In 2002 the University enrolled 15,623 equivalent full-time students, a gain of 2.1% on 2001 figures. Of these, the proportion enrolling in postgraduate courses rose from 14.7% to 15.1%. Students again achieved an average pass rate of 92.4%, with 26.2% of students completing their degree, diploma or certificate programmes in 2002 (2001: 27.3%).

The University continued to devote considerable resources to the improvement of the teaching and learning process and to student services that support the learning environment of the University.

The University's second Summer School ran from 3 January to 16 February 2002, again on a trial basis. Thirty-six papers were offered (23 in 2001). Of these, 12 were provided by the School of Business, 15 by the Division of Humanities, seven by the Division of Sciences and two by the Division of Health Sciences. They comprised 20 at 100-level, 11 at 200-level, three at 300/400-level and two at graduate level. Eight of the 36 papers were available only in the Summer School programme and five were entirely new within the University’s portfolio.

The papers which attracted highest enrolments were English 127 Effective Writing (88), Computer and Information Science 103 Computer Programming (75), and Laws 417 Criminal Justice (60). The School’s total course enrolment was 1,329 (195.1 EFTS), with 40.3% of students enrolling for the allowed maximum of two papers. As in 2001, only 6% of all Summer School students were new to tertiary study. A 92% pass rate was achieved in final examinations, comparable to that of students in other semesters.

In addition to the credit courses, the Summer School programme included Bridging Chemistry, a non-credit “catch-up” course for students intending to enrol for 100-level Chemistry or Biochemistry papers.

The University subsequently resolved to institute the Otago Summer School as an ongoing feature of its teaching programme and to formalise the status of the School’s Board under the convenorship of the Deputy Vice-Chancellor (Academic). The positions of School Director and Administrative Assistant were advertised and filled.

In 2002 the University signed 10 new exchange agreements. These extend the already significant range of opportunities available to Otago students to study abroad, and also enhance the internationalism of the campus by enabling students from the partner institutes to spend a semester or a year at Otago. There are now 70 agreements in place. The new partners are:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Country</th>
</tr>
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<tbody>
<tr>
<td>Charles University</td>
<td>Czech Republic</td>
</tr>
<tr>
<td>Escola de Administração de Empresas de São Paulo, Fundação, Getulio Vargas</td>
<td>Brazil</td>
</tr>
<tr>
<td>Manchester School of Management</td>
<td>England</td>
</tr>
<tr>
<td>Queen’s University</td>
<td>Canada</td>
</tr>
<tr>
<td>Quinn School of Business, University College Dublin</td>
<td>Ireland</td>
</tr>
<tr>
<td>Universidad de Colima</td>
<td>Mexico</td>
</tr>
<tr>
<td>Universidad Veracruzana</td>
<td>Mexico</td>
</tr>
<tr>
<td>University of Bristol</td>
<td>England</td>
</tr>
<tr>
<td>University of North Carolina, Chapel Hill</td>
<td>USA</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>USA</td>
</tr>
</tbody>
</table>
STUDENT LEARNING CENTRE

The Student Learning Centre continued to play an important role in improving students’ study skills, offering 173 two-hour workshop sessions for 1,598 participants in 2002. Approximately 300 students were provided with one-to-one consultations to assist with their specific learning needs. Workshop topics included effective learning, effective reading, essay writing, thesis writing, note-taking and note-making, oral presentation skills, referencing, managing time, exam technique and exam preparation. A large number of the workshops were provided for postgraduate students, with the sessions on thesis writing proving particularly popular.

IMPROVEMENT OF TEACHING

There were major initiatives and activities during the year designed to ensure that the improvement of teaching is a continuous process. Funding of over $250,000 was again made available for grants administered through the University’s Committee for the Advancement of Learning and Teaching (CALT). Sixteen Innovation in Teaching grants, six Internationalisation of the Curriculum grants and four Research into University Teaching grants were awarded in 2002, with a total grant expenditure of $224,212.

The University continued to develop its use of Blackboard, a web-based software package developed to enhance teaching, and this year moved to the Enterprise version of the software. The package is closely integrated with the University’s student information systems to provide a seamless interchange of enrolment information. Through this development, Blackboard is now firmly part of the teaching infrastructure of the University and its use has continued to grow, with a greater than 50% increase over 2001 in the numbers of students (13,500) enrolled in one or more papers supported by Blackboard. Almost 1,000 staff were involved in its use in 2002, and funding was again provided to continue training in its use. A Blackboard Teaching day held mid-year attracted interest from tertiary institutions around New Zealand.

A new system for evaluating the teaching performance of academic staff, introduced in 2001, proved its worth in 2002 by providing more detailed information for promotion and confirmation purposes. Key elements are a self-evaluation statement and a new student questionnaire. About 2,500 surveys were provided and analysed for academic staff.

HIGHER EDUCATION DEVELOPMENT CENTRE

The Centre offered an expanded workshop programme in 2002. Its Professional Development Programme provided more than 30 workshops for 600 participants. Particular emphasis was also given to the needs of new academic staff. A one-day meeting was run in the inter-semester break and featured an exposition at which a wide range of University services of use to new staff was on display. New university teachers were also able to attend a three-day programme at the start of the year and another day at the time of their induction programme. Monthly luncheon meetings were also provided for new academic staff to discuss issues of common interest and to develop networks with colleagues at similar stages of their career development.

About one third of all HEDC workshops focused on research-related matters, in recognition of the significance of the coming Performance-Based Research Funding (PBRF) scheme, a major change to the manner in which research funding will be distributed.
The Leadership Development Programme in 2002 focused on new Heads of Departments in the University. In June, 16 new HODs spent two days at an off-campus residential programme discussing with senior and experienced leaders their new role in the University. In August, 60 HODs and future leaders attended a two-day workshop on "Leading People in Higher Education".

The Educational Media section of HEDC undertook 16 major Innovation in Teaching projects on behalf of the Committee for the Advancement of Learning and Teaching and a further 22 significant teaching development projects at the request of University teachers.

**INFORMATION TECHNOLOGY TRAINING**

In addition to its major commitment to training in the use of Blackboard, the University continued to allocate considerable resources to enabling staff to keep abreast of other information technology developments in areas relevant to teaching and communications. The University’s Information Technology Services (ITS) training facilities were upgraded, with three training rooms now catering for a total of 43 clients simultaneously. The facility ran 296 training sessions, ranging from one-hour demonstrations to five-day intensive technical courses, on 67 different topics, attended by a total of 1,607 trainees. The majority of courses were for groups of up to 10 trainees, but some training was delivered on a one-to-one basis.

**QUALITY FORUMS**

The University continued with its programme of quality forums as a strategy for improvement. A series of discussions and debates, the forums aim to promote the sharing of good practice at Otago, to encourage contact between staff and students across the University, and to focus on positive experiences as a way of rewarding and celebrating excellence and innovation. The topics of the three quality forums held in 2002 were:

- Successfully Managing Research Grants - Issues, Ideas and Examples (31 July)
- Life after a PhD - Reflections from Otago Graduates (1 October)
- New Initiatives in Teaching and Learning (1 December).

**REVIEWS AND SURVEYS**

Seven academic reviews were conducted in 2002. They were:

- School of Business: Information Science
- Division of Health Sciences: Pharmacology and Toxicology
- Division of Humanities: Māori Studies; Theology and Religious Studies
- Division of Sciences: Marine Science; Mathematics and Statistics
- Academic Division: Higher Education Development Centre.

The University maintained its ongoing programme of graduating year reviews for the New Zealand Vice-Chancellors’ Committee on University Academic Programmes (CUAP). This process requires a self-review of each successful proposal involving the introduction of a new degree, diploma or major. The review is to be undertaken in the year following the graduation of the first cohort of students from the programme. Otago submitted 21 self-review reports to CUAP in 2002.

A seminar for review secretaries was conducted for the first time in March 2002, and will be held annually.
The University continued to use its Graduate and Student Opinion Surveys as an important source of review and development, aiming to survey each degree/major combination once every four years and to provide up-to-date information for Academic Reviews. During 2002, the results of three surveys were disseminated to Divisional Heads for implementation. The surveys were:

<table>
<thead>
<tr>
<th>Survey</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Opinion Survey 2001</td>
<td>1,043 graduates of a cross-section of programmes: response rate 41%.</td>
</tr>
<tr>
<td>Student Opinion Survey 2001</td>
<td>4,853 students enrolled in a cross-section of programmes: response rate 55%.</td>
</tr>
<tr>
<td>Graduate Opinion Survey 2002</td>
<td>1,225 graduates of a cross-section of programmes: response rate 45%.</td>
</tr>
</tbody>
</table>

**STUDENT SERVICES**

The University places great importance on the provision of resources and services that enhance the learning environment of the student body. The Senate Student Services Support Committee, formed in 2001, met quarterly in 2002 and completed its programme of planning, reviewing, and commissioning of reports. Among its achievements the committee established an Accommodation Strategic Planning Working Party and a Halls Councils Working Party. The latter reviewed the terms of reference of Halls Councils and reported back to Senate at the end of the year. The committee also received survey results and a report on Halls Learning Support and made recommendations to Senate. It also began to review the University’s alcohol policies and established a strategy to highlight more effectively to students and staff the range of support services available throughout the University.

The Accommodation Office continued its practice of providing lists of available student flats, lists of students looking for flatmates and lists of providers offering private board. The Graduate Recruitment Programme organised 43 employer presentations, with 2,150 students attending and 99 Professional Skills seminars and workshops for 2,471 participants. A total of 14,629 students were assisted in the careers office with general and career enquiries, while 2,234 had individual consultations with careers advisers. Of these, 919 received assistance in writing a curriculum vitae and 11,036 received career counselling.

Other activities to maintain their level of service to students were the Chaplaincy Service, Disability Information and Support, and Recreation Services. The Māori Centre continued to offer support for students’ academic, cultural and social needs from pre-enrolment through to graduation. Established during 2001, the Pacific Island Centre, now staffed by a full-time manager, completed its first full year of operation.

The Student Health and Counselling service was available to all students who paid a Welfare Service fee. Of particular importance in 2002 was the emphasis placed, through a number of different programmes, on responding to student anxiety over meningococcal disease. A Health Educator worked with students, and in particular with first-year students in the Halls of Residence.

The University Proctor continued to develop and refine relationships with the campus community, the police, Heads of Halls, other staff and local authorities to foster Otago’s unique town/gown relationship while preserving a sense of order and safety in the community.
BENCHMARKING

The University joined the Association of Commonwealth Universities Benchmarking Club. The Deputy Vice-Chancellor (Academic) and the Secretary to Council and Registrar attended the 2002 Benchmarking Programme in Canada in August. The programme themes were: Leadership and Governance, Risk Management and Student Experience. Otago will host the 2003 Association of Commonwealth Universities Benchmarking Programme.

ACADEMIC AUDIT

The University submitted a Watching Brief to the New Zealand Universities Academic Audit Unit outlining improvement plans and programmes. The Audit Unit advised the University that its next Academic Audit has been re-scheduled from 2003 to 2006.

ACADEMIC DIVISIONS

School of Business

The School of Business focused energy in 2002 on expanding its international networks and putting in place mechanisms to ensure the continuation of its reputation as a leader in the provision of business education. It was successful in gaining membership of the Program in International Management (PIM) network. PIM is a global consortium of 45 leading business schools established to encourage greater cooperation in student and faculty exchanges and to enhance opportunities for collaborative research. Membership is by invitation and is granted after two years' observer status. The Otago Master of Business Administration (MBA) degree was ranked in the top 100 MBA programmes internationally by the Economist Intelligence Unit’s Which MBA? Survey, the only one in New Zealand to achieve this status.

A working party was established to examine and implement recommendations of a review of the Bachelor of Commerce and Bachelor of Commerce with Honours degrees conducted late in 2001. The School is also developing a new Strategic Plan.

The Department of Management’s case study research centre expanded to become the New Zealand Business Case Research Centre. Plans were developed to produce a journal for case study research and teaching in 2004.

International Business, offered as a Bachelor of Commerce major since 2000, was developed during the year to be available in 2003 within the Bachelor’s with Honours, Postgraduate Diploma of Commerce, Master of Business and Master of Commerce degrees.

Two new Management and Innovation (MANV) papers were added to the schedule of combined science and business papers to be taught from 2003. These papers were developed for Applied Science students but will also be available to those in other degree programmes who have met course prerequisites. A 100-level paper introduces key concepts within the innovation process, and a 300-level paper focuses directly on entrepreneurship and the skills and capabilities required to manage an idea from generation to commercialisation.

Division of Health Sciences

The first cohort of students graduated in May with an Otago Bachelor of Health Sciences degree endorsed in Medical Radiation Therapy. The University took over the Medical Radiation
course from the now-defunct Central Institute of Technology. Based at the Wellington School of Medicine and Health Sciences, it is the only Otago undergraduate degree course taught from outside Dunedin. Students were also enrolled for the first time in the Postgraduate Diploma in Ophthalmic Basic Sciences.

After lengthy discussion and investigation of a variety of options, the Faculty of Medicine made a decision to adopt the Undergraduate Medicine and Health Sciences Admission Test (UMAT) as part of the process of selection to the undergraduate degree course in Medicine and Surgery. This will be introduced during 2003 for the cohort seeking admission in 2004.

**Humanities**

The Division experienced 8% growth in EFTS in 2002. This was caused by expanding numbers of postgraduate research students, a response to the Division’s introduction of Humanities postgraduate scholarships available to those students not receiving University scholarships. The greatest increases at undergraduate level were in Communication Studies, Political Studies and Music.

Approval was gained during the year for a new interdisciplinary Master’s course in Indigenous Studies, based in Te Tumu, the School of Māori, Pacific and Indigenous Studies. This course will enrol its first students in 2003. The new Sociology course, referred to in last year’s annual report, recorded encouraging enrolments during its first year in 2002. Spanish will be extended as a full major in 2003 following continuing demand for the 100-level courses offered in 2002.

During the August mid-semester break seven staff, nine students and two kaumātua from Te Tumu, the School of Māori, Pacific and Indigenous Studies visited the University of Hawai‘i, as part of a cultural exchange. While in Hawai‘i, the party performed for various groups, delivered a number of open lectures and seminars and explored future student and staff exchange agreements and collaborations with the University of Hawai‘i.

Eight of the 10 finalists in the inaugural OUSA Tertiary Teaching Awards, including the eventual winner, Dr Ruth Fitzgerald (Anthropology), were Humanities staff. Dr Brendan Hokowhitu (Māori, Pacific and Indigenous Studies) and Jacinta Ruru (Law) were recognised at the Inaugural National Māori Academic Excellence Awards. Dr Hokowhitu received the Humanities and Arts award and Ms Ruru the Law award. The Division also celebrated music student Anna Leese’s musical successes, crowned by her win in the 2002 Mobil Song Contest.

The Division augmented its teaching and research resources through the appointment of a number of professorial staff with significant international reputations. These included Professors Evelyn Tribble (English), Marian Simms and Philip Nel (Political Studies), Hilary Radner (Communication Studies), William Dominik (Classics) and Rick Garside (History).

Students in the Faculty of Law again achieved outstanding success in international competitions in the most stellar of company. An Otago team shared third equal with Harvard Law School in the 2002 Philip C. Jessup International Law Moot Court Competition held in Washington DC. The Jessup is the world’s biggest student law contest, attracting over 1,000 initial entries, of which 75 contested the main event.

The team, coached by Associate Professor Kevin Dawkins, comprised Philippa Jones, Alexandra Smithyman, Reuven Young, Hamish Forsyth and Christopher Curran. An additional accolade was accorded the team when they won the Richard R Baxter award for the best written submission in the competition.
Further affirmation of the quality of the University’s Law Faculty came when Otago law students gained 17 of 33 law scholarships offered nationally by Russell McVeagh, one of the country’s biggest law firms.

**Division of Sciences**

The Bachelor of Applied Science degree, introduced in 2001, showed strong growth in 2002, with first year numbers up by 60%. The course is attracting very able multi-talented students who are drawn by its joint focus on technology and an entrepreneurial approach to business development. Two new majors, Molecular Biotechnology and Software Engineering, were added to the degree. To strengthen the area further, the Division reintroduced a Master of Science in Biotechnology degree.

The Division undertook some minor re-organisation at the beginning of the year. The former Department of Consumer Sciences was reconstituted into three departments: Design Studies, Food Science/Clothing and Textile Sciences, and Community and Family Studies. The first two remain as departments within the Division of Sciences while Community and Family Studies joined the Division of Humanities.

Professor Keith Davids took up the position of Dean of the School of Physical Education. Professor Davids was formerly at Manchester Metropolitan University, where he coordinated research in exercise and sport. The appointment of four Division of Sciences academics to Fellowships of the Royal Society of New Zealand brings the total number of Fellows in the Division to 20. The new Fellows were Professor Rosalind Gibson (Human Nutrition), Professor Rob Smith (Chemistry), Associate Professor Harlene Hayne (Psychology) and Associate Professor Alison Mercer (Zoology). Associate Professors Hayne and Mercer were also promoted to full professorships, along with Associate Professor Bob Knight (Psychology).

The University has developed a state-of-the-art national paleomagnetic research facility within the Department of Geology. The Universities of Otago and Canterbury, together with the Nelson/Marlborough Institute of Technology, signed a Memorandum of Understanding with the Nelson/Marlborough Seafood Cluster to provide education and research opportunities through a proposed Seafood Centre of Excellence.
GOAL

To foster learning through research-informed teaching and assessment of high international standing.

OBJECTIVE 1

To foster intellectual independence in students.

PERFORMANCE INDICATORS

i. At least 90% of respondents to the Graduate Opinion Survey reporting some, moderate or extensive development of independent judgement through their studies.

92.3% of respondents to the 2002 survey reported some, moderate or extensive development of independent judgement (2001: 91.1%).

ii. The development of intellectual independence in students is addressed in the development of all new programmes and in the review of existing departments and programmes.

Developing intellectual independence in students is one of the primary aims of the University’s Teaching and Learning Plan. Departments and schools are required to take account of the aims and goals of this plan in the development of new programmes and papers. Review panels also consider these aims and goals when reviewing academic departments or programmes.

Responsibility for ensuring that new programmes meet the University’s standards rests with the Boards of Graduate and Undergraduate Studies. These boards approved 12 new programmes during 2002. The development of intellectual independence was covered in the terms of reference of all University departmental and programme reviews in 2002.
OBJECTIVE 2

To develop the lifelong learning skills of students.

PERFORMANCE INDICATORS

i. At least 90% of respondents to the Graduate Opinion Survey reporting some, moderate or extensive development of a willingness to learn in their studies.

92.0% of respondents to the 2002 survey reported some, moderate or extensive development of a willingness to learn (2001: 93.8%).

ii. The development of lifelong learning skills in students is addressed in the development of all new programmes and in the review of existing departments and programmes.

Developing lifelong learning skills in students is one of the primary aims of the University’s Teaching and Learning Plan. Departments and schools are required to take account of the aims and goals of this plan in the development of new programmes and papers. Review panels also consider these aims and goals when reviewing academic departments or programmes.

Responsibility for ensuring that new programmes meet the University’s standards rests with the Boards of Graduate and Undergraduate Studies. These boards approved 12 new programmes during 2002. The development of lifelong learning skills was covered in the terms of reference of all University departmental and programme reviews in 2002.

iii. Providing library user education and information literacy programmes to develop information finding and evaluation skills.

The permanent position of Information Literacy Coordinator was established in late 2002, and 720 subject classes were held with 10,342 participants (2001: 643 classes with 10,912 participants). In collaboration with HEDC staff the Information Literacy Coordinator developed and implemented Teaching for Learning, a series of educational development workshops for library staff in Dunedin, Wellington and Christchurch.
OBJECTIVE 3

To promote, encourage and support excellence in teaching.

PERFORMANCE INDICATORS

i. At least maintaining staff attendance at Higher Education Development Centre (HEDC) workshops.

*The HEDC staged 52 workshops attended by 900 staff (2001: 81 workshops attended by 1,108 staff). The number of workshops was reduced as part of a rationalisation of the professional development programme.*

ii. At least 90% of departments and programmes sampled in the annual Student Opinion and Graduate Opinion Survey receive a positive mean score on the Good Teaching, Appropriate Assessment and Overall Satisfaction scales.

*Of the 27 programmes and Departments surveyed in 2002, 26 (96.3%) received a positive mean score on the Good Teaching Scale (2001: 84.8%), 27 (100.0%) received a positive mean score on the Appropriate Assessment Scale (2001: 97.0%), and 27 (100.0%) received a positive mean score on the Overall Satisfaction Scale (2001: 100.0%).*

iii. Maintaining an appropriate number of student evaluations of courses and of individual teachers.

*2,462 Student Evaluations of Teaching were completed (2001: 2,615 evaluations completed).*

iv. At least maintaining the level of funding for innovation in teaching grants, research into university teaching grants, and internationalisation of the curriculum grants.

*In 2002, $125,000 was made available for innovation in teaching grants, (2001: $125,000), $50,000 for internationalisation of the curriculum grants (2001: $50,000), and $75,000 for research into university teaching grants (2001: $75,000).*
OBJECTIVE 4

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

PERFORMANCE INDICATORS

i. The need to recognise, reinforce and promote close interdependence between research and teaching is addressed in the development of all new programmes, and in the review of existing departments and programmes.

Ensuring close interdependence between research and teaching is one of the primary aims of the University’s Teaching and Learning Plan. Departments and schools are required to take account of the aims and goals of this plan in the development of new programmes and papers. Review panels also consider these aims and goals when reviewing academic departments or programmes.

Responsibility for ensuring that new programmes meet the University’s standards rests with the Boards of Graduate and Undergraduate Studies. These boards approved 12 new proposals during 2002. The interdependence between research and teaching was covered in the terms of reference of all University departmental and programme reviews in 2002.

ii. The appointment and promotion of academic staff according to criteria that recognise research and teaching activity and, where appropriate, professional skills and experience.

Both research and teaching activity are stated requirements for all academic positions at the assistant lecturer, lecturer, senior lecturer, and professorial levels. These criteria do not apply to positions that are explicitly designed as teaching or research-only (e.g. Teaching or Research Fellow). Achievement in both research and teaching must be demonstrated to meet the requirements for promotion in the positions outlined above.

iii. Maintaining professional accreditation of all relevant programmes.

Professional accreditation was maintained where required, and included the following: the Bachelor of Surveying by the Survey Board of New Zealand; the Accountancy programme by ICANZ; Clothing and Textile Sciences postgraduate courses by the Textile Institute; the Applied Geology course of the Bachelor of Applied Sciences by the Australian Institute of Metallurgy and Mining; the Bachelor of Laws degree by the Council of Legal Education; and Primary and Secondary pre-service professional teacher education programmes by the New Zealand Teachers’ Council. The School of Business continues to work toward accreditation by AACSB (the Association to Advance Collegiate Schools of Business).
OBJECTIVE 5

To encourage students to evaluate and act upon the ethical and social implications of their knowledge.

PERFORMANCE INDICATORS

i. At least 75% of respondents to the Graduate Opinion Survey reporting some, moderate or extensive development of an awareness of ethical issues through their studies.

88.7% of respondents to the 2002 survey reported some, moderate or extensive development of the awareness of ethical issues (2001: 84.8%).

ii. The promotion of an awareness of the ethical issues and social implications of knowledge is addressed in the development of all new programmes and in the review of existing departments and programmes.

The promotion of an awareness of ethical issues is a stated goal of the University’s Teaching and Learning Plan. Departments and schools are required to take account of the aims and goals of this plan in the development of new programmes and papers. Review panels also consider these aims and goals when reviewing academic departments or programmes.

Responsibility for ensuring that new programmes meet the University’s standards rests with the Boards of Graduate and Undergraduate Studies. These boards approved 12 new programmes during 2002. The promotion of an awareness of ethical issues was covered in the terms of reference of all University departmental and programme reviews in 2002.
OBJECTIVE 6

To develop further international content, context and vision in the learning experience of students.

PERFORMANCE INDICATORS

i. International representation on departmental and programme review panels where appropriate.

*There was international representation on all University departmental and programme reviews completed in 2002.*

ii. The provision of an international perspective in teaching is addressed in the development of all new programmes and the review of existing departments and programmes.

*Review panels consider these aims and goals when reviewing academic departments or programmes.*

*The provision of an international perspective in teaching was covered in the terms of reference of all University departmental and programme reviews in 2002.*

iii. At least maintaining the number of students on international exchanges.

*The number of students participating in exchanges, as measured on a per semester basis, increased by 7.6% to 183 (2001: 170). This total comprised 119 students coming to Otago from overseas on exchange, and 64 students going from Otago to another institution.*

iv. Maintaining funding for internationalisation of the curriculum.

*The Internationalisation Committee provided $50,000 in contestable funding for internationalisation of the curriculum projects in 2002 (2001: $50,000). This funding was distributed through the Committee for the Advancement of Learning and Teaching.*
OBJECTIVE 7

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

PERFORMANCE INDICATORS

i. At least 85% of respondents to the Graduate Opinion Survey reporting some, moderate or extensive development of the following skills and attributes through their studies: oral and written communication skills; the skills to plan their own work; the ability to solve problems; self-confidence; flexibility and adaptability.

The percentage of respondents to the 2002 survey reporting some, moderate or extensive development of the above attributes was as follows: oral communication skills, 94.1% (2001: 84.5%); written communication skills, 91.7% (2001: 88.8%); the skills to plan their own work, 96.6% (2001: 94.0%); the ability to solve problems, 96.6% (2001: 93.0%); self-confidence, 95.1% (2001: 87.5%); flexibility and adaptability, 95.8% (2001: 87.5%).

See also Objective 1 (i), 2 (i), 3 (ii), and 5 (i) above.
OBJECTIVE 8

To maximise the effective use of information technologies.

PERFORMANCE INDICATORS

i. Supporting the establishment of a Research and Education network for New Zealand to provide greatly enhanced national and international connectivity.

   The University supported the work undertaken by the Assistant Director of the Division of Information Services in the establishment of a Next Generation Internet Consortium which will drive the implementation of the network.

ii. Development of flexible communication arrangements tailored to student requirements.

   During the year there was rapid uptake of the facility for students to plug their laptop computers into the University’s network.

iii. Developing the effective use of videoconferencing technologies at the University’s major campuses.

   Videoconference equipment capable of using both IP for internal participants and ISDN for external participants was installed on all campuses and has received regular use.

iv. Providing web-based access to student academic information.

   In 2002 further enhancements were made to web-based access to data for students and staff. Since the introduction of these services in mid-2001 over 14,000 students and 600 staff have made use of these facilities. Access to examination results has proved most popular with students. On peak days over 5,000 individuals accessed the system at least once in a 24-hour period.

v. At least maintain existing usage of the web-based Blackboard course-info system as a teaching and learning tool.

   The number of papers using Blackboard increased by 50% over 2001 levels, and over 75% of the University’s students were enrolled in one or more papers supported by Blackboard.

vi. Further develop the use of web-based technology to support learning and teaching through utilisation of new facilities becoming available.

   Several plug-in facilities were developed for use with Blackboard, and teaching staff made increasingly sophisticated use of technology to support their teaching and the students’ learning. Staff presented the work they had done at the Blackboard Teaching Day and at Quality Forums.
OBJECTIVE 9

To achieve target outputs for student enrolments and performance.

PERFORMANCE INDICATORS

i. Enrolling at least 15,668 Equivalent Full Time Students (EFTS) in 2002.

15,623 EFTS enrolments were achieved in 2002 (2001: 15,301).

ii. Maintaining an average pass rate and progression rate for papers within 2% of the average for the previous three years.

The average pass rate for 2002 was 92.4%, compared with an average of 92.5% for the previous three years (2001: 92.4%). The average progression rate for 2002 was 86.4%, compared with an average of 86.5% for the previous three years (2001: 86.2%). The pass rate is defined as the number of students passing as a percentage of the number sitting an examination. The progression rate is defined as the number of students passing as a percentage of the number entered for an examination, with those who entered but did not sit counted as ‘failed’.

iii. Maintaining the proportion of students completing programmes at no less than the average for the previous three years.

The proportion of students completing programmes was 26.4% (2001: 27.1%) of total EFTS enrolments compared with an average of 27.3% for the previous three years.

iv. Maintaining the proportion of graduates proceeding to further full-time study at no less than the average for the previous three years.

There is no data available for 2002 as the New Zealand Vice-Chancellors’ Committee, after reviewing the annual Graduate Destinations survey, cancelled the survey for 2002.

Note: The University has in place mechanisms for monitoring and improving the quality of teaching in all courses. The mechanisms include student evaluations of teaching, undertaken according to standard procedures and guidelines set down by the University’s Higher Education Development Centre (HEDC). This process is used to review teaching methods, content and structure, and may also be used in considering the tenure or promotion of individual members of the 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 measuring its achievement of the relevant objectives, the University has set desirable performance indicators. In evaluations of this nature, small fluctuations are normal and 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 only be introduced following approval by the University Council. New programmes and major amendments to existing programmes require additional approval by the Committee on University Academic Programmes (CUAP), a committee of the New Zealand Vice-Chancellors’ Committee (NZVCC). The NZVCC holds statutory authority to approve new programmes under the Education Amendment Act, 1990. CUAP also requires a follow-up review of any new qualification to be undertaken once the first cohort of students has graduated.

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), who has managerial responsibility for the process. The Deputy Vice-Chancellor (Academic) then consults with the Vice-Chancellor. The University’s review guidelines recommend 13 teaching-related items to be examined in any review, which require review panels to undertake a critical and constructive evaluation of the goals, objectives, quality, balance and appropriateness of courses, and of the quality of 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 CUAP.

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, and schools and departments are actively encouraged to ‘benchmark’ their teaching and learning activities against appropriate units elsewhere in the world.

**COST OF OUTPUT**

Teaching, Learning and Assessment

<table>
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<th></th>
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The year was one of continued productivity in research and scholarship. Success in the funding rounds of the major external funders confirmed Otago’s position as New Zealand’s pre-eminent research institution. Initiatives that will emerge from the University’s Advancement Campaign and Annual Fund can only enhance this position.

Disappointment at not being chosen to host any of the newly established National Centres of Research Excellence was tempered by the fact that Otago is a full partner in the Allan Wilson Centre for Molecular Ecology and Evolution, the MacDiarmid Institute for Advanced Materials and Nanotechnology and the National Centre for Growth and Development.

Otago researchers scored a major success in the Health Research Council (HRC) funding round announced in May, gaining $16.58m, half the total funds available (2001: $14.39, 46%). These funds will support 30 research projects in the Christchurch, Dunedin and Wellington Schools of Medicine, the Otago School of Medical Sciences and the Division of Sciences. The round was particularly positive for the Department of Biochemistry, which gained significant funding for five research projects.

The University also topped the country in a very positive Marsden Fund round in September, gaining $8.823m for 18 projects (2001: $4.998m for 12 projects). This represented 24% of the total pool available and included support for four “Fast Start” proposals from Otago scientists. Fast Start funding is available to support new and emerging researchers in establishing their careers.

New funding rules that will see universities and polytechnics competing for the same resources are likely to benefit Otago. The Performance-Based Research Fund (PBRF) will see research measured by peer review, the number of advanced research degrees completed and the amount of external research income earned. Early in the year the University held a two-day conference focusing on the implications of the new regime. Participants included postgraduate students, University researchers and senior management representatives.

The political debate that erupted during the year over the possibility of establishing New Zealand as a zone free of genetically-engineered material had the potential to be of major significance to science at Otago. University scientists supported the findings of the Royal Commission on Genetic Modification, having played a full part in both the debate and the provision of evidence. Changes in government stance in the future would inhibit the output of important research discovery and would certainly damage Dunedin’s growing biotechnology industry. It is significant that almost all the $16.58m funding won by the University in Health Research Council funding involved research using genetic modification techniques.

Otago scientists, including Professor Tony Reeve, who directs the University’s Cancer Genetics Laboratory, are likely to gain about $2.5m in research funding through links established during 2002 with a new Centre of Research Excellence at Auckland University, the National Centre for Growth and Development. The collaborative effort involves New Zealand’s two medical schools, as well as Massey University veterinary school and the joint Otago University and AgResearch molecular biology unit.

Professor Warren Tate and colleagues in Biochemistry unveiled promising research that could lead to a new attack on AIDS by developing a new class of drugs. The investigation, which received $1m of HRC funding over three years, centres around the way human cells interact with viruses.

In a major research output, Dr Richie Poulton (Director of the Dunedin Multidisciplinary Health and Development Research Unit) and colleagues in the United States, Canada and the United
Kingdom published in a recent edition of *The Lancet* their findings that deprivation in childhood has long-standing health effects that endure well into adulthood. Researchers at Otago’s Cancer Genetics laboratory, led by Dr Ian Morison, published a paper in the American medical journal *Blood* that reported the evidence pointing to pre-birth causes of acute lymphoblastic leukemia.

Wellington School of Medicine and Health Sciences Research Fellow George Thomson was one of the authors responsible for the release of an influential research paper “Tobacco industry in New Zealand: a case study of the behaviour of multinational companies” which examined the tactics of the New Zealand tobacco industry during the 1990s.

Otago researchers led by Dr Rachael Taylor (Human Nutrition) achieved a world first in developing body-fat guidelines for measuring obesity in children. The new figures will replace the inaccurate Body Mass Index guidelines currently in use world-wide.

A research team headed by Dr Steve Dawson (Marine Science) completed a four-year study into the effects of whale watching on sperm whales off the coast of Kaikoura. Their research played a significant part in ensuring that no new whale-watching permits will be issued in Kaikoura for at least a decade.

A team of researchers completed the development of a molecule which could prevent the onset of Huntington’s disease and Friedreich’s ataxia, progressive hereditary diseases of the nervous system. Jointly led by Professor Rob Smith (Chemistry) and also involving Professor Ian Tucker (Dean, School of Pharmacy), the project has commercial potential and a joint-venture biotechnology company has been established. The collaborative venture also involves Massey University, The Institute of Environmental Science and Research and an Auckland-based seed capital company, Antipodean Biotechnology.

A world-first bone-density study supervised by Professorial Research Fellow Dr Ailsa Goulding (Human Nutrition) surprised commentators with its finding that children who shunned milk were twice as likely to break bones and were also on average 5 to 6 cm shorter than a control group of other children.

Researchers at the Dental School were awarded a $500,000 grant from the United States National Institutes of Health (NIH). The grant will fund researchers, to be led by Senior Research Fellow Dr Ann Holmes, in the School’s molecular biology laboratory to study drug resistance in severe oral thrush infection, caused by the fungus Candida albicans. This is the first time an NIH grant has been awarded directly to the University. The NIH, the main provider of health research finance in the United States, funds only a small amount of overseas research, which is usually subcontracted on grants awarded to US scientists.

A joint project between the independent Donald Beasley Institute and the Children’s Issues Centre received a grant for $500,000 to investigate disabled children’s experiences at school.

The University of Otago Research Committee distributed $1.5 million to support research groups that narrowly missed funding in external research grant rounds. The goal of the funding is to increase the likelihood of success on resubmission in future rounds. The Committee was also able to allocate $500,000 for the purchase of medium-sized equipment. The objective of this allocation was to contribute to the strategic development of the research effort of the University and to enhance the University’s potential for gaining research funds.
The Otago Medical Research Foundation announced its latest round of Laurenson Awards late in the year. The fund provided more than $100,000 to four nutrition-related research projects.

**PUBLICATIONS**

The output of scholarly publications is a key measure of research performance. Publications listed in the University’s Publications Report for 2002 totalled 2,269 (2001: 2,299).

A ceremony in November recognised the feat of scholars in the Division of Humanities in publishing six books. The authors were Dr Bill Harris (Political Studies), Dr Colin Cheyne (Philosophy), Emeritus Professor John Barsby (Classics) (two books), Professor Elizabeth Isichei and Dr Ivor Davidson (both Theology and Religious Studies).

**COLLABORATIVE ACTIVITIES**

The University of Otago worked with Ngāi Tahu to develop an appropriate and mandated process for consultation with Māori to ensure that research practices and outcomes contribute to Māori development. Discussions were held with nga Rununga o te Tai o Araiteuru and Ngāi Tahu Development Corporation (Education). A process has been proposed for managing consultation between University researchers undertaking work involving Māori participants or issues relevant to Māori as end-users of research, and Ngāi Tahu, that acknowledges Ngāi Tahu guidelines on consultation.

The Dunedin City Council won a World Health Organisation (WHO) grant of $150,000 to fund research through the University. The grant will be used to collect specific information about drinking water quality, refuse management and housing. The mayor, Sukhi Turner, who is a member of the University Council, attended a WHO conference in Kobe, Japan, focused on the theme of healthy cities.

A health research office will be opened next year as a joint venture between the University and the Otago District Health Board. The object is to help attract and retain doctors in the Dunedin Hospital by streamlining the time-consuming processes of research approval and funding.

Nine new Memoranda of Understanding were signed, allowing for research collaboration. The partner institutions are:

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<th>Institution</th>
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<tr>
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<tr>
<td>Manchester School of Management (England)</td>
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<tr>
<td>North Carolina State University (USA)</td>
</tr>
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<td>Tongmyong University of Information Technology (Korea)</td>
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<tr>
<td>University of Bristol (England)</td>
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<tr>
<td>University of North Carolina, Chapel Hill (USA)</td>
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<tr>
<td>University of Tromso (Norway)</td>
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<tr>
<td>University of Virginia (USA).</td>
</tr>
</tbody>
</table>
OTHER ACHIEVEMENTS

The work of Emeritus Professor Jim Flynn continued to attract the attention of media in 2002. A demonstrable world-wide increase in IQ has been named the Flynn Effect. Professor Flynn revealed most recently that the United Kingdom has experienced the largest increase in the world over the past six decades, at 27 points.

Dr Rachael Taylor (Human Nutrition) was a finalist for a Zonta award for women in science. Dr Taylor is carrying out pioneering research on the prevention of childhood obesity and won the Nutrition Foundation’s $5000 Nutritionist Development Award in 2001.

Peter Crampton (Public Health, Wellington School of Medicine and Health Sciences) won one of nine Harkness Fellowships awarded annually throughout the United Kingdom, Australia and New Zealand. Dr Crampton will be based at Johns Hopkins University in Baltimore, Maryland, where he will study means of providing essential primary health care to low income populations.

Junior Research Fellow Kylie Drake received a $75,000 grant to pursue doctoral research on causes of childhood leukemia. Her research will capitalise on a recent breakthrough by Cancer Genetics laboratory researchers led by Dr Ian Morison.

Honours student Anna Santure was awarded a research scholarship from Livestock Improvement, giving an annual grant of $22,000 to support her doctoral studies. She is examining the way traits are transferred from one generation of dairy animals to another.

Nina Bevin (a third-year medical student) won a $7500 fellowship to undertake diabetes research. The fellowship was established by GlaxoSmithKline and Te Ohu Rata o Aotearoa (the national association for Māori medical practitioners and students).

The Otago Medical School Research Society marked 50 years of activity at a function in November.

POSTGRADUATE TEACHING

Postgraduate students comprised 18.8% of the total student headcount (19.2% in 2001). There were 723 enrolled in doctoral degrees (720 in 2001), 1,029 in Masters courses (1,034 in 2001), 1,349 in postgraduate diplomas (1,398 in 2001) and 281 in postgraduate certificates (230 in 2001).

An important measure of maintaining standards of postgraduate teaching and learning is the number of students who are able to submit a doctoral thesis for examination completed to the required standard without the need for substantial modification. In 2002, 96 of the 111 PhD theses initially examined (86.5%) received the recommendation that the degree be awarded without the need for substantial modification. This figure is not directly comparable with that of 2001 (94.1%) because of changes in examination procedures.

Early in the year the Otago Handbook for PhD Study was revised and reprinted. This 80-page manual is of comprehensive assistance to doctoral students. Later in the year a similar handbook was published for the use of those students undertaking Research Masters’ degrees.
GOAL

To advance and disseminate knowledge through scholarship, research and postgraduate teaching of high international standing.

OBJECTIVE 10

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

PERFORMANCE INDICATORS

i. Operating a Scholarship Development Process for academic staff.

_The scholarship development process was operated in each of the University’s four teaching divisions._

See also Teaching, Learning and Assessment Objective 4, performance indicators (i), (ii), (iii).

OBJECTIVE 11

To support and protect opportunities for staff to conduct research in accordance with academic freedom and integrity.

PERFORMANCE INDICATORS

i. At least maintaining funding support for research by early career academic staff.

_The University Research Committee gives priority to early career staff (those in their first three years of academic appointment) in the awarding of University Research Grants. This group won $1.0 million, or 38.5% of the $2.6 million awarded under the Otago Grant Scheme in 2002 (2001: early career staff won $0.8 million, or 33.3% of $2.4 million)._ 

ii. At least maintaining the University contestable pool of internal research funding.

_The contestable pool of internal funding totalled $3.5 million (2001: $3.4 million)._
OBJECTIVE 12

To continue to improve the quality of postgraduate research supervision and support.

PERFORMANCE INDICATORS

i. Addressing issues of concern raised in the annual progress reports submitted by doctoral thesis students and by supervisors.

A revised annual PhD progress report process was fully operational in 2002. This process incorporates three stages: self-review; meeting, chaired by an independent facilitator, to discuss and address progress and concerns; and completion of the progress report form. In 2002, 521 progress report forms were completed and submitted. There are no comparative figures for 2001, as 2002 was the first complete year that the revised progress report process was operational.

ii. At least 90% of respondents to the Graduate Opinion Survey reporting overall satisfaction with the quality of doctoral thesis supervision.

Of the 30 students surveyed, all 11 respondents reported overall satisfaction with the quality of doctoral thesis supervision (100.0%).

iii. At least maintaining the attendance of new supervisors at HEDC seminars and workshops on postgraduate supervision.

A workshop titled “An Introduction to the Supervision of Doctoral Students” in Dunedin was attended by 12 staff, 10 of whom were new supervisors, and three workshops on “Convening PhD Examination” (in Dunedin, Christchurch and Wellington) were attended by 43 staff, one of whom was a new supervisor. 11 new supervisors attended one or both sessions (2001: total attendance 18, 14 of whom were new supervisors).

iv. At least 90% of respondents to the Graduate Opinion Survey reporting overall satisfaction with the quality of master’s thesis supervision.

Of the 19 respondents to the 2002 Graduate Opinion Survey (40 students were surveyed), 64.0% reported overall satisfaction with the quality of master’s thesis supervision. (2001: 84.0% of the 25 respondents (51 students were surveyed) reported overall satisfaction).

v. Maintaining the operation of the Graduate Research Student Liaison Committee.

The Graduate Research Student Liaison Committee, comprising Masters’ and PhD degree students including international and Māori representatives, continued to meet regularly. Six meetings were held in 2002 (every two months).

vi. Providing regular orientation workshops for new PhD candidates.

9 orientation workshops were held during 2002 and 90 PhD candidates attended. 9 finishing workshops were also held and 80 PhD candidates attended. These workshops were presented on the Dunedin, Christchurch and Wellington campuses.
OBJECTIVE 13

To develop further international content, context and vision in research and postgraduate teaching.

PERFORMANCE INDICATORS

See: Objective 6, performance indicators (i), (ii) and (iv), Objective 41, performance indicator (i), and Objective 57, performance indicators (i) and (ii).

OBJECTIVE 14

To maintain and enhance the University’s standing as a premier research institution.

PERFORMANCE INDICATORS

i. At least maintaining research funding from outside sources.

*Research funds from outside sources totalled $51.3 million, an 8.5% increase from the $47.3 million received in 2001.*

ii. At least maintaining the funding provided for internally funded postgraduate scholarships and awards.

*The University provided a central budget of $5.3 million for postgraduate scholarships and awards (2001 budget: $4.2 million). Expenditure from this budget totalled $4.1 million (2001: $3.8 million).*

iii. At least maintaining the number of publications of scholarly books, monographs and articles in refereed journals, as measured by the audited figures for the previous year.

*Publications listed in the University’s Publications Report for 2002 were 2,269 (2001: 2,299).*

iv. Increasing the range of research resources available to staff and students.

*The range of resources, as measured by the holdings of the University Library, increased by 2.0% to 2,658 million items.*
OBJECTIVE 15

To develop and promote areas of research in which the University is, or has the potential to become, a national and international leader.

PERFORMANCE INDICATORS

i. Identifying and supporting the University’s major research themes.

In 2002 the distinction between Major and Emerging Themes was removed. There were 19 recognised themes in 2002. (2001: 19). These themes each received $20,000 financial support.

ii. Identifying and supporting the University’s emerging research themes.

See performance indicator (i) above.

iii. Identifying and supporting other areas of particular research excellence.

In 2002 the University undertook a review of the 130 recognised Areas of Research Strength (AREs) - areas in which the university enjoys national or international recognition but which are not sufficiently broad in scope to qualify as themes. As a result of the review 90 areas were approved for continued recognition. Applications for recognition as a new ARE were also received as part of the review process. Of the 39 applications received, 21 areas were approved as new AREs.

iv. Supporting the establishment of a Research and Education network for New Zealand, greatly enhancing opportunities for national and international collaboration.

The University supported the work undertaken by the Assistant Director of the Division of Information Services in the establishment of a Next Generation Internet Consortium which will drive the implementation of the network.
OBJECTIVE 16

To achieve target outputs for postgraduate student enrolment and performance.

PERFORMANCE INDICATORS

i. Enrolling at least 2,297 Postgraduate Equivalent Full Time Students (EFTS) in 2002.

   2,368 EFTS postgraduate enrolments were achieved in 2002 (2001: 2,261).

ii. At least 90% of doctoral theses submitted for examination completed to the required standard without the need for substantial modification (i.e. without the need to revise and resubmit).

   96 of the 111 PhD theses initially examined in 2002 (86.5%) received the recommendation that the degree be awarded without the need for substantial modification. There are no comparative figures for 2001 as 2002 was the first complete year that the revised examination outcomes were operational.

iii. Maintaining the proportion of students completing postgraduate programmes at no less than the average for the previous three years.

   The proportion of students completing postgraduate programmes was 35.6% of total EFTS enrolments compared with an average of 38.0% for the previous three years (2001: 43.7%).

OBJECTIVE 17

To develop commercial activities and partnerships that complement academic research.

PERFORMANCE INDICATORS

i. Further developing the Centre for Innovation as a dedicated facility for collaborative project work between University researchers and commercial partners.

   The Centre for Innovation currently houses eight organisations which link business and University researchers. Innovate Otago, a company formed with the objective of fostering and encouraging these links, was involved in 126 new projects with 69 organisations in 2002 worth $8.1 million.

See also Objective 20, performance indicators (i), (ii) and (iii).
The University has in place mechanisms for monitoring and improving the quality of research, scholarship and postgraduate education.

The development of research is actively supported by the University and is guided by the Research Management Plan. This plan provides broad goals and objectives for developments in this area, highlights key policies and research strengths, and includes an implementation plan detailing specific tasks being undertaken to meet research objectives.

Standard provisions for research time and study leave support staff in their research activities. Additional initiatives include: courses for staff on writing effective research applications; 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 and study accepted for publication by publishers of scholarly books and editors of learned journals. A list of publications is collated annually. This list is checked to ensure that all publications satisfy guidelines specified by Senate and scrutiny by Divisional Heads. This vetting process, which takes place after the annual external audit cycle, typically results in the rejection of 3% 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 postgraduate students on the quality of teaching and supervision. This information assists divisions, schools and departments in improving existing courses, in developing new courses, in monitoring and improving the standard of thesis supervision, and in addressing associated issues relevant to postgraduate education.

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), who has managerial responsibility for the process. The Deputy Vice-Chancellor (Academic) then consults with the Vice-Chancellor. The University's review guidelines recommend 13 research-related items to be examined in any review, which require review panels to undertake a critical and constructive evaluation of goals, objectives, quality, extent and appropriateness of research, and of the quality of research supervision.
## COST OF OUTPUT

Research and Postgraduate Teaching

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The University serves its local, national and international communities in a wide variety of ways. While quantifiable at one level, the impact of community service is wide-spread, on-going and to some extent intangible.

ANNUAL SURVEY

An annual survey of randomly selected academic staff quantifies some important aspects of the University’s community service output. Of those surveyed in 2002:

- 83.2% reported involvement in community service activities, representing an average of 7.5% of their professional time (2001: 97.3%, 8.0%);
- 55.0% held posts in recognised professional organisations and associations (2001: 58.9%);
- 29.0% edited or served on the editorial boards of learned journals (2001: 42.0%);
- 46.9% provided services to public sector departments, statutory authorities, agencies, boards, committees, enquiries and non-governmental organisations (2001: 52.7%);
- 17.6% served on government advisory boards or committees (2001: 19.6%).

HOCKEN LIBRARY

The Hocken Library is a major avenue through which the University contributes to the wider community. In 2002, staff responded to 1,167 written enquiries (2001: 1,082) and provided reference assistance to 6,531 visitors utilising the text collections (2001: 5,821).

During the year, twelve exhibitions (2001: 12) were mounted in the Hocken Library gallery. These included works by Maurice Kershaw, Rhona Haszard, the Wimperis and Joachim families and Eana Jeans. The work of the Frances Hodgkins Fellow, Scott Eady, was also shown. Five exhibitions were on tour nationally, featuring works by Grahame Sydney, Colin McCahon, Rita Angus, Robin White, and Rhona Haszard. Sixty-five works were lent for exhibition in other institutions (2001: 63), including four by Colin McCahon for exhibition in the Stedelijk Museum in Amsterdam. Four exhibitions were mounted in the de Beer Gallery in the University’s Central Library.

During the year the Hocken received a $250,000 boost from the Lottery Grants Board towards a project to give the public online access to the library’s heritage collections. Development is well advanced on this major project. The library’s contribution to the nation as a whole was acknowledged in a major article in the Christchurch Press, which observed that the Hocken held a unique archive of Canterbury’s founding documents and detailed the Hocken’s holdings as more than 12,000 artworks, 7341 metres of archives, 1779 items of sheet music, 16,000 posters and plans, 10,000 maps, and newspaper archives covering 2557 metres of shelving.
MARINE CENTRE

The New Zealand Marine Studies Centre and its associated aquarium continued to contribute significantly to the University’s community service goal. The aquarium attracted 16,993 visitors (2001: 16,063). In addition the Centre held 299 classes for schools (2001: 290) and 206 classes for other groups (2001: 159).

MEDIA

The University’s role as critic and conscience of society interweaves with the community service role of providing expert commentary in the media. It has become increasingly difficult to quantify media activities, since any one interview or submitted article may be syndicated, repeated, borrowed or quoted by other media. In particular, among the current plethora of radio stations competing for news and attention, a pertinent comment or brief interview may be alluded to or surface verbatim or as a quotation, paraphrased or excerpted, on another station, or even on a rival network or in another medium. It is therefore not feasible to monitor, let alone quantify, every media appearance.

Nevertheless, the University does subscribe to a number of major monitoring services and collects evidence that supports the claim that Otago commentators are frequently sought for their specialist knowledge. Among the most prolific in 2002 was Associate Professor Robert Patman (Political Studies), who was called on almost daily to assist media on Middle East issues. Associate Professor Ewen Fordyce (Geology) also made frequent appearances in print through his unique knowledge of areas of paleontology, and featured in 2002 as a major contributor of skill and knowledge to the Vanished World fossil trail opened in October in North Otago. Many other academics contributed authoritatively to major national debates and commented on issues of importance, particularly in health and legal matters, where the University’s expertise clearly contributed to the well-being of the nation.

THE ARTS

The University continued to make a significant contribution to the cultural life of New Zealand through its three major arts fellowships. The Frances Hodgkins Fellowship in fine arts was held by Scott Eady, the Robert Burns Fellowship in literature by Alison Wong and the Mozart Fellowship in music by Michael Norris. Each fellow was prominent in Dunedin, contributing knowledge and expertise as well as taking the opportunity to develop creatively. During the year Mr Norris premiered a new work, Symphony No. 1: “The mountains ponder a silence as profound as stars”, and was a finalist in the Douglas Lilburn composition competition.

The announcement was made during the year that the fellows for 2003 were to be Nick Ascroft (Robert Burns), Sara Hughes (Frances Hodgkins) and Noel Sanders (Mozart).

During the year the University served the community by hosting a large number of artistic performances. There were 75 open lectures and public seminars held (2001: 45), Theatre Studies staff and students staged 57 performances (2001: 57) and the Music Department gave 48 performances (2001: 46).
CONFERENCES AND SEMINARS

The 12th annual Hands-On Science summer school, held 15 – 20 January, was attended by 224 secondary school students from around New Zealand. The aims of the school are to attract young people to science and to encourage them to return to study at Otago. As well as enthusing all participants in science, the students’ experiences at the school clearly increase the likelihood that they will later come to Otago for university studies.

The annual Information Days held in Dunedin in April again attracted over 3,000 secondary students, mostly from the local region but some from as far afield as Auckland, to see the University in action. The Information Services Building was also the object of an open day, which attracted over 1,000 visitors on a Saturday in March.

Conferences were also a prominent means of bringing knowledge and opinion to the attention of the public in 2002. The University has become a popular venue, with regular events being supplemented by new conferences. Among prominent gatherings organised by staff of the University in 2002 was the New Zealand Bioethics Conference, where ninety participants heard, among other significant papers, an opening address from Dame Silvia Cartwright entitled “Revisiting the Cartwright Enquiry”.

The New Zealand Federation of Graduate Women hosted 60 participants at its annual conference at Knox College. The event was convened by University Council member Lorraine Isaacs. A Public Health Summer School was run by the Wellington School of Medicine and Health Sciences in February, and in Dunedin 20 scientists met for a one-day workshop, under the convenorship of Dr Barrie Peake (Chemistry), to consider the ozone hole and its effects on the Southern Ocean.

An International Year of the Mountains 2002 Celebration Conference was hosted in March by distinguished Emeritus Professor Alan Mark, and a one-day seminar in April called “Implementing Learning Stories” was held by the Children’s Issues Centre to introduce a new method of assessment for early childhood education. A public forum organised by the Otago University Students’ Association was held to highlight events in the Middle East. Associate Professor Robert Patman (Political Studies) spoke, along with Dr Charles Pigden (Philosophy) and Dr Greg Dawes (Theology and Religious Studies).

The Otago Foreign Policy School, always one of the major events of the year, once again attracted many key speakers and participants. Speakers at the 37th School, which focused on issues of global security, included Sir Rupert Smith, retired UK army general and commander of UN protection forces in Bosnia. The opening address was given by the Minister of Foreign Affairs and Trade, Hon Phil Goff. Another key speaker was James Gibney, the executive editor of Foreign Policy magazine.

The annual conference of the Public Health Association, attended by 300 members, was hosted by the University in May. An international ecotourism conference, named Ecotourism, Wilderness and Mountain Tourism Issues, Strategies and Regional Development, was held in August and attracted more than 200 attenders. Distinguished speakers included Professor Richard Butler (University of Surrey), Dr Warwick Frost (Monash University) and Dr Simon Hudson (University of Calgary).

The University hosted a joint meeting of the Councils of New Zealand and Australian University Librarians in September. Inter-library cooperation is becoming an increasingly important issue as the cost of key publications and electronic journals spirals. There were 45 participants at the ninth Electronics New Zealand Conference held in November and convened by Dr John Bahr (Physics). The conference was established mainly to foster research by postgraduate students.
In November more than 60 participants attended a three-day hui for Māori involved in tertiary education, with a particular focus on the provision of services for students. The hui was organised by the University’s Māori Centre.

The 16th International Association of Hydraulic Research and Engineering Ice Symposium met for a week in December to discuss global implications of floating ice. Of the 143 attenders, 134 were from overseas, while 15 of the 19 New Zealanders present were from Otago. The School of Liberal Arts hosted a conference focused on the future of Christianity in the West. There were more than 150 attenders. Keynote addresses were given by scholars from the London School of Economics and Princeton University, New Jersey.

ALUMNI

Any account of the exploits and achievements of the many thousands of Otago alumni domiciled in every corner of the globe is of necessity somewhat random in its coverage. However it is of value to note that an increasing number of outstanding successes are coming to the University’s notice as a result of greatly enhanced University Advancement activities, involving more concerted and systematic efforts to remain in touch with our graduates and friends.

Judge A’e’au Semi Epati was appointed a District Court Judge in February, the first Pacific Islander to attain this position. Judge Epati was admitted to the Bar in 1974 after graduating from Otago with a BA in 1970 and an LLB in 1974. He was a temporary magistrate in Samoa in 1986 and was attorney general of Niue in 1995-96. He credits his start in law to the influence of Justice Bruce Robertson, an Otago graduate and former Pro-Chancellor of the University Council, who himself had earlier worked in the Pacific on volunteer service.

Ian Fraser (BA 1969) was appointed CEO of Television New Zealand, while Mike Chapman, an Otago law graduate, became CEO of Kiwifruit New Zealand. Dr Geoffrey Nichol, who received his medical degree from Otago, joined major biopharmaceutical company Medarex as Senior Vice President, product development.

Jonathon Lemalu, Otago law graduate and recent Mobil Song Contest winner, this year triumphed in the Royal Philharmonic Society’s Young Artist Award and was also joint winner of the 47th Kathleen Ferrier Award. Former Dunedin author and Otago graduate Kapka Kassabova (BA (Hons) French, 1997) was awarded the $60,000 Berlin Writers’ Residency.

Dental graduate and Dunedin City Councillor Malcolm Farry was awarded a Fellowship of the New Zealand Dental Association to recognise his contribution to dentistry. He has been a part-time lecturer at the University since 1978.

Professor Murray Brennan, an Otago graduate whose honorary doctorate from this university in 1997 acknowledged his outstanding contribution to medicine, was elected President of the American Surgical Association. Two scholars both long domiciled in Canada were last year made Fellows of the Royal Society of Canada. Professor Brian Merrilees (BA 1959, MA 1960) is a former New Zealand athletic champion who has had a distinguished career specialising in medieval French at the University of Toronto. Professor Donald McRae (LLB 1966, LLM 1967) has made an outstanding contribution in the field of Law at the University of Ottawa.

The University launched a new magazine for alumni, to be published three times a year, replacing the former annual Otago Graduate.
COMMUNITY SERVICE
STATEMENT OF SERVICE PERFORMANCE 2002

GOAL
To apply knowledge, research findings and cultural, scientific and physical resources for the benefit of local, national and international communities.

OBJECTIVE 18
To share the University’s expertise and resources with the community.

PERFORMANCE INDICATORS

i. Holding more than 75 open lectures and public seminars per annum.

The University held 46 open lectures and seminars in 2002 (2001: 45).

ii. Continuing staff input into community issues/projects/groups.

83.2% of respondents to the Community Service survey reported involvement in community service activities during the year, with an average of 7.5% of time spent on these activities (2001: 97.3% of staff surveyed spent an average 8.0% of time on community service).

iii. At least maintaining the level of public access and use of the Hocken Library Collection.

Opening hours of the Hocken Library were maintained at the previous year’s level. The number of public reader visitors utilising the text collections was 6,531, a 12.2% increase over the previous year (2001: 5,821) and the Hocken Library responded to 1,167 written reference enquiries, a 7.9% increase over the previous year (2001: 1,082).

iv. At least maintaining the New Zealand Marine Studies Centre’s involvement in providing educational programmes for schools.

The centre held 299 classes for schools during 2002, attended by 5,430 participants (2001: 290 classes attended by 5,615). A further 206 classes were run for other groups, attended by 2,292 participants (2001: 159 classes attended by 1,802).

v. At least 10,000 visitors per year to the Portobello Aquarium.


vi. The effectiveness of processes and procedures for sharing expertise with the community be considered as part of all academic departmental reviews.

Review panels consider these aims and goals when reviewing academic departments or programmes.

Sharing the benefit of expertise and resources with the community was covered in the terms of reference of all University departmental and programme reviews in 2002.

vii. Holding open days to allow the public to inspect the new Information Services Building.

One open day was held, and 14 guided tours were provided for members of the public.
OBJECTIVE 19

To foster the creation and presentation of works of art, literature and music for the benefit of the communities served by the University.

PERFORMANCE INDICATORS

i. Awarding the following annual fellowships:
   - Robert Burns Fellowship (for literature)
   - Frances Hodgkins Fellowship (for visual arts)
   - Mozart Fellowship (for musical composition).

   All three fellowships were held in 2002, the recipients being Alison Wong (Robert Burns), Scott Eady (Frances Hodgkins) and Michael Norris (Mozart).

ii. Providing performing arts activities open to the public.

   The University’s Departments of Theatre Studies and Music staged public performing arts activities throughout the academic year. 2002 activities comprised: 49 performances in the Lunchtime Theatre series (2001: 49); 17 performances in the Evening Theatre series (2001: 8); 25 concerts in the Showcase series (2001: 21); 21 concerts in the Student Showcase series (2001: 21); and two other concerts or musical performances (2001: 4).

iii. Publishing scholarly, literary and other works through the University of Otago Press.


iv. Presenting exhibitions of the University’s rare and valuable collections of art and literature.

   During the year twelve exhibitions (2001: 12) were mounted in the Hocken Library gallery. These included works by Maurice Kershaw, Rhona Haszard, the Wimperis and Joachim families, and Eana Jeans. The work of the Frances Hodgkins Fellow, Scott Eady, was also exhibited. Five exhibitions were on tour nationally, featuring works by Grahame Sydney, Colin McCahon, Rita Angus, Robin White, and Rhona Haszard. 65 works were lent for exhibition in other institutions (2001: 63), including notably four works by Colin McCahon for exhibition in the Stedelijk Museum, Amsterdam. Four exhibitions were mounted in the de Beer Gallery in the Central Library.

v. Providing public screenings of films produced by students in the Diploma in Natural History Filmmaking and Communication.

   Two public screenings were held in 2002.

vi. Displaying the works of third year Design Studies students.

   Four exhibitions were held in 2002.
OBJECTIVE 20

To strengthen links with professional associations, employer groups, industry and the public sector.

PERFORMANCE INDICATORS

i. Increasing the value of commercial activities undertaken in each of the next three years.

*The value of commercial activities increased by 24.7% to $9.1m (2001: $7.3m).*

ii. Implementing a regular programme of University-employer meetings in the main centres outside Dunedin.

*An employers’ meeting was held in Auckland on 29 August 2002.*

iii. Utilising the expertise and experience of the business and professional communities and the public sector to inform student learning where appropriate.

*The Executive Mentor programme was extended to include New Zealand’s top 500 companies and the public sector. The number of mentors involved more than doubled allowing more students to participate.*

iv. At least maintaining the number of annual Employer contacts and new contacts made by the Employer Liaison Co-ordinator.

*The Employer Liaison Co-ordinator spent 47% of his time (2001: 45%) in employer outreach and research in 2002.*

v. The reviews of academic departments take into account the process and procedures for strengthening links with professional associations, major employer groups and the public sector.

*Strengthening links with professional associations, major employer groups, the public sector and, in the case of the HEDC review, clients, was covered in the terms of reference of all University departmental and programme reviews completed in 2002.*
OBJECTIVE 21

To encourage staff to participate in, and contribute to, local, national and international professional societies and associations.

PERFORMANCE INDICATORS

i. Continuing staff appointments to posts in recognised professional organisations and associations.

   55.0% of respondents to the 2002 Community Service survey reported holding posts in recognised professional organisations and associations (2001: 58.9%).

ii. Continuing staff involvement editing and serving on the editorial boards of learned journals.

   29.0% of respondents to the 2002 Community Service survey reported involvement in editing and serving on the editorial boards of learned journals (2001: 42.0%).

OBJECTIVE 22

To encourage staff to provide quality advice to local and national government.

PERFORMANCE INDICATORS

i. Continuing provision of services by staff to public sector departments, statutory authorities, agencies, boards, committees, enquiries, and to non-governmental organisations.

   46.6% of respondents to the 2002 Community Service survey reported services to public sector departments, statutory authorities, agencies, boards, committees, enquiries, and to non-governmental organisations (2001: 52.7%).

ii. Continuing staff appointments to Government advisory boards and committees.

   17.6% of respondents to the 2002 Community Service survey reported serving on Government advisory boards and committees (2001: 19.6%).
OBJECTIVE 23
To preserve and protect the freedom of staff to contribute to the University's role of critic and conscience of society.

PERFORMANCE INDICATORS

i. Continuing staff contributions on professional and academic issues in the local, national and international media.

Staff made 1,008 contributions to the media on areas of professional expertise (2001: 663).

See also Objective 11, performance indicators (i) and (ii).

Note: The University is continuing to develop mechanisms for monitoring and improving the quality of Community Service.

A major step in this process has been to quantify - as far as possible - the current Community Service output of the institution. To assist in this, the University conducted its first comprehensive survey of staff involvement in Community Service activities in 1997, and has repeated this exercise annually since. The 2002 survey found 83.2% of academic staff were involved in Community Service activities, and that academic staff spent an average of 7.5% 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 assists the University in placing a financial value on its Community Service output.

The University undertakes regular reviews of departments, schools and faculties. Review panels comprise a mixture of internal and external representatives, and normally report to the Deputy Vice-Chancellor (Academic), who has managerial responsibility for the process. The Deputy Vice-Chancellor (Academic) then consults with the Vice-Chancellor. The University's review guidelines now recommend six Community Service items to be examined in any review, which require review panels to undertake a critical and constructive evaluation of the goals, objectives, quality, balance and appropriateness of Community Service activities.

COST OF OUTPUT
Community Service

<table>
<thead>
<tr>
<th></th>
<th>Commerce</th>
<th>Health Sciences</th>
<th>Humanities</th>
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<td></td>
<td>This Year</td>
<td>Budget</td>
<td>Last Year</td>
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<tr>
<td>Total Cost of Output</td>
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<td>$1,954</td>
<td>$1,865</td>
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Sciences

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<th>Total Cost of Output</th>
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<td></td>
<td>This Year</td>
</tr>
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|                              | $4,559 | $4,440 | $4,788 | 0 | 0 | 0 | $16,709 | $16,206 | $16,003 |

Service Divisions

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<td>This Year</td>
</tr>
</tbody>
</table>

|                              | $0 | $0 | $0 | $16,709 | $16,206 | $16,003 |
GOAL

To maintain and where necessary improve the quality of the university experience and the supportive environment in which students live and work.

OBJECTIVE 24

To foster an environment that supports the academic, professional, creative and social development of students.

PERFORMANCE INDICATORS

i. At least maintaining attendance at learning assistance workshops provided by the Student Learning Centre.

1,598 students (2001: 1,647) attended 173 (2001: 172) workshops in the Student Learning Centre. Individual consultations were provided for 304 (2001: 285) students.

ii. Providing an induction programme for international and exchange students.

All international and exchange students were provided with a comprehensive briefing and orientation programme. They were also given the opportunity to participate in a mentor programme for international students and access to specialised support services.

iii. Providing regular orientation workshops for new PhD candidates.

9 orientation workshops were held during 2002 and 90 PhD candidates attended. 9 finishing workshops were also held and 80 PhD candidates attended. These workshops were presented on the Dunedin, Christchurch and Wellington campuses.

iv. Establish a Student Support Committee of Senate.

The Senate Student Services Support Committee (SSSSC) was established, and met on a quarterly basis during the year.

See also Objective 27 below, performance indicators (i), (ii) and (iii), and Objective 28, performance indicators (i) and (ii).
OBJECTIVE 25

To provide a safe and healthy learning environment for students.

PERFORMANCE INDICATORS

i. Continued student membership of the University Health & Safety Advisory Committee.

   Student representation was maintained on the Health and Safety Committee.

ii. Maintaining expenditure on health and safety related capital improvements.

   Expenditure on health and safety related capital improvements totalled $1.9 million in 2002 (2001: $1.5 million).

iii. At least 85% of respondents to the annual Student Opinion Survey provide a positive assessment of personal safety on campus.

   93.2% of respondents to the 2002 Student Opinion Survey provided a positive assessment of personal safety on campus (2001: 93.2%).

iv. Providing a student health and counselling service.

   During 2002 Student Health provided a total of 42,118 consultations, comprised of 36,023 medical and nursing consultations and 5,448 counselling and psychiatric consultations, the balance being made up of group consultations.
OBJECTIVE 26

To identify and seek to preserve the unique qualities of the campus lifestyle.

PERFORMANCE INDICATORS

i. At least maintaining the number of places available for students, particularly those in their first year, in University Halls of Residence.

The number of places available in 2002 was 1,832 (2001: 1,983).

ii. At least 85% of respondents to the annual Student Opinion Survey provide a positive assessment of the following: the general campus environment; living accommodation provided by the University; the quality of sporting and recreational facilities.

The following percentages were recorded for respondents to the 2002 Student Opinion Survey: general campus environment, 97.5% positive (2001: 96.3%); living accommodation provided by the University, 90.6% positive (2001: 91.6%); the quality of sport and recreational facilities, 90.8% positive (2001: 90.1%).

iii. Maintaining the number of landlords registering flats with the Accommodation Office.

The number of landlords with graded flats listed with the University Accommodation Office was 857 in 2002 (2001: 886). The number of flats let was 664 (77.5%), compared with 622 (70.7%) in 2001.
OBJECTIVE 27
To maintain and enhance the standard of student support.

PERFORMANCE INDICATORS

i. Providing financial aid and advice for students suffering severe financial hardship.

The University continued to provide a Financial Advice Service and Student Assistance Fund. 121 students used the service and/or applied to the fund, with $6,362 awarded from the fund by way of special assistance grants (2001: 143 students and $9,189).

ii. Implementing a University Student Support Policy.

Considerable progress was made on developing the plan through the Director of Student Services, the Senate Student Services Support Committee (SSSSC), a number of sub-committees of the SSSSC and various Student Service Departments. During 2002 the SSSSC enabled implementation of a number of elements in the plan.

iii. At least 85% of respondents to the annual Student Opinion survey provide a positive assessment of the following University support services: Accommodation Services; Student Health and Counselling; the Careers Advisory Service; the Student Learning Centre; the International Office; the Disabilities Office; Recreation Services; and the Unipol Gym.

The following percentages were recorded for respondents to the 2002 Student Opinion survey: Accommodation Services, 92.1% positive (2001: 93.1%); Student Health and Counselling, 89.8% positive (2001: 91.4%); the Careers Advisory Service, 89.7% positive (2001: 89.3%); the Student Learning Centre, 94.1% positive (2001: 94.5%); the International Office, 82.7% positive (2001: 86.5%); the Disabilities Office, 94.9% positive (2001: 94.6%).

See also: Objective 24, performance indicator (i).
OBJECTIVE 28

To provide a suitably resourced student study environment.

PERFORMANCE INDICATORS

i. Maintaining the number of seating places in University Libraries at 1 reader place per 4 EFTS.

The number of seating places in libraries increased by 1.1% to 3,338 (1 reader place per 4.7 EFTS).

ii. At least 85% of respondents to the annual Student Opinion Survey provide a positive assessment of University lecture rooms, tutorial rooms, and laboratories.

92.7% of respondents to the 2002 Student Opinion Survey provided a positive assessment of University lecture rooms, tutorial rooms and laboratories (2001: 93.4%); 88.6% provided an overall positive assessment of libraries (2001: 88.6%); and 90.3% provided an overall positive assessment of computer resource rooms (2001: 83.9%).
OBJECTIVE 29

To recognise the rights and responsibilities of students as participants in their own educational experience.

PERFORMANCE INDICATORS

i. Seeking student feedback about teaching and service quality via the annual Student Opinion Survey and student evaluations of teaching.

The University conducted the annual Student Opinion Survey on a sample of 5,360 students in 2002, and 2,462 student evaluations of teaching for individual papers were also completed.

ii. Seeking student feedback into University departmental and programme reviews.

Student feedback was sought for all University departmental and programme reviews. This took the form of student and/or recent graduate representation on all review panels, and meetings with current students as part of the review visit programme. The review of the Higher Education Development Centre, likewise, had a client representative on its review panel.

iii. Student or recent graduate membership on all programme and academic departmental review panels.

Student or recent graduate membership was included in the composition of all programme and academic departmental review panels.

See also: Objective 30, performance indicators (i) and (ii).
OBJECTIVE 30

To provide a culture in which students participate in the development of University policy.

PERFORMANCE INDICATORS

i. Student membership of the University Council and Senate, and on appropriate committees and working parties established by those bodies.

Student members served on University Council and Senate, and on the following committees: the Capital Development Committee, the Finance and Budget Committee, the Appeals Board, the Board of Undergraduate Studies, the Board of Graduate Studies, Committee for the Advancement of Learning and Teaching, Graduate Research Student Liaison Committee, Lecture Theatres and Timetables Committee, Library Services Committee, Library/Student Liaison Committee, Hocken Library Committee, Quality Advancement Committee, Research Committee, Standing Committee of Senate, Summer School and Continuing Education Board, and Senate Student Support Services Committee.

ii. Seeking submissions from the Otago University Students’ Association (OUSA) and Te Roopu Māori, when University policies are being formulated or reviewed.

Submissions, either oral or written, were made by the Students’ Associations through its members serving on University committees.
OBJECTIVE 31

To maintain and enhance a clear staff focus on the interests and needs of students.

PERFORMANCE INDICATORS

i. Continuing to include student evaluations of teaching in the performance criteria for academic promotion.

The University’s promotion criteria require current student evaluations of teaching to be submitted in support of any academic staff promotion application.

ii. Making feedback from student and graduate opinion surveys available to the relevant academic departments and administrative and service units.

Survey results were distributed to academic and administrative directors, and through them to Heads of Departments, Deans, and administrative and service unit managers. Follow-up meetings were held to discuss issues arising from the surveys.

iii. At least 85% of respondents to the annual Student Opinion Survey provide a positive assessment of the helpfulness of: Student Information Centre staff; library staff; computing resource room supervisors; administrative staff in academic departments and divisions.

The following percentages for the helpfulness of staff were recorded for respondents to the 2002 Student Opinion Survey: central administration staff (comprising student information centre/student enquiries), 95.9% positive (2001: 95.2%); library staff, 95.6% positive (2001: 96.2%); computing resource room supervisors, 92.57% positive (2001: 89.7%); administrative staff in academic departments, 91.9% positive (2001: 94.9% positive); administrative staff in academic divisions, 94.2% positive (2001: 95.8% positive).
OBJECTIVE 32

To maintain and strengthen commitment to Equal Educational Opportunities.

PERFORMANCE INDICATORS

i. Develop an Equal Education Opportunities Management plan.
   
   A draft of the plan has been prepared and circulated to working party members for review.

ii. Providing a Learning Assistance Support programme.
   
   This service is provided through the Student Learning Centre. 1,598 students (2001: 1,630) attended 173 (2001: 166) workshops in 2002. Individual consultations were provided for 304 (2001: 284) students.

iii. Providing a grant to subsidise the University childcare facilities.
   
   The University provided a grant of $65,000 in 2002, and also met occupancy costs of $21,783.

See also: Objectives 33 and 34, all performance indicators.
OBJECTIVE 33

To increase Māori and Pacific Island student participation and achievement at all levels and to provide appropriate academic, cultural and social support.

PERFORMANCE INDICATORS

i. Provide a culturally appropriate and supportive environment for Māori and Pacific Island students throughout the University:

Through the Māori Centre 234 students received tutorial assistance at 712 tutorials, casual study arrangements were provided for 1,993, and scholarship information and applications were handled for 945 students, with a total of 13,632 overall contacts made during the year. 44 secondary schools and 18 Education Expos were visited by Centre staff. The Pacific Island Centre is newly established with 2002 being its first full year of operation. The Centre was staffed by one full time manager through whom social service support networks were made available for Pacific Island students. Over 500 visits were made by students to the Centre. The University’s Māori Liaison Officer, based in Auckland, provided a full-time service visiting schools and marae to advise and assist young Māori in planning tertiary education.

ii. Increased enrolment of Māori and Pacific Island students.

1,173 Māori students were enrolled. Māori students comprised 6.5% of all student enrolments, and 7.2% of all New Zealand students enrolled (2001: 1,111 Māori students comprising 6.3% of all enrolments and 6.9% of New Zealand students).

iii. Achieving further enrolments of Māori students into the University’s Foundation Studies programme.

3 Māori students were admitted to the Foundation Year in 2002 through a joint initiative with Te Tapuae o Rehua, a company established to promote the education of Māori. All were subsequently successfully admitted to University study.

iv. Awarding special prizes to recognise high levels of Māori and Pacific Island student achievement.

Twelve Māori and Pacific Island Study awards of $1,500 each were granted in 2002. These awards are to encourage the progression of students of Māori and Pacific Island origin towards study at postgraduate level.

v. At least 85% of Māori descent respondents to the annual Student Opinion Survey provide a positive assessment of the support provided by the Māori Centre.

92.8% of Māori descent respondents to the Student Opinion Survey in 2002 provided a positive assessment of the support provided by the Māori Centre.

vi. Conduct a review of Māori names and signage used on all campuses.

A report was conducted and presented to the Treaty of Waitangi Committee during 2002. A policy is currently being developed, in partnership with Ngāi Tahu, to provide a clear direction for naming and signage.
OBJECTIVE 34

To provide targeted support to students with disabilities.

PERFORMANCE INDICATORS

i. Enrolling at least 550 students with a disability affecting study in each of the next three years.

The University enrolled 716 students with a disability affecting study in 2002 (2001: 473).

ii. Providing learning assistance and/or access to special equipment for at least 360 students with a disability affecting study in each of the next three years.

Provision of support in the form of learning assistance and/or special equipment requiring a specific financial commitment was provided to 395 students with disabilities (2001: 542).

iii. Updating the Disabilities Support Strategic Plan.

The Disability Information and Support Plan was reviewed and revised during 2002.

iv. At least maintaining the availability of housing appropriate to students with disabilities.

Level of accommodation was maintained. Improvements included the addition of a new wheelchair kitchen in an existing University-owned flat.

v. At least 85% of students with a disability affecting study responding to the annual Student Opinion Survey provide a positive assessment of support from the Disabilities Office.

95.0% of respondents to the Student Opinion Survey in 2002 with a disability affecting study provided a positive assessment of the support provided by the Disabilities Office.
OBJECTIVE 35

To support student interaction in an international environment.

PERFORMANCE INDICATORS

i. Increasing diversity in the University’s international student population.

The number of countries represented in the University international student population of 1,443 increased by 14.7% to 78 (2001: 68).

See also: Objective 6, performance indicator (iii); and Objective 57, performance indicators (i) and (ii).

Note: The University has in place mechanisms for monitoring and improving the quality of student support.

A key mechanism is student representation at all levels of the University. Centrally, this extends to include student membership of Council, Senate, and to the relevant committees and working parties of both bodies. Student feedback on all aspects of their University experience is sought through regular surveys, the results of which are distributed to the appropriate academic and administrative units for action. The University-wide operation of a class representative system gives students a voice at the level of academic schools and departments, as does consultation with students as part of the University departmental and programme review process.

A wide range of services and facilities is provided to meet the needs of students, some by the University alone, and others in partnership with the Otago University Students’ Association and other groups. In keeping with its Equal Educational Opportunity commitment, a number of these services are provided specifically for those from groups that may be under-represented, or which may be disadvantaged in terms of their ability to attend the institution. These are detailed in the Equal Opportunities section of this Annual Report.

A further element of student support is the provision of a suitably resourced study environment. The University sets clear targets with regard to the provision of lecture rooms, tutorial rooms, and laboratories, and for the provision of access to computer, internet and email resources, and monitors its performance against these targets.
GOAL
To recruit, foster and retain staff of high international calibre and provide a quality and supportive environment for staff.

OBJECTIVE 36
To provide an environment that supports the academic, professional, creative and career development of staff.

PERFORMANCE INDICATORS

i. At least 1.5% of the university salary budget provided for staff training and development.

Expenditure on staff training and development totalled $3.6 million in 2002, representing 2.1% of the university salary budget (2001: 1.9% of salary budget).

ii. Providing fee subsidies ranging from 25% to 100% for eligible staff undertaking approved tertiary study.

The University provided fee subsidies for 275 staff with a total value of $358,677 (2001: 272 staff and $324,059).

iii. Maintaining the current level of attendance at Higher Education Development Centre seminars and workshops, and at the General Staff Training Programme, at no less than the average for the last three years.

Overall attendance and number of workshops provided by HEDC in 2002 closely matched the three year mean: 41 workshops in 2002 compared with an average of 49 over the last three years, attended by 740 compared with 749 staff. The General Staff Training Programme provided 32 courses attended by 402 staff, compared with an average of 24 courses attended by 489 staff.

iv. Providing an integrated Leadership Development Programme for Heads of Department and other staff in leadership positions.

There were two workshops of two days' duration provided in 2002 for 35 Heads of Department and future leaders. A two-day residential workshop was run in Oamaru for 16 new Heads of Department. The 24 senior leaders who attended a two-day workshop late in 2001 attended a half-day follow-up workshop with the Vice-Chancellor. In total 6.5 (2001: 2.0) days of Leadership Development Programmes were provided for 75 (2001: 31) attendees.

v. Completing the annual performance development review process for eligible general staff, and scholarship development review for eligible academic staff.

In light of the results of the 2001 review of the performance development review process, this process was carried out informally in 2002 pending review of the general staff salary scale review process. The scholarship development review was completed for all eligible staff.

vi. Maintaining an induction and orientation programme for academic and general staff.

13 orientation seminars were run by Human Resources and were attended by 142 general staff, while the orientation programme for academic staff attracted 45 participants over 2 days.

vii. Maintain the availability of targeted assistance grants to departments that have been identified as requiring targeted support to strengthen their development of appropriate research culture.

$55,000 was allocated in 2002.
OBJECTIVE 37

To provide a safe and healthy working environment for staff.

PERFORMANCE INDICATORS

i. Providing a University funded Employee Assistance Programme.

   A University funded Employee Assistance Programme was continued in 2002.

ii. Providing staff training courses on occupational health and safety and the inclusion of a health and safety module in the orientation programme for new staff.

   44 courses were run attracting 699 participants (2001: 27 courses attracting 574 participants). The orientation programme, delivered monthly for all new general staff, included a health and safety module.

iii. Completing an annual health and safety audit.

   An annual internal health and safety audit was completed, objectives defined and areas of potential improvement identified. An external ACC audit resulted in an increase in Partnership Programme status to tertiary level.

iv. Maintaining the University’s rating as an ACC self-insuring employer.

   An independent ACC audit, completed in 2001, resulted in the University’s status being increased to tertiary level for 2002 (the maximum obtainable).

v. Holding regular meetings of University Health and Safety Committee.

   The Committee met six times during 2002.

See also: Objective 25, performance indicator (ii).
OBJECTIVE 38

To promote a culture in which all staff have the opportunity to participate in policy development.

PERFORMANCE INDICATORS

i. Ensuring that the Constitutions of Council, Senate, and Divisions of the University, and the committees of those bodies, include adequate and appropriate staff membership.

A representative cross-section of staff were appointed in accordance with the approved compositions for each committee.

ii. Holding regular meetings of Senate and, as appropriate, its committees.

Senate met ten times during 2002. All Senate Committees met regularly.

iii. Seeking staff feedback for University reviews and major policy developments.

Staff feedback was sought for all departmental and programme reviews conducted in 2002. This feedback was gained through review panel meetings with staff, and through written submissions from staff.

iv. Seeking submissions from staff when University policies are being formulated or reviewed.

Extensive staff feedback was sought on academic policy which had broad, University-wide implications, for example the establishment of the Summer School as a regular feature, the Continuing Education Policy, and the Māori Language Policy.

v. Holding regular meetings of academic divisional assemblies and boards.

All academic boards met on a monthly basis over 10 months in 2002.
OBJECTIVE 39

To maintain and strengthen commitment to Equal Employment Opportunities.

PERFORMANCE INDICATORS

i. Developing a University Equity Management Plan.

  *The first stage of the Equity Plan, a complete audit of the University’s EEO database, was completed in 2001. The plan is progressing based on this information.*

ii. Continuing the University mentoring programme for general staff women.

  *The General Staff Women’s Mentoring programme is run biennially. Sessions were run late 2002 to promote the programme with interest from applicants ascertained and matching of pairs completed in early December. There were 8 successful pairs matched who will begin the programme in 2003.*

iii. Developing a University mentoring programme for academic staff women.

  *A pilot programme for Academic Mentoring is to be launched in 2003.*

iv. Continuing the University Women’s Professional Development programme.

  *Eight courses were provided as part of the programme, attracting 190 participants (2001: 3 courses and 66 participants).*

v. Providing staff training courses on EEO issues.

  *Generic EEO information continues to be offered as part of all courses run by the Training and Development Adviser along with separate equity area training sessions—e.g. Treaty of Waitangi workshop for general staff.*

vi. Gathering benchmark information on staff disability status and reviewing the needs of these staff.

  *Data has been gathered and will be available early in 2003.*

See also: Objective 40, all performance indicators.
OBJECTIVE 40

To support the recruitment and academic development of Māori Staff.

PERFORMANCE INDICATORS

i. Gathering benchmark information on staff ethnicity and iwi affiliation.
   
   Data has been gathered and will be available early 2003.

ii. Investigating the establishment of Māori staff networks as a resource to support equity and Treaty initiatives.
   
   A group has been set up to investigate these issues focussing in particular on training for all staff.

iii. Continuing to advertise positions in te reo Māori where appropriate.
   
   This process continues with special emphasis on those positions which require a level of knowledge of te reo me tikanga Māori.

iv. Review current recruitment initiatives with respect to their suitability for Māori.
   
   Progress is being made in the recruitment area with merit-based recruitment guidelines (as are required for EEO-based recruitment) presented to the Vice-Chancellor’s Advisory Group for review in 2002.

OBJECTIVE 41

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

PERFORMANCE INDICATORS

i. At least maintaining the number of staff undertaking research and study leave, staff exchanges and attending conferences of national and international standing.

   691 academic staff received financial support to attend national and international conferences during the year, and 84 academic staff undertook study leave (2001: 508 and 83).

ii. Providing unrestricted staff access to the World Wide Web for work-related purposes.

   All staff requiring access to the Web for work purposes had unrestricted access.

iii. Providing financial support for visiting academics.

   Support totalling $116,528 was provided (2001: $127,598).

See also: Objective 3, performance indicator (iv), and Objective 57, performance indicators (i) and (ii),
OBJECTIVE 42

To encourage teamwork and the exchange of ideas between staff.

PERFORMANCE INDICATORS

i. The development of all new programmes, and the review of existing departments and programmes, takes account of the need to apply knowledge both within and across relevant disciplinary boundaries.

The application of knowledge both within and across relevant disciplinary boundaries is one of the four key dimensions of quality learning recognised in the University’s Teaching and Learning Plan. Departments and schools are required to take account of the aims and goals of this plan in the development of new programmes and papers. Review panels also consider these aims and goals when reviewing academic departments or programmes.

Responsibility for ensuring that new programmes meet the University’s standards rests with the Boards of Graduate and Undergraduate Studies. These boards approved 12 new proposals during 2002. The application of knowledge both within and across relevant disciplinary boundaries was covered in the terms of reference of all University departmental and programme reviews in 2002.

ii. Sharing institutional best practice by staging at least three University-wide Quality Forums per year.

Three Quality Forums were held in 2002 on the subjects of: Successfully Managing Research Grants - Issues, Ideas & Examples; Life after a PhD - Reflections from Otago Graduates; New Initiatives in Teaching and Learning: Reports from Recipients of CALT (Committee for the Advancement of Learning and Teaching) Grants 2002.

See also: Objective 3, performance indicator (i), and Objective 36, performance indicator (iv).

OBJECTIVE 43

To provide remuneration levels which are fair and reasonable.

PERFORMANCE INDICATORS

i. Monitoring remuneration levels by participating in appropriate national salary survey exercises.

The University continued its participation in these exercises during 2002.

ii. Benchmarking of all new and significantly changed general staff positions to ensure consistent placement on University salary scales, and regular re-evaluation of established positions.

The University Job Evaluation Committee is responsible for benchmarking general staff positions. It met 23 times and evaluated 434 positions in 2002.
OBJECTIVE 44
To reward staff on the basis of performance.

PERFORMANCE INDICATORS

i. Promoting staff on the basis of individual merit according to a systematic process of annual review.

*The demonstration of individual merit is a requirement for both academic and general staff promotion.*

ii. Awarding bonus payments for general staff undertaking substantial additional work or special projects over-and-above normal duties.

*The process of awarding bonus payments continued in 2002, and a report detailing the number and level of such payments was produced.*

Note: The University has in place and is further improving mechanisms for monitoring and improving the quality of staff support.

The annual performance development review process for general staff and scholarship development process for academic staff are key mechanisms for fostering staff. These lead to the identification of specific development and training needs which may be accessed through the staff training and development programme and the courses provided by the University’s Higher Education Development Centre (HEDC). Further details of these activities appear in the Staff Support section of this report.

Staff are provided with the opportunity to participate in policy development, primarily through representation on committees and working parties. Widespread consultation is undertaken for major developments, and staff support is an issue covered in departmental reviews.
PARTNERSHIP WITH MĀORI
STATEMENT OF SERVICE PERFORMANCE 2002

GOAL

To demonstrate commitment to partnership with ngā iwi Māori, particularly Ngāi Tahu, by acting in a manner consistent with the Treaty of Waitangi.

OBJECTIVE 45

To develop and maintain effective dialogue with Māori.

PERFORMANCE INDICATORS

i. Implementation and periodic review of a Memorandum of Understanding with Ngāi Tahu.

The Treaty of Waitangi Committee has worked towards implementation of a number of the principles to fulfill the purpose of the Memorandum of Understanding.

ii. Exploring possibilities for establishing Memoranda of Understanding with other iwi in areas where the University has a physical presence.

The University of Otago has contacted and initiated dialogue with Ngāti Whatua in Auckland and Ngāti Toa and Te Atiawa in Wellington regarding the potential development of Memoranda of Understanding with these iwi.

iii. Maintaining consultation protocols with local Rūnanga.

The University has maintained effective channels of communication and opportunities for dialogue with local Rūnanga. A formal process is being developed in partnership with Ngāi Tahu and is expected to be in place by April 2003.

See also: Objectives 46 and 47, all performance indicators.
OBJECTIVE 46

To develop and maintain policies and practices which acknowledge partnership with Māori.

PERFORMANCE INDICATORS

i. Seeking advice from Ngāi Tahu on the exercising of kawa and tikanga within the Ngāi Tahu takiwā.
   
   The Māori Affairs Adviser has coordinated advice on the exercising of kawa and tikanga for a number of functions and ceremonies during 2002. A calendar of events was presented to the Treaty of Waitangi Committee for their approval. A policy will be considered by the Treaty of Waitangi Committee in 2003.

ii. Ensuring that in development of new academic programmes, and in reviews of existing academic programmes, Treaty and partnership issues are taken into account.

   Departments and Schools are required to take account of treaty and partnership issues in the development of new programmes and papers. Review panels also consider these aims and goals when reviewing academic departments or programmes.

   Responsibility for ensuring that new programmes meet the University’s standards rests with the Boards of Graduate and Undergraduate Studies. These boards approved 12 new proposals during 2002. Treaty and partnership issues were covered in the terms of reference of all University departmental and programme reviews completed in 2002.

iii. Maintaining a Māori component in University graduation ceremonies.

   At each graduation ceremony, a Māori Orator greets those assembled. Pre-graduation ceremonies are also run by the Māori Centre for Māori graduates and their extended whanau. In 2002 these ceremonies attracted 210 participants for the May graduations, 104 in August, and 269 in December.

iv. Maintain partnership with Te Tāpuae o Rehua.

   The University has maintained its shareholding in Te Tāpuae o Rehua. Representation on the Company Board and Board of Studies continued in 2002.

   See also Objective 47, all performance indicators, and Objective 48, performance indicator (iv).
OBJECTIVE 47

To encourage and maintain Māori participation in University Governance.

PERFORMANCE INDICATORS

i. Continuing Te Rūnanga o Ngāi Tahu membership on the University Council.
   Ngāi Tahu membership on the University Council continues.

ii. Continuing Māori student membership on the University Council.
    Of the two student members appointed to Council, one is from Te Roopu Māori.

iii. Consolidate the work of the Treaty of Waitangi committee of University Council.
    Three meetings were held in 2002 advancing matters relevant to the existing Memorandum of Understanding and Treaty relationship between the University and Te Rūnanga o Ngāi Tahu.
OBJECTIVE 48

To foster staff and student awareness of issues relating to the Treaty of Waitangi including the significance of the Māori language and customary practices.

PERFORMANCE INDICATORS

i. To offer workshops for staff on Treaty of Waitangi issues and tikanga Māori.

A review of Treaty training and ngā kaupapa Māori was undertaken during 2002, resulting in an enhanced programme which will be offered to general staff in 2003.

Seven workshops were provided for academic staff by the Higher Education Development Centre, with 154 attendees.

ii. At least maintaining the current level of attendance at Māori language pronunciation courses.

Human Resources Division ran two courses on pronunciation of Māori language, attracting 38 participants.

iii. Providing a minimum 70% fee subsidy for staff undertaking 100-level study in Māori Studies.

19 staff took the opportunity to study 100-level Māori papers in 2002. With the adoption of the Māori Language Policy in November 2002, 100% subsidy is now provided for all staff participating in te reo Māori courses.

iv. Progress the Māori Language Policy for the University.

The University Council approved the Māori Language Policy and procedures at its November meeting. It is intended to trial aspects of the policy during 2003.
OBJECTIVE 49

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

i. Maintaining and supporting appropriate consultation with Māori for all research grant applications and Ethics Committee applications.

Discussions were held between nga Rūnanga o to Tāi o Araiteuru, Ngāi Tahu Development Corporation (Education) and University of Otago to develop an appropriate and mandated process for consultation with Māori. A process was proposed for managing research consultation between University researchers undertaking research involving Māori participants, or issues relevant to Māori as end-users of research, and Ngā Tahu, that acknowledges Ngā Tahu guidelines on consultation.

ii. At least maintaining the number of research projects being undertaken in consultation with or in association with Māori.

In 2002 an additional 28 projects were undertaken in consultation with or in association with Māori.

iii. Increasing the number of Māori postgraduate students.

The number of Māori postgraduate students in 2002 was 204 (2001: 260).

iv. Continuing Māori membership of the University’s Ethics Committee and Institutional Biomedical Safety Committee.

The Human Ethics Committee has one member nominated by the Treaty of Waitangi Committee, and one Ngāi Tahu representative co-opted. The Institutional Biological Safety Committee has one member nominated by and mandated to represent Ngāi Tahu.

See also: Objective 33 & Objective 40.
GOAL

To manage the University’s resources effectively, efficiently and responsibly.

OBJECTIVE 50

To manage effectively and efficiently the University’s human resources, physical, financial and information assets.

PERFORMANCE INDICATORS

HUMAN RESOURCES

i. Salary and salary-related expenditure not exceeding 75% of total expenditure in each of the University’s academic divisions.

Salary and salary-related expenditure comprised 65.4% of total expenditure in the Division of Commerce (2001: 64.3%), 57.1% in the Division of Health Sciences (2001: 57.6%), 71.4% in the Division of Humanities (2001: 70.4%) and 57.9% in the Division of Sciences (2001: 58.4%).

ii. Completing the annual performance development review process.

In light of the results of the 2001 review of the performance development review process, the process was carried out informally in 2002 pending review of the general staff salary scale review process.

iii. Completing the annual promotions round and confirmation process.

The process was completed for all eligible staff.

PHYSICAL

iv. Undertaking an annual stock take of equipment in the University’s departments and sections.

The 2002 stock take was completed.

v. Holding quarterly meetings of the University’s Risk Management Group.

**FINANCIAL**

vi. Reporting in financial and non-financial terms against budget to the Vice-Chancellor and management within 25 days of month’s end.

*Reports were produced and distributed within 25 days of month end for all months in 2002, with the exception of January which was included with the February reports.*

vii. Providing monthly financial and non-financial reports against budget at the scheduled meetings of the University Council.

*Reports were provided to all scheduled Council meetings with the exception of the February meeting as the financial results for January 2002 were included with February 2002 and the reports were provided to the March meeting of Council.*

viii. Providing monthly financial reports to cost centre heads.

*Reports were provided in each month of 2002.*

ix. Providing a rolling quarterly cash flow forecast for the Vice-Chancellor.

*Cash flow forecasts were prepared when required throughout the year.*

**INFORMATION**

x. Developing a strategic plan for the deployment of information technology.

*A draft document on strategic directions was developed and presented in the Information Services Divisional IT Seminar Series. The draft was also presented and discussed at the IT Advisory Board.*


*The Information Services Building was officially opened by the Honourable Dame Silvia Cartwright on 31 October 2002.*
OBJECTIVE 51

To develop and sustain a system of management throughout the University which provides effective delegation and accountability.

PERFORMANCE INDICATORS

i. Maintaining an ongoing programme of internal audit.

*The University’s Internal Auditor undertakes an annual programme of audit in consultation with the Vice-Chancellor. Five areas of activity were audited in 2002.*

ii. Promoting of efficient financial management at the cost centre and activity centre level through the provision of regular financial training courses.

*19 courses were provided as part of the financial training programme, attracting 528 participants (2001: 19 courses and 408 participants).*
OBJECTIVE 52

To enhance and maintain consultation, communication and interaction among members of the University community.

PERFORMANCE INDICATORS

i. Periodic Vice-Chancellor’s staff forums at each University site.

Forums were held at the Dunedin, Christchurch, Wellington and Auckland sites in 2002.

ii. Regular meetings of the Vice-Chancellor’s Advisory Group.

The group met 14 times during 2002.

iii. Regular circulation of information in hard copy or electronic form.

The Staff Bulletin was produced fortnightly during 2002. A survey of readers was undertaken in late 2002 to ensure that the Staff Bulletin meets staff needs. In addition, the new Otago Magazine was published three times during 2002 and distributed to all staff.

iv. Providing half a day per month for individual staff to meet with the Vice-Chancellor.

Six half-days were devoted to meetings with individual staff.

v. Continual evaluation and development of effective channels of communication.

A number of new initiatives were developed, including planning and preparing for a revamped Staff Bulletin (to be introduced in 2003), emails to all staff from the Vice-Chancellor on matters of substantial importance to staff, and staff briefing sessions in all campus cities for such significant events as the launch of the University’s Advancement campaign.

See also: Objective 38 (all performance indicators).
OBJECTIVE 53

To ensure the effective development and communication of policy.

PERFORMANCE INDICATORS

i. Development and implementation of a University Communication plan.

*Development of a Communication Plan is continuing.*

ii. Annual assessment of Terms of Reference and Constitutions of Council and Senate Committees.

*Composition and Terms of Reference were reviewed as required.*

See also: Objectives 38, 51 and 52 (all performance indicators).

OBJECTIVE 54

To maintain systems for institutional quality improvement.

PERFORMANCE INDICATORS

i. Reviewing and evaluating all departments and undergraduate teaching programmes once every five to seven years by a panel of internal and external experts, with the primary aim being to ensure that programmes and courses continue to meet the standards required by the University Council and the NZVCC’s Committee on University Academic Programmes.

*Departmental reviews were completed as scheduled for the Departments of Information Sciences, Pharmacology and Toxicology, Māori Studies, Theology and Religious Studies, Marine Science, Mathematics and Statistics, and Higher Education Development Centre (HEDC).*

ii. Holding regular meetings of the University’s Quality Advancement Committee.

*The Quality Advancement Committee met four times during 2002.*

iii. Conducting annual Graduate and Student Opinion Surveys on a portion of current students and recent graduates.

*The 2002 Graduate Opinion Survey targeted 1,225 students who completed their Otago qualifications in 2001 and achieved a response rate of 45.2%. The 2002 Student Opinion Survey targeted 5,360 students, and achieved a 54.2% response rate.*

iv. Completing a review of all new qualifications following the graduation of the first cohort of students.

*Reviews were completed for twenty-one new qualifications following the graduation of the first cohort of students. Eleven qualifications, originally scheduled for review in 2002, met the criteria for postponement until 2003.*

See also: Objective 42, performance indicator (ii).
OBJECTIVE 55

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

PERFORMANCE INDICATORS

i. An operating surplus such that the moving five year average is at least $10 million (excluding extraordinary items).

   *The five year moving average operating surplus was $11.1 million (2001: $13.5 million).*

ii. A liquid ratio of no worse than 1:1.

   *A liquid ratio of 1.5:1 was achieved at 31 December 2002 (2001: 1.0:1).*

iii. Net interest paid no greater than one third of the operating surplus.

   *Net interest paid was 0.4% of the operating surplus (2001: 0.6%).*

iv. Providing a Strategic Development Fund to support appropriate new initiatives.

   *A $1.5 million fund was provided for 2002. $1.2 million was expended from the fund to support new initiatives in this area (2001: $1.4 million provided, $915,000 expended).*

v. Providing an Academic Development Fund to support appropriate new academic initiatives.

   *A $300,000 fund was provided for 2002. $292,000 was expended from the fund to support new initiatives in this area (2001: $285,000 provided, $243,000 expended).*

vi. Initiating a University Development Campaign.

   *The University Advancement Campaign was publicly launched in November 2002. By the time of the launch, support had already been received for twelve initiatives that would not have been possible using existing funding and which all enhance the human capital of the University. The total sum committed by private, business and community partners exceeded $6 million, although several commitments were conditional on the Government also agreeing to partner the University through the “Partnerships for Excellence” policy.*
OBJECTIVE 56

To enhance and maintain a strong relationship with alumni.

PERFORMANCE INDICATORS

i. Communicating with alumni and friends of the University using print and electronic media.

The University of Otago Magazine was launched in 2002, replacing the 'Otago Graduate' with a more frequent magazine with wider reach to the University community. Issues were sent to around 49,000 alumni and friends in April, 50,000 in July and 52,000 in October. Publications from the School of Business and Division of Humanities were included with the July issue for alumni of those Divisions, and the School of Business sent a second newsletter in December. The Alumni and Development Office used mailings for magazines and function invitations to improve the accuracy of its address list and substantially increase the number of email addresses. The Office liaised with the Registrar on the mailing of Court of Convocation voting papers to 45,769 alumni eligible to vote.

ii. Facilitating alumni events both nationally and internationally.

The Vice-Chancellor represented the University at 22 alumni events around the world either hosted or supported by the University, seven in New Zealand’s main centres, and Invercargill; five in South East Asia; four in North America; two in London; and four in Australia. 4,700 alumni responded to invitations sent to around 41,000, 3,300 of whom attended the functions in their area. The University also contacted alumni overseas on behalf of organisations holding regional events which were considered to be of interest to Otago alumni.

iii. Liaising with the Graduates’ Association.

The President of the University of Otago Graduates’ Association addressed the August graduation ceremony. The University supported the establishment of the University of Otago Alumni – Melbourne Chapter, whose committee co-ordinated three alumni events during the year. There was regular contact with the University of Otago Alumni Association of Malaysia. The University of Otago Magazine has provided opportunities to promote alumni groups and their activities.
OBJECTIVE 57

To foster links and encourage collaboration with appropriate institutions and organisations nationally and internationally.

PERFORMANCE INDICATORS

i. At least maintaining the number of Academic Visitors to the University.


ii. At least maintaining the number of formal agreements and contracts in collaboration with other organisations.

The University concluded 56 further agreements and contracts for collaborative research on specific projects during 2002, increasing the total number of such agreements and contracts to 290 (2001: 234). Additionally, the University signed 9 Memoranda of Understanding involving research with other institutions, bringing the total number of such agreements to 83 (2001: 76 total).

iii. Undertake discussions with the Dunedin College of Education to establish co-operative relationships.

Following the negotiation of a Memorandum of Agreement between the University of Otago and the Dunedin College of Education, the Councils of the two institutions agreed to explore the possibility of a merger. After intensive negotiations to determine the terms and conditions by which a merger could be accomplished, the Dunedin College of Education declined to proceed with this initiative. A commitment remains, however, to continue cooperation wherever it may further the interests of both institutions.

See also: Objective 41, performance indicators (i) and (ii).
OBJECTIVE 58

To maintain and enhance public awareness of the activities of the University and their contribution to social, cultural, and economic development of society.

PERFORMANCE INDICATORS

i. Weekly publication of University activities in the Otago Daily Times.

A listing of University activities was published on a weekly basis in 2002 over 50 weeks of the year.

ii. Regular publication of information about University activities and those of staff, to the wider community.

Three editions of the Otago Magazine were published during the year, with a distribution of 55,000 including graduates and friends of the University, staff, community leaders and media. In addition, media releases and other provision of information to the media were used to keep the wider community informed of University activities.

iii. Distributing media releases to publicise major University achievements and activities.

One hundred and fifty three media releases were produced and distributed by the Marketing and Communications Division, covering a range of achievements and activities of the University and issues impacting on it, supplemented by assistance to journalists researching subjects of interest.

iv. Publication of the University’s Annual Report within three months of year end.

The 2001 Annual Report was published on 18 March 2002.

v. Undertaking an annual assessment of the University’s impact on the local and national economy.

Since 1998, the University has prepared a report estimating the economic impact of the University based on an analysis of University and student expenditure. The 2001 Economic Impact Report was released on 17 May 2002.

See also all performance indicators under Objectives 18, 21, 22 and 23.