



# Massey University

ANNUAL REPORT 2005



We are a leading New Zealand research university, with an ethos of problem solving and internationally recognised excellence.



# MASSEY UNIVERSITY

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Massey University is driven by a spirit of  
community relevance and engagement,  
while maintaining intellectual independence.



## Mission Statement

Massey University is committed to meeting the needs of New Zealand and New Zealanders, enhancing access to university study for diverse populations, preparing students for life-long learning, and meeting international standards of excellence in research and teaching. Massey University is an integrated multi-campus institution of higher learning that creates new knowledge and understanding; synthesises, applies and disseminates knowledge; develops advanced learning and scholarly abilities for a national and international student body; and promotes free and rational inquiry. We offer high-quality learning experiences that empower people and their communities to prosper in an increasingly knowledge-dependent and technologically advanced world.

Massey University is driven by a spirit of community relevance and engagement, while maintaining intellectual independence. We will use our multi-campus structure to meet the needs of our constituent regional communities, while our flexible delivery and distance (extramural) education capabilities give a national and international reach to our educational programmes.

Massey University recognises and respects the significance of mana whenua within its regions and the range of Māori organisations contributing to Māori development and advancement. We have demonstrated our commitment to Māori development by providing Māori academic leadership, research opportunities and educational qualifications that assist in the achievement of Māori aspirations.

Our integrated academic structures and organisational arrangements enable and support interdisciplinary and cross-disciplinary research and academic programmes. We pride ourselves on the relevance of our programmes; on our openness to students of diverse backgrounds spanning age, geographic location, educational background, ethnicity and culture; on the support we provide for our students; and on the relationship we have built with our alumni.



## REPORT FROM THE

# Chancellor



The year 2005 may be regarded in the future as a year of paradox and irony for Massey University.

The year saw the vigorous beginning of the implementation of a strategy to further raise the quality of the University's teaching and research services, by identifying and growing domains of excellence.

These domains include research areas of significant value to the future of the New Zealand economy, such as the biological sciences, the survival of small and medium sized enterprises, the University's vast commitment to agricultural research and its research-driven distance education programme. In validation of this contribution, 2005 also saw a decision by the government to give Massey University leadership in two new Partnerships for Excellence: an industry-driven research venture with Lincoln University, and a new equine research centre, in partnership with the equine industry.

So it was paradoxical indeed that in December of 2005 the Tertiary Education Commission declined the University's application for an exemption to the Annual Fees Maxima, in its fee setting for 2006. By way of background, the University's fees, already amongst the very lowest in the country, were not increased for the 2005 year: Massey was the only New Zealand university to shoulder a nil increase.

Our application for an exemption to the five per cent limit noted the substantial negative impact of the nil fee increase, compounded by the effects of the Government's Fee Stabilisation policy from 2001 to 2003 and the subsequent introduction of the Fee Maxima policy. It is important to observe that as a result of this sequence, the University's fees were frozen in 2001 at the lower end of the spectrum for universities. Subsequent fees policies did not allow for such retrospective and well-intentioned fee anomalies to be addressed.

The University's application for an exemption was thorough and robust. By our reckoning it ably met the TEC's criteria for exceptions. Nonetheless, it was rejected. I regard this as a serious, short sighted and misguided decision. If we are to continue to meet the needs of our students, staff, the Government and the country we need to be appropriately funded. The TEC decision has already impacted on the University's ability to deliver. In turn this puts at risk the government's own economic ambitions for New Zealand, by inhibiting and restricting one of its key providers of research and new knowledge.

The TEC decision vividly highlights the need for a complete rethink of the way in which universities are funded. In this regard we welcome signals during 2005 that the government is giving serious consideration to a new funding model based on differentiation and acknowledging that universities require and deserve special funding arrangements, where appropriate and where the potential for value for money is perceived. I look forward to the action that must, at least in this case, follow the rhetoric.

I also note with interest indications that the government is looking again at the centralised system of administration of the tertiary education sector, with reviews of the Tertiary Education Commission, the New Zealand Qualifications Authority and the Ministry of Education.

It is too early to celebrate such signals. It is the right time, however, to emphasise the importance of constructive change to the future funding of universities, and to urge the government, as strongly as possible, to move forward in the interests of students and more focused and well informed national growth.

In the meantime, we report a financial surplus for the 2005 year of \$3.5 million, a substantial reduction on the \$14.8 million reported for 2004. This reduction is largely the result of the impact of the government's present funding policy, compounded by our restriction to a nil fee increase for the year. The decline in international student enrolments, experienced throughout the New Zealand tertiary education sector, and flat growth in domestic EFTS, have also contributed to the less favourable result.

Despite this, and to create a more positive note on which to end, the University has resolved to continue to provide quality facilities, resources, teaching, and research, the excellence of which was again acknowledged during 2005 with the University's high ranking against international benchmarks.

We will, however, proceed with caution and selectivity, setting our priorities with care. It is in the government's and New Zealand's great interest that we are supported in this process, and that there are no losers along the way.



**Nigel Gould**  
**Chancellor**  
**Massey University**

## REPORT FROM THE

# Vice-Chancellor



2005 was marked from the beginning as a year of transformation for the University, with a broad-brush strategy of ‘focused excellence’. This important process has included the closer alignment of resources to high achieving and strategically-relevant research centres and the development of positioning strategies for all three of our campuses, translating our broader strategies into avenues that reflect the strengths and opportunities that exist in each location.

In such an endeavor Massey University is unique amongst New Zealand universities; it must achieve such strategic focus while maintaining excellence and market relevance in the wider sphere of extramural teaching, an area in which some other universities have made a tentative entry. By May of 2005 we were sufficiently advanced with planning for this transformation process to be able to invite staff to a series of presentations at all three campuses. It is notable that all three presentations attracted strong attendance by staff: in each case there was standing room only.

I believe this represented a fresh commitment to the University by its staff, and a greater awareness of the importance of individual contribution. This flow of focus followed well-communicated moves over the previous 12 months to better define the distinctiveness of Massey University, including the special qualities and contributions of our three campuses.

As part of that important process, we agreed that the University could not continue to be all things to all people and that it must focus on our domains of excellence and emerging excellence. I believe that during 2005 this concept – or agenda, if you like – fully engaged staff and prompted constructive debate.

The advent of the Performance Based Research Fund has also had an impact on the University. The outcomes of the PBRF, after all, are in line with the goals and mission of Massey, as a leading research university whose distinctive mission is research training coupled with research-informed teaching.

The focus and directions outlined at the May presentations included positioning Massey as:

- An institution with international recognition and one that is clearly differentiated from non-university providers.
- An institution that attracts and retains high-quality staff who deliver quality research training and teaching in a research-led environment.
- An institution committed to excellence in teaching and research but with a focus on distinctive areas on each campus.
- An institution that attracts high-quality students who, on graduation, will contribute to national or international capability in economic and social development.
- An institution that provides relevant infrastructure and services to support research

training and teaching in a research-led and research-informed environment.

By the year's end we were able to track progress with our renewed commitment to these goals: Some of this progress is apparent in the list of the year's highlights that is published with this report. The list speaks with particular clarity of the University's advances in the key planks of research and internationalisation, both critical to the Government's own economic transformation strategy.

Progress is reflected in the increasing respect and acknowledgement that our leading researchers attract from the international community. It is also reflected in the University's inclusion, for the second time, as one of only three New Zealand universities cited by *The Times Higher Education Supplement* as the world's top 200.

It is also apparent in the sequence of events during 2005 that marked the strengthening of the University's relationship with overseas universities, particularly in China. The signing of an agreement – rare for China - between Massey and Peking universities was a moment to celebrate and our hosting of a visit by benchmarking administrators from universities across China was also an occasion to remark and remember.

Internationalisation took a further step forward with the consolidation of links with Malaysian educational authorities that are being translated into the offering of specialised short courses through our College of Education. Also during 2005 we set the stage for increased PhD enrolments to be funded by the Pakistani Higher Education Commission through the University's College of Science.

In line with the decline in Chinese student enrolments right across New Zealand, international enrolments declined during 2005. However, it is expected that enrolments will stabilise as the University develops new international markets. Of particular interest during 2005 was the growth in Study Abroad numbers, mostly from the USA and Europe, and the focus on projects involving groups of students from one overseas source.

As a further international initiative, the University will seek to create one or more high-level international relationships in teaching and research associated with one of our prominent research centres to help leverage funding opportunities both in New Zealand and overseas.

On the domestic front, we were able to confirm that Massey University continues to lead the way with research degree completions. We were also pleased to find that our research and contract income – a very important indicator of research excellence, leadership and relevance - had increased by 4.1 per cent by the end of year, making a consolidated total of \$54.268 million for the year.

There were also substantial increases in research recovery costs and staff time recovery returned to departments. This means significant gains for our most research active staff and departments – and indicates that we are becoming more skilled in the way we go about the business of research.

For the second year running, the University honoured some of its leading researchers with the Massey University Research Medals for 2005: The inaugural awards were presented at a gala dinner in Palmerston North last year. This year the 2005 medals, as well as significant awards for excellence in teaching, were presented at a dinner in the Great Hall at Parliament, hosted by Associate Education Minister, the Honourable Steve Maharey.

The decision to hold this year's presentation in Wellington was in itself significant and marked the University's increasing presence in the capital city. It provided an opportunity to showcase the authority, relevance and excellence of our leading researchers to many of our main research funders and partners, allowing them to see first hand that their investments and their collaboration have been well placed.

The 2005 Medal Winners were: Professor Robert McLachlan - Outstanding Individual Researcher; Riddet Centre - Top Research team; Professor Nanthi Bolan - Top Supervisor; Dr Nikolaos Kazantzis, Dr Justin O'Sullivan, Dr Steve Marsland, Dr Mark Waterland - Early Career Researchers.

The winners of the Vice-Chancellor's Teaching Awards for 2005 were Associate Professor of Veterinary Anatomy Alexander Davies, for Excellence in e-Learning, Dr Regina Scheyvens, from the School of People, Environment and Planning, for Sustained Excellence and Dr Kee Teo from the Institute of Fundamental Sciences, for Excellence in Teaching First-Year Students.

Both Associate Professor Davies and Dr Scheyvens later won two of the Government's national awards for excellence in teaching.

The research community also celebrated the results of the 2005 Marsden Fund and Fast Start grants, with \$5.2 million awarded to Massey research projects, involving our leading and emerging stars. The year also yielded another important indicator, with the University's key role in two of six new Government Partnerships for Excellence projects. They are the partnership with Lincoln University in the largest ever Government and private sector investment in research in the agricultural and biological sciences, and the creation of a research-based partnership between the University and the equine industry.

Equine and agricultural research are two of the University's particular strengths, and the funding and partnerships are milestones for both the University and the industries. The projects will integrate research and learning with industry requirements. In particular, they will develop leaders capable of taking New Zealand's primary industries into a new phase of productivity and export-led growth.

The University was also successful in bids for funding under the new Growth and Innovations Pilot programme, established by the Government to help tertiary institutions develop close linkages with industry in the areas of biotechnology, design and information and communication technology. Three of the five projects selected were Massey projects.

In line with the transformation programme and positioning outlined to staff in May, a new Academic Plan for the Wellington campus was completed and implemented during 2005. The changes, including the wind-down of sub-degree programmes and a greater emphasis on postgraduate study, mark the start of an exciting new era for the campus. Work began on similar positioning strategies for the Palmerston North and Auckland campuses: the Palmerston North plan will also place particular emphasis on the extramural academic portfolio.

These plans identify the broad strategic directions for the research and teaching portfolios delivered from each of the campuses, and the infrastructure, services and resources required to support that portfolio. It is intended that they will be updated annually.

The completion of the Pasifika @ Massey Strategy alongside the ongoing implementation of the Māori @ Massey Strategy also provided a blueprint for advancing our charter goals and new directions.

Towards the end of 2005 we were given pause by the decision by the Tertiary Education Commission Board of Commissioners to disallow Massey's application for an increase in fees beyond the 5 per cent limit. The decision was compounded by the low-fee regime that has existed for the past six years, with the University's fees amongst the lowest in the country. Notwithstanding, we chose not to appeal the TEC decision largely because the TEC timetable for decision-making and appeal placed us squarely in the major enrolment period for 2006.

The fee differentials that have existed and will continue to exist must limit our ability to invest in staff, infrastructure, services and capital developments. To mitigate this effect, a review was implemented and measures put in place to ensure that the University stays within budget. While fiscal prudence must be the keyword for 2006, our continued commitment to focused excellence cannot be merely rhetoric but must be underpinned by ongoing strategic investment in staff and infrastructure.



Judith Kinnear  
Vice-Chancellor

# Year in Review

## FEBRUARY

- Summer School numbers are at their highest level, with more than 5770 students enrolled in 170 papers, delivered from all three campuses.
- A collaborative research project with Palmerston North Hospital is funded to investigate drugs resistance, which prevents effective chemotherapy treatment of breast cancer.
- Distinguished Professor of Mathematics Gaven Martin is elected to the Council of the Royal Society of New Zealand.
- A free bus service is launched in Palmerston North, allowing staff and students to travel to and from the campus for free.
- The University hosts senior representatives from Peking University, heralding a closer relationship with the leading Chinese university.

## MARCH

- The School of Aviation starts the academic year with a new leader, Captain Ashok Poduval, a new structure, and a seminar series on aviation safety.
- Massey is the first New Zealand tertiary institution to be listed in the Australian Universities Quality Agency Good Practice Database.
- The first New Zealand Mindset List is compiled by researchers led by Albany's Associate Professor Dennis Viehland, to help academics understand the mindset of new students.
- The Centre for Indigenous Studies opens, to support the realisation of indigenous governance and development.
- Professor David Mellor is elected as an Honorary Associate to the Royal College for Veterinary Surgeons. His research on pain and the foetus receives world attention.
- Professor Richard Archer and Associate Professor Tony Paterson are elected Fellows of the Institution of Professional Engineers of New Zealand.

## APRIL

- Associate Professor Alexander Davies, Dr Regina Scheyvens, and Dr Kee Teo are the recipients of the 2005 Vice-Chancellor's Teaching Awards.
- Auckland social science and business researchers publish a study of the employment related behaviour of young people, part of the ongoing Labour Market Dynamics research programme.
- The Institute of Rugby becomes wholly managed by the University.
- The BioCommerce Centre is officially opened in Palmerston North by the Minister for Research, Science, and Technology Steve Maharey.
- The College of Design, Fine Arts and Music becomes the College of Creative Arts.

## MAY

- The Vice-Chancellor visits the three campuses for open meetings with all staff to present her views on Massey's future, under the title of *The Year of Transformation*, as part of the annual planning cycle.

- James Bull is the recipient of an Honorary Doctorate in Science for his contribution to farming and agribusiness.
- Senior public servant Dr Russell Ballard is appointed as a member of the University Council.
- 640 students graduate at the Wellington campus, up by 25 per cent on last year.
- Massey researchers play a leading role in three of the five Growth and Innovation Pilot Initiative projects, run by the Tertiary Education Commission.
- The University's Finance programme is ranked 12th out of 170 universities in the Asia-Pacific region for research productivity.
- Plans are unveiled for an animal health research centre, the Hopkirk Institute, partnering with AgResearch.
- 1700 students graduate in ceremonies in Palmerston North. Another 394 graduate in absentia.
- The School of Accountancy receives accreditation from CPA Australia, one of the world's largest accounting bodies.
- The School of Health Sciences celebrates a 100 per cent pass rate among its nursing and midwifery students in national exams.
- Applied economist Professor Allan Rae is appointed an Adjunct Professor of Henan Agricultural University in China.

## **JUNE**

- Evolutionary biologists, led by Professor David Lambert, identify five additional species of moa. The known number of moa species is now 15.
- The University appoints its first Distinguished Professors: Professor David Lambert, Professor David Parry, Professor David Penny, and Professor Paul Moughan, all from the College of Science.
- Projects to receive funding from the Health Research Council come from the School of Psychology, the School of Māori Studies and the Centre for Public Health Research at Wellington, among others.
- The College of Education is to withdraw from Wellington, concentrating staff and resources at Palmerston North and Auckland, with outposts at Napier and New Plymouth.
- Researcher Dr Ian Bond is part of an international team that has discovered a planet several times larger than Jupiter, making it the largest in our solar system.
- Novelist and poet Kate Duignan is the University's new writer-in-residence, the third person to hold the position.
- Professor William Turner of the College of Education is announced as a Distinguished Professor.
- Emeritus Professor Bob Jolly, of the Institute of Veterinary, Animal and Biomedical Sciences, is made a member of the New Zealand Order of Merit.
- An album by musicians from the Conservatorium of Music, *The Kevin Clark Trio With Guest Artists Live – The Sandbar Sessions*, wins the Tui Award for the Best Jazz Album of 2005.

## **JULY**

- Professor Marilyn Waring is one of four New Zealand women in an historic collective nomination to the Nobel Peace Prize Committee.

- Four Massey scientists are runners-up at the MacDiarmid Young Scientist of the Year awards: Jeremy McLeod (agriculture), Scott Walker (biotechnology), Raewyn Poulson (health and medical), and Andrew Clarke (people and society).
- Postgraduate student and Olympic swimmer Alison Fitch is selected as New Zealand team captain and flag bearer for the World University Games in Turkey in August.
- Alumnus Joshua Feast wins the inaugural \$140,000 Fulbright-Platinum Triangle Scholarship in Entrepreneurship, allowing him to complete his MBA at the Massachusetts Institute of Technology in Boston.
- Former Palmerston North Mayor and University Council member Paul Rieger receives a Massey University Medal for services to the University and the community.
- The 2005 New Zealand Values Survey – by the Centre for Social and Health Outcomes, Research and Evaluation and the School of Sociology, Social Policy and Social Work – finds a majority of people are “very proud” to be a New Zealander.
- The University strengthens its links to Asia by signing a memorandum of understanding with the Thai Office of the Civil Service Commission. Four other New Zealand universities also sign the MOU.
- Alumni Chris Kelly and Mavis Mullins are appointed to the University Council. Both are involved in the agribusiness sector.

#### **AUGUST**

- A world first major in Multimedia Systems Engineering is to be offered as part of the new Bachelor of Engineering programme at the Wellington campus.
- A team of Massey engineers is subcontracted by the University of Auckland to design and make a robotic jaw – the first of its type in the world.
- Dr Regina Scheyvens wins a national award for sustained excellence in teaching. Dr Alexander Davies, Associate Professor in Veterinary Anatomy, receives the award for innovation in teaching.
- The Government announces a multi-million dollar investment in two Massey projects, to develop teaching and research partnerships with the equine and agricultural industries.
- Sir Patrick Goodman, who holds an Honorary Doctorate, is inducted into the New Zealand Business Hall of Fame.
- 1500 visitors attend the Palmerston North campus Open Days.
- Dr Olaf Diegel develops a wrist blood pressure monitor that will contribute significantly to home health monitoring.
- Producer and director David Reid is the new artist-in-residence at the School of English and Media Studies.
- More than 1000 visitors attend the Open Day at the Wellington campus.

#### **SEPTEMBER**

- Six researchers and one research team receive the 2005 University Research Medals: Professor Robert McLachlan - Outstanding Individual Researcher; Riddet Centre - Top Research team; Professor Nanthi Bolan - Top Supervisor; Dr Nikolaos Kazantzis, Dr Justin O’Sullivan, Dr Steve Marsland, Dr Mark Waterland - Early Career Researchers.
- Academics awarded full Marsden funding include Dr Ian Bond, Dr Barbara Holland, Dr Kim McBreen and Associate Professor Peter Lockhart, Dr Gill Norris and Dr Mark Patchett,

Dr Steve Pascal, Dr Bill Williams and Dr Shane Cronin.

- The School of Psychology expands its research and training capacity with the launch of a new Psychology Clinic at the Wellington campus.
- The New Zealand School of Music's Centre for Guitar Studies – the only one of its kind in Australasia – is launched at the Wellington campus.
- Physicist Professor Tony Signal is awarded one of two New Zealand Science and Technology medals.
- The Wellington campus hosts the inaugural China-New Zealand Higher Education Forum, aimed at strengthening relations between New Zealand and Chinese universities.
- Avian veterinarians at the Wildlife Ward treat a young female kakapo injured after an attack by an adult kakapo on Codfish Island.
- Massey fashion students win two first places and seven highly commended awards at the Hokonui Fashion Design Awards.
- More than 1000 visitors attend the Auckland campus Open Day – up 15 per cent on 2004.

## OCTOBER

- The Peking-Massey University Science symposium is held at Peking University, bringing together researchers from the two universities, in addition to postgraduate students from Peking. It is the first collaborative activity since the agreement signed in June.
- Massey hosts in Beijing a function for parents of undergraduate and postgraduate Chinese students and also participates in a function at the New Zealand Embassy for alumni of New Zealand universities.
- Massey signs a tripartite agreement with Shihezi University in Xin Jiang province and Peking University, with a particular focus on collaborative activities in agriculture and food technology.
- Fourth-year Engineering students successfully design a silicone chip from scratch – the first undergraduate class to do so.
- Professor Barry Scott wins the Applied-Biosystems-NZ Society for Biochemistry and Molecular Biology Award for insight into plant-fungal symbiosis – the society's top award.
- Dr James Watson wins a Harvard University Ig-Nobel Award – a light-hearted version of the Nobel prizes.
- David Kidd and Richard Newson share the Agricultural and Horticultural Student of the Year award, for contribution to the well-being and reputation of fellow applied sciences students.
- Textile design student Tilly Keokotavong is second in the British Hand and Lock Prize for Embroidery – the first time a non-British student has placed in the competition.
- The New Zealand School of Music, combining the music strengths of Victoria and Massey universities, accepts its first students, for 2006.

## NOVEMBER

- The University is again ranked among the world's top 200 universities by the *Times Higher Education Supplement*, one of only three New Zealand universities listed.
- Professor David Lambert's research team features in the world's leading science journals with the discovery that the movement of Antarctic icebergs has caused more lasting change

than previously understood.

- The University is to convert to a 120-point standard from 2006, in line with other New Zealand universities.
- Star student Kyle Callanan wins the *Fashion Quarterly Magazine's* Young Designer of the Year award.
- Dr Barbara Holland, from the Allan Wilson Centre for Molecular Ecology and Evolution, wins the Royal Society's Hamilton Memorial Prize for beginners in scientific or technological research.
- The Sleep/Wake Research Centre completes the first New Zealand study of the working patterns of junior doctors, showing high levels of fatigue symptoms.
- A four-year trial shows organic dairy farming can be just as profitable as conventional farming, because of higher returns.
- Staff and students from New Zealand's only veterinary school star in a new television series called Rookie Vets.
- International military, sporting and business leaders, including some from the world's hot spots, gather for a conference on leadership in complex environments.

#### **DECEMBER**

- The Māori Visual Arts programme celebrates its first ten years. The programme was introduced by artist and carver John Bevan Ford who died during 2005.
- Approval is given for a new Masters in Finance to be offered at Palmerston North and Albany.
- It is confirmed that Nobel Prize winner Professor William F. Sharpe will be amongst speakers at the most significant finance conference ever held in New Zealand, to be hosted by the University in 2006.
- More than 900 staff submit information on their research outputs, in the first major deadline for the next Performance Based Research Fund round.
- Massey scientist Dr Peter Read is the New Zealand contributor to a significant report by the British government on greenhouse gas and future implications.
- All seven New Zealand participants in an international workshop for young investigators, held in Palmerston North during 2005, have papers accepted by a prestigious international publication. The seven are all from the Allan Wilson Centre for Molecular Ecology and Evolution.

2005

## Council



**Chancellor**

Mr Nigel J Gould JP, BCA *Vict*  
FCA.



**Appointed by the Minister of Education**

M.C. Campbell, BA *Macquarie*,  
DipTchg  
Retired April 2005



**Vice-Chancellor**

Professor J.F. Kinnear, BEd  
*LaTrobe*, MSc, PhD *Melb.*,  
GradDipComputerSc *Swinburne*  
*UT.*, FLS



**Appointed by the Academic Board**

J.A. Codd, MA, PhD, DipEd,  
DipTchg  
Resigned December 2005



**Elected Court of Convocation**

E. Gordon, MA, PhD *Massey*



**Elected by Permanent Members of the General Staff**

A. Davies, BBS, MBA



**Appointed by the Minister of Education**

R. Ballard, CNZM, BArgSc,  
MAgrSc, PhD Florida USA,  
FNSIM



**Student Federation Representative of Council**

I. Galloway



**President Extramural Students' Society**

E. Hawes, BA, DipBusAdmin,  
Dip Arts (Media Studies)



**Elected Court of Convocation**

R. Hubbard, ONZM, BTech, Hon  
DSc *Massey*, FNZIFST, FNZIM



**Appointed by the Massey University Council on the Nomination of the Vice-Chancellor**  
C. Kelly, MVSc *Massey*, MACVSc



**Joint EXMSS/MUSA Representative**  
B. Tipene-Hook, BHthSc



**Appointed by the Minister of Education**  
S. Kos, LLB (Hons) *Vict LLM Cantab*, ACIS, ANZIM



**Appointed by the Academic Board**  
S. Rumball, ONZM, MSc *NZ*, PhD *Auck*, FNZIC



**Appointed by the Minister of Education**  
N. Love JP, BCom, BCA (Hons), PhD *Well*, ACIS, ANZIM



**Appointed by the Massey University Council on the Nomination of the Vice-Chancellor**  
J.G. Todd, CBE, BCom *Vic*, FCA  
Retired July 2005



**Appointed by the Massey University Council on the Nomination of the Vice-Chancellor**  
M. Mullins, MBA



**Elected by Permanent Members of Academic Staff**  
A. Vitalis, BA (Hons) *Open DMS*, MSc, PhD *Lond* CEng, MIMech, MErgS



**Appointed by the Minister of Education**  
A. Paterson, QSO, FCA F.IoD

2005

## Officers of the University

### **Vice-Chancellor**

Professor Judith Kinnear, MSc, PhD Melb., BEd LaTrobe, GradDipComputerSc Swinburne UT., FLS.

### **Assistant Vice-Chancellor (Academic)**

Professor Nigel Long, MSc Auck., PhD Q'ld, FNZPS

### **Assistant Vice-Chancellor (Māori)**

Professor Mason H Durie, CNZM, MBChB, DPsych (McGill), D.Litt, FRANZCP, FRSNZ

### **Assistant Vice-Chancellor (Research)**

Professor Nigel Long, MSc Auck., PhD Q'ld, FNZPS

### **University Registrar**

Mrs Adrienne Cleland, MBA, FAIBF

### **Director - Human Resources**

Mrs Sheryl Bryant, BEd, PGDip BusAdmin (Human Resources)

### **Deputy Vice-Chancellors**

#### **Deputy Vice-Chancellor (Auckland and International)**

Professor John Raine, BE (Hons), PhD, CEng, FIMechE., FIPENZ, MSAE

#### **Deputy Vice-Chancellor (Palmerston North)**

Professor I. J. Warrington, MHortSc, DSc, DLitt, FRSNZ, FNZSHS

#### **Deputy Vice-Chancellor (Wellington and Strategic External Relations)**

Professor Ken J. Heskin, BA (Hons) *Belf.*, MA *Dubl.*, PhD *Durh* (Resigned 30 September 2005)

Professor Sally J. Morgan, BA Hons, *Sheff Hallam*, MA *Warw*, KASKA Royal Academy of Fine Arts

*Antwerp*

### **Pro Vice-Chancellors**

College of Business: Professor Barrie Macdonald, BA (Hons) *Well*, PhD *ANU*

College of Creative Arts: Professor Sally J. Morgan, BA Hons, *Sheff Hallam*, MA *Warw*, KASKA

Royal Academy of Fine Arts *Antwerp*

College of Education: Professor James Chapman, MA *Well*, PhD *Alta.*, DipTchg, FIARLD

College of Humanities and Social Sciences: Professor Barrie Macdonald, BA(Hons) *Well*, PhD *ANU*

College of Sciences: Professor Robert Anderson, MAgrSc, PhD *C'nell*, DDA, FNZIAS

# Directory

## **Bankers**

Bank of New Zealand

## **Auditor**

Audit New Zealand on behalf of the Auditor-General

## **Valuer**

Quotable Value New Zealand

## **Legal Advisors**

Buddle Findlay, Wellington

Cooper Rapley, Palmerston North

Russell McVeagh, Wellington

Andrea Craven, Palmerston North

Kensington Swan, Wellington

Davenport Harbour Lawyers, Auckland

Phillips Fox, Wellington

## **Insurers**

Vero Liability Ls, 6

Axiom Risk Insurance Management Limited

QBE Insurance International Ltd

## **Internal Auditor**

PricewaterhouseCoopers

## FINANCIAL REVIEW 2005

### Introduction

The final consolidated bottom line result for Massey University in 2005 was a \$3.7 million surplus. This surplus is deceptive as the operating results were well below budget and indeed teaching-related activity showed a loss. Several one-off items combined to put the final outcome for the year into surplus. The result was in line with the revised forecast promulgated during the year.

Student numbers fell short of the target of 22,485 by 635 EFTS. In spite of a global downturn in international student enrolments, the University enrolled more international students than was budgeted. Domestic enrolments were lower than budget due to a number of factors including prevailing low unemployment affecting extramural enrolments in particular, a decision to disestablish some sub-degree programmes subsequent to the EFTS target being set and adverse demographic trends in the University's traditional catchment areas.

The low fees regime over the past 6 years, compounded by a zero fee increase in 2005 continues to impact adversely on the University's revenue. Massey University has the lowest average fees in the sector and this has had an impact on levels of resourcing.

The University's consolidated surplus for the year (\$3.7 million, 1.0% of Revenue) was well down from the comparable figure for 2004 (\$14.8 million, 4.2%), and \$3.3 million below the budget of \$7.0 million. The result includes a one off revenue gain of \$1.7 million as a result of the termination of the lease of the Institute of Rugby, a contribution \$1.0 million from the Massey University Students Association towards the Student Centre refurbishment at Palmerston North and another one off gain of \$1.9 million reflecting the adjustment in the treatment of electronic subscriptions to online journals. The last item had been budgeted to be written off but on investigation, it was found to contain a permanent access entitlement and therefore qualified to be capitalised and depreciated. Deducting these items leaves an operating loss of \$0.9 million that is \$7.9 million below the 2005 budget and \$10.9 million less than the comparable 2004 figure. The 2005 surplus is well below the 3% guideline promulgated by the Tertiary Advisory Monitoring Unit of the Ministry of Education.

### Statement of Financial Performance

Major variances against both the budget and last year's performance for the University are discussed below:

1 Total Revenue

Revenue has increased 0.4% over 2004 and by 1.0% as compared to budget. Revenue from Government Grants including Performance Based Research Funding was above last year but well under the 2005 budget. Domestic Student Fees were correspondingly under both last year's actual and the budget. Both of these areas are related to the numbers of domestic students discussed above. International Student Fees were just below the 2005 budget and well under the 2004 actual result. Most of the fall was expected and budgeted for. Charges for services were well up due in part to the one off items and more research and consulting income. Interest income was much higher than budgeted due in part to slower capital spending leading to higher holdings of cash.

2 Total Cost of Operations (University only)

The University budgeted for a small increase in costs for 2005 of 1.3% over 2004 but in the event costs slightly exceeded budget by 0.9%. A good deal of the increase was in Contract and Trading Expenses

and related directly to the higher research revenue obtained. Staff costs were slightly over budget by 1.3% although more than the 2004 actual by 3.7%. This is a good result as the University was under considerable pressure to provide additional resources in many areas and the fact that salary and wage settlements were around the 4% level. Staff costs also include severance payments resulting from voluntary redundancy plans put in place in a number of areas during 2005. Some of the redundancy payments arose from work commenced in 2004 and emphasises the time lag inherent in structural change.

3 Depreciation

This was higher than budget due largely to new assets coming on stream and not fully allowed for in the budget.

4 Employee Entitlements

The amount required to be provided for in the annual accounts increased for 2005 despite a number of long serving staff retiring during the year. This has been brought about by the decrease in long term interest rates from 2004 to 2005 and the effect that this has on the actuarial calculation. As interest rates fall, the total amount actuarially calculated increases thus requiring an increase in provision for the current year.

### **Statement of Financial Position**

The relatively healthy state of the University's financial position reflects the surpluses that have been accumulated over several good years. Cash on hand is however reduced from 2004 as a result of planned increased capital spending and lower cash generation from operations. The capital plan before the University for the next five years exceeds cash on hand or anticipated to be made from surpluses over that period. This means, that several significant and worthwhile projects are currently not able to proceed in this time frame.

1 Working Capital

This has deteriorated as compared with 2004 due to the lower surplus and higher spending on capital assets. It is however better than budget due to the timing of capital spending. The working capital ratio is 0.91:1 for 2005 as compared with a budget of 0.79:1 and the 2004 figure of 1.19:1. This ratio is budgeted to further deteriorate during 2006 as the committed capital expenditure continues.

The significant reduction in Accounts Receivable and Accruals from 2004 is due to the debtor arising from the sale of the St George complex having been settled.

2 Non Current Assets

These are above last years figures due to a planned increase in capital spending. The University had several major projects under way at year end including:

- Rejuvenating the Student Centre – Palmerston North.
- New student accommodation replacing older beds taken out of service – Palmerston North.
- Hopkirk Institute joint venture building to be mainly occupied by AgResearch Staff – Palmerston North.
- Teaching block – Albany.
- Information Services Centre (incorporating library and computer laboratories) – Wellington, phase one planning under way.

### 3 Non Current Liabilities

The concessional loan from the Tindall Foundation for the establishment of the E-Centre at the Albany Campus was repaid during the year. It is anticipated that new borrowing to fund the AgResearch Building will be arranged toward the end of 2006. This debt will be serviced from rental streams associated with the building.

#### **Statement of Cashflows (University Only)**

Cashflows for the year have been adequate because of a healthy carry forward from 2004. Cash carried forward from 2005 is \$13.7 million lower than the 2004 year end. Budgets for 2006 suggest that the cash balance at the end of the year is likely to be at minimum prudent levels. Cashflow management will become more crucial during the 2006 year.

Net operating cash flows were significantly lower than 2004 by \$5.5 million and lower than budget by \$4.9 million. This has been due mainly to lower revenue from Government Grants and Domestic Student Fees. Investing activities were well below budget (\$14.7 million) but higher than the previous years figure by \$3.5 million. Additional planned capital spending has been the main factor. Financing activities showed a repayment of loans as compared to the previous year's drawdown.

#### **Conclusion**

The University's previously sound financial base has eroded from the reasonably healthy position at the end of 2004. There are further clouds on the horizon as the budgeted surplus for 2006 is now set at \$6.6 million – much less than is ideal - and the resultant operating cash flow for the year will be far less than the projected capital spending. Massey University has had the lowest average student fees of the sector since the fees freeze came into effect in 2000. This has meant that there have been less to spend on all aspects of this University's activities than our colleague institutions.

There will need to be continued emphasis on increasing revenue sources, cost reduction and further significant operating efficiencies from an already lean base if progress is to be made on the reinvestment plan in the years beyond 2006. This plan is an essential element in maintaining Massey University's place in the top 200 Universities in the world.



T Sew Hoy  
Director - Finance Operations

## SUMMARY FACTS AND FIGURES

	2005	2004	2003	2002	2001
<b>Students</b>					
Equivalent Full-Time Students (EFTS)	21,128	22,649	22,690.1	21,079	19,846.4
Change Over Previous Year (%)	(6.72%)	(0.18%)	7.86%	5.84%	0.9%
Total Student Enrolments	39,657	41,436	41,662	39,745	37,060
Change Over Previous Year (%)	(4.49%)	(0.54%)	4.82%	7.25%	1.8%
Examination pass rate -internal student (passed/sat)	90.0%	89.1%	87.1%	87.7%	88.8%
-extramural study (passed/sat)	90.1%	90.1%	89.8%	88.5%	87.7%
<b>Staff</b>					
College Academic Staff (Full-Time Equivalent)	1,255	1,307	1,283	1,166	1,138
Student: Staff ratio	16.8:1	17.3:1	17.5:1	18:1	17.4:1
Total General Staff (Full-Time Equivalent)	1,574	1,583	1,601	1,444	1,174
Total General: College Academic Staff	1.25	1.21	1.25	1.23	1.26
<b>Financial Performance</b>					
Net Cost of Services per EFTS	\$12,212	\$11,316	\$10,731	\$10,218	\$9,914
Net Operating Surplus/(Deficit) (\$000)	3,694	14,762	14,282	16,459	15,229
Return on Total Assets	0.53%	2.48%	2.44%	3.01%	2.6%
Return on Total Income	1.05%	4.20%	4.40%	5.43%	5.65%
<b>Financial Position</b>					
Capital Expenditure per EFTS	\$2,652	\$1,605	\$1,899	\$1,363	\$1,498
Short Term Liquidity	0.85:1	1.13:1	0.99:1	0.84:1	0.48:1
Working Capital Ratio	0.91:1	1.19:1	1.05:1	0.92:1	0.58:1
Debt to Equity	1.31%	1.37%	0.37%	0.49%	1.72%
Change in Equity	0.57%	2.61%	8.22%	4.31%	3.20%

\*General staff includes technical and casual, excluded Contract and Trading  
EFTS funded included MOE Funded plus Full-Fee/International

## STATEMENT OF RESPONSIBILITY

In the financial year ended 31 December 2005, the council and management of Massey University were responsible for:

- the preparation of the financial statement and the judgements used therein
- establishing and maintaining a systems of internal control designed to provide reasonable assurance as to the integrity and reliability of financial reporting.

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



**N Gould**  
**Chancellor**



**J Kinnear**  
**Vice-Chancellor**



**T. Sew Hoy**  
**Director, Finance Operations**

# AUDIT NEW ZEALAND

Mana Arotake Aotearoa

## AUDIT REPORT

### TO THE READERS OF MASSEY UNIVERSITY AND GROUP'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2005

The Auditor-General is the auditor of Massey University (the University) and group. The Auditor-General has appointed me, L H Desborough, using the staff and resources of Audit New Zealand, to carry out the audit of the financial statements of the University and group, on his behalf, for the year ended 31 December 2005.

#### **Unqualified opinion**

In our opinion the financial statements of the University and group on pages 25 to 158:

- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect:
  - the University and group's financial position as at 31 December 2005;
  - the results of operations and cash flows for the year ended on that date; and
  - the service performance achievements measured against the performance targets adopted for the year ended on that date.

The audit was completed on 21 April 2006, and is the date at which our opinion is expressed.

The basis of our opinion is explained below. In addition, we outline the responsibilities of the Council and the Auditor, and explain our independence.

#### **Basis of opinion**

We carried out the audit in accordance with the Auditor-General's Auditing Standards, which incorporate the New Zealand Auditing Standards.

We planned and performed the audit to obtain all the information and explanations we considered necessary in order to obtain reasonable assurance that the financial statements did not have material misstatements whether caused by fraud or error.

Material misstatements are differences or omissions of amounts and disclosures that would affect a reader's overall understanding of the financial statements. If we had found material misstatements that were not corrected, we would have referred to them in our opinion.

The audit involved performing procedures to test the information presented in the financial statements. We assessed the results of those procedures in forming our opinion.

Audit procedures generally include:

- determining whether significant financial and management controls are working and can be relied on to produce complete and accurate data;
- verifying samples of transactions and account balances;
- performing analyses to identify anomalies in the reported data;
- reviewing significant estimates and judgements made by the Council;
- confirming year-end balances;
- determining whether accounting policies are appropriate and consistently applied; and
- determining whether all financial statement disclosures are adequate.

We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements.

We evaluated the overall adequacy of the presentation of information in the financial statements. We obtained all the information and explanations we required to support our opinion above.

#### **Responsibilities of the Council and the Auditor**

The Council is responsible for preparing financial statements in accordance with generally accepted accounting practice in New Zealand. Those financial statements must fairly reflect the financial position of the University and group as at 31 December 2005. They must also fairly reflect the results of operations and cash flows and service performance achievements for the year ended on that date. The Council's responsibilities arise from the Public Finance Act 1989.

We are responsible for expressing an independent opinion on the financial statements and reporting that opinion to you. This responsibility arises from section 15 of the Public Audit Act 2001 and the Public Finance Act 1989.

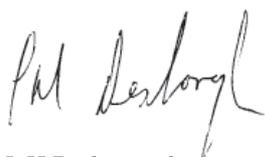
#### **Independence**

When carrying out the audit we followed the independence requirements of the Auditor-General, which incorporate the independence requirements of the Institute of Chartered Accountants of New Zealand.

In addition to the audit we have carried out assignments in the following assurance areas:

- auditing the Chief Executive Officer's declaration on the Performance-Based Research Fund External Research Income;
- quality assurance services over the University Student Management System Renewal Project.

These are compatible with those independence requirements. Other than the audit and these assignments, we have no relationship with or interests in the University or any of its subsidiaries.



L H Desborough  
Audit New Zealand  
On behalf of the Auditor-General  
Palmerston North, New Zealand

#### Matters relating to the electronic presentation of the audited financial statements

This audit report relates to the financial statements of Massey University and group (the University) for the year ended 31 December 2005 included on Massey University's web-site. The University's Council is responsible for the maintenance and integrity of the University's web site. We have not been engaged to report on the integrity of the University's web site. We accept no responsibility for any changes that may have occurred to the financial statements since they were initially presented on the web site.

The audit report refers only to the financial statements named above. It does not provide an opinion on any other information which may have been hyperlinked to/from these financial statements. If readers of this report are concerned with the inherent risks arising from electronic data communication they should refer to the published hard copy of the audited financial statements and related audit report dated 21 April 2006 to confirm the information included in the audited financial statements presented on this web site.

Legislation in New Zealand governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

# STATEMENT OF ACCOUNTING POLICIES

for the year ended 31 December 2005

## **The Reporting Entity**

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

These financial statements have been prepared in accordance with Section 41 of the Public Finance Act 1989 and Section 203 of the Education Act 1989, which refers to the provisions of Section 41(2) of the Public Finance Act 1989.

Massey University comprises the following areas of significant activity for teaching, research and community service:

### ***Colleges of***

- Business
- Creative Arts
- Education
- Humanities and Social Sciences
- Sciences

The group consists of Massey University and its subsidiaries, Creative Campus Enterprises Limited 100% owned, Massey University Foundation 100% owned, and Estendart Limited 100% owned by Massey Ventures Limited. Massey Ventures Limited (formerly Massey University Holdings Limited) 100% owned.

All the above-mentioned companies have a balance date of 31 December.

## **Measurement Base**

The financial statements have been prepared on a historical cost basis, modified by the revaluation of certain fixed assets.

## **Accounting Policies**

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

### **1. Basis of Consolidation**

The Consolidated Financial Statements are prepared from the financial statements of the University and all subsidiaries as at 31 December 2005 using the purchase method. Corresponding assets, liabilities, revenues, expenses and cashflows are added together on a line by line basis.

### **2. Budget Figures**

The budget figures are those approved by the Council at the beginning of the financial year.

The budget figures have been prepared in accordance with generally accepted accounting practice and are consistent with the accounting policies adopted by the Council for the preparation of the financial statements.

**3. Allocation of Overheads**

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

- (i) Regional Facilities Management - by floor space
- (ii) Recreation Centre - by internal full-time students
- (iii) Student Services - by internal equivalent full-time students
- (iv) Annual leave - by general staff numbers for general staff and from academic department leave records for academic staff

**4. Revenues**

Government Grants, which include a capital component, are recognised as income on entitlement.

Trust Funds, including donations of a capital nature, are recognised as income when money is received, or entitlement to receive money is established.

Income for research which is externally funded is recognised in the Cost of Services Summary (see note 3) as "Charges for Services" when research expenditure is incurred. Research funds which are not expended at year end are included in the Statement of Financial Position as "Receipts in Advance".

**5. Foreign Currencies**

Foreign Currency transactions are converted at the New Zealand dollar rate of exchange ruling at the dates of the transactions. Foreign currency balances have been converted into New Zealand dollars using the exchange rate at the close of business on 31 December 2005. Foreign exchange gains and losses have been recognised in the Statement of Financial Performance.

**6. Investments**

Government Stock investments are stated at cost plus/less the proportion of any premium/discount on purchase allocated over the time to maturity. Other investments, including those in subsidiaries, are stated at the lower of cost or net realisable value.

**7. Receivables**

Accounts Receivable are stated at their estimated realisable value after providing for amounts not considered recoverable.

**8. Inventories**

Inventories, excluding livestock, are valued at the lower of cost (using the first-in first-out basis) or net realisable value. Livestock are valued at herd values (average market values), as supplied by the Inland Revenue Department. All consumables are charged direct to expenditure.

**9. Fixed Assets**

(i) Valuation

<b>Asset Category</b>	<b>Valuation By</b>	<b>Frequency</b>	<b>Last Valuation</b>
• Land and Buildings	Quotable Value New Zealand	Triennially	1 January 2003
• Furniture and Fittings			
- Equipment	Valued at historical cost	- -	
- Implements	Valued at historical cost	- -	
- Furniture	University staff (The valuation methodology used is checked and approved by Quotable Value New Zealand)	Triennially	31 December 2003
- Art Collection (Palmerston North Campus)	Christopher Moore Gallery Wellington	Triennially	31 December 2004
- Art Collection (Albany Campus)	Portfolio Gallery Auckland	Triennially	31 December 2004
- Art Collection - Silver	Philip Rhodes Antiques Palmerston North	Triennially	31 December 2004
• Other Assets			
Aircraft	Premi-Air Aviation Limited H. Maidment MIPMV (Registered Valuer)	Annually	31 December 2005
Motor Vehicles	Valued at historical cost	- -	
Capital Works in Progress	Valued at historical cost	- -	
Leasehold Improvements	Valued at historical cost	- -	
Library Collection	Valued at historical cost	- -	

Land is valued on the basis of highest and best use.

Buildings (which include land improvements, reticulated services and forestry) are valued at depreciated replacement cost on the basis of highest and best use.

Additions between valuations are recorded at cost.

Aircraft are valued on the basis of highest and best use.

Capital Work in Progress is valued on the basis of expenditure incurred and Certified Gross Progress Claim Certificates up to balance date.

Furniture is valued at depreciated replacement cost.

Art collections are valued on the basis of their estimated market value as a permanently retained collection.

The level at which individual assets are capitalised as fixed assets is \$2,000.

(ii) Depreciation

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

<b>Asset Class</b>	<b>Depreciation Rate</b>	<b>Method</b>
Buildings	15 to 100 years	Straight Line
Reticulation	20 to 50 years	Straight Line
Leasehold Improvements	10%	Straight Line
Equipment, Furniture and Implements	5%-33%	Straight Line
Computers and Research Equipment	25%	Straight Line
Computer Software	33.33%	Straight Line
Motor Vehicles	20%-25%	Straight Line
Aircraft	6%	Straight Line
Library Collection (current use)	10%	Straight Line

Land, forestry, permanently retained library collections, art collections and archives are not depreciated.

Leasehold improvements are depreciated based upon their estimated useful life and the term of lease.

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

(iii) Crown Owned Assets

Crown owned land and buildings that are used by Massey University are included as part of Massey University's fixed assets. These were first recognised on 31 December 1989. Although legal title has not been transferred, Massey University has assumed all the normal risks and rewards of ownership.

## 10. Employee Entitlements

Annual leave for Academic and General Staff has been accrued. In addition an accrual has been made for retirement gratuities for both Academic and General Staff and long service leave for General Staff. Both retirement gratuities and long services leave have been accrued on the following basis:

- leave and gratuities which have vested in the employee (an entitlement has been established) have been measured at nominal value using remuneration rates current at reporting date. This is included as a Current Liability.
- leave and gratuities which have not yet vested in the employee (no entitlement has been established) have been measured using the present value measurement basis which discounts expected future cash outflows. This is treated as a Non-Current Liability. It is included to comply with "generally accepted accounting practice" as defined in the Financial Reporting Act 1993 and results from the adoption of Australian Accounting Standard AASB 1028: "Accounting for Employee Entitlements".

Duty leave overseas for Academic Staff has not been accrued as this leave is a commitment subject to eligibility and is not an entitlement.

**11. Goods and Services Tax (GST)**

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

**12. Taxation**

Tertiary institutions are exempt from the payment of income tax as they are treated by the Inland Revenue Department as charitable organisations. Accordingly, no charge for income tax has been provided for.

Massey University's subsidiaries are also exempt from paying income tax, except for Estendart Limited, which has allowed for income tax.

**13. Leases**

Finance leases effectively transfer to Massey University substantially all the risks and benefits incidental to ownership of the leased item. These are capitalised at the lower of fair value of the asset or the present value of the minimum lease payments. The leased assets and corresponding lease liabilities are disclosed and the leased assets are depreciated over the period Massey University is expected to benefit from their use.

Operating lease payments, where the lessor effectively retains substantially all the risks and benefits of ownership of the leased items, are included in the determination of the operating profit in equal instalments over the lease term.

**14. Financial Instruments**

Massey University and its subsidiaries are party to financial instruments as part of their normal operations. These financial instruments include bank accounts, investments, debtors, creditors and loans. All financial instruments are recognised in the Statement of Financial Position and all revenues and expenses in relation to the financial instruments are recognised in the Statement of Financial Performance.

**15. Joint Venture**

The University has a 50% interest in a joint venture with Capital Hill Limited. The University's interest in the joint venture is accounted for using the proportionate method of consolidation.

**Changes in Accounting Policies**

There have been no changes in accounting policies and the policies have been applied on a basis consistent with prior years.

# STATEMENT OF FINANCIAL PERFORMANCE

for the year ended 31 December 2005

	Notes	<i>University</i>			<i>Consolidated</i>	
		Budget 2005 (000)	Actual 2005 (000)	Actual 2004 (000)	Actual 2005 (000)	Actual 2004 (000)
Government Grants	1	143,513	139,336	138,935	139,336	138,935
Student Fees		124,723	118,162	126,577	118,162	126,577
Interest		3,917	5,501	4,191	5,501	4,231
Charges for Services		75,951	85,530	76,690	87,734	80,199
Trust Funds	9	750	1,647	1,141	1,647	1,141
<b>Total Operating Revenue</b>		<b>348,854</b>	<b>350,176</b>	<b>347,534</b>	<b>352,380</b>	<b>351,083</b>
Staff Related Costs	2	203,781	206,348	198,998	207,539	199,991
Depreciation	2	26,020	27,429	26,185	27,516	26,276
Other Direct Costs	2	110,779	109,573	111,252	110,353	113,778
Interest		624	602	-	632	-
Trust Funds	9	650	1,058	952	1,058	952
<b>Total Cost of Operations</b>		<b>341,854</b>	<b>345,010</b>	<b>337,387</b>	<b>347,098</b>	<b>340,997</b>
<b>Operating Surplus before adjustment for Employee Entitlements</b>		<b>7,000</b>	<b>5,166</b>	<b>10,147</b>	<b>5,282</b>	<b>10,086</b>
<b>Employee Entitlements</b>	8	-	(1,588)	795	(1,588)	795
<b>Profit on Sale of St George Complex</b>		-	-	3,881	-	3,881
<b>Net Surplus</b>	13	<b>7,000</b>	<b>3,578</b>	<b>14,823</b>	<b>3,694</b>	<b>14,762</b>

The Statement of Accounting Policies and Notes to the Financial Statements form part of and are to be read in conjunction with these statements.

## STATEMENT OF MOVEMENTS IN EQUITY

for the year ended 31 December 2005

	Notes	<i>University</i>			<i>Consolidated</i>	
		Budget 2005 (000)	Actual 2005 (000)	Actual 2004 (000)	Actual 2005 (000)	Actual 2004 (000)
Public Equity as at 1 January		589,946	591,535	576,442	591,379	576,347
<b>Equity at 1 January</b>		589,946	<b>591,535</b>	<b>576,442</b>	<b>591,379</b>	<b>576,347</b>
Net Surplus		7,000	3,578	14,823	3,694	14,762
Increases/(Decreases) in revaluation	10	-	(331)	270	(331)	270
<b>Total recognised revenues and expenses for the period</b>		<b>7,000</b>	<b>3,247</b>	<b>15,093</b>	<b>3,363</b>	<b>15,032</b>
<b>Public Equity as at 31 December</b>	<b>11</b>	<b>596,946</b>	<b>594,782</b>	<b>591,535</b>	<b>594,742</b>	<b>591,379</b>

The Statement of Annual Accounting Policies and Notes to the Financial Statements form part of and are to be read in conjunction with these statements.

# STATEMENT OF FINANCIAL POSITION

as at 31 December 2005

	Notes	<i>University</i>			<i>Consolidated</i>	
		Budget 2005 (000)	Actual 2005 (000)	Actual 2004 (000)	Actual 2005 (000)	Actual 2004 (000)
<b>ASSETS</b>						
<b>Current Assets</b>						
Cash and Bank		-	1,142	2,032	1,243	2,433
Prepayments		3,173	6,470	6,052	6,475	6,058
Accounts Receivable and Accruals	14	15,497	19,242	31,599	19,930	32,205
Inventories	4	3,750	4,543	4,348	4,665	4,491
Short Term Investments	5	37,950	31,730	44,500	36,352	48,912
Long Term Investment Maturing 2006	5	-	2,036	4,775	2,036	4,775
<b>Total Current Assets</b>		<b>60,370</b>	<b>65,163</b>	<b>93,306</b>	<b>70,701</b>	<b>98,874</b>
<b>Non Current Assets</b>						
Term Investments	5	14,967	13,820	15,091	8,478	9,996
Fixed Assets	6	633,428	623,674	594,487	624,067	594,920
<b>Total Non Current Assets</b>		<b>648,395</b>	<b>637,494</b>	<b>609,578</b>	<b>632,545</b>	<b>604,916</b>
<b>Total Assets</b>		<b>708,765</b>	<b>702,657</b>	<b>702,884</b>	<b>703,246</b>	<b>703,790</b>
<b>LIABILITIES AND EQUITY</b>						
<b>Current Liabilities</b>						
Cash and Bank		446	-	-	-	-
Accounts Payable and Accruals	15	29,027	23,641	27,429	24,095	27,944
Loans	7	245	267	2,250	305	2,290
Provision for Employee Entitlements	8	13,054	16,007	14,144	16,091	14,253
Receipts in Advance		39,438	37,624	38,469	37,625	38,776
<b>Total Current Liability</b>		<b>82,210</b>	<b>77,539</b>	<b>82,292</b>	<b>78,116</b>	<b>83,263</b>
<b>Non-Current Liabilities</b>						
Loans	7	7,868	7,847	8,114	7,899	8,205
Provision for Employee Entitlements	8	21,741	22,489	20,943	22,489	20,943
<b>Total Non-Current Liabilities</b>		<b>29,609</b>	<b>30,336</b>	<b>29,057</b>	<b>30,388</b>	<b>29,148</b>
<b>Total Liabilities</b>		<b>111,819</b>	<b>107,875</b>	<b>111,349</b>	<b>108,504</b>	<b>112,411</b>
Public Equity	11	596,946	594,782	591,535	594,742	591,379
<b>Total Liabilities and Public Equity</b>		<b>708,765</b>	<b>702,657</b>	<b>702,884</b>	<b>703,246</b>	<b>703,790</b>

The Statement of Annual Accounting Policies and Notes to the Financial Statements form part of and are to be read in conjunction with these statements.

# STATEMENT OF CASH FLOWS

for the year ended 31 December 2005

	Notes	<i>University</i>			<i>Consolidated</i>	
		Budget 2005 (\$000)	Actual 2005 (\$000)	Actual 2004 (\$000)	Actual 2005 (\$000)	Actual 2004 (\$000)
<b>CASHFLOWS FROM OPERATING ACTIVITIES</b>						
<i>Cash was provided from</i>						
Government Grants		143,500	139,046	138,420	139,046	138,420
Student Fees		119,482	135,489	143,885	135,489	143,885
Other Income		80,737	68,601	59,076	71,036	62,916
Interest on Operating Income		3,965	5,939	4,628	5,946	4,665
Trust Funds		750	401	416	401	416
		348,434	349,476	346,425	351,918	350,302
<i>Cash was applied to</i>						
Payments to Employees and Suppliers		314,766	320,717	312,400	323,407	316,414
Interest Paid		613	620	418	656	432
		315,379	321,337	312,818	324,063	316,846
<b>Net Cashflow from Operating Activities</b>		<b>33,055</b>	<b>28,139</b>	<b>33,607</b>	<b>27,855</b>	<b>33,456</b>
<b>CASHFLOWS FROM INVESTING ACTIVITIES</b>						
<i>Cash was provided from</i>						
Withdrawal of Investments		10,000	4,960	10,381	4,960	10,381
Sale of Fixed Assets		11,250	12,051	728	12,051	742
		21,250	17,011	11,109	17,011	11,123
<i>Cash was applied to</i>						
Purchase of Investments		10,000	136	10,340	136	10,631
Purchase of Fixed Assets		65,000	55,943	36,346	56,041	36,358
		75,000	56,079	46,686	56,177	46,989
<b>Net Cashflow from Investing Activities</b>		<b>(53,750)</b>	<b>(39,068)</b>	<b>(35,577)</b>	<b>(39,166)</b>	<b>(35,866)</b>

The Statement of Annual Accounting Policies and Notes to the Financial Statements form part of and are to be read in conjunction with these statements.

	Notes	<i>University</i>			<i>Consolidated</i>	
		Budget 2005 (\$000)	Actual 2005 (\$000)	Actual 2004 (\$000)	Actual 2005 (\$000)	Actual 2004 (\$000)
<b>Cashflows from Financing Activities</b>						
<i>Cash was provided from</i>						
Loans Repaid		-	36	-	36	-
Loans Raised		-	-	8,500	-	8,501
<i>Cash was applied to</i>						
Loans Repaid		2,250	2,250	272	2,290	343
Loan to Subsidiary		-	517	4,780	185	-
<b>Net Cashflow from Financing Activities</b>		(2,250)	(2,731)	3,448	(2,439)	8,158
<b>Net Increase /(Decrease) in Cash Held</b>		(22,945)	(13,660)	1,478	(13,750)	5,748
Cash Brought Forward		60,449	46,532	45,054	51,345	45,597
<b>Ending Cash Carried Forward</b>		<b>37,504</b>	<b>32,872</b>	<b>46,532</b>	<b>37,595</b>	<b>51,345</b>
<i>Cash in Hand is made up of</i>						
Bank of New Zealand Accounts		(446)	1,142	2,032	1,243	2,433
Short Term Investments		37,950	31,730	44,500	36,352	48,912
		37,504	32,872	46,532	37,595	51,345

The Statement of Annual Accounting Policies and Notes to the Financial Statements form part of and are to be read in conjunction with these statements.

# NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

for the year ending 31 December 2005

## 1. Government Grants

The Ministry of Education provides income to the University by way of a grant which is based on equivalent full-time students (EFTS). Funding is provided by means of a tuition subsidy according to different cost categories for the courses being offered.

## 2. Cost of Operations

### • *Staff Related Costs*

Includes direct staff related costs allocated to colleges, support services and regions. Employee Entitlements relating to actuarial calculations are shown separately.

### • *Depreciation*

Includes all depreciation on all assets held by the University.

### • *Other Direct Costs*

Includes all direct costs of operating and maintaining the University. It also includes the cost of research including salaries and wages.

## 3. Cost of Services Summary 2005 (Refer Page 36)

Cost of Services includes the net costs of services for the significant activities of the University, and is represented by Charges for Services less Costs of Services. Significant activities comprise the Colleges of the University, as shown in the entity statement, that provide teaching, research and community services.

The costs of inputs necessary in providing teaching, research and community services are analysed in the Cost of Services Summary to follow. These inputs are as follows:

### • *Staff Related Costs*

Includes only salaries and wages of those staff directly allocated to the college. Other salaries and wages are included in the appropriate overhead area in which they are incurred. Also includes expenses of training and development, employers contribution to superannuation funds, retirement related costs and accident insurance premiums.

### • *Other Direct Costs*

Includes all other direct costs of operating and maintaining colleges. It also includes the cost of operating research and service centres directly attached to them.

### • *Divisional and Regional Costs*

Includes all costs associated with the support service divisions and regions. The activities include all support functions managed under the following groupings:

Academic Services, Research Services, Resources, Support Services, Vice-Chancellor's Office and Regional Administration and Infrastructure.

- **Depreciation**

Includes only depreciation on those assets directly held by the college. All other depreciation is included in Divisional and Regional Costs.

## COST OF SERVICES SUMMARY 2005

2005
  2004

	<b>Business (\$000)</b>	<b>Creative Arts (\$000)</b>	<b>Education (\$000)</b>	<b>Humanities &amp; Social Sciences (\$000)</b>	<b>Sciences (\$000)</b>	<b>Total (\$000)</b>
Staff Related Costs	31,849	11,348	19,332	28,440	58,552	149,521
	31,508	10,369	21,774	27,784	53,650	145,085
Other Direct Costs	10,422	2,358	7,726	8,940	26,352	55,798
	14,052	2,614	7,351	8,635	21,978	54,630
Divisional Costs	34,856	13,021	13,885	22,958	48,264	132,984
	34,387	13,215	14,174	20,585	45,422	127,783
Depreciation	847	606	301	472	3,423	5,649
	810	665	346	510	3,159	5,490
Total Costs	77,974	27,333	41,244	60,810	136,591	343,952
	80,757	26,863	43,645	57,514	124,209	332,988
Charges of Services	11,660	2,069	16,407	19,304	36,090	85,530
	9,645	1,862	15,773	14,795	34,615	76,690
Net cost of Services	66,314	25,264	24,837	41,506	100,501	258,422
	71,112	25,001	27,872	42,719	89,594	256,298

#### 4. Inventories

	<i>University</i>		<i>Consolidated</i>	
	2005 (\$000)	2004 (\$000)	2005 (\$000)	2004 (\$000)
Material and Stores	1,357	1,362	1,479	1,505
Livestock	3,186	2,986	3,186	2,986
<b>Total</b>	<b>4,543</b>	<b>4,348</b>	<b>4,665</b>	<b>4,491</b>

## 5. Investments

	<i>University</i>		<i>Consolidated</i>	
	2005 (\$000)	2004 (\$000)	2005 (\$000)	2004 (\$000)
Short Term	31,730	44,500	36,352	48,912
Long Term Investment Maturing 2006	2,036	4,775	2,036	4,775
<b>Total Short Term</b>	<b>33,766</b>	<b>49,275</b>	<b>38,388</b>	<b>53,687</b>
Long Term	13,820	15,091	8,478	9,996
<b>Total</b>	<b>47,586</b>	<b>64,366</b>	<b>46,866</b>	<b>63,683</b>
<b>Current Portion</b>				
Bank of New Zealand	10,600	3,100	10,600	3,100
ASB Bank	4,500	12,000	9,122	16,412
National Bank	13,630	21,630	13,630	21,630
Westpac	-	2,500	-	2,500
Kiwi Bank	5,000	10,000	5,000	10,000
Loans	36	45	36	45
<b>Total</b>	<b>33,766</b>	<b>49,275</b>	<b>38,388</b>	<b>53,687</b>
<b>Term Portion</b>				
Bank of New Zealand	5,750	7,750	5,750	7,750
Loans	5,508	5,103	126	109
	11,258	12,853	5,876	7,859
Shares	2,562	2,238	2,602	2,137
<b>Total</b>	<b>13,820</b>	<b>15,091</b>	<b>8,478</b>	<b>9,996</b>

Refer to Note 12 for weighted average interest rate.

### Shares in Subsidiaries.

Name of Entity: Creative Campus Enterprises Limited  
Principal Activity: Accommodation Management  
Ownership: 100%  
Owner: Massey University  
Contribution: \$118,613 (2004: \$82,638 Loss)

The fair value of Massey University's investment in Creative Campus Enterprises Limited as approximated by the net assets of the company as at 31 December 2005 is \$39,420. ((\$79,193) as at 31 December 2004)

Name of Entity: Massey Ventures Limited (previously known as Massey University Holdings Limited)  
Principal Activity: Holding Company  
Ownership: 100%  
Owner: Massey University  
Contribution: \$19,120

The fair value of Massey University's investment in Massey University Ventures Limited as approximated by the net assets of the company as at 31 December 2005 is \$261,514. (\$0 as at 31 December 2004)

Name of Entity: Massey University Foundation

Principal Activity: Investment

Ownership: 100%

Owner: Massey University

Contribution: \$17,000 Loss (2004: \$36,000)

The fair value of Massey University's investment in Massey University Foundation as approximated by the net assets of the company as at 31 December 2005 is \$19,000. (2004: \$36,000)

## 6. Fixed Assets

	<i>University 2005</i>			<i>University 2004</i>		
	<b>Cost / Valuation</b> <b>(\$000)</b>	<b>Accumulated Depreciation</b> <b>(\$000)</b>	<b>Net</b> <b>(\$000)</b>	<b>Cost / Valuation</b> <b>(\$000)</b>	<b>Accumulated Depreciation</b> <b>(\$000)</b>	<b>Net</b> <b>(\$000)</b>
Land	75,614	-	75,614	74,045	-	74,045
Buildings	462,339	40,531	421,808	446,657	26,738	419,919
<b>Total Land and Buildings</b>	<b>537,953</b>	<b>40,531</b>	<b>497,422</b>	<b>520,702</b>	<b>26,738</b>	<b>493,964</b>
Equipment (incl Computer)	109,873	81,761	28,112	103,525	75,856	27,669
Implements	175	161	14	175	159	16
Furniture and Fittings	1,755	1,209	546	1,775	1,060	715
Art Collections	1,515	-	1,515	1,512	-	1,512
<b>Total Furniture and Equipment</b>	<b>113,318</b>	<b>83,131</b>	<b>30,187</b>	<b>106,987</b>	<b>77,075</b>	<b>29,912</b>
Aircraft	2,039	-	2,039	2,881	-	2,881
Vehicles	3,080	2,609	471	3,088	2,451	637
Capital Works in Progress	57,762	-	57,762	32,180	-	32,180
Leasehold Improvements	2,187	519	1,668	2,187	333	1,854
<b>Total Other Assets</b>	<b>65,068</b>	<b>3,128</b>	<b>61,940</b>	<b>40,336</b>	<b>2,784</b>	<b>37,552</b>
<b>Library Collection</b>	<b>54,051</b>	<b>19,926</b>	<b>34,125</b>	<b>47,800</b>	<b>14,741</b>	<b>33,059</b>
<b>Total Fixed Assets</b>	<b>770,390</b>	<b>146,716</b>	<b>623,674</b>	<b>715,825</b>	<b>121,338</b>	<b>594,487</b>

	<b>Consolidated 2005</b>			<b>Consolidated 2004</b>		
	<b>Cost / Valuation (\$000)</b>	<b>Accumulated Depreciation (\$000)</b>	<b>Net (\$000)</b>	<b>Cost / Valuation (\$000)</b>	<b>Accumulated Depreciation (\$000)</b>	<b>Net (\$000)</b>
<b>Land and Buildings</b>	<b>537,953</b>	<b>40,531</b>	<b>497,422</b>	<b>520,702</b>	<b>26,738</b>	<b>493,964</b>
Equipment (incl Computer)	110,343	81,899	28,444	104,174	76,183	27,991
Implements	175	161	14	175	159	16
Furniture and Fittings	1,810	1,229	581	1,894	1,101	793
Art Collections	1,515	-	1,515	1,512	-	1,512
<b>Total Furniture and Equipment</b>	<b>113,843</b>	<b>83,289</b>	<b>30,554</b>	<b>107,755</b>	<b>77,443</b>	<b>30,312</b>
Aircraft	2,039	-	2,039	2,881	-	2,881
Vehicles	3,124	2,629	495	3,134	2,464	670
Capital Works in Progress	57,764	-	57,764	32,180	-	32,180
Leasehold Improvements	2,187	519	1,668	2,187	333	1,854
<b>Total Other Assets</b>	<b>65,114</b>	<b>3,148</b>	<b>61,966</b>	<b>40,382</b>	<b>2,797</b>	<b>37,585</b>
<b>Library Collection</b>	<b>54,051</b>	<b>19,926</b>	<b>34,125</b>	<b>47,800</b>	<b>14,741</b>	<b>33,059</b>
<b>Total Fixed Assets</b>	<b>770,961</b>	<b>146,894</b>	<b>624,067</b>	<b>716,639</b>	<b>121,719</b>	<b>594,920</b>

Asset values included in the Statement of Financial Position as at 31 December 2005 include all land and buildings as occupied and utilised by Massey University. The exception to this is the land on Riverside farm (leased from the Sydney Campbell Foundation).

Legal ownership of land and buildings is detailed as follows (at Statement of Financial Position values):

	<b>2005 Land (\$000)</b>	<b>2004 Land (\$000)</b>	<b>2005 Buildings (\$000)</b>	<b>2004 Buildings (\$000)</b>
i) Massey University owned	47,631	46,062	254,719	250,157
ii) Crown Owned (includes buildings on Crown owned land)	27,983	27,983	167,089	169,762
	<b>75,614</b>	<b>74,045</b>	<b>421,808</b>	<b>419,919</b>

7. Loans (Parent and Consolidated)

	<i>University</i>		<i>Consolidated</i>	
	2005	2004	2005	2004
	(\$000)	(\$000)	(\$000)	(\$000)
Opening Balance	10,364	2,136	10,495	2,136
Repayments	(2,250)	(272)	(2,291)	(272)
Loans Raised	-	8,500	-	8,631
<b>Closing Balance</b>	<b>8,114</b>	<b>10,364</b>	<b>8,204</b>	<b>10,495</b>
<b>Current Portion</b>	<b>267</b>	<b>2,250</b>	<b>305</b>	<b>2,290</b>
<b>Term Portion</b>	<b>7,847</b>	<b>8,114</b>	<b>7,899</b>	<b>8,205</b>

Details of loans are as follows:

Loan	Interest Rate	<i>University</i>		<i>Consolidated</i>	
		2005	2004	2005	2004
		(\$000)	(\$000)	(\$000)	(\$000)
Tindall Foundation	3.38% - 3.62%	-	2,000	-	2,000
Staff Club	6.00%	97	117	97	117
BNZ - Fixed Interest Rate Facility	6.60%	8,017	8,247	8,017	8,247
Other		-	-	90	131
<b>Total Loans</b>		<b>8,114</b>	<b>10,364</b>	<b>8,204</b>	<b>10,495</b>

The average interest rate for 2005 was 6.05% (2004: 5.86%)

Borrowings are unsecured.

8. Employee Entitlements (University and Consolidated)

	<i>University</i>		<i>Consolidated</i>	
	2005	2004	2005	2004
	(\$000)	(\$000)	(\$000)	(\$000)
Annual Leave	13,983	12,908	14,012	13,017
Long Service Leave	889	892	889	892
Retirement Gratuities	23,624	21,287	23,624	21,287
<b>Total</b>	<b>38,496</b>	<b>35,087</b>	<b>38,525</b>	<b>35,196</b>
Current	16,007	14,144	16,091	14,253
Non-Current	22,489	20,943	22,489	20,943
<b>Total</b>	<b>38,496</b>	<b>35,087</b>	<b>38,580</b>	<b>35,196</b>

## 9. Trust Funds (University and Consolidated)

	<b>Opening Balance 01.01.05 (\$000)</b>	<b>Movement (\$000)</b>	<b>Closing Balance 31.12.05 (\$000)</b>
Helen Akers Bequest	789	30	819
Massey University Agricultural Research Foundation (MUARF)	395	13	408
MU Common Fund	7,379	432	7,811
Sasakawa Foundation	5,620	79	5,699
Delahunty Trust	422	26	448
Norwood Trust	53	5	58
A G East Memorial Trust	22	-	22
Tony Drakeford Memorial Trust	58	4	62
<b>Total Trust Funds</b>	<b>14,738</b>	<b>589</b>	<b>15,327</b>

Although these items are trusts, Massey University has control over them and obtains benefits associated with ownership of them. They have therefore been treated as equity in the Parent and Consolidated Statement of Financial Position. Details of Trust Funds are as follows:

### ***Helen Akers Bequest***

Funds bequeathed from the Estate of Helen Akers to provide scholarships for students.

### ***Massey University Agricultural Research Foundation***

Trust fund established for agricultural research by students and staff.

### ***Massey University Property Foundation***

Foundation established to support the Department of Finance, Banking and Property Studies and the real estate industry.

### ***Massey University Common Fund***

Pool of funds used for holding and paying out scholarships and prize monies to students.

### ***Sasakawa Foundation***

Scholarships provided from the Sasakawa Foundation, Japan, for students.

### ***Delahunty Trust***

Trust fund established to provide research grants to foster primary industry accounting research to students living in New Zealand.

### ***Norwood Trust***

Prizes for students for achievements in trade courses.

### ***A G East Memorial Trust***

Educational scholarships for technical and trade courses

### ***Tony Drakeford Memorial Trust***

Educational scholarships for commerce courses.

10. Asset Revaluation Reserves (University)

	2005	2004
	(\$000)	(\$000)
<b>Aircraft</b>		
Balance 1 January	2,120	2,709
Movement	(1,140)	(589)
<b>Balance 31 December</b>	<b>980</b>	<b>2,120</b>
<b>Furniture &amp; Fittings</b>		
Balance 1 January	3,578	3,568
Movement	-	10
<b>Balance 31 December</b>	<b>3,578</b>	<b>3,578</b>
<b>Land &amp; Buildings</b>		
Balance 1 January	95,796	99,721
Movement	-	(3,925)
<b>Balance 31 December</b>	<b>95,796</b>	<b>95,796</b>
<b>Art Collections</b>		
Balance 1 January	709	176
Movement	-	533
<b>Balance 31 December</b>	<b>709</b>	<b>709</b>
<b>Library Books</b>		
Balance 1 January	741	741
Movement	-	-
<b>Balance 31 December</b>	<b>741</b>	<b>741</b>
<b>Total</b>		
Balance 1 January	102,944	106,915
Movement	(1,140)	(3,971)
<b>Balance 31 December</b>	<b>101,804</b>	<b>102,944</b>

11. Public Equity

The University Public Equity is made up as follows:

	Opening Balance 01.01.05 (\$000)	Movements (\$000)	Operating Surplus/ Deficit (\$000)	Closing Balance 31.12.05 (\$000)
Trust Funds	14,738	-	589	15,327
Asset Revaluation Reserves	102,944	(1,140)	-	101,804
Special Reserves	17,481	-	-	17,481
General Reserves	456,372	809	2,989	460,170
<b>Total</b>	<b>591,535</b>	<b>(331)</b>	<b>3,578</b>	<b>594,782</b>

The Consolidated Public Equity is made up as follows:

	<b>Opening Balance 01.01.05 (\$000)</b>	<b>Movements (\$000)</b>	<b>Operating Surplus/ Deficit (\$000)</b>	<b>Closing Balance 31.12.05 (\$000)</b>
Trust Funds	14,738	-	589	15,327
Asset Revaluation Reserves	102,951	(1,140)	-	101,811
Special Reserves	17,479	-	-	17,479
General Reserves	456,211	809	3,105	460,125
<b>Total</b>	<b>591,379</b>	<b>(331)</b>	<b>3,694</b>	<b>594,742</b>

- Special Reserves includes funds set aside for uninsured risks, residential capital development, building replacement (farms and research/service units), farms development and replacement of implements and plant (farms and research/service units). In terms of Massey University Treasury Management Policy, special reserves, along with trust funds, should have 50% coverage by cash reserves. As at 31 December 2005 this coverage is as follows:

	<b>2005 (\$000)</b>	<b>2004 (\$000)</b>
Total Cash & Investments	48,728	64,106
Trust Funds (50% cover)	(7,664)	(7,369)
Special Reserves (50% cover)	(8,740)	(8,740)
Available to cover General Reserves	32,324	47,997

- General Reserves include funds set aside for departmental reserves and University capital.

## 12. Financial Instruments

Massey University is party to financial instrument arrangements as part of its everyday operations. These financial instruments include Bank Accounts, Bank Deposits, Accounts Receivable, Accounts Payable and Term Borrowings, and are recognised in the Statement of Financial Position. The weighted average interest rate for 2005 was 7.40% (2004: 6.31%).

A facility to borrow up to \$30 million (2004: \$30 million) has been arranged with the Bank of New Zealand.

### **Credit Risk**

Financial instruments which potentially subject Massey University to credit risk principally consist of bank balances and accounts receivable.

Maximum exposures to credit risk at balance date are:

	<b>University</b>		<b>Consolidated</b>	
	<b>2005 (\$000)</b>	<b>2004 (\$000)</b>	<b>2005 (\$000)</b>	<b>2004 (\$000)</b>
Bank Deposits	46,166	64,160	45,507	63,979
Receivables and prepayments	25,712	37,651	26,405	38,263
Investments - Shares	2,562	2,236	2,602	2,137

The above maximum exposures are net of any recognised provision for losses on these financial instruments. No collateral is held on the above amounts.

Massey University invests funds in deposits with registered banks, and limits the amount of credit exposure to any one institution. There are no major concentrations of credit risk with respect to accounts receivable.

### **Fair Value**

The fair value of Massey University's investment in Massey University Holdings Limited, Estendart and Creative Campus Enterprises is disclosed in Note 5 of these financial statements.

The fair value of other financial instruments is approximately equivalent to the carrying amount disclosed in the Statement of Financial Position.

### **Interest Rate Risk**

The effective interest rates on the loans is at a margin above the 90 day bank bill rate. Trust Funds are credited with the actual return received from investments made purchased with these funds.

### **Currency Risk**

Massey University holds a bank current account in United States dollars which is subject to exchange rate fluctuations. The University has taken out forward cover to cover known commitments.

## **13. Statement of Financial Performance Disclosures**

	<i>University</i>		<i>Consolidated</i>	
	<b>2005</b>	<b>2004</b>	<b>2005</b>	<b>2004</b>
	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>
<b>The net surplus is after charging:</b>				
Audit Fees	85	83	101	122
Other Services Provided by principal auditor	17	25	17	25
Internal Audit Fees	94	78	94	78
Bad debts written off	390	510	390	526
Increase/ (Reduction) in provision for bad debts	(412)	(286)	(430)	(280)
Council members' fees	56	55	56	55
Depreciation Buildings	12,778	12,088	12,778	12,088
Reticulation	1,020	1,012	1,020	1,012
Leasehold Improvements	186	14	186	14
Aircraft	166	80	166	80
Furniture and Fittings	164	178	175	192
Equipment	7,733	7,846	7,800	7,913
Implements	2	3	2	3
Vehicles	195	209	204	218
Library	5,185	4,755	5,185	4,755
Total	27,429	26,185	27,516	26,275
Interest expense	602	434	632	442
Rental expense on operating leases	3,029	3,316	3,402	3,356
Net Profit/(Loss) on disposal of fixed assets	(77)	3,791	(23)	3,790

14. Accounts Receivable and Accruals

	<i>University</i>		<i>Consolidated</i>	
	<b>2005</b>	<b>2004</b>	<b>2005</b>	<b>2004</b>
	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>
Trade Debtors	13,533	27,046	13,747	26,906
Less Provision for doubtful debts	(806)	(1,219)	(806)	(1,238)
Net Receivables	12,727	25,827	12,941	25,668
Other amounts receivable	6,515	5,772	6,989	6,537
<b>Total</b>	<b>19,242</b>	<b>31,599</b>	<b>19,930</b>	<b>32,205</b>

15. Accounts Payable and Accruals

	<i>University</i>		<i>Consolidated</i>	
	<b>2005</b>	<b>2004</b>	<b>2005</b>	<b>2004</b>
	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>
Trade Creditors	22,119	23,000	22,522	22,589
Amounts Payable	1,522	4,429	1,573	5,355
<b>Total</b>	<b>23,641</b>	<b>27,429</b>	<b>24,095</b>	<b>27,944</b>

16. Council members' fees paid during 2005 year

	<b>2005</b>	<b>2004</b>
N Gould	19,500	19,500
C Campbell	1,275	10,980
R Ballard	3,060	-
E Hawes	2,550	-
J Todd	4,760	4,335
I Galloway	2,550	-
P Reiger	-	4,590
E Barker	-	3,060
R Hubbard	1,275	2,295
B Tipene-Hook	2,550	3,060
E Gordon	7,140	3,060
A Maynard	-	3,060
A Paterson	4,420	255
N Love	2,040	255
S Kos	3,060	255
C Kelly	1,275	-
Mavis Mullins	765	-
<b>Total 2005</b>	<b>56,220</b>	<b>54,705</b>

## 17. Related Party Information

### ***The Crown***

The Government influences the roles of the University as well as being its major source of revenue.

### ***Creative Campus Enterprises Limited***

Massey University charges interest at wholesale deposit rate + 1% to Creative Campus Enterprises Limited on short term funding. During the year Massey University entered into transactions with Creative Campus Enterprises Limited. All transactions between the entities were conducted on an arm's length basis using commercial terms.

Massey University charged Creative Campus Enterprises Limited \$144,789 (2004: \$332,407) including GST for rental, power, gas, postage and salary of the General Manager. The amount owed to Massey University by Creative Campus Enterprises Limited at the year end was \$39,701 (2004: \$63,297), payable under normal trading terms.

Creative Campus Enterprises Limited charged Massey University \$614,767 (2004: \$56,250) including GST for pastoral care services \$ 56,250 and a \$558,517 contribution.

The amount owed to Creative Campus Enterprises Limited by Massey University at the end of the year was \$569,626 (2004: \$523,299) being:

- Nil (2004: \$7,722) which is payable on normal trading terms
- \$569,626 (2004: \$515,377) - funds held by Massey University (largely investments) which Creative Campus Enterprises Limited administer on behalf of the owners of Te Awhina and Drummond Street apartments.

### ***Estendart Limited***

During the year Massey University entered into transactions with Estendart Limited. All transactions were conducted on an arm's length basis using commercial terms.

Massey University charged Estendart Limited \$96,487 (2004: \$95,959) including GST for rental, postage, insurance and fixed asset. The amount owed to Massey University by Estendart Limited at the year end was Nil (2004: \$2,192), payable under normal trading terms.

Estendart Limited charged Massey University \$146,259 (2004: \$128,876) including GST for professional services.

The amount owed to Estendart Limited by Massey University at the end of the year was \$Nil (2004: Nil), payable under normal trading terms.

### ***Massey University Ventures Limited***

During the year Massey University entered into no transactions with Massey University Ventures Limited.

### ***Massey University Foundation***

During the year Massey University received from Massey University Foundation \$334,325 (2004: Nil) being a return on funds managed by Massey University Foundation.

### ***Members of Council***

During the year Massey University purchased goods and services from or sold goods and services to:

- Hubbards Foods Limited, of which Mr R Hubbard, a Councillor of Massey University, is a shareholder and director. These goods were supplied on normal commercial terms at a cost of \$1,929 (2004: \$840), with a \$571 (2004: Nil) owing by Massey University at the end of the year.
- Communications Consultants Limited, of which Mr N Gould a Councillor of Massey University, is a shareholder and director. These goods were supplied on normal commercial terms at a cost of \$6,395 (2004: Nil) with \$5,804 (2004: Nil), owing to Communications Consultants Limited at the end of the year.
- There were no transactions between Massey University and other Councillors.

## 18. Segmental Information

Massey University operates predominantly in the tertiary education sector in New Zealand with major campuses at Albany, Palmerston North and Wellington. Regional locations include Napier and New Plymouth.

## 19. Reconciliation of the Net Surplus on Operations with the Net Cash Flows from Operating Activities

	<i>University</i>		<i>Consolidated</i>	
	<b>2005</b>	<b>2004</b>	<b>2005</b>	<b>2004</b>
	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>
Surplus /(Deficit) on Operations	<b>3,578</b>	<b>14,823</b>	<b>3,694</b>	<b>14,762</b>
<b>Add Non Cash Items</b>				
Depreciation	27,429	26,185	27,516	26,276
Asset Disposals	(245)	(3,712)	(194)	(3,718)
Loan Write off	100	-	-	-
Provision for Bad Debts	(413)	(286)	(413)	(286)
Foreign Exchange Loss /(Gain)	(436)	106	(436)	106
Shares Movement	325	(120)	325	(120)
Increase/Decrease In Employee Entitlements	1,546	(798)	1,546	(798)
	<b>28,306</b>	<b>21,375</b>	<b>28,344</b>	<b>21,460</b>
<b>Movements In Working Capital</b>				
Decrease/(Increase) in Prepayments	(418)	(985)	(415)	(985)
Decrease/(Increase) in Account Receivable	1,542	(2,024)	1,404	(2,155)
Decrease /(Increase) in Stocks	(195)	(107)	(174)	(85)
Increase /(Decrease) in Accounts Payable	(3,829)	1,630	(3,846)	1,678
Increase /(Decrease) in Receipts in Advance	(845)	(1,105)	(1,152)	(1,219)
	<b>(3,745)</b>	<b>(2,591)</b>	<b>(4,183)</b>	<b>(2,766)</b>
<b>Net Cashflow from Operating Activities</b>	<b>28,139</b>	<b>33,607</b>	<b>27,855</b>	<b>33,456</b>

## 20. Statement of Commitments

As at 31 December 2005.

The following Commitments for capital projects have been made (University and Consolidated).

	<b>Projected Total cost of Project (\$000)</b>	<b>Expenditure to 31.12.05 (\$000)</b>	<b>Unspent Commitment (\$000)</b>
<b>Total Project Commitments 2005</b>	72,090	43,768	28,322
<b>Total Project Commitments 2004</b>	38,673	8,590	30,083

In addition, the University had operating commitments in respect of leases of land, buildings and equipment:

	<b>University</b>		<b>Consolidated</b>	
	<b>Actual 2005 (000)</b>	<b>Actual 2004 (000)</b>	<b>Actual 2005 (000)</b>	<b>Actual 2004 (000)</b>
Due not later than one year	4,490	3,272	4,542	3,327
Due later than one year and not later than two years	3,764	4,238	3,805	4,290
Due later than two years and not later than five years	5,088	3,651	5,105	3,708
Due later than five years	4,323	4,206	4,323	4,206
	17,665	15,367	17,775	15,531

## 21. Statement of Contingent Liabilities

As at 31 December 2005

Massey University had the following contingent liabilities (University and Consolidated):

There were 6 employee contractual claims against the University proceeding as at 31 December 2005.

Contingent liability assessed at \$126,000 (2004: \$160,000).

A contractor has lodged a claim against the University. The University is defending its position and has lodged a counter claim. This matter is being dealt in conjunction with our insurers. Contingent liability assessed at Nil.

## 22. Post Balance Date Events

There are no significant post balance date events (2004: Nil)

## MASSEY UNIVERSITY MISSION

(Excerpt from the Massey University Charter)

- 1.1 Massey University is committed to meeting the needs of New Zealand and New Zealanders, enhancing access to university study for diverse populations, preparing students for life-long learning, and meeting international standards of excellence in research and teaching. Massey University is an integrated multi-campus institution of higher learning that creates new knowledge and understanding; synthesises, applies and disseminates knowledge; develops advanced learning and scholarly abilities for a national and international student body; and promotes free and rational inquiry. We offer high-quality learning experiences that empower people and their communities to prosper in an increasingly knowledge-dependent and technologically advanced world.
- 1.2 Massey University is driven by a spirit of community relevance and engagement, while maintaining intellectual independence. We will use our multi-campus structure to meet the needs of our constituent regional communities, while our flexible delivery and distance (extramural) education capabilities give a national and international reach to our educational programmes.
- 1.3 Massey University recognises and respects the significance of mana whenua within its regions and the range of Māori organisations contributing to Māori development and advancement. We have demonstrated our commitment to Māori development by providing Māori academic leadership, research opportunities and educational qualifications that assist in the achievement of Māori aspirations.
- 1.4 Our integrated academic structures and organisational arrangements enable and support interdisciplinary and cross-disciplinary research and academic programmes. We pride ourselves on the relevance of our programmes; on our openness to students of diverse backgrounds spanning age, geographic location, educational background, ethnicity and culture; on the support we provide for our students; and on the relationship we have built with our alumni.

## STATEMENT OF SERVICE PERFORMANCE

### PERFORMANCE REVIEW

The Massey University Interim Profile 2005-2007 states specific performance indicators and measures under each of the University's eight primary aim headings. These are reported on in the Statement of Service Performance. The Appendices provide additional information and detail on the University's profile.

### PRIMARY AIM HEADINGS

The eight primary aims of Massey University are:

- Research and Creative Work**
- Teaching and Learning**
- Treaty of Waitangi**
- Students**
- Staff**
- The University and The Wider Community**
- Internationalisation**
- Organisation and Management**

Goals and objectives stated at the beginning of each primary aim section are excerpts from the Massey University 10 Year Plan (Strategic Plan).

Special Note: During 2005 the College of Design, Fine Arts and Music changed its name to the College of Creative Arts. The College is referred to under its new title throughout the Annual Report 2005.

## RESEARCH AND CREATIVE WORKS

### GOALS

1. To advance the reputation and performance of Massey University as a research university of international standing.
2. To strengthen our contribution to New Zealand's economic, social and cultural advancement, through excellent, accessible and relevant research, scholarship and creative work.

### OBJECTIVES

- To encourage research, scholarship and creative work in the University's chosen disciplines in the pursuit of academic excellence and to recognise and reward outstanding achievement.
- To build the overall research capability of the University by :
  - ensuring all campuses and colleges attain and maintain a high proportion of staff who are research active and qualified doctorally or with the appropriate terminal degree for the discipline,
  - providing researchers with infrastructure and support of international standard,
  - identifying and nurturing new or emerging areas of research, relevant to our overall strategy,
  - promoting collaborative arrangements, innovative research, and technology transfer aimed at improving the economic performance, social well-being and sustainable development of our regions and New Zealand,
  - measuring research excellence, relevance and accessibility through regular, systematic benchmarking against national priorities and international standards,
  - placing a high priority on the commercialisation of intellectual property and the growth of external research funding from government, industry and international sources,
  - increasing the numbers of students undertaking postgraduate research programmes and the level of scholarship and other support available to them,
  - placing a greater emphasis on the professional development of staff who are able to lead and direct research programmes and research teams and on staff who are willing to work in collaborative research teams,
  - establishing at an international standard, 4 - 5 Centres of Research Excellence, and to establish at a national standard, 6 - 10 Centres of Research Excellence,
  - ensuring that all research is conducted to the University's protocols and ethical standards,
  - augmenting and enhancing research into all aspects of the environment, across a range of disciplines.

### PERFORMANCE 2005

Once again the Times Higher Education Supplement has ranked Massey University among the top 200 universities in the world. This is a position enjoyed by only two other universities in New Zealand. The ranking is underpinned by the fact that Massey University has the greatest concentration of research active staff in New Zealand and wins the greatest quantity of external research income outside the two medical school universities.

Success in Marsden Fund applications is considered a key indicator of research quality, given the objective of the fund to support research excellence. In this respect Massey University staff have excelled, attracting \$5.6m from this pool in 2005.

The University continues to build on its world class research infrastructure. It successfully bid for \$1.5m to establish a Microscopy and Imaging Centre. The Centre will service the microscopy needs of Massey University staff and students, Crown Research Institutes, health providers and private sector groups throughout the Manawatu region, and will attract international collaborations. It will be commissioned by late 2006.

With 1,732 research masterate students and 1,004 doctoral students (up 53 from the previous year) Massey University continues its strong performance in the area of research training. Research degree completions are also up from the previous year (549 in 2005 compared to 544 in 2004).

The year has also seen considerable effort from the perspective of Massey's longer term performance in research and creative work. Much of the University's research policy environment has been revised and updated (e.g. Research Centres Policy, Policy on Intellectual Property, Policy on Research Practice), with flagship strategy work conducted in the area of building research capability during the next five year period.

### Performance Indicators

#### Target 2005:

- 1 Increase the number of staff who are Research active (as measured by the PBRF Research assessment).
- 2 Continue the Advanced Degree Award programme to assist staff to complete Research qualifications, with a view to increasing the proportion of staff who are doctorally qualified or hold an appropriate terminal degree for the discipline.
- 3 Establish five Chairs in targeted discipline areas including chairs in Sport, Natural Hazards Planning, Agriculture, Software Engineering, Māori Health, and Speech and Language Therapy.

#### Outcome/Progress 2005:

##### **Achieved – Ongoing**

###### *Highlights included:*

- Performance Based Research Fund (PBRF) 2005 Provisional Scores indicated an increase of 21% of PBRF eligible staff who are research active against the 2003 PBRF Scores.

##### **Achieved – Ongoing**

###### *Highlights included:*

- 49 successful applicants received an Advanced Degree Award in 2005 as follows:  
Master's Thesis - 15  
Develop Doctoral Thesis - 12  
Complete Doctoral writing - 22
- 56% (over 630 full-time equivalent) of academic staff now hold a doctoral qualification (50% in 2004).

##### **Achieved – Ongoing**

###### *Highlights included:*

- Chairs in all named discipline areas were established in 2004. In addition to this Chairs in the following disciplines were established in 2005:  
- Human Nutrition;  
- Nutritional Science;  
- Agri-Foods;

- Plant Physiology and Biochemistry; and
- Plant Biotechnology.

4 Appoint and/or continue to support college-based Research Directors to provide focus and strategic leadership in Research.

**Achieved – Ongoing**

5 Continue to encourage comprehensive Research endeavour of a high standard through access to internal Research funds, and increased support for Researchers applying to external Research funds through mentoring schemes.

**Achieved – Ongoing**

*Highlights included:*

**Internal Research Funds included:**

- *Massey University Research Fund.*
- *Grant Development Fund.* Inaugural year 2005. This fund was established to provide seed funding to help establish or develop teams that will then be competitive in applying for external funding.
- *International Visitor Research Fund.* Inaugural year 2005. This fund was established to promote high quality research outputs through international collaboration. It does this through supporting the international travel costs of reputable researchers to work with staff here on research activities with expected high quality outputs.
- *BFS Research Grant (Bright Future Scholarship).* This is a \$5000 research costs grant provided to each department who secures a BFS Scholarship via the contestable Tertiary Education Commission round, in recognition of the prestige of the award.
- *Head Start Awards.* These are a variable dollar grant provided to support Marsden Fund application projects (note: The Marsden Fund is an external fund administered by the Royal Society of New Zealand).

6 Establish Massey University Research Medals that celebrate staff success in Research, team Research, Research training and acknowledge new emerging Researchers.

**Achieved – Ongoing**

*Highlights included:*

Six individual researchers and one research team were identified as leaders in the University's research community. The highest awards for research to be bestowed by the University were presented at the second annual University Research Medals awards dinner in Wellington on 6 October.

The recipients of the 2005 University Research Medals were:

- Professor Robert McLachlan, Outstanding Individual Researcher (\$20,000).
- The Riddet Centre Team, Top Research Team (\$25,000).

- Professor Nanthi Bolan, Top Supervisor (\$10,000).
- Dr Nikolaos Kazantzis, Early Career Researcher (\$10,000).
- Dr Stephen Marsland, Early Career Researcher (\$10,000).
- Dr Justin O’Sullivan, Early Career Researcher (\$10,000).
- Dr Mark Waterland, Early Career Researcher (\$10,000).

*Other initiatives focused on empowering and supporting staff undertaking research included:*

- Nine researchers from the sciences and humanities were awarded *University Postdoctoral Fellowships*. The fellowships recognise researchers with established research records, allowing them either to take on young postdoctoral researchers to carry out research, or enabling them to carry out the research themselves.
- Six women academics were awarded research funding through the annual *University Women’s Awards*. The awards enable researchers to take time from heavy administrative and teaching workloads to either write up research results for publication, or to collect and analyse further data.
- Two Māori academics were awarded research funding through the annual *University Māori Awards*. The awards have a similar purpose to the Women’s Awards.
- Two researchers were awarded the prestigious *University Research Fellowships*. The award is made to the department/institute/school to enable each staff member to be relieved of some of their teaching and administrative duties. It is usually provided for the purpose of completing or writing up a current research programme.
- Two researchers were awarded *University Technical Assistance Awards*. Granted to the department/institute/school, each award enables the provision of technical support and assistance for a specific research project undertaken by the recipient.

7 Initiate and continue to develop at least three new centres of Research excellence and/or Research clusters by 2007 which could include: literacy Education; middle level Education;

**Achieved – Ongoing**

*Highlights included:*

**New Centres established:**

- Centre for Guitar Studies – The Conservatorium of Music.

Māori community development;  
 environment;  
 creative industries;  
 social sciences;  
 18th Century music;  
 food;  
 agriculture and life sciences;  
 sport;  
 governance;  
 Māori governance;  
 information science;  
 equine; or  
 Māori business.

Established as an international centre for research into the guitar, its music, pedagogy, history, performers, composers and luthiers.

- The LITMUS project - School of Fine Arts Research Initiative.  
 Established to support research, experimentation and lateral approaches to arts practice and reception.
- Centre for Indigenous Governance and Development - School of People Environment and Planning.

**New Centres under development:**

- AFFECT – The Centre for Affective Product Design.  
 To be established to increase knowledge in affective product design through research and design practice, and to transfer this knowledge to industry, and the wider research community including post graduate students.
- Department of Visual Communication Design is in the processes of establishing a typography research centre, building upon an existing strength in typography teaching and research and extending into Post-Graduate specialisation.

**Research cluster established or in the process of being established in the following areas:**

- Educational Technology.
- Educational Foundations.
- Life-Long Learning.
- Inclusive Education.
- Early Years.
- Literacy Education.
- BRCSS (Building Research Capability in the Social Sciences) network across all campuses.

Please also refer to Partnerships for Excellence in item 10 (bullet point 6) and section highlights below.

8 Build on the University’s current areas of Research strength and excellence by funding of Research infrastructure and postgraduate Research scholarships and provision of other resources; i.e. in the areas of epidemiology, dairy Research, human nutrition, biotechnology, structural biology, NMR Research, nanomaterials, applied and computational mathematics, social work

**Partially Achieved – Ongoing**

*Highlights included:*

- Te Au Rangahau (Māori Business Research Centre), College of Business, granted a two year budget allocation and a Project Manager has been appointed.
- Strategic Research Fund established in the College of Creative Arts.

and social policy, public health (including Māori health), small Business Research, corporate governance and Educational Research and development.

- Established BRCSS (Building Research Capability in the Social Sciences) network across all campuses.
- New Psychology Clinic opened in Wellington.
- A Post Doctoral Fellowship was awarded to Psychology staff to study the importance of the family to older people as they adjust to retirement or lifestyle changes.
- Appointed a Director and a Senior Clinical Psychologist to the Psychology Clinic in Wellington.
- Stage II of the BioNMR Unit refurbishment completed during the period allowing the horizontal wide-bore 200 MHz superconducting magnet to be installed. This will bring the total number of superconducting magnets in the suite to four. The 300-level Physics laboratory will be located within the NMR research complex and this will ensure maximum exposure of potential postgraduate students to this unique research environment.
- Business case presented to establish the Manawatu Microscopy and Imaging Centre on the Massey University campus to provide education, research and commercial services to the University and its partners which include AgResearch, Crop and Food, Fonterra has been presented to the University.

9 Continue to explore collaborative opportunities with Lincoln University to build on mutual strengths in Agriculture and the Life Sciences (Palmerston North campus) and to support the aspirations and development of the biological economy nationwide.

**Achieved – Ongoing**

The successful Partnership for Excellence bid in Agricultural and Life Sciences builds on collaborative opportunities with Lincoln University.

Please also refer to Partnerships for Excellence in item 10 (bullet point 6) and section highlights below.

10 Renew and strengthen Research technology transfer partnerships with Crown Research Institutes and economic agencies and in particular:

- support Ag Research in the establishment of an optimal expanded presence in Palmerston North;

**Achieved – Ongoing**

*Highlights included:*

- The establishment of the Hopkirk Research Institute will provide benefits to the University, AgResearch staff and the Palmerston North Community. The Hopkirk Research Institute is

a joint venture between Massey University and AgResearch which has among its objectives to become a world leading animal health research centre. Animal health research is a critical area of research for the nation's economic and social well being and, with assistance from Vision Manawatu and the BioCommerce Centre, a commercial cluster will be formed around the animal health research expertise of AgResearch and College of Sciences staff. The Centre is currently under construction on Massey's Turitea Campus, Palmerston North. Initially the Centre will have three areas of major focus:

- Researching new solutions for the control of parasitic diseases, primarily attacking sheep and cattle;
- Evaluating new, more effective vaccines to combat infectious diseases, chiefly tuberculosis, with emphasis on Johne's disease in ruminants; and
- Identifying and predicting the occurrence of food poisoning threats in New Zealand and devising strategies to minimise their prevalence and impact.

Please also refer to *The University and the Wider Community* section, item 17 (bullet point 9) below.

- continue input to development of the Manawatu Bio-Commerce Centre in collaboration with Vision Manawatu and Palmerston North based Crown Research Institutes;

**Achieved – Ongoing**

*Highlights included:*

- Finalised operational agreements with the BioCommerce Centre - established adjacent to the Palmerston North campus, to grow the biotechnology industry in the Manawatu region of New Zealand. There is Massey University representation on the Board and on the Trust.

- continue to support the e-Centre initiative on the Albany campus in collaboration with the North Shore City Council and industry partners;

**Achieved – Ongoing**

*Highlights included:*

- Formed the e-Centre Ltd – a wholly-owned subsidiary of Massey University based on Albany Campus which provides incubator facilities to fulfil its primary role of nurturing and growing emerging companies.
- Appointed Business Development Manager to e-Centre with strong Crown Research Institute linkages.

- e-Centre initiative supported successful application to New Zealand Trade & Enterprise for funding in 2006 which was increased by \$100,000 to \$300,000.
- Developed Hi-Tech programme with Enterprise North Shore and e-Centre to assist growth of technology based companies.
- e-Centre held discussions with Rodney and Northland Economic Development Advisors and agreed to work together to deliver Massey based expertise and technology into those regions.
- Memorandum of Understanding between Massey University and Enterprise North Shore signed.

- expand collaborative Creative Capital initiatives with Wellington City Council and Victoria University of Wellington;

**Achieved - Ongoing**

Work has continued with the Wellington City Council and Victoria University of Wellington concerning the proposed new site and building for the New Zealand School of Music.

- formulation of a new strategy for enhanced cooperation and collaboration with the New Zealand Agricultural Industry; and

**Partially Achieved**

No specific strategy has been formulated but the Partnerships for Excellence will provide enhanced cooperation and collaboration with the New Zealand agricultural industry.

Please also refer to Partnerships for Excellence in item 10 (bullet point 6) and section highlights below.

- explore opportunities under the Partnerships for Excellence scheme over the planning period.

**Achieved - On-going**

*Highlights included:*

Two new Partnerships for Excellence were established at Massey University involving extensive partnerships with a number of external agencies:

- **Agriculture and Life Sciences Partnership for Excellence.**

*Partners:* Massey and Lincoln Universities with key agricultural industry groups (predominantly Meat and Wool New Zealand, the key players in the dairy industry, The Agricultural Marketing and Research Development Trust (AGMARDT) and the horticultural industry).

The project is a response to a need identified by the agricultural industry to provide the next generation of leaders to take New Zealand's primary industries into a new phase of productivity

improvement and export-led growth.

This project will build human capacity and capability in agriculture in a way that integrates the research and educational activities of the universities with the requirements of industry.

The partnership will operate via a new bridging trust of \$22.34 million derived from private sector contributions of \$13.39 million and Partnerships for Excellence (PfX) funding of \$8.95 million.

- **Toward a future-focused New Zealand equine industry Partnership for Excellence.**

*Partners:* Massey University with Bomac Laboratories Ltd, Matamata Veterinary Services Ltd and other key participants in the equine industry.

The equine teaching and research programmes of Massey University will be enhanced, in collaboration with its project partners. The project's goal will be to increase the equine teaching and research capability of the New Zealand tertiary education sector and thereby assist the New Zealand equine industry to achieve its economic potential.

The partnership will be established with PfX funding of \$5 million and matching funds from the equine industry.

11 Continue development of the University Graduate Research School, established in 2004 to provide support to university research supervisors and research students.

**Achieved - On-going**

*Highlights included:*

- The Graduate Research School in collaboration with the Training and Development Unit ran workshops for PhD supervisors and an annual *1.5d Workshop* for doctoral students.
- Communication with both research students and supervisors was improved through the following initiatives:
  - Campus Graduate Forums;
  - a Graduate Research School website; and
  - a regular newsletter to supervisors and doctoral candidates.

12 Initiate at least two new Māori research initiatives in each college by 2005.

**Achieved - Ongoing**

*Highlights included:*

- Established the Centre for Indigenous Governance and Development.
- Secured funding with Te Puni Kōkiri for a Whānau Well-being project.
- The Assistant Vice-Chancellor (Māori) was appointed to the District Health Board Research Fund Governance Group.
- An extension on the Innovation and Development Fund was awarded to Te Mata o Te Tau, Academy for Māori Research and Scholarship.
- Health Research Council funding was awarded for an interactive study into developing quality standards for Kaupapa Hauora services.
- Te Au Rangahau (Māori Business Research Centre, College of Business) research project underway into Iwi sports activities, funded by Te Puni Kōkiri.
- Te Au Rangahau research project underway with Whanganui River hapu, funded by the Health Research Council and the Foundation for Research Science and Technology.
- A three year FoRST (Foundation of Research Research, Science and Technology) funded research project through the Riddet Centre and in collaboration with Tahuri Whenua (Growers Collective) commenced in 2005 looking at the different types of starch in 4 taewa cultivars.
- In collaboration with the bioprotection Centre of Research Excellence established at Lincoln University, the College is involved with a 3 – 4 year project to track natural resistance of relic potatoes to late blight. 2005 is the first year of this project.

13 Continue implementation of the RIMS project, established in 2004 to update and integrate the University's various systems for the management of research and consultancy activity across the University and provide appropriate reporting mechanisms to support PBRF implementation.

**Achieved - Ongoing**

*Highlights included:*

- Implemented the Performance Based Research Fund module within the Research Information Management System (RIMS).
- Appointed a new PBRF Project Manager.

14 Implement the University's commercialisation model over the planning period and in particular:  
- complete risk framework for commercialisation; and

**Achieved - Ongoing**

*Highlights included:*

- Commercialisation Framework refined and adopted by Council.

- identify and progress two commercialisable intellectual property opportunities.

- Massey Ventures Ltd established and completed its first Statement of Corporate Intent which was approved by the University Council.

#### **Achieved - Ongoing**

##### *Highlights included:*

Two new opportunities identified and progressed:

- Bionanoparticle technology - which is being commercialised through the new spin-out company PolyBatics Ltd.
- Omega-3 food dip - a way of adding fish oil to foods without impairing flavour.

#### *Other highlights focused on Research & Creative Works:*

##### *Highlights included:*

- Successfully tendered for the New Zealand study of the non profit sector, part of an international study overseen by the Johns Hopkins University, United States of America.

Please also refer to recipients of the Massey University 2005 Research Medal Awards, item 6 above.

#### **Ongoing/current Growth and Innovation Pilot (GIPI) initiatives for which Massey University is the lead organisation:**

This funding promotes the sharing of knowledge and expertise between the education and industry sectors in order to deliver economic benefits to New Zealand. The fund is administered by the Tertiary Education Commission.

- **Professional Engineers for the Future:**

*Funding:* \$135,000. Project Length: 1 year.

*Partners:* Institute of Professional Engineers of New Zealand (IPENZ), Information Technology Association of New Zealand (ITANZ), New Zealand Software Association (NZSA), New Zealand Computer Society, Telecom, EDS (New Zealand), Endeavour Capital Ltd, HiGrowth Project, Electrotechnology Industry Training Organisation (ETITO) and Tertiary Education Organisations (TEOs) represented by the New Zealand Council of Engineering Deans.

This project will identify knowledge and skill gaps in New Zealand's engineering and computer science sectors to inform the preliminary design of postgraduate qualifications. Research will

be conducted in collaboration with ETITO, which is conducting a related project. The preliminary design of postgraduate qualifications will be undertaken in consultation with TEOs represented by members of the New Zealand Council of Engineering Deans, ETITO and the New Zealand Computer Society.

- **Emerging Biotechnology Capability Enhancement Modules:**

*Funding:* \$400,000. Project Length: 2 years.

*Partners:* New Zealand biotechnology companies.

Information will be gathered at an initial consultative workshop to provide input into the development of approximately seven enterprise-specific, modular education/training programmes to the biotechnology sector through short, intensive, high-level, 2-3 day workshops. The workshops will be developed in consultation with biotechnology sector/companies and delivered at both Massey University and the larger biotechnology enterprise locations. The workshops cover four areas — biotechnology science, biotechnology process, biotechnology regulatory compliance and biotechnology business.

- **Engineers and ICT Professionals for the Future:**

*Funding:* \$450,000. Project Length: 2 years.

*Partners:* The project has been developed by a consortium consisting of:

- The Institution of Professional Engineers New Zealand (IPENZ);
- Information Technology Association of New Zealand;
- New Zealand Software Association;
- New Zealand Computer Society;
- Telecom;
- EDS New Zealand;
- Endeavour Capital Ltd;
- The HiGrowth Project;
- Electrotechnology Industry Training Organisation (ETITO); and
- New Zealand Council of Engineering Deans (NZCED).

To develop a postgraduate qualification suited to professional engineers and computer science professionals in the ICT (Information and Communications Technologies) sector . This Pilot will involve collaboration between professional bodies, industry associations, industry and tertiary education organisations. The structure and content of the qualification will be based on the research and the preliminary design of the qualification from the Growth Pilot 3003 MU ET ICT (*Professional Engineers for the Future*).

- **Identification of Future Design Needs for the Fashion and Textile Industries:**

*Funding:* \$43,000. Project Length: 1 year.

*Partners:*

*Industry:*

- Charles Parsons (NZ) Ltd;
- Fashion Industry New Zealand;
- Interweave Design;
- Performance Sox;
- Rembrandt Suits Ltd; and
- Textiles New Zealand.

*Tertiary Education Organisations:*

- Auckland University of Technology;
- Christchurch Polytechnic Institute of Technology;
- Design and Arts College of New Zealand;
- New Zealand Institute of Fashion Technology Ltd;
- Otago Polytechnic; and
- Whitecliff College of Arts and Design.

This proposal specifically targets collaboration among the fashion and textile design industries and tertiary education providers, for identification of future learning needs of graduates employed in the sector. The proposal is consistent with the strategic objectives of the Design Taskforce, which include the “facilitation of connection and integration of industry and design talent” and to “catalyse the raising of design education standards and credibility of design qualifications”.

- **Design for the Timber Furniture Industry:**

*Funding:* \$325,000. Project Length: 2 years.

*Partners:* A number of TEOs (Tertiary Education Organisations) and enterprises have been involved in the development of this proposal and will

continue to be involved in the development and delivery of the programme, as follows: Massey University – as coordinator and lead university in design; WelTec (Wellington Institute of Technology) – industrial design manufacturing training; EIT (Eastern Institute of Technology) – apprentice training in design; Locus Research – strategy development and implementation; Ngati Porou Whanui Forests – Māori design opportunities; Formway Furniture, Legacy Timber, Wood Form Design – specialist input to strategy and implementation; FANZ (Furniture Association of New Zealand), FITO (Furniture Industry Training Organisation), FITEC (Forestry Industry Training Education Council) – industry coordination and support; New Zealand Forest Research Institute – input into curricula, participation on advisory board, technical expertise.

The Timber Furniture Industry in New Zealand is a good example of an industry facing extreme pressure, not only in international markets, but more recently, in domestic markets as inexpensive Asian furniture imports become more prevalent. The “Design for Timber Furniture Consortium” (that is in the process of being formally established) of TEOs, enterprises and industry associations, believes that some of the issues being faced by the Timber Furniture Industry can be addressed by ensuring that design becomes firmly integrated into business, thus making both the design and the timber furniture industries more competitive.

- **Entrepreneurship, Leadership and Economic Growth for the Animal Health Biotechnology Industry:**

*Funding:* \$40,000. Project Length: 1 year.

*Partners:* The project will be undertaken by staff of the Institute of Veterinary, Animal and Biomedical Sciences in association with the executive of the New Zealand Veterinary Association (NZVA) and with the assistance of the Industry Branch of NZVA, AGCARM (New Zealand Association for Animal Health and Crop Protection), Estendart Ltd, BERL (Business and Economic Research Ltd), and Vision Manawatu.

The principal goal of the pan-industry facilitation initiative is to promote economic growth in the animal health industry by utilising the tertiary sector to cultivate biotechnology entrepreneurship amongst animal health professionals. The project will focus on the animal health biotechnology sector. Specifically it will evaluate whether the nation's 350 veterinary practices and around 2500 veterinarians and animal scientists have the potential to develop animal biotechnology enterprises alongside their traditional professional roles and, if so, what are the major opportunities and the barriers to success.

Please also refer to e-Learning collaborative Development Fund initiatives in the *Teaching & Learning* section, item 18 below.

### Performance Measures

Note:

It is recognised that with the introduction of the Performance Based Research Fund (PBRF) the University will need to review its key performance indicators to ensure consistency.

	Target 2005	College Actual 2005					Other	Total Actual 2005	Actual 2004
		Business	Creative Arts	Education	Humanities & Social Sciences	Sciences			
Contract Income Earned from External Sources (\$m) (excluding subsidiaries)	51.68	1.60	0.19	9.18	12.73	26.98	0.41	51.09	50.75

	Target 2005	Actual 2005	Actual 2004
Postgraduate EFTS - Taught (Number of, by paper level)	3,002	2,654	2,908
Postgraduate EFTS - Research (Number of, by paper level)	1,256	1,372	1,372

Doctoral completions (Number of)	94	95	106

	College Actual 2005					Total Actual 2005	Revised Actual 2004
	Business	Creative Arts	Education	Humanities & Social Sciences	Sciences		
Doctoral Students Headcount (Number of)	149	5	105	295	450	1,004	951

Note:

2005 Actuals for the indicators Quality Assured Research Outputs and Quality Assured Research Outputs per Academic Staff Member (Ratio) are not available at time of publishing the Annual Report as publications entry and validation was concentrated on meeting Performance Based Research Fund (PBRF) requirements.

## TEACHING & LEARNING

### GOAL

1. To provide tertiary education of a quality and kind that will enhance the capabilities, potential, and intellectual independence of its students, on a life-long basis, through education both on and off campus.

### OBJECTIVES

- To promote and develop the distinctive nature of Massey University reflected in its extramural programme, and broaden this to a flexible learning and teaching focus that integrates new technologies into course delivery for both internal and extramural students.
- To ensure that all courses, regardless of the campus or mode of delivery, provide students with access to excellent education of high international standard, supported by effective quality systems and, where appropriate, with specific international accreditation.
- To reinforce strong commitment to research-led teaching and scholarship.
- To provide access for all students to high quality and appropriate on-line educational services, Library services, support tools and pedagogy.
- To place high priority on the first year experience for our students.
- To ensure staff continue to have access to high quality staff development programmes relevant to learning and teaching.
- To conduct regular surveys of students, graduates and major employers of graduates and use the resulting information to improve the relevance and quality of academic programmes, learning support, and services.
- To foster discussion of environmental issues in the University Community.

### PERFORMANCE 2005

Massey University makes a major contribution to accessible research-based university education in New Zealand both in its own right and in partnership with other institutions nationally and internationally. This contribution reflects both our mission and special character. The breadth of academic programmes offered, specialist areas, and flexible delivery options mean we offer an integrated portfolio of qualifications relevant to the New Zealand environment. As an institution that prides itself on being student-centred, qualifications are available to students through arrangements that suit their location and circumstances, and that can be accommodated alongside their family and employment commitments.

During 2005, the University advanced strategic discussions in relation to the optimal academic profile for each campus with the approval of an academic development plan for the Wellington Campus. Similar developments are underway for Albany, Palmerston North and Extramural toward achievement of an integrated portfolio of qualifications that reflect both regional and national priorities.

Although Massey University completed its most recent Academic Audit in 2003 with the New Zealand Universities Academic Audit Unit, systems and processes for quality assurance within the learning and teaching environment continue to evolve through regular strategic reviews. During 2005, 27 qualifications were reviewed in accordance with the University's Qualification Review Procedures which provide an operational framework for reviews of entire academic programmes and composite majors through peer evaluation of objectives, structure, management, teaching, learning and assessment processes. The University's processes for the systematic

evaluation of teaching were also reviewed and new initiatives identified that will improve existing mechanisms by making them more responsive to the needs of staff and students. An evaluation of the use of (e)learning was completed and procedures for the generation of information regarding student retention and progression identified for further development in 2006.

Teaching innovation and excellence continues to be supported through the University's Fund for Innovation and Excellence in Teaching (FIET), and a variety of award programmes celebrate the success and commitment of individual staff to the teaching scholarship. The Vice-Chancellor's Symposium is always one of the years highlights. This year was no exception, with the VC's *Symposium Extramural Education: The Way Forward* attended by more than 250 participants across all three campuses.

Massey University has a commitment to collaboration and the formation of constructive partnerships with institutions within and beyond New Zealand with which we have interests in common, and where the partnership will enhance the contribution, standing and performance of Massey University. In addition to the numerous examples provided in the following pages a major highlight has been success with the Government's Partnership for Excellence scheme which will see Massey University working collaboratively with Lincoln University and the agriculture industry to enhance teaching, research and capability development in the agricultural and life sciences.

## Performance Indicators

Target 2005:	Outcome/Progress 2005:
1 Introduce new qualifications over the 2005-2007 period:	
<b>1.1 Auckland</b> - Doctorate of Clinical Psychology	<b>Achieved</b>
<b>1.2 Wellington</b> - Artist Diploma - Graduate Diploma in Music - Postgraduate Diploma in Public Health	<b>Achieved</b> All new qualifications established as targeted.
2 Rationalisation and/or review of provision planned in the following areas:	
- the Bachelor of Aviation (ATP) will not be offered at Ardmore from 2005. This qualification will continue to be offered from Palmerston North but with a capped cohort;	<b>Achieved</b>
- in keeping with the signals in the Tertiary Education Commissions consultative paper, "The Distinctive Contribution of Tertiary Education organisations", a review will be	<b>Achieved - Ongoing</b> <i>Highlights included:</i> <ul style="list-style-type: none"> <li>Review of sub-degree programmes offered from the Wellington Campus has been completed.</li> </ul>

<p>undertaken of sub-degree programmes particularly at the Wellington Campus and a strategy developed by programme for retention, stair-casing or rationalisation; and</p>	<p>Sub-degree programmes not delivering foundation learning outcomes for learners in preparation for degree-level study, or that do not staircase into degree-level programmes have been discontinued.</p>
<ul style="list-style-type: none"> <li>- ongoing review, and where warranted, rationalisation of existing paper offerings at all campuses where student demand is low.</li> </ul>	<p><b>Partially Achieved - Ongoing</b></p>
<p>3 Further exploration planned with respect to following possible qualification offerings:</p>	
<ul style="list-style-type: none"> <li>- Joint Bachelor of Education/Sciences and Education/Arts degrees for secondary school teachers;</li> </ul>	<p><b>Not Achieved</b> No longer being planned. However, a joint 'Professional' Masters degree in Science/Education targeted at secondary school teachers is under development.</p>
<ul style="list-style-type: none"> <li>- explore potential pathways for the professional development of early childhood, primary and secondary school teachers through revisions to the Graduate Diploma programme;</li> </ul>	<p><b>Achieved</b> The Graduate Diploma Programme for Early Childhood Education has now been fully implemented, with strong student numbers.</p>
<ul style="list-style-type: none"> <li>- to explore possibilities on-line and at Albany for the preparation of teachers for bi-lingual classrooms;</li> </ul>	<p><b>Not Achieved</b> No progress was made due to staff shortages in bi-lingual education.</p>
<ul style="list-style-type: none"> <li>- to explore the development of a new specialisation in Māori language teaching;</li> </ul>	<p><b>Not Achieved</b> No progress was made due to shortages of suitably qualified staff.</p>
<ul style="list-style-type: none"> <li>- developing cross-college synergies in the sports area and opportunities of staircasing with Universal College of Learning, on the Palmerston North campus;</li> </ul>	<p><b>Achieved - Ongoing</b> <i>Highlights included:</i></p> <ul style="list-style-type: none"> <li>• Cross-College synergies in sports area explored and encouraged; co-location of staff achieved.</li> <li>• A business case for Sport in collaboration between the College of Sciences and the College of Business is being developed and will be finalised once the Palmerston North Campus Strategic Plan is operational.</li> <li>• Some synergies with the Universal College of Learning (and other tertiary providers such as the Eastern Institute of Technology) achieved.</li> <li>• A small number of students staircased from the Universal College of Learning into College of Business programmes.</li> </ul>
<ul style="list-style-type: none"> <li>- the effective implementation of the</li> </ul>	<p><b>Achieved – Ongoing</b></p>

- Engineering and Technology Strategy across all campuses;
- The Engineering and Technology strategy was implemented across all campuses with the following campus specific strategies put in place:
    - The introduction of the Bachelor of Engineering at Wellington;
    - The introduction of a new major in the Bachelor of Engineering at Albany; and
    - Professorial appointments and review of all majors has taken place at Palmerston North.
- the optimal delivery of computing and information technology programmes;
- Achieved – Ongoing**  
Review of the Bachelor of Information Sciences took place in 2005 and the recommendations are currently being implemented.
- the strengthening of the University’s agriculture and life sciences programmes and research activities, in partnership with industry and other providers;
- Achieved – Ongoing**  
*Highlights included:*
- The University has been successful in securing funding for two new projects under the Government’s Partnership for Excellence (PFX) scheme and will receive nearly \$14 million from the fund. Specifically we have been awarded \$8.95 million to a fund to be established with Lincoln University and the agriculture industry to enhance teaching, research, research training and capability development in the agricultural and life sciences. The total investment in the trust will grow to more than \$22 million. Massey University has also secured \$5 million in Government funding to create a partnership with the equine industry and this sum will be supplemented by \$5 million from Bomac Laboratories, overseas university partners and a variety of equine industry organisations.
  - A review of the majors in the applied Science portfolio was initiated.
- Please also refer to Partnerships for Excellence in *Research & Creative Works* section, item 10 (bullet point 6) above.
- evaluating programme development opportunities in environmentally-related education at Palmerston North;
- Partially Achieved – Ongoing**  
*Highlights included:*
- Identified as a key platform of the College of Sciences and current reviews of existing offerings present the possibility of expansion. This will require cross-College consultation, particularly

- development of psychology clinics on each campus to enhance research-based clinical teaching;
  - with the College of Humanities and Social Sciences.
  - An EQC (Earthquake Commission) funded Fellowship in Natural Hazards Planning was appointed in the College of Humanities and Social Sciences.
  - Foundation of Research, Science and Technology funding was received to investigate the management, restoration and development planning of the Kapiti-Manawatu coastline's wetlands, dune lakes, streams and forest remnants.
  
- development of a clinic at Albany for Speech-Language Therapy and Educational Psychology teaching, research and public service;
  - Achieved – Ongoing**
  - Highlights included:*
    - Albany Campus Psychology Clinic established in purpose-built leased premises in the Albany village.
    - Palmerston North facilities improved.
    - Wellington Campus Psychology Clinic was opened in 2005.
  
- establish a clinical teaching facility for Nursing and Midwifery on Turitea Campus;
  - Achieved – Ongoing**
  - Highlights included:*
    - Temporary space has been provided for Speech Language Therapy Clinic. Discussions underway with a view to establishing permanent space for 2006.
    - Discussions underway between Education Psychology and Department of Psychology regarding the sharing and collaboration between them and the Psychology Clinic. This proposal will come to fruition during 2006.
  
- introduction of a Certificate in Health Science (especially at Wellington Campus)
  - Partially Achieved - Ongoing**
  - Clinical teaching facilities remain offsite currently. This will be progressed through 2006.
  - Partially Achieved - Ongoing**
  - Highlights included:*
    - A proposal for a new Certificate in Health Science has been lodged with the external Committee for University Academic Programmes.
  
- development of Pacific Island studies; and
  - Achieved - Ongoing**
  - Highlights included:*
    - Supernumerary positions have been used to support postgraduate students in Pacific Island Studies.

- development of four-year programmes of study for all pre-service education students.
  - Achieved - Ongoing**  
*Highlights included:*
    - Extensive consultation and discussion undertaken as a preliminary process for redesigning the Bachelor of Education (Teaching) programme. A Programme Redesign Panel will meet early in 2006 to prepare the framework for this qualification. It is anticipated to have a proposal for a new qualification approved by the external Committee for University Academic Programmes during 2006, ready for offering in 2007.
  
- 4 Consider the discontinuance of the qualification offerings as listed in the section “Qualifications to be Discontinued,”
  - Certificate in Aviation Foundation Studies;
  - Graduate Diploma in Food Quality Assurance;
  - Master of Development Administration;
  - Postgraduate Certificate in Development Administration;
  - Postgraduate Diploma in Development Administration; and
  - Diploma in Architectural Technology.
  - Achieved**  
Qualifications discontinued as targeted.
  
  - Not Achieved - Ongoing**
    - The Diploma of Architectural Technology will now be discontinued in 2006.
  
- 5 Progress portfolio development at the Wellington campus in line with recently adopted vision including exploration of a film school, and a fashion incubator.
  - Partly Achieved – Ongoing**  
*Highlights included:*
    - The University is represented on the Wellington HQ Industry Advisory Group.
    - The University has strong links with the City’s Fashion Incubator. A presentation by Fashion HQ outlined the opportunities to 2005 final year students and other interested students. No independent fashion incubator is planned.
    - Proposal for a Film School based at the Wellington Campus is in development.
  
- 6 Progress establishment of National School of Music in collaboration with Victoria University of Wellington (2005-2006).
  - Achieved – Ongoing**  
*Highlights included:*
    - The establishment of the New Zealand School of Music (NZSM) was progressed. This is a unique collaborative joint venture between Massey University and Victoria University of Wellington. The New Zealand School of Music will become an entity in January 2006.

7 Implement the adopted recommendations of the strategic review of the School of Aviation and ensure consistency with the conclusions of the Tertiary Education Commissions study and industry proposals (2005).

**Partially Achieved - Ongoing**

8 Continue to review provider contracting arrangements and strengthen as necessary to ensure quality assurance.

**Partially Achieved-Ongoing**

*Highlights included:*

- New policy and procedure developed.
- New requirements for sub-contracting arrangements implemented as part of the Tertiary Education Commission’s Profile process including update of the University’s Sub-contracting of Teaching Register.
- Review of existing sub-contracts will continue as contracts come up for renewal.

9 Continue strategic dialogue with other Tertiary Education Organisations in our regions or common academic domains to optimise portfolio provision in the sector including:

- Lincoln University;

**Achieved - Ongoing**

*Highlights included:*

- The Partnership for Excellence ensures strategic dialogue particularly with Lincoln University.

Please also refer to Partnerships for Excellence in *Research & Creative Works* section, item 10 (bullet point 6) above.

- Universal College of Learning (UCOL);

**Achieved – Ongoing**

*Highlights included:*

- The Deputy Vice-Chancellor Palmerston North appointed as liaison person with UCOL; several meetings held during the year to advance initiatives.
- Co-sharing of library resources agreed.
- Initiatives under the Education Guardian Group (sponsored by Vision Manawatu) have addressed many associated issues. Specific initiatives identified by Guardian Group included:
  - Unlimited access city-wide free bus services;
  - Student Connectivity;
  - Student-Business Linkages Project; and
  - Marketing of the City to Students, “More Things to Do”.

- Victoria University of Wellington;

**Achieved - Ongoing**  
*Highlights included:*

  - The development of the New Zealand School of Music (NZSM) ensures ongoing dialogue between both institutions.

Please also refer to NZSM, item 6 above.
- Wellington Institute of Technology;

**Achieved - Ongoing**  
*Highlights included:*

  - The Memorandum of Understanding between the two institutions is still active and discussions were facilitated concerning the recent disestablishment of the catering, hospitality, tourism and travel sub degree programmes on the Wellington campus.
- Auckland University of Technology (AUT);

**Not Achieved**  
 Not progressed in 2005. However AUT staff have been invited and participated in events in areas of their expertise.

Please also refer to Public Seminar guest speakers in *The University and the Wider Community* section, item 2 and 2005 Chancellors Lecture Series speakers in item 12 below.
- Open Polytechnic of New Zealand;

**Achieved**  
*Highlights included:*

  - Preliminary contact made and considerable cooperation in relation to Aceh province in Indonesia as part of the academia re-build relief effort following the 2004 Boxing Day Tsunami.
- Te Wānanga o Raukawa

**Achieved**
- Nelson Marlborough Institute of Technology;

**Achieved - Ongoing**  
 Discussions with Nelson Marlborough Institute of Technology continue.
- Whitiareia Community Polytechnic; and

**Achieved - Ongoing**  
 The forum of the Tertiary Education Cluster facilitates continuing dialogue, including the Chief Executive Officer of Whitiareia Community Polytechnic.
- Northland Polytechnic.

**Achieved - Ongoing**  
*Highlights included:*

- Northland Polytechnic relationship developed during 2005. Work is underway with Northland Polytechnic on development of staff research capability and joint marketing initiatives.
- Agreed credit transfer arrangements for Bachelor of Science and Bachelor of Business Studies degrees.
- Collaborative activity is developing in Nursing, Social Work and possibly in Design.
- Joint public lectures arranged with Northland Polytechnic:
  - Professor Marilyn Waring spoke on *Aid Issues and the Pacific* (August); and
  - Ms Mereana Ruri, Principal Advisor (on behalf of Dr Cindy Kiro, Children's Commissioner) spoke on *Children and Their Needs* (September).

*Other highlights of strategic dialogue with other Tertiary Education Organisations included:*

- Deputy Vice-Chancellor Auckland visited the University of Auckland Tamaki campus for a meeting with the campus Pro Vice-Chancellor and Business Development Manager. A number of common campus development issues were discussed.
- Deputy Vice-Chancellor Palmerston North appointed as key liaison person with Eastern Institute of Technology; initiatives included:
  - stair-casing of some undergraduate degrees;
  - options for hosting Massey University postgraduate students in Hawke's Bay; and
  - options for relocating Ruawhoro activities.
- Deputy Vice-Chancellor Wellington met regularly with other tertiary providers through the Tertiary Education Cluster.
- Disability Services continued to utilise collaborative relationships with other tertiary institutions in order to provide support to extramural students.

10 Maintain current programme-based relationships, including those with:

- Ministry of Defence;
- Ministry of Health;
- Department of Child, Youth and Family; and
- Ministry of Education.

**Achieved - Ongoing**

All programme-based relationships maintained as targeted.

- |   |   |
|---|---|
| 11 Continue the systematic programme of qualification reviews to include academic and industry evaluations, student feedback, and peer reviews.   | <b>Achieved - Ongoing</b>   |
| 12 Continue to progress international accreditation of programmes in the College of Business.   | <b>Achieved - Ongoing</b><br><i>Highlights included:</i><br><ul style="list-style-type: none"> <li>• 4th Annual Report lodged.</li> </ul>   |
| 13 Refine and develop further procedures for the Evaluation of Teaching Quality including feedback to staff and students on student satisfaction, student progression, graduate experience and the requirements of major employing bodies.                        | <b>Partially Achieved - Ongoing</b><br><i>Highlights included:</i><br><ul style="list-style-type: none"> <li>• Graduate experience surveys conducted.</li> <li>• Approval in principle of a new approach to teaching evaluation at Massey University.</li> </ul>  |
| 14 Ensure appropriate student and graduate measures of perceptions of teaching and programme quality, including agreed feedback mechanisms to staff and students.   | <b>Partially Achieved - Ongoing</b><br><i>Highlights included:</i><br><ul style="list-style-type: none"> <li>• Initiated development of feedback mechanisms on student and graduate measures of perceptions of teaching &amp; programme quality.</li> </ul>   |
| 15 Seek accreditation status from the Psychologists Registration Board for the Clinical Psychology and Industry/Organisation programmes.  | <b>Not Achieved - Ongoing</b><br>The Psychologists Board has not yet established accreditation criteria for these programmes. It is expected to take place in 2006.   |
| 16 Continue implementation, as appropriate, of recommended actions from the Cycle 3 Academic Audit towards the enhancement of Programme Delivery, Teaching Quality and Student Learning (2005).   | <b>Achieved</b>   |
| 17 Identify recommendations and desired outcomes arising from the 2004 Vice- Chancellor's Symposium on Tertiary Assessment and implement initiatives, as appropriate.   | <b>Partially Achieved - Ongoing</b><br><i>Highlight included:</i><br><ul style="list-style-type: none"> <li>• Recommendations identified.</li> </ul>  |
| 18 Continue to implement strategies for flexible learning and teaching and adopted projects (including those funded under the E-learning Collaborative Development Fund) and continue to integrate new technologies across the curriculum in a systematic manner. | <b>Achieved - Ongoing</b><br><i>Highlight included:</i><br><ul style="list-style-type: none"> <li>• Vice-Chancellor's Symposium held on <i>Extramural Education: The Way forward</i>.</li> <li>• Ongoing consideration of e-learning options and strategies developed to enhance flexible learning &amp; teaching.</li> <li>• Videoconferencing options are under assessment with three new units planned at Palmerston North to augment the Telecom sponsored units already installed at Palmerston North and Wellington.</li> </ul> |

- Funding received from Flexible Learning Leaders in New Zealand (FLLiNZ) to investigate and evaluate video streaming and web-based conferencing systems. This has led to two Colleges trialling 'Breeze' software to enhance teaching and communication with students, funded by a Fund for Innovation and Excellence in Teaching (FIET) award (this is a Massey University internal fund).
- Both synchronous and asynchronous oral/aural interactivity in extramural language papers are being developed, funded by a FIET award.
- Extended delivery of the extramural Postgraduate Diploma in Second Language Teaching (PGDipSLT) to overseas international students by means of web enhanced papers.
- Utilised simulation war-gaming software developed by the New Zealand Army for Defence Studies students of an intermediate level tactics paper.

**Ongoing/current e-Learning Collaborative Development Funds (eCDF) for which Massey University was the leading Tertiary Education Organisation:**

The eCDF is designed to improve the tertiary education system's capability to deliver e-learning that improves education access and/or quality for learners. The eCDF aims to help achieve co-operative and strategic implementation of e-learning in tertiary education organisations.

- **Agent-Based Intelligent Help Environment for New Zealand's Student Community:**  
A web-based system enabling tertiary students to participate in a student-centred community of learning. They will be able to share subject-related problems, join study groups and receive expert advice on-line.
- **Tools for Delivering Scenario-Based e-Learning:**  
Distance students studying, for example, agriculture, law, engineering, medicine and business will be able to work online on scenario-based problem-solving exercises currently only available to students on campus.
- **Train the Trainers:**  
*A Train the Trainers* programme that can be

customised for specific tertiary education institutions. Following initial training, trainers will apply the training programme in their own institutions.

- **New Zealand e-Learning Quality Standards, Framework and Guidelines:**  
Develop a set of quality standards and guidelines suitable for the delivery of e-learning across the New Zealand tertiary education sector, focusing on process and institutional self-monitoring and self-improvement.

19 Develop a comprehensive Learning & Teaching Plan that includes e-Learning, flexible learning and teaching, and appropriate assessment as strategic priorities.

**Partially Achieved - Ongoing**

*Highlights included:*

- Comprehensive Learning and Teaching plan to include e-Learning & assessment is under development.

20 Implement recommendations from the First Year Experience Review including the establishment of best practice initiatives to enhance academic performance in papers and programmes and across all modes, internal and extramural.

**Partially Achieved - Ongoing**

Implementation of approved recommendations is ongoing with Colleges establishing new initiatives within the limits of existing resources.

Please also refer to highlights of First Year Experience in Students section, item 12 below.

21 Continue to promote and recognise teaching excellence through award programmes and sharing of best practice.

**Achieved - Ongoing**

*Highlights included:*

- 2005 Vice-Chancellor's Symposium *Towards Best Practice in Distance Education: The Way Forward* attracted approximately 260 participants across all three campuses. The key note speaker was Dr Moore, Editor of the current Distance Education Handbook, and an international leader and academic in the field of distance education. Staff made presentations on best practice.
- Teaching awards and/or opportunities for best practice sharing provided at University, College and in some cases department levels.

Please also refer to Teaching Excellence Awards in *Staff* section item 12 below.

22 Develop and implement a comprehensive package of professional development activities for academic staff focussed on research-led best practices in

**Partially Achieved – Ongoing**

*Highlights included:*

- Promotion of the Fund for Innovation and

tertiary assessment (2005-2006).

Excellence in Teaching (FIET) awards. This is a Massey University internal fund established to encourage teaching excellence.

- Participant in the TLRI (Teaching & Learning Research Initiative) funded project on *Best Practice in Tertiary Assessment*.

Please also refer to 2005 FIET awards in item 18 above.

*Other highlights of initiatives focused on Teaching & Learning:*

*Highlights included:*

- Developed the Pacific Islands postgraduate study group in Albany. This group of mostly masters and doctoral thesis students meet with staff members and receive feedback and support.
- The Richmond Fellowship funded a new annual award for Social Work Practice in Mental Health Albany.
- Hosted Kate Duigan as the writer in residence.
- *Student Design Internship* Memorandum of Understanding signed with New Zealand Trade and Enterprise and the Tertiary Education Commission.

## Performance Measures

Undergraduate qualifications to be offered (Number of)	Target 2005	Actual 2005	Actual 2004
<b>Discrete qualifications offered</b>	<b>125</b>	<b>120</b>	<b>126</b>
<b>Qualifications offered by region</b>			
Auckland Region	48	48	48
Palmerston North Region	85	80	85
Wellington Region	56	54	56
Extramural Region	66	70	66

Postgraduate qualifications to be offered (Number of)			
<b>Discrete qualifications offered</b>	<b>114</b>	<b>114</b>	<b>113</b>
<b>Qualifications offered by region</b>			
Auckland Region	60	61	59
Palmerston North Region	79	81	78
Wellington Region	42	43	39
Extramural Region	63	61	62

<b>Academic Evaluation and Assessment (SECAT scores [Student Evaluation of Course, Administration and Teaching])</b>	<b>Target 2005</b>	<b>Actual 2005</b>	<b>Actual 2004</b>
<b>(i) Internal SECAT-Paper</b>			
<b>University Mean</b>	<b>4.03</b>	<b>3.96</b>	<b>3.93</b>
College of Business	4.00	3.94	3.85
College of Creative Arts	3.50	3.87	3.94
College of Education	4.20	3.89	3.98
College of Humanities & Social Sciences	4.10	4.16	4.15
College of Sciences	3.90	3.93	3.92

<b>Academic Evaluation and Assessment (SECAT scores)</b>			
<b>(ii) Internal SECAT-Teacher</b>			
<b>University Mean</b>	<b>4.15</b>	<b>4.16</b>	<b>4.12</b>
College of Business	4.20	4.06	3.99
College of Creative Arts	4.20	4.21	4.21
College of Education	4.55	4.24	4.36
College of Humanities & Social Sciences	4.30	4.39	4.36
College of Sciences	4.10	4.17	4.11

<b>Academic Evaluation and Assessment (SECAT scores)</b>			
<b>(iii) Extramural SECAT-Paper</b>			
<b>University Mean</b>	<b>4.30</b>	<b>4.55</b>	<b>4.54</b>
College of Business	4.30	4.46	4.45
College of Creative Arts	4.42	4.65	4.73
College of Education	4.65	4.66	4.61
College of Humanities & Social Sciences	4.30	4.60	4.59
College of Sciences	4.56	4.54	4.58

<b>Eligible papers for which SECAT surveys are completed by Mode (%)</b>	<b>Actual 2005</b>	<b>Actual 2004</b>
Internal	30%	31%
Extramural	100%	100%

	<b>Target 2005</b>	<b>Actual 2005</b>	<b>Actual 2004</b>
<b>Qualifications available on the web (Number of complete qualifications)</b>	8	8	5

Please also refer to EFTS information provided in the Students and Internationalisation sections below.

<b>Overall Graduate Course Experience Questionnaire (CEQ Mean Score)*</b>	3.95	-	3.91
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Note: Survey not undertaken in 2005.

<b>Overall Research and Experience Questionnaire (GREQ Mean Score)</b>	3.87	3.87	3.87
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# TREATY OF WAITANGI

## GOALS

1. Demonstrate Massey University's commitment to being recognised as:
  - (i) a Māori-relevant university;
  - (ii) a place where Māori language and culture can flourish;
  - (iii) a place where Māori students are likely to graduate;
  - (iv) a university where Māori will obtain relevant higher degrees;
  - (v) a university which has the teaching and research capacity to make a substantial contribution to positive Māori development;
  - (vi) a university that provides academic leadership for Māori development.

## OBJECTIVES

- To achieve full Māori participation across the University, including governance and management.
- To increase enrolment of Māori undergraduate and postgraduate students.
- To achieve greater academic success by, and retention of, Māori undergraduate and postgraduate students.
- To increase the proportion of Māori staff.
- To use the Māori language appropriately across the University.
- To foster mutual regard for, and understanding of, academic knowledge and customary Māori knowledge.
- To establish effective consultation mechanisms with Māori both internally and external to the University.
- To ensure that the University has teaching programmes relevant to the aspirations of Māori in both content and delivery.
- To encourage research into broad issues of Māori development including policy, resource and community development;
- To enable Māori students to develop dual competencies, thereby adding value to academic programmes and facilitating greater Māori participation in te reo Māori and society generally.

## PERFORMANCE 2005

The University has continued to implement the *Māori@Massey Strategy* during 2005. *Māori@Massey* aims to distinguish Massey as a university that will make a major contribution to Māori development. Four platforms provide focus for building the strategy; two are directed inwards towards Massey processes (*Academic Excellence and Campus Innovation*), and two are focussed outwards towards Māori communities and government agencies (*Engagement with Māori and Effective Policies*).

### Academic Excellence

In 2005, although Māori student numbers declined slightly Māori postgraduate enrolment remained steady. A PhD and pre PhD cohort was established to continue the support of this strong Māori postgraduate cohort. It was pleasing to see that again this year there were a number of successful Māori doctoral completions strengthening the research capacity across a broad range of disciplines within Massey.

Te Mata o Te Tau, The Academy for Māori Research and Scholarship, was awarded an extension with funding from the Tertiary Education Commission's Innovation Development Fund. Events held this year by The

Academy included a visit by an indigenous scholar, Dennis McDermott, who spoke on indigenous health issues in Australia and hosting an Academic Symposium on *The Role of a Marae in a Tertiary Education Institution*.

Māori course completion rates overall have remained stable at 72%. A continued focus on strategies to support student retention and successful completion, particularly for Māori and Pasifika students, should be reflected in future indicators of course completion and retention.

#### **Campus Innovation**

The Matua Reo Kaupapa was approved as a University policy for the recognition and promotion of Māori language in 2005. The broad aims of the policy are to promote the retention, transmission and development of Te Reo Māori and to report annually on progress. A Māori Language Advisory Group will be established in 2006 to implement the policy.

Kiwitea hostel, on the Turitea campus, was opened for students in 2005 to provide a conducive Māori learning environment. The initial indicators for this new Māori learning community are positive with Māori students achieving a paper pass rate greater than 70%.

#### **Engagement with Māori**

A discussion paper, *Relationship Building Between Māori and Massey University*, presented to the Vice-Chancellor's Executive Committee was discussed with Council this year. It outlined several opportunities for engagement and highlighted three levels of relationship: governance relationships, operational relationships and strategic relationships, where Māori may work together with Massey University. Relationship building continued with the establishment of two Memoranda of Understandings with Te Matatini and Tu Toa Trust.

The *Māori Communications Strategy* progressed with the appointment of a Māori Communications Coordinator. The next strategic step will be to ensure communications from Massey are effective for a range of Māori communities.

#### **Effective Policies**

Participation in the Hui Taumata 2005 and Hui Taumata Mātauranga began the year with a particular focus on the future of Māori development. Throughout the year the Assistant Vice-Chancellor (Māori) actively participated in a range of government working parties and committees within the education and health sectors.

#### **Performance Indicators**

##### **Target 2005:**

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- 1 Build on the baseline data of academic achievements of Māori students (established in 2004) to support the development of new initiatives aimed at accelerated academic course progression for Māori students.
- 2 Pilot further initiatives to promote expectations of postgraduate study and high achievement by

##### **Outcome/Progress 2005:**

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##### **Partially Achieved - Ongoing**

The recent appointment of a data analyst/ programmer will lead to the development of models that map the progress of Māori students in concert with the whole student population.

##### **Achieved - Ongoing**

*Highlights included:*

- Māori which will necessitate a fresh approach to course planning and a higher level of inter-college and inter-programme collaboration.
- Initiation of a Māori PhD and pre PhD cohort.
  - Appointment of a mentor for doctoral students in the area of Māori health.
  - Post Graduate programmes arranged in all Colleges.
  - Te Rau Puawai programme, which supports undergraduate and postgraduate students, achieved its first PhD graduate.
  - Mentor programme for post graduate thesis students in the School of Sociology, Social Policy and Social Work.
- 3 Continue establishment and development of Te Au Rangahau – the Māori Business Research Centre.
- Achieved - Ongoing**  
*Highlights included:*
- Budget approved and funded for two years.
  - Project Manager appointed.
- 4 Extend senior Māori appointments to each college and on each campus by 2006.
- Achieved - Ongoing**  
*Highlights included:*
- A senior academic Māori staff member of the College of Creative Arts was appointed as Kaiwhakaahua Māori – Director of Māori Development.
- 5 Continue to develop Te Mata o Te Tau, the inter-disciplinary Academy for Māori Research and Scholarship in 2005.
- Achieved - Ongoing**  
*Highlights included:*
- Hosted a visit by an indigenous scholar, Dennis McDermott, who spoke on indigenous health issues in Australia.
  - Hosted a Māori Academic Symposium on *The Role of a Marae in a Tertiary Education Institution*.
  - Employed a resident scholar whose area of expertise is indigenous science.
  - Awarded three doctoral scholarships.
- 6 Initiate at least two new Māori Research initiatives by 2005 in each college.
- Partially Achieved - Ongoing**  
*Highlights included:*
- Established the Centre for Indigenous Governance and Development.
  - Secured funding with Te Puni Kōkiri for a Whānau Well-being project.
  - The Assistant Vice-Chancellor (Māori) was appointed to the District Health Board Research Fund Governance Group.
  - An extension on the Innovation and Development Fund was awarded to Te Mata o Te Tau, Academy for Māori Research and Scholarship.

- Health Research Council funding was awarded for an interactive study into developing quality standards for Kaupapa Hauora services.
- Te Au Rangahau (Māori Business Research Centre, College of Business) research project underway into Iwi, sports activities, funded by Te Puni Kokiri.
- Te Au Rangahau research project underway into Whanganui River hapu, funded by the Health Research Council and the Foundation for Research Science and Technology.
- A three year FoRST (Foundation of Research, Science and Technology) funded research project through the Riddet Centre and in collaboration with Tahuri Whenua (Growers Collective) commenced in 2005 looking at the different types of starch in 4 taewa cultivars.
- In collaboration with the bioprotection Centre of Research Excellence established at Lincoln University, the College is involved with a 3 – 4 year project to track natural resistance of relic potatoes to late blight. 2005 is the first year of this project.

7 Increase Māori enrolments in and opportunities for postgraduate study over the planning period.

**Partially Achieved – Ongoing**

Māori postgraduate student enrolments were maintained and EFTS (equivalent full-time students) numbers decreased 2.86% (9 EFTS).

Please also refer to highlights of initiatives to promote Māori postgraduate study, item 2 above.

8 Increase the amount of Te Reo Māori courses.

**Not Achieved – Ongoing**

Papers in the College of Creative Arts were reviewed and consequently the number of papers identified as taught in Te Reo Māori were reduced. While these papers were Māori rich, incorporated and entrenched in Māori language they were not primarily taught/delivered in Te Reo.

9 Increase Māori participation in the immersion teacher training degree programme, Te Aho Tatai-Rangi.

**Not Achieved – Ongoing**

10 Continue to support the significant Te Rau Puawai Bursary scheme to support workplace development in Māori Mental Health over the planning period.

**Achieved – Ongoing**

11 Develop innovative initiatives to attract and retain Māori staff.

**Achieved – Ongoing**

*Highlights included:*

- Training and Development Unit Advisor responsible for Māori staff development began initial assessments for the support of Māori staff across Massey.
  - The position of Marae Manager, Wellington Campus, was approved as a permanent full-time position during 2005.
- 12 Review in 2005 the Te Aho Tatai-Rangi degree programme to align it more closely to the Bachelor of Education (Teaching) Primary. **Achieved**
- 13 Review in 2005 the Bachelor of Education (Teaching) Primary, to align it more closely with Māori Educational needs and aspirations. **Partially Achieved – Ongoing**  
This major review was internally initiated in 2004, with preparation for significant staff and stakeholder input undertaken during 2005. It is expected that the Review Panel, involving international and New Zealand specialists, will complete the review in early 2006.
- 14 Introduce a suite of new post-graduate papers in Māori Resource Development and Policy in 2005. **Achieved**
- 15 Adopt and implement a Māori language policy for the University. **Achieved – Ongoing**
- 16 Evaluate and where necessary plan for improved cultural, recreational and study facilities on each campus over the planning period (implement the Tangata Whenua Policy). **Achieved – Ongoing**  
*Highlights included:*
- A paper titled “*Current Status of Marae at Massey University*” was prepared for the Vice Chancellor and submitted to Council.
  - The Kiwitea hostel was established to provide a conducive Māori learning environment on the Tūritea campus.
  - Discussions continued regarding Te Whare a Iwi, Albany Campus.
  - Whānau room with computers for student use on Wellington Campus provided a meeting place for Māori students.
- 17 Establish a comprehensive Māori activity database by 2005. **Partially Achieved – Ongoing**  
This project has been incorporated into the Māori Communications Strategy.

Please also refer to Māori Communication Strategy in item 19 below.

18 Maintain student support staffing positions on each Campus and in each College.

**Achieved – Ongoing**

*Highlights included:*

- Full-time permanent Learning Advisor Māori has been appointed on the Wellington Campus.
- Kaiwhakaahua (Director for Māori Development) College of Creative Arts appointed.
- Kaitautoko Māori position at Albany in College of Humanities and Social Sciences appointed.

Please also refer to highlights on support of extramural students and Māori students (respectively) in *Students* section, items 4 and 14 below.

19 Continue implementation of the Communication Strategy developed by the AVC (Māori) and including the appointment of a Māori Communications Advisor, development of a website for Māori stakeholders, and initiatives to attract top Māori students.

**Achieved - Ongoing**

*Highlights included:*

- Māori Communications Coordinator appointed.
- Website and associated initiatives further developed and ongoing.

20 Continue to operate Māori Reference Group structures established in each of the University's regions.

**Achieved - Ongoing**

*Highlights included:*

- The relationship between Māori and the Auckland Campus continued to be strengthened especially through participation in significant events such as the poroporoaki of the Kaiwawao and powhiri for the Kaiwhakahaere.
- Te Ohu Tuhono, advisory group to the Deputy Vice-Chancellor, Palmerston North Campus, met on a two-monthly cycle.
- Māori Liaison Committee, Wellington Campus, continued to meet and has provided comment on relevant campus issues including focusing on future use of Te Kuratini Marae.

21 Contribute to TEC, NZVCC and Educational policies for Māori over the planning period, for example, through Te Kahui Amokura (NZVCC), Hui Taumata Matauranga (Māori Development Summit).

**Achieved - Ongoing**

*Highlights included:*

- The Assistant Vice-Chancellor (Māori) participated in a range of committees including:
  - New Zealand Families Commission (Commissioner);
  - Secondary Futures (Chair, Guardians Group);
  - New Zealand Qualifications Authority (NZQA) Māori Reference Group;
  - District Health Board Research Fund Governance Group;
  - Performance Based Research Funding (PBRF)

- Moderation Panel, Hui Taumata 2005;
- Hui Taumata Matauranga process; and
  - Three Māori health workforce development programmes (Te Rau Puawai, Te Rau Matatini, Henry Rongomau Bennett Memorial Scholarship Committee).

*Other highlights of initiatives focused on Treaty of Waitangi/Māori@Massey Strategy:*

*Highlights included:*

- Counselling Service staff undertook training in Te Reo and Bi-cultural Psychology to improve service provision to Māori students.
- 20 Student Services staff participated in the *Culture Flow* Te Reo course.

## Performance Measures

	Target 2005	Actual 2005	Actual 2004
<b>Māori-centred courses(papers) (Number of Discrete)</b>	171	171	164

<b>Māori-centred qualifications (Number of Discrete)</b>	20	20	20
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<b>Courses (papers) delivered in Te Reo (Number of)</b>	62	43	58
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<b>Māori Student Enrolments (Number of)</b>			
Māori students enrolled	3,975	3,839	3,942
EFTS Māori students	2,053	1,916	2,054
First year Māori students (new to Massey)	1,266	1,173	1,230
EFTS 100 Level Māori students	843	718	811
Māori postgraduate students	680	707	710
Māori graduates	440	360	369

<b>Course Completion Rate - Māori Students (%)</b>			
College of Business	71%	70%	67%
College of Creative Arts	67%	84%	83%
College of Education	95%	80%	82%
College of Humanities & Social Sciences	81%	62%	65%
College of Sciences	77%	79%	76%

<b>Retention from first year of study to second year of study - all undergraduate programmes (%)</b>			
Māori students	63%	52%	53%

<b>Student Services Satisfaction - Māori Students - Non Academic Services (% students rating services good/very good)</b>	72%	71%	71%
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	Target 2005	Actual 2005	Actual 2004
<b>Training opportunities for staff relating to Treaty of Waitangi, Te Reo, cultural awareness (Number of)</b>	28	26*	43
Staff participating in training opportunities-see above (Number of)	340	309*	666

Note:

\* The number of events includes 7 iterations of a 10 part Te Reo programme which was offered on all campuses. Although this involved 70 individual sessions, each 10 part programme was counted as a single event. The programmes were attended by 152 participants each of which attended 10 separate sessions (1,520 individual attendance.)

<b>Māori representation amongst full-time equivalent staff (Number of)</b>	183	170	175
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### **Treaty of Waitangi - Policy Statement**

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 recognise the mutual benefits that follow. It will promote 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.

# STUDENTS

## GOAL

1. Distinguish Massey University by the vibrancy of its campuses and student learning experience, its inclusiveness and its outstanding service to students.

## OBJECTIVES

- To provide a range of academic programmes of excellence that are accessible to different groups throughout New Zealand, relevant to students, develop students as independent learners, and significantly enhance the employment opportunities available to graduates.
- To seek enrolment of high calibre students and support them in reaching their potential.
- To provide student support services and a physical environment that will attract students and support greater academic success and retention.
- To continue to encourage enrolment from under-represented groups and to support their progress.
- To be recognised as providing a superb first year experience for our students and to pursue initiatives that will enhance the overall student learning experience at Massey University.
- To ensure through surveys and other research tools, that the quality of services matches student expectations and needs.

## PERFORMANCE 2005

Massey University remains student-centred, aiming to maximise the flexibility and focus of programmes, and support in the learning process. We seek to help students reach their intellectual potential with stimulating teaching, relevant programmes and support services which meet their social and academic needs. In accordance with our commitment to access, we continue to encourage the enrolment and support of students with impairment, and to remove barriers that prevent an inclusive environment being created at Massey University.

2005 has seen significant expansion in the services provided by the University to extramural students and those students in their first year of study. A continued focus on strategies to support student retention and successful completion, particularly for Māori and Pasifika students, should be reflected in future indicators of course completion and retention.

Course completion rates for all students remained steady in 2005. Course completion for students with disability showed an overall increase (4.3% increase to 78.29% in 2005). The University has a strong disability support network for these students (1,812 students in 2005).

The University continues to invest in student facilities with the provision of additional student accommodation and redevelopment of food outlets at Palmerston North and Wellington Campuses. (Also refer to item 7 below).

In the results of the 2005 Survey of Student Satisfaction with Services at Massey University it was pleasing to note an overall increase in student satisfaction. Almost 4,000 students participated in the web-based survey. Key results included:

- The level of overall satisfaction remains high at 95%.
- The number responding that the University's non-teaching services are 'very good' or 'good' has increased from 62% in 2004 to 64% in 2005.

- Wellington students (mainly College of Creative Arts) and Business students (mainly International) have reported higher satisfaction.
- The satisfaction with how well Massey resolves problems has increased.

In 2005 graduands across the University celebrated completion of 5,955 programmes of study (1 April 2004 – 31 March 2004), this was up 434 (8%) on prior year completions. For the second year running this included a record number of students capped with PhDs (92 completions, up 10 (12%) on prior year).

2005 enrolments levels were below target. Domestic numbers continue to decline, which is of concern, but indicative of a number of factors affecting the domestic market – full employment conditions in the labour market impacting on recruitment of mature students and strong competition for young adults in the school leaver market e.g. growth in sub-degree level student numbers in the non-university sector.

In 2005 the quality of Massey students and alumni has been further demonstrated by their success in a number of areas including, for example, the following:

#### **Zonta Design Awards**

Fashion and Textiles Graduand Tessa Benham was declared *Supreme Winner* and had her award presented to her at a ceremony in the Great Hall of the Museum Building by the Prime Minister, Helen Clark. The *Zonta Design Awards* acknowledged outstanding Women Design Graduands in the College of Creative Arts.

#### **MacDiarmid Young Scientist of the Year Awards**

Four Massey scientists were runners-up in their respective categories at the *MacDiarmid Young Scientist of the Year Awards* (from a record 127 entries). Runners-up received \$1000:

*Runner-up in Agriculture, Forestry and Fishing category:* Jeremy McLeod;

*Runner-up in the Health and Medical category:* Raewyn Poulsen;

*Runner-up in the People and Society category:* Andrew Clarke;

*Joint Runner-up in the Biotechnology category:* Scott Walker.

#### **2005, AXIS AWARDS of CAANZ [Communication Agencies Association of New Zealand]**

Massey's Communication and Visual Design graduates won 33 *Awards in the 2005, AXIS AWARDS of CAANZ [Communication Agencies Association of New Zealand]*, which is the top award for Advertising in New Zealand.

#### **New Zealand Universities Blues' Awards**

The *New Zealand Universities Blues Award* is the highest sporting accolade given in the New Zealand tertiary system. Thirteen Massey University students received awards at the annual *New Zealand Universities Blues' dinner* held in Wellington in July. They were:

*Canoeists/Kayakers:* Anne Cairns, Heather Jull, Jared Meehan and Johann Roozenburg;

*In-line Hockey player:* David Thomsen;

*Hockey players:* Emily Naylor, Kayla Sharland and Lloyd Stephenson;

*Rugby player:* Anna Richards;

*Swimmers:* Helen Norfolk and Scott Talbot-Cameron;

*Yachtsman:* Michael Bullot; and

*Volleyball player:* Rebecca Reidy.

#### **2005 Fairfax Alex Veysey Award**

Massey Journalism student Dan Poynton won the *2005 Fairfax Alex Veysey Award* and also an *Asia New Zealand scholarship* to work as a Journalist in Cambodia.

### **Short Documentary Section: New Zealand International Documentary Festival**

Massey Digital Media design student, Richard Sidey, won the *short documentary section* at the *New Zealand International Documentary Festival* in Auckland and Wellington.

### **2005 Aotearoa Student Press Association Award**

Erica Challis, a Journalism student, won the *2005 Aotearoa Student Press Association Award*.

### **Best Tertiary Student Award: TUANZ (Telecommunications Users Association of New Zealand)**

Steve Upritchard, Digital Media, won the *Best Tertiary Student Award* at TUANZ.

### **Fashion Quarterly Young Designer Award 2005**

Fashion and Textile student Kyle Callan won the *Fashion Quarterly Young Designer Award 2005*. The prize included an internship with Zambesi in Auckland, and will feature in the Fashion Quarterly national publication.

### **Invisata Lycra Awards 2005**

Three Fashion students received *Invisata Lycra Awards 2005*. They were:

*Streetwear - Runner-Up*: Mingwei Lei;

*Swimwear - Highly Commended*: Caroline Anderson; and

*Menswear - Highly Commended*: Hannah Hiatt.

### **New Zealand team captain and flag bearer for the World University Games**

Postgraduate student and Olympic swimmer Alison Fitch was selected as *New Zealand team captain and flag bearer* for the *World University Games* in Turkey in August.

### **Hand and Lock embroidery competition**

Fashion student, Tilly (Thongsinh) Keokotavong was awarded second place in the London based *Hand and Lock embroidery competition*. This is a prestigious competition which attracts students of embroidery, textiles and fashion from throughout the world.

### **Boston Consulting Group Inter-varsity Grand Final Business Strategy Competition**

The Massey Undergraduate Business Team gained third place in the prestigious *Boston Consulting Group Inter-varsity Grand Final Business Strategy Competition* held in Sydney in September.

### **BEST Design Awards**

Two Massey students were selected as finalists and were awarded the following:

*Highly commended in the student / interactive media section*: Thomas Mountfort; and

*Highly commended in the student / graphic section*: Jeremy Mansford.

### **Hokonui Fashion Design Awards**

Massey fashion students won *two first places and seven highly commended awards* at the *Hokonui Fashion Design Awards*.

The two winners were:

*Knitwear section*: Tilly Keokotavong; and

*Nightlife section*: Renee Goodlet.

### **Veterinary School Stars**

Seven students from Massey University (New Zealand's only veterinary school) star in a new television series called *Rookie Vets*.

### **R.H.T. Bates Postgraduate Scholarship**

PhD student Matthew Brodie, has been awarded the *2005 R. H. T. Bates Postgraduate Scholarship, Royal Society of New Zealand*.

### **Fulbright-Platinum Triangle Scholarship in Entrepreneurship**

Alumnus Joshua Feast won the inaugural \$140,000 *Fulbright-Platinum Triangle Scholarship in Entrepreneurship*. He will complete his MBA at the Massachusetts Institute of Technology in Boston.

### **Prime Minister's Athletes' Scholarships: New Zealand Academy of Sport**

Aimed at encouraging academic and sporting excellence, *Prime Minister's Athletes' Scholarships* were awarded in 2005 to 70 Massey students. The *New Zealand Academy of Sport* awarded more than 480 scholarships to tertiary students who excel across 50 sporting codes. Each scholar has their full tertiary fees paid, up to \$10,000 per annum. The Massey students' scholarships came to a collective value of \$172,000 and were presented by the Minister for Sport and Recreation, Trevor Mallard, at the Academy of Sport Central in Wellington.

### **Top Achiever Doctoral Scholarships**

Three PhD students have been awarded government *Top Achiever Doctoral Scholarships* worth on average \$29,500 per annum. Winners were: Michael Anderson (Ecology), Lorena Gibson (Social Anthropology) and, Dien-Thu Trinh (Information Systems).

## **Performance Indicators**

### **Target 2005:**

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- 1 Continue establishment and development of extramural portfolio and associated institutional research capability under the Office of Deputy Vice-Chancellor (Palmerston North and Extramural) in 2005.

- 2 Establish an Extramural@Massey strategy to be systematically implemented over the planning period.

### **Outcome/Progress 2005:**

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#### **Partially Achieved - Ongoing**

##### *Highlights included:*

- Development and introduction of a wide range of student services were targeted for extramural students. A small number of appointments have been made to support these initiatives. These services are aimed at improving student retention and student satisfaction, the University's reputation for quality, and its commitment to pastoral care – all of those things that support extramural students' learning and their university experience.
- Vice-Chancellor's Symposium 2005 held on *Distance Education -The Way Forward* with the internationally renowned keynote speaker – Professor Michael G Moore.

#### **Partially Achieved - Ongoing**

##### *Highlights included:*

- Presentation on the state of play and future directions for Extramural@Massey was made to the University Council (June 2005).

3 Explore the suitability of the Certificate of University Preparation (CertUniPrep) for extramural provision to provide access to degree study for mature learners who require additional preparation for entrance and for successful academic performance at the University (2005).

4 Continue to invest in communication and support for extramural students via 0800 MASSEY, OWLL and the distance library service.

The three areas identified as being critical to the strategy, are:

- introduction of new support services for students;
- export education initiatives/taking extramural off-shore; and
- e-learning.

#### **Achieved - Ongoing**

Offering of the Certificate of University Preparation (CUP) via extramural delivery was investigated, and found not to be feasible. A different type of course would need to be developed for distance education students. The Massey University English Language Centre is to take responsibility for delivery of the CUP in 2006.

#### **Achieved - Ongoing**

*Highlights included:*

Maintained and enhanced students services including the following:

**Regional Workshops (collaboration between three campuses and also with Extramural Students' Society (EXMSS))**

- Conducted 41 Study Skills workshops.
- Presented short study skills seminars at 18 EXMSS-hosted orientations.
- Conducted 19 Examination Skills workshops.
- Exam Skill workshop now available "on line".
- Regional workshops held for Pacific Islands students.

#### **On-line Connection (new initiatives)**

- On-line services increased to provide an on-line option from Student Services, Massey Contact and Careers Counselling including:
  - Expanded the service and its availability during working hours, on nights and the weekends; and
  - Expanded the availability of careers counselling during working hours.

#### **ExtraConnect (new initiatives)**

- E-mail services maintained through 'ExtraConnect' to ensure prompt responses to student enquiries, referrals for specific assistance, e.g. course advice, and contact with extramural students e.g. advice on availability "Staying on track" workshops.

**Follow Up of New Students (new initiatives)**

- Contact with all “new to extramural study” students in first six weeks of lectures, this is similar to a very successful programme run by the Open University (United Kingdom) which indicated a significant increase in student retention.
- Put students in touch with services as needed
  - approximately 3,000 students contacted in Semester 1 and 1,099 contacted in Semester 2.

**Extramural Student Website and communication with students (new initiatives)**

- Data collected around usage of the web site, including times of visit, relative popularity of pages and material downloaded. This information will be used to update and improve services.
- Regular updates in Off Campus (EXMSS magazine) to inform students about new activities and services across the University.

**On-line Assignment Pre-Reading Service (new initiatives)**

- Free and on-line service.
- Three-day turnaround.
- Focus on structure, focus and presentation, grammar and punctuation, and style (especially referencing issues).
- Marked uptake of service including a steep and continuing rise in postgraduate assignments.
- Approximately 1,260 assignments reviewed to date.

**Disability Support Services (new initiative)**

- Planned orientation programme for registered extramural students.

**Counselling Services**

- Increased student counselling on-line services and overall increase of usage of service.

**Te Hononga Mai Tawhite (Māori Extramural Student Support Services)**

- Increased development and student use of pre-reading service and study skills advice.

**OWLL (On-line Writing and Learning Link) (new initiatives)**

- Enhanced and expanded – particularly to provide extramural resources.

- Includes:
  - Independent Study;
  - Finding Support;
  - Online Study Techniques;
  - Pre-Reading Service;
  - Recent exam Skills Workshops; and
  - Online Connection.

#### **Academic Writing Skills Updated (new initiative)**

- Now on CD – made freely available to students attending workshops or to those unable to do so – paper based copies are also available.

#### **Distance Library Service**

- Continued to support the distance library service for extramural students.

#### **Campus Services are now available to Extramural Students (new initiative)**

- Includes all of those services that were previously available only to internal students, noting that in some cases additional fees are payable for particular services.

5 Develop a welcome pack for new extramural students

#### **Achieved - Ongoing**

##### *Highlights included:*

- Extra2GO - this general information booklet sent to over 18,000 students.

6 Provide career counselling for extramural students through the Student Counselling Service.

#### **Achieved - Ongoing**

##### *Highlights included:*

- In line with ongoing development of services to meet the needs of extramural students Campus Career Services and Course Advice undertook initiatives including the following:
  - Career and occupational advice (e.g. Albany Campus received and actioned or referred over 470 career advice enquires from extramural students);
  - Development and improvement of Curriculum Vitae;
  - Development of interview skills;
  - Graduate salary and profile information;
  - Both on-line and on-campus services;
  - Virtual Careers Fair;
  - Staffing will determine further Careers website development – a Careers consultant position is

currently being advertised and closes shortly;  
and

- Career and course advice consultation workshops “Staying on Track Evenings” (October 2005; 8 locations) in collaboration with Student Liaison Advisers/Colleges (EXMSS invited to attend):

- planning study;
- selecting papers;
- confirming that the student is on track to complete their qualification;
- clarifying degree or major regulations;
- explaining options available in respect to their stud;
- exploring possible postgraduate study options; and
- assisting with any queries.

Attendance averaged 20-25 students per night. Student feedback has been very favourable.

7 Incorporate provision of student facilities in the Comprehensive Development Plans for each region and in particular provide for:

- appropriate library, computer laboratories and information commons;

**Achieved - Ongoing**

*Highlights included:*

- Palmerston North Comprehensive Campus Plan completed and work commenced in the Library by revamping the front entrance and installing a 90 workstation Information Commons.
- Postgraduate Seminar Suite, Wellington Campus, was completed.

- student accommodation upgrade;

**Achieved - Ongoing**

*Highlights included:*

- Two new Halls of Residence (104 beds in *Totara* and *Matai*) and one Commons (*Kowhai*) were completed for occupancy in February 2005 at Palmerston North Campus.
- Two further Halls (also 104 beds in *Tawa* and *Miro*) and another Commons (*Karaka*) will be completed by February 2006, at Palmerston North Campus.
- Student residential accommodation increased and redevelopment of student food outlets and improvements in recreational facilities on Wellington Campus completed.

- the Student Centre redevelopment at Palmerston North; and
  - the Te Whare a Iwi at Albany, over the planning period.
- 8 Develop and implement a Student Accommodation Strategy for the University in 2005.
- Achieved - Ongoing**  
*Highlights included:*
- Student Centre construction advanced and project progress tracking well with a Stage 1 (new dining and food hall) completed December 2005 and Stage 2 (commercial amenities and level 2 fitout for students' associations) in June 2006.
- Partially Achieved - Ongoing**  
*Highlights included:*
- Permanent site for Te Whare A Iwi has been agreed on the West precinct of Albany Campus.
- 9 Work with local bodies and other tertiary organisations to develop off-campus facilities for students.
- Achieved - Ongoing**  
*Highlights included:*
- Massey University Council approved the University Student Accommodation Strategy.
  - All campuses in process of implementing regional accommodation strategies.
- Achieved - Ongoing**  
*Highlights included:*
- Albany Campus and Students' Association strongly supported the recently opened North Shore Busway project which brings buses directly onto the Albany campus.
  - Work with the Education Guardian Group (via Vision Manawatu) and Palmerston North City Council has seen the development of community sports facilities, websites, various events and functions. A planning day was held recently to address a need for a renewed focus. Work is progressing on specific activities for the next three years.
  - Discussions with Wellington Campus, Wellington High School and Wellington City Council continued to explore the potential development of a gymnasium and recreational facility off campus.
- 10 Continue establishment of the University Graduate Research Office to provide more effective support and administration for postgraduate students in 2005.
- Achieved - Ongoing**  
*Highlights included:*
- Graduate Research School strengthened selected steps in the PhD process to enhance candidate's doctoral experience and the quality of the degree.
  - Implementation of ResearchMaster commenced and will facilitate improved reporting and analysis of doctoral student data.

11 Progress key systems improvement projects over the planning period, including:

- renewal of the Student Management System;

**Achieved - Ongoing**

*Highlights included:*

- Significant work was undertaken on the redevelopment of the fees module within the Student Management System Renewal (SMS). This provides much more flexibility to the way the University manages its fees charging. The system has also been largely migrated to a new database platform which is expected to significantly enhance performance.

- enhancement of web access to student services including First Year Experience website describing supports, services and expectations; and

**Achieved - Ongoing**

*Highlights included:*

- <http://firstyear.massey.ac.nz> provides key support information for students.

Please also refer to highlights on First Year Experience, item 12 below, and extramural student support, item 4 above.

- upgrade on-line learning platform and support for students and academics.

**Not Achieved - Ongoing**

*Highlights included*

- Upgrade on the on-line learning platform did not proceed in 2005. Contribution was made to the information gathering stage of the on-line learning strategy which is scheduled to be submitted to Council in 2006.

12 Implement approved recommendations of the University's First Year Experience Report to enhance the first year experience for students.

**Partially Achieved – Ongoing**

*Highlights included:*

Implementation of approved recommendations is ongoing with Colleges and Campuses maintenance and enhancement of current services and establishing new initiatives within the limits of existing resources including the following:

- A comprehensive orientation programme to introduce students to their Campus.
- Students encouraged to use and referred to Student Learning Peer advisors, staff advisors and student mentors.
- Contact with students identified as at risk.
- Promotion of the Certificate in University Preparation.

13 Continue the activities of the Student Academic Advisory Committee (SAAC) to enhance the quality and effectiveness of student input into academic policy formation across the university.

**Partially Achieved – Ongoing**

*Highlights included:*

- Continued consultation with student representatives.

14 Continue annual administration of the Student Satisfaction Survey and provide relevant senior managers with advice and recommendations for improvement targets as needed.

**Achieved - Ongoing**

*Highlights included*

- On-line survey conducted in April 2005 to over 17,000 students with almost 4,000 valid responses.
- Reports and access to raw data were made available to all service providers on the University's intranet.
- Comprehensive series of presentations and workshops were offered to units across the University in July-August 2005.
- Presentation of high-level results made to the University Council in November 2005.
- Results from the survey reported in the University Statement of Service Performance (within Annual Report) and targets are set in the University Profile, elements are being included as appropriate in college, campus and national shared service operational planning.
- A Service Excellence programme initiated on the Wellington and Albany campuses in 2005 linking results from the survey and other feedback mechanisms to service improvement and fostering a student-led culture.

15 Continue to strengthen learning support for Māori students by evaluation and enhancement of appropriate mechanisms on all campuses and for extramural.

**Achieved – Ongoing**

*Highlights included:*

- Database to assist Māori staff in their support of Māori students has been installed across all campuses.
- Learning Advisors for Māori Extramural students / Te Hononga Mai Tawhiti - Māori Extramural Student Support Services further enhanced services resulting in:
  - Increased development and student use of pre-reading service;
  - Increased development and student use of study skills advice; and
  - Increased contact with students.
- Contact with all “new to extramural study” students in first six weeks of lectures, this is similar to a very successful programme run by the Open University (United Kingdom) which indicated a significant increase in student retention.

- Te Rangahau Tauira intensive learning, writing and study skills programme at Albany Campus was consolidated with 19 students contracted on the programme in semester one and 14 in semester two.

Please also refer to communication and support for extramural students, item 4 above.

16 Review and implement, as appropriate, recommendations from the Cycle 3 Academic Audit towards the enhancement of Student Learning (2005).

**Partially Achieved – Ongoing**

*Highlights included:*

- Partially developed systems and structures to support student literacy and numeracy with focus on undergraduate degree students.

17 Explore and develop appropriate structures for the support of Pacific Island students and establish a Pasifika@Massey strategy (2005).

**Achieved – Ongoing**

*Highlights included:*

- The *Pasifika@Massey Strategy* was approved by Vice-Chancellor’s Executive Committee and the Massey University Council. Appropriate student support structures will be examined as part of the implementation of the *Pasifika@Massey Strategy*.
- The Director Pasifika position to lead the strategy was also approved.

18 Review the requirements for English Language competence and literacy at university entrance towards enhancing pathways to and academic success in degree programmes (2005).

**Partially Achieved – Ongoing**

*Highlights included:*

- Partially explored establishment of entry level qualification to enhance additional preparation for entrance and successful academic performance at University.

19 Continue to support the Vice-Chancellor’s Bursary Awards Scheme to enhance access to University study for students from low-decile secondary schools.

**Achieved**

20 Expand the number of prestigious scholarships that support high calibre students over the planning period, including support for access to the Fulbright programme.

**Achieved – Ongoing**

*Highlights included:*

- Graduate Research School facilitated presentations by the new Director of Fulbright New Zealand to increase awareness of Fulbright opportunities.

## Performance Measures

<b>Student Profile by Level of Student (Enrolled, by programme level)</b>	<b>Actual Students 2005</b>	<b>Actual EFTS 2005</b>	<b>Actual Students 2004</b>	<b>Actual EFTS 2004</b>
Non-degree	4,185	1,481	4,673	2,053
Undergraduate	26,367	15,682	27,478	16,260
Postgraduate (except PhD)	8,101	3,802	8,334	4,158
PhD (Doctoral)	1,004	885	951	855
<b>Total</b>	<b>39,657</b>	<b>21,850</b>	<b>41,436</b>	<b>23,326</b>

	<b>Actual 2005</b>	<b>Actual 2004</b>
<b>Postgraduate EFTS as % of Total EFTS (by programme level)</b>	21.45%	21.49%

<b>EFTS - Taught by Region (Number of, by paper campus)</b>	<b>Target 2005</b>	<b>Actual 2005</b>	<b>Actual 2004</b>
<b>Total</b>	<b>22,485</b>	<b>21,850</b>	<b>23,326</b>
Auckland Region	4,377	4,808	4,582
Palmerston North Region	13,702	13,106	14,083
Wellington Region	4,406	3,936	4,661

<b>EFTS - Taught by Mode (Number of, by paper mode)</b>			
Internal	15,335	14,952	16,159
Extramural	7,150	6,897	7,167

Note:

Figures in all tables above include all students enrolled regardless of funding sources.

<b>EFTS - Funded by Ministry of Education (Number of)</b>			
<b>Total</b>	<b>17,892</b>	<b>16,931</b>	<b>17,840</b>
Auckland Region	3,085	2,968	2,974
Palmerston North Region	11,737	11,175	11,832
Wellington Region	3,070	2,788	3,035

Note:

Figures above are Ministry of Education funded students under funding classification 01.

<b>Equal Educational Opportunities (Number of)</b>			
Pasifika students enrolled	1,077	995	1,026
Students with disability	1,529	1,812	1,529
Participants in the Vice-Chancellor's Bursary Award Scheme	370	499	563

<b>Retention from first year of study to second year of study - all undergraduate programmes (%)</b>			
All students	65%	60%	65%
Pasifika students	63%	53%	56%
Students with Disability	73%	55%	59%

Note:

Figures in both tables above include all students enrolled regardless of funding sources. Retention figures above are currently affected by one-year sub-degree programmes and are therefore only useful from a trend perspective.

<b>Overall Student Service Satisfaction-Non Academic Services (% student rating services good/very good)</b>			
All students	63%	64%	62%
Pasifika students	69%	76%	67%
Students with Disability	67%	74%	67%

<b>Course Completion Rate (Paper Completion ) (%)</b>	<b>Target 2005</b>	<b>Actual 2005</b>	<b>Actual 2004</b>
<b>All Students</b>			
College of Business	85%	87%	86%
College of Creative Arts	90%	91%	90%
College of Education	91%	87%	88%
College of Humanities & Social Sciences	78%	79%	78%
College of Sciences	89%	89%	88%
<b>Pasifika Students</b>			
College of Business	69%	64%	65%
College of Creative Arts	75%	67%	68%
College of Education	80%	68%	69%
College of Humanities & Social Sciences	65%	65%	63%
College of Sciences	75%	70%	71%
<b>Students with Disability</b>			
College of Business	77%	85%	74%
College of Creative Arts	90%	87%	90%
College of Education	85%	75%	77%
College of Humanities & Social Sciences	66%	70%	70%
College of Sciences	77%	81%	76%

<b>Student Achievement</b>	<b>Actual 2005</b>	<b>Actual 2004</b>
Successful course (paper) completion: internal	90.0%	89.1%
Successful course (paper) completion: extramural	90.1%	90.1%

Note:

Successful course completion is the percentage of students passing assessment by examination or internal assessment. Actuals do not include Semester Three results as they are not available at the time of the Annual Report compilation.

<b>Programme Completions by Type of Qualification (Headcount)</b>	<b>Actual 2004</b>	<b>Actual 2003</b>
Doctoral Degree	92	82
Masters Degree	708	687
Bachelors Honours	92	186
Postgraduate Diploma	877	852
Postgraduate Certificate	43	44
Bachelor Degree	2,845	2,484
Advanced Diploma/Graduate Diploma	432	472
Diploma	533	347
Advanced Trade Certificate	0	0
Advanced Certificate/Undergraduate Certificate	179	242
Certificate	154	120
<b>Total</b>	<b>5,955</b>	<b>5,516</b>

Note:

Figures above are for all qualifications under which students have successfully applied to graduate between 1 April 2004 and 31 March 2005 - "2004 Academic Year".

Figures above are Ministry of Education funded and Full-Fee/International students only.

	<b>Actual 2004</b>	<b>Actual 2003</b>
<b>Masters, Honours and Doctoral Completion/Total Programme Completions (%)</b>	15.0%	17.3%
<b>All Postgraduate Completion/Total Programme Completions</b>	30.4%	33.6%

	<b>Actual 2005</b>	<b>Actual 2004</b>
<b>Graduating students who enroll for graduate programmes at Massey University (%)</b>	12.4%	16.7%

Please also refer to the Headcount and EFTS information provided in the Treaty of Waitangi and the Internationalisation sections above and below (respectively).

### **Equity of Access to Educational Opportunities - Policy Statement**

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

- (a) encourage enrolment from under-represented groups: specifically Māori, People with Disability, Pacific Peoples and Women;
- (b) provide a learning environment that facilitates successful participation by all students, including those with specific needs;
- (c) be pro-active in providing access and equitable opportunities for success for groups that are under-represented;
- (d) ensure that each student has the opportunity to achieve according to his or her own individual potential;
- (e) ensure that its processes or procedures are non-discriminatory and pay due consideration to the needs of all groups of students; and
- (f) monitor its performance against this policy objective.

## **2005 REPORT ON SPECIAL SUPPLEMENTARY GRANTS**

### **Tertiary Students with Disabilities**

Approximately 1,812 Students with disabilities enrolled at Massey in 2005. There have been a total of 31 students requiring material in accessible formats during 2005 and we have provided formats for 123 papers. The bulk of the Special Supplementary Funding Grant: Tertiary Students with Disabilities continued to be spent on support for individual students, which included salaries for five support persons across the campuses. The pool of assistive technology and equipment for external and internal students was maintained and in some areas upgraded. Recruitment publications and materials have been revised and distributed nationally to Secondary Careers Advisers and community groups.

### **Māori and Pacific Peoples**

The sole objective of the Massey University 2005 Special Supplementary Funding Grant: Māori and Pacific Peoples was to develop programmes and services that would support and encourage Māori and Pasifika student excellence. The Grant was used to provide programmes and services specific to the needs Māori and Pasifika students, in line with the Māori@Massey Strategy and Pasifika@Massey Strategy.

## STAFF

### GOAL

1. To strengthen Massey University as an employer of choice for outstanding academic and general staff.

### OBJECTIVES

- To ensure the University has a culture that attracts and encourages staff, and appropriately values, recognises and rewards quality performance by staff.
- To provide development and support that enhances the effectiveness of staff, with students from diverse cultural backgrounds and needs.
- To ensure that the responsibilities of the University as an Equal Opportunities Employer are upheld.
- To encourage staff to develop and maintain links within the University, and also regionally, nationally and internationally, to enhance teaching, research, and student support services.
- To value a collegial, devolved approach to decision-making thereby empowering members of the University community to exercise initiative and responsibility for the development of plans and priorities.
- To place a high priority on effective and efficient communication with staff in all colleges, campuses, administrative and service divisions of the University.

### PERFORMANCE 2005

Massey University is committed to providing a quality working environment and conditions which encourage all staff to flourish. The destiny of the University will be determined by the leadership and achievements of our academic and support staff. The quality and commitment of staff members are the basis of the quality of the University's qualifications and research outputs and the excellence of its teaching delivery. We are committed to implementing future-focused, professional development programmes for staff.

The University's *Advanced Degree Awards* are aimed at building the University's research and academic capacity. The awards provide funding to release academic staff members from teaching and other duties in order to complete advanced research degrees. 49 staff received *Advanced Degree Awards* in 2005: 15 to complete Master's Thesis; 12 to develop Doctoral Thesis; and 22 to complete Doctoral writing. In this regard it is also very pleasing to report that, at the end of 2005, over 56% (over 630) of our academic staff now hold a doctorate qualification (up from 50% in 2004) and 77% holding a Masterate qualification or higher (over 1,135).

The *Distinguished Professor* title was established (December 2003) to recognise professorial staff who have achieved positions of outstanding international eminence in their field. Awards were made in 2005 to: Professor David Lambert, Institute of Molecular Biosciences; Professor Paul Moughan, Riddet Centre; Professor David Parry, Institute of Fundamental Sciences; Professor David Penny, Allan Wilson Centre for Molecular Ecology and Evolution; and, Professor William Tunmer, School of Educational Studies.

From a staff development perspective, the number of training and development courses and participants exceeded target in 2005. This trend is indicative of the University's continued commitment to the provision of staff development programmes and the commitment of its staff in undertaking ongoing personal development.

Recognition of outstanding staff achievement through awards was maintained during 2005 as indicated in the Performance Indicators section below, and also in the *Research & Creative Works* section above.

Human resource systems development continued in a number of areas including: human resources performance reporting, ImpelHR (recruitment and management system), human resource policies and, health and safety procedures. Please see indicators 14-17 below for further details.

In 2005 the quality of Massey staff has been further demonstrated by their external recognition in a number of areas including, for example, the following:

**2005 National Tertiary Teaching Excellence Award for Sustained Excellence**

Dr Regina Scheyvens, School of People, Environment and Planning, has won a *2005 National Tertiary Teaching Award for Sustained Excellence*.

**2005 National Tertiary Teaching Excellence Award for Excellence in Innovation**

Dr Alexander Davies, Institute of Veterinary, Animal and Biomedical Sciences, has won a *2005 National Tertiary Teaching Award for Excellence in Innovation*.

**Te Rangi Hiroa Medal**

Professor Cluny Macpherson, School of Social and Cultural Studies has been awarded the *Te Rangi Hiroa Medal* by the Academy Council of the Royal Society of New Zealand, to recognise excellence in social sciences.

**Hamilton Memorial Prize**

Dr Barbara Holland, Allan Wilson Centre for Molecular Ecology and Evolution, won the *Royal Society of New Zealand Hamilton Memorial Prize*, for beginners in scientific or technological research.

**New Zealand Science and Technology Bronze Medal**

Professor Tony Signal, Institute of Fundamental Sciences, has been awarded a *New Zealand Science and Technology Bronze Medal* by the *Royal Society of New Zealand* for his significant contribution to physics, particularly through his contribution to the New Zealand Physics Olympiad Organising Committee and for his work on the National Committee of CREST (Creativity in Science and Technology).

**Applied Biosystems/NZSBMB Award**

Professor Barry Scott, Institute of Molecular Biosciences has been awarded the *New Zealand Society for Biochemistry and Molecular Biology's* top honour, the *Applied Biosystems/NZSBMB Award* for his work into plant:fungal symbiosis.

**Doctor of Science, Massey University**

Professor Jeffrey Hunter, Institute of Information and Mathematical Sciences, has been awarded a *Doctor of Science* degree for his work in his specialisation in applied probability, a branch of mathematics that involves the use of probability concepts and methods to model random phenomena. It is the first DSc awarded in his field of research.

**Honorary Associate to the Royal College for Veterinary Surgeons**

Professor David Mellor, Institute of Food Nutrition and Human Health, has been elected as an *Honorary Associate to the Royal College for Veterinary Surgeons*. His research on pain and the foetus receives world attention.

**Nominated for a Nobel Peace Prize**

Professor Marilyn Waring, School of Social and Cultural Studies, is one of four New Zealand women in an historic collective nomination for a *Nobel Peace Prize*, which includes one thousand women worldwide.

**Honorary position as Colonel Commandant of the Royal New Zealand Nursing Corps**

Associate Professor Annette Huntington, School of Health Sciences, has accepted the *honorary position as Colonel Commandant of the Royal New Zealand Nursing Corps*.

**Lifetime Honorary Member of the New Zealand Mathematical Society**

Professor Graeme Wake, Institute of Information and Mathematical Sciences, was elected a *Lifetime Honorary Member of the New Zealand Mathematical Society*.

**Fellow of the Institute of Electrical and Electronics Engineers (IEEE)**

Professor Janina Mazierska, Institute of Information Sciences and Technology, has become the first woman in New Zealand to be elected a (highly prestigious) *Fellowship of the Institute of Electrical and Electronics Engineers (IEEE)*. She is one of four IEEE Fellows residing in New Zealand and one of 12 females worldwide.

**Fellow of the Royal Society of New Zealand**

Professor Neil Pearce, Centre for Public Health Research, has been made a *Fellow of the Royal Society of New Zealand*.

**Fellowship of the Royal College of Veterinarians**

Professor Kevin Stafford, Institute of Veterinary, Animal and Biomedical Sciences, has been awarded a *Fellowship of the Royal College of Veterinarians*.

**Fellows of the Institute of Professional Engineers of New Zealand**

Professor Richard Archer and Associate Professor Tony Paterson, Institute of Technology and Engineering, have been elected *Fellows of the Institute of Professional Engineers of New Zealand*.

**Fellows of the New Zealand Institute of Chemistry**

Professor David Officer and Associate Professor David Harding, Institute of Fundamental Sciences, have been awarded *Fellowships of the New Zealand Institute of Chemistry*.

**Fellow of the Arbitrators and Mediators Institute of New Zealand**

Mrs Julia Pedley, Dispute Resolution Centre, Graduate School of Business has been made a *Fellow of the Arbitrators and Mediators Institute of New Zealand*.

**Fellows of the Association for Tertiary Education Management Inc (ATEM)**

Mrs Anne Walker, Risk Manager, Strategic Finance and Planning and Mrs Judith Nathan, Director, Strategy and Projects, have been made *Fellows of the Association for Tertiary Education Management Inc (ATEM)*.

**Associateship of LIANZA (Library and Information Association of New Zealand)**

Ms Jane Brooker, College Liaison, Library, has been awarded the *Associateship of LIANZA (Library and Information Association of New Zealand)*.

**2004 Playwrights' Association of New Zealand Awards**

Dr Angie Farrow, School of English and Media Studies, came first at the *2004 Playwrights' Association of New Zealand Awards* with her play entitled *Amnesia*.

**Constance Scott Kirkcaldie Award**

Ms Jane Pierard, School of Language Studies, has been awarded the *Constance Scott Kirkcaldie Award* for outstanding composer of original music at the *Chapman Tripp Theatre Awards*.

#### **Sovereign Award for Most Promising New Director**

Mr Ryan Hartigan, School of English and Media Studies, received the *Sovereign Award for Most Promising New Director at the Chapman Tripp Theatre Awards*.

#### **Wallace Electoral Award**

Ms Claire Robinson, Department of Two Dimensional Design, won a *Wallace Electoral Award* for creating the CD that was published with the book *New Zealand Votes*.

#### **2004 Dialogica Awards**

Dr Bryan Walpert, School of English and Media Studies, has written one of three winning essays in the *2004 Dialogica Awards* for his work entitled *The Art of Paying Attention: Nature, Poetry, and the Nature of Poetry*.

#### **Te Pumanawa Hauora Doctoral Scholarship**

Ms Hope Tupara, School of Health Sciences, has been awarded a *Te Pumanawa Hauora Doctoral Scholarship* to undertake a study on *Māori Beliefs of Genetic Biotechnology*.

#### **Kress Foundation Travel Award**

Dr Gina Salapata, School of History, Philosophy and Politics, received a *Kress Foundation Travel Award* to attend and present a paper in the *2005 Archaeological Institute of America meeting in Boston, United States of America*.

#### **Certificate of Commendation**

Mr Kieran O'Donoghue, School of Sociology, Social Policy and Social Work, has been awarded a *Certificate of Commendation from the Aotearoa New Zealand Association of Social Workers*.

#### **Best Award**

Associate Professor Tony Parker, Department of Three Dimensional Design, was the *Winner of the Best Award for Hulme Supercar at the Designers Institute of NZ Design Awards 2005*.

#### **Most Outstanding Lecturer in Business Award**

Mr Richard Marks, Department of Information Systems, was voted the *Most Outstanding Lecturer in Business Award for 2005 by MAWSA (Massey at Wellington Student Association)*.

#### **Tui Award for the Best Jazz Album of 2005**

An album by musicians from the staff of the Conservatorium of Music, *The Kevin Clark Trio With Guest Artists Live – The Sandbar Sessions*, wins the *Tui Award for the Best Jazz Album of 2005*.

#### **Distinguished Teaching Award**

Professor Richard Buchanan, Department of Marketing, won a *Distinguished Teaching Competition Award* at the *Marketing Advances Conference, St Petersburg, Florida, United States of America*.

#### **National Contemporary Art Awards**

Mr Stuart Sheppard, Department of Art and Design, was a finalist in the *National Contemporary Art Awards* in Hamilton.

#### **Ig-Nobel Award, Harvard University**

Dr James Watson, School of History, Philosophy and Politics, received an *Ig-Nobel Award in agricultural history at Harvard University* – a light-hearted version of the Nobel prizes.

## Performance Indicators

### Target 2005:

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- 1 Continue the Advance Degree Award fund to assist staff to complete research qualifications in 2005 with a view to increasing the proportion of staff who are doctorally qualified or hold an appropriate terminal degree for the discipline.
- 2 Continue to develop and run staff development programmes in key areas of strategic priority for the University i.e. increasing the proportion of doctorally qualified staff, particularly on the Wellington campus, achieving a high level of research-active staff, increasing teaching skills including on-line capability, best practices in tertiary assessment, Treaty of Waitangi and leadership and management training.
- 3 Establish five Chairs in targeted discipline areas including chairs in Sport, Natural Hazards Planning, Agriculture, Software Engineering, Māori Health, and Speech and Language Therapy.
- 4 Increase the proportion of Māori staff over the planning period.
- 5 Continue to review staff profiles by College and Campus over the planning period to align with academic portfolios and student/stakeholder demand.

### Outcome/Progress 2005:

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#### Achieved – Ongoing

#### Achieved – Ongoing

Please also refer to: Advanced Degree Award and doctorally qualified staff, in Performance 2005 above, Research active staff in *Research & Creative Works* section, item 1 above, best practice in tertiary assessment in *Teaching & Learning* section, item 17 above, Training opportunities for staff relating to *Treaty of Waitangi*, Te Reo and cultural awareness performance measure tables in *Treaty of Waitangi* section, above, Leadership and management training performance measure tables in this section, below.

#### Achieved – Ongoing

##### *Highlights included:*

- Chairs in all named discipline areas were established in 2004. In addition to this Chairs in the following disciplines were established in 2005:
  - Human Nutrition;
  - Nutritional Science;
  - Agri-Foods;
  - Plant Physiology and Biochemistry; and
  - Plant Biotechnology.

#### Not Achieved – Ongoing

There was a marginal decline of Māori staff between 2004 and 2005 (5 staff, 0.97 full-time equivalent).

See also initiatives to attract and retain Māori staff in *Treaty of Waitangi* section, item 11 above.

#### Achieved – Ongoing

##### *Highlights included:*

- Review and restructure of the Department of Art and Design.
- Administration support positions in the College of

Creative Arts reviewed and restructured. A major shift in focus was the creation of two dedicated administrator roles in the Academic Office to deal with student issues i.e. enrolments, paper changes etc.

- The College of Education withdrawal from the Wellington campus, and the realignment of staffing through the Voluntary Resignation Scheme contributed to a rebalancing of programme and staffing profiles in the College.
- A review of casual tutor employment was undertaken in the College of Humanities & Social Sciences – aiming for a shift from limited term to permanent contracts wherever justified.
- Detailed staffing profiles and notional budget staffing plans have been developed for each Institute in the College of Sciences.

6 Utilise the results of periodic satisfaction surveys to identify needed changes to enhance the workplace environment in various units and across the University.

**Achieved – Ongoing**

*Highlights included:*

- Academic Work Environment Survey administered to an academic staff sample, progress underway with regard to the analysis. Results will be provided to all departments for utilisation.
- Established the *Service Excellence @ Albany* project. The purpose of this project is to systematically improve our student-focused services by developing an integrated and systematic approach to service improvement.

7 Complete implementation of Council and Academic Board decisions around academic policy-making processes and structures (2005).

**Achieved – Ongoing**

*Highlights included:*

- Implemented all Academic Policy-making recommendations.
- New Terms of Reference for all College Boards implemented.

8 Continue to monitor the application of staff workloads policy and practice on an ongoing basis.

**Achieved – Ongoing**

9 Continue to promote the University's web-site as a tool for effective communication to, and information resource for, staff.

**Achieved – Ongoing**

*Highlights included:*

- Massey News continues to be a key communication tool between the University, management, and staff and the wider community and is a valued

source of information for staff, stakeholders and the media.

- Hits and visits to the Massey News website continue to grow with approximately 400,000 visits per month (up about 100,000 on the same time last year).
- The Staffroom website remains an important tool for the distribution of University documents and policies.
- Where possible, information released publicly via media releases or publications such as Massey News point to the University website as a further source of information.
- Visitors to the Massey News website are being directed from articles on-line to related programme/course information.

10 Continue development and implementation of Performance Scorecard programme to provide regular relevant feedback to staff and managers.

**Achieved – Ongoing**

*Highlights included:*

- Scorecards have been fully developed and validated in 10 units with further work to continue in 2006 on reporting capability for scorecard measures. Scorecard workshop held for managers.

11 Continue commitment to Performance Review and Planning process as one mechanism for effective communication with staff.

**Achieved – Ongoing**

12 Continue to recognise outstanding University teachers through nominations to the Tertiary Teaching Excellence Awards, the Vice-Chancellor's Awards for Excellence in University Teaching and in recognition for outstanding Research-led teaching in the annual promotions round.

**Achieved - Ongoing**

*Highlights included:*

- *National Tertiary Teaching Excellence Awards* (administered by the New Zealand Qualifications Authority) were awarded to the following Massey University staff:

**Tertiary Teaching Excellence Award for Sustained Excellence**

Dr Regina Scheyvens, School of People, Environment & Planning, Massey University, Palmerston North.

Dr Scheyvens is an advocate of active learning. By this she means that successful learning in tertiary education is when students engage with the subject matter. This can be anything from 'triangulating' her teaching, by using differing but complementary material, to offering as much material online as possible.

She is also committed to meeting the needs of a diverse range of students, many of them from overseas or learning extramurally. These challenges have led to her developing differing resources and she is always trying to find videos or films that can be used by students even if they cannot attend lectures.

Her development of new courses and modules over the past 10 years has always taken into account differing learning needs and where possible she adds real world and personal research into the mix to gain a balanced outcome.

### **Tertiary Teaching Excellence Award for Excellence in Innovation**

Associate Professor Alexander Davies, Institute for Veterinary, Animal & Biomedical Sciences, Massey University, Palmerston North

For the past 30 years Alex Davies has been working on creating new technological teaching aids for his anatomy students. From basic beginnings with simple slide shows, through to using the universities first ever scanner to create interactive tutorials and on to offering digital tutorials online, Alex has never been afraid to try new things.

This has led to him creating so many innovative programmes that they are all now simply known as CALVE (Computer Aided Learning in Veterinary Education). CALVE is being continually updated with new programmes and exercises. It is also becoming more important as ethical and economic grounds make dissecting large numbers of animals more difficult. As a result of all this he has been voted lecturer of the year twice by his students and has seen a constant growth in the number of people using his programmes. His programmes are also being made available on CD for other universities to access.

- The annual *Vice-Chancellor's Teaching Excellence Awards* signify Massey's ongoing commitment to excellence in teaching in a research-informed and research-led environment presented.

The recipients of the 2005 *Vice-Chancellor's Teaching Excellence Awards* were:

- Associate Professor Alexander Davies, *Darrylin O'Dea Award for Excellence in e-Learning;*
- Dr Regina Scheyvens, *Vice-Chancellor's Award for*

*Sustained Excellence*, and

- Dr Kee Teo, *Vice-Chancellor's Award for Excellence in Teaching First Year Students*.

13 Continue to recognise outstanding staff performance through awards, such as conference-related travel (at least 2 per College and 20 annually), and further development opportunities.

**Achieved – Ongoing**

*Highlights included:*

- 385 long-leave overseas travel approvals were approved for academic staff in 2005.

14 Strengthen the University's Human Resources performance reporting capability by:

- continuing to develop reporting capability and data storage integrity of staffing information; and

**Achieved - Ongoing**

*Highlights included:*

- Significant efforts undertaken to improve the University's Human Resources reporting capabilities and data storage. This has involved communicating with key stakeholders, identifying key operational, strategic and reporting requirements.

- developing a datamart that enables Human Resources reporting which integrates information from a number of Human Resources databases.

**Partially Achieved - Ongoing**

*Highlights included:*

- Work continued towards eliminating as many ancillary databases as possible however, not all will be able to be eliminated due to compatibility of systems.

15 Continue to develop the University's Recruitment Management System (ImpelHR).

**Achieved - Ongoing**

*Highlights included:*

- Improvement made to Impel HR that support a more vigorous process for recruitment of academic staff.

16 Continue to develop and implement appropriate Human Resources policy.

**Achieved - Ongoing**

*Highlights included:*

- Policy developed during 2005 included:
  - Recruitment;
  - Pre-employment screening;
  - Engagement of temporary employees;
  - Performance planning and review;
  - Modification of leave policy; and
  - Academic staff availability.

17 Continue to implement new procedures to ensure compliance with new health and safety legislation and improve staff access to relevant health and

**Achieved - Ongoing**

*Highlights included:*

- New policies and procedures established for:

safety information (2005).

- Hazardous Substances;
- New Organisms (HASNO) compliance;
- Genetically Modified Organisms; and
- Implementation of radiation safety procedures.

*Highlights of other initiatives focused on Staff:*

*Highlights included:*

- A General Staff Conference was held on each campus:
  - Palmerston North Campus, Topic: *Motivation and Success*. 145 attendees and three general staff presentations.
  - Wellington Campus, Topic: *Emotional Intelligence*. 63 attendees and three general staff presentations.
  - Albany Campus Topic: *Emotional Intelligence*. 103 attendees and three general staff presentations.
- In June and December, Albany Campus General Staff *Extra Mile Awards* were presented to those staff nominated by others for exception performance over and above their usual duties. 25 awarded in June and 27 awarded in December.

## Performance Measures

	Target 2005	Actual 2005	Actual 2004
<b>Staff PRP (Performance Review &amp; Planning) completion (% of FTE - Fulltime Equivalent)</b>	88%	79%	80%

<b>Leadership and Management training (Hours)</b>	240	20*	270
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Note:

Due to staff vacancies a leadership and management programme was not able to be run in 2005. However, this was offset by direct consultancies with Heads of Department and equivalent with the Training and Development Unit, and high numbers participating in the general staff training programme, with a number of those events involving manager participation.

<b>Training and development courses (Number of)</b>	592	621	741
<b>Training and development participants (Number of)</b>	5,535	5,854	7,350

Note:

The above are courses and participants in training offered by the Training & Development Unit, Information Technology section, and Human Resources section (Health and Safety courses).

	Target 2005	Actual 2005	Actual 2004
<b>Gender balance amongst staff (%)</b>			
<b>(a) Female Academic staff</b>			
College of Business	35%	34%	37%
College of Creative Arts	37%	40%	41%
College of Education	68%	67%	62%
College of Humanities & Social Sciences	59%	56%	57%
College of Sciences	24%	23%	23%

<b>(b) Female Academic staff at Senior Lecturer level and above (%)</b>			
College of Business	31%	37%	36%
College of Creative Arts	24%	23%	26%
College of Education	51%	54%	50%
College of Humanities & Social Sciences	41%	49%	44%
College of Sciences	42%	48%	40%

<b>FTE Academic Staff with a Doctorate (% Fulltime Equivalent)</b>			
College of Business	44%	45%	39%
College of Education	46%	38%	31%
College of Humanities & Social Sciences	64%	67%	63%
College of Sciences	71%	74%	70%

<b>FTE Academic Staff with a Masterate (Terminal Qualification) (% Fulltime Equivalent)</b>			
College of Creative Arts	50%	57%	50%

Please also refer to Headcount information provided in the Treaty of Waitangi section above.

### **Equity of Employment Opportunities - Policy Statement**

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:

- (a) 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;
- (b) develop and maintain a workplace culture that values and supports diversity;
- (c) ensure that it provides a safe, supportive and healthy environment for all employees that is conducive to quality teaching, research and community service;
- (d) 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;
- (e) not tolerate any form of unfair discrimination in the workplace 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;
- (f) promote equal employment opportunities as an integral part of University policies and practices;
- (g) monitor, review and evaluate progress towards achieving equal employment opportunities.

## THE UNIVERSITY AND THE WIDER COMMUNITY

### GOAL

1. To be an integral, respected and favoured part of our core communities through our role as a creator and repository of knowledge, a critic and conscience of society, a guardian of culture and a source of expertise and advice.

### OBJECTIVES

- To contribute to informed/intellectual debate in the wider community.
- To serve and inform our core communities and be an integral part of those communities.
- To strengthen links with the University's graduates, particularly through the Alumni and Friends networks, recognising them, together with our current students and their families, as our primary ambassadors within the wider community.
- To elevate public awareness of the pivotal role Massey University can and does play toward New Zealand's economic, social and cultural advancement.
- To develop and strengthen links with industry and the arts, professional and other sector groups, schools and other educational institutions, in a systematic manner and to mutual advantage.
- To develop effective systems to support our interaction with the wider community, particularly in the areas of government relations, relationship management and public affairs.
- To play a constructive part in the development and promotion of environmental awareness and best management practices in the wider community.

### PERFORMANCE 2005

Massey University adds significant intellectual, social, cultural and economic value to New Zealand and New Zealanders. In accordance with our traditions, we bring an emphasis on community relevance together with research and scholarly excellence to issues facing New Zealand in the 21st century. We encourage our graduates to be outward looking and globally oriented, with a strong 'knowledge to the people' commitment. In 2005 the number of Research Output Communications has remained strong (up 2%), with strong growth in the number Community Communication on Environmental Issues (up 40%). The University has continued its significant contribution to the community via its public lecture series programme, its public seminars and industry relevant conferences.

As has been stated earlier, we have a commitment to collaboration and the formation of constructive partnerships with institutions and organisations within and beyond New Zealand with which we have interests in common, and where the partnership will enhance the contribution, standing and performance of Massey University. In addition to the numerous examples provided in the following pages, 2005 has seen a number of significant collaborative relationships come to fruition. Success in securing funding for two Partnerships for Excellence projects in collaboration with agricultural and horticultural industry organisations and equine industry organisations is but one example. This funding acknowledges the importance of these areas of research and the lead role that Massey University has in the Agricultural and Life Sciences. (Also refer to item 10 (bullet point 6) in the *Research & Creative Works* section above.)

In 2005 the University was also successful, as the lead organisation, in receiving funding for three Growth and Innovation Pilot (GIPI) initiatives (*ICT Professionals for the Future, Design for the Timber Furniture Industry and, Identification of Future Design needs for the Fashion and Textile Businesses*). This funding promotes the sharing of knowledge and expertise between tertiary education and industry sectors in order to deliver economic benefits to New Zealand. (Also refer to item Highlights at the end of the *Research & Creative Works* section above)

The new Hopkirk Research Institute, which is a joint venture between Massey University and AgResearch, was launched in 2005. With staff from AgResearch and the Institute of Veterinary, Animal and Biomedical Sciences working together in this Centre a critical mass of animal health researchers has been established at the Palmerston North Campus providing an opportunity for new research priorities to move more rapidly from the field to the laboratory. (Also refer to item 10 (bullet point 1) in the *Research & Creative Works* section above.)

The New Zealand School of Music (NZSM) was formed during 2005. This is a unique collaborative joint venture between Massey University and Victoria University of Wellington and will make a significant contribution to Wellington as the *Creative Capital* of New Zealand. The School will have strong links and work in cooperation with other significant music entities, including the New Zealand Symphony Orchestra, Chamber Music New Zealand and the Wellington Sinfonia. This co-operation will also extend to relationships with other significant institutions with related interests, for instance the Wellington City Council and the National Library.

The quality and contribution of Massey staff, students and alumni has been recognised in a number of areas including, for example. The following:

#### **2005 New Year's Honours**

*Current and past staff, students and alumni*

##### **Distinguished Companion of the New Zealand Order of Merit (DCNZM)**

Dr Alan Russell Frampton, for services to agriculture.

##### **Officer of the New Zealand Order of Merit (ONZM)**

Miss Caroline Evers-Swindell, for services to rowing.

Miss Georgina Evers-Swindell, for services to rowing.

Dr Patricia Harris, for services to science.

Mr Thomas Ryder, for services to education and the community.

Miss Sarah Ulmer, for services to cycling.

##### **Member of the New Zealand Order of Merit (MNZM)**

Mrs Barbara Arnold, for services to the environment.

Mr Peter Martin, for services to paralympic sport.

Mr Selwyn Metcalfe, for services to sport and the community.

Mrs Jean Corbin Thomas, for services to the community.

Wing Commander Stephen Goodman, New Zealand Defence Force, Royal New Zealand Air Force.

##### **Companion of the Queen's Service Order (QSO)**

Mr Alan Dick, for public services.

##### **Queen's Service Medal (QSM)**

Mr Michael O'Connor, for public services.

Mr Robert Twaddle, for public services.

## 2005 Queen's Birthday Honours

*Current and past staff, students and alumni*

### Member of the New Zealand Order of Merit (MNZM)

Emeritus Professor Robert Jolly, for services to veterinary science.

## Performance Indicators

### Target 2005:

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- 1 Expand the public lecture series programme over the planning period, and continue to host exhibitions and cultural performances.

### Outcome/Progress 2005:

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#### Achieved - Ongoing

##### *Highlights included:*

- 2005 Chancellor's Lecture series were given by:
  - Dr Jim Salinger (27 July), *Climate change : Social and environmental impacts facing New Zealand in the medium term*, 40 attendees;
  - Mr Ahmed Zaoui (10 August), *Islam and human rights : Islam's rich heritage of protecting human rights*, 140 attendees;
  - Dr Emma Davies (24 August), *Every child counts : Children's place in the sustainable development of New Zealand*, 45 attendees;
  - Dr Claudia Orange (7 September), *The Treaty in the 21st Century: Where to now? The view from Te Papa*, 115 attendees; and
  - Dr Kevin Ireland (21 September); *Is anyone home? The 'literary oasis' run by Frank Sargeson*, 50 attendees.
- 2005 Public Lecture series:
  - Professor John Tinto, *Student Success, a Shared Responsibility*;
  - Dennis McDermott, *Indigenous Scholar Te Mata o Te Tau, NOT MENTAL Positive approaches to Australian Indigenous social, spiritual and emotional well-being*; and
  - Dr Jessica Hutchings, *Nanotech, Maori and the Platform of New Zealand Technologies: A critical Perspective on Maori Attitudes towards New Zealand Technologies*.
- Held the inaugural Professorial Lecture given by Professor David Lambert, attended by 105 staff and community.
- International Dutch Photographic Exhibition hosted in the Museum Building attraction substantial attention from the public.

Please also refer to public seminars and public lecture series in items 2 and 12 and open days and seminars in item 10 below.

- 2 Continue to deliver public seminars and hold industry-relevant conferences in all Colleges (at least one per College annually and a total of 10 annually).

#### **Achieved - Ongoing**

Numerous events were held. These were attended and participated in by staff, students, the general public and representatives from the education sector, community organisations, Crown Research Institutions, industry, government bodies and international attendees.

##### *Highlights included:*

- *Flight Safety Seminar and Workshop* held on controlled Flight into Terrain.
- *FI360 (Fiduciary Investment Seminar/Training Conference) Accreditation Forum* held. This is the only venue in New Zealand where this Forum is held. The Forum attracts national and international participants with the end result being a certificate as an accredited Investment Fiduciary.
- SME (Small and Medium Enterprise) Symposium held.
- *New Zealand Art Educators Conference, Te Whakare* held.
- *Leadership in Complex Environments Conference* held in conjunction with the New Zealand Army.
- Series of lectures and research symposia by renowned feminist theologian Carol P Christ held.
- Māori visual arts group and solo exhibitions held.
- *Festival of New Arts* hosted.
- *Summer Shakespeare* programme held.
- *Lunchtime Theatre/Arts on Wednesdays* programmes held.
- Public Seminar guest speakers included Monique Redmond, a sculptor, installation artist and Senior Lecturer in Visual Arts at the Auckland University of Technology School of Art and Design.
- Annual public seminar series hosted by the School of History Philosophy and Politics.
- Organised a *Book Crossing* for Palmerston North.
- *2005 Professorial Lecture Series* run by the College of Sciences saw Professor David Lambert deliver the public lecture *From DNA to Diversity: Molecular Genetics and the Study of Evolution*, in Auckland.
- *Dairy3 Conference* held at Palmerston North campus and attracted over 300 industry personnel which included farmers, fertiliser company

representatives and other dairy company contributors. The theme this year was *Know No Limits*.

- *Te Ohu Whenua Hui a Tau* held. This is an industry based conference which was attended by representatives of Māori-owned forestry trusts, sheep and dairy farm, iwi horticulturalists and researchers – the theme for this year was *Innovation in Agriculture*.
- Professor Frank Close, Professor of Theoretical Physics at Oxford and Professor of Astronomy at Gresham College gave the inaugural public *Sir Neil Waters Distinguished Lecture*. This was held at the Speirs Centre in Palmerston North and drew an audience of approximately 200 people. The lecture was also presented to the Albany Campus.

Please also refer to the public lecture series in item 1 above and item 12 below, open days and seminars in item 10 below, and international conferences in *International* section, item 6 below.

- 3 Continue to respond critically to governmental and other education-related policy initiatives through submissions, media releases, presentations, publications and collaborative advocacy based on research and scholarship.

#### **Achieved - Ongoing**

##### *Highlights included:*

- University Communications group continued to work with staff who, based on their fields of research expertise and knowledge, comment on various issues, including government policy, representing a wide variety of views.
- Work in support of the University's interest was conducted by discussion with key Alumni and other supporters. The Massey University Foundation is proving very useful in this respect.

- 4 Further develop the University's government relations programme and ensure effective links with our academic staff in areas of relevant policy and curriculum development and in particular:

- respond to the review of professional Education in the New Zealand defence force and make adjustments to structural arrangements and academic programmes as appropriate;
- extend relationships with the Ministry of Health and the Health Sector regarding health

#### **Partially Achieved - Ongoing**

Implementation of the New Zealand Defence Force (NZDF) review of professional education was delayed until the recent appointment of the Director NZDF Command & Staff College. This review will continue in 2006.

#### **Achieved - Ongoing**

##### *Highlights included:*

workforce development;

- Received ongoing funding to deliver Te Rau Puawai, a Māori Mental Health Workforce Development programme. The first Te Rau Puawai bursar to achieve a PhD graduated in 2005.
- Received ongoing funding to deliver training in clinical social work supervision to the Department of Child Youth and Family, Group Special Education and Hutt Valley and Capital Coast Health.

Please also refer to Māori Health Workforce Development at the end of item 4 below.

- contribute to debate on public issues, including defence policy, international relations, race relations, migration, health issues, social policy and community issues;

#### **Achieved – Ongoing**

The University continued to fulfil one of its core primary roles as a critic and conscience of society

Please also refer to the public lecture series and conferences in item 1 and 2 above and item 12 below, responses to Government policies items 3 and 4 above and below, Māori Health Workforce Development at the end of item 4 below and, international conferences in *International* section, item 6 below.

- maintain contact with New Zealand Police and Department of Corrections in regard to criminal justice issues; and

#### **Achieved – Ongoing**

*Highlights included:*

- Memorandum of Understanding established between the School of Psychology and the New Zealand Police Rural Liaison and the New Zealand Police Central Districts, to establish ongoing research opportunities.

- contribute to development of national public policy as it relates to agriculture and the life PVC Sciences.

#### **Achieved – Ongoing**

Please also refer to the Partnership for Excellence in Agricultural and Life Sciences in the *Research & Creative Works* section, item 10 (bullet point 6) above.

*Other initiatives focused on and ensure effective links with our academic staff in areas of relevant policy and curriculum development included:*

- Opportunities were taken to invite Ministers and other Members of Parliament to strategic events to further effective links.
- Massey University's government relations were further developed and effective links were ensured through devolution to all members of Vice-

Chancellor's Executive Committee (VCEC) who are expected to develop links in areas related to their portfolios and expertise.

- Office of Development and Alumni Relations performed liaison roles with government agencies, including the Tertiary Education Commission and Ministerial offices in support of key university projects, particularly the Partnerships for Excellence (PFX) applications. Please also refer to Partnerships for Excellence in *Research & Creative Works* section, item 10 (bullet point 6) above.
- Assistant Vice-Chancellor (Māori) actively contributed to Government policy through participation in a range of committees including:
  - New Zealand Families Commission (Commissioner);
  - Secondary Futures (Chair, Guardians Group);
  - New Zealand Qualifications Authority (NZQA) Māori Reference Group;
  - District Health Board Research Fund Governance Group;
  - Performance Based Research Fund (PBRF) Moderation Panel;
  - Hui Taumata 2005;
  - Hui Taumata Matauranga process; and
  - Three Māori health workforce development programmes:
    - Te Rau Puawai;
    - Te Rau Matatini; and
    - Henry Rongomau Bennett Memorial Scholarship Committee).
- Established Memoranda of Understandings with Te Matatini and Tu Toa Trust.
- Initiated discussions with Wānanga.

5 Progress community business incubator initiatives.

**Achieved – Ongoing**

*Highlights included:*

- e-Centre company, Eshion Ltd, ranked in the Red Herring top 100 technology companies in Asia Pacific, and also won the *Endace Award for Best Technology* at the New Zealand High Tech awards.
- e-Centre company, MAROPS received an award for the *Best Supplier* to the New Zealand Defence Forces.
- Dr Olaf Diegel won the *Concours Lépine International*, Paris, France 2005, *Prix du Premier*

*Ministre and Grand Prix des Inventeurs* for the TravelMate, portable medication cooler.

- Bio-Commerce Centre established at Palmerston North and operating with key staff appointed.
- Sustainability Business Model accepted by New Zealand Trade & Enterprise and linkages developed with other incubators to share best practice.
- Successful application to New Zealand Trade & Enterprise for funding increased by \$100,000 for 2006 to \$300,000 for business development initiatives.
- Wellington Campus maintained strong links to the South Pacific Media Lab and Fashion incubators.

Please also refer to *Research & Creative Works* section, BioCommerce Centre, item 10 (bullet point 2), e-centre, item 10 (bullet point 3), Partnerships for Excellence, item 10 (bullet point 6) and Māori research initiatives, item 12 above.

- 6 Establish Massey University as a premier centre of expertise in commercialisation over the planning period and in particular conclude 1-3 commercialisation of intellectual property initiatives per annum.

#### **Achieved – Ongoing**

*Highlights included:*

- Three new major initiatives concluded in 2005:
  - licence of oestrus detection technology;
  - spin-out of company 'Magritek'; and
  - spin-out of company 'Polybatics'.
- Formed Massey Ventures Ltd (with external directors) to raise Massey's profile and capability in commercialisation.
- Director of Commercialisation gave presentations at the inaugural UCONZ network (University commercialisation offices of New Zealand) and at several conferences and courses (including the New Zealand Trade & Enterprise Escalator Programme and the New Zealand Research Managers Conference).
- Developed a close working relationship with The Bio Commerce Centre and relocated to their facility in order to obtain critical mass of expertise and foster teamwork.

- 7 Further develop the student/industry/community placement in targeted programmes and expanding the scheme for assisting graduate employment over the planning period.

#### **Partially Achieved – Ongoing**

*Highlights included:*

- Re-focussing of the Practical Work Office and processes underway, working particularly on improving industry relationships in technology and engineering.

8 Progress our strategy to be the national partnering provider of extension services for key industry sectors, such as: dairying, meat and wool, equine, companion animal, pigs, poultry and horticulture.

9 Establish a College visitors programme for distinguished members of 'industry' (for instance, the Academy of Distinguished Fellows for Massey Agriculture, the Massey Food Foundation Board).

10 Continue to promote open days and seminars for prospective secondary school students and teachers, and where appropriate, the general public in all regions.

**Achieved – Ongoing**

*Highlights included:*

- College of Sciences continued to provide extension courses to the fertilizer industry and refresher and extension courses to secondary school teachers.

**Achieved – Ongoing**

*Highlights included:*

- Professor C R Rao was accorded Distinguished Visitor status and gave lectures at both Palmerston North and Albany campuses. He visited all the universities in New Zealand as the New Zealand Statistical Association Visiting Lecturer.

Please also refer to international visitors in the *Internationalisation* section, item 4 below.

**Achieved – Ongoing**

A comprehensive national schedule of careers and recruitment seminars, events, advice clinics, workplace seminars and school-based parent information sessions was delivered. Open days were held as scheduled on each of the University's campuses, in conjunction with workshops and seminars for Careers Advisers from selected schools.

*Highlights included:*

- Very successful Open Days held on Palmerston North and Wellington Campus which were attended by both school leavers and potential mature students.
- Good school leaver response to Albany Campus Open Day with 4,361 people entering the Campus, a 14% increase on 2004. There was also a 3% increase on 2004 numbers attending the seminars offered at Open Day.
- Hosted four Auckland ICT Cluster meetings at e-Centre on exporting to China.
- *Hal Josephson* workshop held on exporting to China, for local business.
- Held the inaugural *School of Design Concepts Takapuna Beach Race Day*.
- Held the inaugural *Big Band Secondary Schools* competition including six North Shore Colleges bringing an additional 400 people on campus.
- Held the inaugural Professorial Lecture given by Professor David Lambert, attended by 105 staff and

community.

- Presented scholarships at school prize-giving ceremonies.
- Hosted of teacher and student visits.
- School career advisors seminars and *WorkChoice Day* were held on Wellington Campus.
- A Careers evening for International secondary students was co-hosted with other tertiary institutions in Wellington.
- A number of liaison evenings for secondary school teachers were organised as part of special events/ exhibitions by College of Creative Arts.
- For the first time a liaison evening was organised during the *End of Year exhibition* in Wellington. The evening was split into two parts, first for secondary school students parents, later the same evening secondary school teachers were invited.
- Partnerships with Palmerston North Girls High School students who extended their studies with the Institute of Natural Resources.
- Palmerston North Boy's High School students in accelerated classes enrolled in 100-level Physics and Mathematics papers while still at high school.
- The *Millennium List* within the Institute of Fundamental Sciences where high achievers in Chemistry, Mathematics and Physics are recognised and honoured by means of mentoring and recognition within the Institute.
- Summer scholarships were offered in Chemistry, Maths and Physics.
- Careers evenings for Chemistry, Biology and Physics have been held.
- The *Click onto Sciences* and *Year 12 Visits* initiatives were again well supported.
- The *PHAT programmes* (Progressive, Holistic, Achievement, Tertiary/Training), the objective of which is to provide access to higher forms of education for Māori students in particular in the Manawatu/Horowhenua regions, was responsible for the visit by Year 10 students to the Palmerston North campus where the emphasis was on the offerings in the technology and engineering fields.
- The *Kura Initiative* was established this year and encourages and attracts Māori high school students to study ICT at Massey University.
- Smales Farm and Massey University Technology Office part held a *21st century career pathways in*

*technology programme* for secondary school students. Presentations were made but senior management personnel from businesses in the region covering areas such as food technology; medical biotechnology; digital imaging software, product design and information technology;

Please also refer to the public lecture series in item 1 above and item 12 below, and international conferences in *International* section, item 6 below.

11 Continue to use print and electronic publications to increase public awareness of Massey University's educational, scientific and cultural developments and its contribution to the nation.

**Achieved – Ongoing**

*Highlights included:*

- Massey News continued to be a key communication tool between the University, management, and staff and the wider community and is a valued source of information for staff, stakeholders and the media.
- The alumni magazine distribution continued to expand, including extramural students and other stakeholders.
- The second annual issue of the Research magazine was published in September, highlighting the quality of the research and staff at the University.
- The email distribution lists for electronic newsletters continues to grow. Along with the established national and Palmerston North regional email newsletters (distributed fortnightly), newsletters for the business and arts communities have been developed, delivered quarterly.
- Visits to the Massey News website increased on a monthly basis and is increasingly the first place media look for up-to-date news from the University (400,000+ visits per month).
- Increasingly, campus positioning and the University Profile are informing the Communications strategy.
- Increased use was made of hyperlinks within emails from the National Contact Centre to provide immediate pinpoint information to enquirers. The planned transition away from printed enrolment materials to electronic information and transactions was progressed to the point where the number of printed enrolment packs being produced and distributed has reduced to 60% of the 2001 volume.

12 Continue to contribute to public lecture series, exhibitions and cultural performances.

#### **Achieved – Ongoing**

Staff presented numerous solo and group exhibitions, received public commissions, and invitations to participate in national and international curated exhibitions and publications.

##### *Highlights included:*

- Invitations by international curators to participate in:
  - the *Berlin Contemporary Art Forum*;
  - a *George Eastman House* international exhibition and publication project;
  - a solo recital at the Royal Festival Hall in London; and
  - Many contributions to Art Forums, Conferences, and Symposia.
- Annual graduate show *Exposure* showcasing the work of the Design and Fine Arts students.
- *The Fashion Show* was successfully installed in November 2005. The exhibition was open to the public for 10 days.
- The Albany Campus organised the first graduate show in November 2005.
- Staff exhibited art work at the Taylor Jensen Gallery.
- The *International Festival Day* where representatives of 10 countries participated. This was attended by 524 students and staff.
- *The Cultural Performance* event was represented by 12 countries and enjoyed by a capacity audience exceeding 300 students and staff.
- Six *Friends of International Students* themed evenings have been held, each attended by approximately 60 students.
- Support was provided to the *Exposure 2005* exhibition in Greenland.
- The Vero Centre showcased the first Transport Design graduands of the Auckland School of Design.
- An *International Dutch Photographic Exhibition* hosted, in conjunction with the Netherlands Embassy, was held in the Museum Building, Wellington Campus. The exhibition was open to industry and public for three weeks and attracted substantial attention.
- The *Allan Wilson Centre Lecture Series* was held. A series of three lectures were held and these were

delivered by:

- Professor Allan Rodrigo, Auckland University;
- Professor Michael Hendy, Massey University;
- and
- Professor John Jungck, Beloit College.

The lectures were held in Auckland, Palmerston North, Wellington, Christchurch and Dunedin.

- *2005 Professorial Lecture Series* run by the College of Sciences saw Professor David Lambert delivery a public lecture in Auckland.
- *RD Batt Memorial Lecture* was delivered this year by Professor Paul Callaghan.

Please also refer to the public lecture series in items 1 and 2 above, open days and seminars in item 10 above, and international conferences in *International* section, item 6 below.

- 13 Continue to support regionally-based advisory boards and reference groups to strengthen our relationships with industry, mana, whānau, hapū, iwi and other Māori organisations and local communities and our understanding of their needs.

#### **Achieved – Ongoing**

*Highlights included:*

#### **Examples of Staff on regionally-based advisory boards including but not limited to:**

- Bio-Commerce Centre Board.
- Bio-Commerce Centre Trust.
- The Science Centre Trust.
- Vision Manawatu Settlers' Group.
- Education Guardian Group.
- Fitzherbert Science Centre Liaison Group.
- Destination Manawatu.
- Manfield Trust.
- Carncot School Scholarship Trust.
- Palmerston North City Council Liaison Group.
- Presbyterian Educational Purposes Trust (Fergusson Hall).
- Palmerston North City Safety Advisory Board.
- Manawatu Community Athletics Track.
- Māori Liaison Committee.
- Wellington Tenths Trust.
- Connect Auckland (founding board member).
- Committee for Auckland.
- Harbour Force.

#### **Examples of relationships including but not limited to:**

- Hosted four Auckland ICT Cluster meetings at e-Centre on exporting to China.
- Hal Josephson workshop on exporting to China,

for local business.

- Albany Basin Business association hosted a meeting at the e-Centre.
- Sponsored the *North Harbour Māori Sportsperson of the Year* award through Sport North Harbour.

Please also refer to Māori Advisory Groups in the *Treaty of Waitangi* section, item 20 above.

- 14 Continue to develop collaborative relationships with other tertiary providers.

**Achieved – Ongoing**

*Highlights included:*

Examples of collaborative relationships with other tertiary providers and tertiary associations including but not limited to:

- Lincoln University.
- Universal College of Learning.
- Victoria University of Wellington.
- Wellington Institute of Technology.
- Open Polytechnic of New Zealand.
- Te Wānanga o Raukawa.
- Nelson Marlborough Institute of Technology.
- Northland Polytechnic.
- University of Auckland.
- Eastern Institute of Technology.
- New Zealand Vice-Chancellor’s Committee.
- New Zealand Qualifications Authority.
- Tertiary Education Cluster, Wellington.

Please refer to further details on the above relationships in the *Teaching & Learning* section, items 9 and 3 above, *Treaty of Waitangi* section, item 21, and *The University and the Wider Community* section, item 4.

- 15 Strengthen links with schools in the University’s regions over the planning period through the following initiatives:

- continuation of the North Shore Schools Net and South Schools Net projects;
- developing new software resources through MUSAC, and consolidate Massey University as the preferred provider for computerised school information systems to the New Zealand school community;

**Achieved – Ongoing**

**Achieved – Ongoing**

*Highlights included:*

- MUSAC (Massey University School Administration by Computer) was successful in having its software accredited by the Ministry of Education. This accreditation will help to cement MUSAC’s position as the premier provider of school administration software in New Zealand.

- increasing the collaborative Research activities between classroom teachers in schools and staff of the University;

**Achieved – Ongoing**

Underway in Taranaki, Hawkes Bay, North Shore, and the Manawatu region in various formal and informal initiatives.

- strengthen links with secondary schools in the Wellington and Palmerston North regions, and to develop a stronger relationship with the Secondary Principals of New Zealand Association;

**Achieved – Ongoing**

*Highlights included:*

- New Zealand Principal and Leadership Centre, based in the College, is undergoing restructuring, and it is intended that a more systematic approach to strengthening links with secondary schools will occur during 2006.

Please also refer to other highlights of links with schools in item 10 above and highlights at the bottom of item 15 below, *Treaty of Waitangi* section, item 19 and *Students* section, item 9.

- investigate opportunities to become more involved in mentoring Information Technology in schools; and

**Achieved – Ongoing**

*Highlights included:*

- Staff were mentors within Ministry of Education e-learning fellowship Scheme and Russell Street School (Apple reference school).
- Associate Professor Ryba directed a digital opportunity project with South Auckland and Southland schools.
- Forrest of Life Project explored innovative use of digital technologies with Intermediate schools in central region.
- Manage nzcomped listserv with 300 ICT teacher subscribers.

- continue to develop the relationship with Wellington High School, and host social events for Wellington High School and University staff.

**Achieved – Ongoing**

*Highlights included:*

- The relationship with Wellington High School continued and a social function for academic staff to meet the college staff was held. Staff attended local College Prize Giving evenings to present Massey Scholarships.

Please also refer to other initiatives with Wellington High School in the *Students* section, item 9 above.

*Other Highlights of initiatives with schools included:*

- Work progressed on strengthening links with

schools in Taranaki in regard to literacy education, in a collaborative venture with the Taranaki Savings Bank.

- National Liaison and Recruitment staff member representing the University now sits on the Board of Education Taranaki.
- The partnership between the University and Palmerston North Boys High School to deliver the school's Accelerate Programme has moved beyond a pilot phase and is growing steadily.
- Several small-scale, individual school development initiatives were undertaken by College of Education staff, in addition to the Ministry of Education funded contracts delivered by school advisory staff in the College's Centre for Educational development.
- Continued the membership of Study North Shore cluster group of schools and private training enterprises to work collaboratively marketing the North Shore as a quality export education destination.

Please also refer to other highlights of links with schools in item 10 above, *Treaty of Waitangi* section, item 19 and *Students* section, item 9.

16 Extend linkages with our alumni by way of activities, functions and communications over the planning period.

**Achieved – Ongoing**

*Highlights included:*

- Distribution of the alumni magazine *MASSEY* continues to expand.
- During 2005, the alumni relations strategy has seen reunions and related gatherings of Alumni in Auckland, Napier, Hamilton, Palmerston North, Wellington and Christchurch. Chapters are being developed in all these centres.
- A range of commercial services e.g. retails discounts, has been created and an extended range of memorabilia and apparel made available.

17 Continue to develop strategic relationships with key business, central/local government and community organisations in the regions including, but not limited to, the following:

- maintain and develop new relationships in the Auckland region with the Employers and Manufacturers Association, Enterprise North

**Partially Achieved – Ongoing**

*Highlights included:*

**Employers and Manufactures Association (EMA)**

Shore and Smales Farm (with the appointment of the new Deputy Vice Chancellor);

- Although a number of business breakfasts were planned on campus, EMA did not proceed with this initiative.

#### **Enterprise North Shore**

- Developed Hi-Tech programme with Enterprise North Shore and e-Centre to assist growth of technology based companies. This acts as an educative awareness raising function within the e-Centre to attract Hi Tech companies, network opportunities, and identify candidate companies to enter the e-Centre.
- Held six meetings of the Business Initiatives group (BIG), which includes members from the Colleges, e-Centre, local business, and is chaired by the Deputy Vice-Chancellor Auckland. The purpose of this forum is to identify opportunities for further collaboration between business, local bodies and the campus. These opportunities relate to teaching initiatives, research contracts and commercial consulting. The group has this year agreed on a new data base of Massey expertise, and a database of external business contacts (underway).

#### **Smales Farm**

- Meetings held with Institute of Information and Mathematical Sciences staff and Smales Farm resident companies Telstra Clear and Air New Zealand to explore avenues for collaborative research projects.
- Smales Farm and Massey submitted a Joint application for an Association of University Research Parks award.
- Sponsored the Christmas Laser Light show, an opportunity for Massey University to showcase on the North Shore, and to work in association with Smales Farm as per the agreement between the two parties.

- continue discussions with New Zealand Equestrian Federation, New Zealand Golf Association and Basketball New Zealand with the objective of developing academic support for these sports at Palmerston North;

#### **Partially Achieved – Ongoing**

##### *Highlights included:*

- Enhancement of Equestrian facilities on campus continued.
- Academic proposal relevant to Golf drafted.
- Office of the Deputy Vice-Chancellor Palmerston North provided a sport's scholarship for study at Massey to an InspireNet Jets Basketball player.

- arrive at an optimum solution for utilisation of the current Institute of Rugby in conjunction with the NZ Rugby Football Union;

**Partially Achieved – Ongoing**

*Highlights included:*

- Handover to Massey University by the New Zealand Rugby Union of management of the Institute of Rugby took place in May 2005. The facility lends itself very well to help position Massey University-Palmerston North as an attractive destination for continuing and professional development for varied markets including short courses for the corporate sector and sport specific training, coaching and management.
- Usage/occupancy of the facility since Massey assumed its management has been consistently high (>80%).
- A marketing & communication plan is in place.
- The newly formed Commercial Operations and Events group has been tasked with managing all commercial sports facilities on campus, engaging with other codes regarding the uses of those facilities, and integrating those uses with delivery of related academic programmes.

- strengthen linkages with health and social sector organisations;

**Achieved – Ongoing**

*Highlights included:*

- Successfully obtained the three year Psycho-Oncology Service and Research Contract from MidCentral Health.

Please also refer to initiatives relating to the health and social sector in items 4 (bullet points 2 & 3) above and highlights at the end of 4, item 17 (bullet points 5 & 6) below, *Research & Creative Works* section, item 12 above, *Teaching & Learning* section, item 10 (bullet points 2 & 3) above, *Treaty of Waitangi* section, items 2, 5, 6, 10, and 21 above, and *Internationalisation* section, item 3 below.

- continue linkages with Work and Income New Zealand and Skill New Zealand;

**Achieved – Ongoing**

- maintain contracts with Ministry of Health (Clinical Training Agency) for delivery of specialised programmes in Autism, Dual Diagnosis and Nursing;

**Achieved – Ongoing**

- maintain relationships with the New Zealand

**Achieved – Ongoing**

Agency for International Development (NZAID), the Council for International Development and other agencies re development issues;

- further develop and strengthen links with Local Authorities and Regional Councils;

- work with AgResearch to support the establishment of an optimal expanded presence on Turitea Campus in Palmerston North; and

#### **Achieved – Ongoing**

##### *Highlights included:*

- Memorandum of Understanding signed between Massey University and the North Shore City Council in June.
- Memorandum of Understanding signed between Massey University and Enterprise North Shore in November.
- Massey University and Palmerston North City Council Executive Liaison Group meets quarterly. Massey sponsors the *Technology Award* in the annual Palmerston North Business Awards.
- The first year of agreement with Horizons Regional Council for the subsidised city-wide bus service for students and staff was very successful.
- Ongoing relationship building with Chamber's of Commerce and local government, particularly the Wellington City Council and Wellington Regional Council.
- Strategic events in Wellington have included representatives from business, industry and government and diplomatic sectors.

#### **Achieved – Ongoing**

##### *Highlights included:*

- Co-location of the AgResearch Animal Health capability with the Institute of Veterinary, Animal and Biomedical Sciences is being implemented with the start of construction in 2005 of a new, purpose built, \$17 million building on Palmerston North Campus (Hopkirk Research Institute).

The establishment of the Hopkirk Research Institute will provide benefits to the University, AgResearch staff and the Palmerston North Community. Animal health research is a critical area of research for the nation's economic and social well being and with assistance from Vision Manawatu and the BioCommerce Centre a commercial cluster will be formed around the animal health research expertise of AgResearch and College of Sciences staff.

Please also refer to AgResearch initiatives in *Research & Creative Works* section, items 8 and 10 (bullet point 1) and Growth and Innovation Pilot Initiatives in *Research & Creative Works* section highlights above.

- work with industry groups to advertise job opportunities in support of student enrolments in those areas where current enrolments trends do not match industry demand trends e.g. ICT, Agriculture.

#### **Achieved – Ongoing**

*Highlights included:*

- Partners in the multi-University consortium web-based job placement service *jobs4grads* extended this service into a national placement tool which has improved benefits for graduates seeking employment, for employers offering jobs and for the individual Universities.
- Strategic alliances have been established with economic and educational development bodies in several key regions including Taranaki, Hawkes Bay, Bay of Plenty and Northland.
- Specialist role of Liaison Adviser - Business and Industry established within National Liaison and Recruitment to focus on developing relationships with selected industries and training organisations.
- The commencement of the Bachelor of Engineering on the Wellington Campus in 2006 was promoted at an event for potential students and their parents. This event was co-hosted by College of Sciences academic staff and members of the Institute for Professional Engineers New Zealand (IPENZ).
- Auckland Marketing Manager represented the Albany Campus on a range of North Shore business groups, facilitating closer relationships between the campus and the community.
- Twice yearly electronic newsletters have been developed for the Arts and Business communities, highlighting relevant research and campus activities in those fields.

Please also refer Growth and Innovation Pilot Initiatives in the *Research & Creative Works* section highlights above.

*Other highlights of initiatives focused on provision of knowledge to the community:*

- College of Humanities & Social Sciences provided translation services to the community including: Spanish, French, German, Chinese and Japanese as requested - subject to the availability of staff experienced in translation.

## Performance Measures

	Target 2005	Actual 2005	Actual 2004
<b>Courses Offered in Summer Session/Semester Three (Number of)</b>	197	307	249

<b>Research Output Communications (Number of)</b>	Target 2005	Actual 2005	Actual 2004
<b>Total</b>	<b>2,250</b>	<b>3,240</b>	<b>3,169</b>
Auckland Region	450	565	577
Palmerston North Region	1,400	2,370	2,044
Wellington Region	400	363	548

<b>Community communications on environmental issues (Number of)</b>	Target 2005	Actual 2005	Actual 2004
<b>Total</b>	<b>1,700</b>	<b>2,973</b>	<b>2,117</b>
Auckland Region	550	437	488
Palmerston North Region	850	1,809	1,275
Wellington Region	300	727	354

<b>Academic qualifications offered in partnership with other organisations (Number of)</b>	25	21	25
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Note:

2005 Actuals for the indicator Extension and Technology Transfer Outputs are not available at time of publishing the Annual Report as publications entry and validation was concentrated on meeting Performance Based Research Fund (PBRF) requirements.

## INTERNATIONALISATION

### GOALS

1. To pursue increased internationalisation and advance Massey University's standing in the international community.
2. To emphasis and enhance Massey University's presence in the Asia - Pacific region and to strengthen relationships with Pacific nations and peoples.

### OBJECTIVES

- To value the different contributions that international staff and students make with reference to building international awareness and goodwill, contribution to scholarship, and involvement in the life of the wider community.
- To foster well chosen international alliances, partnerships and joint ventures.
- To ensure that all subjects and programmes, regardless of the campus or mode of delivery, provide students with access to an education of international standard, (and, where appropriate, with specific international accreditation), that will prepare students for life and work within the global community.
- To increase the opportunities for the University's students to study overseas and to interact with students from other countries.
- To continue to internationalise research activities by forging international linkages and by achieving further international recognition for research quality.
- To ensure that international students at Massey University are well supported and that campus life is reflective of international cultures and values.
- To develop effective and appropriate international enrolment and programme delivery opportunities in order to enhance the reputation and strengthen the resources and capacity of the University.
- To increase the relevance of the University's teaching and research for the peoples of the Pacific region.

### PERFORMANCE 2005

Massey University continued to develop its international outreach in 2005, hosting numbers of prominent academics from overseas universities, diversifying its international student market, doubling enrolments of Study Abroad students, developing new articulation arrangements with overseas tertiary colleges, and undertaking new international education and collaborative research initiatives.

The University conducts its research in an international context, and Massey staff were very active in international conference participation in 2005. Massey also hosted six international conferences during the year and a number of international workshops. It was also pleasing to note that the University was again ranked among the world's top 200 universities by *The Times Higher Education Supplement*, one of only three New Zealand universities listed.

A number of new international cooperation agreements were signed in 2005. Particularly notable was that with Peking University in July, followed by a joint scientific symposium in Peking in October to explore potential future research collaboration. Among the 10 new agreements in 2005 were an international extramural education agreement with Deakin University (Australia), and agreements with Athabasca University (Canada), Iowa State University (United States of America), Tamil Nadu Agricultural University (India) and the University of Luneburg (Germany).

In 2005 Massey became a member of the Greater Mekong Subregion Tertiary Education Consortium. This consortium includes Victoria University of Wellington, Australia National University and the University of Adelaide in Australia, and a number of universities across Cambodia, Laos, Thailand, Vietnam, and the Yunnan Province of China. Massey will use its membership of this consortium in particular to develop existing initiatives in Thailand (notably English Language and postgraduate education in the Sciences) and in Vietnam (Business and Sciences).

The University entered into articulation agreements in 2005 with INTI College Malaysia, Ngee Ann and Nanyang Polytechnics in Singapore, and with a number of tertiary colleges in New Zealand, including Wollongong College, Academy for the International Community (AIC) and Taylor’s College. These arrangements will increase the delivery of students into Massey undergraduate programmes.

Massey University is increasing the reach of its extramural programmes through the selective launching of international extramural delivery. One such programme is the delivery of the Bachelor of Aviation Management in South East Asia, pilot funded in 2005 under the Education New Zealand Export Education Innovation Programme. A second example is the development of postgraduate Dispute Resolution programmes in Thailand in partnership with Khon Kaen University.

Further to our existing involvement in the Butler Study Abroad programme, in 2005 a number of further agreements were finalised with USA-based Study Abroad organisations, including International Student exchange Programmes (ISEP), Universities Study Abroad Consortium (USAC) and Australlearn. Membership of these groups has led to a rapid increase in Study Abroad enrolments. Outbound student exchanges increased from 14 in 2004 to 28 in 2005, helped by an increase in exchange travel grants.

The reorganisation of the International Office was completed in 2005, alongside the restructuring of the Massey University English Language Centre as the Centre for University Preparatory and English Language Studies. These changes include a consolidation and enhancement of international marketing effort under the recently appointed National Manager International Marketing and Admissions. Massey’s commitment to enhancing international student services has been demonstrated in 2005 through campus-level recruitment and retention projects and it was pleasing to note an increase in international student satisfaction. The International policy and Strategy Advisory Committee is now well established and provides a forum for guiding Massey’s internationalisation strategy. In international relationships the continuing focus will be on cooperation with overseas universities based on mutual goals of excellence in teaching and research.

## Performance Indicators

### Target 2005:

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- 1 Ensure our qualification review process appropriately recognises that contextual content (rather than nationally specific), assessment and assignments are relevant to the needs and interests of international students.

### Outcome/Progress 2005:

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**Achieved – Ongoing**

2 A targeted staff development programme on internationalisation will be maintained during the planning period.

3 Encourage staff to pursue opportunities for international research, research collaboration and the presentation of research findings at international conferences.

#### **Achieved – Ongoing**

##### *Highlights included:*

- Five *Teaching Students of International Origin* workshops were held across all three campuses, 43 attendees.
- One *Cross Cultural Communication* workshop was held at Palmerston North, 43 attendees.
- Staff attended a New Zealand Immigration Service conference.
- Staff attended a Migrant Services network meeting, which was held to better understand the needs of new migrant peoples.

#### **Achieved – Ongoing**

Contributed to international conferences and publications.

##### *Highlights included:*

- *Fourth International Seminar on Outcome based Evaluation in Child and Family Services.*
- Plenary address given to *Oceanic Development Network* at the University of Papua New Guinea.
- Workshop at the *International Psychogeriatric Association Conference.*
- Plenary address on *Education for Natural Disaster Preparedness in New Zealand* at a UNESCO (United Nations Educational, Scientific and Cultural Organisation) workshop.
- Keynote address to the *Fourth International Conference on Critical and Qualitative Approaches to Health Psychology.*
- Chaired a symposium at the *35th Congress of the European Association of Behaviour and Cognitive Psychotherapy* in Greece.
- Address to the Department of Psychology, University of Barcelona, Spain.
- Addressed the *International Symposium on Personality at Work* in Germany.
- Official New Zealand Delegate at the *Renewables 2005 Conference* in Beijing.
- *The Pacificem Conference* in Hawaii.
- The *International Biotechnology Conference* in United States of America.
- The *SIAI International Conference on Innovative Techniques and Applications of Artificial Intelligence* in England.
- Cities on *Volcanoes 4 Conference* in Quito, Ecuador.
- The *International Congress of Chemistry and*

*Environment* in India.

- *14th World Fertilizer Congress* in Thailand.
- *18th International Congress of Nutrition* in South Africa.
- *4th International Symposium on Image and Signal Processing and Analysis* in Croatia.
- The *International Congress of Plant Protection* in Beijing.

- 4 Encourage international visitors of high standing in research and teaching (at least one per College).

#### **Achieved – Ongoing**

*Highlights included:*

- Professor Michael Traugott, (former President of the American Association of Public Opinion Research) University of Michigan, United States of America, visited and presented a seminar on public opinion research.
- Dr Contu, Department of Management Learning at Lancaster University, United Kingdom, visited in March and presented a seminar on ‘Unpacking Organisational Identity’.
- Professor Iris Aaltio, Lappeenranta University of Technology, United Kingdom, visited in March to lead a department workshop.
- Professor Eberhard Feess, University of Aachen, Germany.
- Professor Paul Koch - Maurice O Joy Chair, University of Kansas, United States of America.
- Professor Catherine Cassell (Organisational Psychology), Management School, University of Sheffield, United Kingdom, visited in February and March.
- Professor Sun Qian, an esteemed finance researcher in Asia-Pacific, NTU - Nanyang Technological Institute, Singapore, visited to work with staff and give a seminar.
- Professor Ian Chaston from Plymouth University, United Kingdom, visited and presented a research seminar on *Knowledge Management*.
- Professor Nian-Shung Chen, National Sun Yat-sen University, Taiwan.
- Associate Professor Uwe Leck, Department of Mathematics, University of Rostock, United States of America.
- Professor Klaus Jantke, the German Research Center for Artificial Intelligence, Germany.
- The National Manager of CPA Australia (Certified Practising Accountants), Ms Samantha Benecke,

visited and met with staff and students at all three campuses in September.

- Professor Jeffrey Shaw, Director of iCinema Centre (Centre for Interactive Cinema Research), University of New South Wales, Australia, was invited for the *Celebrate Research Day*.
- Prof Roz Woodrow, University of New Castle, Australia, was the guest speaker at the College of Creative Arts *Post-Graduate Conference*.
- Grant Davidson, Director Philips Design, Philips Corporation Holland was invited to New Zealand as a visiting fellow of the Massey University Foundation to conduct public lectures and industry workshops. He was the guest speaker at the opening ceremony of the *End of Year student exhibition*.
- Professor Mike Askew, Kings College, Australia, attended the *Numeracy Symposium* in July and presented a session.
- Dr Julia Anghileri, Cambridge University, Australia, attended the *Numeracy Symposium* in July and presented a session.
- Professor Piet Kommers, University of Twente, The Netherlands, helped facilitate furthering collaborative research in Collaborative Learning (e-Learning / Online Learning).
- Professor June Thoburn, University of East Anglia, leader in research on families.
- Dr Marilyn Taylor, United Kingdom, research on local government and participation in democratic processes.
- Dr Uwe Baumann, Senior Lecturer in German, the Open University, England.
- Carol P. Christ (renowned feminist theologian).
- Dr Fiona Jones, Senior Lecturer in Health and Occupational Psychology, University of Leeds, United Kingdom.
- Professor Richard Harris, Kansas State University, United State of America, presented a number of seminars at all campuses and collaborated with staff.
- Dr Sohel Firdos, the Centre for Studies in the Social Sciences at Kolkata, India was hosted as part of the *Asia 2000 Project*.
- A delegation from the Pakistan dairy industry visited Massey, which was reciprocated with a visit by a delegation from the College of Sciences.

This provided an opportunity for up to 50 post-graduate students to come to the University within the preferred areas of food technology and engineering and dairy farm productivity.

5 Complete the Association to Advance Collegiate Studies in Business (AACSB) International accreditation process for the University's business school over the planning period.

**Achieved – Ongoing**

6 Organise at least one international conference per annum.

**Achieved – Ongoing**

*Highlights included:*

International conferences hosted:

- Held *Researching Practices: Post-Graduate Conference*, with an International key note speaker.
- Held *Te Whakitere Arts Conference*.
- Held *5th Asian Lake Drilling* workshop for well known geologists from nine different countries.
- Held *Sensing Technology 2005*.
- Held *Dairyfarmers Conference*.
- Held *Matrices and Statistics*.

7 Develop a strategy for international partnerships/ strategic alliances for selected teaching and research areas and review existing arrangements for consistency with this strategy (2005).

**Achieved – Ongoing**

Existing arrangements reviewed.

*Highlights included:*

- International Policy and Strategy Advisory Committee (IPSAC), in place from December 2004 has focused on strategy for international partnerships/strategic alliances.
- Twinning Agreement with Macao University of Science and Technology implemented.
- Articulation Agreement with Can Tho University, Vietnam, for PhD students to come to Massey.
- Articulation agreement with INTI College, (International Group of Colleges), Malaysia.
- Extramural International Bachelor of Aviation programme was implemented in partnership with Singapore Aviation Academy.
- Membership of the Greater Mekong Sub-region Tertiary Education Consortium (GMSTEC).
- Increased engagement in Middle East Education Export Network, India Education Export Network, IFSA-Butler, Australearn, Education New Zealand, Education Wellington International, International Education Manawatu, Study Auckland, Study North Shore. We have collaborated with Victoria

- University of Wellington in relation to GMSTEC.
- New Memoranda of Agreements signed with Athabasca University (Canada), Peking University (China), Thai Civil Service, and agreements are currently with the following partners for signing: Iowa State University, Tamil Nadu Agricultural University, Civil Aviation Training Centre of Thailand, and Cooperative Tambara Nueva Alpina, Argentina.
- Draft policy written on extramural delivery of Massey programmes to international students overseas.

8 Build on the opportunities afforded by accreditation of the University's Veterinary programme by the American Veterinary Medical Association.

**Achieved – Ongoing**

*Highlights included:*

- Areas of expertise in the Institute of Veterinary, Animal and Biomedical Sciences have been strengthened by the expansion of the faculty, the increase in postgraduate students and broadening of areas of research.

9 Achieve two key strategic research alliances with international universities by 2007.

**Partially Achieved – Ongoing**

*Highlights included:*

- New agreement with Peking University – collaborative research potential being explored as key part of this relationship.
- Massey became member of Greater Mekong Subregion Tertiary Education Consortium (includes Victoria University of Wellington, Australian National University, University of Adelaide, and about 10 universities in the Great Mekong Subregion) – collaborative research potential being explored as key part of this relationship.

Please also refer to item 7 above.

10 Continue to ensure compliance with the revised Code of Practice for Pastoral Care of International Students.

**Achieved – Ongoing**

*Highlights included:*

- Annual audit checks for compliance undertaken
- Marketing publications have been reviewed and are compliant with the Code of Practice requirements.
- Regular audio conferences between campuses ensures best practice is communicated among regional groups.

11 Continue to monitor international student satisfaction through the use of surveys and work to enhance services as appropriate.

**Achieved – Ongoing**

*Highlights included:*

- International student satisfaction increased significantly in 2005.
- Campus level recruitment and retention projects have developed strategies to orient international students more rapidly to New Zealand learning environment, culture, social systems and legal requirements.
- Developed a National Manager position in the International Office that will have a strong focus on Ministry of Education Code of Practice implementation and compliance.

12 Develop further exchange opportunities for students and continue to give priority to development of the Study Abroad programme.

**Achieved – Ongoing**

*Highlights included:*

- New policy and procedures for Study Abroad and Student Exchange approved April 2005.
- Formalised its membership this year with ISEP (International Student Exchange Programmes), USAC (University Studies Abroad Consortium), and Australlearn Study Abroad programmes. Study abroad numbers have increased from 50 (2004) to 95 (2005) and strong growth is expected again in 2006.
- New marketing initiatives included International Office attendance at Education Fairs in the United States of America, Germany and Scandinavia for Study Abroad.
- Continued to develop a portfolio of cooperation or exchange partners, all new relationships being required to meet quality criteria.

New agreements were signed with:

- Deakin University (Australia);
- Athabasca University (Canada);
- Peking University (China);
- Thai Civil Service; and
- University of Luneburg, Germany.

Agreements are currently with the following partners for signing:

- Iowa State University;
- Tamil Nadu Agricultural University; and
- Civil Aviation Training Centre of Thailand.

- The number of successful Student Exchange (outbound) applicants increased from 14 in 2004 to 28 in 2005 through increased promotional activities to Massey students across campuses.

13 Revise the three year business plan for the English Language Centre in light of the current market environment.

**Achieved – Ongoing**

14 Investigate and establish, where appropriate, the delivery of selected qualifications via extramural delivery mode by 2005.

**Partially Achieved – Ongoing**

*Highlights included:*

- Policy for Extramural International Delivery drafted.
- Off-Shore Delivery of Extramural Programmes: Considerable progress has been made in developing opportunities for the delivery of programmes off-shore.  
Examples are:
  - Development of programmes offered by the School of Aviation into selected locations in Asia and in the Middle East (recently successful in receiving funding through the Government's Export Education Innovation Programme - EEIP);
  - Further development of programmes offered by the College of Education in Malaysia (also a recent successful recipient of EEIP funding);
  - Development of Dispute Resolution programmes at the post-graduate level in Thailand in partnership with Khon Kaen University; and
  - Development of the Post-Graduate Diploma in Second Language Teaching as a pilot into Japan and the United Arab Emirates.

15 Target recruitment of able postgraduate students in niche areas to support building of research groups.

**Partially Achieved – Ongoing**

*Highlights included:*

- Students targeted in Thailand, Germany, United States of America, China, India and the Middle East.
- Massey has taken a lead role in accepting PhD students for study in New Zealand under an arrangement with the Ministry of Higher Education in Pakistan.

16 Establish and foster strategic alliances with contributing education providers of international students.

**Achieved – Ongoing**

*Highlights included:*

- Arrangements in place with:
  - Taylors College (Foundation Programme), New Zealand;
  - Academic Colleges Group (La Trobe Diploma with credit), New Zealand;

- Academy for the International Community (NZDipBus with credit), New Zealand;
  - INTI College (International Group of Colleges), Malaysia;
  - Ngee Ann Polytechnic, Singapore;
  - Nanyang Polytechnics, Singapore;
  - Wollongong College, Australia (Diploma in Business and Diploma in Information Technology with credit); and
  - Macao University of Science and Technology, China (twinning programme).
- Relationships with regional secondary schools fostered to encourage international students to Massey.

17 Manage international enrolments, as necessary, to meet campus and programme-based targets and ensure an appropriate balance of students.

**Achieved – Ongoing**

*Highlights included:*

- Comprehensive new marketing plan completed March 2005. This set priorities and targeted both countries and types of international student (e.g. strong growth in study abroad student numbers in 2005).
- Proactively diversifying our range of source countries through the current market strategy.

*Other highlights of initiatives focused on Internationalisation:*

*Highlights included:*

- College of Humanities & Social Sciences staff member is an international board member of the National University of Ireland Child and Family Research Policy Unit.
- Renewed contract to teach professional social work skills in Fiji.
- Provided assistance to the University of South Pacific to develop a social work programme.
- Strategy group established to develop a plan to work more effectively with Pacific Island populations.
- Undertaking research on Family Support Centres as part of an international study.
- Consultancy work undertaken in the Maldives and Indonesia.
- Represent the New Zealand Council for Security Cooperation in the Asia Pacific (CSCAP) at the CSCAP Study Group on Human Trafficking meeting.
- Formalised Memorandum of Understanding with the Universitat Luneburg for collaboration and

- co-operation with programmes.
- Formalised Memorandum of Understanding Trinity College Budlin, Ireland to strengthen current collaboration around poverty reduction and international aid.
  - Contract signed for a foundation school on Shanghai. This will lead to an intake of up to 50 students in 2005 to start in 2006 as first year degree students.
  - Assistant Vice-Chancellor (Māori) addressed the Inaugural Australian Indigenous Higher Education Advisory Council and established a relationship with them.
  - Signed a formal agreement with the Australian Institute of Aboriginal and Torres Strait Islanders Studies (AIATSIS).
  - Assistant Vice-Chancellor (Māori) presented at the World Congress of Psychiatry in Cairo.
  - Work in creating a network of international Chapters of Alumni has continued in 2005. Functions have been held in Malaysia, Thailand, Korea and China.
  - Deputy Vice-Chancellor Auckland hosted campus visits from:
    - Peking University;
    - Tsinghua University;
    - Iowa State University;
    - Universidad Del Pacifico;
    - Thai Commission on Higher Education;
    - Jyvaskyla University;
    - Bellarmine University;
    - California Institute of Technology;
    - Lill-Tine Paulsen;
    - Naresuan University;
    - China Shadowing Group; and
    - Willamette University.

## Performance Measures

	Target 2005	Actual 2005	Actual 2004
Exchange Students - 'To Massey' (Number of)	50	42	26
Exchange Students - 'From Massey' (Number of)	30	28	11

	Target 2005	Actual 2005	Actual 2004
<b>Study Abroad Students to Massey University (Number of)</b>	71	94	45

<b>Formal Academic Arrangements with Offshore Institutions (Number of)</b>	66	79	69
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<b>EFTS - Full-Fee International</b>			
Total	3,986	4,197	4,809
Auckland Region	1,176	1,704	1,496
Palmerston North Region	1,554	1,432	1,755
Wellington Region	1,260	1,061	1,588

Note:

These are full-fee international students as per Ministry of Education funding classification 02 and 20.

<b>Student Services Satisfaction - International Students (% students rating services good/very good)</b>	45%	52%	42%
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<b>Course Completion Rate - International Students</b>			
College of Business	94%	95%	94%
College of Creative Arts	90%	90%	90%
College of Education	95%	93%	91%
College of Humanities & Social Sciences	92%	95%	92%
College of Sciences	93%	94%	93%

<b>Retention from first year of study to second year of study - all undergraduate programmes %</b>			
International Students	82%	75%	79%

## ORGANISATION AND MANAGEMENT

### GOALS

1. To ensure the University has a sustainable resource base sufficient to pursue its primary aims.
2. To have management at all levels which is competent, effective and accountable.
3. To support teaching, learning and research activities, through provision of quality infrastructure, national shared services and regional support activities.

### OBJECTIVES

- To act as a responsible user of resources, employing management processes and structures appropriate to the size, purpose and multi-campus nature of the University.
- To strengthen the University's financial position through pursuit of higher net revenues and greater utilisation of assets, and by ensuring the effectiveness of all expenditures.
- To ensure that the University is managed in such a manner as to safeguard its long-term viability.
- To ensure that comprehensive planning processes and development strategies are formulated and implemented for the future continuing benefit of the University.
- To continue to enhance effective information systems that can support sound and timely decision-making.
- To continue to develop health and safety management systems that meet statutory (and ACC) standards and provide for the welfare of staff and students.
- To monitor the University's organisational structure to ensure that its activities are carried out in an efficient and effective manner.
- To further develop or adopt organisational structures that enhance and promote those areas that have created the distinctive features of Massey University.
- To manage the University's natural environment in a sustainable manner, and to protect, and where possible, to enhance the environmental quality of its natural resources.
- To continue to enhance the aesthetic values of the campuses and maintain a stimulating environment for the work, recreation and cultural activities of staff and students.

### PERFORMANCE 2005

Massey University is a diverse organisation including three major campuses and a number of smaller sites. We are also the leading provider of extramural distance education to students not only throughout New Zealand and the Pacific, but also to New Zealand citizens located in many countries right around the world.

During 2005, considerable progress continued to be made across a large number of business improvement initiatives, including a further iteration of the Long Term Financial Strategy, further progress in the implementation of the University's Risk Management Framework including the Policy Guide and the Legal Compliance Programme. (Also refer to details in the Performance Indicator section below.)

An Academic Development Plan has been completed for the Wellington campus and identifies a strategic direction for the campus (*The Creative Campus*) reflecting closely the vision of the City which is *Creative Wellington*. The Wellington Campus Academic Development Plan includes the phasing out of a number of sub degree programmes and replacement with new strategic programmes including a Bachelor of Engineering with majors in Mechatronics and Multimedia Systems Engineering.

Work is continuing on parallel Academic Development Plans for Albany and Palmerston North campuses.

Progress has also been made implementing the various Campus Development Plans with a new teaching block nearing completion at Albany, redevelopment of the Students' Centre and student accommodation at Turitea and construction of the new *Hopkirk Institute* building to be shared between Massey's Institute of Veterinary, Animal and Biomedical Sciences and AgResearch Limited. (Also refer to item 10 under *Research & Creative Works* section.) Planning continued towards the major planned accommodation refurbishment and space recycling for the College of Sciences at Turitea campus.

The College of Creative Arts, (previously Design, Fine Arts and Music) completed a reorganisation during 2005 to provide clearer focus on their strategic direction and alignment with that of the *Creative Campus* (Wellington Campus). From 2006 the Conservatorium of Music is to be amalgamated with Victoria University's School of Music to form the New Zealand School of Music, a separate joint venture between the two Universities.

The College of Education also undertook a reorganisation of its departments to better support its academic direction and provide clearer accountability within the College. The College's commitment within the Albany campus was confirmed and strengthened whilst a small Adult Education section was consolidated from Wellington to Palmerston North.

Ongoing work has continued in reviewing and improving administrative, academic, and information technology processes and systems to ensure that the needs to the University can be met in as cost effective manner as possible. Some of the major projects progressed include the introduction of a Research Information Management System (RIMS), migration to a new payroll system (PSE), upgrade of the University's Student Management System (SMS), implementation of a new timetabling system and completion of the space management system (SPACEMAN).

A revised governance process for University commercialisation opportunities has been developed through subsidiary company structures, under the umbrella of Massey Ventures Limited. (Also refer to item 14 under *Research & Creative Works* section.) This framework and the reporting requirements that are in place will provide the governance structure necessary to manage the opportunities and the risk inherent in commercialisation.

## Performance Indicators

### Target 2005:

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- 1 Continue planning and implementing campus development plans that support core academic activities and align with the Long Term Financial Strategy. Specific deliverables targeted over the planning period:
- planning for the next phase of development at Albany Campus by continued refinement and implementation of a ten year development;

### Outcome/Progress 2005:

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- Achieved – Ongoing**  
*Highlights included:*
- Joint strategic positioning project with Albany and Palmerston North campuses in progress.
  - Construction of the Teaching Block is near completion (due to be opened semester 1, 2006).
  - Three new temporary Sciences buildings

completed on Oteha Rohe April 2005.

- Level 2 and Level 3 fit-out in the Albany Village premises has been completed. School of Design will expand into completed area of Level 2 and School of Psychology will move into Level 3.

- reinvestment at Palmerston North in accordance with a ten year plan that includes strategies for future long term use of Hokowhitu and Ruawharo sites, refurbishment and rationalisation of space in the College of Sciences, and upgrade of student environment and facilities; and

#### **Achieved – Ongoing**

##### *Highlights included:*

- Options for relocation of activities on Hokowhitu site to Turitea have been identified and included in the Campus Development Plan.
- A full review of options for the Ruawharo site has been completed. Options for co-location at the Eastern Institute of Technology are being investigated.
- In July the University Council approved \$19.6M funding for immediate commencement of refurbishments and new building developments for the College of Sciences on Turitea Campus.

Please refer to other Palmerston North Campus developments in the *Students* section, item 7 (bullet points 1-3) above.

- establishment of a ten year forward development programme for Wellington Campus.

#### **Achieved – Ongoing**

##### *Highlights included:*

- Wellington Campus Development plan Stage Two (currently in draft) aligned with the University's Long Term Financial Strategy and the Wellington Campus Academic Development plan.
- Completed the Post-graduate Seminar Suite.
- Building refits and refurbishments included new purpose designed spaces for the Bachelor of Engineering in Block 3, and the catering and common room floors of the Student Building.
- Review of the sub-degree programmes completed.
- In keeping with the Wellington Campus Academic Development plan new majors, programmes and senior appointments have been approved or have achieved first stage approval through the Committee for University Academic Programmes (CUAP). These included:

#### **College of Humanities & Social Sciences:**

- A pathway one year Certificate in Health Science;
- Postgraduate Diploma in Social Sector Evaluation Research;

- All year one core papers for the Bachelor of Communication will be offered on the Wellington Campus from 2006; and
- The Head of the School of Psychology is to be located in Wellington.

**College of Sciences:**

- Two new majors awaiting final approval through CUAP;
- Construction Management major in the Bachelor of Construction;
- Building Surveying major in the Bachelor of Engineering Technology; and
- New option under the electronics major.

**College of Business:**

- Appointed two new senior lecturers in International Business and in Finance; and
- Two new Chairs were approved by the Vice-Chancellor - a Chair in International Business and a Chair in Information systems – the first Chairs in the College of Business is to be located in Wellington.

**College of Creative Arts:**

- Redevelopment of the academic programme is progressing; and
- The Conservatorium of Music will become part of the New Zealand School of Music in January 2006.

**College of Education:**

- The Adult Education section of the College of Education was relocated to the Palmerston North campus in December.

2 Investment in IT infrastructure to support teaching and Research needs, and administration systems.

**Achieved – Ongoing**

*Highlights included:*

- Upgrade of the University’s authentication and authorisation (Active Directory) infrastructure completed.
- Upgrade of the air conditioning and network in Albany data centre to support the double helix super computer completed.
- Increasing the storage capacity for staff and students on all three campuses completed.
- Implementing a new staff printing service at Wellington and Albany completed.

- Stage one of the Halls network upgrade and internet provision using an external supplier (Inspire) successfully completed at Palmerston North.
- The backup infrastructure has been upgraded in Wellington, Albany, and backup to disk (disk staging) for key University databases have been implemented in Palmerston North.
- A number of infrastructure upgrades/expansions to provision services in renovated or new building developments have been completed including:
  - Oteha Rohe Science Park and associate site network upgrade;
  - Albany Village stage II;
  - Wellington Executive Seminar Suite;
  - Wellington Student Services Trust;
  - Wellington Psychology Clinic; and
  - Palmerston North Library and Information Commons.

3 Investment in research infrastructure to support areas of research focus.

**Achieved – Ongoing**

*Highlights included:*

- Allocation of over \$2m for research equipment needs.
- Research Directors appointed in all Colleges.

Please also refer to investment in research infrastructure and support in the *Research & Creative Works* section, item 8 above

4 Meet energy efficiency targets as agreed with Energy Efficiency Conservation Authority.

**Partially Achieved – Ongoing**

*Highlights included:*

- Whilst significant energy savings have been achieved, they have not met the EECA target of 15% over the 2001-2005 period.
- Specific energy saving targets have been adopted by the Vice-Chancellor’s Executive Committee for each region.

5 Complete project initiated in 2004 to develop a Strategic Asset Management Plan for the University along with systems to maintain it.

**Partially Achieved – Ongoing**

*Highlights included:*

- Stage 1 commenced for the selection of a suitable asset management system.
- Further project stages are planned for 2006.

6 Implement the approved recommendations of the Review of Academic Policy-Formation.

**Achieved**

*Highlights included:*

- Reviews of the Terms of Reference for the sub-committees of Academic Board have been completed.
  - The Academic Board Terms of Reference and those of its sub-committees are accessible on the University's website.
- 7 Continue development and implementation of the University's performance scorecard for student and internal service units with a view to optimising student/stakeholder satisfaction whilst achieving institutional level economies of scale (2005-2006).
- Achieved – Ongoing**  
*Highlights included:*
- Scorecards have been fully developed and validated in 10 units with further work to continue in 2006 on reporting capability for scorecard measures.
  - Scorecard workshop held for managers.
- 8 Continue to enhance the University's financial model and refine the long-term financial strategy by development and implementation of a forecasting tool for colleges and regions (2005-2006)
- Achieved – Ongoing**  
*Highlights included:*
- Introduced an EFTS (Equivalent Full-Time Students) Pipeline model, which enabled better forecasting of student enrolments, and integration into the latest iteration of the Long Term Financial Strategy.
- 9 Continue implementation of the University's performance and risk management framework which includes:
- extending the implementation of performance and risk reporting across the University by ongoing training of University managers in risk assessment and control/mitigation and reporting thereof (2005);
- Achieved - Ongoing**  
*Highlights included:*
- Continued implementation of the Performance and Risk Reporting system across the University. This internal reporting mechanism provides upward reporting for senior management, and reporting to Council.
  - Training opportunities have been provided to staff as system enhancements have been introduced.
- progressively implementing the legal compliance programme in line with the University's adopted policy (2005-2006); and
- Achieved - Ongoing**  
*Highlights included:*
- The Legal Compliance Programme is operational within the University with one College still to be included in the programme.
  - Procedures are in place to ensure the legal compliance programme is maintained with up-to-date and relevant legislation and effective management reporting systems.

- continued review of University policies, procedures and delegations.

**Achieved - Ongoing**

*Highlights included:*

- Reviewed and updated all current University policies, and identified remaining policy and procedural gaps.
- Training has included awareness building of key policies through staff induction, email communications, and active promotion of the web-based Policy Guide.
- Completed a University-wide review of all Delegations of Authority in 2005.

- 10 Consider and, as appropriate, implement improvement initiatives to the University's governance practices and specifically consider the aspect of meaningful accountability to its Māori communities. (2005-2006).

**Achieved - Ongoing**

*Highlights included:*

- A paper titled *Relationship Building Between Māori and Massey University* was tabled with the Vice-Chancellor's Executive Committee at the end of 2004 and discussed with Council in 2005.

Please also refer to initiatives in the *Treaty of Waitangi* section, items 19 and 20 above.

- 11 Promote to Government the development of a policy environment in New Zealand that will support a quality University sector.

**Achieved - Ongoing**

*Highlights included:*

- Undertaken through a lobbying strategy with Vice-Chancellor's Executive Committee to increase political and public awareness of the need for greater levels of government investment in New Zealand university education.

Please also refer to initiatives in *The University and the Wider Community* section, items 3, 4 and 17 above.

- 12 Implement revised policies and practices for health and safety to ensure compliance with legislation and good practice (2005-2006).

**Partially Achieved - Ongoing**

*Highlights included:*

- New policies and procedures established for:
  - Hazardous Substances;
  - New Organisms (HASNO) compliance;
  - Genetically Modified Organisms; and
  - Implementation of radiation safety procedures.

- 13 Complete implementation of the new timetabling system and the upgrade of the University's space management systems and implement a space charging system in 2005.

**Achieved - Ongoing**

*Highlights included:*

- The University's Timetabling system is operating on all three campuses.
- The University space management system (known as SPACEMAN) has been checked

and verified throughout 2005. All regions are using SPACEMAN and data verification is now completed.

- Space charging regime under development for implementation and trialling in 2006, using SPACEMAN as the main database.

14 Continue with administrative systems and process improvement initiatives over the planning period, to include, but not limited to:

- Student Management System renewal;

**Achieved - Ongoing**

*Highlights included:*

- The Student Management System has been migrated to a new database platform and includes a revised fee module which is expected to significantly enhance performance.

Please also refer to system and process improvement in the *Students* section, item 11 above.

- Human Resources systems improvement e.g. ImpelHR, HRIS reporting;

**Achieved - Ongoing**

*Highlights included:*

- The Payroll functionality has been migrated to the new Human Resources PSE.
- Improvements have been made to Impel HR to support a more vigorous process for recruitment of academic staff.

- empowerment of Finance System users via web-based reporting and budgeting tools;

**Not Achieved - Ongoing**

*Highlights included:*

- Web reporting is awaiting new version of Finance One.
- Budget processes using Excel were further refined for the 2006 budget.

- review of fees administration invoicing and debtor management processes;

**Partially Achieved - Ongoing**

*Highlights included:*

- Review of fees administration invoicing did not proceed. However, further work will be undertaken in 2006 to improve invoicing processes in conjunction with the student Management System Project.
- Decisions were made with respect to consolidating debt collection activities within one organisational unit.

- review financial reporting requirements in line with internationalisation of financial reporting standards;
- initiate a review of performance reporting (financial and non-financial) with a view to integration of reporting from the University's various databases i.e. HRIS, Finance One, SMS etc; and
- implementation of the Research Management System.

**Achieved - Ongoing**

**Partially Achieved - Ongoing**

*Highlights included:*

- Review of staff reporting conducted during year and refinements made.
- Review of EFTS (Equivalent Full-Time Students) reporting conducted and further refinement of reporting information completed.
- Review of performance and risk reporting conducted as part of the review of the web-based Performance & Risk Reporting tool.
- Some investigation of possible data warehouse software products completed e.g. Business One, but integration project has not progressed due to other priorities.

**Achieved - Ongoing**

*Highlights included:*

- Implemented the Performance Based Research Fund (PBRF) module within the Research Information Management System (RIMS).
- Appointed a new PBRF Project Manager.
- The Postgraduate Administration System (PAS) project implemented the first phase of the system which is the migration of the data from the old doctoral database into the ResearchMaster system.

15 Continue to develop and implement the revised communication and recruitment strategy initiated in 2004.

**Achieved - Ongoing**

*Highlights included:*

- A student recruitment targeting model that aligns with the emerging campus positioning was developed and piloted within the National Liaison and Recruitment unit.
- Student recruitment planning was aligned with the regional marketing campaigns.
- Regional approach to recruitment marketing was further evolved in 2005 resulting in three separate regional marketing campaigns and a national extramural campaign.
- Draft strategy to target school leavers developed based on research undertaken over the year.
- Strategy to target the mature student market is under development.

16 Complete implementation of the recommendations of the review of the School of Aviation, as adopted in 2004 and continue to respond to policy changes for the sector as initiated.

17 Actively develop projects to strengthen capability development and where appropriate apply to the Innovation and Development Fund and other strategic funds managed by TEC.

18 Continue to evaluate organisational arrangements within a multi-campus context with a view to ensuring optimal on-going development of the qualification profile, student profile and research culture university-wide e.g. organisational structure for ICT/Information Technology, Plant and Earth Sciences, presence of Creative Arts@Palmerston North, Education@Wellington

- Planning underway to align all campaigns to ensure they are cost effective and achieve agreed recruitment targets.

**Achieved - Ongoing**

**Achieved - Ongoing**

Please also refer to:

Ongoing/current Growth and Innovation Pilot (GIPI) initiatives in the *Research & Creative Works* section highlights at end, New Partnerships for Excellence initiatives in the *Research & Creative Works* section, item 10 (bullet point 6), Ongoing/current e-Learning Collaborative Development Fund in the *Teaching & Learning* section, item 18 above.

**Achieved - Ongoing**

*Highlights included:*

- Wellington Campus Academic Development Plan was finalised and is in the process of being implemented. Campus positioning strategies are currently being prepared for the Palmerston North and Albany campuses. Together, these plans are identifying the optimal academic portfolio for each campus and for extramural delivery. Disciplinary strategies pertaining to ICT/Information Technology, Plant and Earth Sciences, the presence of the College of Creative Arts at Palmerston North, and the presence of the College of Education at Wellington have all been considered within the context of these campus plans.
- Organisational structure of ICT/Information Technology platforms on campuses were reviewed.
- Organisational structure of the Institute of Natural Resources was scrutinised during a review of that Institute and the recommended structure will be put in place over the next two years and coupled with the recommendations of the Review of Plant Sciences.
- Reviewed and reconfigured of the Department of Art and Design.

- Reviewed the management structure of the School of Design, Albany.
- Progress establishment of National School of Music in collaboration with Victoria University of Wellington.
- Major reviews and restructuring plans have occurred in the College of Education to strategically position the College for the future.
- Strategic realignment of Palmerston North Campus regional senior management to reflect changing regional (and national) University needs.
- Organisational restructuring of International Office completed September 2005 in parallel with review and restructuring decision for Massey University English Language Centre.

19 Continuously monitor and, where necessary, align resource allocation to reflect changes in demand for University research and teaching programmes and likely future movements in those programmes by implementing a model which aligns resource allocation with sector benchmarks and drives cost efficiencies in business processes to fund priority developments.

#### Achieved - Ongoing

##### *Highlights included:*

- The University's Long Term Financial Strategy assumptions have been based on benchmarked resource ratios at College level. Further work continued with the College of Sciences to disaggregate the contribution levels to Institute which should form the basis for resourcing decisions for 2006.

### Performance Measures

Financial Performance Indicators	Target 2005	Actual 2005	Actual 2004
Operating Surplus to Total Revenue	2.00%	1.16%	4.20%
Working Capital Ratio	79.40%	90.51%	118.75%
Cash Cover - Liquidity (Liquid Funds to annual cash operating)	26.42%	22.66%	29.13%
Cash Cover - EBITD/Int Exp	51.06X	51.03X	95.56X
Operating Surplus to Total Assets	0.99%	0.58%	2.10%
Total Revenue to Net Assets	58.56%	59.21%	59.37%
Revenue per Funded EFTS	\$16,009	\$16,680	\$15,501
Operating Costs per Funded EFTS	\$15,777	\$16,411	\$15,056
Capital Expenditure per Funded EFTS	\$2,976	\$2,652	\$1,605
Fixed Assets per Funded EFTS	\$28,973	\$29,537	\$26,267
Debt to Debt plus Equity	2.01%	1.31%	1.37%
Change in Financial Value	1.13%	0.64%	2.61%
Salary Related Expenses (000's)	\$204,780	\$207,539	\$199,991
Revenue from Domestic Tuition Fees (\$m)	\$68,275	\$62,169	\$64,644
Revenue from International Tuition Fees (\$m) (Full-Fee Foreign)	\$56,448	\$55,993	\$61,933
International Tuition Fees/Total Revenue	16.03%	15.89%	17.64%

<b>Space Utilisation Usable Floor Area m2/EFTS (Equivalent full-time student) (Excluding residential and farm related space)</b>	<b>Target 2005</b>	<b>Actual 2005</b>	<b>Actual 2004</b>
<b>University Average</b>	<b>10.40</b>	<b>10.70</b>	<b>9.55</b>
- Auckland Region	5.79	6.96	5.77
- Palmerston North Region	11.72	12.10	10.90
- Wellington Region	11.46	10.94	9.18

<b>Space Utilisation Usable Floor Area m2/FTE (Full-time equivalent staff member)</b>			
<b>University Average</b>	<b>69.39</b>	<b>75.21</b>	<b>69.71</b>
- Auckland Region	56.94	70.15	58.15
- Palmerston North Region	68.36	72.74	68.21
- Wellington Region	85.71	91.79	87.33

Note: There has been a change in the classification of the data used to calculate space utilisation above, accordingly comparative data has been reclassified to reflect these changes.  
Student EFTS is all students as at 31 December regardless of funding source.  
Staff FTE includes all staff (permanent plus casual) as at 31 December.

## APPENDICES

All the information provided in these appendices prior to 1997 excludes the former Palmerston North College of Education.

All information provided in these appendices prior to 1999 excludes the former Wellington Polytechnic.

### SUMMARY OF STUDENT NUMBERS

NOTE: Figures below are Student headcount and include all students enrolled regardless of funding source.

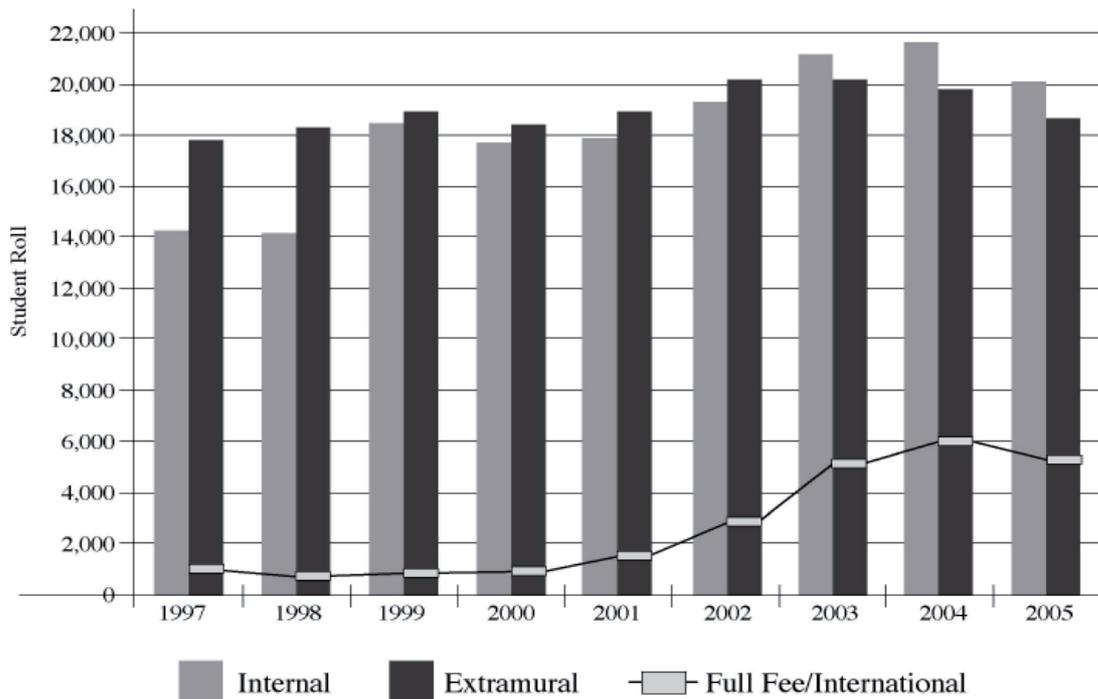
#### University Totals

	1997	1998	1999	2000	2001	2002	2003	2004	2005
Internal <sup>1</sup>	14,371	14,349	18,611	17,458	18,283	19,506	21,461	21,893	20,640
Extramural <sup>1</sup>	17,967	18,044	18,959	18,933	19,336	20,239	20,201	19,543	19,017
<b>Total</b>	<b>32,338</b>	<b>32,393</b>	<b>37,570</b>	<b>36,391</b>	<b>37,619</b>	<b>39,745</b>	<b>41,662</b>	<b>41,436</b>	<b>39,657</b>
% change over previous year	8.3%	0.2%	16.0%	(3.1%)	3.26%	5.65%	4.82%	(0.54%)	(4.49%)
<i>Students included in Totals above:</i> International <sup>2</sup>	995	1,026	1,132	1,222	1,820	3,445	5,754	6,216	5,790

NOTE: 1 By Student Mode

2 1996 -2000 International figures above do not directly compare to 2001 figures onwards.

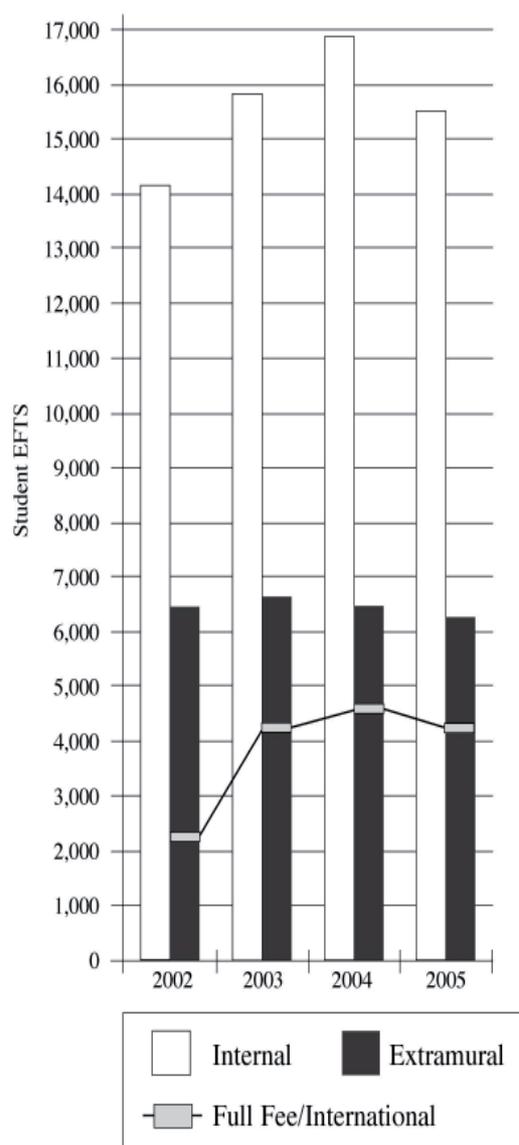
3 1996 - 2000 figures are international full-fee students only. 2001 figures onwards are all international students regardless of New Zealand residency or funding status.



## EQUIVALENT FULL-TIME STUDENTS (EFTS)

	2002	2003	2004	2005
Internal <sup>1</sup>	14,221.0	15,954.0	16,921.8	15,625.4
Extramural <sup>1</sup>	6,528.8	6,559.3	6,404.0	6,224.4
<b>Total all students enrolled regardless of funding sources</b>	<b>21,539.1</b>	<b>23,342.4</b>	<b>23,325.8</b>	<b>21,849.8</b>
% change over previous year	6.62%	8.37%	(0.07%)	(6.76%)
<i>Students included in Totals above:</i>				
Full-Fee/International <sup>2</sup>	2,493.4	4,340.9	4,808.8	4,196.7
<b>EFTS funded by Ministry of Education <sup>3</sup></b>	<b>18,542.7</b>	<b>18,349.2</b>	<b>17,840.4</b>	<b>16,930.9</b>
% change over previous year	(0.30%)	(1.04%)	(2.77%)	(5.10%)

- Note:
- 1 By Student Mode.
  - 2 Full-Fee International students as per Ministry of Education Funding Classification 02 and 20.
  - 3 As per Ministry of Education Funding Classification 01.



## STUDENT AGE DISTRIBUTION (HEADCOUNT)

		2004								%Total	2005								%Total
Ethnicity	Gender	<17	17-19	20-24	25-29	30-34	35-39	40+	Total	All	<17	17-19	20-24	25-29	30-34	35-39	40+	Total	All
New Zealand	Female	3	221	569	440	407	335	733	2,708	7%	10	192	567	416	385	309	683	2,562	7%
Māori	Male	1	100	282	201	195	171	284	1,234	3%	8	109	306	181	181	191	301	1,277	3%
	Total	4	321	851	641	602	506	1,017	3,942	10%	18	301	873	597	566	500	984	3,839	10%
European	Female	6	1,442	3,341	2,096	2,119	1,759	4,683	15,446	37%	4	1,491	3,436	2,029	1,914	1,639	4,426	14,939	38%
	Male	3	1,021	2,363	1,273	1,138	1,066	2,489	9,353	23%	4	962	2,246	1,205	1,052	970	2,389	8,828	22%
	Total	9	2,463	5,704	3,369	3,257	2,825	7,172	24,799	60%	8	2,453	5,682	3,234	2,966	2,609	6,815	23,767	60%
Pasifika	Female	-	35	167	112	105	74	99	592	1%	0	29	155	122	92	84	112	594	1%
	Male	-	34	113	73	68	67	79	434	1%	0	26	104	56	68	64	83	401	1%
	Total	-	69	280	185	173	141	178	1,026	2%	0	55	259	178	160	148	195	995	2%
Asian	Female	2	271	2,255	886	458	245	230	4,347	10%	2	232	2,048	903	390	221	259	4,055	10%
	Male	-	277	2,271	965	377	233	239	4,362	11%	2	238	2,150	982	327	210	253	4,162	11%
	Total	2	548	4,526	1,851	835	478	469	8,709	21%	4	470	4,198	1,885	717	431	512	8,217	21%
Other	Female	-	81	247	180	166	124	227	1,025	3%	2	90	233	167	155	132	233	1,012	3%
	Male	1	90	263	149	134	112	193	942	2%	2	85	251	161	145	121	220	985	2%
	Total	1	171	510	329	300	236	420	1,967	5%	4	175	484	328	300	253	453	1,997	5%
Unspecified	Female	-	15	86	56	52	59	322	590	1%	3	9	50	46	42	41	298	489	1%
	Male	1	20	82	38	31	36	195	403	1%	1	9	61	36	38	30	178	353	1%
	Total	1	35	168	94	83	95	517	993	2%	4	18	111	82	80	71	476	842	2%
Total	Female	11	2,065	6,665	3,770	3,307	2,596	6,294	24,708	60%	21	2,043	6,489	3,683	2,978	2,426	6,011	23,651	60%
	Male	6	1,542	5,374	2,699	1,943	1,685	3,479	16,728	40%	17	1,429	5,118	2,621	1,811	1,586	3,424	16,006	40%
	Total	17	3,607	12,039	6,469	5,250	4,281	9,773	41,436		38	3,472	11,607	6,304	4,789	4,012	9,435	39,657	
	%Total	0%	9%	29%	16%	13%	10%	24%	100%		0%	9%	29%	16%	12%	10%	24%		
	All																		

Note: % Total All column and row is the percent of the total year figure: 2004 = 41,436; 2005 = 39,657

Figures above include all students regardless of funding source.

Student data as at 31 December.

## STUDENT ETHNICITY, MODE AND GENDER (HEADCOUNT)

Ethnicity	Mode	2004			% Total	2005			% Total
		Female	Male	Total	All	Female	Male	Total	All
New Zealand	Internal	935	571	1,506	4%	882	608	1,490	4%
Māori	Extramural	1,773	663	2,436	6%	1,680	669	2,349	6%
	Total	2,708	1,234	3,942	<b>10%</b>	2,562	1,277	3,839	<b>10%</b>
European	Internal	6,071	4,395	10,466	25%	5,850	4,018	9,868	25%
	Extramural	9,375	4,958	14,333	35%	9,089	4,810	13,899	35%
	Total	15,446	9,353	24,799	<b>60%</b>	14,939	8,828	23,767	<b>60%</b>
Pasifika	Internal	279	232	511	1%	267	218	485	1%
	Extramural	313	202	515	1%	327	183	510	1%
	Total	592	434	1,026	<b>2%</b>	594	401	995	<b>2%</b>
Asian	Internal	3,752	3,957	7,709	19%	3,440	3,748	7,188	18%
	Extramural	595	405	1,000	2%	615	414	1,029	3%
	Total	4,347	4,362	8,709	<b>21%</b>	4,055	4,162	8,217	<b>21%</b>
Other	Internal	554	661	1,215	3%	572	657	1,229	3%
	Extramural	471	281	752	2%	440	328	768	2%
	Total	1,025	942	1,967	<b>5%</b>	1,012	985	1,997	<b>5%</b>
Unspecified	Internal	269	217	486	1%	203	177	380	1%
	Extramural	321	186	507	1%	286	176	462	1%
	Total	590	403	993	<b>2%</b>	489	353	842	<b>2%</b>
Total	Internal	11,860	10,033	21,893	<b>53%</b>	11,214	9,426	20,640	<b>52%</b>
	Extramural	12,848	6,695	19,543	<b>47%</b>	12,437	6,580	19,017	<b>48%</b>
	Total	24,708	16,728	41,436		23,651	16,006	39,657	
	% Total All	<b>60%</b>	<b>40%</b>			<b>60%</b>	<b>40%</b>		

Note: % Total All column and row is the percent of the total year figure: 2004 = 41,436; 2005 = 39,657

Figures above include all students regardless of funding source.

Student data as at 31 December.

## STAFFING LEVELS

### FULL-TIME EQUIVALENT (FTE) STAFF

#### STAFF FTE

	2002	2003	2004	2005
<b>Colleges</b>				
Academic <sup>1</sup>	1,159	1,283	1,307	1,255
General <sup>2</sup>	607	623	595	568
Contract & Trading	251	284	304	297
<b>Total Colleges</b>	<b>2,016</b>	<b>2,190</b>	<b>2,206</b>	<b>2,120</b>
<b>Support Services &amp; Administration</b>				
Regional Services	293	323	351	367
Other National Shared Services	13	14	12	16
Vice-Chancellor's Office	17	17	17	17
Assistant Vice-Chancellor (Research)	18	25	30	35
University Registrar	213	228	244	259
Assistant Vice-Chancellor (Academic)	262	261	242	244
Deputy Vice-Chancellor (International)	15	21	13	13
Assistant Vice-Chancellor (Māori)	0	8	8	5
English Language Centre	48	81	71	50
<b>Total Support Services &amp; Administration</b>	<b>879</b>	<b>978</b>	<b>988</b>	<b>1,006</b>
<b>Total Staff<sup>3</sup></b>	<b>2,895</b>	<b>3,168</b>	<b>3,194</b>	<b>3,126</b>

#### Notes

- <sup>1</sup> Academic: casual academic assistance converted to FTE at the rate paid to a lecturer on Step 4
- <sup>2</sup> General: casual general and technical assistance converted to FTE at the rate paid to general staff on Grade D Step 1
- <sup>3</sup> Figures are as at 31 December. Data published in the Annual Report 2002, was for permanent FTE as at 31 July. 2002 figures have been re-stated based on 31 December to allow for comparison.

## STAFF FTE BY COLLEGE

		2002	2003	2004	2005
College of Business	Academic	286	323	326	302
	General	146	155	133	123
	Contract & Trading	1	3	3	4
College of Creative Arts	Academic	107	125	141	146
	General	41	33	36	36
	Contract & Trading	0	0	0	0
College of Education	Academic	145	154	146	125
	General	64	71	63	51
	Contract & Trading	101	111	104	103
College of Humanities & Social Sciences	Academic	236	266	265	259
	General	77	65	61	62
	Contract & Trading	40	60	72	67
College of Sciences	Academic	385	415	429	422
	General	280	299	302	298
	Contract & Trading	110	110	125	123
Total Colleges	Total Academic	1,159	1,283	1,307	1,255
	Total General	607	623	595	568
	Total Contract & Trading	251	284	304	297
<b>Total FTE</b>		<b>2,016</b>	<b>2,190</b>	<b>2,206</b>	<b>2,120</b>

## STAFFING RATIOS :

	2002	2003	2004	2005
Funded Equivalent Full-time Students (EFTS)	21,036	22,690	22,649	21,128
Total Academic Staff incl Casual Academic	1,159	1,283	1,307	1,255
Total General Staff incl Casual General	1,486	1,601	1,583	1,574

	2004 Ratio of EFTS to Academic Staff	2004 Ratio of General to Academic Staff	2005 Ratio of EFTS to Academic Staff	2005 Ratio of General to Academic Staff
College of Business	27.0:1	0.41:1	25.8:1	0.41:1
College of Creative Arts	12.7:1	0.26:1	12.5:1	0.24:1
College of Education	16.6:1	0.43:1	17.3:1	0.40:1
College of Humanities & Social Sciences	17.7:1	0.23:1	17.3:1	0.24:1
College of Sciences	11.1:1	0.70:1	11.1:1	0.70:1
<b>University Total</b>	<b>17.3:1</b>	<b>1.21:1</b>	<b>16.8:1</b>	<b>1.25:1</b>

## 2005 STAFF ETHNICITY, GENDER, AGE (HEADCOUNT)

Ethnicity	Gender	<=19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	Unspecified	Grand Total	% Total All
New Zealand Māori	Female	1	3	12	22	16	26	23	10	7	3	1	2	126	4%
	Male	1		8	9	9	5	13	5	4	2	2	1	59	2%
	Total	2	3	20	31	25	31	36	15	11	5	3	3	185	6%
European	Female	3	38	87	120	112	154	164	147	146	64	14	2	1,051	36%
	Male	0	27	47	88	106	138	131	130	135	98	38	4	942	32%
	Total	3	65	134	208	218	292	295	277	281	162	52	6	1,993	68%
Pasifika	Female	0	1	3	5	3	2	0	3	3	0	0	0	20	1%
	Male	0	0	0	3	3	1	2	2	1	0	0	1	13	0%
	Total	0	1	3	8	6	3	2	5	4	0	0	1	33	1%
Asian	Female	0	7	18	16	23	21	17	9	7	3	0	0	121	4%
	Male	0	2	21	17	22	24	17	12	6	10	1	0	132	4%
	Total	0	9	39	33	45	45	34	21	13	13	1	0	253	8%
Other	Female	0	2	0	0	2	1	1	0	0	0	0	0	6	0%
	Male	0	1	0	0	4	1	3	1	1	1	0	0	12	0%
	Total	0	3	0	0	6	2	4	1	1	1	0	0	18	1%
Unspecified	Female	2	2	9	12	19	31	48	36	41	20	2	6	228	8%
	Male	0	0	13	17	17	35	37	27	38	30	11	1	226	8%
	Total	2	2	22	29	36	66	85	63	79	50	13	7	454	16%
Total	Female	6	53	129	175	175	235	253	205	204	90	17	10	1,552	53%
	Male	1	30	89	134	161	204	203	177	185	141	52	7	1,384	47%
	Total	7	83	218	309	336	439	456	382	389	231	69	17	2,936	
	% Total All	0%	3%	7%	11%	11%	15%	16%	13%	13%	8%	2%	1%		

Note: % Total All column and row is the percent of the total figure 2,936  
Permanent staff data as at 31 December 2005

## 2005 STAFF ETHNICITY, GENDER, CLASSIFICATION, REGION ( HEADCOUNT )

Ethnicity	Gender	Academic Staff			Academic Total	% Academic Total	General Staff			General Total	% General Total	Contract & Trading Staff			Contract & Trading Total	% Contract & Trading Total	Grand Total	% Grand Total
		Albany	Palmerston North	Wellington			Albany	Palmerston North	Wellington			Albany	Palmerston North	Wellington				
New Zealand Māori	Female	5	29	4	38	3%	11	48	5	64	5%	7	12	5	24	7%	126	4%
	Male	2	15	8	25	2%	2	16	6	24	2%	1	8	1	10	3%	59	2%
	Total	7	44	12	<b>63</b>	<b>5%</b>	13	64	11	<b>88</b>	<b>7%</b>	8	20	6	<b>34</b>	<b>10%</b>	<b>185</b>	<b>6%</b>
European	Female	66	203	71	340	27%	71	467	53	591	44%	13	95	12	120	36%	1,051	36%
	Male	91	346	84	521	42%	26	280	31	337	25%	13	69	2	84	25%	942	32%
	Total	157	549	155	<b>861</b>	<b>69%</b>	97	747	84	<b>928</b>	<b>68%</b>	26	164	14	<b>204</b>	<b>61%</b>	<b>1,993</b>	<b>68%</b>
Pasifika	Female	1	3	0	4	0%	3	8	2	13	1%	2	0	1	3	1%	20	1%
	Male	2	1	0	3	0%	3	2	2	7	1%	2	0	1	3	1%	13	0%
	Total	3	4	0	<b>7</b>	<b>0%</b>	6	10	4	<b>20</b>	<b>2%</b>	4	0	2	<b>6</b>	<b>2%</b>	<b>33</b>	<b>1%</b>
Asian	Female	16	18	8	42	3%	16	36	14	66	5%	4	7	2	13	4%	121	4%
	Male	16	45	5	66	5%	10	30	3	43	3%	2	20	1	23	7%	132	4%
	Total	32	63	13	<b>108</b>	<b>8%</b>	26	66	17	<b>109</b>	<b>8%</b>	6	27	3	<b>36</b>	<b>11%</b>	<b>253</b>	<b>8%</b>
Other	Female	0	0	0		0%	1	4	0	5	0%	0	0	1	1	0%	6	0%
	Male	1	6	2	9	1%	1	2	0	3	0%	0	0	0	0	0%	12	0%
	Total	1	6	2	<b>9</b>	<b>1%</b>	2	6	0	<b>8</b>	<b>0%</b>	0	0	1	<b>1</b>	<b>0%</b>	<b>18</b>	<b>1%</b>
Unspecified	Female	10	45	26	81	6%	11	103	7	121	9%	5	21	0	26	8%	228	8%
	Male	27	70	24	121	10%	8	57	17	82	6%	2	21	0	23	7%	226	8%
	Total	37	115	50	<b>202</b>	<b>16%</b>	19	160	24	<b>203</b>	<b>15%</b>	7	42	0	<b>49</b>	<b>15%</b>	<b>454</b>	<b>16%</b>
Total	Female	98	298	109	505	40%	113	666	81	860	63%	31	135	21	187	57%	1,552	53%
	Male	139	483	123	745	60%	50	387	59	496	37%	20	118	5	143	43%	1,384	47%
	Total	237	781	232	<b>1,250</b>		163	1,053	140	<b>1,356</b>		51	253	26	<b>330</b>		<b>2,936</b>	
% Total Academic		<b>19%</b>	<b>62%</b>	<b>19%</b>														
% Total General							<b>12%</b>	<b>78%</b>	<b>10%</b>									
% Total Contract & Trading												<b>15%</b>	<b>77%</b>	<b>8%</b>				
% Grand Total		<b>8%</b>	<b>27%</b>	<b>8%</b>	<b>43%</b>		<b>6%</b>	<b>35%</b>	<b>5%</b>	<b>46%</b>		<b>2%</b>	<b>8%</b>	<b>1%</b>	<b>11%</b>			

Note: % Academic Total column is the percent of the Academic total figure 1,250  
 % General Total column is the percent of the General total figure 1,356  
 % Contract and Trading column is the percent of the Contract and Trading total figure 330  
 % Grand Total column is the percent of the Grand total figure 2,938  
 Permanent staff data as at 31 December 2005  
 General staff include staff categorised as Technical Staff

**2005 STAFF ETHNICITY, GENDER, COLLEGES,  
REGIONS & DIVISIONS (HEADCOUNT)**

Ethnicity	Gender	Regions & Divisions	College of					Grand Total	% Total All
			Business	Creative Arts	Education	Humanities & Social Sciences	Sciences		
New Zealand Māori	Female	33	11	7	23	37	15	126	4%
	Male	20	4	5	7	18	5	59	2%
	Total	53	15	12	30	55	20	185	6%
European	Female	372	113	34	122	160	250	1,051	36%
	Male	231	143	49	59	100	360	942	32%
	Total	603	256	83	181	260	610	1,993	68%
Pasifika	Female	8	2	0	2	6	2	20	1%
	Male	5	1	1	1	4	1	13	0%
	Total	13	3	1	3	10	3	33	1%
Asian	Female	37	31	3	4	14	32	121	4%
	Male	25	26	1	3	4	73	132	4%
	Total	62	57	4	7	18	105	253	8%
Other	Female	4	1	0	0	0	1	6	0%
	Male	1	6	0	0	1	4	12	0%
	Total	5	7	0	0	1	5	18	1%
Unspecified	Female	77	25	14	44	27	41	228	8%
	Male	57	38	15	19	12	85	226	8%
	Total	134	63	29	63	39	126	454	16%
Total	Female	531	183	58	195	244	341	1,552	53%
	Male	339	218	71	89	139	528	1,384	47%
	Total	870	401	129	284	383	869	2,936	
	% Total All	30%	14%	4%	10%	13%	29%		

Note: % Total All column and row is the percent of the total figure 2,936  
Permanent staff data as at 31 December 2005

## RESEARCH AND OTHER CONTRACT FUNDING

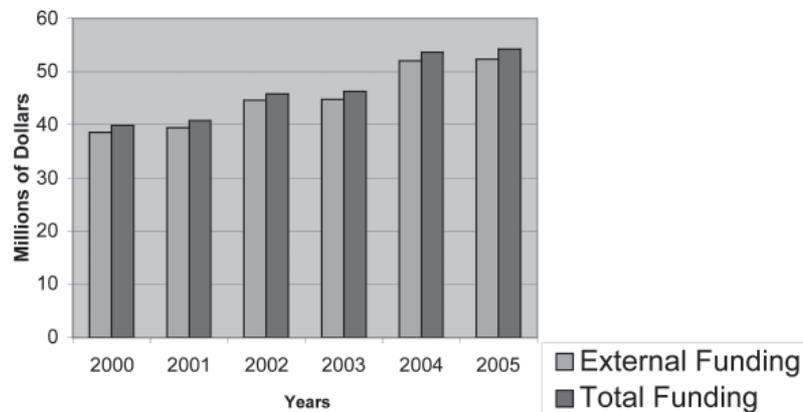
### Research and Contract Funding

	Total (\$000)	Research Grants / Projects (\$000)	Research Centres (\$000)	Consultancies (\$000)	Commercial -isation Projects (\$000)	Teaching Contracts (\$000)	Internal Research Allocation (\$000)
College of Business	1,832	1,107	-	205	-	291	229
College of Creative Arts	286	59	-	132	-	-	95
College of Education	9,218	125	802	1,113	-	7,139	39
College of Humanities and Social Sciences	13,053	4,664	5,610	1,727	-	728	324
College of Sciences	29,468	18,004	8,247	1,748	-	274	1,195
Other	411	-	-	-	411	-	-
<b>Total Funding Received</b>	<b>2005 54,268</b>	<b>23,959</b>	<b>14,659</b>	<b>4,925</b>	<b>411</b>	<b>8,432</b>	<b>1,882</b>
	<b>2004 53,725</b>	<b>23,402</b>	<b>14,028</b>	<b>5,542</b>	<b>507</b>	<b>8,636</b>	<b>1,610</b>

*Note: This statement reflects contract funding attracted by Massey University during the financial period. The external research funding reported as received in this statement differs from external research income that qualifies under the Performance Based Research Fund (PBRF), which is based on research work undertaken during the financial period (refer Page 170).*

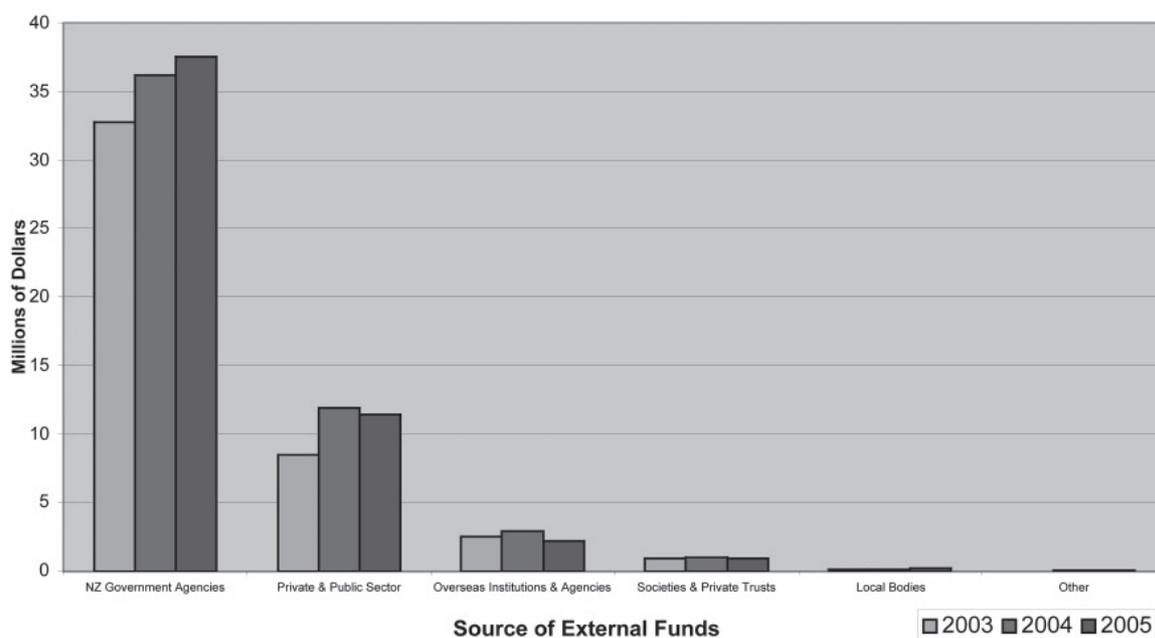
### Total External and Internal Funding

	2000 (\$000)	2001 (\$000)	2002 (\$000)	2003 (\$000)	2004 (\$000)	2005 (\$000)
External Funding	38,519	39,455	44,588	44,782	52,115	52,386
Internal Funding	1,377	1,394	1,277	1,523	1,610	1,882
<b>Total Funding Received</b>	<b>39,896</b>	<b>40,849</b>	<b>45,865</b>	<b>46,305</b>	<b>53,725</b>	<b>54,268</b>



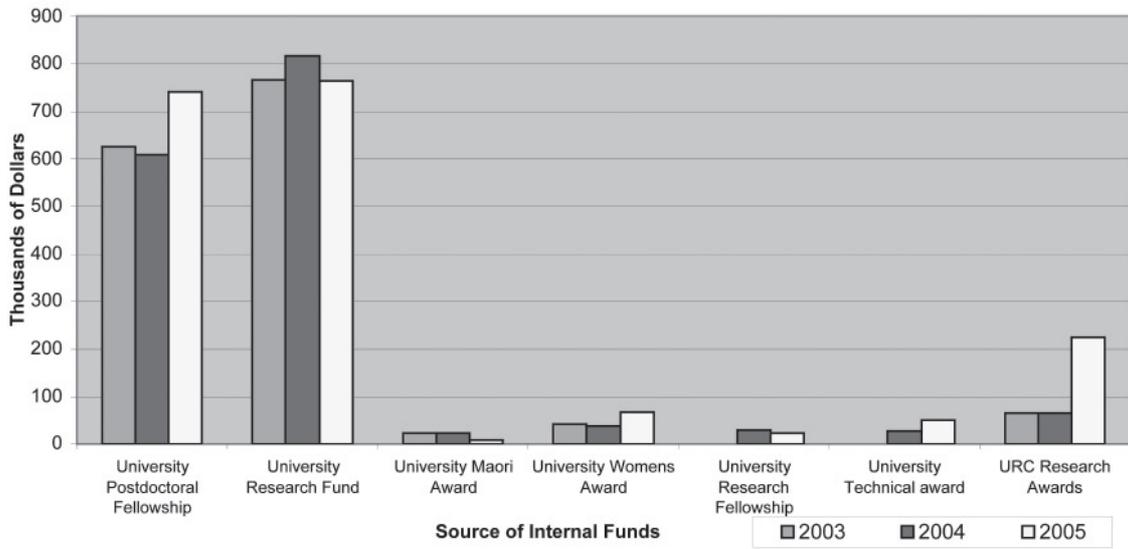
### External Contract Funding - Source of Funds

	2005 (\$000)	2004 (\$000)	2003 (\$000)
New Zealand Government Agencies	37,517	36,175	32,728
Private and Public Sector Businesses	11,420	11,870	8,458
Overseas Institutions and Agencies	2,199	2,886	2,493
Societies and Private Trusts	950	985	954
Local Bodies	233	162	147
Other	67	37	2
<b>Total External Funding Received</b>	<b>52,386</b>	<b>52,115</b>	<b>44,782</b>



### Internal Contract Funding - Source of Funds

	2005 (\$)	2004 (\$)	2003 (\$)
Massey University Postdoctoral Fellowship	741,200	609,647	624,994
Massey University Research Fund	764,091	816,382	766,643
Massey University Maori Award	8,000	23,830	24,000
Massey University Womens Award	68,412	37,497	42,776
Massey University Research Fellowship	24,470	30,000	-
Massey University Technical Award	50,000	28,000	-
URC Research Award	226,000	65,000	65,000
<b>Total Internal Research Allocation</b>	<b>1,882,173</b>	<b>1,610,356</b>	<b>1,523,413</b>



**External Research Income Qualifying for Performance Based Research Funding (PBRF)**

	2002 (\$000)	2003 (\$000)	2004 (\$000)	2005 (\$000)
External Research Income Qualifying for PBRF	24,148	31,255	33,598	36,393

