

## Research and Postgraduate Teaching

As New Zealand's most research-intensive university<sup>1</sup> and top-ranked for research quality<sup>2</sup>, Otago strives for research excellence across all disciplines. To this end, there were a number of significant developments in 2008.

A new Centre for Sustainable Cities was launched in February, bringing together experts from across a range of disciplines to provide practical solutions for urban problems. The centre provides for collaboration with other universities, government and community agencies, and is supported by a grant from the Tertiary Education Commission. In November, the Centre for Reproduction and Genomics was officially opened, a collaboration with AgResearch, which will focus on both human and animal reproduction.

Otago became the lead institution in the establishment of the New Zealand Genomics Infrastructure, which aims to speed the progress of genetic research and technology in this country. The infrastructure will be supported by \$40 million in government funding over the next nine years, alongside parallel investment from collaborating institutions. In the longer term, the Genomics Infrastructure will seed new developments in agriculture, horticulture and personal health.

Biomedical research was boosted at the Wellington campus with the relocation of the Wakefield Gastroenterology Research Unit to the University and the subsequent establishment of the Wakefield Biomedical Research Unit. The University signed major contracts with the Ministry of Health to conduct the National Nutrition Survey and the Healthy Eating Healthy Action survey.

The Jack Dodd Centre for Quantum Technologies was awarded a multi-million dollar grant from the Foundation for Research, Science and Technology to develop new technologies in quantum optics, lasers and photonics.

Otago became the first university outside the US to be selected as a Sun Microsystems OpenSPARC Centre of Excellence. This recognises Otago's expertise in computer architecture, networking and parallel computing, and gives staff and students access to the OpenSPARC community, equipment and technical expertise.

A new Humanities-based centre, the Centre for Research on National Identity, was launched. A new research theme was also launched – the International Health Research Network – and a special symposium brought together the very wide range of research across the University relating to health, social well-being and economics in developing countries.

The inaugural Māori Business Symposium, held in August, canvassed the extensive possibilities for Māori-based research and the needs of the Māori business community.

In collaboration with the Otago Polytechnic, the University announced its intention to be part of a new Otago Institute of Design which will bring together the considerable skills of both institutions and provide better opportunities for staff and students to connect with industry at both the applied and research levels.

### RESEARCH FUNDING

The importance of research undertaken at the University was recognised by its success in major external funding rounds.

Otago researchers gained more than \$21.5 million from the Health Research Council to support 18 projects, including two new programmes – one will study genetic factors and clinical outcomes in five common health conditions (abdominal aortic aneurism, rheumatoid arthritis, schizophrenia, gout and inflammatory bowel disease), with the other focusing on new ways to predict the onset and progression of heart disease.

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<sup>1</sup> Ministry of Research, Science and Technology, Research and Development in New Zealand. (Wellington, 2006)

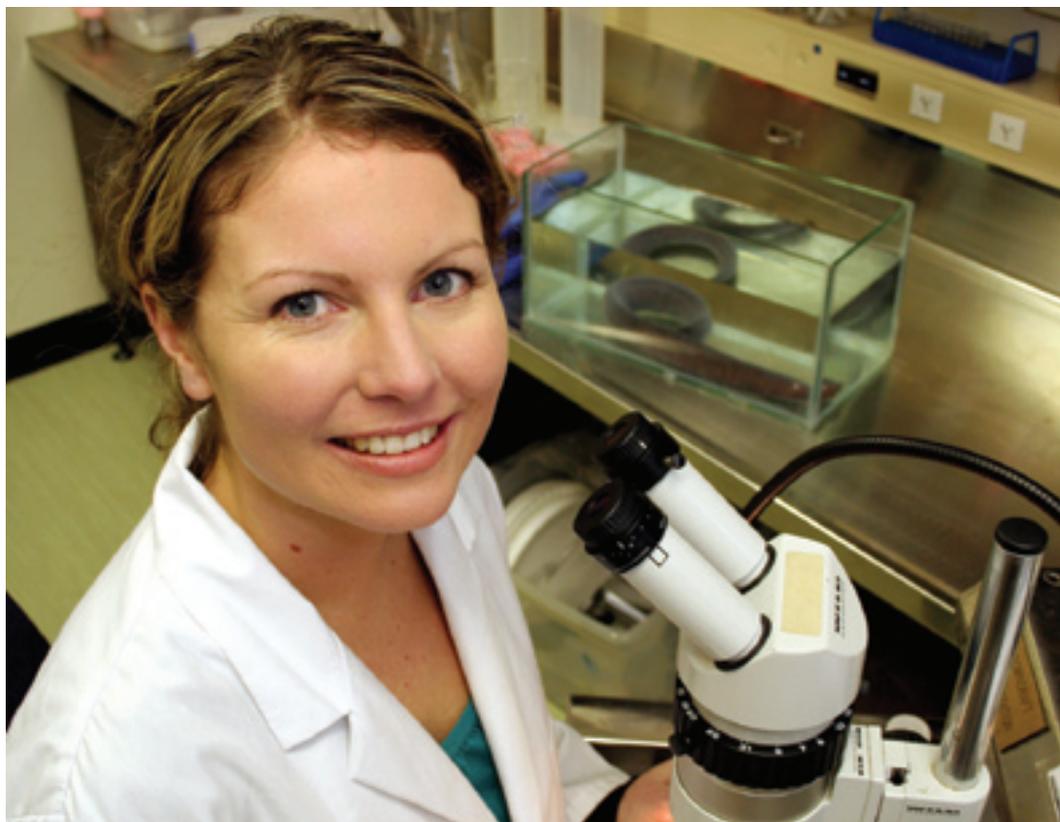
<sup>2</sup> Tertiary Education Commission, PBRF Quality Evaluation 2006. (Wellington, 2007)

A large health inequalities research programme based at the University of Otago, Wellington had its funding extended. Funding was also extended for Dunedin's internationally-renowned Multidisciplinary Health and Development Study.

The University was the top performer in the inaugural Encouraging and Supporting Innovation funding round. Six projects in which Otago is either a lead or secondary partner scooped almost one third of the total pool, including the Centre for Sustainable Cities, the National Energy Research Institute, a new Centre for the Study of Islam and Muslim Cultures (a joint venture with Victoria University), the Partnering for Innovation in Technology-based Business Project which aims to encourage entrepreneurship across all three South Island universities, a South Island seafood sector project (with Canterbury University) and an Engaging with China proposal (led by Victoria). Otago is also a partner in a postgraduate marine sciences initiative that gained funding in the second Encouraging and Supporting Innovation funding round.

Otago again did well in the highly-competitive Marsden Fund round, winning \$13.8 million to undertake 20 leading-edge projects. This represented more than one quarter of the total funding pool and more than that gained by any other single institution. This will enable research on subjects as varied as memory mechanisms in brain cells, geological processes in New Zealand mountains, genetic influences on personality, ancient climate clues, and the potency of immune systems responses.

Five major research projects received a total of \$18.6 million in funding from the Foundation for Research, Science and Technology. These projects all have the potential to develop innovative links between university research and the national economy. They included the development of hand-held diagnostic devices, "smart"



*Dr Rebecca McLeod who was the 2008 MacDiarmid Young Scientist of the Year.*

wound-healing gels, pharmaceuticals for overcoming cellular malfunction, the diagnosis of disease and delivery of brain chemicals, and minimising the environmental impact of mining in the South Island.

Twenty grants totalling \$1.6 million were received from the Lottery Grants Board for health research, and a further four received funding from the Otago Medical Research Foundation's Laurenson Awards.

## RESEARCH ACHIEVEMENTS

Research is the platform for all academic activity at Otago and many staff and students received recognition for their achievements in 2008.

The University's highest honour, the Distinguished Research Medal, was awarded to Professor Mark Richards, the National Heart Foundation Professor of Cardiovascular Studies at the University of Otago, Christchurch, who has led the Christchurch Cardioendocrine Research Group since its formation in 1996. Professor Richards also received the Royal Society of New Zealand's Sir Charles Hercus Medal for Biomedical Sciences and Technologies.

Otago's commitment to fostering research was further demonstrated by the presentation of five Early Career Awards for Distinction in Research. The recipients were: Dr Mik Black (Biochemistry), Dr Fiona Edgar (Management), Dr Alex McLellan (Microbiology and Immunology), Dr Pat Wheatley (Classics) and Dr Lisa Whitehead (Centre for Postgraduate Nursing Studies, Christchurch).

Dr Angela Wanhalla (History) was presented with the 2008 Rowheath Trust Award and Carl Smith Medal, awards which also recognise outstanding research performance by early career staff.

Research excellence was again highlighted by the outstanding success of Otago researchers in the 2008 MacDiarmid Young Scientists of the Year Awards. Postdoctoral marine ecologist Dr Rebecca McLeod won the Understanding Planet Earth category and was named the overall winner – the 2008 MacDiarmid Young Scientist of the Year. Zoology PhD student Ursula Ellenberg won the Adding Value to Nature category of the awards.

Other staff to receive significant recognition during 2008 included:

Associate Professor Annette Beautrais (Psychological Medicine, Christchurch) – the American Foundation for Suicide Prevention's 2008 Research Award

Associate Professor Robin Gauld (Preventive and Social Medicine) – a Commonwealth Fund Harkness Fellowship in health policy

Dr Mark Hampton (Pathology, Christchurch) – Invitrogen Life Science Award for emerging excellence in molecular biology

Professor Phillip Harris (Marketing) – the UK Chartered Institute of Marketing President's Medal for outstanding contribution to marketing

Emeritus Professor Peter Holland (Geography) – the New Zealand Geographical Society's Distinguished Geographer Gold Medal

Professor Philippa Howden-Chapman (Public Health, Wellington) – the Dame Joan Metge Medal and the Liley Medal for ground-breaking research into housing and health

Emeritus Professor Lawrence Jones (English), Professor Alan Musgrave (Philosophy) and Emeritus Professor Erik Olssen (History) – Fellows of the New Zealand Academy of Humanities

Professor Henrik Kjaergaard (Chemistry) – New Zealand Institute of Chemistry's Maurice Wilkins Centre Prize
Professor Rob Lawson (Marketing) – Fellow of the Australian and New Zealand Marketing Academy
Associate Professor Jim McQuillan (Chemistry) and Faculty of Dentistry Dean Professor Greg Seymour – Fellows of the Royal Society of New Zealand
School of Pharmacy Dean Professor Ian Tucker – Australasian Pharmaceutical Science Association's 2008 Medal
Dr Sarah Young (Microbiology and Immunology) – the Health Research Council's Sir Charles Hercus Health Research Fellowship
Professor Christine Winterbourn (Pathology, Christchurch) – the International Society of Free Radical Research Trevor Slater Award.

## ADVANCEMENT

The Leading Thinkers initiative, in which the Government matched funds raised from private donors up to \$25 million, continued to dominate the University's advancement activities in 2008.

A further six professors took up their positions to chairs endowed by the initiative: Professor Kevin Clements to the Chair in Peace and Conflict Studies; Professor Andrew Bradstock to the Howard Paterson Chair in Theology and Public Issues, Professor Neil Gemmell to the AgResearch Chair in Reproduction and Genomics, Professor Philip Hill to the McAuley Chair in International Health, Professor Gordon Harold to the Alexander McMillan Chair in Childhood Studies, and Professor Liam McIlvanney to the Stuart Chair in Scottish Studies.

As this campaign neared maturity, only three endowed chairs remained unfilled by the end of the year. This initiative has been distinctive in its focus on the long-term investment in the human capital of the University. It was always intended that it would generate an overall benefit greater than the sum of its parts; that it would not be simply a collection of individual projects or individuals, but would provide wide impetus and reflect the value that Otago places on its people and its research focus. With the creation of a \$50 million endowment in perpetuity, this expectation is now being fulfilled.

## COMMERCIALISATION

Otago Innovation Ltd, the University's commercialisation company, continued to add to its projects during 2008.

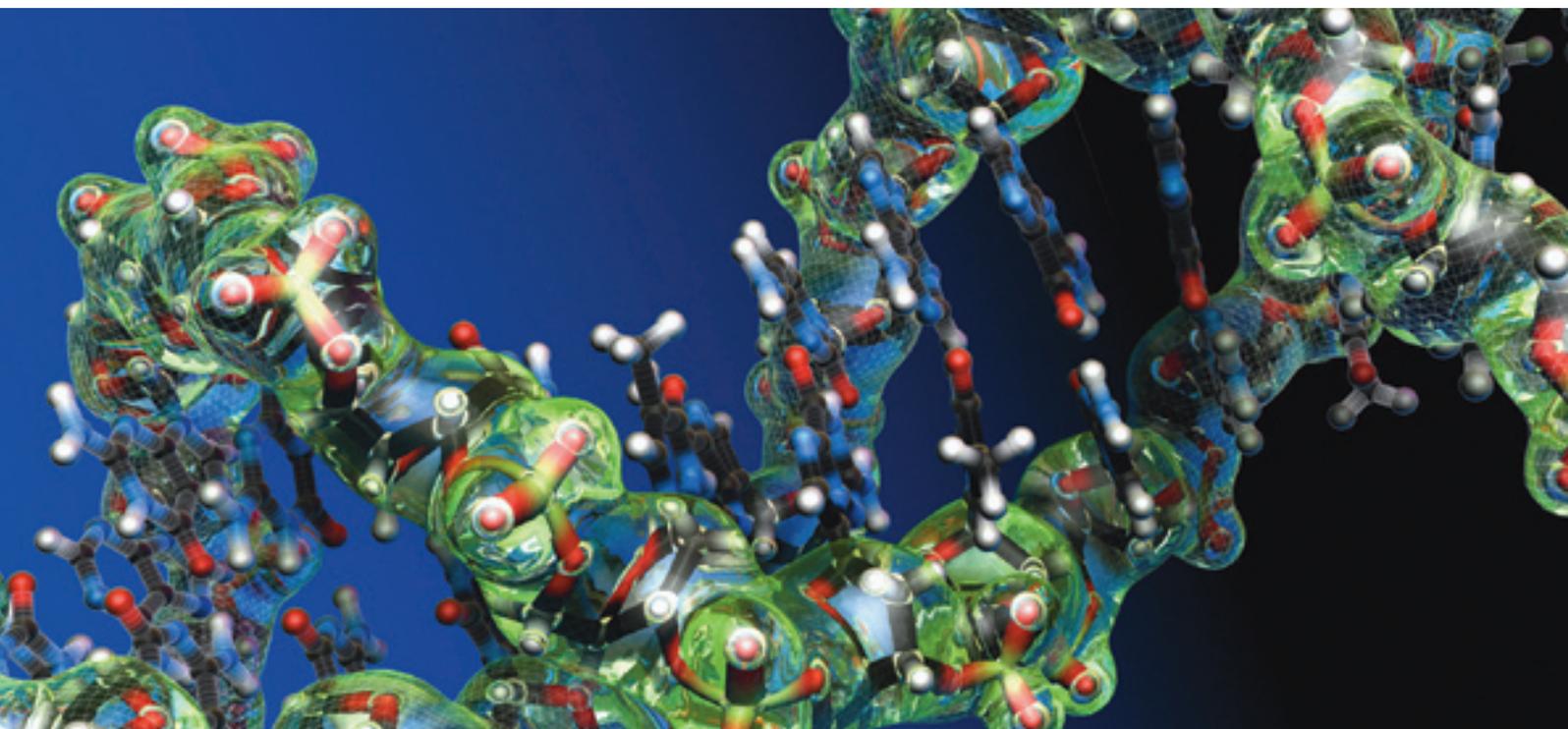
Immune Solutions Ltd's oral vaccine was selected as the lead candidate for a further trial for the control of tuberculosis in badgers and has been working towards good manufacturing practice (GMP) with a partner in the US. Photonic Innovations Ltd identified two further gas-detection products and signed a significant research contract. The company is embarking on capital-raising to take products to global markets.

During 2008 Otago Innovation took a more active role in helping University researchers obtain research grants from commercially-focused funds such as the New Economy Research Fund. The most notable success was the securing of \$9.9 million over six years for Professor David Green and Dr Jo-Ann Stanton's (Anatomy and Structural Biology) work in the development of hand-held diagnostic devices. Funding of \$2.9 million over three years was also received from the Foundation for Research, Science and Technology's Pre-Seed Accelerator Fund to enable the development of early-stage technologies to a point of investor readiness. During the application

process, Otago Innovation and its planned projects were assessed as being within the top band category for university commercialisation. This resulted in the Pre-Seed funding being "fully devolved" to Otago Innovation by FRST.

A Proof of Concept Grant round was run for the second consecutive year with the award going to Dr Mona Syhre and Professor Steven Chambers (Christchurch) who are investigating a breath test for diagnosing tuberculosis.

The Bioactivity Investigation Group, based at the University's Wellington campus, was sold to Trinity Bioactives Ltd.



## POSTGRADUATE TEACHING

Postgraduate students contribute greatly to the University's research strength. Hence, the growth of postgraduate student numbers, particularly research postgraduates, has been identified as a priority. It was, therefore, very pleasing that PhD enrolments at the end of 2008 were a record 1,108 (2007: 1,048), approximately one third of whom came from outside New Zealand to study here. PhD completions were also at an all-time high at 154 (2007: 146).

In addition, there were 1,056 enrolments at master's level (2007: 1,048) and 1,566 enrolments in postgraduate diplomas and postgraduate certificates (2007: 1,435).

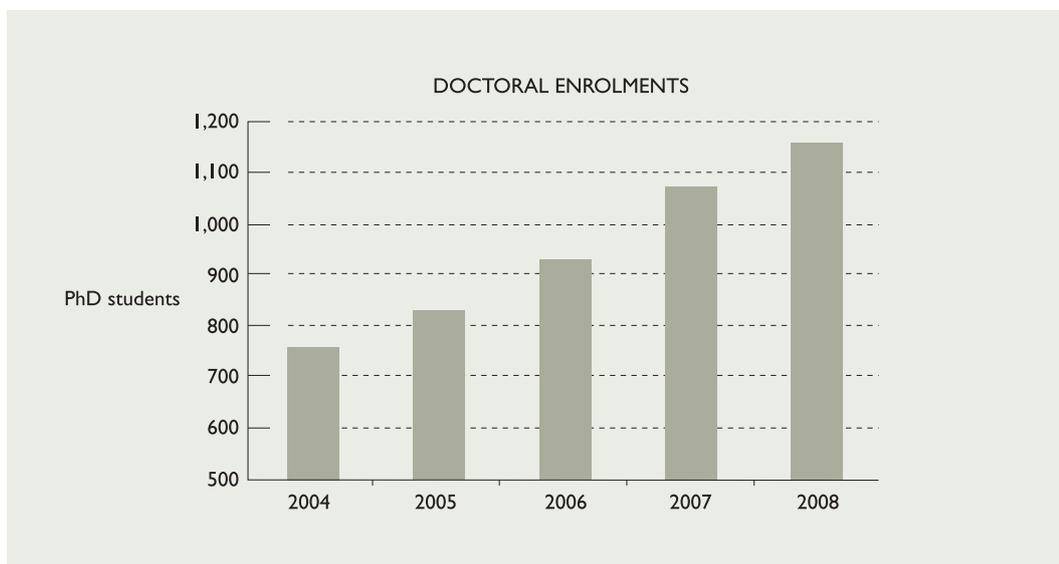
The Doctor of Education programme was introduced in 2008 attracting 12 enrolments. Another new professional doctorate programme, the Doctor of Clinical Dentistry introduced in 2007, also continued to prosper with 36 enrolments (2007: 29). Other new postgraduate qualifications introduced in 2008 included a Master of Dietetics, Postgraduate Diploma in Executive Management and a Master of Science Communication (see page 31).

The importance of supervisors to postgraduate students is well recognised by the University. Associate Professor Mike Colombo (Psychology) was named OUSA Postgraduate Supervisor of the Year and Dr Susan Sandretto (College of Education) as OUSA New Postgraduate Supervisor of the Year.

The University continued its distinguished record of Rhodes Scholarships with the selection of Dr Peter Cox (Medicine) and Laura Fraser (Law). They won two of only three Rhodes Scholarships awarded in New Zealand in 2008, bringing Otago's total number of recipients to 56. Science graduate Andrew Haines received a Woolf Fisher Scholarship to pursue a PhD at Cambridge University.

Dr Timothy Williams received the Royal Society of New Zealand's Hatherton Award for producing the best paper by a PhD student at any New Zealand university in the physical sciences, earth sciences, and mathematical and information sciences.

Nine Otago PhD students received Top Achiever Doctoral Scholarships. Dr Ashton Bradley (Physics), Dr Christina McGraw (Chemistry) and Dr Tina Summerfield (Biochemistry) won three-year Foundation for Research, Science and Technology Postdoctoral Fellowships. PhD students Anne-Marie Jackson, Stephanie Rotarangi and MSc student Darnell Kennedy gained three-year Foundation for Research, Science and Technology Te Tipu Pūtaiao Fellowships. The University's 2008 Elman Poole Travelling Scholarships were awarded to Rachel Paterson (Zoology), Daniel Thomas (Geology) and Oliver Wilson (Music).



## Cost of Outputs

### RESEARCH AND POSTGRADUATE TEACHING

	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
Postgraduate thesis supervision	3,039	3,267	3,465	12,508	15,940	13,759	7,483	7,777	6,796
Teaching-related research	2,765	2,878	2,996	6,106	7,205	6,408	5,989	6,279	7,149
Project-based research									
- University funded	3,576	3,571	3,240	47,113	40,433	44,132	3,409	1,913	3,251
- Externally funded	1,190	972	1,245	70,855	58,932	67,024	8,644	7,879	10,622
<b>Total cost of output</b>	<b>10,570</b>	<b>10,688</b>	<b>10,946</b>	<b>136,582</b>	<b>122,510</b>	<b>131,323</b>	<b>25,525</b>	<b>23,848</b>	<b>27,818</b>

	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
Postgraduate thesis supervision	9,715	10,521	9,954	11,888	11,463	9,373	44,634	48,968	43,347
Teaching-related research	5,516	5,888	5,398	0	0	0	20,377	22,250	21,951
Project-based research									
- University funded	15,800	12,239	13,295	52	43	20	69,949	58,199	63,938
- Externally funded	16,739	12,336	12,346	0	0	0	97,428	80,120	91,277
<b>Total cost of output</b>	<b>47,770</b>	<b>40,984</b>	<b>40,993</b>	<b>11,940</b>	<b>11,506</b>	<b>9,393</b>	<b>232,388</b>	<b>209,537</b>	<b>220,513</b>

## Teaching, Learning and Assessment

The University of Otago is committed to achieving excellence in research-informed teaching, to providing programmes that meet changing needs, to enhancing the quality of teaching and programme delivery, and to the achievement of excellent learning outcomes.

In 2008 the University offered 188 degree, diploma and certificate programmes. New qualifications included a Bachelor of Applied Science with Honours, Bachelor of Health Sciences with Honours (Medical Radiation Therapy), Master of Dietetics and Postgraduate Diploma and Postgraduate Certificate in Executive Management. A Bachelor of Teaching and Doctor of Education were introduced as part of the ongoing reorganisation of teaching programmes after the University's merger with the Dunedin College of Education in 2007. A number of new endorsements, majors and minors were also introduced.

The University's Centre for Science Communication – the first of its kind in New Zealand – was officially opened in February and offered a new Master of Science Communication programme with three subject options – Popularising Science, Creative Non-fiction Writing in Science, and Science and Natural History Filmmaking.

The University's commitment to distance education was re-affirmed when a new Director of Distance Learning took up his position in March and a Distance Learning Advisory Board was constituted as a committee of Senate. The University continued to focus its distance education in areas where it has special expertise, particularly at the postgraduate level. The number of qualifications, majors and endorsements offered by distance grew to over 130, more than 70% of which operated from the health sciences. The introduction of the new Doctor of Education degree meant that doctoral-level coursework was offered by distance for the first time.

The eighth Otago Summer School – run in January and February 2008 – offered 76 papers, of which 27 were new and 37 were available only in Summer School. Most were taught on the Dunedin campus, two were taught in Auckland, one in Wellington and seven were distance-taught. Five papers were taught by visiting international academics especially contracted for Summer School. The percentage of students transferring from other institutions to Otago for Summer School continued to increase (2008: 6.7%; 2007: 6.3%) and 10.4% of the Summer School student body comprised international students.

The report on the Summer School review – conducted in November 2007 as part of the University's ongoing review cycle – was released in July 2008 and is still under consideration.

Following changes to the Health Sciences first-year programme in 2007, the University's second- and third-year medicine programmes were revised in 2008 to place an increased emphasis on strong clinical skills. There was also an extension of the community, regional and rural training components of health sciences professional programmes. The Faculty of Medicine was rewarded with a very positive report from the Australian Medical Council and granted the maximum period of accreditation for its teaching programmes. The internationally-regarded assessment was undertaken on behalf of the Medical Council of New Zealand.

The Otago School of Medical Sciences' Dean's Prestigious Summer Scholarships were presented for the first time, enabling eight students, most of whom came from overseas, to undertake research in the school during the summer months.

In June 2008, the University of Otago became the first university in New Zealand to join iTunesU, delivering free education content through the iTunes Store. This includes lectures, lab demonstrations, campus tours and music items, as well as IT seminars and training.

The Department of Finance and Quantitative Analysis became the first university department in New Zealand to have a Bloomberg terminal. It provides access to real-time financial data from worldwide financial markets and is a powerful teaching and research tool.

The School of Business established a Start-up Lounge in April to provide resources and support to students and staff interested in starting up a business. This facility complements the School's Kickstart Service established in 2005 and the NBR Audacious Business Plan Competition launched in 2006.

**ENROLMENT**

2008 was another record year for enrolment numbers at Otago, with a final total of 18,330<sup>1</sup> EFTS generated by 20,752 individual students, the highest number in the University's history. This represented an overall increase of 0.2% over 2007 in EFTS terms, the result of another year of steady domestic growth, partly offset by a third year of decline in international enrolments.

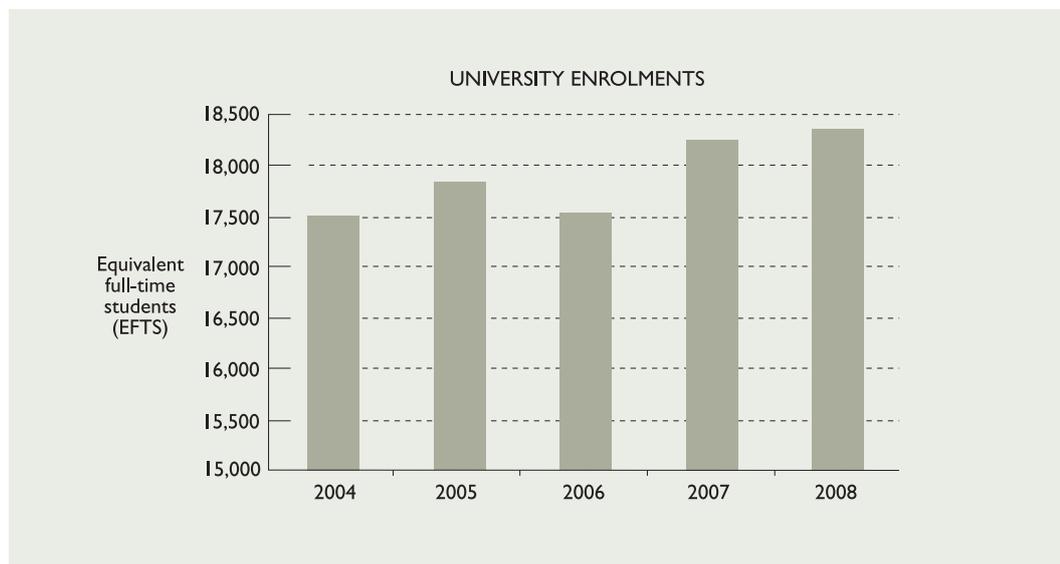
Postgraduate enrolments increased at a greater rate than undergraduate enrolments to comprise 15.9% of total EFTS enrolments. The most significant areas of postgraduate increase were in doctoral enrolments and enrolments in postgraduate diplomas and certificates (see page 27).

Conversely, the proportion of students studying towards undergraduate diplomas and certificates and other sub-degree programmes reduced by 32.2%. This was mainly the result of the reorganisation of programmes offered through the University's College of Education.

Within a domestic student cohort that grew by 1.6% over the previous year, the proportion of those coming to the University from outside its local catchment of Otago/Southland continued to increase. These students now comprise 63.7% of domestic first-year students (2007: 60.5%).

After three previous years of steady growth, the number of Māori students attending the University dropped by 0.8% to 1,524, comprising 8.3% (2007: 8.5%) of the domestic student population. The number of Pacific students continued to grow, being up marginally (0.9%) to 589 (2007: 584).

Mirroring a trend apparent at other universities, Otago's international enrolments declined in 2008. The 2008 final total of 1,889 EFTS represented a 7.8% drop on 2007.



<sup>1</sup> This total includes 135 Foundation Studies EFTS.

This decline was largely due to the pipeline effect of reduced numbers of full-fee-paying (and predominantly undergraduate) international students from China and the United States. In contrast, there was a further year of strong pipeline growth in international doctoral enrolments. This growth has its origins in a change in Government policy that has, since 2006, seen international doctoral students treated on the same basis as domestic students for fee and Government funding purposes.

While the United States remained the most important single source of students within the University's international mix (487 enrolments), the decline from China combined with growth from Malaysia saw the latter become Otago's second largest source of international enrolments. Together, the United States, Malaysia and China accounted for 46.4% of international enrolments (2007: 49.6%).

Solid growth also came from South Korea, Canada, the UK, Brunei, India and Italy. The University attracted international enrolments from 93 countries in all (2007: 85).

Australian students are not usually regarded as international students, since immigration law grants them automatic residency in New Zealand, and so – like permanent residents – they have domestic student status when studying in New Zealand. Even so, they represent a significant group who travel from overseas to study at Otago. The University continued to attract a steady stream of these students in 2008, albeit at lower levels than in 2007. In 2008 the University enrolled 40 first-year students from Australia (2007: 48), some 63% of whom were Australian citizens, and 30% New Zealand citizens returning from Australia. The total number of enrolments from Australia was 234 (2007: 249).

## **INTERNATIONALISATION**

As noted above, the number of in-bound international full-fee-paying students declined further in 2008, as predicted, with the decrease in Chinese and North American enrolments accounting for the majority of that decline. The latter is significant as Otago has traditionally enjoyed strong Study Abroad enrolments from North America, and reflects the increased maturation and consequential competitiveness of this market and the impact of an uncertain economic climate in the United States.

On the positive side, the number of international PhD enrolments grew to the point at which approximately a third of the current PhD cohort travelled from overseas for their study.

The impact of increased government funding of domestic student places in medicine – resulting in significant cuts to the availability of places for international students – has started to take effect. As expected, the inability to recruit in this area has had negative consequences, with students who would otherwise have come to Otago in the hope of being accepted into medicine now choosing to study elsewhere.

In the area of pastoral care, Otago has gained a number of plaudits over the past year, including a positive audit report for the Code of Practice for the Pastoral Care of International Students, very positive results in the I-Grad Survey (an international benchmarking study that surveys international students on a comprehensive range of areas and experiences) and winning Education New Zealand's national industry award for Excellence in Student Care.

Processes and procedures for the Student Exchange Programme were reviewed and the implementation of a number of initiatives, including the introduction of formal interviews, has seen an increase in both the quantity and quality of students applying to spend a semester abroad over the next year at one of our partner institutions. This is a positive result, for both our institutional relationships with overseas partners and for enhancing our efforts to internationalise Otago students' study experience. The number of exchange partners

is nearing 100 institutions. The current focus is now on ensuring students from across the wider University are both aware of the opportunities and encouraged to take them up.

Guidelines for the Internationalisation of the Curriculum Initiative grants were reviewed in 2007 and it was pleasing to see an increase in both the quantity and quality of grant applications in 2008. Previously administered by the Committee for the Advancement of Learning and Teaching (CALT), these grants are now awarded by the Internationalisation Committee to support initiatives in internationalising the curriculum, with priority given to those applications which involve one of Otago's partner institutions.

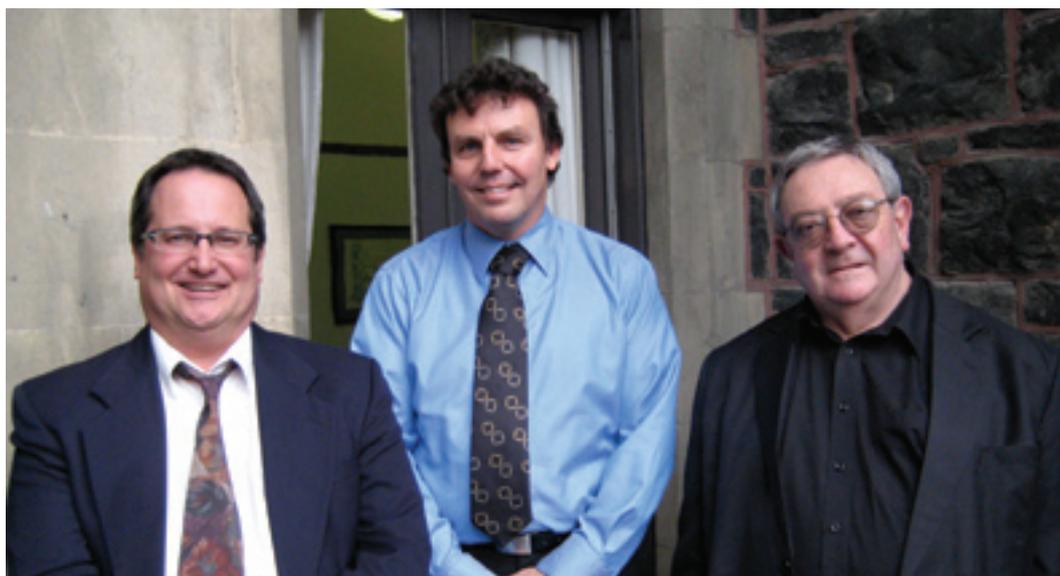
### DEVELOPING TEACHING AND LEARNING

High calibre teaching is vital for the successful delivery of academic programmes. The University recognises this with its annual Teaching Excellence Awards, which celebrate outstanding contributions in fostering learning. In 2008 awards were presented to Associate Professor Mike Colombo (Psychology), Associate Professor Ian McAndrew (Management) and Dr John Reynolds (Anatomy and Structural Biology). Associate Professor McAndrew and Dr Reynolds were also recognised in the national awards for Tertiary Teaching Excellence. Dr Rhiannon Braund (Pharmacy) was named OUSA Teacher of the Year for 2008.

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 University's Higher Education Development Centre (HEDC) continued to expand its research into learning and teaching, particularly into areas such as the links between staff development and student learning, digital information literacy, professional development for online teaching, student use of the online learning environment, Blackboard, and gender issues in academic staff development. A staff development workshop on education for sustainability was held and this theme will be further developed.

Several major projects were undertaken with the support of the CALT. One was the development of an interactive tool for pharmacy students (SimPharm) which will be extended to support training in surgical decision-making. Another was UniTube, a YouTube-like application for sharing media.



*Teaching Excellence Awards winners Associate Professor Mike Colombo (Psychology, left), Dr John Reynolds (Anatomy and Structural Biology) and Associate Professor Ian McAndrew (Management).*

A two-day Spotlight on Teaching Colloquium was held in November, attracting more than 60 presentations, and attended by 115 university staff and about 45 from Otago Polytechnic and other tertiary education providers. Research programmes related to transition, the first-year experience and degree completion have progressed and will inform future service delivery and institutional initiatives.

The Women's Professional Development Programme continued to offer mentoring and peer-support programmes for academic and general staff women respectively. Six workshops were offered and attended by 179 staff.

Support for students wishing to improve their study and learning skills was ongoing. The Student Learning Development group established two new lectureships to take up the role of learning advisors on the Christchurch and Wellington campuses. A pilot peer-assisted study sessions programme (PASS) in the School of Business was very successful. The teaching programme comprised 262 workshops and 595 individual consultations.

The Student Learning Centre ran 280 workshops attended by more than 7,300 participants and provided one-to-one consultations to a further 695 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 Hūka Mātauraka (the University's Māori Centre), the Pacific Islands Centre and the Disability Information & Support Office.

## Cost of Outputs

### TEACHING, LEARNING AND ASSESSMENT

	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
Teaching and learning	19,213	20,171	18,683	67,204	79,304	55,835	40,937	43,718	37,183
<b>Total cost of output</b>	<b>19,213</b>	<b>20,171</b>	<b>18,683</b>	<b>67,204</b>	<b>79,304</b>	<b>55,835</b>	<b>40,937</b>	<b>43,718</b>	<b>37,183</b>

	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
Teaching and learning	34,453	37,118	32,565	2,840	2,632	2,532	164,647	182,942	146,798
<b>Total cost of output</b>	<b>34,453</b>	<b>37,118</b>	<b>32,565</b>	<b>2,840</b>	<b>2,632</b>	<b>2,532</b>	<b>164,647</b>	<b>182,942</b>	<b>146,798</b>

## Community Service

In addition to research and teaching, the University of Otago plays a more general service role within the community, and is committed to contributing to the national good and international progress. It is strongly 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 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 an ongoing relationship with Otago alumni.

Although difficult to fully quantify, an annual survey of randomly-selected academic staff does give a picture of the extent to which staff are involved in this aspect of University activity. Of those surveyed in 2008, 94.9% reported involvement in community service activities. It is estimated that service typically absorbs 6 – 10% of an academic staff member's professional time (2008: 8.4%).

As a result, many of Otago's staff are held in high esteem among their peers and within the wider community. Those recognised for their work in 2008 included:

Professor George Benwell (School of Business) – appointed to the board of the Research and Education Advanced Network New Zealand

Dr Phil Bishop (Zoology) – Auckland Zoo's inaugural Conservationist of the Year Award for his extensive work in frog research and for communicating the importance of frog conservation to the community

Dr Pat Farry (General Practice) – New Zealand Rural General Practice Network's Peter Snow Memorial Award

Professor Charles Higham (Anthropology, Gender and Sociology) – Honorary Fellow of St Catharine's College, Cambridge

Professor Raechel Laing (Clothing and Textile Sciences) – Honorary Fellow of the Textile Institute

Professor Jean-Claude Theis (Medical and Surgical Sciences) – appointed chair of the New Zealand National Board of the Royal Australasian College of Surgeons.

The value of community service by University academics in 2008 was estimated at \$17.6 million.

The University continued to host a large number of conferences and other events. Highlights included the 2008 Annual Antarctic Conference titled International Polar Year and the Next Generation, the Australasian Association for Theatre Drama and Performance Studies Conference, and the 11th McGill International Entrepreneurship Conference. The inaugural conference of the Otago International Health Research Network attracted prominent overseas experts and a large number of researchers from across the University's campuses.

The School of Business hosted Otago Forum 2, a follow-up to the first Otago Forum held in 2005 which contributed the evolution of a service-orientated logic for marketing, and the third Otago Workshop in International Trade, co-sponsored by the Ministry of Foreign Affairs and Trade.

“Power to the People? Public Participation in Foreign Policy” was the subject of the 43rd Foreign Policy School held on campus over three days in June and, again, attracted an impressive line-up of speakers.

The annual Hands-On Science School was attended by some 230 secondary school students from around New Zealand. Its aim is to introduce young people to research science and to encourage them to take up a science career. Arts@Otago, a similar programme for Year 13 students interested in the humanities, was held for the second time.

Other initiatives aimed at school students included Dare to Succeed which was launched to support the learning of Pacific pupils at Dunedin schools and followed the appointment of a Pacific Islands community liaison officer. The Department of Mathematics and Statistics again ran two nationwide mathematics competitions: the inaugural Otago/Southland Brain Bee Challenge was held to help promote an understanding of neuroscience; and the Department of Information Science held its second secondary schools technology challenge.

In July, more than 25 departments from across the Divisions of Sciences and Health Sciences took part in the University’s Everyday Science 24/7, 366 Expo, run in conjunction with the biennial International Science Festival. It attracted nearly 2,000 visitors on-campus over two days. A good crowd also attended the annual Health Research Open Day at the Christchurch campus in August, hosted by University researchers in conjunction with the Canterbury Medical Research Foundation.

Following the success of its Science in Schools day for Ngāti Porou students in 2007, the Division of Sciences, in conjunction with staff from the University’s College of Education, also held a marae-based science camp for 37 Year 11 students at Tolaga Bay, near Gisborne, in September.

An inaugural “Bear Baiting” competition – in which participants had the opportunity to pitch their entrepreneurial ideas to a panel of experts – attracted 58 entries. Developed by the University’s Enterprise Office in partnership with the Dunedin City Council, Kickstart and the Upstart Business Incubator, its aim was to celebrate enterprise and innovation, and to highlight Dunedin’s support structures for business and bringing products to market.

Other community service activities included the School of Business Get Smart programme, an initiative with the Otago Chamber of Commerce in which staff conducted free half-hour consultations with local businesses wanting specialist advice. The School of Physical Education signed a memorandum of understanding with Sport Otago underlining their commitment to the development of sport, recreation and physical activity across that region.

A total of 176 open lectures were held in 2008. Twelve of these comprised the Winter Lecture Series that ran through July to August in Auckland and Wellington, canvassing a wide range of subjects. Other highlights included lectures by internationally-regarded climate change scientists Professors Lonnie Thompson and Ellen Mosely-Thompson, and the Royal Society of New Zealand’s Distinguished visitor Professor Mary Rutherford Fowler. The 2008 School of Business Distinguished Speaker was New Zealand-born 2007–8 UK Entrepreneur of the Year Geoffrey Davies.

A further 131 short courses, workshops and public seminars were offered, including 28 courses in the 12th Public Health Summer School held at the University of Otago, Wellington. The first Christchurch Public Health

Summer School also offered eight courses. Under a long-standing formal agreement with the University of the Third Age, the University jointly offered 13 short courses.

Four continuing education courses were offered in Summer School – Bridging Chemistry, JumpStart Physics, The Samoan Identity and the biennial Creative Writing School .

## 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

The Hocken Collections were again widely used. About 9,360 researchers/visitors used 30,920 items, 1,853 written and telephone enquiries were answered and 502 orders involving 1,734 images were completed.

More than 5,740 new items were added to the archives collection database, details of an additional 14,200 photograph items were listed, a large number of images from the pictures collection were digitised and election ephemera were collected from around the country.

Five exhibitions were mounted in the Hocken Gallery, three catalogues were published and five foyer displays were produced.

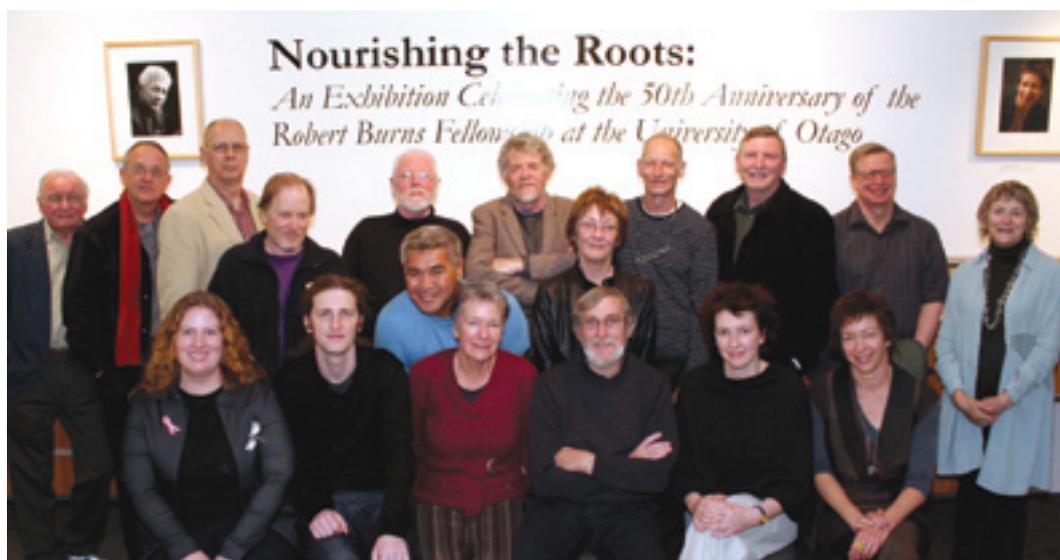
### Central Library, Special Collections

More than 2,000 people visited the Special Collections during 2008 and some 365 books were issued to readers. Four exhibitions were mounted.

The 2008 Printer in Residence programme was very successful. Master printer and poet Alan Loney hand-set and printed a limited edition of unpublished poems by local poet Ruth Dallas, *Open Sky*, which subsequently sold out.

## THE ARTS

The University's contribution to the cultural life of New Zealand is enhanced by its arts fellowships. In 2008 these were held by Sue Wootton (Robert Burns Fellow, literature), Heather Straka (Frances Hodgkins Fellow,



Former fellows gathered to celebrate the 50th anniversary of the Robert Burns Fellowship.

visual arts), Christopher Watson (Mozart Fellow, musical composition) and Barbara Snook (Caroline Plummer Fellow, dance). Bill O'Brien was the University of Otago College of Education Writer in Residence.

2008 was the 50th anniversary of the Robert Burns Fellowship and 33 former fellows returned to celebrate the occasion in October, timed to coincide with the Otago Festival of the Arts. An exhibition, "Nourishing the Roots", was held in the Central Library's de Beer Gallery and a book, *Nurse to the Imagination: 50 Years of the Robert Burns Fellowship*, edited by Emeritus Professor Lawrence Jones (English), was published by the Otago University Press to mark the event.

The Press also marked its 50th birthday in 2008 and an exhibition, "A Record of Achievement: the 50th Anniversary of the Otago University Press", provided an overview of the wide range of publications that have been produced.

Continuing a long-established practice, the University's Departments of Theatre Studies and Music staged a total of 138 public performances during the year (2007: 121). The regular series of lunchtime concerts and dramatic performances makes a strong contribution to the cultural life of Dunedin, as well as providing valuable experience for students. The Division of Humanities continued its sponsorship of the University of Otago Sheilah Winn Festival of Shakespeare in Schools.

#### **NEW ZEALAND MARINE STUDIES CENTRE**

The New Zealand Marine Studies Centre, incorporating the Portobello aquarium, runs marine education programmes throughout the year for schools, tertiary institutions and interest groups. It is open daily to the public and aims to foster understanding, appreciation and responsible management of New Zealand's unique marine environment.

In 2008 there were 24,577 visitors to the centre (2007: 25,577) including:

15,360 casual visitors to the aquarium
5,425 school students (385 classes) attending curriculum-linked educational programmes
3,792 people participating in group marine experiences, tours and workshops (355 classes/tours).

A further 4,452 people participated in programmes held in other locations in Dunedin and Nelson/Marlborough.

2008 was the third year of the 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 6–8). Two students from the Year 11 Gifted and Talented Programme represented New Zealand at the APEC Future Scientist Conference in Korea in August.

The centre continued to manage the Royal Albatross Centre school programme.

A new deep-sea exhibit was opened in July and attracted hundreds of additional visitors. Community events were run during each school holiday period and activities were also run in association with Seaweek, the International Science Festival, Dunedin Chocolate Festival and Rhododendron Festival.

#### **NATIONAL POISONS CENTRE**

The National Poisons Centre is a service unit within the Department of Preventive and Social Medicine that operates 24 hours a day, 365 days a year. It received almost 34,500 enquiries over the 12-month period from

both health professionals and the general public about acute poisoning or the toxic effects of chemicals. More than 90% of these enquiries were by telephone and represented a 6.6 % increase over the previous year.

The centre also provides poison prevention information to the general public by way of advice, resources, public displays/seminars and its website.

## 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 functions were held throughout New Zealand and the rest of the world – in Blenheim, New Plymouth, Taupo, Melbourne, Dunedin, Los Angeles, London, Hong Kong, Auckland, Sydney, Kuala Lumpur, Kuching, Toronto, New York, Wellington, Christchurch (2007: 16). A number of residential colleges also held alumni events during the year, with the assistance of the Alumni and Development Office.

The Health Sciences Division recognised its alumni with a number of medical and dental reunions. The Alumni and Development Office assisted with these, as well as with several other alumni-organised reunions.

## 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
<b>Total cost of output</b>	<b>1,609</b>	<b>1,683</b>	<b>2,396</b>	<b>6,788</b>	<b>6,797</b>	<b>8,685</b>	<b>5,113</b>	<b>4,765</b>	<b>6,546</b>

	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
<b>Total cost of output</b>	<b>4,129</b>	<b>4,054</b>	<b>5,729</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17,639</b>	<b>17,299</b>	<b>23,356</b>

## Statement of Service Performance for the year ended 31 December 2008

### CONTRIBUTION TO NEW ZEALAND AND THE TERTIARY SECTOR

**Objective 1: To enhance the University's standing as a premier research institution.**

Performance Indicators	2006 Actual	2007 Target	2008 Target	2008 Actual
i. Increasing research funding from outside sources by at least 5% per annum.	\$67.2 million	\$72.6 million	≥ \$76.2 million	\$86.8 million
ii. Increasing the number of University-funded postgraduate scholarships and awards offered and taken up by at least 20 per annum.	171 (114 PhDs and 57 masters')	194 (122 PhDs and 72 masters')	≥ 221	226 (162 PhDs and 64 masters')
iii. Increasing the quantity of publications of scholarly books, monographs and articles in refereed journals.	4,279	4,078	≥ 4,078	4,227
iv. Increasing the proportion of research postgraduate EFTS within total SAC EFTS.	7.5%	7.5%	8.0%	7.8%
v. Increasing the number of research degree completions.	363	381	> 381	388

The University's determination to further strengthen its research culture and ethos was demonstrated by an improved performance over 2007 in respect of all five research indicators, and by exceeding targets in respect of four of those indicators. Barriers to achieving the targeted increase in postgraduate research growth included strong external competition for top quality research degree students, and internal facility and supervision constraints in a number of departments that already have a high proportion of such students.

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

Performance Indicators	2006 Actual	2007 Actual	2008 Target	2008 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.	100.0%	100.0%	≥ 90.0%	100.0%
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.	89.6%	85.8%	≥ 90.0%	92.3%

Student and graduate satisfaction with teaching remained very high, and the University met or exceeded all of its performance indicator targets in this area. The satisfaction rating for thesis supervision was the highest achieved by the University in recent years, reflecting the considerable attention that has been directed at enhancing this aspect of performance. Key steps taken in this area have included enhanced supervisor training and development, the promotion of best practice in respect of supervision, and the adoption of new strategies for ensuring that clear and realistic expectations are agreed between students and supervisors.

**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	2006 Actual	2007 Actual	2008 Target	2008 Actual
i. Achieving an employment rate six months after graduation of at least 85% for Otago graduates who do not proceed to further study.	89.0%	86.0%	≥ 85.0%	n/a
ii. At least 90% of respondents to the Graduate Opinion Survey reporting some, moderate or extensive development of the following skills and attributes through their studies:				
oral communication skills;	90.3%	87.5%	≥ 90.0%	89.9%
written communication skills;	89.1%	96.5%	≥ 90.0%	96.2%
the skills to plan their own work;	90.4%	95.1%	≥ 90.0%	95.1%
analytical skills;	94.0%	98.0%	≥ 90.0%	96.3%
self-confidence;	87.8%	88.9%	≥ 90.0%	90.6%
team work skills;	83.0%	79.0%	≥ 90.0%	82.3%
flexibility and adaptability.	89.7%	95.1%	≥ 90.0%	93.0%
iii. Maintaining professional accreditation of all relevant programmes.	Maintained	Maintained	Maintained	Maintained

The University is unable to report a graduate employment rate for 2008 as this information was derived from the New Zealand Universities Graduate Destination Survey, which was suspended by the New Zealand Vice-Chancellors' Committee (NZVCC) for 2008 pending the development of a new survey. The University recorded an especially strong result for the development of key graduate attributes in 2008, meeting its target in five of seven areas and falling just 0.1% short in a sixth area. The major accreditation review for 2008 was that of the University's Faculty of Medicine, which was undertaken by the Australian Medical Council (acting on behalf of the Medical Council of New Zealand); this resulted in accreditation being granted for the maximum possible period.

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

Performance Indicators	2006 Actual	2007 Actual	2008 Target	2008 Actual
i. Enrolling 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.	10.7% of total EFTS and 31.1% from one country	9.2% of total EFTS and 18.7% from one country	≤ 12.0% of total EFTS and ≤ 25.0% from one country	7.9% of total EFTS and 15.4% from one country
ii. Increasing the number of domestic students participating in international exchanges.	170	179	190	169
iii. Achieving or exceeding the following international EFTS enrolment target:	1,875	1,674	1,499	1,440

The University easily met its targets for a diversified international population, and enrolled international students from 93 different countries (up from 85 in 2007). Total international numbers, though, declined more than expected as the impact of a forecast decline in enrolments from China was compounded by an unforeseen reduction in Study Abroad recruitment from the United States. This latter decline appears to have been caused, in part, by the high value of the New Zealand dollar during key recruitment periods for 2008. The overall decline in outbound exchange numbers was caused by a dip in exchange activity in semester one. The number of students on exchange recovered strongly in semester two.

It is important to note the the EFTS figures in indicators i. and iii. above relate to full-fee-paying international enrolments only. If those international students who are granted domestic status for fees and government funding are included, the percentages and totals are much higher, as follows: international students as a percentage of total EFTS: 2006, 2,202 EFTS (12.6% of total EFTS); 2007, 2,050 EFTS (11.3% of total EFTS); 2008, 1,889 EFTS (10.4% of total EFTS).

**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	2006 Actual	2007 Actual	2008 Target	2008 Actual
i. At least 80% of University academic staff involved in community service activities.	93.2%	89.2%	≥ 80.0%	94.9%
ii. Holding at least 150 open lectures, public seminars, and adult and community education courses per annum.	210	363	≥ 150	307
iii. Providing at least 100 performing arts activities open to the public per annum.	146	121	≥ 100	138
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.	All awarded	All awarded	All awarded	All awarded

The University was pleased to meet all of its targets in this area by a comfortable margin. The measure for staff involvement in community service is derived from an annual survey of a sample of staff and is, therefore, subject to some natural year-to-year variance.

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

Performance Indicators	2006 Actual	2007 Actual	2008 Target	2008 Actual
i. At least 90% of respondents to the annual Student Opinion Survey providing a positive assessment of the following:				
the general campus environment;	97.9%	98.5%	≥ 90.0%	98.6%
Residential Colleges;	94.0%	95.0%	≥ 90.0%	96.1%
University lecture rooms, tutorial rooms and laboratories;	93.8%	96.8%	≥ 90.0%	96.4%
Accommodation Services;	93.7%	94.5%	≥ 90.0%	92.6%
Student Health and Counselling;	82.3%	87.9%	≥ 90.0%	90.6%
the Careers Advisory Service;	91.8%	89.7%	≥ 90.0%	91.2%
the Student Learning Centre;	97.2%	95.6%	≥ 90.0%	96.5%
the International Office;	84.8%	90.3%	≥ 90.0%	93.5%
personal safety on campus;	95.9%	96.2%	≥ 90.0%	95.3%
Recreation Services;	94.9%	95.1%	≥ 90.0%	96.3%
University Library services;	90.5%	94.8%	≥ 90.0%	94.5%
Information Technology Services;	93.1%	92.7%	≥ 90.0%	95.9%
the Unipol gym.	88.9%	90.8%	≥ 90.0%	89.4%

Student satisfaction with the campus lifestyle and key campus services reached its highest level in recent years, with the 90% satisfaction threshold exceeded in 12 of the 13 areas reported against. Satisfaction with Student Health and Counselling met or exceeded this threshold following significant additional investment in this service. The 89.4% rating for the Unipol gym reflects, in part, space pressures within this facility. Planning is underway in conjunction with Unipol's other shareholders (the student associations of the University and Otago Polytechnic) to address this by way of a new facility.

## APPROACH TO FULFILLING TREATY OF WAITANGI OBLIGATIONS

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

Performance Indicators	2006 Actual	2007 Actual	2008 Target	2008 Actual
i. Maintaining a Memorandum of Understanding with Ngāi Tahu and developing appropriate agreements with other iwi.	Ngāi Tahu MoU developed and new agreement with Ngāti Whātua	New MoU with Ngāi Tahu signed. Agreement signed with Tipu Ora Trust (Te Arawa)	Ngāi Tahu MoU in place and a new agreement with Ngāti Toa	Ngāi Tahu MoU in place and being implemented. New agreement with Ngāti Toa developed and signed in 2008. Continued dialogue with Te Atiawa regarding potential relationship
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

In addition to developing new agreements, the University maintained its existing agreements with Ngāti Whatua, Ngāti Porou Hauora and – through the Tipu Ora Trust – Te Arawa. Treaty and partnership issues are required to be examined under the terms of reference for all academic developments and reviews, while advice on kawa and tikanga can either be sought centrally via the University's Office of Māori Development, or directly by academic units that have strong iwi relationships in place.

### 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	2006 Actual	2007 Actual	2008 Target	2008 Actual
i. At least maintaining the number of research projects being undertaken in association with Māori.	375	444	≥ 444	532
ii. Offering at least 12 scholarships per annum for Māori students completing undergraduate study and progressing to postgraduate study.	8	12	≥ 12	8
iii. Increasing targeted funding support to assist Māori doctoral students to attend conferences.	\$15,295	\$13,140	> previous year	\$21,462

The University made strong progress in strengthening research links with ngā iwi Māori, as evidenced by a further significant increase in the number of research projects undertaken in association with Māori. Targeted funding support for Māori doctoral students was also increased significantly. A reduction in the number of postgraduate transition scholarships was due, in part, to the trialling of alternative transition initiatives such as divisional teaching assistantships in 2008.

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

Performance Indicators	2006 Actual	2007 Actual	2008 Target	2008 Actual
i. Increasing Māori EFTS as a proportion of total domestic student EFTS.	7.8%	8.4%	≥ 8.4%	8.3%
ii. Increasing the percentage of Māori students passing at least two thirds of their academic credits in their first year of study.	65.6%	73.8%	> 73.8%	68.0%
iii. Increasing the number of Māori students completing qualifications.	254	323	> 323	332
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.	92.7%	95.7%	≥ 90.0%	95.8%
v. To offer at least 20 scholarships per annum for Māori students commencing undergraduate study.	23	30	≥ 20	30

A disappointing result for Māori student enrolment in 2008 should be viewed in the context of a sustained overall increase in Māori student numbers in recent years, which has continued to flow through to increased numbers of Māori graduates. The increased percentage of Māori failing to pass at least two thirds of their academic credits may reflect a rise in the percentage of Māori first-year students commencing study at the University under special admission (i.e. those who hold no academic entry qualification, but who are eligible for admission by virtue of being at least 20 years of age).

## APPROACH TO MEETING THE NEEDS OF PACIFIC PEOPLES

**Objective 10: To increase Pacific student recruitment, retention and achievement at all levels and to provide appropriate academic, cultural and social support.**

Performance Indicators	2006 Actual	2007 Actual	2008 Target	2008 Actual
i. Increasing the number of Pacific students enrolled.	545	584	570	589
ii. Increasing domestic Pacific student EFTS as a proportion of total domestic student EFTS.	2.8%	2.9%	≥ 3.2%	2.8%
iii. Increasing the percentage of first year Pacific students passing at least two thirds of their academic credits in their first year of study.	54.9%	54.6%	> 54.6%	50.0%
iv. Increasing the number of Pacific students completing qualifications.	93	109	> 109	121
v. At least 90% of Pacific student respondents to the annual Student Opinion Survey providing a positive assessment of the support provided by the Pacific Islands Centre.	80.9%	100.0%	≥ 90.0%	97.3%
vi. To offer at least 5 scholarships per annum for Pacific students commencing undergraduate study, and 4 per annum for those progressing to postgraduate study.	7 undergraduate, 4 postgraduate	20 undergraduate, 2 postgraduate	≥ 5 undergraduate, ≥ 4 postgraduate	20 undergraduate, 4 postgraduate

The University met or exceeded performance targets for four of the six indicators related to Pacific students, with the increase in Pacific student numbers continuing an unbroken run of growth stretching back to 1998. It is important to note that the University's Pacific student population includes significant numbers of international as well as domestic students, which explains, in part, the combination of an overall increase in Pacific enrolments and a decline in the proportion of domestic students of Pacific origin.

**Objective 11: To promote and support research, teaching and learning in areas relevant to the needs and interests of Pacific Peoples.**

Performance Indicators	2006 Actual	2007 Actual	2008 Target	2008 Actual
i. Holding regular meetings of the Pacific Peoples Reference Group.	3 meetings	3 meetings	Regular meetings	2 meetings
ii. Providing a series of adult and community education courses on Pacific cultures.	Programme ongoing	Programme ongoing	Programme ongoing	Programme ongoing
iii. Increasing targeted funding support to assist Pacific doctoral students to attend conferences.	\$4,798	\$6,213	> \$6,213	\$5,517

The Pacific Peoples Reference Group comprises a mix of University representatives and senior members of the Pacific community from Dunedin, Christchurch, Wellington and Auckland, and advises the Vice-Chancellor on matters relating to Pacific developments at Otago. Adult and community education courses on Pacific cultures included the fifth annual Pacific Voices symposium and short courses on the Samoan Identity and An Introduction to Samoan as a Second Language.

## APPROACH TO MEETING THE NEEDS OF LEARNERS

### Objective 12: To achieve target outputs for student enrolments and performance.

Performance Indicators	2006 Actual	2007 Actual	2008 Target	2008 Actual
i. Achieving or exceeding the following total EFTS enrolment target:	17,449	18,287	18,451	18,330
ii. Increasing the proportion of SAC postgraduate EFTS within total SAC EFTS.	15.7%	15.7%	≥ 16.2%	15.8%
iii. 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 3 years;	88.0% (3-year average 87.6%)	88.1% (87.9%)	Plus/minus 2.0% of 3-year average	88.1% (88.0%)
Progression rate and average progression rate for the previous 3 years.	86.4% (3-year average 86.1%)	87.3% (86.7%)	Plus/minus 2.0% of 3-year average	87.1% (86.9%)
iv. Increasing the number of students successfully completing qualifications.	4,493	4,743	> 4,743	4,613
v. 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.	81.3% (3-year average 81.3%)	83.1% (80.9%)	Plus/minus 2.0% of 3-year average	80.8% (81.6%)

Although it achieved a record roll in 2008, the University achieved only 99.3% of its 2008 enrolment forecast. This small shortfall was due in approximately equal measure to a lower than forecast international student roll (see Objective 6 for a full explanation) and a slightly lower than expected domestic roll. The primary reasons for the domestic shortfall against forecast were lower than expected community education enrolments (see Objective 13 for a full explanation) and lower postgraduate coursework enrolments. This latter phenomenon appeared to be due to a combination of strong labour-market demand for graduates in late 2007/early 2008 and the difficulty that some health agencies have had in releasing staff for postgraduate study due to staff shortages.

The 2.7% drop in the number of students completing qualifications was due to a combination of two factors. The first of these was a smaller number of enrolments in sub-degree diploma and certificate programmes in 2008 (the University is deliberately reducing its involvement in these types of qualification, which typically last for a year or less). The second factor was the pipeline impact of the reduced international first-year intakes of 2005 and 2006.

**Objective 13: To develop lifelong learning skills and foster intellectual independence in students.**

Performance Indicators	2006 Actual	2007 Actual	2008 Target	2008 Actual
i. At least 90% of respondents to the Graduate Opinion Survey reporting some, moderate or extensive development of:				
a willingness to learn;	92.4%	97.8%	≥ 90.0%	96.6%
independent judgement through their studies.	93.3%	93.6%	≥ 90.0%	95.2%
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:	32	64	64	31

Targets were achieved in two of the three performance indicators for this area. Adult and community education EFTS dropped due to a number of courses inherited in the College of Education merger no longer meeting the criteria for classification as adult and community education courses.

**Objective 14: To maintain and strengthen commitment to Equal Educational Opportunities.**

Performance Indicators	2006 Actual	2007 Actual	2008 Target	2008 Actual
i. At least maintaining student attendance in the Learning Assistance Support Programme.	2,489	5,482	≥ 5,482	7,121
ii. Maintaining subsidised support for University childcare facilities.	\$108,500 of support provided	\$125,100 of support provided	≥ \$125,100 of support provided	\$156,765 of support provided

The sharp increase in use of the learning assistance programmes reflected ongoing efforts by the University to expand this programme and promote it to students. Support for childcare continued to be provided through the Otago University Childcare Association, with the University providing funds to cover the rental cost of premises for the association's four pre-school care facilities along with an annual lump-sum grant. The association provides childcare for approximately 120 University families, and the increased funding in 2008 met higher rental costs and provided a CPI adjustment to the lump-sum grant.

**Objective 15: To increase the participation and achievement of students with disabilities at all levels, and to provide appropriate academic and social support.**

Performance Indicators	2006 Actual	2007 Actual	2008 Target	2008 Actual
i. 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.	526	484	≥ 450	533
ii. At least 90% of students with a disability affecting study responding to the annual Student Opinion Survey providing a positive assessment of support provided by the University.	93.9%	93.2%	≥ 90.0%	92.3%

The quality of the University's Disabilities Information and Support Service is confirmed by the high levels of satisfaction with this service. While the number of students reporting a disability increased only marginally in 2008, the number requiring and receiving support rose by 10.1%. This is consistent with the general pattern of variation seen from year to year in support requirements. The provision of special equipment, note-taking, assistance with examinations, tutoring, and transcription or typing remained the most common forms of support provided.

**Objective 16: To provide an environment that supports the academic, professional, creative and career development of staff.**

Performance Indicators	2006 Actual	2007 Actual	2008 Target	2008 Actual
i. At least 1.5% of the University salary budget provided for staff training and development.	2.5%	2.6%	≥ 1.5%	2.3%
ii. Fee subsidies ranging from 25% to 100% provided for at least 250 eligible staff undertaking approved tertiary study.	247	246	≥ 250	213

The 1.5% target for staff training and development represents a minimum requirement for university budgets, although the University actively encourages a higher level of investment in staff development as resources permit, and the 2008 result reflects this approach. The lower than forecast number of staff undertaking approved tertiary study reflects a lower number of staff applying and meeting the necessary criteria.

**Objective 17: To provide staff with opportunities to interact in an international environment.**

Performance Indicators	2006 Actual	2007 Actual	2008 Target	2008 Actual
i. At least maintaining the number of staff undertaking research and study leave.	90	109	≥ 109	126
ii. At least maintaining the number of staff attending conferences of national and international standing.	821	912	≥ 912	970
iii. Providing unrestricted staff access to the World Wide Web for work-related purposes.	Access provided	Access provided	Access provided	Access provided

All three performance targets were achieved. The increases in the numbers of staff on research and study leave and attending conferences reflect the University's ongoing support for staff development. The majority of these activities are related to research, and a strong performance in this area is consistent with Otago's focus on research development.

**Objective 18: To maintain and strengthen commitment to Equal Employment Opportunities.**

Performance Indicators	2006 Actual	2007 Actual	2008 Target	2008 Actual
i. Increasing the number of female academics holding professorial, associate professorial and senior lecturer appointments.	166	196	235	211
ii. Continuing the University mentoring programmes for female General and Academic Staff.	Continued	Continued	Continued	Continued
iii. Continuing the University Women's Professional Development Programme and the Women in Leadership Programme.	Continued	Continued	Continued	Continued

Although the University fell short of its target increase for female staff in senior academic roles, the number of such staff holding positions increased by 7.7% over 2007. The actual number of FTE female staff in each position in 2008 was as follows: 21 professors (2007: 22); 24 associate professors (2007: 17); 168 senior lecturers (2007: 157). Over the past five years, the University has increased its number of female professors by 31.3%, its number of female associate professors by 71.4%, and its number of female senior lecturers by 55.6%. The 2008 figures exclude academic promotions announced in late-2008 to take effect from February 2009.

**CO-OPERATION AND COLLABORATION**

**Objective 19: To foster links and encourage collaboration with appropriate institutions and organisations nationally and internationally.**

Performance Indicators	2006 Actual	2007 Actual	2008 Target	2008 Actual
i. To maintain appropriate formal agreements for collaboration with other organisations, including Crown Research Institutes and arrangements for joint research and/or teaching with other tertiary education institutions.	132 agreements in place	169 agreements in place	Existing agreements reviewed and either renewed or discontinued as appropriate. New agreements entered into as appropriate	212 agreements in place
ii. Hosting at least 500 academic visitors to the University per annum.	525	526	≥ 500	658

The performance targets for external linkages and collaboration were comfortably achieved. The formal agreements span a very wide range of types and areas, ranging from long-term agreements with other Universities and research organisations through to more focused agreements for specific activities. A portion of the increase over 2007 is due to an increased emphasis on reaching formalised agreements for collaborative activities.

**Objective 20: To develop activities that commercialise University research.**

Performance Indicators	2006 Actual	2007 Actual	2008 Target	2008 Actual
i. Increasing the royalty and intellectual property sales revenues of Otago Innovation Limited as measured by a 3-year rolling average.	\$1.2 million	\$1.1 million	≥ previous 3-year average	\$0.1 million

Commercialisation of intellectual property has considerable business risk and the expected outcomes of three major projects did not proceed to market in the expected timeframes. The issues related to these projects are being resolved and some progress is expected in 2009.

**Objective 21: To advise and work with local and national government.**

Performance Indicators	2006 Actual	2007 Actual	2008 Target	2008 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.	61.2%	52.9%	≥ 50.0%	73.0%
ii. At least 20% of academic staff serving on government advisory boards and committees.	28.2%	18.6%	≥ 20.0%	25.5%

The University was pleased to meet both of its targets in this area by a comfortable margin. The measure for staff involvement in community service is derived from an annual survey of a sample of staff, and is therefore subject to some natural year-to-year variance.

## GOVERNANCE AND MANAGEMENT

### Objective 22: To obtain sufficient funding for current University needs and future development.

Performance Indicators	2006 Actual	2007 Actual	2008 Target	2008 Actual
i. An operating surplus such that the moving 5-year average is at least 2% of net assets (excluding extraordinary items).	1.7% of net assets	1.6% of net assets	1.9% of net assets	2.3% of net assets
ii. A liquid ratio of no worse than 1:1.	1.2:1	2.7:1	≥ 1:1	2.3:1
iii. Net interest paid no greater than one third of the operating surplus.	0.5%	0.5%	≤ 16.6%	1.2%

The financial performance for 2008 was strong with all of the key University targets being met or exceeded. It was particularly pleasing to achieve a 2.3% average return on net assets over the last five years. The operating surplus is an important source of funding for the significant building programme planned for the next three to five years.

### Objective 23: To maintain systems for institutional quality improvement.

Performance Indicators	2006 Actual	2007 Actual	2008 Target	2008 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.	15 departments and 3 programmes reviewed	10 departments and 3 programmes reviewed	16 departments and no programmes reviewed	13 departments and 5 programmes reviewed
ii. Conducting annual Graduate and Student Opinion Surveys of 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 3 years of the graduation of the first cohort of students.	10 new qualifications reviewed	18 new qualifications reviewed	Graduating year reviews completed	11 new qualifications reviewed

The University operates a programme of reviews, with review panels reporting to the Deputy Vice-Chancellor (Academic and International), who then consults with the Vice-Chancellor. Follow-up on the implementation is undertaken at regular intervals. The Graduate and Student Opinion Surveys are conducted annually, with feedback sought on a wide range of topics related to the student experience and graduate outcomes. High response rates are achieved according to the international norms for such surveys, and results are presented to the appropriate academic and service units to support benchmarking and improvement. The completion of special reviews of new qualifications is a requirement of the Committee on University Academic Programmes (CUAP), which is the committee of the New Zealand Vice-Chancellors' Committee (NZVCC) with statutory responsibility for approving new qualifications for all New Zealand universities.

**Objective 24: To provide a culture in which staff have the opportunity to participate in University policy development.**

Performance Indicators	2006 Actual	2007 Actual	2008 Target	2008 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.	5 meetings	7 meetings	≥ 10 meetings	7 meetings
iii. Seeking staff feedback for University reviews and major policy developments.	Staff feedback sought	Staff feedback sought	Staff feedback sought	Staff feedback sought

Staff are represented on the University Council by four members, three elected by the academic staff and one by the general staff. Senate membership includes 41 heads of departments and a further 34 academic staff nominated by the Pro-Vice-Chancellors of the University's four academic divisions. It is our practice to include staff membership on the key committees of Council and Senate and to seek staff input into all reviews and policy developments.

**Objective 25: To provide a culture in which students participate in policy development and quality improvement.**

Performance Indicators	2006 Actual	2007 Actual	2008 Target	2008 Actual
i. Maintaining student membership of the University Council, Senate and Hall 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.	Survey and evaluations undertaken			
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

Students are represented on the University Council by two members and on the Senate by four members, with those members appointed by the Otago University Students' Association (OUSA). Student membership on Residential College (Hall) Councils is by appointment from the student body of each college, usually via that college's student association, while the class-representative system is operated by OUSA with University support. The practice of including student or recent graduate membership on all programme and academic review panels was reaffirmed in 2008 following a re-assessment of the review process undertaken in 2007.

**Objective 26: To maintain tangata whenua/iwi participation in University governance.**

Performance Indicators	2006 Actual	2007 Actual	2008 Target	2008 Actual
i. Continuing 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.	4 meetings	3 meetings	Regular meetings	3 meetings

The University consults with Ngāi Tahu to ensure that the Ministerial appointment process maintains iwi representation on the Council. The Treaty of Waitangi Committee is chaired by the Chancellor, and comprises equal representation from the University and Ngāi Tahu.

**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 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 the 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 mechanisms for monitoring and improving the quality of teaching in all courses. These include student evaluations of teaching, which are used to review teaching effectiveness, and may also be used in considering the confirmation 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 minor amendments to existing regulations may be introduced only following approval by the University Senate and Council. New programmes and major amendments to existing programmes require additional approval by 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 2008 survey found that 94.9% of academic staff who responded were involved in community service activities, and that these staff spent an average of 5.9% 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.

## Statement of Resources

### HUMAN RESOURCES

The total number of staff employed by the University in 2008 increased by 5.5% to total 3,737 in full-time equivalent (FTE) terms (2007: 3,543).

Within the academic ranks, the number of professors grew by 3.0%, associate professors by 9.9%, senior lecturers by 2.5% and lecturers by 6.1%. The number of research-only staff on academic contracts rose by 10.0%. There was a 6.0% increase in the number of general staff employed by the University in 2008, with the majority of this increase in areas related to student support and student services.

The recruitment environment was tight for both academic and general staff for most of 2008, although the general staff recruitment situation appeared to ease late in the year, with the average number of applications per vacancy rising slightly as labour market conditions changed.

The annual salary negotiations were concluded in a timely and most satisfactory manner, with the settlements for staff enhanced by the provision of targeted government funding support via the tripartite system. Another important element of the 2008 round was a change to the general staff collective agreement to allow for five weeks' annual leave from the start of employment. This replaced the previous provision for four weeks' leave from the start of employment, extending to five weeks after five years of continuous service.

Developments and comments relevant to equal employment opportunities are provided in the Equal Opportunities section of this Annual Report.

Summary Staff Profile	2008	2007	2006	2005
<b>Full-time Equivalent (FTE) Teaching &amp; Research Staff</b>				
Females	485	458	391	381
Males	695	687	653	667
<b>Total</b>	<b>1,180</b>	1,145	1,044	1,048
<b>Full-time Equivalent (FTE) Research-Only Staff</b>				
Females	228	206	341	360
Males	179	164	216	211
<b>Total</b>	<b>407</b>	370	557	571
<b>Full-time Equivalent (FTE) General Staff</b>				
Females	1,414	1,331	1,043	1,086
Males	736	697	606	602
<b>Total</b>	<b>2,150</b>	2,028	1,649	1,688
<b>Total Staff</b>	<b>3,737</b>	3,543	3,250	3,307

### LIBRARY RESOURCES

The library system continued to operate as an essential source of information and expertise for the University and wider community, providing extensive collections, access services, instruction and infrastructure in support

of scholarship, creativity and learning. Collaboration between academic and library staff underpinned the further development of both physical and online collections.

During 2008 the library's on-site collections increased by 56,769 items and, with the addition of the resources at the Bill Robertson Library on the Library's catalogue, the on-site collections comprised a total of 3,053,936 items with 7,143 print subscriptions.

The University community also enjoyed desktop access to an increasing component of the Library's collections. As well as growing to 73,359 electronic serials, online collections benefited from a further expansion in the number of e-books, which reached 300,593. Over 90% of serials are now received in electronic rather than print form, compared to just 71.5% six years ago.

University staff and students continued to make good use of the on-site collections with 566,113 items loaned during the year. Databases, e-journals, e-books and other electronic materials were heavily used both on-campus and off-campus, with access available 24 hours a day, seven days a week.

The library maintained a programme of discipline-based and resource-specific information skills sessions for students. These are designed to develop effective search techniques and competencies in evaluating quality sources of information.

Changes within the physical infrastructure of the various libraries which comprise the University's overall library system included the addition of more group study rooms. The number of seating places across the library system increased by 3.6% to 3,681, a ratio of almost 1 seat per 5 EFTS.

## **INFORMATION TECHNOLOGY**

The strong growth of electronic communications seen in recent years continued in 2008. The volume of off-campus computer and telecommunications network traffic rose from 109,357,140 megabytes in 2006 to 154,474,845 megabytes in 2008, an increase of 41.3%. The volume of off-campus network traffic has increased by over 665% in the past five years.

The roll-out of wireless networks across the University's sites that commenced in 2006 continued, with coverage expanded to cover all of the libraries for the start of the 2008 academic year. Further developments during the year saw wireless coverage extended to areas including the University of Otago Wellington site and common spaces in all University-owned Residential Colleges.

Other major developments included improvements to off-campus access to the University's electronic resources and the completion of a major software migration project to place core corporate systems on an Oracle-based platform.

Teaching-related information technology developments included the interlinking of selected lecture theatres to enable simulcasting, and Otago becoming the first New Zealand University to join iTunesU.

## **LAND, BUILDINGS AND CAPITAL DEVELOPMENT**

In 2008 the University undertook the first steps towards commissioning a new Campus Master Plan, which will provide an overall context for capital planning decisions over the next 20 years.

The plan will aim to align the physical campus environments in Dunedin, Christchurch, Wellington and Invercargill reflecting the vision developed in the University's Strategic Direction to 2012, in particular the imperative of "ensuring outstanding campus environments and student experience". It will prioritise investments in land,

buildings, infrastructure and landscaping to support new developments, and will create a framework for long-term development and high-quality design.

One of the pressing issues the plan will consider is providing for Dunedin campus expansion without losing precious green space. Land for development close to campus is becoming scarce with only a few options now available.

The purchase of two major parcels of land occurred in 2008. The first was the purchase of land at the site of the proposed new Otago stadium. This land is on the eastern edge of campus and will be the site of new University facilities adjacent to the stadium. The other major property purchase was the Wickliffe Press site, located just east of the main campus. These purchases were the major contributors to a 2.51 hectare (9.6%) increase in University-owned land. University-controlled land now totals 25,622 hectares, the vast majority of which is endowment land let on long-term leases.

A number of capital works projects commenced in 2008. The most significant of these were the redevelopment and upgrade of the Owheo Building to house the Department of Computer Science (completion is scheduled for mid-2009) and a new building for the Department of Psychology (to be ready for the 2010 academic year).

Elsewhere in and around the main Dunedin campus, the conversion of Abbey Lodge into postgraduate accommodation (Abbey College) was completed in time for the start of the 2008 academic year; work began on the re-cladding of the Microbiology building; and the new Zoology Aquarium and associated laboratories were completed.

The development of the Hunter Centre as a teaching space for Health Sciences was completed in time for the start of the second semester. Underlining the high quality of design and construction, this project received a New Zealand Institute of Architects (NZIA) Local Branch award for best public building and sustainable construction, and will be a finalist in the National NZIA Awards in 2009. Other projects undertaken within the health sciences precinct included the upgrading of space at Dunedin Hospital for the Dunedin School of Medicine administration, and the construction of new treatment clinics for the School of Physiotherapy.

Funding was also approved in 2008 for a second server room for the University's central computer systems, and for an expansion and upgrade of the Law Library. These projects are scheduled for completion during 2009.

The University's net assignable floor space increased by 2,315 square metres (1.1%) in 2008 to reach 205,548 m<sup>2</sup>. The most significant increases in floor space were for the Divisions of Health Sciences and Sciences, and for administration and other purposes, although the increases were small in all cases.

## **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 new agreement was signed with Ngāi Toa in 2008 and dialogue continued with Te Atiawa over a potential future agreement.

The Māori Strategic Framework, which 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, was further progressed in 2008 with the development of a comprehensive action plan. Te Kōhanga o Te Kahu, a

group to provide leadership during the implementation of the strategy, was also established. A restructuring of the University's central Māori advisory function into an Office of Māori Development was undertaken, with the aims of this change including strengthened central leadership for Māori development.

The University also recognises a special 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 2008. A stocktake of Pacific Peoples activities within the University was undertaken in 2008, the first step towards developing a wider Pacific Peoples Strategic Framework.

### **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 number of Māori students enrolled at Otago decreased marginally in 2008, from 1,535 to 1,524, although this still represents the second-highest Māori student roll in the history of the University. Māori students now comprise 8.3% of the University's domestic student population.

The University's Auckland-based Māori liaison officer continued to provide a full-time service visiting schools and marae to advise and assist young Māori in planning for future participation in tertiary education. The University's package of targeted scholarships and awards also played an ongoing role in supporting Māori student recruitment.

Te Huā Mātauraka (the Māori Centre) continued to provide study, cultural and social services and support for Māori at Otago. In 2008, 68.0% of Māori at the University passed at least two thirds of the academic credits for which they had enrolled.

A record number of Māori students – 332 – successfully completed qualifications. 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, and by holding a full marae-based graduation for those completing the bilingual teacher education programme delivered through the University's Southland campus.

Iwi to which Students Affiliated	2008		2007	
	First Affiliation	Any Affiliation	First Affiliation	Any Affiliation
Ngāi Tahu / Kai Tahu	321	376	329	383
Ngāi Te Rangi	19	34	14	29
Ngāpuhi	203	271	180	235
Ngāti Awa	37	50	39	54
Ngāti Haua (Waikato)	12	14	11	13
Ngāti Kahungunu ki Heretaunga	33	43	30	38
Ngāti Kahungunu ki Te Wairoa	26	53	35	65
Ngāti Kahungunu ki Wairarapa	20	28	19	25
Ngāti Kahungunu (region unspecified)	25	41	22	39
Ngāti Maniapoto	45	67	48	67
Ngāti Porou	113	165	127	172
Ngāti Raukawa (Horowhenua – Manawatu)	31	48	34	52
Ngāti Raukawa (Waikato)	16	32	14	22
Ngāti Tuwharetoa	38	80	38	76
Ngāti Whakaue (Te Arawa)	13	39	15	36
Ngāti Whatua	13	27	13	28
Tainui	34	66	33	55
Te Arawa	12	20	9	16
Te Arawa/Taupo (Rotorua/Taupo)	16	28	14	22
Te Atiawa (Taranaki)	48	69	45	68
Te Rarawa	23	47	27	46
Tūhoe	28	54	28	54
Waikato	22	38	25	43
Whakatōhea	22	36	22	34
Other	354	756	364	780
<b>Total</b>	<b>1,524</b>	<b>n/a</b>	<b>1,535</b>	<b>n/a</b>

### 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 2008, following the appointment of a full-time Pacific Community Liaison Officer. A package of targeted scholarships also played an ongoing role in supporting Pacific student recruitment.

There were 589 Pacific Islands students enrolled in 2008, an increase of 0.9% over 2007, and a record number of Pacific students – 121 – successfully completed qualifications. The University's Pacific Islands Centre continued to serve as a hub for targeted support and services for Pacific students, and was also active in outreach activities into Pacific communities.

Services Provided by the Pacific Islands Centre	2008	2007
Registered with the centre	430	360
Extra tutorials	47	42
Career Advisory Services seminar	5	4
Students receiving course advice	370	250
Pacific postgraduate seminars	28	24
Student gatherings	18	14
Community meetings/consultation	22	17
Community functions attended	102	87
Students receiving counselling	85	80

### Disabilities Support

The University takes a proactive approach to the recruitment and support of student with disabilities, with its Disability Information and Support Service taking a lead role in this area, working in conjunction with both academic and administrative departments.

In 2008, the University enrolled 844 students with a disability affecting study, a slight increase on 2007. Provision of support in the form of learning assistance and/or special equipment requiring a specific financial commitment was provided to 533 students with disabilities in 2008 (2007: 484). Also, 624 students received learning support in the form of note-taking, assistance with examinations, tutoring, transcription or typing (2007: 615).

Learning Assistance Support for Students With Disabilities	2008	2007	2006
Note-taking	210	223	265
Tutoring	127	112	94
Transcription/typing	5	4	3
Reader	4	0	0
Assistant	7	0	11
Examination arrangements	282	276	274
Scanning	0	0	1
Other	116	94	0

### Equal employment opportunities

In 2008 the number of women in senior academic positions (senior lecturer and above) increased by 8.7% to 213 FTE staff. Women now comprise 31.5% of staff at these levels, compared to 30.1% in 2007 and just 23.8% five years ago. Overall, women comprised 44.9% of all academic and research staff in 2008, compared to 43.1% in 2007 and 40.5% five years ago.

The University's progress towards achieving gender equity among senior academic staff in 2008 included female appointments to two senior academic management roles (one taking up a position in 2008, and the other appointed in 2008 to take up a position in early 2009), as well as new appointments at the professorial and associate-professorial levels.

The proportion of men employed as general staff decreased slightly from 34.4% to 34.2%. While the majority of general staff are female, women continue to remain under-represented at the senior levels within the general and management staff.

The University continued to show strong support for the new national Women in Leadership Programme by enabling seven senior women to attend the programme. The University's internal Women's Professional Development Programme continued in 2008 with six workshops on varied topics designed to meet the needs of both general and academic staff women. This year there was a particular emphasis on supporting early-career women. The mentoring programme for academic women continued, and a peer-learning group was provided for general staff women.

Throughout 2008 the University undertook a number of equity initiatives most of which will come to fruition in 2009. The Parental Leave Policy was reviewed by a broad-based working party, with a final report due for consideration in early 2009. A Gender Equity Working Party chaired by the Deputy Vice-Chancellor (Academic and International) was also established. The University also supported two research projects on academic women and gender equity at Otago.

The University continued to provide a Treaty of Waitangi education programme for staff in 2008. The University's Treaty workshops were attended by 110 staff, and 103 attended the Introduction to the Māori Language course. In addition, a comprehensive Treaty education programme was delivered to all staff in the Human Resources Division in order to assist them to support Māori staff appropriately, and to give them the skills they need to implement Human Resources initiatives under the Māori Strategic Framework.

Awhi Mai Awhi Atu, an organisation formed to "affirm, support and strengthen the role of Māori staff in the University", continued to grow in strength and, as well as providing support for staff, has also been effective in making submissions to the University on behalf of Māori staff.

#### **Other staff support initiatives**

The Employee Assistance Programme continued in 2008, providing confidential, short-term counselling at no cost to the individual. The programme of staff training courses on occupational health and safety issues was expanded to cover a wider range of topics.

Support for childcare continued to be provided through the Otago University Childcare Association, with the University providing funds to cover the rental cost of premises for the association's four pre-school care facilities along with an annual lump-sum grant. The association provided childcare for approximately 120 University families, but lengthy waiting lists indicate that considerable unmet demand remains for childcare services in close proximity to the University.