



Proposed changes in the  
School of Physical Education, Sport and  
Exercise Sciences  
Division of Sciences  
University of Otago

Staff Consultation Document

Professor Richard Barker,  
Pro-Vice-Chancellor (Sciences)

25 May 2017

# Introduction

This document presents proposed changes within the School of Physical Education, Sport and Exercise Sciences.

Strategically, the Division of Sciences needs to resource its operations to ensure that it maintains the standard of research-led excellence that is a fundamental University aspiration. The imperative is 'Sustaining Capability' in which the University commits to carefully scrutinising internal activities, processes and structures for both efficiency and effectiveness.

The School of Physical Education, Sport and Exercise Sciences faces particular challenges. Applications for entry at first year have been steadily declining for 20 years, with a 43% decline over the past eight years (Table 1). As a result, the School has become less selective in admitting students. With the consequential drop in income, the School has become reliant on a large subvention (i.e. subsidy) to allow it to operate, a situation that is not sustainable.

## 1. Background

The School of Physical Education was established in 1948, changing its name in 2014 to the School of Physical Education, Sport and Exercise Sciences to better reflect the breadth of the curriculum. In 1975 a 4-year Bachelor of Physical Education (BPhEd) degree was introduced, with a Master of Physical Education (MPhEd) following in 1979. Four majors were introduced into the BPhEd degree in the 1990s: Exercise and Sport Sciences, Exercise Prescription and Management, Professional Studies, and Sport and Leisure Studies. In 2015, the Exercise Prescription and Management major was replaced by Physical Activity and Health. The School has a proud history and a record of excellence, recently being ranked 7th in the 2017 QS World University rankings.

### 1.1 Current financial situation

The School has been experiencing declining EFTS across all programmes over the past 8 years (Tables 1 and 2). This has been attributed to a number of factors, including:

- an increased number of competitors in the marketplace (approximately 30 current providers in NZ);
- the BPhEd degree is a 4-year qualification, compared to competitors offering 3-year degrees;
- a decrease in secondary school student numbers (demographic data indicates this decline will continue until 2025); and
- a high failure rate in HUBS papers taken by PE students, leading to the perception that the Otago first year is difficult.

The financial impact of declining EFTS has been severe. Total income for the School has been in steady decline and is forecast to decrease further in 2017 (Table 3). The School has tried to address this through reducing general staff costs. However, academic staff salaries have remained steady at

approximately \$3.6 million for the past 3 years as the School has sought to maintain its academic programme. In consequence, actual deficits have risen in each of the past three years.

**Table 1: EFTS 2009 – 2017**

Level	2009	2010	2011	2012	2013	2014	2015	2016	2017
100	160.2	161.9	130.1	114.0	117.4	115.7	97.2	92.4	73.2
200	176.7	170.3	183.9	171.6	145.6	144.1	131.1	95.9	103.2
300	191.8	179.5	191.5	191.6	176.1	146.0	133.0	140.6	107.2
400	23.6	29.2	32.9	35.0	14.7	16.7	15.2	14.5	13.6
Postgraduate	27.4	29.3	37.0	40.5	49.7	52.9	47.0	35.3	34.6
<b>Total EFTS</b>	<b>579.7</b>	<b>570.2</b>	<b>575.4</b>	<b>552.7</b>	<b>503.5</b>	<b>475.4</b>	<b>423.5</b>	<b>378.7</b>	<b>331.8</b>

**Table 2: Current staffing levels in the School relative to EFTS, as at 24 April 2017**

	2009	2010	2011	2012	2013	2014	2015	2016	2017
General Staff FTE	17.6	16.6	17.2	18.5	15.9	14.6	15.0	12.5	11.5*
Academic Staff FTE	31.8	33.3	32.5	30.0	31.2	27.5	28.8	28.3	30.3
Total FTE	<b>49.4</b>	<b>49.9</b>	<b>49.7</b>	<b>48.5</b>	<b>47.1</b>	<b>42.1</b>	<b>43.8</b>	<b>40.8</b>	<b>41.8</b>
Total EFTS	579.7	570.2	575.4	552.7	503.5	475.4	423.5	378.7	331.8
EFTS/Academic Staff FTE	18.2	17.1	17.7	18.4	16.1	17.3	14.7	13.4	11.0

\*Based on current staff substantive FTEs, excludes vacant positions.

**Table 3: Financial performance of the School 2014-2016 (actual) and 2017 (budgeted)**

	2014 Actual	2015 Actual	2016 Actual	2017 Budget
Income	9,807,386	8,927,433	8,403,331	7,486,492
Expenditure	-7,334,013	-7,537,640	-7,552,365	-6,716,872
Net Income	2,473,373	1,389,793	850,966	769,620
Central and Divisional Costs	-3,147,245	-2,737,618	-3,234,869	-3,054,891
Contribution to Surplus				-228,616
<b>Net Surplus/(Deficit)</b>	<b>-673,872</b>	<b>-1,347,825</b>	<b>-2,383,903</b>	<b>-2,513,887</b>

## 1.2 Future resourcing

Resourcing must be sustainable and sufficient for it to contribute to the University's aspirations. Any future increases in EFTS or research income need to create opportunity for the School rather than to maintain smaller deficits. The starting point for future resourcing should therefore be an immediate reduction in deficit, while still allowing the School to deliver a future-focussed curriculum grounded in research-led excellence. Therefore, my starting point for resourcing is an initial reduction in the School's subvention to \$500,000. The expectation is that this would reduce to zero, or become positive, within four years as changes in the School to reverse the EFTS decline become effective. We need to ensure that staffing remains sufficient to allow delivery of a sound academic programme.

To guide thinking in this proposal I met with the School in February this year. In these meetings I explained the need to address resourcing in the School due to actual and forecast budget deficits. I invited staff to meet with me to discuss ideas on how we could plan for a sustainable future for the

School based on an academic vision. Staff were also offered the opportunity for voluntary severance, and a number have taken advantage of this.

Two viewpoints on a future academic programme emerged through discussions with staff. One was a future centred on the broad interdisciplinary BPhEd with theory and practice intertwined. This was seen as Otago's point of difference and should continue to be the main offering of the School. The second view was that the BPhEd should be abandoned and we should focus on new degrees built around the School's strengths in sport and exercise science (focussed on human performance and health, including the University Research Theme *Te Koronga* that is led by the School), and sport development. There is also strong student and alumni support for the outdoor education and practical components of the degree.

Declining EFTS is a signal from the market that something is not right with the present degree. However, abandoning the degree completely would be a radical step. The reality is that the more traditional components of the BPhEd underpin the School's EFTS. New degrees built solely around the School's strengths in sport and exercise science, sports development, and *Te Koronga* may not generate sufficient EFTS to be sustainable in the long-term. Abandoning the BPhEd in its entirety would thus be risky.

The fact remains that the traditional BPhEd is expensive. It is a highly-prescribed degree with four majors, and is based on a large number of course offerings (there are 65 papers, 33 at 300-level alone). It includes expensive practical and outdoor education components in each of the four years. Practical components supporting the Professional Studies major currently account for 22% of enrolments but 68% of expenditure allocated to paper co-ordinators for consumables and casual salaries (marking assistance, tutors, laboratory demonstrators). Outdoor education is predominately taught by one Associate Professor (1.0 FTE) on phased retirement, with support from Professional Practice Fellows and external contractors. It also has dedicated general staff support (1.53 FTE).

The BPhEd also includes a dance specialisation that supports 2.5 FTE academic staff, with a total of 2.7 EFTS from three 200- and 300-level papers (2016). In 2016 the dance specialisation had 26.8 EFTS at 100-level, but more than 90% of these were from a compulsory 100-level paper. These figures are representative of enrolments over a number of years.

### **1.3 A sustainable academic programme and structure**

The principles followed were that the curriculum needs to:

- comprise 3-year undergraduate major qualifications
- fit within existing structures (BSc, BAppSc) that support minors to allow cross-discipline flexibility
- require no more resourcing than can be provided by the School within the constraint of a maximum \$500k subvention
- have a teaching load of no more than two undergraduate papers per academic FTE and that allows staff to take research and study leave, and develop postgraduate programmes

- build on current strengths with capability to ensure and sustain future growth
- be developed with an awareness of domestic and international trends in a changing academic landscape
- have applied theory and practice elements limited to academically-focussed activities concentrated at 300-level
- strike a strategic balance of specialisation and breadth in order to attract students and provide some career path flexibility
- align with the University's Māori and Pacific Strategic Frameworks
- be cognisant of the School's position within the Division of Sciences and prioritise papers that nurture scientific philosophy, method, content, principles and research.

I also sought the Dean's advice as to what a viable academic programme consistent with the above principles could look like, with the following features:

1. A curriculum would contain the minimum number of papers required to deliver a major(s) within current University degree structures.
2. Dance may not be a specialisation within the School of Physical Education, Sport and Exercise Sciences.
3. Degrees would not have a significant component of applied outdoor education, with applied theory and practice elements limited to academically-focussed activities concentrated at 300-level.

I also followed the premise that the School needs to be sufficiently resourced to deliver two undergraduate degrees that support three majors: (i) a BSc with a major in Sport and Exercise Science; (ii) a BAppSc with two majors, one in Physical Education (or an appropriate alternative name), and a second in Sport Development.

The proposed degree structures will be based on:

- one 100-level offering that feeds into all three majors (two additional papers, ANAT 111 and PHSL 101, will be purpose taught by Anatomy and Physiology)
- nine 200-level papers (three for each major)
- sixteen 300-level papers (five for each major plus one research methods paper in common to all three)
- six 400-level papers plus a 490 dissertation paper
- strong Māori physical education and health themes at all levels.

This resulting indicative curriculum (Appendix A) represents a reduction in the number of papers offered by the School from 65 to 33.

The indicative curriculum borrows from the proposed curriculum presented to the Sciences Standing Committee in January, which I declined. It is my view that the curriculum and academic structure outlined in this proposal, would allow the School to deliver a sustainable academic programme that meets the aims of the University.

## 2. Proposed changes to academic staffing

This curriculum structure would require a reduction in both academic and general staff positions.

### 2.1 Current academic resourcing

The School is currently staffed by 30.3 FTE academic staff on permanent and fixed-term contracts. Included in the current 30.3 FTE are 5.0 FTE on fixed-term contracts (Table 4). Four of these positions are considered out of scope as they are supported by external funding (4.0 FTE). The remaining position is a staff member on phased retirement, who teaches outdoor education. The incumbent's retirement aligns with the proposal to reduce taught outdoor activity and concentrate applied theory and practice at 300-level.

**Table 4:** Fixed-term academic positions

Position	FTE	# of employees	End date
Associate Professor (phased retirement)	1.0	1	June 2019
Postdoctoral Fellow (externally funded)	1.0	1	November 2018
Assistant Research Fellow (externally funded)	2.0	2	May and August 2017
The Caroline Plummer Fellow in Community Dance (externally funded)	1.0	1	August 2017
<b>Total</b>	<b>5.0</b>	<b>5</b>	

Plus one 0.5 PPF who has been employed for July - November 2017.

Thus, the starting point for considering a reduction in academic positions is 25.3 FTE (Table 5).

**Table 5:** Permanent academic positions after removing fixed-term positions

Position	FTE	# of employees
Professor (including Dean)	4.0	4
Associate Professor	5.0	5
Senior Lecturer	10.8	11
Lecturer	1.0	1
Professional Practice Fellow	2.0	2
Senior Teaching Fellow	2.0	2
Teaching Fellow	0.5	1
<b>Total</b>	<b>25.3</b>	<b>26</b>

### 2.2 Voluntary severance

One fulltime (1.0 FTE) Professional Practice Fellow position will be disestablished by the end of 2017. The incumbent contributes to outdoor education components of applied theory and practice teaching. Disestablishment of this position is in line with the proposed reduction in taught outdoor activity, and consolidation of applied theory and practice teaching at 300-level.

## 2.3 Proposed changes to academic resourcing

### 2.3.1 Dance

It is proposed to discontinue the dance specialisation within the School. This specialisation is resourced by 2.5 FTE (Table 6). The EFTS captured by 200- and 300-level dance papers are low (2.7 EFTS) and insufficient to warrant continued support of the specialisation. Elements of the dance specialisation could continue in the Department of Music, Theatre and Performing Arts. This possibility has been explored with the Head of Department and his Pro-Vice-Chancellor (Humanities). They have indicated that a 0.5 FTE Teaching Fellow would suffice to teach dance papers that meet the needs of their Bachelor of Performing Arts students. Therefore, it is proposed to:

1. Disestablish the 1.0 FTE Senior Lecturer position associated with the dance specialisation.
2. Disestablish the 1.0 FTE Senior Teaching Fellow position associated with the dance specialisation.
3. Transfer the 0.5 FTE Teaching Fellow associated with the dance specialisation to the Department of Music, Theatre and Performing Arts. This would represent a change of reporting line to the Head of Department of Music, Theatre and Performing Arts.

Under this proposal, the Caroline Plummer Fellow in Community Dance would be hosted by the Department of Music, Theatre and Performing Arts.

**Table 6:** Academic staffing associated with the dance specialisation

Position	FTE	# of employees
Senior Lecturer	1.0	1
Senior Teaching Fellow	1.0	1
Teaching Fellow	0.5	1
<b>Total</b>	<b>2.5</b>	<b>3</b>

### 2.3.2 Additional changes to levels of academic staffing

It is proposed to further reduce academic staffing by four positions (4.0 FTE), through a process of selection. Details of how this process would be carried out, and the criteria to be used as part of this process are detailed (Appendix B). Staff are invited to review and comment on this process. The proposed criteria are designed to support the pedagogical, research and service needs of the School, and assess the ability of academic staff to teach across a wider range of papers than they may currently be required to do. Importantly, the proposed criteria are aligned to the University and Divisional confirmation and promotion criteria.

Taking into account the voluntary severance, the disestablishment of the academic positions associated with dance, and a further 4.0 FTE of academic positions, the proposed reduction is 7.5 FTE. This would leave 17.8 FTE academic positions. It is believed that this level of academic resourcing is financially viable, and appropriate to deliver a sustainable, future-focussed academic programme. This level of academic FTEs would adequately resource teaching requirements and absences, e.g., for Research and Study Leave.

### 2.3.3 Proposed academic positions excluded from the selection process

It is proposed that two academic positions would be retained and therefore would be excluded from the academic staff selection process. As a result, it is proposed that the incumbents in these positions would be confirmed into their roles. The positions are:

1. **Senior Lecturer, Māori Physical Education and Health (1.0 FTE).**

The Division has an ongoing commitment to increase recruitment, access, participation, retention, development and success of Māori students and staff at the University of Otago. This position is in alignment with the Māori Strategic Framework.

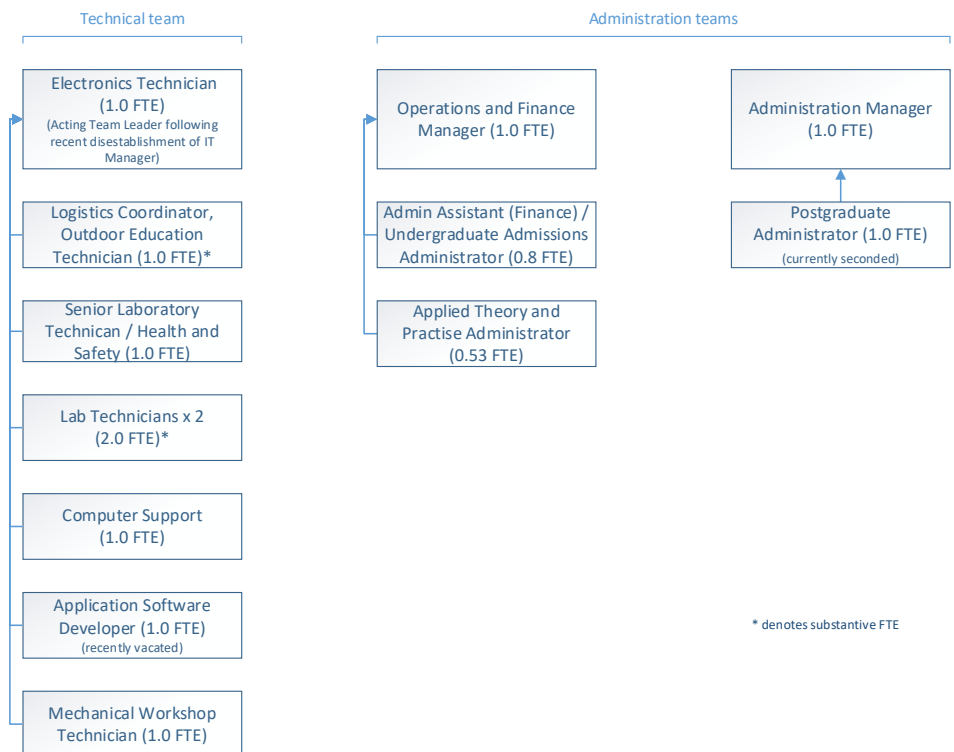
2. **Professional Practice Fellow (1.0 FTE).**

It is proposed to retain the existing Professional Practice Fellow who manages the ATP programme currently. This position would be required to continue to support the practical components of the School's new curriculum.

## 3. Proposed changes to general staffing

### 3.1 Current

The School currently has 13 general staff (12.33 FTE), as illustrated below and in Table 7. Two additional positions have recently been disestablished; the IT Manager/Technical Team Leader, and the External Relations and Alumni Co-ordinator.





**Table 7:** General staff as at 24 April 2017

Position	FTE	# of employees
<b>Technical Team</b>		
Electronics Technician	1	1
Logistics Co-ordinator and Outdoor Education Technician	1	1
Senior Laboratory Technician/Departmental Health & Safety Officer	1	1
Laboratory Technician	2	2
Application Software Developer (vacant)	1	1
Computer Support	1	1
Mechanical Workshop Technician	1	1
<b>Total Technical team positions</b>	<b>8</b>	<b>8</b>
<b>Administration Teams</b>		
Operations and Finance Manager	1	1
Administrative Assistant (Finance)/Undergraduate Admissions	0.8	1
Administrator for Applied Theory and Practice	0.53	1
Administration Manager	1	1
Postgraduate Administrator (vacant – incumbent seconded)	1	1
<b>Total Administration positions</b>	<b>4.33</b>	<b>5</b>
<b>Grand Total</b>	<b>12.33</b>	<b>13</b>

### 3.2 Proposed changes

Reducing the number of papers offered in the School, would also result in a reduced level of general staff support required.

The proposed changes to general staffing take into account the following:

- the proposed academic programme reduces the number of papers taught by the School from 65 to 33 and therefore would require less technical support
- the potential implications of the Support Services Review (SSR)
- information from the Dean regarding recent assessment of technical support requirements undertaken by the previous IT Manager/Team Leader and the Dean.

#### 3.2.1 Administration team

Two administration positions will be disestablished by the end of the year:

1. The fulltime Administration Manager.
2. The 0.8 FTE Administrative Assistant (Finance) and Undergraduate Admissions Administrator.

The remaining three positions (2.53 FTE) are all in scope for the SSR and therefore no substantive changes are proposed for these positions at this time. However, minor changes will be implemented as follows:

1. **Change of reporting line** (unless other changes occur in response to the SSR):  
When the Administration Manager leaves, the Postgraduate Administrator would report to the Operations and Finance Manager.
2. **Change of location:**  
The ATP Administrator would relocate and work within the administration office.

Future administrative support for the school will be determined by the SSR.

To ensure smooth running of the School through the transition period, the Division of Sciences Business Manager will provide oversight of administration activities in conjunction with the Dean.

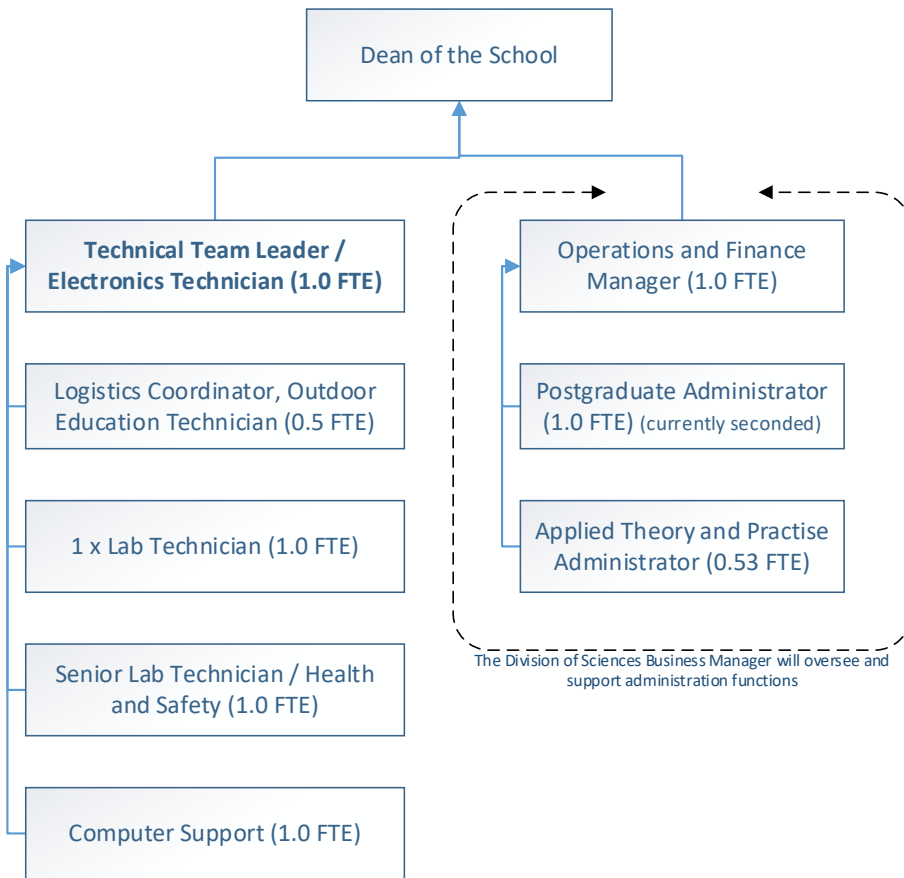
### **3.2.2 Technical team**

It is proposed that technical support is reduced to 4.5 FTE, as follows:

1. The current fulltime position of Logistics Coordinator and Outdoor Education Technician, would be permanently reduced to 0.5 FTE.
2. The number of Laboratory Technician positions would be reduced from 2.0 FTE to 1.0 FTE. A revised position description and proposed selection process is included in this document (Appendix C and D).
3. Disestablish the Mechanical Workshop Technician (1.0 FTE). Tasks that currently sit with this position would be predominately provided by University service divisions (e.g. Property Services), with some tasks (including organising fleet maintenance) reallocated elsewhere within the Technical team.
4. Disestablish the (vacant) Application Software position (1.0 FTE). The current financial climate means that this position is a luxury that cannot be justified. Software development support can be provided either from existing support in the Division of Sciences, or contracted as needed, or through project funding.
5. Additionally, it is proposed to update the existing Electronics Technician position description to include leadership of the technical team. This position would be renamed Technical Team Leader/Electronics Technician, while still having a specialised focus on technical support for electronics. A proposed updated position description is attached (Appendix E).

Two fulltime positions would be unchanged; the Senior Laboratory Technician & Health and Safety Officer, and the Computer Support Technician.

### 3.2.3 Proposed general staff structure



## 4. Financial impact of proposed changes

Combining the expected savings from reductions in staff FTE with reduced operating costs, it is anticipated that these changes will result in \$1.94M of savings against the 2017 budget (Table 8).

This would reduce the overall deficit to \$570,728.

**Table 8:** Overall financial effect of the proposed changes relative to the 2017 budget

Item	Savings (\$)
Academic staff and oncosts	1,000,469
General Staff and oncosts	435,127
Space / Internal Rent	268,186
Cleaning and energy	73,218
Consumables	37,732
Central costs (Service Division and Central Committees)	99,188
Divisional Office costs	29,239
<b>Total</b>	<b>1,943,159</b>

Financial modelling has included a) the likely effect on the operating costs of the School, and b) an assumption that there is no change in income.

## 5. Consultation

The University is committed to its obligation to consult with staff and unions about the changes proposed in this document, and the processes proposed to achieve these changes.

The consultation process is designed to enable all staff involved to understand the need for a change and the ultimate objectives that we are aiming to achieve. It also provides an opportunity for staff in the School to respond to the proposal and the suggested process for change, before final decisions about the future resourcing and configuration of staffing is made.

The consultation process includes:

- communicating the proposal
- employees and unions having the opportunity to make submissions on the proposal
- consideration of submissions and the provision of feedback before final changes are made.

Staff of the School are encouraged to reflect upon these proposals and the implications of these changes.

I encourage staff to engage with this process, and invite comments about the proposal, particularly the impact the proposed structure would have on your position.

Staff are encouraged to discuss this proposal with colleagues. Staff may also wish to take independent advice and be represented at any subsequent meetings.

Written submissions should be provided in writing (or email) to me via my Executive Assistant, Kim Dobier, [pvc.sciences.ea@otago.ac.nz](mailto:pvc.sciences.ea@otago.ac.nz). These should be received by no later than **noon on 16 June 2017**.

During this period of consultation, the University will also engage with students and other stakeholders about the indicative academic curriculum.

### 5.1 Review of submissions

All written submissions will be carefully considered by an advisory panel comprising:

- Pro-Vice-Chancellor Sciences (Chair)
- Associate Dean (Academic), Associate Professor Janice Murray
- University Registrar, Jan Flood
- Senior academic representative external to the Division of Sciences: Associate Professor Sarah Young, (Head of Department, Pathology)
- Senior academic representative from the School (TBC following consultation).

The Dean has advised me that staff have selected Professor Mike Boyes as the School representative for the process of reviewing submissions. Staff are welcome to comment on this as part of consultation.

## 5.2 Timeframe

An indicative timeframe for the Management of Change process is as follows:

Date:	Activity:
<b>25 May (today)</b>	<b>Consultation period commences.</b> Pro-Vice-Chancellor (Sciences) meets with staff to communicate proposed changes.  Staff members to receive proposal documentation.
<b>Consultation period 25 May – 16 June</b>	I am available to meet with staff by appointment throughout the consultation period.  The Divisional HR Manager, Jane Stumbles, and I are available to meet with the School at 1pm on 7 June.
<b>Noon, 16 June</b>	<b>Consultation period ends.</b> Submissions to Kim Dobier by noon.  Further information may be required or further consultation may be initiated.
<b>Week of 19 June</b>	Review of submissions by PVC and advisory panel.
<b>End June</b>	After considering submissions, a final recommendation would be submitted to Vice-Chancellor.
<b>Mid-July</b>	It is anticipated that final decisions would be communicated to staff by mid-July (note this timeframe is subject to timing of VC approval).
<b>From mid-July</b>	Selection processes (if required) as soon as possible following the final decision.
<b>TBC</b>	Staff would be informed of the outcome of the selection processes as soon as possible.  Following the outcome of selection processes, work would begin on developing the new curriculum, including a plan for transition.

## Support

A document detailing support for staff and contact details of those you may wish to seek advice from is attached.

Please take the time to read and consider this proposal and the attached documents carefully.

Your written submission should be addressed to Kim Dobier, Executive Assistant to the Pro-Vice-Chancellor (Sciences) and should reach her no later than noon on 16 June 2017. Submissions can be delivered to the Sciences Divisional Office, Union Court, 85 Union Place or emailed to [pvc.sciences.ea@otago.ac.nz](mailto:pvc.sciences.ea@otago.ac.nz).

## Conclusion

We are aware of the demands that processes of this nature place on everyone involved, especially where there may be a future impact on existing staffing arrangements. In view of this, it is important that you seek clarification about any of the information in this document and provide feedback.

Finally, we are aware of the potential impact of change processes not just upon people's work lives, but also upon their personal lives. If needed, we encourage you to make use of the University's Employee Assistance Programme. A brochure detailing the Employee Assistance Programme is available with this proposal.

Thank you for taking the time to read this material. We look forward to receiving your written submission.

Professor Richard Barker  
Pro-Vice-Chancellor (Sciences)

25 May 2017

# Appendices

**Appendix A: Indicative Curriculum**

**Appendix B: Proposed Academic Selection Criteria and Process**

**Appendix C: Draft Update to Laboratory Technician Position Description**

**Appendix D: Proposed Selection Criteria and Process for Laboratory Technician**

**Appendix E: Draft update to Electronics Technician Position Description**

## Appendix A: Indicative Curriculum

The Dean of the School was asked to outline a curriculum that would be consistent with the principles identified as critical to mounting a viable academic programme (Section 2.1), with the following features:

1. A curriculum would contain the minimum number of papers required to deliver a major(s) within current University degree structures.
2. Dance may not be a specialisation within the School of Physical Education, Sport and Exercise Sciences.
3. Degrees would not have a significant outdoor education component, with applied theory and practice elements limited to academically-focussed activities concentrated at 300-level.

The resulting indicative academic curriculum (Table A1) borrows heavily from the curriculum previously presented to the Sciences Standing Committee.

It is anticipated that the indicative degree structures will be adopted, with actual (specific) paper offerings and their content to be determined following discussion within the School.



**Table A1: Indicative outline of an academic programme**

<b>Core Papers (33)<sup>1</sup> with Descriptions</b>					
<b>BAppSc("NAME") (11)</b>		<b>BSc(EXSS) (11)</b>		<b>BAppSc(SpDev) (11)</b>	
<b>100-level (3)</b>	<b>S</b>	<b>100-level (3)</b>	<b>S</b>	<b>100-level (3)</b>	<b>S</b>
PESS101 Myths of Sport and Physical Activity <ul style="list-style-type: none"> <li>Critique of common misconceptions related to exercise, sport and physical activity</li> </ul>	1	PESS101 Myths of Sport and Physical Activity <ul style="list-style-type: none"> <li>Critique of common misconceptions related to exercise, sport and physical activity</li> </ul>	1	PESS101 Myths of Sport and Physical Activity <ul style="list-style-type: none"> <li>Critique of common misconceptions related to exercise, sport and physical activity</li> </ul>	1
ANAT111 Functional Anatomy for Exercise Science <ul style="list-style-type: none"> <li>Functional anatomy of the musculoskeletal and nervous systems focusing on lower limbs, upper limbs and the axial skeleton.</li> </ul>	1	ANAT111 Functional Anatomy for Exercise Science <ul style="list-style-type: none"> <li>Functional anatomy of the musculoskeletal and nervous systems focusing on lower limbs, upper limbs and the axial skeleton.</li> </ul>	1	ANAT111 Functional Anatomy for Exercise Science <ul style="list-style-type: none"> <li>Functional anatomy of the musculoskeletal and nervous systems focusing on lower limbs, upper limbs and the axial skeleton</li> </ul>	1
PHSL101 How Your Body Works <ul style="list-style-type: none"> <li>An introduction to the function of the musculoskeletal, nervous, cardiovascular, blood, respiratory, endocrine, gastrointestinal, immune, urinary and reproductive systems of the human body</li> </ul>	2	PHSL101 How Your Body Works <ul style="list-style-type: none"> <li>An introduction to the function of the musculoskeletal, nervous, cardiovascular, blood, respiratory, endocrine, gastrointestinal, immune, urinary and reproductive systems of the human body</li> </ul>	2	PHSL101 How Your Body Works <ul style="list-style-type: none"> <li>An introduction to the function of the musculoskeletal, nervous, cardiovascular, blood, respiratory, endocrine, gastrointestinal, immune, urinary and reproductive systems of the human body</li> </ul>	2
<b>200-level (3)</b>	<b>S</b>	<b>200-level (3)</b>	<b>S</b>	<b>200-level (3)</b>	<b>S</b>
PESS220 Te Pū o te Ora Māori Physical Education and Health <ul style="list-style-type: none"> <li>Māori understandings of physical education, health and sport comprised of Māori worldview, Treaty of Waitangi, Kaupapa Māori</li> </ul>	1	PESS201 Biomechanics <ul style="list-style-type: none"> <li>Introduction to mechanical principles and analytical techniques for understanding human structure and function</li> </ul>	1	PESS240 Psychology of Sport and Exercise <ul style="list-style-type: none"> <li>Introduction to the influence of social psychological variables on participation and performance in sport and exercise</li> </ul>	1
PESS221 Physical Activity and Health <ul style="list-style-type: none"> <li>Multidisciplinary critique of the health benefits of physical activity, exercise recommendations for good health</li> </ul>	1	PESS202 Motor Behaviour <ul style="list-style-type: none"> <li>Overview of movement development, control and learning in the human movement system</li> <li>Consideration of major constraints that influence movement behaviour and skill acquisition</li> </ul>	2	PESS241 Sociology of Sport <ul style="list-style-type: none"> <li>The significance of physical activity and sport in contemporary society and an understanding of the characteristics and processes of sport in the modern world.</li> </ul>	2
PESS222 Physical Education and Health <ul style="list-style-type: none"> <li>Critique of teaching, learning and curriculum in school-based physical education and health</li> </ul>	2	PESS203 Exercise Physiology <ul style="list-style-type: none"> <li>Acute and chronic responses to exercise, including limitations within and between individuals, effects of different types of exercise and environments</li> </ul>	1	PESS242 Sport Development and Management <ul style="list-style-type: none"> <li>Overview of sport organisations at the local, national and international levels.</li> <li>Identifies sport development objectives in education, health and social welfare.</li> </ul>	1

<sup>1</sup> Core papers **includes** ANAT111 and PHSL101 (green background) taught outside PESES; **excludes** PESS391 (preparation for Honours) (yellow background).

<b>BAppSc("NAME") (11)</b>		<b>BSc(EXSS) (11)</b>		<b>BAppSc(SpDev) (11)</b>	
<b>300-level (5)</b>	<b>S</b>	<b>300-level (5)<sup>2</sup></b>	<b>S</b>	<b>300-level (5)</b>	<b>S</b>
PESS320 Te Pou o Te Koronga Advanced Māori Physical Education and Health <ul style="list-style-type: none"> <li>Examines tangata (people) and whenua (land), waka (canoes), moana (ocean) and wai (water) as manifestations of Māori physical education and health.</li> </ul>	2	PESS301 Advanced Biomechanics <ul style="list-style-type: none"> <li>Development of understanding human performance, with particular focus on properties of biological materials, and mechanisms of injury</li> </ul>	1	PESS340 Advanced Sport Psychology <ul style="list-style-type: none"> <li>In-depth examination of social psychology variables affecting participation and performance in sport</li> </ul>	1
PESS321 Psychology of Physical Activity <ul style="list-style-type: none"> <li>An examination of how exercise and physical activity can influence psychological parameters and health outcomes.</li> </ul>	2	PESS302 Advanced Motor Behaviour <ul style="list-style-type: none"> <li>Current theoretical and experimental approaches to studying the development, learning and dysfunction of the human motor system</li> </ul>	1	PESS341 Contemporary Issues in Sociology of Sport <ul style="list-style-type: none"> <li>Advanced study of contemporary issues in the sociology of sport</li> </ul>	1
PESS322 Issues in Physical Education and Health <ul style="list-style-type: none"> <li>Examination of contemporary issues in physical education and health</li> </ul>	1	PESS303 Advanced Exercise Physiology <ul style="list-style-type: none"> <li>An advanced course in exercise physiology, extending the physiological principles of exercise and training adaptation with emphasis on mechanisms involved.</li> </ul>	2	PESS342 Sport and Health Policy <ul style="list-style-type: none"> <li>Examines the institutional, ideological and managerial dimensions of public policy with respect to sport and physical activity.</li> </ul>	2
PESS323 Sports Coaching <ul style="list-style-type: none"> <li>Exploration of coaching knowledge and practice from a socio-cultural perspective, focusing on youth sports and ethics</li> </ul>	1	PESS304 Strength and Conditioning <ul style="list-style-type: none"> <li>Identification and critique of advanced exercise conditioning methods</li> </ul>	2	PESS343 Sport Management & Strategy <ul style="list-style-type: none"> <li>A critical examination of selected principles of management and public administration considered important in New Zealand sport development.</li> </ul>	2
PESS324 Applied Theory and Professional Practice <sup>3</sup> <ul style="list-style-type: none"> <li>Examination of professional practice through supervised, applied electives requiring students to teach, coach, instruct and lead in workplace, community and peer learning contexts</li> </ul>	FY	PESS305 Prevention and Care of Athletic Injuries <ul style="list-style-type: none"> <li>introduction to musculoskeletal sports injuries including mechanisms, risk factors and prevention strategies</li> <li>sport specific rehabilitation programmes</li> </ul>	1	PESS344 Sport Media and Culture <ul style="list-style-type: none"> <li>Critical examination of the interrelationship between sport, media and culture</li> </ul>	2
PESS391 Research Design and Analysis <ul style="list-style-type: none"> <li>Analysis of the assumptions and paradigms underpinning research and the application of those assumptions to a design for independent research</li> </ul>	2	PESS391 Research Design and Analysis <ul style="list-style-type: none"> <li>Analysis of the assumptions and paradigms underpinning research and the application of those assumptions to a design for independent research</li> </ul>	2	PESS391 Research Design and Analysis <ul style="list-style-type: none"> <li>Analysis of the assumptions and paradigms underpinning research and the application of those assumptions to a design for independent research</li> </ul>	2

<sup>2</sup> Recommended that the School continues to host PESS306 Sports Technology as part of the BAppSc program.

<sup>3</sup> Includes practicals across cognate disciplines; practicums with schools, community groups, and regional trusts; clinics.

<b>BAppSc("NAME") (11)</b>		<b>BSc(EXSS) (11)</b>		<b>BAppSc(SpDev) (11)</b>	
<b>400-level</b>	<b>S</b>	<b>400-level</b>	<b>S</b>	<b>400-level</b>	<b>S</b>
PESS420 Becoming a Researcher <sup>4</sup> <ul style="list-style-type: none"> <li>Addresses the key considerations in conducting qualitative and mixed methods research in sport, exercise and physical education.</li> </ul>	1	PESS401 Research Methods in Exercise Science <ul style="list-style-type: none"> <li>Advanced study of quantitative research methods used in exercise sciences including research study design, research proposal development, statistical data analysis and scientific writing</li> </ul>	1	PESS420 Becoming a Researcher <ul style="list-style-type: none"> <li>Addresses the key considerations in conducting qualitative and mixed methods research in sport, exercise and physical education.</li> </ul>	1
PESS440 Advanced Topics in Sport, Physical Education & Health <sup>5</sup> <ul style="list-style-type: none"> <li>A selection of research driven modules that allow student choice. The focus is on cutting-edge research and timely debates which characterise the sport, physical education and exercise fields.</li> </ul>	1	PESS402 Advanced Topics in Exercise Science <ul style="list-style-type: none"> <li>A selection of research driven modules that allow student choice in their topics. The focus is on cutting edge research and timely debates which characterise the sport and exercise fields.</li> </ul>	1	PESS440 Advanced Topics in Sport, Physical Education & Health <ul style="list-style-type: none"> <li>A selection of research driven modules that allow student choice. The focus is on cutting-edge research and timely debates which characterise the sport, physical education and exercise fields.</li> </ul>	1
PESS441 Advanced Topics in Sport, Physical Education & Health <ul style="list-style-type: none"> <li>A selection of research driven modules that allow student choice. The focus is on cutting-edge research and timely debates which characterise the sport, physical education and exercise fields.</li> </ul>	2	PESS403 Advanced Topics in Physical Activity and Health <ul style="list-style-type: none"> <li>A selection of research driven modules that allow student choice of topics. The focus is on cutting edge research and timely debates which characterise the field of physical activity and health.</li> </ul>	2	PESS441 Advanced Topics in Sport, Physical Education & Health <ul style="list-style-type: none"> <li>A selection of research driven modules that allow student choice of topics. The focus is on cutting edge research and timely debates which characterise the field of physical activity and health.</li> </ul>	2
PESS490 Dissertation	FY	PESS490 Dissertation	FY	PESS490 Dissertation	FY

<sup>4</sup> Blue background papers are team taught.

<sup>5</sup> Orange background papers are based on 5-point modules.

## Appendix B: Proposed Academic Selection Criteria and Process

Following consultation, if it is decided that the number of academic staff will be reduced in the School of Physical Education, Sport and Exercise Sciences, it is proposed to use the following process for the selection of academic staff.

Staff will be selected for academic roles with the aim of ensuring the School has:

1. Programmes that have the requisite mix of experience, skills and capabilities to deliver high quality courses to students.
2. Potential for growth in research outputs that are internationally recognised and quality-assured.
3. A staffing mix that enables it to function cohesively as an academic and administrative unit aligned with the strategic vision of the University.

### *Proposed criteria for selection*

We propose the following criteria would be applied in assessing staff:

**A: RESEARCH** – only for staff in positions where research activity is a requirement (Lecturer and above):  
**Weighting: 40%**

1. A high-quality research platform, which may include research impact, external research grants, and effective leadership of research initiatives, in addition to a research foundation consisting of quality-assured research outputs; and
2. Demonstrated competence in postgraduate supervision.

**AND**

**B: TEACHING** – all academic staff  
**Weighting: 40% for staff in Lecturer position and above**  
**80% for non-research positions (e.g. Teaching Fellow)**

3. Excellence in teaching as evidenced in recent teaching evaluations; and
4. Ability and willingness to contribute to key areas of undergraduate teaching and postgraduate supervision within the School.

**AND**

**C: SERVICE AND COLLEGIALITY** – all academic staff  
**Weighting: 20%**

5. Ability or potential ability for leadership and coordination roles in subject areas, papers and programmes; and
6. Evident contribution to service and administration within the School, University and/or service to the profession beyond the University; and
7. Demonstrated collegiality within the School, Division and University.

### ***Supporting documentation***

Staff would be invited to provide the following in writing:

- An indication of teaching areas or courses to which they are appropriately qualified and willing to contribute to, and areas of potential research supervision
- A brief summary addressing the relevant selection criteria (no more than two A4 pages, 1.5 spaced, 12 point font)
- An up-to-date CV in the Otago format
- An Otago teaching profile, including recent HEDC teaching evaluations.

### ***Proposed selection panel***

The appointment decisions would be made by a panel comprised of:

- The Pro-Vice-Chancellor (Sciences)
- Professor Vernon Squire, Deputy Vice-Chancellor (Academic)
- A Senior Academic external to the School (depending on availability)
- Human Resources representative.

## Appendix C: Draft Update to Laboratory Technician Position Description

### UNIVERSITY OF OTAGO Te Whare Wananga o Otago

#### PROPOSED UPDATED JOB DESCRIPTION (FOR CONSULTATION)

<b>JOB TITLE</b>	Laboratory Technician
<b>DEPARTMENT</b>	School of Physical Education, Sport and Exercise Sciences

#### PRIME FUNCTIONS

To undertake laboratory activities in accordance with approved quality systems and in a manner which provides quality technical support for staff and students.

To provide professional, effective and efficient technical support for the School's teaching and research programmes.

#### 1. MAIN OBJECTIVES

- As directed by the Team Leader, provide efficient and effective support for teaching laboratories.
- Ensure laboratory equipment is professionally presented and safe, in order for the School to provide professional and highly effective laboratory resources.
- Provide training for all users of the School's laboratories, in particular academic staff, laboratory demonstrators, and postgraduate students.

#### 2. KEY TASKS

##### Teaching Support

- Ensure equipment for teaching laboratories are set up and serviceable prior to the scheduled start time in accordance with laboratory guidelines and health and safety requirements.
- Ensure sufficient consumable items are available for each laboratory cycle.
- Provide support during advanced laboratories by running complex pieces of equipment.
- Set up of Exercise and Sport Training practicals taught in the laboratories.
- Take laboratory and equipment bookings for staff and student research.
- Provide technical support for staff and postgraduate research including analysing blood samples from human subjects in accordance with OSH guidelines.
- Maintain safety standards for use of laboratory equipment and experimental techniques as required under the Occupational Health and Safety Act.
- Train staff, postgraduate and honours students in safety aspects of laboratory and equipment use.
- Attend meetings as directed by the Team Leader / Dean.

##### Health and Safety

- Take all practicable steps to ensure personal safety and the safety of others while at work, in accordance with University Health and Safety policies, procedures and systems.
- Liaise with Laboratory Demonstrators on the safe use of teaching laboratory equipment and attend demonstrator meetings.
- Identify any potential hazards or problems with equipment, and take steps to rectify these.

## Other

- Support other members of the Technical team in a professional and collegial manner.
- Assist with other teaching or research activities as required.
- An ongoing commitment to look for opportunities to improve systems, processes and work practises – both for own position and the technical team as a whole.
- From time to time this position may be required to undertake duties in addition to those outlined but which fall within the incumbent's capabilities and experience.

### 3. RELATIONSHIPS

Directly responsible to:	Technical Team Leader
Supervision of:	Nil
Functional relationships with:	Academic and general staff of the School Students at undergraduate and postgraduate level Teaching Fellows & Laboratory Demonstrators Other staff and students of the Division of Sciences

### 4. BUDGETARY RESPONSIBILITY Nil

### 5. EXPECTED OUTCOMES

The laboratory is run in an effective and professional manner, with the provision of effective and professional technical laboratory support for academic programmes.

Technical support for teaching programmes are professional and effective, and in accordance with regulations and best practise.

Requests for technical support are handled in a timely and professional manner.

### 6. PERSON SPECIFICATION

#### Essential

- Proven experience providing professional and effective technical laboratory support across the diversity of sport sciences, particularly in biomechanics, exercise physiology and motor control.
- Relevant tertiary education, ideally Bachelor of Physical Education or Bachelor of Science;
- The ability to take blood samples (venepuncture).
- Ability to work individually and as part of a team.
- Tech savvy, with the willingness to embrace new technologies.
- Collegiality, with the ability to communicate effectively with a broad range of staff and students from undergraduate and postgraduate level.
- Excellent communication and time management skills.

#### Desirable

- Biochemistry skills.
- Current phlebotomy certification.
- Skills that complement other technical support areas within the School.

## **Appendix D: Proposed Selection Criteria and Process for Laboratory Technician**

If, following consultation, it is decided that the number of Laboratory Technicians need to reduce in the School of Physical Education, Sport and Exercise Sciences, the following selection process is proposed:

Evidence of:

1. providing professional and effective technical laboratory support across the diversity of sport sciences, particularly in biomechanics, exercise physiology and motor control;
2. the ability to take blood samples (venepuncture), ideally with current phlebotomy certification;
3. collegiality, with the ability to work effectively as part of a team, and with a broad range of staff and students from undergraduate and postgraduate level;
4. excellent communication and time management skills;
5. initiative and customer services ethos, and able to respond positively to change;
6. additional skills that complement other technical support areas within the School.

If, after the above selection criteria has been applied, both incumbents are assessed as being equal, as a last resort the University would then apply a “last on, first off” selection criteria.

### **Proposed panel**

- Division of Sciences Business Manager
- Technical Team Leader
- A senior academic from the School of Physical Education, Sport and Exercise Sciences
- A representative from HR



## Appendix E: Draft update to Electronics Technician Position Description

### UNIVERSITY OF OTAGO Te Whare Wananga o Otago

#### PROPOSED UPDATED JOB DESCRIPTION (FOR CONSULTATION)

**JOB TITLE:** Technical Team Leader and Electronics Technician  
**DEPARTMENT:** School of Physical Education, Sport & Exercise Sciences  
**DIVISION:** Sciences

#### 1. PRIME FUNCTION

##### Staff Management

- This role will provide operational leadership and line management for the technical team, and oversee and manage all operational activities that sit within the Technical Team. In addition, this position will engage proactively with other senior staff of the School and the Division of sciences to foster a culture of team-work, high performance, and collaboration.

##### Technical

- To manage and administer the School's technical support services to maximise the efficiency and effectiveness of teaching, research, community service and administration.

#### 2. MAIN OBJECTIVES

- Provide leadership, management and direction for the Technical team in a manner that promotes a culture of collegiality, high performance, and customer service orientation.
- Participate in Senior Management Team meetings, and represent the School in appropriate forums across the Division of Sciences and the University.
- Work effectively and professionally with the senior staff (academic and general) of the School and the Sciences Divisional Office in contributing to decision making.
- Lead, supervise and co-ordinate the activities of the team to ensure organisational goals and business priorities are met.
- Oversee procedures, policies and maintenance of the School's electronic equipment and vehicles.
- Responsibility for managing the Technical budget.

#### 3. KEY TASKS

##### Leadership and People Management

- Provide leadership and direction to technical staff, building an effective working environment that operates and delivers in a cohesive, professional and customer orientated manner.
- Foster learning and career growth through coaching, mentoring and developing staff, with a clear focus on accountable delivery.
- Develop appropriate performance indicators for staff within the team, and address performance issues constructively and promptly.

##### Operational Management

- Oversee delivery of team activities across client groups, ensuring staff are effectively utilised, and working collegially with others.
- Work in conjunction with the Dean and senior members of the Divisional Office, to manage relevant operating budgets, resources, systems and infrastructure.
- Ensure staff understand and adhere to University policies and legislative requirements.

## Technical Support

- Develop and manage the electrical appliance safety testing procedure for the School.
- Consult with staff requesting development of new electronic equipment to ensure viability of proposed projects.
- Ensure routine maintenance of the School's electronic equipment and pool vehicles is undertaken.
- Manage bookings for the School's main seminar room.
- Manage access to the School's buildings.

## 4. RELATIONSHIPS

Directly responsible to:	Dean, School of Physical Education, Sport & Exercise Sciences
Supervision of:	Computer Support Person Senior Laboratory Technician Laboratory Technician Logistics Co-ordinator & Outdoor Education Technician External contractors and casual staff as required
Functional relationships with:	Academic and General staff from within the School Students Sciences Divisional Office staff Internal and external suppliers.

## 5. BUDGETARY RESPONSIBILITY

- Sole responsibility for the Technical team budget (operational budget \$80k).
- Authorisation of technical team expenditure up to \$2k per item.
- Limited authorisation for capital expenditure.

## 6. EXPECTED OUTCOMES

- Provide regular reports on staffing matters within the Technical team to the Dean.
- Provide regular reports to staff meetings to assist with the technical support and planning.
- To provide regular distribution of relevant technical matters to all School staff, postgraduate and honours students.
- Efficient administration and monitoring of the Technical team budget.
- That School equipment is reviewed and maintained to ensure the delivery of teaching and research is efficient and effective.

## 7. PERSON SPECIFICATION

- Exceptionally organised, with initiative, highly effective communication skills, and the ability to positively lead and adapt to change.
- Ability to work professionally and effectively with academic staff, students, and senior members of the Division of Sciences.
- Ability to work in a team environment and to direct the activity of other team members.
- Previous experience in a managerial role providing technical support services in an educational environment is desirable.
- Previous experience with budgetary responsibility is desirable.
- Minimum qualification of NZCE in Electronics or similar, and/or degree in Engineering specialising in electronics.
- Current electrical registration.
- Proven experience in the areas of analogue and digital electronics, sensors & transducers, and control interfacing in a computer environment is an advantage.
- An understanding of physiological testing and general background in physical education is an advantage.