

GENERAL INFORMATION | MŌHIOHIO WHĀNUI

Introduction	7
Massey University	8
Policy Statements	14
Associations	15

Introduction

Welcome Message

Welcome to Massey University. Ka rere atu ngā mihi o Te Kunenga ki Pūrehuroa ki a koutou.

Throughout its history, Massey has played a uniquely important role in the development of New Zealand through its groundbreaking research, its distinctive mix of internal, distance (extramural) and international teaching, commitment to innovation, and connections with communities.

Massey has served generations of learners from all backgrounds. Our students experience research-led teaching, innovative modes of delivery, outstanding student support services and high quality resources.

Our ambition is that all Massey students graduate with academic excellence and creative, innovative approaches that will serve them well in whatever they choose to do. The concepts and sentiments in this welcome underpin the Massey University waiata – Te Kunenga ki Pūrehuroa.

Nei rā te reo karanga e tau atu nei. Ki te hāpai ake i te rau tāngata. Whakaako, whakaēke ki te kōmata.

Te ara mātauranga ka whakarewa e. Te māramatanga ka kitea e. Kimihia, rangahaua kia whita e.

Te Kunenga ki Pūrehuroa!

The staff at Massey University joins with me in wishing you well with your studies.

Nō reira, tēnā koutou katoa,

Steve Maharey
Vice-Chancellor

Planning a Programme of Study

University programmes exist inside a regulatory framework with all degrees, diplomas and certificates having a set structure. Some programmes are tightly circumscribed in terms of the papers that must be included, while others offer a great deal of flexibility.

The University has a detailed set of Regulations for each qualification that specify the number of credits allotted to papers that must be selected. Typically there is a core area of specialisation (the major, subject, or the endorsement) as well as a number of associated papers that may be taken from other areas. When enrolling in a programme of study, students must keep in mind not only the number of credits but also the combination of credits and papers necessary to complete the requirements for their particular qualification.

There may also be requirements to be observed at a paper level, namely prerequisites (papers that must be completed to a defined standard before enrolment in another paper is confirmed), corequisites (papers that must be attempted in the same semester as another paper unless the corequisite paper has previously been passed) and restrictions (where papers are similar in content and therefore students may not count both papers to a qualification). Professional programmes will also have required practical components that must be met.

The Calendar remains the definitive document for all Qualification Regulations.

Students requiring assistance in planning their programmes of study should contact the University.

Semesters

The Massey University academic year is divided into distinct enrolment periods, which are Semester One, Semester Two and Summer School. Each semester consists of twelve teaching weeks and concludes with its own examination period. In addition, a longer enrolment period, the Double Semester, parallels Semesters One and Two with an examination period at the

end of Semester Two. Summer School comprises the November–February period and includes some compressed offerings (generally January through February).

A winter break of three weeks is normally scheduled between the Semester One examination period and the start of Semester Two. Within Semester One, a two-week mid-semester break is linked to the Easter holiday break. Within Semester Two, there is a two-week mid-semester break.

Some programmes and papers do not conform to these standard semester periods. Professional programmes in particular may have a longer instructional year to accommodate practical requirements.

The Credits System

Every paper has a credit value that indicates its contribution to the qualification enrolled for (or to any other qualification to which that paper can contribute). These values have been derived on the basis of an equivalent full-time year for a degree being 120 credits.

The credit value also gives an indication of the total amount of time that a student might reasonably expect to have to spend on each paper in order to satisfactorily complete the assessment requirements (including lecturer and tutor contact hours, workshops and tutorials, tests and assignments, supervised practical placements, study time). Converted into a number of hours per week, this is referred to as the effective weekly hours for the paper.

The total hours required for the paper can be calculated at 15 weeks (the number per semester) with a total commitment of 10 effective hours per week, or 150 effective hours per semester for a 15 credit paper. The effective weekly hours for a paper will depend on the number of weeks over which it is intended to spread the study programme during the year. The course outline provided for each paper should indicate the effective weekly hours and how these might typically be spent.

All undergraduate and taught postgraduate papers (with the exception of a small number of papers) have a 15 credit value or multiples thereof. Between 1999–2006 all undergraduate papers (apart from a small number of qualification-specific papers in the Colleges of Design, Fine Arts and Music, Education and Sciences) had a 12.5-point value. Papers passed in previous years will carry the points earned in those years, except in the College of Humanities and Social Sciences, where the papers passed in 1994 and prior years will all count at 15 points.

General Information for International Students

The following applies to international students who seek admission to Massey University:

1. Applicants who have not previously attended Massey University and who wish to enrol in a qualification must apply to the International Office, Massey University. ‘International students’ are all those people who are admitted to New Zealand on a student permit issued by the New Zealand Immigration Service (including students attending New Zealand secondary schools), and all persons who have come to New Zealand from a country overseas unless they have become New Zealand citizens or permanent residents.
2. Students who have been enrolled at another university in New Zealand or overseas and wish to gain credit for study already completed or wish to undertake postgraduate study must apply to the International Office (see ‘Admission Ad Eundem Statum Regulations’).
3. As tuition is normally in English, applicants whose first language is not English must gain an acceptable score in the ‘Princeton Test of English as a Foreign Language’ (TOEFL) or the ‘International English Language Testing System’ (IELTS) or some other appropriate and approved test before an Offer of Place will be issued. Even when an Offer of Place is issued, that Offer may be subject to the student satisfying the University

that he or she has the necessary English competency. Please refer to English Language Competency under the Admission Regulations.

4. The University is not permitted to give financial assistance to international students, who must therefore make their own financial arrangements. A condition of entry into New Zealand is proof that students can support themselves financially for the duration of their studies.
5. Full information on tuition fees and other charges for private or sponsored international students is available from the International Office.

General Information for Postgraduate Programmes

Massey University offers a range of postgraduate programmes. The responsibility for administration is delegated to Colleges in the case of Postgraduate Diplomas, Bachelor Honours and Masters Degrees, and to the Doctoral Research Committee for the Doctor of Philosophy (PhD) degree, the Doctor of Business and Administration (DBA), the Doctor of Clinical Psychology (DClinPsych), the Doctor of Education (EdD) and higher doctoral degrees (DSc and DLitt). As a committee of the Academic Board, the Doctoral Research Committee may be asked to advise on research developments affecting graduate teaching.

Doctorates

The University Council has approved the award of doctoral degrees in Philosophy, Business and Administration, Clinical Psychology, Education, Science and Literature. The Regulations for these degrees are given in a later section of this Calendar. The University also awards honorary doctoral degrees in Science, Literature and Commerce. The University has approved the following guidelines for these degrees:

Doctor of Philosophy (PhD)

The degree of Doctor of Philosophy (PhD) is awarded for a thesis, which is an integrated and coherent report that demonstrates a candidate's ability to carry out independent research, analysis, and presentation of this research at an advanced level in a particular field of study. The thesis as a whole should make an original contribution to the knowledge of the subject with which it deals, and the candidate should understand the relationship of the thesis to the wider context of knowledge in which it belongs. Key entry qualifications for the PhD include (i) a relevant Honours, Bachelors or Masters Degree with First Class or Second (Division 1/Upper Division) Honours, or the equivalent; and (ii) the applicant has satisfied the Academic Board that they have sufficient experience of independent research to benefit from the course.

Named Doctorates

- Doctor of Business and Administration (DBA), Doctor of Clinical Psychology (DClinPsych), and Doctor of Education (EdD)
The Named Doctorate is a specially tailored University programme of high-level study and research to support the ongoing professional development and education of existing and prospective senior managers and leaders in a wide range of professions and private and public sector institutions. The programme of study comprises: (1) a structured suite of four high-level courses (120 credits); and (2) a thesis investigation (240 credits) that is likely to be applied, creative or strategic in emphasis rather than basic or fundamental research, as in the PhD. In all other

respects, including the examination, the standards of discipline, rigour and scholarship, the requirements for the PhD and the Named Doctorates are the same.

The Doctor of Business and Administration (DBA) targets current and potential business leaders and senior managers in the private and public sectors, who are seeking experience and expertise in reflective professional practice appropriate to a leadership role in business and administration.

The Doctor of Education (EdD) degree targets existing and prospective educational leaders and managers across all sectors of education, early years to tertiary and quasi government education agencies and organisations, who are seeking experience and expertise in reflective professional practice appropriate to a leadership role in education.

Key entry qualifications for the DBA and EdD include: (i) a relevant Honours, Bachelors or Masters Degree with First Class or Second (Division 1/Upper Division) Honours, or the equivalent; and (ii) a background of appropriate professional leadership and management experience in either business and administration or education.

The Doctor of Clinical Psychology (DClinPsych) programme is a professional qualification that prepares people to integrate practice and research in their careers as clinical psychologists. Entry criteria include a relevant Honours, Bachelors or Masters Degree with First Class or Second (Division 1/Upper Division) Honours, or PhD in psychology or its equivalent as well as some entry level coursework.

The named doctorate normally involves a maximum of three or four years of full-time study depending on the programme, or up to six years part-time study. It is currently available in Business and Administration, Clinical Psychology, and Education.

Higher Doctorates

- The Doctor of Science and Doctor of Literature degrees are the highest academic awards of the University. These degrees recognise scholarly achievement and a demonstrated ability to make original contributions in Science or in Letters resulting in major publications, which, in the view of the examiners, mark the candidate as a creative and outstanding scholar. Candidates must apply to be considered for examination for a Higher Doctorate.

Honorary Doctorates

- Honorary Doctor of Science (DSc honoris causa), Honorary Doctor of Literature (DLitt honoris causa) and Honorary Doctor of Commerce (DCom honoris causa)

The Honorary Doctor of Science, Doctor of Literature and Doctor of Commerce are awarded by the University to persons whom it wishes to honour. The Regulations and guidelines for the conferment of honorary degrees are available from the University's website at: <http://policyguide.massey.ac.nz/>

Normally candidates will be expected to have an academic or other appropriate association with New Zealand.

The Regulations for the PhD, EdD, DClinPsych, DBA, DSc and DLitt are set out in the Doctoral Degrees section of the Calendar.

Massey University

Massey University was established as a university under founding legislation which was the Massey University Act 1963. Tuition for degrees, diplomas and certificates is offered by the Colleges of Business; Creative Arts; Health; Humanities and Social Sciences, Sciences; and the New Zealand School of Music.

Mission

(Excerpt from Massey University's strategy plan, The Road to 2020)

To define the future of our nation and to take what is special about New Zealand to the world.

Strategic Goals (Massey University: The Road to 2020)

In recent years New Zealand's place in the world has changed; a new New Zealand is emerging.

New Zealanders are carving out their futures, confident that they have something unique to offer the world. They aspire to break new ground, foster new communities, advance new ways of working and promote a distinct and valued Kiwi world view.

To succeed in challenging times, New Zealanders must be not only academically and technically equipped, but also creative, innovative and connected. They need to build on the traditional strengths that come from our land-based industries as well as the new and diverse activities that are advancing New Zealand's contribution to the "big issues" of the age – sustainable resource use, citizenship in a digital world, community resilience in times of natural and induced environmental challenges, global economic issues, health and wellbeing and food security, to name but a few.

As New Zealand's defining tertiary education institution, Massey University provided the underpinning knowledge for our nation's successful development in much of the 20th century. In the 21st century we aspire once again to serve and lead as the "engine" of this new New Zealand.

Today the University has a well established reputation for outstanding teaching and research grounded in real-world issues. We are New Zealand's national university, with three campuses and a distance education programme through which we teach 34,000 students from more than 100 countries. We have an excellent record of engagement with all our communities, and are proud to support educational opportunity in New Zealand and around the world.

A University for the Future

We are committed to enhancing student access to the University's academic programmes through ensuring relevance and quality while continuing to embrace digital technologies.

In the next decade, our reputation for supporting and adding value to New Zealand's land-based industries will see the University continue its contribution to the global agenda for food security, develop sustainable resource management strategies and advance precision agriculture. A new "smart thinking" approach to the use of our nation's natural resources means that Massey is also well placed to lead in the sustainable use of biological and natural materials, and to advance exports of foods, nutraceuticals and other high-value post-harvest products.

As host to the nation's only veterinary school, alongside the Riddet Institute ("New Zealand's food visionary") we have a unique opportunity to contribute to research on animal health and human wellbeing. Through its potential to generate new knowledge, that research will extend Massey's already extensive contributions to disease prevention and health promotion.

Through the Design school's 125-year leadership of design and fine arts in New Zealand, the University is at the forefront of a unique creative arts movement that sees New Zealand design now centre stage in world fashion, industrial design and digital media.

Our commitment to promoting the development of indigenous knowledge and advancing Māori achievement ensures that we are part of a culturally rich community that respects diversity in a modern context for the benefit of this nation and its partner countries. Our wider expertise in applied social sciences will see Massey contribute to changes in urban dynamics that will define growth in New Zealand and contribute to the emerging debate around citizenship and identity in the 21st century. As New Zealand and the world have changed, so have we.

Our Strategy to 2020

Since 2009, Massey has been driven by an ambitious strategy to inspire change in New Zealand and take what is special about our country to the world.

The strategy is founded on the values of creativity, innovation and connectedness. With a record of providing one of the most comprehensive teaching and research programmes of any university, we have identified areas of specialisation that define the contribution Massey wants to make. In the year ahead we intend to reform our academic structure to include a new College of Health alongside the Colleges of Business, Creative Arts and sciences, and form a new Institute for Education within the College of Humanities and Social Sciences.

During 2011 we made significant progress in the work needed for the University to meet its goals – and reflecting this, the 2012 update of The Road to 2020 outlines a fully revised research strategy and academic programme. We will continue to expand our opportunities for lifelong learning and advance our internationalisation strategy. Our branding, marketing and engagement plans are being implemented, and we have identified a number of sustainability-related issues to which University staff will apply their knowledge. We will work on diversifying our revenue base and improve the support we provide to staff and students, especially in information technology (IT) and campus facilities. In early 2012 we will open a new Creative Arts building in Wellington and a new Student Amenities building in Albany, as well as complete the refurbishment of the AgHort facilities in Manawātū.

Massey University is an institution with a real sense of purpose and momentum, thanks to the extraordinary efforts of staff, students and the many partners that support us. We live in challenging times, but we are determined to make a defining contribution to our nation while building a world-wide reputation as a leading centre for higher education and scholarship. We welcome all who wish to be part of this engine of the new New Zealand.

Massey has identified six Big Goals in its Strategic Plan. They are as follows:

The Six Big Goals for Massey University

Ngā Tino Whāinga o Te Kunenga ki Pūrehuroa

1. Research and Scholarship	Te Rangahau me te Haepapa Matatautanga
We will promote the highest standards of research and scholarship and be a world leader in our areas of specialisation.	Kia eke rawa te kōunga o ngā āhuatanga rangahau ki te kōmata taketake. Kia pūrangiaho te māramatanga.
2. Teaching and Learning	Te Whakaako te Whakangungu
We will ensure an exceptional and distinctive learning experience at Massey for all students.	Ka kōunga rawatia kia hira ngā mahi akoranga. Mā te ako ka punenga, ka hihiri, ngā ākonga katoa.
3. Connections	Ngā Tūhonotanga
We will strengthen our connections with local, national and international partners and stakeholders to gain mutually beneficial outcomes.	Ka whakamarohi, ka whakapakaritia ngā tūhonotanga ki ngā rūpu, ki ngā tāngata, o konei, o te ao whānui, kia kōkiri ngātahi ai. Mā tēnei e tipu tahi ai ngā painga huhua.
4. Responsibility	Te Aronga Manaakitanga
We will enhance our reputation as New Zealand's defining university by contributing to the understanding of and innovative responses to social, economic, cultural and environmental issues.	Kia kaha ake te manaaki i te tāngata, i te ao turoa. Ka hāpaitia ngā kaupapa / āhuatanga pāpori, ohaoha, tikanga a-tāngata me te ao turoa e tipu kaha ai ki konei ki Te Kunenga ki Pūrehuroa.
5. Generating Income	Te Whakatipu i ngā Rawa
We will significantly increase our income to allow for more investment to enable the University to achieve its goals.	Ka āta poipoi, ka āta whakatipuhia ngā rawa e matomato ai, e tutuki ai ngā whāinga o Te Kunenga ki Pūrehuroa.
6. Enabling Excellence	Te Whakahiranga i ngā tāngata
We will provide the very best working and learning environment for our staff and students.	Ka noho a Te Kunenga ki Pūrehuroa hei whare whakahiranga i te tangata me ana mahi hāngai ki ngā kaupapa whakaako.

Environmental Mission Statement

Massey University is committed to the principles of environmental responsibility and sustainable resource management at local, national and international levels. It will meet this commitment through community involvement and leadership in education, research and sustainable management practices.

The Massey University Environmental Policy translates the above statement into the following general concepts of environmental responsibility for the University:

- A commitment to the principles of environmental sustainability and to raising environmental awareness, understanding and responsibility throughout the University, the local communities within which its campuses are situated, and in all the wider partnerships and associations beyond the University.
- A commitment to active leadership in environmental sustainability.¹
- A whole-institution commitment to environmental responsibility and to sustainability, fostered by wide and continuing consultation.
- A commitment to education for sustainability as a lifelong process for all through interdisciplinary and holistic learning programmes.
- A commitment to research about and for environmental sustainability at local, national and global levels and into the processes of education for sustainability.
- A commitment to monitoring and accountability for environmental sustainability on each Campus.

History

The University, established in 1964, grew out of an antecedent institution called Massey Agricultural College. The College evolved from developments at both Victoria University College and Auckland University College in the 1920s.

- 1 Sustainability in the context of this policy statement means resources are used and managed such that:
 - renewable resources are consumed at a rate no greater than they can regenerate;
 - non-renewable resources are consumed at a rate no greater than renewable resources can be substituted for them;
 - pollutants are not emitted at rates greater than they can be processed by the environment; and
 - irreversible impacts on ecosystems (eg the extinction of a species) are avoided.

The first Chair established in the College of Sciences is named after Sir Walter Clarke Buchanan, whose contribution towards the founding of a Chair in Agriculture at Victoria University College led to the appointment of Professor G. S. Peren as Professor of Agriculture in 1924. A bequest from Sir John Logan Campbell led to the creation of a Chair in Agriculture at Auckland University College, to which Professor W. Riddet was appointed in 1925. The present Chair in Food Technology commemorates this benefaction. Two Schools of Agriculture were initially established, and in 1926 it was resolved by a committee of both Colleges that the Schools should be amalgamated and their combined resources devoted to the establishment of a single institution in the Manawātū. This decision was implemented by the passing of the New Zealand Agricultural College Act in 1926 and by the purchase of the Batchelar estate on the south side of the Manawātū River near Palmerston North. In succeeding years the College acquired several adjoining properties as the need for farm land and building sites increased.

The College was renamed in 1927 after William Ferguson Massey, a former Prime Minister, by an amendment to the Agricultural College Act. In March of 1928 Massey Agricultural College was formally opened. Professor Peren became Walter Clarke Buchanan Professor of Agriculture and Principal of the College, and Professor Riddet became Logan Campbell Professor of Agriculture and Director of the Dairy Research Institute. There were other staff appointments in Soil Chemistry, Agricultural Botany, Agricultural Economics, Livestock and Veterinary Science, Agricultural Zoology, and Bacteriology. The College offered courses leading to the degrees of Bachelor of Agricultural Science and Master of Agricultural Science of the University of New Zealand. It also offered a variety of shorter courses in aspects of farm management and technology leading to College diplomas and certificates. Eighty-four students enrolled in the first year.

The history of the College for the next 25 years was one of consolidation as a residential agricultural college, steady expansion of these teaching programmes and development as a research institution in cooperation with the New Zealand Dairy Research Institute and units of the Department of Scientific and Industrial Research. For 14 years following the School of Agriculture Act 1937, Massey Agricultural College and Canterbury Agricultural College at Lincoln constituted the New Zealand School of Agriculture under the direction of a joint Council that coordinated their activities, although each College retained its own Board of Governors. This Act was repealed in 1951.

The post-war period was marked by the introduction of degree courses in Horticulture in 1948, as well as the acquisition of approximately 200 acres to the immediate south in 1946. "Wharerata", a large homestead set in 16 acres of garden and bush, was added in 1951 following the addition of the farm known as "Tuapaka" near Aokautere in 1948.

In 1960 a branch of the Victoria University of Wellington was founded in Palmerston North on a 30 acre site at Hokowhitu and nearby Caccia Birch House. Extramural courses were offered throughout the country in selected subjects and tuition provided to Arts students in the Manawātū area. After the dissolution of the University of New Zealand at the end of 1961, Massey College elected, in terms of the Massey College Act of that year, to associate itself with Victoria University pending the assumption of full autonomy. This association was retained in the Massey University College of Manawātū Act 1962, which amalgamated Massey and the branch of Victoria University as from 1 January 1963, the latter becoming the General Studies Faculty of the new institution. By virtue of the Massey University of Manawātū Act 1963, the University was granted autonomy and degree-conferring powers as from 1 January 1964. The ten degrees listed in the Schedule to that Act are symbolised in the gyronny of the University Arms. Amendments abbreviating the name to Massey University were passed in 1966.

These developments, coinciding with a programme of curricular expansion initiated in the late 1950s, led to the establishment of many new departments and to a substantial increase in the number of teaching, research and technical staff. First-year science courses were introduced in 1958. Students working in agricultural degrees had formerly undertaken these prerequisite studies at one of the four colleges of the University of New Zealand. The Faculty of Technology was established in 1961 and the Faculty of Veterinary Science a year later. In 1965 the Faculty of Science was founded, where work continues to be concentrated on the biological sciences. In the same year General Studies was organised into two new Faculties, Humanities and Social Sciences. These were consolidated on the main site in 1968 and the Hokowhitu property was made available for the development of the Palmerston North Teachers' College, which was initially established in 1956 at another location. To coordinate the expanding graduate and research activities of the University, a School of Graduate Studies was created in 1969.

Business Studies courses, directed by a Board of Studies, were first offered in 1971, and in 1972 joint teacher education and cooperation between the University and Palmerston North Teachers' College was formalised by the creation of a School of Education. Business Studies and Education are now both Colleges.

A School of Aviation was established in 1990. In the early 1990s, further schools were formed in Applied and International Economics and Mathematical and Information Sciences. In 1994 the latter became the Faculty of Information and Mathematical Sciences. For much of its work the University has national responsibilities; for instance, in agriculture, veterinary and extramural education. For other purposes, such as extension work and school accreditation, the University region is defined to the north by a line running from Waitara to Wairoa and to the south by a line running from the Waikawa River through to Mount Bruce. As the scope of its activities has broadened, the University has maintained since 1963 an extensive building and development programme designed to preserve as much as possible the semi-rural character of the campus; additional farm land has also been purchased during this period.

In 1996, Massey University merged with the Palmerston North College of Education and in 1997 the first College was established: the College of Education comprising the University Faculty and the former Palmerston North College of Education. Later in 1997 the following Colleges were established: the College of Business, comprising the former Faculty of Business Studies, the School of Aviation and the School of Applied and International Economics; the College of Humanities and Social Sciences, comprising the former Faculties of Humanities and Social Sciences; the College of Sciences, comprising the former Faculties of Science, Technology, Agricultural and Horticultural Sciences, Information and Mathematical Sciences and Veterinary Science. In 1999 the College of Design, Fine Arts and Music was formed as the result of a merger with the Wellington Polytechnic. In 2005 the New Zealand School of Music was formed by collaboration between Massey University and Victoria University. The College of Design, Fine Arts and Music was renamed College of Creative Arts. In 2013 the College of Health was established, and the College of Education was redesignated as the Massey University Institute of Education within the College of Humanities and Social Sciences. Massey University's total roll in 2011 was 33,904, comprising 8,168 internal/block mode students at Palmerston North, 6,408 at Albany and 3,458 at Wellington, as well as 15,870 extramural students. The continuing development of the University is also reflected in the growing number of research and service units and of student hostels on the campus and adjacent sites. Descriptions of courses of study, research activities, departmental interests, hostels, farms, the library and other general facilities available at the University are given in later sections. Reference may also be made to other information booklets published by the University.

Multicampus Structure

Massey University now comprises five Colleges and 43 academic units located across three campuses in the North Island.

- **Campuses**
 - Albany
 - Manawātū
 - Wellington
- **Student Recruitment Advisors**
 - Albany
 - Tauranga
 - Napier
 - Manawātū
 - Wellington



Massey University Manawātū

Massey University's early beginnings were in the Manawātū, as an agricultural college founded in 1928. Throughout its history, right from those first days, Massey University has been seen as an engine of change. Firstly, providing the knowledge that underpinned New Zealand's agricultural and food industries. Today Massey University has extended out that leadership to

the areas of design and fine arts, education, humanities and social science and business.

Today the Manawatū campus is home to New Zealand's largest institution for the life sciences, agricultural, horticultural and veterinary teaching and research and is a leader in industrial innovation through areas such as food science and technology, biotechnology, advanced material sciences and product development.

The University has two campuses in Palmerston North. Hokowhitu is the site of some of the University's administrative functions. The Turitea campus is set in a beautiful 40 hectare park-like setting and houses the Colleges of Business, Health, Sciences, and Humanities and Social Sciences, and the Vice-Chancellor's Office.

On either side of the Manawatū River, both campuses are within walking distance of the Palmerston North city centre, with a free bus service for all staff and students allowing easy access to all parts of the city and University. Massey Manawatū offers a wide range of on-campus halls and units, catering for over 900 students of diverse ages, programmes of study, and cultural backgrounds.

The campus is in close proximity to the student-friendly city of Palmerston North, and to beautiful mountain ranges and countryside offering plenty of outdoor activities.

Massey University Albany

Massey University Albany, the 'innovation' campus, is New Zealand's northern-most university campus. Styled on a Mediterranean hill town, it opened in 1993 and has an ongoing building and facilities development to meet the needs of the rapidly growing regional population and business community.

Massey Albany offers degree and diploma courses in business; education and speech language therapy; humanities and social sciences; sciences and engineering. The New Zealand School of Music, a joint initiative between Massey University and Victoria University offers a jazz programme on campus.

The campus is host to the New Zealand Institute for Advanced Study and co-hosts the Allan Wilson Centre for Molecular Ecology and Evolution. The campus has strong collaborative links with many external organisations and Massey Albany was one of the first universities in New Zealand to open a business incubator on campus, the e-Centre. Students at Massey Albany benefit from a wide range of scholarships offered by the University and local and multinational business organisations.

There are two student villages, both within close walking distance to the campus and retail outlets. Each village offers self-contained, apartment-style living to students.

Massey University Wellington

Massey University's Wellington campus was established in 1999.

Known as the Creative Campus, Massey Wellington is at the heart of New Zealand's capital city, on the southern boundary of the central business district in an area known as Mount Cook. The campus is built around some of Wellington's iconic buildings, with the National War Memorial standing proudly at the Buckle Street entrance, and the beautiful Tokomaru, originally built as the Dominion Museum in 1936, now part of the University.

Massey University's Wellington campus has established itself as a niche provider of strategically relevant undergraduate and postgraduate teaching. The study and research programmes focus on six broad areas: Design and Fine Arts, Health and Health Sciences, Business and Enterprise, Communications and Journalism, Technology and Music (jointly with Victoria University through the New Zealand School of Music). The College of Creative Arts can trace its origins back to the Riley School of Design, which was established in Wellington in 1886.

The campus occupies some eleven hectares and has several multi-storey buildings located in the central zone, which was originally developed in the 1960s to house one of New Zealand's first polytechnics. Accommodation options include student flats, homestays, private flats or boarding. The Wellington Campus manages a modern, purpose built accommodation complex within a five-minute walk from the Campus and just minutes from downtown Wellington. Sitting within a vibrant urban environment, the City's café and theatre districts lie within easy walking distance.

Halls of Residence

Manawatū

Until 1943 student accommodation was confined to the Old Hostel, but in the ten years following 1943 residential facilities were tripled – first by the purchase in that year of the Monro Homestead (purchased with the aid of the Moginie bequest); second by the addition of the Pink Hostel, constructed during World War II as a staff college for officers of the armed services (1944); third by the acquisition of the 'Rehab' hostels erected by the Government as part of its returned servicemen's rehabilitation programme; and fourth by the construction of the YFC Memorial Building, which was financed by the Federation of Young Farmers' Clubs to commemorate members who were killed in the second World War (1953). Rehab 'B' and 'C' hostels were closed and removed during 2001, and both 'A' hostel and Woodhey were removed in 2005. YFC ceased being offered as accommodation in 2005 and was renovated to house Accommodation Services (formerly Halls Community Group), International Community Centre, Fale Pasifika and Kainga Rua. The YFC Annex is a building dedicated to providing academic support for Halls students through the Study Group Programme.

In the 1960s several other halls made their appearance: the new Monro House (1961), now Craiglockhart, Fergusson Hall, Colombo Hall (1964) and Elliott House (purchased in 1966). A further homestead, Fitzherbert House (now Bindaloe House), was made available by the University (1966), followed by Cubeside and The Stable (1982), and Moginie Hall (1985). In 1988 Cubeside Hostel was relinquished to Māori Studies and the third wing on the 72-bed Moginie Hall was completed to replace Cubeside. Following kitchen and common room renovations, Moginie Hall now has 68 beds.

In 1989 the Pink Hostel was given over to the Accountancy Department although it was returned to accommodation in 2002 and is now named McHardy Hall.

Colombo Hall was provided by the Government as part of the Colombo Plan Aid Programme, but accommodation in it is neither compulsory for, nor limited to international students. Fergusson Hall, an historic Manawatū homestead, is administered by the Presbyterian Education Purposes Trust. Walter Dyer Hall (1969) was financed in part from funds accumulated from levies on students in residence. In its efforts to provide more on-campus accommodation, the University continues to benefit from collaboration of this sort with other bodies. A substantial contribution from the Palmerston North City Council, with additional funds raised by Rotary Clubs in the district and by the Federation of Taranaki Dairy Factories, led to the opening in 1971 of City Court, Egmont Court and Rotary Court. Kairanga Court, again financed in part from levies, opened in 1977.

In 1992 the Atawhai student community was developed to provide 65 single beds in 13 units and twelve two-bedroom student family units. The Tararua and Ruahine complexes of 24 beds were opened for student use in 1992 and 1996. The merger between the Palmerston North College of Education and Massey University in 1996 added Blair Tennant Hall in Fitzherbert Avenue to the University's accommodation for students although this Hall has now been decommissioned.

The University now has four new halls with 208 beds located within the Turitea Community. Matai and Totara Halls, along with the Kanuka Commons building opened in February 2005, with Tawa and Miro Halls and the Karaka Commons opened in February 2006. (Older accommodation, specifically the rehab hostels and Moginie flats have been decommissioned as a result.)

Residential accommodation on or adjoining the Manawatū Campus is now available for 940 students. Dining facilities for all halls are in the newly refurbished and significantly improved Student Centre.

Albany

Massey University Albany (MUA), together with its partner Buildcorp Management Limited, offers student accommodation in two villages, Millennium and Lucas Creek. All flats are self-catering and offer free car parking. The properties have good-sized study bedrooms and common areas. All villages are located in pleasant residential locations within 10-15 minutes' walk to the heart of the Albany Campus, the Albany Village and the Westfield Shopping Centre with its retail facilities, cafés, movie theatres and supermarkets. During semester time a free shuttle bus operates between the campus, the accommodation Villages and the Westfield shopping Centre.

The Millennium Village was opened on February, 1999. It is located at 548 Albany Highway. This accommodation village offers 31 self-catering, fully furnished and equipped four-bedroom units, accommodating 127 students. The Millennium Village also has a large common room with SKY television,

pool table, table tennis and indoor/outdoor flow where all residents gather for communal social events.

The Lucas Creek Village opened in 2004. Located at 9 The Avenue, Albany, it is only minutes away from the Albany Village. This quiet and peaceful location is able to offer apartments of 3 and 7 bedrooms as well as studio flats for couples or those who prefer to live separately. There is one large 12 bedroom house at Lucas Creek which is the central focus of the village. All apartments are fully furnished and equipped and are self-catered. This village is home to 100 students.

The University can also refer student tenants to Casa Bella, an accommodation Complex located on the campus boundary. Casa Bella, located at 427 Albany Highway, offers 4 bedroom fully furnished apartments, a swimming pool, fully-equipped gym, and a tennis court. These apartments are especially suitable for postgraduate students.

Wellington

The Wellington Campus manages a modern, purpose-built accommodation complex within a five-minute walk from the Campus and just minutes from downtown Wellington. The Cube Complex accommodates 300 beds in self-contained, fully furnished studio, five-, three- and two-bedroom units and is situated on the corner of Webb and Taranaki Streets.

This complex also houses a Residential Assistant (RA) team, consisting of members from the student community, and is an essential part of the student accommodation support network. Led by the Manager, Student Life Services and the Residential Manager, the RA team helps to organise a range of activities as part of the Student Life program. They also help make sure that the Cube Complex operates smoothly and a pleasant environment is fostered for all students. RAs are trained in a number of areas to ensure they can provide the appropriate support and assistance in the complex, including conflict resolution and first aid.

The University Farms

The University operates 2,200 hectares of farmland, which is maintained for teaching, research and extension purposes. A wide range of farming enterprises and activities are conducted on 980 hectares of land adjacent to the Turitea site of the Manawātū Campus. About three-quarters of this is gently rolling country of heavy silt loam, while the remainder consists of river flats varying from fertile silt loams and light sandy soil to river shingle. The 980 hectares comprises three dairy farms, two sheep and beef units, a deer research unit, a horticulture orchard and a number of intensive animal research units.

The University has a unique range of agricultural research facilities that enables it to undertake research, farming and educational functions. The facilities include three milking sheds (all fitted with electronic data collection equipment), wool sheds, sheep, deer and cattle yards, animal physiology and feed processing units, forestry blocks, orchards, nurseries and glasshouses.

The University also operates two farming enterprises situated away from the Manawātū Campus. Tuapaka Farm is a 476 hectare hill country sheep and beef cattle farm, twelve kilometres away from the Manawātū Campus. About 20 percent of the farm is flat while the remainder consists of easy-to-steep hill country, rising to an altitude of 212 metres above sea level. Tuapaka Farm has three wind turbines positioned on the elevated areas of the farm as part of a wind electricity generation scheme. Riverside Farm, a 723 hectare sheep and beef cattle farm situated 13 kilometres from Masterton and 90 kilometres from Palmerston North, is on a long-term lease to the University. The mixed topography and location of the property provides a unique resource to investigate summer dryland farming.

The Farms and Research Units provide an extensive research capability, allow the demonstration of farming systems and facilitate a continuing programme of research and extension to the benefit of agricultural, horticultural and veterinary sciences both within New Zealand and overseas. The University farmland plays an important role in meeting the overall educational and research objectives of the University.

The Massey Collections

The life and work of the Right Honourable William Ferguson Massey has been commemorated in many ways. Of these the most distinctive was the decision shortly after his death to rename the newly-founded New Zealand Agricultural College at Palmerston North. In introducing the amending legislation, the Minister of Agriculture, the Hon. O.J. Hawken, proposed that the College be known as Massey Agricultural College, saying:

“I think all honourable members honour that name, and I think it is the best that could be chosen, because the late leader of the House was recognised as an agriculturist. The interest he took in the subject is well known, and I believe he had – more than most people realise – a longing to set up an agricultural college. The opportunity did not occur in his time, but I am sure that he was heart and soul in the project.”

The College was formally opened in 1928. Thirty-six years later it became an autonomous multi-faculty university. Although the original use of Massey’s name was related to his interest in agriculture, the name of the emergent institution, Massey University, was readily maintained in view of his eminent standing in the political history of the country. At the opening of the University Library and Veterinary Clinical Sciences buildings in 1968, the Governor-General, Lord Porritt, endorsed this view with the conclusion that “William Massey was without doubt one of the country’s greatest politicians and statesmen”. Massey University is the only tertiary educational institution to be so named after a New Zealand citizen.

In 1968, a generous gift from the family of William Massey led to the establishment of the Massey Trust. The University Council declared the purposes of the Trust to be:

“To sustain at the University and in New Zealand the associations of the life and work of the late William Ferguson Massey with the name, aspirations and activities of the University and for the purposes of advancing knowledge and interest in those aspects of the development of New Zealand with which the late William Ferguson Massey was particularly associated, by collecting, collating and preserving archives and other material relating to the late William Ferguson Massey.”

More recently, the Massey family presented to the University a unique and very valuable collection of gifts given to him during his years as Prime Minister. This nationally significant collection is now on display on level three of the Registry.

Massey University holds seven collections:

- Massey University Art Collection (contemporary New Zealand art): Manawātū and Albany
- Massey College of Education Arts Trust
- Riddet Collection (representational New Zealand art)
- Webster Collection of Porcelain
- Massey University Collection of Georgian Silver
- Wellington Campus Art Collection.

The Art Collections Policy aims to:

1. Create a framework for the development, preservation and use of Massey University’s several collections of art in order to:
 - (a) acknowledge and celebrate the history of Massey University and its antecedent organisations
 - (b) provide a resource for the teaching, research and community service activities of the University
 - (c) provide opportunities for the study and appreciation of art by members of Massey University and the communities that it serves
 - (d) contribute to a stimulating and aesthetically pleasing environment for the campuses.
2. Provide guidance to those responsible for the acquisition, preservation and use of art collections so that the interests of the whole University are maintained while at the same time duly recognising the multi-campus nature of the University and the diversity of the communities that it serves.

The Arms and Colours of the University



By the authority of the Duke of Norfolk, Earl Marshal and Hereditary Marshal of England, the Kings of Arms assigned arms to Massey University on the 10th day of May 1967. The arms are defined as:

Gyronny of 10 argent and azure a mullet gules fimbriated argent and irradiated or and for the crest on a wreath of the colours issuant from flames proper a ram's head argent horned and ensigned by the horns of the African long-legged ram.

On a scroll appear the words 'floreat scientia', which means, translated from Latin, 'Let knowledge flourish'.

The symbolism of the design is interpreted as follows:

The star is from the Arms of New Zealand. Here it also represents knowledge and learning and so has been irradiated. It is in the centre of the shield, being the central theme of the University. The background, a gyronny of 10 pieces in blue and white, represents the 10 degrees first offered by the University. The crest is the ram's head that was used in former years by the students' association. This, with its four horns, is unusual and memorable and provides a link with agriculture and the former college. There are many ram's head crests used in heraldry, so this one is made distinctive by proceeding from flames of learning. The flames also suggest, phoenix-like, the idea of a new body being born out of an old.

The University colours and their British Colour Council reference numbers are:

	<i>BCC Name</i>	<i>BCC Number</i>
University blue	midnight	90
Light blue	forget-me-not	84

White

Academic Dress

1. Graduates shall appear at all public ceremonies of the University in the academic dress proper to their degree. Graduates of other Universities may wear the academic dress of their own university.
2. The form of the principal officers' robes shall be as follows:

Chancellor

Of rich all-silk University blue damask. 50mm gold oak leaf lace to outer edges of facings. Gold ornaments to sleeves and sleeve cuffs edged gold plate lace. Facings and shoulder wings trimmed in light blue taffeta and shall bear the University's Coat of Arms on each shoulder.

Pro-Chancellor

Of rich all-silk University blue damask, dispensing with sleeve ornaments and using 25mm gold lace to outer edges of facings and shoulder wings. Facings and shoulder wings to be of light blue taffeta and shall bear the University's Coat of Arms on each shoulder.

Vice-Chancellor

Of rich all-silk University blue damask with silver sleeve ornaments and using 25mm silver lace to outer edges of facings and shoulder wings. Facings and shoulder wings to be of light blue taffeta and shall bear the University's Coat of Arms on each shoulder.

Regional Deputy Vice-Chancellors

Of rich all-silk University blue damask, dispensing with sleeve ornaments and using 25mm silver lace to outer edges of facings and shoulder wings. Facings and shoulder wings to be of light blue taffeta and shall bear the University's Coat of Arms on each shoulder.

University Registrar

Of plain all-silk University blue ottoman without ornamentation, but facings and shoulder wings to be of light blue taffeta and shall bear the University's Coat of Arms on each shoulder.

Regional Registrar

Of plain all-silk University blue ottoman without ornamentation, but facings and shoulder wings to be of light blue taffeta and shall bear the University's Coat of Arms on each shoulder.

University Council2

The academic dress is as for the Cambridge Bachelor of Arts but with a facing of light blue satin (50mm wide, BCC 84 forget-me-not) edged with an additional dark blue satin (25mm wide, BCC 90 midnight), the full length of the front. Graduates may wear the hat and hood of their own degree.

Regional Marshal

The academic dress shall be of their own university and shall bear the University's Coat of Arms on each shoulder.

The Hats of These Officers Shall Be:

Trenchers made of the materials as used for the robes in each case, but with a gold tassel for the Chancellor and Pro-Chancellor, silver for the Vice-Chancellor, and light blue for the Registrar and Regional Deputy Vice-Chancellors. The Chancellor's hat is to be lightly decorated with gold lace and the Vice-Chancellor's hat lightly decorated with silver lace.

3. (a) The gown for an undergraduate or for a Bachelor's Degree is as for the Cambridge Bachelor of Arts.
(b) The gown for a Master's Degree is as for the Cambridge Master of Arts.
(c) The gown for the degrees of Doctors of Business and Administration, Education and Philosophy is as for the Cambridge Master of Arts, but with a facing of cloth 'post office red' (BCC No. 209) ten centimetres wide the full length of the front.
(d) The gown for all other Doctors Degrees is as for the Cambridge Master of Arts, but the colour is 'post office red' (BCC No. 209).
4. (a) The hood for every degree is of the same size and shape as the Cambridge Master of Arts.
(b) The hood for Masters Degrees shall be made of material of the colour 'university blue' (BCC No. 90) and shall be lined with material of the colour appropriate to the degree, except for Master of Philosophy, which shall be lined with material of the colour 'post office red' (BCC No. 209).
(c) The hood for a Bachelor's Degree or a Bachelor's Degree with Honours shall be as for the Master's hood, but bordered with a 40mm white fur.
(d) The hood for a Bachelor Honours Degree shall be as for the Master's hood, but bordered with a 40mm white silk.
(e) The hood for a PhD Degree shall be made of material of the colour 'post office red' (BCC No. 209) and shall be lined with 'university blue' (BCC No. 90).
(f) The hood of other Doctors Degrees shall be the Master's hood appropriate to the discipline in which the degree was taken.
5. The colours of the linings of the hoods for the Bachelors, Masters and Doctors Degrees other than PhD are as follows:

	<i>BCC Name</i>	<i>BCC Number</i>
Accountancy	indian yellow	6
Agriculture	pea green	172
AgriCommerce	verdigris	12
Agricultural Economics	verdigris	12
Agricultural Science	emerald	213
AgriScience	emerald	213
Applied Economics	diopase	203
Applied Science	emerald	213
Applied Statistics	parma violet	216
Arts	rose pink	32
Aviation	stonewhite	61
Aviation Management	stonewhite	61
Business Administration	tangerine	55
Business Information	indian yellow	6
Business Studies	indian yellow	6
Communication	indian yellow	6

	<i>BCC Name</i>	<i>BCC Number</i>
Construction	claret	36
Counselling	medici crimson	230
Dairy Science and Technology	claret	36
Defence Studies	pansy	180
Design	white	1
Development Administration	rose pink	32
Education	tuscan yellow	233
Educational Administration	gull grey	81
Educational Psychology	tuscan yellow	233
Educational Studies	tuscan yellow	233
Engineering	claret	36
Engineering Technology	claret	36
Environmental Management	tartan green	26
Ergonomics	claret	36
Fine Arts	white	1
Health Sciences	emerald	213
Horticulture	grass green	103
Horticulture(Bus), (Sc) or (Tech)	tartan green	26
Information Science	parma violet	216
Information Systems	indian yellow	6
Management	indian yellow	6
Māori Visual Arts	black, overprinted with silver motif	
Medical Laboratory Science	jade	122
Midwifery	crocus	177
Music	white	1
Music Therapy	white	1

	<i>BCC Name</i>	<i>BCC Number</i>
Nursing	crocus	177
Performance Design	white	1
Public Policy	rose pink	32
Resource and Environmental Planning	forget-me-not blue	84
Science	small blue	147
Social Work	horse chestnut	134
Speech and Language Therapy	emerald	213
Sport Studies	indian yellow	6
Te Aho TātaiRangi	tuscan yellow	233
Technology	claret	36
Veterinary Science	imperial purple	109
Veterinary Studies	imperial purple	109
Veterinary technology	imperial purple	109

Graduates in a conjoint programme of two degrees may choose which of the relevant hoods they will wear.

- The stole for diplomas is made of black material with a 15mm band of the colour light blue (BCC 84 forget-me-not) on the inner margin and the Massey University Symbol (the University Coat of Arms) 75mm in diameter embroidered in light blue 75mm above the lower margin on the left side.

As an alternative to wearing the stole, diplomates who also hold a degree may wear the robes of that degree.

- The headgear for Bachelors, Masters and for diplomates who are graduates is a black trencher with tassel.
 - The headgear for Doctors Degrees is a black velvet bonnet as for the Oxford Doctor of Civil Law.

Note

Academic gowns, hoods and trenchers are available for hire from Academic Dress Hire, P.O. Box 1713, Palmerston North. www.masseygowns.org.nz

Policy Statements

Equity of Employment Opportunities

Massey University is committed to upholding its responsibilities as an Equal Opportunities Employer and creating a workplace that attracts, retains and values diverse employees. To achieve this policy objective Massey University will:

- provide equal opportunities for recruitment, appointment, development and promotion for all current and prospective employees, regardless of sex, marital status, religious belief, colour, race, ethnic or national origin, disability, age, political opinion, employment status, family status or sexual orientation;
- develop and maintain a workplace culture that values and supports diversity;
- consider practical measures to enable flexible working arrangements for employees including, where requested, job sharing;
- ensure that it provides a safe, supportive and healthy environment for all employees that is conducive to quality teaching, research and community service;
- identify and eliminate all aspects of policies and procedures and other institutional barriers that cause or perpetuate inequality in respect of the employment of any person or group of persons;
- not tolerate any form of unfair discrimination in the work-place on any ground, including sex, marital status, religious belief, colour, race, ethnic or national origin, disability, age, political opinion, employment status, family status or sexual orientation;
- promote equal employment opportunities as an integral part of University policies and practices;
- support the health and wellbeing of woman staff members with breastfeeding infants by ensuring the right to time for breastfeeding (or

expressing milk) and the provision of private facilities in the workplace for breastfeeding or expressing or storage of milk wherever possible;

- monitor, review and evaluate progress towards achieving equal employment opportunities.

Equity of Access to Educational Opportunities

Massey University is committed to providing equity of access to educational opportunities for all current and prospective students who meet the University's entrance requirements irrespective of their sex, marital status, religious belief, colour, race, ethnic or national origin, disability, age, employment status, family status or sexual orientation. To achieve this policy objective Massey University will:

- encourage enrolment from under-represented groups: specifically Māori, People with Disability, and Pacific Peoples, and men and women in particular areas of specialisation where they may be underrepresented;
- work with students and endeavour to provide a learning environment that facilitates successful participation by all, including those students with specific needs. There may be situations where students will need to provide personal support (e.g., mobility equipment, communications devices, support person in a wet-lab) so their safety, the safety of others, and the opportunity to achieve the learning outcomes are preserved;
- be pro-active in providing access and equitable opportunities for success for groups that are under-represented;
- ensure that each student has the opportunity to achieve according to his or her own individual potential within the appropriate timeframe specified for their qualification;
- ensure that its processes or procedures are non-discriminatory and pay due consideration to the needs of all student groups; and

- (f) undertake regular reviews of its performance in relation to equity of access to educational opportunities and student academic achievement including reporting against indicators specified during the Annual Planning process.

Treaty of Waitangi

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

Harassment at Work Policy and Harassment Resolution Procedures

Information on the Harassment at Work Policy, and the Harassment Resolution Procedures is outlined in:

- The People and Organisational Development web pages (for employees only).
- The Student Services web pages (for students only).

1. Massey University is committed to providing a work environment for its staff which is free from any form of harassment and where staff are treated with dignity and respect. Massey University has a zero tolerance for harassment and considers any form of harassment to be unacceptable and will take all practical steps to eliminate it. The University treats all complaints of harassment seriously and acknowledges that harassment can damage working conditions and relationships and may substantially impact on a person's ability to perform by undermining their confidence, concentration and motivation. Massey University will take all practical steps to eliminate harassment and is committed to resolving issues of harassment as early as possible.
2. Harassment is broadly defined as any behaviour directed towards an individual or group that a reasonable person, having regard to the circumstances would expect to insult, intimidate, victimise or disadvantage the recipient, and which is:
 - unwelcome, hurtful or offensive to the recipient; and is
 - repeated, or is of such significance as to adversely affect the recipient's employment or wellbeing

Harassment may be of a sexual nature or based on gender, marital status, religious belief, ethical belief, colour, race, ethnic or national origin, disability, age, political opinion, employment status, family status, sexual orientation or other grounds, and includes behaviours which may be classed as supervisory/ managerial authority and bullying.

Health and Safety

The purpose of this policy is to ensure active, consultative commitment to health and safety management in the University.

1. Massey University regards the promotion and maintenance of health and safety as mutual objectives for everyone who works, studies, visits, or has business on the University campus, sites and farmlands.
2. Health and safety is to be ranked equal with the University's primary aims and objectives, and be integrated with all other functions within the University.
3. To ensure a safe and healthy work environment, the University will develop and maintain a Health and Safety Management System. Specifically, the University management will:
 - (a) Provide leadership, examples and commitment to health and safety policy and objectives.

- (b) Ensure coordination of health and safety systems within colleges, regions and nationally shared services.
- (c) Ensure appropriate resources are allocated to health and safety.
- (d) Set and monitor health and safety objectives and performance criteria for all managers and campus regions.
- (e) Annually review health and safety objectives and managers' performance against the objectives.
- (f) Require accurate and timely reporting and recording of all incidents and injuries.
- (g) Investigate all reported incidents and injuries to ensure all contributing factors are identified and, where appropriate, plans are formulated to take corrective action.
- (h) Actively encourage the early reporting of any pain or discomfort.
- (i) Provide a treatment and rehabilitation plan that ensures a safe, early and durable return to work for injured staff.
- (j) Identify all existing and new hazards and take all practicable steps to eliminate, isolate or minimise the exposure to any hazards deemed to be significant.
- (k) Review accident statistics to ensure adequacy of hazard controls.
- (l) Ensure that all staff, students, visitors, and those who have business on the University campus sites and farmlands are made aware of the hazards in their work area and are adequately trained to enable them to perform in a safe manner.
- (m) Encourage staff and student consultation and participation in all matters relating to health and safety.
- (n) Promote a system of continuous improvement, including an annual review of policies and three yearly review of procedures.
- (o) Meet obligations under the Health and Safety in Employment Act 1992, the Health and Safety in Employment Regulations 1995, Codes of Practices, and any relevant Standards or Guidelines.

4. Every staff member, student, visitor or person with business at Massey University is expected to share in the commitment to this policy.
 - (a) Every manager and supervisor has a responsibility for the health and safety of staff, students, and visitors working under their direction.
 - (b) Each staff member, student, visitor or person with business at Massey University is expected to play a vital and responsible role in maintaining a safe and healthy workplace through:
 - (i) Ensuring that no action or inaction causes harm to another person.
 - (ii) Observing all safe work procedures, rules and instructions.
 - (iii) The early reporting of any pain or discomfort.
 - (iv) Taking an active role in Massey University treatment and rehabilitation plans, to ensure an 'early and durable return to work'.
 - (v) Ensuring that all accidents, incidents and unsafe conditions are reported to the appropriate person.
5. There will be a Health and Safety Consultative Committee that includes union representatives, student association representatives, health and safety representatives from each campus region, health and safety conveners from each campus region, and senior management representatives. The Health and Safety Consultative Committee is responsible for the implementation, monitoring, review and planning of health and safety policies, systems and practices.
6. There will be a Health and Safety Committee in each campus region to assist and advise in the coordination, promotion, maintenance, and participation in health and safety within each campus region.
7. Health and safety procedures and related policies are outlined in the Policy Guide, Health and Safety website.

Associations

1. The development and stewardship of relationships with sectors external to Massey University, leading to positive benefits for the University.

Office of Development and Alumni

The office is part of Massey University's External Relations group. It has three main inter-related functions:

2. The procurement of income both as money and in kind from sources other than EFTS-related. The income may take the form of sponsorships, scholarships, legacies, grants, other donations, products and services.
3. The growth and management of Massey University's Alumni networks and support services. These include:
 - (a) the administration of a sophisticated database;
 - (b) the provision of a range of memorabilia and apparel for purchase;
 - (c) the organisation of alumni events and assistance with reunions; and
 - (d) the development of alumni activities and chapters, both nationally and internationally.

Students' Associations

Massey University Students' Association Federation Inc.

The Federation exists to provide continuity across campuses for student association delivered student services. The three main roles of students' association's services are representation, advocacy and student-to-student communication. The education and welfare of students is of paramount concern to MUSAF.

The Federation consists of the following students' associations: Albany Students' Association Inc. (ASA), Massey University Students' Association of Palmerston North Inc. (MUSA), and Massey at Wellington Students Association Inc. (MAWSA), Extramural Students' Society Inc. (EXMSS). The Federation maintains close ties to Massey's Māori Students' Roopu: Manawatahi (Palmerston North), Te Waka O Nga Akonga Māori Inc. (Albany), or Te Kokiri Ngatahi (Wellington).

Students' Associations

Massey's students' associations work with Massey to provide student services to all students. Student associations maintain an advocacy service to assist students regarding disciplinary and grievance processes, student radio, magazines and websites that provide useful and relevant information to students, services such as Student Job Search, and support for student clubs and societies.

Students may choose to become a member of a student association and receive the special benefits that students' association provides. The students' associations organise, fund and coordinate many student activities. These include Orientation and capping events, volunteer groups, political/social/educational campaigns, independent publications, transport discounts, accommodation services, and representation on campus.

The affairs of each students' association are administered by an Executive committee responsible to the Association. The Executive for the subsequent year is elected during the second semester. Students' association's offices are open daily for information and advice.

Extramural Students' Society (Inc.)

The Extramural Students' Society Inc. (EXMSS) is the students' association for distance students. EXMSS provides a communication link between distance students and the University; a professional, independent and confidential advocacy service; a support network of EXMSS regional representatives throughout New Zealand and overseas; a representation structure to provide an extramural voice on University decision-making bodies; and special benefits to members such as discounted travel, scholarships, and an independent voice on campus reporting to members through the Off Campus e-zine.

Visit their website at: <http://exmss.org/>