



Division of Health Sciences  
*Te Wāhanga Matua Mātau Hauora*

# Strategic Plan

## 2021-2027

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Improving national and global health  
*Te whakapikihanga o te hauora ā-motu, ā-ao*





# Introduction

## Introduction from the Pro-Vice-Chancellor



Kia ora koutou,

Our Strategic Plan sets out our shared aims for the Division over the next six years and beyond, and the work we will undertake to achieve them.

This document was developed by a group of 35 colleagues drawn from across the Division, and I would like to thank them for their contributions, which are very much appreciated.

During the development of this Plan, our world changed forever with the global pandemic and I believe we must adapt to what will be a changing and very different world. To that end, this is a living document that will be available on our website but will be subject to change as the consequences of COVID-19 become clearer.

Detailed planning for our committees across the Division will now start as we consider the operational aspects of our strategy. Please join with me across the Division as we work to realise our ambitions for Health Sciences.

**Professor Paul Brunton**  
Pro-Vice-Chancellor  
Division of Health Sciences  
1 July 2020



# Excellence in research

## Aim

To be leaders in scientific, clinical and translational research that enables good health and well-being for all, and that is nationally and internationally renowned for its excellence.

## Priority actions

1. Promote a culture of excellence in high impact research, by:
  - a. Identifying and building on our research strengths in fundamental, clinical and applied sciences
  - b. Maximising the translation of research into services, education, policies and products aimed at providing health, social and economic benefits to society
2. Recruit, support and retain world-class research staff, by:
  - a. Recruiting research-active staff to the Division
  - b. Developing future research leaders through investing in early- and mid-career researchers
  - c. Embedding a research culture across the Division that fosters high expectations, aspirations and performance
  - d. Appointing Māori and Pacific staff to achieve a mirror on society and also to enhance research that embraces and supports Māori and Pacific
3. Increase and strengthen our research capacity, by:
  - a. Leading and making advances in solving national and international research challenges
  - b. Increasing our interdisciplinary and stakeholder interactions
  - c. Removing barriers to research
  - d. Providing the research infrastructure and resources to support world-leading cutting-edge research
  - e. Developing and supporting international research collaborations
4. Position the Division so that it is ideally placed to respond to new opportunities, by:
  - a. Strategically analysing intelligence and information from the health sector, stakeholders and the biomedical sciences to inform future directions
  - b. Identifying and investing in strategic areas to grow existing strength or address critical weaknesses.



# Excellence in teaching and learning

## Aim

To provide an excellent educational experience that extends the knowledge, skills and attributes of our students such that they can contribute in a meaningful way to society.

## Priority actions

1. Ensure our outcome-based curricula meet the health needs of New Zealanders and international communities by working with accreditation bodies and other external stakeholders to guarantee that our programmes produce competent but also world-class graduates
2. Provide world-leading undergraduate and postgraduate programmes, by:
  - a. Promoting an interprofessional learning environment that promotes intellectual curiosity and provides a sound foundation for future studies
  - b. Ensuring our teaching and learning actively fosters and is informed by research and innovation
  - c. Developing and evaluating innovative approaches to technologies for learning
  - d. Fostering learning across programmes within and beyond the Division to develop interprofessional skills wherever relevant
  - e. Focusing on sustainable programme delivery within and across programmes
  - f. Making our curricula internationally relevant and appealing
3. Produce world-class graduates who are recognised nationally and internationally for the standard of their scientific and clinical knowledge, by:
  - a. Attracting and supporting high-calibre, committed and motivated students
  - b. Embedding international best practice in all of our programmes
  - c. Embedding high-quality workplace-based learning in and across all appropriate programmes
  - d. Incorporating graduate attributes and employability in all our curricula
  - e. Providing external opportunities such as internships, and national and international placements in businesses and government departments
4. Attract and support international students to complete their undergraduate and postgraduate studies in the Division, by:
  - a. Allocating dedicated places, subject to capacity, for international students in all our programmes
  - b. Encouraging articulation agreements and contracts with student sponsors
  - c. Providing an inclusive and supportive environment for international students.
- g. Ensuring our curricula are accessible to all students

# Outstanding campus environment

### Aim

To provide campuses, regional centres and distance/virtual learning environments that foster and grow a collaborative and collegial approach to learning, teaching and research.

### Priority actions

To achieve this we will:

1. Provide a quality and versatile teaching, learning and research environment to support a growing number of students, by:
  - a. Implementing the Health Sciences Programme Business Case and Dunedin Health Precinct Master Plan
  - b. Developing a Dunedin healthcare precinct in partnership with the Southern District Health Board (DHB)
  - c. Prioritising the Christchurch and Health Sciences One infrastructure projects
  - d. Progressing the business case for the Interprofessional Learning Centre in partnership with Otago Polytechnic Ltd and the Southern DHB
  - e. Ensuring that the wider Divisional infrastructure requirements remain visible to the University
  - f. Maximise the strategic opportunities that our major campuses in Invercargill, Dunedin, Christchurch, Wellington and Auckland afford the Division and the wider University
2. Develop infrastructure to support innovations in distance/blended learning, clinical placements and simulation
3. Ensure campuses and regional centre environments are safe, accessible, sustainable, culturally inclusive and support student and staff well-being
4. Provide high-quality learning and social spaces for students that promote and facilitate individual, group and interprofessional learning
5. Develop a programme to improve utilisation of physical space
6. Promote collaboration across the Faculty and Schools within the Division
7. Establish a School of Public Health across our campuses
8. Establish a School for Rural Health, which will be multidisciplinary and distributed geographically.



# Commitment to equity and diversity as local, national and global citizens

### Aim

To be recognised as a Division that drives equity and celebrates diversity, and to be acknowledged as a leader in health matters that contribute to all our communities.

### Priority actions

1. Demonstrate commitment to the Te Tiriti o Waitangi and to Māori aspirations for equity in education and health, by:
  - a. Giving effect to the articles of Te Tiriti o Waitangi, reflecting good governance, tino rangatiratanga and equity
  - b. Continuing to develop, strengthen and extend our partnerships with iwi, hapū, whānau and stakeholder organisations
  - c. Delivering high-quality effective programmes that enhance Māori student pathways into and through health science study
  - d. Fostering Māori development in research including leading research of importance for Māori
  - e. Growing the number of Māori staff to better reflect the Māori population and Māori development goals
2. Continue our absolute commitment to Pacific people and the goals of the Pacific Strategic Framework and Pacific aspirations in equity and health in Aotearoa, by:
  - a. Continuing to develop, strengthen and extend our partnerships with Pacific communities in New Zealand and the Pacific region
  - b. Delivering high-quality effective programmes that enhance Pacific student pathways into undergraduate and postgraduate studies
  - c. Fostering Pacific development in research including leading research of importance for Pacific peoples in New Zealand and the region
  - d. Growing the number of Pacific staff to better reflect the Pacific population and Pacific development goals
3. Actively strive for equity of access for students across the socioeconomic spectrum in New Zealand society, and for students from refugee background, by:
  - a. Developing and maintaining linkages and pathways for outreach to these cohorts
  - b. Supporting the transition into and completion of degree-level study for them
4. Educate our students to understand and be responsive to New Zealand's global and socio-cultural diversity, by:
  - a. Designing curricula that reflect and engages with the complexities of contemporary society
  - b. Providing student placements in a diverse range of settings
  - c. Designing and delivering curricula that equips graduates to meet the needs of diverse New Zealand communities, and address inequity
  - d. Improving health outcomes in Māori, Pacific, low socioeconomic, refugee and rural communities
5. Support and encourage individual staff members' community service, by:
  - a. Providing advisory or expert consultancy services to local, national and international institutions or agencies
  - b. Contributing to a vibrant town-gown relationship in the communities where we have campuses and regional hubs
  - c. Embracing our role as the critic and conscience of society
  - d. Supporting public debate and policymaking by providing expert evidence-informed opinion.

# Outstanding student experiences

## Aim

To enhance and enrich our students' learning experiences by supporting and nurturing, but also challenging, them as individuals, so as to prepare them for life beyond university.

## Priority actions

1. Support academic success, by:
  - a. Providing sound course advice, and academic and pastoral support
  - b. Signposting and encouraging our students to use support structures within the University and Division
  - c. Recognising and supporting the activities of student associations
2. Communicate effectively with our students, and also involve them, by:
  - a. Communicating in effective ways with our student body
  - b. Committing to student involvement in the recruitment of academic staff
  - c. Consulting with students where and when appropriate
  - d. Including student membership on Divisional governance boards
3. Facilitate easy access to pastoral support services, by:
  - a. Signposting and regularly communicating all avenues of support available to our students
  - b. Making support available in a variety of locations, including virtually
  - c. Recognising the immediate need for and providing appropriate support when the need arises.
- e. Encouraging feedback from students, either individually or via student representatives, on their learning experiences and incorporate wherever possible
- f. Ensuring a safe environment for students to share ideas and concerns with appropriate staff



# Strong external engagement

## Aim

To continue to develop long-term partnerships and collaborations that underpin and strengthen the Division's strategic objectives.

## Priority actions

1. Strengthen and sustain relationships with key stakeholders with whom the wider Division interacts, by:
  - a. Developing interdivisional relationships and opportunities to further strengthen and expand relationships within the wider University
  - b. Supporting the development of high technology businesses and employment, and maintaining engagement with external partners, through leveraging our research discoveries
  - c. Fostering and maintaining relationships with district health boards, partner tertiary institutions, primary and other healthcare providers
  - d. Working proactively with the relevant professional and accreditation bodies to ensure our educational programmes reflect their views, meet their requirements and ensure public safety
  - e. Developing and maintaining relationships with politicians, government and non-government agencies
2. Strengthen and sustain relationships with research-funding agencies and other relevant national and international groups, by:
  - a. Actively managing the relationship
  - b. Shaping and securing strategic partnerships
3. Promote the Division to external stakeholders such as alumni and the wider public, by:
  - a. Working closely with both Communications and Marketing teams to publicise and celebrate our successes
  - b. Working closely with both the Events and Alumni teams to increase public engagement
  - c. Working closely with the Development and Alumni Relations Office to maximise philanthropic opportunities.
- f. Establishing Memoranda of Understanding to support fruitful and productive partnerships with international institutions
- g. Continuing to build and maintain positive relationships with iwi partners and Māori and Pacific organisations





# Sustaining capability

**Aim**

To value, support and develop our staff.

**Priority actions**

1. Ensure that the Division has the financial resources it needs, by:

a. Providing transparent and high-quality financial information to support strategic development

b. Managing financial resources through priority setting, pursuing alternative funding sources and working with funders and donors

c. Ensuring high standards of accountability, probity and financial control
2. Ensure that our staff receive the support and development they need, by:

a. Investing in continuing professional development

b. Providing safe and accessible work environments
3. Encouraging a culture of personal and collective accountability with strong leadership, by:

a. Promoting attendance at university leadership development sessions

b. Formally recognising examples of leadership and accountability in performance development and academic promotion
- c. Building and encouraging a high-trust, high-accountability environment

4. Maintain a sustainable staffing profile that meets our evolving needs, by:

a. Growing and developing a balanced staff profile to meet the future strategic objectives of the Division

b. Identifying areas where targeted staffing strategies are required, for example, Māori and Pacific staff.

c. Promoting the University and the Division as a globally significant institution in order to recruit high-quality staff

d. Succession planning for strategic roles

5. Foster and increase a sense of staff participation in University and Divisional matters for all staff, by:

a. Fostering a culture of high aspiration and performance

b. Being inclusive, supportive, and collegial in our approach

c. Underpinning all our activities with principles of respect, equality, diversity, health, safety and well-being

d. Ensuring good governance through a consultative decision-making process.
- A man with short dark hair and a beard is sitting at a desk, working on a laptop. He is wearing a dark t-shirt. In the background, there are several anatomical models of the human body, including a full skeleton and various organ systems, displayed on shelves and tables. The setting appears to be a laboratory or a teaching room.
- A large, classical building with a prominent pediment and four tall columns. The building is made of light-colored stone or concrete. The pediment features a central crest or coat of arms. Below the columns, there are arched windows and a central entrance. The building is surrounded by trees and greenery. The name "LINDO FERGUSON BUILDING" is visible on the facade.
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*Te Whare Wānanga o Ōtāgo*  
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