



TE KUNENGA KI PŪREHUROA MASSEY UNIVERSITY

INVESTMENT PLAN 2025-2027 SUMMARY





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STRATEGIC INTENT

Te Kunenga ki Pūrehuroa Massey University (hereafter ‘Massey’) is a research-intensive, multi-campus university. Massey advances both pure and applied research and teaching, and drives a culture of research commercialisation for social and economic benefit. As part of its mission, Massey seeks to derive ‘real world’ impact from its activities, and this extends across a range of knowledge domains, most notably in food, fibre and agricultural innovation, and in areas such as veterinary sciences, business, health and creative arts where Massey also supports national infrastructure and capability development on behalf of the nation.

Massey is a highly distinctive university in the Aotearoa New Zealand university system by virtue of its broad and diverse student body; history and leadership in distance, flexible and open education; its ambition to redefine the characteristics of a 21st century university campus; and its goal to derive benefit through transnational education while proudly working towards being Te Tiriti o Waitangi led. Massey has always acted boldly and with an eye to the future and it will continue to do this on behalf of New Zealand, for the benefit of all New Zealanders and for those who choose to study, research and partner with the University.

MISSION AND ROLE

LEARNERS

Massey is unique as it has a highly diverse student body compared to other New Zealand universities. Massey has more:

- mature students (62.5% of our domestic students are 25 and over, compared to 36.1% for the university sector average)
- female students (67.9% of our domestic students are female, compared to 60.2% for the university sector average)
- part-time students (56.4% of our domestic students are part-time, compared to 33.3% for the university sector average)
- distance students (67.4% of our domestic students are distance/online, compared to 20.9% for the university sector average)

Moreover, Massey’s ratio of Equivalent Full-time Students (EFTS) to student head count is the lowest in the national university sector, due to the high proportion of part-time learners in its student population. Massey has the second largest headcount, but ranks fifth in terms of EFTS volume. This brings challenges that are specific to Massey in terms of meeting the expectations of the Tertiary Education Commission (TEC) and balancing these with meeting the needs of learners.

In practice, this means that Massey must service a much larger number of learners compared with other universities, and do this on reduced EFTS to headcount ratio. In addition, some of Massey’s learners take much

longer to complete qualifications compared with learners of other New Zealand universities, where the latter group typically recruit school-leavers who enrol on a full-time basis. The diversity of Massey’s student demographics is further reflected in Massey’s distinctive Educational Performance Indicators (EPI) results (analysis is available in section 3, Outcomes and measures) and the myriad of ways in which Massey’s learners define ‘success’.

The learning journeys of Massey’s students might also follow different enrolment patterns and trajectories. Their motivations often vary from school-leavers, full-time, and on-campus learners, which, as noted above, characterises the dominant profile of student populations at other universities. Massey understands these differences and challenges and continues to work, via programmes such as Pūrehuroatanga (its whole-of-university learner success initiative) to ensure that all learners at Massey are well supported to succeed. Massey has made significant and demonstrable progress in improving its overall educational performance indicators for all learners, and continues to make consistent progress reducing parity gaps between priority learner groups.

Finally, Massey has a broad reach to regional Aotearoa by virtue of its distance and online education platform, one that, despite changes in market dynamics, still remains unparalleled in university education in New Zealand. In addition, Massey’s contribution to capability development for New Zealand’s workforce is of strategic significance (see Table 1 for the regional breakdown).

Table 1 – Student headcount and EFTS by region, in 2023

	All Headcount	Distance Headcount	All EFTS	Distance EFTS
Auckland Region	7,628	5,492	4,446	2,282
Bay of Plenty Region	1,005	769	636	350
Canterbury Region	1,387	1,114	756	468
Gisborne Region	222	172	140	80
Hawke's Bay Region	766	598	470	274
Manawatū-Wanganui Region	3,351	2,452	2,099	1,012
Marlborough Region	183	140	107	60
Nelson Region	238	186	142	83
Northland Region	622	496	369	232
Otago Region	647	512	359	218
Overseas	4,517	1,187	2,960	507
Southland Region	231	201	125	89
Taranaki Region	655	534	428	253
Tasman Region	140	112	94	58
Waikato Region	1,283	1,010	742	448
Wellington Region	3,499	2,278	2,231	893
West Coast Region	77	67	40	28
Unknown or Other	181	87	101	45
Total	26,632	17,407	16,246	7,380

Note: Due to some regions having data suppressed due to low numbers of learners, or learners being counted in more than one region, the sum of each column does not necessarily equal the total.



PROVISION

In 2023, Massey had 59.9 per cent of its TEC-funded provision at Level 7 degree level, 36.5 per cent at Level 8-10 postgraduate level, and 3.6 per cent at Level 4-7 non-degree level. For Māori and Pacific learners, a higher proportion of TEC-funded provision is at Level 7 degree level, at 65.1 and 65.5 per cent respectively. This compares to 58.7 per cent for Non-Māori, Non-Pacific learners.

Level 4-7 non-degree provision is similar for Non-Māori, Non-Pacific and Māori TEC-funded learners at 3.3 and 4.0 per cent respectively. The rate is higher for Pacific TEC-funded learners, at 6.4 per cent. Almost one-third of Māori and Pacific TEC-funded learners study at Level 8-10 postgraduate level, at 30.8 and 28.1 per cent respectively. This compares to 38.0 per cent for Non-Māori, Non-Pacific TEC-funded learners.

Massey has provision across three campuses (Auckland, Manawātū and Wellington), as well as via distance/online mode and transnationally. The distribution¹ of learners per campus in 2023 was:

- Auckland: 2,891 EFTS (18 per cent) and 4,646 students
- Manawātū: 3,119 EFTS (19 per cent) and 4,335 students
- Wellington: 2,251 EFTS (14 per cent) and 2,677 students
- Distance/online: 7,380 EFTS (45 per cent) and 17,407 students
- Transnational: 563 EFTS (3 per cent) and 1,024 students
- Onshore: 42 EFTS (0.3 per cent) and 133 students

Massey's academic programmes are delivered and managed by Colleges and Schools, in addition to a Graduate Research School overseeing the administration and support for all doctoral students. To find out more information about Massey's study options visit: [Study at Massey University - Massey University](#)

RESEARCH

Massey's research reputation is based on the originality, quality, rigour, impact and significance of research activity that underpins and drives its teaching endeavours. Massey's key research strength is the diversity and breadth of research excellence across many disciplines and topic areas, including transdisciplinary

and interdisciplinary research. As a university both for the regions and the nation, Massey is committed to knowledge exchange aligned with the United Nations' Sustainable Development Goals, and to lifting its position in the Times Higher Education Impact Ranking. As a Tiriti-led university, Massey is committed to demonstrating authentic leadership in contemporary Aotearoa New Zealand as it upholds Te Tiriti o Waitangi.

To find out more about Massey research please visit: [Research at Massey - Massey University](#).

GOVERNANCE

Massey University was established as a university under the Massey University Act 1964 (founding legislation). Prior to that, it had been, since 1927, Massey Agricultural College. The University is governed in accordance with the Education and Training Act 2020, which defines the function and duties of the Council, and the Vice-Chancellor.

Massey University's governing body is the University Council. This includes lay, academic, alumni and student members and is responsible for overseeing the management and control of the affairs, concerns and property of the University. The Council Chair and the ceremonial head of the University is the Chancellor, elected by Council for a one-year term from within its ranks.

Massey University Council membership includes:

- Alistair Davis LLB, BCA, ONZM – Chancellor, Member appointed by Council on nomination of Vice-Chancellor
- Caren Rangi, Rarotonga, Rakahanga, Manihiki, ONZM, FCA, BBS – Pro-Chancellor, Member appointed by Council on nomination of the Vice-Chancellor
- Professor Jan Thomas BSc, BVMS, MVS, PhD, FAICD, FAIM – Vice-Chancellor
- Angela Hau-Willis MA, Member appointed by the Minister of Education
- Ross Buckley BBS, FCA, CMInstD, Member appointed by the Minister of Education
- Jo Davidson, BHortSci, Member appointed by the Minister
- Mark Ratcliffe, BSc, CMInstD, Member appointed by the Minister
- Paul Brock, BBS, Member appointed by Council on nomination of the Vice-Chancellor

¹ Noting that for headcount students are counted in each campus they are enrolled in, and regardless of funding source.

- Distinguished Professor Gaven Martin, MSc, PhD, FRSNZ, FASL, FAMS, FNZMS, Elected member of academic staff
- Rebecca Argyle, Ngāti Kahungunu ki Wairarapa, BSc, LLB, Elected member of professional staff
- Michelle Matson, Member elected by Massey University students

As a governance body, the Council requires decisions to be made that are in the best interests of the institution. Each member of Council is asked to make contributions to decision making that reflects their individual perspective and knowledge, while recognising that decisions should be collective deliver the best outcomes for Massey.

All members of Council are expected to attend the six scheduled meetings per year, as well as any planning days/strategy sessions, or other Committee meetings as required and other Council meetings that may be called. Preparation, predominantly reading, is required for each meeting. Attendance at several graduation ceremonies is also a part of official Council duties.

Three sub-committees sit underneath the University Council: the Academic Board, the Finance and Assurance Committee, and the People and Culture Committee.

Ngā Kaiwhakapūmau i Te Tiriti o Waitangi

Massey has established a new taumata or governance group, Ngā Kaiwhakapūmau i Te Tiriti o Waitangi i Te Kunenga ki Pūrehuroa. This taumata has been established to provide the University with a high level of Te Tiriti expertise and Te Ao Māori leadership for our Te Tiriti o Waitangi kaupapa and mission.

Taumata members include representatives endorsed by each of Massey's Mana Whenua iwi, Te Ātiawa, Rangitāne and Ngāti Whātua, as well as a member representing Ngā Iwi nō Ngā Hau e Whā (iwi from throughout Aotearoa New Zealand), and a representative for Māori staff and ākonga.

Ngā Kaiwhakapūmau will serve a three-year term and they are:

- Te Kaiwhakapūmau o Ngāti Whātua: Dame Rangimārie Naida Glavish DNZM
- Te Kaiwhakapūmau o Rangitāne: Hohepa Sharland
- Te Kaiwhakapūmau o Te Ātiawa: Michael Ahie
- Te Kaiwhakapūmau o Ngā iwi o Te Motu Whānui: Traci Houpa MNZM

- Te Kaiwhakapūmau o Ngāi Māori i Te Kunenga ki Pūrehuroa (Māori staff at Massey University): Distinguished Professor Graham Hingangaroa Smith NZOM.
- Te Kaiwhakapūmau Hāpai o Ngāi Māori i Te Kunenga ki Pūrehuroa: Dr Rangimārie Mahuika (Te Whare o Te Tiriti, Office of the DVC Māori at Massey University).
- Te Kaiwhakapūmau o Ngāi Tauira Māori i Te Kunenga ki Pūrehuroa (Ākonga Māori): vacant

Other members include Vice-Chancellor Professor Jan Thomas, Interim Deputy Vice-Chancellor Māori Paora Ammunson and Pūkenga Tiriti Associate Professor Veronica Tawhai.

MANAGEMENT

The Vice-Chancellor is the Chief Executive Officer of the University, a member of Council, the Academic Board and Chair of the University's Senior Leadership Team. Massey University's senior leadership team is responsible for the management of the university.

The Senior Leadership Team membership includes:

- Professor Jan Thomas, BSc, BVMS, MVS, PhD, FAICD, FAIM, Vice-Chancellor
- Professor Giselle Byrnes, BA, MA, PhD, Provost
- Paora Ammunson, Ngāti Kahungunu and Rangitāne o Wairarapa, Te Arawa and Tainui, Interim Deputy Vice-Chancellor Māori
- Professor Jonathan Elms, BSc (Hons), MSc, PhD, Pro Vice-Chancellor Massey Business School
- Professor Ray Geor, BVS, MVS, PhD, Pro Vice-Chancellor College of Sciences
- Professor Jill McCutcheon, BSc, DVM, PhD, Pro Vice-Chancellor College of Health
- Dr Tere McGonagle-Daly, Te Arawa, Ngāti Whakaue ki Maketu, BLIBS, PGDipMgtSys, AMLP, DProf, Deputy Vice-Chancellor Students and Global Engagement
- Professor Margaret Maile, BA, MA, PhD, Pro Vice-Chancellor College of Creative Arts
- Shelley Turner, BA (Hons), MBS (Dist), Deputy Vice-Chancellor University Services
- Professor Cynthia White, BA(Hons), DipTESL, BA, PhD, Pro Vice-Chancellor College of Humanities and Social Sciences

TE TIRITI O WAITANGI

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

Massey University is committed to honouring and upholding Te Tiriti o Waitangi responsibilities and priorities both by way of principles and provisions within the policies and practices of the University and to recognising the mutual benefits that follow. Massey's commitment to Te Tiriti means that 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.



RESPONDING TO TEC'S INVESTMENT PRIORITIES INCLUDING THE TERTIARY EDUCATION STRATEGY (TES)

Massey is committed to delivering programmes that are flexible, contemporary in design, research-led in content and strategically important. Massey University Strategy 2022-2027 is clearly aligned to the objectives and priorities of the Tertiary Education Strategy (TES).

The Tertiary Education Strategy (TES) has five objectives; learners at the centre of education, barrier free access for every learner, quality teaching and leadership, the future of learning and work, and world-class inclusive public education that is trusted and sustainable.

IMPLEMENTING THE TERTIARY EDUCATION STRATEGY PRIORITIES THROUGH THE MASSEY UNIVERSITY STRATEGY

Broad priorities

The TES objectives are clearly aligned and deeply embedded in *Massey University Strategy 2022-2027*, approved by the Massey University Council in December 2021 and currently in implementation. This Strategy has four pou (Rangahau - Research, Ako - Learning and Teaching, Tangata - People and Hono - Connections). In addition to these pou, the Strategy is built on a Te Tiriti o Waitangi foundation.

The strategy also features interwoven cross-cutting attributes which support each of the four pou; these include sustainability and climate action planning, entrepreneurship, civic leadership, and global engagement. A copy of Massey's Strategy is available on the [website](#).

Targeted Priorities – Current Provision

Construction

Massey recognises and is responding to the Government priority to grow the capacity and capability of the construction sector in New Zealand. Accordingly, Massey offers a suite of qualifications at undergraduate and postgraduate levels supporting construction management and quantity surveying. Massey's master's degree offers the most diversified specialisations of all New Zealand universities.

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

Food, fibre, agritech and horticultural sector

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

Massey is already very highly regarded internationally for our agricultural, food, animal and veterinary science and design programmes. For veterinary sciences, Massey's 2024 Quacquarelli Symonds Ranking is 21 in the world and number one in Australasia, a first for Massey. For agriculture, Massey ranked 71 in the world, and first in New Zealand. For food science and technology, Massey is ranked in the top 100 in the world in the Shanghai rankings.

Health

Massey has a dedicated College supporting the delivery of health-based programmes and research. It offers flexible and innovative programmes, most of which is available online, providing health education access to regional New Zealand. Massey's programmes offer contemporary clinical simulation in our new clinical suites. Students learn and practice nursing skills through role-play, case studies and simulations using state-of-the-art manikins.

Massey's postgraduate nursing programmes prepare students for senior nursing roles and are taught via

distance learning and/or block mode. This means that students can undertake these courses whilst still in employment and located a distance from the university, which supports the network of provision at a regional level.

Massey's Bachelor of Social Work is recognised by the NZ Social Work Registration Board with Massey graduates making up the largest number of qualified social workers in New Zealand. Massey's Master of Applied Social Work directly prepares students for practice and registration as a social worker in New Zealand. The Masters includes a large practical component, with a minimum of 120 days working directly in a social service setting to gain experience in social work practice.

In addition, Massey supports provision of clinical psychologists to New Zealand workforce. In Massey's Master of Clinical Psychology and Postgraduate Diploma in Educational and Developmental Psychology, students both complete a 1500-hour internship and can become fully registered psychologists in New Zealand. Massey also offers other provisions that supports mental health in New Zealand with specialisations in psychology, mental health and addiction, public health, counselling, and health service management.

STEM

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

Education

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

In addition to the Graduate Diploma in Learning and Teaching, Te Aho Tātaurangi: Bachelor of Teaching and Learning Kura Kaupapa Māori provides initial teacher training for future Māori educators. The qualification is

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

Te Reo Māori

Massey is continuing to grow immersion/Māori medium programmes that build high-level proficiency. This includes two total immersion teacher training programmes, Te Aho Tātaurangi and Te Aho Paerewa. Numbers in Te Aho Tātaurangi have steadily increased over recent years. This increase also correlates to the increasing demand for specialist Kura Kaupapa Māori teachers as demand for places in Kura Kaupapa Māori also increases. Massey also offers Bachelor of Arts students the opportunity to specialise in te reo Māori. Students who enrol in this learn how to communicate in te reo Māori orally and in writing, using a genuine, functional understanding of the Māori language. They also develop an understanding of tikanga and display a commitment to using te reo Māori and contributing to the normalisation of te reo Māori.

Massey is the only university in the world to offer higher education qualifications in Māori visual arts. These qualifications have a strong Māori kaupapa, with te reo, tikanga, and manaakitanga at their core. Early development is currently under way for a transdisciplinary undergraduate pathway for te reo Māori speakers that is Mātauranga Māori centred and taught in te reo Māori. This planning responds to the increasing demand from te reo Māori communities for provision of courses and learning pathways that are based around Mātauranga Māori, which reflect te ao Māori priorities and development / advancement goals and that also align to Massey strategic goals in relation to te reo Māori and Mātauranga Māori learning. Additionally, the College of Creative Arts has developed a Mātauranga Toi Māori option for students studying at undergraduate level. This pathway will commence in 2025 and again, is a response to the growing demand for course provision that is delivered by way of Mātauranga Māori content that prioritises te reo Māori and embeds te ao Māori perspectives.

Massey also offers a range of other qualifications which have a strong Māori focus. For example, Massey's Postgraduate Diploma in Health Science (Māori Health)

and Master of Health Science (Māori Health) allow students to specialise in Māori knowledge within advanced health studies. Students gain the knowledge

and confidence to challenge approaches that perpetuate racism and further disparities in Māori health, and champion kaupapa Māori and whānau-centred solutions.

ADDRESSING THE NEEDS OF STAKEHOLDERS

The Massey University Strategy 2022-2027 underlines the importance of developing mutually beneficial partnerships with government, industry, community stakeholders, and international partners, to achieve its goals. This engagement is more important than ever as Massey embarks on reimagining its campuses from 2024. This 'reimagining' work will ensure that Massey's campuses are vibrant, contemporary and fit-for-purpose, that they become intensified research and innovation precincts, and that the University optimises its capital investment through leased space with cognate research and development partners.

Of special note, Massey considers iwi and Māori relationships as high-priority partnerships; Massey works closely with Māori communities, organisations and businesses to understand their needs and seek to support their success through education, research collaboration, and the ways in which we exercise civic leadership and engage in genuine knowledge exchange.

Massey engages with the following types of stakeholders:

- Learners, as partners: drawn from a wide variety of cultural, ethnic, and educational backgrounds as well as geographical locations, its learners are diverse; they range from school-leavers seeking to engage in tertiary education for the first time, through to mature-age second-chance learners looking to obtain their first tertiary qualification, and mature learners returning to tertiary study to progress to higher levels, retrain, upskill, change careers or invest in lifelong learning experiences. Massey's learners also come from very diverse backgrounds, Pacific, and include students with varying support needs, new migrants, international students and those who identify as gender diverse;
- Māori: as a Te Tiriti-led university, Massey emphasises the educational needs, priorities and aspirations of ākonga Māori and whānau, in ways that also connect to hapū, iwi and hāpori (community). In doing so, Massey acknowledges the broad diversity of ākonga Māori and the importance of providing a wide range of aligned academic support, manaakitanga (pastoral support), and mentoring services; while also maintaining close

linkages to Māori educational networks through teaching, research and engagement across te ao Māori and te iwi whānui;

- Pacific: Massey works with Pacific communities and businesses to connect and build relationships, to understand their needs and to support and contribute to their success through education and research collaboration;
- Business and industry: examples include major corporates, food and fibre-sector producers, innovative, fast-growth small and medium enterprises, industry associations, training organisations and Chambers of Commerce across New Zealand;
- Central government agencies and ministers: examples include the Ministry of Education, the TEC, the Ministry for Primary Industries, the Ministry of Business, Innovation and Employment (MBIE), Ministry of Health, Ministry of Social Development, Ministry for Culture and Heritage, Education New Zealand and New Zealand Trade and Enterprise, the Office of the Governor-General and many others;
- Local government, agencies and community groups: examples include regional councils, city councils, district health boards, regional economic development agencies;
- Not-for-profit and non-government organisations (NGOs): examples include charities such as the New Zealand Cancer Society and the Young Enterprise scheme, and NGOs such as the World Health Organisation;
- Research funding agencies and research partners: examples include MBIE, the Health Research Council of New Zealand, Crown Research Institutes, and Callaghan Innovation;
- Creative Industry peak bodies, funders and event organisers: examples include NZ on Air, RNZ, Recorded Music New Zealand, APRA, Spotify, SPARK, the NZSO, Creative NZ, the Designers Institute, the Arts Foundation, Te Papa, CubaDupa, and the Newtown Festival;
- International stakeholders: examples include international universities, international government representatives, research organisations and embassies and other diplomatic representatives;

- Schools and influencers: examples include schools across New Zealand and recruitment influencers such as parents, whānau, teachers and career advisers; and
- Alumni, including high-net-worth individuals and other prospective donors to the Massey Foundation.

RESPONDING TO THE NEEDS OF STAKEHOLDERS

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

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

A considerable amount of engagement and academic quality 'testing' is conducted through the early-phase development (and review) of a programme. Schools and colleges at the University have programme advisory groups where stakeholders are represented and have

a meaningful voice. Further mechanisms for engaging with the views of stakeholders and responding to these are found in the Graduating Year Reviews (which are scrutinised internally and then externally by the Committee on University Academic Programmes (CUAP)), Qualification Reviews (reported to CUAP), and ongoing work with the Academic Quality Agency for New Zealand Universities (AQA) in terms of addressing recommendations from the Cycle Six Academic Audit.

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

As part of the University's ongoing stakeholder engagement, its strategy calls for deepening strategic research collaborations and relationships nationally and internationally, and particularly with industry for mutual benefit.

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

LEARNER VOICE

Massey is committed to capturing and utilising the voices of a diverse range of learners. The University has committed, via Priority 5 of Pou Tangata in the University Strategy, to working with students as partners. This includes enabling decisions, where possible and relevant, affecting students to be influenced by students.

There are a range of opportunities for student to be involved in university decision making. This includes both

formal elected and appointed positions and voluntary positions such as:

- University Council Student Representative
- Academic Board Student Representatives
- College Board Student Representatives
- Elected Student Representatives for a group of fellow students

- Being a class or course representative
- Getting involved in projects and initiatives through Campus Co-Lab
- Being part of a club or society
- Completing surveys, participating in forums and focus groups

Across the university we have a minimum of 40 student representatives on a variety of boards, committees, and working parties.

To support and recognise the value of students' voices Massey has developed a formal Memorandum of Understanding (MOU) for Student Representation with the student association Te Tira Ahu Pae. The MOU clearly

outlines the student representative roles that are in place at the University and includes a remuneration structure to ensure all these representatives are compensated for their input. The MOU for Student Representation is the only one of its kind across universities in New Zealand and is founded on the principles outlined in Whiria ngā rau of whakapakari (strengthening students' voices), whakawhanaungatanga (building connections with each other), akoranga (learning from and with each other) and mahi tahi (working together).

A practical guide for staff on fostering a culture of partnership has been developed and shared with staff at Massey and "You said, we did" campaigns are undertaken as part of the University's social media communications.

CONTINUOUS PERFORMANCE IMPROVEMENT

QUALITY ASSURANCE REVIEW

In March 2023, Massey hosted a site visit as part of phase two of the Cycle 6 Academic Audit conducted by the Academic Quality Agency (AQA). The final report was made available to the public in June 2023 and is available [here](#). Massey received 15 commendations, 10 affirmations, and 17 recommendations.

Massey has since made significant advancements in addressing the affirmations and recommendations listed by AQA. This progress has been made despite the challenging circumstances that the University and staff have had to manage including, but not limited to, changes in Council (new Chancellor and Pro-Chancellor), in the leadership team (new Massey Business School Pro Vice-Chancellor), and changes enabled through Te Huringa o Te Tai, in addition to the implementation of several proposals for change (Office of the Provost, Office of Student and Global Engagement, College of Sciences, College of Humanities and Social Sciences and currently at the Massey Business School).

FIVE STARS PLUS STATUS WITH QUACQUARELLI SYMONDS (QS) STARS RATING

Massey was awarded a five-plus star rating from educational benchmarking agency QS for the third time in 2024; Massey's next audit is in 2027. Massey received five stars for all categories in which it was assessed, as well as an overall five-plus star status. Massey also received five stars in the specialist criteria of veterinary science. In New Zealand, only Massey and two other universities have a five-plus star rating awarded by QS. This is the fifth QS Stars audit for Massey (undertaken in three-year cycles).

This benchmarking measures universities against a set of standards that QS Stars has devised for the university sector globally, rather than a comparison between universities. QS Stars are, therefore, effectively an audit of the strengths and weaknesses of a university. Participating universities provide QS with evidence across dozens of indicators, which is then verified. Universities are provided with an overall score, as well as a score for each category.

In addition to the continuous success in QS Stars, for the first time Massey has been ranked number one in Australasia for veterinary sciences in the 2024 QS Rankings by Subject Area.

FINANCIAL INFORMATION

Massey University made a full financial return submission to the TEC on 28 May 2024. This return included detailed financial projections to 2028. This return was based on several assumptions, also provided to TEC, noting the outer years (2027 and 2028) contain a significant amount of uncertainty.

THE FINANCIAL SUSTAINABILITY PLAN

Massey is currently facing considerable financial challenges. The University's operating costs are increasingly exceeding its income, and despite efforts to make savings, Massey posted a significant deficit at the end of 2023. In 2023, a three-year Financial Recovery Plan (FRP) was developed and approved by Council to return the university to a path of financial sustainability – more recently it has been renamed to Financial Sustainability Plan (FSP).

The FSP was developed within the context of the current [Strategic Plan 2022-2027](#) and Horizon 2042. The FSP does not supersede the Strategic Plan - while both continue in parallel, the FSP activities are prioritised for immediate focus and attention.

Massey is in a fortunate position as it has a strong balance sheet and no debt. However, challenges are not limited to the immediate financial recovery; Massey's domestic enrolment trends and the changes needed to transform the way it operates require immediate addressing, and this is what the FSP intends to deliver in the next few years.



FINANCIAL SUSTAINABILITY PLAN: AT A GLANCE

The FSP is Massey's roadmap to ensuring a financially sustainable future. The Senior Leadership Team and Council are focused on making sustainable changes to expenditure and revenue sufficient to return a small surplus from 2026.

AREAS OF FOCUS

The Financial Sustainability Plan has four areas of focus, with each area involving multiple workstreams.

1. Revenue generating activities

Growing the domestic market share and increasing international (onshore and offshore) enrolments is key to generating the income Massey needs to ensure its ongoing sustainability. Increased marketing and recruitment activities as well as a focus on better conversion rates and retention of its existing students has been prioritised. This work is occurring alongside the work to expand and streamline Massey's transnational education delivery. There are additional activities that feature in this area of focus, but increases in domestic and international enrolments will have the biggest impact; therefore, this is the key focus and first priority.

Domestic market

Attracting and retaining a greater share of domestic students is a key priority for Massey.

With flexible study options, high number of mature students and online study options, Massey is an attractive option for students who value their mobility and flexibility in terms of study modes.

This work is happening alongside efforts to expand and streamline transnational education programmes and delivery - which provides a modest but new revenue stream for the University. There are additional activities that feature in this area of focus (particularly around continued support of Pūrehuroatanga, our learner success initiative, and exploring pathway options).

International market

Border closures from 2020-2022 had a drastic negative impact on onshore international student enrolments at Massey and across the New Zealand tertiary education sector. Even with a substantial increase in international

enrolments in 2023, Massey still enrolls fewer international students than 2019 pre-pandemic levels as we rebuild the full pipeline. To support financial recovery, international student enrolments must meet pre-pandemic levels.

Student retention and success

Massey has been intensively focused on improving student outcomes since 2021 through the Pūrehuroatanga learner success initiative. This critical work continues as part of the FSP.

In the Statement of Service Performance Massey (Educational Performance Indicators Commitments - EPIC) sets first year retention targets for degree level provision. It is important to note that this target is set in the context of the Learner Success Plan and Massey's commitment to reduce the parity gap between Māori and Pacific, and non-Māori non-Pacific learners, and to meet university sector average by 2031. Massey's commitment is to also ensure that each student who enrolls to study progresses in their learning journey and realises the best possible outcomes.

There is a cost to Massey through lost investment of resources such as marketing, administration and academic time for those students who are unable to complete their qualifications. There are also costs for students and for the funder; therefore, Massey is committed to providing an excellent and supportive learning environment to meet the University's outcomes and its learners, as well as funder and stakeholders needs.

2. Operating expenditure initiatives

Reducing operating costs is vital to ensure Massey does not spend more than it earns. Massey is doing this by running a more efficient operating structure, exercising prudent vacancy management, and maintaining a continued focus on minimising our discretionary expenditure where possible.

Massey has been actively managing the reduction of discretionary expenditure for the last three years. In 2024, Massey is projecting its discretionary expenditure to remain at 2023 levels, which is a good achievement considering the inflationary pressures.

However, ongoing cost containment is not ideal for staff morale, nor is it sustainable over the longer-term. This is why Massey has coupled cost reduction with efforts to increase its revenue and to better utilise its capital infrastructure and physical assets.

3. Active Estate management

While having three physical campuses present Massey with significant challenges in terms of the affordability of maintaining a \$1.5B asset base, they also offer distinct opportunities. This includes the opportunity to leverage the unique characteristics of each campus and their home communities.

Massey has determined that by using its space more efficiently, it will create opportunities to sell or lease buildings non longer in use, providing the University with the financial resources to reinvest. During this transformation work, Massey will ensure its three campuses are distinctive, vibrant, sustainable and continue to meet the needs of staff and students for many years to come.

4. Transformational change – Curriculum Transformation

While success in the three areas of focus noted above should collectively address Massey's immediate fiscal shortfall, more fundamental changes must be made to ensure Massey can thrive and respond quickly to changing external and environmental demands so that the University can be financially sustainable in the long term.

Massey's curriculum must be future-proofed; it must support the use of evidence-based approaches to improve student learning, engagement, retention and success and clearly reflect the research-teaching nexus. Massey's curriculum must also address the challenges experienced by first-year students, support a pathways approach to student transitions through their qualifications, and prepare students effectively for postgraduate study and the world of work. This transformation will encompass all areas of Massey's curriculum, from academic decision-making delivery modes and qualification management and design, to course, assessment and Stream site design, and teaching expectations. In tandem with this, Massey will reduce the duplication of services and explore new business ventures, which includes the affordances of automation via generative artificial intelligence in key parts of its business.

Horizon 2042

Horizon 2042 is a way of thinking about aspirations for what a transformed university could look like. It identifies key goals but acknowledges that these are the product of our current local, national and global contexts, and so the University needs to be agile and able to adapt to change. Horizon 2042 presents five 'big shifts' for the university:

- Reduction in Gross Floor Area (GFA) in university use across three campuses and creation of distinctive, fit-for-purpose campuses – Divesting buildings and land, and actively managing workspace and timetabling. Massey will activate its campuses for mixed purposes, transforming campus hearts and specialist facilities into exciting, modern spaces for learning, teaching and research.
- Elevating online learning – Massey will focus on online and blended learning as the major differentiator between Massey and other universities in Aotearoa New Zealand.
- Expansion of transnational education – Massey will grow its Singapore offshore delivery and explore other opportunities to ensure transnational education provides the resources Massey needs to maintain itself as a world-class university.
- Transformation of the first-year experience – Massey will improve its first-year experience to ensure students stay beyond their initial year. Massey will explore different models for a first year that is distinctive, student-centric, and bridging.
- Curriculum Transformation – Massey will create a curriculum it can afford that is future-focussed, supporting quality learning experiences that equip students for success in a rapidly changing world.

Most of the shifts are already embedded and being delivered through the implementation of the Financial Recovery Plan, with more transformative work starting later in 2024.



OUTCOMES AND MEASURES

In 2023, Massey continued to experience a significant decrease in domestic enrolments compared with the most recent peak of domestic enrolments in 2021. Massey's enrolment pipeline had been steadily growing over the last five years pre-COVID-19; in 2020 and 2021 domestic student enrolment growth accelerated due to the circumstances around COVID-19 pandemic management, to a point where new enrolments for semester 2 in 2021 had to be stopped so Massey would stay within its 105 per cent cap. From 2022 to now Massey has been experiencing significant decreases in domestic student demand.

PERFORMANCE COMMITMENTS – 2021-2023 ²

Through the Educational Performance Indicators Commitments, Massey monitors its performance on four groups of measures, including:

- Participation
- First-Year Retention
- Successful Course Completion
- Other measures – external research income, research degree completions, international students.

Table 4 – Participation – Percentage Māori, Pacific Peoples and Non-Māori-Non-Pacific Peoples TEC-Funded students, at each level

	2021		2022		2023	
	Target	Result	Target	Result	Target	Result
NMNP L4-7 non-degree	71.0	71.1	75.0	74.1	70.0	73.7
Māori L4-7 non-degree	17.0	19.5	15.0	18.0	19.0	16.5
Pacific L4-7 non-degree	12.0	11.7	10.0	10.0	11.0	11.4
NMNP L7 degree	79.5	78.8	78.0	78.8	76.7	78.5
Māori L7 degree	14.0	15.5	15.0	15.5	16.0	15.8
Pacific Peoples L7 degree	6.5	7.0	7.0	7.0	7.3	6.9
NMNP L8-10 postgraduate	85.8	85.4	84.0	85.0	83.2	83.6
Māori L8-10 postgraduate	9.7	10.8	11.0	10.9	11.3	12.3
Pacific L8-10 postgraduate	4.5	4.3	5.0	4.7	5.5	4.9

Māori participation has increased over time for Level 7 degrees, and Postgraduate Levels 8-10 (Table 1). Pacific participation has been steady for Level 7 degrees and increased for Postgraduate Levels 8-10. As a result of the proportional increase of Māori and Pacific learners, we have seen a decrease in the proportion of non-Māori non-Pacific learners at some levels of study.

For Levels 4-7 non-degree, participation has decreased since 2020 for Māori students and is now 16.5 per cent. These results indicate that during the last Investment Plan period, Massey made significant progress in increasing Māori and Pacific students' participation at higher levels of study.

² Participation, First-year retention and Successful Course Completion rates in this section are from Ngā Kete, as at May 2022

Table 5 – First-Year Retention – all students (to match with Investment Plan targets)

	2021		2022		2023	
	Target	Result	Target	Result	Target	Result
NMNP L4-7 non-degree	75.0	S	75.0	S	75.0	S
Māori L4-7 non-degree	75.0	-	75.0	-	75.0	-
Pacific L4-7 non-degree	75.0	-	75.0	-	75.0	-
NMNP L7 degree	69.0	76.6	75.1	74.0	78.0	73.4
Māori L7 degree	64.0	64.9	64.1	60.9	67.3	66.8
Pacific Peoples L7 degree	64.0	66.3	63.0	58.2	67.3	62.1

Some results for first-year retention for non-degree L4-7 students are suppressed (S) as they are based on a very low number of students (<10). A dash indicates that there were no students for this group.

First-year retention results for Level 4-7 non-degree level are suppressed due to very low learner numbers. This is because Massey does not offer any qualifications that meet the measure's criteria of two EFTS or more; however, occasionally students enrolled in bachelor's degrees obtain approval to complete shorter qualifications.

First-year retention results at degree level have been steadily increasing over several years for Māori and Pacific learners. In 2022 rates decreased but have increased again in 2023. Massey is committed to ongoing coordinated initiatives to ensure first-year retention rates continue to improve, and to ensure that parity gaps are closed.

Parity gaps have continued to decrease substantially for Māori learners, going from 11.7 per cent to 6.6 per cent between 2021 and 2023. The parity gap is similar for Pacific learners, going from 10.3 per cent to 11.3 per cent.

Table 6 – Successful Course Completion – TEC-Funded students

	2021		2022		2023	
	Target	Result	Target	Result	Target	Result
NMNP L1-10	86.7	87.0	87.8	87.5	88.0	88.6
Māori L1-10	81.0	75.9	77.0	78.5	78.1	81.3
Pacific Peoples L1-10	75.0	64.7	69.4	69.5	69.1	70.5

Successful course completion rates have increased year on year for Māori, Pacific peoples and Non-Māori, Non-Pacific Peoples learners between 2021 and 2023. The 2023 targets were met for all groups, and for our Māori and Pacific Learners, the targets have been exceeded in both 2022 and 2023.

Parity gaps have continued to decrease over the period 2021-2023, from 11.1 per cent to 7.3 per cent for Māori learners, and from 22.3 per cent to 18.1 per cent for Pacific Peoples learners. Massey is confident that Pūrehuroatanga and the Māori and Pacific Learner Success plans are making a substantive difference in supporting its students.

One of Massey's major challenges in driving significant improvements at this rate is its commitment to supporting a wide diversity of learners – and therefore accepting there is a diversity of learner needs – and this stands in stark contrast to the learner profile presented by other New Zealand universities.

By way of example, almost three-quarters of our Māori and Pacific learners mainly study by distance/online (74 per cent and 72 per cent respectively). The proportion is even higher for mature students aged 25 years or over, with 87 per cent of Māori students and 83 per cent of Pacific students studying mainly by distance/online. Often students studying by distance/

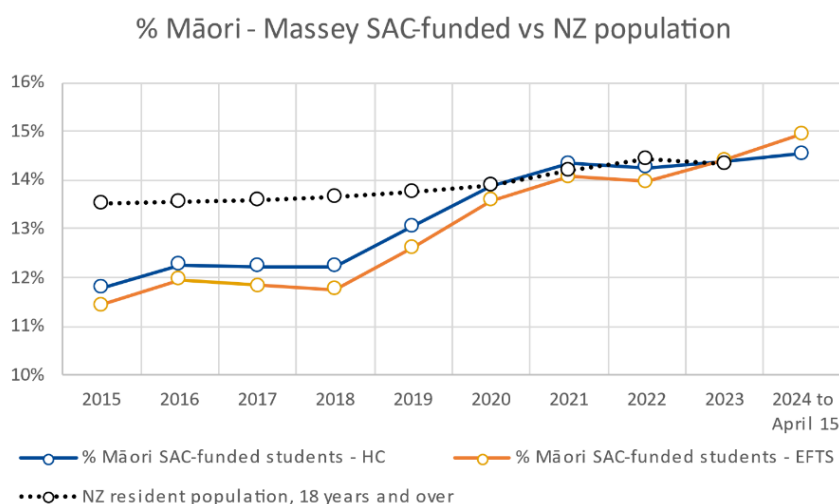
online have work and/or family and community commitments, over and above their commitment to study, alongside many other barriers, for example, digital inclusion and financial pressures. Solutions to support these students must be different to the support provided to younger learners, especially school-leavers who are studying entirely on-campus. Massey continues to work to support these students academically through better course advice and mentoring in addition to a pastoral care perspective including financial support.

Table 7 – Other Commitments

	2021		2022		2023	
	Target	Result	Target	Result	Target	Result
External Research Income (\$m)	76	79.6	78.8	93.8	81.2	100.3
International Fee-paying EFTS	3,774	2,493	2,307	2,207	2,373	2,573
Research Degree Completions	430	498	415	424	430	502

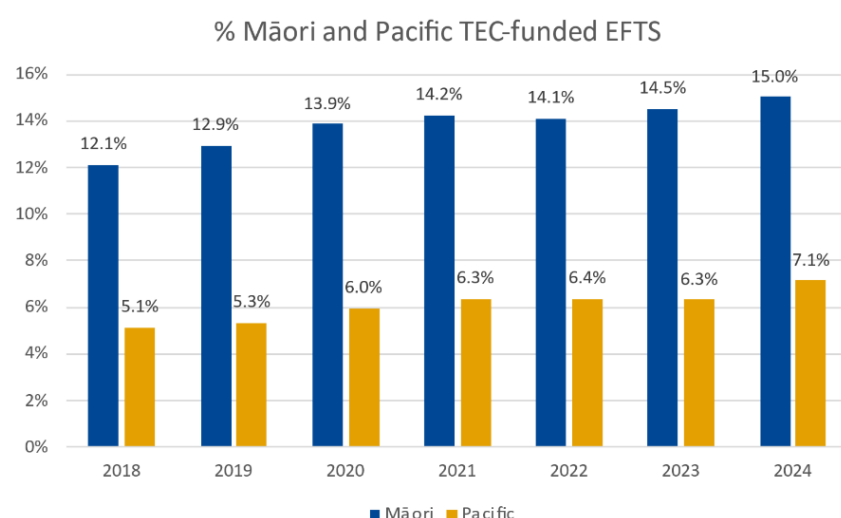
MASSEY CLOSED THE MĀORI PARTICIPATION PARITY GAP

The chart below shows that the parity gap in Māori participation has closed for Massey. Since 2020, the proportion of Māori students at Massey has been like or exceeded the proportion of Māori in the New Zealand 18 years and over population. As at 2023, Massey Māori TEC-funded student headcount and EFTS participation were 14.5 per cent, exceeding the proportion of Māori population 18 and over of 14.3 per cent. As at 15 April 2024, the proportion of Massey students who identified as Māori has increased further, to 14.6 per cent of TEC-funded student headcount and 15.0 per cent of TEC-funded EFTS.



Source: Statistics NZ's Infoshare, as at 27 May 2024, and Massey internal data.

Between 2018 and 2021, both the number and proportion of Māori and Pacific TEC-funded learners generally increased. Although there has been a decline in numbers since 2022, the proportions of Māori and Pacific Peoples learners have remained steady. This growth is aligned with Government priorities and aspirations for Māori and Pacific learners in terms of reducing barriers to participation.



Source: My Performance – SDR, Ngā Kete, May 2024

POST-STUDY OUTCOMES (PSO)

Massey's latest post-study outcomes data demonstrates that it delivers excellent post-study outcomes. Massey has the third highest employment rate of all universities for Level 7 degree graduates (Year 1 after graduation, for students under 25 years). Massey's employment rate of 76.1 per cent is also above the national average for universities (71.3 per cent).

Moreover, when this data is viewed in terms of ethnicity and gender at Level 7 degree level Massey achieved results above the university sector average for Non-Māori and Non-Pacific graduates, and both male and female graduates (one-year post-graduation, for students under 25 years). Apart from Māori and Pacific categories, Massey is consistently within the top three universities ranked for employment outcomes in New Zealand and is ranked second for male graduates (one-year post-graduation, for students under 25 years).

Table 8 – Post-study outcomes – Employment rates for Level 7 degree graduates who are under 25 years, one year after qualification completion.

Graduate Type	Massey University	University Average
All	76.1%	71.3%
Māori	73.2%	74.8%
Pacific Peoples	72.5%	72.7%
Non-Māori, Non-Pacific Peoples	76.6%	70.8%
Female	76.6%	72.3%
Male	75.0%	69.7%

Source: Nga Kete, extracted on 24 May 2024.

Massey's good performance in the Post-Study Outcomes (at Level 7 degree, one-year post study, for students under 25) also extends to subject areas. For most subject areas, performance is above the university average of 70.7 per cent.

Table 9 – Post-study outcomes by NZSCED (Broad)

Graduate Cohort	Massey University	All TEOs
03 Engineering and Related Technologies	90.4%	80.9%
04 Architecture and Building	90.0%	47.5%
06 Health	87.1%	84.7%
08 Management and Commerce	82.6%	82.4%
05 Agriculture, Environmental and Related Studies	82.4%	82.9%
07 Education	81.1%	85.6%
02 Information Technology	77.4%	76.6%
10 Creative Arts	68.2%	63.4%
09 Society and Culture	65.0%	66.4%
01 Natural and Physical Sciences	57.5%	50.0%

Source: POS Data, Nga Kete, extracted on 24 May 2024



DRAFT STATEMENT OF SERVICE PERFORMANCE

The Draft Forecast Statement of Service Performance provides a historical view of the Key Performance Indicators (KPIs) and targets to be achieved as part of the Investment Plan 2025-2027. The KPIs that are bold in the tables below indicate they are compulsory measures agreed with the TEC as part of the EPIs commitments.

POU RANGAHAU | RESEARCH

Research funding and commercialisation

	2022 Actual	2023 Actual	2024 Target	2025 Target	2026 Target	2027 Target
External research income (\$m)	93.8	100.3	83.6	86.1	87.8	92.2
PBRF external research income (\$m)	79.2	90.0	74.3	76.5	80.3	84.3
Invention disclosures (3 year total)	80	73	>60*	>60	>60	>60
Commercialisation revenue (3 year total \$m)	4.5	4.1	>0.75	>1	>1	>1

Postgraduate students

	2022 Actual	2023 Actual	2024 Target	2025 Target	2026 Target	2027 Target
Research degree completions (#)	424	501	440	475	460	460
Postgraduate satisfaction with overall research experience (%)	77.1	74.6	77.5	76.4	78.2	80.0

POU AKO | LEARNING AND TEACHING

Participation (#)

	2022 Actual	2023 Actual	2024 Forecast	2025 Target	2026 Target	2027 Target
Total EFTS	16,847	16,246	15,935	16,657	17,858	19,033
Total SAC-eligible EFTS	14,448	13,459	12,895	12,941	13,435	13,825
International Fee Paying EFTS	2,207	2,573	2,920	3,591	4,295	5,078

Participation (%)³

	2022 Actual	2023 Actual	2024 Target	2025 Target	2026 Target	2027 Target
NMNP ⁴ non-degree level (L4-7)	74.1	73.7	71.5	73.3	73.9	74.6
Māori non-degree level (L4-7)	18.0	16.5	18.5	16.2	16.1	16.0
Pacific Peoples non-degree level (L4-7)	10.0	11.4	10.0	10.5	10.0	9.5
NMNP degree level (L7)	78.8	78.5	75.9	78.0	77.9	77.8
Māori degree level (L7)	15.5	15.8	16.5	15.0	15.0	15.0
Pacific Peoples degree level (L7)	7.0	6.9	7.6	7.0	7.1	7.2
NMNP postgraduate level (L8-10)	85.0	83.6	82.7	81.4	80.6	79.9
Māori postgraduate level (L8-10)	10.9	12.3	11.6	12.5	12.7	13.0
Pacific Peoples postgraduate level (L8-10)	4.7	4.9	5.7	5.0	5.2	5.5

Retention/First year retention – all students

	2022 Actual	2023 Actual	2024 Target	2025 Target	2026 Target	2027 Target
NMNP non-degree (L4-7)	S	75.0	75.0	75.0	75.0	75.0
Māori non-degree (L4-7)	-	75.0	75.0	75.0	75.0	75.0
Pacific Peoples non-degree (L4-7)	-	75.0	75.0	75.0	75.0	75.0
NMNP degree (L7)	74.0	73.4	79.0	72.7	73.6	74.6
Māori degree (L7)	60.9	66.8	68.5	70.3	71.6	72.9
Pacific Peoples degree (L7)	58.2	62.1	68.3	67.7	69.5	71.2

Successful Course Completion – TEC-Funded students

	2022 Actual	2023 Actual	2024 Target	2025 Target	2026 Target	2027 Target
NMNP (L1-10)	87.5	88.0	88.2	88.6	88.6	88.6
Māori (L1-10)	78.5	78.1	79.2	80.3	81.4	82.0
Pacific Peoples (L1-10)	69.5	69.1	71.3	72.3	75.8	76.7
Māori internal	84.9	84.6	85.3	86.0	86.7	87.1
Māori distance	75.2	74.6	75.8	76.9	77.9	78.4
Pacific Peoples internal	78.9	73.4	75.6	77.7	79.7	80.7
Pacific Peoples distance	65.2	66.7	68.8	68.6	73.1	74.2

³ Targets have been updated following the release of Census 2023 data. Massey is aiming for parity by 2030 as agreed with TEC, targets have been recalculated given new information released by Statistics New Zealand in May 2024. Note that Māori is already higher than the percentage of Māori in the New Zealand adult population (calculated here as 15.4% for 15 years and old and above), on par for degree level study.

⁴ NMNP: Non-Māori Non-Pacific

Student Satisfaction

	2022 Actual	2023 Actual	2024 Target	2025 Target	2026 Target	2027 Target
Overall student satisfaction with educational experience (%)	77.7	72.1	82.0	74.1	76.1	78.0
Overall student satisfaction with services and facilities (%)	77.3	67.9	82.0	70.9	74.0	77.0

Graduate outcomes⁵ (Massey's Graduate Destination survey)

	2022 Actual	2023 Actual	2024 Target	2025 Target	2026 Target	2027 Target
Overall student progression to employment (%)	86.8	87.1	88.7	90.0	90.0	90.0
Māori student progression to employment (%)	86.4	89.7	88.7	90.0	90.0	90.0
Pacific Peoples student progression to employment (%)	92.3	81.7	88.7	90.0	90.0	90.0

POU HONO | CONNECTION

Te Tiriti-led Journey

Provide an update on the following deliverables, for each year of this Plan:

- Progress on Massey's Journey in becoming a Te Tiriti-led university
- Any Māori strategies developed
- Progress on staff capability development
- Iwi relationships and partnerships

Dissemination of knowledge - Articles

	2022 Actual	2023 Actual	2024 Target	2025 Target	2026 Target	2027 Target
National print, radio and television media articles featuring comment by the University (#) – Articles – The Conversation	58	69	90	70	72	75

Sustainability and Climate Action

Massey is committed to sustainability and its Climate Action Plan. Massey will report on its sustainability efforts as guided by the Carbon Neutral Government Programme requirements, and against targets set in our latest Climate Action Plan.

⁵ This data comes from the annual Massey University Graduate Destination Survey.





TE KUNENGA | MASSEY
KI PŪREHUROA | UNIVERSITY
UNIVERSITY OF NEW ZEALAND

