

STRATEGY FEEDBACK ROADSHOW

SUBMISSIONS RECEIVED / “SENTIMENT”

Type	#	%
Alumni	20	11%
Anonymous	45	24%
Staff	110	59%
Students	12	6%
Total	187	100%

“Sentiment”	#	%
Negative	17	9%
Neutral	73	39%
Not about the strategy	15	8%
Positive	82	44%
Total	187	100%

- It is mercifully short, very poorly written, full of nonsense phrases
- The 'defining' university thing (blatantly false as it was) was bad enough, Catalyse is awful. Needs a rewrite.
- This is four page of underwhelming corporate speak that could have written myself in 10 minutes.
- Like it or not, Massey University is presently a third-rate provincial institution, in global terms. Reading the draft strategy reminds me that, deep down, management rather likes it that way.
- Come on, all you highly paid people up there! You can do better than this draft. The university's staff deserve much better; New Zealanders deserve much better.
- Lead by example. Show us that you believe that Massey University can make itself into a great university.... or get another job.
- I am boggled at a strategy that includes a specific "race" as a priority.
- In short, a disappointing document.
- Board-room speak!

- Caring? Now that is bold, Massey is the single most polemic employment environment I have encountered having worked on three continents and travelled and consulted across five through 3.5 decades of employment....
- Socially progressive - sorry that says it all. I now understand. This is political manifesto, I thought we had moved on from overt support of the left.
- I had anticipated something challenging and new, as implied by the VC ... perhaps I over-estimated the appetite for change, in which the fault is entirely mine.
- Bullsh*t tolerance level exceeded!
- Who writes this stuff? Is it translated by Dr Google from the German or something?
- Be good to see the back of the ghastly mixed metaphors, fight language and antediluvian technology of the text accompanying Massey being the “Engine of the New New Zealand”
- It is good to see the rather vacuous tag “defining university” has almost disappeared from the Massey lectionary.
- ‘Brighter world’ is glib jargon which turns off academics.

PREAMBLE

– CONSTRUCTIVE FEEDBACK

- Need to leverage more the strength of our heritage and global reputation.
- No need to reflect back on 2025, the strategy should focus on the future.
- The strategy would benefit from an update of driving forces (SWOT / PESTLE)
- The strategy should identify what are the wicked problems.
- Essence / identity of Massey should be made clear.
- Need to highlight more markedly what is the (distinctive) ‘value proposition’ that we have to offer to our students, staff, stakeholders and funders
- Dialogue on disruption should not be limited to industry (*“It is also disrupting our conventional sense of community”*).

PREAMBLE

– FEEDBACK (TREATY-LED)

- Great reception of the Treaty-led statement. A third of all submissions made some type of statement about the Treaty, with vast majority of submissions favourable to it. There was also a few very strong, negative sentiments to the Treaty-led statement.
- Most of the submissions that addressed the Treaty-led topic also asked how the University would become a Treaty-led University, and what it meant for staff, students, iwi and community.

GLOBAL LEADERSHIP / INNOVATION

– FEEDBACK

- Feedback mixed. For some, the focus was just right, for others the focus overly stated the contribution to industry and economy to the detriment of education and generating/pursuing knowledge. Some called for a better linkage of public value of the University.
- Feedback mixed on the global versus national focus.
- A number of submissions highlighted that our student profile does not match the “make their mark in the world”, although other parts of the paragraph (e.g. working in a rapidly transforming economy) resonated with them. The “make their mark in the world” type of students “belonged to other Universities”. However, other submissions stated the opposite; that we should look to get more “quality” students.

GLOBAL LEADERSHIP / INNOVATION

- FEEDBACK

- Language/meaning issues – suggestions for positive, call-for-action statements instead.
- Concerns over the statement “senior students will have the opportunity to work in industry and to develop entrepreneurial skills”; mostly because of capacity issues (e.g. could Palmerston North campus accommodate these experiences to all of their senior students).
- Some confusion with the term “entrepreneurial skills” – need to be expanded to social entrepreneurship.
- Difficulty with the term innovation and the claim Massey is innovative or could drive ecosystems of innovation.

PREAMBLE – WHAT CHANGED?

- A box highlighting Massey's point of difference has been included at the beginning of the document.
- The preamble is now structured under our past, our present and our future:
 - Our past recognises our heritage;
 - Our present discusses briefly our operating environment and the challenges we are facing; and
 - Our future discusses the points of difference for Massey according to our new strategy, and how Massey will make a difference by practical contributions

PREAMBLE – WHAT CHANGED?

- References to previous strategy is gone,
- SWOT / PESTLE / trends analysis will continue to be produced and shared widely across Massey to support planning and activities at all levels.
- Language has been refined – e.g. inclusion of ‘critic and conscience of society’ linking to the Act
- Inclusion of passion and caring as attributes of Massey;

VISION, MISSION AND VALUES – FEEDBACK

- This is the part the consultation process where most of the contributions were made, with significant wordsmithing.
- Vision: the vision attracted the most feedback but few suggestions for alternatives. Issues included the use of “Brighter world”, “Aotearoa New Zealand” and “smart solutions”. Some submissions found it cliché and not distinctive enough for Massey.
- Mission: there was more agreement around the mission than the vision.
- Values: great support for the inclusion of the word “caring”. Resonated with staff about caring for students, but to a lesser degree caring for each other. But overall agreement that this should be a characteristic to pursue and carry as ours. Less enthusiasm for “leading”.

VISION, MISSION AND VALUES – WHAT CHANGED?

- These have been removed from the strategy at this point.
- Replaced by a “distinctive” statement in the box.
- This gives us sufficient to move on with strategy.
- Work still to be done on the “essence / personality / values”
- Do we need it in the strategy document?
- More to come...

RESEARCH – FEEDBACK

- Agreement that focus is required. Staff wanted the ‘chosen areas of research’ clearly stated, as well as the methodology to determine these.
- Support for both ‘discovery/fundamental’ research and applied research split with some concern raised by academics that this may not be enough to support fundamental/theoretical research at Massey.
- Concerns about the succession planning aspect of academic excellence, good recruitment practices being a good driver to achieve this objective.
- Management of underperformance was welcomed by a number of submissions. However, some submissions stated this would be better covered outside the document through other mechanisms.
- Concerns about the research profile and research model (big projects x individual efforts) were also raised.

RESEARCH – WHAT CHANGED?

- Inclusion of:
 - Promoting and rewarding excellence in research;
 - Investing in the next generation of researchers by creating an environment where the world's best young researchers can flourish;
 - Deepening strategic research collaborations and relationships nationally and internationally, and particularly with industry and community, for mutual benefit;
- Removal of:
 - Clarifying and streamlining internal systems, structures and processes to ensure we are “good to do business with” as research collaborators;
 - Defining research expectations and driving accountability for research activities where underperformance is actively addressed and excellence is rewarded;

LEARNING AND TEACHING

– FEEDBACK

- Out of the four goals, this received the most feedback. Feedback on the wording was more pronounced in this goal than other goals.
- The student experience was visibly absent from the strategy.
- The “blurring distinction between online and internal delivery” was discussed in a number of submissions, with concerns about what it means in practice for distance students.
- There were significant concerns raised that Massey’s heritage in distance education was under threat and not enough had been done to take Massey to the 21st century online delivery. More needed on staff capability in digital delivery.

LEARNING AND TEACHING

– FEEDBACK

- Good support for more scholarships. Massey is seen as non-competitive in this space. Good support for accreditations.
- Some submission discussed the quality of teaching is impacted by the focus on research. Promotions should take into account good teaching practices.
- Focus, prioritisation and rationalisation of programmes were welcomed, but the criteria and measures needed to be clearly understood.
- Building cultural capability in the curricula and for staff development was highlighted as crucial if Massey is to be a Treaty-led university.
- Lack of recognition of the role support services play in the student journey. The gap between professional and academic staff should be bridged.

LEARNING AND TEACHING

– WHAT CHANGED?

- Inclusion of:
 - Ensuring our graduate attributes include the entrepreneurial capability by maximising work-integrated learning / student access to innovation precincts;
 - Delivering programmes that are flexible, contemporary in design, research-led in content, and either strategically important or financially successful;
 - Gaining international accreditation for programmes;
 - Providing first class digitally-enhanced learning experiences informed by the student voice; for all students wherever they are located;
 - Providing excellent, culturally appropriate support which leads to increased participation and for the success for Māori students;
 - Providing support for priority students including Pasifika and new migrants.

LEARNING AND TEACHING

– WHAT CHANGED?

- Removal of:
 - Building the highest quality curriculum and blended pedagogy for programmes so the distinction between distance and face-to-face experiences continues to blur;
 - Developing graduate capability in entrepreneurship, and maximising work-integrated learning and generic graduate attributes for all students;
 - Driving accountability for teaching activities where underperformance is actively addressed;
- Most bullet points had minor / major changes.

CIVIC LEADERSHIP – FEEDBACK

- Commendation of the intention that Massey be a leader in civil society as this is keeping with the history of the University.
- The language used in the Massey Act is not used in this strategy; “*CRITIC AND CONSCIENCE OF SOCIETY*”, nor does it reference “Academic Freedom”
- The choice of stakeholders and the order in which they appear is important for the readers – how it reads now in the strategy prominence is given to economic development.
- The international focus on leadership is missing, a few submissions asked for a bullet point to specifically address global leadership.

CIVIC LEADERSHIP – FEEDBACK

- A number of submissions asked for the observance of Te Tiriti o Waitangi, as well as reference to other relevant international instruments.
- Recognition through promotions would be a way to acknowledge and reward staff who contribute to civic leadership.
- The document makes no references to gender equity.
- Public speaking training was too specific.
- Some professional staff felt left out of this goal; many of our professional staff are actively involved in civic leadership activities.
- Some submissions reacted strongly on the language used in this goal, including “contributing to a socially progressive and constantly changing Aotearoa”.

CIVIC LEADERSHIP

– WHAT CHANGED?

- Inclusion of:
 - Supporting academic staff to publicly disseminate research findings and act as “critic and conscience” of society;
 - Promoting informed evidence-based and inclusive public debate;
 - Enabling capability development across New Zealand, the Pacific and the world to prepare citizens for the changing nature of work and society;
 - Providing all staff with opportunity to actively contribute to civic leadership in the University and in the wider community.
- Removal of:
 - Contributing to a socially progressive and constantly changing Aotearoa NZ;
 - Ensuring we understand ourselves (the “essence” of Massey) so we can authentically demonstrate public leadership in our chosen areas;

STAFF EXCELLENCE – FEEDBACK

- It should be moved to the front of Enabling Excellence to highlight to readers that people are at the core of what we do.
- Robust recruitment practice was also highlighted as an important part of this goal.
- Some submissions highlighted that Massey needs to develop managerial skills for people in charge of others – which includes being able to support staff, able to direct, manage, reward and hold people to account.
- Many submissions liked the development of clear processes for rewarding and recognizing excellence and also for addressing underperformance.

STAFF EXCELLENCE

– WHAT CHANGED?

- Brought forward as first of the three sub-goals
- Inclusion of:
 - Maximising the advantages of a diverse staff through the pursuit of equality;
 - Ensuring that we optimise staff profile across the University;
 - Building competencies of staff to honour Te Tiriti o Waitangi and its principles;
- Rewording:
 - Authentically engaging in performance appraisal of all staff, where performance is actively addressed and excellence rewarded.

FINANCIAL EXCELLENCE – FEEDBACK

- Students / alumni worried this would be achieved by increased fees.
- Need to allocate resources to areas that are capable of growing.
- Concerns re current financial decision-making with long term implications
- Challenges to the current internal charging model and value-for-money from a budget holder perspective.
- The financial accountability process was described in some submissions as cumbersome/bureaucratic and time consuming.
- Massey was not being savvy in acquiring and/or setting up companies. Financial resources that could be used to support core activities are being consumed in entrepreneurial attempts.
- Concerns Massey is not managing projects well.

BUSINESS EXCELLENCE

– FEEDBACK

- There was overall support for the objectives listed under this sub-goal.
- There was good support for the clarifying, simplifying, removing duplication and simplifying internal regulation processes and procedures.
- Some submissions highlighted that Massey's current structure and culture are major impediments for collaboration and transparency.
- There was support for the enterprise-wide information technology systems: the need for investment in the digital transformation mentioned several times.
- A number of submissions also highlighted the need for better decision-making processes, particularly at the Senior Leadership level.

FINANCIAL & BUSINESS EXCELLENCE

– WHAT CHANGED?

- Financial Excellence – No changes
- Business Excellence – Inclusion of:
 - Removing duplication and simplifying internal regulatory processes and procedures to ensure we are “good to do business with” and able to act nimbly;
 - Fostering and enhancing excellence in service quality;

KEY THEMES

– WHAT WAS MISSING?

- **Sustainability** – a number of submissions pointed out that the strategy was silent on a commitment to sustainability or sustainable practices.
 - Now includes “caring for place” in key characteristics
- **Student experience** – a number of submissions highlighted that the strategy is very short on the student experience. Some submissions suggested the student / student experience should be a goal on its own.
 - Now includes several references to student experience / student voice
- **Internationalisation** – a number of submissions expressed concerned about Internationalisation not being a goal on its own. Some other submission however found it useful because they saw internationalisation as a feature of the other three goals.
 - Now includes “international” and “global” in wording of all three goals