



South Island Tertiary Health and Wellbeing Survey

General report

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www.cph.co.nz/wp-content/uploads/SITertiaryHealthWellbeingSurvey.pdf

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1. Executive Summary

Health promotion in higher education is receiving greater attention with the recent development of the Okanagan Charter, an international health promotion charter for universities and colleges. In 2016, the Health Promotion Agency (HPA) funded a survey of health and wellbeing initiatives in tertiary institutions across the South Island of Aotearoa New Zealand, based on the Okanagan Charter. The report provides a snapshot of health and wellbeing initiatives currently operational within the seven higher education institutions surveyed and aims to share examples of good practice and suggestions for further alignment with the Okanagan Charter.

Higher education is viewed as an important setting for health promotion action both locally and internationally. The development of the Okanagan Charter is of much interest to institutions of higher education in Aotearoa New Zealand, since its ratification in June 2015. The Charter provides a framework based on the latest evidence and a transformative health promotion vision for higher education institutions. It calls upon institutions to incorporate health promotion values and principles into their mission, vision and strategic plans, and model and test approaches for the wider community and society. The Charter's principles and actions areas were found to align well with models of health and wellbeing in Aotearoa New Zealand.

Higher education institutions have great potential to positively influence their campus communities, geographical communities and global community at large. This can be through creating healthy working, learning and living environments; increasing the profile of wellbeing and public health issues within teaching and research; and developing partnerships and leadership opportunities within and outside campus.

South Island higher education institutions reported much health and wellbeing activity. Wide diversity in the size and capacity of participating organisations was evident and this was generally reflected in the breadth of wellbeing activity reported.

Alignment of current South Island higher education health and wellbeing initiatives with the eight action areas of the Okanagan Charter varied. Institutions reported strong support for the generation of thriving communities and a culture of wellbeing; personal development initiatives; and creation

and reorientation of campus services. However, alignment with the Charter appeared weaker in the advancement of teaching, research and training for health promotion knowledge and action. Limited wellbeing knowledge generation and embedding of wellbeing within the curriculum was reported.

Some potential challenges activating the Okanagan Charter were observed. These may include translating the Charter into an action plan on campus; securing support from senior academic and management staff; increasing demands on staff; current financial pressures in the higher education sector, the growth of multiple campuses; and the development of e-learning and short courses. Integrating health, wellbeing and sustainability broadly throughout institutions of higher education may also be challenging.

In higher education, the success of health promoting initiatives is ideally measured by the extent to which they have improved the health of students, staff and the wider community, integrating health into the culture, structure and processes of the institution.¹ This is best achieved through a strategic approach providing coordinated and multi-faceted activities. The recent development of tertiary wellbeing committees can be viewed as an example of a purposeful shift towards increasing collaboration and a coordinated campus response to health and wellbeing.

At the time of publication, no participating tertiary institution had formally adopted the Okanagan Charter, although this has begun to occur nationally and internationally. Endorsement of the Charter offers universities, polytechnics and institutes of technology in Aotearoa New Zealand an opportunity to comprehensively progress health and wellbeing on campus.

¹ See http://www.euro.who.int/_data/assets/pdf_file/0012/101640/E60163.pdf.



2. Background

Following the success of health promoting higher education networks in the United Kingdom, United States, Canada, Germany and Australia, Aotearoa New Zealand has over recent years initiated its own Tertiary Wellbeing Aotearoa New Zealand (TWANZ) network, the South Island Tertiary Forum and the Victoria University Wellbeing Symposium.

The [TWANZ](#) national network was officially launched in 2016 to help create resilient, thriving, healthy students and staff in tertiary institutions across Aotearoa New Zealand. TWANZ aims to support local, national and international collaboration and initiatives to increase the health and wellbeing of staff and students through systemic change in higher education. A clear focus of the TWANZ mandate is to support higher education partners interpret and implement the Okanagan Charter within an Aotearoa New Zealand context, reflecting the uniqueness of our settings, populations, knowledge and health promotion approaches.

As early as 2010, the South Island Tertiary Forum was established to promote information sharing and coordination among higher education institutions in the South Island of Aotearoa New Zealand and the organisations supporting their work. The forum seeks to share best practice across the sector, and work to improve the health and wellbeing of students and university staff members across the South Island.

South Island Tertiary Forums have drawn participants from the University of Otago, Tai Poutini Polytechnic (Tai Poutini), Ara Institute of Canterbury (Ara, previously CPIT-Aoraki), Lincoln University (Lincoln) and the University of Canterbury (UC). Forum participants reported being highly motivated to share best practice and learn from each other in the higher education wellbeing space, to improve health and wellbeing on campus.

At a South Island Tertiary Forum in May 2015, participants expressed an interest in scoping and sharing best practice health and wellbeing initiatives. A pilot stocktake of health and wellbeing initiatives with UC, CPIT and Lincoln University was consequently initiated later that year by Community and Public Health (CPH), a division of the Canterbury District Health Board (CDHB). Following this pilot, forum participants jointly agreed in principle to a survey of health and wellbeing

initiatives of South Island universities, polytechnics and institutes of technology to be led by CPH. The Health Promotion Agency (HPA) agreed to fund this survey and a contractor was employed in February 2016 to undertake the project.

No background of any health and wellbeing survey initiative at this time would be complete without recognising the influence of the Canterbury Earthquakes. The series of significant earthquakes in 2010 and 2011 caused the deaths of 185 people and the destruction of much of the built and natural environment in Canterbury. The earthquake sequence also had a major impact² on the wellbeing landscape in Aotearoa New Zealand and placed wellbeing firmly in the spotlight particularly for those higher education institutions with campuses in the Canterbury region, leading to increased research, monitoring, communication and collaboration across both environmental and wellbeing agendas. The ongoing personal, professional and institutional pressures brought about by earthquake-related issues and stresses have had ongoing impacts on the wellbeing of students, staff and higher education institutions in Canterbury.

Health promoting framework

The approach and guidance offered in this report are firmly rooted in the principles of the World Health Organization's (WHO) [Ottawa Charter](#); the [Okanagan Charter](#) for Health Promoting Universities and Colleges; the [Healthy Universities](#) framework for action; a [healthy settings](#) approach and models of health promotion from Aotearoa New Zealand.

This project employs a strengths-based approach in the belief that people, organisations and communities have existing competencies and that they can utilise these skills and relationships to identify and prioritise their own concerns. The survey project reflects this strengths-based approach, focused on sharing good practice, and valuing trust, respect, intentionality and optimism. An [appreciative inquiry](#) approach was also adopted to help facilitate organisational or system change through the process of sharing information about different campuses, providing the opportunity to explore successes, and envision future potential and action. Decision-makers within each higher education institution determine what works best within that institution and what and how aspects could be improved.

² See <http://www.pmcsa.org.nz/wp-content/uploads/Christchurch-Earthquake-Briefing-Psychosocial-Effects-10May11.pdf>.

Institutions of higher education are encouraged to utilise the survey process and findings as an opportunity for critical reflection of their organisational support of and commitment to health and wellbeing.

The Okanagan Charter

The Okanagan Charter was an outcome of the 2015 International Conference on Health Promoting Universities and Colleges, hosted by the University of British Columbia (UBC) in Kelowna, Canada. The Charter development process engaged researchers, practitioners, administrators, students and policy-makers from around the world. The Charter provides a framework based on the latest evidence and a transformative health promotion vision for higher education institutions. It calls upon institutions to incorporate health promotion values and principles into their mission, vision and strategic plans, and model and test approaches for the wider community and society.

The purpose of the Okanagan Charter is threefold, to

1. Guide and inspire action by providing a framework that reflects the latest concepts, processes and principles relevant to the Health Promoting Universities and Colleges movement, building upon advances since the 2005 Edmonton Charter;
2. Generate dialogue and research that expands local, regional, national and international networks and accelerates action on, off and between campuses; and
3. Mobilise international, cross-sector action for the integration of health in all policies and practices, thus advancing the continued development of health promoting universities and colleges.³

The Okanagan Charter recognises that higher education has a unique role for the development of individuals, communities, societies and cultures both locally and globally, with opportunities to progress on campus. These include opportunities to

1. Advance the core mandate of higher education by improving human and environmental health and well-being, which are determinants of learning, productivity and engagement;
2. Lead and influence by embedding health in knowledge production, student development, institutional policies and campus cultures, thus benefiting competencies of campus

³ All references to the Okanagan Charter are direct quotes.

communities and setting an example for health promoting settings more broadly;

3. Align with global agendas such as WHO's Cross Sector Action and Health in All Policies and United Nations' Post-2015 Development Agenda, thus addressing social, environmental and economic determinants of health and improving equity, mental and physical well-being, social justice, respect for diversity, sustainability and food security; and
4. Provide transformational teaching and learning environments that enable and inspire students, faculty and staff to become healthy and engaged citizens and leaders locally and globally.

The Okanagan Charter offers a clear framework with two Calls to Action, including key action areas and overall principles that guide the development of health promoting higher education institutions. It was timely that the Charter was also able to provide the framework for the South Island Survey of Tertiary Health and Wellbeing and for this report.

Definitions of health, wellbeing and health promotion

Health and wellbeing are defined variously. For the purpose of this report, the following five definitions will be considered.

1. The WHO defines health holistically as reflecting “physical, mental and social wellbeing and not merely the absence of disease or infirmity”.⁴
2. Wellbeing is seen to encompass concepts of thriving, resilience, connectedness, sense of community, empowerment, work-life balance, morale and camaraderie. It is enhanced by thriving, resilient and connected campus communities that reflect an ethic of compassion and embed a culture of wellbeing.⁵
3. In Aotearoa New Zealand, the Māori model of health, [Te Whare Tapa Whā](#), aligns well with these definitions, taking a holistic view of health. It focuses on the four cornerstones of

⁴ See <http://www.who.int/about/definition/en/print.html>.

⁵ See <https://www.sfu.ca/healthycampuscommunity/abouthcc.html>.

health, being Taha Tinana (physical wellbeing), Taha Hinengaro (mental wellbeing), Taha Whānau (social wellbeing) and Taha Wairua (spiritual wellbeing).⁶

4. [Te Pae Mahutonga](#) is an influential health promotion model in Aotearoa New Zealand⁷, relevant to indigenous approaches embraced by the Okanagan Charter. Shaped like the Southern Cross constellation, two pointer stars act as prerequisites for health promotion action: Ngā Manukura (community leadership) and Te Mana Whakahaere (autonomy). The four central stars of Te Pae Mahutonga represent the four central tasks of health promotion: Mauriora (cultural identity), Waiora (physical environment), Toiora (healthy lifestyles) and Te Oranga (participation in society).
5. [TUHA-NZ](#) is the Treaty Understanding of Hauora in Aotearoa New Zealand. The TUHA-NZ guide for health promoters focuses on the central relevance of te Tiriti o Waitangi and effective Treaty-based health promotion practice.

To achieve health and wellbeing, these approaches emphasise the systems and environments in which the individual lives and works, rather than targeting the individual themselves. A health promotion approach requires a proactive, positive approach that focuses on influencing settings, systems and environments, recognising the impact they have on the individual's health and wellbeing.

Health and wellbeing in higher education settings

Prior to the introduction of the Okanagan Charter in 2015, significant health promotion work was undertaken over several decades in higher education settings. This work provides a context and evidence for the Charter, which has grown from this movement.

There is a strong and well-recognised rationale for supporting and enhancing wellbeing in higher education settings. By strengthening wellbeing, a contribution is made to the success of both individuals and institutions.⁸ Student wellbeing has been strongly linked to learning, persistence and student success.^{9 10 11 12}

⁶ See <http://www.health.govt.nz/our-work/populations/maori-health/maori-health-models/maori-health-models-te-whare-tapa-wha>.

⁷ See <http://www.hauora.co.nz/resources/tepaemahutongatxtvers.pdf>.

⁸ See <https://www.sfu.ca/healthycampuscommunity/abouthcc.html>.

⁹ See <https://www.sfu.ca/content/dam/sfu/healthycampuscommunity/PDF/Rationale%20and%20Background%20fo%20website%20-%20APA%20updates%201.2.pdf>.

Of concern is the apparent decrease in student wellbeing, which has implications not only for the psychological wellbeing of the individual, but the core business of higher education institutions.¹³ Staff and faculty wellbeing has been reported as compromised by intensifying workloads and reduced satisfaction.¹⁴ With wellbeing strongly connected to job satisfaction, productivity and absenteeism, this has important implications for the financial bottom line and organisational culture.

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Higher education settings have the potential to deliver tangible changes that contribute to health, sustainability and core business priorities. These are likely to include

- More supportive working and learning contexts;
- Higher quality health and welfare services;
- Healthy and sustainable food procurement processes and catering services;
- More accessible and widely used sports, leisure, social and cultural facilities;
- Support for a holistic approach to personal, social and citizenship development;
- Increased understanding of, commitment to and sense of personal responsibility for health and sustainable development among students and staff; and
- Strengthened institutional level commitment to practise corporate responsibility and to lead health and sustainability in local, regional, national and global partnerships.¹⁸

Health promotion in higher education also has the potential for longer-term impacts within and beyond campus, such as

- Improved business performance and productivity – thereby enhancing student and staff recruitment, retention and achievement;
- Strengthened capacity and capability to contribute to the pursuit of a range of public service agreements;

¹⁰ See http://www.wnmu.edu/facdev/files/active_learning_in_higher_ed.pdf.

¹¹ See https://www.sfu.ca/content/sfu/healthycampuscommunity/academic-settings/_jcr_content/main_content/download_0/file.res/Rationale%20for%20Embedding%20Conditions%20or%20Well-being%20in%20Academic%20Settings.pdf.

¹² See http://ac.els-cdn.com/S1054139X13000505/1-s2.0-S1054139X13000505-main.pdf?_tid=d66fb04a-7f9d-11e6-8d2e-00000aab0f6c&acdnat=1474422836_8867239e7ba3f41dc2e3cb8703814eee.

¹³ See <https://www.sfu.ca/content/dam/sfu/healthycampuscommunity/PDF/Rationale%20and%20Background%20of%20website%20-%20APA%20updates%201.2.pdf>.

¹⁴ See <http://teu.ac.nz/wp-content/uploads/2014/11/TEU-Final-Report.pdf>.

¹⁵ See <http://www.healthyuniversities.ac.uk/toolkit/guidance-package-subsite.php?subSite=9>.

¹⁶ See <https://www.sfu.ca/healthycampuscommunity/abouthcc.html>.

¹⁷ See http://www.theworkfoundation.com/downloadpublication/report/245_245_iip270410.pdf.

¹⁸ See <http://www.healthyuniversities.ac.uk/getting-started.php?s=203&subs=51>.

- Increased positive and reduced negative institutional impacts on health and ecological sustainability; and
- Engaged students and staff exerting a positive influence as local and global citizens within families, communities, workplaces and political processes.¹⁹

Health promoting higher education institutions actively work towards the reduction of negative health outcomes, such as stress, isolation and depression and the increase of positive outcomes, such as resilience, thriving, persistence and social connection.²⁰ Higher education institutions also have a role to demonstrate meaningful leadership in health and wellbeing beyond campus, to the wider community and globally, through research and education of future decision-makers and influencers.

¹⁹ See <http://www.healthyuniversities.ac.uk/getting-started.php?s=203&subs=51>.

²⁰ See <https://www.sfu.ca/healthycampuscommunity/academic-settings.html>.



3. Introduction

Survey aims

The aims of this South Island Tertiary Health and Wellbeing Survey were to

- Encourage the sharing of best practice health promoting strategies;
- Prompt higher education institutions to recognise how their health and wellbeing policies and actions fit within the framework of the Okanagan Charter, providing a catalyst for critical self-review;
- Provide recommendations for further alignment with the Okanagan Charter.

Survey process

1. Development of the rationale, scoping areas, questions and survey format.	March 2016
2. Draft survey document distributed for feedback and comment to stakeholders at eight South Island higher education institutions, TWANZ and Healthy Sydney University.	March 2016
3. Feedback incorporated into the survey document to simplify and reduce survey length, duplications and ease participant burden.	March 2016
4. Consultation involved approaching staff of higher education institutions (both existing and new relationships). Identifying personnel mandated to respond on behalf of the institution around health and wellbeing required regular contact and some negotiation.	March 2016
5. On 7 April, 2016, the survey was sent to the seven universities, polytechnics and institutes of technology, who had agreed to participate - UC, Lincoln, Ara, Southern Institute of Technology (SIT, two campus responses), Tai Poutini, Otago Polytechnic and Nelson Marlborough Institute of Technology (NMIT).	April 2016
6. A presentation of general findings to date was made to the South Island Tertiary Forum in Christchurch on 6 May 2016.	May 2016
7. Institutions returned the completed surveys, with much contact to ensure a high return rate.	May-June 2016
8. Individual summary reports were sent to each of the seven	June 2016

participating institutions, based on survey responses, information available on institutional websites and phone contact to clarify responses. Reports comprised of selected highlights of good practice within the framework of the Okanagan Charter; discussion of priority actions including identified challenges and next steps; and a summary of key recommendations.	
9. Participating institutions were sent draft organisational highlights to approve for publication in the general report.	August 2016
10. This South Island Tertiary Health and Wellbeing Survey report, designed for a general audience, completes the project.	September 2016

Survey limitations

In considering the findings of this study, the following limitations are acknowledged.

- Self-reporting does not provide a perfect measure of health and wellbeing initiatives on campus. However, it does provide a snapshot of policies, collaborations and activity indicative of institutional commitment and action towards a health promoting institution.
- Survey responses were dependent on the survey reaching the appropriate staff. Existing contacts were encouraged to use the survey as a tool to champion health and wellbeing within their organisation. Based on feedback from Australian colleagues, the survey was pitched at middle management. In most cases, key contacts were able to facilitate connections with the appropriate committees and/or individuals.
- The majority of participating institutions have multiple campuses. Survey responses generally were written from one campus and therefore may not represent activity on all campuses.
- The variation in institutional size, type and internal reporting systems means a wide range of institutional responses were received, from joint responses through to multiple responses.
- In instances where responses were brief or general, further contact has been initiated to interpret or clarify response meaning.
- Comparison between participating institutions was not the intent of the strengths-based survey approach.



4. Survey findings and highlights

This section showcases good practice highlights from the survey responses organised under the eight action areas from the Okanagan Charter. It is possible that initiatives may fall under more than one domain. These examples of good practice have been selected to illustrate the perceived intent of particular action areas. Selected highlights are based on self-reported survey responses, so do not form a complete picture. It is likely that tertiary institutions not identified here also practice similar examples.

The Charter has two Calls to Action for higher education institutions:

1. Embed health into all aspects of campus culture, across the administration, operations and academic mandates; and
2. Lead health promotion action and collaboration locally and globally.

Call to Action 1

Embed health into all aspects of campus culture, across the administration, operations and academic mandates.

1.1 Embed health in all campus policies

Review, create and coordinate campus policies and practices with attention to health, well-being and sustainability, so that all planning and decision-making takes account of and supports the flourishing of people, campuses, communities and our planet.

Policy documents are a powerful tool for institutions of higher education. Organisational commitment to health, wellbeing and sustainability can be effectively activated through a comprehensive portfolio of policy documents. Participating tertiary institutions were found to vary in the number and breadth of policies supporting staff and student wellbeing. Institutions have health and safety policies, and in some instances wellbeing sits within this policy. Some movement towards the strengthening of wellbeing into a standalone priority was reported. However at the time of publication, no participating institution was known to have ratified a wellbeing policy or strategy.

Policy and strategy documents were not widely accessible via institutional websites. Staff and students would benefit from the increased transparency this would provide. Policies should be reviewed regularly to ensure they remain current and relevant and should represent diverse voices within the development and review processes. There was evidence of variation in the implementation of policy documents between campuses within the same institution.

Aotearoa New Zealand stands in a unique position to support Māori achievement and wellbeing through obligations outlined in **Te Tiriti o Waitangi**. A demonstrated commitment to Te Tiriti o Waitangi and enhanced Māori achievement was evident across many participating tertiary institutions in the form of policies, strategies and frameworks. These include, but are not limited to

- [Treaty of Waitangi Policy](#) and Te Ara Wai Strategy (NMIT);
- Bi-cultural Competence and Confidence Framework (UC);
- Strategy for Māori Development (UC);
- Whenua Strategy to support tangata whenua²¹ gain land stewardship skills and knowledge (Lincoln);
- [Māori Strategic Framework](#) (Otago Polytechnic); and
- Māori Strategy in development (Tai Poutini).

A commitment to **environmental sustainability** was evident in the widespread policies and strategies across most participating institutions. Environmental health is increasingly viewed as an important aspect of the health of individuals and communities. Policy documents include

- Sustainability Charter (Ara);
- [Sustainable Practice Strategic Framework](#) (Otago Polytechnic);
- [Environmental Sustainability Policy](#) (Lincoln); and
- [Sustainability Policy](#) (NMIT).

Most participating institutions have implemented or are in the process of developing policies to address **public health priorities**. Most campuses have Smokefree policies in line with the national Smokefree 2025 vision. Other policies include

- Sugar-sweetened Beverages Policy in draft (NMIT); and
- Alcohol and Drug Policy (UC and Lincoln).

²¹ Māori term referring to the indigenous peoples of Aotearoa New Zealand, or literally, people of the land.

A number of participating institutions reported having implemented policies that recognise the specific needs of diverse audiences and demonstrate institutional commitment to improving the outcomes for these **priority groups**. Most institutions reported having policies for international students. Other such policies include

- Disability Policy (UC and Otago Polytechnic);
- Equity and Diversity Policy in draft (UC);
- [Pasifika Strategic Framework](#) (Otago Polytechnic and UC); and
- International Student Policy and Code of Practice (SIT).

Each institution had a range of policies and procedures designed to guide decision-making processes and ultimately support staff and student wellbeing. These include student policies and charters, and harassment policies. Highlights include

- [Workload Policy](#) (Ara); and
- Staff Consultation Policy (Lincoln).

1.2 Create supportive campus environments

Enhance the campus environment as a living laboratory, identifying opportunities to study and support health and well-being, as well as sustainability and resilience in the built, natural, social, economic, cultural, academic, organizational and learning environments.

The Okanagan Charter enables the examination of higher education opportunities to study and support wellbeing across a range of campus environments. The Charter usefully identifies the types of environments in which change can be activated to support wellbeing. Survey responses typically include staff recruitments with language and cultural skills; recycling initiatives; academic, peer and pastoral support; scholarships and grants; advocacy and welfare support; career support; discounted tuition and flexible working arrangements for staff; support for diverse students; and cultural events. Highlights in the built, natural, social, economic, cultural, organisational, academic and learning tertiary environments are outlined below.

The **built** environment:

- Sustainability and universal design principles inform campus development, facilities management and building works e.g. the new purpose-built Whareora building with Health Centre, courts and equipment, studios and specialist fitness assessment facility (Ara);
- Student engagement in the Capital Works Programme (Ara);

- Accommodation for people with disabilities on campus and improvements to disability access through the earthquake rebuild and programme of improvements (Lincoln);
- Recent outdoor recreation development (NMIT); and
- Campus Master Plan following Design Standard Guidelines (UC).

The **natural** environment:

- Developments towards a Campus Low Carbon Energy Scheme (UC);
- Catering programme to reduce food and packaging waste (Lincoln);
- Okeover community garden (UC); and
- Sustainability certificates for staff (Otago Polytechnic).

The **social** environment:

- Academic and pastoral support for diverse student groups and in halls of residence (Ara);
- Student Advocate and student voice collated (Ara);
- Creation of 'spaces' to support wellbeing (Lincoln and UC); and
- Exam-time food provision (Lincoln).

The **economic** environment:

- Zero Fees Scheme for domestic students (SIT);
- Free fees for female, Māori and Pasifika Trades students; Youth Guarantee students; Canterbury Tertiary College students; and other He Toki programmes (Ara);
- 'Half a degree for free' scholarship (NMIT);
- Youth Guarantee Scheme scholarships (SIT); and
- Budget advice, food parcels, emergency funding and Student Assistance Fund (Otago Polytechnic).

The **cultural** environment:

- Bicultural competency building (Tai Poutini);
- Akoraka Mahi Tini Foundation trades course for Māori (Otago Polytechnic);
- Bilingual sign-posting (SIT);
- Early learning centres on campuses include a bilingual unit (Ara);
- Confucius Centres, promoting Chinese language and culture on campus (NMIT and Tai Poutini);
- [LACE](#) (Language and cultural exchange) programme (UC);

- Staff with a broad range of language and cultural skills (Lincoln); and
- Progress toward the Rainbow Tick of sexual and gender diversity accreditation (Otago Polytechnic).

The **organisational** environment

- Staff development programme (UC);
- Staff supervision (Ara and UC);
- First NZ polytechnic to achieve Fair Trade Accreditation (Otago Polytechnic);
- Commitment to increased accessibility (NMIT);
- Staff support including income protection and 'Four for Five' scheme where staff work four years and have a fifth year without employment responsibilities (Ara); and
- Staff support including 6 week's annual leave; EAP; health and wellness initiatives; and the superannuation scheme (UC).

Academic and learning environments:

- Barrier Free Trust Audit (Otago Polytechnic);
- Student representatives on programmes (NMIT); and
- Graduate Attributes programme (UC).

1.3 Generate thriving communities and a culture of wellbeing

Be proactive and intentional in creating empowered, connected and resilient campus communities that foster an ethic of care, compassion, collaboration and community action.

Building a flourishing campus involves the development of a safe and supportive environment; increasing a sense of community; increasing social inclusion and participation; and increasing awareness of mental health and wellbeing issues. It also includes celebrating cultural identity and diversity; promoting mental health, emotional and social wellbeing; increasing social connections; and generating a sense of belonging. Typically, institutions reported having wellbeing and mental health workshops; clubs, societies and recreation programmes; wellbeing days, workshops and promotions; yoga and meditation groups; 'spaces' for Māori and Pasifika; prayer facilities; and chaplaincy or pastoral care services.

Most participating institutions reported initiatives and services that foster and demonstrate an **ethic of care** and compassion on campus. These include, but are not limited to

- Breakfast club during winter (Tai Poutini);
- Extensive training of Residential Assistants in university halls (UC);
- International student support, including recycled clothing and bedding in winter (Lincoln);
- Mentoring programmes for staff and students (UC);
- Thursdays in Black, promoting respectful relationships (Lincoln);
- Opportunities to volunteer (UC and Otago Polytechnic);
- 'Spaces' for Māori students and Pasifika students (Otago Polytechnic and UC); and
- Free breakfasts during exam period (Ara and UC).

Social connections are important to combat isolation and build a sense of belonging to both the campus and the wider community. In this area, institutes of technology and polytechnics tended to differ from universities which generally offered students a wider range of clubs and societies. Many institutions offered exhibitions, displays and performances of student work and have teams entered in community sport. Highlights include

- Celebrations of cultural diversity (Ara and UC);
- Annual Staff Wellbeing Challenge supported by unions (Ara);
- English conversation classes (Lincoln);
- Cross-campus coordination of diverse student activities and events (Ara);
- Promotion of events in the wider city (Ara); and
- 140 clubs (UC).

All participating institutions offered a range of programmes, activities and promotions that promote **healthy lifestyles**, supporting individuals to lead healthier lives. Highlights include

- Smokefree campuses supported by smoking cessation services and Quitline information (SIT)
- Weekly food and vege co-op (Ara);
- Wellbeing programme including healthier vending machine options, relaxation and art groups (Lincoln);
- Free workshops with guest speakers (SIT);
- Healthy Mind Toolkit (UC); and
- Active transport promotions (Lincoln).

1.4 Support personal development

Develop and create opportunities to build student, staff and faculty resilience, competence, personal capacity and life enhancing skills – and so support them to thrive and achieve their full potential and become engaged local and global citizens while respecting the environment.

Health promotion supports personal and social development through providing information, education for health and enhancing life skills. This increases the options available to people to exercise more control over their own health and over their environments, supporting healthy choices.

Most institutions reported having student health centres offering a range of subsidised health care, counselling and screening services. Others have access to nearby health centres. Institutions also reported having personal development opportunities for staff, and support for differing learning needs.

Many institutions had specific **teams or positions** dedicated to supporting and improving outcomes for priority groups including Māori; Pasifika; people with disabilities; and international students.

Highlights include

- Equity Coordinator (NMIT);
- Inclusive Education Coordinator (Lincoln); and
- Women's (and young parent) Advisor (Ara).

Opportunities for engagement in activities that encourage **personal development** include many workshops and events, such as

- Staff and student leadership programmes (Otago Polytechnic);
- Building of staff competence to increase Māori student engagement, retention, support and success (Ara);
- Self-help resources on website (UC);
- 'Fit for Life' seminar series (Ara);
- 'Exercise is Medicine' programme (Lincoln);
- Health presentations to staff and students, including from the Brainwave Trust (Lincoln);
- Resilience Hui (UC);
- Future Leaders student programme (Lincoln);
- Smoking cessation, walking group and Sleep Clinic initiatives (UC); and

- Stress workshops during exam time (UC).

Student support **programmes and initiatives** are designed to support diverse audiences reach their potential and maximise achievements while on campus. Highlights include

- Dyslexia support group (Otago Polytechnic);
- Disability Resource Service initiatives including advocacy and academic support (UC);
- Disability Toolkit (Tai Poutini);
- Peer mentoring and study support (SIT);
- PASS programme to enhance student success (UC);
- Individual course peer mentoring organised by tutors (Tai Poutini);
- Bicultural training and Te Reo workshops (UC);
- Targeted support for Māori students and work with UC service units (UC);
- Supporting Pasifika post-graduates through the Macmillan Brown Research Centre (UC);
- Pasifika mentoring programme (UC); and
- Support in the halls of residence (UC).

Early intervention, prevention and health services include

- Early Intervention pilot programme for at-risk students (UC);
- Psychological First Aid courses for staff (UC);
- Melanoma screening and free flu vaccines for staff and resident students (Lincoln);
- First aid training for staff (NMIT);
- Free vaccinations for staff and free eye tests (UC); and
- Student training counselling unit with community outreach (Otago Polytechnic).

1.5 Create or reorient campus services

Coordinate and design campus services to support equitable access, enhance health and well-being, optimize human and ecosystem potential and promote a supportive organizational culture.

Campus services must be designed and delivered in such a way as to encourage uptake and overcome barriers to access. Services included those tailored specifically for a priority group or adapted to meet the needs of a broad range of students. Access to services can be a major barrier to their success and significant effort should be invested in the identification and removal of barriers. Significant effort has been put into responsive services across institutions.

Many tertiary institutions offered **tailored services** for priority groups including people with disabilities, Māori, Pasifika, refugee, migrant, women, youth and at-risk students. Highlights include

- Dyslexia support including app sharing, technical device loan system, and inclusive lecture delivery workshops for staff (Otago Polytechnic);
- Disability support and Alternative Format Centre (UC);
- Inclusive Education Department for students with physical and learning difficulties (Lincoln);
- Resources to enable and support at-risk students to develop skills independently (Ara);
- Te Akatoki Māori Students Association (UC); and
- On-line and distance learning formats (Ara).

Ensuring **diverse student voice** is involved in decision-making processes helps to ensure effective development of policies, services and activities on campus. Highlights include

- Learner voice in the Academic Board and Council (NMIT);
- Student Council input into campus activities (SIT);
- Student representation on Academic Board and Student Advisory Committee (Otago Polytechnic);
- Students Association elected executive presence on most governance boards (UC);
- Class representation system gives feedback and direction to the Students Association Advisory Board around actions and research (Otago Polytechnic);
- Class student representatives (Ara); and
- Pasifika student advocacy and liaison with staff (UC).

All services and programmes require ongoing **monitoring and review** to ensure they meet diverse student needs. Alongside this, ongoing review of student and staff satisfaction helps ensure the tailoring of targeted interventions and services. Many institutions reported using staff satisfaction surveys. Results and outcomes of surveys need to be shared with respondents in a timely manner. Response highlights include

- Student satisfaction surveys for each student at the start, midway and end of study (Tai Poutini);
- Institutional research arm regularly administers a suite of surveys (UC);
- Quality evaluation of teaching standards and learning styles (NMIT);
- Staff capability frameworks and 'E Amo, e rere' staff self-evaluation tool (Ara);
- Measure and report on graduate outcomes and pathways to employment (Ara); and
- Staff consultation on wellbeing (NMIT).

Call to Action 2

Lead health promotion action and collaboration locally and globally.

2.1 Integrate health, well-being and sustainability in multiple disciplines to develop change agents

Use cross-cutting approaches to embed an understanding and commitment to health, well-being and sustainability across all disciplines and curricula, thus ensuring the development of future citizens with the capacity to act as agents for health promoting change beyond campuses.

This action area focuses on the identification of champions and leaders on campus in order to positively influence healthy outcomes. It celebrates the development of leadership roles to drive change and integrate health, wellbeing and sustainability across disciplines and the curriculum. This is achieved through a combination of individual roles; and formal and informal committees. It involves the student voice being heard in decision-making processes.

Numerous institutions identified key **leadership** roles to influence positive change on campus.

Highlights include

- Te Kaiwhakahaere o Matauranga Māori (Tai Poutini);
- Director of Māori Education and Te Toki Pakohe team (NMIT);
- Leadership programmes to support student voice on campus (Ara);
- Sustainability Manager (Ara and Otago Polytechnic);
- Future Leaders (Lincoln);
- Student representative position on Council (SIT);
- Sustainability Strategy nominated for the 2014 Green Gown Awards Australasia - Continual Improvement-Institutional Change (Otago Polytechnic);
- Awards for Sustainability and Health, Safety and Wellbeing (UC); and
- Sustainability Awards are part of the annual staff recognition awards programme (Ara).

Committees have a key role in developing policies and strategies to guide change and provide further leadership for wellbeing and sustainability on campus. Committees may be formal or informal. Many institutions reported having Student's Associations on campus. Highlights include

- Wellbeing Committee creating a Wellbeing Strategic Framework (UC);
- Recent establishment of Wellbeing Committee (Tai Poutini);
- Live Well Committee (Lincoln);

- Student Wellbeing Team and Staff Wellbeing Committee (Ara);
- Komiti Kawanataka (Otago Polytechnic);
- Safety, Health and Wellbeing Leadership Group; and Safety, Health and Wellbeing Working Group (NMIT);
- Central Equity and Diversity Advisory Committee (UC);
- Environmental Sustainability Advisory Group (Lincoln);
- Environmental Committee, with terms of reference (Ara);
- Student Council with health, safety and wellbeing components (SIT); and
- Student Council (Ara).

Embedding health and wellbeing across disciplines helps to ensure these priorities are incorporated into everyday practice. Highlights include

- Treaty education training (Otago Polytechnic);
- Student Development Team supported to engage effectively with NZ Aid students from Pacific region (UC);
- Counsellor visits to academic departments to discuss health, wellbeing and stress reduction (Lincoln); and
- Presentations to new student groups on health, wellbeing and support services (Lincoln).

Examples of health promoting **collaborations** supporting action on campus include

- Collaborative groups to progress anti-sexual violence measures, and healthy food and beverages on Canterbury campuses (UC, Ara, Lincoln and SIT);
- Participation and promotion of the Good One Party Register (UC, Ara and Lincoln); and
- Promoting the 'All Right? wellbeing promotion campaign (Ara).

2.2 Advance research, teaching and training for health promotion knowledge and action

Contribute to health promoting knowledge production, application, standard setting and evaluation that advance multi-disciplinary and trans-disciplinary research agendas relevant to real world outcomes, and also, ensure training, learning, teaching and knowledge exchange that will benefit the future wellbeing of our communities, societies and planet.

The role of higher education in research includes knowledge generation, learning and teaching. Research may include collaborations with other universities and polytechnics. Many institutions

reported a range of health courses available to students, with staff and students completing a wide range of research projects.

Opportunities to enhance **wellbeing knowledge production** and **research** include

- The Agribusiness and Economics Research Unit (AERU) (Lincoln);
- Environmentally-based research e.g. the effects of emissions on cyclist performance (Lincoln);
- Research Plan 2013-2017 to increase health and wellbeing research (UC);
- Collaborations with national and international universities and Crown Research Institutes (UC);
- Centre for Māori and Pasifika Achievement (Ara); and
- Health research outputs identified (NMIT).

Opportunities to **embed** health, wellbeing and sustainability within the curriculum include

- Future Leaders input into a wellbeing component in the curriculum (Lincoln);
- Marae visits integrated into the curriculum (Tai Poutini);
- Assisting colleges to consider their bilingual input (UC); and
- Sustainable business practice, values and behaviour change embedded into the curriculum (Ara).

2.3 Lead and partner towards local and global action for health promotion.

Build and support inspiring and effective relationships and collaborations on and off campus to develop, harness and mobilize knowledge and action for health promotion locally and globally.

Higher education institutions are well placed to lead local and global action for positive change in health promotion. Relationships and collaborations with external stakeholders can act as drivers for change both on campus and in the wider community. Relationships with Māori, industry and others in the community can actively support wellbeing and sustainability. Many institutions have guest and public lectures; membership to Institutes of Technology and Polytechnics, or Universities New Zealand; and report on graduate employment outcomes. Most institutions surveyed have staff who are members of TWANZ and the South Island Tertiary Forum. Response highlights include the following.

Partnerships with Māori:

- Partnership with Ngai Tahu through Te Tupaue o Rehua (Ara);
- Partnership with iwi, kaumātua, Te Tau Ihu tribes (NMIT);
- MOU with 4 local Rūnaka (Otago Polytechnic);
- Ngai Tahu consultation and relationship (UC); and
- Māori Council, Certificate in Māori Visual Arts, new diploma in Māori Studies, (NMIT).

Partnerships with Industry:

- International Maritime Institute of New Zealand (NMIT);
- NMIT training programme for Pacific Fisheries Extension Officers (NMIT);
- The Agribusiness and Economics Research Unit (AERU) (Lincoln);
- Innovation precinct on Nelson campus in partnership with the Nelson Tasman Economic Development Agency (NMIT);
- Working with local industry around the provision of industry training (Tai Poutini);
- Otago Chamber of Commerce Leadership Academy for staff and students (Otago Polytechnic); and
- Scholarships, student placements, facility sponsorship and input into programmes (NMIT).

Partnerships for Sustainability:

- The Centre for Sustainable Practice collaborates with Sustainability in Tertiary Education in New Zealand (Otago Polytechnic);
- Member of Australasian Campuses towards Sustainability (Otago Polytechnic);
- Member of International Sustainable Campus Network (Ara);
- Fairtrade accreditation (Otago Polytechnic); and
- Students involved with community environment projects (NMIT).

Community collaborations:

- Working collaborations with Little River Rail Trust, Spokes Canterbury and Sport Canterbury (Lincoln);
- Salvation Army Food parcels and welfare grants (SIT);
- Participation at Victoria University Wellbeing Symposium (UC, Lincoln and Ara);
- Community collaborations to raise funds for local Otago charities (Otago Polytechnic);
- Involvement with the local Men's Shed (SIT);
- Student Volunteer Army (UC);

- Kowhai Centre initiative delivered 200 hours of free counselling to the Dunedin community from Bachelor of Social Services students (Otago Polytechnic);
- One-stop shop supports students to get help from professional community services (NMIT);
- Wellbeing days run in conjunction with external health agencies (Tai Poutini); and
- Partnership with the Cancer Society (Otago Polytechnic).

National and international collaborations:

- International partnerships e.g. internship programmes; international study with partner institutions (NMIT and UC);
- Foundation member of the Open Education Resource Foundation, to make resources freely available through wiki sites (Otago Polytechnic);
- MOU with Bougainville Polytechnic College to deliver technical and health programmes in the region, and establish quality control systems and staff training (Otago Polytechnic);
- Part of Athlete Friendly Tertiary Network (Otago Polytechnic and UC); and
- Member of the Achieve National Tertiary Support Network for students with disabilities (Otago Polytechnic and UC).

These examples show that a wide range of health and wellbeing initiatives was available from South Island Institutions of higher education at the time of surveying. Institutions report constant review and efforts to improve practices on campuses.



5. Discussion

Key findings of South Island tertiary alignment with the Okanagan Charter

There was significant health promotion action evident in the higher education sector in the South Island in 2016. Findings show that higher education institutions are moving toward a supportive, multi-faceted approach to wellbeing on campus. The increased focus on health, wellbeing and sustainability across organisations is positive and timely, given the development of the international Okanagan Charter for health promoting universities and colleges in 2015. Many health and wellbeing initiatives taking place on South Island campuses are seen to align with the Okanagan Charter. The Charter has been of great interest to higher education institutions in the South Island, where wellbeing is of particular significance following the 2011 Canterbury Earthquakes. Participating in the South Island Tertiary Survey of Health and Wellbeing Initiatives has provided an opportunity for critical self-review within the robust framework of the Charter.

The Okanagan Charter was found to align well to tertiary settings in Aotearoa New Zealand, which has a unique context for health promotion approaches and action. Many institutions reported policies detailing a formalised commitment to the principles of te Tiriti o Waitangi; as well as staff, spaces and programmes dedicated to Māori and Pasifika wellbeing on campus, and partnerships with local iwi and marae.

Much health and wellbeing activity was reported across all seven participating tertiary institutions. Several examples are worth mentioning. The emergence of both formal and informal Wellbeing Committees across several participating institutions is viewed as a positive indication that wellbeing is increasingly present and coordinated on South Island campuses. The establishment of wellbeing advisory positions would be a positive next step for those institutions without such a role, to ensure wellbeing is embedded into policy, curriculum and activities on campus in a planned and coordinated way. Such positions would also assist with raising awareness of wellbeing and the health promoting higher education approach. Auckland and Victoria universities have successfully implemented wellbeing advisory positions.

Wellbeing policies were not reported as having a strong profile across the seven participating tertiary institutions at the time of publication, although a number are in development. Some institutions have incorporated wellbeing into health and safety policies. Recent changes to health and safety legislation may provide an opportunity to have an increased focus on health in campus settings. Wellbeing should be viewed as underpinning health and safety as well as all other campus policies. Wellbeing would benefit from becoming a standalone policy or strategic framework, which incorporates student and staff wellbeing. [University of Sydney](#), [University of British Columbia](#) and Victoria University provide useful examples of wellbeing strategies and frameworks. It is recognised that informing staff and students of policies and their implementation is an essential component of policy development.²²

The adoption of the Okanagan Charter, or explicit use of the Charter as a foundation for a tailored wellbeing policy, provides a real opportunity for institutions of higher education in Aotearoa New Zealand to guide a comprehensive approach to health promotion action on, and influence beyond, campus. Guidelines for adopting the Charter were recently circulated to the Canadian Health Promoting Universities and Campuses Network, which will be of benefit internationally to increase institutional support and activation of the Charter.

External partnerships and collaborations in support of wellbeing are evident across a range of higher education institutions. Public health priorities provide a platform for institutions to work collaboratively towards healthier outcomes. It is encouraging to see the interest reported in cross-organisation initiatives.

In reviewing the breadth of institutional responses, alignment with the Okanagan Charter appeared stronger in Call to Action 1 than in Call to Action 2. In particular Action Area 2.2, which seeks to advance research, teaching and training for health promotion knowledge and action, was noted for having relatively fewer responses. There is limited reporting of wellbeing knowledge generation or the embedding of wellbeing within the curriculum. Several institutions provided examples of health, wellbeing and sustainability programmes within their curricula. More could be done to embed health, wellbeing and sustainability right across the curriculum, including the training of stress management techniques and reviewing high stress course demands for students and staff. Students have been found to learn more about mental health strategies when they are included in their

²² See <http://sydney.edu.au/dam/corporate/documents/about-us/values-and-visions/hsu-guiding-principles.pdf>.

curriculums.²³ Auditing and reporting of health research and curricula may assist institutions to monitor this area more closely.

Potential issues activating the Okanagan Charter

The 2015 Okanagan Charter brings a new language and health promotion understandings for higher education institutions. Until such time as literature is published explicitly using the Charter, translating the document into action on campuses could remain a challenge. This applies particularly to the second 'Call to Action' which incorporates new concepts for health promotion leadership. Even concepts such as 'wellbeing' are open to multiple definitions and understandings, which may delay embedding health and wellbeing into a higher education setting.

Support from senior management and academic staff is required to develop and implement policies and strategies that support wellbeing across campus. Clearly articulating the relationship between wellbeing and recruitment; wellbeing and retention; and wellbeing and success would likely assist gaining critical senior management and academic support for a healthy higher education approach. Wellbeing does not compete with other priorities; rather it should underpin the ethos of higher education.

Higher education institutions were observed to expand into new geographic and virtual locations. It was noted that most of seven participating institutions worked over multiple campuses, up to nine separate campuses. The culture of the organisation did not appear to be rolled out to each smaller campus equally. The provision of services, programmes and facilities appeared to vary from campus to campus within the one institution. Increased collaboration between campuses would allow for the sharing of successful and positive initiatives within institutions and between institutions.

Changes to the way in which students are learning are leading to a proliferation of shorter courses and large numbers of part time students and e-learners. Both offer challenges around engaging with students over short time frames or on line. Building a sense of connection to the campus and to others in the campus community is important for responsive, modern tertiary learning environments.

²³ See <http://sydney.edu.au/dam/corporate/documents/about-us/values-and-vision/Healthy%20Sydney%20University-%20A%20blueprint%20for%20student%20mental%20wellbeing%20in%20universities.pdf>.

Demands on staff are substantial and worthy of more attention in higher education settings. This is in part due to increased tracking of student and graduate success; curriculum changes; technology developments; efficiency improvements; financial pressures; increased accountability and reporting, as well as academic pressure to engage in research and publication. A 2013 New Zealand [Tertiary Education Union](#) study paints a picture of deteriorating wellbeing, with intensifying workloads and reduced satisfaction with work in the sector, including insufficient staff involvement in decision making and policy development, weakening sector leadership, poor communication by management about where the organisation was going and planned changes key concerns.²⁴ Staff wellbeing is key to the wellbeing of campus environments.

It can be challenging for staff and students to keep abreast of the many services, events and activities on and off campus. Websites have become a critical tool for connecting individuals and groups. It was noted that websites of participating tertiary institutions could be improved for navigation and current useful content for health and wellbeing. [Victoria University](#), the [University of British Columbia](#), [Simon Fraser University](#) and the [University of Sydney](#) all clearly embed wellbeing within their websites and provide a pivotal connector for students and staff.

²⁴ See <http://teu.ac.nz/wp-content/uploads/2014/11/TEU-Final-Report.pdf>.



6. Recommendations

Recommendations were suggested to individual tertiary institutions for further alignment with the eight Okanagan Charter action areas. They were developed from reviewing the range of health and wellbeing initiatives practiced or in development on South Island campuses from survey responses. Recommendations were also gleaned from initiatives in tertiary institutions outside the South Island, such as elsewhere in Aotearoa New Zealand and internationally.

Key recommendations aligned with Okanagan Charter

1.1 Embed health in all campus policies

1. Formally **adopt the Okanagan Charter** for Health Promoting Universities and Colleges.
2. Develop a **Wellbeing Strategic Framework** to guide, coordinate and embed all health promotion activity on campus.
3. Develop a **Māori Strategic Framework** to help operationalise commitment to the Treaty.
4. Develop and ratify a **Pasifika Policy**.
5. Develop and ratify a **Sustainability Strategy**.
6. Develop and ratify a **Sugar-Sweetened Beverage Policy**.
7. Develop and implement an evidence-based decision making guide for **assessing the impact of policy and practices** on student and staff wellbeing.
8. **Increase understanding** in campus communities about institutional policies and their implementation.

1.2 Create supportive campus environments

9. **Enhance the campus environment** as a welcoming, active, engaged and interesting place to work, study and visit.
10. Investigate opportunities to support **wellbeing and reduce stress** for students and staff.
11. Increase understanding of the benefits of health promoting campuses to **student and staff engagement, retention and success**.

	12. Prioritise workplace culture on campus so it is supportive of all staff.
1.3 Generate thriving communities and a culture of wellbeing	13. Actively connect students to relevant resources , services and staff.
	14. Build internal connectivity with welcoming spaces and opportunities for students and staff to get together.
	15. Create opportunities for staff and student engagement and involvement .
	16. Develop a coordinated and preventative campus-wide response to alcohol use on and off campus.
	17. Work towards making campuses fully Smokefree .
	18. Collaborate with food and beverage providers on campus to reduce unhealthy options and promote healthy options.
	19. Secure funding for health promotion activities on an annual basis.
1.4 Support personal development	20. Provide high quality health and wellbeing support services that are sensitive to the needs of all students and staff.
	21. Provide opportunities for staff and students to develop healthy and useful personal life skills , including responsible global citizenship.
	22. Provide staff training to meet the demands of the modern learning environment, including new technologies and diverse student needs.
1.5 Create or reorient campus services	23. Create an inclusive campus which engages and listens to diverse student voice in policy, decision-making and programme development.
	24. Remove barriers to access and participation, especially for at-risk and reluctant students, and evaluate the impact of these steps.
	25. Undertake regular consultation at all levels with academic and professional staff, management, students and champions across the organisation to enhance wellbeing.
	26. Include organisational health and wellbeing indicators and statements in Human Resources processes and information.
	27. Develop an interactive and engaging website to provide easy access for students and staff seeking health and wellbeing information and services, events, resources and evidence.

<p>2.1 Integrate health, wellbeing and sustainability in multiple disciplines to develop change agents</p>	<p>28. Identify, engage and support champions in senior leadership to lead health, wellbeing and sustainability across campuses.</p> <hr/> <p>29. Develop a Wellbeing Committee, with terms of reference.</p> <hr/> <p>30. Develop a Sustainability Committee, with terms of reference.</p> <hr/> <p>31. Engage a Wellbeing Advisor with health promotion expertise to support the embedding of health and wellbeing within all campus policies, activities and environments.</p> <hr/> <p>32. Consider health and wellbeing in all organisational strategic and operational decisions.</p> <hr/> <p>33. Ensure wellbeing is considered in all departmental activities, policies and plans.</p> <hr/> <p>34. Lead internal and external collaborations to support priority goals on campus, including with student organisations and leaders.</p>
<p>2.2 Advance research, teaching and training for health promotion knowledge and action</p>	<p>35. Embed health, wellbeing and sustainability across the curriculum and infuse into graduate qualities.</p> <hr/> <p>36. Ensure health promotion projects are evidence-informed and evidence generating.</p> <hr/> <p>37. Encourage research and information sharing on health, wellbeing and sustainability.</p> <hr/> <p>38. Ensure ongoing and systematic monitoring and evaluation of staff and student wellbeing, with collaborative initiatives driven from the data collected.</p>
<p>2.3 Lead and partner towards local and global action for health promotion</p>	<p>39. Increase collaborative relationships between campuses to consolidate a healthy institution and coordinate health, wellbeing and sustainability initiatives.</p> <hr/> <p>40. Investigate opportunities to further demonstrate active leadership in the wider community, business, industry and government through the communication of research and ideas for a healthy society.</p>



7. Conclusion

Much activity was evident within the health and wellbeing space across South Island higher education institutions. Wellbeing activity was influenced by the size and capacity of participating organisations.

The ratification of the Okanagan Charter was very timely for the survey and much interest has been shown in the Charter, with its roots in the Ottawa Charter and Healthy Universities movement. It is helpful to now have a set of guiding principles and priority actions for higher education settings.

The incorporation of the Okanagan Charter into higher education wellbeing frameworks is consistent with existing wellbeing models in Aotearoa New Zealand. The Charter, and its principle of indigeneity, aligns well with Māori models of health and wellbeing. Both Māori and Pasifika models of health are premised on the holistic and multi-faceted approach espoused within the Charter.

Participating institutions displayed good will towards the survey and the use of the Okanagan Charter as its framework. There was considerable interest in the recommendations provided for further alignment with the Charter.

Much policy development is evident. The range of policies and frameworks currently in development will assist in providing a more strategic approach to staff and student wellbeing across campuses.

There is a move towards the formation of both formal and informal Wellbeing Committees which with Wellbeing Advisor positions, will support a more coordinated and strategic approach to health and wellbeing on campuses. Of note, levels of staff stress may pose challenges to institutions and potentially to the implementation of the actions and principles outlined in the Okanagan Charter.

Finally, the Health Promotion Agency is acknowledged with appreciation for supporting and funding this survey. It has been a tool to raise awareness and inspire action aligned with the Okanagan Charter within higher education settings in the South Island. It is hoped these findings and suggestions will assist continued efforts to develop health promoting campuses in Aotearoa New Zealand.



8. Sources and links

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9. Appendix

The South Island Tertiary Forum's Survey of health and wellbeing initiatives

Background The South Island Tertiary Forum was established in 2010 to promote information sharing and coordination among South Island tertiary institutions and agencies supporting their work. The forum includes participation from the Southern Institute of Technology (SIT), the University of Otago, Tai Poutini Polytechnic, Ara Institute of Canterbury (ex-CPIT Aoraki), Lincoln University and the University of Canterbury (UC). Recently relationships have been initiated with the Nelson-Marlborough Institute of Technology (NMIT) and Otago Polytechnic.

Rationale At a forum in May 2015, tertiary participants expressed interest to scope and share best practice health and wellbeing initiatives, given that wellbeing is positively linked to learning outcomes for students. A pilot stocktake was conducted by Community and Public Health in the second half of 2015, with UC, CPIT and Lincoln University taking part. Consequently, forum participants jointly agreed to a South Island-wide survey of health and wellbeing initiatives. The Health Promotion Agency (HPA) agreed to fund this project, led by Community and Public Health.

Framework The *Survey of health and wellbeing initiatives* is structured using the [Okanagan Charter](#) as a framework to guide our investigations, as well as health promotion action on campus. The Charter emerged as an outcome of the 2015 International Conference on Health Promoting Universities and Colleges. The Charter has two Calls to Action:

1. Embed health into all aspects of campus culture, across the administration, operations and academic mandates.
2. Lead health promotion action and collaboration locally and globally.

Survey circulation We are interested in the scope and breadth of health and wellbeing initiatives across your institution – including those targeting whole-of-campus, students, staff, departments, administration – and particularly how they relate to the eight domains within the Calls to Action. Please circulate the survey to the appropriate individuals who will be able to represent and capture the initiatives you have in place on campus. Where appropriate, we

encourage you to utilise this survey as a tool to champion health and wellbeing in the upper levels of your organisation. In some instances campus initiatives may fit equally well in two or more domains. If so, refer to the relevant section (e.g. Refer to 1.2) rather than repeat the information.

Feedback We are aiming for a brief three week period for circulation. The respondents you identify from within your institution ideally have responsibility for health and wellbeing on campus and can enter information about their areas of knowledge. Once you are satisfied with the survey response content, return the survey information to us. We would appreciate one collated response from each institution. A summary report will be provided to your institution, including suggestions for further alignment with the Okanagan Charter. A general report of findings across participating institutions will provide a strengths-based overview of health and wellbeing initiatives in tertiary settings across the South Island. You will have the choice of what information is included in this general report. General results will be presented at the next South Island Tertiary Forum on 6th May in Christchurch. Tertiary Wellbeing Aotearoa New Zealand ([TWANZ](#)) has started working on a translation document to map out how the Okanagan Charter can be more practically applied to tertiary institutions here in NZ. Findings from this survey will help to inform this process.

The information you provide will be treated with respect and all attempts will be made to protect the privacy of your institution. We look forward to receiving your collated survey by **Thursday 12 May, 2016.**

Contacts Should you require further information in regard to this survey, please feel free to contact

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“Health promoting universities and colleges infuse health into everyday operations, business practices and academic mandates. By doing so, health promoting universities and colleges enhance the success of our institutions; create campus cultures of compassion, wellbeing, equity and social justice; improve the health of the people who live, learn, work, play and love on our campuses; and strengthen the ecological, social and economic sustainability of our communities and wider society.” Okanagan Charter: An International Charter for Health Promoting Universities and Colleges (2015).

<i>Firstly, please provide us with a few details about your institution</i>			
<i>How many staff do you have?</i>	...	<i>How many students do you have?</i>	...
<i>Do you have a wellbeing committee?</i>	...	<i>Who is collating responses from your organisation?</i>	Name: Position: Email:
<i>Who has provided final sign-off for this survey within your organisation?</i>	Name: Position: Email:		

Call to Action 1: Embed health into all aspects of campus culture, across the administration, operations and academic mandates

1.1 Embed health in all campus policies. Review, create and coordinate campus policies and practices with attention to health, wellbeing and sustainability, so that all planning and decision-making takes account of and supports the flourishing of people, campuses, communities and our planet.

		What are you doing? ²⁵	Who is responsible? ²⁶	What challenges are you facing? ²⁷	Possible next steps ²⁸
Embed health in all campus policies	Health and wellbeing in strategies, policies and action plans	<p><i>e.g. Demonstrated commitment to the principles of te Tiriti o Waitangi²⁹; health and wellbeing included in Strategic Plan and other policies; Health Impact Assessments of existing policies; diversity of voice in policy development including student representation on academic boards and councils</i></p> <p><i>e.g. Wellbeing policy documents including Equity and Diversity Strategy; Mental Health Strategy; Disability Policy; Smokefree Policy; complaints procedures; Code of Practice for Global Students³⁰; Pasifika Development Strategy; Alcohol Policy</i></p> <p>.....</p>	.....	.....	.....
	Sustainability strategies, policies and action plans	<p><i>e.g. Alternative Transport Strategy; Waste Reduction Strategy; Energy Efficiency Strategy</i></p> <p>.....</p>	.....	.....	.....

²⁵ Outline successes to date, across whole-of-campus, including both students and staff

²⁶ What role or department is specifically responsible for the action?

²⁷ What are the barriers to implementation? e.g. personnel, finance, leadership, ownership

²⁸ What health and wellbeing directions are you interested in pursuing?

²⁹ Participation, Protection and Partnership

³⁰ International Students

1.2 Create supportive campus environments. Enhance the campus environment as a living laboratory, identifying opportunities to study and support health and wellbeing, as well as sustainability and resilience in the built, natural, social, economic, cultural, academic, organisational and learning environments.

		What are you doing?	Who is responsible?	What challenges are you facing?	Possible next steps
Create supportive campus environments	Built environment	<i>e.g. Commitment to increased accessibility; sustainable building; CPTED³¹ audits; cycleway development; user-friendly outdoor spaces ....</i>	....	....	....
	Natural environment	<i>e.g. Waste reduction; recycling; attractive landscaping and useable outdoor spaces; rain water harvesting; greywater systems; natural lighting .....</i>	....	....	....
	Social and cultural environments	<i>e.g. Smile couch; cultural performances; art exhibitions; events; time out space</i>....	....	....	....
	Economic environment	<i>e.g. No fees; scholarships³²; grants; food parcels; tenancy support; financial support; career advice</i>....	....	....	....
	Academic and learning environments	<i>e.g. Support for different learning needs; embedding cultural competence and respect within all programmes; embedding mental wellbeing into the curriculum; online education modules ....</i>	....	....	....
	Organisational environment	<i>e.g. Equity fellowship programmes; women in leadership programme; childcare on campus; flexible working arrangements</i>....	....	....	....

³¹ Crime Prevention Through Environmental Design

³² Scholarships to improve tertiary access for hard to reach students

1.3 Generate thriving communities and a culture of well-being. Be proactive and intentional in creating empowered, connected and resilient campus communities that foster an ethic of care, compassion, collaboration and community action.

		What are you doing?	Who is responsible?	What challenges are you facing?	Possible next steps
Generate thriving communities and a culture of wellbeing	Social engagement and connectedness particularly for hard to reach students	<i>e.g. Promotion of access to clubs, societies and associations; social sports; workshops; programmes; events; faculty clubs</i>....	....	....	....
	Promote skills and strategies to live healthy lifestyles	<i>e.g. Wellbeing workshops and campaigns; public talks; promoting positive environments for mental health; education and public health campaigns³³</i> <i>e.g. Accessible and prominent web-based health and wellbeing information; security campaigns; transition programmes into and out of tertiary study</i>....	....	....	....
	Developmental opportunities	<i>e.g. Training for student leaders in mental health first aid; mentoring and support; staff and Residential Advisor training; staff supervision</i>....	....	....	....

³³ Such as healthy relationships, 'All Right?'; 'Sit less and move more'; Smokefree; 'Look after your mates' and other alcohol campaigns

1.4 Support personal development. *Develop and create opportunities to build student, staff and faculty resilience, competence, personal capacity and life enhancing skills – and so support them to thrive and achieve their full potential and become engaged local and global citizens while respecting the environment.*

		What are you doing?	Who is responsible?	What challenges are you facing?	Possible next steps
Support personal development	Health and wellbeing services and programmes, including for hard to reach students	<p><i>e.g. GP; nursing; physiotherapy; free sexual health care; emergency care and crisis intervention; psychology and counselling services; referrals to specialist services; alcohol and drug services; brief interventions; pastoral care; yoga; mindfulness; wellbeing workshops; support in Halls of Residence; chaplaincy services; EAP programme</i></p> <p><i>e.g. Programmes tailored to young parents, Māori, Pasifika, global students and disabled; peer mentoring and support; study support; leadership programmes</i></p> <p>....</p>	....	....	.....
	Physical wellbeing programmes	<p><i>e.g. Programmes to attract individuals who do not identify as 'sporty'; free gym membership; community events and classes; team sports; walking groups</i></p> <p>.....</p>	....	....	....

1.5 Create or re-orient campus services. Coordinate and design campus services to support equitable access, enhance health and wellbeing, optimise human and ecosystem potential and promote a supportive organisational culture

		What are you doing?	Who is responsible?	What challenges are you facing?	Possible next steps
Create or re-orient campus services	Equity of access to campus services for diverse populations	<p><i>e.g. Māori and Pasifika support (whānau groups; student associations and advisory teams; scholarships; student mentoring; building Māori and Pasifika staff capability; leadership and directorship roles; bi-cultural training)</i></p> <p><i>e.g. Strategies to engage non-help seekers to services (males, Māori and Pasifika); cultural competency training; LGBTIQ training; destigmatisation programmes</i></p> <p><i>e.g. Global student support (leadership programmes; academic mentoring; clubs; student representatives; designated staff roles)</i></p> <p><i>e.g. Disability support (technological systems; inclusive lecture delivery and practices; Universal Design for Learning principles)</i></p> <p>....</p>	....	....	....
	Enhanced ecosystems	<p><i>e.g. Environmental Impact Assessments inform services and activities; environmental committees</i></p> <p>....</p>	....	....	....

Call to Action 2: Lead health promotion action and collaboration locally and globally

2.1 Integrate health, well-being and sustainability in multiple disciplines to develop change agents. Use cross-cutting approaches to embed an understanding and commitment to health, wellbeing and sustainability across all disciplines and curricula, thus ensuring the development of future citizens with the capacity to act as agents for health promoting change beyond campuses.

		What are you doing?	Who is responsible?	What challenges are you facing?	Possible next steps
Integrate health, wellbeing and sustainability in multiple disciplines to develop change agents	Leadership	<p><i>e.g. Visible health promotion leadership across campus and community; student leadership and input into wellbeing across campus; Students' Association; identification of champions; staff representatives; designated health promotion advisor roles</i></p> <p>....</p>	....	....	....
	Collaboration, partnership and participation on campus	<p><i>e.g. Health promotion collaborations; diverse involvement in health promotion; public health campaigns³⁴; working with external stakeholders on campus; Wellbeing Committee</i></p> <p><i>e.g. Involvement from students, staff, administrators and other decision makers in health promotion; set priorities and build action plans; student and staff surveys about health and wellbeing priorities</i></p> <p>....</p>	....	....	....

³⁴ For example, the 'Good One' party register and the 'All right?' campaign

2.2 Advance research, teaching and training for health promotion knowledge and action. *Contribute to health promoting knowledge production, application, standard setting and evaluation that advance multi-disciplinary and trans-disciplinary research agendas relevant to real world outcomes, and also, ensure training, learning, teaching and knowledge exchange that will benefit the future wellbeing of our communities, societies and planet.*

		What are you doing?	Who is responsible?	What challenges are you facing?	Possible next steps
Advance research, teaching and training for health promotion knowledge and action	Health promotion curricula	<i>e.g. Incorporate health, wellbeing and sustainability learning and priorities across all departments</i>....	....	....	....
	Research projects contributing to knowledge of health and wellbeing	<i>e.g. Health, wellbeing and sustainability research priorities; multi-disciplinary and trans-disciplinary research collaborations</i>....	....	....	....
	Translating health promotion knowledge into action	<i>e.g. Health promotion action is driven by evidence and research; healthy food on campus; limiting sweetened beverages on campus; evaluation of health and wellbeing strategies and programmes</i>....	....	....	....

2.3 Lead and partner towards local and global action for health promotion. Build and support inspiring and effective relationships and collaborations on and off campus to develop, harness and mobilise knowledge and action for health promotion locally and globally.

		What are you doing?	Who is responsible?	What challenges are you facing?	Possible next steps
Lead and partner towards local and global action for health promotion	Leadership	e.g. Wellbeing Committee; senior staff commitment; student health groups; student rep in campus health teams; provide leadership in the community; showcase health and wellbeing initiatives for a fairer and safer world....	....	.....	....
	Collaboration on and off campus	e.g. Wellbeing working groups; communication strategies to engage students and staff; strategy working groups; diversity of voices in working groups e.g. Campus-external networks; local community projects; national projects; anti-violence campaigns; global links; South Island Tertiary Forum; TWANZ ³⁵ ; work with local government around campus cycleways....	....	.....	....

Final comments: e.g. How far along is your organisation in this process of embedding health and wellbeing across campus? Do you have any other relevant organisational information you would like to share?
.....

Thank you for your significant time and effort in completing this survey

³⁵ Tertiary Wellbeing in Aotearoa New Zealand network

Canterbury

District Health Board

Te Poari Hauora o Waitaha

www.cph.co.nz/wp-content/uploads/SITertiaryHealthWellbeingSurvey.pdf

