

# Summary Investment Plan

## 2023-2025



**X** Note: This Investment Plan was approved by the Tertiary Education Commission (TEC) in December 2022, for 2023 and 2024. The next Investment Plan will be developed in 2024, for 2025 onwards. Any changes in results or targets after the approval of this plan will not be captured in this document; please refer to Massey University Annual Reports for updated information.

# Summary Investment Plan

## 2023-2025

Massey University Te Kunenga ki Pūrehuroa (Massey) is a research-intensive, multi-campus university. Based in Aotearoa New Zealand and with extensive global reach, Massey University has long been a distance, and now a blended and online education provider, prioritising access and equity alongside excellence to ensure that high-quality tertiary education is available to school-leavers and mature age, part-time learners alike.

Originally established in 1927 as an agricultural college to support this country's essential food and fibre exports and industries, Massey has never lost sight of its commitment to supporting New Zealand food, agriculture, land, and animal-based sectors. Over time, the University has also developed a suite of diverse research strengths to the point where many of our subjects, in applied sciences, arts, design and social sciences, now feature among the very best in the world and we rank in the top 3% of research-intensive universities globally.

Since our establishment as a university in 1964, we have expanded our outreach with multiple communities and stakeholders across Aotearoa New Zealand. In 1993, Massey established a campus in Albany, Auckland, and in 1999 we incorporated the renowned School of Design, first established in Wellington in 1886. As each campus has grown, so too have the relationships and recognition of the kaitiaki of the lands upon which each campus stands: Ngāti Whātua ki Kaipara, Otehā Rohe (Albany), Rangitāne o Manawatū, Manawatū Campus (Palmerston North), and Te Ātiawa, Pukeahu Campus (Wellington).

The establishment of distance education in 1960, now known as 'online, blended and digitally enabled' education, has characterised our flexible education delivery for over six decades and made our university accessible to a broad range of learners. Our commitment to serve students wherever they are located ensures our university makes a distinctive and unique contribution to higher education in Aotearoa New Zealand; we view this as growing stronger in the future.

Massey has a highly diverse student body compared to other New Zealand universities, with more mature students (61.4% of our domestic students are 25 and over, compared to 35.8% for the university sector average), female students (67.6% of our domestic students are female, compared to 60.7% for the university sector average), part-time students (54.4% of our domestic students are part-time, compared to 31.6% for the university sector average), and distance students (64.2% of our domestic students are distance/online, compared to 18.5% for the university sector average).

This brings challenges that are very specific to Massey in terms of balancing and meeting both the Tertiary Education Commission (TEC) and learners' expectations; in practice, it means some of our learners will take longer to complete qualifications. Their learning journeys might follow different enrolment patterns and their motivations are often different from those who are school-leavers, full-time, and on-campus learners. Massey understands these challenges and continues to work, via programmes such as Pūrehuroatanga, our student success initiative, to ensure that all learners who choose to take their learning journeys with us are well supported to succeed.

# Changes since the last Investment Plan

Massey's new strategy was released in December 2021. This strategy spans the period from 2022 to 2027.

Massey's new strategy has four pou, or pillars: Rangahau (Research), Ako (Learning and Teaching), Tangata (People) and Hono (Connections). Massey's ambition to work towards being a Te Tiriti-led university has been further advanced in the new strategy, with clear objectives and actions that will enable Massey to achieve this outcome. There are nine priorities across the four pou, these include:

1. Deliver research excellence
2. Meet our research Te Tiriti o Waitangi responsibilities
3. Deliver an excellent learning environment
4. Meet our learning and teaching Te Tiriti o Waitangi responsibilities
5. Work with our students as partners
6. Invest in staff development and capability
7. Improve culture
8. Create, honour and sustain meaningful connections and partnerships
9. Invest to connect in our places, physical and virtual.

During the consultation process, many ideas and concerns were raised and shared by our students, staff and stakeholders. These themes have emerged in our strategy as interwoven themes, or attributes, which straddle across the four pou. These include:

- Te Tiriti o Waitangi providing the foundation in which all other University activities can be based so that all of our students and staff thrive, and the needs of our stakeholders and partners are met.
- Embedding sustainability and climate action efforts across all activities that the University undertakes.
- Enabling entrepreneurship to flourish across all pou, not only internally at Massey, but with our partners and stakeholders.
- Ensuring Massey remains well connected with our international learners, partners and peers through effective global engagement.
- Valuing the civic leadership contributions from Massey, at a time when being the critic and conscience of society is fundamental to enable Aotearoa New Zealand to continue to thrive as a mature, democratic society.

*We are inspired and nurtured by our name Te Kunenga ki Pūrehuroa: from inception to infinity, reaffirming the infinite potential of staff and students to pursue the highest aspirations around knowledge and, in doing so, to ascend new heights beyond existing limitations. Te Kunenga ki Pūrehuroa Massey University is not simply defined by what we do, but by how we do it.*



# A Tiriti-Led University

Ko tā Te Kunenga ki Pūrehuroa kia tū hei whare wānanga e whakamanatia ana, e hāpaitia ana ngā kawenga katoa o Te Tiriti o Waitangi, ōna mātāpono katoa, ōna whakaputanga katoa ki roto ki ngā kaupapa here me ngā mahi a te whare wānanga, ā, ka ngākau kotahi te aro ki ngā painga ka puta. Ka whakatairanga ake i te whanaketanga o te Māori, ā, te tino whai wāhi puta noa me te tiaki i te reo Māori hei reo whai mana o te Whare wānanga, ka poipoi ngātahitia ngā tūmanako me te māramatanga ki te mātauranga ake me ngā kōrero tuku iho, ka aro ki te mana whenua o ia whenua kei a Te Kunenga, ka rapu kaupapa kia whaihua tahi ai me te Māori, ā, ka tautoko i ngā hōtaka whakaako, hōtaka rangahau e hāngai ana ki ō te Māori wawata me ōna tikanga.

Massey University is committed to honouring and upholding Te Tiriti o Waitangi responsibilities and priorities both by way of principles and provisions within the policies and practices of the University and to recognising the mutual benefits that follow. It will promote Māori development and full Māori participation across the University, maintain the Māori language as an official language of the University, foster mutual regard and understanding for academic knowledge and customary Māori knowledge, recognise and acknowledge the special status of tangata whenua in the mana whenua of each campus, seek opportunities for mutually beneficial partnerships with Māori, and facilitate teaching and research programmes consistent with Māori aspirations and processes.

Implementing the Tertiary Education Strategy (TES) Priorities through the Massey University Strategy

**The TES objectives are clearly aligned and deeply embedded in Massey University Strategy 2022-2027.**



# Massey University Learner Success Plan

**Massey is committed to ensuring that all learners can succeed. As a research-intensive university with clear aspirations to work towards being Te Tiriti o Waitangi led, we have a steadfast and self-defined obligation, as part of our mission and values, to reach out and uplift the communities we serve through education.**

We celebrate the accessibility of our country's tertiary education system and seek to provide educational opportunities to a diverse range of learners and communities. Because of this commitment, we reach part-time, mature-age, and distance/online learners, in addition to school-leavers; as a result, our university has a highly distinctive student profile when compared with other New Zealand universities. This diversity is reflected in our success measures, as measured by the current Education Performance Indicators (EPIs) and typically, our learners have in the past had lower success outcomes. We are aware this is the case, and we are committed to changing it.

In addition to the diversity of learners who come to study with us, we acknowledge the different places they start from, the knowledge and practices they already have, the range of outcomes the learners themselves are hoping to achieve, and how well they are prepared for university study. We are strongly focused on ensuring that all learners – especially Māori, Pacific and disabled learners who tend to be over-represented in part-time, distance/online, and mature-age groups – are successful, according to the EPIs and the learners and their aspiration of their whānau and communities.

We have called our University Learner Success Plan **Pūrehuroatanga**, which reflects Massey's own commitment to support all learners to quest for and reach their aspirations. It has been developed with the guidance of the TEC's Ōritetanga Learner Success Framework.

**Pūrehuroatanga** provides a whole-of-institution framework for improving outcomes for learners and removing enterprise-wide barriers that might inhibit or prevent learners from achieving those outcomes. We are purposefully removing the 'stigma of failure' from learners who are, for a range of reasons, challenged by our systems and processes. This is to ensure that the university takes responsibility for better understanding who our learners are, why they come to study with us, what they hope to achieve, and how and where we can take the responsibility of removing barriers to success.

There are five outcomes we seek to achieve through implementation of **Pūrehuroatanga**:

- Parity of participation and achievement
- A university-wide commitment to achieving parity outcomes
- A plan for teaching and learning that responds to learner needs
- A plan of servicing the holistic needs of our learners
- A partnership between the learner, their whānau and the university to support success at each point of the journey.

We have a core focus on supporting key priority groups and those who historically have had lower rates of participation and achievement, including Māori, Pacific, disabled and neuro-diverse learners. As well as supporting distance and part-time learners from across the country (and around the world), we are committed to supporting those learners who are balancing their studies with work, whānau, and other competing life priorities. We see this as a critical part of our educational mission and purpose.



SIR NEIL WATERS  
LECTURE THEATRES

THE KAKANOE

Informational plaque with text and a small image of a building.

# Ōritetanga Student Success Framework

The Ōritetanga Student Success Framework (OSSF) has been developed by the TEC to support institutions working towards improving learner success, with a focus on Māori and Pacific learners. Massey has embraced this in our work, and it is now a core part of how we reflect on our activities and performance.

The following points provide a summary of the Ōritetanga Learner Success Diagnostic as they relate to our EPIs.

**Participation:** the university has progressed well against this EPI, with participation levels for Māori and Pacific learners being ahead of plans. Our Student Journey work has been instrumental in this, particularly those areas allied to 'participation', and we can link improvements to our sustained effort to change and evolve. Visibility is an important part of our approach, particularly for our Māori and Pacific learners, and we have created a unique role that is dedicated to support learners from Kura Kaupapa. Key 'pinch points' that impact students are better understood, and are either resolved, being resolved or are in our plans for future improvements. Two of the key areas linked to Participation are the OSSF elements of Guided Pathways and Teaching and Learning, in that we are improving how to support students in navigating our broad curriculum. This is work that will be further developed and refined over time. In addition, the development of self-service tools and resources that focus on readiness are planned, which will focus on supporting our distance learners, but they will support all learners.

**Retention:** Massey has made some good progress towards closing the parity gap in this area. Māori and Pacific learners have made good progress here, particularly those studying part-time. It was only for Māori full-time students that we saw a dip in retention when compared with 2020, but this was well up on previous years reaching back to 2016. In saying that, the diagnostic was able to demonstrate the breath of work that is already implemented in this space, and although there is still more work to be done – especially in increasing scale of activities, these early results are positive. Guided pathways and holistic student support are the two key areas where there is planned activity in 2023, and these focus on self-service tools around readiness and more proactive support.

**Successful Course Completion:** this is an area where greater focus is required, and it is evidenced in the Ōritetanga Learner Success Diagnostic. The assumption that retention work in year one will have a cumulative effect in outer years does not appear to be consistent with what the data is indicating, and we know that our activities need to reach further. In 2021, several activities were piloted, and it is only in 2022/3 that these are being implemented on a wider scale, such as the work in data enabled student support linked to academic progression. While holistic support has increased, with most of those activities being implemented late in 2021, we are not yet seeing the level of impact that we expect from these innovations. While more focused work is planned for the second half of 2022, we may not see the impacts of this until 2023 (where we will have evidence of a full year of impact).

**Qualification Completion:** this is an area where much work is happening, noting that this is focussed on delivering outcomes in future years. We have implemented processes around managed enrolment to support learners who have no intention of completing a programme and have advised them to enrol in a Certificate of Proficiency (COP). Again, while that process was developed in 2021, it will only affect new enrolments in 2022, so the impact of this initiative will take time. A further example highlighted through the diagnostic is the development of a qualification scaffolding for those learners who plan to take longer than 6 years to complete (we are aware that from a TEC perspective this learner would be considered a non-completion). To design a scaffolded approach, we are looking at stacking suitable COP credits over time, to allow students to secure outcomes that meet their objectives, while giving them flexibility regarding how they earn credits. The Learner Success Diagnostic also demonstrated that in this area, the activities we are implementing are complex and multifaceted, and therefore will take some years to be fully embedded.



## Who are Massey's learners?

Unlike 'traditional' universities that attract mostly school-leavers, Massey is clearly distinctive, and we are proud of our difference in this regard. For instance, in 2021, over 90% of all learners were non-school-leavers, which has increased over the last four years. In comparison to 2018, our proportion of school-leavers has dropped from 10.3% to 8.6%, while non-school-leavers have increased from 88.8% to 91.3%.

Moreover, full-time learners make up approximately 63.5% of our student body, while part-time learners make up the remainder of approximately 36.5%. If this is broken down further, school-leavers thus have a higher percentage of learners opting to study full-time, and this is more closely correlated when you consider non-school-leavers. Massey also has a close to 50:50 split between those under 25 years old and those over. Those under 25 years of age dominate our full-time participation, whereas those over 25 dominating part-time learning. While this data and the resulting profile is not unexpected, it does reinforce the differences in enrolment patterns at Massey in comparison to other New Zealand universities in particular.

## Alignment with learners

The University has sought to benchmark our learner success performance internationally and to better understand our own students' expectations of 'success'. Accordingly, we have commissioned two independent reports from Dr Cathy Stone, Conjoint Associate Professor, University of Newcastle, Australia, and Adjunct Fellow, Curtin University, who is an internationally recognised expert on student engagement, success, equity, support, and learning.

These reports are Student Diversity and Student Success at Massey University: A Benchmarking Report (April 2019), and Success! What does this mean for students at Massey University? (April 2020).

Dr Stone completed the first report entitled 'Student Diversity and Student Success at Massey University: A Benchmarking Report' in April 2019. That report, based on focus groups, interviews and desktop research, positioned Massey and our student cohort in an international context, placing us among research-intensive universities who also teach via distance/online delivery platforms and support diverse student populations. It made an evidence-based case for understanding our student population and student success rates on a broader canvas. The 2019 report concluded that, when measured against international universities with similar student cohorts and comparable research profiles, Massey performs similarly, and in some cases, more favourably in terms of student success outcomes as indicated by course and qualification completions. That report also confirmed that in international contexts, part-time students and students studying predominantly online typically take longer to complete their qualifications, with many being more focussed on completing individual courses to 'upskill', than to complete full qualifications.

This was an important set of messages for Massey as it confirmed Massey's longstanding mission as a university 'distance' provider. It also aligned strongly with our commitment to reach and teach diverse student cohorts, our focus on enhancing access and addressing equity considerations and our ongoing work to support our students wherever (and however) they wish to study with us. The key message coming from this report was proof that Massey is different to other New Zealand universities and that our student outcomes and performance metrics (in terms of course and qualification completions) therefore need to be understood not just in terms of our own national context but seen among those of our international peers. This remains an important message.

While the 2019 report revealed aspects of Massey's distinctiveness and 'social good' contributions at a benchmarking level, the question of 'student success' deserved further consideration. In other words, this first report begged the question: what does success really mean to Massey students? And what do Massey students seek to achieve in terms of outcomes when they enrol with us? Eager to understand this further, we invited Dr Stone to undertake a second independent review on how to better understand how Massey students define 'success.' This second research commission was conducted in early 2020 and involved in-depth interviews, focus groups, site visits and a review of the literature on student success. The resulting report concluded that Massey students have diverse expectations of success and that these do not always conform to the standard definition of 'course completion' or 'qualification completion'. Rather, students seek to take out a set of skills or education goals that are diverse and often highly personalised. We suggest this is even more pressing in the current pandemic context. Both of Dr Stone's reports have been socialised and shared widely within the University.

In summary, Dr Stone's work has been useful in assisting to contextualise 'the Massey story' and confirms that our identity, as both a research-intensive university that also celebrates a diverse cohort of learners, is not out of step with international norms.

In addition, in 2021 and at the request of the TEC, the University reached out to our local Mana Whenua for our Manawatū Campus (Rangitāne) to join a meeting being held between the University and TEC. The aim was to hear first-hand from a key community member about what 'success' meant to them. The presentation by Rangitāne leaders can be summarised as:

- Mana Whenua definitions of 'success' are broad and much more holistic than the current EPI metrics allow for; and
- These definitions include both curricular and extra-curricular outcomes and pivot around the goal of 'creating good human beings' in terms of growing and developing future capacity and capability.

Between Dr Stone's report (which covers prospective, current, and past learners) and in direct discussion with Mana Whenua, it has confirmed to us that learner success can mean multiple things to learners, their whānau, and their communities. The university has therefore been left in a position to balance what learners and their communities want, versus the TEC's more traditional metrics of success, and the return they seek on their investment. This is a challenge the university has accepted, as we are committed to delivering on both.





# Governance, management and investment

**Pūrehuroatanga** is a transformative programme of work for the university, which is owned by the University Council and delivered through the Senior Leadership Team. The university has a fully transparent governance and management structure for learner success, that is university-wide, and data driven.

Together, the Provost and Deputy Vice-Chancellor, Students and Global Engagement (co-chairs of **Pūrehuroatanga**) are the two most senior officers accountable for learner success, and between them they hold strategic leadership for teaching, learning, and academic achievement, alongside comprehensive student-centred support (including integrated data-driven support) and partnering with students. They represent these interests on behalf of the Vice-Chancellor, the Senior Leadership Team, and the Academic Board.

The **Pūrehuroatanga** Steering Group is co-chaired by the Provost and DVC Students and Global Engagement and with a wide university membership, including the DVC Māori, Dean Pacific, Pro Vice-Chancellor representatives and key College and support services leaders, student representation, in addition to a senior TEC staff member (as an observer). The steering group meets fortnightly and provides oversight of all work under the **Pūrehuroatanga** umbrella.

To recognise the importance of ‘by Māori, for Māori’ support within **Pūrehuroatanga**, Te Kāhui Māori has been developed as a senior advisory group guiding the Akonga Māori Learner Success Plan, comprising key University support service staff and local Mana Whenua representatives (for each campus).

**Pūrehuroatanga** is a standing item on the SLT Strategic Investment meetings, held monthly, and the Senior Leadership Team regularly discusses **Pūrehuroatanga** and reports through to the Academic Board (and their respective sub-committees) upon request. The University Council contributes to plans and receives regular updates on **Pūrehuroatanga**, both in terms of the progress of implementation, understanding any barriers and receiving reports on data-driven outcomes.

## Continuing areas of focus

The University Council and SLT have sought ambition targets to half parity gaps by 2026 and remove them by 2030.

**Pūrehuroatanga** focuses on addressing challenges to parity of outcomes for all learners, with a focus on Māori, Pacific, disabled and neuro-diverse learners (as linked with the Disability Action Plan). The initiatives are informed and enabled by data and technology and are designed to respond in sequence to priority areas, while recognising that to have long-term impact, there is a need to have a strong foundation in which to work from.

The approach adopted by **Pūrehuroatanga** is therefore a university-wide ecosystem, informed by Ōritetanga and recognising that each initiative is designed to improved learner success which in turn helps to strengthen the initiatives that follow. In effect, we are layering these improvements with a focus on outcomes, as this will help to inform future developments and areas for improvement.



As we progress through 2022 and into 2023, there are three main objectives we are seeking to focus our work on which have surfaced based on our past activities and in reviewing our performance against the EPIs. These are summarised below:

*Objective 1 – Using a cross university approach we will have an academic offering that is supported and optimised for academic quality and student success.*

*Objective 2 – Using a cross university approach we will guide and support students into the University to support student success.*

*Objective 3 – Using a cross university approach we will support the wellbeing and achievement of students in a proactive and coordinated way to support student success.*

Each of the objectives above have been crafted based on experience, reviewing learner data, and stemming from direct discussions with learners. These objectives have been selected as they form part of our sequencing of transformation – ensuring we make incremental improvements for long-term sustainability. Finally, these objectives have been prioritised based on our Learner Success Diagnostic against the Ōritetanga framework.

There is still much more work to be done, as per the Learner Success Diagnostic, with most of those planned activities to be in place by the end of 2022 or semester one 2023. The success in the Pacific full-time results can be linked back to our learner success work that is being scaled up in 2022, and where we are looking at implementing similar activities for Māori learners.

One of the key retention activities planned for 2022 is around readiness to study, as we want to ensure all learners who commence are confident, as we know this has a significant impact on not only their first-year retention, but also on the completion of their qualification.

At the time of preparing this plan, the University has started to implement our learner success activities. The first milestones were to focus on building a stronger foundation for learner success – which we are putting in place through:

- a focus on curriculum design
- enhancing our systems and policies e.g., academic progress regulations
- mapping and improving our prospect and readiness activities
- articulating our whole of institution ‘no wrong door’ approach to student support
- addressing the role material hardship plays in student achievement.



# Massey University Disability Action Plan

In recent years, Massey has seen an increase in diversity of our learners' cohorts. So-called 'non-traditional' learners, including those with accessibility challenges, part-time learners, first-in-family, mature-age and professionals, in addition to learners who have historically been excluded from the academy by virtue of their culture or economic background, currently make up a substantial and increasing component of Massey's total learner cohort. This trend reflects patterns seen in other parts of the world where a widening participation agenda has resulted in universities shifting from being institutions primarily catering for the educational elite, to much more a universal, broad and open access model. Massey has embraced equity paired with excellence in everything that we do, and in doing so we are challenging the traditional 'monocultural' model of a New Zealand university and finding our distinctive place in the tertiary system in Aotearoa New Zealand.

While we acknowledge our past and the structural inequities and injustices that have their origins in past decisions, practices, and ways of treating others, Massey is proud of our reputation as a provider of tertiary education to students who would otherwise be excluded from the academy and who would be unable to participate in university study. The Vice-Chancellor and Senior Leadership Team are committed to resourcing, monitoring and reporting on the actions and outcomes identified in this plan with a view to continuous quality improvement.

Our goal is that disabled learners and their whānau are fully included in all aspects of university life and receive appropriate and equitable support services compared to those available to their non-disabled peers.

## Strategic Context

Massey University's commitment to equity and inclusion for all our people is enshrined in our new University Strategy 2022-2027, which commits the University to providing 'a supportive study and work environment that is reflective of our Te Tiriti o Waitangi commitments, in which all students and staff can feel safe, respected, dignified and able to flourish in work, learning and research.' In addition, the strategy also commits to working to develop an inclusive, respectful and safe environment where positive engagement is encouraged, and our shared productive efforts are celebrated. Our university will foreground the importance of health, safety and wellbeing for all who engage with us.

Key priorities for the next five years identified in the strategy include:

- Providing equity of access to university study, services and platforms, ensuring university systems of advising and support are seamless, well-aligned and comprehensive; and
- Providing a wide range of support services for our students, that recognize their different stages of life and learning, and that are proactive and contemporary in their approach to learner wellbeing and safety.

# The current experiences of disabled students at Massey University

In 2021, 617 students were registered with Disability Services with 226 (36.6%) of students identifying with multiple types of impairments which include:

- Specific Learning Differences (SLD) (37.3%)
- Mental health/psychological disorders (26.3%)
- Chronic medical health conditions (24.1%)
- Physical impairments including mobility and fine motor (11.7%)
- Autism Spectrum Disorder (ASD), including Asperger Syndrome (10%)
- Blind and visual impairments (5.5%)
- Deaf and hearing impairments (3.7%)
- Other (8.9%).

Students at Massey enrol with support services through our standard enrolment processes, as part of which they are asked if they 'live with the effects of a significant injury, long term illness or disability'. Those who answer 'yes' are provided with information about Accessibility Services and exam support. It is worth noting that many students register after their study has commenced by either self-directing or being referred to the Service by academic staff and other support services.

We also note that many students with impairments do not disclose them at all, for a range of complex reasons, which means that our official numbers represent only a portion of the overall population of students living with disabilities. Under-reporting in this area is a well-recognised phenomenon that is evident through the history of disability in Aotearoa New Zealand.

It has long been recognised that a gap persists between how students respond to this question and those who choose to register for support. In 2021, only 27.5% of those who answered 'yes' registered for support, while 23.7% of students who were registered with Accessibility Services had not responded 'yes' to the annual question. Those who answer yes but do not register are followed up by email to ensure they are aware of the service and how to engage should they wish to.

Students can engage with support services at any time before or during their studies, ranging from early engagement with prospective students and their whānau, teachers, or support workers, through to learners seeking support with their final months of study. Support is available to students regardless of level or mode and operates in tandem with other support services, including those that provide cultural, health or wellbeing support.

Many learners also access support through Disability Services without completing registration. This includes students without official diagnoses (especially with SLD, ADHD, ASD); those with difficulty providing support documentation due to pressure on medical, mental health and specialist services, difficulty in locating older assessment documentation especially from childhood diagnoses, or financial barriers; those who believe they are registered for support but have not completed the process; and those who prefer not to officially register due to fear of identification or discrimination, especially with selected entry and competitive programmes or fields of practice. Accessibility Services also indirectly supports students through its engagement with teaching staff by providing advice about supporting specific learners or groups of learners, and by promoting inclusive practices built on the principles of Universal Design.

While students are positive about the individualised support they receive and the positive effect this has on their studies and wellbeing, the University can do much more to address accessibility and implement embedded Universal Design and inclusive approaches for the systematic improvement of disability (and inclusion) regardless of direct engagement with the Service.

This Disability Action Plan (DAP) thus reflects the University’s commitment to ensuring equity and inclusion for all students, whether they have visible or invisible impairments and whether (or not) they choose to disclose these. As with the **Pūrehuroatanga** cross-university strategic initiative focussed on student success, the disability and inclusion support work seeks to address all students who report or identify with a disability. Given that the objectives of this work and the **Pūrehuroatanga** strategic initiative are strongly aligned around the values of inclusion, access, and equity, we will include disabled learners as a key priority group in **Pūrehuroatanga**. This means that the workstreams emerging from the DAP will be incorporated into the overall **Pūrehuroatanga** governance, reporting and resourcing frameworks. This will ensure a highly coordinated university-wide effort, while still respecting specific learner needs.

## Student partnership

The drafting of this initial plan has highlighted the current absence of formal and systematic ways to include disabled students’ voices in the development, evaluation and implementation of this plan.

Actions to address this and to ensure sustained and meaningful partnership with disabled students is an initial priority action item.

## Timelines

The scale and scope of this work requires that it takes place in stages. The initial plan suggests that the following stages are appropriate, but details will become clearer as stage 2 progresses and following further student engagement.

**Stage 1 (2022)** - Self-review of the current state and initial identification of actions. Short-term actions are implemented, including activation of the student partnership priority work.

**Stage 2 (2023)** - Scoping of specific medium-long-term projects including development of detailed timelines, resourcing requirements and budgets. Monitoring and evaluation of initial actions begins.

**Stage 3: (2023-2027)** - Rollout of projects to fulfil medium to long-term actions. Monitoring and evaluation of individual projects continues with further actions being identified. Increasing partnership and understanding of disabled and neurodiverse student experiences clearly understood and used to inform ongoing refinements to DAP.

**Stage 4: (2027 onwards)** - Long-term project work identified in Stage 1 continues. A detailed self-review to evaluate outcomes and determine future focus areas is undertaken in partnership with students and other key stakeholders.

# Actions planned

To develop this Disability Action Plan Massey University used the Kia Ōrite Toolkit to undertake a self-review. The toolkit includes a series of best practice standards that Massey used as points to compare with current University practices. For most standards one or more actions were developed which make up the basis of the plan submitted to TEC.

## The Plan has two parts:

### Part 1 - Management responsibilities, including:

- Leadership in policy and planning to ensure learners have equal opportunities for participation and achievement.
- Recruitment, selection, admission, and enrolment initiatives to support participation of disabled learners.
- Funding and fee appeal policy and procedures.
- Complaint and fee appeal policies and procedures.
- Equitable access to buildings, facilities, and infrastructure.
- Monitoring and evaluation on participation, retention and achievement of disabled learners and identify any barriers to these areas.

### Part 2 – Learning support responsibilities, including:

- Learning support and teaching, including accessibility and appropriate teaching, and learning strategies using universal design principles and alternative formats.
- Learning support for Māori disabled learners and their whanau to access, participate and achieve in their studies.
- Equitable assessment and examination policies, procedures, and practices.
- Service other diverse groups of disabled learners.
- Equitable access to appropriate support services.
- Academic programmes providing support and training for disabled learners that leads to them gaining employment.
- Staff development to ensure staff have the knowledge and skills to work effectively with disabled learners and create a fully inclusive environment.



# Addressing the needs of our stakeholders

The Massey University Strategy 2022-2027 underlines the importance of developing mutually beneficial partnerships with government, industry, community stakeholders, and international partners, to achieve our goals. Of special note, Massey considers iwi and Māori relationships as high-priority partnerships; we work closely with Māori communities, organisations and businesses to understand their needs and seek to support their success through education, research collaboration, and the ways in which we exercise civic leadership.

## At Massey University, we engage with the following types of stakeholders:

- Māori: as a Te Tiriti-led university, we emphasise the educational needs, priorities and aspirations of ākonga Māori and whānau, in ways that also connect to hapū, iwi and hāpori (community). In doing so, we acknowledge the broad diversity of ākonga Māori at Massey and the importance of providing a wide range of aligned academic support, manaakitanga (pastoral support), and mentoring services; we also maintain close linkages to Māori educational networks through teaching, research and engagement across Te Ao Māori and Te Ao whānui;
- Our learners, as partners: Drawn from a wide variety of cultural, ethnic, and educational backgrounds as well as geographical locations, our learners are diverse; they range from school-leavers seeking to engage in tertiary education for the first time, through to mature-age second-chance learners looking to obtain their first tertiary qualification, and mature learners returning to tertiary study to progress to higher levels, retrain, upskill, change careers or invest in lifelong learning experiences. Massey's learners also come from very diverse backgrounds, Pacific, students with varying support needs, new migrants, international students and those who identify as gender diverse;
- Pacific: Massey works with Pacific communities and businesses to connect and build relationships, to understand their needs and to support and contribute to their success through education and research collaboration;
- Business and industry: Examples include major corporates, food and fibre-sector producers, innovative, fast-growth small and medium enterprises, industry associations, training organisations and Chambers of Commerce across New Zealand;
- Central government agencies and ministers: Examples include the Ministry of Education, the TEC, the Ministry for Primary Industries, the Ministry of Business, Innovation and Employment (MBIE), Ministry of Health, Ministry of Social Development, Ministry for Culture and Heritage, Education New Zealand and New Zealand Trade and Enterprise, the Office of the Governor-General and many others;
- Local government, agencies and community groups: Examples include regional councils, city councils, district health boards, regional economic development agencies;
- Not-for-profit and non-government organisations (NGOs): Examples include charities such as the New Zealand Cancer Society and the Young Enterprise scheme, and NGOs such as the World Health Organisation;
- Research funding agencies and research partners: Examples include MBIE, the Health Research Council of New Zealand, Crown Research Institutes, and Callaghan Innovation;

- Creative Industry peak bodies, funders and event organisers: Examples include NZ on Air, RNZ, Recorded Music New Zealand, APRA, Spotify, SPARK, the NZSO, Creative NZ, the Designers Institute, the Arts Foundation, Te Papa, CubaDupa, and the Newtown Festival;
- International stakeholders: Examples include international universities, international government representatives, research organisations and embassies and other diplomatic representatives;
- Schools and influencers: Examples include schools across New Zealand and recruitment influencers such as parents, whānau, teachers and career advisers; and
- Alumni, including high-net-worth individuals and other prospective donors to the Massey Foundation.

## Responding to the needs of our learners

Massey recognises and respects the distinctive aspirations and identities of our learners and the need to respect the integrity of all learners. We believe, too, that learner success depends on the entire (holistic) student experience at university, both within and beyond the physical and/or online classroom. We work in partnership to educate, inform, and empower our students and staff to learn and teach in ways that are conducive to each student's success. Our approaches are strengths-based, holistic, consistent with our Te Tiriti o Waitangi-led aspirations and seek to create cohesion, collaboration, and collective impact. Massey continues to build capability to respond to the diverse needs of our learners, taking a learner-centred approach in everything we do.

### Massey responds to the needs of learners in several ways:

- through the continuous improvement of our curriculum and pedagogy and having student voice and representation in curriculum refresh and regular qualification review processes;
- by investing in whole-of-university initiatives to ensure student participation and success, such as **Pūrehuroatanga**, our student success work;
- by enabling students to exercise leadership opportunities and engage in entrepreneurship activities and work-integrated learning practices while studying;
- by being responsive to students' voices through formal and informal channels (e.g., the Deputy Vice-Chancellor's student forums, the Student Experience Survey and the Massey Online Survey Tool (MOST) teaching survey); and
- emphasising the Māori cultural principles of manaakitanga and whanaungatanga as critical platforms upon which to promote, advance and support Māori academic success.

As an organisation and as a scholarly learning community, we are actively building Te Tiriti o Waitangi awareness and capability of our staff as the University advances its journey and commitments to honour and uphold Te Tiriti o Waitangi. Our emphasis on development of a comprehensive staff Te Tiriti education and development programme will ensure that our responsibilities and obligations are upheld and fulfilled. This also includes provision of relevant online resources, workshops and engagement. There is currently strong demand from our staff to learn te reo Māori and to increase their knowledge and understanding of tikanga Māori and Te Ao Māori perspectives. To meet this demand, we have invested in specialist expertise in teaching and professional development in order to provide a range of learning opportunities. We have also produced specific learning resources for staff that are available to all staff on our intranet, and we have developed two free online courses, Toro Mai Te Reo, and Toro Mai Tikanga; these courses, which are available to learners inside and beyond the University, enable learners to confidently use te reo Māori at home, at work and in everyday situations, as well as to deepen understanding and awareness of tikanga Māori.

# Responding to the needs of our stakeholders

Engagement with our stakeholders occurs at different sites across the University: colleges, professional support services such as the Vice-Chancellor's Office, the Provost's Office, the Student, Alumni and Global Engagement Office, the Deputy Vice-Chancellor Māori Office, the Office of Pacific Success, and the Massey University Foundation.

In order to provide a distinctive and quality student-centred learning experience, Massey is committed to providing an academic offer (in terms of what we teach) that is relevant and sustainable and reflects our research capabilities and areas of expertise; it is also a curriculum that provides students with the knowledge and skills they will need to enter the workforce or progress to further research. As part of our University-wide academic approval process, proposers are obliged to demonstrate evidence of meaningful consultation with end-users and stakeholders, particularly employers, industry groups, and professional bodies, on the value, worth, and efficacy of proposed programmes.

A considerable amount of engagement and 'testing' is conducted through the early-phase development (or review) of a programme. Schools and colleges at the University have programme advisory groups where stakeholders are represented and have a meaningful voice. Further mechanisms for engaging with the views of stakeholders and responding to these are found in the Graduating Year Reviews (which are scrutinised internally and then externally and regularly by the Committee on University Academic Programmes (CUAP)), our Qualification Reviews (which are reported externally to CUAP), and our ongoing work with the Academic Quality Agency for New Zealand Universities (AQA) in terms of addressing concerns from the Cycle Five Academic Audit and preparation for the development of the current Cycle Six Academic Audit.

We regularly survey our students, most notably through the Student Experience Survey, in addition to MOST, Massey University's internal survey tool of teaching quality and efficacy. Our clearly defined graduate attributes, highlighted through each of our programmes, ensure that Massey graduates leave our university with the skills and capabilities to participate actively as educated and global citizens. Stakeholder engagement is crucial in achieving this goal, as we recognise that students need ready access to work-integrated learning experiences and experience working in innovation precincts to develop their 'real world' skills.

As a university, research defines who we are and what we do. Along with supporting and delivering excellent learning and teaching experiences, research sits at the heart of our purpose and mission as a New Zealand university. Notably, our strategy commits us to investing strategically in both applied and 'discovery' research. As part of our ongoing stakeholder engagement, the strategy calls for deepening strategic research collaborations and relationships nationally and internationally, and particularly with industry for mutual benefit.

Massey University formally communicates its progress towards improving its organisational performance and how it is meeting stakeholder needs through the Statement of Service Performance and 'year in review' in its published Annual Report. Finally, Massey undertakes regular consultation with stakeholders on specific matters and provides soft information on meeting stakeholder needs through other forms of publication and social media.

## Engagement with new stakeholders

There are a number of new stakeholders that emerged from the Reform of Vocational Education (RoVE), including the Work Development Councils (WDCs), Regional Skills Leadership Groups (RSLGs), Te Taumata Aronui, and the Centres of Vocational Excellence (CoVEs).

Massey is progressively working through understanding and building relationships with these new entities in the context of the Reform of Vocational Education, as well as developing an understanding of how it can effectively engage with these new entities given Massey's broad geographical reach in New Zealand. There are six WDCs, fifteen RSLGs and two CoVEs. Given some of Massey's academic and research strengths, some of these relationships are more developed than others, for example, in primary industries.

Over this Plan period, Massey will commit to further develop these relationships, including assessing how contributions from each of these entities can be used to inform the development of our plans, understanding the needs of Aotearoa New Zealand and improving our engagement with these new stakeholders.

# Programmes and activities supporting Government Priorities

**Massey University is committed to delivering programmes that are flexible, contemporary in design, research-led in content and strategically important.**

## **Our provision supporting the Food and Fibre sector**

Massey continues to advance its role in contributing to the food and fibre sector and the economy of Aotearoa New Zealand leading transformational change. Massey is evolving its teaching and research activities in response to the rapid pace of change in the food and fibre sector, for example the greater use of technology in production systems, the reshaping of agri-food value chains, the leadership role of Māori industry and businesses, using bio-design and material driven innovation in the creation of new textiles, materials and surfaces, food design and the increasing focus on balancing environmental, social and economic outcomes in production systems.

Massey is already very highly regarded internationally for our agricultural, food, animal and veterinary science and design programmes. For agriculture, Massey's 2021 Quacquarelli Symonds Ranking is 34th in the world and number one in New Zealand. For Veterinary Science Massey ranked 19th in the world. For Food Science and Technology, Massey is ranked in the top 75 in the world in the Shanghai rankings.

## **Our provision supporting construction**

We recognise and are responding to the Government priority to grow the capacity and capability of the construction sector in New Zealand. Massey offers the only bachelor's degree by a New Zealand university with majors in construction management and quantity surveying. Our master's degree offers the most diversified specialisations of all New Zealand universities.

Massey offers a programme in Spatial Design in which students re-think built spaces in ways that are innovative, speculative and mindful of human and environmental wellbeing. All programmes are contemporary and tailored to fit industry needs. Massey is actively working with the National Association of Women in Construction to increase the numbers of female students in construction.

## **Our provision supporting STEM**

Massey offers a range of disciplines to support science, technology, engineering and mathematics (STEM) industries in New Zealand, including computer science and information technology, engineering, mathematics and statistics, biological sciences, physical sciences, animation and VFX, creative technologies, game and app development, immersive media, audio engineering, interface and interaction design. There has been increased provision of online and blended learning in the sciences, and the establishment of three new Schools to strengthen engagement in STEM subjects.

## **Our provision supporting Early Childhood Education, Primary and Secondary Initial Teacher Education**

Initial Teacher Training Education at Massey is supported by the Institute of Education and Te Pūtahi-a-Toi (School of Māori Knowledge). The main pathway for Secondary Initial Teacher Education is the Graduate Diploma in Learning and Teaching. To be eligible to study, students will already have a degree level qualification. The qualification is 150 credits undertaken in one year (full-time).

In addition to the Graduate Diploma in Learning and Teaching, Te Aho Tātaurangi: Bachelor of Teaching and Learning Kura Kaupapa Māori provides initial teacher training for future Māori educators. The qualification is 360 credits, with a duration of three years (full-time). The qualification is designed for competent speakers of te reo Māori. Furthermore, Te Aho Paerewa: Post-Graduate Diploma of Teaching and Learning Kura Kaupapa Māori, is a one-year teacher training programme for future Māori educators. The qualification is 120 credits, undertaken in one year (full-time). Both Te Aho Tātaurangi and Te Aho Paerewa are shaped around the Te Aho Matua educational philosophy for Kura Kaupapa Māori. The Institute of Education also offers Early Childhood and Primary options for mainstream Initial Teacher Education.

### **Our provision supporting Clinical Psychology**

Massey's Master of Clinical Psychology and Postgraduate Diploma in Educational and Developmental Psychology students both complete a 1500-hour internship and can become fully registered Psychologists in New Zealand.

We also have other provisions that supports mental health in New Zealand with specialisations in Psychology, Mental health and addiction, Public health, Counselling, and Health service management.

### **Our provision supporting Health**

Health education at Massey is supported by a number of programmes.

Massey's Bachelor of Nursing graduates are sought after and work ready. Our programme offers contemporary clinical simulation in our new clinical suites. Students learn and practice nursing skills through role-play, case studies and simulations using state-of-the-art manikins.

Our Postgraduate nursing programmes prepare students for senior nursing roles and are taught via distance learning and/or block mode. This means that students can undertake these courses whilst still in employment and located a distance from the university.

Massey's Bachelor of Social Work is recognised by the NZ Social Work Registration Board with Massey graduates making up the largest number of qualified social workers in New Zealand.

Massey's Master of Applied Social Work directly prepares students for practice and registration as a social worker in New Zealand. The Masters includes a large practical component, with a minimum of 120 days working directly in a social service setting to gain experience in social work practice.

### **Our provision supporting te reo Māori**

Massey is continuing to grow our immersion/Māori medium programmes that build high-level proficiency. This includes our two total immersion teacher training programmes, Te Aho Tātaurangi and Te Aho Paerewa. Numbers in Te Aho Tātaurangi have steadily increased over recent years.

Massey also offers Bachelor of Arts students the opportunity to specialise in te reo Māori. Students who enrol in this learn how to communicate in te Ao Māori orally and in writing, using a genuine, functional understanding of the Māori language. They also develop an understanding of tikanga and display a commitment to using Māori and contributing to the normalisation of te reo Māori.

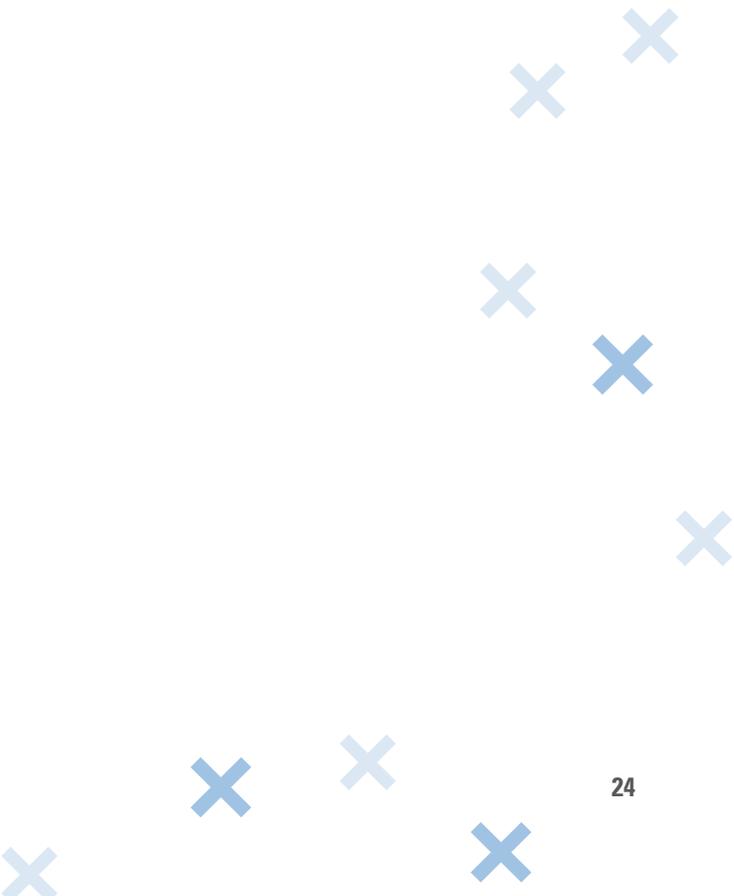
Massey is also the only university to offer qualifications in Māori visual arts. These qualifications have a strong Māori kaupapa, with te reo, tikanga, and manaakitanga at their core.

We also offer a range of other qualifications which have a strong Māori focus. For example, Massey's Postgraduate Diploma in Health Science (Māori Health) and Master of Health Science (Māori Health) allow students to specialise in Māori knowledge within advanced health studies. Students gain the knowledge and confidence to challenge approaches that perpetuate racism and further disparities in Māori health, and champion kaupapa Māori and whānau-centred solutions.

Massey University also offers a large range of courses in te reo Māori, at both undergraduate and postgraduate level. Our numbers in these courses are steadily growing over time.

**Five Stars Plus status with Quacquarelli Symonds (QS) Stars Rating**

Massey was awarded a five-plus star rating from educational benchmarking agency QS for the second time in 2021. Massey received five stars for all categories in which it was assessed, as well as an overall five-plus star status. Massey also received five stars in the specialist criteria of veterinary science. In New Zealand, only Massey and two other universities have a five-plus star rating. This is the fourth QS Stars audit for Massey (undertaken in three-year cycles), with the University’s rating improving through each audit cycle.



# Draft Forecast Statement of Service Performance

## Investment Plan 2023-2025

The Draft Forecast Statement of Service Performance provides a historical view of the Key Performance Indicators (KPIs) and targets to be achieved as part of the Investment Plan 2023-2025<sup>1</sup>. The KPIs that are bold in the tables below indicate they are compulsory measures agreed with the TEC as part of the EPIs commitments. Note that not all results for 2021 are available.

## Pou Rangahau - Research

### Research funding and partnerships

	2019	2020	2021	2022	2023	2024	2025
	Actual	Actual	Actual	Target	Target	Target	Target
External research income (\$m)	84.6	77.5	79.6	78.8	<b>81.2</b>	<b>83.6</b>	<b>86.1</b>
PBRF external research income (\$m)	75.1	72.9	TBC	70.0	<b>72.1</b>	<b>74.3</b>	<b>76.5</b>
Invention disclosures (#)	TBC	TBC	TBC	>60*	<b>&gt;60*</b>	<b>&gt;60*</b>	<b>&gt;60*</b>
*Commercialisation revenue	TBC	TBC	TBC	>750K*	<b>&gt;750K*</b>	<b>&gt;750K*</b>	<b>&gt;750K*</b>

\* in a three-year period

### Postgraduate research students

	2019	2020	2021	2022	2023	2024	2025
	Actual	Actual	Actual	Target	Target	Target	Target
Research degree completions (#)	439	399	494	415	<b>430</b>	<b>440</b>	<b>450</b>
Postgraduate satisfaction with overall research experience (%)	78.1	73.5	72.6	80.0	<b>75.0</b>	<b>77.5</b>	<b>80.0</b>

<sup>1</sup>Note that the values in this section match those reported in our 2019-2021 Annual Reports. This contrasts to other sections of this document where the values are current ones sourced from Ngā Kete as at May, 2022.

# Pou Ako – Learning and Teaching

## Participation

	2019	2020	2021	2022	2023	2024	2025
	Actual	Actual	Actual	Target	Target	Target	Target
Total University EFTS	18,835	18,568	18,808	17,704	18,003	18,355	18,728
Total University SAC-eligible EFTS	15,287	15,420	16,083	15,443	15,417	15,425	15,460
International full-fee EFTS	3,306	2,885	2,493	2,050	2,373	2,717	3,054
Non-Māori, non-Pasifika non-degree level (L04-07) (% SAC EFTS)	71.8	70.2	71.1	75.0	70.0	71.5	73.0
Māori non-degree level (L04-07) (% SAC EFTS)	20.2	20.5	19.5	15.0	19.0	18.5	18.0
Pasifika non-degree level (L04-07) (% SAC EFTS)	9.5	11.2	11.7	10.0	11.0	10.0	9.0
Non-Māori, non-Pasifika degree level (L07) (% SAC EFTS)	81.1	79.5	78.8	78.0	76.7	75.9	75.0
Māori degree level (L07) (% SAC EFTS)	14.0	15.0	15.5	15.0	16.0	16.5	17.0
Pasifika degree level (L07) (% SAC EFTS)	5.7	6.6	7.0	7.0	7.3	7.6	8.0
Non-Māori, non-Pasifika postgraduate level (L08-10) (% SAC EFTS)	87.0	86.2	85.4	84.0	83.2	82.7	82.0
Māori non-degree level (L08-10) (% SAC EFTS)	9.7	10.4	10.8	11.0	11.3	11.6	12.0
Pasifika non-degree level (L08-10) (% SAC EFTS)	3.9	3.9	4.3	5.0	5.5	5.7	6.0

Note: Targets will be refined following semester 2 enrolment closure and withdraws. Targets assume international student mobility in 2023 and beyond. These targets will be revised once the University's forecast is updated for the August SDR 2022.

## Retention/First-Year Retention

	2019	2020	2021	2022	2023	2024	2025
	Actual	Actual	Actual	Target	Target	Target	Target
Non-Māori, non-Pasifika students non-degree (L04-07) (%)	S	S		75.0	75.0	75.0	75.0
Māori non-degree (L04-07) (%)	-	-		75.0	75.0	75.0	75.0
Pasifika non-degree (L04-07) (%)	-	-		75.0	75.0	75.0	75.0
Non-Māori, non-Pasifika students degree (L07) (%)	77.5	75.0	76.6	75.1	78.0	79.0	80.0
Māori degree (L07) (%)	56.8	62.8	64.9	64.1	67.3	68.5	69.7
Pasifika degree (L07) (%)	61.2	61.6	66.3	63.0	67.3	68.3	69.3



## Successful Course Completion

	2019	2020	2021	2022	2023	2024	2025
	Actual	Actual	Actual	Target	Target	Target	Target
Non-Māori, non-Pasifika students (L01-10) (%)	85.1	87.8	87.0	87.8	88.0	88.2	88.4
Māori (L01-10) (%)	73.2	75.8	75.9	77.0	78.1	79.2	80.3
Pasifika (L01-10) (%)	61.0	67.3	64.7	69.4	69.1	71.3	73.5
Māori internal (%)	81.6	80.3	83.2	81.1	84.6	85.3	86.0
Māori distance (%)	67.1	72.9	72.2	74.4	74.6	75.8	77.0
Pasifika internal (%)	71.5	72.3	69.0	73.9	73.4	75.6	77.8
Pasifika distance (%)	53.5	64.1	62.5	66.5	66.7	68.8	70.9

## Satisfaction

	2019	2020	2021	2022	2023	2024	2025
	Actual	Actual	Actual	Target	Target	Target	Target
Overall student satisfaction with educational experience (%)	82.5	76.4	79.0	78.3	81.0	82.0	83.0
Overall student satisfaction with services and facilities (%)	80.8	78.4	78.9	79.6	81.0	82.0	83.0

## Graduate outcomes (Massey's Graduate Destination survey)

	2019	2020	2021	2022	2023	2024	2025
	Actual	Actual	Actual	Target	Target	Target	Target
Overall student progression to employment (%)	88.3	82.3	86.7	84.9	87.5	88.7	90.0
Māori student progression to employment (%)	87.5	83.3	85.3	85.5	87.5	88.7	90.0
Pasifika student progression to employment (%)	79.8	88.4	86.0	88.9	87.5	88.7	90.0

# Pou Tangata - People

Measures are currently being developed and will be available in the next iteration of the draft Investment Plan.

# Pou Hono - Connections

## Dissemination of knowledge

	2019	2020	2021	2022	2023	2024	2025
	Actual	Actual	Actual	Target	Target	Target	Target
National print, radio and television media articles featuring comment by the University (# of articles in TheConversation.com)	49	68	55	75	80	90	100

## Sustainability

	2019	2020	2021	2022	2023	2024	2025
	Actual	Actual	Actual	Target	Target	Target	Target
Operational							
Energy consumption (kWh/m <sup>2</sup> GFA)	TBC						
Solid waste to landfill (kg/EFTS)	TBC						
CO <sub>2</sub> emissions (t CO <sub>2e</sub> /EFTS)	TBC						
Academic							
#courses with substantial sustainability content	TBC						
#of researchers with significant contribution to the SDGs	TBC						
#of courses adopting sustainability learning outcomes	TBC						

Massey is also committed to supporting the United Nations' Sustainable Development Goals. As part of this commitment, Massey is reporting contributions our staff and students make towards each of the 17 United Nations SDGs.

# Te Tiriti-led Journey

Key deliverables	Timeframe	Measure of Success
Regular progress updates on Massey's Journey	Yearly, over the next three years	Update published in the Annual Report
University and Māori strategies	Yearly, over the next three years	Publication of strategic plan and Kia Marama
Staff Capability development Programme	Yearly, over the next three years	Te Tiriti capability development Plan
Research	Yearly, over the next three years	Research and publications targets to be set
Iwi relationship and partnership	Yearly, over the next three years	Develop and implement partnership plans



**Top tech entrepreneur supporting businesses post-Covid**  
[Portrait of a man]



**A wahine toa in agribusiness**

**Traci Houopapa MNZM**  
MASTERS OF BUSINESS ADMINISTRATION 2018

Traci Houopapa is a highly successful company owner of Houopapa & Partners, a business development and consulting firm. She has worked in agribusiness and retail. She has supported and mentored students, locally and in her own country, and is proud of her achievements and the success of her business.