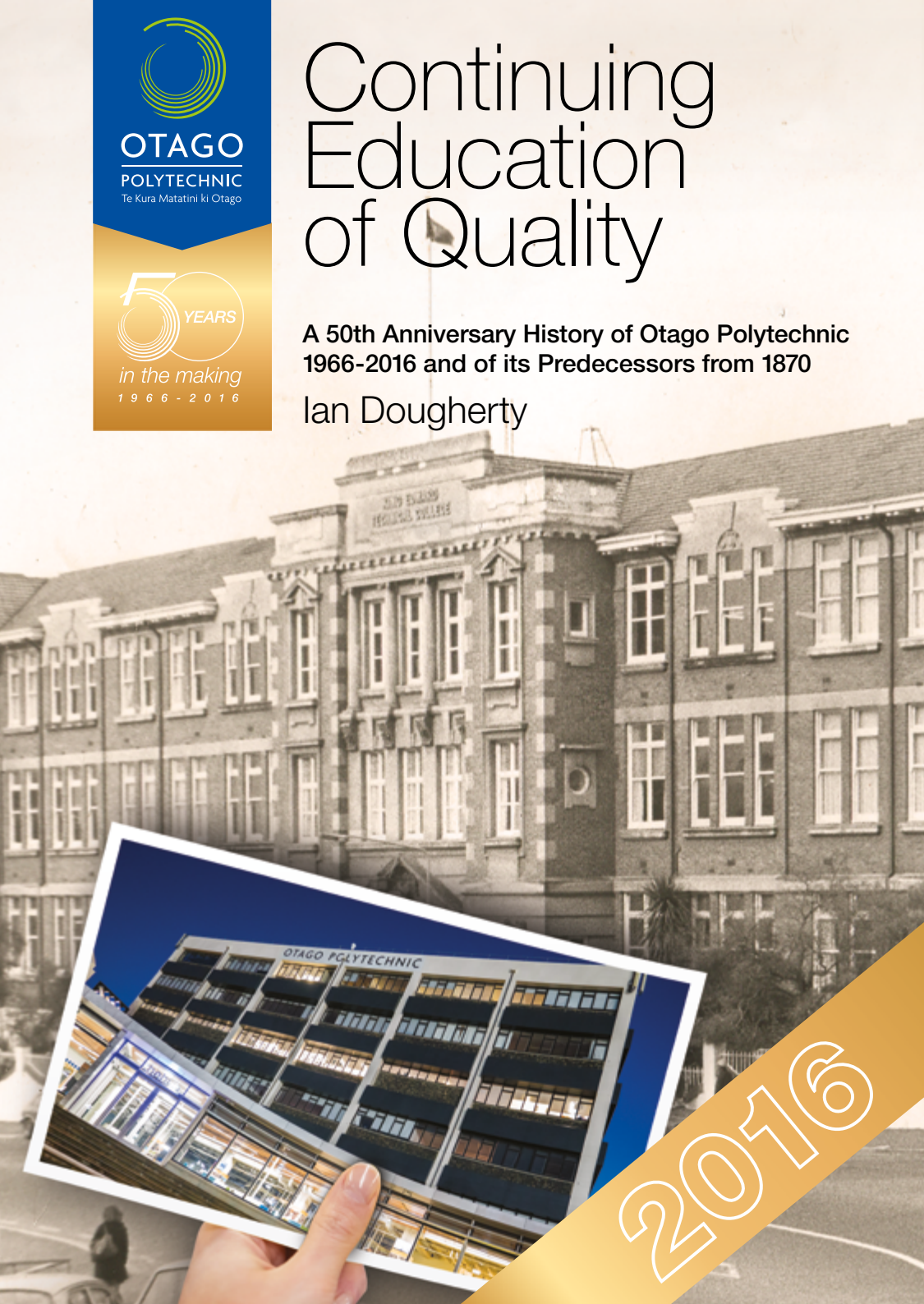
OTAGO
POLYTECHNIC
Te Kura Matatini ki Otago

50 YEARS
in the making
1966-2016

Continuing Education of Quality

A 50th Anniversary History of Otago Polytechnic 1966-2016 and of its Predecessors from 1870

Ian Dougherty



Continuing Education of Quality

A 50th Anniversary History of
Otago Polytechnic 1966-2016
and of its Predecessors from 1870

Ian Dougherty

First published in 2006
Revised edition published in 2016 by

Otago Polytechnic
Private Bag 1910
Dunedin
New Zealand

New Zealand: 0800 762 786
International: +64 3 477 3014
Email: info@op.ac.nz
Website: www.op.ac.nz

ISBN 0-908846-38-X
ISBN 978-0-908846-41-2

CONTENTS

PREFACE

One of the widely held public perceptions about tertiary education in New Zealand is that universities are ancient institutions and polytechnics are comparative new kids on the block. Although Otago Polytechnic is a product of the 1960s, it traces its direct ancestry back to the Dunedin Technical School, which was established in 1889, and it inherited an art school that opened in 1870, just one year after the establishment of New Zealand's first university, the University of Otago.

The first chapter of this book provides a broad-brush coverage of nearly a century of technical education in Otago, from 1870 to 1965, including Otago Polytechnic's predecessors: the Dunedin School of Art, Dunedin Technical School and King Edward Technical College. The second chapter deals with the period from 1966 and the formation of Otago Polytechnic, to the 1989 education restructuring. The third and fourth chapters cover the period from 1990 to the polytechnic's 50th anniversary in 2016. The book was originally published to coincide with the polytechnic's 40th anniversary in 2006 and has been updated as part of the institution's 50th anniversary celebrations. The title, Continuing Education of Quality, comes from the polytechnic's first mission statement: 'The prime purpose of Otago Polytechnic is to provide continuing education of quality'.

I am indebted to many people for their help with information, photographs and comments on draft chapters. Thanks also to the polytechnic for granting me those twin favours of funding and editorial freedom.

Ian Dougherty
Dunedin

CHAPTER 1

Technical Matters: Otago Polytechnic's Predecessors 1870-1965

When the *Christian McAusland* arrived at Port Chalmers in January 1870, it carried an unusual cargo – tonnes of plaster casts of classical sculptures. They belonged to one of the passengers, a 26-year-old Scottish art teacher, David Hutton, who the Otago Provincial Council had appointed as its first provincial drawing master, after the council had decided to introduce drawing and painting in the province's primary schools. Hutton wasted no time in opening the Dunedin School of Art, New Zealand's first art school, in February 1870.

The Dunedin School of Art was administered by the Otago Education Board, under the Otago Provincial Council until the abolition of provincial government in 1876, and then under the central government's Department of Education. At first, Hutton was given two large rooms in the New Post Office Building (later called the University Building and the Stock Exchange Building and now the site of John Wickliffe House), and then rooms in the education board's newly completed Normal School building in Moray Place. The hard-working Hutton not only ran art classes for primary school teachers, but also art classes for primary and secondary school pupils, ladies afternoon drawing class, and evening classes for 'artisans' in painting, modelling in clay, and freehand, geometric, mechanical and architectural drawing.

Although Hutton's art school became a Dunedin fixture, other early attempts to provide technical education in Dunedin were sporadic and short-lived. The Mechanics Institute began evening classes in 1857, in arithmetic, geography, English grammar and writing. Similar classes were

An 1891 oil painting by James Kilgour of David Hutton and his art assistant daughter Nellie in the art room at the Dunedin School of Art, surrounded by the teaching aids Hutton brought with him from Scotland. *Hocken Collections*

arranged by the amalgamated Dunedin Athenaeum and Mechanics Institute in 1863-4 and again in 1870-1, the Dunedin School Committee in 1866-7, and the Caledonian Society between 1873 and 1885.

One of the people involved in these early initiatives would figure prominently in the development of technical education in Dunedin. George Thomson was a science teacher at Otago Boys High School and had been one of the Caledonian Society's tutors, in chemistry. Thomson was among those who 'felt that in Dunedin and suburbs, there is a large number of youths who, in order to earn a livelihood or to qualify themselves for trades in which manual dexterity is required, have been early withdrawn from school, and in consequence have not had such opportunities of obtaining as thorough an education as it is desirable should be placed within the reach of all.' At the time, the vast majority of youths went straight from primary school to work or left secondary school after a year or two. The secondary schools were preoccupied with catering for the academically minded who were destined for university and the professions.

On 16 October 1888, Thomson convened a meeting of 22 Dunedin church, education, business and political figures in the Town Hall to consider a paper he had prepared on the establishment of evening classes in the city. Thomson proposed the formation of a society whose object should be 'the maintenance of classes for literary, scientific and technical subjects, of a character which would meet the educational requirements of artisans and those engaged in handicrafts.'

For Thomson, the motivation was both educational and social. 'The casual observer', he wrote in 1888, 'cannot fail in the evening to be struck with the number of young men and lads who, for lack of better occupation in their spare hours, are chiefly engaged in "killing time," an occupation pernicious alike to the individual and to the peace and safety of the community. Any plan therefore which will provide for these young people the means of self-improvement, which will open to them a door of escape from the polluting influences of idleness, and thus give them the chance of using for wise and good ends the ample spare time which our easy-going working hours give them is worthy of consideration and encouragement.' Thomson added, prophetically, 'It is primarily, then, a scheme for the establishment of continuation classes, though it may be made the basis on which ultimately a technical institute may be built.'

A committee of 11 prominent citizens was appointed to consider Thomson's proposals and, at a public meeting, again in the Town Hall, on 15 November 1888, on the recommendation of the committee, the Technical Classes Association was formed 'for the promotion of the education of the youths of the city by means of evening classes in literary, scientific and manual instruction'. The practical instruction to be provided was intended to make those who joined the classes 'more intelligent and more efficient workmen', but it was also hoped that in time, if possible, they would take advantage of the higher instruction provided by Otago University.

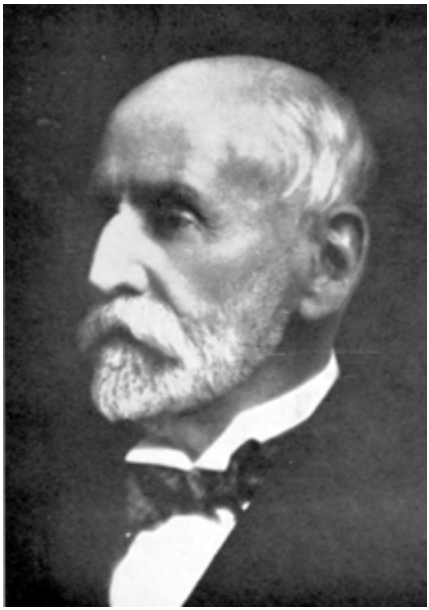
The following year, the Technical Classes Association established what would become known as the Dunedin Technical School, which opened on 1 May 1889 in the Normal School building in Moray Place, and in W.H. Scott's carpentry workshop in Lower St Andrew Street. The school initially provided evening classes between seven and nine o'clock from May to October. A total of 288 students covering 55 occupations, from bakers to wine workers, gave up their winter evenings and pocket money to attend

the classes in the first year, in the following subjects in order of popularity: shorthand, arithmetic, English literature, English, chemistry, mathematics, Latin and carpentry. The school soon added classes in 'cookery and domestic economy' in the Athenaeum Hall in the Octagon. Thomson taught chemistry and was the association's first honorary secretary and superintendent. Rutherford Waddell, the Presbyterian minister who would later shame the nation into passing laws to improve the conditions of factory and shop workers, taught English literature. Public donations and student fees sustained the classes. None of the teachers was paid.

The Dunedin School of Art and the Technical Classes Association worked closely from the start, and not just literally, in initially sharing the same Moray Place building. With David Hutton already providing evening classes for apprentices in painting, drawing and clay modelling, the association opted not to duplicate the art school's activities.

Other centres shared the Dunedin experience in the development of technical education. The Wellington Education Board had set up the Wellington School of Design (later Wellington Technical School) in 1886, and technical schools sprung up in Wanganui, Auckland, Invercargill, Masterton, Napier, Timaru, Palmerston North, Christchurch, New Plymouth, Petone and Nelson between 1890 and 1904, to provide mainly evening classes to fee-paying adults.

Unlike its predecessors, which tended to suffer from what one commentator has called 'a deadly blight' in their second year, the Dunedin Technical School was chronically popular. As class numbers and sizes increased, the school was like a toddler that kept outgrowing its clothing. In 1893, the Technical Classes Association secured a lease of Kincaid and McQueen's former Vulcan Foundry on the corner of Union and Great King streets. It was here that the classes acquired the name Dunedin Technical School. Four years later, the association leased larger and more central premises back in Moray Place, this time in Anderson and Morrison's former Brass Foundry. The classes became so popular that it was not unheard of for two teachers to be teaching two different classes in the same room at the same time. At the end of 1902, the Otago Education Board took over the voluntary association's assets, at the association's request, and a board of managers was appointed comprising representatives of the association, education board and Dunedin City Council.



The influential George Thomson was involved in an extraordinary range of activities, from helping to get the kindergarten movement underway in Dunedin, to setting up the Portobello fish hatchery. He later entered national politics.

King Edward Technical College Jubilee Booklet, 1939

The Dunedin Technical School enjoyed the support of the local community. A notable example was Alexander Burt, who, along with his brother Thomas, established the Dunedin brass and iron foundry firm of A. & T. Burt. Alexander Burt was a member of the formation committee and an office holder with the Technical Classes Association and subsequent board of managers for 30 years. He also left the school money in his will to fund a scholarship.

From 1893, the government provided a small amount of financial assistance for technical education. The government substantially increased funding in 1900, with the intention of making it more attractive for secondary schools and universities to increase their involvement in technical education, but they could not bring themselves to offer subjects such as carpentry and cookery.

In a further attempt to wider the secondary schools' gaze, in 1903 the government began awarding technical scholarships to pupils who passed their primary school Certificate of Proficiency exam. The hope was that the secondary schools would cater for these pupils by providing technical classes. When they continued to turn up their noses at the very notion of such classes, the Dunedin Technical School and its counterparts around

A group of school boys in the woodwork shop in 1910, the year after the Dunedin Technical School opened its doors to secondary school pupils.

King Edward Technical College Jubilee Booklet, 1939

the country offered to establish full-time day classes for the scholarship holders, the government agreed, and the technical high school, a uniquely New Zealand institution, was born.

The first technical high school opened in Wellington in 1905. Dunedin followed suit in 1909, when the Dunedin Technical School added to its established part-time evening classes, a technical high school that provided a general education with a technical, commercial or domestic bias for secondary school pupils. The move made sense. Bright, technically minded primary school pupils received a secondary education suited to their abilities, and the technical school's instructors, buildings and facilities were put to use during the day as well as in the evening.

The arrival of the secondary school pupils added to the pressure on accommodation. In 1910, the board of managers decided to build a new school on the site of the former Middle District School playground in Tennyson Street and a narrow strip of land fronting Stuart Street. What they had in mind was a building that would be 'an ornament to the city' and a local memorial to the recently deceased King Edward VII, after whom the Dunedin Technical School was renamed King Edward Technical College.

The King Edward Technical College building was considered important enough when it opened in 1914 to warrant a postcard by renowned Dunedin photographers Muir & Moodie.

Hocken Collections

The handsome three-storey brick frontage, one wing and a workshop were officially opened in September 1914. In just over a year, the building was debt free, the ever-supportive people of Dunedin donating more than 40 percent of the cost. An assembly hall, Burt Hall (named after Alexander Burt) was added in 1918, and the Thomson Wing (named after George Thomson) completed the main building in 1923. The first of the prefabricated buildings that would litter the site appeared in 1942. Later expansion included the Marlow Building (named after former board of managers chair J.J. Marlow) for home science, opened in Tennyson Street in 1948; a new block of classrooms and workshops, opened in 1956; and the Patrick Building (named after board chair W. Patrick), opened in Tennyson Street in 1960.

King Edward Technical College increased in size in leaps and bounds. Part of the growth was due to the college's takeover of the Dunedin School of Art. When David Hutton retired in 1908, the Otago Education Board wanted to transfer the art school to the technical school, but Hutton's replacement, Robert Hawcridge, resisted, saying they would do it over his dead body, and eventually they did. When Hawcridge died suddenly in 1919, art classes

were suspended and, the following year, the education board handed the technical college control of the art school, which effectively became the college's art department. The education board was glad to be shot of the art school, which had been a financial drain and, with the employment by the Dunedin Teachers College of an art master, was no longer needed by the board to train its teachers and pupils. In 1924, the technical college relocated the art school to the college's Stuart Street building, partly to keep a tight rein on what the college regarded as its somewhat wayward art school. In 1937, the art school was installed in a purpose-built home on the corner of Tennyson Street and York Place. The art school's students included later art world luminaries Frances Hodgkins in the 1890s, Doris Lusk, Colin McCahon and Toss Woollaston in the 1930s and Ralph Hotere in the 1950s.

Music also became one of the defining characteristics of the technical college, which, under music department head, Vernon Griffiths, boasted the largest school orchestra and band in Australasia, and a choir that comprised the entire high school.

A series of political measures from the 1930s further boosted the King Edward Technical College's roll. The high school roll increased dramatically after the government in 1936 abolished the Proficiency Exam, which resulted in universal secondary school education. Pupils who had been unable to pass the exam had previously been forced to stay at primary school until they reached the school leaving age of 14. The roll received another jolt after the government, in 1944, raised the school leaving age to 15.

The number of secondary school leavers and adult students also rose steeply. Most of these students had attended the technical college out of choice. A few had been required to turn up. Since the turn of the century, the Plumbers Association had required all local apprentices to attend technical classes in plumbing. An attempt in the 1920s to introduce compulsory attendance by apprentices in other trades had met with little success. The various trades had not yet been convinced that their apprentices needed further schooling. Following the Second World War, however, the government's policy of developing local industry required an industrially trained workforce, and the government once again turned to the technical schools.

A group of King Edward Technical College school girls in 1939. While Otago Boys and Otago Girls high schools tended to attract the sons and daughters of what were called the 'professional, official, and directing or business classes', the 'tech' tended to be populated by pupils from working class families. *King Edward Technical College Jubilee Booklet, 1939*

A 1944 commission of enquiry into apprenticeships resulted in the introduction of a system under which a trade or industry could ask the Arbitration Court to enact an order making part-time study obligatory for apprentices. The Motor Trades Apprenticeship Committee was the first to opt into the scheme. Other trades soon followed suit. As a result, apprentices trudged up the hill to King Edward Technical College for maybe half a day a week of practical instruction, supplemented by evening classes or correspondence courses, and later block courses of three to four weeks. The reward for three years of work and study was a New Zealand Trade Certificate issued by the Trades Certification Board. Another year or two earned an Advanced Trade Certificate.

The next big intake occurred in the 1950s, with the arrival of technicians. In 1954, the government set up a controlling authority to run exams and issue New Zealand Certificates in Engineering for middle-level engineers, between the apprentices and the university-educated professionals. Four years later, the Technicians Certification Authority of New Zealand was established to control the qualifications for technicians in any industry. Up

to five years part-time study was rewarded with a New Zealand Certificate. Professional part-time courses were also introduced on behalf of various professional organisations, and full-time and part-time courses were provided for a host of other occupations. Other students came in pursuit of a hobby.

By 1965, the inner-city King Edward Technical College was an extraordinary educational institution comprising a technical high school with 1000 day pupils and a tertiary division with more than 2500 school leavers and adults attending full-time, part-time, block, day release or evening classes.

In one room, a class of 13-year-old high school girls were doing home science, or 13-year-old boys were doing metal work. In another room, art students were practising lettering and layout as part of their one-year full-time certificate in art course, or second-year full-time diploma in art students were practising portrait painting. A group of aspiring office workers were doing a one-year full-time certificate course in commercial studies, or a two-year diploma course in secretarial practice.

Elsewhere, plumbing, carpentry and joinery, motor trade, electrical trade, fitting and turning, radio servicing, television and industrial electronics apprentices were on part-time or block courses on the road to a New Zealand Trade Certificate. A group of engineering students were taking another step in their part-time march towards a New Zealand Certificate in Engineering. Others were taking part-time technician courses in architectural draughting, quantity surveying, building, engineering, engineering draughting and science. A group of part-time students were preparing to sit their professional accountancy, banking, or management exams.

There were junior retail sales assistants from local stores taking a part-time class in retailing run in conjunction with the Otago Retailers' Association. A group of immigrants were coming to terms with the English language. Others were studying part-time in shorthand typing, machine accounting, navigation, journalism, wool classing, homemaking, clothing construction and music. Room was also found for hobby classes in woodwork, vehicle owning and driving, machine shop practice, amateur radio, dressmaking, millinery and cake making. The vast majority of students were studying part-time. There were only about 70 full-time students, doing art and commerce.

Long before 1965, it was clear that King Edward Technical College and the other big city technical schools had become the victims of their own popularity. They were deemed to have outgrown their accommodation and become too unwieldy for their administration, and would have to be divided in some way. Various options were considered, including: splitting each school into two similar schools serving different parts of the city; splitting each into a boys' and a girls' technical school; dividing them into specialist schools that each catered for a narrow range of courses; allowing one department such as commerce to hive off as a specialist technical school serving the whole city; converting each into a senior technical college and redistributing the junior classes through the other secondary schools in the city; or dividing each into a single secondary school and a technical institute. The government finally opted for the latter.

The carve-up began in 1960. Hutt Valley Memorial Technical College was divided into a high school and a national technical institute, the Central Institute of Technology, to provide courses in subjects in which the number of students was too small or the work too specialised to provide them in more than one centre. (The Technical Correspondence School had previously been established for students who were unable to attend or find the course they wanted at a technical school.) Seddon Memorial Technical College in Auckland was also split into a high school and a technical institute in 1960, Wellington Technical College in 1962, Christchurch Technical College in 1965, and King Edward Technical College on 1 February 1966.

Each institution got to name itself. In anticipation of the split up of King Edward Technical College, the tertiary courses had been renamed 'King Edward Technical College polytechnic division' in 1963, and then 'Otago Polytechnic', which was the name chosen in 1964 for the new tertiary institution. The name 'polytechnic' sounded new, but English technical schools such as Battersea Polytechnic had been using it since the 19th century. Wellington had already chosen 'polytechnic' rather than 'technical institute' in its title, and 'polytechnic' would come to replace 'technical institute' as the name for the entire sector, until 'institute of technology' became fashionable for most of the institutions, and for the sector. Otago would stick with 'polytechnic'. The high school adopted the name King Edward Technical High School ('technical' was later dropped from the name).

During the next 24 years, further institutions, variously named ‘technical institutes’, ‘polytechnics’, ‘institutes of technology’ or ‘community colleges’, would be established throughout New Zealand so that by 1990, with the conversion of the Telford Farm Training Institute near Balclutha into the Telford Rural Polytechnic, there were 25 such institutions from Whangarei to Invercargill.

CHAPTER 2

Tertiary Matters: Otago Polytechnic 1966-1989

On that first day of the first term on 1 February 1966, nothing much changed. Although Otago Polytechnic and King Edward Technical High School were run as separate institutions, each with its own principal, staff and controlling authority, they continued to share the same crammed buildings and facilities that dated back more than half a century. It was intended as a temporary arrangement, until both institutions relocated to new sites. They did, but it would take decades of frustration to achieve.

The new polytechnic took over the upper portion of the shared site bounded by Tennyson Street and York Place, the Patrick Building, part of the Marlow Building and most of the ground floor of the main building in Stuart Street. The polytechnic also had use of a couple of prefabricated buildings on the site, and two large houses in Cargill Street for the art school, which had to vacate its Tennyson Street-York Place home of 30 years to make room for the polytechnic's administration. The polytechnic and the high school shared Burt Hall. In the evenings, the polytechnic sprawled out into the high school classrooms as well.

The Otago Polytechnic council, which took over on 1 August 1966, reflected the vocational nature of the institution. It comprised: one representative of each of the Otago Branch of the New Zealand Institute of Architects, Otago Branch of the New Zealand Institution of Engineers, Otago Branch of the New Zealand Society of Accountants, Otago-Southland Manufacturers Association, Dunedin Chamber of Commerce, Otago Provincial District of Federated Farmers, Dunedin City Council, Otago University, and Otago-Southland secondary school principals; two representatives of the associations of employees in local industry and two representatives of the associations of employers in local industry; up to

The shared site of Otago Polytechnic and King Edward Technical High School. The former art school building turned polytechnic administration building is in the Tennyson Street-York Place corner of the triangle (top right). The Patrick and Marlow buildings are between the administration building and the netball court on Tennyson Street. Tucked in immediately behind the main Stuart Street building in the foreground are the woodwork and engineering shops. Burt Hall is to the right of the main building. Prefabs are starting to encroach from the top left corner of the site.
Otago Daily Times, 18 June 1968

five co-opted members; and a woman if there was no other woman on the council. They were appointed for three-year terms. None of the council members was paid.

Initially there was no provision for staff or student representation. A staff member elected by full-time teaching and allied staff was allowed to attend council meetings from 1970. The representative was permitted to speak but not vote. Student representatives were allowed to attend council meetings from 1974. With a change by the government to the rules to allow staff and student representation on technical institute councils, a council member elected by the staff, and another elected by the students, joined the council as full members from 1976.

The Otago Polytechnic council in 1968. From left (back row) R.M. Williams, S.C. Scott, C.I.C Scollay, J.D. Allingham, T. Hill, H.M. Sinclair, J.L. Harrison, M. Bootten, J.F. Ballard, P.S. Beath, (front row) H.H. Saunders, G. Mason, W.J. Bryant, A.K.. Ibbotson, W.S. Gilkison.

Otago Polytechnic

Freed from the concerns of the previous technical college board about such weighty matters as regulating the length of boys' hair or display of girls' jewellery, the polytechnic council could get on with the business of running a tertiary institution, although it had limited powers. The Education Department made all major policy decisions and almost all expenditure decisions and approved all courses. The council was responsible for a small budget for general expenses. Funding was based on total student hours of attendance, with a weighting in favour of more expensive courses. The polytechnic inherited a network of advisory committees and a board of studies (later academic board) that concerned itself with academic standards.

At first, Otago Polytechnic continued to be a member of the Technical Education Association of New Zealand, which represented the various technical schools. In 1970, Otago and the other technical institutes left the association and formed the Technical Institutes Association of New Zealand (later the Association of Polytechnics in New Zealand, and Institutes of Technology and Polytechnics of New Zealand), comprising a polytechnic council member and the principal from each polytechnic.

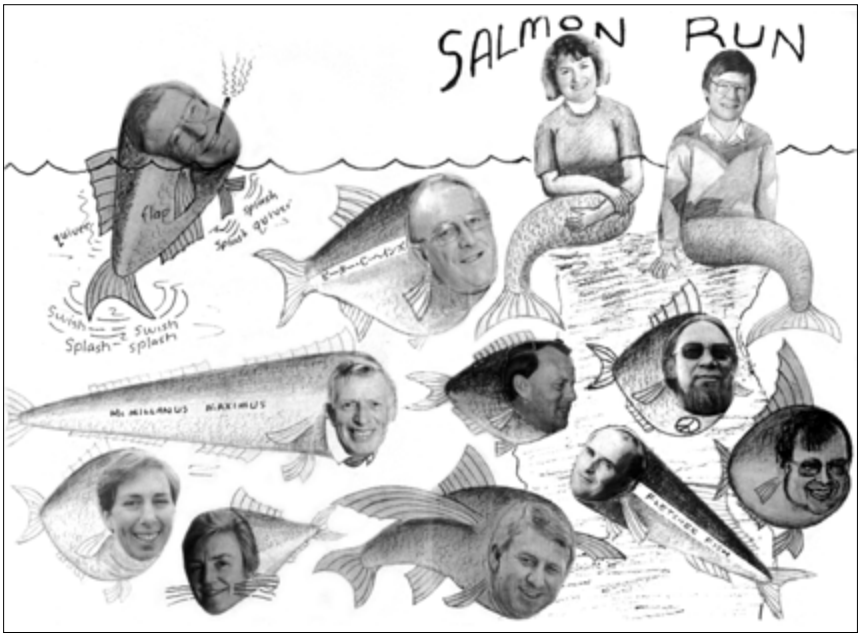
Ian Scollay became Otago Polytechnic's first principal. The boy from Port Chalmers (his father was a former mayor) had taught at Wellington

Technical College, then been head of engineering and, shortly after, principal of Singapore Polytechnic, and had returned home to become the principal of King Edward Technical College in 1963. Coming from Singapore Polytechnic, he had suggested the adoption of the name Otago Polytechnic. Scollay was forced to retire because of ill health in March 1974 (he died shortly after), and was replaced by his deputy, and head of the commerce department, Ted Aitchison. He retired in 1985 and was replaced by Ian Hall, who had a background in education administration with the Education Department and at polytechnics in Invercargill, as head of community studies, and Christchurch, as associate director.

Otago Polytechnic began with the equivalent of 40 full-time tutors, most of who were selected from the technical college staff, and about half that number of allied staff. In-service training, and later use of national and regional tutor training centres and technical refresher leave, helped bring tutors up to speed with tertiary teaching. Many had previously trained as primary or secondary school teachers.

The Otago Polytechnic tutors left the Post Primary Teachers' Association and joined the Association of Teachers in Technical Institutes (later the New Zealand Association of Polytechnic Teachers, Association of Staff in Tertiary Education, and Tertiary Education Union), which had been set up in 1961. In 1986, tutor Derek McCormack would become the first Otago Polytechnic staff member to be elected national president of the association. Non-teaching staff were represented by the Technical Institutes Allied Staff Association (later the Tertiary Institutions of Aotearoa Staff Association, and Tertiary Institutes Allied Staff Association). Industrial relations at the polytechnic were generally harmonious. The first time staff took industrial action was not until 1988, and that was over a national issue, a one-day strike against changes to state sector employment legislation.

Of the occasional disputes between the polytechnic administration and individual staff members, one in particular had a wider significance – the so-called 'Nairn case'. Colin Nairn was appointed as a polytechnic tutor in 1966, and rose to the rank of head of the science and technology department two years later. The litany of complaints against Nairn included irregularities in his class attendance registers; very poor relations with his staff, students and employer; poor leadership and improper delegation within his department; adverse reports from Education Department inspectors;



The polytechnic's sometimes irreverent newsletter has some fun with 'fish heads'. The newsletter was called the Salmon Run because it was printed on salmon-coloured paper.

Salmon Run, 20 November 1989

giving wrong advice to students; running a data processing class without approval; conducting exams without due care and skill; and not performing efficiently his duties as a tutor.

Nairn was sacked at the end of 1973, complained to the Teachers' Court of Appeal, which upheld the dismissal, but not the polytechnic's handling of the affair, including its failure to offer him another appointment at a lower salary, and failure to give him an opportunity to be heard before he was dismissed. The court ordered the polytechnic to compensate Nairn for his loss of a part of that year's salary, and contribute towards his court costs. The polytechnic appealed to the Supreme Court, lost the appeal and Nairn was again awarded costs. The Education Department and Crown Law Office regarded it as a test case on the power of an employing authority to dismiss a teacher.

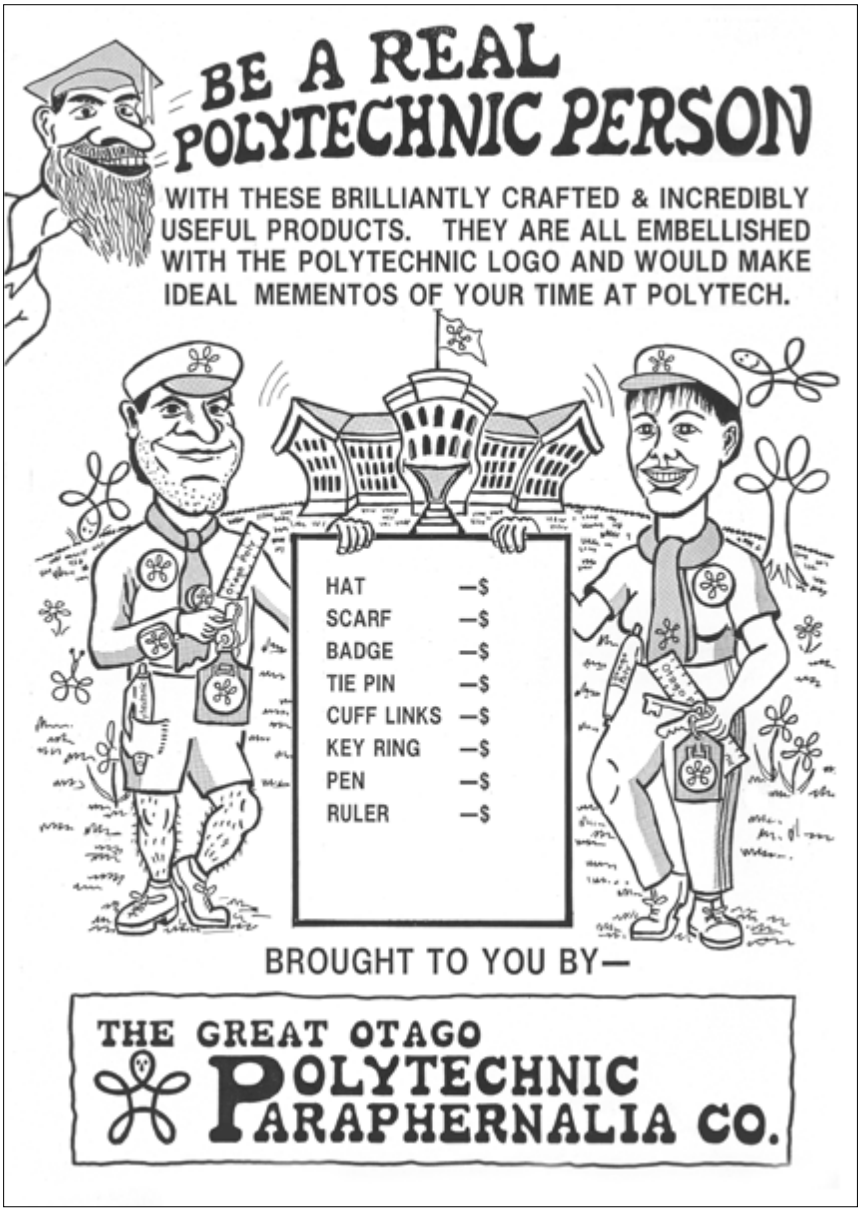
It was not just the polytechnic staff who were organising themselves. In anticipation of the 1966 split, the Polytechnic Full Time Students'

Association had been set up in 1964 to organise social and sporting activities. Membership was compulsory for full-time students, who elected the association's office-holders. Part-time students could opt into the association, although compulsory membership was later extended to them too. Early activities arranged by the students' association included an outdoor basketball (netball) club, with teams taking part in local competitions, a drama group and weekly swimming sessions at the nearby Moana Pool. The association also arranged an annual ball, and a Miss Polytechnic competition.

The renamed Otago Polytechnic Students' Association became a member of the National (New Zealand) Technical Institutes Students' Association (later the New Zealand Technical Institutes Student Services Association, Aotearoa Polytechnic Students' Union, Aotearoa Tertiary Students' Association, and New Zealand Union of Students' Associations) formed in 1971. The association published a student newspaper from 1974. The association employed paid staff members from 1975, beginning with a part-time managing secretary. Capturing the interest and involvement of part-time students, and students scattered over several locations and common rooms, was an on-going problem. The association itself was shunted between various houses in York Place, Smith Street and Stuart Street.

Student facilities in 1966 were scant. There was a cafeteria and a students' common room, and students could use the hall/gymnasium when it wasn't being used by the high school pupils, but there were no playing fields (only a patch of solid asphalt) and, on wet days, corridors served as playgrounds. The polytechnic initially provided a student counsellor, but it was not until 1974 that a student health service was introduced, with the employment of a part-time nurse. Students could either pay an annual fee to use the service, or the actual cost of treatment. A part-time chaplaincy service was added in the late 1980s.

Most students paid modest enrolment and class fees. Most full-time students in turn received a modest polytechnic bursary, and those required to live away from home to take a course received a boarding allowance. Accommodation rules were very strict. First year students living away from home were required to live in a university hall of residence or the YWCA or YMCA, or in 'approved private board'. Second year students were allowed to



Otago Polytechnic merchandising usually featured the polytechnic's distinctive ribbon logo.
Otago Polytechnic

board in approved accommodation or approved flatting 'in suitable groups'. The introduction in 1976 of a standard tertiary bursary put polytechnic students on a par with university students.

Although female students dominated the small number of full-time art and commercial courses, males dominated the part-time courses, most of which were for apprentices, technicians and professionals, and comprised the vast majority of students at the polytechnic. Of the 2115 part-time students as at 1 July 1966, 1336 were male and 819 female.

Otago Polytechnic steadily developed its inherited courses, and introduced new courses to meet the growing demand for trained workers across an ever-expanding range of occupations. Otago, along with Auckland Technical Institute, pioneered tertiary courses in catering in New Zealand. In 1966, Otago Polytechnic introduced a part-time basic cookery course for people employed within the catering industry. Previously, catering training had been confined to the armed forces and prisons. Three years later, Otago introduced the first block courses in basic cookery, to provide training for caterers in the tourist trade. The full-time short-term courses started in a prefabricated building in York Place, its only redeeming feature a herb garden outside the door. The polytechnic later introduced a variety of other part-time catering courses, from food hygiene to food and beverage service.

In 1977, the catering school, by then located on the first floor of the Marlow Building, started the first tertiary training restaurant in New Zealand open to the public, despite protests from eight city restaurants about direct competition. The restaurant had previously only served meals to polytechnic students and staff. The polytechnic named the fully equipped restaurant after Joseph Mellor, the Dunedin Technical School's most famous former pupil. The Dunedin boot factory worker began his studies at the school in 1889, went on to Otago and then Manchester universities, and became a world authority on the iron and steel industry and ceramics, and a fellow of the Royal Society. The name was chosen following a restaurant naming competition, which threw up suggestions that included Polyfiller and Polywantacracka. Cafe Brie would later be added to the polytechnic campus to give real life training for barista and food and beverage students.

After building a reputation for training catering students, it was a logical progression for Otago Polytechnic to pioneer courses in hospitality and

Catering students on block courses at the polytechnic were able to gain prestigious City and Guilds of London qualifications. *Otago Polytechnic*

tourism, which was becoming one of New Zealand's fastest growing employment areas, and the biggest single earner of overseas exchange. In 1985, the polytechnic set up the first full-time polytechnic tourism course in New Zealand, a one-year pre-employment course, in response to demand from the tourist hotel industry, particularly in Central Otago where tourism was booming. Eighty people applied for the 20 positions on the first course. The polytechnic also introduced one-year full-time courses in tourism and hospitality services, and in tourism customer services.

Other major developments in trade training included the introduction of ladies' hairdressing courses in 1969, following the adoption of an apprenticeship system in the industry the previous year. The polytechnic ran the courses in the Patrick Building, then in the main Stuart Street block. The apprentices combined on-the-job training with day release classes based at the polytechnic's own Hairdressing Salon for the first three years of their apprenticeships. The polytechnic also added apprenticeship training courses in drain-laying, panel-beating, sheet metal engineering and welding.

Postische, the ancient art of making hairpieces, was part of the training for final year ladies hairdressing apprentices. *Otago Polytechnic*

Ian Scollay had helped set up a nautical department at Singapore Polytechnic, and felt that Dunedin, with its harbour and port, was the ideal venue for a similar venture. Under his influence, Otago Polytechnic established a school of nautical studies that provided a variety of block and part-time marine and fishing courses from 1968. These initially focused on qualifications for fishing boat and pleasure craft skippers, following the introduction in 1968 of new Marine Department regulations requiring skippers and engineers to posses various qualifications before they could take their boats to sea.

In 1975, the polytechnic was given a surplus Ministry of Agriculture and Fisheries patrol boat, *Clematis*, as a training vessel. The 'floating school' was of limited use because it was not allowed to leave Otago Harbour. Fishing cadet training ended two years later, amid low student numbers and accusations from departing staff of mis-management, and the *Clematis* was handed over to the local sea cadets. The polytechnic slowly re-introduced fishing courses in later years.

Otago University had its long-established medical school. From the mid-1970s, Otago Polytechnic developed what was effectively a complementary paramedical school, as a result of an official policy of transferring health training from hospital boards to polytechnics. The first health professionals to join the polytechnic's ranks were the physiotherapists, who had always been trained in Dunedin. In 1913, Otago University had begun courses in massage at its School of Massage. Two years later, the Otago Hospital Board took over responsibility for the school, which it renamed the Dunedin Hospital Training School in Massage, and later the New Zealand School of Physiotherapy.

Pressure had been building for a second physiotherapy school, in Auckland, to cater for the increasing and unsatisfied demand for physiotherapists and to relieve some of the pressure on the Otago Hospital Board school. The Central Institute of Technology made a pitch to the New Zealand Physiotherapy Board for a single physiotherapy school at C.I.T.'s Hutt Valley campus, with outposts in Dunedin and Auckland. Instead, the

Trade training for apprentices such as this motor trade apprentice continued to provide a significant part of the polytechnic's teaching workload. *Otago Polytechnic*

A physiotherapy student prepares a patient for some pool exercises. The students spent their first two years in Dunedin and gained additional clinical experience in hospitals and other specialist centres away from Dunedin in their third year. *Otago Polytechnic*

Physiotherapy Board opted to transfer the Otago Hospital Board's existing New Zealand School of Physiotherapy to Otago Polytechnic in 1976, and to set up a second school at Auckland Technical Institute. The three-year full-time course continued to be provided in the Otago Hospital Board's Hanover Street site, which the polytechnic rented.

Relations between the polytechnic and the hospital board were testy at first. The location of the polytechnic's physiotherapy school and hospital board's physiotherapy department within the same building, and differences in wages and working conditions between the two, were exacerbated by personality clashes.

Nursing training also transferred from the hospital board to the polytechnic, following nation-wide dissatisfaction with hospital-based nursing training, which had a 39 percent dropout rate during the three-year course of practical experience and classroom study in hospital board schools of nursing. The progressive transfer began as a pilot project at Wellington Polytechnic and Christchurch Technical Institute in 1973, and by the time of the Otago transfer more than a decade later, most of the hostility from the supporters of hospital-based training had dissipated.

Two midwifery students try out different procedures on a fellow student in the school of nursing's clinical practice room in 1989. *Otago Polytechnic*

The first full-time three-year comprehensive nursing course began at Otago Polytechnic in 1984. The initial intake of 48 students divided their time between a cluster of renovated classrooms on the corner of York Place and Haddon Place, and practical experience in hospital wards. Under the polytechnic, there was a dramatic turnaround in recruitment and retention of student nurses, and in pass rates, which reached as high as 100 percent. The polytechnic added a specialist one-year full-time diploma in midwifery course in 1989 for those who had completed a three-year comprehensive nursing course. Previously, midwifery had been part of an advanced diploma in nursing course.

While new courses were being introduced, major changes were being made to the courses the polytechnic acquired from the technical college. The inherited art school became a flagship for the polytechnic, with good cause. It was the oldest, largest and only polytechnic-based fine arts school in New Zealand – Elam being part of Auckland University, and Ilam being part of Canterbury University. It was also the oldest part of any polytechnic in New Zealand.

Otago Polytechnic's ceramics courses put an emphasis on practical studio work and attracted students from throughout Australasia.
Otago Polytechnic

The technical college's two-year full-time diploma course in fine arts was immediately extended into a three-year diploma in fine and applied arts course. The polytechnic later added a fourth honours year for outstanding students. In 1973, the renamed school of fine and applied arts started the first full-time ceramics course in New Zealand. Through the one-year course, Otago Polytechnic became the national training ground for studio potters, and ceramics designers and teachers. The polytechnic later replaced the course with a three-year diploma in ceramic arts. The polytechnic introduced a two-year full-time course in craft design in 1986, geared towards vocational training in areas such as weaving and jewellery. This was later extended to a three-year diploma qualification. The art school continued to provide a host of part-time courses as well, from painting to photography.

Tutors Barbara Johnston (second from left), Rose Stanton (third from left) and course supervisor Ann Verboeket (third from right) pose with students outside the old houses that accommodated the English-as-a-second-language and adult learning courses at the Adult Learning Centre.

Otago Polytechnic

The polytechnic also inherited some of the technical college's music tradition, in the form of what became known as the Otago Polytechnic Symphony Orchestra (later the New Polytechnic Orchestra). To this was added a mixed choral group called Polysingers, which met one lunchtime a week, and a polytechnic stage band.

In the polytechnic's language courses, there was an increasing emphasis on Asia. In 1980, the polytechnic expanded its English-as-a second-language courses in response to an influx of Asian refugees, including those who had escaped from the Khmer Rouge's killing fields in Cambodia. In 1986, the polytechnic began its first Japanese language course. The polytechnic fostered relationships with Japan in other ways too, including the involvement of visiting teachers from Japan in the polytechnic's tourism courses. Otago Polytechnic students were also able to study in the Japanese city of Sapporo, courtesy of the Japan International Cultural Exchange Club, based in Sapporo.

Notable additions to the commerce department's array of subjects included a one-year full-time course in data processing, and later a similar course in business computing. Otago Polytechnic had joined the computer age in 1982, when a master computer arrived, capable of being activated

Students taking a certificate in business computing course had to put in 1000 hours in one of the commerce department's computer rooms. *Otago Polytechnic*

from 10 terminals. At first, the data processing students mainly used it. The polytechnic introduced computer aided design courses in 1986, initially for architectural draughting and civil engineering students. The following year, Otago Polytechnic pioneered the National Certificate in Business Studies. The broad-based course for administrators replaced a plethora of existing courses. The two-year full-time course was adopted by polytechnics throughout New Zealand.

Changes were also talking place in the training of apprentices and technicians, with a trend towards full-time study before employment rather than a mix of on-the-job training and part-time study. In 1972, for example, Otago Polytechnic took part in a nation-wide pilot scheme under which first year fitting and turning apprentices attended the polytechnic full-time for 18 weeks, covering the equivalent of two-years' part-time study.

Increasingly, those studying for New Zealand Certificates were also able to complete part of their course full-time. Instead of students combining work and part-time study for five years, those taking technician courses

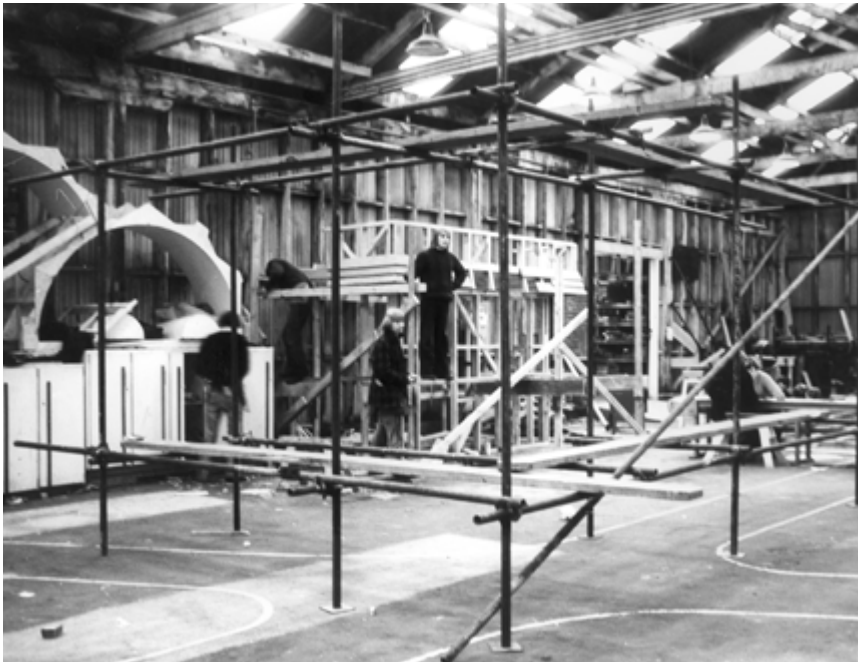
Employees from various Dunedin firms analyse a transformer in one of the polytechnic's laboratories during study leave to attend a second-year course in science, which formed part of the New Zealand Certificates in building, architectural draughting and quantity surveying.

Otago Polytechnic

in subjects such as science, electrical/electronic, mechanical and civil engineering, manufacturing, architectural draughting and quantity surveying could tick off most of their study requirements by attending the polytechnic full-time for one or two years.

The polytechnic was also making other modifications to existing courses. For example, a change in the syllabus for first year building apprentices from classroom models to full-scale buildings resulted in the polytechnic taking over the Dunedin City Council's redundant trolley bus depot in Andersons Bay Road as a building barn in 1976.

From the late 1970s, Otago Polytechnic became involved in courses that were a response to government social policy. As unemployment increased, government sponsored schemes were introduced, under an ever-changing assortment of acronyms and initials, aimed at assisting school-leavers to make the transition from school to work, and at increasing the skills of job-seekers.



Carpentry apprentices during a block course in the old trolley bus depot in Andersons Bay Road. The apprentices served a 9000 hour contract with an approved builder, supplemented by day release and evening training at the polytechnic. *Otago Polytechnic*

Secretarial students practice bringing their shorthand skills up to speed, with an eye to a job as a shorthand-typist or private secretary. *Otago Polytechnic*

In 1978, the polytechnic began courses for unemployed young people on behalf of the Labour Department. The full-time pre-employment courses of up to six weeks were designed to increase social, job seeking and job training skills. The following year, these courses were replaced by Young Persons' Training Programme (YPTP) courses. The first YPTP courses at the polytechnic were a personality-building course for female students, with some skills such as typing thrown in, and a light engineering course for male and female students.

As unemployment continued to increase during the 1980s, further schemes were devised. In 1983, a School-leavers Training and Employment Preparation Scheme (STEPS) was introduced. STEPS courses were shorter that YPTP courses (three weeks compared with six) and the students younger (15 and 16 year olds compared with 17 plus) and aimed at giving the students an entry-level skill to help them get a job. Early courses at Otago Polytechnic included life skills and food preparation modules. Otago tended to give these and other employment courses a higher priority that did many other polytechnics, which questioned their relevance and effectiveness.

In 1986, the Training Assistance Programme (TAP) replaced YPTP and STEPS. TAP did away with the previous age limits, providing courses for job seekers between the ages of 15 and 60. Otago Polytechnic offered a variety of courses, from clerical work to welding. By 1986, the polytechnic's involvement with such courses comprised more than 20 percent of its teaching activity, involving the equivalent of 36 full-time tutors.

TAP was replaced the following year by 12-week Access courses for 'disadvantaged job seekers', including those who had left school without formal qualifications. The Otago Regional Employment and Access Council (REAC) administered the short-term full-time courses, under a tendering system. The polytechnic, with its higher overheads, found it tough competing with community groups and private training institutions for Access courses and, rather than the promised smooth transition from TAP to Access, the local REAC cancelled or deferred several TAP courses, forcing the polytechnic to lay off several temporary tutors.

At the same time, Otago Polytechnic became involved in Link courses, which gave secondary school pupils a taste of polytechnic education, to

Secondary school students get some expert advice from a tutor during a polytechnic Link course in plastering. *Otago Polytechnic*

help in their transition from school to tertiary study or work. The Secondary Tertiary Alignment Resource (STAR) would later replace Link.

From the late 1980s, the polytechnic introduced foundation courses that provided practical skills in a group of occupations before the students decided on a more specialised course, or semi-skilled work, while trying to develop confidence, self-esteem and positive work attitudes. The diverse courses ranged from automotive trades to kitchen skills for new migrants. The polytechnic opted to put more emphasis on these full-time foundation courses, at the expense of part-time community education courses, which other institutions were already providing, including Otago University's Department of University Extension, Otago Workers' Educational Association, YWCA and secondary school evening classes. The polytechnic nevertheless continued to offer some community courses, from arc welding to the history of ancient Rome and Greece.

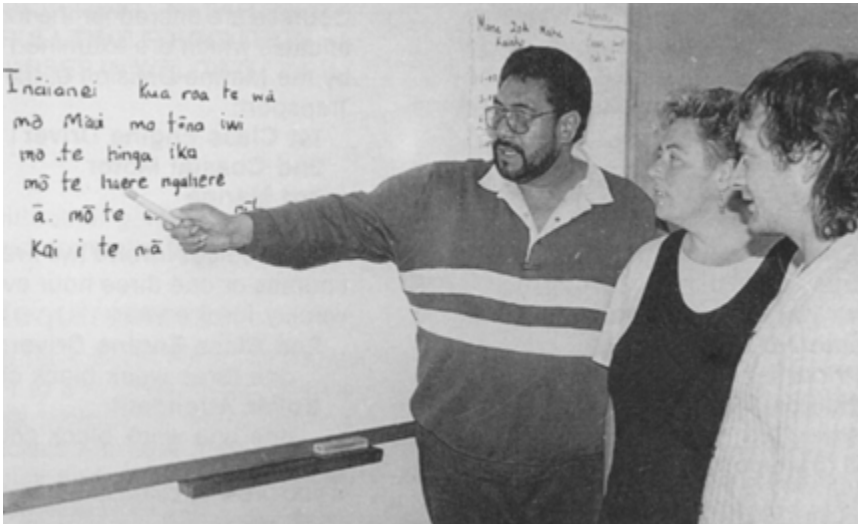
In addition to courses for the unemployed, the polytechnic targeted other groups, including women, Māori and Pacific Islanders, and disabled people, again in line with government social policy. From 1967, the polytechnic ran

Fibre design tutor Jan Wilson (standing) runs a part-time embroidery class as part of the polytechnic's hobby courses. *Otago Polytechnic*

part-time classes for women wanting to re-enter the workforce, beginning with a pilot scheme to retrain women for office work. From 1986, the polytechnic ran six-week part-time new horizons for women courses aimed at building up confidence, either to return to work or pursue other non-vocational interests.

A comparatively low Māori population in Otago meant that the polytechnic did not get involved in special Māori training initiatives, such as Job Entry Training (JET) and Maccess (a Māori version of Access), introduced at many other polytechnics. Māori and Pacific Islanders, however, were targeted as 'disadvantaged' groups under the general Access scheme. Special provision was also made for them through the establishment in 1984 of a Māori and Polynesian Studies Centre in an old house in Cargill Street. The centre provided a variety of language and culture courses, support and communal facilities under a part-time Māori and Polynesian liaison officer. The following year, the polytechnic acquired a second house, turned the centre into separate Māori and Pacific Island studies centres, and appointed two separate liaison tutors.

The polytechnic also provided special assistance to other students. In 1978, it started an adult literacy scheme using voluntary tutors to improve



Māori language tutor Pere Komene (left) with students on a six-week Māori language block course in the Māori Centre in Cargill Street. *Otago Polytechnic*

the educational opportunities for some students. A basic reading test had shown that 10 percent of the polytechnic's apprentices and trades students had a moderate to serious reading disability. In 1989, the polytechnic introduced a one-year full-time community living course for intellectually handicapped people, supported by the Education Department and Intellectually Handicapped Children's Society. The polytechnic would later add a disability office and co-ordinator to its student support networks.

Otago Polytechnic established an uncommonly close relationship with the city's other tertiary institutions: Otago University and Dunedin Teachers College. The university vice-chancellor became a co-opted member of the polytechnic council from 1968. Later, the teachers college principal was also co-opted onto the polytechnic council, and the polytechnic had a representative on the university and teachers college councils. A Joint Tertiary Liaison Committee comprising administrators from the three institutions met regularly from 1974 to mull over common concerns and avoid overlaps.

For nearly two decades, Otago Polytechnic was an Otago institution by name but very much a Dunedin institution by location. During the 1980s, the polytechnic began to take its regional responsibilities more seriously.

A certificate in community care student works with children at the polytechnic's Oamaru Campus. The one-year full-time course included caring for children, the elderly and disabled.

Otago Polytechnic

The polytechnic had run the occasional course in Oamaru from the late 1970s. From the early 1980s, the polytechnic increased its involvement in North Otago, initially in various rented premises and then in a purpose-built campus in Humber Street from 1990. Young Persons' Training Programme and subsequent employment scheme courses were the mainstay of the early Oamaru operation. The polytechnic later added other courses, notably in commerce, community studies, horticulture and hospitality, including a training restaurant, TechNique.

Otago Polytechnic's involvement in Central Otago began in 1979, when, at the request of Cromwell College, the polytechnic ran a New Zealand Certificate in Engineering course in mathematics for Ministry of Works staff working on the Clyde Dam project, and a tutorial class for apprentices studying by correspondence. The polytechnic also employed a community education organiser based in Alexandra in association with the Rural Education Activities Programme (REAP).

In 1986, the polytechnic made a tentative move towards providing horticulture courses in Central Otago, conducting a three-day basic supervisors' course. The polytechnic also provided ad hoc courses in

A horticulture student from the Cromwell Campus gains some practical experience in orchard work. *Otago Polytechnic*

tourism and hospitality in Queenstown and Te Anau, and Training Assistance Programme courses in Alexandra. The following year, the polytechnic established a base in Cromwell, in the former Cromwell Primary School in Molyneux Avenue. Located in the heart of the Central Otago wine and fruit growing district and within easy reach of the tourist resorts of Queenstown and Wanaka, the campus specialised in horticulture and tourism courses. The polytechnic developed the latter into a hotel and tourism training centre, complete with the Molyneux Restaurant, which provided a training ground for budding chefs and service staff. The campus later expanded to include a leased horticulture block in Bannockburn Road. With the wind-down of the Clyde Dam project, by 1988 the campus was running training programmes designed to assist redundant dam workers. The focus was on helping them to secure local employment in the tourism and hospitality industries, or to start their own small businesses.

The campus developments in North and Central Otago pale in comparison with developments in Dunedin, in terms of both size and pace, or rather lack of pace. In 1963, three years before King Edward Technical College was split into a polytechnic and a high school, the college's board of managers had decided that it wanted the polytechnic to be built on a single site, on the next block up and on the opposite side of Stuart Street, bounded by Stuart Street, Cargill Street, Haddon Place and York Place. All the existing buildings would then revert to the high school. The Education Department agreed, and set about buying the necessary properties as they became available. The block was heavily populated, including a collection of old boarding houses along York Place. The department purchased about two-thirds of the houses in the block and evicted any tenants, amid loud protests. The houses were either demolished or turned into temporary polytechnic accommodation for the art, commerce and part of the construction departments, and the students' association office and student health centre.

By late 1966, the now autonomous high school was making noises about wanting to move to a new site, and have the polytechnic stay put and take over the entire shared Stuart Street site. The high school gained the support of the Education Department, and the polytechnic agreed to abandon its plans for a new polytechnic further up Stuart Street, and instead redevelop the existing Stuart Street site. Meanwhile, both sites became

cluttered with more prefabs to the extent that Ian Scollay jokingly referred to the institution as 'Prefab Poly' and 'Scollay's Folly'.

Progress on the new plans for the high school and polytechnic was laboriously slow. In late 1969, the government decided to move the high school to the site of the old army rifle range at Pelichet Bay, overlooking Logan Park, and it gave the polytechnic the go ahead to prepare a development plan for the Stuart Street site. In 1971, the polytechnic employed an architect for the project and, two years later, was given the green light to prepare sketch plans and working drawings for the initial part of the development.

The pressing need for the redevelopment was highlighted when the minister and the director general of education invited an Australian, P. Edwards, to report on technical education in New Zealand in 1973. He identified many problems with sub-standard polytechnic accommodation in New Zealand, giving Otago special mention. 'The buildings occupied by Otago Polytechnic', he reported, 'are in some instances very depressing and are spread across several city blocks; converted houses are being used for some courses.' As for the polytechnic's electrical laboratory, Edwards described it as creating an environment 'that could be related to the Charles Dickens era.' It was not just a problem in terms of working conditions for students and staff. Important issues of public perception were also involved, and they in turn affected the polytechnic's popularity. It was all too easy for the public to equate second-class accommodation with second-rate institution.

By 1974, the polytechnic was able to proudly display a model of the redevelopment of the entire site, on which it planned to demolish most of the existing buildings, including the historic main Stuart Street building, and erect a new multi-storey campus. Meantime, it went ahead with alterations to the Patrick, Marlow and Administration (former art school) buildings, which were to be retained, and purchased houses fronting Stuart Street between the main building and Smith Street, and demolished them or put them to use as temporary accommodation.

After nine years of sharing the same site, the high school finally transferred to its brand new buildings at Pelichet Bay at the end of 1974. Anxious to leave behind its technical high school origins, it was renamed Logan Park High School. The polytechnic immediately took over the previously shared

The model of the proposed new campus bounded by Smith Street (bottom left), Stuart Street (foreground), York Place (right) and Tennyson Street obscured between the polytechnic buildings and St Joseph's Cathedral, which forms part of a background photograph that has been cleverly positioned behind the model. *Otago Polytechnic*

buildings and facilities in Stuart Street. The removal of the high school pupils helped the polytechnic reinforce the efforts it had made since its establishment to persuade the public that it was neither a 'night tech' nor a high school, but 'an institution for tertiary education on equal footing with the University and the Teachers College.'

The departure of the high school pupils should have quickened the pace of the polytechnic redevelopment project, but instead there were further delays. In 1975, the polytechnic asked the Education Department for permission to revise the brief, to incorporate developments such as the change in carpentry training from model making to full-size construction, and new requirements for the art school, particularly for the ceramics students. Fresh sketch plans were prepared and sent to the department in 1976. Changes were also made in the structural design to enable the buildings to be used in a civil defence emergency. The entire project was then caught up in a debate over the future of teachers colleges in New Zealand.

By the late 1970s, teachers colleges were experiencing falling rolls and under-utilised facilities. Dunedin Teachers College was able to accommodate 1000 students, but by 1977 was down to 646 students. In 1978, the Education Department embarked on a feasibility study on relocating Otago Polytechnic down the hill and along the flat to a block bounded by

Students crowd a bench in the gas-fitting laboratory to illustrate the limited space and safety hazards they were having to put up with. The photo was staged for inclusion in a submission to the minister of education on the need for a new campus, and presented to him during an inspection in April 1978. *Otago Polytechnic*

Forth Street, St David Street, Harbour Terrace and Union Street, next to the teachers college and near the university, as part of an extended North Dunedin tertiary education district. The department put forward three main reasons: the opportunity to use surplus teachers college accommodation as well as new purpose-built accommodation for the polytechnic; the cost of developing the existing Stuart Street site, which the Treasury considered too expensive; and the educational advantages of the polytechnic being associated with the teachers college and university. The Forth Street site had the added advantages of being bigger, flatter, and quieter than were both of the Stuart Street sites.

On the other hand, the existing inner city site was more convenient, particularly for part-time students, who needed easy access at odd hours, and for those staying at the nearby YWCA hostel, and there would be further delays in preparing plans for the new site and closing off Eden Street, which ran diagonally across the Forth Street block.

In October 1978, the polytechnic council, which had already bought up properties and prepared plans to develop two sites, agreed to abandon the Stuart Street campus redevelopment and transfer to a mix of new and surplus teachers college buildings on a third site, at Forth Street. The decision ended anxiety and alternative proposals that included the polytechnic being relocated to new sites in Kaikorai Valley, Brockville or Abbotsford, and taking over the entire teachers college complex, with the college either closing or shifting to the Otago University hostel, Arana Hall, in Clyde Street. The teachers college was grateful to survive, and readily agreed to a share or perish proposition from the government.

It took nearly a decade to buy more than 20 houses, replace them with the necessary polytechnic buildings and progressively transfer most of the polytechnic to the new site. The shift began tentatively, in 1980, when the polytechnic's commerce department moved from its makeshift accommodation in the Cargill Street block, to the top floor of the main tower block at the teachers college site.

Meanwhile, the government's on-going concern about surplus teachers college space resulted in a further delay, while the government reviewed surplus accommodation at all teachers colleges, with one option being to merge polytechnics and teachers colleges in Dunedin, Hamilton and Palmerston North. According to the government, the country's teachers colleges had the capacity to train 7000 teachers a year, but New Zealand only needed half that number.

A telegram from the chairman of the polytechnic council, Geoff Mason, to the minister of education in 1981, and released to the media on the eve of an election meeting in Dunedin attended by the minister, summed up the polytechnic's frustration at the 16 year delay in providing the new buildings promised in 1966. 'It is considered that this delay has been most deleterious to the interests of tertiary technical education in Otago, destructive of the morale of Council, staff and students and a vast waste of public money involving the purchase, evacuation and destruction of three separate city blocks of houses and wasted expenditure in architects fees exceeding three hundred thousand dollars.'

The merger option was set aside, and the polytechnic transfer continued. In 1984, most of the polytechnic's art school bid a fond-less farewell to the prefabs and old houses scattered over the Cargill Street block and

The partly-cleared Forth Street site of the proposed new campus. The diagonal Eden Street was once a bank of the Leith, which flowed into a tidal inlet called Lake Logan, until the Leith was channelled and the area reclaimed as Logan Park. *Otago Polytechnic*

moved into a vacated teachers college building on the corner of Albany Street and Anzac Avenue (N Block), across the Leith from the proposed new polytechnic site. The Otago Polytechnic Students' Association moved into the first floor. The building formerly belonged to the Dunedin North Intermediate School, before being taken over by the college's art and music departments. The art school also took over neighbouring buildings (O Block). The art school's accommodation in the Cargill Street block was immediately occupied by the polytechnic's new nursing department and Māori and Polynesian Studies Centre.

The relocation was not helped by one of King Edward Technical College's art school old boys, Ralph Hotere. The artist owned a cottage on the corner of Forth and St David streets, which he rented to polytechnic students. He refused to co-operate with the relocation of the polytechnic, and eventually a retaining wall had to be built between the excavated polytechnic site and his property. Meanwhile, a Dunedin accountant, aware of the development plans, bought a house at a cheap price from an unsuspecting owner and on-sold it to the government for a tidy profit.

By August 1984, all the properties except Hotere's in the Forth Street block had been purchased, and Eden Street was closed and incorporated into the polytechnic campus. A Block was the first of the alphabet soup buildings to be occupied on the new site, in 1987. It contained workshops for building-type courses such as plumbing and carpentry on the ground floor, and engineering-type workshops such as machine, automotive and welding above. D Block was next to open, jumping the queue of planned buildings because it was needed to provide classrooms for the A Block engineering students. D Block also accommodated construction and fishing and maritime studies classrooms. E Block, the boiler house, which supplied energy to the polytechnic and teachers college, was next, all occupied in 1987.

F Block, the Geoff Mason Administration Building, was completed next, and the polytechnic's headquarters transferred from the former art school building on the corner of Tennyson Street and York Place (the 'temporary' home of the headquarters for the previous 22 years), to the new Forth Street building in late 1988. Mason was a founding member of the polytechnic council in 1966, and its chair from 1971 to 1990 – a stint unequalled in the polytechnic sector.

H Block, the largest of the concrete, stone and glass giants, opened in 1989. It contained further classrooms for commerce, which moved over from the teachers college site, science, nursing, and physiotherapy, which moved from Hanover Street. A new physiotherapy pool was built alongside. The Education Department had earlier decided it couldn't justify including an extra floor for catering in the plans for H Block, because of a lack of growth in student numbers, and doubts it had over the catering school's future, despite the increasing importance of tourism in the south, and the nearest other catering school being in Christchurch.

The government insisted that the existing teachers college library, which had opened in 1981 and the commerce and art students were already using, become a shared facility. It was expanded and re-opened in 1989 as the renamed Bill Robertson Library (Robertson was a former founding tutor, head of engineering and council member at the polytechnic, and the chair of the teachers college council until just before he died in 1989).

The governor-general, Paul Reeves, formally opened the $20 million campus on 22 May 1989. It had taken nearly quarter of a century for the

'A' Block arises from a paddock at the new Forth Street campus in November 1985.
Otago Polytechnic

D Block was topped off with a fully-equipped fishing boat wheel-house mounted on the roof for fishing and maritime studies students. *Otago Polytechnic*

polytechnic to relocate to a new site, and even then, some of it was left behind. In the interval, it had been scattered around up to half a dozen sites at a time and kilometres apart while various plans for re-development had been advanced and abandoned.

After 23 years, Otago Polytechnic had grown significantly. In 1989, 6349 students enrolled at the polytechnic. The gender imbalance of 1966 had been reversed. A total of 3259 students were female and 3090 male, reflecting the importance of female-dominated new courses such as nursing and physiotherapy. European New Zealanders dominated. A snapshot of the polytechnic on 31 July 1989 showed that of the 1681 students enrolled that day, 1488 were 'European/Pakeha', 59 (3.5%) Māori, 17 (1%) Pacific Islander, and 11 (0.7%) Asian. The polytechnic was employing 190 equivalent full-time tutors – nearly five times as many as in 1966 – and 66 equivalent full-time allied staff. The polytechnic boasted more than 400 courses, from a full-time four-year honours diploma in fine arts, to one-day seminars.

CHAPTER 3

Degrees of Difference: Otago Polytechnic 1990-2004

The centenary of the Dunedin Technical School in 1989 passed largely unnoticed at Otago Polytechnic. The institution was instead pre-occupied with changes to tertiary education that would have a profound effect on the polytechnic. The intention was to provide a more responsive polytechnic system, through delegated decision-making, student-driven funding, and simplified qualifications. The changes were part of a wider education restructuring in New Zealand.

Under the 1989-90 educational restructuring and subsequent legislative and administrative changes, Otago Polytechnic gained a degree of autonomy similar to that long enjoyed by Otago University and its university counterparts.

A new polytechnic council was established in 1990. Gone were the representatives of particular occupational groups. Instead, the council comprised: the polytechnic's chief executive officer, one representative each from the academic staff, general staff, students, New Zealand Employers' Federation, New Zealand Council of Trade Unions, Dunedin City Council, Otago University, Dunedin College of Education (the former teachers college), Otago District Māori Executive, and rural interest groups, and four members appointed by the minister of education. The council could co-opt up to five additional members. Unlike their predecessors, the council members were paid. In 1998, the council decided to end the practice of having representatives of the university and college of education around the council table as of right, because of the potential conflict of interest of competitors in what the polytechnic called a 'modern commercial

environment'. The 25-year-old Joint Tertiary Liaison Committee was disbanded the following year, because the parties decided it had outlived its usefulness.

The council appointed the polytechnic's principal, who became the institution's chief executive officer and in turn employed the staff and negotiated their pay and conditions. Ian Hall would continue in the top administrative job until he resigned in 1992, to become a doctoral student in Canada. He was replaced by Nirwan Idrus, who had a background in engineering and teaching in Australia, and was professor of mechanical engineering at Papua New Guinea's University of Technology in Lae. Idrus would resign in 1997, opting not to accept the offer of a further stint when his five-year contract expired, and took up a job introducing quality management systems into Indonesian tertiary institutions – something he had implemented at Otago. He was replaced by Wanda Korndorffer, who had a background in tertiary education teaching and administration, most recently as deputy chief executive and director of the $45 million building project for Manawatu Polytechnic's new campus.

The polytechnic council was given unprecedented control over the polytechnic's finances and future direction. It received bulk funding from the government based on the number of equivalent full-time students (EFTS), and decided how that money would be spent. Overnight, the polytechnic council went from being responsible for a budget of $2.4 million, to running a business with assets of $13 million and an annual turnover of $21 million.

Total government funding for tertiary education increased, but the amount per student decreased as student numbers rose dramatically. Polytechnics were left to make up the difference, mainly through increasing tuition fees. A student loan scheme postponed some of the adverse effects on students.

Polytechnics were also able to generate income through the enrolment of private fee-paying overseas students. Otago targeted the lucrative Asian student market. By 2004, 231 full-time equivalent overseas students would be attending the polytechnic, most from China, Japan, Thailand, Korea, India and Hong Kong, along with a smattering from Europe and North America. Other sources of income included 'entrepreneurial activities' such as selling the polytechnic's expertise. Early examples included the polytechnic's engineering department providing courses in Tonga funded by the Ministry of External Relations and Trade.

The education restructuring extended to qualifications. National certificates, diplomas and degrees were progressively introduced to replace existing tertiary qualifications, including the old trade and technician certificates. The university monopoly on degree courses was broken, and Otago Polytechnic and its counterparts were allowed to award all three types of qualifications. Previously, they had been confined to providing courses that could be credited towards a university degree, or providing courses in association with a university.

On the other hand, polytechnics were opened up to competition from secondary schools, which were allowed to offer national certificates, and to 'private training establishments', which were allowed to offer certificates, diplomas and degrees, and were able to tender for apprenticeship and other training funds from the Education and Training Support Agency (ETSA). Industry training organisations (ITOs) set the standards for these courses.

The increase in autonomy was moderated by measures of accountability. Polytechnics had to produce a charter, an annual report and a corporate plan for the next three years. Courses had to be approved by an internal academic board and the external New Zealand Qualifications Authority. The Ministry of Education, which replaced the Education Department, monitored each polytechnic's financial viability.

Ian Hall welcomed the changes to the extent that they gave the polytechnic much more control over its destiny. Hall was acutely aware of the paradox of high levels of unemployment and shortages of skilled workers in New Zealand. By the late 1980s, only Portugal saved New Zealand from having the lowest participation rates by 17 year olds in tertiary education among OECD countries. Even Portugal could not stop New Zealand from having the lowest rate for participation by 18 year olds. Yet Otago Polytechnic in 1988 turned away two-thirds of the qualified applicants for entry to its full-time courses. The polytechnic had also been offering courses equivalent to university degrees, yet was prohibited from awarding degrees. This in turn had adversely affected public perceptions of the polytechnic. At the time of the restructuring, Otago Polytechnic was publicly perceived as being well below Otago University in status, and the standard of the polytechnic's students was perceived as being of average ability.

Otago Polytechnic decided against degrees for degrees' sake. It opted to develop degree courses in areas in which it had a track record of expertise, initially in health sciences and fine arts, and to continue providing a large proportion of its courses at diploma and certificate level.

Otago Polytechnic's first direct involvement with degree courses was in conjunction with Otago University. They developed the first polytechnic 'conjoint' degree in New Zealand, a four-year bachelor's degree in physiotherapy. It replaced the polytechnic's three-year diploma course, and was taught jointly with the university from 1991, and awarded by the university. The New Zealand Society of Physiotherapists had been pushing for a degree course within a university for the previous 25 years.

In 1996, the training of physiotherapists came full circle. Otago Polytechnic ceased its involvement in the conjoint degree, and physiotherapy training returned exclusively to Otago University, where it had begun 83 years earlier. The move came as a result of a review of physiotherapy by the university. The polytechnic advanced all sorts of reasons to justify the decision, such as the inconvenience to students of having to travel between the polytechnic and the medical school for lectures. Much more important was the Ministry of Education's ongoing refusal to fund a fourth year of study, something that had not been settled before the polytechnic had signed up for the joint venture. The move cost 30 polytechnic staff their jobs. The polytechnic controversially filled in its comparatively new physiotherapy pool and reconstructed the building as classrooms.

Otago Polytechnic provided other degree courses in its own right. Otago had been one of the last polytechnics to be allowed to teach nursing. It more than made up for the slow start. In 1992, the polytechnic converted the three-year diploma in nursing course into a three-year bachelor's degree in nursing. At the same time, the polytechnic introduced the first midwifery degree course in New Zealand. The bachelor's degree in midwifery met with resistance from employers. The country's health boards preferred the previous system under which midwives first trained as nurses rather than having direct entry to a specialist midwifery qualification. In 2000, Otago Polytechnic introduced New Zealand's first master's degree course in midwifery, and its first master's degree course in nursing, which it continued to offer until 2007.

Otago Polytechnic's first degree recipients, the third year bachelor of nursing and bachelor of midwifery students of 1994, celebrate at their graduation ceremony. *Otago Polytechnic*

Otago Polytechnic was one of the 15 polytechnics embroiled in the controversy in the early 1990s over the teaching of cultural safety in polytechnic nursing and midwifery courses. From 1992, the Nursing Council of New Zealand required that 20 percent of the questions in state examinations the students had to pass at the end of their three-year course to become registered nurses, would relate to culturally safe nursing practice. Some polytechnic students (notably Christchurch Polytechnic student Anna Penn), polytechnic staff, politicians and members of the public expressed major concerns about the amount of time spent on cultural safety at the expense of clinical safety, and the concentration on Māori culture.

A 1995 review of the teaching of cultural safety showed that the amount of time spent on teaching the subject did not reflect the weight given to it in the state exams. A total of 8.5 percent of the teaching time in Otago's bachelor of nursing course was devoted to cultural safety (compared with the national average of 6.4 percent) and 8 percent of the bachelor of midwifery course (the same as the national average). The review, set up by the Nursing Council, concluded that cultural safety was an important part of nursing education, but should be better defined, taught and explained

to the public. The review resulted in new guidelines, including extending cultural safety to religious belief and to disability, and most of the heat was taken out of the debate.

A new health-related discipline introduced at the polytechnic, occupational therapy, was also built up to degree status. In 1991, the Central Institute of Technology's three-year occupational therapy diploma course was divvied up between Otago Polytechnic and Auckland Institute of Technology, following an independent review. The official reason for the transfer, which the New Zealand Association of Occupational Therapists supported, was that the training of occupational therapists was better carried out where facilities were also available for medicine, physiotherapy and nursing, and this only occurred in Dunedin and Auckland. Otago converted its diploma course into a three-year bachelor's degree in occupational therapy in 1995, and added a master's degree course in 2002. Under an agreement with the Waikato Institute of Technology, students had the option from 2009 of studying for the Otago bachelor's degree at Wintec's campus in Hamilton, taught by Otago tutors.

An international shortage of occupational therapists meant that students readily found employment in hospitals, rest homes, schools, workplaces and private practice in New Zealand and overseas.
Otago Polytechnic

In 1993, the polytechnic introduced a four-year bachelor of fine arts degree, matching long-standing degree courses at Auckland and Canterbury universities. The polytechnic transferred its fine arts diploma course to the Oamaru campus, where it failed to take hold. A two-year master's degree course in fine arts, the polytechnic's first master's degree, was introduced in 1998, and then bachelor's and master's degrees in visual

Otago Polytechnic tutor and prominent New Zealand sculptor, Peter Nicholls, with his work, 'Toroa', outside the former Dunedin Public Art Gallery at Logan Park. Part of the polytechnic campus can be seen at centre right of the photograph.
Otago Polytechnic

arts. Proud of its long and illustrious ancestry, the art school reverted to its Dunedin School of Art name.

Further degrees followed. In 1996, the polytechnic introduced a bachelor of information technology degree. Rather than developing its own degree, Otago bought a ready-made degree from Waikato Polytechnic, to replace its diploma in business computing, at about a 10th of the cost of developing a degree from scratch. Information technology students were soon making a public name for themselves with projects such as putting the Otago Museum's previously unseen store of 1.6 million artefacts on permanent display via the Internet.

Similarly, Otago Polytechnic worked closely with Hong Kong Polytechnic University to develop a bachelor's degree in hospitality and tourism management, which it introduced in 2004, based on the Hong Kong institution's degree. The only qualification of its kind in New Zealand, graduates were eligible to take the master's degree course in Hong Kong.

Fashion student Amy Clarke's Victorian-inspired design for the 2003 'Collections' final year catwalk show.
Otago Polytechnic

The polytechnic's long-standing clothing and design courses were gradually built up into a three-year diploma course in fashion and design from 1994, and a bachelor's degree from 2001. The reputation of Dunedin fashion designers, and the establishment of a fashion incubator in the city, created a supportive environment for the students, whose flair was rewarded in various competitions. In 1994, for example, Otago Polytechnic fashion and design students scooped the pool in their first showing at the Dupont Lycra Student Design Awards in Auckland, with Barbara Derecourt taking out the supreme award. Other outstanding students included Xiubi Zhao, who won the National Smirnoff Student Fashion Award in 1996, and went on to finished third in the world student fashion award in Toronto. Third-year fashion and design students also created the blue academic gown worn by the polytechnic's graduates, which was a blend of Otago's Scottish heritage and Otago Polytechnic's official shield.

Associated with the move into degree courses at the polytechnic came an increase in research, which previously had been largely limited to a few individuals pursuing a passion. In the early 1980s, for example, automotive engineering tutor and later head of department, Ron McLeod, had investigated the use of rapeseed oil as a diesel fuel.

From 1992, the polytechnic set aside specific funds for research and development, and for innovative projects. The research tended to differ from the pure or academic research of the universities. It was much more applied and vocational. Early research and development projects ranged from research into exercises to improve neck posture in women, to the effects of artificial light on the growth of hydroponic lettuce and flowers during the winter in Central Otago. Innovative projects to receive early funding included the production of a computer animated video tape aimed at helping skippers avoid maritime collisions, and the establishment of a journal, *Occupation*, for occupational therapists. Polytechnic staff also increased their involvement in addressing conferences and having their research findings published. The polytechnic itself published an annual research report, regular research updates, and two academic peer-reviewed journals, the multi-disciplinary *Junctures*, and an art and design annual *Scope*.

When the government later moved from tertiary research funding based on full-time student numbers on degree courses, to contestable, performance-based funding, it disadvantaged the polytechnic sector. Otago Polytechnic initially opted not to spend time and money applying for such funding it felt it was unlikely to gain. The polytechnic instead siphoned off money from other areas to fund the research requirements for its degree courses, while seeking research funding from other sources, such as Trade and Enterprise New Zealand.

Course developments were not confined to degrees. In 1992, for example, the polytechnic established a one-year full-time amenity horticulture course, following an approach from the Dunedin City Council and the local horticulture industry. The course was centred on the city's Botanic Gardens and was the first such horticulture course in New Zealand. The polytechnic also introduced more general horticulture courses in Dunedin, and at the Cromwell campus, which incorporated a new crops centre that trialled a range of crops with potential in Central Otago. Other Cromwell acquisitions included a course in sports turf management, the first such full-time course in New Zealand. The polytechnic introduced the course in 1999 with the knowledge that only a third of the country's 3200 people employed in the sports turf industry were qualified.

Otago Polytechnic also made major inroads into sports education. In 1999, the polytechnic bought the Sports Institute of Otago, which had

The burgeoning fitness industry created a steady demand for students undertaking personal training and exercise prescription courses at the Sports Institute.
Otago Polytechnic

begun at Taieri High School four years earlier. The deal enabled the high school to have its students gain access to tertiary funding and services, and the polytechnic to increase dramatically its involvement in training for the booming sports industry. The polytechnic relocated the institute from Mosgiel to the former Dunedin Wool Exchange building in Union Street, which the polytechnic purchased and renamed S Block. With the move into a more central location, the institute's roll took off, with rugby the most popular sport for students. The polytechnic also widened the scope from high performance athletes to include students wanting to get into the fitness and outdoor pursuits industries, sports management and administration, coaching, event management and health promotion. Early graduates included Carl Hayman, the 1000th All Black.

Previously, the polytechnic's involvement in sports education had been limited to providing some of the course components in a diploma in sports studies, taught jointly by the polytechnic, university and teachers college; and providing some of the modules for a diploma of recreation and sport, on behalf of the New Zealand Council for Recreation and Sport.

Trade gains included an advanced course for automotive engineers, developed in association with the Motor Trade Association to address

the shortage of qualified automotive engineers. Significant changes were also made in the teaching of traditional subjects such as hairdressing, in which a full-time pre-employment course was introduced from 1995 in addition to apprenticeship training. Other new full-time courses added to the burgeoning polytechnic prospectus included animal technology, nannying and rest home care. Less conventional offerings included a cellar management and beer-handling course run in 1994, in a joint venture with another Dunedin institution, Speights Brewery.

In 1992, Access courses were replaced by the Training Opportunities Programme (TOP), which was aimed at school leavers with low or no qualifications, and long-term registered unemployed or domestic purposes beneficiaries. The polytechnic provided limited courses in a bunch of eclectic subjects, from Dunedin courses in apparel construction and introduction to food preparation, to Cromwell courses in community care and rabbit and possum control.

From 2000, Otago Polytechnic helped pilot a new approach to apprenticeship training, called modern apprenticeships. These targeted people aged between 16 and 21, whose on-the-job training was supported by polytechnic apprenticeship coordinators. They acted as apprentice

A student demonstrates metallic inert gas (mig) welding during a polytechnic engineering course. *Otago Polytechnic*

brokers, matching students to employers, managing their placement, and mentoring them. The aim was to increase the number of apprentices in New Zealand, following concerns about the decline in apprenticeship training. Group apprenticeships were also introduced, with apprentices being employed by group apprenticeship employers, who seconded their apprentices to different employers. This overcame the reluctance of some employers to commit themselves to taking on an apprentice for several years, and exposed the apprentices to broader training experiences. After a decade, Otago Polytechnic was supervising more than 200 apprentices in Otago and South Canterbury, in trades such as plumbing, building and mechanical engineering. The modern apprenticeship scheme would start being phased out in 2014, in favour of the New Zealand apprenticeships scheme. This combined on-the-job and off-the-job training with the formal support and mentoring that was so successful during the modern apprenticeship period. Otago Polytechnic continued to be involved with the new scheme.

The polytechnic also made important changes in course delivery. For its first 25 years, Otago Polytechnic was largely 'old school' when it came to teaching. Most students attended set classes at set times dictated by the polytechnic. From the early 1990s, the polytechnic adopted more flexible, student-centric teaching methods, most made possible by advances in technology. The polytechnic's commerce department pioneered the new approach. It established a business learning centre – a multi-media facility enabling students to learn at their own pace, using interactive video and computer-based training. It was a sign of things to come, in providing education at the convenience of the students, rather than the institution. Students as individuals, or as part of a firm's staff training, could arrive at the polytechnic and use programmes at any time during the day or evening. Such methods were extended within the polytechnic and beyond. In 1996, for example, the polytechnic's education technology unit provided seventh form maths and physics courses via the Internet to rural secondary schools throughout Otago and Southland, in what was the first such use of the technology in New Zealand. An interactive television session was also set up as a trial between hairdressers at a college in England, and Otago Polytechnic students in Dunedin.

Courses for technicians such as these diploma in civil engineering students continued to be an important part of the polytechnic's teaching. *Otago Polytechnic*

Similarly, live video-conferencing facilities introduced at the polytechnic from 1993 that linked the polytechnic's teaching facilities around the region brought more courses to more students. Courses that were uneconomic to run outside Dunedin suddenly became viable through the interactive television facilities that linked to classes in Dunedin. There was concern within the polytechnic council over the purchase of the equipment versus spending the money on buildings at Forth Street. Council member Graeme Wicks reflected the majority council view that, 'It was no good putting up buildings if eventually you had no students'.

The polytechnic also introduced free computer courses from 2000. The response to the courses, held throughout Otago, was staggering, with thousands of students enrolling, from teenagers to octogenarians. Many students subsequently enrolled in other polytechnic courses. The polytechnic would cease running the courses in 2006, because of cuts to government funding for such activities.

Other innovations at Otago Polytechnic included the establishment in 1999 of the country's first centre to help people gain academic credit for learning from experience. The Centre for the Assessment of Prior Learning credited people's learning from study, work and other life experiences towards formal qualifications. Employers could also use the service to have their employees' skills fully recognised.

The previous year, the polytechnic had started an innovative Job Shop, which offered flexible training through part-time and short courses for those already employed or looking for work in the tourism and hospitality industries. The polytechnic relocated the Job Shop to part of the stately Savoy Building in Princes Street in 2000. The leased premises also acted as an inner city shop window for the polytechnic, helping it to promote new qualifications and career opportunities and raise the polytechnic's public profile. The Job Shop subsequently closed.

While this expansion was taking place, there were significant losses. From 1990, the polytechnic drastically reduced its remaining part-time hobby courses. The retrenchment was in line with the move towards full-time job-oriented courses and followed hefty fee increases for hobby courses under the new funding regime in which fees tended to reflect more realistically actual costs.

In 1993, the polytechnic ended its plumbing, gas fitting and sheet metal engineering courses, because of the lack of students and loss of money over several years, and the failure to win a tender from the new industry training organisation to train apprentices. A welding foundation course followed suit in 2001. The building and construction industry training organisation also withdrew training contracts from all polytechnics from 1999, but Otago Polytechnic opted to continue its full-time pre-trade carpentry courses. The polytechnic also stopped offering courses such as its flagship marine and fishing courses, as other polytechnics and institutes of technology – notably in Nelson, Tauranga and Auckland – came to specialise in such training.

Some developments at the polytechnic were short-lived. In 1991, the polytechnic, university and college of education, supported by the Dunedin City Council, set up the Otago Language Centre, in a joint venture unprecedented in tertiary education in New Zealand. The aim was to provide English tuition for private fee-paying overseas students, mostly from the Asia-Pacific region, and to produce potential students for mainstream courses. The centre was initially based at the polytechnic, on the Forth Street block, and then at the adjacent Wool Exchange building, before it transferred to a new building at the university in 1999. This enabled the Sports Institute to relocate to the Wool Exchange building.

Faced with the need to re-capitalise the centre, the polytechnic and the college of education opted not to put more money into what was an

on-going financial liability, and control of the centre passed to the university. The polytechnic's main gain from the centre had been students who attended the centre and then enrolled in courses at the polytechnic, and the polytechnic figured that this would continue without its direct involvement in the centre. What it found was that it was hard to entice the students out of the university environment, and the polytechnic opened its own Otago Polytechnic English Language Institute in 2003. With falling numbers of international students in 2004, the institute was disestablished and the courses transferred to the polytechnic's school of languages.

Other courses also came and went. In 1995, Otago Polytechnic began the country's first course in dental hygiene, to meet the growing demand for oral health professionals. The course was introduced at the request of the New Zealand Dental Association, following law changes that enabled dental 'auxiliaries' to practice under the supervision of a dentist. Dunedin was the logical location for the course, the students able to take advantage of the country's only dental school, the Otago University Dental School, for clinical experience. Problems recruiting staff, and the university's plans for a similar course, resulted in the polytechnic transferring its course to the university.

From 1990, Otago Polytechnic took more account of things Māori. 'Respect for the principles developed for Crown Action on the Treaty of Waitangi' was included in the polytechnic's charter, while the polytechnic reached agreement with the Otago Māori Council that it would act as the major source of advice to the polytechnic on Māori issues.

Kaupapa Tangata Whenua courses helped students develop fluency in Māori language and heighten their understanding of Māori culture.
Otago Polytechnic

Otago Polytechnic established a special relationship with Kai Tahu. One tangible result was the setting up of a number of courses, including forestry, horticulture and tourism, in partnership with the South Island iwi. After protracted negotiations, in 2004 the polytechnic signed a memorandum of understanding with the four local Kai Tahu runaka (groups) which underpinned the polytechnic's attempts to increase Māori participation and success. Under the agreement, the polytechnic council established a sub-committee, Te Komiti Kawanataka, to advise it on Māori concerns. The polytechnic appointed a kaitohutohu (Māori advisor), Khyla Russell, to advance education for Māori and oversee the development and implementation of Treaty of Waitangi policies at the polytechnic. At the same time, the polytechnic adopted a Māori name, Te Kura Matatini ki Otago (literally 'the school of many forms of learning at Otago').

By 2004, the polytechnic had ceased offering Māori courses and left these to the Kokiri Training Centre, with which the polytechnic had a formal relationship. Despite this, the percentage of Māori students attending other courses at the polytechnic had increased since 1989 from 3.5 percent to 5.8 percent of the student population, reflecting the percentage of Māori in the wider Otago community.

Developments were also taking place in Central and North Otago, some in co-operation with local high schools. In Central Otago, the polytechnic extended its presence to Wanaka. From 1995, the polytechnic provided a one-year certificate in mountain recreation course, and later other outdoor courses, in conjunction with Wanaka's Mount Aspiring College. In 1997, one of the mountain recreation students, Anna Gillooly, won the supreme award for best overall student in a competition for New Zealand polytechnic students run by the Association of Polytechnics in New Zealand and Jardine Risk Management.

Otago Polytechnic ran hot and cold over providing courses in Queenstown. At first, it ran mainly short courses geared to the local tourism industry, upstairs in the Clocktower Building in the centre of Queenstown. The polytechnic then reached an agreement with Wakatipu High School to use the school's computer facilities from 1996, with a view to running most of its courses from the school, while maintaining a reduced presence in the town centre. In 1998, it closed the Queenstown campus, and relocated the

Mountain recreation students get to study in one of the biggest classrooms in the world.
Otago Polytechnic

courses to Cromwell, but returned to Queenstown two years later, providing courses from various premises.

In North Otago, the polytechnic flirted with moving its courses from its under-utilised Humber Street campus to Waitaki Boys High School from 1995, but uncertainly over the future of secondary education in North Otago saw the courses that had transferred, return to the Humber Street campus from 1998.

Otago Polytechnic for most of its first 50 years saw itself as a regionally located polytechnic and did not seek to emulate some other polytechnics and expand beyond its patch. The Timaru-based Aoraki Polytechnic had no such qualms. It bought the Taieri High School-based Otago Institute of Television, Theatre and Radio in 1997, and moved it into the centre of Dunedin two years later. Otago Polytechnic decided at the time that the institute's television, theatre and radio courses did not fit the polytechnic's plans, although a strategic take-over would have kept Aoraki out of the picture. The rival polytechnic slowly expanded its range of media courses and developed others in areas such as beauty therapy and cafe operations. Although Otago Polytechnic was regional in territory, it was far from it in the origins of its students. By 2003, nearly one student in every three came from outside the Otago region.

The ability to award degrees that were formally the preserve of the universities was not enough for some polytechnics, which set out on a path towards university status. Unlikely to gain university status in its own right, Otago Polytechnic instead opted to support a Christchurch Polytechnic proposal to establish a New Zealand University of Technology, which would either bring together several polytechnics to form a single institution, or award degrees under that name to polytechnic students.

The proposal failed to gain traction, but another Christchurch initiative did come off in 2000, when Otago Polytechnic joined the renamed Christchurch Polytechnic Institute of Technology, Manukau Institute of Technology, and the Palmerston North-based Universal College of Learning (the old Manawatu Polytechnic) in launching an alliance, the Tertiary Accord of New Zealand (TANZ). All four had decided not to seek university status, and aimed to co-operate in areas such as the development and delivery of courses. Otago's contributions to the accord included donating its groundbreaking expertise in assessing students' prior learning. The Open Polytechnic of New Zealand (the former Technical Correspondence School) joined the accord in 2002, but later left because it felt that TANZ was effectively competing with it.

Otago Polytechnic developed international relationships too. From 1991, it operated a staff and student exchange programme with South Puget Sound Community College in the Washington state capital of Olympia in the United States. The polytechnic also established close relationships with other overseas institutions, including INHA College in South Korea, Institut Teknologi Mara in Malaysia, and Institut Teknologi Informasi in Malaysia. In 2003, the polytechnic established a relationship with Kanazawa Technical College in Japan, under which the college's students undertook part of their studies in Dunedin. The first group spent a year studying English, while a second group combined English and engineering. The polytechnic subsequently developed a host of other study abroad and exchange programmes for its students and opportunities for overseas students at Otago. One notable exchange programme involved fashion students from Otago Polytechnic and the Shanghai University of Engineering Science.

Under the education restructuring, bulk funding included an amount per student for capital works, but could be spent on anything. Otago Polytechnic, which had endured a couple of decades of government and

Students from Kanazawa Technical College ready to return home to Japan after a year studying English at the polytechnic and living with host families. *Otago Polytechnic*

Education Department dithering before 1990, was one of the lucky ones under the new funding regime. The polytechnic started with a brand new, almost complete campus, paid for by the Education Department.

Building continued apace after the formal opening of the new campus in 1989. As part of the relocation deal involving shared facilities, a joint polytechnic-college of education student centre on Harbour Terrace opened in 1990. Complete with cafeteria, common room, health and counselling facilities, the centre also doubled as the Otago Polytechnic Students Association's first-ever purpose-built headquarters. Overnight, students went from tolerating decades of some of the worst student facilities in the country, to enjoying some of the best.

The students' association also dipped into its building fund, amassed over many years from 25 percent of association fees, to help purchase and renovate a student recreation centre (Unipol), in the former Williamson and Jeffrey warehouse in Anzac Avenue. The centre, which opened in 1990, was a joint venture with the university. The association owned one fifth of the centre, and Otago University and the Otago University Students'

Volleyball was one of dozens of activities available to students in the Unipol recreation centre, which was open 16 hours a day, seven days a week. *Otago Polytechnic*

Association each owned two fifths. Unipol was relocated to the University Plaza Building at the covered Forsyth Barr Stadium in 2012.

A new block, G Block, containing occupational therapy, opened in 1991. It was the last addition to the new campus the government directly financed, but the polytechnic council, which was now responsible for planning and financing capital works, continued where the government had left off. The plan was to have all of the polytechnic's Dunedin students accommodated at the extended Forth Street campus by 1995. This included transferring the electrical/electronics section of the engineering department from Stuart Street, hospitality and fashion from Tennyson Street, the language centre and the remains of the art school from York Place/Haddon Place, the Māori and Pacific Island studies centres from Cargill Street, and carpentry from Andersons Bay.

The council made steady progress. A child-care centre (I Block) for the children of polytechnic students and staff opened in 1992, across Forth Street from A Block. The polytechnic bought the former Rehabilitation League building in Anzac Avenue (L Block) in 1992 and redeveloped it for construction, fishing and marine studies, bringing together the courses that had only recently moved into D block, and carpentry, which was able to abandon its Andersons Bay site. It meant that the electrical/electronics

The Forth Street campus, from the Sports Institute and Student Centre (centre left) to A Block (centre right). *Otago Polytechnic*

section of the engineering department was able to relocate to a redeveloped D Block and the polytechnic finally said goodbye to the old Stuart Street building – which had provided a home for technical education for 78 years, including the polytechnic's first 27 years. In 1996, craft design students, the last of the art school students who had been left behind in a prefab in York Place in 1984, moved to the extended main campus following the opening of a new Leith Block, behind the art school's N Block inherited teachers college building.

The council also paid some attention to student residential accommodation. Prior to 1990, the polytechnic did not attempt to provide directly any accommodation for its students. Those on full-time courses were able to stay at university halls of residence, or at the YWCA and YMCA. With increasing numbers of out-of-town tertiary students attracted to Dunedin, and pressure on existing halls of residence, in 1990 the polytechnic, in a joint venture with the YWCA, turned the YWCA's boarding hostel in Moray Place, Kinnaird House, into a 95-bed hall of residence, primarily for polytechnic students.

The following year, the polytechnic provided an interest free advance of half a million dollars to Otago University towards the capital cost of providing student accommodation, in return for at least 50 places for polytechnic students in university halls of residence. This was partly in response to the university feeling that the polytechnic was not pulling its weight in providing

A student catches up on some work at Otago Polytechnic's hall of residence, Kinnaird House, which would later be turned into a private hotel.

Otago Polytechnic

student accommodation in Dunedin. The polytechnic also leased Santa Sabina, the former Dominican Convent in North Dunedin, as an 18-bed student hostel in 1998.

More substantial relief for the growing accommodation problem came in 2000. A new hall of residence, City College, opened in Cumberland Street, where polytechnic students shared the 190-bed apartment-style complex with university and college of education students. The project was a joint one between the three institutions and the city council. The polytechnic also later came to an arrangement with the university for places to be set aside for polytechnic students at Salmond Hall (later Salmond College). From 2000, the polytechnic leased the new Station Apartments, beside the railway line on Anzac Avenue, providing further supervised flatting. It also leased flats in Harbour Terrace, Forth Street and Dundas Street, which it sub-let to mainly first year students. The polytechnic provided further student accommodation in Central Otago. In 1992, it established a 100-bed hall of residence, the Chalets, in hostels originally built for Clyde Dam construction workers.

The Chalets was leased from the Crown, and then from its new owners, Kai Tahu. The complex would later be privately managed. Meanwhile, in Queenstown, the Reavers Lodge, a 94-unit accommodation complex, was built to house polytechnic hospitality staff and students.

In October 2001, the polytechnic announced plans to finally close the Tennyson Street campus and complete the consolidation of its Dunedin operations at the extended Forth Street campus by the end of 2002. The move, involving 30 staff and 500 students, was to be made in three stages. The first involved remodelling classroom blocks and upgrading access ways and computer studios at Forth Street, with the intention of better using existing space. This was to be done in a hurry over the summer break to minimise disruption to students and staff, but on a cost-plus basis for time and materials, rather than quotes from contractors. In the second stage, the school of fashion and design would be relocated from Tennyson Street to Forth Street. The third stage was to see the schools of hospitality and languages brought within the Forth Street fold. The polytechnic borrowed most of the $3.8 million the three stages were expected to cost. It was all part of an ambitious $20 million redevelopment over the next decade.

Polytechnic students and staff immediately began to raise concerns about the plan, including the lack of consultation, the quality of the information on which the development was based, and the tight time frame. These concerns intensified when the chief executive, Wanda Korndorffer, publicly revealed in May 2002 that the first stage of the project was grossly over budget, to the tune of $2.1 million. The final figures would make even worse reading. The cost of the first stage increased from $1.445 million to $4.215 million – an overrun of $2.77 million.

The polytechnic council decided at a special meeting to internally fund the cost overruns on the first stage, go ahead with the stage two transfer of fashion and design, but shelve the third stage relocation of hospitality and language courses from Tennyson Street, where their continuing presence was an on-going reminder of a job not yet done. Instead of a three-stage development costing a total of $3.8 million, the polytechnic would end up with only two stages carried out, at a cost of $6.3 million.

By June 2002, meetings of tutorial staff, allied staff and students had voted in favour of no-confidence motions in Korndorffer and called on her to resign. A meeting of staff also passed a no-confidence vote in the

council chair and polytechnic executive. Questions were also raised in the media regarding Korndorffer's employment of a Palmerston North-based architect, Brian Elliott, and acting financial controller, Daryl Wehner, both of whom she had previously worked with during her involvement with campus redevelopment at Manawatu Polytechnic.

The $2.77 million dollar budget blowout on the first stage of the project was condemned by Audit New Zealand, which Korndorffer had commissioned to review the campus development. Its report pinpointed a series of failures by the polytechnic. These included a failure to establish clear governance structures and roles at the beginning of the project, and what it called the multi-faceted and dominant role of Elliott as both architect and project manager. According to the report, there were also failures in consultation and communication, including an over-reliance on Elliott and Korndorffer in the consultation process. There were further failures in procurement processes, including the engagement of Elliott as architect without a competitive process, which was inconsistent with polytechnic policy and not in keeping with good public practice. Then there was what the report described as the unwise, unusual and hugely risky decision to engage contractors on a time and materials basis. It also pointed to major weaknesses in monitoring the work. Audit New Zealand concluded that failure to exercise overall sound management of the project was also due to the overly ambitious time frame, and delays in completing designs and reworking associated design problems. The report noted that the necessary changes were made for the second stage, which was completed on time and within budget.

The bungled first stage of the redevelopment project and dysfunctional relationship with staff and students cost the embattled Korndorffer her job. Her contract was due to expire in June 2003, but she resigned in December 2002 after negotiating an 'exit package' of between $130,000 and $150,000, which included full pay for the seven months left in her contract, holiday pay and a contribution to her legal and removal costs. She would end up working as an associate director at RMIT University in Melbourne. There was also a changing of the guard at the head of the polytechnic council. The chair and deputy chair during the debacle, Shirley Jones and Steven Rodgers, did not seek re-election to the top two positions and left the council soon after.

Deputy chief executive Robin Day kept the chief executive's seat warm for a year and a half until the council appointed Phil Ker to replace Korndorffer. Ker was the executive director of corporate services at Auckland University of Technology. He had a background in tertiary education management, and was a past president of the Association of Staff in Tertiary Education.

On top of its other troubles in 2003, the polytechnic's finances were shaky. Prior to 2003, the polytechnic had only experienced one year when it went into the red. In 1997, it had recorded its first ever deficit, of $2.4 million, most of which it had explained away as being the result of a one-off asset devaluation and adjustment to past Accident Compensation Corporation levies.

By 2003, costs were continuing to outstrip income, student-staff ratios were high, student numbers were below predictions, and another deficit was looming (when the government expected annual surpluses of between three and five percent of revenue). The polytechnic drew up a business recovery plan with the aim of ensuring long-term financial viability. The polytechnic axed 52 equivalent full-time jobs, reduced the number of faculties and schools, cut costs and reviewed courses. As a result, by 2004, the polytechnic employed 248 full-time equivalent academic staff (down from 282 in 2003) and 187 general staff (down from 192 in 2003). Reducing staff numbers and ending uneconomic courses had increased the staff/student ratio from 1 in 12 in 2000, to 1 in 16 in 2004.

The polytechnic managed to talk its way out of the indignity suffered by several smaller polytechnics of having the minister of education put a Crown observer on the polytechnic's council, or of being taken over by a larger polytechnic. The ministry nevertheless kept a close watch on the polytechnic's finances. It did record another big deficit in 2003, of $1.2 million, but this was due to the one-off costs of implementing the business recovery plan, and the polytechnic ended 2004 with a million dollar surplus.

CHAPTER 4

Sustaining the Future: Otago Polytechnic 2005-2016

Otago Polytechnic was keen to put the campus development saga behind it and work towards creating a sustainable future for the institution. Some of the subsequent developments were beyond its control. A law change from 2010 cut the size of the polytechnic council from 15 to eight, comprising four members appointed by the minister of tertiary education, along with three community members and one Māori member appointed by the council. The polytechnic staff and students lost their 34-year-old right to have direct representation on the council, which instead created staff and student sub-committees whose representatives were allowed to speak but not vote at council meetings.

A further law change ended compulsory membership of the Otago Polytechnic Students' Association. The association had survived a 1999

An Otago Polytechnic graduation parade in 2011. *Otago Polytechnic*

requirement that it hold a referendum on whether membership should remain compulsory. The majority of members who voted did so in favour of retaining compulsory membership. Association members had no choice in 2011, when a law change made membership voluntary. The polytechnic opted to continue to collect a compulsory student services fee and have the association continue to provide most of the services. The association waived its no longer compulsory membership fee, which previously covered expenditure such as paying the president's salary and running campaigns, and called on its reserves to fund the deficit – something that was unsustainable in the medium term.

Otago Polytechnic finally said goodbye to its historic campus on the hill in 2009, when the long-suffering hospitality staff and students relocated from Tennyson Street to the Forth Street campus. The polytechnic incorporated the hospitality courses into the expanded and revamped Student Centre, renamed Manaaki (M Block), which included the renamed Technique training restaurant. The transfer of the hospitality courses ended an extraordinary campus relocation that had begun nearly three decades earlier, in 1980. The polytechnic handed the Tennyson Street land and buildings back to their owner, the Ministry of Education, which on-sold them to the Catholic secondary school, Kavanagh College, across the street.

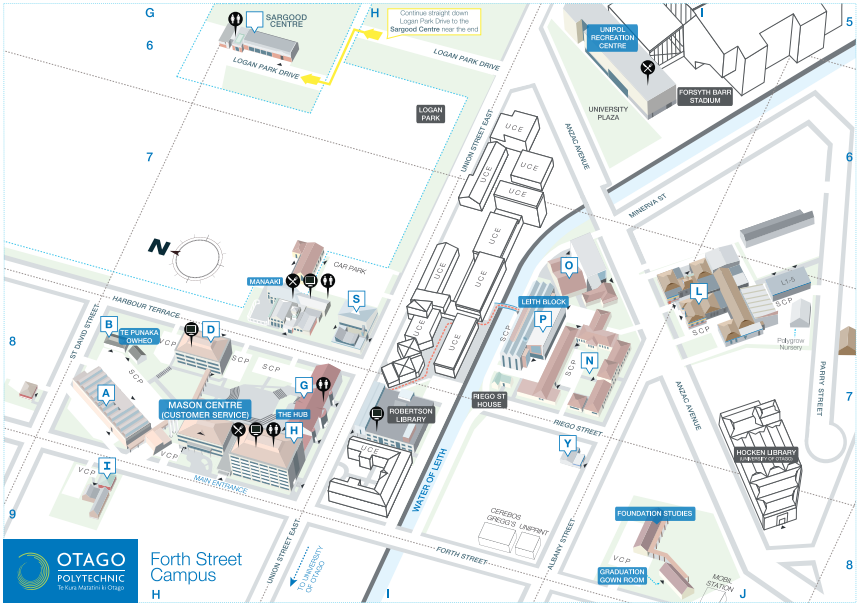
The Dunedin School of Art's new art gallery. *Otago Polytechnic*

The polytechnic embarked on further campus development. In 2009, it opened a new art school annex linked to P Block, which enabled the art school to abandon a couple of city sites and consolidate art courses on the one site. The two-storey building included the school's first art gallery for displaying students' work. In 2013, the renamed Otago Polytechnic Institute of Sport and Adventure was on the move again, this time from S Block to the Sargood Centre, which was part of the redeveloped former public art gallery building at Logan Park. The institute shared the city council building with Sport Otago. In 2015, the polytechnic opened The Hub, in a new atrium and revamped ground floors of F and H blocks. The project created what the polytechnic described as 'a welcoming reception point for visitors, and multi-functional, open-plan facilities in which staff and students can relax, learn, teach and work.' The polytechnic meanwhile decided to purchase the Bannockburn site in Central Otago and consolidate its Central Otago operations on the site.

When Otago Polytechnic established a further campus in 2012, it radically departed from its regional roots tradition. The polytechnic set up a campus in Auckland, in partnership with the private Future Skills Academy, and only for international students. The polytechnic explained that, for many overseas students, New Zealand was synonymous with Auckland, and it needed to move to the market to attract those students. The Auckland International

A student is welcomed at the Auckland International Campus. *Otago Polytechnic*

Campus, in Queen Street in the heart of the city, initially offered English language courses and an applied management degree. It then settled on various undergraduate and postgraduate management, business, and information technology qualifications. All of the teaching was in English. The campus was instantly popular, far exceeding its target for student numbers.



The Dunedin campus straddles the Leith to extend over several blocks. *Otago Polytechnic*

Some rationalisation occurred in campus joint ventures with Otago University. When the university took over the College of Education in 2007, the polytechnic transferred its half share of the Bill Robertson Library to the university, and paid an annual fee for polytechnic students to have ongoing access. The university in turn transferred to the polytechnic its half share in the Student Centre. One ambitious development, the Otago Institute of Design, a proposed joint venture between the polytechnic and the university, supported by the city council, fell through when the government withdrew promised funding for the polytechnic's share of the cost of the building to house the institute. The reason the government gave for reneging on the deal was that the polytechnic refused to agree to the appointment of

a Crown manager of its finances in return for the funding, something the polytechnic described as unprecedented and unacceptable.

In a curious twist, Otago and Aoraki polytechnics ended up effectively exchanging campuses. Otago Polytechnic, which struggled to sustain student numbers and economic viability at its Oamaru campus, sold the small campus to Aoraki Polytechnic in 2006. Otago put the proceeds towards its Dunedin campus redevelopment. The two institutions also discussed closer collaboration, and briefly joined forces to run Aoraki's Dunedin media courses, under the Otago School of Media banner. Aoraki then ran into serious financial trouble. It no longer wanted a presence in Dunedin, and Otago Polytechnic took over Aoraki's Dunedin leased campus in Cumberland Street and its staff, students and mix of beauty, hairdressing, massage, early childhood, film and television, photography and journalism courses from 2016. Otago had transferred the hairdressing courses to Aoraki in 2008, because they were seen to be a better fit with Aoraki's beauty courses. Aoraki retained its Oamaru campus. The ailing Aoraki Polytechnic merged with the Christchurch Polytechnic Institute of Technology in 2016 to form Ara Institute of Canterbury. Otago Polytechnic had earlier proposed a merger with Telford Rural Polytechnic, which the South Otago institution rejected and merged with Lincoln University in 2011.

In addition to the Tertiary Accord of New Zealand arrangement over course development and delivery, Otago Polytechnic entered into a further alliance over sector representation. In 2009, Otago and five other big city institutions – Unitec, Manukau Institute of Technology, Waikato Institute of Technology, Wellington Institute of Technology and Christchurch Polytechnic Institute of Technology – formed what they called the Metro Group. The group members felt they were not getting value for money from their membership of the Institutes of Technology and Polytechnics of New Zealand.

Otago Polytechnic had gradually ended most of its accommodation arrangements in Dunedin, Cromwell and Queenstown, because its students could stay at the various places without direct polytechnic involvement. It continued the City College and Salmond Hall arrangements in Dunedin. In 2013, the polytechnic announced its most ambitious accommodation project, a student hostel to be built on surplus city council land adjoining S Block, on the edge of Logan Park. The site comprising a former bowling

club rooms and car park the polytechnic already leased. A proposal for Kai Tahu to build and own the accommodation, and the polytechnic to pay an annual rental, came to nought. The polytechnic instead bought the land and opted to develop the 231 bedroom Otago Polytechnic Student Village, planned to open in 2018.

Otago Polytechnic continued to develop its degree and graduate diploma courses. In 2003, the polytechnic had introduced a bachelor's degree in product design, aimed at producing people who could design things that were useful, affordable and attractive. The polytechnic topped this off in 2006 with a world first – a master's degree in product design enterprise, which brought together design engineering and business enterprise. The qualification included a major research project in collaboration with an existing business or the students own business venture. The polytechnic also introduced bachelor's degree courses in interior design, and in communication design, covering areas such as advertising and web design, and, later, further postgraduate design qualifications.

In 2007, the Institute of Sport and Adventure launched what was believed to be the first advanced course in physical conditioning in the world. The

Master of design enterprise graduate, Tristan Kennedy, in Peru, where he carried out research in 2012 to design a wheelchair for physically disabled children in the rocky mountainous terrain.
Otago Polytechnic

graduate diploma in applied science, specialising in physical conditioning, was aimed at sports trainers and conditioning coaches who already had an exercise-related degree. The first year's students included New Zealand skeleton racer, Tionette Stoddard, and Olympic Games sprinter Chris Donaldson, who went on to become the New Zealand Black Caps cricket team's strength and conditioning coach. Adventure had been added to the institute's name to reflect better the variety of courses on offer. By 2016, these ranged from a certificate in snow sport instructing, based at the Cardrona Alpine Resort in Wanaka, to a bachelor of applied science in physical activity, health and wellness, available in Dunedin.

In 2012, the polytechnic added to its various hospitality courses what was believed to be the first culinary arts degree in the world, combining food science and cooking. The first year of the course was also available as a diploma in culinary arts qualification. Other new degree courses included bachelor's degrees in applied management and in engineering technology.

The polytechnic rebranded its Centre for the Assessment of Prior Learning as Capable NZ, which introduced New Zealand's first work-based learning qualifications that combined recognition of prior learning and a study project related to a student's workplace. High-profile graduates included Olympic champion windsurfer Barbara Kendall, and Olympic champion swimmer Danyon Loader. Capable NZ then introduced New Zealand's first postgraduate professional practice qualifications, for which students completed work-based projects.

In addition to conferring degrees, Otago Polytechnic slowly adopted some of the other characteristics traditionally associated with universities, such as renaming terms as semesters, tutors as lecturers, distinguished former staff as emeritus staff, and former students as alumni. In 2006, the polytechnic appointed its first professor, the head of the art school, Leoni Schmidt, followed by the polytechnic's kaitohutohu, Khyla Russell. The polytechnic also launched a university-type Otago Polytechnic Education Foundation in 2014, to raise funds through donations and fundraising activities such as an annual charity golf tournament, to build facilities and buy new equipment.

As the amount of teaching and research at degree level increased, the polytechnic changed its mind and competed from 2006 for contestable research funding. In 2015, 160 staff members were engaged in research.

A prototyping facility underpinned much of the design research at the polytechnic. The high-tech rapid prototyping facility, located in A Block and launched in 2007, was heralded as the most advanced facility of its type in Australasia. It enabled design students to make models and prototypes of products in hours rather than days, using expensive state-of-the-art machines and software. The facility was at the heart of a Product Development Centre, which focussed on teaching design students. The centre subsequently evolved into a commercial product design and development centre and academic research facility, rebranded 'workSpace', which combined the talents of design and production professionals, academics, graduates and students. The polytechnic benefitted from selling or receiving funding for the use of staff and student expertise and polytechnic equipment, the students worked on real solutions to real problems, and the clients reaped the rewards of the resulting products. The projects workSpace helped develop included a unique, single-blade, domestic wind turbine for a Dunedin firm, funded by the government. One of the turbines proudly took its place on top of D Block. Otago Polytechnic was already supporting fledgling local businesses through the Upstart business incubator, which it had established with Otago

The Powerhouse Wind project underway at Otago Polytechnic's product development centre.
Otago Polytechnic

University and the Dunedin City Council in 2004. The incubator moved from the city centre to the Forth Street campus in 2013.

Notable developments in non-degree courses included the first tertiary stonemasonry course in New Zealand, introduced at the Central Otago campus in 2005 in response to the renewed popularity of traditional stonemasonry in building, landscaping and restoration work.

Otago Polytechnic continued to offer opportunities for 'at risk' young people. It introduced an Altitude programme, in partnership with the Malcam Charitable Trust, for unemployed people aged between 18 and 25. The programme combined foundation courses and work experience. Of the 50 students enrolled in 2014, 38 passed, and 36 went on to employment or further study. The polytechnic introduced a Māori trades training programme, Hit the Ground Running, in association with local runaka. It also established the Central Lakes Trades Academy, a partnership between the polytechnic and local secondary schools, which provided trades and technology programmes for secondary school pupils. The aim was to provide the pupils with clear pathways after they left school, and a head

A secondary school pupil learning carpentry skills at the Central Lakes Trades Academy.
Otago Polytechnic

start to a tertiary education. The academy became the Otago Secondary-Tertiary College, after the addition of trades academy places in Dunedin.

In addition to course development, Otago Polytechnic continued to concern itself with course delivery. It sought to build on the flexible, student-centric approach adopted during the 1990s. 'Going to polytechnic' still had a literal meaning for most students, who continued to study full-time at the campuses in Dunedin, Central Otago and Auckland. A significant and increasing minority of students were taking advantage of other study options. Some were studying part-time while holding down a job. Some were taking fully online courses in which they accessed the content and communicated with a facilitator, and with other students, online. Some courses were combinations of online learning, face-to-face learning, block courses and work placements.

The national certificate in veterinary nursing embodied the flexible approach. Students chose between a full-time one-year course, either in Dunedin or by distance learning, and a two-year part-time course by distance learning. The full-time Dunedin course blended on campus and at

Veterinary nursing students develop their skills at an Otago Polytechnic vet clinic in 2012.
Otago Polytechnic

home study. The distance options combined at home study and compulsory block courses in Dunedin, Christchurch, Wellington or Auckland. All options involved online written, audio and video materials and assessments, and Internet tutorials, and work placements in veterinary clinics and animal-related facilities such as boarding kennels or the SPCA. Phil Ker envisaged a time when Otago Polytechnic students would design their own personalised courses and means of study.

Associated with the move towards greater flexibility, Otago Polytechnic became an international leader in open education. In 2008, the polytechnic became the first tertiary institution in the world to adopt a creative commons open content intellectual property policy, under which people could copy, distribute and adapt material, provided they acknowledged the source. The following year, the polytechnic launched the International Centre for Open Education, and established the Open Education Resource Foundation as a charitable company to support the centre. The foundation in 2013 coordinated the Open Education Resource universitas (OERu), an independent international network of tertiary institutions that began offering free online tertiary courses for students, particularly in developing countries, with the option of having the courses count towards qualifications, for which they paid only for assessment.

In recognition of the polytechnic's international role in open education, two of the world's leading educational agencies – the United Nations Educational, Scientific and Cultural Organisation, and the Commonwealth of Learning – established a UNESCO-COL chair at the polytechnic. The chair was occupied by the polytechnic's open education guru, Wayne Mackintosh, and enabled him to champion the implementation of the OERu. Macintosh had previously founded WikiEducator, which linked learners with learning materials through the Internet. Two chairs were later established, with Mackintosh as the UNESCO chair, and Robin Day the COL chair.

Otago Polytechnic also took a leading role in another significant movement – towards creating a sustainable future for itself and the planet. The polytechnic in 2006 set itself a mission to become a sustainable organisation, and to be a leader in providing education and training for sustainability. The polytechnic established a sustainable futures programme for itself. It significantly reduced its electricity and water consumption, and its paper and printing costs; it replaced the coal-fired boiler with a

Senior lecturer, Mary Butler, wheels out a polybike. *Otago Polytechnic*

woodchip-fired boiler at the Forth Street campus; and it partially offset its carbon emissions by establishing a 'living campus' of easy-care gardens and edible plants, some used for teaching. Other initiatives included reducing the amount of staff air travel, and buying 'polybikes' for campus staff to use around town.

The polytechnic wove the teaching of sustainability into its qualifications, with the aim of making every graduate 'a sustainable practitioner'. It developed a Centre for Sustainable Practice, based at its Central Otago campus, specialising in the delivery of sustainable education, training and advice. The centre's early achievements included running courses in sustainable business, and advising on strategic planning for local government, low water use gardens and integrated pest management. The centre also established in Queenstown New Zealand's first biodiesel refuelling facility. Sustainability permeated the polytechnic's research, with projects ranging from helping health boards reduce hospital waste, to measuring the ecological footprint of Bhutan.

Otago Polytechnic sought to be a good citizen and to give back to the local community that had supported the institution and its predecessors since the 1870s. The polytechnic proudly pointed out that it boosted the Otago economy by more than $257 million a year, which included $136

million to the Dunedin economy and support for 2928 direct or downstream jobs. The polytechnic also pointed to its involvement in the Dunedin City Council's economic development and 'export education' strategies, taking a leading role in the latter.

The polytechnic's annual charity house project and its 'scarfie army' were the highest-profile expressions of the good citizen sentiment. Carpentry students had established a tradition dating back to 1975 of constructing full-size buildings for non-profit organisations such as the Youth Adventure Trust at Berwick on the Taieri Plain, and the Tapanui Bowling Club in West Otago. In 2007, the students started building one house a year, using materials and services donated by local businesses, with the houses publicly auctioned

Another successful charity house auction. *Otago Polytechnic*

Members of the scarfie army in 2012. *Otago Polytechnic*

and the proceeds donated to Otago charities. By 2016, the auctions had raised more than $900,000 and buyers from Twizel in South Canterbury to Clinton in South Otago had snapped up the transportable houses.

Inspired by the voluntary activities of the Canterbury volunteer student army in the wake of the deadly and devastating 2010/11 Canterbury earthquakes, in 2012 Otago Polytechnic ran two scarfie army community service pilot projects. They involved automotive engineering students servicing vehicles for Dunedin community groups, and sport and adventure students taking part in a coastal clean up. The pilots were so successful that the scarfie army became a permanent feature at the polytechnic. The initiative built on the already high levels of student and staff community work. An audit suggested that the students and staff put in about 7000 hours of voluntary work each year, and raised about $50,000 for the community, and that is not counting the annual charity house auction.

When David Hutton stepped onto the wharf at Port Chalmers with his wife and young son in 1870, he could never have imagined that his fledgling art school would become part of a huge tertiary institution. Even George Thomson, with his musings in 1889 that his proposed continuation classes might be the basis of a technical institute, would have been amazed at the size and nature of that institution.

More than 7200 individual students were enrolled in more than 100 programmes at Otago Polytechnic in 2015, from foundation and bridging certificates to master's degrees. The gender imbalance of 1989 had been accentuated – two-thirds of the students were female and one third male. They made up a record 4333 equivalent full-time students. Fifty-seven percent of the students came from outside Otago. The proportion of students who identified as being Māori had increased since 1989 from 5.8 percent to 12.5 percent of equivalent full-time domestic students. There were just over 600 equivalent full-time international students, more than 60 percent studying at the Auckland campus. The international students accounted for more than one in seven of the polytechnic's total student population. They came from 48 countries, although 71 percent were from China and India. The polytechnic employed 674 individual staff members and just over 500 equivalent full-time staff.

Otago Polytechnic was big business, with revenue of just under $72 million and assets of just under $117 million. After further years of deficits or small surpluses, from 2010 the polytechnic had recorded annual net surpluses of between $2.1 and $3.7 million. The 2015 surplus of $3.4 million was 3.4 percent of total income, compared with the polytechnic's target of 5 percent of total income. Government underfunding, including the lack of adjustment for inflation, was on ongoing concern, and major contributor to unpopular student fee increases.

Otago Polytechnic aspired to be recognised nationally and internationally as New Zealand's leading polytechnic, and took pride in its various achievements and innovations. It was ranked first in the polytechnic/institute of technology sector by the Tertiary Education Commission for qualification completions in 2015. It achieved the highest possible rating from the New Zealand Qualifications Authority for educational performance and for self assessment. Student satisfaction ratings were consistently high – 93 percent in 2015. Ninety-eight percent of students surveyed eight months after they completed their qualifications were engaged in work or further study or both. Otago Polytechnic staff consistently featured in the National Tertiary Teaching Excellence Awards. In terms of innovations, the polytechnic pointed to its pioneering courses such as the first midwifery, product design enterprise and culinary arts degrees in the world, and its

role as a world leader in areas such as recognition of prior learning, open education and sustainability.

And through all the highs and lows of its first 50 years, tens of thousands of students from Otago and beyond had enrolled in courses, earned qualifications and secured good jobs in their chosen fields, and made valuable contributions to their communities.

Bibliography

Archives

Hughes, Elma, Records Relating to the King Edward Technical College Jubilee, Hocken Collections, Dunedin.

King Edward Technical College, Records, Hocken Collections, Dunedin.

Otago Polytechnic, Archives, Otago Polytechnic, Dunedin.

Otago Polytechnic School of Art, Papers Relating to the Centennial, Hocken Collections, Dunedin.

Otago Polytechnic Students' Association, Archives, Otago Polytechnic Students' Association, Dunedin.

Otago Polytechnic Students' Association, Records, Hocken Collections, Dunedin.

Scott, Stuart, Papers, Hocken Collections, Dunedin.

Sound Recordings

Hall, Ian, Dunedin, 1989, Association of Polytechnics in New Zealand Oral History Project, Alexander Turnbull Library, Wellington.

Mason, Geoff, Dunedin, 1989, Association of Polytechnics in New Zealand Oral History Project, Alexander Turnbull Library, Wellington.

Scott, Stuart, Dunedin, 1989, Association of Polytechnics in New Zealand Oral History Project, Alexander Turnbull Library, Wellington.

University Theses

Collett, G., 'Technical Education in New Zealand: A Survey of Developments and Trends from 1940 to 1966', Master of Arts, Education, University of Auckland, Auckland, 1967.

Day, Barbara, 'The Growth of Technical Education in New Zealand', Master of Education, University of Waikato, Hamilton, 1990.

Ding, G.D., 'A New Technical College for Dunedin', Bachelor of Architecture, University of New Zealand, 1952.

Johnston, Tony, 'Otago Polytechnic: Towards 2000', Master of Business Administration, University of Otago, Dunedin, 1991.

Ng, Ho Peng, 'The Development of the New Zealand Technical Institutes', Master of Arts, Education, Victoria University of Wellington, Wellington, 1972.

Taylor, Leah, 'The Dunedin School of Massage: The First Decade of the Otago Polytechnic School of Physiotherapy', Postgraduate Diploma in Arts, History, University of Otago, Dunedin, 1986.

Official Publications

Appendix to the Journals of the House of Representatives of New Zealand, House of Representatives, Wellington, 1880-2015.

New Zealand Gazette, Government Printer, Wellington, 1966, 1990.

New Zealand Official Yearbook, Statistics New Zealand, Wellington, 1897-2014.

Statutes of New Zealand, New Zealand Government, Wellington, 1895-2015.

Reports

Carpenter, Helen, *An Improved System of Nursing Education for New Zealand,* Department of Health, Wellington, 1971.

Edwards, P., *The Development of Technical Education in New Zealand: Report of a Visit Sponsored by the New Zealand Department of Education*, [Department of Education, Wellington, 1973].

Hawke, Gary (convenor), *Report of the Working Group on Post Compulsory Education and Training*, New Zealand Government, Wellington, 1988.

Learning for Life Two: Education and Training Beyond the Age of Fifteen, New Zealand Government, Wellington, 1989.

Murchie, Erihapeti, and Paul Spooner, *Report to the Nursing Council of New Zealand on Cultural Safety and Nursing Education in New Zealand*, 1995.

Nursing Education in New Zealand, Department of Education, Wellington, 1972.

Nursing Education in Transition: The Transfer of Nursing Education to the General System of Education 1973-1988, The Department of Health's Perspective, Department of Health, Wellington, 1988.

Annual Publications

Annual Report, Otago Polytechnic, Dunedin, 1990-2015.

Education Statistics of New Zealand, Department of Education, Wellington, 1966-1988; Ministry of Education, 1989-2009.

Full-time Courses, Otago Polytechnic, Dunedin, 1967-1969.

Interim Charter, Otago Polytechnic, Dunedin, 1989; *Charter*, 1990-2010.

Interim Corporate Plan, Otago Polytechnic, Dunedin, 1990; *Corporate Plan*, 1991.

Junctures, Otago Polytechnic, Dunedin, 2003-2012.

Māori Annual Report, Otago Polytechnic, 2010-2014.

Polytechnic, Otago Polytechnic, Dunedin, 1972-1975.

Programme Completions and Graduates in the New Zealand Tertiary Sector, Ministry of Education, Wellington, 1995-1997; *Programme Completions and Graduates in the New Zealand Public Tertiary Sector*, 1998-1999; *Qualification Completions and Graduates at Tertiary Education Providers*, 2000-2004.

Prospectus, Dunedin Technical School, Dunedin, 1911-1913; Dunedin Day Technical School, 1914; King Edward Technical College (Day School), 1915; King Edward Technical College Technical High School, 1916-1922; Technical High School, 1923-1966.

Prospectus, Otago Polytechnic, Dunedin, 1965-1978; *Calendar*, 1979-1987; *Courses,* 1988; *Information*, 1989-1991; *Course Guide*, 1992-2002; *Prospectus*, 2003-2008; *Career Pathways*, 2009-2012; *Programme Guide*, 2013-2016.

[*Prospectus*], Technical Classes Association, Dunedin, 1889; *Report and Prospectus*, 1889/90-1901/02; Dunedin Technical Classes, 1902/03-1910/11; Dunedin Technical School, 1911/12-1913/14; King Edward Technical College, 1914/15-1916/17; *Report and Syllabus*, 1917/18-1924/25; *Prospectus of Evening Classes*, 1927-1950; *Prospectus of the Evening and Part-time Day Classes*, 1951-1963; *Full-time Courses*, King Edward Technical College Polytechnic Division, 1964.

Prospectus for International Students, Otago Polytechnic, Dunedin, [1997-2001]; *International Prospectus*, 2002-2013.

Report of Conference, The Technical Education Association of New Zealand, 1959-1961; *Report of Annual Conference*, 1962-1965; *Annual Conference*, 1966-1968; *Annual General Conference Proceedings*, 1969.

Rīpoata Rakahau-ā-tau: Otago Polytechnic Research Annual Report, Otago Polytechnic, Dunedin, 2007-2010; *Whakapuaki kā Rakahau: Research Highlights of Otago Polytechnic*, 2011-2015.

Scope, Otago Polytechnic, Dunedin, 2006-2015.

Statement of Objectives, Otago Polytechnic, Dunedin, 1991/93-2003/05; *Interim Profile*, 2004/06, *Profile*, 2005/07; *Strategic Directions*, 2015-2017.

Update, 2008-2009; *Rakahau-ā-mahi Hou*, 2010-2013, Otago Polytechnic, Dunedin.

Newspapers and Magazines

Dunedin Technical High School Magazine and Jubilee Supplement, Dunedin Technical High School, Dunedin, volume 1, number 6, December 1939.

Evening Star, Allied Press, Dunedin, 1888-1979.

King Edward Technical College Magazine, King Edward Technical College, Dunedin, Jubilee number, December 1959.

New Zealand Education Review, APN Educational Media, Wellington, 1996-2015.

Newsletter, Otago Polytechnic, Dunedin, 1993; *Staff News & Views*, 2001; *Smart Moves: Otago Polytechnic Newsletter*, 2003-2004.

Otago Daily Times, Allied Press, Dunedin, 1888-2016.

Polytechnic: News from the Association of Polytechnics in New Zealand, Association of Polytechnics in New Zealand, Wellington, 1990-2003; *Connect: News from the Institutes of Technology and Polytechnics of New Zealand*, Institutes of Technology and Polytechnics of New Zealand, 2004-2006.

Salmon Run: (Otago Polytechnic's Weekly Forum), Otago Polytechnic, Dunedin, 1988-1997; *Polymix*, 1997-1998.

SAM, Otago Polytechnic Students' Association, Dunedin, 1974; *Guff Sheet*, 1975; *Student Informer*, 1976-1977; *Kram*, 1977-1979; *Pinch*, 1980-1981; *The White House Papers*, 1982; *Student Informer*, 1983; *The Informer*, 1984-1985; *Blast*, 1989; *Tech Torque*, 1994-1999; *Gyro*, 1999-2015.

Student Handbook (various titles), Otago Polytechnic Students' Association, Dunedin, 1974-2015.

Leaflets and Pamphlets

A New Site – An Old School: A Written and Pictorial History of King Edward Technical and Logan Park High School, J. and L. Publications, [Dunedin, 1983].

Academic Dress to be Proud of, [Otago Polytechnic, Dunedin, 1998].

Education in the 1990s, University of Otago Faculty of Arts and Music, Dunedin, 1988.

Entwisle, Rosemary, *The Dunedin School of Art and the La Trobe Scheme,* Hocken Library, Dunedin, 1989.

Idrus, Nirwan, *1994 Inaugural Speech by the Director Dr Nirwan Idrus, 25 January 1994, Dunedin,* Otago Polytechnic, Dunedin, 1994.

Idrus, Nirwan, *Towards a Third Wave Institution: An Address to Staff of Otago Polytechnic by Dr Nirwan Idrus, Director & CEO, 31 January 1995*, Otago Polytechnic, Dunedin, 1995.

King Edward Technical College Jubilee Booklet: Commemorating 30 Years of Day Classes 1909-1939, 50 Years of Evening Classes 1889-1939, 70 years of Art Classes 1869-1939, King Edward Technical College, Dunedin, 1939.

Lee, Gregory, Howard Lee and David McKenzie, *The Transformation of the New Zealand Technical High School,* Massey University, Palmerston North, 1990.

Otago School of Art Centennial Exhibition 1870-1970, [Otago Polytechnic, Dunedin, 1970].

75th Jubilee, May 16, 17, 18, & 19 1985 K.E.T.C., [King Edward Technical College, Dunedin, 1985].

Books

Beeby, Clarence, *The Biography of an Idea: Beeby on Education*, New Zealand Council for Educational Research, Wellington, 1992.

Butchers, Arthur, *Education in New Zealand: An Historical Survey*, Coulls Somerville Wilkie, Dunedin, 1930.

Butterworth, Graham and Susan, *Reforming Education: The New Zealand Experience 1984-1996*, Dunmore Press, Palmerston North, 1998.

Dougherty, Ian, *Bricklayers and Mortarboards: A History of New Zealand Polytechnics and Institutes of Technology*, Dunmore Press, Palmerston North, 1999.

Dougherty, Ian, *By Students For Students: A History of the Otago Polytechnic Students' Association 1964-2014*, Otago Polytechnic Students' Association, Dunedin, 2014.

Keen, David, *In a Class of its Own: The Story of a Century and a Quarter of Teacher Education at the Dunedin Training College, Dunedin Teachers College and the Dunedin College of Education,* Dunedin College of Education, Dunedin, 2001.

McLintock, Alexander, *The History of Otago: The Origins and Growth of a Wakefield Class System*, Whitcombe & Tombs, Dunedin, 1949.

Mason, Rex, *Education Today and Tomorrow*, Government Printer, Wellington, 1944.

Morrell, William, *The University of Otago: A Centennial History*, University of Otago Press, Dunedin, 1969.

Nicol, John, *The Technical Schools of New Zealand: An Historical Survey*, New Zealand Council for Educational Research, Wellington, 1940.

Reed, Alfred, *Joseph William Mellor: Dunedin Boy Who Became the World's Greatest Authority on Inorganic Chemistry*, A.H. & A.W. Reed, Wellington, 1957.

Ross, Stuart, *Education and Educationalists in Otago*, Wise Caffin, Dunedin, 1890.

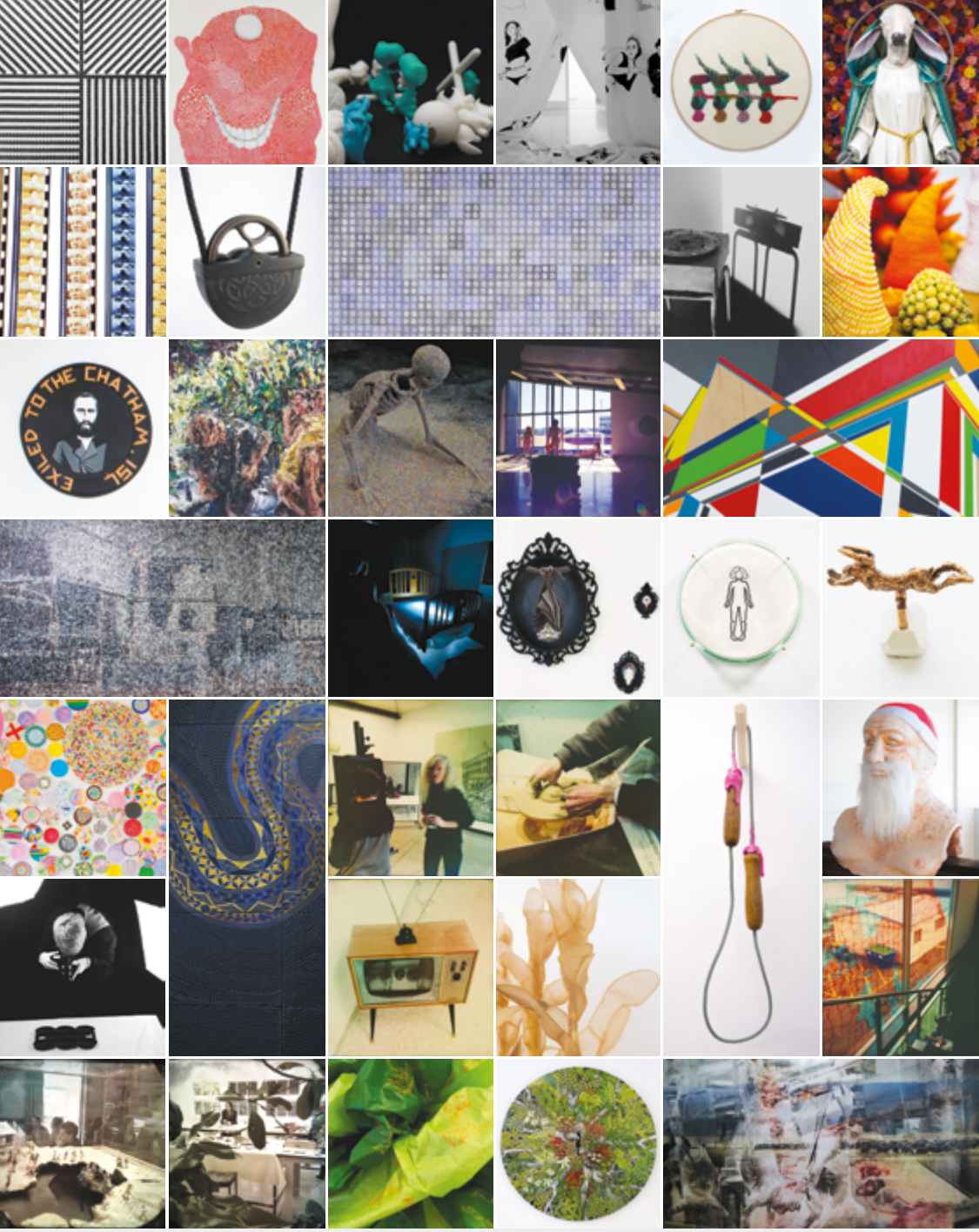
Scott, Stuart, *The First Tree in the Forest: A History of Technical Education in Otago 1850-1991*, Craig Printing, Invercargill, 1991.

Shaw, Louise, *In Our Hands: 100 Years of Physiotherapy at Otago 1913-2013,* University of Otago, Dunedin, 2013.

The Otago Education Board 1856-1956: A Brief History, Otago Education Board, Dunedin, 1957.

Thomson, Jane (editor), *Southern People: A Dictionary of Otago Southland Biography,* Longacre Press/Dunedin City Council, Dunedin, 1998.

Tombs, Harry (editor), *A Century of Art in Otago: Being a Survey of the Work of Otago's Painters, Writers and Musicians*, Harry H. Tombs, Wellington, [1948].



OTAGO POLYTECHNIC
Te Kura Matatini ki Otago

DUNEDIN SCHOOL OF ART

Artists, from left to right: **1st row:** Daniel Roberts, Amelia Dougherty (detail), Diana Tran, Jessie-Lee Robertson (detail),Victoria Stevens, Tara James (detail) **2nd row:** Joe Papps, Brendon Monson, Tom Ellison, Year 1 Photography, Lynda Orr (detail) **3rd row:** Ariana Kutia, Holly Zandbergen (detail), Daniel Roberts, SITE14 Installation, Ellie Gray **4th row:** Cobi Taylor, Daniel Sewpersad, Grace McCaffrey, Chelsea Johnson, Bob Mitchell **5th row:** Shengnan Xu (detail), Anasaunoa Teofilo, Drawing Studio, Ceramics Studio, Millie Leckie, Melissa Williams **6th row:** PHEA on location at Olveston House, Esta de Jong, Daniel Roberts (detail), Woojin Kim (visiting ASIA:NZ artist in residence) **7th row:** Mac Labs, Sculpture Studio, Sophie Prinselarr-Smith, Anna Priluka, Stacey Butler