

# A 21ST CENTURY COLLEGE OF HEALTH TE KURA HAUORA TANGATA

**ACHIEVING DISTINCTION  
AND IMPACT  
2014 to 2020**



THE ENGINE  
OF THE NEW  
NEW ZEALAND



**MASSEY  
UNIVERSITY**  
TE KUNENGA KI PŪREHUROA

UNIVERSITY OF NEW ZEALAND

# VISION, MISSION, CORE VALUES AND GOALS

## OUR VISION – WHAT WE WANT IN THE FUTURE

Aotearoa/New Zealand will be a global leader in enabling better health and wellbeing for all.

## OUR MISSION – WHY WE EXIST

Enhancing and protecting human health, health equity and wellbeing through transformational ideas, people and partnerships.

## OUR CORE VALUES – WHAT IS MOST IMPORTANT TO US

Integrity, excellence, equity, independence, upholding the principals of Te Tiriti o Waitangi/the Treaty of Waitangi.

## OUR GOALS – RESULTS WE WANT TO ACHIEVE

High-quality, innovative and engaging educational programmes and teaching that enhance national and international human resource capacity for human health, equity and wellbeing.

High-quality, innovative research and scholarship with national and international impact to enhance human health, health equity and wellbeing.

Strong, strategic and mutually beneficial partnerships and connections within Aotearoa/New Zealand and around the world to enhance our mission.

A global and international perspective and impact through teaching, research, service and culturally safe enterprise.

The use of our talents, ideas and resources to responsibly and ethically protect and improve the health of our communities, country and humankind (service responsibility).

An increase and diversification in our income as well as efficient use of our fiscal, physical, human and intellectual resources.

A culture that enables collective and individual success, growth, excellence and satisfaction.

To embody and promote the principles, obligations and spirit of Te Tiriti o Waitangi/the Treaty of Waitangi within our college.

# A 21ST CENTURY COLLEGE OF HEALTH

## TE KURA HAUORA TANGATA

### ACHIEVING DISTINCTION AND IMPACT 2014 to 2020

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## PRO VICE-CHANCELLOR'S FOREWORD



Our world is undergoing unprecedented levels of social change, economic reform, global connectivity and technological innovation, as well as environmental stress.

To remain strong, 21st-century universities must respond and adapt. We must be more relevant to diverse audiences and stakeholders around the world. We must find ways to stand out against a growing number of programmes and institutions. We need to form partnerships and alliances for mutual advantage. We must embrace new technologies, procedures and methods to improve our accessibility, efficiency and responsiveness. We need to maintain leading-edge practices for research, teaching, service and enterprise. We must figure out how to train an emerging workforce, in some cases for jobs and professions that do not yet exist, and find solutions for problems and seize opportunities that we've only started to identify. We must diversify our products and income. We must create a cohesive, productive and mutually rewarding work environment that enables innovation, adaptation and entrepreneurship.

These are substantial challenges, but this is what it will take to be a 21st century academic leader. We are up to the challenge. Our college represents a new synergistic collection of partner schools and research centres. However, our people and component units have a 50-year legacy of excellence upon which we will build.

To paraphrase playwright George Bernard Shaw, some people see things as they are and are satisfied with describing them. Our college sees health and wellbeing as it should be, and asks how we can employ our ideas, people and partnerships to improve health, health equity and wellbeing.

A handwritten signature in black ink that reads "Paul McDonald". The signature is written in a cursive, flowing style.

Professor Paul McDonald PhD, FRSPH, MRSNZ  
Pro Vice-Chancellor



# CREATION OF THE COLLEGE OF HEALTH / TE KURA HAUORA TANGATA

Massey University is a world leader in higher education and scholarship. It's among the top two per cent of universities on the planet. The University's mission is to define the future of our nation and take what is special about Aotearoa/New Zealand to the rest of the world. Our values are to create, innovate and connect.

With this in mind, the University established an innovative College of Health/Te Kura Hauora Tangata in 2013 by connecting people and units with outstanding expertise in food technology, human nutrition and dietetics, physiology, medical laboratory science, occupational health and safety, public health, nursing, disability, rehabilitation, social work, sport and exercise, health promotion and Māori health.

Independently, these units, and the people within them, have long and distinguished histories of

excellence. Combining them into a single college dedicated to human health and wellbeing provides a strong foundation for creativity, connection, innovation and growth through synergy.

This document summarises how, from 2014 to 2020, the College of Health/Te Kura Hauora Tangata will build upon its foundational legacy of excellence by using research, education, service and enterprise to address and overcome the most substantial health and wellbeing challenges of the 21st century.



# OUR UNDERSTANDING OF HEALTH AND WELLBEING

Health and wellbeing are more than the absence or treatment of disease, illness or injury. Health and wellbeing are resources for living and prosperity.

The health and wellbeing of individuals, families/whānau, hapū, iwi, and other communities and populations are determined by a complex interaction of biological, genetic, social, economic, cultural, political, developmental, psychological, behavioural, environmental and geographic factors that can vary across the lifespan, contexts and populations. Health and wellbeing have multiple interconnected dimensions, including but not limited to, physical, emotional, cognitive, social, cultural and spiritual. This is consistent with Professor Sir Mason Durie's Te Whare Tapa Whā model of Māori health. This model affirms health as a holistic concept that is seen like four walls of a house – each interrelated but independent. The four cornerstones of the model include: whānau (family health), tinana (physical health), hinengaro (mental health) and wairua (spiritual health).

Basic prerequisites for health include sufficient amounts of safe nutritious food, clean water, safe appropriate shelter, peace, education, a stable ecosystem, adequate income, sustainable resources, and social and distributive justice. The distribution of income and wealth, education, early child support, cultural identity, the ability to participate in and contribute to society, the physical environment, community leadership, autonomy, and other factors and conditions have a profound effect on health and wellbeing.

Health and wellbeing are influenced by both individual and collective actions (and inactions) and conditions. Not all people have an equal opportunity to achieve or improve health and wellbeing. Therefore, we deliberately identify the need to achieve both health and health equity. We also distinguish between health care and health, while recognising that timely, equitable access to basic, effective care for the treatment of illness and injury can enable health.



We accept that efforts to treat and prevent illness and injury, or enhance health and wellbeing, are not the purview of any particular profession or discipline. Rather, enabling and enhancing health and wellbeing, preventing disease and injury, and treating illness require collaborative efforts from individuals, multiple professions, community members and groups, whānau, hapū, iwi, and public, private and non-profit organisations.

We believe that health is a fundamental human right, which requires proactive and deliberate leadership, and action from all sectors at local, national and international levels. These actions include the creation of health-enabling policies (public, organisational, corporate and individual); the creation and utilisation of health-enabling products, services, relationships, environments and contexts; enabling people and organisations to identify and work towards the achievement of their aspirations; the development of knowledge and skills essential for achieving and maintaining health; and enabling and integrating effective services in multiple sectors.

## **OUR UNDERSTANDING OF HEALTH AND WELLBEING**

Health and wellness are more than the absence of disease. They are a resource for living and prosperity. They are determined by a complex interaction of biological, genetic, social, economic, cultural, political, developmental, behavioural and environmental factors. Health and wellbeing are holistic concepts with physical, emotional, cognitive, cultural and spiritual dimensions. Not all people have an equal opportunity to achieve health and wellbeing. Achieving and protecting health, health equity and wellbeing require action and leadership from individuals, multiple disciplines, and organisations in multiple sectors.



# OUR MISSION, VISION AND VALUES

The mission of our college is to produce transformational ideas, people and partnerships that enhance human health, health equity and wellbeing. This will enable Aotearoa/New Zealand to become a global leader in promoting and enabling better health for all. We must act with integrity, pursue excellence, foster equity, maintain our independence, enhance our connections, and operate in a manner that respects, implements and advances the principles of the Tiriti o Waitangi/Treaty of Waitangi.

## MISSION, VISION AND VALUES

- **Mission** Enhancing and protecting human health, health equity and wellbeing through transformational ideas, people and partnerships.
- **Vision** Aotearoa/New Zealand will be a global leader in enabling better health and wellbeing for all.
- **Values** Integrity, excellence, equity, independence, upholding the principles of Te Tiriti o Waitangi/the Treaty of Waitangi.



## OUR GOALS

The college will produce high-quality, innovative research, scholarship, partnerships and teaching programmes that have both national and international impact; and develop strong, strategic and mutually beneficial partnerships with a broad range of groups including whānau, hapū and iwi. We have a responsibility to use our talents to enhance our society, professions and academia. We will manage our resources to engender positive impact, diversity, operational efficiency, accountability, growth and stability within the college while building a culture that promotes collective and individual success, growth, excellence and satisfaction for staff. Our actions will be consistent with, and contribute to, the mission, vision, goals, values and strategies of Massey University.

Within Aotearoa/New Zealand, longstanding inequities in health must be addressed by building upon the principles of Te Tiriti o Waitangi/the Treaty of Waitangi. The treaty and our college regard Māori and non-Māori as equal partners whose future health and prosperity are bound together. Our college will, to the best of our ability and to the extent that our resources and jurisdictional authority permit: act in good faith; actively recognise, respect and protect Māori interests; and respect and incorporate Māori culture and values. We will actively strive to embed treaty principles in all aspects of our work including the governance and management of the college, schools and research and practice centres/teams.

To focus our work, facilitate the allocation of resources and help measure our performance, the College of Health has adopted eight goals that are consistent with and will enable Massey University to achieve its goals.

### GOALS

1. High-quality, innovative and engaging educational programmes and teaching that enhance national and international human resource capacity for human health, equity and wellbeing.
2. High-quality, innovative research and scholarship with national and international impact to enhance human health, health equity and wellbeing.
3. Strong, strategic and mutually beneficial partnerships and connections within Aotearoa/New Zealand and around the world to enhance our mission.
4. A global and international perspective and impact through teaching, research, service and culturally safe enterprise.
5. Use of our talents, ideas and resources to responsibly and ethically protect and improve the health of our communities, country and humankind (service responsibility).
6. Increase and diversify our income as well as use our fiscal, physical, human and intellectual resources efficiently.
7. A culture that enables collective and individual success, growth, excellence and satisfaction.
8. To embody and promote the principles, obligations and spirit of Te Tiriti o Waitangi/the Treaty of Waitangi within our college.

## OUR DEFINING FEATURES

To prosper throughout the 21st century, the College of Health/Te Kura Hauora Tangata must find ways of defining and distinguishing itself through what we do, how we do it, and how well we do it. We must develop and give priority to our signature features, characteristics and platforms.

The College of Health/Te Kura Hauora Tangata will be solution- and impact-oriented. We are not satisfied with simply describing problems, conditions or risks. We will judge the success and impact of our research and teaching programmes on their relevance in addressing significant health issues facing our nation and the world.

Our operating structures, procedures and policies will be designed to be responsive, adaptive and efficient. We seek to be innovative and entrepreneurial. We regard entrepreneurship as the ability to identify or generate opportunities and innovations and respond in a manner that improves value and social good.

Research demonstrates that diverse communities are more resilient and creative. Therefore, diversity in perspective, practice, methods, models, students, staff, partnerships and approaches will be a hallmark of our college.

We recognise that it's not possible to credibly address all issues related to human health and wellbeing. We place particular emphasis on the prevention of major forms of illness, disease and injury, as well as protecting and enabling health and wellbeing in an equitable and empowering way.

### DEFINING FEATURES

- Solution- and impact-oriented
- Relevant
- Responsive, adaptive and efficient
- Innovative, entrepreneurial and enterprising
- Diverse
- Prevent disease and injury, enable health and wellbeing, integrate health-enhancing services, policies and other instruments
- Connection with and support for all sectors, including business



We will also distinguish ourselves by those with whom we work and what we contribute. Our role is to produce and use evidence and expertise to inform decision-makers and community members to influence policy, environmental design, products, services and individual and community action. However, business and private enterprise play a major role in conceiving, producing, distributing and marketing products such as food and beverages, health aids and services.

We recognise that safe and satisfying jobs, as well as successful, innovative businesses, form the basis of a stable, prosperous economy, which is an essential determinant of health. Therefore, another signature characteristic of our college will be to work with business to advocate for and develop innovative, effective and ethical health-enabling products, services, policies, structures and practices. Our contributions need not be at odds with a business's desire to produce profitable goods and services. We seek partnerships that will preserve our core values of excellence, integrity, equity and academic independence, and uphold the principles of the Treaty of Waitangi/Te Tiriti o Waitangi.

We will make it easier for public, private and non-profit partners to access our expertise, resources, specialised equipment and graduates. We will work with business and private enterprise to develop, implement and evaluate policies and practices that protect and enable health in occupational settings. We will also work to independently identify products and services that put health at unacceptable levels of risk, and constructively advocate for the discontinuation of such products and services.

We will work with prospective employers in all sectors, including private enterprise, to prepare the current and future workforce to be highly competent and qualified innovative leaders and connectors capable of adapting and solving complex problems.



## DEFINING TEACHING CHARACTERISTICS

The college will develop a distinctive, leading-edge teaching style that features problem-based, experiential learning opportunities, a multidisciplinary approach, a multi-determinant view of health and a whole-systems orientation. Experiential learning provides students with an opportunity to develop skills and confidence for applied settings through internships, practicums, co-operative work placements, thesis projects, use of simulation labs and activities, site visits, field trips, exchanges, professional consultations and more.

We will enable students to locate, produce, and utilise high-quality evidence to solve challenges through creativity, innovation, connectivity and perseverance. Programmes will be competency-based so that graduates can pursue professional or academic career paths. Students will be supported and enabled to be entrepreneurial and transformational leaders.

A systems approach will emphasise the dynamic interrelationships of variables and structures at multiple levels (e.g., from cells to society) over time. A systems orientation is useful for making implicit assumptions about complex phenomena explicit, developing interventions that account for dynamic interactions and conducting simulation models to generate “alternative futures”. Students will be introduced to broad aspects of formal systems theory and systems science. We define transformational leadership as the ability to inform, inspire and motivate people, decision makers, organisations, communities and/or societies to come together and produce a positive change in character, values, actions, outcomes, structures and/or purpose.

Our commitment to these platforms goes beyond simply offering individual papers. Rather, our signature features will be infused into all our programmes, our staff development and induction, policies and procedures, the assessment of our performance and more.

### DEFINING TEACHING CHARACTERISTICS

- Problem-based learning
- Experiential learning
- Evidence-informed
- Multi-disciplinary
- Multi-determinant view of health
- Systems-oriented
- Competency-based
- Facilitates entrepreneurship and transformational leadership



## DEFINING RESEARCH AREAS

Our research activities should add value to society, and provide a positive return for those who invest in and partner with us.

We have developed six broad research signature areas or platforms in consultation with external stakeholders. Our research will focus on: the prevention and management of chronic and infectious diseases; the challenges posed by a rapidly ageing population, child development, and optimising human performance; food and nutrition to enable health, health equity, wellbeing and economic prosperity; health and healthcare system reform and integration through informatics, analytics, and workforce planning and development; reducing health inequities, with particular concern for improving Māori and indigenous health; and environmental and occupational health.

We are committed to developing a critical mass of excellence in each of these broad challenges. Each platform will have multiple individuals, teams and/or centres address them using different perspectives and methods. While individual faculty may pursue research questions in other areas, the college will give resource and partnership priority to initiatives directly related to the platforms and our mission.

### DEFINING RESEARCH AREAS

- Prevention of chronic and infectious diseases and injury
- Healthy ageing, human development, and optimum performance
- Food and nutrition to enable health, health equity, wellbeing and economic prosperity
- Health equity and inclusion (with a particular focus on Māori and indigenous health)
- Health systems, care integration and reform
- Environmental and occupational health



# OUR ACTIONS FOR SUCCESS

We will undertake a series of strategic actions designed to help us achieve each of our goals. In addition, we will undertake an extensive organisational realignment to build upon our strengths, raise our profile and enable us to pursue new opportunities.

## ALTER OUR ORGANISATIONAL STRUCTURE

In order to maximise organisational flexibility and connectivity, we will establish a three-dimensional operating matrix of schools, research centres and professional practice centres. Schools will be responsible for developing and maintaining high-quality, efficient academic programmes. Each school will create an undergraduate committee to oversee all its undergraduate programmes and a postgraduate committee to oversee all its postgraduate programmes.

Research centres, in addition to conducting world-class research, will share research infrastructure and facilitate multidisciplinary collaboration within the college and across colleges and institutions. Professional practice centres will be responsible for providing timely, high-quality consultations, evaluations and advice to external partners in a manner that creates experiential learning opportunities for our students and helps our external partners solve short- and long-term challenges.

## OUR ACTIONS

**Schools** will be responsible for developing and maintaining high-quality, efficient academic programmes.

**Research centres and teams** will undertake world-class research related to solving a specific aspect of the college's signature platforms. They will be expected to facilitate collaboration and share multidisciplinary expertise, space, large data sets and other infrastructural resources.

**Professional practice centres** will be responsible for providing timely, high-quality consultations, evaluations and advice to external partners.

The opportunity for staff to simultaneously hold an appointment in one or two schools for teaching and supervision, plus appointments in one or more research centres and one or more practice centres, ensures significant interaction and exchange within and beyond the College of Health/Te Kura Hauora Tangata. It enables us to share scarce expertise in an efficient way.

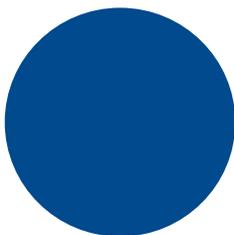
All academic staff (excluding contract research staff) will be appointed to a home school within the college and be accountable to the head of that school (with respect to obtaining necessary approvals, teaching, supervision, research, service and enterprise performance, etc.). An individual's home school will provide office space. Individuals with research responsibilities will be encouraged to have an affiliation with one or more research centres or teams for the purpose of accessing shared infrastructure and facilitating multi-disciplinary collaboration on research projects related to a common problem of interest.

We will continue to support and expand our existing independent research centres such as the Centre for Public Health Research, the SHORE and Whāriki Research Centre, the Sleep/Wake Research Centre, the Research Centre for Māori Health and Development, and the Centre for Ergonomics, Occupational Safety and Health. Additional research centres will be formed by bringing together multi-disciplinary staff who share a common interest in solving a specific health-related challenge (e.g., healthy ageing,

metabolic health, advancement of foods for health, disabilities and rehabilitation, improving access to healthy housing, water safety, food security, etc.).

New research centres will cover the costs of contract research staff, as well as professional release time for academic staff involved in named projects over and above their normally assigned research time (e.g., 40 per cent). Staff may also affiliate themselves with one or more professional practice centres under the same basis.

Finally, we will invite external agencies to jointly appoint and fund highly qualified personnel with our college.



## SCHOOL STRUCTURE, CREATION AND PROFILES

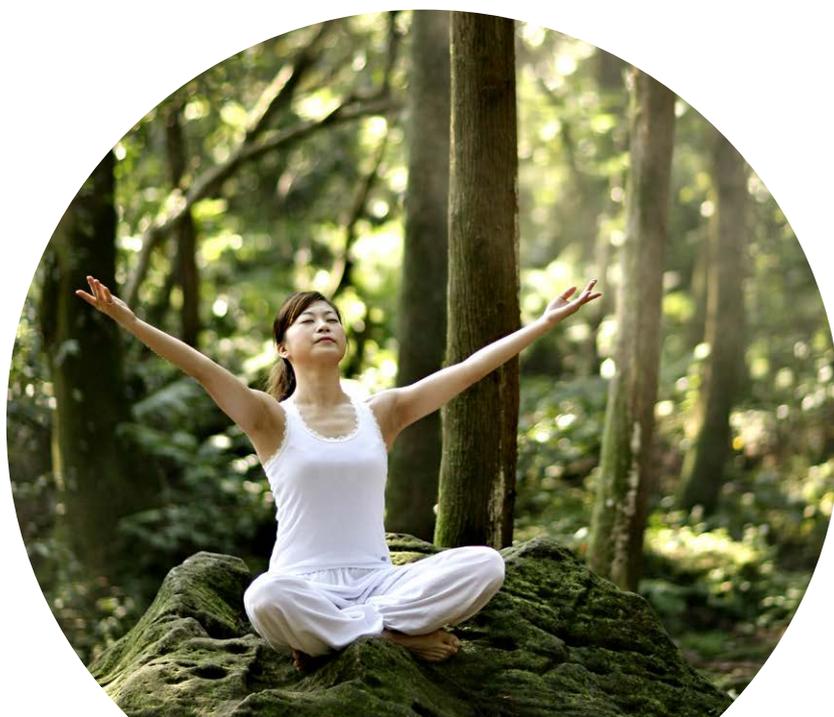
Schools will be established around professional qualifications or disciplines to highlight the visibility of our professional programmes such as nursing, nutrition and dietetics, public health (including environmental health), and social work, disability and rehabilitation.

Schools will also highlight specific career paths in sport and exercise; food technology; human bio-medical sciences (specifically physiology, microbiology, biochemistry, immunology and medical laboratory science); health-care systems, informatics and analytics; and international health.

Each school will host at least one signature degree at each of the undergraduate, masters and doctoral levels. Professional schools will offer qualifications to meet the needs of future evidence-informed health practitioners, as well as practice-informed researchers. Programme committees within each school, in association with the head of school, will provide collegial leadership for designing, modifying, monitoring and evaluating the collection of degrees, majors, minors, diplomas and certificates hosted by the school.

We will explore the creation of a new School of Māori and Indigenous Health as a means of creating additional options for those with an

interest in these specific fields. This will be over and above the emphasis on Māori and Pasifika health currently addressed in our existing programmes. Māori and Pasifika academic staff currently employed in the college's schools and centres will not be moved to the new school. Rather, they will continue to be a part of their existing programmes but be given the opportunity to affiliate themselves with this new school, collaborate with its staff and contribute to these fields.



We will consult with staff, students and stakeholders regarding the potential shift of some programmes to different schools. For example, we will explore the pros and cons of keeping our disability and rehabilitative studies programme within a renamed School of Social Work, Disability and Rehabilitation, or moving it to another school. We will explore the feasibility and benefits of moving staff in the Centre for Occupational Health into the School of Public Health. We will explore whether it is advantageous for our programmes and staff in the Environmental Health and Life Sciences Division and the Human Physiology Division to relocate to a new School of Bio-medical sciences and/or existing schools such as Public Health. Interventional microbiology and biochemistry (biomics), immunology, health systems and public health informatics and analytics, and international health are all emerging fields. Dedicated programmes and a new school in these areas will enable us to grow enrolments and remain at the frontier of health teaching and research.

At first blush, our plan to develop new schools may seem at odds with our commitment to

improving efficiency and flexibility. However, new schools will enable us to enhance the profile of academic disciplines, and enable the college to move into some new and emerging fields. We intend to grow our enrolments over the next six years by at least 30 per cent. Therefore, we must establish a structure to accommodate this growth. Evidence suggests that larger, more heterogeneous units are not always more efficient or effective. Small units have the potential to be more adaptable to externalities, be more focused, have higher levels of inclusiveness and communication, and have improved accountability. The creation of new schools in fields such as Māori and indigenous health, bio-medical sciences, health systems and international health makes an unequivocal statement that Massey University is committed to successful levels of critical mass, programmes and research in these areas.

Finally, the creation of new schools and programmes is not a licence to think and act in silos. We remain committed to collaborating with colleagues across schools, colleges, universities, and other agencies for the purpose of efficiently sharing expertise, resources, papers and more.



## RESEARCH CENTRES

The aim of our research centres (new and existing) will be to facilitate world-class, applied research. They will enable individuals and groups to be more productive, and have more extensive access to people, funding and other resources. Research centres will proactively pursue major funding opportunities and network affiliations. New centres and groups will be named to highlight their emphasis on solving a specific problem or set of problems (e.g., Centre for Healthy Weights, Centre for Healthy Ageing, Centre for Child Wellbeing, Research Centre for Health Workforce Planning, Centre for Healthy Food Development and Preservation, etc.) within a given platform and to demarcate themselves from the college's schools.

Centres and teams will be encouraged to find and work with partners from across the University and beyond. Centres and teams will be strongly encouraged to proactively identify and prepare for major national and international funding opportunities. More than one centre or research team may be established to address problems within each platform (e.g., a centre related to sleep as it relates to chronic disease prevention). Some centres may be designed to serve the needs of researchers within a single school, others to serve the needs of more than one school within the college, and still others to address opportunities at the level of the entire institution, the nation or an international network.

Except for existing centres, academic staff with regular on-going contracts will normally be employed by schools, but may contract to research centres for named projects, allowing them to be released from their teaching responsibilities for the life of the project or the time contracted. Contract staff may also be employed by research centres to meet the needs of a given, funded project. Research centres will facilitate collaboration

across disciplines, schools and other centres. They will provide a shared infrastructure, mentorship and support for academic staff within the college and beyond. They will provide a platform to attract, mentor and train promising postgraduate students throughout the College of Health/Te Kura Hauora Tangata. Centres will generate revenue to fund professional research assistants and student research assistants.



## PROFESSIONAL PRACTICE CENTRES

Professional practice centres will provide independent fee-for-service consultation services to internal and external stakeholders. They will provide a vehicle for staff to work with students in solving clients' challenges in areas such as programme and policy development and evaluation, health informatics and analytics, health communication and marketing, food engineering, and/or fitness, nutrition, and health assessment.

The centres will be designed to enable staff and students to rapidly and adaptively respond to stakeholders' needs for assistance and expertise.

They will also be explicitly designed to create opportunities for students to practise their skills in areas such as programme and policy development and evaluation, survey design, implementation and interpretation, fitness and nutrition assessment, informatics, marketing etc. Academic staff from the schools can choose to affiliate with one or more practice centres. Like the research centres, they will be able to "buy out" staff teaching time, giving staff time to provide services as required by their clients.



## ENHANCE OUR EDUCATIONAL PRODUCTS AND TEACHING

Our success depends upon our ability to provide leading-edge, innovative, relevant and focused educational products. To this end, we will:

- Improve collective accountability and faculty engagement
  - Programme structure and content will be determined by the purpose of a degree programme (e.g., BHIthSc in population health) rather than the qualification issued (e.g., BHIthSc).
  - Every five years (or such time period as may be required by the University Council or the TEC) schools will be responsible for preparing a comprehensive self-assessment of each of their programmes. The college will work towards providing a template to help ensure the necessary information is contained in the report. To encourage collaborative accountability and transparency, the self-assessment will be shared with an external review team, as well as key internal stakeholders (e.g., academic staff within the school, the College Board, the Pro Vice-Chancellor, the Director of Teaching and Learning, etc.)
- Programme committees within schools will oversee qualifications, monitor enrolments and completions, set programme competencies and examinations and prepare material for periodic review (both internal and external).
  - An elected chair of undergraduate and postgraduate committees will serve on the academic, as well as teaching and learning, subcommittees of the College of Health Academic Board.



- Improve the relevance, quality, efficiency, coherence and sustainability of our educational products:
  - Map all current educational products to determine how they relate to one another, who their audience is, what competencies their graduates require and prospective career options for each. Use the map to reduce or eliminate redundancies and facilitate the provision of a distinctive suite of complementary products.
  - Core and elective papers must be primarily selected to address required competencies and needs of graduates and future employers, and not be driven principally by the slate of papers the University has available.
  - Reduce the number of qualifications currently on offer, especially certificates and diplomas with low EFTS.
- Reduce the number of elective papers that have only a tangential alignment with the stated purpose of the degree programme. Our aim is to ensure we provide leading-edge, pedagogically and professionally sound degrees and programmes in a manner that also ensures the average teaching and supervision loads of academic staff are manageable and sustainable.
- Reduce papers that utilise multiple instructors. The use of multiple academic staff instructors (not including teaching assistants, lab instructors, tutors and guest professionals) in a single semester-long paper can reduce continuity of learning for students, and/or may be administratively inefficient because it requires significant coordination across instructors.



- Revise our curriculum to embed the following as College of Health Signature platforms:
  - Offer two degree streams within each school as appropriate (i.e., professional and academic).
  - Ensure the broad use of problem/case-based learning.
  - Ensure that degree programmes have an experiential element (e.g., co-op, thesis and capstones simulation, internships and practicums).
  - Ensure that qualifications are multidisciplinary in nature and problems are identified as multi-determinant.
  - Prepare students to be entrepreneurial and transformational leaders.
  - Ensure that graduates of College of Health programmes are systems thinkers.
- Increase the flexibility of delivery of our programmes and papers.
- Ensure our curriculum and pedagogical approach are evidence-informed, and where appropriate use laboratory and experiential-based learning approaches.
- Increase the uniqueness of our programmes by location/method of delivery (i.e., have distinctive programme offerings associated with our various campuses and modes of delivery) to improve access by international students, mature students, students with commitments to family/whānau, persons with disabilities, those with full- or part-time occupations, elite athletes and others.
- Explore the development of new degree programmes in areas such as health promotion (BHP, MHP), public health (BPH, DrPH), social work (e.g., DSW), health evaluation (MHE), health and health system informatics and analytics (MHI), health service planning, management and integration (MHSc).
- Revise or explore the development of new major and minor offerings/specialisations and postgraduate qualifications as appropriate, including new specialisations and/or majors in healthy ageing and/or geriatrics, sport management, sport psychology and coaching, a minor in food technology/science, a joint major in nutrition and food science, and human immunology and microbiology.



- Revise our diploma, bachelor and postgraduate programmes in Māori and indigenous health.
- Forge greater links between staff involved in nutrition and dietetics with food science and technology. For example, we will explore the creation of a double major and/or a minor that will allow students to combine interests in human nutrition and food technology. We will also work with our colleagues in the College of Sciences to explore the feasibility and benefits of moving responsibility for the Bachelor of Food Technology degree (especially the major in food product development) from Sciences into Health to create greater alignment between the programme and the staff who teach it. Ultimately, the aim is to create a comprehensive and complementary set of programmes, research and service activities that build our expertise, impact and profile in the development of food as a major determinant of health including the development, storage, distribution and marketing of healthy and healthier food products, the elimination of food that puts human health at risk, enhancing food safety, and the related notion of food governance.
- Increase numbers and improve integration of clinical and professional colleagues into our professional degree programmes (nursing, public health, social work, nutrition and dietetics).
- Create practice and consultation centres as student learning platforms.
- Establish more institutional-level agreements with partners for co-op placements, practicums, internships and other experiential learning opportunities.
- Explore the implementation of an alternative doctoral training model in which students complete common methods papers, undertake a comprehensive exam, and undertake a research thesis. Such an approach would ensure doctoral candidates are exposed to an array of methodological procedures, have demonstrated competencies in core areas relevant to their specialisation, and can independently undertake high-quality and innovative research.



- Explore ways to develop academic staff's skills in postgraduate supervision, including a potential system requiring staff to demonstrate a minimum experience and proficiencies.
- We will create alternative careers that recognise and value academic staff who do not adhere to the standard allocation of duties in research, teaching, service and enterprise. We will continue to emphasise that having teaching staff also engaged in research and service ensures that our papers and programmes are based on leading-edge scholarship and connections with relevant organisations and groups.
- To encourage renewal, growth and innovation, the college will explore the development of more transparent budgeting systems that directly connect enrolment to income. Higher enrolments and retention will result in more income. The Pro Vice-Chancellor will explore the creation of a growth and innovation fund to which schools can apply to help them undertake major programme renewals, and/or develop new programmes and products. Funds will be derived by assessing a small annual levy of up to two per cent on each school's annual budget. Therefore, schools that remain academically stagnant will see their budgets annually reduced, while schools that undergo renewal and growth will receive support during development and eventually see their income grow.
- To help maintain quality assurance and facilitate the recruitment of top students from Aotearoa/New Zealand and around the world, schools and programmes will be encouraged to seek accreditation from leading, highly recognised bodies and professional organisations in Australasia, Europe and the Americas.



## ENHANCE OUR RESEARCH OUTCOMES AND IMPACT

- Increase our focus on solving the big problems in health (solution-oriented research).
- Increase collaboration across disciplines, schools, centres, colleges, institutions and countries.
- Increase the breadth of success (i.e., a greater proportion of staff contributing to key success indicators of research publication, research funding and postgraduate research completions).
- Establish several new multi-disciplinary research teams and/or centres within the college, as well as providing leadership for the creation of at least one cross-college and/or cross-institutional centre.
- Establish more institutional agreements with external partners in public, private and not-for-profit sectors.
- Enhance our quality rating scores.
- Increase our number of successful completions in postgraduate degrees with theses.
- Ensure all academic staff with research responsibilities receive career-appropriate mentorship to develop long-term research goals and plans.
- Encourage innovation and growth by exploring a budgetary procedure whereby schools and college-level research centres receive a set proportion of the PBRF funding they generate annually. Schools will be expected to use the funds to develop staff research skills, fund postgraduate students, and provide funding for strategic research initiatives. A portion will be held by the Pro Vice-Chancellor's Office, which, in consultation with the College Research Committee, will make strategic investments to facilitate and seed cross-disciplinary and cross-college projects, teams and centres.
- Explore the use of paid postgraduate teaching and research assistantships for the purpose of supporting students, helping academic staff protect more time for research, and providing students with pedagogically sound experiential learning opportunities.



- Explore ways to enhance the role and importance of health in food product development, production, distribution and marketing, including playing a more prominent role in strategic Massey initiatives such as FoodHQ, agri-business initiatives, food safety etc.
- Explore ways to enhance collaboration and exchange with colleagues in the Riddet Institute.
- Explore ways to enhance collaborations between colleagues with cross-over interests in animal and human health (e.g., One Health, infectious disease epidemiology).
- Explore the creation of a new research cluster and international collaboration in interventional microbiology (the micro-biome).
- Develop and expand our expertise and research contributions in food governance. If we adopt the work of Heirich and Lynn (2000) from their book *Governance and Performance: New Perspectives*, then food

governance is the arrangement, management and/or coordination of distinct but inter-related elements (e.g., statutes; policy; organisational, financial and programmatic structures; resource levels; administrative rules and guidelines; institutionalised rules and norms) that constrain and enable tasks, priorities and values related to the production, distribution, marketing and consumption of food. Comprehensive governance requires the involvement of leaders in the public, private and non-profit sectors. Our aim is to produce ideas, people and strategic partnerships that can create effective food governance provisions at the local, national and international levels (e.g., international treaties on food security and safety; development and implementation of national food strategies, etc.) The net result is improved nutrition, food security and food safety.



## ENHANCE OUR CONNECTIONS AND PARTNERSHIPS

- Establish more institutional research agreements with external partners in public, private and not-for-profit sectors.
- Explore ways to enhance the role and importance of health in food product development, production, distribution and marketing, including a more prominent role in strategic Massey initiatives such as FoodHQ, agri-business, food safety, etc.
- Explore ways to enhance collaboration and exchange with colleagues in the Riddet Institute.
- Explore ways to enhance collaborations between colleagues with cross-over interests in animal and human health (e.g., One Health, infectious disease epidemiology).
- Explore the creation of a School of International and Global Health.
- Develop new programmes, majors and minors in international and global health.
- Explore the creation of joint degrees, joint majors and joint papers with other leading international universities.



## EXPAND OUR GLOBAL AWARENESS AND INFLUENCE

- Revise and update our curriculum to embed global and international perspectives and issues.
- Improve college awareness of and sensitivity towards the needs and perspectives of international students.
- Expand partnerships with international agencies, universities and governments. For example, explore the feasibility of helping to train nurses, social workers, dieticians, public health and other professionals in Pacific Island nations, in Africa, with indigenous populations, and elsewhere.
- Increase international recruitment efforts, including reaching out to academic staff in other nations to upgrade their skills and complete doctoral degrees.
- Encourage staff to seek international research and academic partners and funders related to the college's signature platforms.



## BENEFIT OUR COMMUNITY, COUNTRY AND PLANET

- Create professional practice centres.
- Enhance staff media outputs.
- Annually host at least one think tank/policy forum.
- Enhance engagement with secondary schools.
- Sponsor at least one special event each year.
- Provide sponsorship to three key projects/partners annually.
- Enhance staff engagement with service organisations (professional, community, etc.).

## GROW AND DIVERSIFY OUR INCOME

- Develop practice centres.
- Increase funding from international agencies and partners.
- Grow domestic enrolments.
- Increase international student enrolments.
- Increase postgraduate enrolments.
- Add new degrees and majors.
- Eliminate low-value products and papers.



## ENHANCE OUR CULTURE OF EXCELLENCE

- Establish alternative career pathways for staff to fully recognise and use unique talents in teaching, professional practice, research and/or service.
- Establish clear benchmarks and workload expectations, including the expectation that most academic staff will normally be involved in teaching, postgraduate supervision, research and service.
- Improve administrative efficiency and processes.
- Enhance exchange and engagement of staff.
- Hold joint meetings for academic, administrative and support staff across schools and campuses.
- Recognise and celebrate staff achievement by nominating staff for awards and honours.
- Improve our commitment to biculturalism (be a treaty-based college).
- Enhance mentorship and induction processes for staff.
- Encourage staff to be involved in service, management and governance of the schools, college, University and their professional bodies and groups.
- Social inclusion and the removal of barriers that prevent individuals from participating in desired roles and activities within their communities are important aspects of enabling health and wellbeing. The college will establish a joint staff and student task force to recommend practical and specific ways and means of enhancing inclusiveness and removing structural, administrative and normative barriers that inhibit members of the College of Health from contributing to desired roles within our college.
- Provide institutional leadership towards and advocate for ensuring Massey is a health-promoting university.
- Provide institutional leadership towards the adoption of a comprehensive Massey strategy for sport and active living.
- Improve our infrastructure:
  - Complete renovations in Wellington and Albany, consolidate staff on the Manawatū campus.
  - Construct a new sports facility for teaching purposes.
  - Acquire new facilities designed for the 21st century through public/private partnerships.
  - Explore alternative models for funding capital/equipment costs.
  - Ensure all staff have safe, health-enhancing work spaces.
- Improve our profile:
  - Redesign college and school websites, revise all college collateral; i.e., advertising.
  - Provide media training for staff.
  - Host policy think tanks and produce policy briefs related to significant health challenges.
  - Sponsor special events and conferences.
  - Conduct targeted media campaigns.
  - Enhance engagement with secondary schools.
  - Enhance international networks and partnerships.

## EMBED THE PRINCIPLES OF TE TIRITI O WAITANGI/THE TREATY OF WAITANGI

To truly be a treaty-based college we must take deliberate and ongoing action to ensure the principles of the treaty are fully embedded within our college. While these principles may be interpreted in a number of ways, the college will take active steps to ensure that relevant and tangible mechanisms are developed and to allow these principles to be expressed in ways that are relevant to the college and its mission. We recognise that becoming a true treaty-based college will not be easy or immediate, but it must be done if we are to be credible partners in Māori health and wellbeing. The college will:

- Work towards educating all staff with respect to the principles of the treaty and how they may be applied through our teaching, research and service roles;
- Work towards creating systems, procedures and programmes that fit the student, rather than making the student unilaterally fit our systems.
- Work with the Office of the Assistant Vice-Chancellor for Māori, Pasifika and New Migrants to establish a Treaty Board (or similar mechanism) with responsibility for:
  - reviewing college policies, procedures, partnership agreements, strategic plans, annual work plans, and programme and paper proposals to examine implications and ensure consistency with the principles of the treaty.
  - providing the College Board, the Pro Vice-Chancellor and the college executive team with advice on treaty-related issues.
  - alerting college managers and governors of issues that may compromise or enhance the cultural integrity of the college.
  - facilitating culturally supportive partnerships.
  - assisting schools, research teams and practice centres to adhere to the principles of the treaty.
  - considering the broader implications of the Māori@Massey Strategy: Kia Mārama and how this might inform activities, investments and the strategic direction of the college.



## OUR OBJECTIVES AND KEY INDICATORS OF PERFORMANCE

As part of our commitment to be both accountable and efficient, we will develop a set of objectives and key performance indicators with respect to each of our goals. Collectively, these objectives and indicators will form a kind of “performance dashboard” to enable us to identify potential trends in our progress, assist in allocating resources, and in making other strategic decisions.

In order to enhance staff accountability to one another, the dashboard will be shared on at least an annual basis. To ensure our goals and objectives remain a priority, they will be used to organise the annual plans of the college and schools, and form the basis of our agenda for the college’s senior management and monthly reports to the University’s senior leadership team.



## CONCLUDING THOUGHTS

This plan is a critical part of our early development as a college. It is intended to be a living document. Like the college itself, our strategic plan will require periodic change as time and circumstances warrant. Implementing our plan, performing at an elite level and reaching our goals will not be easy or quick. However, taking determined, deliberate actions now will position our college to thrive in the 21st century. It is unrealistic to think we can maintain the status quo. The world is changing and we must change with it. We must grow, innovate and change in order to prosper. Like our country, the size of the College of Health/Te Kura Hauora Tangata is modest by many standards.

However, as Aotearoa/New Zealand's great rugby team, the All Blacks, has shown us, this need not be a deterrent to being world-class. The All Black formula for success is not unlike what we must do to succeed in the College of Health/Te Kura Hauora Tangata. We must make a commitment to come together and move with complementary purpose; always look for big and small ways to improve individually and collectively; keep a clear, calm head during times of stress and challenge; and a make a commitment to "leave the jersey (in the college's case, our academic legacy) in a better place" than the legacy we inherited.



If you are interested in discussing the strategy in  
*A 21st Century College of Health/Te Kura Hauora Tangata – Achieving Distinction and Impact 2014 to 2020*,  
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