MASSEY BUSINESS SCHOOL
TE KURA WHAI PAKIHI

Principles for Responsible Management Education (PRME)
Sharing Information on Progress Report 2018 – 2019
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MBS commitment to the Principles of Responsible Management Education: Message from the Dean

The MBS Strategy (2019-23) highlights the importance of ethics, responsibility and sustainability (ERS) considerations in all aspects, most prominently in the mission statement which emphasises the wellbeing of students and staff while contributing to the sustainable prosperity of New Zealand. A number of specific initiatives drive MBS’s ERS commitments, including supporting the University’s Te Tiriti commitment, maintaining its status as a PRME signatory, supporting its multiple research groups that emphasise its social wellbeing purpose (e.g. the Healthy Work Group, Fin-Ed Centre, CARE), and teaching initiatives engendering a sense of social responsibility (e.g. social enterprise consulting projects within the Executive MBA). Overall, MBS’s activities align with PRME principles and the UN’s Sustainable Development Goals.

Successes as a PRME signatory including 45% of staff work and research aligning with PRME principles (up from 40% in the 2016-17 SIP report), curriculum innovations that foreground issues of responsibility and the provision of leadership training for students. Within the MBS Strategy (2019-2023) there are four key priorities that guide us when engaging with PRME principles throughout the College — research, learning and teaching, civic leadership, and enabling excellence.

Prof Stephen Kelly
Pro Vice-Chancellor & Dean
Massey Business School – Te Kura Whai Pakihi

Introduction to Massey University

Massey University (Te Kunenga ki Pürehuora), has grown from a small agricultural college based in Manawatū in Aotearoa/New Zealand initially with 85 students, officially opening on 20 March 1928 as Massey Agricultural College: a fully constituent college of the University of New Zealand. Massey University College of Manawatū subsequently became Massey University of Manawatū on 1 January 1984 with full autonomy and degree-conferring powers. The name was shortened in 1986 to ‘Massey University’. On 20 March 1993, Massey University’s Auckland campus in Albany was officially inaugurated with a tree-planting ceremony and then the University formally merged with the Palmerston North College of Education on 1 June 1996. Massey University subsequently extended its reach to Wellington when it merged with the Wellington Polytechnic on 1 July 1999.

Massey University (Massey) is now New Zealand’s largest residential university physically spread over three cities, and with nearly 20,000 internal and distance education students. Massey offers the only veterinary science programme and the only Bachelor of Aviation programme in New Zealand. Several Massey qualifications have international accreditation and the University is proud to acknowledge the mana whenua (i.e. Iwi and hapū who have traditional authority over that land) of its three campuses — Auckland (Ngāti Whātua iwi), Manawatū (Rangitāne iwi), and Wellington (Te Ati Awa and Taranaki Whānui iwi). As a Tiritiọ-led University, Massey respects the tikanga (customs) of each of the mana whenua and seek to work collaboratively with them recognising the kaitiakitanga (customary responsibility for stewardship) each has for the land the campuses sit on.

1 The University’s Māori name - loosely translates to movement of time and space “from inception to infinity”.
2 Aotearoa is the Māori name for New Zealand.
3 Iwi is usually defined as a tribe associated with a distinct territory. Hapū is usually defined as a sub-tribe.
4 Tiriti is a reference to Tiriti o Waitangi / Treaty of Waitangi — often referred to as New Zealand’s founding document.
5 Kura originally meant ‘ancient knowledge’, ‘treasure’, or can also mean ‘school’. Whai means to pursure or seek and Pakihi means business or enterprise.
6 Note: Faculty and professional staff numbers as at 1 August 2019. Faculty numbers include those who left part way through the year.
The most recent MBS Strategy, 2019-2023, expresses its vision, mission and values which have been developed in line with the wider University strategy. The MBS Strategy includes a strong emphasis on being a business school of consequence that is ethical, sustainable and responsible. Key core elements underlying the developing MBS vision, mission and values include productive engagement with diverse stakeholders, respectfully actualising our Te Tiriti ambitions. Moving forward with local and global commitments the MBS strives to: promote ethical student practices and staff research, develop sustainability principles in line with United Nation Sustainability goals, fulfil a role as critic and conscience of society, and contribute to communities.

By heritage and successive strategic design, Massey and MBS share a common vision to tangibly contribute to New Zealand’s sustainable prosperity and overall wellbeing - to be consequential.

This core strategic vision aligns closely with the principles of ethics, sustainability and responsibility promoted by the University as a whole, from high level management and leadership activities, through centralised policies and planning documents, and cascading down to the work of individual staff and research groups. Within the University, MBS is an active driver of initiatives, research and service to communities that together reflects these common values.

MBS’s core values comprising Respect for All, Real-World Relevance, Learning Without Boundaries, and Research-led thinking guide its four strategic pillars; Research, Learning and Teaching, Civic Leadership, and Enabling Excellence. A persistent focus on strategic outcomes enables MBS to build on its past as it plans for continuing excellence into the future.

As required by Section 4 of the Education Act 1989.

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**PRME Principle 1: Purpose**

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

The results of MBS grounding its work in the guiding principles of ethics, sustainability and responsibility are shown across the range of MBS’s successes.

MBS had 5,116 EFTS and 7,842 students by headcount in 2019, with the difference reflecting that a large number of students study part time. Proportionally, 53% of the student population study on campus, 47% study via distance. International students make up 29% of the overall student population. MBS attracts students because of its distinctive positioning as well as its ranking and accreditation profile. MBS values its position as a provider of research that spans blue sky thinking, theoretical contributions, and practical outcomes for direct impact on the communities it serves, real-world relevant teaching, and blended learning opportunities that remove boundaries for students.

**MBS RANKING**

Students are attracted to this teaching and research profile, as it positively impacts them, their futures, and the future prosperity of the businesses and communities with which they are engaged. The reputation MBS has developed based on rankings and accreditation includes: ranking in the top 2% of business schools in the world including a QS world ranking in the top 200 for accounting and finance, top 250 for business and management, economics, and econometrics. MBS is also ranked number one in New Zealand for business administration, finance, and communication by the Shanghai Ranking’s Global Ranking of Academic Subjects; and was ranked third in Australasia and first in New Zealand for accounting research impact and productivity (in a 2018 peer-reviewed article, published in the academic journal Accounting and Finance, which examined accounting research published in the discipline’s top 10 Australasian journals from 2015 to 2017).

**LEARNING WITHOUT BOUNDARIES**

MBS offers undergraduate, master’s, and doctoral programmes with the largest four programmes by Equivalent Full-time Students (EFTS) in 2019 being the Bachelor of Business (BBus) (2,499), Bachelor of Communication (BC) (693), Bachelor of Accountancy (BAcc) (437) and the Master of Management (MMgt) (373). MBS also offers New Zealand’s longest running MBA (the Executive MBA (EMBA) (117)) and has a substantial PhD programme (101 EFTS). As a provider that values learning without boundaries, MBS programmes are designed such that students can study part-time or full-time, online, fully by distance, or in a blended mode. The use of ‘Stream’, Massey’s tailored version of Moodle, and an MBS-tailored template within Stream, means that all students, regardless of the mode or location through which they are studying, receive course information, reading materials, and access to discussion forums in a standardised format.

Students studying internally attend classes in Massey shared spaces, and those studying via distance are provided with recorded supplemental content (videos and podcasts), asynchronous discussion forums with staff and students, and synchronous sessions with staff and students, which can be recorded and posted for those not in attendance. The students, regardless of their location of study, or whether they are studying via distance, are able to engage with one another in discussion within Stream, supporting increased engagement across a course and upholding the learning without boundaries values. In addition to Stream, Massey supports the use of various online platforms for engagement with students, and provides training and ongoing support for staff to continue to improve and enhance their teaching using technology effectively.
DISTANCE EDUCATION
By numbers of EFTs, MBS is the largest provider of distance education to business students in New Zealand. (70% market share or 76.8% EFTS in 2018 data). Distance education within New Zealand is critical given the small population, the large geographic spread and the national desire to provide equitable access to higher education. This desire for equitable regional access is even more greatly amplified in the New Zealand context because of a recognition that Māori participate less frequently in tertiary education than most other demographic groups and a proportionally large number of Māori reside in regional areas not typically serviced by a physical campus.

MASSEY BUSINESS SCHOOL SUCCESSES DUE TO ESR PRINCIPLES
A range of MBS’s successes illustrate the benefits of ethics, sustainability, and responsibility (ESR) as guiding principles. For example, in the most recent QS rankings, MBS improved to 287th place and received a 5+ star ranking, including maxima in the areas of social responsibility, employment, and overall student satisfaction. Massey also ranked 38th out of 500 institutions in the recently released Times Higher Education University Impact Rankings, which adopted the UN SDGs as a framework to explore and reflect on the nature and level of social impact of institutions. Times Higher Education recognise the impact rankings as a demonstration of an institution’s commitment to supporting the UN sustainable development goals in teaching, research and knowledge transfer, while also embodying them in its internal practices.

TEACHING AND LEARNING
The personal development of BBus students is aided by the skills and knowledge attributes of the programme. Career services provide additional support for all BBus students in the area of career planning, life skills, and CV and interviewing development. BBus graduate employability is strong, with 76% of BBus graduates working 30 hours or more per week in the year following their graduation (according to the 2014-2018 Graduate Destination Survey).

GRADUATE DESTINATION SURVEY
Outcomes for MBS graduating students are very positive. Table one displays the results of the annual Graduate Destination Survey (GDS) for MBS graduate students. For the 2018 survey:

- 91% were either employed full-time or part-time.
- 32% are undertaking further study, with 27% of these working while studying
- 59% have a salary of New Zealand $51,000 or greater

MBS graduate employment prospects are very good and about a third of graduates continue with further study. Graduate salary rates are difficult to judge without a point of comparison. The median 2018 salary for New Zealand was just over $51,000. Therefore, 59% of MBS graduates were earning the New Zealand medium salary or better.

Table 1. GDS data on MBS student employability on graduating

<table>
<thead>
<tr>
<th>Salary range (New Zealand $)</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0 - $20k</td>
<td>6%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>$21k - $50k</td>
<td>39%</td>
<td>33%</td>
<td>35%</td>
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<tr>
<td>$51k - $100k</td>
<td>39%</td>
<td>45%</td>
<td>40%</td>
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<tr>
<td>$101k +</td>
<td>16%</td>
<td>14%</td>
<td>19%</td>
</tr>
</tbody>
</table>

* Source: Statistics New Zealand

INNOVATIVE EDUCATORS THAT MODEL RESPECTFUL RELATIONSHIPS
Massey Business School has many dedicated, innovative educators that care deeply about their students learning. Many, such as Dr James Hollings Senior Lecturer & Programme Leader - Journalism, are moving to embed realistic practice in their teaching, to enhance student learning by anchoring it to both practice and theory. Hollings says that “realistic simulations can teach something in an hour, that used to take days [through traditional teaching methods].” He is “an advocate of the principle that ‘I am a fellow traveller’, we [faculty] are there to inspire students to be their best” Hollings likes to work from the assumption that “anybody can do these things if the right techniques are taught properly.

Learner pace is not a predictor of eventual achievement – if the desire is there, most students can achieve the required standard. Our job is to set high standards, and show them how to get there. If a student is not learning, then maybe I [the teacher] need to try a different approach. It is my responsibility to try it another way, but not compromise standards… Everyone has a weakness… some recognize doubt, others are over confident. The principles of Self-Determination Theory help inform my teaching – if you have a good relationship with the student, and help build autonomy and mastery, they will find their learning satisfying and rewarding. Again, if you can build the right technique, confidence builds”.

MBS 2016 TO 2017 SUCCESSES
The 2016-2017 Principles of Responsible Management Education Sharing Information on Progress Report that MBS submitted in early 2018 included anticipated future actions for the period 2018-2019. That report classified MBS’s strategic priorities into the three key areas of: 1) Supporting kaitakatanga – we will continue to value and support the unique kaitiaki [guardian] responsibility of Māori in New Zealand, 2) Respect – we will continue to value cultural differences and recognise that they provide a range of pathways to pursue sustainability goals, and 3) Responsibility – we will continue to strive to be active environmental stewards of our campuses and to demonstrate care for our staff and students (Massey Business School, 2017). This report clearly demonstrates that those objectives have been achieved.

Massey Manawatū campus
PRME Principle 2: Values

We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

MBS’s commitment to becoming a Te Tiriti-led institution is an important element of its strategy.

The MBS Strategy features initiatives led by the Associate Dean Māori and the Te Rangiwhenua staff group, MBS’s ESR activities cover the breadth of research and teaching areas, include engagement with all staff, such as a Te Tiriti two-Day Wananga, and are constantly evolving as MBS refines its understanding of being a Te Tiriti-led institution. For example, Te Tiriti has increasingly become a focus to guide ethical principles, the development of courses, and even MBS culture.

Both the MBS vision and mission underpin its strategic imperatives. The MBS vision “To be a business school of consequence” guides strategic focus: to make a substantive difference and to make a significant, positive impact through each of its core activities of teaching, research and outreach. MBS’s vision contrasts with potential alternative emphases, such as being the highest ranked business school in the region, being a leader in a particular business sub-disciplines, or building a reputation as either a teaching or research institution. While quality and reputation indicators are important, they are secondary to the MBS strategy. Furthermore, the MBS mission, “To be an educator that supports the wellbeing and ambition of students and staff, contributes to sustainable prosperity in New Zealand, and engenders impactful research of theoretical and practical significance,” further highlighting MBS’s consequential strategic prioritisation. As a result, the MBS vision and mission prioritises strategic investments and initiatives likely to enable positive and tangible consequences for students and other stakeholders, and a way from those likely to be inconsequential, while at the same time building on an established heritage of excellence, quality, integrity, and caring.

ASSOCIATE DEAN MĀORI

Massey is working to provide better services and achieve better outcomes for Māori and Pacific learners. Within MBS, the leadership for enacting these plans comes from the Associate Dean Māori and Associate Director Pacific with the support of MBS Schools and the portfolio directors. As a commitment to these plans MBS has employed three Student Support Advisors. These new role-holders have a remit to support the success of Māori and Pacific students and will, in particular, aim to expand the existing and already successful student mentoring programmes.

In November 2018 Massey Business School appointed Dr Farah Rangikoepa Palmer to the position of Associate Dean Māori. The Associate Dean Māori reports to the PVC. The purpose of the position is to lead the implementation and achievement within MBS of the University’s strategic goal to be a Te Tiriti-led university which embeds appropriate recognition, content, staff understanding and commitment, and features Māori and Treaty responsibilities, into all that MBS does. The role is intended to develop MBS as a leader in Māori business education and scholarship within New Zealand, enhance excellence among Māori students and staff, and support the development of high impact research. As a part of that process and in support of the Massey University Māori Learner Success Plan two 0.5 Māori Student Support Advisor roles have been created, one in Auckland and one in Manawatū.

Dr Farah Rangikoepa Palmer
Massey Business School was very pleased to appoint two half-time Māori Student Support Advisors. Bridget Bell and Kelly-Aroha Huata. Both are fluent in Te Reo Māori and are dedicated to supporting Māori students.

**ASSOCIATE DIRECTOR PACIFIC**

Siata Tavite has been appointed as MBS’s Associate Director Pacific. Siata reports to the Director, Teaching and Learning and is primarily focused on the implementation of the ‘Pacific Learner Success Plan’. The Associate Director Pacific works with the Pasifika Student Support Advisor to help Pacific students to orientate to life at University. Many students need to work (full time) and have family responsibilities to accommodate during their study. And many are first in family to attend University. Siata says “Historically the focus has been what can we do for the students? As if the problem lies solely with them. I would like to take a three-pronged approach: academic, wider community, and students. Focusing on how we academics can adjust what we do will be radical. Also, asking students, in culturally appropriate ways, what they need (rather than academics assuming we know, or going with what has always been done) will be essential”.

**PACIFIC STUDENT SUPPORT ADVISOR**

The Pacific Learner Success Plan was introduced at Massey in early 2019 to provide better outcomes for Pasifika students. The role is presently held by Vika Namoa, who will help lift Pasifika learner achievements and help enhance Pasifika student success within Massey Business School. Vika Namoa says “Malo e leitei, I am a proud Massey Alumni. It is a great blessing to be back as a staff member working for Massey Business School. As the Pasifika Student Support Advisor, my role is to build community amongst Pasifika students in the Massey Business School by offering quality support and advise Pasifika students enrolled in undergraduate courses”. She went on to say “I wanted to take up the role because of my experience with the university. I saw the role as an opportunity to encourage and assist my Pasifika peers to thrive and succeed”.

**In addition, Massey Business School has employed Emily Huang as a full time Student Experience Administrator at Albany Auckland**

**Emily Huang**

Clare Crawshaw as a half time Student Experience Officer in Manawatū. They provide support for MBS students, MBS club associations and MBS activities around their respective campus.

**Clare Crawshaw**

**Vika Namoa**

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**Paerangi Massey University Learning and Teaching Strategy 2019-2022**

Another major contributor to change in Massey’s approach to student achievement and success emanates from the Massey Strategic Pillar for Learning and named Paerangi. Paerangi is the first major Massey strategy document developed since the implementation of the new Massey University Strategy 2018 – 2022, which includes a key strategic goal committing to “Role-modelling excellent practice as a Tiriti o Waitangi-led institution”. Paerangi gives effect to what it means to be Tiriti o Waitangi-led through curricula, pedagogies and academic decision-making.

Accordingly, as is illustrated, Paerangi articulates 12 core values reflecting the 12 heavens ascended by Tāne-nui-a-Rangi to procure the baskets of knowledge for humankind gifted to Massey as tāonga. Tauria, the Māori term for student, symbolically and purposefully, is surrounded by the values to illustrate that the strategy is student-centred.

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**Paerangi概念和价值观**

*Paerangi* refers to a person being at the height of their aspirations/career/prime, and means ‘raise up high’ in terms of reaching for the horizon.

*Taonga*, anything prized - applied to anything considered to be of value including socially or culturally valuable objects, resources, phenomenon, ideas and techniques.
SCHOOL OF AVIATION’S MĀORI NAME: TE KURA RERERANGI
As mentioned earlier, Schools within MBS have a Māori name that has been bestowed by Māori and is deeply valued by MBS its staff, students and community. For example, in 2019 the School of Aviation acknowledged its journey to being bestowed its Māori name Te Kura Rererangi. That process was enabled and facilitated with the assistance of the DVC Māori Distinguished Professor Graham Hingangaroa Smith, Dr Farah Palmer and the Māori Language Advisory Group. The School marked this milestone with a Māori Blessing Ceremony on June 20, 2019.

PUSHPA WOOD: FINANCIAL LITERACY
Dr Pushpa Wood provides a fine example of an academic at MBS who is driven by her values. Pushpa is the Director of the Westpac Massey Financial Education and Research Centre (Fin-Ed Centre) at MBS’s School of Economics and Finance. She has worked across the school, tertiary education, and industry sectors to improve adult literacy and financial literacy. Pushpa is a member of the New Zealand Qualifications Authority’s project advisory group reviewing national education financial literacy unit standards. She has a long history of adult and financial literacy advocacy. She was previously the Education Manager at the Commission for Financial Literacy and Retirement Income (now the Commission for Financial Capability). Pushpa is also the current Chairperson of the Adult Literacy Practitioners’ Association. She has extensive experience in developing teaching and learning resources, training and development and stakeholder relationships. Her research interests include identifying trigger points that motivate people to change their financial behaviour and testing culturally appropriate evaluation tools. She says, “I do the work because I believe in it, I feel a duty to share my passion and expertise”.

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SELF-CRITIQUE
Massey Business School has been particularly active in the period under review in deepening activities related to sustainability (in practice and in curriculum) and responsibility (through our critical social research in particular).

However, Massey Business School recognises that ongoing and emerging challenges remain. MBS has a very wide range of initiatives, student experiences, and community contributions that relate to PRME, but the scale and breadth means that we recognise our activity may lack coherency or fail to adequately leverage MBS’s considerable leadership capacity. For example, activities in this domain may be more impactful as an ongoing initiative rather than one-off events, in order to achieve a higher profile leadership role in this space.

MASSEY BUSINESS SCHOOL 2020 – 2021 PRME GOALS
In line with MBS’s 2019 to 2023 strategic goals, MBS’s PRME goals for the period 2020 to 2021 are:

- Promoting research that has both theoretical and practical impact and which is of internationally recognised standing.
- Learning and Teaching that values MBS’s strategic commitment to real world relevance and learning without boundaries.
- Civic Leadership that focusses on MBS’s civic responsibilities closely connected to the concerns and aspirations of New Zealanders, as a contributor to global academic endeavour, and as a party engaged with the implementation of Te Tiriti principles.
- Enabling Excellence that encompasses a focus on staff, business, and financial excellence.
**PRME Principle 3: Method**

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Massey has been a signatory to PRME since 2011. Responsible management education principles are fundamental to who we are and what we do. Consequently, they are embedded in our research, teaching and engagements. MBS has developed a portfolio of programmes reflecting its point of distinction, strategic focus and values, with particular consideration given to research-led thinking, real-world relevance, and learning without boundaries.

“Real-world relevance” respects the Massey tradition, from its roots as an agricultural college, to offer education closely linked to the work, economy, and social functioning of New Zealand. MBS’s programmes enable students to realise their ambitions, through the provision of a core understanding of business at undergraduate level, which helps prepare school-leaver students for their first job or assists mature students to progress their careers. Postgraduate programmes build on this foundation and provide advanced education with an applied or research focus, which enable students to advance their careers or progress to doctoral study. All MBS’s programmes, at both undergraduate and postgraduate level, are driven by, and aspire to engender research-led thinking.

“Learning without boundaries” refers, among other things, to MBS’s unique positioning in New Zealand of enabling study opportunities to those who might be limited by location. An important aspect of MBS’s programmes is their availability for distance study, as well as on the three campuses at Auckland, Manawatu and Wellington. Massey has more than 60 years of history as the leading provider of distance university education in New Zealand. MBS’s online and blended delivery model allows MBS’s students to extend their knowledge and advance their careers, while continuing to live and work wherever they prefer in New Zealand or around the world.

In line with the strategic emphasis on “real-world learning”, MBS programmes generally offer some form of specialisation, either in the form of the qualification itself, e.g. Bachelor of Aviation Management and Master of Finance (MFin), or via specialisations within the qualification, e.g. the BBus offers 11 majors. There are also non-specialist programmes such as the EMBA and certificates and diplomas. The broad portfolio of programmes that MBS offers enables a contribution to a broad range of societal and industry needs, as an educator that values real-world relevance and supports prosperity in New Zealand.

**SUSTAINABILITY FRAMEWORK**

Massey University has a strong record of teaching, research and engagement around sustainability-related matters. We are in the early stages of a process to reduce our carbon footprint as an organisation. But we can do more. Part of our challenge as a university is to decide where and how we can make a difference, and what our priorities should be.

Over 2017 the university consulted with staff and students about what should be in a Sustainability strategy. That process produced a draft ‘Revised Sustainability Strategy’. The Senior Leadership Team considered this document at meetings in January and February 2018 and has approved a ‘University Sustainability Planning Framework’ based on the draft Sustainability Strategic Plan. This Framework is being further developed through discussion with relevant units across the university. Work is also being initiated towards the development of a Climate Action Plan.
As a business school of consequence, MBS engages with a number of stakeholders to ensure ideas for the development of new programmes will contribute to meaningful execution of its mission. Such ideas may come from the commercial sector (supporting real-world relevance), the MBS Advisory Board, staff suggestions based on programmes they have engaged with at other universities, or from discussions with businesses or students. Consideration of ideas sourced from such a broad base, empowers staff and students to reach their ambitions, and contribute to the prosperity of New Zealand, while enhancing academia-industry connections. The appropriate MBS discipline group will discuss the initial idea and, if warranted, draft a proposal for wider discussion. In part, the discussion will focus on the proposed programme fit within the MBS programme portfolio and Massey/MBS strategies. Where appropriate, MBS will request external market research (conducted by Hanover Research) to validate the proposed qualification market.

Subsequent programme design by MBS follows the Massey University Qualifications Policy. The policy requires that the design, approval, implementation, delivery, and review of qualifications offered by Massey adhere to eight general principles, in accordance with the Massey University Qualifications Framework; and align overall with Massey strategic focus. The eight general principles are coherence, consistency, relevance, efficiency, integrity, sustainability, equity, and Te Tiriti.

Staff also actively engage with both MBS and Massey sustainability initiatives. For example, Associate Professor Gabriel Eweje is the Director of the Sustainability and Corporate Social Responsibility Group. The Sustainability and CSR Group’s main objective is to foster and facilitate knowledge between academics and practitioners. Members have conducted research on topics such as human sustainability and social enterprise and CSR. The group have also consulted with external organisations such as Auckland Zoo on matters of sustainable development.

The following is a quotation from Caitlin Mowatt, an MBS graduate who gave a presentation at the Massey PRME event in 2018. "From a young age I have always had a passion for sustainability. Growing up in rural New Zealand, improving the world around me was a foundational lesson in my childhood. However, it was not until I entered Associate Professor Gabriel Eweje’s classroom that I realised that I could turn this passion into a career. Working alongside Gabriel and other staff and students as part of the PRME group at Massey ignited a fire that resulted in me changing my career path to work in the sustainability field.”

Another example of MBS’s commitment to creating educational frameworks that foster effective learning experiences for responsible leadership is the new course ‘Climate change economics and policy’. The post-graduate course will act as a primer in climate change economics and policy. Students will develop a broad understanding of different ways in which climate change has been framed in academic literature, policy and practice. They will also grow to understand what factors shape country-specific emission profiles, how international climate change policy and governance frameworks work and how they have been influenced by political-economic interests of member countries. Practical assignments are designed to familiarise students with principles of emissions accounting and equip them to critically analyse climate change mitigation policies of any given country.

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Another example of MBS’s commitment to creating educational frameworks that foster effective learning experiences for responsible leadership is the new course ‘Climate change economics and policy’. The post-graduate course will act as a primer in climate change economics and policy. Students will develop a broad understanding of different ways in which climate change has been framed in academic literature, policy and practice. They will also grow to understand what factors shape country-specific emission profiles, how international climate change policy and governance frameworks work and how they have been influenced by political-economic interests of member countries. Practical assignments are designed to familiarise students with principles of emissions accounting and equip them to critically analyse climate change mitigation policies of any given country.

As a business school of consequence, MBS engages with a number of stakeholders to ensure ideas for the development of new programmes will contribute to meaningful execution of its mission. Such ideas may come from the commercial sector (supporting real-world relevance), the MBS Advisory Board, staff suggestions based on programmes they have engaged with at other universities, or from discussions with businesses or students. Consideration of ideas sourced from such a broad base, empowers staff and students to reach their ambitions, and contribute to the prosperity of New Zealand, while enhancing academia-industry connections. The appropriate MBS discipline group will discuss the initial idea and, if warranted, draft a proposal for wider discussion. In part, the discussion will focus on the proposed programme fit within the MBS programme portfolio and Massey/MBS strategies. Where appropriate, MBS will request external market research (conducted by Hanover Research) to validate the proposed qualification market.

Subsequent programme design by MBS follows the Massey University Qualifications Policy. The policy requires that the design, approval, implementation, delivery, and review of qualifications offered by Massey adhere to eight general principles, in accordance with the Massey University Qualifications Framework; and align overall with Massey strategic focus. The eight general principles are coherence, consistency, relevance, efficiency, integrity, sustainability, equity, and Te Tiriti.
PRME Principle 4: Research

**We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.**

MBS’s research strategy focuses on: enhanced research quality with measurable impact in academic and practice domains; growing MBS’s research profile through better alignment of research agendas of community interest and relevance; the building of researcher capacity and capability; and the growth of external funding through industry, government and collaborative sources. Next we provide an overview of some of MBS’s many and varied research projects for the period 2018 to 2019.

**ETHICS**

MBS staff conduct research on issues of ethics across their diverse fields of expertise. For example, accounting PhD graduate Dr Frances Chua successfully completed a thesis on “Discourse analysis of corporate codes of ethics.” School of Accountancy staff have recently published journal articles on “Female CEOs and core earnings quality: New evidence on the ethics versus risk-aversion puzzle” and “Corporate ethics and auditor choice – International evidence.” In the School of Aviation, Dr Andrew Gilbey works on research that explores the ethics of safety reporting, and supervises PhD candidates working in this area. Just this small sample gives an indication of the breadth of research across MBS into ethical questions and shows that this research is orientated towards issues facing New Zealand and the global business community.

**SUSTAINABILITY**

In the School of Accountancy, Professor Laswad and Dr Nath (with a range of co-authors) have produced a series of articles discussing issues around corporate sustainability and accountability issues. In the School of Aviation, Dr Savern Reweti’s research relates to sustainability and responsibility (in collaboration with an unmanned aerial vehicle (UAV) company, Incredible Skies Ltd, Auckland), and explores the use of UAV’s to deliver medical and emergency supplies to remote New Zealand communities. Also in Aviation, Isaac Henderson has published two papers regarding airships that outline their sustainability in comparison to other transport modes. He is also consulting for several companies who are looking at using/developing airships, primarily motivated by the fact that they could be solar powered and a source of renewable air transport.

Most recently, they have released the New Zealand Workplace Barometer, which assesses the psychosocial risks within workplaces to assist managers in creating workplace cultures of mutual respect and fairness. Another example of cross-unit research is Te Au Rangahau and the Fin-Ed Centre, which in collaboration with the Poutama Trust, produced a report examining the financial capability of Māori entrepreneurs in Auckland and Northland.

The Sustainability and Corporate Social Responsibility Group also engages with ethical questions of theory and practice. For example, in 2018, this group hosted the Australasian Business Ethics Network (ABEN) Conference on the University’s Auckland campus, which brought together an international group of business and communication scholars to discuss looming issues of business ethics. Talks included a keynote by MBS faculty member Dr David Pauleen on ‘Wisdom, Analytics and Wicked Problems: Integral Decision Making for the Data Age’ and streams on ‘disruptive technology’ and ‘sustainability and waste management.’

**RESEARCH GROUPS**

Beyond the work of individual scholars, MBS also hosts a range of active research groups and networks, many of whom engage with issues of ethics, ethical behaviour, and equity in the management professions. For example, the Healthy Work Group (HWG), is engaged in researching workplace bullying, workplace violence, psychosocial hazards, wellbeing at work, occupational health and safety management and tourism safety. They have worked with a range of government agencies and private organisations to improve equity within the workplace.
RESPONSIBILITY
In early 2019 Massey Business School’s Dr Jason Mika, was awarded a Fulbright Scholarship to study indigenous enterprise, and in 2019 travelled to Stanford University and the University of Arizona in the United States to compare Māori enterprise with the USA experience in Silicon Valley and at the Native Nations Institute respectively, and bring that experience back to the multi-cultural experience of New Zealand and Māori entrepreneurship. Similarly, School of Accountancy’s Dr Warwick Stent, last year wrote for the Encyclopedia of Business and Professional Ethics the section on ‘Corporate Social Responsibility Reporting Frameworks’ to further the conversation about the role of corporations as engaged and active members of society engaging in and solving social problems.

Taking a different approach to responsibility-related research, Professors Jane Parker and Jim Arrowsmith’s Marsden-funded research into “Living wages: Transforming lives, transforming work?” explored how the living wage in New Zealand could be used to help people prosper and thrive in New Zealand, and identify the main barriers to the implementation of the living wage. The “Living Wage Movement” has adopted the research to advocate for low wage workers and their financial/social stability. Action-based engagement with issues of social responsibility further extends to initiatives such as the Centre for Culture-Centered Approach for Research and Evaluation (CARE) Activist-In-Residence programme.

The CARE programme invites activists from across a range of social issues to participate in the intellectual life of the Centre and MBS, including delivering public talks, workshops and engaging with staff to bring a practical dimension to their research.

CENTRE FOR CULTURE-CENTERED APPROACH FOR RESEARCH AND EVALUATION (CARE)
Māori and indigenous research is an important theme within MBS. Te Au Rangahau (TAR) is the focus for research in this theme, championed by CARE and by researchers from across MBS of many different ethnicities and disciplines. TAR in particular has produced substantial external funding in support of its research, with national recognition as a leader in the topic of Māori business research. CARE is now the official publisher of PRism – an academic journal with a focus on public relations and communication. The journal was founded in 2003 and is ranked B in the ABDC journal list. Some of the world’s leading public relations scholars’ have published in PRism, including James E. Grunig and Robert L. Heath. Senior Lecturer Steve Elers (School of CJM, left) is the Editor and Professor Mohan Dutta (School of CJM, right) is the Editorial Advisor.

CLIMATE CHANGE IMPACT ON NEW ZEALAND’S REGIONAL ECONOMIES: WILL THEY SINK OR SWIM?
Professor Martin Berka is commencing research into how climate change will alter New Zealand and how households, firms, and government will respond to climate change across New Zealand regions. The predicted rise in sea level and temperature, and higher volatility and intensity of severe weather will affect our environment, society, and economy. Martin will study the effects of climate change at a granular (regional and sub-regional) level. Using relevant micro-data across New Zealand regions, Martin will quantitatively assess likely impacts on productivity, inequality, labour mobility, and social cohesion, and outline best responses.

While climate change is a global phenomenon, New Zealand presents an ideal location to study its effects on an economic system. Our regions vary greatly in their income, production, and social compositions, but crucially also in their geographic and environmental make-up. New Zealand’s narrow and long geographic shape spans several climate zones. Our regions have distinct and diverse micro-climate and geography, giving them comparative advantage in certain areas. At the same time, under the predictions of standard climate models, regions will experience heterogeneous economic and social shocks. Presently-dry regions will become arid, wet and cold regions will be pleasant to live in, and regions with predominantly coastal locations of economic activity will face larger adjustment costs. Transport infrastructure based on coastal routes of convenience will be increasingly costly as the sea level, and the frequency and magnitude of extreme weather events, rise. Electricity needs will increase due to greater need for refrigeration and air-conditioning. These external climate change-induced shocks will have far-reaching and heterogeneous effects on the composition of our economic make-up, the migration flows of workers, the strain on our infrastructure, and the competitive advantage of the regions and New Zealand overall.

PRIME RELATED STAFF PUBLICATIONS 2018-19
Many MBS staff are researching and publishing in PRME related areas. For the period 15 November 2017 to 21 October 2019 MBS staff produced seven hundred and thirty-one (731) publications, conferences and presentations. Three hundred and thirty-one (331), or 45%, aligned with PRME principles. We classified the PRME related articles under the United Nations Global Compact four sub-headings as follows:

- Human Rights: 157
- Labour Standards: 68
- Environment: 63
- Anti-Corruption: 43

Many MBS staff are researching and publishing in PRME related MBS staff publications, conferences and presentations: 15 November 2017 – 21 October 2019

Mika, was awarded a Fulbright Scholarship to study indigenous enterprise, and in 2019 travelled to Stanfo

Senior Lecturer Steve Elers
Professor Mohan Dutta
Professor Martin Berka
One hundred and two (102) of the PRME related staff publications aligned with two or more categories. For example, David Ding’s journal article titled “Reading Between the Lines: Not all CSR is Good CSR” was classified as predominantly human rights, but also fits our environment and anti-corruption classifications.

PRME RELATED PHDS 2018-19

MBS had 151 PhD students enrolled and engaged in various stages of PhD progress during the period 2018 to 2019. Data for 15 November 2017 to 21 October 2019 revealed that PRME related factors were the focus of 65 (43%) students’ research, spread across the following categories:

- Human Rights: 33
- Labour Standards: 7
- Environment: 16
- Anti-Corruption: 9

PRME Principle 5: Partnership

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

The following provides an outline of MBS’s internship placements including communication internships, EMBA’s applied business research projects, the Australasian Business Ethics Network, economic development and wellbeing, and Te Wero Pakihi rangatahi which was hosted by MBS.

COMMUNICATION INTERNSHIP PROGRAMME EXCEEDS 500

In 2019 Massey’s communication internships programme reached a major milestone of more than 500 mainly Bachelor of Communication students (as well as some BBus, BDesign, and BA students) had successfully completed the internship, in over 400 different organisations throughout and beyond New Zealand.

“We are delighted with this demonstration of the importance of internships for our students”, said Professor Frank Sligo, Wellington-based co-ordinator for the internship programme, which also operates in Manawatū and Auckland. “Not only have our students gained confidence and experience in professional work environments but also, in some cases, this has led into a transition to full or part-time employment”.

Manawatū coordinator Dr Susan Fountaine noted that the internships in Manawatū had been “so successful we have a steady stream of organisations wanting to work with our students”.

Frank Sligo reported that he works to match students interests to their internship placement. As a result, 40% of communication internship placements are with not for profit organisations (11 November 2019).
EMBA’S APPLIED BUSINESS RESEARCH PROJECTS

Businesses are keen to engage Executive MBA students with real-business issues as Applied Business Research projects. Executive MBA works in partnership with New Zealand Regional Development Agency, and Whanganui & Partners, as an integrating project. Venture Taranaki, the Agency for the Taranaki region, is also interested in working with Massey. Both agencies have pitched a range of projects to Massey’s EMBA students for their Applied Business Research projects. Some examples are:

- Development of a Cultural Tourism Hub, built around Te Awa Tupua, the personalisation of the Whanganui river
- Utilise the Whanganui airport to enable the creation of an international market for food produce from Whanganui
- Develop the e-Haus brand, an eco-housing design
- Venture Taranaki has a 2-year project, with significant funding behind it, to develop projects in the food/fibre/pharma businesses from the district. EMBA students can engage with farmers, landowners and producers to develop a range of business proposals.

AUSTRALASIAN BUSINESS ETHICS NETWORK: 2018 ANNUAL CONFERENCE AT MASSEY UNIVERSITY

In December 2018 Massey University hosted the Australasian Business Ethics Network annual conference. The plenary presentation was given by Merrill J Fernando and Dilhan C Fernando, founder and CEO of Dilmah Tea. Dilmah’s Founder, Merrill J. Fernando spoke of the ‘Merrill J. Fernando Charitable Foundation’ that was established to fulfill his vision to make his business a matter of human service, through its multifaceted projects aimed at addressing the foremost challenges faced by underprivileged and marginalised communities. In November 2019 Massey University awarded an Honorary Doctor of Science degree on Merrill J Fernando. View Here

AVIATION, TOURISM, ECONOMIC DEVELOPMENT AND WELLBEING

Associate Professor Kan Tsui’s, from Massey University’s School of Aviation, research has established connections between aviation, tourism, economic development and wellbeing in New Zealand and internationally. He has published 27 highly ranked journal articles and two book chapters in aviation and tourism research. Those publications have attracted attention from the New Zealand government and are disseminated at ‘Transport Intelligent Digest’ of the Ministry of Transport, New Zealand. Kan’s research output made significant contributions to the national and international aviation and tourism research communities. His recent paper on the airport activities and economic development relationship in New Zealand received the Outstanding Paper Award at the 7th International Conference on Transportation and Space-time Economics (TSTE) at Beijing Jiaotong University. He has gained three internal research grants as the principal investigator and conducted three overseas aviation projects. He is currently supervising PhD students on the impacts of air transport subsidies on regional wellbeing, aviation development and challengers in the Pacific Island States, applying branding constructs to the aviation sector, and innovative funding to transport investment.

TE WERO PAKIHI RANGATAHI HOSTED BY MBS

Dr Ralph Bathurst from the School of Management and Mäori staff from MBS hosted the annual visit by Te Wero Pakihi rangatahi from schools around New Zealand. The programme, run by MWDI (Mäori Women’s Development Inc.), is an accelerated and advanced entrepreneurial development programme supporting students who have already had a business learning experience to build on that experience.

As part of their entrepreneurial experience, the group of 35 worked on a challenge to develop a sustainability strategy for Air New Zealand. While onsite at MBS they participated in an ideation workshop facilitated by Loren Stangl and based on the regional Business Boot Camp model. The students really enjoyed working on their new found skills and were able to use them effectively in their applied sustainability business project presentations.
PRIME Principle 6: Dialogue

We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

MBS and its staff are fully engaged in initiating and supporting PRME related dialogue and debate. The following examples of that dialogue is presented under the following sub headings: healthy work group, new investment room and enterprise studio, UN working group on women’s rights in the workplace, ANZAM 2018 hosted by Massey University, Big Issues in Business, Building Financially Capable Communities, Sustainability and CSR Roundtable Seminar, MPower, and housing affordability public debate.

HEALTHY WORK GROUP

Associate Professor Bevan Catley, Massey Business School (Auckland), is co-founder of the Healthy Work Group – a multidisciplinary team of researchers from Massey interested in psychosocial factors in workplace health and safety.

Bevan’s primary research focus has been on workplace bullying and workplace violence, he has published extensively on these topics. Bevan has been involved in some of the first large scale research projects to investigate workplace bullying and violence in the New Zealand context. Bevan was the chair of the organising committee for the biennial conference of the International Association on Workplace Bullying and Harassment (IAWBH) held in Auckland in 2016. Bevan has also been a member of the IAWBH Board since 2017 and a Board member for the Australian and New Zealand Academy of Management (2013 -2019). He has just concluded a term on the Board of Trustees of Albany Primary School. More recently, in October 2019, he was a key speaker at the ‘Wellbeing at Work Conference’ that focused on ‘helping build safe, inclusive and resilient workplaces’.

NEW INVESTMENT ROOM AND ENTERPRISE STUDIO

In August 2019 Massey Business School’s opened a new investment room and an enterprise studio at the Manawatu campus. The innovative and colourful spaces provide students and staff with opportunities for enterprise on campus and in the community.

The Investment Room has highly technical financial systems including Bloomberg terminals, workstations running Morningstar software and large screens with rolling CNBC news coverage and Rise financial markets displays. Head of the Massey Business School, Professor Stephen Kelly says the facility provides students with an innovative learning environment, especially for those who are interested in funds management. “Students can get experience working with the tools and data used by industry, as well as achieving their Bloomberg Market Concepts certification while still at university,” he says. “The Investment Room is there to support students with career and business advice and aims to get them thinking about investing for their long-term future. It’s also about social connection – the room is home to the Student Investment Club, and students are already having a lot of fun participating in stock market challenges and other activities.”
The Student Enterprise Studio is part of a collective across the University’s three campuses. Regular events are held in the studio, including Massey University’s entrepreneurship and innovation centre.

Massey University Dean Enterprise Dr Gavin Clark says the studio is an important part of Massey’s enterprise ecosystem. “Universities have a role to play in tackling social challenges and contributing to intergenerational and sustainable development. The Student Enterprise Studio is about connecting students to a wider enterprise ecosystem so they can find collaborators to develop their ideas, including through the establishment of startup companies.”

**UN WORKING GROUP ON WOMEN’S RIGHTS IN THE WORKPLACE**

Professor Jane Parker (SoM) has been invited by the UN Working Group on discrimination against women in law and in practice to participate in the Asia Pacific regional consultation on the Working Group’s thematic focus on ‘Women’s human rights in the changing world of work’. The consultation is convened, in collaboration with the Women, Work and Leadership Research Network at an Asia Pacific regional Expert Group Meeting at the University of Sydney. Experts from Asia Pacific including union and civil society organisations, employers’ organisations, academics and other relevant stakeholders, came together to identify critical issues affecting women’s rights in the changing world of work.

**BIG ISSUES IN BUSINESS**

MBS launched a “Big Issues in Business” series (BIBS) in 2014, further establishing dialogue between MBS’s scholarship and general community. The goal of the series is to connect scholarly and academic work with the ‘big issues’ facing businesses and organisations. Following the New Zealand government’s introduction of The Wellbeing Budget 2019, the most recent BIBS focused on discussing this government’s commitment to placing people’s wellbeing at the heart of its policies, including reporting against a wider set of wellbeing indicators. Given there was not yet a consensus on what ‘wellbeing’-based indicators might look like, this most recent BIBS outlined the latest research from MBS on a Shared Prosperity Index—identifying the dimensions that form the basis of how a society fairly shares its prosperity, and how reducing barriers to opportunity can be a key factor in enhancing economic growth. Another seminar focused on the UN’s Sustainable Development Goals.

**SUSTAINABILITY AND CSR ROUNDTABLE SEMINAR (SCHOOL OF MANAGEMENT)**

In September 2019 MBS hosted a ‘Sustainability and CSR Roundtable Seminar’ to discuss artificial intelligence (AI). AI is a growing phenomenon that is beginning to impact on almost every aspect of our lives, from ‘smart homes’, to digitally-enabled businesses, healthcare and the ‘flipped classroom’. The fourth industrial revolution, stimulated by AI, brings with it challenges that can both improve and endanger sustainable human existence. The implications of technology on society are unpredictable. This seminar explored some of these opportunities and threats.

**BUILDING FINANCIALLY CAPABLE COMMUNITIES: OUR PATHWAY TO SUCCESS**

In 2019 the Westpac Massey Fin-Ed Centre in collaboration with the Alliance of Financial Capability Academics (AFCA) held its first international academic and practitioner conference in Auckland. The conference brought together policy-makers, academics, corporate and community sectors and provided a platform for discussion and learning across research and practice in the field of financial capability. The first two days focused on academic and research presentations with the third day dedicated to innovations in policy and practice.

**HOUSING AFFORDABILITY PUBLIC DEBATE**

A public debate was hosted by the Massey Property Foundation in August 2019, entitled “Housing Affordability—who wants to solve it?”. The event attracted senior leaders from across New Zealand onto the panel and the audience. The panel comprised of Hon Dr Megan Woods (Minister of Housing); Professor Chris Leishman (University of Adelaide); Bindi Norwell (CEO REINZ); Leonie Freeman (CEO Property Council); John Dunshew (Auckland Council); Steven Selwood (CEO Infrastructure New Zealand) and Peter Cooney (GM CBC Builders). The panel consensus was that there is no ‘silver bullet’ solution, but that it is likely to involve regulators, funders, consumers and wider society over the longer term. The vision of the Property Foundation is to connect academia, the property industry and the community. This cross-sector debate on such a critical societal issue was a positive step towards this vision.

**ANZAM 2018 HOSTED BY MASSEY UNIVERSITY**

In 2018 Massey Business School hosted the annual Australian & New Zealand Academy of Management Conference that focused on the theme ‘Managing the Many Faces of Sustainable Work’. It brought together local and international academics and practitioners to share evidence and insights on this and a host of other pertinent issues including PRME’s regional chapter meeting.

**MPOWER – NOVEMBER 2019 AUCKLAND AND WELLINGTON**

MPOWER and Massey Business School organised two panel events in November 2019 to ‘profile the New Zealand working life profile’, discuss Fair Pay Agreements and convey the latest findings from a major study of the Living Wage in New Zealand. Speakers hailed from academia, industry and government.
PRME Principle 7: Organisational Practices

We understand that our own organisational practices should serve as an example of the values and attitudes we convey to our students.

Massey is working diligently to meet the PRME goals and to serve its community through environmental sustainability, Christchurch event memorial service, diversity and inclusiveness working groups, pay and employment equity report, respecting the rainbow community, embedding PRME principles into its teaching and much more.

ENVIRONMENTAL SUSTAINABILITY AT MASSEY UNIVERSITY

In 2016 Massey University appointed its first Director of Sustainability, Allanah Ryan.

In 2018 a Sustainability Framework was adopted. This underpins the teaching, research, engagement and operations of the university. Massey University is now a full member of the Sustainability Business Council.

Initial energy audits undertaken in 2016 have informed the work of ‘Energy Working Groups’ on each campus. Energy efficiency projects, such as replacing fluorescent lights with LEDs, are helping to reduce the university’s energy use.

In 2018 Massey was the first university in New Zealand to off-set its GHG emissions from air travel undertaken with Air New Zealand (4,667 tCO2e) through its Air New Zealand FlyNeutral scheme.

In 2019 a draft ‘Climate Action Plan’ was developed. Engagement with Massey’s staff and students helped to refine the goals and proposed actions for the university. The Senior Leadership Team committed to 2030 as the date by which the university will be carbon neutral.

A project to map Massey’s Pathway to Carbon Neutrality by 2030 is underway over August 2019 to April 2020.

In 2019 the university also purchased six electric vehicles as part of its pathway to electrifying the whole university vehicle fleet.

Summer scholarships over 2018-19 undertook research around carbon management and a cycling strategy which are contributing to Massey’s work in these areas. A scheme to help staff move to cycling to work used a salary advance to purchase a discounted ebike from retailers in Wellington, Auckland and Manawatū. The university is undertaking a stocktake of its teaching, research and operational sustainability through the ‘Sustainability Tracking, Assessment and Rating System’ (STARS – a programme of the Association for the Advancement of Sustainability in Higher Education). The university will be rated in 2020.
CHRISTCHURCH EVENT MEMORIAL SERVICE

On 15 March 2019 a terrorist shot people at prayer in mosques in Christchurch, New Zealand. Time stood still for many New Zealanders’ as they were in shock that such a terrible thing could happen. On 3 April Massey Business School held a memorial service across its three campuses for staff and invited colleagues, particularly those who were affected by the tragic events in Christchurch. The service allowed MBS to stand with our Muslim whānau, and to recognise the anguish and sadness that its staff and students were feeling, and will feel for some time to come.

The memorial service also honoured Dr Haroon Mahmood who sadly lost his life in Christchurch. Haroon obtained his PhD degree in Economics and Banking from Lincoln University only a few months before, and had close connections to members of Massey University’s academic community. Originally from Pakistan, Haroon left a wife and two children aged 13 and 11.

The impact has been profound at a personal level and also within Massey. The service provided an opportunity for those present to stand together and reflect.

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DIVERSITY & INCLUSIVENESS WORKING GROUP

Professor Jonathan Elms is the Sir Stephen Tindall Chair in Retail Management, created in 2015 underwritten by the Warehouse Group. The Chair has a remit to professionalise the retail industry and for progressing the retail management research agenda at Massey. Professor Elms is also MBS Acting Director of Research.

Professor Elms is also a member of the ‘Diversity & Inclusiveness Working Group’ which reports to the Chair of the Retail Programmes Advisory Board (RPAB). The aim of the Working Group is to understand and examine specific issues and challenges in order to provide inclusive practices and opportunities afforded through retail work.

Massey Business School, and the companies represented on the Retail Programmes Advisory Board (RPAB), aim to:
• Build awareness of the particular needs and requirements of New Zealand’s diverse population who currently – or aspire to – work in the retail industry;
• Better connect and engage with them;
• Help co-develop and promote practices and approaches that encourage diversity and inclusivity in the retail environment, such that individual, group and organisational goals are progressed;
• Deliver training and educational programmes that support optimal learning environments and experiences of all involved;
• Apply inclusive practices that best support the transition from education to work as well as career progression within the retail industry.

For example, the ‘The Massey Business School Bachelor of Retail and Business Management Bursary’ gives preference to Māori and Pacific students, women in retail and members of the rainbow community.

PAY AND EMPLOYMENT EQUITY REPORT

Women now account for 58 per cent of senior roles at Massey University, up from 24 per cent in 2009, according to the latest Pay and Employment Equity Report. The report, part of a review jointly initiated by the University and the Tertiary Education Union a decade ago, compares data from 2009 with the same data from last year. The aim of the review is to monitor the University’s progress in reducing the gender pay gap overall as well as within specific occupational groups and grades, and improving the representation of women at senior levels of the University.

Deputy Vice-Chancellor People and Culture Alan Davis says the University’s commitment to reducing the pay gap and improving gender equality is wholehearted and ongoing. “We are focused on ensuring that Massey is truly a good place for women to work, and while there are some positive improvements, there still remain significant areas where improvements can and must be made.

Below L to R): Members of the Pay and Employment Equity Implementation Group Dr Fran Wolber (left), Alan Davis, Ema Alter, Dr Cat Pause and Heather Warren

Massey Business School, and the companies represented on the Retail Programmes Advisory Board (RPAB), aim to:

Christchurch Event Memorial Service attendees: Dr Farah Palmer (Associate Dean - Māori); Judy Bennett-Smith (International Education Development Manager, CEDA); Dr Tracey Riley (Great Research); Dr Zulfiqar Butt (President Manawatū Muslim Society); Dr Fatima Junaid (School of Management); Dr Shamim Shakur (School of Economics & Finance); Dr Christopher van der Krogt (School of Humanities); Dr Hanif Qazi (Rtd. Senior Scientist, DSIR Lincoln); Professor Stephen Kelly (PVC, Massey Business School); Srikanta Chatterjee (Emeritus Professor); Saba Azem (School of Economics & Finance); Dr Arshad Javed (School of Economics & Finance) (Te Rongo February 2019).
“The slower shift in the overall gender pay gap is significantly influenced by the over-representation of women in lower paid grades and is unlikely to materially change without both more women being appointed to higher-paid grades and more men being attracted from outside the sector to the wide variety of general jobs available in the University. “We still have a lot of work to be done, both in terms of reducing the overall pay gap and ensuring issues of potential inequity are addressed,” he says.

Massey University is the only University in New Zealand to have conducted a full pay and employment equity review in conjunction with the union. Union organiser Heather Warren says: “Massey’s willingness to engage with the union and to work together to address pay equity is positive for the tertiary sector. It is great we can spend time improving the working lives of Massey employees.”

**EMBEDDING PRME PRINCIPLES INTO TEACHING**

Biennially, Nitha Palakshappa, Associate Head of School (Auckland), School of Communication, Journalism and Marketing, takes a group of students to India as part of their studies. The course is titled “Special topic: Study tour to India - understanding sustainability responsibility and social enterprise, better stories for a better world”. The course is open discipline and is offered through the MBS. Students learn a vast range of aspects and gain deep insights. For example, in relation to cotton production and design, they learn how to trace products from grower to production.

**CLOSING COMMENTS**

We hope that you enjoyed reading about Massey Business School’s PRME successes. We are very proud of our practices, staff and students and the differences that they make in the world. This report captured some of MBS’s successes. Our PRME goals for the period 2010 to 2021 focus upon continuing to promote our excellent research, enhancing learning and teaching, civic leadership and enabling excellence, we look forward to the next two years.

**Thanks**

MBS’s management team would like to thank those that contribute to making Massey a place that we can be proud of. In particular we would like to thank the following people for assisting in the development of this UN PRME SIP report for the period 2018 to 2019.

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