

Otago Polytechnic
Te Kura Matatini ki Otago

Charter

2006-2010

Whakatauki

Kua tawhiti kē te harereka
Kia kore re haere tonu.
He tino nui rawa ōu mahi,
Kia kore e mahi nui tonu.

We have come too far, not to go further.
We have done too much, not to do more.

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1. INTRODUCTION

This Charter is the underpinning strategic document for Otago Polytechnic and as such guides the Polytechnic in meeting the further education needs of our communities, consistent with the Tertiary Education Strategy (TES).

This revised Charter emphasises learning as the focus of our goals and actions. Our purpose is promoting, facilitating and engaging in learning for and with our widespread and diverse stakeholders – whether they be local, regional or national, on our campuses, at a distance or in homes and workplaces.

We specialise in applied learning at all levels from foundation skills to advanced professional practice and in all cases provide programmes of quality and relevance. This we achieve by engaging extensively with our industry, trade, professional and business stakeholders, supported by quality internal programme development, delivery and monitoring processes.

We care about the success of those who choose to learn with us, and to this end we listen attentively to their views and needs and provide the learning opportunities, support and services which ensure their experience with Otago Polytechnic is stimulating, challenging and rewarding.

We take seriously our stewardship of considerable public resources invested in buildings, facilities and technology, and in committed, experienced and highly skilled staff, together with significant intellectual capital. We are committed to deploying these resources in the interests of both our immediate communities and an educated New Zealand.

The value of this Charter lies in the knowledge and insights we have gained from a thorough strategic planning process which has involved our key stakeholders. Our strategic planning has included consideration of medium to long term tertiary education trends, economic, demographic and cyclical trends, future challenges and opportunities, and analysis of the risks facing the Polytechnic. These, and our responses to the challenges before us are reflected in our Profile, prepared annually.

2. MISSION

To provide excellent life long learning opportunities relevant to our communities.

Otago Polytechnic achieves this by providing:

- Vocational education and training at all levels from Foundation Certificates to Postgraduate Degrees.

Graduates are work ready and prepared to participate in a global workplace.

- Staircasing through the different levels of qualifications.

People from all backgrounds and prior educational achievements have opportunities to further develop at Otago Polytechnic.

- Continuing education and enhanced professional education.

People who need to retrain and upskill choose Otago Polytechnic for education which meets their current and future needs.

We serve our communities:

- By engaging actively with trades, professions, business and industry stakeholders, understanding their needs and responding through education and training, consultancy and applied research.

Our communities influence what we do and how we do it, benefiting from our joint endeavours.

3. OUR VISION

To be a leader in applied learning in our chosen areas of endeavour, “setting the standard” for excellence in vocational education and training and applied research. We will be the provider of choice in our chosen programme areas.

To be recognised for:

- Our practical approach to learning which connects theory with practice through applied research, cooperative learning and practical experience.
- The flexibility of our delivery and our willingness to accommodate the specific learning aspirations of students through individualised and cross disciplinary programmes of learning.
- Curricula which engage, challenge and foster creativity, learner independence and the quest for life long learning.
- Centres of Excellence relevant for this region, integrating teaching, research and consultancy.
- Nationally outstanding programmes which attract global learners.

To provide great learning environments for people of all backgrounds.

To be recognised for:

- Accessibility for all learners.
- Our commitment to learner success.
- Personalised support for learners within a culture of caring.
- The dynamic, holistic and rewarding educational experience we provide.
- The creative use of innovative technology to support learning.

To be an educational leader in pursuit of things Māori.

To be recognised for:

- Embedding the principles of the Treaty of Waitangi within all programmes.
- Providing an environment that embraces things Māori.
- Māori relevant programmes of learning.

To be a preferred educational employer in New Zealand.

To be recognised for:

- Being an exciting, challenging, rewarding and fun place to work.
- Our collegial, empowering and family friendly work environment.
- Valuing the diversity of people.
- Our caring for staff and concern for their wellbeing.
- The opportunities available to staff for personal growth and career development.
- A work environment which fosters creativity and innovation.

To be valued by our communities for the quality of our learning and research capabilities, and for the contributions we make.

To be recognised for:

- Partnership in local and regional development.
- The added economic value we provide.
- Our responsiveness to stakeholder needs, supportive of their ideas and innovations.
- Being socially responsible in the deployment of our resources.

4. SPECIAL CHARACTER

Otago Polytechnic provides excellent learning experiences for a wide range of learners, nationally and internationally, and is a cornerstone of the economic, social and cultural development of the Otago region. As a regional polytechnic we are active and present throughout Otago, delivering programmes through our campuses and learning centres in Dunedin, Mosgiel, Oamaru, Cromwell, Alexandra, Wanaka and Queenstown.

We prepare learners for successful and fulfilling careers in a wide range of trades, industries and professions. Our curricula are designed to staircase learners through progressive levels of learning. Foundation programmes underpin all qualification areas. Bridging programmes are available to facilitate access to specific qualifications. Advanced learning opportunities are offered through postgraduate study or graduate certificates and diplomas.

We lead in the sector in education for the health professions, fine arts, design, veterinary nursing and animal care and information technology. Learners are also attracted to innovative programmes in outdoor education, viticulture, adventure tourism, hospitality and construction.

The intellectual capital of our staff, students and graduates enables us to work collaboratively and creatively with many industries in the development of incubators, innovative product design and applied research. We have established a strong reputation for our applied research capability. Our emphasis on applied learning connects the research capabilities of our staff and students with the research and development needs of industry and business. Through a well developed research infrastructure, we have significant potential for further contribution to regional, social and economic development.

The highly personalised programme delivery, services and support that we offer learners sets us apart from other tertiary providers. Our personalised approach is central to the quality and learner outcomes of our programmes and courses, whether they are being delivered in traditional modes or more flexibly by distance or on-line.

We have close, productive working relationships with our local and regional stakeholders. Our geographical location, expertise, size and infrastructure enable a timely response to identified stakeholder needs. The working relationships we share with city, district and regional councils, community boards and stakeholders demonstrate the importance of our role in the communities we serve.

We work closely with other tertiary providers and secondary schools to facilitate access to and from programmes, either through curriculum alignment or credit transfer arrangements.

The unique educational experience in Dunedin, New Zealand's foremost education city, attracts learners nationally and internationally. We share facilities and a broader learning environment with the University of Otago – Te Whare Wānanga o Otāgo and the Dunedin College of Education – Te Kura Akau Taitoka.

5. STRATEGIC GOALS

Learning

- To provide relevant, flexible and accessible learning opportunities which build capability, are stimulating and challenging and foster life long learning.
- To engage in applied research and practical problem solving which complements the applied focus of our curricula.

Creativity and Innovation

- To develop an environment which stimulates creativity and supports innovation in all that we undertake.

Treaty of Waitangi

- To provide an environment that facilitates academic and vocational success, giving effect to an integrated Treaty framework. This will enhance our capacity to improve

access and participation by Māori, and support excellence and leadership in all things Māori.

Equity

- To provide equal opportunities to participate and succeed in relevant learning for all people whatever their ethnicity, age, or abilities and with regard for their needs. In pursuit of this goal we will prioritise meeting the needs of Pasifika people, and people with disabilities.

Staff

- To attract, retain and develop capable, qualified and experienced staff to ensure excellence in all of our endeavours.

Governance, Management and Stewardship

- To apply sound governance and best practice management to ensure the ongoing viability of the Polytechnic and an increasing capacity to fulfil our Mission and achieve our Vision.

Student Experience

- To provide for a successful, enjoyable, memorable and high quality educational experience for all of our learners.

Communities

- To engage with our various communities in ways which are mutually beneficial, build capacity and enhance the quality and relevance of our programmes and research activity.

6. FULFILLING TREATY OF WAITANGI OBLIGATIONS AND MEETING MĀORI EDUCATIONAL NEEDS

Māori learners access our programmes at all levels of learning. Leadership of our strategy for meeting Māori educational needs is provided by our Kaitohutohu, a member of the senior Management Team of the Polytechnic. Our students are supported by dedicated support officers, Kaiārahi; and retention rates are consistently high.

Otago Polytechnic acknowledges that, as a learning institution, we have a responsibility to model a Treaty partnership for the generations of students who will be our future community leaders.

As a consequence a Memorandum of Understanding (MoU) between Hokonui Rūnanga Inc., Te Rūnanga o Ōtākou, Kāti Huirapa Rūnaka ki Puketeraki, Te Rūnanga o Moeraki (kā Papatipu Rūnaka) and the Otago Polytechnic, reinforces the status of the four papatipu rūnaka as manawhenua and as such, the sole Treaty partners of Otago Polytechnic. Kā Papatipu Rūnaka will ensure the relationship between manawhenua and mataawaka is maintained to address the needs of all Māori in the region.

The MoU underscores our intention to maintain an effective dialogue and to work in partnership with local Iwi.

In meeting Māori educational needs we will honour the following values:

- **Rakatirataka**
 - Māori students taking responsibility for their own learning as both an Article 2 and 3 right under the Treaty.
 - All students doing so as an Article 3 Treaty right.
- **Manaakitaka**
 - Provision of an inclusive and appropriate learning environment.
 - Providing for individual learners as well as reducing barriers to access.
- **Kaitiakitaka**
 - Understanding the significance of knowledge as a treasure of Māori and caring for the knowledge once received.

Key elements of our approach are:

- Providing a platform that actively realises and acknowledges a Treaty framework. Developing and maintaining an appropriate and effective learning environment which builds leadership, skills, research capability and capacity for Māori. Establishing and developing collaborative strategic relationships for the effective integration of ideas and concepts that support Māori achievement. Supporting staff in their commitment to deliver programmes that ensure the ongoing integrity and success of our Māori achievement and Treaty obligations.

7. MEETING THE NEEDS OF PASIFIKA PEOPLE

Otago Polytechnic is committed to meeting the learning needs of Pasifika people in the Otago region. To this end we will work towards building an inclusive learning environment with which Pasifika students can identify and which optimises their potential to succeed at all levels of study.

Our Pasifika students are supported by a dedicated support officer and retention rates are high. Our challenge is to increase the levels of participation in the programmes where Pasifika students are under-represented and to facilitate the achievement of high rates of success.

Key elements of our approach are:

- Strengthening support services as part of an integrated student services delivery.
- Maintaining our networks with Pasifika communities through our close relationship with the Pasifika Island Council.
- Building staff capability in providing programmes of learning relevant to Pasifika people.

8. MEETING LEARNER NEEDS

Learners First

Our focus is on learner centred learning. We strive to ensure that the quality of our programmes, the way we deliver them, and our management of services and systems are driven by the needs of our learners, their employers and their communities. We strive to provide learners with an environment that challenges, excites and motivates them to gain the qualifications and skills that are sought after by employers.

We take pride in the personalised learning we offer our learners an approach to learning which extends to our on-line and distance learners. Our focus on applied learning, with curricula designed to connect learners with the world of work ensures that we produce work ready graduates.

Assuring Excellence - Academic Quality

We assure the high educational standards and quality of our programmes through a rigorous programme development process, regular and consistent curriculum review, and active internal and external academic audit.

A range of satisfaction surveys are carried out annually, providing valuable information on the relevance and quality of our programmes and services.

We provide extensive opportunities for staff development to maintain the currency of our staff. All academic staff are expected to acquire teaching qualifications and are reviewed annually for their teaching performance.

Assuring Relevance - Curriculum Currency

Our Permanent External Advisory Committees (PEACs) cover each discipline with representation from significant external stakeholders. These PEACs, along with extensive staff networks and industry links, are the main mechanisms by which the Polytechnic attunes its course offerings to the changing needs of business, industry, trades and professions.

Specific market research is periodically undertaken into employer and industry needs, both generally and in relation to specific curriculum areas.

Currency and relevance is also facilitated through student projects and the applied research and consultancy activities of staff. The cooperative learning and practicum components embedded in most qualifications ensure staff and students are constantly engaging with current work practices.

Assuring Success - Learner Support

We set targets for and monitor learner retention, completion and success; and we provide a wide range of student support services and strategies intended to maximise retention and success:

- Guidance services to assist students to identify learning options and to advise on special requirements.

- A Learning Skills Centre offering tutoring in study skills, numeracy, literacy and personal effectiveness skills.
- A Disabilities Service which provides resources and personal support for learners with disabilities.
- A Health Centre providing low cost medical and nursing care.
- A Counselling Service to provide guidance and support to those with personal, relationship and emotional issues.
- A Chaplaincy Service to facilitate students' spiritual wellbeing.
- Specialist support personnel to provide pastoral care and guidance to each of our Māori and Pasifika learner communities.
- An International Student Centre supporting international students. Otago Polytechnic is a signatory to the Code of Practice for the Pastoral Care of International students.
- A Student Hardship Fund to assist students in severe financial difficulty.

Additionally, students have access to a well equipped library, extensive open access computer resources, and first class recreation facilities. Annual surveys monitor the changing needs and expectations of our learners and student representatives participate actively in a range of decision making fora – including Council and Academic Board.

Assuring Access - Removing Barriers

We strive to provide an inclusive learning environment for all learners and to meet the diversity of their needs.

Secondary students are provided with opportunities to explore future options through Expos, and Secondary Tertiary Alignment Resource (STAR) course programmes. We also work closely with secondary schools on curriculum alignment so as to provide a smooth transition from secondary school to tertiary education and training.

We provide for learners who need preparatory or bridging options through a range of foundation and bridging programmes, which develop core skills for successful tertiary study as well as vocationally specific skills for access to qualification programmes.

9. CONTRIBUTION TO THE TERTIARY SYSTEM AS A WHOLE

Otago Polytechnic's contributions to the tertiary education sector as a whole are explicit in our Mission, and evidenced by our Special Character. In summary:

- We are the principal regional provider of vocational education and training in Otago.
- We offer a wide range of courses and programmes of applied learning designed to provide learning opportunities of relevance and quality for our people throughout their life.

- Our curricula are designed to ensure that our graduates are capable in practice, i.e. work ready. This is achieved through our strong emphasis on applying theory and skills to practical situations through projects, cooperative education and practicum placements.
- We serve a range of trades and professions, specialising in advanced education for practice.
- We engage actively in applied research and consultancy – connecting our considerable research capability with the issues and development needs of our stakeholders.

Our research focus includes contributions to the intellectual infrastructure of subjects and disciplines, experimental development of design or construction solutions, investigations that lead to new or substantially improved materials, devices, products or processes, and creative works. Professional reflection on teaching practice through action research has also seen publication success.

- Learners from outside the region are attracted by favourable perceptions of the marketability of an Otago qualification and the Dunedin student lifestyle. Otago Polytechnic is selective in the fields of study that it promotes outside the region, focusing on niche programmes and those with unique curriculum qualities.
- We play an active role in the tertiary sector as a whole, through our membership of Institutes of Technology and Polytechnics of New Zealand (ITPNZ) and of the Tertiary Accord of New Zealand (TANZ). Our TANZ participation is the primary vehicle by which we collaborate in the development and delivery of e-learning and for staff development.
- We contribute significantly to the internationalisation of New Zealand education, assisting New Zealand learners to be global citizens. We provide courses to International students enriching the cultural interchange for New Zealand learners. Long term international alliances continue to be developed which lead to opportunities for learners to participate in off shore education. We strive to benchmark and update programme curricula to comparable national and international institutions.

10. CONTRIBUTION TO NEW ZEALAND'S IDENTITY AND ECONOMIC, SOCIAL AND CULTURAL DEVELOPMENT

Otago Polytechnic is a valued and essential part of the fabric of Otago. The Otago community sees a clear need for the Polytechnic to focus on workforce skills and we have accepted the challenge of providing courses that are relevant and widely accessible across the region. We will continue to develop our courses for flexible delivery to facilitate learning in regional centres, in workplaces and in people's homes.

Our contribution to New Zealand is significantly, but not exclusively, through our contributions to the Otago region, complemented by our range of specialist programmes

which have proven to be attractive to learners from all over New Zealand, as well as internationally.

Our particular contributions are documented throughout this Charter, but can be summarised as:

- Our wide range of programmes of applied learning, and an approach to curriculum which focuses on developing capable practitioners for the workforce as well as the capability and desire for life long learning.
- Our responsiveness to our communities and to stakeholder needs, evidenced through our comprehensive programme portfolio and our flexibility in meeting expectations for alternative means of delivery.
- Our commitment to educational equity, realised through our “staircasing” philosophy, flexible delivery and commitment to provide an inclusive learning environment that supports the success of all learners, but especially Māori, Pasifika people and people with disabilities.
- Our partnership with Kai Tahu, formalised in the MoU which is the basis for the development of our Polytechnic in a way which acknowledges Māori values and meets Māori needs.
- Our close collaboration with the business sector and local government in support of local and regional development initiatives.

We measure the success of our contributions to New Zealand’s identity and economic, social and cultural development, through a range of key performance indicators which are detailed in our Profile. Equity, upskilling and access are monitored through learner participation, retention and success rates. Graduate employment surveys, programme reviews, consultation forums and established mechanisms for ongoing feedback from industry, groups and the professions ensure continuous review, development and refinement of our learner provisions and services.

11. MAINTAINING AN APPROPRIATE STAFF PROFILE

Otago Polytechnic is committed to ensuring that learning is facilitated by professionals who are knowledgeable in their subject areas, qualified and effective teachers and, where applicable, active researchers.

In addition, we are committed to maintaining a skilled and technologically capable administrative and student service workforce as well as a workforce which reflects the makeup of our learner profile with an appropriate gender, ethnic, cultural and social mix. Our goal is a workforce which mirrors our communities, and signals to all of our learners that Otago Polytechnic is relevant to them.

We are committed to being a good employer, thereby attracting and retaining first class staff. We achieve this through our commitment to providing a high quality, motivating and supportive work environment; competitive terms and conditions of employment, including remuneration; by being attentive to equity issues of employment; and by attending to the career and other development needs of our diverse workforce.

Our human resource focus is on:

- Developing the capability of our leadership, especially towards the management of performance, innovation and change.
- Training and development which equips all staff for successful performance towards achieving our organisational goals. This prioritises capability in designing and delivering learning in flexible modes, and in meeting the needs of an increasingly diverse constituency of learners.
- Aligning formal expectations and recognition systems to organisational objectives, so that staff are focused on and rewarded for performance which contributes to the achievement of our Mission and Vision.

12. COLLABORATION WITH OTHER TERTIARY PROVIDERS AND ORGANISATIONS

Otago Polytechnic is committed to developing with other education providers and organisations, collaborative relationships which optimise our effectiveness in meeting the needs of our stakeholders. To this end we have been successful in forming a wide range of beneficial relationships which have yielded enhanced access to learning opportunities of Otago learners, economies in the development of educational resources and efficiencies in educational delivery.

Collaborations include:

- **TANZ**
The Tertiary Accord of New Zealand (TANZ) was launched in early 2000 as an alliance between four of New Zealand's leading tertiary education institutes, to promote best practice in applied education. Foundation members are Christchurch Polytechnic Institute of Technology (CPIT), Manukau Institute of Technology (MIT), Otago Polytechnic (OP) and Universal College of Learning (UCOL). TANZ members cooperate to develop best practice and a positive national identity. Activities include programme development, staff development and joint policy development.
- **Upstart Trust**
A project involving the University of Otago, Dunedin City Council and Otago Polytechnic designed to oversee incubator activity within Dunedin, enhancing the effectiveness of all participants.
- **Kai Tahu**
An agreement to maximise the cooperation and develop educational opportunities between Otago Polytechnic and local Māori.
- **Otago Polytechnic Students Association (OPSA)**
We collaborate with the Association on a range of initiatives to support students. The Association advocates individually and collectively on both internal and external issues of concern to students. We support the Association in its numerous activities designed to improve students accessibility to, and experience of, tertiary education.

- Southland Rural Education Activities Programme Inc (REAP)
A collaboration involving shared educational resources and delivery infrastructure in Queenstown.
- University of Otago
A range of initiatives involving resource sharing and course and programme articulation.
- Dunedin College of Education
A range of initiatives including a joint library, student centre and student health service.
- A range of international initiatives and collaborations with colleges, universities and technical institutes in countries including Japan, United Kingdom, Korea, Europe and North America.
- Otago Polytechnic works actively with secondary schools to improve alignment between the secondary curriculum and programmes offered at the Polytechnic.
- Additionally, consistent with our philosophy, Polytechnic staff work informally with colleagues in a wide range of institutions – exchanging resources, contributing to programme evaluation and other quality processes and engaging in collaborative research.

13. GOVERNANCE AND MANAGEMENT STRUCTURES AND PRINCIPLES

▪ **Constitution of Council**

Otago Polytechnic is a Crown/Public entity governed by its own Council. The Council is constituted in terms of the *Otago Polytechnic Notice 1999*. It is made up of 15 members appointed/elected by the Minister of Education, students, staff and a representative range of business, professional and community groups. Up to five positions are available for co-option if/when the Council considers that necessary.

▪ **Council Functions, Responsibilities and Proceedings**

Council has statutory powers and responsibilities in accordance with the Education Act 1989, the State Sector Act 1988 and the Public Finance Act 1989. These relate to:

- a. The appointment of a Chief Executive.
- b. The preparation and negotiation with the Tertiary Education Commission as to the Charter of the Polytechnic.
- c. The approval of the Profile and Polytechnic governance policies.
- d. The operation of the Polytechnic in accordance with its Charter and Profile.
- e. The education and financial performance of the Polytechnic.
- f. The establishment of the Academic Board, the Council's obligations to consult the Academic Board.

▪ **The Role of the Chief Executive Officer**

The management of the Polytechnic works under the leadership and direction of the Chief Executive to:

- a. Implement the Charter of the Polytechnic through the preparation and implementation of sound strategic and business plans.
- b. Ensure the necessary administrative and academic tasks are conducted for the sustainable and accountable delivery of the services and other outputs of the Polytechnic.
- c. Establish appropriate staffing structures, policies and delegations.
- d. Prepare advice and reports, and ensure the administrative support necessary for Council to govern effectively.

The Academic Board undertakes such duties as prescribed by its Terms of Reference and other tasks of an academic nature as determined by Council or the Chief Executive from time to time.

▪ **Planning**

The Chief Executive is responsible, in consultation with Council, for the development of the Polytechnic Strategic Plan, indicating the specific means and directions by which the Charter goals will be fulfilled during the currency of the Charter. This Strategic Plan is reviewed annually. It is regarded as an important guide, facilitating focussed action, but with the recognition that unexpected opportunities require a creative flexibility.

The Academic and Service Departments of the Polytechnic are responsible for giving effect to the Polytechnic Strategic Plan through departmental business plans.

The Otago Polytechnic Profile has a three-year planning horizon and provides the planning link between the Strategic Plan and annual plans and budgets. Annual business plans are the key operational documents for Departments, setting out what they intend to do in the course of a specific year, and intended developments for subsequent years.

▪ **Financial Monitoring**

The Polytechnic's approach to financial planning and monitoring is underpinned by a commitment to long term financial viability and the efficient and effective use of resources.

The Polytechnic operates to a three-year financial forecast, which is updated annually. Resources are allocated on a three-year cycle, within which annual budgets are prepared and performance monitoring of Departments occurs. The Council approves the budget annually, and receives monthly financial reports from the Chief Executive. Any extraordinary major capital or other transactions additional to the budget are subject to approval by the Council at the request of the Chief Executive.

Council monitors the Polytechnic's finances through the Finance Committee, which meets monthly.

- **Risk Management**

The Polytechnic has a comprehensive risk management plan that Council monitors through the Audit and Risk Management Committee. This plan covers strategic and operational risks to the Polytechnic's reputation and operational and financial viability.

- **Current Council Membership**

The Chair and Deputy Chair are elected at the first meeting of Council each year. The term of office is one year, but incumbents are eligible for re-election. The Chief Executive, employees of the institution and student representatives are not eligible for these two positions. [Education Act 1989 s177(1),(3),(4).]

Chairs of sub Committees are appointed by Council on the recommendation of the Chair at the second meeting of Council each year.

- **Terms of Office**

The term of office of each of the members is four years except for the Chief Executive who is a member ex officio, and the student representative who is elected for one year. Members may be reappointed or re-elected for up to three consecutive terms. They remain in office until their replacements are elected or appointed.

- **Council Performance**

Council operates an induction programme for new members, and evaluates its performance annually. The Council Chair evaluates the contribution and performance of individual Council members annually.

14. CHARTER ENGAGEMENT PROCESS

This Charter was developed by the Otago Polytechnic Council with assistance from senior management and has been the subject of an extensive consultation process. The approach has been to re-engage with stakeholders to refresh their previous input and build on those contributions. The value placed on stakeholder contributions is evidenced by way of the integrity of the consultation process used and the insights underpinning this Charter.

In early February 2005, following the Otago Polytechnic Council's endorsement of a Charter stakeholder engagement plan, consultation began with internal stakeholders. A series of staff forums were held to gain feedback on the revision of the Mission and Visions statements. Consultation with students from the Dunedin and Cromwell campuses was facilitated with the assistance from OPSA. In addition to their own meetings, Council and Senior Management attended a number of the staff forums where discussions included refinement of the strategic goals. Internal contributions continued throughout March culminating in a draft Charter which was then disseminated to external stakeholders for feedback.

Letters were sent out to over 300 stakeholders including businesses, industries, the health sector, community groups, government agencies, local and regional government, secondary schools, private training organisations, economic development and tourism boards, private training organisations, and other public tertiary education providers, inviting their input on the draft Charter. Meetings were held with key stakeholders. Public contributions were invited by way of press releases placed in local newspapers and advertisements were placed in all the regional newspapers. A copy of the draft Charter was posted on the Otago Polytechnic website and this was revised with successive drafts of the Charter as the consultation proceeded. In addition to copies of the draft Charter the website outlined the process and timeframe for consultation and eased the consultation process by providing a linked feedback form.

Iwi

Consultation with Kai Tahu was led by our Kaitohutohu, a member of senior management. Copies of the draft Charter were provided to Hokonui Rūnanga Inc., Te Rūnanga o Ōtākou, Kāti Huirapa Rūnaka ki Puketeraki, Te Rūnanga o Moeraki (kā Papatipu Rūnaka). The draft was subsequently amended to reflect their contributions.

Pacific Island Communities

Otago Polytechnic has established effective networks with the Pacific Island communities throughout the region. The consultation process for the revision of this Charter was conducted through the role of our Pacific Island Liaison Officer.

Ongoing Consultation

Otago Polytechnic has a number of well-established relationships with key stakeholders with whom consultation on the Charter has been an extension of its ongoing collaborative engagement of MoUs. These include Kai Tahu, the Pacific Island communities, University of Otago, its TANZ partners and the Dunedin College of Education. We also maintain an ongoing dialogue with trade, professions, businesses,

industry, and community interests through our Permanent External Advisory Committees.

Consultation with staff and students is comprehensive and ongoing. We have established processes for ensuring that staff and student organisations, their representatives and individuals have regular input into the governance and management of the Polytechnic and that their views are valued and considered. Opportunities for consultation and feedback include, student surveys, workplace surveys, representation on committees and adhoc workgroups, and regular forums convened to focus on specific issues including the development of our Strategic Plan, Charter and Profile.

Refer to Appendix I – Stakeholders

APPENDIX I - STAKEHOLDERS

An invitation to engage in the drafting of our new Charter 2006-2010 has been extended to the following stakeholders. This list is not exhaustive.

Permanent External Advisory Committees

The 34 Permanent External Advisory Committees (PEAC) were sent copies of the draft Charter along with an outline of the consultation process. Feedback was channelled through the PEAC Chairs.

Staff

Staff attended a series of fora to review the Mission, Vision and Strategic Goals. Following dissemination of the draft Charter to external stakeholders staff have contributed further by way of emails and meetings and for some, by way of their contributions as members of PEACs.

Students

Consultation with students occurred via their class representatives, email and the web site with assistance from OPSA. Students from Dunedin and Cromwell campuses participated in a video conference session providing feedback on the draft Mission, Vision and Strategic Goals.

Other Tertiary Education Institutions

Letters sent to all Tertiary Education Institutions (TEIs) in the wider Otago region inviting their input into the draft Charter. Meetings and discussions continue with the University of Otago and the Dunedin College of Education on ways the respective organisations can enhance their existing levels of collaboration.

Consultation with TEIs continues to take place nationally through representation of those TEIs on the PEACs and by way of the various national bodies to which Otago

Polytechnic belongs such as ITPNZ and TANZ.

Aoraki Polytechnic
Dunedin College of Education
Great Outdoors Centre and Champions of the World
Hocken Library - University of Otago
Southern Institute of Technology
Student Health and Counselling Services, Otago Polytechnic
Telford Rural Polytechnic
University of Otago

Private Training Establishments

Private Training Establishments (PTEs) took the opportunity to respond to letters and public advertisements requesting feedback on our draft Charter, electronically and verbally.

Otago Polytechnic currently supports collaborative relationships with a range of PTEs, arrangements which have direct benefits for the ongoing provision of programmes and services to students.

CCS Waitaki Training
Central Otago REAP
Central Otago Training Services Ltd
Headquarters Hairdressing
Industry Training Organisations (National and Local)
NZ Police: Southern District
Headquarters
The Malcam Charitable Trust & 4
Trades

Local and Regional Governments and Other Government Agencies

Accident Compensation Corporation (ACC)
Central Otago District Council
Clutha District Council
Cromwell District Council

Dunedin City Art Gallery
 Dunedin City Council
 Dunedin Public Library
 Mountain Safety Council
 Group Special Education: Otago
 Otago Regional Council
 Queenstown Lakes District Council
 Waitaki District Council
 Work and Income New Zealand Ltd

Employers and Industry Groups

Air Fiordland
 Air New Zealand Ltd
 A J Hackett
 Alliance Group Ltd (Pukeuri Plant)
 Amalgamated Builders Ltd
 Anderson Lloyd Caudwell Lawlink
 Aotea Electric Southern Ltd
 Arthur Barnett Ltd
 Bank of New Zealand
 Biz Business Information
 Cadbury Confectionery Ltd
 Calder Stewart Industries (Construction & Roofing)
 Cardrona Alpine Resort
 Central Otago Business Advisory Service
 Central Otago Chamber of Commerce
 Central Otago Employers and Employer Groups
 Clutha Agricultural Development Board
 Clutha District Chamber of Commerce
 Clutha Economic Development Board
 Delta Utility Services Ltd (Delta)
 Destination Queenstown
 Dive HQ (Dive Otago Ltd)
 Downie Stewart Foundation
 Dunedin Employers/Employer Groups
 Edgewater Adventures
 Edgewater Resort Hotel
 Federated Farmers of New Zealand (Inc)
 Felton Road Wines Ltd
 Fiordland Travel Ltd
 Fisher & Paykel (Appliances or Financial Limited)
 Fonterra Co-operative Group Ltd -
 Fonterra Stirling
 Fulton Hogan Ltd
 FutureGro

Gibbston Valley Wines
 Gillies Foundry and Engineering Co Ltd
 GRD Macraes Ltd
 Hirequip Ltd
 Kayak and Outdoor
 Lakeland Adventures Ltd
 Lakeland Resort Queenstown/Rydges
 Lake Wanaka Tourism
 McIntyre Engineering Ltd
 Makarora Tourist Centre
 Meridian Energy Ltd
 Millennium Hotel Queenstown
 Millers Mechanical (NZ) Ltd
 Mitre10
 Morgan O'Shea Engineering
 MWH New Zealand Ltd
 Naylor Love Ltd
 New Zealand Post
 Nikken Seil Co Ltd
 North Otago Employers and Employer Groups
 Novotel Gardens
 Novotel Queenstown
 New World Supermarket Wanaka
 NZ Institute of Management
 NZ Institute of Welders
 NZ Moulding Company Ltd
 NZ Ski.com
 Otago Southland Employer's Association Inc
 Otago Chamber of Commerce
 Otago Daily Times
 Otago Development Board
 Otago Power Services Ltd
 Outside Sports
 Parkroyal Queenstown
 Palmers Mechanical Ltd
 Queenstown Chamber of Commerce
 Radio Works NZ Ltd
 Scott Technology Ltd
 Sealord Group Ltd
 Shotover Jet Queenstown
 South Otago Employers and Employer Groups
 Southern Cross Hotel
 Springvale Estate Ltd
 Summit Wool Spinners Ltd
 Tamahine Holdings Ltd
 Taylor McLachlan Ltd
 Telecom New Zealand Ltd

Tecpak Industries Ltd
 Toko Engineering and Marine Ltd
 Tourism Central Otago
 Tranz Rail Hillside Engineering Group
 Treble Cone Ski Area
 Tourism Dunedin
 Waitaki Development Board
 Waiorau Snow Farm Ltd
 Wenita Forest Products Ltd
 Wickliffe Ltd

Community Organisations

Age Concern Otago Inc
 Literacy Aotearoa (Dunedin) Inc
 National Council of Women

Pacific Island Council

Professional and Employee Associations

Association of Staff in Tertiary Education (ASTE)
 National Council of Māori Nurses
 NZ Association of Community and Continuing Education
 NZ Association of Counsellors
 NZ Association of Occupational Therapists (Inc) Otago
 NZ College of Midwives: Otago
 NZ Medical Association Otago
 NZ Nurses Organisation: Otago
 NZ School Trustees Association
 Otago Polytechnic Students Association

Secondary Schools

Central Otago Secondary Schools
 Cromwell College
 Dunedin Secondary Schools
 Dunstan High School
 Mt Aspiring College
 North Otago Secondary Schools
 Otago Secondary School Principals Group
 Wakatipu High School

Iwi/Māori Organisations

Hokonui Runanga Inc
 Kāti Huirapa Rūnaka ki Puketeraki

Te Rūnanga o Moeraki (kā Papatipu Rūnaka)
 Te Rūnanga o Ōtākou

Health Sector Organisations

Central Otago Health Services Ltd
 Consumer Advisor Mental Health: Dunedin
 Disability Information Service Inc
 Disabled Persons Assembly Association
 HealthCare Otago
 Health and Disability Advocates (Commissioner)
 IHC NZ Inc – Otago Branch
 Otago District Health Board
 Otago Pacific Health Trust
 Public Health Unit, Southern Locality, Ministry of Health
 Royal NZ Foundation for the Blind: Otago
 Royal NZ Plunket Society
 Southlink Health
 St Johns (Southern Region)
 Waitaki District Health Services Ltd