



MASSEY UNIVERSITY

PLAN 2011–2013

(Incorporating the Investment Plan)

Creativity | Agri-food | Innovation | Connected

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1. Executive Summary

Massey University is unique in this country, both in terms of its special character and the role it plays in tertiary education. It draws on a rich history that, across its three campuses at Manawatu, Wellington and Albany, combines national leadership in agri-food education and research with the pursuit of creativity and innovation in a broad range of other fields. Massey equally has an internationally recognized pre-eminence in distance education, and an outstanding record of engagement and connections with industry and the community, along with a well-founded reputation for entrepreneurship.

Massey's student profile is also unique in the New Zealand university sector. We are the only university with a truly national reach, with students studying on three geographically separated campuses as well as throughout the country through our extensive distance education programmes. We are a truly balanced university, with half our students under the age of 25, engaged in professional and vocational education and training, while the other half is made up of mature-age students upskilling or making use of second-chance education opportunities to enhance career and personal objectives.

The contribution of Massey University to New Zealand's economic, social and cultural identity and development is outstanding. Our distinctive contribution will be further enhanced over the coming decade by the realisation of the aspirations and goals set out in the University's long-term strategic plan, entitled *The Road to 2020*. This Plan confidently foresees that by 2020, Massey University will be unquestionably acknowledged as New Zealand's defining university and a world centre of tertiary learning.

Making such a contribution to national and international life has been part of Massey's ethos since our foundation in 1927. Our history reveals that we readily embrace change. Our bold, innovative, "can-do" attitude has impressed people both in this country and abroad. Within a rapidly evolving world, we intend to further enhance our reputation for making a difference. It is our demonstrable capacity to shape the future of our nation and carry what is special about New Zealand to the world that defines us. Massey graduates will stand out through their leadership qualities in innovation, creativity, entrepreneurship and commitment to the highest standards of integrity.

This Plan, which incorporates the University's Investment Plan, charts Massey's strategic direction for the next three years 2011–2013. This direction is guided by *The Road to 2020* and is aligned with the Government's visions and strategic direction for tertiary education as declared in the document Tertiary Education Strategy (TES) 2010–2015. The University is committed to engaging with this longer term vision and to pursuing the tertiary education priorities that are set out.

Massey University recognizes that these policy changes are intended to achieve the best return for public investment in the tertiary sector within a constrained economic environment, and notes in particular the priorities set towards achieving:

- improved educational outcomes for certain priority groups of learners including:
 - o increasing the number of young people (aged under 25) achieving qualifications at levels four and above;
 - o increasing the number of Māori and Pasifika students enjoying success at higher levels; and
 - o increasing the number of young people moving successfully from schools into tertiary education.
- enhanced tertiary sector productivity as a whole through optimising educational and financial performance of providers; and
- strengthened research outcomes by supporting research targeted towards innovation.

Massey is actively implementing change initiatives addressing these TES priorities, and is reviewing key processes in its financial, administrative and instructional operating environments. These change initiatives are summarised in tables on the following pages.

We are equally attuned to the needs and priorities of our other stakeholders, notably our students, our linked communities, our research associates and clients, and our national and international partnerships. We intend to respond to these needs and expectations by building on progress already achieved and by implementing the strategic priorities outlined in this Plan.

The University will also pursue the specific key initiatives presented in this Plan, which will be adopted as essential performance commitments for the next three years along with the quantitative targets for the Key Performance Indicators as set out in Section 4 of this Plan.

Massey University has already instituted a programme of change designed to focus this institution on its areas of strength and to consolidate it as New Zealand's defining university and a world leader in tertiary education. The University is confident that, by building on the significant progress already made, and by meeting in full measure the priorities in the Plan for 2011–2013, this University will outstandingly fulfil its role in the provision of university education in this country and in the realisation of the national Tertiary Education Strategy.

Table 1: Massey University Response to the Tertiary Education Strategy

<u>TES Priority</u>	<u>Current state</u>	<u>Massey Response</u>
<p>1. Targeting Priority Groups</p> <p>Increasing the number of young people (aged under 25) achieving qualifications at levels four and above, particularly degrees.</p> <p>Increasing the number of Māori students enjoying success at higher levels.</p> <p>Increasing the number of Pasifika students achieving at higher levels.</p> <p>Increasing the number of young people moving successfully from schools into tertiary education.</p>	<p>Student profile unlike other universities in the sub-sector</p> <ul style="list-style-type: none"> - 60% studying part-time - half studying at a distance - 60% of student population aged over 25 <p>Highest number of Māori students in the universities sub-sector</p> <ul style="list-style-type: none"> - student population growing - profile consistent with university's profile i.e. 60% studying at a distance and over 25 years - 14% of the graduates in the sub-sector (2008) <p>Pasifika student numbers are also growing (just under 1,000 in 2009).</p> <p>Massey's educational achievement (course and qualification completion, student retention) rates are generally lower than other universities because the University's student profile is quite different to other universities in the sub-sector, i.e. learners studying part-time, mainly at a distance, have lower educational achievement rates and/or take longer than those studying full-time.</p> <p>Massey is currently forecast to be well over the TEC's funding cap for domestic student enrolments due to a number of drivers of student demand, including:</p> <ul style="list-style-type: none"> - demand for ongoing professional development (partly due to the recessionary cycle) and by Māori and Pasifika ethnic groups for distance learning; - increases in student numbers, particularly school leavers, on the Albany campus in line with strong population growth in the Auckland region; - demand through engagement strategies by other key external stakeholders (e.g. Public Health, Defence and Security); - demand for the University's programmes in the creative 	<p>As indicated by the KPI targets in Section 4 (Performance Commitments) of the Plan, and noting the University's current student demographic, by 2013 Massey will:</p> <ul style="list-style-type: none"> - improve student retention rates for SAC funded students to 74% (from 69% in 2009); - improve course completion rates for SAC funded students to 85% (77%), including increases in course completions rates over the same period for young people to 85% (80%), Māori to 70% (66%) and Pasifika to 57% (52%); and - improve qualification completion rates for SAC funded students to 60% (55%), including increases in qualification completion rates over the same period for young people to 60% (55%), Māori to 50% (41%) and Pasifika to 35% (26%). <p>Massey will continue to enhance student achievement and success by strengthening its systems to support educational achievement. It will do this by implementing the initiatives outlined in more detail in Section 3 (Massey University Response to the TES) of the Plan, including;</p> <ul style="list-style-type: none"> - enhancing services to students throughout their life cycle (e.g. Thinking About Study, Outline Orientation, Student Study Manager, Early Intervention System, Targeted Completions Project, Teaching and Learning Centre); and - reshaping of student support programmes for Māori and Pasifika students as part of the University's Māori and Pasifika strategies and academic strategies by implementing a new service delivery system based on Accelerated Academic Achievement (Triple A). <p>As also indicated in Section 4 of the Plan, by 2013 Massey will manage its student enrolments down to 16,485 EFTS (by 7% on 2010 forecast levels), and to within the TEC's threshold for SAC funding. As part of this commitment Massey will also begin to reshape its student profile as follows:</p>

	<p>disciplines;</p> <ul style="list-style-type: none"> - demand in the Wellington region for the Bachelor of Communication, the only university-level qualification of its type in this region; and - continued growth in demand for postgraduate education, particularly in areas of strategic priority to the nation. 	<ul style="list-style-type: none"> - a net increase of 280 EFTS (7.8%) on 2010 forecast enrolment levels in SAC funded EFTS on its Albany campus, after allowing for the return of Design programmes to Wellington; and - a reduction in distance education enrolments of over 1,000 EFTS (16%). <p>Massey will increase student participation by targeted groups of learners as follows:</p> <ul style="list-style-type: none"> - Maori, up from 11% in 2009 to 12% by 2013; - Pasifika, up from 3% in 2009 to 5% by 2013; and - Young People, up from 52% in 2009 to 55% by 2013. <p>Massey will manage enrolments and begin to re-shape its student profile by implementing the University's Enrolment Management Plan (EMP). The mechanisms being used as part of the EMP are outlined in more detail in Section 3 of the Plan and include:</p> <ul style="list-style-type: none"> - limitation of domestic sub-degree enrolments (by transfer to other providers); - managing the pipeline impact of enrolments to maintain financial stability; - implementation of mechanisms in relation to preferential admission and selected entry, including application of qualification and paper enrolment caps, where required and support systems to help un-matriculated over-20-year-old students self-assess their readiness for university study; and - a suite of levers for targeted groups of learners (e.g. Māori and Pasifika) including participation targets, enhanced enrolment procedures, offering programmes with high Maori and Pasifika content and relevance, scholarships and learning support. <p><i>Massey's response under this TES priority area of focus is demonstrated by reference to KPI references 2.1 to 2.3, 3.1, and 6.2 to 6.4 in Section 4 (Performance Commitments) of the Plan.</i></p>
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TES Priority	Current state	Massey Response
<p>2. Improving the educational and financial performance of providers</p>	<p>A significant number (25%) of the University's undergraduate and postgraduate courses have less than 5 equivalent full-time enrolments. Current analysis also shows 138 of the University's courses with a completion rate of less than 50%.</p> <p>Massey is currently considered by the TEC to be a university with a medium financial risk.</p> <p>The University's international student population has been falling steadily since 2004 and is projected to be less than half 2004 levels at around 1,900 EFTS by the end of 2010.</p> <p>While the student population has diversified since 2004, it is still predominantly made up of students from China.</p>	<p>By 2013, Massey will ensure that its courses have a completion rate of more than 50%.</p> <p>The University has already commenced a process to address the issues around student completion rates in its courses. A key priority, which is already well advanced, is to develop and implement completion-enhancement initiatives in a 'Completions Strategy'. These initiatives are outlined in more detail in Section 3 of the Plan and include:</p> <ul style="list-style-type: none"> - initial analysis of the courses to identify reasons for low completion rates and actions required; - changes in processes to ensure timely grade return for courses; - targeted and ongoing review of all courses with low completion rates and identification of improvement strategies e.g. enhancement of student support; and - activation of the 'Completions Strategy' before the end of 2010. <p>Two further initiatives are being implemented in the context of the University's Academic Reform Project – a review of the University's assessment policy (particularly guidelines for assessment design in the first year and the use of early assessment as a mechanism for engaging and retaining students) and the removal of unnecessary barriers to progression within the University's qualification regulations alongside clear expectations regarding entry and progression requirements.</p> <p>Over the planning period, Massey will implement ongoing review procedures to address issues around course viability and sustainability i.e. courses with low enrolments.</p> <p>The issues of course viability and sustainability are being addressed as part of the Academic Reform Project via:</p> <ul style="list-style-type: none"> - a full internal review of all papers with fewer than 5 EFTs (undergraduate) or 1 EFT (postgraduate) in any year of the past three years; and - a full internal review of programmes that appear less viable in relation to other programmes on the same campuses.

		<p>As outlined in Section 3 of the Plan, Massey is also enhancing its quality assurance systems for course and qualification development, approval, monitoring, review, and student engagement. Enhancements include:</p> <ul style="list-style-type: none"> - revision to the procedures and guidelines for the approval of qualifications, specialisations and papers; - the generation of 'Information sheets' that collate student and offering information and are made available to inform paper, qualification and specialisation planning, monitoring and review; - new policy and guidelines for teaching and learning evaluation; - new guidelines for the collation and use of benchmarking data to inform improvements in teaching and learning at Massey University; and - new systems for gathering student feedback on courses and teaching. <p>By 2013, Massey will achieve a low financial risk rating.</p> <p>The University is already in the process of revising and implementing financial strategy designed to enhance the financial performance of the University beyond 2010. The Strategy will include the realising of opportunities to diversify our revenue base through:</p> <ul style="list-style-type: none"> - growth in research, consulting and commercialisation income; - growth in income from international student via implementation of its international strategy and plan; - income from short courses for professional development; - further enhancement in the activities of the Massey Foundation; and - redeployment of capital in non-core and low productivity assets into higher priority investment. <p>As part of its financial strategy, Massey has also embarked on a number of key initiatives to improve productivity and processes that will increase the financial efficiency of the university:</p> <ul style="list-style-type: none"> - the University Shared Services Project; - the Academic Reform project; - engagement of Tribal Benchmarking, to investigate cost structures; - improvement of financial reporting
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		<p>systems and tools;</p> <ul style="list-style-type: none"> - implementation of the University's Enrolment Management plan; - a review of contracting and trading activities; - accelerated divestment of surplus assets; and - development of asset management plans. <p><i>Massey's response under this TES priority area of focus is demonstrated by reference to KPI references 2.1 to 2.3, 5.1 and 5.2, and 6.2 to 6.4 in Section 4 (Performance Commitments) of the Plan.</i></p>
TES Priority	Current state	Massey Response
<p>3. Supporting high quality research that helps drive innovation</p>	<p>Implementation of the University's PBRF Strategy and College Research plans, designed to improve the University's PBRF performance in the coming PBRF round, is progressing well.</p> <p>External research income has been increasing steadily over the past 8 years (more than doubling). The University is set to continue its excellent performance in the research area having obtained preferred provider status in 3 Primary Growth Partnership bids and by continuing to establish research partnerships with national and international partners.</p> <p>The University's 2009 research degree completions were maintained at similar levels to 2008 after increasing marginally in 2007 (2005 and 2006 levels were distorted by a one-off data-cleansing exercise associated with the PBRF).</p> <p>The University increased its postgraduate research enrolments in 2009 by 6% and levels are being maintained in 2010. \$750,000 allocated to additional doctoral scholarships in 2010.</p> <p>A new commercialisation model has been established through partnerships with the Bio-Commerce Centre in PN</p>	<p>By 2013, Massey will:</p> <ul style="list-style-type: none"> - increase its income from external research to \$76 million (up 9% on 2009 levels); - increase the number of research degree completions to 450 (up 9.5% on 2009 levels); and - increase licensing revenue from commercialisation activities to \$0.5 million (up 84% on 2009 levels). <p>As outlined in Section 3 of the Plan, the University is well positioned to contribute to this area of focus in the Tertiary Education Strategy through its Road to 2020 goals and objectives.</p> <p>The University will support high quality research that drives innovation by implementing, and revising annually, its Research Strategy. Appointment of an AVC (Research) will be critical to this process.</p> <p>Initial revision of the strategy and associated implementation plan will be completed in 2010. Delivery of the plan will commence immediately and will include a range of initiatives to build the research base. For example, the University has already allocated additional doctoral scholarships to increase the number of research postgraduate students, and will continue initiatives to grow income from strategic research partnerships, both domestically and</p>

	<p>and e-Centre in Albany and is already leading to higher throughput in new ideas.</p>	<p>offshore.</p> <p>The University will also continue to build on the progress made to date implementing its new commercialisation model through:</p> <ul style="list-style-type: none"> - more explicit connection with the University Commercialisation Offices (UCONZ) and active participation in the Creating Stronger University/ Business Partnerships project; and - strategic partnerships with the Bio Commerce Centre and E-Centre in Albany. <p><i>Massey's response under this TES priority area of focus is demonstrated by reference to KPI references 1.1 to 1.4 in Section 4 (Performance Commitments) of the Plan.</i></p>
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2. Introduction

This plan, which includes the University's Investment Plan, sets out the strategic direction for the next three years, 2011–2013 and covers all the activities of Massey University. This direction is guided by the University's long-term strategic plan, *The Road to 2020*.

The University's three-year plan (hereafter referred to as 'the Plan') aims to align with the Government's vision and strategic direction for tertiary education as outlined in the recently released Tertiary Education Strategy (TES) 2010–2015. The University is committed to the Government's long-term vision for tertiary education and the priorities for tertiary education for the next three to five years. Our response to the short-term priorities in the TES is outlined in Section Three (Massey University Response to the Tertiary Education Strategy) and delivery will be measured via the targeted performance standards for 2011–2013 in Section Four (Performance Commitments) of the Plan.

As outlined in the Plan, the University has already made significant progress towards delivering on the strategic direction in *The Road to 2020*. By continuing to build on the progress already made and by delivering on the strategic priorities in the Plan for 2011–2013, this University will be strongly placed to fulfil its role in the universities sub-sector and meet its commitment to the priorities in the Tertiary Education Strategy.

3. Massey University Response to the Tertiary Education Strategy

Massey University is implementing a number of change initiatives underpinning the Plan for 2011–2013 that will increase the success of students studying at the University, enhance capacity for systemic improvement of systems and processes supporting teaching and learning, manage student enrolments to levels agreed in the Plan, continue to support and promote high quality research that helps drive innovation, improve the University’s educational and financial performance, and ensure alignment of the University’s own strategy with the Tertiary Education Strategy (TES).

The University is, and has been, implementing a number of initiatives that address Government policy priorities as outlined in the University’s Strategy, *The Road to 2020*. These initiatives include those identified in discussions this year with the TEC. Through ongoing engagement with the Commission and as priorities clarify the University will continue to adjust its strategy accordingly.

Pivotal to the achievement of these change initiatives are the Academic Reform Project which was officially launched in March 2010, the University’s Enrolment Management Plan (EMP), and continuation and further development of strategies to support Māori and Pacific students and target groups of learners in line with Government policy objectives.

Massey University’s alignment with the short-term priorities in the Tertiary Education Strategy 2010–2015 (TES) is demonstrated in the following discussion.

1. “Targeting priority groups”¹

- “increasing the number of young people (aged under 25) achieving qualifications at levels four and above, particularly degrees”
- “increasing the number of Māori students enjoying success at higher levels”
- “increasing the number of Pasifika students achieving at higher levels”
- “increasing the number of young people moving successfully from schools into tertiary education”

Enhancing Student Achievement and Success

Massey University is committed to strengthening systems to support student achievement and implementing strategies that will enhance student retention, success and completion. Services to support student achievement and success involve a number of elements, ranging from broad-based transition and introductory interventions such as assistance with course advice and career planning, introductory support such as the pre-reading service, to the provision of safe and enjoyable accommodation experiences.

Pastoral care of students is very important to the University, with particular attention being paid to the needs of specific cohorts of students, including Māori, Pacific, immigrants (including refugees), international students, students living with disabilities, postgraduates and extramurals, to name but a few. This commentary outlines the strategies in place, and new initiatives that are being implemented to enhance student academic achievement including completions.

The conceptual framework utilised by Massey University to enhance retention and completions has been developed as part of the Bridging the Distance Project for enhancing success for distance learners. This framework uses a student lifecycle approach alongside a targeted intervention system to prioritise the services and supports that will improve learner achievement and success.

¹ The University’s targeted improvements in its performance standards relating to the priorities in the TES 2010-2015 are included in Sections Four (Performance Commitments) and Five (Summary of Activity) of the Plan.

A programme of service enhancement is being implemented in consultation with the University's students associations. It has been extensively discussed with students who have provided considerable input to the range and type of service enhancements planned for implementation. The model has received considerable support both internally from students and from external experts (Ormond Simpson,² in a personal communication has said "*I think this must be one of the most coherent frameworks for retention that I have seen*").

Progress with service enhancements currently being implemented and planned is outlined below. Students at Massey University are already afforded an excellent range of services and pastoral care to support them in their learning, living, and life experience. This is evidenced in the recently released results of the University's annual Survey of Student Experience with Services (SES), which showed that 85% of students rated all services and facilities as good or very good, an improvement since 2009 (up 5.4%) across all campuses.

The following proposed suite of enhanced services at the evolving stages of a student's life cycle will ensure student support is improved even further as a very strong response to the TES priorities for student achievement and qualification completions.

Māori and Pacific Student Support

Student support programmes at Massey are being reshaped to give greater attention to extramural students who make up a large percentage of Māori and Pasifika students, and to those students transitioning from schools. In the reconfigured programme there will be focused proactive academic advice at the time of enrolment, with increased attention given to realistic academic programmes and courses of study. A new service delivery system, being piloted with Māori students, will be based on Accelerated Academic Achievement (Triple A). It will ensure academic advice continues throughout the learning experience as a matter of course, and will include activities such as encouraging students to join on-line learning groups and to engage with potential employers.

Thinking about Study

A series of self-help tools are under development through the Distance Learning website.

At Enrolment

Online orientation

An interactive online orientation programme is being implemented to further assist students in sorting through the large volume of information at their disposal.

Student study manager

This interactive programme is a major undertaking by the University involving an integrated software solution to facilitate academic planning by outlining optimal study pathways to completion.

Starting Study – the first three weeks

Comprehensive programmes, e.g. the Uni-guide and Green Shirts programmes and Peer Assisted Study Sessions (PASS), are delivered to assist students to successfully integrate into university life and academic study.

² Professor Ormond Simpson, retired from Open University, UK, Consultant on Bridging the Distance project. Professor Simpson is an expert on services for distance students and has written several books and papers on this topic.

Keeping Going

Early intervention system

Massey University is committed to meeting its responsibility for identifying and addressing the learning needs of students who on entry may not possess all the knowledge, skills or dispositions necessary for successful university study. The Early Intervention System (EIS), which identifies students whose characteristics are consistent with particular profiles, is one of the electronic tools that meet this responsibility.

Academic progress monitoring

Regular monitoring and guidance at the end of each semester for students experiencing difficulty with academic progress is being comprehensively implemented in 2010.

Targeted Completions Project

In 2010 the University has funded a special project to enhance student completions in both current and discontinued programmes.

In addition to the activities already underway, there are others planned which will impact the broader learning environment at a 'whole of university level'. These include the following examples:

Assistance at Entry

Massey University has a large proportion of students aged 20 years and over, compared with other universities. In general, we would like to reserve the option to assess the ability of students of all ages to succeed at degree-level study. Consideration is currently being given to introducing entry testing mechanisms to ensure that students are adequately prepared for university study.

Institutional Research Programme

Over the past 18 months the University has been enhancing capability for institutional research, including the generation of high-level 'dashboard reporting' of Key Performance Indicators on a quarterly, half-yearly and annual basis as appropriate. The information provided by the TEC has provided useful focus for this programme that will now be extended to 'cascade' the data to levels within the organisational structure to enable the identification of localised issues and to implement targeted strategies for improvement. A project is about to be initiated to construct a data warehouse service to ensure the integrated provision of data for the University.

Proposed establishment of Teaching and Learning Centres

A focus on teaching and learning is a key element of the University's strategy. Currently, there is ad hoc association between teacher development/support and student learning development services. As part of the University Shared Services initiative to strengthen the capability of the University to deliver a unique and distinctive Massey learning experience, it is proposed to establish Teaching, Learning and Distance Education Centres on each campus.

Enrolment Management

The University is committed to managing enrolments in line with targets agreed as part of the Investment Plan process. In managing its enrolments the University needs to recognise that it has a number of inter-related goals it is aiming to achieve. They include:

- a) effectively managing enrolment numbers to achieve agreed EFTS targets and levels for the Government's targeted groups of learners
- b) assisting students to make informed enrolment and career choices
- c) improving the academic quality of our student population
- d) enhancing student achievement, success and qualification completion
- e) shifting the academic qualification portfolio in line with strategic positioning

- f) growing net revenue streams and managing financial stability
- g) enhancing the student learning, living and life experience

The policy approach approved by Council at its March 2010 meeting is based on a balanced portfolio of mechanisms that will best enable these goals to be achieved over a timeframe that is manageable and affordable. The approach and a summary of actions taken and currently underway are outlined below.

Enrolment Management Plan

An Enrolment Management planning (EMP) tool has been developed to assist planning student intake and delivery by qualification, College, campus and delivery mode. The model is being used to identify qualification enrolment targets in 2011 and beyond, and will also be used to inform qualification portfolio reform and resource allocation.

The model enables the pipeline impacts of enrolment policies to be considered over a six-year period. While strategies to enhance student success and manage unsatisfactory academic performance impact on enrolment numbers for returning students, enrolment control mechanisms primarily need to be applied to new student intake – both at new to University and new to programme level. The EMP tool is being used to inform the specifics of the University's plans to manage enrolments by qualification and by campus to the agreed volumes.

It is recognised that the University's domestic enrolment levels are currently in excess of SAC funding levels. This has been stimulated by strong demand on the Albany campus particularly from students leaving secondary schools on the North Shore, from distance students, in the sciences, and in particular programmes areas, e.g. Nursing, Communications, Social Work, Defence Studies and Agri-food.

The University has signalled its aspiration to grow student enrolments in strategically important areas, including but not restricted to its Albany campus given regional population growth. While this strategy was previously agreed in funding discussions it is now recognised that the University needs to manage its current enrolment levels to volumes agreed in the Plan. The University is committed to doing so.

The following sections provide information on mechanisms being used and issues involved in managing enrolments to the agreed volume.

University Preparation and COP Enrolments

The University sought to re-categorise Certificate of Proficiency (CoP) and Sub-degree preparatory and industry-focused professional programmes as Unfunded Delivery in 2010 as a transition measure. This was not agreed, and therefore these EFTS remain in 2010.

In 2011 sub-degree university preparation qualifications will be limited for domestic enrolments. Discussions are underway with polytechnic providers in each of the University's campus areas aimed at transferring these enrolments from the University to the other provider and, in so doing, improve opportunities for learners to pathway from sub-degree provision to higher level learning. Based on current 2010 enrolments this would reduce next year's SAC eligible EFTS by approximately 200.

COP enrolments, particularly in relation to the 'very part-time learner' issue, will be strictly managed in line with TES priorities pertaining to qualification completions. This is expected to reduce domestic enrolments by an estimated 80 EFTS in 2011, with further reductions in the out years. Reduction in enrolments in these programmes will enable enrolment shifts into target learner groups and in particular enable growth in school leaver enrolments on the Albany campus.

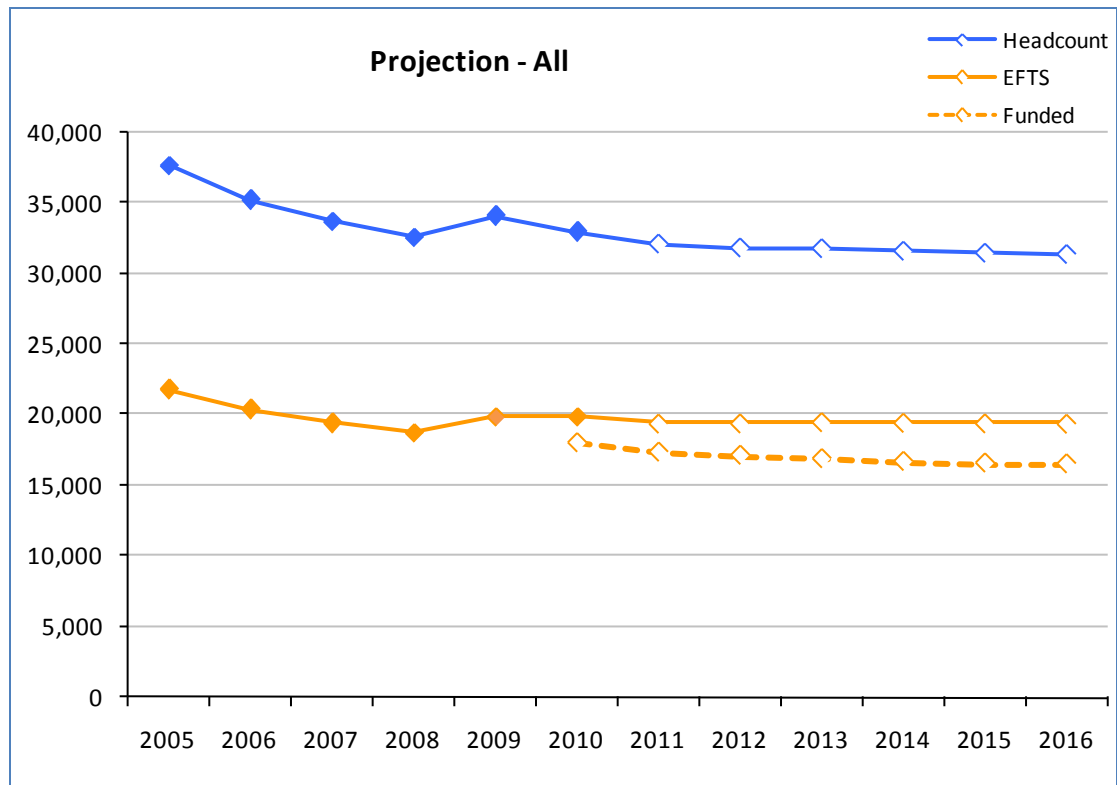
Financial Stability

Managing enrolments back to the levels (100–103% of current SAC) needs to be transitioned carefully to maintain financial stability and avoid adverse financial impacts resulting from medium-term pipeline effects of short term rapid enrolment reductions. The pipeline impacts of reducing first-year intake sufficiently to achieve the EFTS at 103% of current SAC in one year, i.e. in 2011, would be unmanageable. Furthermore, there is a considerable risk that as the employment market improves part-time and distance student paper enrolments will reduce. By way of illustration, in 2010 the overall EFTS/Head Count ratio increased by 1.3% on the

average of the last five years, indicating that the same number of students were, on average, enrolling in more papers per student. With a recovery in the economy and employment levels this rate is expected to reduce to the medium term average, reducing paper enrolment rates per student and total domestic funded EFTS.

With the combination of actions taken to date in 2010 with the 2009 domestic enrolment bulge flowing through the pipeline, and with new student intake stabilising at 2010 levels, total domestic funded EFTS are projected to decline over the planning period and stabilise at 103% of current SAC-funded EFTS from 2014 (Figure 1).

Figure 1: Enrolment Management Plan EFTS Projections to 2016



Qualification and Paper Enrolment Caps

The University currently sets individual paper enrolment caps where resource restrictions, including staff and facilities are limited. The University Council delegated authority to the Vice-Chancellor at its July 2010 meeting to approve the application of individual qualification enrolment caps where required in 2011. This will strengthen the University's control mechanisms and enable the University to ensure enrolments will not exceed qualification as well as paper limits. Colleges are currently reviewing their qualifications portfolios, and by campus, against priorities and target learner groups as part of the Academic Reform Project. This process will inform the EMP and guide any decisions on qualification limits for 2011 and the mix of provision across the University's campuses.

Quality and Equity

The University's enrolment management plan supports the principle that enrolment management policies should aim for a domestic student profile that reflects the New Zealand population. Mechanisms to ensure equity access for Māori and Pasifika students will include the following suite of levers: participation targets (Table 2), enhanced enrolment procedures, offering programmes with high Māori and Pasifika content and relevance, designated EFTS, short courses and professional development, scholarships, learning support, and alignment with other sub-sectors.

In addition to academic readiness, the enhanced enrolment procedures will take into account personal motivation, other educational experience, relevant work experience, level of support (at home, in the community, at work), potential contribution to community.

Table 2: Participation Targets

EFTS	2010 rate	2013 target	2015 target
Māori	10%	12%	14%
Pasifika	3%	5%	6%

The levers in the equity access policy (above) are intended to increase the proportion of Māori and Pasifika students at all levels. Because the numbers of school leavers who are eligible to enter University are relatively low, Massey recognises a continuing need to provide academic pathways for older students. Improved success rates for Māori and Pasifika students will follow measures discussed above. The immediate aims (2011–2012) will be to match extramural student course success with the success rates of internal Māori and Pasifika students and to improve Māori and Pasifika postgraduate retention and success. Targets in this area, and for the Government's other targeted groups of learners, will be reflected in the performance commitments in the Plan.

Preferential Admission and Selected Entry

The University has agreed that changes to current admissions policy aimed at managing enrolments will be implemented through admissions to qualifications. The strategy includes the introduction of a ranked score admission scheme for new undergraduate students for the 2011 academic year, and extending the range of selected entry qualifications for 2012 admission within the context of the academic reform project. Ranked score admission assessment will be applied to both school-leavers and non-school leavers.

Support systems to help un-matriculated over-20-year-old students self-assess their readiness for university study are being developed, and where appropriate prospective students will be encouraged to register in foundation studies and preparatory courses with other providers and as pre-enrolment learning. Limiting the number of papers in which part-time, non-matriculated new students are able to enrol is being investigated so as to enhancing the chance of first experience success.

The University's strategy, as reflected in *The Road to 2020*, is to grow the proportion of students under 25 years, and school-leaver enrolments in particular. The University is undertaking a considerable amount of work in further developing the excellent relationships we have with secondary schools. As well as course selection and enrolment advice to students, the University is working with schools to support their curriculum delivery. This includes University staff visiting schools in teams and delivering classes across the curriculum concurrently, which is being extremely well received by both schools and students. The importance of academic achievement is a clear part of our communications with students, schools and parents and the University's student recruitment strategies.

Managed Transition

As indicated at the outset of this section, managing enrolments back to the levels (100–103% of current SAC) needs to be transitioned carefully to avoid adverse financial impacts on the University from pipeline impacts of short term rapid enrolment reductions. The combined strategies outlined above, coupled with pipeline impacts of 2010 actions to date, are expected to return the University to within 103% of current SAC-funded domestic SAC funding by the end of 2013.

2. “Improving the educational and financial performance of providers”¹

Enhancing Educational Performance

The University supports the TES and TEC prioritisation of student completion rates and has been addressing this issue as part of its strategy. The University is addressing both the immediate identified issues and also systematically developing and implementing strategies to facilitate admission of those students most likely to succeed, targeting of priority groups of learners, supporting students to achieve academic success throughout their study, and ensuring that the policy and regulatory framework supports successful completion outcomes.

The University recognises that no single action or initiative will, in isolation, improve student academic achievement. Improvement is achieved when multiple initiatives are advanced in the context of a particular provider, programme or paper.³ A key priority for the University is therefore to develop and implement completion-enhancement initiatives in a ‘Completions Strategy’ which integrates existing practices with new initiatives, informed by research and benchmarked to improve student success. Work on the completions strategy is well advanced.

Two further and related initiatives are being implemented in the context of the Academic Reform Project. The first is a review of the University’s Assessment Policy and, in particular, guidelines for assessment design in the first year and the use of early assessment as a mechanism for engaging students, and thereby enhancing student retention. The second is the removal of unnecessary barriers to progression within the University’s qualification regulations, alongside clear expectations regarding entry and progression requirements. This is being addressed in a Massey University Qualifications Framework that clearly sets out the University-level requirements for qualification entry, progression, completion, and graduation. Each of these initiatives sits alongside strategies to select and support target groups of learners in line with the TES.

In relation to individual papers, the University has already undertaken an analysis of the paper grade distributions. This analysis identified two main reasons for the University’s performance data in this area:

- Entry and validation of grades in time for the April SDR Return; and
- Papers with low enrolments.

Specific actions in relation to this and further current initiatives in the educational performance area are presented in Table 3. While initiatives focus on 2010 activities, the strategic direction signalled by each will continue into 2011 and beyond as the Academic Reform Project progresses.

³ As seen from New Zealand Studies (e.g., Scott, 2006; Scott & Smart, 2005; Zepke et al., 2005; Zepke & Leach, 2009); and international research (e.g., Astin, 1993; Tinto, 1993).

Table 3: Educational performance

Tasks	Timeline	Responsibility	Intended Outcomes	Initial Evidence of Progress
Initial analysis of the papers identified by the TEC to identify reasons for low completion rates and actions required	Complete	Assistant Vice-Chancellor Academic & International	Identify actions to improve completion rates in the 2009 < 50% papers.	Completed internal analysis of the 2009 papers with <50% completion rates.
Timely grade return for Semester 2 and Double Semester papers ending in 2010	November 2010 – February 2011	Assistant Vice-Chancellor (Academic & International) (monitoring of progress) Pro Vice-Chancellors of the Colleges (implementation of actions) Office of Strategy Management (generation of reports)	Reports on missing grades produced by the Office of Strategy Management for action in each College. 100% Grade Return unless exceptional circumstances can be demonstrated.	Analysis of the papers identified by the TEC shared with the Pro Vice-Chancellors & Academic Committee as an issues paper for forthcoming action.
Targeted review of all papers with low completion rates	August–September 2010	Pro Vice-Chancellors of the Colleges	Identification and implementation of improvement or exit strategies for each paper. Completion rates in each of the papers show improvement during the next three paper offerings.	Procedures for this review were available during the first week of August 2010.
Articulation of the 'Completions Strategy'	June–August 2010	Assistant Vice Chancellor (Academic & International)	Consolidated 'Completions Strategy' including initiatives, responsibilities, intended outcomes and targets for the Plan period.	Summary of initiatives advanced as part of the University's Completions Strategy as below.
Assessment Policy Review	Constitution of the Review Group from August 2010	Academic Reform Project Manager	Revised Assessment Policy and Procedures. Guidelines for paper and programme coordinators regarding assessment design.	Academic Reform Working Group Brief on the Assessment Policy Review.
Development of policy regarding the Massey University Qualifications Framework	June – September (consultation draft)	Project Manager Academic Reform	Consistency across the University with respect to the expression and implementation of qualification regulations.	Academic Reform Working Group Brief on the Qualifications Framework Policy and Regulations.

Course Viability and Sustainability

A number of courses (papers) at Massey University have fewer than 5 EFTS enrolled, which raises questions about course viability, sustainability and their perceived relevance to stakeholders. This issue is being addressed via:

- a full internal review of all papers with fewer than 5 EFTS (undergraduate) or 1 EFT (postgraduate) in any year of the past three years; and
- a full internal review of programmes that appear less viable in relation to other programmes on the same campus, and/or the same programme offered across campuses.

Specific tasks and timelines are presented in Table 4.

Table 4: Course Viability

Tasks	Timeline	Responsibility	Intended Outcomes	Initial Evidence of Progress
Review of all papers identified as undersubscribed	March–October 2010	College Pro Vice-Chancellors	Submissions from each of the Colleges with recommended actions to be undertaken.	Programme and paper review lists, updated monthly in accordance with submissions received through Academic Committee.
Decision regarding the paper reviews (continuation and improvement, or discontinuation)	October–November 2010	Academic Committee and Academic Board	Decision on each paper identified for review with consequential changes (in the case of deletions) made in the University's systems (note that as at 14 July 2010, 273 papers had already been identified for deletion).	Final programme and paper review lists available in November 2010.

Massey University has initiated this process to ensure its papers and offerings are assessed according to viability and delivered with a view to future sustainability. However, the University recognises that this review does not address the reasons for proliferation of undersubscribed papers and programmes and has gone beyond recommendations of the last Academic Audit Report by introducing widespread change to its internal quality assurance processes as outlined in the next section. The University recognises that there is a strategic value in retaining certain papers that do not necessarily meet the viability criteria.

Quality Assurance

Massey University has been continuously improving quality assurance via the enhancement of its quality assurance systems for paper and programme development, approval, monitoring, review and student engagement including:

- revisions to the procedures and guidelines for the approval of qualifications, specialisations and papers;
- the generation of 'Information sheets' that collate student and offering information and are made available to inform paper, qualification and specialisation planning, monitoring and review;
- new policy and guidelines for teaching and learning evaluation including a University-wide survey framework, procedures for peer-review, and requirements for reflective practice;

- new guidelines for the collation and use of benchmarking data to inform improvements in teaching and learning at Massey University; and
- new systems for gathering student feedback on papers and teaching.

Proposals presented in the University Shared Services Draft Blueprint for Change (July 2010) are intended to support the ongoing implementation and improvement of the quality assurance framework. The first proposal brings together academic policy and regulatory advice functions under the management and leadership of the Assistant Vice-Chancellor (Academic & International).

The suggested Academic Regulation and Policy Unit would “support the alignment of Massey’s academic offerings to the *Road to 2020 Strategy*”, and “improve consistency with Massey’s internal regulatory and policy framework and responsiveness to external regulatory, policy and quality imperatives” (p. 13). The second proposal relates to the establishment of a “Survey Unit” as part of the University Centre for Teaching, Learning and Distance Education. As outlined in the Draft Blueprint for Change, the Unit “would administer and analyse surveys, provide information to academic units, coordinate analysis of findings, actions and evaluation of outcomes” toward the provision of “systematic internal and external benchmarking of the quality of our teaching and learning” (p. 19).

Specific tasks and timelines in the area of quality assurance are presented in Table 5.

Table 5: Quality Assurance

Tasks	Timeline	Responsibility	Intended Outcomes	Initial Evidence of Progress
Review of Academic Committee Functions and Procedures (relates to the approval and review of papers and programmes)	June–September 2010	Assistant Vice-Chancellor (Academic & International)	Recommendations for change including, for example, evidence of viability and sustainability of new papers and programmes at the approval stage.	“Review of Academic Committee Functions and Procedures” – early notice proposal presented to Academic Committee formed in June 2010 and feedback provided in August 2010.
Scoping of areas to be addressed in relation to quality assurance at the University, based on internal reviews and external benchmarking of processes	Complete	Academic Reform Project Manager	Consolidated ‘Working Group Brief’ to be advanced by a University-wide team as part of the Academic Reform Project.	Quality Assurance Working Group Brief.
Confirmation of Academic Reform Working Group on Quality Assurance	To be constituted in August 2010	Academic Reform Project Manager	Policy, Procedures and Guidelines for teaching and learning evaluation; systems for the generation of paper and programme information to support viable and sustainable paper/programme design at all stages of approval, monitoring and review.	Updates will be available from September 2010.

Design, development and implementation of the new online student feedback system	March 2009 – December 2010	Assistant Vice-Chancellor (Academic & International)	Fully online system for the collection, collation and presentation of student feedback on paper offerings (including the provision of reports to students). Fully online system for the collection, collation and dissemination of student feedback on teaching to Massey lecturers	Online Survey Tool (OST) Statement of Work (18 June 2009). Report on the Pilot of the OST (February 2010). OST Semester 1 2010 outcomes and revisions made for Semester 2, 2010.
Expansion of the Australasian Survey of Student Engagement (AUSSE) across the University in 2010	August 2010 onward	Quality Manager – Academic	Collection and analysis of student engagement data with reference to both internal and external benchmarks	Massey has already subscribed to the survey, which was implemented in August 2010.
Implementation of the Peer Review Guidelines to support scholarly teaching	May 2010 onward	Director Blended Learning and Distance Education	All staff participate in regular scholarly peer review of their teaching and paper design – as both reviewer and reviewee. Formative peer review occurs for every paper offering on a three-yearly cycle.	Guidelines published at http://peerreview.massey.ac.nz
Consideration of Proposals provided in the University's Draft Blueprint for Change	July–August 2010	University Shared Services Project	Implementation of agreed proposals following consultation.	University Shared Services Draft Blueprint for Change.

Financial Management

Massey University Council and Management have identified as a high priority the repositioning of the University to significantly strengthen its financial performance, as signalled in and underpinning the achievement of the goals in the University's *Road to 2020* strategy.

The University Council has aspirations to achieve a 4% return on revenue. Financial pressures over recent years have resulted in financial surpluses below these levels with the University generating a surplus of less than 3% every year since 2005. Since 2008 there has been significant external demand on tertiary delivery at Massey due to the global financial crisis and recession. This has placed significant pressure on Massey's operations due to the capped funding policy.

As signalled in this plan, the University is in the process of revising and implementing financial strategy designed to enhance the financial performance of the University beyond 2010. The strategy will include the realising of opportunities to diversify our revenue base through:

- growth in research, consulting and commercialisation income;
- growth in income from international students;
- income from short courses for professional development;

- further enhancement in the activities of the Massey Foundation; and
- redeployment of capital in non-core and low productivity assets into higher priority investments.

Diversifying income streams from non-state sources is an important component of the University's strategy. While recognising the importance of Government funding, Massey will endeavour to diversify its range of income sources to draw on, as demonstrated by the above initiatives.

Also as part of its financial strategy, Massey has embarked on a number of key initiatives to improve productivity and processes which will increase the financial efficiency of the University. These key initiatives are as follows:

- the University Shared Services Project;
- the Academic Reform project;
- engagement of Tribal benchmarking, to investigate cost structures;
- improvement of financial reporting systems and tools;
- implementation of the University's Enrolment Management plan;
- a review of contracting and trading activities⁴
- accelerated divestment of surplus assets; and
- development of asset management plans.

Also underpinning the strategic approach to financial management will be an improved financial discipline as an organisational priority. All Managers within the University will be required to attend compulsory financial management refresher sessions within the next year. These sessions will focus on improving the transparency and timeliness of reporting and investing in new opportunities as they arise either through business as usual activity, or through the Massey University Foundation.

Divestment of surplus assets is also an important component of the University's financial strategy. There are two separate programmes in play – surplus assets owned by Massey, and surplus assets currently in Crown ownership. The divestment programmes are expected to realise significant sale proceeds.

The funds from divestment of these two programmes will be used to assist in funding the significant capital programme the University has identified necessary to support improvements in the University's operational performance and academic quality as part of its *Road to 2020* strategy.

Given its considerable asset base, capital asset management is an important process from a financial management perspective. The University has recently developed Asset Management Plans for each of its campuses, together with a consolidated university-wide plan. The TEC Capital Asset Management reporting template for 2010 was completed and submitted to TEC in early July 2010. The University annually refreshes a comprehensive 5-year capital programme, which is reflected in the CAM report.

The University expects to extend to 10 years its overall capital programme once the asset divestment programme has subsided in the short term. The divestment programme is based on what the University knows currently about its mix of provision and levels of service associated with the current pipeline obligations. The 10-year plan will set a clearer picture of the University's required levels of service and chosen pedagogy styles in alignment with the distinctive contribution it makes to the University sub-sector in New Zealand moving forward to 2020, after the review of its academic programmes and papers has been completed. This will also incorporate the impact on projected levels of service from the performance linked funding mechanism, and the removal of low quality provision.

⁴ A Review is currently underway of all contracting activity that includes research projects and external funded activities. This project is expected to result in new policies and improved processes and systems to improve consistency, transparency and integration to enable optimal decision making.

International Strategy

Student growth

The University has an international growth strategy in place that is currently being implemented. The development of a comprehensive and longer term International strategy for the University is in progress (due for completion in October), and increasing international numbers across the University is a key strategic focus. Staff are engaging the strategy development through a series of campus-based international symposia in August.

Massey's 2020 Strategic Plan states the University's intention to increase international students by an additional 1000 EFTS by 2013. Progress towards this goal is evidenced in the University's recent contract with the World Bank, which has seen 67 new students now enrolled in an extramural Master's programme in Veterinary Medicine/Public Health (Biosecurity), with two large cohorts from Europe and Central Asia, and East Asia and Pacific, expected to enrol over the next 6–9 months. A contract to deliver a Postgraduate Diploma in Defence and Strategic Studies to members of the Brunei Armed Forces has also been signed and a cohort of 30 students will begin studies in Brunei in November 2010. The Bachelor of Food Technology programme delivered in Singapore in conjunction with Singapore Polytechnic has proved most successful and a further intake of 36 students is expected to begin study in August 2010. Other partnership opportunities are currently being negotiated including Home Government scholarship sponsoring bodies.

The recent arrival of the third Wuhan WTO partnership BBS (Finance) cohort has seen the relationship with Wuhan University continue to grow with a clear improvement in the academic and English Language competency level of the students on entry. 152 students are now enrolled in the Wuhan programme on the Palmerston North campus. The College of Business has also established new agreements with partner institutions such as Vietnam National University of Economics and Business 2 + 2 programme, and both the College of Education and CUPELS are active in attracting international students for professional and short-course training.

Despite the impacts of the global financial crisis, the high value of the New Zealand dollar and the very competitive nature of the International student recruitment market, new strategies have been planned and implemented to both diversify and increase International Student numbers, for 2010 and beyond.

Immediate Strategies (2010) currently being implemented or considered include:

- revised admission policies and practices to facilitate access and better manage the quality of International students gaining admission (being achieved by reduced admission processing time and reviewing the minimum academic admission requirements);
- colleges giving priority for assessing International postgraduate applications;
- increased recognition of prior learning;
- strategic partnering and cooperation with local high quality pre-University providers; and
- allowing entry to Masters programmes with management of progression into year two governed by academic performance in year one, with PG Diploma as an exit point.

Strategies for implementation over the planning period include:

- an increased focus and development of e-marketing, including website development, direct marketing and outbounding initiatives;
- increased provision of tuition fees scholarships;
- provision of pre-University programmes in partnership with a specialised International pre-University pathway provider;
- appointment of an overseas-based recruitment officer at the University's site in Singapore;
- employment of two additional staff for new initiatives and developments in International relations and marketing;
- significantly increase liaison between the International Office and Colleges to better co-ordinate opportunities and developments;
- capitalise on academic travel through academic staff assisting with the recruitment effort while abroad;
- undertaking survey analysis to assist in International student retention; and

- the mechanisms to ensure diversity in the international student cohort.

Student diversity

Massey's international student headcount – including those studying at the English Language Centre (CUPELS) – as a percentage of Internal Students is 20.07% (July 2010), having reduced from 26.50% (Dec 2007). Because this decrease relates mostly to students from the People's Republic of China (PRC), this has allowed the University to make excellent and continuing progress in delivering an improved diversity profile across its campuses, programmes, and departments. In 2007 PRC students represented 55.65% of all International Students. As at July 2010, this same national group now represents just 32.30% of all international students studying at Massey. While the PRC continues to be a major source of international students for Massey, as it is for other New Zealand universities and an increasing number of universities worldwide, Massey's focus is closely aligned with that of Export NZ's priority countries.

The University is currently active in, and focused on, developing new opportunities in both new and established markets where numbers are currently relatively low. These include Chile, Brazil, Indonesia, Russia, India, Singapore, Taiwan, Jordan and Spain.

Student distribution within the University

The Internationalisation plan has a focus on achieving a spread of International students across all three campuses by considering market demand for particular programmes. The Academic Reform Project will support the development of new programmes that could attract International students, and the campus location(s) of such programmes is part of strategic planning. Some Colleges/Institutes are already managing intakes for particular degree through quotas, limiting programmes and majors to a specific campus, increasing entry criteria or allowing specified places for partner institutions or overseas home country scholarship providers. As an example, a tightening of entry standards for the BBS entry has seen a significant fall off, particularly in PRC students seeking entry to the Albany campus in 2010. This is an important quality-management initiative.

3. “Supporting high quality research that helps drive innovation”¹

The University is well positioned to contribute to this area of focus in the Tertiary Education Strategy through its Road to 2020 goals and objectives. To meet our goals the University is committed to producing an environment where research and scholarship can thrive and make a difference to New Zealand and the world.

As outlined in the University's Road to 2020 strategy, such an environment will be built on three pillars; a research strategy aimed at ensuring support for outstanding research and leadership in the University's areas of specialisation; the generation of income that will pay for this; and the capability to transfer knowledge.

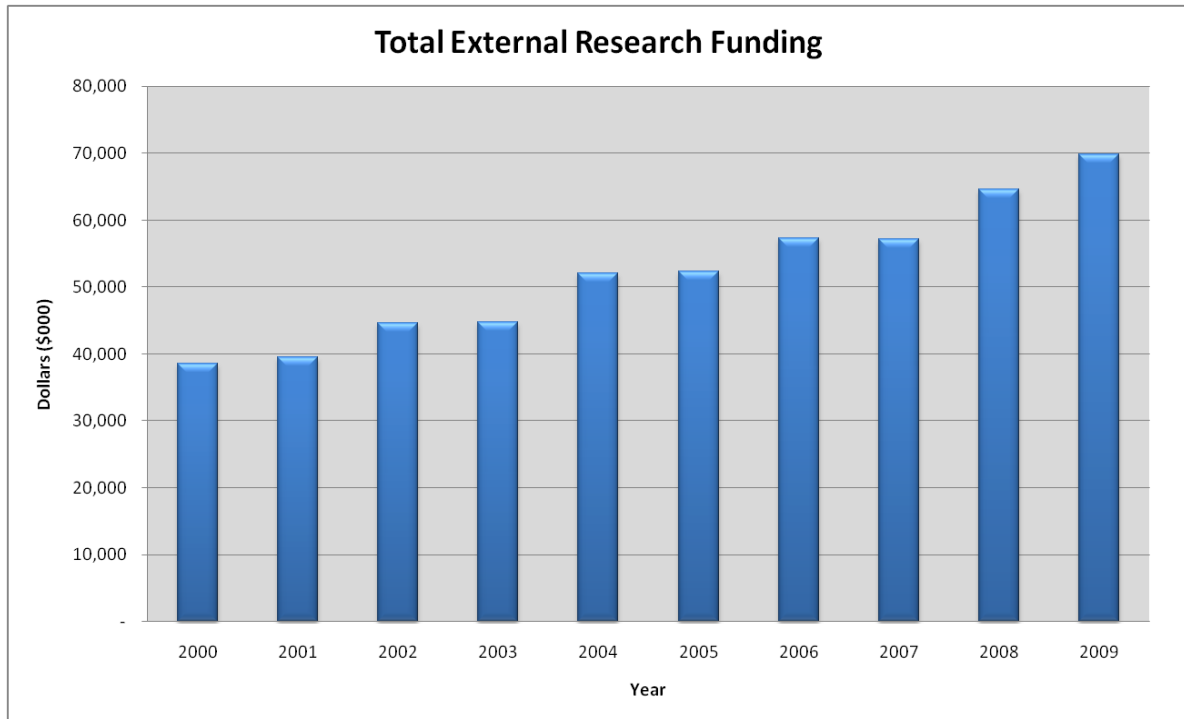
In terms of the impending PBRF Round, the University has been in the process of implementing College Research Plans consistent with the University's PBRF Strategy which was approved by the University's Council. This strategy is designed to improve the University's PBRF performance and is overseen by a Governance Group made up of Pro Vice-Chancellors and Research Directors.

The University's research strategy and associated implementation plan will be completed in 2010. Delivery of the plan will commence immediately and will include a range of initiatives to build the research base. Appointment of an Assistant Vice-Chancellor (Research) will be critical to this process.

Consistent with the goals in the Road to 2020 strategy, the University has already implemented a number of initiatives to increase the numbers of research post graduates, particularly PhDs. Massey allocated an additional \$750,000 per annum to doctoral scholarships in 2010. This additional funding increased both the number of scholarships offered and the quantum of the stipend to ensure parity with other NZ Universities. The full benefit of the additional funding will not be evident until 2012 when the full allocation is reached. Research collaborations such as the NZ Agricultural Greenhouse Gas Research Centre and the NZ Centre for Life Cycle Management have also provided access to additional targeted PhD scholarship funding from industry. Internally there is more support for PhD students via increased workshops for generic skills training. The University's research strategy will build on these initiatives.

External research income at Massey has been increasing steadily over the past 9 years (see Figure 2 below). A significant proportion of this growth has been from the Government sector, and while it is a high priority to maintain and grow this revenue stream, it is also acknowledged that diversification to grow private sector and international funding sources is a key initiative for the future. To facilitate this Massey has appointed an Agri-food strategy manager and has reviewed and re-launched its commercialisation strategy. There is also significant work going into international connectivity and client engagement.

Figure 2: Massey University External Research Income



Improved engagement with business is also a key opportunity for Massey. The Agri-food strategy manager role is a tangible example of the approach being undertaken. Other examples include a more explicit connection with the University Commercialisation Offices (UCONZ), active participation in the Creating Stronger University/Business Partnerships project, and strategic partnerships with the BioCommerce Centre and the E-Centre at Albany.

International research partnerships in areas for strategic relevance are also important to the University and examples are outlined later in the Investment Plan, e.g. collaboration in the Agri-food area with Wageningen University and Research Centre in the Netherlands in relation to a global food productivity project. Future strategy in terms of the University's international research partnerships will be revised as part of the University's international strategy (due for completion in October 2010).

4. Performance Commitments

The key performance indicators (KPIs) in this section of the University's Plan are intended to cover all the activities of Massey University for the plan period.

Further detail on the non-quantitative KPIs included in this section of the Plan, and described as key initiatives for 2011–2013 in Annex One (Plan Context), will be available in the University's annual plans. These plans provide detail on how the key initiatives will be actioned, who is responsible for the action, and when they will be implemented.

Performance against these KPIs will be reported in the University's Annual Reports for 2011–2013, as part of the Statement of Service Performance, in accordance with the requirements of the Education Act and the Public Finance Act.

Please note that the University implemented a revised Performance and Risk Reporting framework during 2010 that included a review of its suite of performance indicators to align with the implementation of its long-term strategy, *The Road to 2020*.

The performance indicators included in the University's Plan for 2011–2013 are intended to measure the success of Massey's delivery on *The Road to 2020* strategy and, where applicable, are consistent with those developed by the TEC for the Investment Plan process.

Table 6: Key Performance Indicators 2011–2013

Big Goal One: Research and Scholarship							
Ref No	Key Performance Indicator ¹	Historical		2010 Forecast	2011 Target	2012 Target	2013 Target
		2008 Actual	2009 Actual				
1.1	External Research Income (\$m)						
1.1.1	Total	63	70	70	72	74	76
1.1.2	Vote RS & T	18	20	20	20	21	21
1.1.3	Other Government	31	32	32	33	33	34
1.1.4	Non - Government	14	18	18	19	20	21
1.2	PBRF External Research Income (\$m)	45	52	56	61	65	70
1.3	Research Degree Completions (Number of)						
1.3.1	All students	416	411	420	430	440	450
1.3.2	International students	59	59	60	61	63	64
1.3.3	Māori students	39	30	35	36	37	38
1.3.4	Pasifika students	7	8	8	8	8	8
1.3.5	Full-time students	290	248	273	280	286	293
1.3.6	Part-time students	126	163	147	150	154	157
1.4	Commercialisation						
1.4.1	New Disclosures (Number of)	11	18	30	40	40	40
1.4.2	Licenses / Commercialisation Deals Executed (Number of)	2	2	3	3	4	5
1.4.3	Licensing Revenue (\$000's)	334	272	350	400	500	500
1.5	Implementation of the PBRF Research Strategy and Associated College Research Plans completed (2011)						
1.6	Update and implementation of the University's Research Strategy progressed (2011–2013)						
1.7	Implementation of the University's Commercialisation Model completed (2011)						

Notes:

1. Shaded indicators are those required by the TEC for the Investment Plan process.

Big Goal Two: Teaching and Learning							
Ref No	Key Performance Indicator ¹	Historical		2010 Forecast	2011 Target	2012 Target	2013 Target
		2008 Actual	2009 Actual				
2.1	Student Retention² (%)						
2.1.1	All students						
2.1.2	Domestic students	67	69	70	72	73	74
2.1.2.1	Domestic students under 25	75	78	79	80	81	81
2.1.2.2	Domestic students 25 and over	63	64	64	65	66	67
2.1.3	Māori students	59	62	62	63	65	66
2.1.4	Pasifika students	57	55	55	56	57	58
2.2	Successful Course Completion^{2,3} (%)						
2.2.1	All students	78	77	77	80	81	82
2.2.2	Domestic students	78	77	78	80	82	85
2.2.2.1	Domestic students under 25	81	80	81	83	84	85
2.2.2.2	Domestic students 25 and over	76	75	76	77	79	80
2.2.3	Māori students	67	66	67	68	69	70
2.2.4	Pasifika students	51	52	53	54	55	57
2.2.5	Distance students	69	68	69	71	72	73
2.2.6	Internal students	84	83	84	84	84	84
2.2.7	Postgraduate students	84	85	85	85	85	85
2.2.8	International students	78	77	77	79	80	80
2.3	Qualification Completion^{2,3} (%)						
2.3.1	All students						
2.3.2	Domestic students	59	55	56	57	59	60
2.3.2.1	Domestic students under 25	58	55	56	57	59	60
2.3.2.2	Domestic students 25 and over	60	54	55	56	57	60
2.3.3	Māori students	45	41	42	45	47	50
2.3.4	Pasifika students	33	26	28	30	32	35

Notes

- Includes all students reported to the Tertiary Education Commission via the University's Single Data Return i.e. domestic and international.
Domestic students are those eligible for Student Achievement Component funding and include Foreign Wholly Research students. This definition also applies to Māori and Pasifika, i.e. they include domestic SAC funded students.
International students are those who pay full international fees and exclude Foreign Wholly Research students.
Postgraduate students include only SAC funded students.
- All the University's courses or qualifications are at Level 4 and above.

Ref No	Key Performance Indicator ¹	Historical		2010 Forecast	2011 Target	2012 Target	2013 Target
		2008 Actual	2009 Actual				
2.4	Student Progression ⁴ (%)	31	51	52	53	54	55
2.5	Overall Student Satisfaction – Educational Experience ⁵ (%)						
2.5.1	Distance students	84	83	84	85	87	88
2.5.2	Internal students	83	83	84	85	87	88
2.6	Implementation of the University's Teaching and Learning Framework (via the Academic Reform Project) progressed, as planned (2011–2013)						
2.7	Investment in new technology made, as planned (including implementation of new Learning Management System) (2011–2013)						
2.8	Implementation of the University's International Plan progressed, as planned (2011–2013)						
2.9	Implementation of the University's Enrolment Management Plan progressed, as planned (2011–2013)						
2.10	Māori@Massey strategy implemented, as planned (2011–2013)						
2.11	Pasifika@Massey strategy implemented, as planned (2011–2013)						
2.12	Student Retention and Success strategy developed and implemented (2012)						

Notes

4. Student progression to higher levels of study in the tertiary sector (for students at levels 1–4).
5. New survey tool being implemented for this indicator.

Big Goal Three: Connections							
Ref No	Key Performance Indicator ¹	Historical		2010 Forecast	2011 Target	2012 Target	2013 Target
		2008 Actual	2009 Actual				
3.1	Student Commencements⁶ (Headcount)						
3.1.1	All students	9,529	10,935	9,750	9,545	9,390	9,465
3.1.2	Domestic students	8,051	9,391	8,300	7,885	7,400	7,165
3.1.2.1	Domestic students under 25	4,014	4,735	4,233	4,100	3,930	3,883
3.1.2.2	Domestic students 25 and over	4,037	4,656	4,067	3,785	3,470	3,282
3.1.3	International students	1,478	1,544	1,450	1,660	1,990	2,300
3.1.4	Māori students	957	1,127	1,050	1,080	1,125	1,150
3.1.5	Pasifika students	253	378	470	600	650	680
3.1.6	Distance students	4,193	4,897	4,080	3,360	3,240	3,200
3.1.7	Internal students	5,336	6,038	5,670	6,185	6,150	6,265
3.2	Active International Partnerships (Number of)	138	154	160	165	168	170
3.3	Implementation of the Relationship Management Framework, as planned (2011)						
3.4	Further development of partnerships and relationships with key external stakeholders, as planned (2011–2013)						
3.5	University's brand image and mechanisms for communicating brand image reviewed (2011)						
3.6	Implementation of the communication plans for Māori and Pasifika, as planned (2012)						
3.7	Initiatives to establish Massey as the university of choice for potential students, particularly students in the Governments targeted groups of learners, implemented as planned (2011–2013)						
3.8	Implementation of the University's International Plan relating to international partnerships and collaborative relationships in teaching and research, progressed as planned (2011–2013)						
3.9	Implementation of the University's Alumni Engagement Plan, as planned (2011–2013)						

Notes

6. Includes students new to study at Massey University.

Mode of delivery (Distance/ Internal) defined according to student mode, i.e. the primary mode of study for a student.

Domestic students only include domestic commencements, i.e. excludes Foreign Wholly Research students.

Big Goal Four: Responsibility

Ref No	Key Performance Indicator
4.1	Profile of the University's academic contribution and programmes in sustainability, increased (2011–2013)
4.2	Update and implementation of the Massey Programme of Sustainability completed annually (2011–2013)
4.3	Establishment of an Office of Public Policy and Development completed (2012)

Big Goal Five: Generating Income

Ref No	Key Performance Indicator ¹	Historical		2010 Forecast	2011 Target	2012 Target	2013 Target
		2008 Actual	2009 Actual				
5.1	Financial						
5.1.1	Surplus as a percentage of income (%)	1.3	0.6	2.1	3	3	3
5.1.2	Working capital ratio (%)	144	116	115	120	120	120
5.1.3	Debt to debt plus equity ratio (%)	2.6	2.6	2.5	2.3	2.2	2.2
5.2	University risk rating⁷	M	M	M	M	L	L
5.3	Investment in the activities of the Massey University Foundation, as planned (2011–2013)						
5.4	Implementation of the University's Financial Strategy progressed, as planned (2011–2013)						

Notes:

7. Risk rating per TEC i.e. High (H), Medium (M), Low (L).

Big Goal Six: Enabling Excellence							
Ref No	Key Performance Indicator ¹	Historical		2010 Forecast	2011 Target	2012 Target	2013 Target
		2008 Actual	2009 Actual				
6.1	Overall Student satisfaction with services and facilities (% of students rating services good/very good)	68	80	81	82	82	83
6.2	Student participation by equivalent full-time students (EFTS) ⁸						
6.2.1	Total University	18,738	19,994	20,099	19,925	19,850	19,860
6.2.2	SAC Eligible	15,996	17,360	17,669	17,150	16,775	16,485
6.2.2.1	Albany	3,073	3,513	3,600	3,760	3,845	3,880
6.2.2.2	Manawatu	4,672	4,822	4,890	4,825	4,720	4,490
6.2.2.3	Wellington	2,447	2,611	2,715	2,750	2,700	2,700
6.2.2.4	Distance	5,804	6,414	6,464	5,815	5,510	5,415
6.2.3	International full fee ¹⁰	2,084	2,021	1,875	2,175	2,475	2,775
6.2.4	Other	658	613	555	600	600	600
6.2.5	Undergraduate	14,884	15,923	16,080	15,915	15,860	15,900
6.2.5.1	Sub-degree level and below	467	742	710	530	400	350
6.2.5.2	Above sub-degree level	14,417	15,181	15,370	15,385	15,460	15,550
6.2.6	Postgraduate taught	2,319	2,476	2,419	2,400	2,350	2,300
6.2.7	Postgraduate research	1,535	1,595	1,600	1,610	1,640	1,660
6.2.8	Internal	12,749	13,469	13,529	13,910	14,190	14,335
6.2.9	Distance	5,989	6,525	6,570	6,015	5,660	5,525
6.2.10	Māori	1,710	1,877	1,944	1,938	1,963	1,978
6.2.11	Pasifika	466	522	583	669	738	824
6.2.12	Domestic students under 25 ¹⁰	8,373	9,108	9,276	9,090	9,060	9,070
6.2.13	Domestic students 25 and over ¹⁰	7,623	8,252	8,393	8,060	7,715	7,415
6.3	Student participation by number (headcount) ⁹						
6.3.1	Total University	34,413	36,125	34,900	33,600	32,800	32,700
6.3.2	International full fee ¹⁰	3,985	3,752	3,470	3,625	3,800	3,960
6.3.3	Distance	16,511	17,488	16,500	15,100	14,200	13,700
6.3.4	Māori	3,235	3,548	3,620	3,700	3,840	4,020
6.3.5	Pasifika	854	988	1,100	1,325	1,450	1,675
6.3.6	Domestic students under 25 ¹⁰	11,179	12,148	11,940	11,770	11,720	11,890
6.3.7	Domestic students 25 and over ¹⁰	19,249	20,225	19,490	18,205	17,280	16,850

Notes:

8. EFTS (Equivalent Full-time Students) determined on a paper offering basis. Distance/Internal defined according to the delivery mode of the paper offering. Campus defined according to the location of the paper offering.
9. Includes all students in the University. Headcount for mode of delivery (Distance) defined according to student mode, i.e. the primary mode of study for a student.
10. Domestic students are those eligible for Student Achievement Component funding and include Foreign Wholly Research students.
International students are those that pay full international fees and exclude Foreign Wholly Research students.

Ref No	Key Performance Indicator ¹	Historical					
		2008 Actual	2009 Actual	2010 Forecast	2011 Target	2012 Target	2013 Target
6.4	Student participation by proportion of students – EFTS¹¹ (%)						
6.4.1	Māori	10	11	11	11.3	11.7	12
6.4.2	Pasifika	3	3	3.3	3.9	4.4	5
6.4.3	Domestic students under 25	52	52	53	53	54	55
6.5	Academic staff with a doctoral qualification ratio (% of full-time equivalent)	59	69	70	72	73	75
6.6	Recommendations of Shared Services project implemented, as planned (2011–2013)						
6.7	Student Experience Strategy and initiatives to improve student service delivery implemented, as planned (2011–2013)						
6.8	Implementation of the University's Human Resource strategies progressed, as planned (2011–2013)						
6.9	The University's Strategic Asset Management Plan reviewed and implemented (2011–2013)						
6.10	Information Services Strategic Plan implemented, as planned (2011–2013)						
6.11	Initiatives related to the University's social and cultural responsibilities implemented, as planned (2011–2013)						
6.12	Continuous improvement initiatives associated with the University's administration processes and systems implemented as planned (2011–2013)						

Notes:

11. Includes SAC Eligible EFTS only i.e. eligible for Student Achievement Component Funding.

5. Summary of Activity

The Summary of Activity section provides details of Massey University's planned delivery of education for 2011–2013. Included in this section is the total Student Achievement Component (SAC) funding that the University has been allocated by the Tertiary Education Commission for 2011, based on the University's proposed mix of provision and funded student numbers for 2011–2013.

The University is currently facing a significant demand for student enrolments. Drivers of that demand include:

- a significant increase in enrolments relating to distance education in 2009 (9%) and forecast for 2010 (7%), partly reflecting increases in student numbers for key ethnic groups, i.e. Māori and Pasifika, but also illustrating the demand for ongoing professional development by industry and professions;
- increases in student numbers, particularly school leavers, on the Albany campus in line with strong population growth in the Auckland region;
- enrolment pressures as a result of the University's strategies to engage and connect with key external stakeholders (e.g. in Health, Defence and Security);
- increased demand for the University's programmes in the creative disciplines, as evidenced by a record number of applications for selected entry into the University's Schools of Design and Fine Arts;
- increased demand for the University's Bachelor of Communication programme at Wellington campus, the only university-level qualification of its type in the Region; and
- continued growth, both historical and forecast, in the University's postgraduate enrolments, particularly in areas of strategic priority to the nation, i.e. agriculture, science and engineering.

As outlined earlier in the Plan in Section 3, the University is committed to managing enrolments (via its Enrolment Management Plan) in line with targets agreed as part of the Investment Plan process, recognising that it has a number of inter-related goals it is aiming to achieve. They include:

- effectively managing enrolment numbers to achieve agreed EFTS targets and levels for the Government's targeted groups of learners;
- assisting students to make informed enrolment and career choices;
- improving the academic quality of our student population;
- enhancing student achievement, success and qualification completion;
- shifting the academic qualification portfolio in line with strategic positioning;
- growing net revenue streams and managing financial stability; and
- enhancing the student learning, living and life experience.

The policy approach approved by Council at its March 2010 meeting is based on a balanced portfolio of mechanisms that will best enable these goals to be achieved over a timeframe that is manageable and affordable. The enrolment forecasts for 2011–2013 in the University's Summary of Activity reflect the University's managed enrolment strategy in the short term, i.e. to manage enrolments back to the levels (100–103% of allocated SAC funding), while maintaining financial stability and avoiding adverse financial impacts resulting from medium-term pipeline effects of short-term rapid enrolment reduction.

The University will continue to implement its strategies to manage enrolment levels back to the target levels in the short term through the following initiatives:

- reshaping the University's academic portfolio via the Academic Reform Project;
- further rationalisation of the University's sub-degree level provision and limitation of domestic enrolments;
- management of Certificate of Proficiency (CoP) enrolments in line with TES priorities;
- application of mechanisms to ensure equity access for Māori and Pasifika students; and
- changes to the University's admission policy for preferential admissions and selected entry.

As indicated in Section 4 (Performance Commitments) of the Plan, Massey will manage its enrolments down to 16,730 EFTS by the end of the planning period, within the TEC's threshold for SAC-funded EFTS. As part of this commitment, Massey will also begin to re-shape its student profile as follows:

- to cater for demand drivers in the Auckland Region, a net increase of 280 EFTS (7.8%) on 2010 forecast enrolment levels in SAC funded EFTS on its Albany campus, after allowing for the return of Design programmes to Wellington; and
- a reduction in distance education enrolments of over 1,000 EFTS (16%) including a reduction of very part-time enrolments in extramural courses.

The information on the University's Summary of Activity for 2011–2013 is provided commercially in confidence to the Tertiary Education Commission in Annex 2.

6. Attachments

Annex 1:

Plan Context

Annex 2:

Summary of Activity (Confidential)

Annex 3:

New Zealand School of Music Investment Plan

Annex 1: Plan Context

The context for the University's three-year plans comes from the University's strategic plan, *The Road to 2020*, and the recently released Tertiary Education Strategy (TES) 2010–15.

The process to develop and review progress against the University's strategic plan provides a basis for updating the University's strategy and determining the strategic priorities for the next three years. The Government's expectations of tertiary education providers, and the changes they are looking for in the short term to progress towards their vision and long term goals for tertiary education, as outlined in the TES, must also be factored in to the University's plans and associated performance standards for the next three years.

As outlined in the Investment Plan Guidance, tertiary provision is driven by student choices about what and where they study. The student demand evident in the tertiary sector, and in particular as evidenced by growth in distance education and in the Auckland Region, is strongly influencing the University's strategic aspirations. Satisfying this demand will enable Massey to deliver the best results for New Zealanders' and the best return on the tax payer's investment.

In addition, other key factors evident in the operating environment and recognised in the TES that will impact the University in the short term include:

- The tight fiscal environment following the global downturn and local recession, within which the Government is unable to provide significant funding increases to meet the demand for tertiary education;
- the need, in a constrained economic environment, for reprioritisation of existing expenditure in the tertiary education sector to encourage efficient and high-quality provision by targeting priority groups of learners and types of study, improving system performance in the tertiary sector, and supporting quality research that helps drive innovation;
- the Government's short-term priorities for the tertiary sector, some of which will provide particular challenges to the University, particularly in terms of its current profile of students and distinctive role in the sector;
- the University's recent financial performance, which sees it considered by the TEC as a high financial risk, and the need to improve that performance to achieve the strategy in the University's strategic plan;
- the need for tertiary providers to strengthen their engagement with stakeholders, particularly with Māori and Pasifika; and
- the need for tertiary providers to provide an inclusive education environment that caters for the needs of students with disabilities.

The University intends to respond to the key factors evident in the operating environment and build on the progress already made in implementing *The Road to 2020*, by implementing the strategic priorities as outlined in this three-year plan.

Defining Massey

Among New Zealand universities, Massey is unique both in terms of its special character and the role it plays within the tertiary education system. It draws on a rich history that mixes leadership in agri-food, creativity and innovation across campuses located at Manawatu, Wellington and Albany with pre-eminence in distance education, a record of engagement with industry and the community, and a reputation for acting entrepreneurially.

Our distinct contribution will be enhanced in the years ahead by the range of commitments that are set out in *The Road to 2020* strategy. Through the statements about leading research, exceptional teaching, sustainability, revenue generation, and the best possible environment for staff and students, runs a consistent theme of being highly connected and engaged with the University's many communities of interest.

Massey has New Zealand's only veterinary school and our School of Design has a reputation as the leading design school in the nation. The University has an outstanding record as a recipient of the national tertiary teaching awards, awarded annually to tertiary teachers by the Ako Aotearoa, the National Centre for Tertiary Teaching Excellence. Massey is the lead university for two of the nation's seven Centres of Research Excellence, participates in the other five Centres, and competes very successfully for new research funding.

Massey is New Zealand's national university with students from throughout the country studying internally at our three campuses and at a distance. Massey is also New Zealand's most international university. As the choice of students from all over the world, and as a significant presence in more than twenty countries as diverse as China, USA, India, Germany, Saudi Arabia and Korea, Massey is New Zealand's tertiary education gateway to the world.

The University's student profile is unlike any other university in the sub-sector with almost 60% of its students studying part-time (compared with the sub-sector average of 33%). This uniqueness is a reflection of the fact that half the University's students are studying at a distance and 60% of the student population are over 25 years of age, quite different from other universities in the sub-sector. Distance education, with its close links with industries and services, makes a unique contribution to education in New Zealand and to the up skilling of the current workforce, while also providing opportunities to students isolated for one reason or another from the physical University.

The University is host to more than 3,500 Māori students in a growing Māori student population and has senior Māori staff in all Colleges. Massey has the highest number of Māori students in the universities sub-sector, with 23% of all Māori students. The University has, and continues to be, a major contributor to advancing educational outcomes⁵ for Māori. The Māori student profile is consistent with Massey's overall population, with over half (60%) the University's Māori students studying at a distance and 65% of the Māori student population over 25 years of age. This underpins our commitment to promote indigenous knowledge and advance Māori achievement.

Massey continues to work proactively to build relationships with relevant Māori groups and organisations. For example, the University has an opportunity with the Te Runanga o Nga Kura Kaupapa Māori to provide Māori Immersion teacher education for up to 120 students over 3 years. Under the capped funding environment implementation of this proposal is contingent on re-shaping the University's academic profile over the next two years.

We have also shown leadership through our commitment to the Pasifika community and to the large new migrant communities. Pasifika student numbers in the University are also growing.

⁵ Massey University had the third highest proportion (14%) of Māori graduates at degree-level and above in the universities sub-sector for 2008 – Education Counts database

Massey has responded positively to the challenges of the new tertiary environment that requires universities to make a distinct contribution to their local, national and global communities. We have made it clear that we are an outward looking university that works closely with its partners and stakeholders.

Joining Massey means joining a culture of engagement. It is our willingness to engage, both internally and externally, that most defines us. For example, this University has a long history of engagement with the business community and its MBA programme is the largest and longest standing continuous programme in New Zealand.

Massey has always wanted to make a contribution. We are a change-embracing institution. Our bold, innovative, “can do” attitude has won support throughout New Zealand and around the globe. In the context of a world that is transforming, we intend to further enhance our reputation for making a difference. What defines us is our capacity to shape the future of our nation and our commitment to taking what is special about New Zealand to the world. Massey’s graduates will be defined by their leadership qualities and an ability to contribute to New Zealand and beyond, through innovation, creativity and entrepreneurship.

Massey has instituted a programme of change designed to focus the University on its strengths and begun a period of development that is intended to consolidate this University as New Zealand’s defining university and a world leader in tertiary education. Implementation of *The Road to 2020* strategy through the priorities as outlined in this Investment Plan for 2011–2013 will continue this progress towards these goals.

Defining Academic Quality

Massey University is committed to providing an environment where excellent research and academic excellence is the norm. Massey is a research-led University and we intend to excel in all areas of research undertaken by the University, and be world leading in our areas of specialisation. Our teaching programme will be informed by research. It is through this culture that Massey has evolved into a comprehensive University of academic quality and reputation.

Massey makes a significant contribution to New Zealand’s identity and economic, social and cultural development and environmental management. The intellectual strength of our academic programmes emerges from our commitment to the fundamental and applied disciplines of the sciences – chemical sciences, mathematics, physics and biology, information technology, statistics and computer science; the humanities – languages and literature, history and philosophy; the social and behavioural sciences; the creative and performing arts – fine art, design and music; and business and education. Alongside these, we have developed a complementary portfolio of professional and applied programmes with a strong employment focus, and have created university-wide platforms, such as Te Mata o te Tau, an Academy for Māori Research and Scholarship, to add value to academic programmes.

During 2010, to give effect to the aspirations made in *The Road to 2020* and further position the University for excellence in academic endeavours, Massey has made a major commitment to two substantial projects that will transform the way we design, organise, and deliver our academic programmes and the services that support them.

The Academic Reform Project will advance and prioritise an overarching framework for teaching and learning that will position the University – through its programmes, students and graduates – to achieve the ambitious goals presented in *The Road to 2020*.

The University Shared Services Project will deliver an organisation framework that improves the services and support for academic endeavours. The shared services model embodies the principle of Massey as ‘One University’. There will be University leadership of services in strategy, policy, standards and quality systems but with management and location of service to be organised as appropriate.

Both these projects involve consultation with staff, students and other stakeholders of the University. Further detail on the projects is included in later sections of the Investment Plan.

Defining as a National University and in Educational Delivery

As a multi-campus university based in Manawatu, Wellington and Albany, Massey offers the most comprehensive programme of any university while offering specialisations at each campus. As New Zealand's distance university we specialise in offering anywhere, anytime learning for students who, for whatever reason, choose to attend as a distance student. By way of illustration of its long history in distance education, the University celebrates its 50th Jubilee of Extramural Study/Distance learning in 2010. Distance education is a vital part of the tertiary system in New Zealand and, through opportunities for learning both domestically and offshore, contributes to the nation's transformation.

Early in 2010 the University adopted a new leadership model, the 'One University' model that will enable enhanced and committed delivery of high quality services to staff and students irrespective of where the University's programmes are delivered. The 'One University' approach requires national leadership of strategy, policy, standards and quality systems. Implementation of the Shared Services Project represents the next phase of development of this model.

Adoption of the new leadership model will ensure that each of our campuses (Wellington, Manawatu and Albany) has a distinct identity while operating within the 'One University' principles.

The University will offer a broad, and eventually comprehensive, academic programme from its Albany Campus and we expect to become the leading university provider in this region (from North Shore to Kaitaia). This region is New Zealand's fastest growing population with significant numbers of Māori and Pasifika peoples. The University's strategic university-wide 'innovation' theme will be led from this campus by bringing together science, information technology, engineering and business. The campus is now securely established within the rapidly growing North Shore, servicing the needs of the Super City and Northland and as a destination campus for postgraduate students in areas including finance, economics and accountancy, design, teacher education, children's literacy, psychology, social work, social policy and health, food, engineering and advanced technology, information and mathematical sciences, natural sciences, molecular biology and evolution, and conservation ecology. The New Zealand Institute for Advanced Study is already an important showcase for excellence at the Campus.

The University offers a comprehensive academic programme from its Manawatu campus. This campus is leading the strategically important development of agri-food and related industries, both in New Zealand and internationally. Already the University has achieved preferred status for three Primary Growth Partnerships, designed to boost economic growth and sustainability in the primary, forestry and food sectors, and is developing collaborative research relationships with offshore universities, e.g. Wageningen University in the Netherlands, in this area.

The campus is internationally recognised for its expertise in the land-based industries, business enterprise, fundamental and applied sciences, engineering and technology, Māori education, business, and visual arts, teacher education, educational research, humanities, health and social services, and the social sciences. As the University's research core, Manawatu hosts the University's two Centres of Research Excellence, namely the Allan Wilson Centre and the Riddet Institute, has facilities of both the AgResearch and Landcare Crown Research Institutes co-located on campus, and other CRI facilities located close by. It also has a rapidly developing cluster of international quality sports facilities. It is building important research and teaching relationships with key stakeholders (Defence, Customs) in the security area and is defining education in this important area. It has a unique resource in the nearby University farms, which play an important role in linking education, research and research training with the agricultural, veterinary and biological industries. It is also the primary site for its distance education programmes, delivery and support systems, and for its central administration.

The University offers a focused academic programme at its Wellington campus and leads the University's key strategic theme of creativity. The campus is home for New Zealand's leading Schools of Design and Fine Arts. Wellington is a destination campus for students of design and fine arts, communication and journalism, health (nursing, health sciences and postgraduate public health and psychology) and music, through the New Zealand School of Music. This campus provides national research and education leadership in niche academic areas that are strategically appropriate for the region and the country, such as small and medium enterprise research and public health research. As part of the implementation of its *Road to 2020* strategy, the university recently launched the School of Public Health, which encompasses five research centres and a consolidation of teaching and research activities. The University also hosts, Ako Aotearoa, the National Centre for Tertiary Teaching Excellence at Wellington campus; and part of the New Zealand School of Music, in collaboration with Victoria University of Wellington, is also located on the campus.

It should be noted that positioning of academic programme offerings at each of the University's campuses and at a distance will eventually be optimised as a result of the Academic Reform Project. A critical element of this Project is a comprehensive review of the University's academic portfolio to rationalise and consolidate the University's programmes of study and paper offerings.

Massey University provides national leadership and capability in distance education and will continue to offer unsurpassed access to high quality university-level education through a comprehensive range of academic programmes for students of all ages and cultures throughout New Zealand and also internationally. The distance education mode, with its network of advisers and support services throughout the country and delivered by staff highly skilled in distance pedagogies and materials design, provides unique opportunities for university education, professional training or development for people otherwise precluded by geographical, economic or life circumstances from attending on-campus university programmes. As such, it constitutes a vital element in the nation's educational structure, and assists in the development of national identity and cohesion. It has further potential for penetrating distance teaching markets overseas, accruing educational, economic and cultural capital of significant value for this country. These markets are likely to be worth hundreds of millions over the next decade and represent an enormous opportunity for the country.

The capped funding environment and the short-term TES priorities targeting specific groups of learners, e.g. young people under 25, represent a significant challenge for the University, particularly given the University's demographic profile. With the local recession, a significant amount of the University's recent enrolment growth has been in students studying at a distance, students who are predominately older than 25 and who also represent a high proportion of the Māori student population. The University must therefore carefully balance its commitment to respond to the Government's short-term TES priorities and other priority groups, with its role as New Zealand's leading distance education provider and the University's responsibility to all New Zealanders. This role is in keeping with the Government's vision for tertiary education, again as outlined in the TES, which includes an expectation that the tertiary education system provide New Zealanders, of all backgrounds with opportunities to gain world class skills and knowledge.

Massey University's integrated campus structure and commitment to highly developed blended and distance education services, give us an extremely flexible and adaptable educational delivery system capable of meeting the study needs of a broad range of learners in a multiplicity of environments.

The multi-campus system enables programmes to be concentrated where demand is greatest or delivery most efficient or where specific needs are identified, but with the opportunity for supporting satellite courses within the same programme to be located on other campuses. The multi-campus model also facilitates the provision of short or block courses in regional areas to fit the needs of concentrations of students at specific times and places during the year.

The development of digital learning systems facilitates the integration of both distance and on-campus modes of teaching delivery, leading to greater interaction and an enhanced sense of association with the university,

particularly for students remote from other class-mates. It will also enable leadership in educational delivery for the future with minimal environmental footprint. The University has made significant progress in another of its key *Road to 2020* strategies – investment in digital media. Implementation of Stream, the University's new Learning Management System, is at the centre of these developments and is progressing well.

Responding to Stakeholder Needs

Understanding Stakeholder Needs and Priorities

Being strongly connected to our stakeholder communities is a defining characteristic of Massey University. The University is engaged with stakeholders at all levels of the organisation. Engagement with local communities is enhanced by our regional presence, while central structures facilitate clear and effective dialogue with national bodies including Government. The challenge for Massey University as a national university is to respond to local expectations within the context of a One-university strategy and whole of institution funding model.

The national and international academic and professional networks of our staff ensure the maintenance and continuous improvement of standards in all areas such as curriculum development, knowledge transfer, information technology infrastructure, and financial management.

Structures and decision processes governing teaching, research training and service delivery include student representation on boards and committees up to the level of Council. Our connections with industry are pervasive and range from representatives on qualification review panels to professional accreditation to the co-location of key partners on a Massey University campus.

While Massey already has a reputation for working closely with its many stakeholders, it is further developing these links through a strategy of active engagement. Our success will depend on the strength of our relationships with alumni, business, government, iwi, Pacific peoples, non-governmental organisations, and policy makers, and our connections with schools, business, industries and local government in our regional communities in the Central North Island, Wellington, and the Greater Auckland/Northland area. We need to make the best use of our geographical location in these three critical areas of New Zealand as part of our national approach to engagement. We will also make best use of our blended and distance capacity particularly with regard to realising the opportunities that exist in the South Island and offshore. With the adoption of the 'One University' leadership model, we will also ensure that engagement with stakeholders enables a university-wide approach with increased coherence between Colleges and campuses.

Our next phase of development must include strategies for engagement with a focus on clearly defining responsibilities and building active partnerships with key stakeholders of the University.

Meeting the Needs of Students

Constructive engagement with students as key stakeholders is important to Massey University. A strategy of more active engagement with student representatives has been pursued over recent times through establishment of formal and informal mechanisms for regular dialogue between student representatives and members of the Senior Leadership Team. Representatives from student bodies and feedback from student and graduate surveys identify the quality of the learning experience, together with an increased desire for flexibility around learning options, as key issues.

The new performance-based funding environment will also demand more of tertiary institutions in terms of accountability to these stakeholders for educational achievement and overall performance relative to other providers in the tertiary system.

Noting that Massey has already initiated a project to research and enhance completion rates for current and future learners, the University considers the following factors to be important in meeting student needs:

- understanding that different learner groups have different educational achievement rates, e.g. part-time learners, mainly studying at a distance,⁶ generally have lower educational achievement rates and/or take longer than students studying full-time because of influencing factors such as family, employment, etc;
- recognition that Māori and Pasifika ethnic groups generally have had lower educational achievement rates than other ethnic groups;
- recognition that, in terms of public investment, the fact that part-time learners have lower educational achievement rates and/or take longer is balanced by a lower up-take of student loans by this group of learners;⁷
- recognition of the different support requirements of individual learners, including conventional and innovative learning approaches, along with systems to assess student's preparedness for university study and helping students succeed through learning support;
- understanding and being responsive to the unique learning environment needs of particular disadvantaged, cultural or ethnic groups;
- a clearer focus on learning outcomes in terms of student achievement and graduate attributes, i.e. the need for qualifications and learning experiences that provide students with values, competencies and knowledge to work and live in a future world;
- recognition of the short-term priorities in the TES 2010–2015, requiring improvements in participation and educational achievement at degree level and above for targeted groups of learners, i.e. young people (under 25), Māori and Pasifika;
- recognition that there is a potential conflict in the short-term priorities for participation and educational achievement (retention and completion), particularly for some ethnic groups;
- recognition that, in the longer term, the projected growth in the overall population, and in the numbers of mature students, will mean an increasing demand for life-long learning, including the attainment of higher qualifications and opportunities for professional development and intellectual and cultural stimulus;
- recognition that today's mature learners and their educational achievements will provide leadership into education for younger learners, particularly where Māori and Pasifika learners are concerned;
- more focus on the importance of internationalisation and international linkages as a key priority in improving the quality of educational outcomes for all students;
- recognition that the importance of information literacy and communications technology and the increasing expectations of students, particularly younger learners, that appropriate technologies will be available and supported across all modes of teaching delivery and research activity;
- acknowledgement of the need for appropriate standardisation of learning technologies to ensure students experience a consistent structure within different learning environments;
- recognition of the central role of interaction amongst staff and students in the enhancement of learning, both in terms of face-to-face and on-line learning; and
- further emphasis on the need for flexibility in learning delivery options designed to meet the needs of specific learners.

⁶ 5 Year qualification level completion rates for extramural students (18%) were significantly lower than that for all students (38%) – MU Annual Report 2009.

⁷ 36% of the University's current extramural population have active student loan accounts – MAS, 19 July 2010

Responding to the above factors will include strategies:

- committed to examining the Massey educational model to ensure it meets the needs of our different learning communities;
- aimed at ensuring the relevance of Massey qualifications and enhancing graduate outcomes for students;
- aimed at improving participation levels in the Government's targeted groups of learners and ensuring more young people move successfully from school to tertiary education;
- focused on broadening and enriching the quality of the student experience and enhancing educational outcomes for students (including student achievement) particularly in the Governments targeted groups of learners;
- for enhancing blended and distance education to extend collaborative and flexible learning;
- involving further strategic investment in Library, Information and Student Services infrastructure;
- aimed at revitalisation of internationalisation plans and ensuring growth in our international student numbers;
- promoting further collaboration with student bodies by building on mechanisms recently established for engaging with students throughout the University; and
- strengthening engagement with schools and recruitment of the most talented students, as part of the University's commitment to local communities.

Meeting the Needs of Staff

The University is responding to a range of environmental factors impacting on staff recruitment, retention and performance, including:

- inter-university competition for staff nationally and internationally;
- staff workloads and job satisfaction being impacted by a variety of factors, both internally (organisational change, financial factors) and externally, with change in the sector including the introduction of performance-based funding for student-related funding, the pending PBRF round and financial constraint;
- increased legislative compliance requirements;
- the increasing demand for more flexible employment arrangements;
- an ageing staff population consistent with others across the sector; and
- the global economic situation and its impact on employment levels.

These factors present challenges for Massey University in creating an innovative culture that embraces change, and a teaching and research environment where there is:

- continuing support for, and recognition of, quality teaching;
- continuing support for staff research and innovation, including relevant infrastructure;
- a stimulating environment that further encourages a 'can do' attitude and is the most conducive to the high standards to which we aspire;
- opportunity for staff to engage in professional development including the attainment of terminal qualifications appropriate to their discipline;
- encouragement and reward for engagement with appropriate information and communications technologies that will enhance research and teaching;
- development of leadership and management capability, and appropriate succession planning; and
- recognition of the principles of equal employment opportunity.

Responding to these factors is critically important as the University's staff enable the achievement of the strategy in the *Road to 2020*. Therefore, our strategies will include:

- a continued focus on development and implementation of appropriate HR strategies for the University including, for example, implementation of the recommendations of the Pay and Employment Equity Review ;
- ongoing refinement and implementation of the University's Research Strategy with emphasis on building on our strategic capability in the University's areas of specialisation;
- encouraging professional development opportunities for academic and general staff and to provide appropriate support for the levels of engagement we need from our staff , including key initiatives that improve staff capability and support for distance education and blended learning;
- continued implementation of Māori and Pasifika strategies that recognise the importance of building networks amongst our Māori and Pasifika staff within Massey University and with other providers;
- maintaining support for outstanding teaching and appropriate recognition of commitment to teaching;
- implementation of strategies, including our strategy to consolidate our academic portfolio of programmes and papers, to address the workload of our academic and support staff;
- implementation of the Shared Service strategy aimed at providing more effective and efficient support to our academic staff and students;
- providing a teaching and research infrastructure and a supportive environment that is conducive to excellence in practice and encourages staff recruitment and retention;
- an ongoing commitment to digital technology to enable our staff; and
- following on from the establishment of the 'One-university' brand, implementing a strategy to improve internal communication in the University.

Meeting the Needs of Industry, Professions and Professionals

Massey University has a reputation for working closely with its many stakeholders and is determined to further develop these links, through a strategy of active engagement. Massey contributes to the needs of industry and professions through career and professional development of their current and future employees. We achieve this through our core functions of knowledge creation and applied research, technology transfer, a variety of collaborative ventures and our professional development programmes. This strong demand for learning by industries for continuing education adds further enrolment pressure in a capped funding environment.

Massey was initially established to increase productivity and financial returns in the New Zealand agricultural industry through research and training. As demonstrated by its recent success in securing preferred provider status in three Primary Growth Partnerships, the University continues to provide leadership, research and human resources to the agricultural, food and forestry sectors, which generate over 60 per cent of New Zealand's exports and contribute over \$9 billion to New Zealand's GDP. The University's partnership with Lincoln University also illustrates Massey's commitment to collaboration with other institutions for the benefit of industry and the nation.

The University is constantly engaging with this sector and others through collaborative research and teaching ventures, industry advisory boards, and sponsored partnerships such as Partnerships for Excellence. Developments with external stakeholders (Defence, NZ Customs) in defence and security research and education, are exciting examples of collaborative ventures where the University is meeting the needs of external stakeholders and wider society. The University's vehicle for this engagement, the Centre for Defence Studies and Security Studies, has launched a strategic plan to provide direction towards the Centre's vision of becoming a nationally and internationally respected centre of excellence for defence and security research and education. The initiative with the World Bank to offer postgraduate programmes in biosecurity and public health, is another exciting development servicing the needs of an offshore organisation while contributing to New Zealand's economic development. Another example of a partnership with industry is the relationship developed by Massey's College of Creative Arts with Weta Workshops, a world-wide leader in digital imaging.

In meeting the needs of industry, professions and professionals, the University takes account of the following factors:

- the need to have sound relationships and a consistent approach to collaboration with business and industry that result in mutual benefits;
- changing labour market requirements, demand for ongoing professional development and the graduate recruitment needs of our stakeholder industries and professions;
- the research needs of Government and private funding partners, and the clear signal in the TES that research-driven innovation will be a major factor in helping New Zealand industries become more productive and drive economic growth, i.e. research in universities needs to combine excellence with impact through better linkages between firms, other tertiary institutions and CRIs;
- the importance of seeking and maintaining accreditation from professional bodies and international agencies;
- recognition that the needs of employers are diverse and include generic competencies such as information and communication literacies;
- balancing disciplinary requirements and specialist skills with the development of individual learners;
- enhancing the transparency of graduate outcomes;
- the increasing demand for life-long learning associated with enhanced technical and personal attribute requirements in high-skilled employment;
- the need for people who will create and lead entirely new industries and professions; and
- the emergence of global environmental issues and the need to show leadership in the area of sustainability.

Therefore our strategies will include:

- further promoting and expanding the range and effectiveness of links with relevant industry, professional bodies, research partners and alumni, including the structures and infrastructure supporting engagement;
- building on Massey's leadership role in agriculture and other land-based industries, particularly in the key area of agri-food and in the shift to sustainable development;
- building on the success of our current partnerships and arrangements in other areas of specialisation, including, for example, Defence and Security, Public Health, Sport;
- improving the success of life-long learners via qualifications and professional development programmes that are flexible and accessible;
- initiatives, such as the Academic Reform Project, that will continue to strengthen our focus on graduate outcomes;
- strengthening collaborative networks with relevant national and international partners, including Crown Research Institutes, other universities, professional institutes and research partners;
- improving the focus of engagement mechanisms in the University;
- enhancing commercial partnerships; and
- identifying, capturing and leveraging new commercial opportunities through implementation of the University's commercialisation framework and infrastructural arrangements.

Meeting the Needs of Regional Communities

It is our intention to focus on being the most connected of all the New Zealand universities. We will pay particular attention to our local communities in the Central North Island, and Greater Auckland (in particular North Shore and West Auckland) and in Wellington; to Māori, Pacific communities and new migrants; and to business, government, non-government organisations (NGOs) and policy communities.

Massey University contributes to the local needs in each of its broad catchment areas through its active regional initiatives, and Massey will continue to draw students nationally to destination programmes at each

campus. Analysis of demographic trends over the next 20 years indicates that the pool of possible students for individual campuses will grow very differently, and none at the national average.

Massey University is positioned to be the leading university on the fast-growing North Shore. On its Albany campus, the University is developing its suite of programmes to meet the research and learning needs of this rapidly growing region. The University is strongly connected with local business interests (e.g. Enterprise North Shore), industry and the community.

In response to strong population growth in this region, the University expects substantial growth in student numbers on the Albany campus over the planning period. For example, Massey's school leaver enrolments on this campus are expected to grow by more than 20% in 2011. The campus also has the opportunity to support significant growth in postgraduate enrolments in the Auckland area. Particular subject areas, such as education, have the opportunity to consolidate their pre-eminent reputation. The New Zealand Institute for Advanced Studies, based at Albany to provide a focus for the best national and international research, will attract high-quality postgraduate students. The campus is ideally positioned to respond to regional growth, and, through close association with regional stakeholder interests, will be an integral part of the region's economic development.

The University serves the needs of stakeholders throughout the lower and central North Island at its Manawatu campus. It is a destination campus for students studying programmes for which we are the principal national provider, in particular in the land-based sciences and related areas. Massey's reputation throughout its 80-year history has been closely associated with agriculture and other land-based industries. At a time when the world is facing a food crisis and the need to shift to sustainable development because of global warming, Massey will build on its leadership role in these areas. Working in partnership with other organisations, Massey will focus on the key area of agri-food, including the entire supply chain from the paddock to the plate. To connect with both its regional community and the agri-food sector, Massey partnered with the Central Districts Field Days, New Zealand's largest regional field days event.

Manawatu is the campus from which the University's distance education portfolio is primarily serviced and the hub of the wider institution, being the location of the Vice-Chancellor's Office and National Shared Services. The University is recognised as a knowledge centre and an integral part of the region's economic development strategy which is focused on Integrated Education, Smart Business and Bio-Industry, and provides the home base for a number of national research centres and programmes. Although the central North Island is expected to experience overall demographic decline, particularly for the population under age 50, despite growth in some regional cities and an increase in the proportion of young Māori students, Palmerston North's central location and easy access will ensure it remains the hub for advanced research and for teaching, particularly within its distinctive specialist areas. Added to this, the region is becoming a major focal point for location of New Zealand's Defence Forces, an opportunity the University is already building on with its partnerships and arrangements in this area.

Massey plays a special role in providing access to education for those not able to attend a physical campus, e.g. East Coast Māori. While a significant amount of the University's recent growth has been in demand for distance education, the University has also experienced significant growth in research post-graduate enrolments, particularly in areas of strategic priority to the University and the nation, i.e. agriculture, science and engineering, and largely at the Manawatu campus. This growth challenges the University's funding cap, but represents an opportunity for the University and demonstrates our commitment to the core role of universities.

The University's campus at Wellington is held in particularly high regard as a destination campus by students from throughout New Zealand for its targeted programmes and expertise, particularly in the creative arts and in health. The campus is very closely connected with the city and its civic, business and artistic communities, and also has a close association with Victoria University of Wellington including through the New Zealand

School of Music, a partnership and collaboration that has enabled the two universities to enhance the quality of student outcomes by combining their respective strengths in music.

The campus is a destination region for tertiary students throughout the country particularly in terms of its programmes in Design and Fine Arts. Wellington campus has experienced high demand for its Bachelor of Communication programme, the only university-level qualification of its type in the region. Enrolments in this programme have almost doubled over the past three years. The campus is also expected to experience pressure in terms of demand for its programmes in Public Health.

As you would expect, a number of our strategies for meeting the needs of our regional communities are consistent with our strategies for meeting the needs of industry and professions, for example, our strategies for promoting the range and effectiveness of links with these stakeholders and the effectiveness of mechanisms for engagement.

Our strategies for meeting the needs of our regional communities include:

- optimal positioning of the academic portfolio at each campus, through the Academic Reform Project, in collaboration with our regional communities of interest, and underpinned by appropriate support and infrastructure;
- taking a defining leadership role in the area of sustainable development and sustainability;
- continuing innovative development of Massey's distinctive approach to tertiary learning, again through the Academic Reform Project;
- continuing to strengthen engagement with relevant regional communities, including Māori and Pasifika, schools, businesses and industry, research partners and alumni;
- continuing implementation of the Māori and Pasifika@Massey strategies across all campuses;
- maintaining Palmerston North as the service centre for distance delivery while also exploring opportunities to widen support nationally; and
- pursuing an increase in funded enrolments at Albany campus in the medium term to appropriately recognise the strong demand in the Albany region for university-level education, particularly in the Government's targeted groups of learners, and the growth in research postgraduate student numbers in priority areas, in keeping with the role of universities.

Meeting Global Needs and Requirements

Tertiary education is a global industry and Massey University must continue to advance its reputation as a research university of international standing, while strengthening its contribution to New Zealand's economic, social and cultural advancement. Massey's vision is to be acknowledged as New Zealand's defining university and as a world centre of tertiary learning. We will work hard to achieve this vision and take the best of New Zealand research and teaching to the world.

Factors relevant to the international context include:

- the current tertiary education environment that will cap overall domestic student numbers in the face of increasing demand largely brought about by the impact of the global downturn and local recession;
- declining international student numbers in the University despite increases in the numbers of international students coming to New Zealand and projected increases in the international market, particularly from China;
- competition with overseas providers delivering programmes to New Zealand students, and for elite international students particularly at postgraduate level;
- the growing desirability of accreditation from international agencies to enhance the portability of qualifications from New Zealand universities in general, and Massey in particular;

- alignment of the University's international activity with the Government's Internationalisation Strategy and our own needs and aspirations;
- recognition that continuing to build international links is a priority in the TES and that the University is well positioned to meet this priority with the revitalisation and implementation of its internationalisation strategy and having already developed a number of offshore linkages, e.g. the recent initiative with the World Bank who are funding the establishment and development of two new postgraduate programmes in the biosecurity area;
- recognition of the University's emerging role on terms of its relationships with indigenous peoples, e.g. from Canada, Australia and Pacific nations;
- the existence of offshore opportunities to build on the University's distance education capability and deliver learning offshore; and
- significant global issues including global warming and climate change, and rapidly growing demand for food production as a significant issue for the world and its future sustainability.

Therefore our strategies will involve a revitalisation and refocusing of our plans for internationalisation and include:

- further exploring opportunities to deliver more learning overseas to serve the need to retool globally diversifying economies, including further developing our capacity and capability for distance delivery to domestic and international students located offshore;
- building our international leadership in research and teaching in key areas of specialisation and building networks for teaching and research activity;
- being responsive to increasing foreign government sponsorship and encouragement of postgraduate training;
- further development of relevant strategic alliances with leading international universities, such as the collaboration in the Agri-food area through the University's Riddet Institute, with Wageningen University and Research Centre in the Netherlands in relation to a global food productivity project;
- exploring opportunities with selected international partners to base our activities off-shore, e.g. Food Technology in Singapore, and invite overseas institutions to locate facilities on Massey campuses;
- contributing to the development of higher education in offshore countries as part of Government-to-Government initiatives;
- recognition of our responsibilities as a university of the Pacific by continuing to implement our Pasifika strategy;
- building relationships with new migrant communities in New Zealand;
- the fostering of relationships between alumni and international students through implementation of our Alumni strategy;
- exploring the provision of opportunities for undergraduate students to travel internationally and enhance their learning;
- taking a leadership role in sustainability; and
- increasing the numbers of international students on our campuses.

Meeting the Needs of Government

The Government's stakeholder needs are reflected in the Tertiary Education Strategy (TES) 2010–2015, which outlines the changes the Government is looking for in the short term to progress towards their long-term goals for the tertiary education system. The University is well positioned to respond to the short-term priorities in the TES which are to:

- target priority groups of learners (young learners, Māori and Pacific)
- improve system performance; and

- support high quality research that helps to drive innovation.

The University's response to these needs is contained in Sections Three (Massey University Response to the Tertiary Education Strategy) and Four (Performance Commitments) and is also reflected in the various stakeholder sections in preceding paragraphs.

The Government's investment in (and expectations of) research and research training also need to be clearly recognised. Massey is committed to meeting these expectations – undertaking internationally recognised original research and creating and sharing knowledge that contributes to New Zealand's economic and social development and environmental goals – and has the reputation of being a research-led university. Massey recognises that the Government is the single largest investor in University-based research and education. Massey University receives about a third of its total funding for research and research training purposes from Government. Most of this comes from the TEC and Vote RS&T funding agents. As such, the University has a responsibility to meet obligations under the TES, and to other Government funding agents, to the fullest extent possible, within available resources. The recent budget announcements, with an increase in funding of \$321 million for new initiatives, re-affirm the Government's commitment to research, science and technology. This represents an opportunity that the University is well placed to take advantage of, particularly with its close proximity to the Crown Research Institutes and previous performance in delivering research that makes a difference. The University is also committed to improving its performance in the Performance Based Research Fund (PBRF) and already has strategies in place to improve its PBRF quality evaluation score in the next evaluation round.

Massey has a very strong track record of collaboration with industry and other research providers. The University is well positioned to report to the CRI Task Force recommendations and new policy signalling the need for increased collaboration with Crown Research Institutes.

Massey is also committed to fulfilling the other core role for universities, which is to provide research-led degrees and postgraduate education that is of an international standard, and to the Government's expectation of universities to enable a wide range of students to complete degree and postgraduate qualifications successfully. In this context, the University understands that the current funding environment has been impacted on by the global downturn and local recession resulting in a constrained Education budget.

The recent budget announcements also confirm that there is only limited funding available for growth in student numbers, and the TEC have sent strong signals that the University is expected to remain within our funding cap. The University will pursue an increase in their funding cap in the medium term to recognise growth in demand while seeking to manage enrolments in accordance with Government policy.

Along with the funding announcements, through the TES the Government has signalled a move to greater public accountability by the tertiary sector and the introduction of performance-based funding mechanisms for the student funding component. Greater emphasis is likely to be placed on educational outcomes for students including student retention, completion and progression to higher levels of study. This has significant implications for the only university in New Zealand with a large proportion of its students studying at a distance, many of whom are not in the groups of learners targeted in the Government's short-term TES priorities.

In terms of its current educational performance, the University is aware that a significant number of its courses have a low number of enrolments⁸ and a major portion of the courses in the university sub-sector with a course completion rate of less than 50%.⁹ The University is already moving to address these issues

⁸ 25% of its courses (both undergraduate and postgraduate level) in 2009 had less than 5 enrolments (domestic and international) – MU Institutional Research Program

⁹ 138 courses have a course completion rate of less than 50%.

and its strategies will continue to build on this work to improve its educational performance and deliver value for money in terms of its educational provision.

Our strategies for responding to the Government's priorities for the tertiary sector will include the following:

- focusing on three key themes of critical importance to NZ's development – creativity, led from the Wellington campus through its relationships with creative industries; agri-food led from the Manawatu campus as part of primary industry partnerships; and innovation led from the Albany campus connecting multi-disciplinary research and enterprise development in association with the rapidly developing Auckland business community;
- implementation of a Research strategy aimed at ensuring support for outstanding research and leadership in the University's areas of specialisation, support for emerging and young researchers and academics to ensure Massey has a sustainable and enduring pool of research strength, improving educational outcomes and positioning the University for future PBRF rounds;
- recruitment and development of world-class academic staff with proven research capability, and strengthening of the professoriate so as to continue building on Massey University's existing research capability;
- strengthening collaborative networks with relevant national and international partners, including Crown Research Institutes, other universities, professional institutes and research partners;
- identifying and supporting research centres that can play a leading role in defining our research capacity and enhancing Massey's reputation;
- implementation of Māori and Pasifika @ Massey strategies toward Māori and Pacific capacity building through teaching, research, knowledge transfer and enterprise development;
- continuing to raise our profile and position as a research-informed and research-led institution;
- through the University's Academic Reform Project, continuing to develop Massey's distinctive model of teaching and learning to ensure it meets the needs of our different learning communities and delivers improved educational performance via the quality of its educational provision and a commitment to increasing our performance standards;
- identifying, capturing and leveraging new commercial opportunities through implementation of the University's commercialisation framework and infrastructure arrangements;
- enhancing commercial partnerships;
- further developing the pipeline of innovative ideas through improving intellectual property capture processes;
- taking a strategic approach to managing domestic enrolments, while balancing the University's current enrolment demand with the Government's current funding policies and NZ's aspirations for economic growth;
- strategies focused on enhancing educational outcomes for students including student achievement and progress to higher levels of study, particularly in the Government's targeted groups of learners;
- limitation of domestic enrolments to sub-degree qualifications for university preparation and transfer to other providers in each of the University's campus areas; and
- promotion of strong international linkages via the University's revised international plans.

Enhancing Organisational Capability and Capacity

The University also faces a number of other challenges that are having an impact on our capability and capacity to meet the needs of stakeholders and deliver on the University's Road to 2020 strategy. These include:

- the global economic environment with impact on economies worldwide and government funding;
- a decline in public funding per student in real terms for tertiary education relative to private contributions and moves to more performance-based, contestable funding models;
- pressures in terms of recent financial performance impacted by a number of factors which include falling income due to declining enrolments, particularly international student numbers, and the capped funding environment exacerbated by a reversal in domestic enrolment trends to previous levels, due to the global economic environment;
- having an element of complexity not experienced by the other NZ universities, as a large multi-campus, multi-mode institution;
- complexity associated with distance delivery, and Massey University's distinctively part-time student profile, must be balanced by minimising duplication and maintaining efficiency in key processes;
- pressure to invest in our campus infrastructure (buildings and information technology) to enable the kind of university Massey aspires to be;
- optimisation of asset utilisation to reduce costs, and achieve academic benefits from co-location of staff currently located on two sites in Palmerston North;
- opportunities for improving national research rankings and enhance research capability and capacity;
- underdeveloped enterprise and commercialisation capabilities; and
- the availability of appropriately skilled staff, particularly in administration and support.

Recently, however, the University has made good progress towards meeting the challenges in the current environment as it implements the *Road to 2020* strategy. This progress has been achieved by:

- implementing the new 'One-university' Leadership model;
- launching the Academic Reform and Shared Services projects;
- launching the Massey Foundation heritage fund, a significant fund raising vehicle for the University;
- developing Asset Management Plans for each campus and completion of planned capital investments including the opening of the extensions to the Library and Information Services Centre in Albany;
- continuing to make progress with regard to the optimal use of the two sites in Palmerston North; and
- launching the University's new model for commercialisation and establishment of vehicles to implement this model.

The University must continue to address the factors evident in the current environment through strategies that include:

- initiatives designed to significantly increase our income to allow for investment in our strategic direction and enable the University to achieve its goals;
- implementation of various measures designed to manage domestic enrolments, while balancing the need to preserve the reputation and financial stability of the University over the longer term;
- focusing and defining the academic portfolio around areas of specialisation and excellence through the Academic Reform Project;
- moving towards an optimal support services infrastructure under the 'One University' model, through the Shared Services project ;
- redeployment of Capital and Assets;
- building on our innovative culture to embrace change and bring the University community together in a drive to make Massey New Zealand's defining university;

- expanding professional development opportunities for staff;
- building research and enterprise capability, and optimising commercial activities; and
- strategic investment (informed by robust planning processes and systems) in infrastructure at each of our campuses, and nationally, in terms of information technology and library services, particularly to blended and distance students.

Key Initiatives for 2011- 2013

In its strategic plan, Massey University has identified six Big Goals on the road to 2020 and achieving our vision that:

*“By 2020 Massey will be acknowledged as New Zealand’s defining university
and as a world centre of tertiary learning.”*

The Big Goals, and the strategy associated with them, guide the University’s strategic priorities and key initiatives in the immediate future. These priorities reflect the positioning, distinctive character and operating environment of the University, and will best enable Massey to achieve the outcomes sought by the short-term priorities in the TES and the expectations of the Universities sub-sector. Key performance indicators for these strategic priorities are listed in Section Four (Performance Commitments).

Further detail on the key initiatives described below will be available in the University’s annual plans. These plans provide detail on how the key initiatives will be actioned, who is responsible for the action, and when they will be implemented.

Research and Scholarship¹⁰

“We will promote the highest standards of research and scholarship and be a world leader in our areas of specialisation.”

Massey University is committed to providing an environment where excellent research is the norm. Massey is a research-led university. We intend to excel in all areas of research undertaken by the University, and lead the world in our areas of specialisation. Our teaching programme will be informed by research. We will seek to transfer and apply our knowledge in a variety of ways. We will focus on making contributions in areas of our major strengths to the social, economic and cultural development of the country.

To meet our goals we will need to produce an environment where research and scholarship can thrive, standards are constantly enhanced, there is support for cross-disciplinary work, and the very best researchers are encouraged to reach their potential. Every researcher needs to feel they are part of a community dedicated to producing work that makes a difference to New Zealand and the world.

Such an environment will be built on three pillars: a research strategy aimed at ensuring support for outstanding research and leadership in the University’s areas of specialisation; the generation of income that will pay for this; and the capability to transfer knowledge.

Progress is being made towards implementing the objectives in the 2020 strategic plan under this Big Goal area. The University has:

- almost finalised refinement of the Research strategy for the University which will provide direction in research and scholarship over the coming years;

¹⁰ Big Goal Driver – AVC (Research)

- adopted a strategy for the impending PBRF round and commenced implementation of revised College Research Plans consistent with the strategy;
- established a number of research programmes with national and international partners, including multi-party collaborative research developments (e.g. the NZ Biochar Research Centre, the Life Cycle Management Centre, the Agricultural Greenhouse Gas Research Centre, and the Natural Hazards Research Platform), development and launch of the Food Innovation NZ brand, a research partnership with Polybatics, and further development of the Massey-Lincoln Partnership for Excellence;
- obtained preferred provider status in three Primary Growth Partnership bids;
- established a new commercialisation model through partnerships with the Bio-Commerce Centre in Palmerston North and the e-Centre in Albany which have already led to a higher throughput of new ideas;
- increased its postgraduate research enrolments in 2009 by about 6% and allocated a significant increase in the 2010 budget for PhD scholarships which should lead to an increase in completions; and
- increased its total research and consulting income during 2009 by 10%, partly due to the University's positive success rates from funding sources such as the Marsden, Health Research Council and Foundation for Research Science and Technology.

Outcomes

Aimed at strengthening research outcomes, implementation of Massey University's strategic priorities under this Big Goal will:

- produce high quality research and drive innovation that builds on New Zealand's knowledge base and contributes to the nation's economic, social and cultural development and environmental management; and
- enhance educational outcomes for the University's learners and enable the development of New Zealand's human, social and cultural capital through learner-focused, research-informed teaching, the quality of academic programme delivery and research training.

Key Initiatives

Building on the progress made so far, Massey University will continue to pursue the achievement of this Big Goal and its strategic priorities by implementing the following key initiatives during 2011–2013:

- complete implementation of the University's PBRF strategy and associated College Research Plans;
- continue refreshing and implementation of the University's Research Strategy (updated in 2010) designed to increase the University's research capability and infrastructure and improve educational outcomes and position the University for future PBRF rounds; and
- fully implement the University's commercialisation model.

Key Performance Indicators Reference: Section Four, KPIs 1.1 to 1.7

Teaching and Learning¹¹

“We will ensure an exceptional and distinctive learning experience at Massey for all students.”

Massey University’s academic portfolio is strategically positioned to deliver nationally relevant and internationally regarded academic programmes that can be accessed from three physical campuses (located in Albany, Manawatu and Wellington) or through distance education.

Massey has developed a distinctive model of teaching and learning which, through a strong commitment to skills, lifelong learning and access, has served many generations of learners from all backgrounds in New Zealand and overseas. This commitment to provision will continue, while including a focus on the Government’s priorities in the TES for improving educational outcomes for targeted groups of learners in the shorter term.

Already a leader in tertiary teaching, as demonstrated by the number of awards won by staff and the hosting of the National Centre for Tertiary Teaching Excellence (Ako Aotearoa), Massey wants its teaching to be defined by learner-focused research-informed learning; ongoing innovation in curriculum content, teaching, assessment and modes of delivery; constructive engagement with students; high levels of retention, academic achievement and progression to postgraduate study; mentoring and career development opportunities; excellent campuses and relationships with Massey Students’ Association Federation; and high quality learning support and pastoral care to students.

Massey intends to transform the learning experience of students and has embarked on a project (the Academic Reform project) that will further strengthen the University’s positioning with sustainable and defining programmes of study that are delivered in distinctive, innovative and accessible ways and ensure that graduates of Massey University are more creative and connected with professional practice, their disciplines and research. Through this project we intend to meet the challenge in our strategic plan which is to examine the Massey model to ensure it meets the needs of our different learning communities that make up the University in the 21st century.

Massey has made significant progress towards implementing the objectives in the 2020 strategic plan under this Big Goal area and has:

- appointed a new AVC Academic who is responsible for implementing the University’s new Teaching and Learning Framework and managing the Academic Reform Project;
- established a Teaching and Learning Framework, underpinned by a focused approach to quality improvement, broadly comprising four key areas (Curriculum Design and Diversity, Blended and Distance Learning, the Student Experience, and Academic and Professional Development) and where the defining attributes of Massey graduates inform, and are informed by, our diverse disciplines and qualifications, i.e. students and their learning lie at the centre of our endeavours and our graduates represent us in the wider community, both local and global;
- agreed the defining attributes of a Massey graduate and initiated a comprehensive review of the University’s academic portfolio to rationalise and consolidate existing programmes of study and paper offerings, as part of the initial phases of the Academic Reform project;
- continued implementation of Stream, the University’s new Learning Management System, which is central to our development of and investment in infrastructure for distance education and blended learning;
- gained AACSB accreditation for the College of Business (it is now in the top 5% of business schools worldwide to have this accreditation), AMBA accreditation for the University’s MBA programme, and Certified Financial Analyst (CFA) partnership status, recognising the quality of our undergraduate Finance programme;

¹¹ Big Goal Drivers – AVC (Academic and International), AVC (Research)

- confirmed accreditation of Massey's engineering programmes by IPENZ;
- continued to advance implementation of the University's Māori and Pasifika strategies to build on our recent improvements in educational outcomes for these important groups of learners; and
- seen an improvement in educational outcomes for students, including international students, as evidenced by our qualification completion rates and first year attrition rates (reported in the Annual Report 2009).

Outcomes

Aimed at achieving the Government's short-term priorities and long-term direction, implementation of Massey University's strategic priorities under this Big Goal will:

- contribute to the nation's economic, social and cultural development and environmental management through a strategically positioned academic portfolio and delivered via a distinctive learning model (Massey defining); and
- enhance educational outcomes for the University's learners and enable the development of New Zealand's human, social and cultural capital through learner-focused, research informed teaching, the quality of academic programme delivery and research training.

Key Initiatives

Achievement of the strategic priorities under this Big Goal will be further progressed by implementing the following key initiatives during 2011–2013:

- continued implementation of the University's Teaching and Learning Framework via the Academic Reform project;
- strengthen infrastructure for blended and distance learning and invest in new technology to broaden and enrich the learning experience for all of our students, including implementation of the University's new Learning Management System (Stream);
- implementation of the University's International Plan (updated in 2010) including plans for student growth and retention;
- annual update and implementation of the University's Enrolment Management Plan;
- continued implementation of strategies to enhance educational outcomes for Māori and Pasifika learners (the Māori and Pasifika@Massey strategies);
- develop and implement a Student Retention and Success strategy; and
- seek agreement to grow the SAC funding cap over the medium term.

Key Performance Indicators Reference: Section Four, KPIs 2.1 to 2.12, 6.2.2 and 6.2.3.

Connections¹²

“We will strengthen our connections with local, national and international partners and stakeholders to gain mutually beneficial outcomes.”

Massey has a reputation for working closely with its many stakeholders and is determined to further develop these links, through a strategy of active engagement.

Massey University makes a highly significant contribution to New Zealand and internationally through its academic programmes and research. The University will continue to enhance its contribution to the national

¹² Big Goal Driver – AVC (External Relations), AVC (Academic and International)

network of educational and research provision, and international education, through collaborative relationships with industries, communities and other providers within and beyond New Zealand.

Through the AVC External Relations, the University will build on existing relationships, especially relationships with alumni, business, policy makers, and our local communities.

To manage this vital area of our strategy we will need to review our current engagements carefully and develop new ones to ensure they match our priorities and focus, and introduce mechanisms that ensure focused and consistent engagement with our key stakeholders, thereby enacting the strategy of 'active' engagement.

Massey's importance within New Zealand needs to be matched by its ability to bring together talented staff and students from around the world and, in turn, ensure there are opportunities for staff and students to learn and work in other countries. Access to skilled people in relation to the University's academic and research programmes will also enhance the University's relationships with research and development partners. Massey needs to be a welcoming, diverse, international university that is acknowledged as a world centre of tertiary learning.

A great deal of work has gone into extending the engagements Massey has with its stakeholders and partners around New Zealand and the world. Progress towards achievement of the objectives in the University's 2020 strategy under this Big Goal is demonstrated by:

- the establishment of a clear 'One-university' brand and the completion of a re-branding exercise which included a review of the University's web-site;
- Massey's commitment to distance education being reaffirmed by the awarding of funding from the TEC to support completion of the "Bridging the Distance" project, designed to establish a framework that identifies and prioritises services and support including on-line tools and resources that will improve distance learner achievement and success;
- the development of a strategic communications plans for Māori and Pasifika and adopting recommendations on strategic Iwi partnerships and fostering of collaborative ventures with Māori;
- completion of a number of initiatives (e.g. hosting students in the Global Enterprise Challenge, ongoing dialogue with secondary schools, securing of tertiary scholarships funding, campus open days) designed to establish Massey as the university of choice for all potential students in our areas of specialism, especially school leavers, in each of our campus locations;
- the promotion and expansion of the range and effectiveness of our links with industry and business and development of collaborative relationships in teaching and research with respected Universities and research institutions both overseas and domestically, in a number of strategic areas such as Agri-food, Defence, and Public Health; and
- adoption of an Alumni Engagement Strategy with plans to increase connections with alumni, particularly off-shore alumni.

Outcomes

Aimed at promoting active engagement that optimises Massey's connections with key stakeholders, implementation of Massey University's strategic priorities under this Big Goal will:

- contribute to the nation's economic, social and cultural development and environmental management by being responsive to the needs of key stakeholders and building New Zealand's knowledge base through high quality research and innovation underpinned by collaboration and effective on-shore and off-shore partnerships; and
- enhance educational outcomes for the University's Learners and enable the development of New Zealand's human, social and cultural capital by continuing to build strong institutional linkages to improve the quality of Massey's teaching and research.

Key Initiatives

To progress the strategic priorities under this Big Goal, the University will implement the following key initiatives during 2011–2013:

- implementing the University’s Relationship Management Framework, which establishes clear responsibilities for active engagement with key stakeholders;
- continuing to review the effectiveness of the University’s brand image and mechanisms for communicating that brand image under the ‘One-university’ model;
- further development of partnerships and relationships with key external stakeholders nationally in the University’s areas of specialism and strategic priority;
- implementing the University’s strategic plans for communication with Māori and Pasifika;
- continued implementation of initiatives to establish Massey as the university of choice for all potential students in our areas of specialism but especially in the Government’s targeted groups of learners, in each of our locations;
- implementation of the University’s International Plan (updated in 2010) particularly as it relates to the development of international partnerships and collaborative relationships in teaching and research with respected universities and research institutions overseas, and growth in international student numbers; and
- implementation of the University’s Alumni Engagement Plan.

Key Performance Indicators Reference: Section Four, KPIs 3.1 to 3.9

Responsibility¹³

“We will enhance our reputation as New Zealand’s defining university by contributing to understanding of, and innovative responses to, social, economic, cultural, and environmental issues.”

As New Zealand’s defining university, Massey has a responsibility to act in ways consistent with building a future for the nation. This responsibility relates to social, economic, cultural, and environmental issues. Staff and students need to see themselves as part of an institution that takes these responsibilities seriously in its own activities and provides opportunities to make a positive contribution to issues of concern. Much of this work is undertaken through our research, teaching, and connections with stakeholders, but we can do more. It is important that Massey be seen to lead on issues where it has identified strengths and that its expertise is available to decision makers. For example, by refining our blended learning model for distance education, the University can leverage off the fact that its carbon footprint is lower for extramural delivery.

At this time, Massey has identified one particular area as of over-arching concern – sustainability. The world has identified global warming and climate change arising from human activity as the number one problem in the 21st century. New Zealand is seeking to lead the world toward a carbon neutral future. To achieve this goal changes in business, transport, energy use, agriculture, and recreation – indeed in every aspect of life – will be needed.

As a university with relevant expertise in science, business and social science, Massey is well placed to build on its leadership in developing a sustainable future.

Massey is currently providing leadership by advancing environmental principles and sustainable practices on its campuses. It is our intention to practice the kind of behaviour organisations will need to adopt to thrive in an environmentally conscious age.

¹³ Big Goal Drivers – AVC & University Registrar, PVC (College of Education)

Our decision to make a contribution to building a sustainable future will have implications for our research and our teaching programmes as well as our connections with stakeholders.

Progress is being made towards implementing the objectives in the 2020 strategic plan under this Big Goal area. The University has:

- appointed two chairs in Biochar during 2009 to provide leadership in sustainability;
- held a number of conferences, public lectures and forums with sustainability themes during 2009 and 2010 (e.g. the Biochar Workshop, The Life Cycle Assessment and Footprinting: Bridging the Gap between Tools and Practice) to enhance Massey's profile in sustainability;
- completed the preliminary planning and a proposal for establishing an Academy for Sustainability in the University with responsibility to provide leadership in sustainability relating to the University's teaching and research programmes;
- completed the consultation process relating to a proposal to establish an Office of Public Policy and Development; and
- implemented a number of initiatives across the University to specifically reduce its carbon footprint through better sustainability practices and behaviour.

Outcomes

Implementation of Massey University's strategic priorities under this Big Goal will:

- strengthen the contribution to the nation's economic, cultural and social development and environmental management through leadership in sustainability; and
- enhance educational outcomes for the University's learners and enable the development of New Zealand's human, social and cultural capital through the integration of sustainability in to the University's research and teaching programmes, as appropriate.

Key Initiatives

The strategic priorities under this Big Goal will be advanced by implementing the following key initiatives during 2011–2013:

- increase the profile of the University's academic contribution and programme of work in sustainability;
- update and implement a Massey Programme of Sustainability that includes annual sustainability initiatives and events; and
- complete the establishment of the Office of Public Policy and Development to make Massey's expertise available to policy makers and other interested people.

Key Performance Indicators Reference: Section Four, KPIs 4.1 to 4.3

Generating Income¹⁴

“We will significantly increase our income to allow for more investment to enable the University to achieve its goals.”

We have set out an ambitious strategy for the University that aims to see Massey acknowledged as New Zealand's defining university and as a world centre of tertiary learning. This strategy is intended to provide more investment on behalf of staff and students while being of benefit to all stakeholders, locally, nationally,

¹⁴ Big Goal Driver – AVC (Finance IT Strategy, Commercial)

and internationally. We are aware that this will require a substantial increase in income. Given our history as a bold, innovative, can-do institution, this is just one more challenge to be taken on.

To implement the developments outlined in the University's long-term strategy will cost \$400 million over 10 years from a variety of sources including state funding, earned income, and private funding. Effective income generation is needed to provide Massey with the freedom to pursue its goals and chart an independent course for the future.

We will achieve fiscal sustainability by generating ongoing surpluses to meet the minimum TEC return on income. This will allow for re-investment, and support prudent borrowing.

Given the strategic imperative, progress towards implementing the objectives in the 2020 strategic plan for this Big Goal is very important. In this regard, the University has:

- established the Massey Foundation heritage fund and launched the "Advancing New Zealand" fundraising campaign, held in conjunction with the inaugural Distinguished Alumni Awards;
- commenced development of the University's Revised Financial Strategy, due for completion during 2010;
- completed the Value for Money project, the output from which will be used to inform the Academic Reform and Shared Services projects;
- established a new model for commercialisation as described previously under the Research and Scholarship Big Goal Area, along with the increase achieved in research and consulting income during 2009;
- completed preliminary planning for the development of a strategy and plans for Short Courses and Professional Development (due for finalisation during 2010); and
- achieved an increase in enrolments, domestic and international, for the University's Centre for University Preparation and English Language Studies.

Outcomes

This Big Goal is a strategic priority for the University and its implementation will not only provide the basis for achievement of the University's long-term strategy and contribution to improved educational outcomes, but will lead to improvements in the performance of the tertiary system and contribute significantly to economic growth in New Zealand.

Key Initiatives

The strategic priorities under this Big Goal are critical to the achievement of the University's strategy and will be focused on through the following initiatives in 2011–2013:

- continuing to invest in the activities of the Massey Foundation as planned;
- implementing the University's Financial Strategy, which will include strategies to invest in opportunities that diversify our revenue base (e.g. redevelopment of capital in non-core and low productivity assets into higher priority investments, growth in research, consulting and commercialisation income, growth in income from international students and income from short courses for professional development); and
- continuing to seek an increase in the University's EFTS cap (Student Achievement Component funding) over the medium term, while seeking to manage enrolments in accordance with current Government policy in the meantime.

A number of other key initiatives which will contribute to the achievement of this Big Goal have been included under other Big Goals.

Key Performance Indicators Reference: Section Four, KPIs 5.1 to 5.4.

Enabling Excellence¹⁵

“We will provide the very best working and learning environment for our staff and students.”

To achieve the ambitious goals in the University’s long-term strategy, we need to create an innovative culture that embraces change, delivers tangible results, and brings the University community together in a drive to Massey New Zealand’s defining university. The University needs to provide a supportive environment that encourages a can-do and does-do attitude. To reinforce the kind of culture we mean to develop at Massey, it is imperative that we have an atmosphere of trust where staff understand the strategy and are enabled to work out what is needed. Leadership is to be encouraged throughout all units across the institution.

Many of the elements needed are already present – we need simply to enhance them.

Progress is being made towards implementing the strategic objectives in the 2020 strategic plan under this Big Goal Area. The University has moved forward on a number of initiatives, as follows:

- implemented the new ‘One-university’ leadership model and launching the Academic Reform and Shared Services projects;
- progressed initiatives related to the University’s HR strategies to attract, engage and develop great people and enable the environment for our staff, building on the fact that in 2009 the University increased the number of its academic staff with a doctoral degree to 69% from 59% (in 2008);
- completed a number of initiatives relating to the University’s Student Experience Strategy, building on strong overall improvements in student satisfaction with University’s services (Student Experience Survey April 2009);
- developed Strategic Asset Management and Information Services plans which will inform future investment in this critical infrastructure;
- completed strategic capital investments as planned, e.g. the extensions to the Library and Information Services Centre on our Albany campus, and the purchase of aircraft for the School of Aviation which will keep the School at the forefront of pilot training in NZ;
- continued to progress the initiative to make optimal use of the two sites in Palmerston North;
- implemented a revised Performance and Risk Reporting Framework aligned closely with delivery on the University’s Road to 2020 strategy;
- commenced development of an Institutional Research Programme designed to support planning in the University; and
- implemented a number of initiatives designed to progress our strategies for demonstrating that our campuses are models for social and cultural responsibility, e.g. planning continues for a marae and Pasifika facility at Albany Campus, and the University recently opened “The Centre” on its Manawatu campus, a social space that is also home to a team from a cross-section of churches offering spiritual support to students and staff on the campus.

Outcomes

By developing an enabling culture, continuing to improve our national and campus infrastructure, and demonstrating a commitment to our social and cultural responsibilities, Massey University will work to optimise its organisational capability and capacity and in so doing, improve the performance of the tertiary system and enhance the international reputation and competitiveness of New Zealand’s universities sub-sector.

¹⁵ Big Goal Drivers – AVC & University Registrar, AVC (People and Organisational Development), AVC Māori and Pacific), AVC(Finance IT Strategy, Commercial)

Key Initiatives

The strategic priorities in this Big Goal will be progressed by implementing a number of initiatives during 2011–2013 as follows:

- implementation of the recommendations of the Shared Service project under the 'One-university' model;
- progressing implementation of the University's Student Experience Strategy and initiatives associated with ongoing improvement in service delivery to students and enhancement of their experience;
- continuing implementation of the University's Human Resources strategies, as planned;
- review and implementation of the University's Strategic Asset Management Plan, including strategic investment in campuses and infrastructure;
- implementation of the University's Information Services Plan, including investment in a number of planned Information Services projects;
- implementing a series of initiatives designed to demonstrate the University's commitment to its social and cultural responsibilities including plans for defining diversity at Massey; and
- progressing planned continuous improvement initiatives associated with the University's administration processes and systems, including the enhancement of library services to blended and distance students.

Key Performance Indicator Reference: Section Four, KPIs 6.1 to 6.12

Annex 3:

New Zealand School of Music Investment Plan

Note: Plan still has to be approved by the NZSM Board at the October meeting.



Investment Plan 2011–2013

NZSM Mission Statement

The shareholder Universities of Victoria and Massey have adopted the following mission statement:

The New Zealand School of Music Ltd (NZSM) will be New Zealand's pre-eminent provider of university-level music education, research, composition and performance.

The School provides research-based programmes of study leading to university qualifications in music awarded jointly by Massey and Victoria Universities. It is dedicated to excellence in research and research-led teaching in music to advanced levels, and to providing academic programmes,

performances, compositions and research of a world-class standard.

1. Nature and Scope of the New Zealand School of Music

In 2006, two highly respected university music programmes from Massey and Victoria Universities were brought together to enhance the existing capability of a comprehensive set of offerings in music. Since its founding the School has gone from strength to strength, setting new standards within New Zealand for the highest international level advanced and specialist work while also serving a broad constituency. It is providing new leadership in the development of music industries and disciplines in New Zealand, increasing the international profile for New Zealand University music education and research, collaborating with other performing arts organizations within New Zealand, and making efficient use of scarce resources to contribute to the creative education of New Zealanders in all walks of life.

NZSM's primary identity is with Wellington, to which the two existing Universities already draw students from throughout the country and from overseas, but it also offers programmes nationally, both extramurally and at Massey's Albany campus. The School's primary location in Wellington, and its access to the rich cultural resources of the capital city, allows students access to a depth and breadth of music educational resources at a relatively lower cost than is possible in any other New Zealand centre.

While this model has allowed the School to deliver a high level of excellence within strict financial constraints, delivery of high quality music education – particularly the performance, composition, and technology-based programmes in which the NZSM excels – is very costly. It is resource intensive, requiring a high tutor to student ratio and highly specialised facilities. Funding for music study in New Zealand is currently far below international norms, and will be insufficient for sustaining high quality music education without increased subsidisation and investment.

To manage the collaboration between two Universities effectively, the NZSM has complex management and governance structures. The NZSM follows the requirements of the Education Act and other applicable legislation, directives of the Tertiary Education Commission and other relevant government agencies. The Director of the NZSM reports to the Board of Directors appointed by Massey and Victoria Universities; academic staff working for the NZSM who are eligible for funding from the Performance Based Research Funding (PBRF) remain employed by their current employing university so as to retain their eligibility for this funding. Academic policies are developed by the NZSM Board of Studies (a committee comprising nominees from each university as well as the NZSM) and submitted to both universities for approval. Where there are no specific NZSM policies, the policies of the Institution of Enrolment apply.

In accordance with current legislation, NZSM may not enrol its own students; instead, students must be formally enrolled with one of the shareholding universities. The NZSM has a Service Level Agreement in place with Victoria University to act as the Institution of Enrolment for all NZSM joint Victoria/Massey degrees. In addition, a small number of students who are enrolled in music classes as part of their Massey degree programmes are enrolled through Massey University. Entry criteria that are in accordance with the requirements of the NZ Vice-Chancellors' Committee on University Academic Programmes have been specified for each programme, and caps on individual papers put into place to ensure close control over enrolments and to allow tight management of limited resources.

2. Distinctive strengths and character of the School

The essential strength of the NZSM lies in its combination of resources, bringing a fertile mix of genres and disciplines together within a context of excellence. This distinctive profile provides for professional training in discrete sub-disciplines to the highest levels, while offering students an appropriate scope and

range of subjects for exploration and focus at all levels. In addition, the school contributes to the strategic profile of each of its parent Universities, both in terms of staff and student research activities and through offering appropriate music courses as part of both Massey University and Victoria University degree programmes. Thus, in addition to creating distinct professional and research pathways, music disciplines at the NZSM also serve to enhance wider University learning outcomes, and provide creative training, critical thinking, and further transferable skills to equip students for a wide range of employment paths.

What is more, a few aspects of the School's strategic profile offer a unique contribution to several of the Tertiary Education Strategy (TES) Priorities.

Interdisciplinary approaches, innovation, and research

The School has developed innovative curricula to encourage cross-fertilisation between the different branches of music represented as well as with external fields, fostering interdisciplinarity to a degree rarely found in professional standard music programmes. Students at all levels are offered the flexibility to build programmes in newly emerging areas of study and to combine new and traditional fields; research-led teaching is fostered at all levels in new ways, ensuring that the newest areas of research inform student training and enhance the building of transferable skills. The School's intradisciplinary and research-centred approach accords with the most innovative and distinctive programmes internationally, and is attracting international attention. This research-centred approach offers well-defined advantages: it contributes to the growth and development of creative industries (below), while helping to build a new level of research capability in select fields within New Zealand.

Contribution to economic development in creative industries

The creative industries have been recognized around the world, especially in centres such as London and New York, as key drivers of economic development. Music disciplines are a central contributor to the creation and sustaining of creative industries, both in more traditional context such as orchestral and chamber music, as well as in film, recording, and emerging technologies. The innovative curricular programme of the NZSM, together with its links to various professional contexts in Wellington, means that the school is uniquely positioned to make specific contributions to economic development in creative industries, as well as providing the training in creative perspectives that is recognized as a crucial feature of the entrepreneurial thinking that boosts economic development in all areas.

The NZSM works to support music industries in a variety of ways, in particular through contributing to the nexus of creative industries in Wellington that research has shown is essential to sustaining this type of economic development. The school has developed strong links with other significant music entities, including the New Zealand Symphony Orchestra, Chamber Music New Zealand and the Vector Wellington Orchestra. This cooperation extends to other significant institutions with related interests, for instance the National Library and Park Road Post. The School's research programmes also contribute to economic development, as for example in offering the only Music Therapy programme in New Zealand, which in addition to establishing an international research profile has been the primary driver in the establishment of new jobs in this burgeoning field across New Zealand.

The extensive informal performances, concerts and other public programmes of the NZSM provide high standard opportunities for students and a platform for the performance of music written by students and staff. Annual events such as the NZSM showcase at Te Papa and the free Fridays at Five series in downtown Wellington make the School's activities accessible to a wide public, building the future audiences that drive the development of the music industry, as well as providing students with the pre-professional training necessary to build careers entrepreneurially.

Targeting priority groups

The NZSM also develops, fosters and showcases indigenous New Zealand music, as well as music from the Asia-Pacific region, through composition, performance, musicology and ethnomusicology. The flexible approach to the curriculum at the undergraduate level has the added benefit of enhancing access to advanced music fields for musically gifted but historically underserved cohorts of students. Further, the newly enhanced pathways to advanced study created within the school offer new opportunities for the advanced study of Maori and Pacific Island musics, either through the NZSM or in collaboration with programmes in Maori and Pacific Studies.

In addition, for its size the NZSM makes a considerable investment in supporting the successful transition of secondary students into appropriate tertiary level study. The NZSM has a strong community outreach programme, including links with secondary schools and its Young Musicians Programme for talented primary and secondary school students. Its Foundation Certificate in Jazz and Graduate Diploma of Music programmes staircase students into specialist academic programmes at the undergraduate and graduate levels, respectively. While the school will need to evaluate the amount of its investment in pre-tertiary level programmes within the tight financial constraints of the next three years, we believe that music study can play a very important role in engaging students' passion for higher education. We remain committed to using the School's resources to assist in providing educational opportunities for students from a range of backgrounds.

3. Plans and Outcomes

- The NZSM will continue to foster the highest level of music research, composition, and performance through enhancing staff research outcomes.

MEASUREMENT: staff PBRF ratings in the 2012 PBRF round.

- The School will work further to foster research-led teaching and student excellence, with a particular emphasis on building the international success of the School's large cohort of new and emerging researchers.

MEASUREMENTS: each year, the number of research specific offerings at undergraduate and postgraduate levels; increased selectivity of students into classical performance, jazz, and composition streams; increased selectivity of postgraduate students, as measured by international applications at this level and competitive scholarship awards.

- The NZSM will engage in the particular transition issues into tertiary study that music students face, by establishing a range of workshops and support mechanisms that will enhance University efforts and address issues specific to first year music students.

MEASUREMENTS: programmes established in 2011; increase in completion rates in first year courses.

- The School will revamp the way it serves Massey University degree programmes, with an eye to increased efficiency of delivery and strengthened strategic relationships. The current relationship with the College of Humanities is under review, with changes proposed for the 2011-2014 period, and some parameters for an enhanced relationship with the College of Creative Arts in Wellington have been proposed.

MEASUREMENTS: new programmatic relationship with the College of Creative Arts to be set up in 2011 for implementation in 2012; revised programme with College of Humanities set up in 2011 or 2012 for implementation in 2013.

- The NZSM will investigate ways of consolidating programmes, with an aim to contain rising costs across this period while continuing to support and enhance the School's core mission and essential character.

MEASUREMENT: Sound financial performance within an era of constrained resources.

4. Proposed TEC Funding

Student Achievement Component (SAC) Funding:

	2011	2012	2013
Victoria \ Massey University SAC	\$4,112,695	\$4,112,695	\$4,112,695
Massey University SAC	\$156,505	\$156,505	\$156,505
Total	\$4,269,200	\$4,269,200	\$4,269,200

Planned Learner Numbers:

Enrolling Institution: Funding Category and Level	Forecast 2011	Forecast 2012	Forecast 2013
VUW and MU: A: Undergraduate	10	10	10
VUW and MU: B: Undergraduate	350	350	350
VUW and MU: B: Taught postgraduate	40	40	40
VUW and MU: B: Research postgraduate	29	29	29
Victoria University: subtotal	449	449	449
MU: A: Undergraduate	8	8	8
MU: B: Undergraduate	12	12	12
Massey University: subtotal	20	20	20
TOTAL EFTS	449	449	449

