



SAPERE AUDE – DARE TO BE WISE

UNIVERSITY OF OTAGO
TE WHARE WĀNANGA O OTĀGO

Charter

APPROVED BY THE UNIVERSITY OF OTAGO COUNCIL
23 SEPTEMBER 2003

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1.0 VISION AND MISSION

1.1 Vision

A research-led University with an international reputation for excellence.

Ko te Aronga

He Whare Wānanga e Aronui ana ki te Rangahau, e Rongonui ana i ngā Tōpito o te Ao i tōna Ikeiketanga.

1.2 Mission

The University of Otago will advance, preserve and promote knowledge, critical thinking and intellectual independence to enhance the understanding, development and well-being of individuals and society. It will achieve this by building on foundations of broad research and teaching capabilities, unique campus learning environments, its nationwide presence and mana, and international links.

Ko te Uaratanga

Ko tā Te Whare Wānanga o Otāgo he whanake, he pupuri, he whakatairanga hoki i te mātauranga, i te ihomatua tātari kaupapa, i te whakaaroaro motuhake o te tangata, e nui ake ai te mōhio, te mārama, te hiatotanga, otirā, te oranga o te tangata, o te iwi hoki. E tutuki ai tēnei mā te rangahau me te tika mārika o te whakaako, mā te whai wānanga ahurei, mā te whakau i tōna mana, me ōna toronga puta noa i te motu, i te ao.

2.0 SPECIAL CHARACTER

Excellence in research and research-led teaching together with a tradition of innovation define New Zealand's first University, the University of Otago.

From its foundation in 1869, Otago has embraced a national role, all the while judging itself in an international context. One of New Zealand's most successful universities, it has sustained a proud record of leadership and outward-looking responses to the challenges of the times.

Key features of Otago are its vibrant research and teaching culture, a broad curriculum that encompasses traditional scholarship and new knowledge, a unique concentration of special professional schools and an outstanding campus learning environment in the southern city of Dunedin. It has a special place in New Zealand, standing for innovation, flair and audacity of spirit, and also for quality, status and reputation. Young scholars perceive that it is an adventurous and emphatic statement of attitude and intent to undertake study at Otago.

While the University of Otago, Te Whare Wānanga o Otāgo, remains a Dunedin-based university it has expanded to include specialist facilities in Christchurch, Wellington and Auckland. The University's southern roots are anchored in a special relationship with the communities of Otago and Southland, and with a special partnership with Ngāi Tahu, as mana whenua within their takiwā of Te Waipounamu. This partnership is underpinned by a Memorandum of Understanding with Te Rūnanga o Ngāi Tahu which defines the way in which commitments to the Treaty of Waitangi are fulfilled.

The special dimensions of Otago's leadership are exemplified in the achievements of scholars such as Sir Peter Buck, Te Rangi Hiroa, who qualified as New Zealand's first Māori medical doctor in 1904 and made outstanding contributions in public health, politics, Māori history and

anthropology, and Sir John Eccles, whose leadership in neurophysiology ultimately won him a Nobel prize. Emily Siedeberg graduated from Otago in 1896 to become New Zealand's first woman doctor, and a year later, Ethel Benjamin became its first woman lawyer.

Half a century ago Otago established New Zealand's first fulltime fellowships for writers, artists and composers. In the 1970s it extended its presence into other major cities. More recently it has been at the forefront of internationalisation, and among the first to commit to cooperative and collaborative joint ventures with multiple higher education, research and commercial partners.

The juxtaposition of the Hocken Library (established in 1910) and the Information Services Building (opened in 2002) epitomises Otago's integration of tradition and innovation. Established through the generosity of a private benefactor in trust for the people of New Zealand, the Hocken is the country's largest non-Government research library. Acknowledged as world-class, the Information Services Building incorporates seamless digital and traditional paper-based access to the world's knowledge with individual and group study spaces, social amenities and a range of student support services. The result is a unique environment where learning and living are woven together in countless ways.

2.1 Academic Breadth and Depth

Since its foundation in 1869, Otago has developed into a University that is known for both the breadth and depth of its academic programmes. By 1871 professors were engaged in Classics and English Language and Literature, Mathematics and Natural Philosophy, and Mental and Moral Philosophy. The introduction of Natural Science (1872) extended the University's base in the arts and sciences. This was complemented by the opening of specialist schools in Mining (1872 to 1886), Law (1873) and Medicine (1875).

The introduction of Education (1904), Dentistry (1907), Home Science - later Consumer and Applied Sciences (1911) and Commerce (1912) saw further growth. A Faculty of Theology was created in 1946, followed by Physical Education (1947), Surveying (1955) and Pharmacy (1960).

The University's Christchurch and Wellington Schools, established in 1972 and 1977 respectively, have become centres for significant research and postgraduate teaching programmes in the medical and health sciences as well as for clinical undergraduate medicine.

Over the last two decades the range of disciplines and qualifications has been further extended, both to broaden the University's base in the arts and sciences, and into areas including Physiotherapy, Teaching, Applied Science, and Biomedical Science. Otago's Auckland facility, established in 1996, is a centre for the delivery of New Zealand's longest-standing advanced business programmes.

2.2 A Unique Learning Experience

Dunedin is a true university city, one of the few in the world. The campus is the hub of the vibrant residential student community that defines the character of the northern part of the city. Otago's status as a national university, firmly established by its strong programme in distance teaching and by its specialist facilities in the country's three other main cities, is reinforced by the fact that more than 80 per cent of new students come from outside Dunedin. This has seen the emergence of the distinctive student-based lifestyle that shapes the Otago graduate.

The benefits that come from living and studying in this environment are highly valued by Otago's students, graduates and their employers. The integration of scholarly and social life sees students mature as they study to emerge as graduates displaying confidence, creativity, interpersonal skills, independence and a strong sense of community.

This special element of the Otago experience starts when the majority of students spend their first year of study in Dunedin at one of thirteen residential colleges or halls. Otago has a long tradition of providing “home away from home” accommodation in its halls of residence and has far more than any other New Zealand university. There is a focus on personal well-being and on the development of a sense of community and belonging. Halls and colleges provide facilities and activities such as libraries, computer suites, regular tutorials and social and sporting events that help optimise academic success and personal growth.

Following time at a hall, students typically move to accommodation in the many flats that ring the campus. They continue to benefit from the University’s extensive health, social and learning support services.

Students are equally attracted by Otago’s academic reputation, the quality of its teaching, and its multi-disciplinary approach. The availability of a wide range of disciplines in a highly flexible undergraduate degree structure enables them to undertake powerful degree combinations spanning multiple qualifications, often involving widely different but ultimately complementary areas.

2.3 Research Excellence

As one of New Zealand’s largest and most successful research organisations, Otago has national leadership and international recognition in numerous fields of intellectual enquiry.

Internally, Otago places an emphasis on harnessing expertise within specific disciplines to develop multi-disciplinary research. It has particular concentrations of strength in the medical, biomedical, biological and natural sciences, the liberal arts and law and is extremely successful in securing competitive research grant funding.

There are extensive collaborative research relationships with other universities, specialist research organisations and Government, both nationally and internationally. Otago has invested in facilities and structures to support joint enterprise in research with business and commercial partners. Otago’s research capability is therefore broad, deep and externally connected.

As a research-intensive university, Otago provides special support to postgraduate students and to emerging researchers. Postgraduates comprise almost twenty per cent of the student population, with doctoral students figuring prominently. Their success is enhanced by Otago’s approach in ensuring that students experience a seamless transition from research-informed undergraduate study to research-based graduate study.

3.0 CORE VALUES

In pursuing its mission, the University of Otago adheres to the following core values:

3.1 Intellectual Independence and Academic Freedom, encompassing

- institutional autonomy and academic freedom;
- the right and responsibility to question and test conventional wisdom;
- intellectual and artistic creativity.

3.2 Excellence, in

- research and teaching, according to international best practice;
- the provision of learning and living environments that enrich the experience of students and staff;
- administration, support services and technologies.

3.3 Partnership, with

- Ngāi Tahu as the Treaty partner within its takiwā, and other iwi as appropriate;
- compatible research, education, health and commercial organisations;
- the City of Dunedin, local authorities and community organisations, particularly in Otago and Southland.

3.4 Leadership, in

- research, teaching and community service;
- professional practice and performing arts;
- the development of graduates equipped to shape the future.

3.5 Collegiality and Collaboration, with and between

- staff, students and graduates, in accordance with the ethos of a university as a community of scholars;
- all campuses of the University;
- other organisations for mutual benefit and public good.

3.6 Knowledge, encompassing

- its creation;
- its preservation, transmission and application;
- its relevance to the needs of students, employers and society.

3.7 Equity and Ethical Standards, encompassing

- institutional and personal conduct of the highest level;
- respect for others;
- equity in employment and educational opportunities.

3.8 Consultation, with

- staff, students and their representatives;
- the University's partners;
- the community and its representatives, particularly in Otago and Southland.

3.9 Stewardship, of

- the heritage and mana of the University;
- its physical and financial resources;
- its intellectual capacity and accumulated knowledge.

4.0 CONTRIBUTION TO NEW ZEALAND AND THE TERTIARY SECTOR

4.1 International Context

International perspectives provide the context for the University of Otago's academic and professional activities.

The University's academic and professional staff draw on and contribute to a global body of knowledge and are supported in gaining international experience and building international networks.

Otago is convinced that a diverse and high-calibre, rather than large, international student population provides the best educational and social outcomes for its students and for New Zealand. This conviction is reflected in its international student recruitment, and in its leadership fostering student exchange as a key means of providing international experiences.

The University's approach creates linkages and membership of international networks that enhance its standing and ensure that international content, context and vision are incorporated in the learning experience of students. Its professional degrees are internationally accredited, and its non-professional qualifications internationally recognised.

Otago also contributes significantly to national standing through having the strongest overseas alumni network of any New Zealand university, with many of its members prominent as leaders in their communities.

4.2 National Context

The University is a vital part of New Zealand's intellectual, cultural, health and economic infrastructure.

Consistent with its national presence and role, the University:

- attracts the majority of its students from beyond Otago/Southland;
- makes a major contribution to research across a wide range of disciplines;
- has leadership and standing in a range of disciplines;
- shares knowledge and expertise to meet the needs of community, society and Government;
- has specialist campus facilities in Christchurch and Wellington (health sciences teaching and research) and Auckland (business and executive education);
- undertakes the international distance delivery of specialist qualifications, mainly in medicine and health.

The University is particularly significant in intellectual, cultural and economic terms to the Otago/Southland region.

4.3 National Contribution

The University contributes to the identity and development of New Zealand through all aspects of academic activity, particularly by the way in which it:

4.3.1 Development and Innovation

- develops graduates equipped to adapt to and shape the changing needs of society;
- explores and realises the commercial potential of innovative intellectual property;
- deploys its expertise in research and teaching to support business development;
- works with Ngāi Tahu, the Dunedin and wider Otago/Southland communities to foster economic development and innovation.

4.3.2 Knowledge Creation and Uptake

- advances knowledge through research, with an emphasis on building a multi-disciplinary research and teaching capability;
- engages with national and international partners in research and knowledge creation;
- shares the results of research with the academic, professional and wider communities;
- provides adult and community education and professional education programmes;
- works in collaboration with Government, its agencies and other appropriate organisations on research in areas of mutual interest.

4.3.3 Social and Cultural Development

- provides intellectual and cultural leadership by undertaking and encouraging the critical evaluation of accepted ideas and beliefs;
- encourages participation and achievement by under-represented groups;
- serves as a national centre for health and medical research;
- engages in a dynamic partnership with Ngāi Tahu that supports the realisation of tangata whenua/iwi aspirations for learning and research;
- develops graduates who enrich New Zealand as a nation.

4.4 Contribution to the Tertiary Education Sector

Consistent with its national leadership role, Otago makes a significant contribution to the tertiary sector by which it:

4.4.1 Excellence

- undertakes research that meets international standards of excellence;
- provides innovative and effective student-centred teaching, supported by excellent learning environments, resources and facilities;
- develops high-quality graduates across a very wide range of disciplines

4.4.2 Leadership

- builds research capacity and fosters a research culture among staff and students;
- enhances international study and research opportunities for staff and students;
- undertakes innovative curriculum development;
- builds an increasingly diversified funding base which includes significant contributions from private agencies and foundations, commercial enterprise, endowments and bequests.

4.4.3 Partnership and Collaboration

- engages in strategic research and teaching partnerships with appropriate institutions and organisations;
- uses feedback from key groups, including students, graduates and other alumni, business and tangata whenua/iwi, to ensure that excellence and relevance to the wider needs of society are maintained;
- develops research policies and practices that are responsive to the needs of tangata whenua/iwi.

4.4.4 Relevance

- undertakes research of international standing and of relevance to New Zealand's social and economic needs;
- develops the capacity of students as leaders and critical thinkers, who emerge as graduates with intellectual independence and the capacity and desire for lifelong learning;
- meets national needs by providing New Zealand's only professional training programmes in areas including Dentistry, Medical Radiation Therapy, Surveying and Dietetics, and one of the two national programmes for Medicine, Physiotherapy and Pharmacy;
- fosters innovation in the application of research for public good and commercial purposes;
- nurtures the arts and sciences and ensures their ongoing contribution to the life of the nation;
- deploys its knowledge and expertise to assist Government and its agencies in policy development and other activities;
- responds to changing professional and managerial workforce, and other national needs.

4.4.5 Access

- provides alternative admission options for students who do not meet normal entrance criteria;
- provides special pathways and support for groups that are under-represented in University study;

- provides credit towards Otago qualifications for appropriate prior learning;
- supports students progressing to research-based postgraduate study.

4.4.6 System Capability

- invests in areas of established and emerging research strength;
- uses the residential nature of the Dunedin campus as a unique environment to maximise opportunities for academic success and personal growth;
- undertakes and supports research into teaching;
- provides formal qualifications in tertiary teaching;
- fosters innovation in teaching delivery methods and curriculum design;
- collaborates with other higher-education institutions for the effective use of resources;
- sets sector standards in the provision of infrastructure and support services;
- builds leadership and managerial capability.

5.0 APPROACH TO FULFILLING TREATY OF WAITANGI OBLIGATIONS

The University of Otago contributes to the achievement of tangata whenua/iwi aspirations and fulfils its Treaty of Waitangi obligations through a Treaty-based partnership, primarily with Ngāi Tahu.

This partnership is underpinned by mutual respect for the rights and aspirations of each partner, and its provisions are embodied in a Memorandum of Understanding.

Te Rūnanga o Ngāi Tahu and the University of Otago agree that the purpose of their Memorandum of Understanding is to establish a protocol that gives effect to a Treaty-based partnership.

The University recognises Ngāi Tahu rangatiratanga and mana within the takiwā of Ngāi Tahu and supports the Ngāi Tahu vision:

Tino Rangatiratanga – “mō tātou, ā, mō ka uri ā muri ake nei.”

(Tino Rangatiratanga – “for us and our children after us.”)

Consistent with this primary Treaty relationship, the University has a further commitment to partnership with tangata whenua/iwi under which it:

- enters into Treaty-based relationships and agreements with other iwi as appropriate;
 - provides support for tangata whenua/iwi to undertake University study;
 - fosters an awareness of te reo me ngā tikanga Māori amongst staff and students;
 - strengthens links and consults with tangata whenua/iwi in research;
 - promotes and supports research in Te Ao Māori, encompassing past, present and future dimensions;
 - offers and develops courses which explore areas of Te Ao Māori, and which meet the needs and aspirations of tangata whenua/iwi;
 - supports the recruitment, participation, retention, development and success of Māori staff and students.
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6.0 APPROACH TO MEETING THE NEEDS OF PACIFIC PEOPLES

Consultative and cooperative relationships with Pacific communities are the cornerstones around which the University's contribution to the development and success of Pacific peoples is made.

In making this contribution, the University commits to build and sustain:

- links with Pacific communities and organisations locally, nationally and internationally;
- structures and processes that promote effective dialogue with and input from Pacific students and their communities;
- research and teaching which is relevant to the needs of these communities.

To give effect to its commitments to Pacific peoples, the University:

- develops and maintains positive relationships with Pacific communities;
- recruits and provides support to assist increasing numbers of Pacific students to undertake and successfully complete University study;
- recruits and supports the participation, retention and development of Pacific staff;
- promotes and supports research and teaching in areas relevant to the needs and interests of Pacific peoples;
- develops and sustains cooperative relationships with Universities and other appropriate research and educational organisations in the Pacific region.

7.0 APPROACH TO MEETING THE NEEDS OF LEARNERS

The University of Otago fosters learning through research-informed teaching that meets international standards. To achieve this, it draws on the expertise and dedication of its staff, and the excellence of its support services.

The special nature of the Dunedin campus experience enables students to engage in personal as well as intellectual development to an extent unrivalled by any other New Zealand university.

Otago recognises its responsibility to provide students with a stimulating learning experience characterised by high-quality teaching, sound course advice, and transparent and fair expectations in respect of workload and assessment.

Otago focuses on developing the attributes of all students in the following key areas: communication; critical thinking; cultural understanding; ethics; global perspective; in-depth knowledge; information literacy; interdisciplinary perspective; lifelong learning; research; scholarship; self-motivation; team work.

Otago is committed to achieving its learning aims through:

7.1 Teaching and Learning

- courses of study which enhance the capacity of students to become innovative, enterprising and positive contributors to society;
 - general degree structures that apply multi-disciplinary perspectives and allow flexible study choices;
 - advanced undergraduate study incorporating research training;
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- professional programmes that provide the competencies for professional registration;
- continuous improvement in papers, programmes and teaching performance, informed by input from students and recent graduates;
- the recognition and celebration of teaching excellence.

7.2 Student Support

- the provision of student support services in partnership with students;
- comprehensive learning support and information-literacy services;
- excellent support services, a safe and healthy environment, and a strong sense of University community which contribute to the holistic well-being of students;
- dedicated support services for Māori, Pacific peoples, international students, research postgraduate students, and those with disabilities;
- a supportive wider community environment for students, especially in Dunedin.

7.3 Accessibility

- recruitment of students from all areas of New Zealand;
- distance and web-based delivery of specialist qualifications;
- partnership with students and communities to improve the participation and performance of groups under-represented in University study;
- a range of pathways to University study, including admission pathways for those who do not meet normal University-entry criteria;
- appropriate recognition for prior learning and credit for tertiary study undertaken elsewhere.

8.0 APPROACH TO ENSURING A STAFF PROFILE CONSISTENT WITH MISSION AND PURPOSE

The calibre and dedication of the University's staff, both academic and general, are central to its success. To achieve a staff profile consistent with its mission and needs, the University:

8.1 Recruitment

- recruits academic staff and senior general staff internationally as well as nationally;
- requires a record of active research, publication and teaching expertise before academic staff are confirmed in their positions;
- expects academic staff holding confirmed appointments to have a research-based postgraduate qualification and to be active in research and teaching;
- provides for te reo me ngā tikanga Māori within employment processes.

8.2 Development

- supports the academic, professional and career development of all staff;
- provides national and international opportunities for staff interaction, experience, training and networking;
- provides specific development support for staff from under-represented groups.

8.3 Performance and Promotion

- encourages staff to perform to the best of their ability;
- recognises merit and rewards excellence;
- operates merit-based promotion and salary-review mechanisms;
- requires peer assessment at an international level for promotion to associate professorships and professorships;
- provides transparent performance review and promotion criteria.

8.4 Retention

- ensures a safe and healthy working environment;
- provides fair and reasonable remuneration levels;
- offers professional development opportunities;
- shares the benefit of intellectual property development with staff;
- fosters collegiality and a sense of community.

8.5 Management of Change

- maintains the flexibility required to meet the University's needs in a changing environment;
- seeks input from staff and their representatives in respect of change;
- provides mechanisms to support staff through the change process.

9.0 COOPERATION AND COLLABORATION

Otago works with local, regional, national and international institutions and organisations in order to:

- enhance the University's research, teaching, learning and community service;
- meet the needs of its partners and stakeholders;
- optimise outcomes for students and staff;
- contribute to national goals and objectives;
- enhance the standing of the University.

Otago regards the most effective cooperation and collaboration as that which builds on relationships between individual staff, and academic and administrative units in areas of common interest. Where the University seeks to take a leadership role in such cooperation and collaboration, it favours doing so by way of memoranda of understanding or agreement, alliances and joint ventures.

It places a particular emphasis on cooperation and collaboration which:

- involve joint research, including applied and contract research;
- involve joint course delivery, transferable credit for study and the development of courses relevant to partner needs;
- enhance international exchange opportunities for staff and students;
- support tangata whenua/iwi aspirations;
- develop opportunities to apply University expertise for public good;
- include opportunities to commercialise innovative intellectual property;
- result in the more effective use of resources.

The following are Otago's major partner groups for cooperation and collaboration:

- other universities and university networks, nationally and internationally;
- specialist research organisations, particularly Crown Research Institutes;
- other New Zealand tertiary sector providers;
- Ngāi Tahu and other iwi as appropriate;
- Government agencies;
- professional and employer groups;
- business, industry and commercial enterprises;
- local authorities and service organisations.

10.0 GOVERNANCE AND MANAGEMENT

10.1 Governance

In accordance with the University of Otago's vision, mission and values, its governance upholds:

- institutional autonomy: protecting academic freedom and integrity;
- leadership: in maintaining and enhancing the University's standing;
- excellence: as the characteristic of all University activity;
- stewardship: of the University's intellectual, physical and financial resources;
- partnership: in keeping with the articles and principles of the Treaty of Waitangi.

The key governance structures involve:

- the Council, constituted and empowered according to legislation, chaired by the Chancellor, and comprising a mix of elected, appointed and co-opted members;
- the Senate reporting directly to the Council as the Academic Board of the University;
- a Treaty of Waitangi Committee, with equal Council and Ngāi Tahu representation;
- other specific committees reporting directly to the Council on matters including financial management and performance, capital development, ethics, risk management, and statutory compliance;
- working parties of the Council to examine specific issues.

The University is committed to maintaining Ngāi Tahu representation on the Council.

10.2 Management

The Vice-Chancellor is the academic leader, chief executive officer and employer of all staff of the University. The Vice-Chancellor provides strategic leadership through:

- developing and articulating a strategic vision for the University;
- sustaining a commitment to excellence in research and teaching;
- fostering academic freedom and critical reflection;
- ensuring accountability and ongoing improvement;
- developing relationships with key external organisations and communities-of-interest.

The key principles under which University management operates are:

- leadership as an integral part of management at all levels;
- devolved decision-making through divisional structures and committees;
- financial accountability through the establishment of fiscal strategies, the setting of Council-approved budgets and reporting of financial performance;

- accountability on non-financial matters through University committees and via University and divisional quality systems;
- commitment to excellence, continuous improvement and international best practice;
- internal and external communication of the highest standards;
- staff and student representation on committees and working parties.

The key elements of the management structure are:

- academic divisions, each comprising groups of related academic disciplines;
- administrative divisions, each comprising a grouping of support services;
- subsidiary and associated companies for the management of commercial ventures and for other specialist activities;
- central University committees;
- advisory groups to the Vice-Chancellor.

Effective linkages between management and governance are achieved through:

- justification of operations and new initiatives in terms of their alignment with the University's strategic goals and objectives;
- decisions made in accord with the policies and procedures of the University;
- Council and non-Council membership of committees and working parties of the Council;
- effective planning to support the strategic deployment of resources;
- appropriate delegated authorities.

11.0 RECIPROCAL OBLIGATIONS

The University of Otago accepts that the Government has responsibility for the coordinated, efficient and equitable use of the resources it provides to tertiary education. It undertakes to fulfil its roles in respect of government-funded activities insofar as the resources made available to it permit.

The Government, through the Tertiary Education Commission and Ministry of Education, undertakes to respect and sustain the autonomy of operation of the University of Otago in accordance with the principles of the Charter. The Government will not take any action that could compromise the academic integrity or financial viability of the University.

12.0 CONSULTATION

The development of this Charter has been informed by feedback obtained through the many networks that exist within and beyond the University of Otago.

12.1 General Approach to Consultation

The University of Otago engages in ongoing consultation through:

- regular interaction between key stakeholder representatives and members of Council, senior academic leaders and managers;
 - stakeholder participation in regular reviews of programmes, academic departments and service units;
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- regular feedback on the effectiveness of operations and activities;
- response to feedback when developing new programmes;
- ongoing interaction between stakeholders and University staff and their academic and administrative units.

12.2 Key Stakeholder and Partner Groups

The University's stakeholders and partners span regional, national and international boundaries. Their diversity reflects the breadth of teaching, research and service undertaken by the University. The key stakeholder groups and their expectations in respect of their relationship with the University are:

Staff

expect to be encouraged and supported to innovate, to have a safe and healthy working environment, to receive fair and equitable remuneration, to be rewarded for excellence, and to be active participants in a community of scholars and educational professionals;

Students

expect a high-quality experience that meets their educational and social needs, is supportive and enriching, values them as individuals, involves them in the life of the University, equips them to succeed in a rapidly changing world, and is fairly priced;

Alumni

expect the University to maintain and enhance its reputation, to offer opportunities for interaction, and to provide opportunities for further academic and intellectual development;

Ngāi Tahu and other iwi

expect active partnership and open engagement with the University, particularly in initiatives that help fulfil tangata whenua/iwi development aspirations;

Pacific Peoples

expect active and open engagement with the University, particularly in initiatives that support the fulfilment of Pacific development aspirations;

Local Government and Community

expect the University to maintain its viability on an ongoing basis, to act as a good citizen, and to share its knowledge and expertise in ways that enrich the community socially, intellectually and economically;

Central Government and its Agencies

expect the University to comply with statutory requirements, to undertake activities that are complementary to Government strategy, to play a special educative and research role in respect of the health sector, to share its knowledge and expertise, and to act in a fiscally prudent manner;

Professional and Employer Groups

expect the University to produce graduates with the skills required to become effective employees, and to provide ongoing opportunities for professional development;

Business, Industry and Commercial Enterprises

expect the University to share its knowledge and expertise with the business world, and to undertake joint research and commercial activities as appropriate;

Higher Education and Research Organisations

expect the University to enter into mutually beneficial relationships, particularly those that encompass new opportunities for staff and students in research and learning;

Other Strategic and Collaborative Partners

expect the University to maintain or enhance its international reputation, to honour agreements and arrangements, and to explore opportunities for partnership activities.

12.3 Consultation Specific to this Charter

The University engaged in Charter-specific consultation from June to September 2003.

Consultation was undertaken in accordance with the relevant legislative requirements, starting from the base-point of a Draft Charter approved for consultation by the University Council. Input was received from more than 80 organisations and individuals, resulting in significant changes to all sections of the Charter.

13.0 EXPIRY

Unless revoked earlier, this Charter expires on 30 September 2013.

For further information please contact:

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Institution Number 7007