTCOMES FRAMEWORK

In 2020 the Government published its new Tertiary Education Strategy. The new Tertiary Education Strategy requires Massey University to continue the development of its outcomes framework to align more closely Massey University's:

- Strategic priorities and targeted investment
- Integrated and best practice planning
- Capital and operational budgeting
- Consolidated University three-year plan (operational)
- Reporting and evaluation

While this framework is currently under development, we anticipate it will reference our research that has impact, our commitment to developing world-ready graduates, and our ambition to be a Te Tiriti o Waitangi-led and sustainable university for the benefit of New Zealand. We expect to finalise this framework in 2021.



AN EXTRAORDINARY YEAR - COVID-19 GLOBAL PANDEMIC

It is without doubt that 2020 will be viewed as an extraordinary year. Prior to the pandemic, Massey University was already operating in a challenging financial environment that included government funding constraints, modest increases in demand in both domestic and international student markets, and no regular and separate infrastructure funding.

Given Massey University's online and multi-campus distribution and our diverse student base, these challenges affected Massey University more intensely than they do other universities. Our multi-campus structure requires significant capital investment and maintenance, across the three physical campuses as well as our online campus, to offer the sort of holistic, consistent experience that students expect. In 2020 we commenced a whole-of-University process of modernising our academic offer to ensure our programmes are financially sustainable, student-centred and future focused.

By way of context, the first signs of a global pandemic appeared in January 2020, when travel restrictions meant Massey University students based in China were unable to fly to New Zealand for the start of the first semester. Massey University has partnerships with three Chinese universities and a number of education agencies based in Wuhan, China that support individual students to enrol for study at Massey University. Our Senior Leadership Team activated the Crisis Management Team to ensure appropriate actions were taken in response to the emerging COVID-19 situation. In January all indications were that the outbreak of COVID-19 would present as a temporary interruption to students' travel plans, so, across the University, teams were focused on implementing short-term measures to support our offshore students.

The COVID-19 outbreak was officially declared a global pandemic by the World Health Organization (WHO) on March 12, 2020. Soon after this New Zealand entered a period of lockdown and a state of emergency to contain the spread of the virus, and a series of rapid decisions followed. The interventions put in place to stop the

spread of COVID-19 caused major disruptions to our normal operations, from face-to-face teaching to travel, resulting in the closure of all campuses, the cancellation of University events and a rapid shift to online teaching. Massey University was particularly affected in terms of preparation and subsequent management given the distribution of our campuses across different regions in New Zealand.

Notwithstanding the specific impacts on the University, the pandemic has affected everything and everyone, nationally and globally. Massey University has taken every care and precaution possible to ensure our community is fully informed on how to stay safe, while providing contingency options for study, assessments and exams as well as access to vital pastoral, medical and other support services. In all key internal and external messaging, Massey University has prioritised staff and student wellbeing.

Massey University's strength as a long-time provider of distance education for tertiary students was certainly an advantage in our adapting to these extraordinary and challenging circumstances. Our robust systems and dedicated staff have stood us in good stead during this crisis, and we will continue to navigate the scope and scale of the changes ahead. The downstream impacts have provoked a range of major societal transformations. Many changes have occurred because of COVID-19 – in our personal lives, at the University and around the world. The reality of working in the COVID-19 environment is demonstrating that we can embrace change and do so quickly. We have committed to making the most of the opportunities presented to us and not reverting to "pre-COVID-19" or the way things "used to be done".

Our results for 2020 reflect the effects of the pandemic in the short and medium terms. Commentary on Massey University's specific response to the COVID-19 pandemic for each of its outputs is described under the Research, Learning and Teaching and Civic Leadership sections of the Statement of Service Performance.

MASSEY UNIVERSITY 2020 RESULTS

Massey University is New Zealand's national university, with major and established campuses in Auckland, Palmerston North and Wellington, as well as an online campus delivering education that supports higher learning anywhere in New Zealand and around the world.

In 2020 Massey University engaged 30,653 students (18,568 equivalent full-time students [EFTS]) from New Zealand and more than 135 other countries. Of these, 63 per cent (19,230¹ students and 7255 EFTS) studied partly or fully by distance, while 6972 students (4385 EFTS) studied in Auckland, 6102 (4304 EFTS) in Manawatū and 3029 (2418 EFTS) in Wellington. Twenty-eight per cent of all students who studied on campus also chose to study one or more courses by distance. This equated to around one-quarter (24 per cent) of distance students also studying on campus. The remaining three-quarters studied by distance only.

Our students were enrolled in 206 qualifications and supported by 1362 academic staff and 1876 professional staff. Massey University is proud to have had 6483 graduates in 2020.

At the University group level, Massey University achieved a surplus of \$6.1 million in 2020 against a budget of \$17.8 million. Revenue from international students, hospitality and student services was significantly lower than budget; however, it was partially offset by an increase in domestic enrolments, higher research income and higher-than-expected returns from investments held by the Massey University Foundation Trust. Significant cost savings achieved from travel and other non-staff-related costs were offset by higher-than-budgeted staff-related costs, with overall University group costs being slightly lower than budget. The group continues to have a very strong balance sheet, with assets of \$1.7 billion against total liabilities of only \$0.3 billion.

Massey University Strategy 2018-2022

The Strategy sets Massey University's organisational direction, performance goals and resource allocations, including its strategic investment intent.

Our ambition through the Strategy is to build on Massey University's unique position and reputation based on:

- World-leading pure and applied research, conducted in partnership with industries and the communities we serve
- Curious, world-ready graduates with entrepreneurial acumen and capabilities, who create jobs for others and are committed to making a better world
- A heritage of excellence, high quality and integrity, which ensures authentic leadership in contemporary Aotearoa New Zealand
- Role-modelling excellent practice as a Tiriti o Waitangi-led institution
- A reputation for caring, and a commitment to our people and our places

DELIVERING OUR STRATEGY

To support the achievement of Massey University's outcomes, the Strategy has a goal designed to enable research excellence, teaching excellence and leadership through staff, business and financial excellence. The following section provides a progress update on this goal.

Staff

Our people are our most important asset in terms of our renewal and recovery, as well as our future sustainability. We acknowledge the dedication of both academic and professional staff in continuing to build online teaching capabilities and leadership, and we celebrate the innovation and willingness of our academics and support staff to support our students' continuity of learning during the pandemic.

Research has been significantly affected by the pandemic; this has had disproportionate effects on women researchers (many of whom have had to take up more domestic and personal responsibilities as a result of the 2020 lockdown and other restrictions), early-career researchers (who have been restricted in their engagement and development opportunities) and postgraduate researchers. Further, research projects relying on long-term data collection, time-sensitive data and interactions with human and animal subjects has been severely affected. Researchers in the creative and performing arts, especially those relying on audience engagement (exhibitions, presentations and

¹ This includes all students who were enrolled in one or more distance courses during the year. Course mode is defined as the status at the start of the academic year and this definition is retained even if the actual student location was offshore due to COVID-19 impacts. The distance student headcount numbers elsewhere in this document only include those who undertook the majority of their study by distance during the year (15,924 in 2020).

performances) have faced significant delays. While public funding agencies in New Zealand (the Health Research Council of New Zealand [HRC] and the TEC, for example) have accommodated extensions to existing contracts and have extended flexibility to existing contracts, many of the long-term impacts on research and researchers will not be known for some time. While some researchers have been able to continue their work remotely and have been less affected, and more of our researchers have been successful in securing new research funding, in terms of immediate university business, research has taken a 'back seat' to the teaching enterprise.

Overall, the events arising from the pandemic have reinforced the significance and value of the efforts we have already made to reshape and stabilise our workforce and staffing profile to align with our online and digital delivery strategy. We want to ensure we have the right people and the best capabilities to take on new opportunities.

In dealing with the impacts of the pandemic Massey University elected in 2020 to: take a collaborative approach by asking all staff to use their available leave with an aim of carrying forward balances of five days or less into the next year; act conservatively and place a hold on recruitment; minimise non-salary expenditure wherever possible; and adopt the Public Services Commission's directions regarding salary increases for anyone on a salary higher than \$100,000 until the end of 2021, to give some certainty to costs for 2021 and add to the University's cost-saving measures.

For staff facts and figures please refer to page 66.

Business and Financial Excellence

The impacts of COVID-19 mean Massey University will need to review the investment and prioritisation of its capital spend in line with a likely new way of operating in the post-COVID-19 environment. Massey University has continued to progress the priority modification of its existing infrastructure, both digital and physical, to maximise contemporary learning and working environments, and to support research and researchers while refocusing its investment in enterprise-wide information technology (IT) systems to build efficiency and consistency for users.

It is worth noting two key points. Firstly, delivering and supporting online and blended teaching is not cheaper than delivering on-campus, face-to-face teaching. The investment required to acquire, develop and sustain good learning platforms (including learning management

systems) is significant. Moreover, the support required to develop and support academic staff to operate confidently and competently in the new blended learning environment is significant.

Massey University prioritises digital capital investment in much the same way as capital funds used to build and maintain physical infrastructure, such as lecture theatres and laboratories. Alongside this, teaching approaches in online and blended modes require the design and communication of teaching materials, assessment and learning outcomes in a way that leverages the technology, rather than simply providing a digital replica of in-person teaching. This applies whether it occurs in a blended mode (part online and part in person), in synchrony (delivered in real time) or in asynchrony (delivered after the fact). It is expensive to provide both the support and the academic development needed to ensure high-quality experiences.

Secondly, a key driver for providing online, blended and flexible delivery is the need to reach out to students who cannot go on campus and have physical learning experiences. For Massey University, our work is focused on pairing excellence with equity and access.

Underpinning our core business is our website, which is a window to the University and the communities we serve, especially for prospective and current students, researchers, businesses and community partners. In 2020 we launched the Web Replacement Project. The project seeks to harness the new content management system, with best practice in web design, user experience and content management, for the purpose of having a user-friendly digital service for key audiences.

Despite our shift to blended teaching modes, maintaining the vibrance of our campuses is critical to our future. At the Manawatū campus work is under way to restore Massey University's historic Refectory building. Work is expected to be completed by mid to late 2021. Built in 1931, the Refectory was the original dining hall and social space shared by staff and students. It has Category 2 heritage status on the New Zealand Heritage List and has been empty for several years as it required seismic strengthening. Funding for the restoration is being supported by the University capital investment and public fundraising by the Massey University Foundation.

The School of Veterinary Science's new post-mortem facility was completed in 2020 and the production animal hospital and work labs are under construction, to be completed in 2021. The new production animal hospital will provide animal housing facilities, surgery, treatment and storage spaces, significantly increasing the current capacity. The 1650m² of new facilities are part of the

School of Veterinary Science's complex upgrade to ensure ongoing accreditation with the Australasian Veterinary Boards Council, the Royal College of Veterinary Surgeons, the South African Veterinary Council and the American Veterinary Medical Association Council on Education.

The construction and fit-out of the joint AgResearch and Massey University food science building, known as Te Ohu Rangahau Kai, was completed in March 2020. The building now houses 140 researchers. In addition to general office spaces, the 5075m² building has 1800m² of laboratories and 900m² of meat and dairy pilot plants. This means a significant enhancement of facilities in close proximity that increase services to the food industry. Te Ohu Rangahau Kai is a combination of the complementary sets of expertise from AgResearch, the Riddet Institute and Massey University, combining the Riddet Institute's strengths in high-quality food science and future capability with AgResearch's strengths in technology and innovation to support New Zealand's exports. Te Ohu Rangahau Kai ensures increased collaboration between scientists, working in a facility that features high-quality workspaces, laboratories, teaching spaces and state-of-the-art equipment to tackle some of the biggest issues of our age, including a secure and safe food supply, while also increasing support for the wellbeing of all New Zealanders.

In addition, planning and conceptual design work has commenced for a transformation of the existing Manawatū library buildings. The library, while servicing the Palmerston North campus, is also the base for our national and international distance library service. The project will seismically strengthen the building and transform the library into a welcoming, vibrant and modern learning space with a particular focus on providing more flexible spaces for individual and collaborative study. The project has moved from the concept to the preliminary design phase, and the design process is expected to take around 15 months. Construction is anticipated to commence early in 2022 and will take approximately 30 months to complete. Changes to teaching and learning, along with changes in assessment resulting from the COVID-19 disruptions, have influenced the design of the space to ensure it supports blended learning while continuing to ensure library staff can provide both in-person and online services.

At the Wellington campus, a modern nursing suite that replicates a hospital ward was opened in January 2020, enabling clinical simulations and providing interactive learning experiences that prepare students to enter the health workforce. COVID-19 lockdown restrictions delayed the finish of the Pukeahu campus marae, which will now open on March 27, 2021.

At the Auckland campus, the Innovation Complex project is progressing. The 9800m², \$97 million complex will be an innovation and research centre housing teaching and research laboratories and collaborative working spaces to connect the University with industry and the local community. Main construction contract works commenced on December 6, 2019. The post-COVID-19 contract programme forecasts project completion at the end of August 2022.

Cyber security is a priority at Massey University. The Information Technology Services team launched new Information Security Awareness training modules for staff and multi-factor authentication to Massey University network accounts. The releases took place earlier than planned and checked that all new activities and ways of working were being carried out in a safe manner. COVID-19 has seen people the world over working remotely and a resulting increase in scams, phishing and hacking attempts.

A newly formed Innovation and Architecture Team within Information Technology Services is investigating options for managing logins and providing students with improved accessibility. The work is within the Student Journey strategic initiative to understand the many "touch points" students have with the systems they use in their time at Massey University. By analysing the whole student journey through an identity-management lens, the systems will be better placed to improve the whole experience. Massey University has also increased the functionality of its app designed for all students at Massey University. The app features timetables, events, campus maps, assessment help, Sport and Recreation Centre facilities, student services, a library screen, MyHub, the Student Portal, Stream, Emergency & MasseySafe, and general contact details.

The enterprise-wide information technology systems now include a health and safety management system called MasseySafe. The new system provides an easy reporting process for staff – as well as allowing students, visitors and contractors who have previously used paper-based forms to let us know when something has happened (an incident) or when something could happen (a hazard). Importantly, the site can also report on and manage any cases where people may be affected by COVID-19 as confirmed or suspected cases, close contacts, or someone having symptoms.

OUTPUT COSTING

Activity	ACTUAL 2020			ACTUAL 2019		
	Revenue	Expenditure	Net Total	Revenue	Expenditure	Net Total
Learning and teaching	345,490	277,848	67,642	348,277	294,610	53,667
Research	115,914	178,299	(62,385)	123,605	183,605	(60,000)
Student Services Levy	8,939	8,939	-	9,749	9,731	18
Core Institution	470,343	465,086	5,257	481,631	487,946	(6,315)
Central Revenue and Costs	46,742	52,119	(5,377)	57,618	53,030	4,588
Total University	517,085	517,205	(120)	539,249	540,975	(1,726)
Rest of Massey Group	8,815	2,549	6,266	12,139	1,437	10,702
Total University Group	525,900	519,754	6,146	551,388	542,412	8,976

As noted from the table above, the primary revenue generating activities of Massey University are teaching and research. The revenue associated with the core outputs/activities of teaching and research is separately identifiable in the University's financial records. The associated costs of teaching and research are allocated to these activities based on Massey University's budget allocation principles. While direct costs, such as the actual costs of conducting the activities, are allocated to the outputs/activities in full, indirect costs, such as the costs related to supporting the conduct of these activities, are allocated in proportion to the direct costs.

The activities of teaching, learning and research mutually reinforce, inform and support each other. The value of each is dependent on the others and is not well captured or reflected in the financial costs or revenue figures alone.

Massey University is a research-intensive university with research being one of our defining characteristics. Most research funding principally supports the direct activities and direct costs of conducting research. However, we incur significant expenses in supporting the research activities undertaken by academic staff. While this does not result, on an annual basis, in generating direct revenue, research produces multiple benefits and contributes to enhancing income from learning and teaching activities. The key benefits generated by research activities and outcomes that are not overtly captured in the standard annual financial analysis above include:

- Building Massey University's reputation for thought leadership and prioritising the University's capacity and capability to contribute to building social, economic and cultural capital in the many communities we serve through the impact of our research

- Creating new knowledge to address the world's problems, to understand and describe our world and to engage in discovery-based (or basic) research
- Informing the evidence base for stakeholders, planning and policy processes, decision-making, and assessments
- Developing or improving new services and systems, risk assessment and mitigation, and future-proofing for subsequent generations
- Leveraging knowledge and infrastructure not available in New Zealand through partnership and access arrangements
- Influencing investment in, and the achievement of, awards, scholarships, fellowships, research funding and donations that influence the University's reputation and ranking. In turn, the esteem factor from these helps to drive undergraduate and postgraduate admissions and attract talented academic staff.

Civic leadership is also not captured separately in the reconciliation above. Civic leadership includes those activities that contribute to the University's goal of being recognised and valued for our leadership on matters of interest nationally and internationally and the myriad social, economic, cultural and environmental challenges facing Aotearoa New Zealand.

The time spent, and costs incurred, in relation to civic leadership cannot be reliably estimated as this is an integral part of Massey University's wider societal mission and mandate. In addition, civic leadership is fundamentally integrated with our learning, teaching and research activities and outcomes. Further details regarding the activities that contribute to Massey University's civic leadership are included in pages 50-62.

NGĀ KETE O TE WĀNANGA

RESEARCH

IMPACT

WORLD-LEADING PURE AND APPLIED RESEARCH
CONDUCTED IN PARTNERSHIP WITH INDUSTRIES
AND THE COMMUNITIES WE SERVE.

GOAL

WE WILL BE A WORLD LEADER IN OUR CHOSEN
AREAS OF RESEARCH.

NGĀ KETE O TE WĀNANGA RESEARCH

Massey University is a research-intensive New Zealand university with a reputation for excellence in innovation and the creation of new knowledge. Research spans discovery, commercialisation, scholarship and the production of creative works and, significantly, is inclusive of both professional and clinical practice. Across a range of research domains, pure and applied research are both valued. This dual focus – based on its proud and distinctive history – along with its responsibility to make a real and lasting contribution to communities across New Zealand, differentiates Massey University from other New Zealand universities.

We have identified three types of contribution that our research makes to New Zealand:

- The volume of our research funding and our international research partnerships. These are measured firstly by our research income, calculated as total research income and external Performance-Based Research Fund (PBRF) income, and secondly by the number of international research partnerships we secure and activate
- Developing New Zealand’s knowledge base, by measuring postgraduate research students (their participation rates, completion rates and educational experience satisfaction levels)
- Innovation – based on new commercial research disclosures, licences and deals executed and the licensing revenue generated by our intellectual property.



Our Performance in Research²

RESEARCH INPUTS – FUNDING AND PARTNERSHIPS

External Research Income

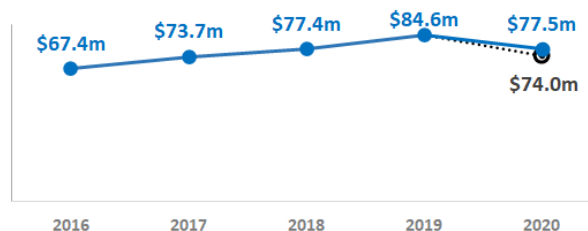


\$77.5m

2020 result

\$74.0m

2020 target



Massey University’s external research income in 2020 was \$7.1 million (8.4 per cent) lower than in 2019, but it exceeded the Investment Plan target by \$3.5 million (4.7 per cent). The environment for securing contestable research funding continues to be highly competitive. In 2020 \$11.8 million was awarded to Massey University by the Royal Society te Apārangī; this included an award of a James Cook Research Fellowship and three Rutherford Discovery Fellowships. Massey University continued to perform strongly in the Marsden Fund (\$6 million) and was awarded the inaugural Marsden Fund Council Award (\$3 million), receiving a total of \$9 million. Additionally, \$5.4 million was awarded from HRC through many new funding streams, COVID-19-specific funding and the traditional Programme and Project streams. Massey University was also awarded \$24 million from the Ministry of Business, Innovation and Employment (MBIE), despite the cancellation of the Smart Ideas round due to COVID-19. This included \$15.5 million from the Endeavour Fund, \$6 million from Catalyst: Strategic and \$2.4 million from new funding streams that have emerged, including those specific to COVID-19.

PBRF External Research Income

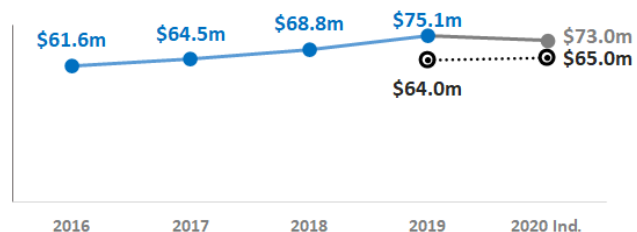


\$73.0m

2020 interim result

\$65.0m

2020 target



1 The 2020 interim result is pending final confirmation from the TEC and will be updated in the 2021 Annual Report. The 2019 interim result was \$75.1 million which is now confirmed as the actual result.

The PBRF external research income interim result of \$73.0 million is \$2.1 million below that for 2019 and \$8.0 million above the Investment Plan target of \$65 million for 2020.

Active International Research Partnerships

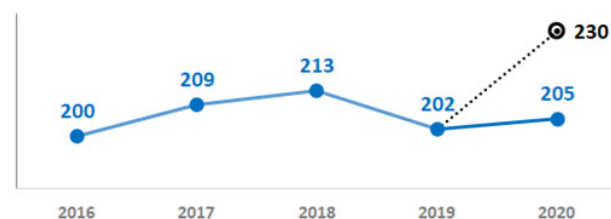


205

2020 result #

230

2020 target



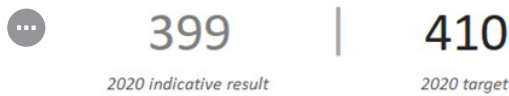
2 Active international research partnerships are partnerships for joint collaborative research at an educational institute level, not contracts to do research for international groups.

² Results in blue indicate they are final; results in grey are indicative. Targets as per the Investment Plan are shown in black. Achievement of target is expressed by a green tick, non-achievement by a red cross. A grey ellipsis indicates the result is indicative and the target achievement cannot yet be confirmed. An asterisk in grey “*” indicates there is no target set in the Investment Plan.

This measure was introduced in the Investment Plan to separately identify international partnerships involving research collaborations for the University (at an institutional level). The number of active research partnerships in 2020 increased compared to the 2019 results but did not meet the Investment Plan target. The quality of contracts executed are strategically focused on the University’s internationalisation plan. COVID-19 affected the achievement of this target as international travel and relationships were significantly disrupted in 2020.

RESEARCH OUTPUTS – POSTGRADUATE

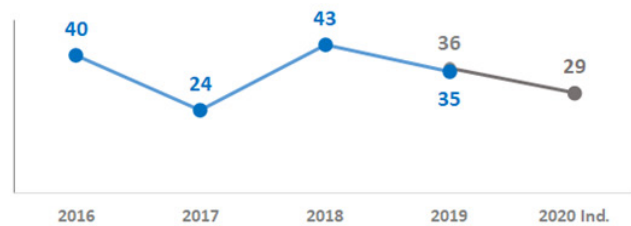
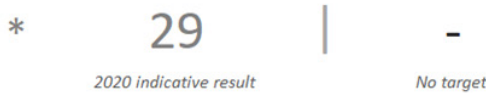
Research Degree Completions



3 The total number of research degree completions for 2020 can only be reported once the Single Data Return has been submitted in April 2021. The indicative result shown in the 2019 Annual Report was 439; this has now been confirmed as the final result.

The indicative result for research-degree completions is below the Investment Plan target of 410 by 11 completions, and 40 completions below the 2019 final result. A reduction in master-level and taught doctorate-level completions compared with 2019 (42 fewer) was only partially offset by a small increase in PhD completions (two more). The 2020 final result is likely to not achieve target due to an increase in suspensions of research degrees related to the COVID-19 pandemic, and border restrictions from March 2020 preventing international students travelling to New Zealand to commence or complete their studies. Border restrictions affected new doctoral registrations for 2020, with a decrease in new enrolments by 28 per cent compared to 2019. This will affect research degree completion numbers from 2024.

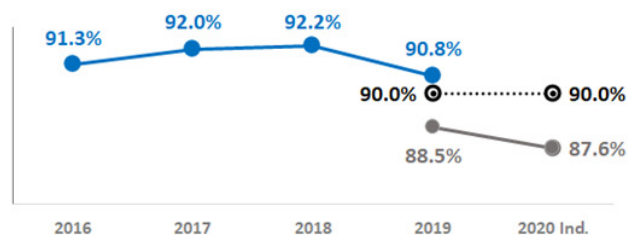
Māori Research Degree Completions



4 The total number of Māori research degree completions for 2020 can only be reported once the Single Data Return has been submitted in April 2021. As new completions data is recorded and audited, results for earlier years can change. The indicative result shown in the 2019 Annual Report was 36; this has now been updated with the actual result.

The 2020 indicative result for Māori research degree completions is below that of previous years, due to related COVID-19 disruptions.

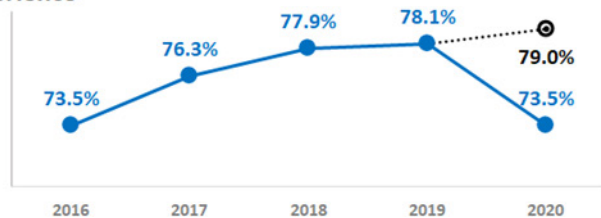
Postgraduate Successful Course Completion



5 Indicative results for 2020 will be updated with final results in the 2021 Annual Report.

Results for postgraduate successful course completions will not be finalised until the Single Data Return is submitted in April 2021. The 2019 indicative result reported in 2019 was 88.5 per cent and the final result can now be reported as 90.8 per cent, which was above the Investment Plan target for 2019. Indicative results for 2020 are slightly below those for previous years and show the Investment Plan target might not be met. Suspensions due to COVID-19 have affected these completions.

Postgraduate Satisfaction with Overall Research Experience

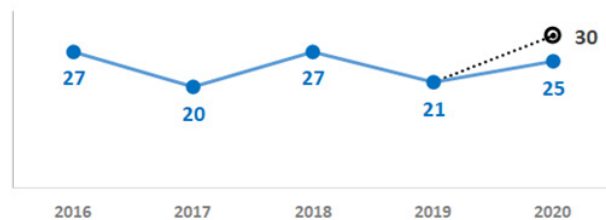
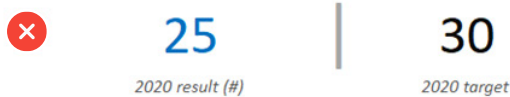


6 Postgraduate student satisfaction "with your entire research experience" is taken from the Postgraduate Research Experience Questionnaire. The 2020 survey included 897 respondents, which is a response rate of 44 per cent.

Postgraduate student satisfaction with the overall research experience decreased by 4.6 percentage points in 2020 compared to 2019, and was 5.5 percentage points below the target for 2020. The effects of COVID-19 disruptions on study and suspensions associated with the pandemic are factors that contributed to the decrease in post-graduate student satisfaction.

RESEARCH OUTPUTS – ENTREPRENEURSHIP

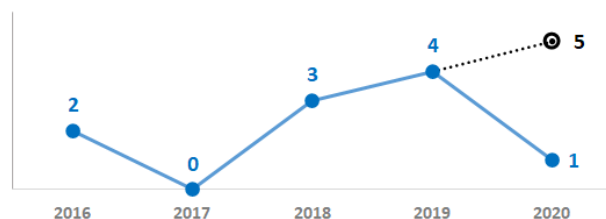
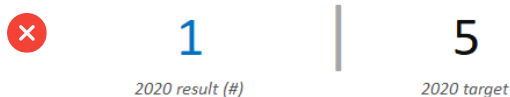
New Disclosures



7 An invention disclosure ("a disclosure") is an invention or idea that has commercial potential.

The number of new disclosures in 2020 increased by four compared to our 2019 result. The Investment Plan target of 30 new disclosures was not achieved. This was a good achievement considering the impact on activities due to of COVID-19.

Licences/Deals Executed



The number of licences and commercialisation deals executed in 2020 decreased by three over our 2019 result and did not meet the Investment Plan target of five licences or deals executed. The Enterprise Office is working collaboratively with Massey Ventures Ltd, with Massey Ventures Ltd investing in more projects compared to Massey University. Therefore, the licences/deals are counted through Massey Ventures Ltd.

Licensing Revenue



The licensing revenue in 2020 decreased significantly compared to 2019 and was below the Investment Plan target of \$1.48 million. Licensing revenue for the University is typically \$300,000 a year, with occasional higher levels happening such as in 2019 with FERRI PRO. The decrease from target was due to expected revenue from the FERRI PRO technology being delayed to 2021 as COVID-19 impacts meant the team were unable to complete the next milestone. Several smaller licensing revenue streams were also affected by the impacts of the global pandemic.

Our Performance in Context

RESEARCH RANKINGS

Research rankings are important for a university's international reputation. Research rankings are seen by prospective students and their influencers, academic peers and partnering universities, as well as our funders, as quality indicators of both our research and our teaching. We also recognise the value that benchmarking has for informing and improving our performance in research rankings.

QS World University Rankings

Massey University has continued to climb up in the QS World University Rankings, up an additional 15 places in the rankings after rising 45 places from 2019. The new results see Massey University now ranked 272nd in the world, and 20th in Australia/New Zealand.

Massey University's position as one of the world's leaders in veterinary sciences continues, with a move up one position to 28th equal. Similarly, Massey University's ranking for agriculture and forestry is also up one position to 29th globally.

Continuing its tradition of high achievement in the creative arts, Massey University is now ranked in the top 100 for art and design, the only New Zealand university in the top 100 in this subject area. The communications and media studies ranking has been another standout for Massey University. Having not been ranked in 2018, the subject area has seen back-to-back increases and is now ranked 101-150th in this competitive area of study.

Red Dot Design

In 2020 Massey University's Toi Rauwhāangi College of Creative Arts ranked in the top three universities at the annual International Red Dot Design Awards, for the sixth year in a row. Massey University placed third in the Asia-Pacific Design Concept category, being the only university from Australasia to place in the top 15. Five graduates from Ngā Pae Māhutonga Wellington School of Design received Red Dot Awards.

EXTERNAL RESEARCH FUNDING

In 2020 Massey University researchers received more than \$15.5 million, 8.3 per cent of the total funding from MBIE's 2020 Endeavour Fund to undertake vital work supporting "ambitious, excellent and well-defined research ideas, which collectively have high potential to positively transform areas of future value, growth or critical need to New Zealand". This is a tremendous result for Massey University given the increasing competition for this funding. Recipients include:

- Professor Monty Sutrisna, Head of School of Built Environment, who has been awarded \$8.6 million for his programme "Creating Capacity and Capability for the New Zealand Construction Sector"
- Professor Jackie Sanders from the School of Social Work, working alongside Professor Robyn Munford and researcher Justina Webster, who has been awarded \$6.9 million for the programme "Relational resources for change – New futures for youth with complex needs".

The Catalyst: Strategic funds are bilateral programmes with Singapore, with a successful project in each of the Future Foods and Data Science streams being awarded \$3 million each. This is an excellent outcome given that, nationwide, only four projects have been funded in each stream. The recipients are:

- Professor Ruili Wang, School of Natural and Computational Sciences, natural language processing for Q&A in indigenous/vernacular languages
- Professor Joanne Hort, the Fonterra-Riddet Chair of Consumer and Sensory Science, who has been awarded \$3 million for the Strategic – New Zealand-Singapore Future Foods Research Programme “Te Rangahau Taha Wheako mō ngā Kai o Āpōpō: The Consumer Dimension of Future Foods”. The project aims to understand the main issues that affect consumers’ relationships with non-animal protein.

Dr Julian Jang-Jaccard (School of Natural and Computational Sciences) has been awarded \$2.1 million of Catalyst: Strategic funding. The application to the Catalyst: Strategic – The Cyber Security Research Programme fund was submitted in response to a closed call from MBIE in 2019. The fund aims to develop a coherent bilateral programme of excellent, transformative and leading-edge research in cyber security, and is a joint programme with the Australian Commonwealth Scientific and Industrial Research Organisation Data61 group. Dr Jang-Jaccard was asked to put together a project on “Artificial Intelligence for Automating Responses to Threats” as one of three separately funded focus areas within a larger programme. Each of the projects will be funded over three years, with the University of Auckland acting as overall host for the three projects.

Ten projects have been awarded almost \$9.0 million, 10.6 per cent of the total funding, from the Marsden Fund. The level of funding success in Marsden has risen each year: \$7.5 million in 2018 and \$8.1 million in 2019. This is the desired outcome of Massey University’s Strategic Research Initiative to provide financial support for the development of Marsden bids and re-bids. Professor Jeroen Douwes, leading a team of researchers from Massey University’s Centre for Public Health Research and external collaborators, has been awarded a Marsden Fund Council award worth \$3 million for an interdisciplinary project that will investigate links between biodiversity and asthma in young children in Aotearoa. The research aims to provide valuable insights into the role biodiversity plays in children’s respiratory health, and to

establish if areas containing native plant species are more beneficial in reducing the incidence of asthma. Marsden Fund Council awards are a new category to support large, interdisciplinary projects and are open to established researchers as well as emerging researchers. Funding is for three years and is capped at \$1 million per year. Professor Douwes’ project was the only Marsden Fund Council Award granted in this round, from six applications received from across the country.

A major research collaboration called ACTIVATION*, led by Professor Karen Witten, has been jointly funded by two of New Zealand’s National Science Challenges – Ageing Well and Healthier Lives. The project will receive funding of \$2.4 million over four years to investigate ways of “retrofitting” the design of New Zealand cities to encourage more active modes of travel and reduce car dependence.

Massey University has also received more than \$970,500, 1.4 per cent of the total funding in HRC’s Grants 2020 (Programmes, Projects and Pacific Research Grants). The funding was for a Pacific Health Project grant to Dr Sunia Foliaki to investigate barriers to and facilitators of self-management of asthma in Pacific children. The University also received \$150,000 as one of 17 HRC Explorer Grants. The funding was to Dr Ian Goodwin for the project “Instagram influencers, unhealthy products, and covert marketing to young people”.

Three Massey University academics have been awarded Rutherford Discovery Fellowships, each valued at \$160,000 per annum for five years. These will enable them to focus on their cutting-edge research for a significant period. Among New Zealand’s most prestigious fellowships, Rutherford Discovery Fellowships are awarded only to 10 early- to mid-career researchers throughout New Zealand annually, and Massey University researchers received approximately a third of the total awards in 2020.

The Massey University recipients are:

- Dr Siautu Alefaio-Tugia, School of Psychology – “Redefining the humanitarian landscape: Pacific-diasporic disaster resilience”
- Dr Gabor Kereszturi, School of Agriculture and Environment – “Caught in action - volcano surveillance with hyperspectral remote sensing”
- Dr Libby Liggins, School of Natural and Computational Sciences – “Tohu of change for Aotearoa New Zealand’s marine biodiversity”.

Researchers who have been awarded HRC career development awards are:

- Dr Colin Brooks, who has been granted \$491,527 for “The benefits of biodiversity: a novel approach to preventing asthma and allergy?”
- Dr Pikihuia Pomare, who has been granted \$378,331 for “Mauri tau: Indigenous psychological and therapeutic approaches to mental health”
- Hulita Tauveli, who has been granted \$79,933 for “Faith to bounce back! Pacific youth wellbeing and resilience”
- Associate Professor Leigh Signal, who has been granted \$30,000 in funding from the HRC’s new Health Delivery Research portfolio to further her research on improving perinatal mental health in New Zealand through sleep and circadian health education and intervention.

Professor Christine Stephens from the School of Psychology has been awarded \$996,615 from the HRC’s 2020 COVID-19 Equity Response Project Grant. This initiative is aimed at ensuring that equity in health and wellbeing is at the centre of Aotearoa New Zealand’s preparedness for, and response to, current and future infectious disease threats.

The Social Sciences and Humanities Research Council of Canada has awarded NZD\$300,000 to Dr Rochelle Stewart-Withers (Te Āti Awa), Senior Lecturer and Head of Programme for Development Studies at the School of People, Environment and Planning and Dr Jeremy Hapeta (Ngāti Raukawa, Ngāti Huia), Research Development Advisor – Māori at the Research and Enterprise office to examine the role of sport stakeholders in disrupting and perpetuating colonialism through efforts towards “sport for reconciliation”. Our Massey University researchers are joining an international team of academics in six universities across Canada, Australia and Aotearoa. Given that sport is an institution dominated by men and boys, the researchers will also focus on how reconciliation efforts through sport positions indigenous women and girls in the respective countries.

INTERNAL RESEARCH FUNDING

Massey University offers a number of internal and centrally supported funds to encourage high-quality research that aligns with the University’s strategic goals. In an early response to the pandemic we surveyed more than 200 Massey University researchers who had been awarded Massey University internal research funds to help identify options to amend delivery or reporting expectations, address associated funding issues and identify research that could still be undertaken during the pandemic. Massey University honoured its funding commitments to researchers to allow them to complete their research and offered flexibility should researchers require extra time in which to complete research and/or make necessary changes in methodology. The situation was particularly challenging for researchers with International Visitor Research Fund projects funded for 2020. A number of visits and associated research programmes or events had to be cancelled, while others were postponed to an indefinite future date.

In 2020 a refreshed and enhanced set of funding options was introduced, which aligned the Strategic Research Excellence Fund with external drivers and promoted research in partnership with community, industry and other stakeholders. The fund is now offered in three categories: Transformative Research and Creative Endeavours; Early Initiatives (for projects led by early-career researchers); and Sandpit and Explorer. The first two categories are designed to support a wide range of medium-scale, yet ambitious, projects by individuals or teams of researchers, with the intent to support collaborative, multidisciplinary and externally focused research projects wherever appropriate. The Early Initiatives category affirms the importance of supporting early-career researchers to develop their research careers. Other key objectives of the Strategic Research Excellence Fund are to advance Māori research and researcher capacity, and to advance Pacific research and researcher capacity at Massey University. To enable this, 20 per cent of the funding available in the collaborative and transformative research and early initiatives categories is reserved in the first instance for proposals led by Māori researchers and/or Pacific researchers. In 2020 the Sandpit and Explorer funds were introduced to support the exploration of innovative, high-quality collaborations or genuinely novel transdisciplinary research approaches.

Massey University continues to invest in research to solve contemporary societal challenges and ‘wicked problems’, and the 2020 Strategic Investment Fund was its third year of doing so. Three proposals were funded:

- “Building a community of practice towards the conceptualisation of citizen-led low-cost early warning systems”, which relates to enhancing earthquake resilience in New Zealand
- “The role of managers in addressing gender inequities in New Zealand’s public services: A transdisciplinary approach”, with particular regard to Māori and Pacific women who are overrepresented in the sector’s most equity-challenged areas
- “From the past to the future: finding an Aotearoa New Zealand History for schools” flowing from the Government’s recent decision to make New Zealand history compulsory in schools from 2022.

MASSEY UNIVERSITY RESEARCH MEDALS

Massey University proudly recognises the high quality and distinction of its research and researchers. Professor Brett Gartrell and the Wildbase Research team at the School of Veterinary Science have been awarded the Research Medal – Team for 2020. The Wildbase Research centre has had sustained and continuing impacts on the management of native wildlife species and provides a scientific basis for community engagement with wildlife in New Zealand and globally.

Professor Jeroen Douwes and Professor Murray Cox have been named the individual winners of the Massey University Research Medals for 2020 and 2019 respectively. Professor Douwes is Professor of Public Health and Director of Massey University’s Centre for Public Health Research, where he leads an internationally recognised programme of research on asthma and occupational and environmental health. Professor Cox is a computational biologist at the School of Fundamental Sciences and one of the world’s foremost authorities on the genetic history of South East Asia and the Pacific.

Early Career Research Medals were been awarded in 2020 to Dr Ruggiero (Rino) Lovreglio from the School of Built Environment, College of Sciences, and Dr Linda Murray from the School of Health Sciences, College of Health. In 2020 Professor Grant Duncan from the School of People, Environment and Planning was recognised for Exceptional Research Citizenship (Whaowhia Ngā Kete o Te Wānanga). Professor Duncan has a significant public profile as a commentator in the media, especially on political and electoral issues and advocacy for critical public policy concerns.

Massey University’s Defining Excellence Awards ceremony, at which the 2019 medals were to have been presented, could not go ahead due to COVID-19. The 2020 research and teaching medal winners will receive their medals at the Research and Teaching Awards ceremony on March 26, 2021. The ceremony will be held simultaneously at the three campuses via video-linked teaching rooms. The 2019 medal winners will also be presented with their medals at this ceremony, so it will be a double celebration.

CENTRE OF RESEARCH EXCELLENCE

Massey University has a commitment to develop, support and grow the depth and breadth of its research, especially in its signature research areas. The Riddet Institute, hosted by Massey University, has been re-selected as a New Zealand Centre of Research Excellence by the TEC and awarded \$38.3 million for the next seven and a half years. The Riddet Institute has been a Centre of Research Excellence since 2008 and has established a global reputation for its high-quality research in the field of food science and nutrition, as well as providing vital science capability for the New Zealand food sector. In particular, the institute is a global leader in the fundamental understanding of the structure of food and its effects on digestion and health.



INTERNATIONAL RANKINGS

2020 ⁸
Latest results

QUACQUARELLI SYMONDS (QS) RANKINGS	
Overall world ranking	272nd
Graduate employability ranking ⁹	301-500
QS STARS	
	5 stars +
QS SUBJECT AREA WORLD RANKINGS	
Veterinary Science	28th equal – 1st in NZ
Agriculture and Forestry	29th – 1st in NZ
Art and Design	51-100 – 1st in NZ
Development Studies	51-100 – 1st equal in NZ
Communication and Media Studies	101-150 – 2nd equal in NZ
Education	101-150
Accounting and Finance	151-200
Geography and Area Studies	151-200
Economics and Econometrics	201-250
Environmental Sciences	201-250
Psychology	201-250
Sociology	201-250
Biological Sciences	251-300
Business and Management Studies	251-300
Engineering – Chemical	251-300
Mathematics	301-350
Computer Science and Information Systems	401-450
Engineering – Electrical and Electronic	401-450
Chemistry	501-550
Physics and Astronomy	501-550
QS UNIVERSITY FACULTY RANKINGS	
Social Sciences and Management	269th equal
Life Sciences and Medicine	359th
Arts and Humanities	366th equal
Natural Sciences	451-500
TIMES HIGHER EDUCATION RANKINGS	
Overall world ranking	601-800
Impact ranking	60th



Individual ranks for each measured Sustainable Development Goal:

SDG1 – No Poverty	52nd
SDG2 – Zero Hunger	25th
SDG3 – Good Health and Wellbeing	101-200
SDG4 – Quality Education	101-200
SDG5 – Gender Equality	51st
SDG6 – Clean Water and Sanitation	99th equal
SDG7 – Affordable and Clean Energy	60th
SDG8 – Decent Work and Economic Growth	101-200
SDG9 – Industry, Innovation and Infrastructure	101-200
SDG10 – Reduced Inequalities	101-200
SDG11 – Sustainable Cities and Communities	10th
SDG12 – Responsible Consumption and Production	71st
SDG13 – Climate Action	37th equal
SDG14 – Life Below Water	50th equal
SDG15 – Life on Land	62nd equal
SDG16 – Peace, Justice and Strong Institutions	101-200
SDG17 – Partnership for the Goals	20th

RED DOT DESIGN RANKINGS**3rd in Asia Pacific****SHANGHAI RANKINGS**

Food Science and Technology	51-75 – 2nd in NZ
Veterinary Science	51-75 – 1st in NZ
Business Administration	101-150 – 1st in NZ
Hospitality and Tourism Management	101-150
Nursing	101-150 – 2nd in NZ
Sports Science	101-150 – 2nd equal in NZ
Agricultural Science	151-200 – 1st in NZ
Communication	151-200 – 1st in NZ
Biotechnology	201-300 – 1st equal in NZ
Ecology	201-300
Education	201-300
Geography	201-300
Public Health	201-300
Economics	301-400 – 2nd equal in NZ
Political Sciences	301-400 – 1st equal in NZ
Biological Sciences	401-500 – 2nd equal in NZ
Clinical Medicine	401-500
Earth Sciences	401-500
Environmental Science and Engineering	401-500 – 2nd equal in NZ
Management	401-500 – 2nd equal in NZ

8 Rankings reported here are those released in 2020

9 Graduate employability ranking was not updated in 2020 due to COVID-19

TE AKO

LEARNING AND TEACHING

IMPACT

CURIOUS, WORLD-READY GRADUATES WITH ENTREPRENEURIAL ACUMEN AND CAPABILITIES, WHO CREATE JOBS FOR OTHERS AND ARE COMMITTED TO MAKING A BETTER WORLD.

GOAL

WE WILL PROVIDE A DISTINCTIVE, STUDENT-CENTRED LEARNING EXPERIENCE FOR ALL STUDENTS AND GRADUATES WILL BE ENABLED TO ACTIVELY PARTICIPATE IN THE EXISTING AND NEW ECONOMIES AS EDUCATED CITIZENS AROUND THE WORLD.



OBJECTIVES

- Ensuring our graduate attributes include entrepreneurial capability by maximising work-integrated learning and student access to innovation precincts
- Delivering programmes that are flexible, contemporary in design, research-led in content, and either strategically important or financially successful
- Building international education to extend the Massey University global influence in areas of strength
- Gaining international accreditation for programmes and strong rankings for subject areas wherever possible
- Providing first-class, digitally enhanced learning experiences informed by the student voice
- Delivering high-level outcomes for Māori academic excellence, whānau-centred participation and Māori student success at all levels of study
- Growing the participation and success of Pacific students at all levels of study
- Supporting access and success for students for whom English is a second language
- Leveraging data analytics to support student learning and the student experience
- Promoting and rewarding excellence in teaching scholarship
- Building student scholarships that encourage the academic progression of undergraduate students, particularly to postgraduate level/advanced degrees.



TE AKO LEARNING AND TEACHING

Massey University provides excellent learning opportunities for all students, regardless of their locations and life circumstances. Massey University is committed to supporting students to develop their knowledge and learning capabilities, relevant to New Zealand and to the wider world. We know that student expectations of learning are changing. We acknowledge that students expect and deserve superb learning experiences wherever and however they choose to study. We recognise, too, that blended learning increasingly plays a role in supporting personalised learning experiences and reducing the traditional barriers inherent to distance education.

At Massey University we work to ensure all students have excellent and equivalent learning experiences where our teaching is digitally enabled, accessible to all students and fit for purpose for 21st-century learners. Our teaching is research led and research informed and we believe that quality learning and teaching uses assessment information

in a coherent way for continual improvement, for both learners and teachers. We are committed to student-centric, holistic and whānau-supported opportunities for learning, as detailed in *Paerangi: Massey University Learning and Teaching Strategy 2019-2022*.

We have identified three types of contribution that learning and teaching make to New Zealand:

- Participation, measured by the size of Massey University's student body, both domestic and international, and the proportion of participation across different study levels
- Quality educational delivery, measured through student retention, course completion rates and student satisfaction with their experiences at Massey University
- Graduate outcomes.



Our Performance in Learning And Teaching³

INPUTS – STUDENT ENROLMENTS AND PARTICIPATION

Total Students

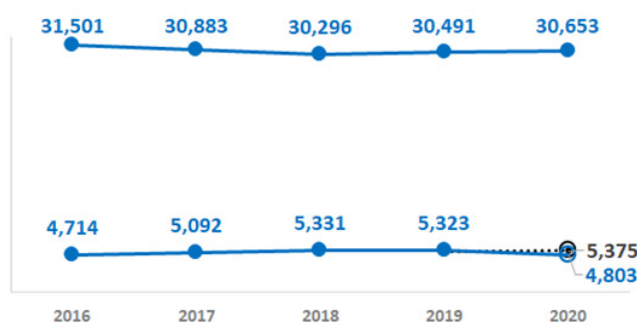
* 30,653
2020 headcount

-
No target

International Students

✘ 4,803
2020 headcount

5,375
2020 target



- 10 The Total Students measure was first included in this section in the 2019 Annual Report. Historical data for 2016-2018 is unaudited and shown for information purposes only.
- 11 From 2017 onward, the International Students measure excludes New Zealand citizens and permanent residents, and Australian residents and permanent residents. Previous years' numbers included all international students regardless of New Zealand Government funding status.

Internal Students

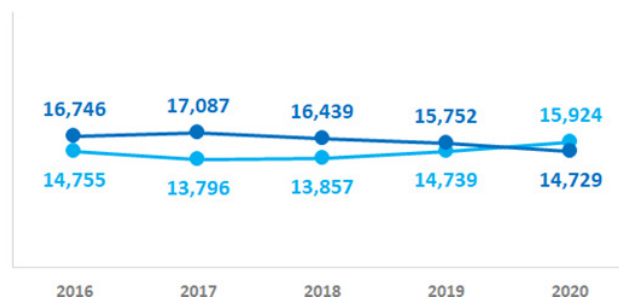
* 14,729
2020 headcount

-
No target

Distance Students

* 15,924
2020 headcount

-
No target



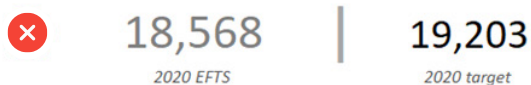
- 12 By student mode, which from 2017 is based on the mode in which the majority of a student's study occurs. Data for 2016 has been restated for consistency with this methodology.
- 13 These measures were first included in this section in the 2019 Annual Report. Historical data for 2016-2018 is unaudited and shown for information purposes only.

Massey University has a distinctive student demographic compared to other New Zealand universities, and these numbers demonstrate our longstanding and unwavering commitment to supporting and enabling life-long learning: in 2020, 61.1 per cent of our students were part-time (up from 59.7 per cent in 2019), 57.3 per cent were 25 years old or older (up from 54.8 per cent in 2019) and 51.9 per cent studied mainly by distance (up from 48.3 per cent in 2019). As a result of this diverse cohort, Massey University has different course and qualification completion rates (when compared with those of other New Zealand universities). Notwithstanding this, our success measures benchmark well with international research-intensive universities with similar student profiles to our own.

The total student headcount for 2020 showed an increase over 2019. For international students, the headcount declined significantly compared to 2019 and the 2020 result was well below target; this was expected due to the impacts of COVID-19 and border closures.

³ Results in blue indicate they are final; results in grey are indicative. Targets as per the Investment Plan are shown in black. Achievement of target is expressed by a green tick, non-achievement by a red cross. A grey ellipsis indicates the result is indicative and the target achievement cannot yet be confirmed. An asterisk in grey "*" indicates there is no target set in the Investment Plan.

Total University Students (EFTS)



International Full-Fee-Paying Students (EFTS)



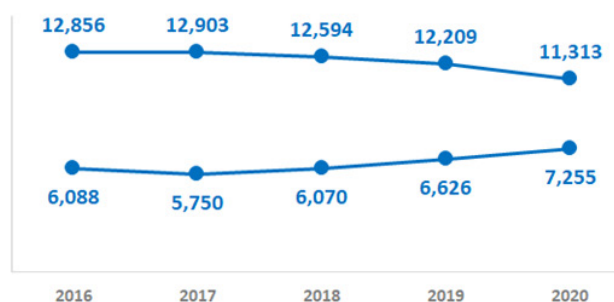
14 International full-fee-paying EFTS were first included in this section of the report in 2017. Historical data for 2016 is unaudited and shown for information purposes only.

15 From 2017 international full-fee-paying students includes the TEC funding classification 02 only as per Single Data Return submissions. Data for 2016 is as per the TEC funding classifications 02, 03, 12 and 20.

Internal Students (EFTS)



Distance Students (EFTS)



16 These measures were first included in this section in the 2019 Annual Report. Historical data for 2016-2018 is unaudited and shown for information purposes only.

TEC Funded Students (SAC EFTS)



17 This measure was first included in this section of the report in 2017. Historical data for 2016 is unaudited and shown for information purposes only.

The University showed a decrease in total EFTS and international full-fee-paying EFTS, but an increase in TEC-funded student achievement component EFTS (SAC EFTS) for 2020 compared to the 2019 results. Domestic student demand has continued to grow year on year since 2017. While TEC-funded SAC EFTS were above the Investment Plan target for the year, international fee-paying and total EFTS were below target as a result of the impacts of COVID-19 on international student mobility.

Massey University’s educational performance indicator (EPI) commitments are set out in the Investment Plan. Results are now reported using data sourced from the TEC’s Ngā Kete information portal.

Participation by Study Level

(% SAC EFTS)	2019 Actual	2020 Actual	2020 Target	Status
NON-DEGREE LEVEL (L04-07)				
Non-Māori, non-Pacific	71.8	70.2	71.8	✗ Not achieved
Māori	20.2	20.5	16.7	✓ Achieved
Pacific Peoples	9.5	11.2	11.5	✗ Not achieved
DEGREE LEVEL (L07)				
Non-Māori, non-Pacific	81.1	79.5	80.1	✗ Not achieved
Māori	14.0	15.0	13.6	✓ Achieved
Pacific Peoples	5.7	6.6	6.3	✓ Achieved
POSTGRADUATE LEVEL (L08-10)				
Non-Māori, non-Pacific	87.0	86.2	86.3	✗ Not achieved
Māori	9.7	10.4	9.5	✓ Achieved
Pacific Peoples	3.9	3.9	4.2	✗ Not achieved

18 Note that actual participation results within a study level category may not add to 100 per cent due to students identifying as more than one ethnicity.

Retention/First-Year Retention

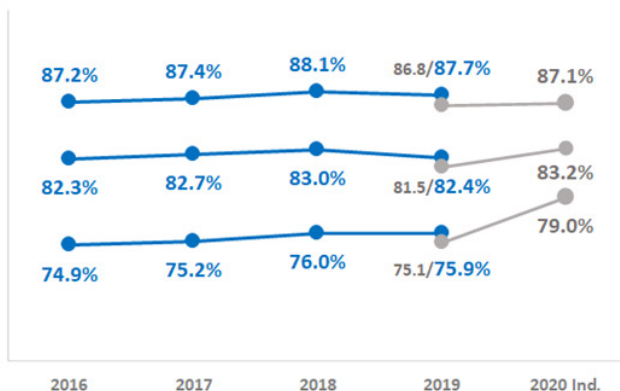
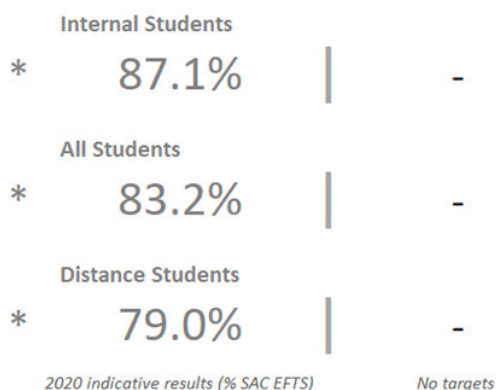
(% EFTS)	2019 Actual	2020 Actual	2020 Target	Status
NON-DEGREE LEVEL (L04-07)				
Non-Māori, non-Pacific	S	S	75.0	TBC
Māori	-	-	75.0	TBC
Pacific	-	-	75.0	TBC
DEGREE LEVEL (L07)				
Non-Māori, non-Pacific	77.5	75.0	68.5	✓ Achieved
Māori	56.8	62.8	63.0	✗ Not achieved
Pacific Peoples	61.2	61.6	63.0	✗ Not achieved

The results for first-year retention for non-degree students are suppressed as they are based on a very low number of students (< 10). This is because very few non-degree Massey University qualifications meet the measure's criteria of two EFTS or more. For degree-level students, 2020 results showed an improvement in Māori and Pacific results, with the Māori retention rate only marginally under the Investment Plan target; however, targets were achieved only for the non-Māori, non-Pacific Peoples ethnicity grouping.



LEARNING AND TEACHING OUTPUTS – COMPLETIONS

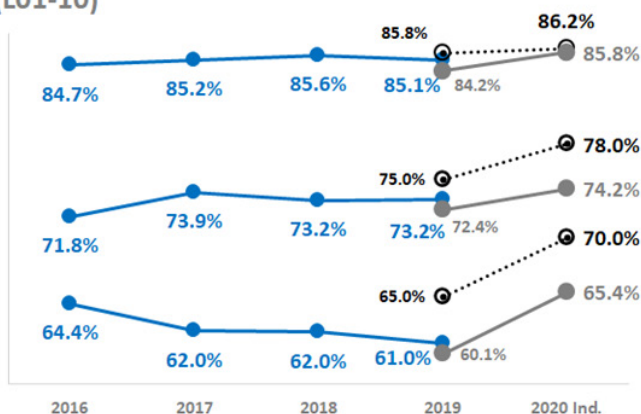
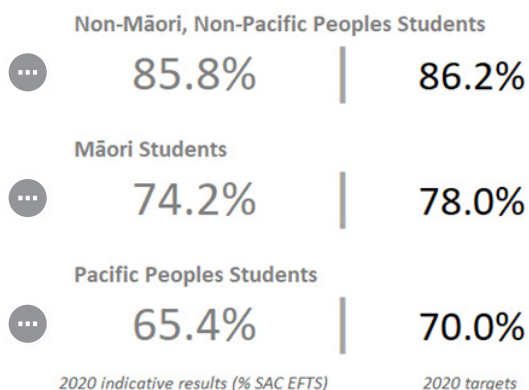
Successful Course Completion



19 Indicative results for 2020 successful course completions are taken from the TEC EPIs, but will not be finalised until all results have been processed and Massey University's Single Data Return is submitted in April 2021. These results are likely to increase as additional 2020 completions are reported.

Indicative successful course completions for 2020 are shown for both our traditional student groupings and the new ethnicity-based groupings (below) introduced by the TEC for the Investment Plan. For this reason, targets have only been set for the ethnicity-based groupings. Historically, internal students have achieved higher results than distance students and this is reflected in the 2020 indicative results. Note that the 2020 indicative result for distance students is 3.9 percentage points higher than the indicative (75.1 per cent) and 3.1 percentage points higher than the final (75.9 per cent) results for 2019.

Successful Course Completion All Study Levels (L01-10)



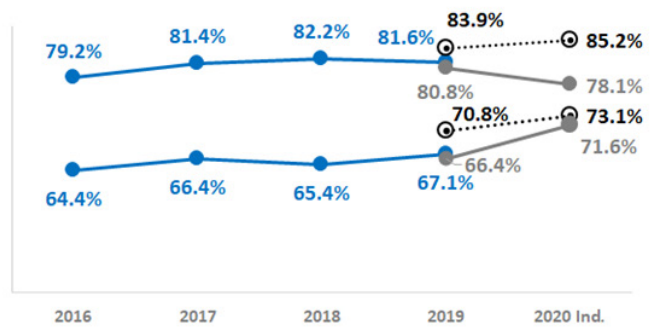
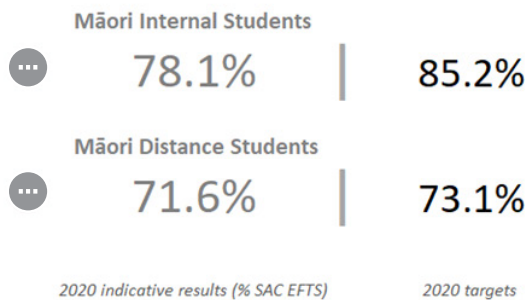
20 The Non-Māori, Non-Pacific Peoples students grouping is a new measure introduced by the TEC for the Investment Plan.

21 Indicative results for 2020 successful course completions are taken from the TEC EPIs, but will not be finalised until all results have been processed and Massey University's Single Data Return is submitted in April 2021. These results are likely to increase as additional 2020 completions are reported.

22 Historical data is sourced from the TEC EPIs.

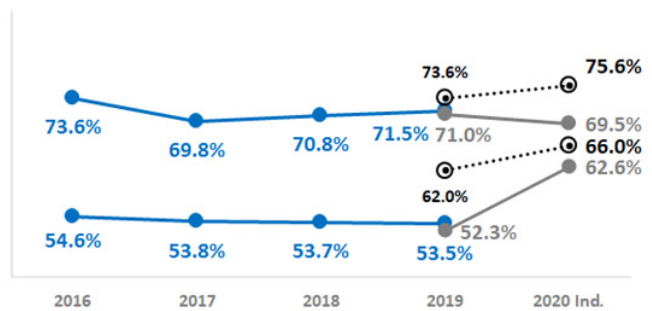
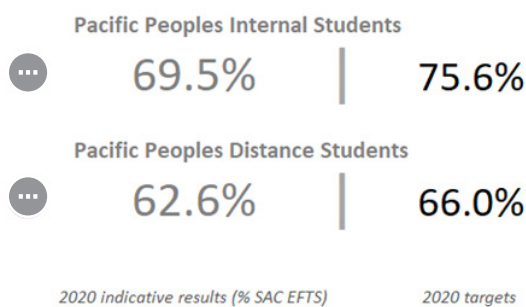
The indicative 2020 successful course completion results for each new ethnicity grouping measure are higher than their historical performance levels but lower than their respective 2020 Investment Plan targets. The 2019 final result for Pacific Peoples students was below its 2019 target by 4.0 per cent. The 2019 final results for Non-Māori and Non-Pacific Peoples and Māori students were below their 2019 targets by 0.7 per cent and 1.8 per cent respectively.

Successful Course Completion



- 23 These measures were included in the Investment Plan as part of the *Māori Learner Success Plan*.
- 24 Indicative results for these measures are taken from the TEC EPIs, but will not be finalised until all results have been processed and Massey University's Single Data Return is submitted in April 2021. These results are likely to increase as additional 2020 completions are reported.

Successful Course Completion



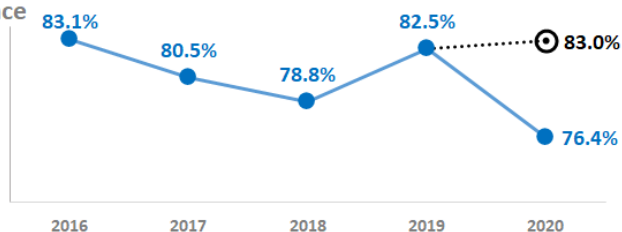
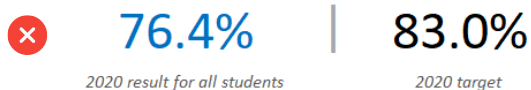
- 25 These measures were included in the Investment Plan as part of the *Pacific Peoples Learner Success Plan*.
- 26 Indicative results for these measures are taken from the TEC EPIs, but will not be finalised until all results have been processed and Massey University's Single Data Return is submitted in April 2021. These results are likely to increase as additional 2020 completions are reported.

Successful course completions for Māori and Pacific Peoples internal and distance students were measures included in the Investment Plan that reflected the performance levels for overall internal and distance students. While the final result for 2019 improved over the indicative results for each student group, the 2019 targets were not achieved. While some improvement is expected, indicative results for 2020 show course completions for both Māori and Pacific Peoples internal and distance students are unlikely to achieve the Investment Plan targets. However, of note is that indicative results for distance students are significantly higher than in 2019 (Māori distance 5.2 per cent higher; Pacific Peoples distance 10.3 per cent higher), reflecting similar results for all distance students. The reduction in the performance gap between internal and distance students was observed in 2020 and was likely to be an effect of the COVID-19 pandemic, with classes moved online and therefore a greater combined focus on supporting all students in the online mode of delivery.

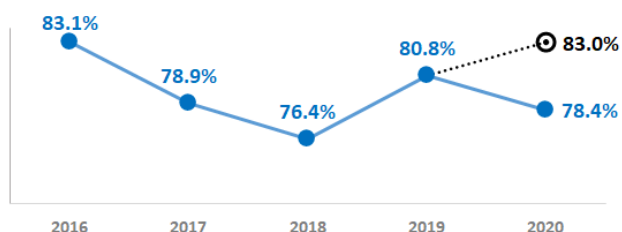
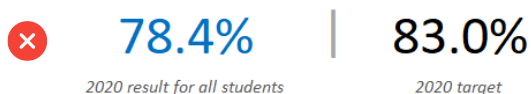


LEARNING AND TEACHING OUTPUTS – SATISFACTION

Student Satisfaction with Entire Educational Experience



Student Satisfaction with Services and Facilities



27 Percentage of students rating good/very good.

28 This data has been collected from the Student Experience Survey. The 2020 survey included 8614 respondents, which is a response rate of 36 per cent.

Student satisfaction is measured through Massey University’s annual Student Experience Survey. In 2020 satisfaction with the entire educational experience decreased compared with the previous year and did not meet the Investment Plan target of 83 per cent.

COVID-19 clearly had an impact on the overall educational experience of many students, especially on-campus students whose mode of learning was disrupted unexpectedly. Many students had to transition to online learning quickly as it was the only option available to them when on-campus learning became impossible during the lockdown period in 2020.

The biggest decline in satisfaction was seen in on-campus students, dropping from 81.9 per cent in 2019 to 70.9 per cent in 2020. Distance students maintained a good result in the same period, with 83.2 per cent in 2019 and 81.7 per cent in 2020. Distance student responses were much more positive than those of on-campus students in 2020.

COVID-19 was reported as one of the reasons for students seriously considering leaving for the first time in 2020; however, the overall proportion of students who reported seriously considering leaving (18.2 per cent) did not change greatly in 2020 compared to the previous year (19.3 per cent).

Student satisfaction with services and facilities, at 78.4 per cent in 2020 also decreased compared to 80.8 per cent in 2019, below the Investment Plan target of 83 per cent.

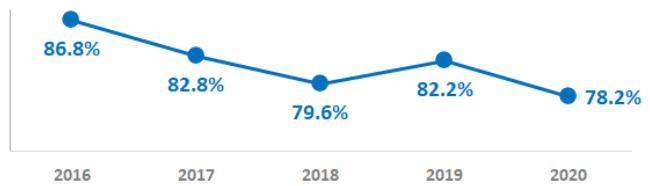
On-campus service usage declined in many instances, eg library, information services, catering and health services. However, some services such as academic study skills and international, Māori and Pacific support showed increased usage.



Māori Student Satisfaction with Entire Educational Experience

* **78.2%**
2020 result

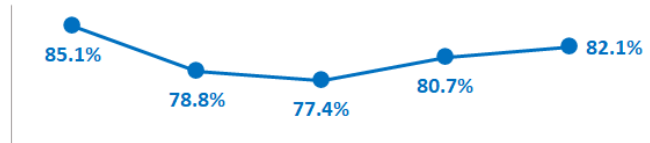
— No target



Māori Student Satisfaction with Services and Facilities

* **82.1%**
2020 result

— No target



29 Percentage of students rating good/very good.

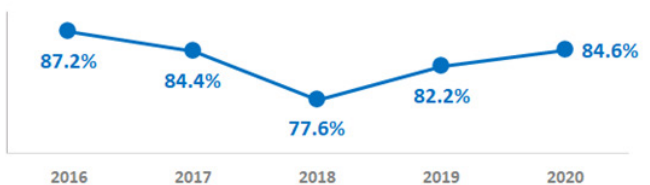
30 This data has been collected from the Student Experience Survey. In 2020 a total of 909 Māori students participated in the survey, a response rate of 32 per cent.

Māori students' satisfaction with their educational experiences showed a decrease over previous years, which was consistent with the results reported by all students. However, it showed an increase in their satisfaction for services and facilities. Māori students continued to rate the overall performance of services highly (80.7 per cent in 2019 versus 82.1 per cent in 2020). The rating of Māori student support by Māori students increased from 82.3 per cent in 2019 to 89.0 per cent in 2020. Māori student support usage also increased in the same period, from 49.0 per cent in 2019 to 52.4 per cent in 2020.

Pacific Peoples Student Satisfaction with Entire Educational Experience

* **84.6%**
2020 result

— No target



Pacific Peoples Student Satisfaction with Services and Facilities

* **84.2%**
2020 result

— No target



31 Percentage of students rating good/very good.

32 These measures are shown in support of the *Pacific Peoples Learner Success Plan* and were reported for the first time in 2019. This data has been collected from the Student Experience Survey. In 2020 a total of 445 Pacific Peoples students participated in the survey, a response rate of 36 per cent.

Pacific Peoples students' satisfaction with their educational experiences increased in 2020, and for services and facilities showed a decrease on previous years, which differed from the results reported by all students. Pacific Peoples students continued to rate the overall educational experience highly (82.2 per cent in 2019 versus 84.6 per cent in 2020). They also continued to rate the overall performance of services highly (85.5 per cent in 2019 versus 84.2 per cent in 2020).

In addition, Pacific Peoples student support was rated very highly by Pacific Peoples students, at 89.3 per cent in 2020, and Pacific Peoples service usage also continued to increase in 2020, with 76.9 per cent of all Pacific Peoples students having used the service.

LEARNING AND TEACHING OUTPUTS – DELIVERING SKILLS FOR INDUSTRY

WORK PLACEMENTS AND INTERNSHIPS	2019			2020		
	Actual	Target	Status	Actual	Target	Status
PLACEMENTS (#)						
Undergraduate	4,871	4,100	Achieved	4,480	No target	*
Postgraduate	593	No target	*	670	No target	*

33 Undergraduate work placements and internships is a new measure included in the Investment Plan with an interim target for 2019 and final target for 2021 only. The measure should also include entrepreneurship activities; however, this data is not currently available. Postgraduate work placements are also shown here as supplementary information.

34 Actual data for 2018 has been revised from that shown in the 2019 Annual Report (4294 undergraduate and 800 postgraduate) based on improved data collection methodology.

Work placements and internships is a new measure put forward in the Investment Plan for this category. An improved data-collection methodology has allowed results for 2018 to be updated and results for both 2019 and 2020 to be reported. The target for 2019 was set at 4100 and the undergraduate placement results for both 2019 and 2020 were above this expectation. In some cases practical requirements for courses have been suspended or waived in 2020 and 2021, due to the impacts of COVID-19.

LEARNING AND TEACHING OUTPUTS – GRADUATE OUTCOMES

In total 6483 students graduated from Massey University in 2020. Following the Government’s directive to cancel events and mass gatherings of more than 500 people, Massey University cancelled its graduation whakapōtaetanga ceremonies scheduled for April and May 2020 in Auckland, Manawatū and Wellington. Students who were affected by the cancellations were given the option to graduate in absentia or defer graduating to the November 2020 graduation ceremonies in Palmerston North, which were extended by two ceremonies to accommodate numbers. Massey University held special celebrations on each campus in October 2020 for students who had graduated in absentia in the April/May graduation season and missed out on formal ceremonies.

Student Progression to Employment



Student Engagement in Further Study



35 This data has been collected from the Graduate Destination Survey. These results are not mutually exclusive and can total more than 100 per cent. In 2020 a total of 1546 students participated in the survey, a response rate of 31 per cent.

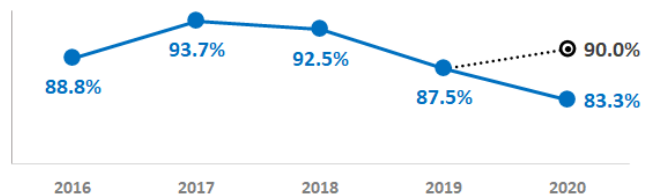
36 Includes both full- and part-time employment.

The number of graduates progressing to employment decreased in 2020 compared with previous years and did not meet the overall Investment Plan target of 90 per cent. Progressions to further study also decreased compared to 2019 still achieved the target in 2020.

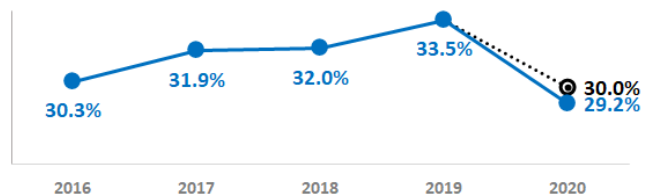
The 2020 Graduate Destination Survey (with a potential population size of 4958 graduates) was affected by a large number of graduates (738) choosing to defer their graduations in 2020, and their responses were subsequently not included in the 2020 survey. These deferred graduates will be included in the 2021 survey.

The biggest shift in results was seen in the percentage of graduates in full-time employment, which declined from 71.7 per cent in 2019 to 65.8 per cent in 2020. This decline was reflected in overall employment, with a typical result of around 90 per cent employment annually down to 82 per cent employment at the time of surveying in 2020. It is not clear at this stage if the decline was due to the large number of deferrals, COVID-19 impacts or other unknown variables.

Māori Student Progression to Employment



Māori Student Engagement in Further Study



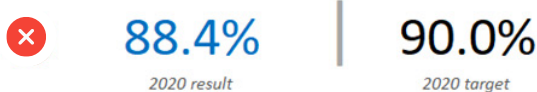
37 This data has been collected from the Graduate Destination Survey. These results are not mutually exclusive and can total more than 100 per cent. In 2020 a total of 120 Māori students participated in the survey, a response rate of 32 per cent.

38 Includes both full- and part-time employment.

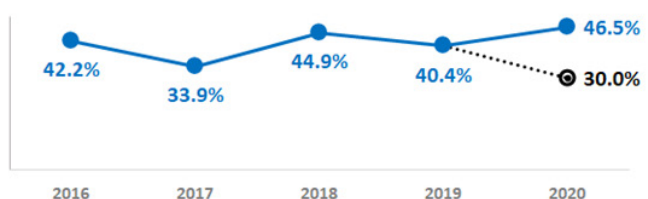
Both graduate outcome measures for Māori students surveyed were different from those in previous years. Māori students achieved a slightly higher progression-to-employment rate (83.3 per cent) compared to the overall student body (82.3 per cent), but did not meet the Investment Plan target of 90.0 per cent. This result may have been affected by deferrals of study and/or disruptions of full-time employment due to COVID-19.

Māori students had a lower rate of engagement in further study (29.2 per cent) than the overall student body (30.9 per cent), which was slightly below the Investment Plan target of 30 per cent.

Pacific Peoples Student Progression to Employment



Pacific Peoples Student Engagement in Further Study



39 These measures were included in the Investment Plan as part of the *Pacific Peoples Learner Success Plan* and were reported for the first time in the 2019 Annual Report.

40 This data has been collected from the Graduate Destination Survey. These results are not mutually exclusive and can total more than 100 per cent. In 2020 a total of 43 Pacific Peoples students participated in the survey, a response rate of 33 per cent. Includes both full- and part-time employment.

Pacific Peoples students showed a higher rate of progression to employment (88.4 per cent) than the overall student body (82.3 per cent), but did not meet the Investment Plan target of 90.0 per cent. The results for 2020 were also 8.6 per cent higher than the results achieved in 2019.

Pacific Peoples students showed a higher rate of engagement in further study (46.5 per cent) than the overall student body (30.9 per cent); this exceeded the Investment Plan target of 30 per cent. This could also have been due to COVID-19 economic impacts.

STUDENT EXPERIENCE

The University is underway with phase two of its Student Journey strategic initiative. The project is informing the development of a Massey University Student Experience Strategy. The project is designed to understand, test and learn, and make normal new and better ways of working that add value for students and to the student experience. The initial phase, to better understand our students (new and returning) and to identify critical value points, is complete. From this we are progressing work to: streamline processes such as student finance/debt management; implement recommendations from the

review on student advice and communications; and better coordinate early intervention for students who need help.

We have proactively and regularly communicated with students since mid-January 2020 using different channels for different message types to provide information on the evolving COVID-19 pandemic situation, the advice received from government ministries, and the impacts on enrolment, study, fees, travel, accommodation, timetables, semester dates, assessments etc. Comments and feedback received from students indicate that our clear communications regarding all such matters has been appreciated by them.

We have also been working to ensure that our offerings are better articulated to the public through marketing and student recruitment initiatives and the Website Replacement project, as well as growing areas of priority for the Government. As a result of the events of COVID-19, including international travel restrictions, we concentrated efforts on the increased number of domestic students, new and returning, choosing to study online. We rolled out a new marketing campaign featuring Massey University's experience with and understanding of the digital learning space as a quality online global education provider.



MĀORI AND PACIFIC LEARNER SUCCESS PLANS

Māori and Pacific student support networks at Massey University rose to the challenges thrown up by the COVID-19 crisis to forge stronger support for taura (students).

The team at Te Rau Tauawhi – Māori Student Support moved swiftly to survey students within 10 days of Aotearoa New Zealand going into Alert Level 4 lockdown in March 2020. The comprehensive survey, which covered the ability of taura to study remotely along with their health, wellbeing and financial situations, painted a graphic picture of the needs of taura, allowing Te Rau Tauawhi to provide immediate assistance where it was most needed. This included connecting students with services, resources and even a limited amount of food vouchers. Another initiative that was fast-tracked because of the lockdown was the development of a Māori-specific Stream (learning management system) to provide a one-stop shop for taura wanting to engage with both Māori support and Māori academic staff.

On February, 3 2020 Professor Palatasa (Tasa) Havea ONZM commenced his role as Dean Pacific in the newly created Office of Pacific Student Success (OPSS); nine further staff in OPSS were appointed in the first quarter to drive student success for Pacific students. A number of these positions were funded by the Pacific Learner Success Plan (PLSP). To support the work of the OPSS, a Power BI visualisation was designed to monitor all Pacific students' progress. This system has the capability to provide both qualitative and quantitative data that enables a better monitoring of students' engagements, successes, and experiences, and identifies specific areas where students require assistance. Further to this, it will allow the team to streamline communications with students. This will allow OPSS to focus its efforts on those who needs help most.

A major PLSP project that was undertaken in 2020 was a tutoring pilot, where high-performing postgraduate students (both Pacific and non-Pacific) were appointed to provide tutoring to undergraduate Pacific students. In semester two, 30 tutors in 26 low-performing courses were appointed to support Pacific students. A total of 178 tutorial sessions were held in an eight-week period. This project produced strong outcomes with 80 per cent of Pacific students who had tutorials passing the papers. The project is an important initiative to support and achieve Pacific student success and will continue in 2021.

EVENTS AND GATHERINGS

Like so many other organisations and industries, Massey University faced physical events ending virtually overnight for unknown periods of time. But in many cases this also presented clear and strong opportunities to do things differently.

Information evenings have historically been heavily directed towards school leavers, with an "in-person/on-campus" focus and run in specified regions around the country. With COVID-19 restricting the normal operations of Massey University's Student Recruitment Advisors, the team delivered information sessions to prospective students completely online in a digital format, via the Microsoft Teams Live Events webinar platform. The format allowed for a much wider audience. Massey University was the first New Zealand university to hold such an event during the lockdown and it was a tremendous success. More than 2220 people tuned in to the sessions. The event focused on informing prospective students about the programmes and majors available at Massey University and was run through a series of online presentations and talks from University teaching staff and services. Attendees could learn about the subjects that interested them and talk with staff in-depth on their study plans. Sessions were also recorded and have been made available on the website, allowing them to be viewed by those who missed out on the event and in schools by key audiences such as careers teachers.

Following the success of the online information sessions run during the year, we held Massey University's first virtual live Open Days event in September. The highly successful multi-livestream event provided a means for students throughout New Zealand and overseas to engage with, experience and learn about the University, the courses available, and student life at Massey University. There were more than 3400 unique users (and 11,000 unique page views) from more than 200 towns and cities across the world.

PASTORAL CARE AND WELLBEING

In this extraordinary year, the accommodation team cared for on-campus residents by keeping them safe and entertaining them with online activities and boredom busters in their bubbles. The Student Health and Counselling Centres cared for students who were unwell and who needed access to medication, and provided COVID-19 testing when needed. The Operations

Service Desk and custodians made all the necessary arrangements for one-off visits of staff to pick up office equipment and the entry of essential workers, implementing additional cleaning processes and enhanced hygiene protocols, installing QR codes to meet the Government’s requirements and maintaining security to keep people and campuses safe.

As part of a new strategy for the wellbeing of both students and staff we rolled out programmes to enable mental health support access for students. These programmes for students were similar in arrangement to the Employee Assistance Programme that has been available to staff for many years. In September 2020 Massey University ran a series of events on all three campuses in support of Mental Health Awareness Week. The theme, “Reimagine Wellbeing Together – He Tirohanga Anamata”, encouraged New Zealanders to reflect on the big and small actions they had taken to take care of each other during the year and to look at wellbeing through a new lens. Mental Health Awareness Week is underpinned by Te Whare Tapa Whā, a model designed by leading Māori health advocate Professor Emeritus Sir Mason Durie in 1984. The programme focused on taha hinengaro (mental/emotional wellbeing), taha tinana (physical wellbeing); taha whānau (family and social wellbeing) and taha wairua (spiritual wellbeing). Finally, in keeping with ongoing efforts to maintain a safe and welcoming environment at Massey University, we set forward for consultation a new draft University policy addressing harmful sexual behaviours, and updated the Harassment and Discrimination at Work Policy.

Massey University also published a statement to further affirm its commitment to diversity and inclusion. We embrace and value diversity and welcome all people to our University. Further, we believe that everyone, regardless of their identity, deserves to be respected and have the ability and freedom to be their whole self. Massey University is Rainbow Tick certified, meaning it is committed to providing a respectful, safe and inclusive environment for everyone. Our achievements have included establishing gender-neutral facilities, providing safe living spaces in our halls of residence, including gender-neutral options, and supporting anyone transitioning gender. Rainbow training is available to all staff. Massey University invited feedback from staff on the Public Service Commission’s guidance on integrating pronouns into email signatures in a drive for further inclusivity. The feedback received was mostly positive in encouraging staff to opt in to including their pronouns.

STUDENT ACCOMMODATION

Student accommodation on all three campuses remained open for student residents during the Alert Level 4 lockdown. There were more than 390 students living in our halls of residence during that time. Normally, 1500 students reside at Massey University’s halls of residence across the Auckland, Manawatū and Wellington campuses, with dedicated and professional pastoral care teams providing them with support 24/7. The residential life team continued to provide residents in halls with care, community and food throughout the lockdown and supported them to adhere to the Government’s lockdown requirements. Massey University stopped applying charges to students who had departed accommodation due to the COVID-19 Alert Level 4 lockdown and paused payments where possible. Where this was not possible, any funds paid were held as credit for accommodation.

STUDENT FINANCIAL SUPPORT PROGRAMMES

The financial impacts of COVID-19 are likely to be felt for some time, and students have welcomed increases in the financial support available to them. Through both University and Government funding, Massey University had an additional \$1.5 million to support students affected by COVID-19 to continue with their studies. The additional sources available were:

- **Temporary financial assistance:** The Student Assistance Programme, administered by our student associations, was given additional funds to make temporary financial assistance grants of up to \$500.
- **Temporary financial assistance for Māori and Pacific students:** Special assistance programmes were set up for Māori and Pacific students for temporary financial assistance grants of up to \$500. These could be accessed with the support of the University’s Māori and Pacific support teams.
- **Technology assistance:** Students could apply to borrow the technology required to study online, including devices and technology to provide internet access.
- **Financial assistance bursaries:** These new bursaries provided support of up to \$3500 for full-time students and \$2000 for part-time students. There were three types of COVID-19 bursary available – one for domestic students enrolled for Semester 2, 2020; another for currently enrolled doctoral students; and the third for international students enrolled for Semester 2, 2020.

Massey University also provided students with access to a comprehensive financial skills training course at no cost. Created by the Westpac Massey Financial Education and Research (Fin-Ed) Centre, the course is available on Stream for students to work through at any time.



HEI ARATAKI

CIVIC LEADERSHIP

IMPACT

A HERITAGE OF EXCELLENCE, HIGH QUALITY AND INTEGRITY THAT ENSURES AUTHENTIC LEADERSHIP IN CONTEMPORARY AOTEAROA NEW ZEALAND.

ROLE-MODELLING EXCELLENT PRACTICE AS A TIRITI O WAITANGI-LED INSTITUTION.

GOAL

WE WILL BE KNOWN FOR OUR LEADERSHIP ON MATTERS OF INTEREST NATIONALLY AND INTERNATIONALLY, IN PARTICULAR ON THE SOCIAL, ECONOMIC, CULTURAL AND ENVIRONMENTAL ISSUES FACED BY AOTEAROA NEW ZEALAND, INCLUDING THOSE THAT AFFECT TANGATA WHENUA.

HEI ARATAKI CIVIC LEADERSHIP

Massey University has a legislated mandate to act as a critic and conscience of society. While this is a responsibility carried by all New Zealand universities, we remain strongly committed at Massey University to promoting evidence-based research alongside our teaching role and communicating that research in a way that has real and lasting societal impacts and benefits. As part of our commitment, in 2020 Massey University advanced on its journey to become a Te Tiriti o Waitangi-led university, further developed the sustainability agenda, and worked to sustain international partnerships, extend the dissemination of knowledge and increase alumni engagement.

We have identified five types of contribution that civic leadership can make to New Zealand:

- Our journey to become a Te Tiriti o Waitangi-led university, measured by our engagement with staff to increase cultural capability
- International partnerships
- Dissemination of knowledge
- Sustainability
- Alumni engagement.

Our Te Tiriti o Waitangi Led Journey

In 2020 the Massey University Council announced two new members with the appointment of Oriana Paewai, of Rangitāne, Kauwhata, Raukawa ki te Tonga, as a member by the Minister of Education, and the appointment by the council of Traci Houppapa as a Vice Chancellor nominated member. These appointments boosted the council's Māori representation to four of the 12 members, alongside council member Tina Wilson and Chancellor Michael Ahie, of Taranaki, Ngāruahine Rangi, Ngāti Ruanui, and reflected the University's aspiration to be a Te Tiriti o Waitangi-led institution.

Professor Meihana Durie, of Rangitāne, Ngāti Kauwhata, Ngāti Raukawa Te Au ki Te Tonga, Ngāti Porou, Rongo Whakaata, Ngāti Tahu, was appointed as the University's new Deputy Vice-Chancellor Māori. Professor Durie has led Te Pūtahi-a-Toi, the School of Māori Knowledge, for the previous two and a half years and is an award-winning Māori public health and education scholar. He also holds a number of leadership roles in tikanga and te reo Māori for Rangitāne, Ngāti Kauwhata and Ngāti Raukawa Te Au ki Te Tonga. He took over the role from

Distinguished Professor Hingangaroa Smith, who became the University's inaugural Te Toi Ihorei ki Pūrehuroa, a position for Māori scholars of distinction, with a remit to continue the vital work of guiding Massey University on its journey to becoming Te Tiriti o Waitangi-led institution.

After consultation with our tikanga Māori advisors, iwi kaumātua and members of our Senior Leadership Team, we moved from hosting pōwhiri to instead having mihi whakatau as an appropriate way to acknowledge manuhiri (guests) at our University. This was specifically in relation to the hongī/harirū process (pressing of noses/shaking hands) to mitigate the potential risks of close physical contact. The change was introduced before Alert Level 4 lockdown restrictions against COVID-19 were imposed. When the lockdown restrictions came into effect Te Putahi-a-Toi provided a Māori perspective on COVID-19 and whānau health through three podcasts: Tapu – a hauora approach to COVID-19; Pūrākau about Tāwhirimātea explains respiratory issues; and Māori models of health and wellbeing to elevate mauri. In addition, the Māori Movement website featured a unique health and wellbeing programme looking at the traditional training of Māori warriors (both male and female) in a modern interpretation.

Matariki (otherwise known as Pleiades) carried particular significance this year, coinciding with the return mid-year of staff and students to campus. We marked the significant moment on Monday June 15, at 9am, in a Karakia for Te Kunenga ki Pūrehuroa, Massey University, which had been organised as a University-wide online event and provided an opportunity to reflect on the year that had passed, to acknowledge loved ones no longer with us, and to celebrate the importance of whanaungatanga (kinship) in ways that bring people and communities together.

We have the ability to recognise staff who go above and beyond their jobs to contribute their tikanga Māori and te reo Māori skills to our University with an annual retrospective payment through a clause in the employment agreement. A joint Massey University-Tertiary Education Union working group has been established to create a process for and framework to activate the clause.

In 2020 the University convened for the first time a new Kōmiti Māori to assist in the process of enhancing, contextualising and supporting academic promotion applications. The University is committed to supporting



the progression of Māori academic staff at all levels, and seeks to work towards recognising the equivalent status and standing of mātauranga Māori and Māori research, scholarship, learning and teaching in the context of a Te Tiriti o Waitangi-led university. The Kōmiti Māori is to provide a culturally affirming process for Māori academic staff, with the objective of encouraging greater participation and success in the academic promotions process.

The University saw a marked increase in those registering for its online te reo Māori and tikanga Māori course, Toro Mai, as many people looked to fill in days spent in isolation during the COVID-19 pandemic lockdown. Toro Mai is a free online course provided by the University to connect global audiences with te reo Māori and tikanga Māori. It was launched during Te Wiki o Te Reo Māori (Māori

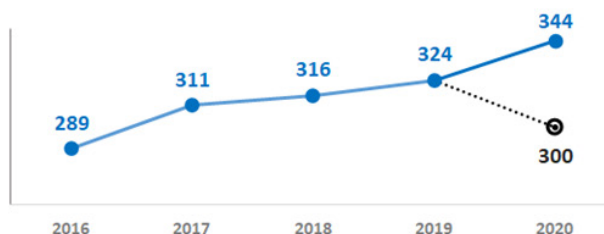
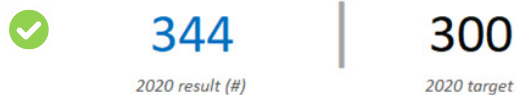
Language Week) in 2018 and has about 22,000 current registered users. More than 7000 new people accessed Toro Mai in the 10 days immediately following the beginning of the lockdown in March. The course usually has about 300 people registering each month. Kura Mō Ngā Mokopuna (on Facebook) is another very successful initiative launched at the beginning of the lockdown to help keep whānau connected and tamariki engaged and learning through online live and video sessions, with a number of te reo Māori language champions and a range of te reo Māori experts and teachers in their fields.

We plan for our activities to endure so staff, students and the wider community continue to be encouraged to deepen their knowledge of and support for te reo Māori.

Our Performance in Civic Leadership⁴

CIVIC LEADERSHIP INPUTS – INTERNATIONAL

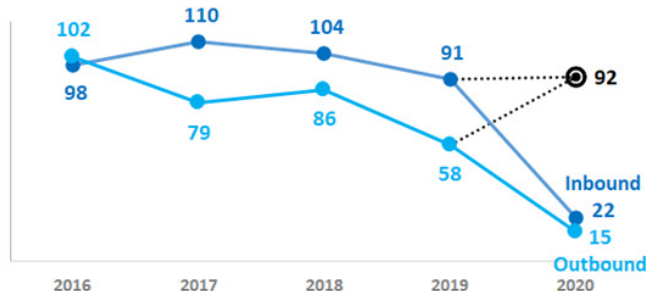
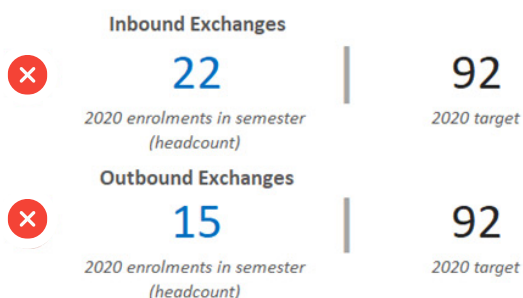
Active International Partnerships



41 Active international partnerships are those partnerships where Massey University is the first party (the lead contractor) to the programmes/contracts. The introduction of a new measure in the Investment Plan for international research partnerships required a revision of historical data for both measures. This measure includes international research partnerships.

The number of active international partnerships was higher in 2020 than in 2019 and exceeded the Investment Plan target for 2020. A total of 51 international partner agreements were signed through the International Relations Office, consisting of 16 memoranda of understanding and 35 agreements.

Students Participating in Exchanges



42 These new measures were originally combined when included in the Investment Plan. They are now shown separately and were reported for the first time in the 2019 Annual Report. Historical data shown in the Investment Plan was revised accordingly.

In 2020 there were 69 fewer inbound and 43 fewer outbound students participating in exchanges than in the previous year. The Investment Plan target for 2020 was not met for both inbound and outbound exchanges. The decline was directly due to the impacts that COVID-19 had on the international travel associated with participating in an exchange. Some students opted to remain in their host countries to complete a full year on exchange.

Massey University is the first, and currently the only, New Zealand university to offer a virtual exchange programme, which enables our students to connect and collaborate with global partners around the world. While the programme does not take the place of the Study Abroad programme or an international internship, it does introduce students to an interconnected world while promoting digital literacy.

4 Results in blue indicate they are final; results in grey are indicative. Targets as per the Investment Plan are shown in black. Achievement of target is expressed by a green tick, non-achievement by a red cross. A grey ellipsis indicates the result is indicative and the target achievement cannot yet be confirmed. An asterisk in grey “*” indicates there is no target set in the Investment Plan.

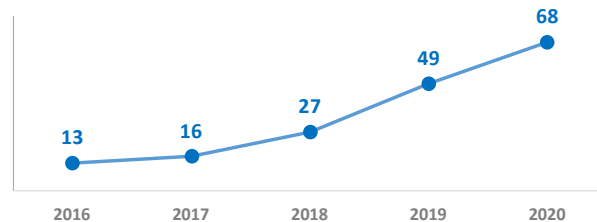
CIVIC LEADERSHIP OUTPUTS – DISSEMINATION OF KNOWLEDGE

National print, radio and television media articles featuring comment by the University:

Articles – TheConversation.com

* **68**
2020 result #

—
No target



The number of articles featuring comment by the University is a new measure put forward in the Investment Plan for this category that is still under development. As a proxy measure, the number of articles published by registered University authors on the online platform The Conversation is being used, and the 2020 result showed a significant increase, with 19 more articles published than in 2019. Of the articles published in 2020, 24 were primarily about COVID-19, 16 about climate change and 18 about the New Zealand election. This result shows Massey University's reach and impact, achieved by proactively promoting its world-leading pure and applied research and extending across many diverse disciplines, all with international excellence and national significance in common.

Non-peer-reviewed research outputs:

Oral Presentations

* **21**
2020 result (#)

—
No target



43 This measure was included in the Investment Plan and reported for the first time in the 2019 Annual Report. Historical data shown in the Investment Plan has been revised to align with an improved reporting methodology.

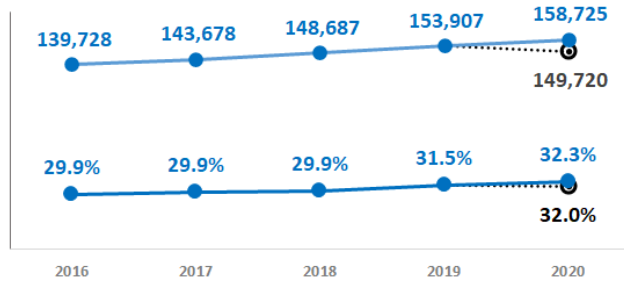
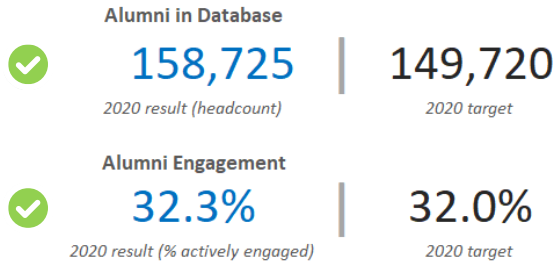
The number of non-peer-reviewed research outputs in the form of oral presentations is also a new measure put forward in the Investment Plan for this category. It represents oral presentations to community and organisational groups, not conference presentations. The 2020 result was 70 below that in the previous year, and lower than in all previous years. This self-reported measure is dependent on staff recording relevant information during the reporting period and may have been affected by COVID-19 activities taking priority.

In 2020 Massey University researchers and lecturers led conversations on many key election issues. Our political commentators provided expertise in areas of political communication, political advertising and marketing, political leadership image-making, media bias, election campaigning, the New Zealand Government and politics, political administration, political theory, public policy, social policy, public sector reform and new public management. In addition, many more staff provided expert comment on issues relating to business, criminal justice, education, the environment, health (including cannabis law reform, mental health, addiction and alcohol), housing, immigration, international relations, social issues such as inequality and homelessness, superannuation, and transport and infrastructure. They also provided expert opinion on United States politics, extremism, ageing, immigration and demographic disruptions, ethical investment choices and Kiwisaver, the vitality of digital banking technologies, underfunding for women's sport, ethical decision-making and mask-wearing, how to approach a career shift in the pandemic-ravaged economy, how policies shape the distribution of resources required for a healthy life in society, and how attacking courses on critical pedagogy is a strategy of the far right.

The Massey University Press published 24 books in 2020 and has published a total 87 books since it was established in late 2015.

CIVIC LEADERSHIP OUTPUTS

Alumni Outreach



44 These measures were included in the Investment Plan and reported for the first time in the 2019 Annual Report.

The total number of past students and staff on the Massey University alumni database continues its growth trend and exceeded the Investment Plan target for 2020. The percentage of alumni actively engaged in 2020 increased by 0.8 percentage points from 2019 and exceeded the Investment Plan target. Active engagement is defined as attending an alumni event, clicking through on the alumni e-newsletter, donating to the Massey University Foundation, contacting the alumni office, updating information, joining the alumni library scheme, belonging to an alumni social media group, visiting the alumni office and registering on the internet community pages. Reduced engagement due to the COVID-19 lockdown was experienced during the early part of the year.



Sustainability

At Massey University, the sustainability agenda recognises the intersection between planetary concerns, caring for people and an aspiration to be a Te Tiriti o Waitangi-led institution. There are strong overlaps between these objectives, and they are mutually reinforcing.

CLIMATE ACTION PLAN

Massey University continues to advance its Sustainability Framework and commitment to being net zero carbon by 2030. Through our draft Climate Action Plan we have identified key initiatives that will reduce greenhouse gas emissions from energy, transport, waste and farms. These will be formalised in a more detailed Carbon Management Plan, with separate implementation plans for each area.

We have now completed two years of reporting on the University's greenhouse gas emissions. These are audited by Toitū, with 2018 providing the baseline year against which we will measure progress. We aim to be a leader in transitioning to a low-carbon future through our operations, teaching, research and external engagement.

TRAVEL AND COVID-19

One of Massey University's goals, which will help us meet our net-zero-carbon commitment, is to reduce greenhouse gas emissions by encouraging low carbon mobility. Our Political Ecology and Research Centre has been leading by example, and in 2020 ran its third online conference with an environmental and sustainability theme. This both reduced the carbon footprint of the event and made it more inclusive and accessible to a wider audience.

Like many organisations around the world, Massey University made much progress in 2020 as a result of the lockdowns and other restrictions due to COVID-19. This experience showed us how effective different ways of working can be. For example, we made rapid advancements in the effective use of tools to conduct meetings remotely, several Massey University-hosted conferences successfully proceeded in online and digital formats, and all staff were asked whether travel for research or business was essential and to opt for videoconferencing as the norm.

A series of staff workshops to re-evaluate our international air travel practices was also held. These workshops were an opportunity for staff to express their views and for ideas to be explored collectively.

IMPROVED ENERGY EFFICIENCY

Reducing our energy use continues to be a major focus for Massey University. Our draft Climate Action Plan has three main energy-emissions-reduction strategies, and improvements continue to be made in all areas:

- Improved business intelligence. For example, we upgraded our building management system to allow better campus-wide control of building systems, and street/pathway lighting was placed on a more accurate time programme
- Reduction of energy use. For example, interior fluorescent light fittings were replaced with LEDs in many buildings, and some street lights were replaced with LEDs
- Switching from fossil fuels to renewable energy sources. For example, we now have several electric vehicles in our vehicle fleet, and several pole-mounted, solar-powered street lights were installed during 2020

OUR CONTRIBUTIONS TO THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

The Sustainable Development Goals (SDGs) were established in 2015 and agreed to by all United Nations member nations. Massey University began reporting against the SDGs in 2018.

In 2020 Times Higher Education again ranked Massey University in the top 200 in all SDGs measured. Overall the University ranked 60th and it was in the top 100 for 11 SDGs, with five in the top 50. These included 10th in the world for "Sustainable Cities and Communities", 20th for "Partnership of the Goals", 25th for "Zero Hunger", 37th equal for "Climate Action" and 50th equal for "Life Below Water". We also ranked 51st for "Gender Equality" and 52nd for "No Poverty".

The 17 SDGs, and examples of ways that Massey University contributed to meeting them in 2020, are as follows:



SDG 1 | NO POVERTY

- Health psychologist Dr Tracy Morrison’s research explored schoolgirls’ experiences of period poverty. This research will help ensure that solutions are informed by the experiences of those affected, with participants from a low-income community and referred to the study by staff who were aware of their ongoing difficulties with period poverty.



SDG 2 | ZERO HUNGER

- “Farm to Flourish” received the \$100,000 inaugural Pivot Award to enable innovation in Taranaki’s agriculture sector. This is an urban farming initiative between Massey University researchers and Farm Next Door, a growing network of small-scale, urban, organic market gardens in central New Plymouth.
- Several on-campus “Market days” were organised, where locals and students could sell home-made products (cheese, honey, zines, totes, earrings, prints, stickers and much more) directly to other students, staff and the general public, with 100 per cent of sales returned directly to the creators.



SDG 3 | GOOD HEALTH AND WELLBEING

- Healthspace Puna Ora, run by Massey University’s Environmental Health Intelligence team, provided a new online health data visualisation tool. The indicators give a wide-ranging snapshot of the health of New Zealanders. The accessible and easy-to-understand information will empower decision-makers.
- A study by Massey University researchers involving people over the age of 65 in New Zealand, Canada and the Netherlands, “Cross-Country Differences and Similarities in Undernutrition Prevalence and Risk as Measured by SCREEN II in Community-Dwelling Older Adults”, showed that two-thirds of the participants were at high risk of malnutrition.
- High-Value Nutrition National Science Challenge funding of \$350,000 was awarded to a project led by Professor Marlena Kruger and Associate Professor Pamela von Hurst to examine the impacts of New Zealand Greenshell™ mussels in combatting early stages of osteoarthritis.
- Dr Sunia Foliaki of Massey University’s Centre for Public Health Research was awarded more than \$970,500 by HRC to explore barriers to the self-management of asthma in Pacific children.
- Massey University staff co-authored a multi-agency paper, published in The Lancet Public Health, that explored New Zealand’s response to the pandemic: “COVID-19 in New Zealand and the impact of the national response: a descriptive epidemiological study”.
- The Centre for Psychology at our Auckland campus offered a free six-week online support group to help those struggling with mental health. Research shows that e-therapy facilitated by a professional works well as it both provides support and connects clients with others, including those who are not comfortable leaving their homes
- Massey University’s SHORE (Social and Health Outcomes Research and Evaluation) & Whariki Research Centre received funding from the WHO for a scoping review on the harmful use of alcohol related to digital alcohol marketing.
- An Explorer Grant was received from the HRC to investigate the use of celebrities and other social media influencers to promote unhealthy products to youth, such as cigarettes, vaping devices and alcohol.



SDG 4 | QUALITY EDUCATION

- Massey University was proud to launch “Conversations That Count – Ngā Kōrero Whai Take”, a new podcast, editorial and event series delivered in partnership with The Spinoff. The podcasts give listeners an opportunity to engage deeply with some of the most important subjects shaping our country, and hear from some of its most forward-thinking people.
- Two Massey University Press publications were among the 16 finalists in the prestigious Ockham New Zealand Book Awards for 2020, with “We Are Here: An Atlas of Aotearoa” winning the Judith Binney Prize for illustrated non-fiction.



SDG 5 | GENDER EQUALITY

- Massey University co-hosted “Conversations that Count: Breaking the Glass Ceiling” with the Wellington Chamber of Commerce. This free panel event focused on the issue of gender equality in New Zealand businesses, both private and public.
- Massey University was a proud sponsor of the Community Hero Award in the 2020 Women of Influence Awards. The Community Hero category celebrates women working in community projects or campaigns in the not-for-profit sector.
- Twelve of Massey University’s top female scholars were awarded scholarships by the Graduate Women Manawatū Charitable Trust. The scholarships will support research on a wide range of topics, from mental health and environmental management to new methods for COVID-19 testing.



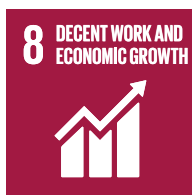
SDG 6 | CLEAN WATER AND SANITATION

- Massey University researchers received Our Land and Water National Science Challenges funding of \$50,000. They will work alongside Waikato farmers to determine the best sediment traps for improving water quality in hill country streams.
- Massey University researchers also worked with farmers to evaluate and demonstrate novel in-field and edge-of-field drainage management technologies to prevent nitrogen getting into waterways. This work was funded by the Sustainable Farming Fund.
- The new hockey turf at our Manawatū campus includes two 30,000L water tanks to feed the sprinklers to keep the turf in top condition. This water comes from storm-water and runoff, topped up from bore supply. Non-potable water is also collected as run-off water and used for flushing the library toilets on our Auckland campus.



SDG 7 | AFFORDABLE AND CLEAN ENERGY

- A project involving Massey University and the Marlborough District Council provided advice about the potential for pyrolysis, combustion and the gasification of grape marc from vineyards to produce clean energy.
- Massey University is part of the multidisciplinary He Kāinga Oranga research team, which has received five years of funding from HRC for research on healthy housing. This includes measuring the impacts of the new mandatory Healthy Homes Standards for rental properties.



SDG 8 | DECENT WORK AND ECONOMIC GROWTH

- Massey University’s School of Built Environment was awarded more than \$8.6 million from the Endeavour Fund for the programme “Creating Capacity and Capability for the New Zealand Construction Sector”. This aims to improve outcomes in the construction sector significantly, so that future projects can be delivered efficiently, effectively, sustainably and safely.
- An interdisciplinary research team led by Massey University’s Healthy Work Group was awarded \$1.2 million by HRC and WorkSafe to develop and implement interventions to reduce work-related psychosocial hazards. These will improve workers’ health and wellbeing.
- Massey Business School presented a series of “2020 Business ReBoot” webinars. They explored the challenges of doing business in the time of COVID-19, and provided guidance and reassurance.
- Massey University staff were keynote presenters in a webinar focussed on the importance of agriculture and horticulture in the COVID-19 economic recovery for Indonesia and New Zealand. More than 2000 participants attended the webinar.



SDG 9 | INDUSTRY, INNOVATION AND INFRASTRUCTURE

- Due to the impacts of the COVID-19 pandemic, the New Zealand Food Awards were shifted from the usual programme to instead generate a community-focused celebration of innovators in all sectors of the food and beverage industry. The “Food Heroes” campaign recognised those who fed communities in cities and rural areas during the pandemic lockdown.
- The annual national James Dyson Award was won by a Massey University graduate for the sixth year in a row. The winning design was for Voronoi Runners, which are fully biodegradable running shoes. They were designed to reduce the number of shoes going to landfill, as most shoes take more than 50 years to decompose fully and footwear represents 1.4 per cent of global climate impacts.



SDG 10 | REDUCED INEQUALITIES

- The Manawatū campus Sport and Recreation Centre joined forces with Parafed Manawatū to support young people with disabilities to participate in sport and recreation. As part of the initiative, the Sport and Recreation Centre hosted Manawatū’s first-ever social wheelchair basketball programme.
- Māori philosopher Associate Professor Krushil Watene was appointed to the Advisory Board of the 2020 United Nations Human Development Report, alongside some of the world’s leading economists and humanitarian thinkers.
- Massey University researchers were granted nearly \$1.4 million from HRC for Tihei Rangatahi. This four-year programme aims to enhance health outcomes and reduce inequity for rangatahi Māori.
- Massey University hosted the third Fat Studies New Zealand conference online. Topics scholars discussed included weight stigma and discrimination, the genetification of fatness, and embracing fatness as self-care.



SDG 11 | SUSTAINABLE CITIES AND COMMUNITIES

- A major research collaboration, ACTIVATION*, was jointly funded by two National Science Challenges – Ageing Well and Healthier Lives. The project will receive \$2.4 million over four years to investigate ways of “retrofitting” the design of our cities to encourage more active modes of travel and reduce car dependence.
- Massey University researchers received \$375,000 from the Earthquake Commission to establish a new centre for mātauranga Māori disaster research.



SDG 12 | RESPONSIBLE CONSUMPTION AND PRODUCTION

- Anthropologist and plastics campaigner Dr Trisia Farrelly hosted a webinar, “What happens to New Zealand’s plastics exports? Stories from receiving countries”, featuring speakers from South East Asian countries that receive New Zealand’s unwanted, contaminated plastics.
- “Extraction: Tracing the veins” was a two-week, fully online, “nearly carbon neutral” conference co-hosted by Massey University’s Political Ecology Research Centre. The conference explored the diverse meanings, scenarios and impacts of mining in modern times and sought to “re-examine extraction and its contested place in contemporary capitalism”.



SDG 13 | CLIMATE ACTION

- Massey University’s seven farms are on the path to reducing their greenhouse gas emissions and providing a platform for climate-smart and environmentally sustainable agricultural and horticultural research. In 2020 a steering committee was established to work on developing a vision and pathway for the farms to be low-carbon systems.
- Massey University’s Chancellor chaired a symposium examining the current legislative environment for low-carbon agriculture.
- Massey University will host two early-career agricultural emissions scientists who received a scholarship from the CLIFF-GRADS (Climate, Food and Farming Global Research Alliance Development Scholarships) programme.
- The annual Human Development and Capability Association conference was hosted online by Massey University; it was the first time it had been hosted in Australasia. The conference puts indigenous knowledge and perspectives at the centre of global discussions on how we tackle the urgent issue of climate change impacts and environmental degradation.



SDG 14 | LIFE BELOW WATER

- Massey University researchers played a crucial role in the first global assessment of sharks on coral reefs. The study was published in *Nature* and revealed that, in many parts of the world, sharks are virtually absent and functionally extinct as a result of overfishing.
- Marine biologist Karen Stockin was called on by media around the globe for her expert knowledge after Australia’s largest-ever mass stranding of 450 pilot whales.
- Research was published about marine life biodiversity surrounding Rangitāhua, the Kermadec Islands. Three new species of fish were recorded at Rangitāhua for the first time, with two species also new records for New Zealand waters.



SDG 15 | LIFE ON LAND

- Researchers from the School of Veterinary Science led a major project focused on the eradication of the bacteria *Mycoplasma bovis* from dairy herds in New Zealand.
- Dr Libby Liggins was among 20 international researchers who presented a paper published in *Science* to warn that the targets and indicators in a draft biodiversity plan published by the Secretariat of the Convention on Biological Diversity did not go far enough to protect the genetics of wild animals and plants.
- A new research project tracking godwits’ journeys from New Zealand to Alaska will provide insights into how they cope with habitat loss, environmental degradation and collapsing food supply in Asia’s Yellow Sea region.



SDG 16 | PEACE, JUSTICE AND STRONG INSTITUTIONS

- A multi-study, long-term research programme by Massey University social scientists confirmed the substantial drop in re-offending by men after early intervention and ongoing whānau support by the Gandhi Nivas family harm intervention programme.
- Massey University academics provided commentary on the 2020 general elections and were key partners in conducting online surveys to gauge the nation’s mood on key issues in the lead-up to the election.
- Massey University continued to offer a range of professional development courses on topics including governance development, emergency management, international security, and defence and security.



SDG 17 | PARTNERSHIPS FOR THE GOALS

- Between 2014 and 2019 Massey University co-authored around 1500 internationally collaborated papers on SDG topics (SciVal data). These included research with the Food and Agriculture Organization of the United Nations, the United Nations Industrial Development Organization, the United Nations Children’s Fund, and the WHO. Topics included the future challenges of food and agriculture, energy-smart food, recolonising species, and improving health equity.
- Massey University is a key partner in the One Health research programme. A current project aims to strengthen the surveillance systems for antimicrobial resistance and antimicrobial use in 24 countries in Asia and Africa.
- The unique-to-Australasia degree, the Master of Sustainable Development Goals, was offered for the first time. The qualification includes a research practicum where students partner with an organisation to work towards policies or practices guided by the SDGs.



SUMMARY FACTS AND FIGURES

STUDENTS

STUDENT NUMBERS (HEADCOUNT)	Note	2016	2017	2018	2019	2020
Internal	45	16,746	17,087	16,439	15,752	14,729
Distance	45	14,755	13,796	13,857	14,739	15,924
UNIVERSITY TOTAL		31,501	30,883	30,296	30,491	30,653
% change over previous year		-0.4%	-2.0%	-1.9%	+0.6%	+0.5%
INTERNATIONAL STUDENTS INCLUDED IN TOTALS ABOVE	46	4,714	5,092	5,331	5,323	4,803
% change over previous year		+6.7%	+8.0%	+4.7%	-0.2%	-9.8%
EFTS	Note	2016	2017	2018	2019	2020
Internal	47	12,856	12,903	12,594	12,209	11,313
Distance	47	6,088	5,750	6,070	6,626	7,255
UNIVERSITY TOTAL for all students (regardless of funding sources)		18,944	18,653	18,664	18,835	18,568
% change over previous year		+1.4%	-1.5%	+0.1%	+0.9%	-1.4%
INTERNATIONAL FULL FEE-PAYING STUDENTS INCLUDED IN TOTALS ABOVE	48	2,961	3,106	3,290	3,306	2,885
% change over previous year		+5.1%	+4.9%	+5.9%	+0.5%	-12.7%
EFTS FUNDED BY TEC	49	15,546	15,051	15,118	15,287	15,420
% change over previous year		1.3%	-3.2%	+0.4%	+1.1%	+0.9%

45 By student mode, which from 2017 is based on the mode in which the majority of a student's study occurs. Data for 2016 has been restated for consistency with this methodology.

46 From 2017 onward international excludes New Zealand citizens and permanent residents, and Australian residents and permanent residents. Previous years' numbers included all international students regardless of New Zealand government funding status.

47 Data is now shown by course mode. Course mode is defined as the status at the start of the academic year and this definition is retained even if the student studied offshore due to COVID-19 impacts.

48 From 2017 international fee-paying students includes the TEC funding classification 02 only as per Single Data Return submissions. Previous years' numbers are as per the TEC funding classifications 02, 03, 12 and 20.

49 As per the TEC funding classification 01.

STUDENT AGE AND GENDER (HEADCOUNT)	Gender Diverse	Male	Female	2020 Total
Students under 25 years	7	5,013	8,068	13,088
	0.0%	16.4%	26.3%	42.7%
Students 25 years+	6	5,951	11,608	17,565
	0.0%	19.4%	37.9%	57.3%
UNIVERSITY TOTAL	13	10,964	19,676	30,653
	0.04%	35.8%	64.2%	100.0%

STUDENT WORKLOAD (HEADCOUNT)	2020
Full-time	11,939
	38.9%
Part-time	18,714
	61.1%
UNIVERSITY TOTAL	30,653

STUDENT EFTS BY CAMPUS ⁵⁰	2016	2017	2018	2019	2020
Auckland	5,165	5,390	5,200	4,972	4,385
Manawatū	5,307	4,881	4,668	4,553	4,304
Wellington	2,680	2,716	2,557	2,526	2,418
Other locations	117	158	169	158	206
Distance	5,675	5,508	6,070	6,626	7,255
UNIVERSITY TOTAL	18,944	18,653	18,664	18,835	18,568

50 The reporting methodology changed from 2018 onwards and is now based on Course level EFTS. The "Other locations" category includes EFTS consumed at locations elsewhere in New Zealand and overseas.

Students – Māori, Pacific Peoples and International

MĀORI STUDENT AGE AND GENDER (HEADCOUNT)	Gender Diverse	Male	Female	2020 Total
Students under 25 years	0 0.0%	412 11.3%	935 25.6%	1,347 36.9%
Students 25 years+	1 0.0%	595 16.3%	1,710 46.8%	2,306 63.1%
UNIVERSITY TOTAL	1 0.0%	1,007 27.6%	2,645 72.4%	3,653 100.0%

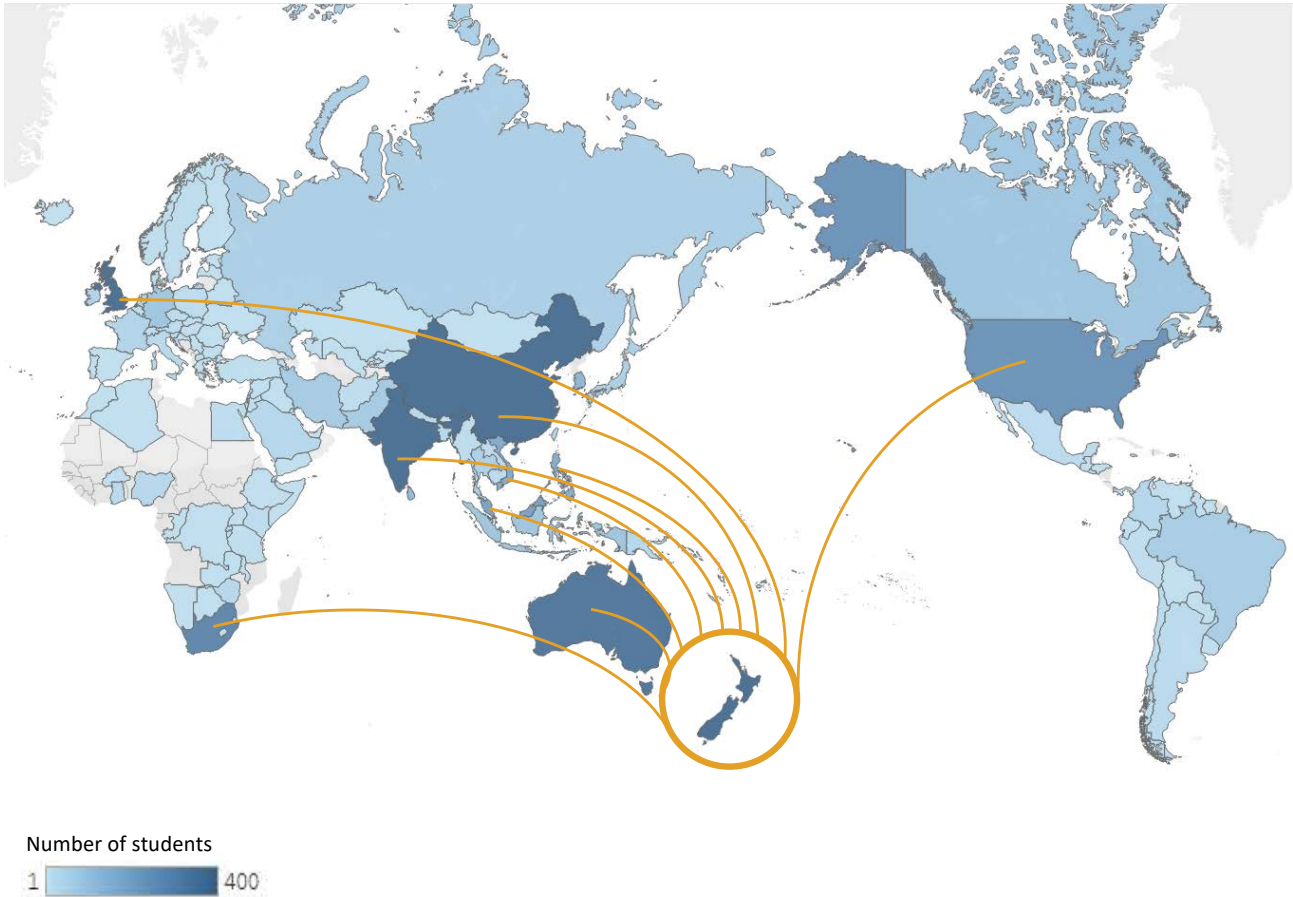
PACIFIC PEOPLES STUDENT AGE AND GENDER (HEADCOUNT)	Gender Diverse	Male	Female	2020 Total
Students under 25 years	0 0.0%	183 10.9%	448 26.8%	631 37.7%
Students 25 years+	0 0.0%	309 18.5%	732 43.8%	1,041 62.3%
UNIVERSITY TOTAL	0 0.0%	492 29.4%	1,180 70.6%	1,672 100.0%

Students – Completions

COMPLETIONS BY LEVEL AND GENDER ⁵¹	Gender Diverse	Male	Female	2019 Total
Sub-degree	0 (0%)	323 (14%)	503 (11%)	826 (12%)
Degree-level	2 (100%)	1,208 (52%)	2,212 (50%)	3,422 (50%)
Postgraduate	0 (0%)	792 (34%)	1,746 (39%)	2,538 (37%)
UNIVERSITY TOTAL	2	2,323	4,461	6,786

51 These are the numbers of students who met the requirements of their qualifications in 2019 (qualification completion numbers for 2020 were not finalised at the time of publication). They differ from graduation numbers, which are the number of students who were conferred at a graduation ceremony or academic board meeting in 2020. The percentages of males and females at each level are shown in parentheses.

Students – By Country of Origin (Citizenship)



STUDENT HEADCOUNT BY COUNTRY OF ORIGIN (CITIZENSHIP)⁵²

2020

TOP 10 COUNTRIES

New Zealand	22,365
China	3,447
United Kingdom	666
India	554
Australia	376
South Africa	315
United States of America	262
Malaysia	212
Viet Nam	179
Philippines	172
Other (127 countries)	2,105
TOTAL UNIVERSITY (137 countries)	30,653

52 Count based on the United Nations Secretariat's Statistics Division M49 standard country codes for statistical use.

Students – Fees Free

HEADCOUNT	Note	2018	2019	2020
Students Fees-Free in year	53	2,583	3,122	3,245
TOTAL STUDENTS		30,296	30,491	30,653
% of total students		8.5%	10.2%	10.6%
STUDENTS ALSO FEE-FREE IN PRIOR YEARS		N/A	564	648
% of total students		N/A	1.8%	2.1%
% OF FEES-FREE STUDENTS		N/A	18.1%	20.0%

53 Results for 2018 and 2019 have been updated based on the latest data from the TEC. Results for 2020 are indicative and have yet to be confirmed with the TEC. Final results will be updated in the 2021 Annual Report.

In 2020, 10.6 per cent of our students (3245 of 30,653 students) were fees-free⁵³. Twenty per cent (648) of these fees-free students were also fees-free in 2018 and/or 2019 (2.1 per cent of the total), as they had remaining fees-free entitlements. This compares with the final results for 2019, which showed that 10.2 per cent of our students (3122 of 30,491 students) were fees-free.

STAFF

STAFF BY TYPE ⁵⁴	2016	2017	2018	2019	2020
FULL-TIME-EQUIVALENT (FTE) STAFF					
Total academic staff*	1,401	1,431	1,419	1,399	1,362
Total professional staff**	1,812	1,880	1,850	1,901	1,876
UNIVERSITY TOTAL	3,213	3,311	3,269	3,300	3,238
STAFF RATIOS⁵⁴	2016	2017	2018	2019	2020
UNIVERSITY RATIO OF EFTS TO ACADEMIC STAFF	13.5 :1	13.0 :1	13.2:1	13.5:1	13.6:1
UNIVERSITY RATIO OF PROFESSIONAL SERVICES STAFF TO ACADEMIC STAFF	1.29 :1	1.31 :1	1.30:1	1.36:1	1.38:1

54 Staff FTE were previously reported in three categories. To align more closely with other New Zealand universities the category "Contract and Trading" (used for Research and Capital Projects) has been removed. For 2016-2017, FTEs in this category were redistributed into the Academic and Professional Service categories.

WOMEN IN SENIOR POSITIONS (HEADCOUNT) ⁵⁵	2016	2017	2018	2019	2020
Senior Leadership Team	5 (42%)	6 (55%)	5 (50%)	6 (50%)	6 (55%)
Senior managers/directors/managers	106 (43%)	131 (47%)	134 (46%)	141 (46%)	140 (44%)
Professors/Associate professors	87 (31%)	84 (31%)	97 (34%)	99 (35%)	109 (35%)
OVERALL	198 (37%)	221 (39%)	236 (40%)	246 (41%)	254 (48%)

55 Staff headcount as at December 31 for each year. Percentages shown are the proportion of women in each category. The overall category accounts for professors also included in the Senior Leadership Team.





EQUITY AND DIVERSITY AT MASSEY UNIVERSITY

EQUAL EMPLOYMENT OPPORTUNITY STATEMENT

MASSEY UNIVERSITY IS COMMITTED TO UPHOLDING OUR RESPONSIBILITIES AS AN EQUAL OPPORTUNITIES EMPLOYER AND CREATING A WORKPLACE THAT ATTRACTS, RETAINS AND VALUES DIVERSITY AMONG OUR STAFF.

To enable this policy, Massey University:

- Provides equal opportunities for recruitment, appointment, development and promotion for all current and prospective employees, regardless of sex, marital status, religious belief, colour, race, ethnic or national origin, disability, age, political opinion, employment status, family status or sexual orientation
- Develops and maintains a workplace culture that values and supports diversity
- Ensures that it provides a safe, supportive and healthy environment for all employees that is conducive to quality teaching, research and community service
- Identifies and eliminates all aspects of policies and procedures and other institutional barriers that cause or perpetuate inequality in respect of the employment of any person or group of persons
- Does not tolerate any form of unfair discrimination in the workplace on any grounds, including sex, marital status, religious belief, colour, race, ethnic or national origin, disability, age, political opinion, employment status, family status or sexual orientation
- Promotes equal employment opportunities as an integral part of University policies and practices
- Supports the health and wellbeing of women staff members with breastfeeding infants by ensuring the right to time for breastfeeding (or expressing milk) and the provision of private facilities in the workplace for breastfeeding or expressing or storing milk wherever possible
- Monitors, reviews and evaluates progress towards achieving equal employment opportunities.

EQUITY OF ACCESS TO EDUCATIONAL OPPORTUNITY



Equity in tertiary education refers to creating opportunities for equal access and success throughout the student lifecycle for historically underrepresented student populations, such as ethnic minorities and low-income students. The concepts of equity and diversity are intrinsically linked; equitable access and participation is evidenced in a diverse and representative student population.

Equity is a fundamental principle for the teaching, learning and research functions of the University. As such, issues of equity and diversity influence all aspects of Massey's activities and are reflected in the University's high-level strategic documents and operational plans.

To further remove barriers to student participation and success, the University continued to implement a number of systems and strategies designed to support students during their academic journeys and improve equity outcomes. These included:

- **The *Student Success Strategy*:** The strategy advances initiatives to facilitate student success and retention. It aims to ensure that students have the best possible chance of succeeding in tertiary study by assisting them to integrate successfully into university life and academic study
- **Bursaries and scholarships:** The University offers and facilitates a wide range of bursaries and scholarships that assist students who may otherwise be excluded or disadvantaged from participating in a course of study
- **Student support services:** The University offers a variety of student support services, including pastoral care, advocacy, counselling and health services, disability services, career and employment services, childcare services, student success advisers and support services specifically for Māori and Pacific Peoples students. Our commitment to Te Tiriti o Waitangi governs our approach to enabling and supporting the achievement of equity for our Māori staff and students.



DIRECTORY

BANKER

Bank of New Zealand

AUDITOR

Mr Clint Ramoo, Audit New Zealand
on behalf of the Auditor-General

LEGAL ADVISERS

Buddle Findlay
Cooper Rapley
Andrea Craven
Kensington Swan
AJ Park, Wellington
Simpson Grierson
Barbara Forbes Law
Duncan Cotterill
Rainey Collins

INSURERS

Vero Insurance New Zealand Limited
AIG New Zealand
Berkshire Hathaway Specialty Insurance
IAG New Zealand Ltd
Zurich Australia Insurance Limited
Allianz Global Assistance New Zealand Limited
Allianz Global Corporate and Specialty (Pacific)
Marsh Leamouth, London
Chubb Insurance New Zealand Limited

STATEMENT OF RESPONSIBILITY

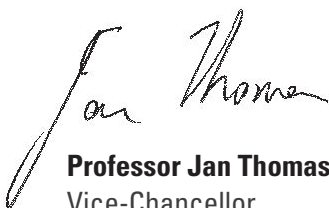
In the financial year ended 31 December 2020, the Council and management of Massey University were responsible for:

- the preparation of Massey University and the Group financial statements, statement of service performance, and the judgements used therein; and
- establishing and maintaining a system of internal control designed to provide reasonable assurance as to the integrity and reliability of financial reporting.

In the opinion of the Council and management of Massey University the financial statements and statement of service performance for the financial year fairly reflect the financial position and operations of Massey University and the Group.



Michael Ahie
Chancellor



Professor Jan Thomas
Vice-Chancellor

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF MASSEY
UNIVERSITY AND GROUP'S
FINANCIAL STATEMENTS
AND STATEMENT OF SERVICE
PERFORMANCE FOR THE YEAR
ENDED 31 DECEMBER 2020

AUDIT NEW ZEALAND
Mana Arotake Aotearoa

The Auditor-General is the auditor of Massey University (the University) and group. The Auditor-General has appointed me, Clint Ramoo, using the staff and resources of Audit New Zealand, to carry out the audit of the financial statements and statement of service performance of the University and group on his behalf.

OPINION

We have audited:

- the financial statements of the University and group on pages 78 to 112, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in equity and statement of cash flows for the year ended on that date and the notes to the financial statements that include accounting policies and other explanatory information; and
- the statement of service performance of the University and group on pages 15 to 31, 34 to 48 and 50 to 57.

In our opinion:

- the financial statements of the University and group on pages 78 to 112:
 - ✦ present fairly, in all material respects:
 - the financial position as at 31 December 2020; and
 - the financial performance and cash flows for the year then ended; and
 - ✦ comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Reporting Standards; and
- the statement of service performance on pages 15 to 31, 34 to 48 and 50 to 57:
 - ✦ presents fairly, in all material respects, the University and group's service performance achievements as compared with the forecast outcomes included in the investment plan for the year ended 31 December 2020; and

- ✦ complies with generally accepted accounting practice in New Zealand.

Our audit was completed on 16 April 2021. This is the date at which our opinion is expressed.

The basis for our opinion is explained below and we draw attention to the impact of COVID-19 on the University. In addition, we outline the responsibilities of the Council and our responsibilities relating to the financial statements and the statement of service performance, we comment on other information, and we explain our independence.

EMPHASIS OF MATTER – COVID-19

Without modifying our opinion, we draw attention to the disclosures about the impact of COVID-19 on the University and group as set out in notes 1, 2 and 8 to the financial statements and pages 17 to 57 of the statement of service performance.

BASIS FOR OUR OPINION

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

RESPONSIBILITIES OF THE COUNCIL FOR THE FINANCIAL STATEMENTS AND THE STATEMENT OF SERVICE PERFORMANCE

The Council is responsible on behalf of the University and group for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Council is also responsible on behalf of the University and group for preparing a statement of service performance that is fairly presented and that complies with generally accepted accounting practice in New Zealand.

The Council is responsible for such internal control as it determines is necessary to enable it to prepare financial statements and a statement of service performance that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements and the statement of service performance, the Council is responsible on behalf of the University and group for assessing the University and group's ability to continue as a going concern. The Council is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless the Council intends to liquidate the University and group or to cease operations, or has no realistic alternative but to do so.

The Council's responsibilities arise from the Education and Training Act 2020 and the Crown Entities Act 2004.

RESPONSIBILITIES OF THE AUDITOR FOR THE AUDIT OF THE FINANCIAL STATEMENTS AND THE STATEMENT OF SERVICE PERFORMANCE

Our objectives are to obtain reasonable assurance about whether the financial statements and the statement of service performance, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements and statement of service performance.

For the budget information reported in the financial statements and the statement of service performance, our procedures were limited to checking that the information agreed to the University and group's approved budget for the financial statements and investment plan for the statement of service performance.

We did not evaluate the security and controls over the electronic publication of the financial statements and the statement of service performance.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements and the statement of service performance, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a

material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University and group's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Council.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Council and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the University and group's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements and the statement of service performance or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the University and group to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements and the statement of service performance, including the disclosures, and whether the financial statements and the statement of service performance represent the underlying transactions and events in a manner that achieves fair presentation.
- We obtain sufficient appropriate audit evidence regarding the financial statements and the statement of service performance of the entities or business activities within the group to express an opinion on the consolidated financial statements and the consolidated statement of service performance. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

We communicate with the Council regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

OTHER INFORMATION

The Council is responsible for the other information. The other information comprises the information included on pages 1 to 14, 32 to 33, 49, 58 to 73 and 113 to 114, but does not include the financial statements and the statement of service performance, and our auditor's report thereon.

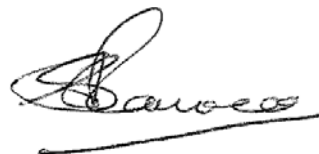
Our opinion on the financial statements and the statement of service performance does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements and the statement of service performance, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements and the statement of service performance or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the University and group in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: International Code of Ethics for Assurance Practitioners issued by the New Zealand Auditing and Assurance Standards Board.

In addition to the audit, we have carried out an engagement providing a report on the University's Performance-Based Research Fund external research income, which are compatible with those independence requirements. Other than the audit and these engagements, we have no relationship with or interests in the University or any of its subsidiaries.



Clint Ramoo
Audit New Zealand
On behalf of the Auditor-General
Wellington, New Zealand

FINANCIAL STATEMENTS



STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSE

FOR THE YEAR ENDED 31 DECEMBER 2020

	Notes	CONSOLIDATED			UNIVERSITY		
		Actual	Budget	Actual	Actual	Budget	Actual
		2020	2020	2019	2020	2020	2019
		\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
OPERATING REVENUE							
Government Grants	3	203,055	207,262	199,211	203,055	207,262	199,211
Student Fees	3	189,819	198,721	196,727	189,819	198,721	196,727
Interest	3	2,996	1,922	5,269	2,889	1,771	5,051
Charges for Services	3	121,615	124,501	139,217	121,800	123,944	137,611
Trust Funds	21, 3	9,938	7,805	10,011	757	256	1,356
Other (Losses) / Gains	4, 3	(1,523)	-	953	(1,235)	-	(707)
Total Operating Revenue		525,900	540,211	551,388	517,085	531,954	539,249
OPERATING EXPENSES							
Staff Related Costs	5	315,934	304,718	319,432	315,387	302,855	317,245
Depreciation and Amortisation	6	64,586	69,817	61,600	64,487	69,161	60,992
Other Direct Costs	7	137,083	145,791	159,238	136,764	143,753	159,215
Trust Funds	21	2,046	2,044	2,085	567	226	3,523
Total Cost of Operations		519,649	522,370	542,355	517,205	515,995	540,975
Share of Associates' Surplus	25	-	-	2	-	-	-
Surplus / (Deficit) before Income Tax		6,251	17,841	9,035	(120)	15,959	(1,726)
Income Tax Expense		105	-	59	-	-	-
Surplus / (Deficit) for the Year		6,146	17,841	8,976	(120)	15,959	(1,726)
Massey University Group		6,173	17,841	8,963	(120)	15,959	(1,726)
Non-controlling Interest		(27)	-	13	-	-	-
Total		6,146	17,841	8,976	(120)	15,959	(1,726)
OTHER COMPREHENSIVE REVENUE AND EXPENSE							
Net Gain / (Loss) on Available for Sale Assets		294	-	(682)	131	-	(216)
Gain / (Loss) on Revaluation of Property, Plant and Equipment	19	133,386	79,451	(96)	133,386	79,451	(96)
Other		-	-	(69)	-	-	-
Total Other Comprehensive Revenue and Expense		133,680	79,451	(847)	133,517	79,451	(312)
Total Comprehensive Revenue and Expense		139,826	97,292	8,129	133,397	95,410	(2,038)
Massey University Group		139,853	97,292	8,116	133,397	95,410	(2,038)
Non-controlling Interest		(27)	-	13	-	-	-
Total		139,826	97,292	8,129	133,397	95,410	(2,038)

STATEMENT OF FINANCIAL POSITION

AS AT 31 DECEMBER 2020

	Notes	CONSOLIDATED			UNIVERSITY		
		Actual	Budget	Actual	Actual	Budget	Actual
		2020	2020	2019	2020	2020	2019
		\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
ASSETS							
CURRENT ASSETS							
Cash and Cash Equivalents	9	32,690	31,819	24,466	28,245	28,213	20,408
Student and Other Receivables	10	111,855	112,525	122,228	112,548	113,084	122,323
Inventories		2,061	2,009	1,967	2,061	2,009	1,967
Other Financial Assets	11	82,133	24,721	117,839	78,750	21,771	112,004
Biological Assets - Livestock		4,427	4,115	4,203	4,427	4,115	4,203
Total Current Assets		233,166	175,189	270,703	226,031	169,192	260,905
NON-CURRENT ASSETS							
Investment in Associates	25	-	28	-	-	-	-
Other Assets	12	-	-	-	21,873	23,886	21,873
Other Financial Assets	11	55,157	44,040	46,035	4,126	1,850	3,709
Biological Assets - Forestry		1,114	1,135	1,239	1,114	1,135	1,239
Property, Plant and Equipment	13	1,363,073	1,371,665	1,191,608	1,363,073	1,371,470	1,191,598
Intangible Assets	14	48,491	42,517	39,760	48,489	41,148	38,486
Investment property	15	5,400	-	-	5,400	-	-
Total Non-current Assets		1,473,235	1,459,385	1,278,642	1,444,075	1,439,489	1,256,905
Total Assets		1,706,401	1,634,574	1,549,345	1,670,106	1,608,681	1,517,810
LIABILITIES							
CURRENT LIABILITIES							
Trade and Other Payables	16	53,083	43,797	51,569	59,054	49,907	56,871
Employee Entitlements	17	28,222	20,407	25,850	28,201	20,350	25,765
Receipts in Advance	18	172,466	152,853	160,726	172,420	151,594	159,638
Current Tax Liabilities		111	-	5	-	-	-
Total Current Liabilities		253,882	217,057	238,150	259,675	221,851	242,274
NON-CURRENT LIABILITIES							
Employee Entitlements	17	39,920	37,445	36,385	39,920	37,445	36,385
Other Payables		1,115	430	2,180	1,115	430	2,180
Receipts in Advance	18	4,861	4,411	5,833	4,861	4,411	5,833
Total Non-current Liabilities		45,896	42,286	44,398	45,896	42,286	44,398
Total Liabilities		299,778	259,343	282,548	305,571	264,137	286,672
Net Assets		1,406,623	1,375,231	1,266,797	1,364,535	1,344,544	1,231,138
Total Equity		1,406,623	1,375,231	1,266,797	1,364,535	1,344,544	1,231,138

STATEMENT OF CHANGES IN EQUITY

FOR THE YEAR ENDED 31 DECEMBER 2020

	Note	CONSOLIDATED			UNIVERSITY		
		Actual	Budget	Actual	Actual	Budget	Actual
		2020	2020	2019	2020	2020	2019
		\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Equity as at 1 January	20	1,266,797	1,277,939	1,258,668	1,231,138	1,249,134	1,233,176
Surplus / (Deficit)		6,173	17,841	8,963	(120)	15,959	(1,726)
Other Comprehensive Revenue and Expense		133,680	79,451	(847)	133,517	79,451	(312)
Total Comprehensive Revenue and Expense Attributable to Massey University Group		139,853	97,292	8,116	133,397	95,410	(2,038)
Non-controlling Interest		(27)	-	13	-	-	-
Equity as at 31 December	20	1,406,623	1,375,231	1,266,797	1,364,535	1,344,544	1,231,138

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED 31 DECEMBER 2020

	CONSOLIDATED			UNIVERSITY		
	Actual	Budget	Actual	Actual	Budget	Actual
	2020	2020	2019	2020	2020	2019
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
CASH FLOWS FROM OPERATING ACTIVITIES						
<i>Cash was provided from:</i>						
Government Grants	202,993	207,262	198,766	202,993	207,262	198,766
Receipts from Student Fees	174,793	197,319	202,771	174,793	197,319	202,771
Other Revenue	143,488	130,576	133,399	140,819	128,269	131,489
Interest Received	3,711	1,748	5,535	3,591	1,594	5,343
Trust Funds	4,761	5,513	3,668	964	256	882
	529,746	542,418	544,139	523,160	534,700	539,251
<i>Cash was applied to:</i>						
Payments to Employees and Suppliers	437,733	454,863	462,962	435,209	447,729	463,434
Net GST	(2,275)	(1,275)	2,061	(2,060)	(1,275)	1,977
	435,458	453,588	465,023	433,149	446,454	465,411
Net Cash Flow from Operating Activities	94,288	88,830	79,116	90,011	88,246	73,840
CASH FLOWS FROM INVESTING ACTIVITIES						
<i>Cash was provided from:</i>						
Withdrawal from Investments	305,070	251,442	252,538	295,964	251,000	246,104
Sale of Fixed Assets	321	5	245	321	-	245
Funds from Subsidiaries	-	-	-	2,652	-	3,515
	305,391	251,447	252,783	298,937	251,000	249,864
<i>Cash was applied to:</i>						
Purchase of Investments	273,294	175,150	259,267	262,854	175,000	252,175
Loans to Subsidiaries	-	-	-	196	355	64
Purchase of Property, Plant, Equipment and Intangibles	118,242	171,711	93,604	118,208	171,251	93,343
	391,536	346,861	352,871	381,258	346,606	345,582
Net Cash Flow from Investing Activities	(86,145)	(95,414)	(100,088)	(82,321)	(95,606)	(95,718)
Net Increase / (Decrease) in Cash and Cash Equivalents	8,143	(6,584)	(20,972)	7,690	(7,360)	(21,878)
Net Foreign Exchange Gain	81	-	46	147	-	46
Cash and Cash Equivalents Brought Forward	24,466	38,403	45,392	20,408	35,573	42,240
Cash and Cash Equivalents at the End of the Year	32,690	31,819	24,466	28,245	28,213	20,408

RECONCILIATION OF THE NET SURPLUS / (DEFICIT) FROM OPERATIONS WITH THE NET CASH FLOW FROM OPERATING ACTIVITIES

FOR THE YEAR ENDED 31 DECEMBER 2020

	Notes	CONSOLIDATED		UNIVERSITY	
		Actual	Actual	Actual	Actual
		2020	2019	2020	2019
		\$'000	\$'000	\$'000	\$'000
Surplus / (Deficit) for the Year		6,146	8,976	(120)	(1,726)
Add / (Less) Non-cash Items					
Depreciation and Amortisation Expense	6	64,586	61,600	64,487	60,992
Fair Value Gains	4	(76)	(239)	(18)	(239)
Unrealised Gain from Managed Funds		(5,521)	(5,826)	(131)	(236)
Share of Gain from Associates		-	(2)	-	-
Bad Debts Written Off	7	647	1,118	647	1,101
Movement in Provision for Doubtful Debts	7	(22)	(692)	(124)	(603)
Increase in Employee Entitlements		5,907	14,335	5,971	14,351
Total Non-cash Items		65,521	70,294	70,832	75,366
Add / (Less) Items Classified as Investing or Financing Activities					
Gain on Disposal of Investment		(37)	(1,701)	-	-
Loss on Disposal of Property, Plant and Equipment	4	1,636	981	1,636	946
Total Items Classified as Investing or Financing Activities		1,599	(720)	1,636	946
Add / (Less) Movements in Working Capital Items					
Increase in Prepayments		(634)	(5,077)	(637)	(5,063)
Decrease / (Increase) in Student and Other Receivables		10,465	(7,309)	10,643	(7,534)
Increase in Inventories and Biological Assets		(294)	(58)	(294)	(58)
Increase / (Decrease) in Accounts Payable		717	1,308	(3,859)	130
Increase in Receipts in Advance		10,768	11,702	11,810	11,779
Net Movement in Working Capital Items		21,022	566	17,663	(746)
Net Cash Inflow from Operating Activities		94,288	79,116	90,011	73,840

NOTES TO THE FINANCIAL STATEMENTS

1 STATEMENT OF ACCOUNTING POLICIES

THE REPORTING ENTITY

Massey University (the University) was established as a university under the Massey University Act 1963 (founding legislation).

The University comprises the following areas of significant activity for research, learning and teaching and civic leadership:

- Massey Business School;
- College of Creative Arts;
- College of Health;
- College of Humanities and Social Sciences; and
- College of Sciences.

The Massey Group (the Group) consists of the University and its subsidiaries, associates and joint venture. All entities within the Group are domiciled in New Zealand, except for Massey Global Singapore Private Limited, which is domiciled in Singapore. Refer to note 26 for further details. The University and its controlled entities were established as tertiary education providers, researchers and intellectual property commercialisation vehicles. Accordingly, the University and its controlled entities have designated themselves as public benefit entities. All applicable public benefit entity exemptions have been adopted.

The financial statements of the Group are for the year ended 31 December 2020. The financial statements were authorised for issue by the Council on 16 April 2021.

STATEMENT OF COMPLIANCE AND BASIS OF PREPARATION

The financial statements have been prepared on a going concern basis and in accordance with the Crown Entities Act 2004 and section 306 of the Education and Training Act 2020, which require compliance with generally accepted accounting practice in New Zealand (NZ GAAP). The financial statements of the Group are presented in accordance with Tier 1 Public Benefit Entity (PBE) standards. The financial statements and statement of service performance comply with PBE standards, which have been applied consistently.

MEASUREMENT BASE

The financial statements have been prepared on a historical cost basis, except for the following assets carried at fair value:

- Financial instruments designated at fair value through surplus and deficit;
- Financial assets available for sale;
- Financial instruments held for trading;
- Non-current assets held for sale;
- Land and buildings, and leasehold improvements classified as property, plant and equipment; and
- Investment property.

The financial statements are presented in New Zealand dollars and all values are rounded to the nearest thousand dollars (\$000) unless otherwise stated.

CRITICAL ACCOUNTING ESTIMATES AND JUDGEMENTS

In preparing the financial statements the Group has made estimates and assumptions concerning the future. These estimates and assumptions may differ from the subsequent actual results. Estimates are judgements that are continually evaluated based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances. With the exception of those items listed below, there are no estimates or assumptions that will have a significant impact on the carrying amounts of assets and liabilities within the next financial year.

Management has exercised the following critical judgements, which include assessment of the impacts of COVID-19, in applying the University's policies for the year ended 31 December 2020.

Long Service Leave and Retirement Gratuities

In order to assess the University's liability in respect of long service leave and retirement gratuities, an actuarial report was prepared by EriksensGlobal in accordance with PBE IPSAS 25. (Refer to note 17 for assumptions).

Impairment of Student and Other Receivables

Student and other receivables have been reviewed fully and impairment provided as necessary.

Carrying Value of Land, Buildings and Leasehold Improvements

To ensure that the carrying value of the University's land and buildings, and leasehold improvements closely approximates their fair values, these assets are valued by an independent registered valuer on a regular basis.

Carrying Value of Investment Property

To ensure that the carrying value of the University's investment property closely approximates their fair value, these assets are subject to a fair value assessment at each balance sheet date.

Crown-owned Land

Property in the legal name of the Crown that is occupied by the University is recognised as an asset in the Statement of Financial Position. The Group considers it has assumed all of the risks and rewards of ownership of this property despite legal ownership not being transferred as it would be misleading to exclude these assets from the financial statements.

Distinction Between Revenue and Capital Contributions

Most Crown funding received is operational in nature, and is provided under the authority of expense appropriation and is recognised as revenue. Where funding is received from the Crown under the authority of a capital appropriation, the Group accounts for the funding as a capital contribution directly to equity.

ACCOUNTING STANDARDS AND INTERPRETATIONS ISSUED BUT NOT YET EFFECTIVE

The Group has elected to early adopt the PBE Financial Reporting Standard 48: Service Performance Reporting that was issued on 9 November 2017 but not yet effective as at 31 December 2020. The Group has not elected to early adopt any other new standards or interpretations that are issued but not yet effective as at 31 December 2020.

ACCOUNTING POLICIES

The following accounting policies which materially affect the measurement of financial performance and financial position have been applied:

A) Basis of Consolidation

The consolidated financial statements comprise of the financial statements of the Group as at 31 December 2020.

The Group consolidates as subsidiaries in the consolidated financial statements, using the purchase method, all entities where the University has the capacity to control their financing and operating policies so as to obtain benefits from the activities of the entities. This power exists where the University controls the majority voting power on the governing body or where such policies have been irreversibly predetermined by the University or where the determination of such policies is unable to materially impact the level of potential ownership benefits that arise from the activities of the subsidiary. Subsidiaries are fully consolidated from the date on which control is transferred to the University. They are deconsolidated from the date that control ceases.

The financial statements of the subsidiaries are prepared for the same reporting period as the University using consistent accounting policies. In preparing the consolidated financial statements, all material intercompany balances, transactions, unrealised gains and losses resulting from intra group transactions and dividends have been eliminated. Corresponding assets, liabilities, revenues, expenses and cash flows are added together on a line by line basis.

Associates are entities over which the Group has significant influence and that are neither controlled entities nor joint ventures. The Group generally deems it has significant influence if it has over 20% but less than 50% of the voting rights in the investee. Investments in material associates are accounted for in the consolidated financial statements using the equity method of accounting, after initially being recognised at cost.

The investments in subsidiaries and associates are accounted for at cost less any provision for impairment in the separate financial statements of the University.

At the end of each reporting period, the Group assesses whether there are any indicators that the carrying value of the investment in controlled entities and associates may be impaired, including any impact as a result of COVID-19. Where such indicators exist, an impairment loss is recognised to the extent that the carrying value of the investment exceeds its recoverable amount.

B) Budget Figures

The budget figures are those approved by the University Council.

The budget figures have been prepared in accordance with PBE standards and are consistent with the accounting policies adopted by the Group for the preparation of the financial statements. The budget figures have not been audited.

C) Allocation of Overheads

Administrative and indirect teaching and research costs are allocated to significant activities on the basis of total equivalent full time students (EFTS) in each college. Exceptions to this rule are allocated on the following basis:

- Physical Infrastructure Charges - by floor space;
- IT Infrastructure Charges - by number of staff with network access;
- Staff Guardianship Charges - by staff salaries costs;
- Recreation Centre - by internal full time students; and
- Student Services - by internal equivalent full time students.

D) Revenue

Revenue is recognised to the extent that it is probable that the economic benefits or service potential will flow to the Group and the revenue can be reliably measured, regardless of when the payment is being made.

Revenue is measured at the fair value of the consideration received or receivable, taking into account contractually defined terms of payment and excluding taxes or duty.

The specific accounting policies for significant revenue items are explained below:

Student Achievement Component (SAC) Funding

SAC funding is the University's main source of operational funding from the Tertiary Education Commission (TEC). The University considers SAC funding to be non-exchange and recognises SAC funding as revenue when the course withdrawal date has passed, based on the number of eligible students enrolled in the course at that date and the value of the course.

Fees Free Funding

Fees Free Funding is considered a part of the domestic student tuition fees and is reported as such.

Student Tuition Fees

Domestic student tuition fees are subsidised by government funding and are considered non-exchange. Revenue is recognised upon obtaining control over the related asset to the extent it does not represent future obligations. Assets received for the performance of future obligations are recognised under liabilities as deferred revenue.

International student tuition fees are accounted for as exchange transactions and recognised as revenue on a percentage of completion basis. The percentage of completion is measured by reference to the days of the course completed as a proportion of the total course days.

Performance-Based Research Fund (PBRF)

The University considers PBRF funding to be non-exchange in nature. PBRF funding is specifically identified by the TEC as being for a funding period as required by section 425 of the Education and Training Act 2020. The University recognises its confirmed allocation of PBRF funding at the commencement of the specified funding period, which is the same as the University's financial year. PBRF revenue is measured based on the University's funding entitlement adjusted for any expected adjustments as part of the final wash-up process. Indicative funding for future periods is not recognised until confirmed for that future period.

Research Revenue

The University exercises its judgement in determining whether funding received under a research contract is received in an exchange or non-exchange transaction. In determining their classification, the University considers factors such as the following:

- Whether the funder has substantive rights to the research output. This is a persuasive indicator of exchange or non-exchange;
- How the research funds were obtained. For example, whether through a commercial tender process for specified work or from applying to a more general research funding pool;
- Nature of the funder; and
- Specificity of the research brief or contract.

For an exchange research contract, revenue is recognised on a percentage of completion basis. The percentage of completion is measured by reference to the actual research expenditure incurred as a proportion to total expenditure expected to be incurred.

For a non-exchange research contract, the total funding receivable under the contract is recognised as revenue immediately, unless there are substantive conditions in the contract. If there are substantive conditions, revenue is recognised when the conditions are satisfied. A condition could include the requirement to complete research to the satisfaction of the funder to retain funding or return unspent funds. Revenue for future periods is not recognised where the contract contains substantive termination provisions for failure to comply with the requirements of the contract. Conditions and termination provisions need to be substantive, which is assessed by considering factors such as contract monitoring mechanisms of the funder and the past practice of the funder.

Judgement is required in determining the timing of revenue recognition for contracts that span a balance sheet date and multi-year research contracts, including an assessment of the impact of COVID-19.

Other Grants Received

Other grants are recognised as revenue when they become receivable unless there is an obligation in substance to return the funds if conditions of the grant are not met. If there is such an obligation, the grants are initially recorded as grants received in advance when received and recognised as revenue when the conditions of the grant are satisfied.

Donations, Bequests and Pledges

Donations and bequests are recognised as revenue when the right to receive the fund or asset has been established, unless there is an obligation in substance to return the funds if conditions of the donation or bequest are not met. If there is such an obligation, they are initially recorded as revenue in advance when received and recognised as revenue when the conditions are satisfied. Pledges are not recognised as assets or revenue until received.

Accommodation Services

Revenue from the provision of accommodation services is recognised on a percentage of completion basis. This is determined by reference to the number of accommodation days used as a proportion of the total accommodation days contracted for with the individual.

Interest and Dividends

Interest revenue is recognised using the effective interest method.

Dividends are recognised when the right to receive payment has been established.

E) Foreign Currencies

The functional and presentation currency of the Group is New Zealand dollars (NZ\$). Transactions in foreign currencies are translated into NZ\$ using the exchange rates prevailing at the date of the transactions. Monetary assets and liabilities denominated in foreign currencies are translated at the exchange rates prevailing at the balance sheet date. Exchange rate differences are included in determining the net surplus / (deficit) for the year.

Assets and liabilities of foreign Group entities for which the functional currency is not NZ\$ are translated into NZ\$ using year end exchange rates. The translation adjustments are presented in other comprehensive revenue and expense. The statements of revenue and expense and cash flows are translated into NZ\$ using average exchange rates during the year.

F) Cash and Cash Equivalents

Cash and cash equivalents represent funds held to meet short-term commitments and include cash in hand, deposits held at call with the bank, other short-term highly liquid investments with original maturities of three months or less and bank overdrafts.

G) Student and Other Receivables

Student and other receivables are initially measured at fair value and subsequently measured at amortised cost using the effective interest method, less any provision for impairment.

A provision for impairment of receivables is established when there is objective evidence that the Group will not be able to collect all amounts according to the original settlement terms of the receivables. Impairment assessments have taken into account the impact of COVID-19.

H) Non-current Assets Held for Sale

The Group classifies non-current assets as held for sale if their carrying amounts will be recovered principally through a sale rather than through continuing use.

Such non-current assets classified as held for sale are measured at the lower of their carrying amount and fair value less costs to sell. Any impairment losses for write-downs of non-current assets held for sale are recognised in the surplus or deficit. Any increases in fair value (less costs to sell) are recognised up to the level of any impairment losses that have been previously recognised.

Non-current assets held for sale are not depreciated or amortised while they are classified as held for sale.

I) Property, Plant and Equipment

(i) Initial Measurement

Property, plant and equipment are measured initially at cost. Where an item of property, plant and equipment is acquired in a non-exchange transaction for nil or nominal consideration, the asset is initially measured at its fair value.

(ii) Subsequent Measurement

ASSET CLASS	VALUATION POLICY	LAST VALUATION
Land and buildings and leasehold improvements	Revalued amount less accumulated depreciation (except for land) and impairment subsequent to last valuation	31 December 2020
Other assets	Historical cost less accumulated depreciation and impairment	

Land is valued at fair market value on the basis of highest and best use.

“Highest and best use” is defined as the most optimal use of the asset that is physically possible, appropriately justified, legally permissible, financially feasible, and which results in the highest value.

Buildings (which include land improvements and reticulated services) are valued at fair market value using market based evidence or optimised depreciated replacement cost (ODRC) as appropriate.

The ODRC begins with assessing the replacement cost of the assets at the date of valuation less an allowance for any physical and economic obsolescence to date and for any over-design. The balance of the replacement cost less all forms of obsolescence and over-design represents the fair value of the asset.

Land and buildings and leasehold improvements are revalued with sufficient regularity to ensure that their carrying amount does not differ materially from fair value. All land and buildings, and leasehold improvements, were revalued as at 31 December 2020. The impact of COVID-19 was taken into consideration in the valuations.

The net revaluation results are credited or debited to other comprehensive revenue and expense and are accumulated to the fixed asset revaluation reserve in equity for that class of asset. Where this would result in a debit balance in the fixed asset revaluation reserve for a particular class of asset, this balance is not recognised in other comprehensive revenue and expense but is recognised in the surplus or deficit. Any subsequent increase on revaluation that reverses a previous decrease in value recognised in the surplus or deficit will be recognised first in the surplus or deficit to the extent previously expensed, and then recognised in other comprehensive revenue and expense.

Additions between valuations are recorded at cost. The cost of an item of property, plant and equipment is recognised as an asset if, and only if, it is probable that the future economic benefits or services potential associated with the item will flow to the Group and the cost can be reliably measured.

Capital work in progress is valued on the basis of expenditure incurred and certified gross progress claim certificates up to the balance sheet date. The threshold at which individual assets are capitalised as property, plant and equipment is set at \$2,000.

(iii) Depreciation

The depreciation rates and method used in the preparation of these statements are as follows:

ASSET CLASS	DEPRECIATION RATE / USEFUL LIFE	DEPRECIATION METHOD
Buildings (from Land and Buildings)	1% - 100%	Straight line
Leasehold improvements	Lesser of 13 years or lease term	Straight line
Equipment and implements	2% - 33%	Straight line
Furniture	5% - 25%	Straight line
Motor vehicles	5% - 25%	Straight line
Aircraft	3% - 30%	Straight line
Library collection (current use)	10%	Straight line

Land, permanently retained library collections, art collections and archives are considered to have an indefinite useful life and therefore are not depreciated.

Leasehold improvements are depreciated over the shorter of their estimated useful lives and the term of lease.

Work-in-progress is not depreciated. The total cost of a project is transferred to the relevant asset class upon completion and then depreciated.

The assets' residual values and useful lives are reviewed, and adjusted if appropriate, at each financial year end.

The day-to-day costs of servicing property, plant and equipment are recognised in the surplus or deficit as and when incurred.

(iv) Crown-owned Assets

Crown-owned land and buildings used by the University are included as part of the University's fixed assets. These were first recognised on 31 December 1989. Although legal title has not been transferred, the University has assumed all the normal risks and rewards of ownership, but may have to negotiate with the Crown for any change in ownership. In order to fairly and accurately record the value of all land and buildings occupied by the University, it is necessary to incorporate the Crown-owned land and buildings on the Statement of Financial Position.

(v) Impairment

The University allocates all its items of property, plant and equipment to one of the three cash generating units (CGU), being three main campuses. The University assesses at each reporting date whether there is an indication that a material asset may be impaired. These indications include but are not limited to the following:

- A material asset's market value has declined significantly;
- Significant changes have taken place in the technological, market, economic or legal environment in which a material asset operates;
- Market interest rates have significantly increased;
- Evidence is available of obsolescence or physical damage of a material asset;
- Significant changes have taken place in the extent or manner in which a material asset is used; or
- Other evidence is available that the economic performance of a material asset is worse than expected.

In case the indications exist that a significant asset might have been impaired, due to COVID-19 or other reasons, the next step is to calculate the recoverable amount of the CGU to which that asset belongs. A CGU's recoverable amount is the higher of CGU's fair value less costs of disposal and its value in use. Impairment for a particular asset is recognised when the carrying amount of the relevant CGU exceeds its recoverable amount.

(vi) Disposal / Derecognition of Assets

An item of property, plant and equipment is derecognised upon disposal or when no future economic benefits are expected to arise from the continued use of the asset. Any gain or loss arising on derecognition of the asset (calculated as the difference between the net disposal proceeds and the carrying amount of the item) is included in the Statement of Comprehensive Revenue and Expense in the year the item is derecognised. When revalued assets are sold, the amounts included in revaluation reserves in respect of those assets are transferred to general reserves.

J) Intangible Assets

An intangible asset is recognised when it is probable that it will generate future economic benefits to the Group and the cost of the intangible asset can be measured reliably.

Intangible assets acquired separately are measured initially at cost. The cost of intangible assets acquired in a non-exchange transaction is their fair value at the date of acquisition. Expenses on internally generated software are classified into a research phase and a development phase. Research costs are expensed as incurred.

An intangible asset arising from development (i.e. development phase of an internal project) is recognised only when the Group can demonstrate:

- The technical feasibility of completing the intangible asset so that it will be available for use or sale;
- The availability of resources to complete the development;
- The ability to measure reliably the expenditure attributable to the intangible asset during its development; and
- How the asset will generate future economic benefits.

Costs that can be included in the capitalisation of internally developed software include:

- Costs of staff seconded to such projects;
- Costs to design, build, configure, test and document such systems; and
- Support fees payable before such systems are ready for use.

Intangible assets are subject to the similar impairment testing and procedures as explained under property, plant and equipment above.

Following initial recognition, intangible assets are carried at cost less any accumulated amortisation and accumulated impairment losses. The assets' residual values and useful lives are reviewed, and adjusted if appropriate, at each financial year end.

Intangible capital work in progress is valued on the basis of expenditure incurred up to the balance sheet date. The threshold at which individual intangible assets are capitalised is set at \$20,000.

ASSET CLASS	AMORTISATION RATE	AMORTISATION METHOD
Software	6% - 33%	Straight line

K) Employee Entitlements

Annual leave for academic and general staff has been accrued. In addition, an accrual has been made for retirement gratuities and long service leave for both academic and general staff. Both retirement gratuities and long service leave have been accrued on the following basis:

- Leave and gratuities that have vested in the employee (i.e. an entitlement has been established) have been measured at nominal value using remuneration rates current at reporting date. This is included as a current liability;
- Leave and gratuities that have not yet vested in the employee (no entitlement has been established) have been measured using the present value measurement basis, which discounts expected future cash outflows. This is treated as a non-current liability;
- Duty leave overseas for academic staff has not been accrued as this leave is a commitment subject to eligibility and is not an entitlement;
- Sick leave has not been accrued as the University has a "Wellness System"; hence, no sick leave is available to carry forward; and
- Obligations for contributions to superannuation schemes are accounted for as defined contribution schemes and are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

L) Goods and Services Tax (GST)

The financial statements are prepared on a GST-exclusive basis, with the exception of accounts receivable and accounts payable.

The GST component of cash flows arising from investing and financing activities, which is recoverable from, or payable to, the taxation authority is classified as part of operating cash flows.

M) Taxation

Tertiary Education Institutions and their wholly owned subsidiaries are exempt from the payment of New Zealand income tax under Income Tax Act 2007. Accordingly, no provision has been made for income tax.

Income from Massey Global Singapore Private Limited, a wholly owned subsidiary incorporated in Singapore, and Hyper Analytics Research and Development Limited, a partially owned subsidiary, are subject to income tax and appropriate provision has been provided for and reported accordingly.

N) Leases

Operating lease rentals, where the lessor retains substantially all the risks and benefits of ownership of the leased items, are included in the determination of the operating surplus or deficit on a straight-line basis over the lease term.

O) Financial Instruments

The Group classifies its financial assets into the following categories: financial assets at fair value through surplus or deficit (including those held for trading), loans and receivables and available for sale. Management determines the classification of financial assets at initial recognition. Financial assets are initially measured at fair value plus transaction costs unless carried at fair value through surplus or deficit in which case the transaction costs are recognised in the surplus or deficit. Impairment losses are recognised immediately in the surplus or deficit.

The fair value of financial instruments traded in an active market is based on quoted market prices at the balance sheet date. The quoted market price used is the current bid price.

(i) Financial Assets Designated at Fair Value through Surplus or Deficit

Financial assets designated at fair value through surplus or deficit are classified in this category if acquired principally for the purpose of trading in the short-term. Assets in this category are classified as current assets if they are expected to be realised within 12 months of the balance sheet date. Purchases and sales of financial assets are recognised on trade-date, the date on which the Group commits to purchase or sell the assets. Financial assets are derecognised when the rights to receive cash flows from the financial assets have expired or have been transferred and the Group has transferred substantially all risks and rewards of ownership.

Financial assets in this category include Massey University Foundation Trust's managed funds.

Derivatives are categorised as held for trading and are measured at fair value.

(ii) Loans and Receivables

These are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market. After initial recognition these are measured at amortised cost using the effective interest method less any provision for impairment. Gains and losses when the asset is impaired or derecognised are recognised in the surplus or deficit. Loans to third parties and receivables are classified as student and other receivables in the Statement of Financial Position. Cash and cash equivalents and bank deposits with an original maturity of more than three months are classified as loans and receivables.

(iii) Available for Sale Financial Assets

These are financial assets which are not classified in either of the above categories. This category encompasses investments held for strategic purposes. After initial recognition these investments are measured at their fair value with any gains and losses recognised in other comprehensive revenue and expense. Investments in unlisted entities are carried at cost if their fair value cannot be reliably measured. On derecognition, the cumulative gain or loss previously recognised in other comprehensive revenue and expense is reclassified from equity to the surplus or deficit.

(iv) Borrowings

Borrowings are initially recognised at their fair value. After initial recognition, all borrowings are measured at amortised cost using the effective interest method. The nominal amounts of borrowings repayable within one year approximate their amortised cost, as the effect of discounting is insignificant.

(v) Impairment of Financial Assets

Financial assets other than those recognised at fair value are assessed for indicators of impairment at each balance sheet date. Financial assets are impaired where there is objective evidence that, as a result of one or more events that have occurred after the initial recognition of the financial assets, the estimated future cash flows of the investment have been adversely impacted.

Objective evidence of impairment could include:

- Significant financial difficulty of the issuer or counter party;
- Default or delinquency in interest or principal payments; or
- It becomes probable that the borrower will enter bankruptcy or financial re-organisation.

For certain categories of financial assets, such as receivables, assets that are assessed not to be impaired individually are subsequently assessed for impairment on a collective basis. Objective evidence of impairment of a portfolio of receivables includes past experience of collecting amounts due, an increase in the number of delayed payments in the portfolio past the average credit period, as well as observed changes in economic conditions that correlate with default on receivables.

The carrying amount of a financial asset is reduced by the impairment loss directly for all financial assets with the exception of trade receivables where the carrying amount is reduced through the use of an allowance account.

Changes in the carrying amount of the allowance account are recognised in surplus or deficit.

P) Trade and Other Payables

Trade and other payables are carried at amortised cost. Due to their short-term nature they are not discounted. They represent liabilities for goods and services provided to the Group prior to the end of the financial year that are unpaid, and arise when the Group becomes obliged to make future payments in respect of the purchases of these goods and services. The amounts are unsecured and usually paid within 30 days of recognition.

Q) Borrowing Costs

All borrowing costs are expensed in the period they are incurred. Borrowing costs consist of interest and other costs that are incurred in connection with the borrowing of funds. The Group does not capitalise borrowing costs directly attributable to the acquisition, construction or production of assets.

R) Investment Property

Properties leased to third parties under operating leases are classified as investment property unless the property is held to meet service delivery objectives, rather than to earn rentals or for capital appreciation. Property held to meet service delivery objectives is classified as property, plant and equipment.

Investment property is measured initially at cost, including transaction costs.

After initial recognition, investment property is measured at fair value as determined annually by an independent valuer.

Gains or losses arising from a change in the fair value of investment property are recognised in the surplus or deficit.

Transfers are made between property, plant and equipment and investment property when there is a change in use, e.g. commencement of an operating lease to another party.

S) Derivative Financial Instruments

Derivative financial instruments are used to manage exposure to foreign exchange risk and interest rate risk arising from the University's financial activities. In accordance with its Treasury Policy, the University does not hold derivative financial instruments for trading purposes. The Group does not apply hedge accounting.

Derivatives are initially recognised at fair value on the date a derivative contract is entered into and are subsequently re-measured at fair value at each balance sheet date with the resulting gain or loss recognised in the surplus or deficit.

The full fair value of a derivative is classified as current if the contract is due for settlement within 12 months of balance sheet date; otherwise, derivatives are classified as non-current.

2 COVID-19

The impact of COVID-19 on the Group has been considered in the preparation of these financial statements. While specific areas of judgement outlined in these notes did not change, additional work to assess the impact of COVID-19 has been completed in a number of areas as follows:

- The carrying value of property, plant and equipment and intangible assets has been assessed in light of the impact of COVID-19 on market values. Any impairments related to land and buildings were taken into consideration by the Valuers in the revaluation. This assessment did not identify any material impairments on the carrying value of any other property, plant and equipment, or intangible assets;
- Student and other receivables have been reassessed to reflect the impact of COVID-19 on the recoverability of debt; and
- The carrying value of other financial assets have been assessed to determine the impact of COVID-19 on the value of the assets. This assessment has not identified any changes to the carrying value of any financial assets;

COVID-19 has impacted specific revenue and expenses of the Group. These have been highlighted in note 8: Significant Budget Variances.

3 REVENUE

	Notes	CONSOLIDATED		UNIVERSITY	
		2020 \$'000	2019 \$'000	2020 \$'000	2019 \$'000
Government grants					
Students		163,381	158,932	163,381	158,932
Other		39,674	40,279	39,674	40,279
		203,055	199,211	203,055	199,211
Student fees					
Domestic students		111,911	112,682	111,911	112,682
International students		77,908	84,045	77,908	84,045
		189,819	196,727	189,819	196,727
Charges for services					
Research		76,528	83,393	77,469	84,562
Other		45,087	55,824	44,331	53,049
		121,615	139,217	121,800	137,611
Interest		2,996	5,269	2,889	5,051
Trust funds	21	9,938	10,011	757	1,356
Other (losses) / gains	4	(1,523)	953	(1,235)	(707)
Total Revenue		525,900	551,388	517,085	539,249
REVENUE CLASSIFICATION					
Revenue from exchange transactions		147,781	171,026	141,545	164,990
Revenue from non-exchange transactions		378,119	380,362	375,540	374,259
		525,900	551,388	517,085	539,249

Domestic student fees include \$13.7 million of Fees Free revenue (2019 \$14.9 million).

4 OTHER (LOSSES) / GAINS

	CONSOLIDATED		UNIVERSITY	
	2020 \$'000	2019 \$'000	2020 \$'000	2019 \$'000
Fair value and foreign exchange gain	76	239	18	239
Net (Loss) on disposal of property, plant and equipment	(1,636)	(981)	(1,636)	(946)
Net Gain on disposal of shares	37	1,701	-	-
Impairment of investments	-	(90)	-	-
Dividend income	-	84	383	-
Total Other (Losses) / Gains	(1,523)	953	(1,235)	(707)

5 STAFF-RELATED COSTS

	CONSOLIDATED		UNIVERSITY	
	2020	2019	2020	2019
	\$'000	\$'000	\$'000	\$'000
Salaries and wages	296,684	294,869	296,167	292,797
Superannuation	12,930	12,484	12,903	12,419
Movement in employee entitlements	3,416	6,074	3,416	6,074
Other	2,904	6,005	2,901	5,955
Total Staff-related Costs	315,934	319,432	315,387	317,245

6 DEPRECIATION AND AMORTISATION

	Notes	CONSOLIDATED		UNIVERSITY	
		2020	2019	2020	2019
		\$'000	\$'000	\$'000	\$'000
Depreciation	13	59,590	56,768	59,589	56,760
Amortisation	14	4,996	4,832	4,898	4,232
Total Depreciation and Amortisation		64,586	61,600	64,487	60,992

7 OTHER DIRECT COSTS

	CONSOLIDATED		UNIVERSITY	
	2020	2019	2020	2019
	\$'000	\$'000	\$'000	\$'000
Annual audit fee	246	248	237	231
Other assurance services provided by principal auditors	12	12	12	12
Bad debts written off	647	1,118	647	1,101
(Decrease) in provision for bad debts	(22)	(692)	(124)	(603)
Operating lease rentals	6,014	6,774	5,972	6,622
Other operating expenses*	130,186	151,778	130,020	151,852
Total Other Direct Costs	137,083	159,238	136,764	159,215

*Other operating expenses include consumables, scholarships, repairs and maintenance, computing, contracted services, travel and accommodation, and other miscellaneous expenses.

8 SIGNIFICANT BUDGET VARIANCES

STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSE	CONSOLIDATED VARIANCE TO / FROM BUDGET \$'000		
Total operating revenue	14,311	Unfavourable	Lower than budgeted revenue from international students due to the impacts of border restrictions as a result of COVID-19. Lower than budgeted trading related income due to reduced activity during pandemic levels 3 and 4. Lower than budgeted government grants. Partially offset by strong domestic enrolments and research activity.
Total cost of operations	2,721	Favourable	Significant reductions in non staff related expenditure such as travel and accommodation due to reduced travel and restrained spending as a result of COVID-19. This was partially offset by additional expenditure directly related to COVID-19, including security, cleaning, staff related costs, and information technology costs.
Surplus for the year	11,590	Unfavourable	See above
STATEMENT OF FINANCIAL POSITION	CONSOLIDATED VARIANCE TO / FROM BUDGET \$'000		
Total assets	71,827	Favourable	Higher than budgeted gain on revaluation of land and building assets, higher Short-term bank deposits and higher valuation of capital market investments held by Massey University Foundation Trust.
Total liabilities	40,435	Unfavourable	Higher than budgeted student and research related revenue in advance and employment entitlements.

9 CASH AND CASH EQUIVALENTS

	CONSOLIDATED		UNIVERSITY	
	Actual 2020 \$'000	Actual 2019 \$'000	Actual 2020 \$'000	Actual 2019 \$'000
Cash at bank and in hand	5,967	5,896	2,594	1,838
Short-term deposits with original maturities of 3 months or less	26,723	18,570	25,651	18,570
Total Cash and Cash Equivalents	32,690	24,466	28,245	20,408

Refer to note 11 for weighted average effective rate of interest for cash and cash equivalents.

Consolidated cash at bank and in hand included USD, AUD, GBP, and SGD valued at NZ \$801k (2019: \$570k), \$260k (2019: \$277k), \$278k (2019: \$247k) and \$1,973k (2019: \$1,734k) respectively.

At 31 December 2020, the Group had \$nil (2019: \$nil) in committed borrowing facilities.

10 STUDENT AND OTHER RECEIVABLES

	CONSOLIDATED		UNIVERSITY	
	Actual 2020 \$'000	Actual 2019 \$'000	Actual 2020 \$'000	Actual 2019 \$'000
CURRENT PORTION				
Student and other debtors	96,666	107,649	96,067	107,238
Other amounts receivables	332	490	287	406
Prepayments	15,860	15,226	15,831	15,194
Related party receivables	-	-	1,366	612
	112,858	123,365	113,551	123,450
Less provision for doubtful debts	(1,003)	(1,137)	(1,003)	(1,127)
Total Student and Other Receivables	111,855	122,228	112,548	122,323
Total Student and Other Receivables from Exchange Transactions	49,681	69,602	50,885	69,790
Total Student and Other Receivables from Non-exchange Transactions	62,174	52,626	61,663	52,533

Student and other receivables are generally receivable within 50 days. There are no external or internal ratings used to identify the credit quality of financial assets not past due or impaired.

The University's debtors amounting to \$159k (2019: \$nil) are determined to be individually impaired because of significant financial difficulties being experienced by the debtor.

If the Group determines that no objective evidence of impairment exists for an overdue trade debt, it includes the trade debts in a group of financial assets with similar credit risk characteristics and collectively assesses them for impairment. Trade debts that are individually assessed for impairment and for which an impairment loss is, or continues to be, recognised are not included in a collective assessment of impairment.

The Group does not hold any collateral as security or other credit enhancements over receivables that are past due or impaired.

Trade debtors (excluding students), whose payment has not been individually negotiated or impaired are as follows:

	CONSOLIDATED		UNIVERSITY	
	2020 \$'000	2019 \$'000	2020 \$'000	2019 \$'000
Less than one month	4,442	14,725	4,459	14,024
One month	2,648	2,570	2,648	2,570
Two months	587	708	587	708
Three months and over	956	1,427	956	1,427
Total	8,633	19,430	8,650	18,729

Movement in the provision for impairment of receivables is as follows:

	CONSOLIDATED		UNIVERSITY	
	2020 \$'000	2019 \$'000	2020 \$'000	2019 \$'000
At 1 January	1,137	1,829	1,127	1,730
(Decrease) during the year	(134)	(692)	(124)	(603)
At 31 December	1,003	1,137	1,003	1,127

11 OTHER FINANCIAL ASSETS

	CONSOLIDATED		UNIVERSITY	
	Actual 2020 \$'000	Actual 2019 \$'000	Actual 2020 \$'000	Actual 2019 \$'000
CURRENT PORTION				
Loans and receivables	126	-	-	-
Less provision for impairment	(112)	-	-	-
Short-term investments maturing between 4 and 12 months	82,119	117,839	78,750	112,004
Total Current Portion	82,133	117,839	78,750	112,004
NON-CURRENT PORTION				
Term deposits maturing between 1 and 2 years	144	-	144	-
Financial instruments at fair value through surplus or deficit	51,555	42,986	2,200	2,074
Loans and receivables	197	168	-	-
Listed shares	1,782	1,635	1,782	1,635
Unlisted shares	1,479	1,246	-	-
Total Non-current Portion	55,157	46,035	4,126	3,709

Financial instruments at fair value through surplus or deficit: After initial recognition, financial assets in this category are measured at their fair value with gains or losses on re measurement recognised in surplus or deficit.

Listed shares: Market values as at 31 December are used to ascertain the fair value of this category of investment. Gains and losses on revaluation are recognised in other comprehensive revenue and expense.

Unlisted shares: No market exists for the unlisted shares and these are shown at a) fair value wherever reliable evidence is available, or b) at cost because either the fair value of the investment cannot be determined using a standardised valuation technique or due to cost not being materially different to fair value. Gains and losses on revaluation are recognised in other comprehensive revenue and expense.

Other financial assets, except for those at fair value, have been reviewed to determine whether any COVID-19 or other factors require an impairment adjustment. A provision for impairment was created as a result, reflecting significant financial difficulties in an investment company.

	CONSOLIDATED		UNIVERSITY	
	Actual 2020 \$'000	Actual 2019 \$'000	Actual 2020 \$'000	Actual 2019 \$'000
Short-term deposits with original maturities of 3 months or less	26,723	18,570	25,651	18,570
Weighted average interest rate	0.30%	1.52%	0.29%	1.52%
Short-term investments maturing between 4 and 12 months	82,119	97,589	78,750	91,754
Weighted average interest rate	1.18%	2.55%	1.20%	2.55%
Term deposits originally maturing between 1 and 2 years	144	20,250	144	20,250
Weighted average interest rate	2.78%	3.65%	2.78%	3.65%
Total	108,986	136,409	104,545	130,574

The fair value of term deposits closely approximates their nominal value.

12 OTHER ASSETS

	CONSOLIDATED		UNIVERSITY	
	Actual 2020 \$'000	Actual 2019 \$'000	Actual 2020 \$'000	Actual 2019 \$'000
NON-CURRENT PORTION				
Investment in Massey University Foundation Trust	-	-	17,043	17,043
Investment in Massey Ventures Limited	-	-	4,830	4,830
Total Other Assets	-	-	21,873	21,873

13 PROPERTY, PLANT AND EQUIPMENT

	Cost/ Revaluation 1 Jan 2020 \$'000	Accumulated Depreciation and Impairment Charges 1 Jan 2020 \$'000	Carrying Amount 1 Jan 2020 \$'000	Disposals / Transfer at Cost \$'000	Depreciation on Disposals \$'000	Revaluations \$'000	Depreciation Recovered on Revaluation \$'000	Depreciation 31 Dec 2020 \$'000	Cost/ Revaluation 31 Dec 2020 \$'000	Accumulated Depreciation and Impairment Charges 31 Dec 2020 \$'000	Carrying Amount 31 Dec 2020 \$'000
CONSOLIDATED 2020											
Land and Buildings	1,060,160	61,224	998,936	5,427	27	38,469	93,931	32,734	1,152,843	-	1,152,843
Leasehold Improvement	3,830	711	3,119	17	5	(145)	1,131	425	4,039	-	4,039
Aircrafts	5,179	1,703	3,476	32	31	-	-	339	5,383	2,011	3,372
Furniture	7,819	4,226	3,593	1,530	720	-	-	678	9,389	4,184	5,205
Equipment and Implements	208,888	152,273	56,615	19,732	19,588	-	-	17,165	205,057	149,880	55,177
Vehicles	5,894	3,520	2,374	297	257	-	-	727	6,380	3,990	2,390
Art	2,433	-	2,433	78	-	-	-	-	2,511	-	2,511
Library	152,309	112,439	39,870	9,321	-	-	-	7,522	161,630	119,961	41,669
Work in Progress	81,192	-	81,192	-	-	-	-	-	95,867	-	95,867
Total	1,527,704	336,086	1,191,608	27,035	20,588	38,324	95,062	59,590	1,643,099	280,026	1,363,073

	Cost/ Revaluation 1 Jan 2019 \$'000	Accumulated Depreciation and Impairment Charges 1 Jan 2019 \$'000	Carrying Amount 1 Jan 2019 \$'000	Disposals / Transfer at Cost \$'000	Depreciation on Disposals \$'000	Revaluations \$'000	Depreciation Recovered on Revaluation \$'000	Depreciation 31 Dec 2019 \$'000	Cost/ Revaluation 31 Dec 2019 \$'000	Accumulated Depreciation and Impairment Charges 31 Dec 2019 \$'000	Carrying Amount 31 Dec 2019 \$'000
CONSOLIDATED 2019											
Land and Buildings	1,053,076	30,224	1,022,852	2,209	879	-	-	31,879	1,060,160	61,224	998,936
Leasehold Improvement	3,824	341	3,483	29	18	-	-	388	3,830	711	3,119
Aircrafts	5,013	1,553	3,460	130	130	-	-	280	5,179	1,703	3,476
Furniture	7,138	3,666	3,472	40	28	-	-	588	7,819	4,226	3,593
Equipment and Implements	196,943	141,239	55,704	6,246	4,761	-	-	15,795	208,888	152,273	56,615
Vehicles	4,177	3,054	1,123	122	101	-	-	567	5,894	3,520	2,374
Art	2,374	-	2,374	59	-	-	-	-	2,433	-	2,433
Library	142,964	105,168	37,796	9,345	-	-	-	7,271	152,309	112,439	39,870
Work in Progress	32,461	-	32,461	-	-	-	-	-	81,192	-	81,192
Total	1,447,970	285,245	1,162,725	8,776	5,917	-	-	56,768	1,527,704	336,086	1,191,608

	Cost / Revaluation 1 Jan 2020 \$'000	Accumulated Depreciation and Impairment Charges 1 Jan 2020 \$'000	Carrying Amount 1 Jan 2020 \$'000	Additions \$'000	Disposals / Transfer at Cost \$'000	Depreciation on Disposals \$'000	Revaluations \$'000	Depreciation Recovered on Revaluation \$'000	Depreciation \$'000	Revaluation 31 Dec 2020 \$'000	Cost / Revaluation 31 Dec 2020 \$'000	Accumulated Depreciation and Impairment Charges 31 Dec 2020 \$'000	Carrying Amount 31 Dec 2020 \$'000
UNIVERSITY 2020													
Land and Buildings	1,060,160	61,224	998,936	59,641	5,427	27	38,469	93,931	32,734	1,152,843	1,152,843	-	1,152,843
Leasehold Improvement	3,830	711	3,119	371	17	5	(145)	1,131	425	4,039	4,039	-	4,039
Aircrafts	5,179	1,703	3,476	236	32	31	-	-	339	5,383	5,383	2,011	3,372
Furniture	7,819	4,226	3,593	3,100	1,530	720	-	-	678	9,389	9,389	4,184	5,205
Equipment and Implements	208,861	152,256	56,605	15,901	19,705	19,540	-	-	17,164	205,057	205,057	149,880	55,177
Vehicles	5,894	3,520	2,374	783	287	257	-	-	727	6,380	6,380	3,990	2,390
Art	2,433	-	2,433	78	-	-	-	-	-	2,511	2,511	-	2,511
Library	152,309	112,439	39,870	9,321	-	-	-	-	7,522	161,630	161,630	119,961	41,669
Work in Progress	81,192	-	81,192	14,675	-	-	-	-	-	95,867	95,867	-	95,867
Total	1,527,677	336,079	1,191,598	104,106	27,008	20,580	38,324	95,062	59,589	1,643,099	1,643,099	280,026	1,363,073

	Cost / Revaluation 1 Jan 2019 \$'000	Accumulated Depreciation and Impairment Charges 1 Jan 2019 \$'000	Carrying Amount 1 Jan 2019 \$'000	Additions \$'000	Disposals / Transfer at Cost \$'000	Depreciation on Disposals \$'000	Revaluations \$'000	Depreciation Recovered on Revaluation \$'000	Depreciation \$'000	Revaluation 31 Dec 2019 \$'000	Cost / Revaluation 31 Dec 2019 \$'000	Accumulated Depreciation and Impairment Charges 31 Dec 2019 \$'000	Carrying Amount 31 Dec 2019 \$'000
UNIVERSITY 2019													
Land and Buildings	1,053,076	30,224	1,022,852	9,293	2,209	879	-	-	31,879	1,060,160	1,060,160	61,224	998,936
Leasehold Improvement	3,795	323	3,472	35	-	-	-	-	388	3,830	3,830	711	3,119
Aircrafts	5,013	1,553	3,460	296	130	130	-	-	280	5,179	5,179	1,703	3,476
Furniture	7,098	3,638	3,460	721	-	-	-	-	588	7,819	7,819	4,226	3,593
Equipment and Implements	196,873	141,193	55,680	18,191	6,203	4,724	-	-	15,787	208,861	208,861	152,256	56,605
Vehicles	4,176	3,053	1,123	1,839	121	100	-	-	567	5,894	5,894	3,520	2,374
Art	2,374	-	2,374	59	-	-	-	-	-	2,433	2,433	-	2,433
Library	142,964	105,168	37,796	9,345	-	-	-	-	7,271	152,309	152,309	112,439	39,870
Work in Progress	32,461	-	32,461	48,731	-	-	-	-	-	81,192	81,192	-	81,192
Total	1,447,830	285,152	1,162,678	88,510	8,663	5,833	-	-	56,760	1,527,677	1,527,677	336,079	1,191,598

Transfers from work in progress to the other property, plant and equipment categories were \$89.4 million (2019: \$39.8 million). Transfers to Investment Property was \$5.4m (2019: nil).

Work in progress at the year end significantly relates to buildings.

The Group does not have any finance leases.

Asset values included in the balance sheet as at 31 December 2020 and 2019 include all land and buildings as occupied and utilised by the University. The exception to this is the land on Riverside Farm (leased from the Sydney Campbell Foundation).

Legal ownership of land and buildings is detailed as follows (at balance sheet values):

	LAND		BUILDINGS	
	Actual 2020 \$'000	Actual 2019 \$'000	Actual 2020 \$'000	Actual 2019 \$'000
Massey University owned	211,418	204,650	762,706	640,228
Crown-owned (includes buildings on Crown-owned land)	44,869	35,364	133,850	118,694
Total	256,287	240,014	896,556	758,922

Land, buildings and leasehold improvements were valued at the end of 2020 by Andrew Parkyn of Quotable Value Limited.

Seismic Risk Analysis

Legislative changes mandated by the Building (Earthquake prone Buildings) Amendment Act 2016 are being progressively implemented by Territorial Authorities. The University has not received any notices from Territorial Authorities related to seismic issues. Seismic assessments and remediation work are prioritised according to occupancy, construction age and structure. Initial Evaluation Procedures (IEP's) are undertaken and followed up with Detailed Seismic Assessments (DSA's) for earthquake prone buildings (< 34% National Building Standard (NBS)) or potential earthquake risk buildings with high occupancy.

During 2020, the University continued seismic assessment of buildings in the Manawatu to mitigate seismic risk. Assessment is almost complete with the remaining two final studies scheduled for 2021. In Manawatu, six buildings are noted as having a compliance of circa 30% NBS or less by the University's structural engineers. Of these, one property will be demolished in 2022, one is undergoing remedial work, and the future of the remaining four properties remains under review.

In Wellington, work has commenced to strengthen two properties to enhance seismic safety. Neither of these properties are rated as <34% NBS and remedial work will improve the overall seismic resilience of the Wellington portfolio.

14 INTANGIBLE ASSETS

	Cost / Valuation 1 Jan 2020 \$'000	Accumulated Amortisation and Impairment 1 Jan 2020 \$'000	Carrying Amount 1 Jan 2020 \$'000	Additions \$'000	Disposals/ Transfer at Cost \$'000	Amortisation on Disposals \$'000	Amortisation \$'000	Cost / Valuation 31 Dec 2020 \$'000	Accumulated Amortisation and Impairment 31 Dec 2020 \$'000	Carrying Amount 31 Dec 2020 \$'000
CONSOLIDATED 2020										
Software	67,256	30,828	36,428	2,990	5,168	3,006	4,996	65,078	32,818	32,260
Work in Progress	3,332	-	3,332	12,899	-	-	-	16,231	-	16,231
Total	70,588	30,828	39,760	15,889	5,168	3,006	4,996	81,309	32,818	48,491
CONSOLIDATED 2019										
Software	59,541	26,500	33,041	6,752	963	504	4,832	67,256	30,828	36,428
Work in Progress	2,967	-	2,967	365	-	-	-	3,332	-	3,332
Total	62,508	26,500	36,008	7,117	963	504	4,832	70,588	30,828	39,760
UNIVERSITY 2020										
Software	64,130	28,976	35,154	2,990	2,046	1,058	4,898	65,074	32,816	32,258
Work in Progress	3,332	-	3,332	12,899	-	-	-	16,231	-	16,231
Total	67,462	28,976	38,486	15,889	2,046	1,058	4,898	81,305	32,816	48,489
UNIVERSITY 2019										
Software	56,131	24,744	31,387	6,527	1,472	-	4,232	64,130	28,976	35,154
Work in Progress	2,967	-	2,967	365	-	-	-	3,332	-	3,332
Total	59,098	24,744	34,354	6,892	1,472	-	4,232	67,462	28,976	38,486

Transfers from work in progress to software were \$3.0 million (2019: \$6.5 million).

15 INVESTMENT PROPERTY

	CONSOLIDATED		UNIVERSITY	
	Actual	Actual	Actual	Actual
	2020	2019	2020	2019
	\$'000	\$'000	\$'000	\$'000
Balance at 1 January	-	-	-	-
Transfer from property, plant and equipment	5,400	-	5,400	-
Balance at 31 December	5,400	-	5,400	-

Investment property has been recognised for the first time in 2020 due to a significant long term operating lease of land that commenced during the year.

The valuation of investment property was performed as a part of the 2020 land and buildings, and leasehold improvements valuation, prior to transfer to investment property.

Revenue received from investment property was \$45k (2019: nil).

16 TRADE AND OTHER PAYABLES

	CONSOLIDATED		UNIVERSITY	
	Actual	Actual	Actual	Actual
	2020	2019	2020	2019
	\$'000	\$'000	\$'000	\$'000
Trade payables	13,219	8,122	12,848	8,266
Deposits and bonds	1,615	731	1,615	731
Accrued expenses	21,587	21,200	21,800	21,166
Amounts due to related parties	-	-	6,174	5,273
Other payables	16,662	21,516	16,617	21,435
Total Trade and Other Payables	53,083	51,569	59,054	56,871
Total Trade and Other Payables from Exchange Transactions	53,083	51,569	59,054	56,871

Trade and other payables are non interest bearing and are normally settled on 30 day terms.

17 EMPLOYEE ENTITLEMENTS

	CONSOLIDATED		UNIVERSITY	
	Actual	Actual	Actual	Actual
	2020	2019	2020	2019
	\$'000	\$'000	\$'000	\$'000
CURRENT PORTION				
Accrued pay	12,818	8,774	12,818	8,709
Annual leave	10,232	11,785	10,211	11,765
Long service leave	336	264	336	264
Retirement gratuities	4,836	5,027	4,836	5,027
Total Current Portion	28,222	25,850	28,201	25,765
NON-CURRENT PORTION				
Long service leave	292	364	292	364
Retirement gratuities	39,628	36,021	39,628	36,021
Total Non-current Portion	39,920	36,385	39,920	36,385
Total Employee Entitlements	68,142	62,235	68,121	62,150

The long service leave and retirement gratuities were independently assessed by Jonathan Eriksen of EriksensGlobal as at 31 December 2020.

An actuarial valuation involves the projection, on a year by year basis, of the long service and retirement gratuities liabilities, based on accrued services, in respect of current employees.

These liabilities are estimated in respect of their incidence according to assumed rates of death, disablement, resignation and retirement allowing for assumed rates of salary progression. Of these assumptions, the discount, salary progression and resignation rates are most important. The projected cash flow is then discounted back to the valuation date at the valuation discounted rate.

Discount rates range from -0.07% to 4.30% (2019: 0.92% to 4.30%).

An increase in the discount rate by 1% reduces the long service and retirement gratuities by \$3,835k (2019: \$3,402k), whereas a reduction in the discount rate by 1% increases the long service and retirement gratuities by \$4,533k (2019: \$4,013k).

Salary progression allows for a 2.5% increase in 2021, and 1.5% increase per year after 2021 (2019: 2.5% in 2020 and 2021, and 1.5% after).

A 1% reduction in the salary increase assumption has the same effect on the long service and retirement gratuities as a 1% increase in the discount rate.

The demographic assumptions were based on the experience of the New Zealand Government Superannuation Fund.

Accrued pay includes a provision relating to the remediation of employee leave entitlements under the Holidays Act 2003. The provision is the estimated liability as at 31 December 2020, which is expected to be paid during 2021.

18 RECEIPTS IN ADVANCE

	CONSOLIDATED		UNIVERSITY	
	Actual 2020 \$'000	Actual 2019 \$'000	Actual 2020 \$'000	Actual 2019 \$'000
CURRENT PORTION				
Student fees	105,844	105,854	105,844	105,854
Other receipts	66,622	54,872	66,576	53,784
Total Current Portion	172,466	160,726	172,420	159,638
NON-CURRENT PORTION				
Other receipts	4,861	5,833	4,861	5,833
Total Non-current Portion	4,861	5,833	4,861	5,833
Total Receipts in Advance	177,327	166,559	177,281	165,471

Impact of discounting on non-current portion is considered to be immaterial.

19 ASSET REVALUATION RESERVES

	CONSOLIDATED		UNIVERSITY	
	Actual 2020 \$'000	Actual 2019 \$'000	Actual 2020 \$'000	Actual 2019 \$'000
Balance at 1 January	585,312	583,690	585,312	583,690
Revaluation	133,386	(96)	133,386	(96)
Transferred to general reserve	(61)	1,718	(61)	1,718
	718,637	585,312	718,637	585,312

Asset revaluation reserves relate to land, buildings and leasehold improvements.

20 EQUITY

	Opening Balance 1 Jan 2020	Movement in Reserves	Other Comprehensive Revenue and Expense	Operating Surplus	Closing Balance 31 Dec 2020
CONSOLIDATED 2020	\$'000	\$'000	\$'000	\$'000	\$'000
Trust funds	61,863	-	-	7,892	69,755
Asset revaluation	585,312	(61)	133,386	-	718,637
Special reserves	22,054	(99)	-	-	21,955
General reserves	597,522	160	294	(1,719)	596,257
Total Massey University Group	1,266,751	-	133,680	6,173	1,406,604
Non-controlling Interest	46	-	-	(27)	19
Total	1,266,797	-	133,680	6,146	1,406,623

	Opening Balance 1 Jan 2019	Movement in Reserves	Other Comprehensive Revenue and Expense	Operating Surplus	Closing Balance 31 Dec 2019
CONSOLIDATED 2019	\$'000	\$'000	\$'000	\$'000	\$'000
Trust funds	53,937	-	-	7,926	61,863
Asset revaluation	583,690	1,718	(96)	-	585,312
Special reserves	22,054	-	-	-	22,054
General reserves	598,954	(1,718)	(751)	1,037	597,522
Total Massey University Group	1,258,635	-	(847)	8,963	1,266,751
Non-controlling Interest	33	-	-	13	46
Total	1,258,668	-	(847)	8,976	1,266,797

	Opening Balance 1 Jan 2020	Movement in Reserves	Other Comprehensive Revenue and Expense	Operating Surplus	Closing Balance 31 Dec 2020
UNIVERSITY 2020	\$'000	\$'000	\$'000	\$'000	\$'000
Trust funds	11,515	-	-	190	11,705
Asset revaluation	585,312	(61)	133,386	-	718,637
Special reserves	21,964	(99)	-	-	21,865
General reserves	612,347	160	131	(310)	612,328
Total	1,231,138	-	133,517	(120)	1,364,535

	Opening Balance 1 Jan 2019	Movement in Reserves	Other Comprehensive Revenue and Expense	Operating Surplus	Closing Balance 31 Dec 2019
UNIVERSITY 2019	\$'000	\$'000	\$'000	\$'000	\$'000
Trust funds	13,682	-	-	(2,167)	11,515
Asset revaluation	583,690	1,718	(96)	-	585,312
Special reserves	21,964	-	-	-	21,964
General reserves	613,840	(1,718)	(216)	441	612,347
Total	1,233,176	-	(312)	(1,726)	1,231,138

21 TRUST FUNDS

	CONSOLIDATED		UNIVERSITY	
	2020 \$'000	2019 \$'000	2020 \$'000	2019 \$'000
Balance on 1 January	61,863	53,937	11,515	13,682
Income	9,938	10,011	757	1,356
Expenses	(2,046)	(2,085)	(567)	(868)
Transfers to Massey University Foundation Trust	-	-	-	(2,655)
Balance on 31 December	69,755	61,863	11,705	11,515

The Group has control over these trust funds and obtains benefits associated with ownership of them. They have therefore been treated as equity in the Group Statement of Financial Position. Details of significant trust funds held by the University are as follows:

- Massey University Common Fund - pool of funds used for holding and paying out scholarships and prize monies to students and fundraising for certain capital projects;
- Sasakawa Foundation - scholarships provided from the Sasakawa Foundation, Japan, for students;
- Delahunty Trust - trust fund established to provide research grants to foster primary industry accounting research to students living in New Zealand; and
- Massey Lincoln Agricultural Industry Trust (MLAIT) is a joint operation between Massey and Lincoln Universities created to facilitate collaboration between, and capability development by, Massey and Lincoln Universities in the fields of Agricultural and Life Sciences. MLAIT has been accounted for by including Massey University's share of its assets, liabilities, revenue and expenses within the Parent.

The net assets held in Massey University Foundation Trust (MUF) may only be applied to further the charitable purposes of MUF, or to further purposes which are incidental or ancillary to the charitable purposes of MUF.

22 FINANCIAL INSTRUMENTS RISK AND SUMMARY OF FINANCIAL ASSETS AND LIABILITIES

The Group has a series of policies to manage risks associated with financial instruments. The Group is risk averse and seeks to minimise exposure from treasury activities. The Group has established Council approved risk management and investment policies. These policies do not allow any transactions that are speculative in nature to be entered into.

(a) CREDIT RISK

Credit risk is the risk that a third party will default on its obligations to the Group, causing any loss. The University has no significant concentrations of credit risk as it has a large number of credit customers, mainly students.

The University invests funds only in deposits with registered banks, and its investment policy limits the amount of credit exposure to any one bank. Investment funds are spread over a number of banks and vary between short and long term. Investments with each bank are in line with the University's Treasury Framework.

Maximum exposures to credit risk at balance sheet date are:

	CONSOLIDATED		UNIVERSITY	
	2020 \$'000	2019 \$'000	2020 \$'000	2019 \$'000
Cash at bank and term deposits	114,953	142,305	107,139	132,412
Receivables	95,995	107,002	96,717	107,129
Loans	211	168	-	-
Managed funds	51,555	42,986	2,200	2,074
Credit facility on credit card	4,000	4,000	4,000	4,000
Total Credit Risk	266,714	296,461	210,056	245,615

The above maximum exposures are net of any recognised provision for losses on these financial instruments.

No collateral is held on the above amounts.

	CONSOLIDATED		UNIVERSITY	
	2020	2019	2020	2019
	\$'000	\$'000	\$'000	\$'000
COUNTERPARTIES WITH CREDIT RATINGS				
Cash at Bank and Term Deposits				
AA- (Very strong)	110,207	117,005	102,393	107,112
A (Strong)	4,746	25,300	4,746	25,300
Total Cash at Bank and Term Deposits	114,953	142,305	107,139	132,412
Credit Facility on Credit Card				
AA- (Very Strong)	4,000	4,000	4,000	4,000
COUNTERPARTIES WITHOUT CREDIT RATINGS				
Receivables	95,995	107,002	96,717	107,129
Loans	211	168	-	-
	96,206	107,170	96,717	107,129

Managed Funds

Managed Funds of \$51.6 million (2019: \$43.0 million) have not been included in the table above, because while these portfolios of debt and equity investments managed by fund managers on behalf of the Group do not have credit ratings at a portfolio level, many of the underlying individual debt and equity instruments have credit ratings.

Standard and Poor's Credit Ratings sourced from the Reserve Bank of New Zealand: <https://www.rbnz.govt.nz/regulation-and-supervision/banks/prudential-requirements/credit-ratings>

(b) LIQUIDITY RISK

	Carrying Amount	Contractual Cash Flows	6 Months and Less	7-12 Months	2 Years	More than 2 Years
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
CONSOLIDATED 2020						
Trade and other payables	54,309	54,309	52,661	533	1,115	-
Accrued pay	23,386	23,386	23,386	-	-	-
Total	77,695	77,695	76,047	533	1,115	-
UNIVERSITY 2020						
Trade and other payables	60,169	60,169	58,521	533	1,115	-
Accrued pay	23,365	23,365	23,365	-	-	-
Total	83,534	83,534	81,886	533	1,115	-
CONSOLIDATED 2019						
Trade and other payables	53,749	53,749	51,062	507	2,180	-
Accrued pay	20,823	20,823	20,823	-	-	-
Total	74,572	74,572	71,885	507	2,180	-
UNIVERSITY 2019						
Trade and other payables	59,051	59,051	56,364	507	2,180	-
Accrued pay	20,738	20,738	20,738	-	-	-
Total	79,789	79,789	77,102	507	2,180	-

Liquidity risk is the risk that the Group will encounter difficulty raising funds to meet commitments as they fall due. Prudent liquidity risk management implies maintaining sufficient cash and ensuring the availability of funding through an adequate amount of committed credit facilities. The Group aims to maintain flexibility in funding by keeping committed credit lines available.

The University aims at having a minimum cash holding of \$20 million.

The maturity profiles of the University's interest-bearing investments are disclosed in note 11.

(c) MARKET RISK**Currency Risk**

Currency risk is the risk that the value of financial instruments will fluctuate due to changes in foreign exchange rates.

The University minimises the risk over expenditure by holding funds in the major foreign currencies in which it does business. The amount on deposit is determined by the amount that is expected to be incurred against that currency in the following 12 months. Holdings of foreign currencies are disclosed in note 9. The University manages currency risk associated with the purchase of assets from overseas that are above specified amounts by entering into forward foreign exchange contracts. This means the University is able to fix the New Zealand dollar amount payable prior to the delivery of the asset from overseas.

Where a one off major capital expense involving foreign currency is identified, then a review of current trends and the amount held in that currency is undertaken. If appropriate, then forward cover may be arranged.

The only significant exposure to currency risk relates to funds held in United States, United Kingdom, and Australian bank accounts as disclosed in note 9. If the United States Dollar had moved up or down by 1% the effect on surplus and equity would have been \$8k (2019: \$6k). If the British Pound Sterling had moved up or down by 1% the effect on surplus and equity would have been \$3k (2019: \$2k). If the Australian Dollar had moved up or down by 1% the effect on surplus and equity would have been \$3k (2019: \$3k).

Interest Rate Risk

The interest rates on Massey University's investments are disclosed in note 11.

Fair Value Interest Rate Risk

Fair value interest rate risk is the risk that the fair value of a financial instrument will fluctuate due to changes in market rates. The Group is limited by statute in its ability to manage this risk. If interest rates on investments had fluctuated by plus or minus 0.5%, the effect would have been to increase/decrease the surplus by \$737k (2019: \$820k). The Group did not have any borrowings during the reporting period.

Cash Flow Interest Rate Risk

Cash flow risk is the risk that cash flows from financial instruments will fluctuate because of changes in market rates. Other than some deposits at call, held for liquidity purposes, the Group does not have any exposure to interest rates.

Other Price Risk

Other price risk is the risk that the value of a financial instrument will fluctuate as a result of market changes in market price. The Group does not hold any significant financial instruments that are subject to this risk.

SUMMARY OF FINANCIAL ASSETS AND LIABILITIES

CONSOLIDATED 2020	Loans and	At Fair Value	Available for Sale	Other	Total
Classification of Financial Assets and Liabilities	Receivables	Through Surplus	Financial Assets	Liabilities at	\$'000
	\$'000	or Deficit	\$'000	Amortised Cost	\$'000
		\$'000		\$'000	
FINANCIAL ASSETS					
Cash and cash equivalents	32,690	-	-	-	32,690
Student and other receivables	95,995	-	-	-	95,995
Loans	211	-	-	-	211
Short-term investments with maturities between 4 and 12 months	82,119	-	-	-	82,119
Term deposits maturing between 1 and 2 years	144	-	-	-	144
Unlisted shares	-	-	1,479	-	1,479
Listed shares	-	-	1,782	-	1,782
Managed funds	-	51,555	-	-	51,555
Total Financial Assets	211,159	51,555	3,261	-	265,975
FINANCIAL LIABILITIES					
Trade and other payables	-	157	-	31,450	31,607
Accrued expenses	-	-	-	46,088	46,088
Total Financial Liabilities	-	157	-	77,538	77,695

CONSOLIDATED 2019 Classification of Financial Assets and Liabilities	Loans and Receivables \$'000	At Fair Value Through Surplus or Deficit \$'000	Available for Sale Financial Assets \$'000	Other Liabilities at Amortised Cost \$'000	Total \$'000
FINANCIAL ASSETS					
Cash and cash equivalents	24,466	-	-	-	24,466
Student and other receivables	107,002	-	-	-	107,002
Loans	168	-	-	-	168
Short-term investments with maturities between 4 and 12 months	117,839	-	-	-	117,839
Unlisted shares	-	-	1,246	-	1,246
List shares	-	-	1,635	-	1,635
Managed funds	-	42,986	-	-	42,986
Total Financial Assets	249,475	42,986	2,881	-	295,342
FINANCIAL LIABILITIES					
Trade and other payables	-	129	-	32,420	32,549
Accrued expenses	-	-	-	42,023	42,023
Total Financial Liabilities	-	129	-	74,443	74,572

UNIVERSITY 2020 Classification of Financial Assets and Liabilities	Loans and Receivables \$'000	At Fair Value Through Surplus or Deficit \$'000	Available for Sale Financial Assets \$'000	Other Liabilities at Amortised Cost \$'000	Total \$'000
FINANCIAL ASSETS					
Cash and cash equivalents	28,245	-	-	-	28,245
Student and other receivables	96,717	-	-	-	96,717
Short-term investments with maturities between 4 and 12 months	78,750	-	-	-	78,750
Term deposits maturing between 1 and 2 years	144	-	-	-	144
Listed shares	-	-	1,782	-	1,782
Managed funds	-	2,200	-	-	2,200
Total Financial Assets	203,856	2,200	1,782	-	207,838
FINANCIAL LIABILITIES					
Trade and other payables	-	157	-	37,097	37,254
Accrued expenses	-	-	-	46,280	46,280
Total Financial Liabilities	-	157	-	83,377	83,534

UNIVERSITY 2019 Classification of Financial Assets and Liabilities	Loans and Receivables \$'000	At Fair Value Through Surplus or Deficit \$'000	Available for Sale Financial Assets \$'000	Other Liabilities at Amortised Cost \$'000	Total \$'000
FINANCIAL ASSETS					
Cash and cash equivalents	20,408	-	-	-	20,408
Student and other receivables	107,129	-	-	-	107,129
Short-term investments with maturities between 4 and 12 months	112,004	-	-	-	112,004
Listed shares	-	-	1,635	-	1,635
Managed funds	-	2,074	-	-	2,074
Total Financial Assets	239,541	2,074	1,635	-	243,250
FINANCIAL LIABILITIES					
Trade and other payables	-	129	-	37,756	37,885
Accrued expenses	-	-	-	41,904	41,904
Total Financial Liabilities	-	129	-	79,660	79,789

CAPITAL MANAGEMENT

The Group's capital is its equity, which comprises general funds, restricted reserves, property valuation and fair value through comprehensive income reserves. Equity is represented by net assets.

The Group is subject to the financial management and accountability provisions of the Education and Training Act 2020.

The Group manages its revenues, expenses, assets, liabilities, investments and general financial dealings prudently and in a manner that promotes the current and future interests of the community. The Group's equity is largely managed as a by product of managing revenues, expenses, assets, liabilities, investments and general financial dealings.

The objective of managing the Group equity is to ensure that it effectively and efficiently achieves the goals and objectives for which it has been established, while remaining a going concern.

23 FAIR VALUE HIERARCHY DISCLOSURES

The carrying values of all assets and liabilities approximate their fair values.

For those instruments recognised at fair value in the Statement of Financial Position, fair values are determined according to the following hierarchy:

- **Level 1** Quoted market price - Financial instruments with quoted prices for identical instruments in active markets.
- **Level 2** Valuation technique using observable inputs - Financial instruments with quoted prices for similar instruments in active markets or quoted prices for identical or similar instruments in an inactive market and financial instruments valued using models where significant inputs are observable.
- **Level 3** Valuation techniques with significant non observable inputs - Financial instruments valued using models where one or more significant inputs are not observable.

The following table analyses the basis of the valuation classes of financial assets measured at fair value in the Statement of Financial Position:

CONSOLIDATED 2020 Classification of Financial Assets	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000	Total \$'000
FINANCIAL ASSETS				
Shares	1,782	-	1,479	3,261
Managed funds	-	51,555	-	51,555
Total	1,782	51,555	1,479	54,816

CONSOLIDATED 2019 Classification of Financial Assets	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000	Total \$'000
FINANCIAL ASSETS				
Shares	1,635	-	1,246	2,881
Managed funds	-	42,986	-	42,986
Total	1,635	42,986	1,246	45,867

UNIVERSITY 2020 Classification of Financial Assets	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000	Total \$'000
FINANCIAL ASSETS				
Shares	1,782	-	-	1,782
Managed Funds	-	2,200	-	2,200
Total	1,782	2,200	-	3,982

UNIVERSITY 2019 Classification of Financial Assets	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000	Total \$'000
FINANCIAL ASSETS				
Shares	1,635	-	-	1,635
Managed Funds	-	2,074	-	2,074
Total	1,635	2,074	-	3,709

24 COUNCIL MEMBERS' FEES AND KEY MANAGEMENT REMUNERATION

	UNIVERSITY	
	Actual	Actual
	2020	2019
	\$	\$
Council members' remuneration	234,823	229,000
Senior executive team including the Vice-Chancellor	4,095,741	3,511,161
Total Council and Senior Executive Team's remuneration	4,330,564	3,740,161

Total number of Council members remunerated in 2020 was 11 (2019: 10).

The senior executive team remunerated in 2020 included the Vice-Chancellor, a Provost, five Pro Vice-Chancellors, and five Deputy Vice-Chancellors.

25 ASSOCIATES

	CONSOLIDATED	
	Actual	Actual
	2020	2019
	\$'000	\$'000
CONSUMER INSIGHTS LIMITED		
Balance sheet date:	31 March	
Principal activity:	Consumer Research	
<i>Movement in the carrying amount of investment in associate</i>		
Balance at 1 January	-	44
Distribution back to shareholders	-	(14)
Impairment of investment	-	(30)
Balance at 31 December	-	-
<i>Summarised information:</i>		
Revenue	-	42
Group's interest %	-	40.0%
SKILL TRACKER LIMITED		
Balance sheet date:	31 March	
Principal activity:	Content Sharing Services	
<i>Movement in the carrying amount of investment in associate</i>		
Balance at 1 January	-	28
Share of comprehensive revenue and expense	-	2
Impairment of investment	-	(30)
Balance at 31 December	-	-
<i>Summarised information:</i>		
Assets	19	138
Liabilities	19	133
Revenue	112	37
Surplus / (Deficit)	14	5
Group's interest %	41.5%	41.5%

26 RELATED PARTY INFORMATION

Massey University has inter-company balances receivable from the following Group entities at the end of the year.

	UNIVERSITY	
	Actual	Actual
	2020	2019
	\$'000	\$'000
SUBSIDIARIES		
Massey Ventures Limited	738	-
MUSAC Limited	-	16
Massey University Foundation Trust	91	-
Massey Global Singapore Private Limited	629	612
MVL Robotics Limited	2	1
Hyper Analytics Research and Development Limited	4	3
ASSOCIATES		
Skill Tracker Limited	4	3
	1,468	635

Apart from Massey staff members performing certain work for the subsidiaries for no charge, all sales, purchases and income and expenses from rendering of services between related parties are carried out on terms equivalent to those that prevail in arm's length transactions. Outstanding balances at the year end are unsecured and interest free and settlement occurs in cash. There have been no guarantees provided or received for any related party receivables or payables. For the year ended 31 December 2020, the Group has recorded impairment of receivables relating to amounts owed by related parties \$112k (2019: \$nil). This assessment is undertaken each financial year through examining the financial position of the related party and the market in which the related party operates.

The Massey University Group structure and details of subsidiaries, associates and joint venture forming the Reporting Entity as referred to in Note 1 are as follows:

MASSEY UNIVERSITY GROUP Group Entities	OWNERSHIP	
	2020	2019
	%	%
SUBSIDIARIES		
Massey University Foundation Trust	100	100
Massey Global Limited	100	100
Massey Global Singapore Private Limited	100	100
Massey Ventures Limited	100	100
ecentre Limited	100	100
MUSAC Limited	-	100
MVL Robotics Limited	100	100
Hyper Analytics Research and Development Limited (formerly Hyperceptions Limited)	67	67
ASSOCIATES		
Consumer Insights Limited	-	40
Polybatics Limited	29	29
Skill Tracker Limited	42	42

Ownership percentages are the number of shares held by the group as a percentage of the total shares issued.

Ultimate ownership in all other group entities is held by the University.

Consumer Insights Limited had wound up its operations and ceased to exist on 21 May 2020.

Skill Tracker Limited is being wound up, and is expected to be removed from the New Zealand Companies Register during 2021.

MUSAC Limited, a fully owned subsidiary of Massey Ventures Limited, was sold in February 2020, and ceased to be a part of the Group.

27 STATEMENT OF COMMITMENTS

Detailed below are those capital projects for which approved commitments have been made.

	CONSOLIDATED		UNIVERSITY	
	Actual 2020 \$'000	Actual 2019 \$'000	Actual 2020 \$'000	Actual 2019 \$'000
CAPITAL COMMITMENTS				
Buildings	166,395	134,933	166,395	134,933
IT	7,307	3,102	7,307	3,102
Equipment	6,916	3,672	6,916	3,672
Total Capital Commitments	180,618	141,707	180,618	141,707

In addition, the University had operating commitments in respect of service contracts, leases of land and buildings, equipment, and photocopier rental as follows:

	CONSOLIDATED		UNIVERSITY	
	Actual 2020 \$'000	Actual 2019 \$'000	Actual 2020 \$'000	Actual 2019 \$'000
OPERATING LEASES AS A LESSEE				
Due not later than one year	5,087	4,164	5,030	4,124
Due later than one year and not later than five years	13,156	12,190	13,118	12,190
Later than five years	9,158	8,530	9,158	8,530
Total Non-cancellable Operating Leases as a Lessee	27,401	24,884	27,306	24,844

	CONSOLIDATED		UNIVERSITY	
	Actual 2020 \$'000	Actual 2019 \$'000	Actual 2020 \$'000	Actual 2019 \$'000
OPERATING LEASES AS A LESSOR				
Due not later than one year	3,199	2,931	3,199	2,931
Due later than one year and not later than five years	11,334	11,725	11,334	11,725
Later than five years	28,224	17,627	28,224	17,627
Total Non-cancellable Operating Leases as a Lessor	42,757	32,283	42,757	32,283

	CONSOLIDATED		UNIVERSITY	
	Actual 2020 \$'000	Actual 2019 \$'000	Actual 2020 \$'000	Actual 2019 \$'000
OTHER COMMITMENTS				
Due not later than one year	4,695	3,526	4,301	3,526
Due later than one year and not later than five years	3,318	2,383	2,924	1,421
Total Other Commitments	8,013	5,909	7,225	4,947

The University leases property, as a lessee and lessor, in the normal course of business. These leases are predominantly for premises which have remaining non cancellable leasing periods ranging from three months to 58 years. The leases have varying terms and renewal rights. There are no restrictions placed on the University by any of its leasing agreements.

No contingent rents have been recognised in revenue during the year.

28 STATEMENT OF CONTINGENT ASSETS AND LIABILITIES

As at 31 December 2020, the University was engaged in an employee related matter that may result in a settlement, the value of which cannot yet be reliably estimated.

Management is not aware of any other significant contingent assets or liabilities related to the Group as at the year end. (2019: \$Nil).

29 POST BALANCE SHEET DATE EVENTS

Management are not aware of any significant post balance sheet date events requiring adjustment to or disclosure in these financial statements.

COMPULSORY STUDENT SERVICES FEES

FOR THE YEAR ENDED 31 DECEMBER 2020

	Advocacy and Advice \$'000	Career Development and Employment Advice \$'000	Health and Counselling Services \$'000	Pastoral Care and Wellbeing \$'000	Clubs, Cultural Groups, Societies, Sport and Recreation \$'000	Student to Student Communication \$'000	Building Levies \$'000	Total \$'000
Compulsory student services fees collected	1,314	698	3,530	1,354	850	266	927	8,939
Expenses	1,314	698	3,530	1,354	850	266	927	8,939
Surplus (deficit)	0	0	0	0	0	0	0	0

CATEGORIES OF COMPULSORY STUDENT SERVICES FEE

ADVOCACY AND ADVICE:

Student association governance and executive committees. Advocates working to address course delivery issues on behalf of the class. Resolving individual student problems by providing independent support. Financial advice including budgeting, welfare and hardship grants.

CAREER DEVELOPMENT AND EMPLOYMENT ADVICE:

Online job portal Massey Career Centre for internships and new graduate vacancies. Providing a platform for part-time work opportunities through Student Job Search. Employer and alumni events and career expos. Career development guidance, workshops, seminars and programmes. Development programmes enhancing personal growth, finding personal strengths through Strengths@Massey, leadership skills or volunteering.

HEALTH AND COUNSELLING SERVICES:

Confidential health clinic of medical professionals including doctors, nurses and staff focused on student care and wellbeing. Trained and registered counsellors to help students find ways to work through and understand personal, social or psychological problems on a professional basis.

PASTORAL CARE AND WELLBEING:

Campus events and activities including orientation. Massey Guides leadership involving students supporting students through peer mentoring. Students living away from home programmes supporting the transition of students moving to campus. Support for international students including pastoral care, wellbeing and visa support. Spiritual support, chaplaincy service and spiritual prayer spaces. Wellbeing promotions such as "Stay well, stay safe, stay connected", developing resilience, stress management.

CLUBS, CULTURAL GROUPS, SOCIETIES, SPORT AND RECREATION:

Student clubs, cultural groups and societies, including activity grants for academic, cultural, social and sports clubs. Academy of sport supporting elite level student athletes. Sport and recreation on each campus, including Recreation Centres, gym, social sports leagues and support for the running of sports clubs.

STUDENT TO STUDENT COMMUNICATION:

Producing online and hard copy media, including student magazine Massive and printed promotion posters. Online communication portals, student association websites, facebook and instagram. Student TV and radio including Radio Control 99.4FM and media production.

Notes:

The compulsory student services fee for an internal student undertaking a full-time programme of study in 2020 was set at \$582.20 (GST inclusive).

Building levies are charged as follows:

- Manawatu \$30.60 per student

Any surplus is carried forward to the following year to be used solely for the provision of student services per Ministerial Direction.

The administration of Compulsory Student Services Fees is integrated within the University's normal operations.

All income and expenditure associated with the provision of student services are separately accounted for in the University's accounting system.

