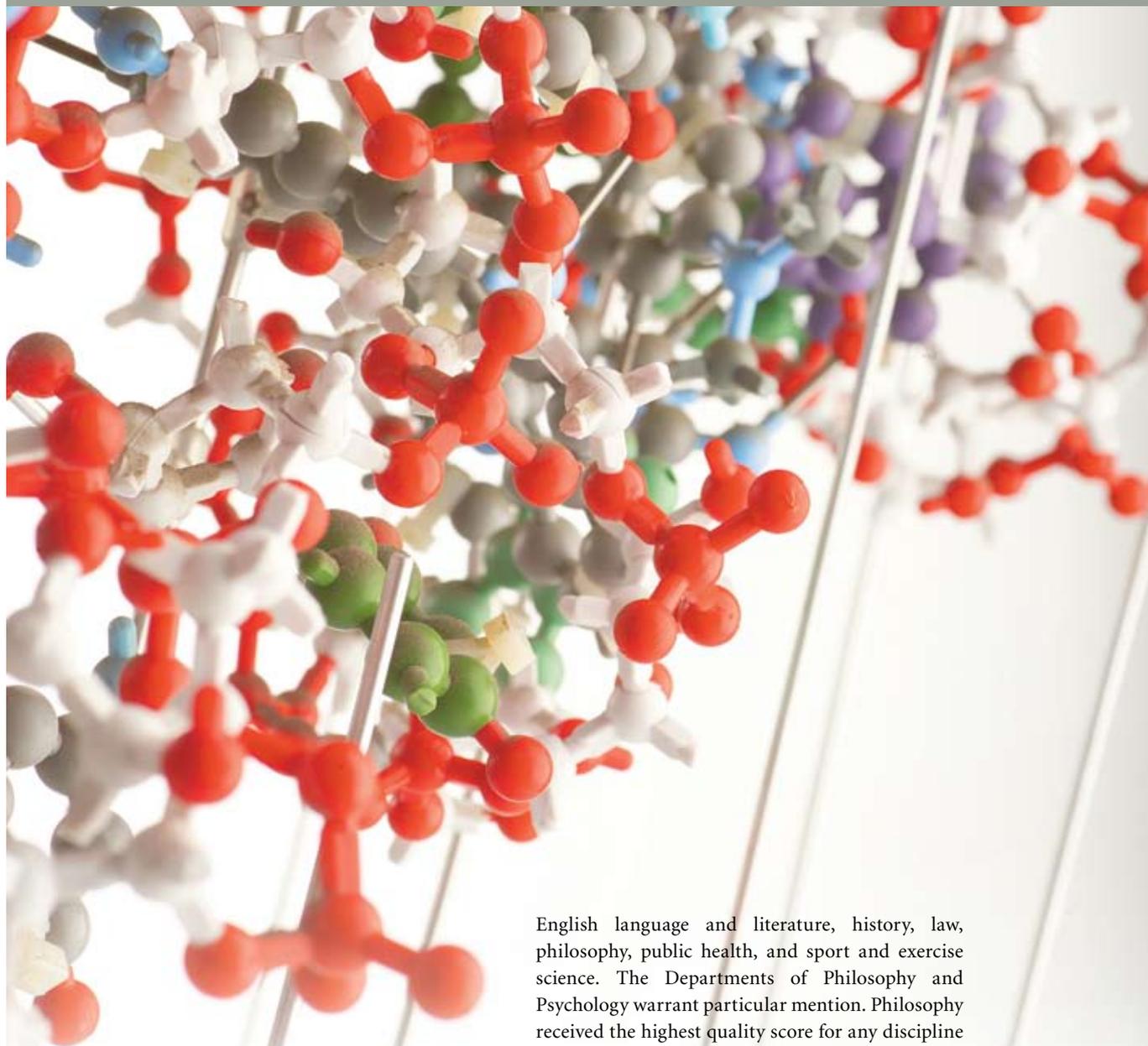


 RESEARCH AND POSTGRADUATE TEACHING


Already recognised as New Zealand's most research-intensive university¹ the University of Otago was, in 2007, ranked as this country's top university for research quality in the Tertiary Education Commission's Performance-Based Research Fund (PBRF) quality evaluation.

The PBRF evaluation examined the quality of research performance by all eligible academic and research staff in New Zealand universities and other tertiary organisations. Otago's outstanding success reflects the University's commitment to research excellence across all disciplines, and the strong research culture fostered in its departments and schools.

Otago was ranked first in more subject areas than any other institution, including biomedical, clinical medicine, earth sciences, economics, education,

English language and literature, history, law, philosophy, public health, and sport and exercise science. The Departments of Philosophy and Psychology warrant particular mention. Philosophy received the highest quality score for any discipline in New Zealand and Psychology had 12 staff identified as world-class researchers, the highest number of any department in the country.

In spite of this, the University was unsuccessful in its bid to host a new Centre of Research Excellence. Otago put forward 10 proposals in the CoRE funding round; four were short-listed but none was accepted. While this was disappointing, the process has enabled the University to make major research strengths more visible – 10 major research centres were formally established – and has reinforced national and international collaborations.

Significantly greater success achieved in other major external funding rounds. Otago researchers won some \$10.5 million, more than a quarter of the Marsden Fund pool, to support 20 leading-edge research projects (including three Fast Start grants). Projects range from the origins of the solar system (Dr Claudine Stirling, Chemistry) to a potential

¹ Ministry of Research, Science and Technology, Research and Development in New Zealand (Wellington, 2006)

HIV therapy (Dr Elizabeth Poole, Biochemistry); the history of inter-racial marriage in New Zealand (Dr Angela Wanhalla, History) to the role the hormone MIS may play in boyhood (Associate Professor Ian McLennan, Anatomy and Structural Biology).

A further \$28.6 million (more than 50% of available funding) was gained from the Health Research Council for research projects to improve the health of New Zealanders. This comprised 20 contracts, including two new research programmes – one focuses on injury prevention and reducing disability (Injury Prevention Research Centre, led by Professor John Langley), and the other on viruses (Departments of Microbiology and Immunology, and Biochemistry, led by Professor Andrew Mercer) – and the extension of five existing HRC programmes:

Therapeutics and diagnostic markers of cancer, led by Professor Antony Braithwaite, Pathology
Longitudinal studies of mental health and psychosocial well-being, Professor David Fergusson, Christchurch
Mental health clinical research, Professor Peter Joyce, Christchurch
Lifestyle and nutritional approaches to reduce obesity, type 2 diabetes and its complications, Professor Jim Mann, Human Nutrition
Behavioural and cellular mechanisms of hyperactivity and movement disorders, Professor Jeffery Wickens, Anatomy and Structural Biology.

Two new programmes also received funding from the Foundation for Research, Science and Technology – \$6.4 million for the development of new technologies developed within the Jack Dodd Centre for Quantum Technology, and just under \$1 million for work within the Department of Anatomy and Structural Biology on the development of new therapies for age-related brain disorders.

FoRST's International Investment Opportunity Fund granted \$1.75 million to Professor Richard Cannon's team (Dentistry) to develop a new membrane protein expression technology platform and will underpin the spin-out of a biotechnology company.

A further \$3.5 million in grants from the Lottery Grants Board were received for 41 new or ongoing health research projects. A total of 122 University of Otago Research Grant applications were successful for the 2007 year and a further 132 were approved for 2008.

Throughout 2007 the University continued to build on areas of research excellence, especially those in which it is a national or international leader, and particularly in areas that will contribute to the national good. Seven research objectives were identified as areas of focus in 2007:

Investing in outstanding staff
Instilling a strong research culture
Developing and sustaining key areas of international research strength
Achieving a productive balance between teaching and research
Attracting and nurturing high-calibre research students
Promoting research and partnership with Māori, including Ngāi Tahu
Promoting research as a community benefit.

A total of 13 major research centres have now been established:

Brain Health and Repair Research Centre
Cardioendocrine Research Centre
Centre for Neuroendocrinology
Centre for Nutrition, Activity and Health
Mental Health and Addiction Research Centre
New Zealand Centre for Sustainable Cities
Jack Dodd Centre for Quantum Technology
Centre for Translational Cancer Research
National Centre for Lifecourse Research
Oceans and Climate Change Research Centre
Otago Energy Research Centre
Sir John Walsh Institute for Oral Health
Webster Centre for Infectious Diseases.

Three new research themes were established in 2007:

Polar Environments – to foster interdisciplinary collaboration in polar studies
Rehabilitation and Disability – to encourage research to enhance the effectiveness of rehabilitative care and to optimise the quality of life for those with injury and disabilities
The Kidney in Health and Disease – to investigate innovative ways to prevent and treat kidney disease.

Other significant research developments included:

The establishment of the National Energy Research Institute (NERI) with a \$1.5 million grant from the TEC. Its aim is to address fundamental questions about New Zealand's future energy supplies and to examine ways of curbing carbon emissions.

A co-operative venture with the Allan Wilson Centre for Molecular Ecology, led by Otago's Department of Anatomy and Structural Biology, in the purchase of a \$2 million state-of-the-art Mega DNA sequencer. This should significantly enhance the country's research capabilities, particularly in the horticultural, agricultural and biomedical industries, as well as in ecological and evolutionary research.

The high-speed Kiwi Advanced Research and Education Network (KAREN) became operational on the Otago campus, enabling Otago researchers now to share information with scientists and academics around the world.

Further information about individual research projects can be found in He Kitenga, the University of Otago's research highlights publication 2007.

www.otago.ac.nz/research/he_kitenga/index.html

RESEARCH ACHIEVEMENTS

Research is the driving force behind academic activity at the University of Otago and 2007 was a year of many highlights for staff and students, only a few of which can be mentioned here.

The University's highest honour, the Distinguished Research Medal, was awarded to leading marine chemist Professor Keith Hunter. His research interests include the effects of trace metals on the growth of phytoplankton, and the marine chemistry of carbon dioxide.

Otago's commitment to fostering research was further demonstrated by the awarding of five Early Career Awards for Distinction in Research. The recipients were: Dr Phil Ainslie (Physiology), Dr Warwick Bowen (Physics), Dr Anna Carr (Tourism), Dr Anne Louise-Heath (Human Nutrition) and Dr Rebecca Roberts (Pathology, Christchurch). Roberts also gained a Charles Hercus Health Research Fellowship to investigate the genetics of inflammatory bowel disease. As winners of Early Career Awards, these researchers became members of Otago's O-Zone group, formed in 2007 to advocate improved practices and policies relating to research in the University.



2007 Distinguished Research Medal winner marine chemist Professor Keith Hunter.

Dr Peter Dearden (Biochemistry) received the University's 2007 Rowheath Trust Award and Carl Smith Medal for outstanding research performance by an early-career staff member. He also received the QMB Invitrogen Life Science Award for his research into how body shapes of insects and animals have developed and evolved through genetic adaptation.

Research excellence was again highlighted by the success of Otago researchers in the 2007 MacDiarmid Young Scientists of the Year Awards. PhD students Natalie Harfoot (Physiology) and Gabrielle David (Chemistry) were winner and runner-up respectively in the Science and our Society category, while Wellington-based postdoctoral researcher Shieak Tzeng was placed first equal in the Advancing Human Health and Well-being category.

Other staff to receive significant recognition during the year included:

Professor Ailsa Goulding (Medical and Surgical Sciences) – the New Zealand Association of Scientists' Marsden Medal

Professor Philippa Howden-Chapman (Public Health, Wellington) – the Energy Efficiency and Conservation Authority's EnergySmart Outstanding Contribution to Sustainable Energy Award

Professor Rosalind Gibson (Human Nutrition) – Fellow of the American Institute of Nutrition

Professor Sally Brooker (Chemistry), Professor Allan Herbison (Physiology) and Professor Clive Ronson (Microbiology and Immunology) – Fellows of the Royal Society of New Zealand.

Emeritus Professor James Flynn (Political Studies): Fellow of the Royal Society of New Zealand; Distinguished Associate of The Psychometrics Centre of Cambridge University; International Society for Intelligence Research (ISIR) Distinguished Scientist of the Year.

Professor Carolyn Burns (Zoology) – International Society of Limnology's Naumann-Thienemann Medal

Robert Siebers (Wellington, Asthma Research Group) – Fellow of the Institute of Biology, London (FIBiol)

Professor David Fergusson (Christchurch) – Honorary Fellow of the Royal Australasian College of Physicians

Professor Cliff Abraham (Psychology) – James Cook Research Fellowship.

ADVANCEMENT

The major advancement activity in 2007 was again the Leading Thinkers initiative. This programme is distinctive in its focus on long-term investment in the human capital of the University and attracted funds from the Government to match those of private donors, up to \$25 million.

Four more chairs were endowed, bringing the total number of Leading Thinkers projects to 27 and the capital sum to almost \$52 million – exceeding the \$50 million target and doing so over six months ahead of deadline.

The Child Health Research Foundation donated \$1 million to fund the Cure Kids Chair in Paediatric Research, which will enhance research in neonatal medicine and general paediatrics through work led by Professor Brian Darlow at the University of Otago, Christchurch.

The Howard Paterson Chair in Theology and Public Issues will direct New Zealand's first research centre tackling social issues such as poverty, social welfare and the environment from a theological perspective. Significant support for this chair has been received from the Paterson Charitable Trust, the Presbyterian Synod of Otago and Southland, and Mr Ian and Mrs Annette Tulloch.

Another New Zealand first will be created with the Chair in Peace and Conflict Studies, funded by the Aotearoa New Zealand Peace and Conflict Studies Centre Trust. The professor will also be the first director in a proposed Centre for Peace and Conflict Studies, intended to enhance the well-being and reputation of New Zealand and the Pacific region, and which will have a particular New Zealand flavour through the acknowledgement of indigenous peace-keeping traditions.

The New Zealand Law Foundation Chair in Emerging Technologies will provide research leadership on legal, regulatory and policy issues arising from emerging technologies, and will foster balanced public discussion. This builds on work already carried out in the University, in partnership with the New Zealand Law Foundation, on the Human Genome Project.

Six outstanding new appointments to Leading Thinkers chairs during 2007 emphasised the momentum generated by, and the positive effect of, the initiative on the University as a whole. Building on Leading Thinkers' success, the University has now begun looking at future advancement opportunities.

COMMERCIALISATION

Otago Innovation Ltd, the University's commercialisation company, further developed a number of projects during the year and consolidated a number of existing investments.

A biomarker for bone growth identified by researchers at Otago's Christchurch campus was licensed to San Diego based company Biosite Inc. Biosite continues to develop the technology and plans to sell commercially the biomarker in coming years.

Antipodean Pharmaceuticals Inc has completed a number of phase-two clinical trials and the results are expected early in 2008. This is seen as a significant commercial milestone for this company.

Photonic Innovations continues to make progress towards the release of its first product and is lending its expertise to the wider University community through participation in University research projects and collaborations.

A number of projects are reaching maturity in the portfolio and significant transactions are expected in 2008. BLIS Technologies has signed agreements with Nestle and DSM for the development of products based on BLIS bacteria. Pacific Edge Biotechnology recently completed a \$5 million capital raising and the money will be used to undertake a human clinical trial of a bladder cancer diagnostic.

During 2007, Otago Innovation presented the inaugural Proof of Concept Grant, which is awarded to a research team with a promising commercial idea. It was awarded to the Free Radical Research Group in Christchurch.

POSTGRADUATE TEACHING

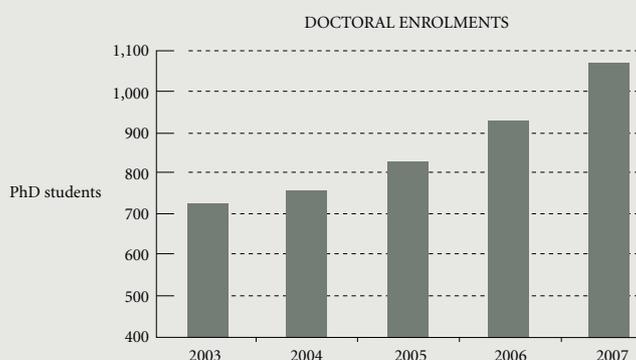
Postgraduate students contribute significantly to Otago's research strength and, as such, the growth of postgraduate student numbers, particularly research postgraduates, has been identified as a priority. It was, therefore, very pleasing that in 2007 – and for the first time in the University's 138-year history – more than 1,000 PhD students were enrolled in one academic year. A formal ball was held at Larnach Castle to mark this milestone.

The year ended with 1,074 doctoral enrolments – a 14.9% increase on 2006 – including 30 in the new Doctor of Clinical Dentistry (DClinDent) programme. The University also achieved 1,048 enrolments at master's level, and 1,435 enrolments in postgraduate diplomas and postgraduate certificates. In all, postgraduate enrolments comprised 17.2% of total enrolments.

Postgraduate completions reached an all-time high for the University, with 425 students (including 146 doctoral students) completing postgraduate degrees, and a further 787 completing postgraduate diplomas and postgraduate certificates.

The University's commitment to postgraduate students was demonstrated by the purchase of a former hotel complex on the edge of campus for the establishment of Abbey College, New Zealand's first residential college for graduate students. It provides 75 rooms and will be open for the 2008 academic year.

Two highly successful postgraduate supervisory workshops were held in 2007 and were attended by 64 academic supervisors. Dr Jamin Halberstadt (Psychology) was named OUSA Postgraduate



Supervisor of the Year and Dr Rachel Brown (Human Nutrition) OUSA New Postgraduate Supervisor of the Year.

The University continued its distinguished record of Rhodes Scholarships with the selection of Julia Matheson (Medicine) and Jesse Wall (Law), bringing Otago's tally of recipients of the prestigious scholarship to 54.

Thirteen Otago PhD students received Top Achiever Doctoral Scholarships. Deidre Cleland and Reed Roberts (Chemistry) were both awarded Woolf Fisher Scholarships to pursue PhDs at Cambridge University. Wynton Moore (Physics) gained an International Fulbright Science and Technology Scholarship, and Deborah Jordan (Chemistry) and Joshua Ramsay (Microbiology and Immunology) received Elman Poole Travelling Fellowships.

COST OF OUTPUTS

RESEARCH AND POSTGRADUATE TEACHING

	Commerce			Health Sciences			Humanities		
	This Year \$000	Budget \$000	Last Year \$000	This Year \$000	Budget \$000	Last Year \$000	This Year \$000	Budget \$000	Last Year \$000
Postgraduate thesis supervision	3,465	3,479	3,432	13,759	13,386	13,862	6,796	6,434	6,135
Teaching-related research	2,996	2,992	2,929	6,408	6,306	6,620	7,149	6,724	6,253
Project-based research									
- University funded	3,240	2,922	2,660	44,132	45,455	37,985	3,251	3,360	4,255
- Externally funded	1,245	1,202	961	67,024	63,041	57,409	10,622	9,821	8,242
Total cost of output	10,946	10,595	9,982	131,323	128,178	115,876	27,858	26,339	24,885

	Sciences			Service Divisions			Total		
	This Year \$000	Budget \$000	Last Year \$000	This Year \$000	Budget \$000	Last Year \$000	This Year \$000	Budget \$000	Last Year \$000
Postgraduate thesis supervision	9,954	9,917	10,266	9,373	9,767	8,010	43,347	42,983	41,705
Teaching-related research	5,398	5,367	5,292	0	0	0	21,951	21,389	21,094
Project-based research									
- University funded	13,295	12,458	10,821	20	0	31	63,938	64,185	55,752
- Externally funded	12,346	12,779	12,167	0	0	0	91,277	86,843	78,779
Total cost of output	40,993	40,521	38,546	9,393	9,767	8,041	220,513	215,400	197,330


 TEACHING, LEARNING AND ASSESSMENT


The University of Otago is committed to providing programmes that meet changing student, national and international needs, to maintaining and enhancing the quality of teaching and programme delivery, and to the achievement of excellent learning outcomes.

ACADEMIC DEVELOPMENTS

In 2007, the University offered 184 different degree, diploma and certificate programmes. These included a number of new qualifications – a Doctor of Clinical Dentistry, Bachelor of Oral Health (which superseded diploma programmes in Dental Therapy and Dental Hygiene), a Postgraduate Diploma in Medical Technology and Postgraduate Certificate in Rehabilitation. A number of new endorsements and majors were also introduced.

The University's merger with the Dunedin College of Education became effective on 1 January 2007. The College combined with the University's Faculty of

Education to form the University of Otago College of Education, including a Southland campus and Central Otago resource centre.

With the merger, the University inherited responsibility for the Dunedin College's suite of teaching programmes, in addition to its own. Even before the merger took effect, work had begun on reorganising teacher education and education studies programmes to be offered by the merged college. These changes comprise the phasing-out of some 17 qualifications (including several at the subdegree level), the retention of nine (some with changes) and the introduction of a small number of additional qualifications. The first of these – a Bachelor of Teaching and Doctor of Education – were approved in late 2007 for introduction in 2008.

A revised Health Sciences first-year programme was introduced in 2007. This programme of seven papers, providing a foundation for studies in the Health Sciences' professional courses, has a much stronger emphasis on biological-science approaches

relevant to human health. Planning was begun for new second- and third-year medicine programmes, with a particular emphasis on strong clinical skills, to be introduced in 2008. A new Master of Science Communication was approved in 2007 and this, too, will be introduced in 2008.

Changes to the structure of the Bachelor of Commerce were also introduced. From 2007, all students enrolling in a BCom are required to pass a core of seven papers (six at the 100-level and one at the 200-level). Together with this change, the Bachelor of Tourism degree was discontinued, with tourism instead becoming a major subject for the BCom degree. The Postgraduate Certificate and Postgraduate Diploma in Primary Rural Health Care, and Postgraduate Diploma in Clinical Pathology were also discontinued.

A new academic points system was introduced at the start of the year, bringing Otago into line with other New Zealand universities. Papers previously worth six points are now worth 18; thus a typical full-time one-year course previously worth 40 points is now worth 120, a general three-year degree comprises 360 points and a four-year degree 480 points. This change affects all University papers at all levels.

The Academic Progress Policy became fully effective, monitoring the progress of, and helping, students who are not performing well. Students who have passed less than half of their course for two consecutive years are now placed on conditional enrolment and allocated a designated adviser.

Increased government funding for medical and dental programmes, announced in 2006, became available in 2007 and the results have been significant. They included the development of the Hunter Centre (a new teaching facility for undergraduate health sciences students), staff recruitment, improvements to clinical-skills teaching and the further development of rural general practice teaching programmes. During 2007, the Government also announced it would fund a further 40 places nationally for commencing medical students, of which 20 places were allocated to Otago.

The Department of Finance and Quantitative Analysis (School of Business) was successful in securing Chartered Financial Analyst (CFA) Partnership status, making it the only New Zealand-based CFA partner and only the second in Australasia. It joins a select group of around 30 university departments worldwide currently holding CFA partner status.

In 2007 Otago offered more than 120 qualifications, majors and endorsements by distance learning. In

keeping with the University's aim of using distance teaching primarily at the postgraduate level, in areas where it has nationally unique expertise, more than 90% of the distance portfolio was postgraduate and more than 70% in the health sciences. Almost 50% of the overall portfolio came from the Wellington and Christchurch campuses. Acting on the recommendations of a distance learning review, a decision was taken in 2007 to create a new position of Director of Distance Learning to provide a greater academic leadership and oversight for developments in this area. The position will be effective from 2008.

Run in January and February 2007, the eighth Otago Summer School offered 68 papers, of which 20 were new. One was taught in Auckland, seven were distance-taught and eight papers were taught by visiting international academics especially contracted for Summer School. A pleasing increase occurred in the percentage of students transferring from other institutions to Otago for Summer School: 6.3% (2006: 5.9%) and 12.7% of the student body was international students. In late November, the Summer School was reviewed as part of the University's ongoing review cycle; the report will be received in early 2008.

ENROLMENT

The University achieved its highest enrolment ever in 2007, with 18,158 EFTS, a 4.1% increase from the 17,449 EFTS enrolled in 2006. This total of 18,158 EFTS was generated by 20,665 individual students (2006: 19,853).

The 2007 increase was largely due to the merger with the Dunedin College of Education, although the University also experienced strong growth in the health sciences.

An apparent 14.7% increase in first-year enrolments was also largely the result of the College merger, which impacted on the composition of the University roll in other areas. Through the merger, the University gained a group of students who are more likely to be undergraduate, female and to originate from the local Otago and Southland region.

With the impact of the merger excluded, the underlying trend for domestic first-year students was static (in which a small growth in the core subgroup of school-leavers going directly to university study was offset by a decline in the number of commencing mature students) with a further fall in commencing international enrolments.

Nearly two thirds of all first-year students and more than 60% of domestic first-year students came to

the University from outside its home catchment. Students from the North Island comprised more than 40% of the domestic first-year intake.

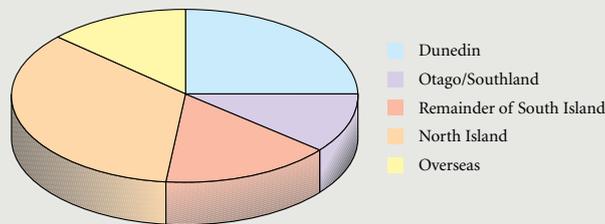
Total domestic undergraduate enrolments rose by 6.1% and domestic postgraduate enrolments increased by 4.7% for the second year in succession. Postgraduate enrolments continued to comprise 16.1% of domestic enrolments and grew to 12.3% of international enrolments. A key feature of the 2007 student profile was a 14.9% increase in doctoral enrolments, which, at 1,074, surpassed the 1,000 mark for the first time. International PhD students paid domestic tuition fees from the beginning of 2007.

The number of Māori and Pacific Peoples students continued to grow in absolute terms. Their representation in percentage terms also increased slightly to 7.4% of total enrolments (and 8.5% of domestic enrolments) for Māori, and remained static for Pacific Peoples students at 2.8% of total enrolments.

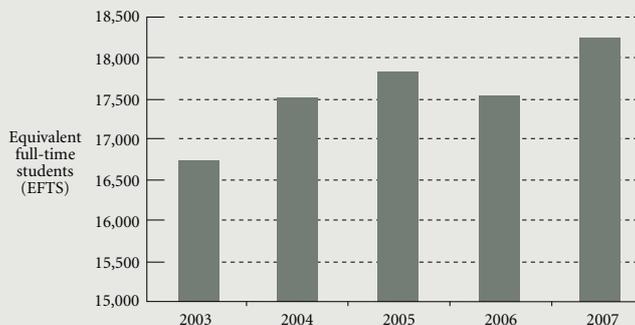
For the second year in succession, the University experienced a decline in enrolments from its two largest overseas markets, China and the United States, which together accounted for 38.7% of Otago's total international enrolments. With Chinese enrolments dropping at the greater rate, the United States became the largest single nationality within the University's international student mix with 549 enrolments.

Solid overall growth in enrolments from other countries was insufficient to offset the overall impact of decline from China and the United States, and total international numbers, therefore, dropped by 4.3% in head-count terms. The University attracted international enrolments from 86 countries (up from 80 in 2006), including 21 from which the University drew 20 or more enrolments. Behind the USA and China, the largest of these was Malaysia, from which enrolments grew by 16.7% to 279. Germany, Japan, South Korea and Canada were the other most significant markets.

HOME AREA OF STUDENTS



UNIVERSITY ENROLMENTS





2007 Teaching Excellence Awards winners (from left): Associate Professor Katharine Dickinson, Associate Professor Pat Langhorne and Donna Buckingham.

While they are counted as domestic students for statistical and funding purposes, the University attracts a steady stream of students from Australia. In 2007 the University enrolled 48 first-year students from Australia (2006: 55), some 58% of whom were Australian citizens, and 40% New Zealand citizens returning from Australia. The total number of enrolments of students from Australian home areas was 249 (2006: 231).

INTERNATIONALISATION

Otago's commitment to internationalisation, evident in its Strategic Direction, was reinforced in 2007 with the commencement of the University's first Pro-Vice-Chancellor (International), Professor Sarah Todd.

The Vice-Chancellor led a senior delegation to China early in the year with the aim of raising Otago's profile in that country as a top research university. The Mayor of Dunedin accompanied the delegation to Shanghai to build on the strong sister-city relationship and memorandum of understanding with the Shanghai Education Commission.

As canvassed above, international student numbers declined further in 2007, but there was growth in the number of international PhD students and single-semester Study Abroad students from the United States. The University's first cohort of

Bahrain students graduated in December and the first students from Saudi Arabia, under the King Abdullah Scholarship Programme, commenced study at the University of Otago Language Centre.

To ensure the partnerships Otago enters into at an institutional level are mutually beneficial and active, the University has focussed on refining the number of partnerships and student exchange agreements, and subjecting them to more rigorous checks before renewal. While several new exchange agreements were initiated, mainly to complement growth in areas such as Otago's Spanish language programme, the number of exchange agreements has remained steady at 89 in 31 countries.

DEVELOPING TEACHING AND LEARNING

Quality teaching is vital to the successful delivery of academic programmes and the University recognises this with its annual Teaching Excellence Awards. These are the counterpart to the Distinguished Research Medal and celebrate outstanding contributions in fostering learning. In 2007 awards were presented to Donna Buckingham (Law), Associate Professor Katharine Dickinson (Botany) and Associate Professor Pat Langhorne (Physics). Ms Buckingham and Associate Professor Dickinson also gained National Tertiary Teaching Excellence

Awards. Biochemistry lecturer Tony Zaharic was the overall winner of the Otago University Students' Association's Teaching Awards.

Otago's high standard of teaching was further recognised in the annual graduates' and students' surveys with more than 90% of respondents recording overall satisfaction with the quality of teaching.

The Higher Education Development Centre continued to play an important role in maintaining and improving teaching standards. Sixty professional development workshops were held and attended by some 900 staff. Leadership development programmes were expanded to include workshops for new and future academic leaders, and the women's professional development programme was redeveloped.

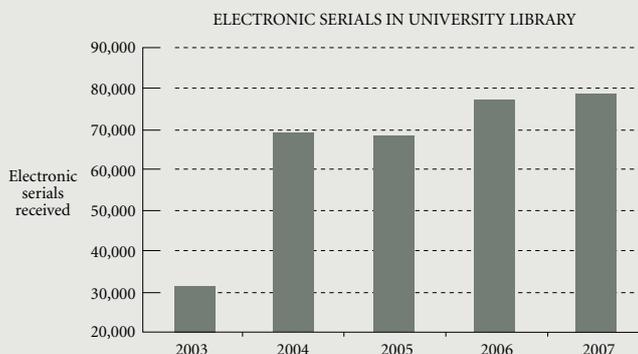
Six academic staff women attended the inaugural New Zealand Women in Leadership programmes. This new initiative is supported by the New Zealand Vice-Chancellors' Committee.

Support for students wishing to improve their study and learning skills was ongoing. The Student Learning Centre ran 197 workshops attended by more than 5,000 participants and provided one-to-one consultations to a further 500 students. Several workshops were held on the University's Wellington and Christchurch campuses, as well as in the residential colleges. Other important learning support services were provided for specific groups through Te Huā Mātaura (the University's Māori Centre), the Pacific Islands Centre and the Disabilities Information and Support Office.

The University has made a considerable commitment to advancing the ways in which things "e" can advance and support teaching and learning. A strategy and action plan was developed for the integration of information and communications technology (ICT) into academic activity. A Tertiary Education Commission e-Learning Collaborative Development Fund project on information literacy was completed and Ministry of Education funding supported research into staff development for e-learning. Funding was also received for research into enquiry-based teaching and learning in undergraduate education.

A pilot project was established to research the impact of recorded lectures on teaching and learning – a cautious approach was recommended. Work continued on the implementation of "clicker technologies" (or audience response systems) and an evaluation of their benefits. The roll-out of the wireless network gathered momentum and strategies were developed to use the University network to link lecture theatres so that classes and other events can be "simulcast" to larger audiences.

The use of e-books and other electronic materials increased within the University Library. In 2007 the Library's on-site collections comprised 2,905,195 items (2006: 2,871,114), as well as 6,964 print subscriptions and 72,224 electronic serials. The Library supported teaching and learning across the divisions with workshops and interactive online tutorials, enabling students to make more effective use of the collections, and instructional programmes to develop information skills.



COST OF OUTPUTS

TEACHING, LEARNING AND ASSESSMENT

	Commerce			Health Sciences			Humanities		
	This Year	Budget	Last Year	This Year	Budget	Last Year	This Year	Budget	Last Year
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000
Campus-based teaching and learning	18,683	19,043	18,915	55,835	57,839	63,096	37,183	35,611	23,740
Distance teaching and learning	0	0	0	0	0	0	0	0	385
Total cost of output	18,683	19,043	18,915	55,835	57,839	63,096	37,183	35,611	24,125

	Sciences			Service Divisions			Total		
	This Year	Budget	Last Year	This Year	Budget	Last Year	This Year	Budget	Last Year
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000
Campus-based teaching and learning	32,565	34,047	34,951	2,532	2,431	2,620	146,798	148,971	143,322
Distance teaching and learning	0	0	775	0	0	0	0	0	1,160
Total cost of output	32,565	34,047	35,726	2,532	2,431	2,620	146,798	148,971	144,482


 COMMUNITY SERVICE


The University seeks to make significant contributions to national goals and objectives, and to the national good and international progress. It is committed to community engagement, particularly in areas of community education and where community service is a natural complement to general academic developments.

This role includes:

Sharing the academic and professional expertise of staff through activities ranging from service on government advisory boards and committees, to presentations to school and community groups, professional development, and through the media in areas of academic expertise

Providing adult and continuing education courses, hosting conferences and open lectures

Making available to the public other resources such as the University Libraries, Hocken Collections, the National Poisons Centre and the New Zealand Marine Studies Centre

Contributing to the arts through fellowships and performances

Maintaining ongoing contact with Otago alumni.

While it is difficult to quantify fully this aspect of University activity, an annual survey of randomly-selected academic staff does give a picture of the extent to which staff are involved. Of those surveyed in 2007, 89.2% reported involvement in community service activities. It is estimated that service typically absorbs 6 – 10% of an academic staff member's professional time.

As a result, many of Otago's staff are held in high esteem within the wider community. Professor Philip Bagshaw, a member of the academic staff at the University of Otago, Christchurch and a general surgeon at Christchurch Hospital, was announced *New Zealander of the Year* by *North and South* magazine in recognition of his work in the establishment of the Canterbury Charity Hospital. It provides free elective surgery for those who are unable to get treatment through the public health system and who cannot afford private surgery.

Others recognised for their work included Professor Brett Delahunt (University of Otago, Wellington) who became the first New Zealander to be elected President of the Australasian Division of the International Academy of Pathology; Professor Colin Townsend (Zoology) won a British Ecological Society's Exceptional Lifetime Achievement Award; Professor John Smillie (Law) was made an Inaugural

Fellow of the New Zealand Academy of the Humanities and Dr Mike Boyes (Physical Education) won the Sport and Recreation New Zealand Supreme Award for his contribution to outdoor recreation and education. Associate Professor John Broughton (Ngāi Tahu Māori Health Research Unit) and Suzanne Pitama (Māori/Indigenous Health Institute, Christchurch) received Leaders in Indigenous Medical Education (LIME) awards.

The value of community service by University academics in 2007 was estimated at \$23.4 million (2006: \$23.8 million).

The University again hosted a large number of conferences and other events. One of the first was the annual Hands on Science School attended by 230 secondary school students from around New Zealand. Arts@Otago, a similar on-campus programme for year-13 students interested in the humanities, was held for the first time in July.

The Division of Sciences also piloted a Science in Schools Day for Ngāti Porou students on the North Island's east coast. This was very successful and will be expanded in 2008.

Highlights of the extensive conference calendar included: Supramolecular Chemistry and Nanoscience, attended by more than 75 national and international delegates; a one-day symposium examining the Treaty of Waitangi's impact on New Zealand law; and the Australian and New Zealand Marketing Academy conference attended by some 450 international marketing experts from 25 countries.

A Novartis Foundation Symposium on Gene and Environment Interactions was held on the Dunedin campus in November. This was the first such symposium to be held in the Southern Hemisphere, in recognition of the significance of the University's Dunedin Multidisciplinary Study.

The School of Business joined with the Bank of New Zealand in a five-year initiative to offer a series of seminars to the business community. The second Otago Workshop in International Trade was held in March, again attracting a strong field of trade economists from around the world.

The 42nd Otago Foreign Policy School was held in June with the theme Environmental Governance and State Autonomy in a Changing Climate, and again attracted a top line-up of international speakers.

Almost 200 open lectures were held in 2007. Sixteen of these comprised the Winter Lecture Series that ran from May to September in Auckland and Wellington and canvassed a wide range of subjects. In Dunedin, the Patricia Coleman lecture on Climate Change – given by Australian of the Year, Professor Tim Flannery – was the largest public lecture in 2007, attracting an audience of more than 1,000. Professor Flannery also addressed a meeting of business leaders and gave a special lecture to secondary school students.

A total of 152 short courses, workshops and public seminars were offered, including 12 courses in the 11th Public Health Summer School held on the Wellington campus. Under a formal agreement with the University of the Third Age, the University jointly offered a further 14 courses.

The University's quality assurance processes for Adult and Community Education (ACE) were audited by the New Zealand Universities Academic Audit Unit and received positive assessment. The University continues to be active in the Tertiary Education Commission's ACE Network in Dunedin.

A memorandum of agreement was signed with the Tipu Ora Charitable Trust securing the future of an initiative by which Otago dental students have provided free care to members of the Te Arawa Māori Community for one week every year since 2000.



Australian of the Year, Professor Tim Flannery, gave a special lecture to secondary school students during his visit to the University of Otago.

LIBRARY SERVICES

One of the more visible means by which the University serves the community is through its special collections.

Hocken Collections, Uare Taoka o Hākena

During the year the Hocken Collections were again used by many different community groups, including schools, students of other tertiary institutions, visiting academics, local historians, Māori, genealogists, government departments, contract researchers, publishers, film production companies and broadcasters. The reading rooms received 9,712 reader visits (2006: 9,964), of which 55% were from members of the public, and staff responded to 1,259 written requests (2006: 1,429) and 1,034 telephone enquiries (2006: 965). One exhibition was held at the Auckland Centre and nine were mounted in the Hocken's own gallery. Loans of works of art to other galleries (Te Papa, National Library, Auckland Art Gallery) totalled 110 (2006: 71).

2007 marked the centenary of the signing of the deed by which the Hocken Collections are held in trust for the people of New Zealand. As part of the 100th anniversary programme, three public Hocken Lectures were given – by Emeritus Professors Erik Olssen and Judith Binney, and by Professor Helen Leach. At the end of October a celebratory book was launched nationally. *Kā Taoka Hākena: Treasures from the Hocken Collections*, by Hocken Librarian Stuart Strachan and former pictorial collections curator Linda Tyler, has been well received.

Four new honorary Fellows of the Hocken Library were named as part of these centenary celebrations. They were University historians Dr Dorothy Page, Emeritus Professor Erik Olssen, Dr Roger Collins and Dunedin businessman Ian Farquhar.

In August, the University Library's digital collections went online, providing remote access to some of Hocken's most significant pictorial images. At the year's end Lottery Environment and Heritage granted \$200,000 to improve access to Janet Frame's papers, the records of the Royal New Zealand Plunket Society and the Photographs Collection.

Central Library, Special Collections

Nearly 2,800 people visited the Special Collections, including 145 readers (scholars, students and general public) using 255 items. Five exhibitions were mounted.

The Printer in Residence programme for 2007 was completed in September. The project was *Twelve Poems by Hone Tuwhare*, with seven of the poems interpreted by seven Dunedin printmakers.

THE ARTS

The University's contribution to the cultural life of New Zealand is underpinned by its four major arts fellowships. In 2007, they were held by Laurence Fearnley (Robert Burns Fellow, literature), Ben Cauchi (Frances Hodgkins Fellow, fine arts), Katrina Rank (Caroline Plummer Fellow, dance) and Neville Copland (Mozart Fellow, music). As part of the Dunedin Heritage Festival, a Mozart Fellows Reunion Concert was held in March to honour the significant contribution fellows have made to New Zealand music. A further fellowship for writers of children's literature was inherited through the merger with the Dunedin College of Education. In 2007, the University of Otago College of Education Writer in Residence was held by Vincent Ford.

The University became a cornerstone sponsor with the Caselberg Trust, assisting with the refurbishment of Charles Brasch's holiday house at Broad Bay as a short-term residence for arts fellows and other University visitors.

In October, the inaugural Irish Film Festival was held in cinemas in Dunedin and Auckland. Entitled "Enjoying Varieties of Irishness", the festival comprised eight full-length, recently-produced films about contemporary Ireland and was directed by Professor Peter Kuch, who holds the Eamon Cleary Chair in Irish Studies.

The University became the major sponsor for the Festivals of Shakespeare in Schools programme. More than 5,000 secondary school students took part in the nationwide programme and the University has committed its sponsorship for another year.

Continuing a long-established practice, the University's Departments of Theatre Studies and Music staged a total of 121 public performances throughout the year (2006: 146). The regular series of lunchtime concerts and dramatic performances makes a strong contribution to the cultural life of the city of Dunedin, as well as providing valuable experience for students.

NEW ZEALAND MARINE STUDIES CENTRE

The New Zealand Marine Studies Centre, incorporating the Westpac Aquarium, runs marine education programmes throughout the year for schools, tertiary institutions and interest groups. It is open daily to the public and interprets the local marine environment, conservation issues and current research through live displays, interactive exhibits and knowledgeable staff. Its mission is to foster understanding, appreciation and responsible

management of New Zealand's unique marine environment.

In 2007 there were 25,577 visitors to the facility (2006: 25,886) including:

16,551 casual visitors to the aquarium
5,186 school students (365 classes) attending curriculum-linked educational programmes
3,840 people participating in group marine experiences, tours and workshops (399 classes/ tours).

A further 5,434 people participated in marine science programmes held in other locations in Dunedin and Nelson/Marlborough.

2007 was the second year of a Gifted and Talented programme (funded through the Ministry of Education Talent Development Initiative) for year-10 students from Dunedin schools, rural schools across the South Island and a primary cluster group (years 7 and 8). Preliminary results were presented at the International Conference of Science and Technology Education in Perth in July and the programme has been extended to include a four-day programme on board the research vessel *Polaris II*.

Community activities were hosted during school holiday periods as well as in association with Seaweek, and Dunedin's Chocolate and Rhododendron festivals. The Big Squid Exhibit was a major attraction and construction began on a new deep-sea exhibit to be opened in 2008.

ALUMNI

Alumni are important members of the University community. News about graduate successes, as well as University developments and events of interest, was communicated via the *University of Otago Magazine*, which was published three times during the year.

Sixteen alumni social functions were held throughout New Zealand and the rest of the world – in Queenstown, Invercargill, Oamaru, Timaru, Christchurch, Wellington, Palmerston North, Auckland, Melbourne, Sydney, Brisbane, Apia, Kuala Lumpur, Singapore and London (2006: 18). A number of residential colleges and medical year groups also held alumni events and reunions throughout the year, with the assistance of the Alumni and Development Office.

The most significant reunion was held at Queen's Birthday Weekend to mark the centenary of the Dental School. More than 500 people attended the event, which included a clinical excellence day, memorabilia displays, a centenary lecture, research symposia and a number of social events.

With continued support to its Annual Appeal, the Alumni and Development Office was able to award Annual Appeal Scholarships to 11 first-year students beginning their studies in 2007. Contributions were also made to the University Library and research.

COST OF OUTPUTS

COMMUNITY SERVICE

	Commerce			Health Sciences			Humanities		
	This Year	Budget	Last Year	This Year	Budget	Last Year	This Year	Budget	Last Year
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000
Total cost of output	2,396	2,358	2,693	8,685	8,418	9,618	6,546	6,033	5,053

	Sciences			Service Divisions			Total		
	This Year	Budget	Last Year	This Year	Budget	Last Year	This Year	Budget	Last Year
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000
Total cost of output	5,729	5,783	6,415	0	0	0	23,356	22,592	23,779


STATEMENT OF SERVICE PERFORMANCE
 FOR THE YEAR ENDED 31 DECEMBER 2007

CONTRIBUTION TO NEW ZEALAND AND THE TERTIARY SECTOR
Objective 1: To enhance the University's standing as a premier research institution.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. Increasing research funding from outside sources by at least 5% per annum.	\$66.8 million	0.6% increase (\$67.2m)	≥ 105.0% of 2005	8.7% increase (\$72.6m)
ii. Increasing the number of University-funded postgraduate scholarships and awards offered and taken up by at least 20 per annum.	127	171 (114 PhD and 57 masters')	≥ 181	194 (122 PhDs and 72 masters')
iii. Increasing the quantity of publications of scholarly books, monographs and articles in refereed journals by at least 5% per annum.	3,749	4,279	≥ 105.0% of 2006	4,078
iv. Becoming the host institution for one or more national Centres of Research Excellence (CoREs).	0	0	≥ 1	the University was unsuccessful in its bid to become a host institution in the last CoRE round
v. Increasing the number of research-degree completions.	329	363	≥ previous year	381

Objective 2: To recognise, support and achieve excellence in teaching.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. At least 90% of departments and programmes sampled in the annual Student Opinion and Graduate Opinion Surveys receive a positive mean rating on the Good Teaching, Appropriate Assessment and Overall Satisfaction scales.	97%	100%	≥ 90.0%	100%
ii. At least maintaining the total funding provided through Innovation in Teaching Grants, Research into University Teaching Grants and Internationalisation of the Curriculum Grants.	\$250,000	\$250,000	≥ previous year	\$250,000
iii. At least 90% of respondents to the Graduate Opinion Survey reporting overall satisfaction with the quality of doctoral and master's thesis supervision.	81.6%	89.6%	≥ 90.0%	85.8%

Objective 3: To develop in students the skills, attributes and knowledge to enhance their capacity to make a positive contribution to society and their employment prospects.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. At least 90% of respondents in the Graduate Opinion Survey reporting some, moderate or extensive development of the following skills and attributes through their studies:				
oral communication skills;	88.6%	90.3%	≥ 90.0%	87.5%
written communication skills;	94.3%	89.1%	≥ 90.0%	96.5%
the skills to plan their own work;	93.4%	90.4%	≥ 90.0%	95.1%
the ability to solve problems;	94.6%	92.9%	≥ 90.0%	96.8%
self-confidence;	90.7%	87.8%	≥ 90.0%	88.9%
flexibility and adaptability.	91.0%	89.7%	≥ 90.0%	95.1%

Objective 4: To support internationalisation and student interaction in an international environment.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. A diversified international student population constituting no more than 12% of total University EFTS, with no more than 25% of the international cohort from one country.	11.9% of total EFTS and 32.2% from one country	10.7% of total EFTS and 31.1% from one country	≤12.0% of total EFTS and ≤ 25.0% from one country	9.2% of total EFTS and 18.7% from one country
ii. Increasing the number of domestic students participating in international exchanges.	173	170	220	179
iii. Achieving or exceeding the following international EFTS enrolment target.	2,104	1,875	1,805	1,674

Objective 5: To share the University's expertise and resources with the community and foster the creation and presentation of works of art, literature and music.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. At least 80% of University academic staff involved in community service activities.	90.2%	93.2%	≥ 80.0%	89.2%
ii. Holding at least 150 open lectures, public seminars, and adult and community education courses per annum.	172	210	≥ 150	363
iii. Providing at least 100 performing arts activities open to the public per annum.	123	146	≥ 100	121
iv. Awarding the following annual fellowships: the Robert Burns Fellowship (for literature); the Frances Hodgkins Fellowship (for visual arts); the Mozart Fellowship (for musical composition); the Caroline Plummer Fellowship in Dance (from 2005).	all awarded	all awarded	all awarded	all awarded

Objective 6: To preserve and enhance the unique qualities of the Otago campus lifestyle and Otago learning experience.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. At least 90% of respondents to the annual Student Opinion Survey providing a positive assessment of the following:				
the general campus environment;	96.8%	97.9%	≥ 90.0%	98.5%
living accommodation provided by the University;	88.3%	90.5%	≥ 90.0%	94.2%
the quality of sporting and recreational facilities;	90.0%	90.0%	≥ 90.0%	91.9%
University lecture rooms, tutorial rooms, and laboratories;	94.0%	93.8%	≥ 90.0%	96.8%
Accommodation Services;	89.9%	93.7%	≥ 90.0%	94.5%
Student Health and Counselling;	91.8%	82.3%	≥ 90.0%	87.9%
the Careers Advisory Service;	89.5%	91.8%	≥ 90.0%	89.7%
the Student Learning Centre;	95.2%	97.2%	≥ 90.0%	95.6%
the International Office;	83.0%	84.8%	≥ 90.0%	90.3%
the Disabilities Office;	97.0%	95.6%	≥ 90.0%	93.2%
personal safety on campus;	95.2%	95.9%	≥ 90.0%	96.2%
Recreation Services;	92.4%	94.9%	≥ 90.0%	95.1%
the Unipol Gym.	88.9%	88.9%	≥ 90.0%	90.8%
ii. At least 90% of respondents to the annual Student Opinion Survey providing a positive assessment of the helpfulness of:				
Student Information Centre staff;	95.4%	96.9%	≥ 90.0%	97.1%
Library staff;	95.9%	97.5%	≥ 90.0%	97.3%
computing resource room supervisors;	94.8%	95.4%	≥ 90.0%	96.7%
administrative staff in academic departments;	93.6%	95.6%	≥ 90.0%	96.1%
administrative staff in academic divisions.	94.4%	96.4%	≥ 90.0%	96.5%

APPROACH TO FULFILLING TREATY OF WAITANGI OBLIGATIONS

Objective 7: To develop and maintain policies and practices which acknowledge partnership with iwi.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. Developing a new Memorandum of Understanding with Ngāi Tahu in 2005 and working towards appropriate agreements with other iwi.	under review	new MoU with Ngāi Tahu developed	MoU completed	new MoU with Ngāi Tahu signed. Memorandum of Agreement signed with Tipu Ora Trust (Te Arawa)*
ii. Taking account of Treaty and partnership issues in the development of new academic programmes and in reviews of existing academic programmes.	achieved	achieved	achieved	achieved
iii. Seeking advice from Ngāi Tahu and other iwi, as appropriate, on the exercising of kawa and tikanga within their takiwā.	advice sought	advice sought	advice sought	advice sought
iv. Developing a Māori Strategic Framework for the University.	under development	under development	approved	approved

* Memoranda of Understanding with Ngāti Porou Hauora and Ngāti Whātua have also been continued and further agreements are under development.

Objective 8: To strengthen links with ngā iwi Māori in research and to promote and support research in Māori language, culture, education, science, health and history.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. At least maintaining the number of research projects being undertaken in association with Māori.	389	375	≥ previous year	444
ii. To offer at least 12 scholarships per annum for Māori students completing undergraduate study and progressing to postgraduate study.	8	8	≥ 12	12
iii. To increase targeted funding support to assist Māori doctoral students to attend conferences.	\$11,440	\$15,295	\$12,530	\$13,140

Objective 9: To increase Māori student recruitment, retention and achievement at all levels and to provide appropriate academic, cultural and social support.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. Increasing enrolment of Māori students.	1,329	1,368	1,400	1,535
ii. Increasing the percentage of Māori students passing at least two thirds of their academic credits in their first year of study.	69.3%	65.6%	> previous year	73.8%
iii. Increasing the number of Māori students completing qualifications.	244	254	> previous year	323
iv. At least 90% of Māori respondents to the annual Student Opinion Survey providing a positive assessment of the support provided by the Māori Centre.	96.4%	92.7%	≥ 90.0%	95.7%
v. To offer from 2006, at least 20 scholarships per annum for Māori students commencing undergraduate study.	0	23	≥ 20	30

Objective 10: To support the recruitment and development of Māori staff.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. The use of te reo Māori to advertise positions where appropriate.	3 positions	2 positions	use as appropriate	4 positions
ii. Providing support as appropriate for Māori staff undertaking tertiary study.	support provided	support provided	support provided	support provided

APPROACH TO MEETING THE NEEDS OF PACIFIC PEOPLES

Objective 11: To increase Pacific student recruitment, retention and achievement at all levels and to provide appropriate academic, cultural and social support.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. Increasing the number of Pacific Peoples students enrolled.	537	545	560	584
ii. Increasing the percentage of first-year Pacific Peoples students passing at least two thirds of their academic credits in their first year of study.	53.3%	54.9%	> previous year	54.6%
iii. Increasing the number of Pacific Peoples students completing qualifications.	93	93	> previous year	109
iv. At least 90% of Pacific Islands respondents to the annual Student Opinion Survey providing a positive assessment of the support provided by the Pacific Islands Centre.	80.5%	80.9%	≥ 90.0%	100%
v. To offer, from 2006, at least five scholarships per annum for Pacific Peoples students commencing undergraduate study, and four per annum for those progressing to postgraduate study.	0 undergraduate 3 postgraduate	7 undergraduate 4 postgraduate	≥ 5 undergraduate 8 postgraduate	20 undergraduate 2 postgraduate

Objective 12: To promote and support research, teaching and learning in areas relevant to the needs and interests of Pacific Peoples.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. Introducing a series of adult and community education courses on Pacific cultures.	programme implemented	programme ongoing	programme ongoing	programme ongoing*
ii. Increasing targeted funding support to assist Pacific Peoples doctoral students to attend conferences.	\$6,351	\$4,798	\$12,530	\$6,213

* The fourth annual Pacific Voices symposium was held and a community education course, The Samoan Identity, was formally approved for offering in the 2008 Summer School.

Objective 13: To support the recruitment and development of Pacific Peoples staff.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. The use of relevant Pacific languages in advertisements.	none	none	use as appropriate	none
ii. Providing support as appropriate for Pacific staff undertaking tertiary study.	support provided	support provided	support provided	support provided

APPROACH TO MEETING THE NEEDS OF LEARNERS

Objective 14: To achieve target outputs for student enrolments and performance.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. Achieving or exceeding the following total EFTS enrolment target.	17,739	17,449	18,279	18,287
ii. Maintaining an average pass rate and progression rate for papers within 2% of the average for the previous three years:				
Pass rate and average pass rate for the previous three years;	87.5% (3-year average 89.2%)	88.0% (87.6%)	plus/minus 2.0% of rolling average	88.1% (87.9%)
Progression rate and average progression rate for the previous three years.	86.4% (3-year average 86.0%)	86.4% (86.1%)	plus/minus 2.0% of rolling average	87.3% (86.7%)
iii. Increasing the number of students successfully completing qualifications.	4,585	4,493	> previous year	4,743
iv. At least maintaining the percentage of first-year students passing at least two thirds of their academic credits in their first year of study within 2% of the average for the previous three years.	80.3% (3-year average: 82.3%)	81.3% (81.3%)	plus/minus 2.0% of rolling average	83.1% (80.9%)

Objective 15: To develop lifelong learning skills and foster intellectual independence in students.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. At least 90% of respondents to the Graduate Opinion Survey reporting some, moderate or extensive development of:				
a willingness to learn;	93.5%	92.4%	≥ 90.0%	97.8%
independent judgement through their studies.	93.9%	93.3%	≥ 90.0%	93.6%
ii. The development of intellectual independence in students addressed in the development of all new programmes, and in the review of existing departments and programmes.	addressed in all developments and reviews			
iii. Achieving or exceeding, subject to the provision of adequate Government funding, the following target for EFTS enrolments in adult and community education courses.	38	32	39	64 (25 of which resulted from the merger with Dunedin College of Education)

Objective 16: To maintain and strengthen commitment to Equal Educational Opportunities.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. At least maintaining student attendance in the Learning Assistance Support Programme.	1,977	2,489	≥ previous year	5,482
ii. Offering at least five undergraduate scholarships per annum for students who are first in their family to attend university.	3	0 (Under review)	≥ 5	scholarship suspended
iii. Maintaining subsidised support for the University childcare facilities.	\$84,056 of support provided	\$108,500 of support provided	≥ previous year	\$125,100 of support provided

Objective 17: To increase the participation and achievement of disabled students at all levels, and to provide appropriate academic and social support.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. Enrolling at least 650 students with a disability affecting study in each of the next three years.	814	840	≥ 650	834
ii. Providing learning assistance and/or access to special equipment for at least 450 students with a disability affecting study in each of the next three years.	451	526	≥ 450	484
iii. At least 90% of students with a disability affecting study responding to the annual Student Opinion Survey providing a positive assessment of support from the Disabilities Office.	88.6%	93.9%	≥ 90.0%	93.2%

APPROACH TO ENSURING A STAFF PROFILE CONSISTENT WITH MISSION AND PURPOSE

Objective 18: To recognise, reinforce and promote interdependence between research, teaching and professional practice.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. The interdependence between research and teaching addressed in the development of all new programmes, and in the review of existing departments and programmes.	addressed in all developments and reviews			
ii. The appointment and promotion of academic staff according to criteria that emphasise research output and teaching, where appropriate, and professional practice.	achieved	achieved	achieved	achieved
iii. Professional accreditation of all relevant programmes maintained.	maintained	maintained	maintained	maintained

Objective 19: To provide an environment that supports the academic, professional, creative and career development of staff.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. At least 1.5% of the University salary budget provided for staff training and development.	2.6%	2.5%	≥ 1.5%	2.6%
ii. Fee subsidies ranging from 25% to 100% provided for at least 250 eligible staff undertaking approved tertiary study.	240	247	≥ 250	246

Objective 20: To provide staff with opportunities to interact in an international environment.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. At least maintaining the number of staff undertaking research and study leave, staff exchanges and attending conferences of national and international standing.	71 research and study leave, and staff exchanges; 782 conference attendees	90 and 821	≥ previous year	109 and 912
ii. Providing unrestricted staff access to the World Wide Web for work-related purposes.	access provided	access provided	access provided	access provided

Objective 21: To maintain and strengthen commitment to Equal Employment Opportunities.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. Increasing the number of female academics holding professorial, associate professorial and senior lecturer appointments.	147	166	180	196
ii. Continuing the University mentoring programmes for general and academic staff women.	continued	continued	continued	continued
iii. Continuing the University Women's Professional Development Programme and the Women in Leadership Programme.	reactivated	continued	continued	continued

CO-OPERATION AND COLLABORATION**Objective 22: To foster links and encourage collaboration with appropriate institutions and organisations nationally and internationally.**

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. At least maintaining the number of formal agreements and contracts for collaboration with other organisations, including Crown Research Institutes and arrangements for joint research and/or teaching with other tertiary education institutions.	119	132	≥ 119	169
ii. At least maintaining the number of academic visitors to the University.	436	525	≥ previous year	526

Objective 23: To develop commercial activities and partnerships that complement academic research.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. Increasing the royalty and intellectual property sales revenues of Otago Innovation Limited (OIL) as measured by a three-year rolling average.	\$1.2 million	\$1.2 million	≥ previous three year average	\$1.1 million

Objective 24: To advise and work with local and national government.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. At least 50% of academic staff providing services to public sector departments, statutory authorities, agencies, boards, committees, enquiries and to non-governmental organisations.	62.2%	61.2%	≥ 50.0%	52.9%
ii. At least 20% of academic staff serving on government advisory boards and committees.	24.4%	28.2%	≥ 20.0%	18.6%

GOVERNANCE AND MANAGEMENT

Objective 25: To obtain sufficient funding for current University needs and future development.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. An operating surplus such that the moving five-year average is at least 2% of net assets (excluding extraordinary items).	1.6% of net assets	1.7% of net assets	≥ 2% of net assets	1.6% of net assets
ii. A liquid ratio of no worse than 1:1.	1.2:1	1.2:1	≥ 1:1	2.7:1
iii. Net interest paid no greater than one third of the operating surplus.	0.4%	0.5%	≤ 33.3%	0.5%

Objective 26: To maintain systems for institutional quality improvement.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. Reviewing and evaluating all departments and undergraduate teaching programmes once every 5 to 7 years by a panel of internal and external experts.	5 departments and 3 programmes reviewed	15 departments and 3 programmes reviewed	12 departments and 3 programmes reviewed	10 departments and 3 programmes reviewed
ii. Conducting annual Graduate and Student Opinion Surveys on a portion of current students and recent graduates.	surveys conducted	surveys conducted	surveys conducted	surveys conducted
iii. Completing a review of all new qualifications within three years of the graduation of the first cohort of students.	14 new qualifications reviewed	10 new qualifications reviewed	graduating year reviews completed	18 new qualifications reviewed

Objective 27: To provide a culture in which staff have the opportunity to participate in policy development.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. Staff representation on the University Council, Senate and the committees of those bodies.	staff represented	staff represented	staff represented	staff represented
ii. Regular meetings of Senate.	8 meetings	5 meetings	≥ 9 meetings	7 meetings
iii. Seeking staff feedback for University reviews and major policy developments.	staff feedback sought for all reviews and developments	staff feedback sought for all reviews and developments	staff feedback sought for all reviews and developments	staff feedback sought for all reviews and developments

Objective 28: To provide a culture in which students participate in policy development and quality improvement.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. Student membership of the University Council, Senate and Residential College Councils, and on appropriate committees and working parties of those bodies.	students appointed	students appointed	students appointed	students appointed
ii. Seeking student feedback on teaching and service quality via the annual Student Opinion Survey and student evaluations of teaching.	student survey and evaluations completed			
iii. Student or recent-graduate membership on all programme and academic departmental review panels.	membership on all panels			
iv. Continuing a University-wide class representative system.	system maintained	system maintained	system maintained	system maintained

Objective 29: To maintain tangata whenua/iwi participation in University governance.

Performance Indicators	2005 Actual	2006 Actual	2007 Target	2007 Actual
i. Continuing Te Runanga o Ngāi Tahu membership on the University Council.	membership maintained	membership maintained	membership maintained	membership maintained
ii. Holding regular meetings of the Treaty of Waitangi Committee.	3 meetings	4 meetings	3 meetings	3 meetings

NOTE

The University undertakes regular reviews of departments, schools, faculties and programmes. Review panels comprise a mixture of internal and external representatives, and normally report to the Deputy Vice-Chancellor (Academic and International), who then consults with the Vice-Chancellor. The University's review guidelines recommend that the quality and adequacy of the structure, management and physical resources of the departments, schools, faculties and programmes are investigated. In addition to this, review panels undertake a critical and constructive evaluation of research, research supervision, community service, and teaching and learning.

Implicit in these guidelines is the requirement that all courses and programmes reviewed continue to meet the standards required by the University Council and Committee on University Academic Programmes (CUAP), a committee of the New Zealand Vice-Chancellors' Committee (NZVCC).

Research

The University has in place mechanisms for monitoring and improving the quality of research, scholarship and postgraduate education.

The development of research is actively supported by the University through facilitation of standard provisions for research time, study leave and support staff. Additional initiatives include: the identification of recognised research themes within the University and the provision of special support in these areas; early career staff (those in their first three years of appointment) receiving special consideration in the awarding of internal research funding.

The quality of research is also reflected in the work accepted for publication in scholarly books and learned journals. A list of publications is collated and checked to ensure that all publications satisfy guidelines specified by Senate. This vetting process, which takes place after the annual external audit cycle, typically results in the rejection of a small percentage of publications.

The University's success in attracting external research funding is also a key indicator of the standard of research.

Mechanisms for monitoring and improving the quality of postgraduate education include regular evaluations by students on the quality of teaching and supervision. This information assists in improving existing courses, developing new courses, and monitoring and improving the standard of thesis supervision.

Teaching and Learning

The University has in place mechanisms for monitoring and improving the quality of teaching in all courses. The mechanisms include student evaluations of teaching, which are used to review teaching effectiveness, and may also be used in considering the tenure or promotion of academic staff.

Courses and programmes are surveyed on a four-year cycle, with student and graduate feedback being sought on such topics as assessment practices, teaching standards and the workplace relevance of the skills being imparted. In evaluations of this nature, small fluctuations are not necessarily statistically significant. The results of these surveys provide benchmark data for performance measurement and improvement.

New papers and amendments to existing regulations may only be introduced following approval by the University Council. New programmes and major amendments to existing programmes require additional approval by the CUAP through the NZVCC. The NZVCC holds statutory authority to approve new programmes and also requires a follow-up review of any new qualification once the first cohort of students has graduated.

Where appropriate, reviews may be jointly initiated by the University and an external body responsible for professional accreditation. Independent accreditation reviews may also be undertaken.

Community Service

The University is continuing to develop mechanisms for monitoring and improving the quality of community service.

The University conducts an annual survey of staff involvement in community service activities. The 2007 survey found 89.2% of academic staff who responded were involved in community service activities, and that these staff spent an average of 8.4% of their work time on community service activities. The activities in which they were involved ranged from service on Government Advisory Boards and committees to presentations made to school and community groups on areas of professional expertise. The information gathered in this survey also assists the University in placing a financial value on its community service output.

Correlation

Given 2 or more dependent variables,
what are the relations between them?

- e.g. 1. height and weight
- 2. age and visual acuity
- 3. high school grades and university grades



 STATEMENT OF RESOURCES

HUMAN RESOURCES

The total number of staff employed by the University increased by 6.2% to 3,453 in full-time equivalent (FTE) terms (2006: 3,250), reversing the slight decline recorded in 2005-2006. As was the case with student enrolments, the merger with the College of Education was a key contributor to this growth.

Within academic ranks, the number of professors grew by 5.5%, associate professors by 7.7%, senior lecturers by 1.3% and lecturers by 1.7%. The number of research-only staff on academic contracts also rose, by 3.6%, while the number of other academic staff fell by 12.5%.

The College merger and launch of the Campus Watch initiative were the biggest contributors to growth in the general staff cohort.

While staff numbers increased, the combination of a buoyant general employment market and the lead times required for academic appointments caused delays in appointments to some positions.

Summary Staff Profile	2007	2006	2005	2004
Full-time Equivalent (FTE) Academic Staff				
Females	614	586	579	573
Males	811	821	838	843
Total	1,425	1,407	1,417	1,416
Full-time Equivalent (FTE) General Staff				
Females	1,331	1,189	1,247	1,232
Males	697	654	642	611
Total	2,028	1,843	1,889	1,843
Total Staff	3,453	3,250	3,307	3,259

LIBRARY RESOURCES

The Library continued to develop its on-site and online resource capacity. The total number of items held by the Library rose by 34,081 to 2,905,195, an increase of 1.2%. The Library added to its holdings of books, increasing the collection from 958,607 to 975,752 and its holding of serials from 494,732 to 502,252. In addition it now holds 230,947 microfilms (2006: 227,467) and 1,196,244 other non-book items (2006: 1,190,299).

The total number of serials received rose by 1.8% to 79,188. Over 90% of serials are now received in electronic rather than print form, compared to just 71.5% five years ago.

INFORMATION TECHNOLOGY

The strong growth of electronic communications seen in recent years continued in 2007. The volume of off-campus computer and telecommunications network traffic rose from 42,432,129 megabytes in 2006 to 109,357,140 megabytes in 2007, an increase of 158%.

The roll-out of wireless networks across the University's campus sites that commenced in 2006 continued apace in 2007, with priority given to ensuring wireless availability in University libraries and other areas that are heavily used for study purposes by students.

Design work was undertaken for a second server room which, when complete, will provide the University with an industry-standard back-up for its core hardware and systems.

LAND, BUILDINGS AND CAPITAL DEVELOPMENT

The College of Education merger was the primary contributor to an increase of 3.1 hectares in the total land controlled by the University in 2007, although other strategic purchases during the year also contributed. University-controlled land now totals 25,619 hectares, the vast majority of which is endowment land let on long-term leases.

Land	2007 (ha)	2006 (ha)	2005 (ha)	2004 (ha)
Land owned by the University	26.1	22.9	22.9	22.9
Land in Crown title for the University	8.5	8.5	8.5	8.5
Endowment leasehold	25,585.3	25,585.3	25,585.3	25,585.3
Total Land Controlled by the University	25,619.9	25,616.7	25,616.7	25,616.7

The University's net assignable floor space increased by 21,769 square metres in 2007 to reach 203,235 m². This increase was due to the facilities that passed into University control as a consequence of the College merger, along with the completion of several projects that added space in other areas.

Net Assignable Floor Space	2007	2006	2005	2004
Humanities	21,903	14,094	12,999	12,818
Science	37,627	37,626	37,633	37,640
Health Sciences	64,485	61,243	61,203	60,948
Commerce	9,019	9,056	9,085	9,286
Administration & other	49,387	42,936	17,940	18,072
Corporate	4,492	4,446	4,445	4,458
Information Services	16,320	12,065	36,819	36,819
Total	203,233	181,466	180,124	180,041

The most notable of these was the extension and redevelopment of the University of Otago, Wellington complex. Completed at a cost of \$18.4 million, this facility was officially opened by the Prime Minister in September 2007. Work also continued on improvements to the University of Otago Christchurch facility.



The University of Otago, Wellington redevelopment was officially opened in September.

Developments in Dunedin included a number of strategic land and building purchases in the campus area. The most significant of these were the acquisition of the Abbey Lodge complex and of 279-281 Great King Street. Abbey Lodge will open for the 2008 academic year as Abbey College, the country's first postgraduate residential college. An extensively redeveloped 279-281 Great King Street facility will open in mid 2008 as the Hunter Centre, a base for teaching in the health sciences.

Agreement was also reached in 2007 to purchase the Radionet House complex which, once redeveloped, will become a new base for Music at Otago.

The other major capital projects undertaken or commenced in 2007 were the re-modelling and upgrading of facilities in the College of Education and – late in the year – the construction of the Zoology aquarium and associated laboratories.

Approval was also given during 2007 to commence work in 2008 on several other major capital projects. These included the construction of a second building to complete new facilities for the Psychology Department, a redevelopment of the Bill Roberston Library (which serves the needs of both the College of Education and Otago Polytechnic), and the re-cladding of the Microbiology building.

EQUAL OPPORTUNITIES

The University Charter identifies partnerships with tangata whenua and equity in employment and educational opportunity as core values of this institution.

The University contributes to the achievements of tangata whenua through a Treaty-based partnership, primarily with Ngāi Tahu. The partnership is underpinned by a Memorandum of Understanding (MoU) and recognises Ngāi Tahu rangatiratanga and mana within the takiwā of Ngāi Tahu. A revised MoU was signed by Ngāi Tahu and the University of Otago in 2007.

In addition to this MoU, an MoU with Ngāti Porou Hauora was renewed in 2007. An agreement with Tipu Ora Trust (Te Arawa) was also signed, and agreement-in-principle reached for an MoU with Te Runanga o Ngāti Toa.

A further significant development in the University's contribution to Māori came with the adoption of the Māori Strategic Framework in late 2007. This framework provides a linkage between the aspirations expressed in memoranda and agreements with Ngāi Tahu and other iwi, and the overall strategic goals and objectives of the University.

The University also recognises a commitment to Pacific Peoples, which extends both to those who are resident in New Zealand, and those in the wider Pacific.

The Pacific Peoples Reference Group, a joint University-community group which was formed in 2006 to advise on developments in this area, continued to meet and provide guidance to the University in 2007.

Equal Educational Opportunities

The University is committed to eliminating unnecessary barriers to the admission and progress of students. A key component of its strategy in this area is the provision of support and recruitment initiatives for students from groups which may be under-represented within the institution and who may be disadvantaged in terms of their ability to attend the institution.

Māori students, Pacific Peoples students and students with disabilities are three such groups that the University gives particular focus to.

Māori

The University's Auckland-based Māori liaison officer, who provides a full-time service visiting schools and marae to advise and assist young Māori in planning for future participation in tertiary education, continued to play a key role in Māori student recruitment in 2007, as did targeted scholarships and awards.

The number of Māori students increased by 12.2% in 2007, from 1,368 to 1,535, and Māori students now comprise 8.5% of the University's domestic student population, compared to 7.6% in 2006.

Te Huāka Mātauraka (the Māori Centre) continued to provide study, cultural and social services and support for Māori at Otago, and the academic performance of Māori at the University continued to improve in 2007, with 73.8% passing at least two thirds of the academic credits for which they had enrolled.

The University continued to give special recognition to the academic achievement of its Māori students by way of regular pre-graduation ceremonies for graduates, their whanau, and University staff. Continuing a tradition established by the Dunedin College of Education, the University also held its first full graduation ceremony on a marae in 2007. Held at Murihiku Marae in Invercargill, this ceremony was for graduates in the bilingual teacher education programme that is run from the University's Southland campus.

Iwi to which Students are Affiliated	2007		2006	
	First Affiliation	Any Affiliation	First Affiliation	Any Affiliation
Kāti Mamoe	10	53	10	49
Ngāi Tahu	329	383	286	335
Ngāi Te Rangi	14	29	11	22
Ngāpuhi	180	235	154	216
Ngāti Awa	39	54	38	48
Ngāti Kahungunu Ki Heretaunga	30	38	31	41
Ngāti Kahungunu Ki Te Wairoa	35	65	31	56
Ngāti Kahungunu Ki Wairarapa	19	25	15	21
Ngāti Maniapoto	48	67	40	52
Ngāti Pikiao	11	23	11	24
Ngāti Porou	127	172	118	153
Ngāti Raukawa (Horowhenua - Manawatu)	34	52	35	49
Ngāti Raukawa (Waikato - King Country)	14	22	11	21
Ngāti Ruanui	13	28	9	20
Ngāti Tūwharetoa	38	76	34	63
Ngāti Whakaue	15	36	16	34
Ngāti Whatua	13	28	17	30
Te Āti Awa (Taranaki)	45	68	31	50
Te Āti Hau-Nui-A-Pāparangi	12	24	9	19
Te Rarawa	27	46	23	40
Tūhoe	28	54	28	48
Waikato	25	43	14	26
Whakatōhea	22	34	18	28
Other/unknown	407	797	378	693
Total	1,535	n/a	1,366	n/a

Pacific Peoples

Acting on the advice of its Pacific Peoples' Reference Group, the University gave a greater community focus to its Pacific student recruitment in 2007, pending the appointment of a full-time Pacific community liaison officer. There were 584 Pacific Islands students enrolled in 2007, an increase of 7.2% over 2006.

A key development for Pacific students in 2007 was an expansion of the University's Pacific Islands Centre, which included both additional staff and relocation into a new and larger building. The expansion of this centre will play a key role in enabling the University to support better its Pacific students, whose academic performance lags behind that of the general student population.

Services Provided by Pacific Islands Centre	2007	2006
Registered with the centre	360	360
Extra tutorials	42	34
Career advisory services seminar	4	4
Students receiving course advice	250	230
Pacific postgraduate seminars	24	16
Student gatherings	14	14
Community meetings/consultation	17	12
Community functions attended	87	24
Students receiving counselling	80	125

Disabilities Support

The University takes a proactive approach to the recruitment and support of students with disabilities. Its Disabilities Information and Support service takes a lead role in this area, working in conjunction with both academic and administrative departments.

In 2007 the University enrolled 834 students with a disability affecting study, a slight decrease on 2006. Provision of support in the form of learning assistance and/or special equipment requiring a specific financial commitment was provided to 484 students with disabilities in 2007 (2006: 526). A total of 422 students received learning support in the form of note-taking, interpreting, tutoring, or assistance with examinations, research, transcription or reading (2006: 475).

Alternative examination arrangements were put in place for 276 students, and 147 received assistance with parking arrangements, photocopying, equipment loan, remote dial-in to campus or access to remote library services (2006: 274 and 171 respectively).

Learning Assistance Support for Students with Disabilities	2007	2006	2005
Note-taking	223	265	173
Tutoring	112	94	80
Transcription/typing	4	3	0
Reader	0	0	1
Assistant	0	11	9
Examination arrangements	276	274	256
Scanning	0	1	3
Other	94	0	0

Equal Employment Opportunities

In 2007 the number of women in senior academic positions (senior lecturer and above) increased by 18.1% to 196 FTE. Women now comprise 30.1% of staff at these levels, compared to 26.4% in 2006. Overall, women comprised 43.1% of all academic and research staff in 2007, compared to 41.6% in 2006.

The University's progress towards achieving gender equity among senior academic staff included promotions to and new appointments at the professorial and associate-professorial levels. Women appointed to the positions of Pro-Vice-Chancellor (International), Dean of Education and Dean of Medical Sciences in late 2006 all took up their positions at the start of 2007. A woman was also appointed in 2007 to take up the position of Pro-Vice Chancellor (Humanities) from the start of 2008.

The proportion of men employed as general staff decreased slightly from 35.5% to 34.4%. While the majority of general staff are female, women remain under-represented at the senior levels within the general and management staff, although the University made a female appointment to the position of Director of Marketing and Communications in 2007.

The University showed strong support for the new national Women in Leadership Programme by sending six senior women to the programme and by hosting a special dinner for the course at the University of Otago,

Wellington. The University's internal Women's Professional Development Programme continued in 2007 with six workshops on varied topics designed to meet the needs of those women already established as leaders, as well as those aspiring to leadership. Mentoring programmes were also run for both academic and general staff women. A successful new initiative was the introduction of a peer learning group for senior general staff women.

Throughout 2007 work progressed on improving the breadth and quality of the University's EEO information.

The University continued to provide a Treaty of Waitangi Education Programme for staff in 2007. The number of staff attending the University's Treaty workshops increased slightly to 172, while the number attending the Introduction to the Māori Language course rose from 73 to 87.

Awhi Mai Awhi Atu, an organisation formed in late 2006 to "affirm, support and strengthen the role of Māori staff in the University", continued to operate in 2007.

Other Staff Support Initiatives

The Employee Assistance Programme continued in 2007, providing confidential, short-term counselling at no cost to the individual. Staff training courses on occupational health and safety issues continued to be offered. Support for childcare was provided through the Otago University Childcare Association, with the University providing funds to subsidise the service, which is available to students and staff.