TEACHING, LEARNING AND ASSESSMENT

Planning

The University’s updated Teaching and Learning Plan, which guides the development of new academic activities, was published early in 2003. Among the most significant aspects of this key document is an agreed set of attributes that the University aims to foster in its students. They are:

- **communication** - the ability to communicate information, arguments and analyses effectively
- **critical thinking** - the ability to analyse issues logically, consider different options and viewpoints, and make informed decisions
- **cultural understanding** - an understanding of cultural diversity within the framework of the Treaty of Waitangi, and biculturalism and multiculturalism in New Zealand
- **ethics** - a knowledge of ethics, ethical standards and social responsibility
- **global perspective** - an appreciation of the global perspective in their chosen discipline(s), and an informed sense of the impact of the international environment on New Zealand and New Zealand’s contribution to the international environment
- **in-depth knowledge** - a deep, coherent and extensive knowledge of at least one discipline coupled with an understanding of the fundamental contribution of research
- **information literacy** - a basic understanding of information literacy and specific skills in acquiring, organising and presenting information, in particular through computer-based activity
- **interdisciplinary perspective** - intellectual openness and curiosity, and the awareness of the limits of current knowledge and of the links between disciplines
- **lifelong learning** - a commitment to lifelong learning, with the ability to apply knowledge, develop existing skills, adapt to a changing environment and acquire new skills
- **research** - the ability to conduct research by recognising when information is needed, and locating, retrieving, evaluating and using it effectively
- **scholarship** - a commitment to the fundamental importance of the acquisition and development of knowledge and understanding
- **self-motivation** - the capacity for self-directed activity and the ability to work independently
- **teamwork** - the ability to work effectively as both a team leader and a team member
- **workplace-related skills** - enterprise, self-confidence and a sense of personal responsibility within the workplace and community.

It is expected that this set of attributes will increasingly influence the planning of academic development across the University.
Enrolment

In 2003 the University enrolled 16,632 equivalent full-time students, a gain of 1,009 EFTS (6.5%) over the 2002 figure. The slight downward trend in the overall (headcount) proportion of students enrolling in postgraduate courses continued, moving from 18.8% to 18.2%. This movement appears to reflect the buoyant employment market experienced in New Zealand over the last two years. Students achieved an average pass rate of 87.6% (2002: 92.4%), with 25.2% of students completing their degree, diploma or certificate programmes in 2003 (2002: 26.4%).

The University’s Summer School has become a fixture, with increasing numbers of students seeing the six-week semester as an opportunity to accelerate their degree aspirations. The third Summer School ran from 6 January to 22 February, with 37 papers offered (2002: 36). Of these, 12 were offered by the Division of Commerce, one by Health Sciences, 20 by Humanities and four by Sciences. The 37 papers comprised 19 at 100-level, 13 at 200-level, two at 300-level, and three at 400-level. Nine papers were new to the Summer School programme.

The total course enrolment was 1,555, with highest numbers attracted by Economics 101 (85), Management 111 (82) and English 251 (69). The number of registered students was 1,123, representing a 17% increase on 2002, with 38.3% of students enrolled in two papers. As in previous Schools, student performance in final examinations was comparable with that of standard semesters.

As part of on-going quality enhancement, an end-of-School questionnaire was administered by the University’s Higher Education Development Centre (HEDC), achieving a satisfactory 65.6% response rate. Students, course coordinators and teaching staff were surveyed. Information gleaned from the survey will be analysed and implemented where appropriate.

The Summer School Office again also administered Bridging Chemistry, a non-credit course for students wishing to strengthen their preparation before undertaking 100-level Chemistry or Biochemistry papers. These are generally students hoping to enter professional Health Sciences courses.

Continuing education

During the year the University signed a memorandum of agreement with the organisation known as the University of the Third Age Charitable Trust Dunedin (U3A). Under the agreement, approved short courses are being jointly offered with the intention of serving the lifelong learning interests of the local community more effectively. Four courses were offered in the September - November period.

Support for learning

The Learning Centre continued to play an important role in helping students to improve their study skills, offering 184 two-hour workshop sessions for about 2,250 participants in 2003. Almost 400 students were provided with one-to-one consultations to assist with their specific learning needs. Workshop topics included effective learning, effective reading, essay writing, note-taking and note-making, oral presentation skills, referencing, time management, exam techniques and exam preparation. One of the most popular activities was a series of seminars on thesis writing; 18 workshops on this topic were attended by a total of 300 students. Several workshops were provided in the Christchurch and Wellington Schools of Medicine and Health Sciences and in departments on the Dunedin campus.
Teaching enhancement

Funding for grants administered through the Committee for the Advancement of Learning and Teaching (CALT) remained at $250,000 in 2003. Ten Innovation in Teaching grants, six Internationalisation of the Curriculum grants and three Research into University Teaching grants were awarded, with a total grant expenditure of $227,413.

Among other major initiatives during the year, the University continued to enhance its use of Blackboard, a web-based software package that enables students to access teaching materials and communicate with teaching staff online. Almost all students and most teaching staff now utilise this service. Blackboard was upgraded during 2003, implementing a streaming media augmentation to the online learning facilities. An HEDC Online Learning Group, with University-wide membership, was established to evaluate the current state of online learning in the University.

The Higher Education Development Centre continued to play a major role in the improvement of teaching performance. Its Educational Media section completed eight major Innovation in Teaching Projects for CALT and a further 16 significant teaching development projects at the request of University teachers. In each of the last two years the unit has received an award for its projects from the Australasian Society for Computers in Learning in Tertiary Education.

The HEDC professional development programme provided 36 workshops for 660 participants. Special attention was again given to the needs of new academic staff. A one-day seminar was run in the inter-semester break to publicise services available to new staff. HEDC also provided a three-day programme for new academic staff at the start of the year. An extended programme of weekly workshops was provided for early career teachers in the Division of Sciences. About one third of all HEDC workshops focused on research-related matters, in recognition of the significance of the Performance-Based Research Funding (PBRF) scheme.

In 2003 the University’s leadership development programme focused on senior staff members. In November, 20 staff participated in a two-day residential workshop on the theme Preparing for Change. New heads of department spent two days at an off-campus residential programme discussing with senior and experienced leaders their new role in the University.

Quality forums

The University continued with its programme of quality forums as a strategy for improvement. The forums are conducted as a series of discussions and debates that 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 acknowledging excellence and innovation. Two Quality Forums were held in 2003. The topics were Excellent Teaching in the University of Otago (20 May) and From Research Assessment Exercise (RAE) to Performance-Based Research Funding (PBRF) (17 September).
Reviews and surveys

The primary purpose of quality assurance at Otago is to effect improvement in the University’s teaching, research and community service activities. One way the University achieves this is through an ongoing programme of formal academic reviews. Departments or programmes reviewed in 2003 were:

- School of Business: Accountancy and Business Law
- Division of Health Sciences: Dentistry, Pharmacy, and Physiology
- Division of Humanities: Classics, Community and Family Studies, English, Music and Theatre Studies
- Division of Sciences: Physical Education
- Other: Diploma for Graduates.

The University also trialled a new administrative review process in four operational areas: academic committees, web office, University College and Saint Margaret’s College (an affiliated College).

Reviews generally lead to changes in curriculum, equipment and other resources, and to process and operational improvements.

Graduating year reviews

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 the University to undertake a self-review of all successful proposals involving the introduction of new degrees, diplomas and majors within three years following the graduation of the first cohort of students from the programme. Nine self-review reports were submitted to CUAP in 2003.

Graduate and Student Opinion Surveys

The University continued to use its Graduate and Student Opinion Surveys, conducted by the Quality Advancement Unit, as an important source of review and development. The aim is to survey each degree and major combination once every four years and to provide up-to-date information for academic reviews.

During 2003, the results of the Graduate and Student Opinion Surveys 2002 were disseminated to divisional and departmental heads for implementation. They were:

- Graduate Opinion Survey 2002 - 1,225 graduates of a cross-section of programmes: response rate was 45% (2001: 41%)
- Student Opinion Survey 2002 - 5,360 students enrolled in a cross-section of programmes: response rate 54% (2001: 55%)
- Graduate Opinion Survey 2003 - 1,216 graduates of a cross-section of programmes: response rate was 38%.
Benchmarking

The University maintained its membership of the Association of Commonwealth Universities Benchmarking Club in 2003 and hosted the Association of Commonwealth Universities Benchmarking Workshop Programme from 8-10 September, attended by senior staff from 12 member universities. The programme themes were: Leadership Development, Strategic Alliances and Change Management. The University’s principal delegates were the Deputy Vice-Chancellor (Academic) and the Director of the Higher Education Development Centre.

Academic audit

The Director of the New Zealand Universities Academic Audit Unit (AAU) visited the University in early 2003 to discuss the watching brief submitted by the University to the AAU outlining improvement plans and programmes. The Director also visited the University in October to conduct a site visit as part of a Ministry of Education compliance audit of our University’s implementation of the code of practice for the pastoral care of international students.

Student Services

The University places great importance on the provision of resources and services that enhance the learning environment of the student body. A review of Student Services led to a number of key changes. They included the disestablishment of the position of manager of Accommodation Services within Student Services. Student Accommodation became a separate administrative activity within academic administration. The employer liaison position was also disestablished, with some of its functions to be managed by a new position to be administered from within Marketing and Communications.

The Pacific Islands Centre, although a new presence on campus in 2003, quickly became a focal point for many of the 406 Pacific Islands students enrolled at Otago, with tutorials, course advice, counselling and mentoring being key activities.

An official opening for the University’s Pacific Islands Centre included among its guests the Hon. Tuiatua Tupua Tamasese, a paramount chief of Samoa, and Judge A’e’au Semi Epati, an Otago graduate who is a District Court Judge in the Manukau Court and the first Pacific Islander to be appointed to the District Court Bench.

The Careers Advisory Service saw 16,503 callers in 2003 (2002: 18,178). The drop in numbers reflects a greater emphasis on web access. There were 42,871 visits to the service’s website (17,845 in 2002).

The Māori Centre continued to play an active and vital role in supporting Māori students studying at Otago. Among the services delivered were ongoing series of tutorials which provided academic and personal support to small groups or individuals in a culturally appropriate environment.

Recreation Services were responsible for running more than 500 sessions covering 180 different activities designed to appeal to students. New activities offered in 2003 included contemporary jewellery, snorkelling, kiteboarding, sailing, golf refresher, sign language, and self esteem/assertiveness (in association with Student Health). Among the most popular activities were horse trekking, picture framing, wine appreciation, massage, bone-carving and pottery.
The Unipol Sports Centre was again a popular and heavily-used facility, with 433,639 door entries recorded for 2003. The most rapidly growing activities were aerobics and social sport.

The Student Health and Counselling Service provided comprehensive services to a total of 41,926 students. These included 32,145 visits for medical purposes and 5,214 for counselling or psychiatric services. Staff were active in health and wellness education, and also played a proactive role in areas of major medical concern. The SARS epidemic involved considerable planning for managing a potential outbreak among students. Student Health staff managed a mass meningococcal C vaccination for residents in a University Hall of Residence after an incidence of the disease.

The bi-cultural focus of the service continued to broaden. Treaty workshops were held during the year and the counselling team undertook regular cultural supervision. A "touchstone" – Te Moenga o te Pounamu (the resting-place of the Pounamu) – was dedicated to the service at the start of its annual retreat in November.

Student exchanges

Three new exchange agreements were signed during 2003, bringing to 75 the total operated by the University. A total of 120 students went from Otago to another institution, while 201 students came to Otago from overseas on official exchange schemes. The new exchange partners are Brock University (Ontario, Canada), Ochanomizu University (Japan) and Sungkyunkwan University (Korea). An additional exchange agreement with an existing partner, Queen’s University (Ontario, Canada), extended the range of the partnership to include Queen’s Theological College.

ACADEMIC DIVISIONS

School of Business

Approval was received to introduce a Master of Entrepreneurship degree programme, to begin in 2004. The programme will be supported by a chair in Entrepreneurship, with funding assistance from the Dunedin City Council. A Certificate of Business Administration course was introduced as part of continuous expansion of executive education.

During the year the school made significant progress toward AACSB (the Association to Advance Collegiate Schools of Business) accreditation, with its pre-candidacy approved and an adviser assigned to visit early in 2004. The School was invited to join the 27-member Pacific Asian Consortium for International Business Education and Research (PACIBER), whose broad mission is to promote international business education, research and exchange of information among faculty and students’ and to expand consciousness of the Asia-Pacific region. Moves were also made towards accreditation with EQUIS (the European Quality Improvement System).

The implementation of recommendations made in the 2001 review of the Bachelor of Commerce degree was completed with the Divisional Board moving to introduce foundation papers in Accounting, Statistics and Economics in 2005.

Discussions have progressed with the Southern Institute of Technology to formalise the longstanding cooperation in teaching between the school and the institute.

The Department of Management ran the first Otago Case Research Analysis competition and hosted the first National New Zealand Universities Case Competition in cooperation with the Waikato School of Management.
A team of students was invited to the Copenhagen Business School Case Competition, to take place in March 2004. Competitors will include representatives from business schools in Europe, Asia, North America, South America and the Middle East.

Division of Health Sciences

The year was notable for a number of firsts, including the graduation of the first students to complete the Bachelor of Dental Therapy and Bachelor of Dental Technology degrees. Prospective medical students enrolled in the Health Sciences First Year course sat the UMAT (Undergraduate Medicine and Health Sciences Admission Test) exam for the first time. The outcomes of the test were a factor in the selection process for the second year of the Bachelor of Medicine and Bachelor of Surgery course. A cohort of international students from Alaska was enrolled in Dental Therapy, with a second to follow in 2004.

Student numbers and graduate numbers continue to increase, particularly in postgraduate diploma and certificate programmes. New papers were offered as a pilot in Hazard Management and Assessment and it is expected that enrolments will increase in 2004 as students complete the endorsed certificate.

Division of Humanities

There were some significant changes in structure and academic offerings in the division in 2003. The traditional focus on excellence in teaching, however, remained consistent. Seven of the 10 finalists in the Otago University Students’ Association Teaching Awards were Humanities staff. The winner was Professor Mark Henaghan, Dean of the Faculty of Law.

A new Department of Languages and Cultures, to take effect from the beginning of 2004, will incorporate the Chinese, French, German, Japanese and Spanish programmes as well as Asian, European and Latin American Studies. Professor Tim Mehigan was appointed to lead the new department. The division further strengthened its resources through the appointment of Professor Rick Ganide (History) as Dean of the School of Liberal Arts and Professor Dennis Davis to a chair in Communication Studies.

Language studies were notable for the reintroduction or rebuilding of Honours programmes in Chinese, French, German, Japanese and Spanish. The courses will include study at a partner university overseas. Spanish experienced rapid growth, in line with high demand across the western world. Portuguese language papers were introduced in 2003.

Students in the Faculty of Law again achieved outstanding success in national competitions, winning the New Zealand mooting competition and the New Zealand negotiation competition. Students in the faculty were also runners-up in the New Zealand client interviewing competition. As national winners of the mooting competition the Otago team (Simon Peart, Neena Ullal, Jarrod Clyne and Jo Murdoch) will represent New Zealand at the Jessup International Law Court Moot Competition to be held in Washington DC in March 2004.

Division of Sciences

The division introduced a new Masters in Dance Studies programme, to begin in 2004. The growing status of marine studies was evident in the introduction of a 200-level course in Marine Environment and a 100-level paper in Nautical Studies.
Seven academic staff of the division received OUSA awards for excellence in postgraduate supervision. In addition, Professor Geoff White (Psychology) and Dr Tim Molteno won best overall and best new supervisor awards respectively.

The division took great pleasure in the successes of two long-standing and distinguished members of its academic staff. In addition to his selection to Fellowship of the Royal Society of London, Professor Rick Sibson (Geology) was awarded the University’s distinguished Research Medal for 2003. Professor Peter Bannister received an Outstanding Physiologists Award from the New Zealand Society of Plant Physiologists.
GOAL
To foster learning through research-informed teaching and assessment of high international standing.

OBJECTIVES
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.

92.4% of respondents to the 2003 survey reported some, moderate or extensive development of independent judgement (2002: 92.3%).

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 15 new programmes during 2003. The development of intellectual independence was covered in the terms of reference of all University departmental and programme reviews in 2003.
2. To develop the lifelong learning skills of students.

PERFORMANCE INDICATORS

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

95.2% of respondents to the 2003 survey reported some, moderate or extensive development of a willingness to learn (2002: 92.0%).

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 15 new programmes during 2003. The development of lifelong learning skills was covered in the terms of reference of all University departmental and programme reviews in 2003.

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

The library’s lifelong learning strategy is aligned with the University of Otago Teaching and Learning Plan 2003 and aims to develop an information-literate academic community. The strategy is facilitated and coordinated by the information literacy librarian and consists of three major components. Firstly, a wide variety of generic and subject-based classes are provided to students and staff from all subjects and levels. In 2003, 958 classes were held with 10,450 participants. Secondly, a www-hosted information literacy framework has been developed outlining the specific skills and concepts appropriate for each academic level. Finally, work has commenced on the embedding of information literacy directly into the academic curricula by aligning existing learning outcomes with relevant information literacy standards. In 2003 a grant from the Committee for the Advancement of Learning and Teaching was awarded to embed information literacy principles into the Sociology programme; this innovative scheme will be extended into other academic areas in the future.

iv. Provide a range of Continuing Education and Continuing Professional Development courses.

35 Continuing Education courses (excluding open lectures, lecture series and dialogues open to the public) were offered by the four academic divisions. Across their range of disciplines, the Divisions of Humanities and Sciences provided the majority of these not-for-credit short courses. Continuing Professional Development (CPD) courses emanated predominantly from the Division of Health Sciences and the School of Business’s Executive Education unit.

See also: Objective 24 (i).
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 51 workshops attended by 883 staff (2002: 52 workshops attended by 900 staff). The small decrease in staff involvement in leadership development in 2003 was due to focusing resources on the University’s senior managers. In 2004 the programme will again provide for a wider group of staff as in 2002. The fall in numbers in the promotion sessions is due to the increasing proportion of academic staff who have attended these sessions in previous years (offered annually since 2001).

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 38 programmes and departments surveyed in 2003, 38 (100.0%) received a positive mean score on the Good Teaching Scale (2002: 96.3%), 38 (100.0%) received a positive mean score on the Appropriate Assessment Scale (2002: 100.0%), and 38 (100.0%) received a positive mean score on the Overall Satisfaction Scale (2002: 100.0%).

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

2,617 student evaluations of courses and of individual teachers were completed (2002: 2,462 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 2003, $125,000 was made available for Innovation in Teaching grants, (2002: $125,000), $50,000 for Internationalisation of the Curriculum grants (2002: $50,000), and $75,000 for Research into University Teaching grants (2002: $75,000).

v. Maintaining a current Teaching and Learning Plan.

The new Teaching and Learning Plan adopted by Senate in October 2002 was printed, circulated to departments and placed on the University web-site in the first quarter of 2003.
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 15 new programmes during 2003. The development of lifelong learning skills was covered in the terms of reference of all University departmental and programme reviews in 2003.

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

Appropriate standards of research and teaching activity continue to be stated requirements for appointment to and promotion within 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).

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 has made significant progress toward accreditation by AACSB (The Association to Advance Collegiate Schools of Business), with pre-candidacy approved, and has submitted its full application for EQUIS (European Quality Improvement System) accreditation by the European Foundation for Management Development.

See also: Objective 10 (i).
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.

84.6% of respondents to the 2003 survey reported some, moderate or extensive development of the awareness of ethical issues (2002: 88.7%).

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 the 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 15 new programmes during 2003. The development of lifelong learning skills was covered in the terms of reference of all University departmental and programme reviews in 2003.
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 2003.

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 2003.

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 75% to 321 (2002: 183). This total comprised 201 students coming to Otago from overseas on exchange and 120 students going from Otago to another institution.

iv. Maintaining funding for internationalisation of the curriculum.

The Internationalisation Committee continued to provide $50,000 in contestable funding for internationalisation of the curriculum projects in 2003. This funding was distributed through the Committee for the Advancement of Learning and Teaching.
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 in 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 2003 survey reporting some, moderate or extensive development of the above attributes was as follows: oral communication skills, 84.8% (2002: 94.1%); written communication skills, 94.6% (2002: 91.7%); the skills to plan their own work, 93.1% (2002: 96.6%); the ability to solve problems, 90.1% (2002: 96.6%); self-confidence, 90.1% (2002: 95.1%); flexibility and adaptability, 89.0% (2002: 95.8%).

See also: Objectives 1 (i), 2 (i) and (iii), 3 (ii), and 5 (i).
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 has continued to support the work undertaken by the assistant director of the Division of Information Services, and has supported him as chair of the Next Generation Internet Society. Otago led a successful proposal to the Tertiary Education Commission’s Innovation and Development Fund to establish six Gigabit points of presence (Gigapops) throughout New Zealand. These are needed as part of the wider NGI initiative.

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

During the year the total number of student laptop computers authorised for access to the University’s network rose to 1,445 and plans were advanced to provide wireless access in some key locations.

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

While videoconferencing is used for administrative purposes including inter-campus meetings and interviews, little use has yet been made for teaching purposes.

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

Since its introduction in mid-2001, over 21,000 students and 900 staff have made use of web-based access to the Student Records database. On peak days over 7,500 individuals accessed the system at least once in a 24-hour period. In 2003, the exam results querying function (for students) and the graduation module, both of which were initially distinct systems, were integrated into PIMS (Personal Information Management System). Towards the end of the year a new package called Course Planner was introduced. This enables students/staff to test combinations of papers against some of the rules attached to those papers, and for timetable clashes.

Significant progress was made with the development of a web registration facility (due for release in 2004).

v. At least maintain existing usage of the web-based Blackboard online learning platform as a teaching and learning tool.

The use of Blackboard increased again in 2003 with over 18,000 students enrolled in one or more papers supported by Blackboard. At the end of the year there were 758 papers active in Blackboard.

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

A successful streaming media service pilot was mounted in 2003. There were almost 350 clips in use during the year and between 10 and 60 clips were played each day. The positive feedback received on the pilot has led to the confirmation of the continuation of the service as a permanent facility supporting teaching and learning. Work has commenced on a major upgrade of the University’s local area network to provide up to 10Gbps of bandwidth on the backbone. This project will be completed over the next three years.
9. To achieve target outputs for student enrolments and performance.

**PERFORMANCE INDICATORS**

i. Enrolling at least 15,700 Equivalent Full Time Students (EFTS) in 2003.

16,632 EFTS enrolments were achieved in 2003 (2002: 15,623).

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 2003 was 87.6%, compared with an average of 90.8% for the previous three years (2002: 92.4%). The average progression rate for 2003 was 86.1%, compared with an average of 86.2% for the previous three years (2002: 86.1%). 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 25.2% (2002: 26.4%) of total EFTS enrolments compared with an average of 26.2% 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.

Responses to the 2003 Graduate Destination Survey indicate that 22.8% of graduates proceeded to further full-time study. An average is not available as the Graduate Destination Survey was cancelled for 2002 by the New Zealand Vice-Chancellors’ Committee.

Note: The University has in place mechanisms for monitoring and improving the quality of teaching in all courses.

The mechanisms include student evaluation 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>
<thead>
<tr>
<th></th>
<th>Commerce</th>
<th>Health Sciences</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This Year</td>
<td>Budget</td>
<td>Last Year</td>
</tr>
<tr>
<td>Campus-Based</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>17,286</td>
<td>17,618</td>
<td>15,299</td>
</tr>
<tr>
<td>Distance Teaching and Learning</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Cost of Output</td>
<td>17,286</td>
<td>17,618</td>
<td>15,299</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Sciences</th>
<th>Service Divisions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This Year</td>
<td>Budget</td>
<td>Last Year</td>
</tr>
<tr>
<td>Campus Based</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; Learning</td>
<td>33,073</td>
<td>33,529</td>
<td>28,034</td>
</tr>
<tr>
<td>Distance Teaching &amp; Learning</td>
<td>892</td>
<td>885</td>
<td>862</td>
</tr>
<tr>
<td>Total Cost of Output</td>
<td>33,965</td>
<td>34,414</td>
<td>28,896</td>
</tr>
</tbody>
</table>
RESEARCH AND POSTGRADUATE TEACHING

The University’s continued success in winning external funding during 2003 confirmed its position as a pre-eminent institution with academic staff who are engaged in world-leading research.

The Marsden Fund, which supports basic curiosity-driven research, granted $11.4 million (2002: $8.8 million) for 25 projects, the largest number of successful proposals of any organisation. A pleasing aspect of the Marsden grants was that a quarter of the projects involved humanities and social sciences.

The University also won $17.5 million in Health Research Council (HRC) funding, with researchers at the Dunedin campus gaining $10.85 million while the Christchurch and Wellington Schools of Medicine and Health Sciences received $3.5 million and $3.15 million respectively.

Research funding nationally was boosted by about $45 million a year across Vote Education and Vote Research Science and Technology in this year’s budget, announced in June. $16 million of this was for the first step towards the new Performance-Based Research Fund (PBRF).

Not surprisingly, preparation for the introduction of PBRF demanded considerable attention during the year. The most immediate effect will be an explicit ranking of tertiary education organisations based on their research performance. International experience has shown that these rankings are likely to have a significant impact on recruitment and retention of staff and students, and on success in obtaining research and consultancy contracts.

In September 2003 the University Council approved a Policy for Research Consultation with Māori. Developed after discussion with Ngāi Tahu and debate within the University, the policy provides a framework for an appropriate and mandated consultation process that will acknowledge the needs and aspirations of Ngāi Tahu.

Achievements and developments

Professor Rick Sibson (Geology) and Professor David Skegg (Preventive and Social Medicine) each received the University’s Distinguished Research Medal, an annual award that recognises outstanding research performance over a prolonged period. Professor Skegg becomes Vice-Chancellor of the University on 1 August 2004.

Professor Peter Davis (Public Health, Christchurch School of Medicine and Health Sciences) received the New Zealand Medical Association’s top honour, the Chairman’s Award, for his highly significant research contributions.

Professor Charles Higham (Anthropology), a distinguished archaeologist, was awarded a prestigious two-year James Cook Research Fellowship to work on a book on the origins of the Angkor civilisation.

Emeritus Professor George Petersen (Biochemistry), frequently referred to as New Zealand’s “father of DNA”, received the Rutherford Medal, the Royal Society of New Zealand’s top science and technology honour.

Associate Professor Sally Brooker (Chemistry) became only the second New Zealander to win the Federation of Asian Chemical Societies Distinguished Young Chemist Award.

Associate Professor John Dawson (Law) was awarded an international research fellowship of up to $100,000 to study court orders requiring patients to undertake psychiatric care in the community. His research will encompass Australia, Britain, Switzerland and Canada.
Professors Tim Buckenham (Radiology) and Justin Roake (Surgery), both from the Christchurch School of Medicine and Health Sciences, won the top prize in the 2003 Quality Health New Zealand Awards for their work in establishing a Vascular Studies Unit that incorporates innovative ultrasound techniques to investigate vascular disorders.

Professor Brett Delahunt (Pathology and Molecular Medicine, Wellington) received the Koss Medal of the International Society of Urological Pathologists. The award recognised Professor Delahunt’s distinguished work on the classification and genetics of kidney cancer.

The Edgar National Centre for Diabetes Research, based at the Dunedin School of Medicine and directed by Professor Jim Mann, was established to help coordinate New Zealand research efforts into the disease.

Strong investment in major scientific equipment added to the University’s research capacity in 2003. Acquisitions included a $1 million scanning electron microscope, a high-speed DNA fragment analyser and the establishment of a palaeomagnetic research facility based on a state-of-the-art super-cooled magnetometer. This facility will be used to analyse samples obtained in a multinational $40 million Antarctic scientific drilling project investigating climate change. Dr Gary Wilson (Geology) is the drilling portfolio coordinator. The project, which is funded by the governments of New Zealand, Italy, the United States and Germany, will aid understanding of the phenomenon of global warming. Energy and Science Minister Hon. Pete Hodgson opened the new research facility in May.

The University of Otago will share in $15 million of leading edge biotechnology research announced during the year by the Foundation for Research Science and Technology. Two long-term projects will look at structural biology and nanotechnology, both core platforms of biotechnology. The structural biology research, based at Auckland University, will receive $9.2 million over six years and will involve scientists from HortResearch, AgResearch and the University of Otago.

Three new memoranda of understanding were signed, allowing for research collaboration. The partner institutions are Brock University (Canada), Ochanomizu University (Japan) and Sungkyunkwan University (Korea).

Research Themes

Within the framework of the University’s Research Management Plan 2000 – 2004, major areas of research achievement are identified as Research Theme groups. In 2003 the groups were:

Active Earth Processes
Antarctic Science and Marine Environments of the Southern Oceans
Asian Studies
Asthma and Respiratory Disorders
Cardiovascular Endocrinology
Connectionist-based Information Systems
Ecology, Conservation and Biodiversity in New Zealand
Formulation and Drug Delivery
Functional Genomics, Gene Expression and Proteomics
Immunological Basis of Disease and Protective Immunity
Lasers and Applications

Memory: Mechanisms, Process and Applications

Neural Systems Structure and Function

New Zealand and the Pacific in the Global Context: Peoples, Identities and Environments

Oral Microbiology and Dental Health

Oxidative Stress in Health and Disease

Public Health

Spatial Information Processing

Virology

Research highlights

As always in an institution such as Otago where research is the driving force behind much of the academic activity, there have been many instances of outstanding and innovative research that have captured attention.

Dr Tony Blakely, a public health researcher at the Wellington School of Medicine and Health Sciences, attracted international attention for his finding, based on analysis of New Zealand censuses, that people who lose their jobs are three times more likely to commit suicide than those who are employed.

Dr Merilyn Hibma (Microbiology) published findings on her discovery of a new way in which the main virus responsible for cervical cancer evades the body’s immune defences. She plans to pursue the development of new therapies to treat the infection before cancerous changes can occur.

Dr Henrik Kjaergaard (Chemistry) was co-author of a paper which set out a new model for the way in which sunlight interacts with sulphuric acid in the atmosphere. The findings may lead international researchers to modify climate models.

Preliminary results of a two-year Wellington School of Medicine and Health Sciences Housing and Health study of 1,400 New Zealand households were unveiled in October, showing a clear link between insulated homes and improved health.

Associate Professor Michael Eccles (Pathology) attracted attention for world-first gene research that may pave the way for new cancer treatments. He discovered that certain developmental genes are expressed in many common cancers, and blocking the expression of these genes leads to the rapid cell death in melanoma, ovarian and bladder cancer cell-lines.

The Dunedin Multidisciplinary Health and Development Research Unit (DMHDRU), directed by Associate Professor Richie Poulton, attracted international media attention with its publication of a report on the genetic basis of the ability to withstand major life stress without developing depression. Two other major DMHDRU-based papers described the finding that asthma outcomes in adulthood are likely to be determined early in childhood, and that childhood psychotic symptoms and aggression predicted risk of violent behaviour in adults with schizophreniform disorder.

Associate Professor Murray Thomson (Dentistry) was awarded a US$500,000 National Institutes of Health grant to continue his study of the oral health of the participants in the DMHDRU study. This was the first grant of its kind for dental research in New Zealand.
Dr Phil Heyward (Physiology) was co-author of a paper which for the first time conclusively showed that the brain processes odours in a manner similar to the way eyes process light, revealing the existence of a major new brain circuit.

Low-carbohydrate diets became the subject of research for a group from the Human Nutrition Department led by Research Fellow Dr Kirsten McAulay, while Professor Jim Mann continued his leading work in a six-year $2.3 million programme researching aspects of diabetes treatment.

Associate Professor David O’Hare (Psychology), of the Cognitive Ergonomics and Human Decision-Making Laboratory, attracted attention with his simulation programme to train pilots to deal with potentially fatal weather conditions.

Professor Stephen Robertson (Paediatrics and Child Health) made an international breakthrough with research into congenital birth abnormalities, identifying a genetic change that throws new light on skeletal displasia. Professor Robertson, whose chair in paediatric genetics is jointly funded by the University and the Child Health Research Foundation, took delivery of a $150,000 DNA analysing machine acquired with the support of a $60,000 Lotteries Commission grant.

Professor Rob Smith (Chemistry) continued to lead the development of a new drug to treat Friedreich’s ataxia and Huntington’s chorea, both devastating hereditary diseases of the nervous system.

The National Foundation for the Deaf awarded $23,000 to the Department of Pharmacology and Toxicology to investigate causes of tinnitus. The research will be led by Professor Paul Smith and Associate Professor Cynthia Darlington.

The Christchurch Cardioendocrine Research Group, led by Professor Mark Richards, made a significant contribution to the body of current research into the functions of the hormone ghrelin, which plays a role in protecting against heart attacks.

Grants totalling $145,000, provided by the Otago Medical Research Foundation and the Community Trust of Otago, helped to fund studies into aspects of fertility and melanoma.

Among the beneficiaries of the main Health Research Council funding round were two major Dunedin-based research teams which each received grants covering three-year periods. The Dunedin Multidisciplinary Health and Development Research Unit, headed by Associate Professor Richie Poulton, received $3,536,600 for a study on the development of risk of chronic diseases, while the Cancer Genetics Laboratory, directed by Professor Anthony Reeve, won $3,065,658 for a study of the genetics and epigenetics of cancer.

The Canterbury Medical Research Foundation made a grant of $60,000 to a group of researchers at the Christchurch School of Medicine and Health Sciences, led by Dr Peter Sykes, to investigate new treatments for endometrial cancer.

PhD student Anna Santure was awarded a $25,000 Enterprise Scholarship from the Foundation for Research, Science and Technology for her research in the area of genetic variation.
Publications

The publication of scholarly articles, books and papers represents one of the key measures of the research activity of the University. In 2003, University staff published 2,315 articles (2002: 2,269) that meet the rigid criteria established for reporting. The categories included are books (authored research, authored other, edited and revision/new edition), journal articles (in approved refereed publications), major reviews, conference proceedings (papers presented and published at recognised refereed conferences) and audio-visual recordings.

A full list of publications is made available on the University’s website. This is an expanded report, drawing on a system of classification developed by the Australian Department of Employment, Education, Training and Youth Affairs to include further categories of publication, such as commissioned reports, book reviews, non-refereed articles and conference publications, other works such as journal letters or notes and conference extracts and performance art.

Postgraduate teaching

Postgraduate students comprised 18.2% of the total student headcount (18.8% in 2002). There were 723 enrolled in doctoral degrees (also 723 in 2002), 994 in Masters courses (1,029 in 2002), 1,378 in postgraduate diplomas (1,349 in 2002) and 272 in postgraduate certificates (281 in 2002).

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 2003, 119 of the 133 PhD theses initially examined (89.5%) received the recommendation that the degree be awarded without the need for substantial modification (2002: 96 of 111 theses examined, 86.5%). The number of PhD degrees completed in 2003 was 127 (2002: 117).

Two very successful and well-attended social networking events were held for PhD and thesis masters’ students during the year. The second event incorporated the inaugural Otago University Students’ Association Supervisors of the Year Award.

Five orientation and four finishing workshops were held for PhD students during the year. Various workshops for supervisors and convenors of examiners were also conducted.
RESEARCH AND POSTGRADUATE TEACHING

STATEMENT OF SERVICE PERFORMANCE 2003

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

OBJECTIVES

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: Objective 4 (i), (ii), and (iii).

II. 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 37.0% of the $2.8 million awarded under the Otago Grant Scheme in 2003 (2002: early career staff won $1.0 million, or 38.5%, of $2.6 million).

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

   The contestable pool of internal funding totalled $3.6 million (2002: $3.5 million).
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.

The revised annual PhD progress report process, which became fully operational in 2002, continued in 2003. 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 2003, 673 progress report forms were completed and submitted (521 in 2002). Issues of concern are addressed as appropriate by supervisors, meeting facilitators, heads of departments, deans or the Director, Research Higher Degrees and Scholarships and his staff.

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

Of the 12 respondents to the 2003 Graduate Opinion Survey (23 students were surveyed), 90% reported overall satisfaction with the quality of doctoral thesis supervision. (2002: 100% of the 11 respondents [30 students were surveyed] reported overall satisfaction). Caution is advised in the interpretation and use of these figures due to the relatively low number of respondents.

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

Three workshops titled Guidelines for Supervising Research Students in Dunedin, Christchurch and Wellington were attended by 50 staff (12 in 2002), and three workshops on Convening PhD Examinations in Dunedin, Christchurch and Wellington were attended by 32 staff (43 in 2002). Thirteen new supervisors attended one or both sessions.

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

Of the 44 respondents to the 2003 Graduate Opinion Survey (118 students were surveyed), 88.0% reported overall satisfaction with the quality of master’s thesis supervision. (2002: 64.0% of the 19 respondents [40 students were surveyed] reported overall satisfaction). Caution is advised in the interpretation and use of these figures due to the relatively low number of respondents.

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. Five meetings were held in 2003, convened by the Director, Research Higher Degrees and Scholarships. The committee played a significant role in the development of an intellectual property policy for graduate research students and in arranging two successful and well-attended networking functions for thesis masters’ and PhD students.

See also: Objective 24 (iii).
13. To develop further international content, context and vision in research and postgraduate teaching.

PERFORMANCE INDICATORS

See: Objectives 6 (i), (ii) and (iv), 42 (i), and 58 (i) and (ii).

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 $48.2 million, down from $51.3 million received in 2002.

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

The University spent $4.3 million on postgraduate scholarships and awards in 2003 ($4.1 million in 2002).

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

Publications listed in the University’s Publications Report for 2003 were 2,315 (2002: 2,269).

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 1.6% to 2.7 million items.
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 research themes.

There were 19 recognised themes in 2003 (2002: 19). These themes each received $20,000 financial support. In addition, $100,000 was made available as contestable funding for individual projects within the themes.

ii. Identifying and supporting other areas of particular research strengths.

The University recognises 111 areas of research strength. These are areas in which the University enjoys national or international recognition but which are not sufficiently broad in scope to qualify as themes.

16. To achieve target outputs for postgraduate student enrolment and performance.

PERFORMANCE INDICATORS

i. Enrolling at least 2,270 postgraduate equivalent full-time students (EFTS) in 2003.

2,452 EFTS postgraduate enrolments were achieved in 2003 (2002: 2,368).

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).

In 2003, 119 of the 133 PhD theses initially examined (89.5%) received the recommendation that the degree be awarded without the need for substantial modification (2002: 86.5% or 96 of the 111 theses examined). The number of PhD degrees successfully completed in 2003 was 127 (2002: 117).

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 43.6% of total EFTS enrolments compared with an average of 41.0% for the previous three years (2002: 35.6%).
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 commercialisation of intellectual property involving University researchers and commercial partners.

The Centre for Innovation currently houses 11 organisations which link business and University researchers. Innovate Otago, a company formed with the objective of fostering and encouraging these links, was involved in 196 new projects worth $14.3 million with 130 organisations (2002: 126 new projects with 69 organisations worth $8.1 million). Additionally, an incubation suite was completed in association with the Dunedin City Council, and two new commercial activities based on staff intellectual property and know-how were established.

ii. Development of policy and implementation of research consultation processes with iwi.

In September 2003 the University Council approved the Policy for Research Consultation with Māori after lengthy negotiations with Ngāi Tahu. The policy provides the framework for an appropriate and mandated consultation process with Māori for research. It ensures an effective and efficient mechanism for managing the consultation process while acknowledging the needs and aspirations of Ngāi Tahu for Māori development and benefit in Ngāi Tahu Vision 2025.

See also: Objectives 20 (i), (ii) and (iii), and 50 (i).

Note: 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 mix 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**

<table>
<thead>
<tr>
<th></th>
<th>Commerce</th>
<th></th>
<th>Health Sciences</th>
<th></th>
<th>Humanities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This Year</td>
<td>Budget</td>
<td>Last Year</td>
<td>This Year</td>
<td>Budget</td>
<td>Last Year</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------</td>
<td>--------</td>
<td>-----------</td>
<td>-----------</td>
<td>--------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>$000</td>
<td>$000</td>
<td>$000</td>
<td>$000</td>
<td>$000</td>
<td>$000</td>
</tr>
<tr>
<td>Postgraduate Thesis Supervision</td>
<td>3,877</td>
<td>3,871</td>
<td>4,776</td>
<td>15,002</td>
<td>14,666</td>
<td>14,647</td>
</tr>
<tr>
<td>Teaching Related Research</td>
<td>3,670</td>
<td>3,785</td>
<td>4,145</td>
<td>8,445</td>
<td>8,005</td>
<td>10,965</td>
</tr>
<tr>
<td>Project Based Research - University Funded</td>
<td>981</td>
<td>1,142</td>
<td>1,047</td>
<td>15,998</td>
<td>17,102</td>
<td>13,489</td>
</tr>
<tr>
<td>- Externally Funded</td>
<td>722</td>
<td>968</td>
<td>1,293</td>
<td>38,497</td>
<td>34,781</td>
<td>40,249</td>
</tr>
<tr>
<td>Total Cost of Output</td>
<td>9,250</td>
<td>9,766</td>
<td>11,261</td>
<td>77,942</td>
<td>74,554</td>
<td>79,350</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Sciences</th>
<th></th>
<th>Service Divisions</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This Year</td>
<td>Budget</td>
<td>Last Year</td>
<td>This Year</td>
<td>Budget</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------</td>
<td>--------</td>
<td>-----------</td>
<td>-----------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td>$000</td>
<td>$000</td>
<td>$000</td>
<td>$000</td>
<td>$000</td>
</tr>
<tr>
<td>Postgraduate Thesis Supervision</td>
<td>6,948</td>
<td>6,709</td>
<td>8,095</td>
<td>4,962</td>
<td>5,717</td>
</tr>
<tr>
<td>Teaching Related Research</td>
<td>7,316</td>
<td>7,431</td>
<td>8,879</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Project Based Research - University Funded</td>
<td>4,087</td>
<td>4,516</td>
<td>3,462</td>
<td>27</td>
<td>46</td>
</tr>
<tr>
<td>- Externally Funded</td>
<td>10,386</td>
<td>9,479</td>
<td>10,321</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Cost of Output</td>
<td>28,737</td>
<td>28,135</td>
<td>30,757</td>
<td>4,989</td>
<td>5,763</td>
</tr>
</tbody>
</table>
COMMUNITY SERVICE

The provision of services to its diverse communities is a responsibility which the University implements in a variety of ways. An annual survey of randomly selected academic staff quantifies some important aspects of community service output. In 2003, the value of community service by University academics was $19.8 million (2002: $16.7 million). Of those surveyed in 2003:

- 90.7% reported involvement in community service activities, representing an average of 8.4% of their professional time (2002: 83.2%, 7.5%)
- 56.8% held posts in recognised professional organisations and associations (2002: 55.0%)
- 28.0% edited or served on the editorial boards of learned journals (2002: 29.0%)
- 51.7% provided services to public sector departments, statutory authorities, agencies, boards, committees, enquiries and non-governmental organisations (2002: 46.6%)
- 24.6% served on government advisory boards or committees (2002: 17.6%).

Library services

One of the more visible means by which the University serves the community is through the accessibility of its libraries. Any adult member of the public is welcome to consult material on the shelves. In addition, those whose research needs cannot be met by their library of first resort (generally a public library) are able to apply for membership of the University Library and can borrow most categories of books. In 2003, there were 2,306 active external borrowers. This figure included an increase of 44.4% in alumni registrations and 17.2% in public use over 2002 figures. There were also 1,810 borrowers from the Otago Polytechnic and the Dunedin College of Education, who have access under a reciprocal agreement.

The University’s Dental Library is the single biggest dental collection in the country and its resources are used nationally. The Medical Library is used intensively by medical practitioners and members of the public. The University Library also acts as the national health sciences last-copy repository for the nation.

The Hocken Library collections, held in trust for the people of New Zealand, were again utilised extensively. In 2003, staff responded to 1,398 written enquiries (2002: 1,167) and provided reference assistance to 6,051 visitors utilising the text collections (2001: 6,531), of whom 61% were members of the general public. External visits to the library’s specialised databases now number in the hundreds each month.

During the year, 12 exhibitions were mounted in the library’s gallery, featuring work by Scott Eady (Frances Hodgkins Fellow 2002), Michele Beevors, Fieke Neuman (Antarctic Arts Fellow 2002/2003), Thelma Beer, Gary McMillan, Michael Armstrong (Frances Hodgkins Fellow 1984), Joanna Paul (Frances Hodgkins Fellow 1983), John Turnbull Thomson, Luke Wood, Russel Moses and Colin McCahon.

Of particular significance was Charles Brasch: A Literary Life, a major display of photographs, manuscripts and paintings to mark the end of the 30-year embargo that Brasch placed on his personal papers when he left them to the Hocken Library in 1973. The exhibition was curated from the 461 works of art Brasch donated to the Hocken and contained representative pieces by most of the significant New Zealand artists working in the mid-20th century. The library also contributed to special displays of Brasch material and of Māori manuscript in the Special Collections area of the Central Library.
Four exhibitions were on tour nationally. They featured works by Colin McCahon, Rita Angus, Robin White, and Rhona Haszard. Sixty-eight works were lent for exhibition in other institutions (2002: 65), including six by Frances Hodgkins for exhibition in the Dunedin Public Art Gallery and 27 by John Turnbull Thomson for an exhibition in the University’s Auckland Centre. The Colin McCahon works loaned in 2002 to the Stedelijk Museum in Amsterdam for touring exhibition were shown in Melbourne and Sydney. The annual Hocken Lecture was given by Sir Tipene O’Regan.

The Hocken Library’s archives access enhancement project, funded by a $250,000 grant from Lottery Environment and Heritage, achieved a major objective with the entering of a record for each of the more than 6000 collections into the Hakena archives database. This achievement is already greatly facilitating access for remote users.

Three major exhibitions held in the de Beer Gallery of the Central Library attracted considerable critical interest locally and nationally. They were Cultivating gardens: practical gardening advice through the ages (curated by Professor Helen Leach); Harmonizing my starting place: Charles Brasch, patron, poet and collector; and He tirohanga ki muri: a view of the past – Māori treasures from the Hocken Library (curated by Dr Donald Kerr and Jeanette Wikaira).

**New Zealand Marine Studies Centre**

The New Zealand Marine Studies Centre contributes significantly to the University’s community service goals through its fostering of the understanding, appreciation and responsible management of New Zealand’s unique marine environment. Located on the peninsular shore of the Otago Harbour, the centre, which incorporates the Westpac Aquarium, combines marine education and tourism.

Education programmes are run for schools, tertiary institutions and interest groups. The centre is open daily to the public and interprets the local marine environment, conservation issues and current research through live displays, interactive exhibits and knowledgeable staff.

In 2003, 24,568 people visited the facility (2002: 16,993). This included 16,914 casual visitors to the aquarium, of whom 36% were from Dunedin, 37% from the rest of New Zealand and 27% from overseas. A total of 4,577 school students in 246 classes attended curriculum-linked educational programmes which included seashore field trips, laboratory investigations and aquarium visits. In addition, 3,077 people participated in group marine experiences and tours in 237 classes.

Other community service highlights in 2003 included increased marketing to overseas tour operators, the introduction of a daily guided tour and expansion of the school education programme to the Nelson/Marlborough region.

Planning began during the year for the 2004 celebration of the centenary of the founding of the Portobello Marine Laboratory. The centre, the oldest marine research laboratory in New Zealand and Australia, was established in January 1904 by Scotsman George Malcolm Thomson. The hatchery was taken over by the University in 1951.
Community relations

The University further strengthened its community relations by conducting a formal meeting with employers. A major gathering in Wellington explored the employers’ views of Otago graduates as employees and solicited input relating to the relevance of Otago’s degree programmes. The information gained was distributed to academic departments for their consideration in quality improvement mechanisms.


The annual Information Days held in Dunedin in April again attracted more than 3,000 secondary students, mostly from the local region but some from as far afield as Auckland, to see the University in action.

Media

The University’s responsibility as critic and conscience of society interweaves with the community service role of providing expert commentary in the media. While it is not feasible to quantify the sum total of media appearances by staff, the University subscribes to a number of reputable media services which enable it to validate claims that academic staff are available and are frequently sought for their specialist knowledge.

Dr Robert Patman and Dr Bill Harris (Political Studies) continued to be consulted frequently as specialists on Middle East and world political affairs, while Dr Charles Pigden (Philosophy) contributed to political debate through his major newspaper article on Martin Amis’s new denunciation of the Stalinist regime, Koba the Dread: Laughter and the Twenty Million.

Others to contribute to community debate on subjects of major importance were Dr Katherine Hall (Ethics) on the issue of euthanasia, Dr David Lont (Accountancy and Business Law) on the efficacy of city council investments made through Dunedin City Holdings Ltd, and Andrew Geddis (Law), Dr Janine Hayward (Political Studies) and Dr Chris Rudd (Political Studies) on voting systems in Dunedin.

Associate Professor Barbara Brookes (History) contributed to the debate that surrounded the introduction of the prostitution reform Bill. University expertise was prominent at various stages of the ongoing dispute over the proposed hydroelectric scheme for the Waakari Valley, in which contributors included Professor Gerry Carrington (Physics) and Professor Blair Fitzharris (Geology).

The ongoing national debate over the use of genetically modified organisms once again involved a number of experts from the University in submissions, comment and responses through the media. Associate Professor Hugh Campbell, director of the University’s Centre for the Study of Agriculture, Food and Environment, contributed to a study that confirmed there are economic risks as well as benefits. Associate Professor Glenn Buchan (Microbiology), a former president of the Otago Institute, continued to be a prominent contributor of expert opinion.

A University-led campaign calling for a ban on prescription drug advertising direct to the public attracted wide public and media interest and backing from influential organisations.
The arts

The University’s contribution to the cultural life of the nation is underpinned by its three major arts fellowships. The Frances Hodgkins Fellowship in fine arts was held by Sara Hughes, the Robert Burns Fellowship in literature was shared by Nick Ascroft and Sarah Quigley, and the Mozart Fellowship in music was held by Noel Sanders.

Each fellow was prominent in Dunedin, contributing knowledge and expertise as well as taking the opportunity to develop creatively. In addition to judging a popular Robert Burns poetry competition, Mr Ascroft wrote and performed poetry and worked on a novel, *Doubtful Landfall*, partly set in Te Anau, where he spent some of his childhood. Ms Hughes’s exhibition, *Love Me Tender*, at the Dunedin Public Art Gallery was well attended and received excellent reviews. Another exhibition of her work, *Digital Mosaics*, was set to open in January 2004 at the Hocken Gallery. Ms Quigley took advantage of the lifting of the embargo on Charles Brasch’s papers to research aspects of his life and work for a biography.

The Burns, Hodgkins and Mozart Fellowship recipients for 2004 were announced during 2003. Edinburgh-based novelist Katherine Duignan was awarded the Robert Burns Fellowship. Ms Duignan graduated from Victoria University with a BA(Hons) in English Literature and an MA in Creative Writing. She received the Modern Letters Fellowship in 2001 and the Louis Johnson New Writers Bursary in 2002. She has published one novel, *Breakwater* (2001), and several works of short fiction. She plans to write a novel set in Edinburgh and Dunedin.

The Frances Hodgkins Fellowship will be taken up by sculptor and multi-media artist Mladen Buizumic, who has lived in New Zealand for nine years after migrating from Yugoslavia. Mr Buizumic, a graduate of the University of Auckland Elam School of Fine Arts, has had 30 exhibitions and in 2003 was working on a multi-media project at the Govett-Brewster Art Gallery in New Plymouth. As Frances Hodgkins Fellow he plans to work on “site specific” pieces, inspired by the Otago area and Stewart Island in particular.

Incumbent Mozart Fellow Noel Sanders will hold the fellowship for a second year. Mr Sanders studied at Auckland and Harvard Universities and holds master’s degrees in English and Linguistics. He was formerly a senior lecturer at the University of Technology in Sydney before taking up the Mozart Fellowship in 2003. He plans to continue working on an opera in 2004 and will also compose works inspired by painter Eion Stevens.

Another major University contribution to the cultural life of Dunedin in 2003 was its production of Puccini’s *Madama Butterfly*, described by a critic as an outstanding theatrical and musical experience.

Conferences and seminars

Once again the University served the community by hosting a large number of conferences and other gatherings. The University environs prove to be a particularly appropriate location for major conferences, with the juxtaposition of lecture theatres and available accommodation close to the centre of the city.

One of the first major events of the year, the annual Hands-On Science Summer School, held 13 – 17 January, was attended by 230 secondary school students from around New Zealand. The school, convened in 2003 by Dr Sue Galvin (Psychology), is designed to attract young people to science and to encourage them to return to study at Otago.

The Philosophy Department organised a conference in January examining the work of 18th century Scottish philosopher David Hume. Attended by 40 people, including world-leading Hume expert Professor Annette Baier, the conference was convened by Dr Charles Pigden.
The University hosted a two-day conference in April involving 130 people with research interests in the Antarctic. Scientists from a number of departments were involved. The conference was convened by Antarctica New Zealand, the crown agency responsible for coordinating New Zealand’s interests in the Antarctic.

The fifth Child and Family Policy convention was held in late June. Among distinguished participants were international keynote speakers Dr Judy Cashmore (Australia), Professor Vitt Muntarbhorn (Thailand), Professor Peter Moss (United Kingdom) and Professor Bruce Ryan (Canada). The conference was led by Professor Anne Smith, who was director of the Children’s Issues Centre until later in 2003.

The Annual Foreign Policy School, which opened 27 June, focused on international ethics. One of the keynote speakers was Otago graduate and retired senior diplomat Gerald McGhie. Among other speakers was Dr Susan Lamb, an Otago graduate and Rhodes scholar and currently deputy director of the legal advisory section of the United Nations international criminal tribunal for the former Yugoslavia. Another notable speaker was New South Wales premier Bob Carr. The school was co-directed by Associate Professor Robert Patman (Political Studies), Betty Mason-Parker (Psychology) and Dr David MacDonald (Political Studies).

One of the largest conferences held in Dunedin in 2003 was the Royal New Zealand College of General Practitioners annual event. The get-together was attended by more than 500 members, many of whom had trained at the University of Otago and who professed to nostalgia as an additional reason for attending the conference.

The New Zealand Historical Association held a four-day conference in November entitled Blurring Boundaries: Rethinking History. The conference, attended by 150, was convened by Professor Tom Brooking and featured the launch of Sites of Gender: Women, Men and Modernity in Southern Dunedin 1890-1939, the latest book to emerge from the ongoing Caversham project led by Emeritus Professor Erik Olssen.

The Geological Society of New Zealand held a four-day conference attended by more than 200, including 170 from outside Dunedin, and the New Zealand Anthropology Association held a conference in late November to focus on the life and work of anthropologist Sir Raymond Firth. A 100-strong New Zealand Association of Classical Teachers (secondary) was convened by Dr John Garthwaite (Classics) and a Human-Computer Interface Conference was attended by 69 delegates from around the world.

A three-day gathering titled New Directions in Sikh and Punjab Studies attracted 25 people, mostly from abroad. It was held in Dunedin because of the high reputation of Emeritus Professor Hew McLeod, the leading Western authority on Sikh history.

More than 450 researchers, including 383 overseas delegates from 28 countries, were welcomed to Dunedin for the 19th congress of the International Society of Biomechanics. The society’s decision to hold the conference at Otago was a recognition of the University’s traditional strength in biomechanics and its international reputation in biological and physical sciences and biomedical research. Leading international speakers at the conference included Professor Steven Vogel (Duke University, North Carolina) who presented the Wartenweiler Memorial Lecture at the opening ceremony. A highlight of the conference was a symposium devoted to the life work of the late Professor Jim Hay, an Otago graduate and former staff member (Physical Education 1967-71) who died in retirement in Mt Maunganui in 2002 after a career as a prominent biomechanics expert at the University of Ohio.
Alumni

The University regards its graduates and other alumni as one of its most important groups of stakeholders. The University of Otago Magazine was published three times in 2003 and communicated news about graduate successes as well as University developments and events of interest.

In addition, an extensive programme of 25 alumni social functions was arranged at venues around the world. These included Sydney, Melbourne, Brisbane, Vancouver, New York, Kuala Lumpur, San Francisco, Wellington(two) and three events in London. There were gatherings in Apia and Suva, both likely locations for the formation of alumni branches. Within New Zealand, functions were held in Hamilton, Whangarei, Auckland, Christchurch, Timaru, Nelson, Napier and Tauranga, while late in the year two events held in Dunedin were attended by a total of 200.

During 2003, the Council decided to recognise outstanding alumni service with the award of a University of Otago Medal. The inaugural presentation was made to London alumnus John Zinzan (BDS 1969). Mr Zinzan, who has practised dentistry in London for 30 years, has arranged alumni functions in London for more than a decade and helps the more than 700 graduates in the United Kingdom to keep in touch with each other and their alma mater.

A steady stream of stories about the success of graduates around the world reaches the alumni office. Prof Malcolm Grant, who became Pro Vice-Chancellor of Cambridge University in 2002, was awarded a CBE in the British New Year Honours for services to planning law. Later in the year he was appointed Provost and President (Vice-Chancellor) of University College, London. He took up his new position in October. Professor Grant completed a law degree and later lectured at Otago before taking up a position at Southampton University in 1972.

Dato’ Professor Dr Hashim bin Yaacob, who received his BDS degree from Otago in 1974, has been appointed Vice-Chancellor of the University of Malaya. Dr Iain Grant, a graduate of the University’s School of Medicine, has become a leading researcher and surgeon in the area of otolaryngology, from his base as an Assistant Professor at Ohio State University.

Music graduate and former Dunedin resident Tecwyn Evans was highly praised in the British press for his direction of the operetta Die Fledermaus for the English Touring Opera company. Mr Evans returned to his home town to receive high acclaim for his conducting of the University’s Madama Butterfly.

A former Otago student, Wendy Brooks (MSc 2000), who is completing her PhD at Cambridge, won a $5000 Foundation of Research, Science and Technology Scholarship award for her research into Alzheimer’s disease.

Dame Judith Mayhew Jonas, a distinguished graduate who received an honorary doctorate in Law in 1998, was appointed Provost of King’s College, Cambridge.
COMMUNITY SERVICE

STATEMENT OF SERVICE PERFORMANCE 2003

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

OBJECTIVES

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

PERFORMANCE INDICATORS

i. Holding more than 50 open lectures and public seminars per annum.

The University held 38 open lectures and seminars in 2003 (2002: 46).

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

90.7% of respondents to the Community Service Survey reported involvement in community service activities during the year, with an average of 8.4% of time spent on these activities (2002: 83.2% of staff surveyed spent an average 7.5% of time on community service).

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

The Hocken Library’s opening hours, 43.5 hours weekly, were maintained at the same level as in 2002. While the proportion of public users using the text collections remained constant at 61%, the overall total was down at 6,051 (2002: 6,531). Written enquiries for all collections however, numbered 1,398 (2002: 1,167), an increase of 19.8% over the previous year.

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

The centre held 246 classes for schools during 2003, attended by 4,577 participants (2002: 299 classes attended by 5,430). A further 237 classes and tours were run for other groups, attended by 3,077 participants (2002: 206 classes attended by 2,292).

v. At least 10,000 visitors per year to the New Zealand Marine Studies Centre and 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 2003.
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 awarded in 2003, the recipients being Nick Ascroft and Sarah Quigley (Robert Burns), Sara Hughes (Frances Hodgkins) and Noel Sanders (Mozart).

ii. Providing performing arts activities open to the public.

   The University’s Departments of Theatre Studies and Music stage public performing arts activities throughout the academic year. 2003 activities comprised: 48 performances in the Lunchtime Theatre series (2002: 49); 28 performances in the Evening Theatre series (2002: 17); 26 concerts in the Showcase series (2002: 25); 15 concerts in the Student Showcase series (2002: 2); and six other concerts or musical performances (2002: 2).

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


iv. Presenting exhibitions of art and literature, in particular promoting the University’s own rare and valuable collections.

   During the year, 12 exhibitions (2002: 12) were mounted in the Hocken Library gallery. Those with a substantial Hocken Library collections component had works by Colin McCahon, Rita Angus, Toss Woollaston, Ralph Hotere, Doris Lusk, Rudi Gopas, Milan Mrkusich, John Tumbull Thomson and Joanna Margaret Paul, among others. The work of 2002 Frances Hodgkins Fellow Scott Eady was exhibited into the New Year. Also shown in the library’s gallery was a major display of photographs, manuscripts and paintings relating to the life and work of Charles Brasch to mark the formal opening of his papers to the public 30 years after his death.

   Four Hocken Library exhibitions were on tour nationally, featuring works by Rita Angus, Robin White, Colin McCahon and Rhona Haszard. Sixty-eight works were lent for exhibition in other institutions (2002: 65), including six works by Frances Hodgkins for exhibition in the Dunedin Public Art Gallery and 27 works by John Tumbull Thomson for an exhibition at the University of Otago’s Auckland Centre. The McCahon works loaned for the Stedelijk Museum touring exhibition were also shown in Melbourne and Sydney.

   In the de Beer Gallery in the Central Library three very successful exhibitions were mounted during 2003. They were:

   *Cultivating Gardens: practical gardening advice through the ages*. 21 March – 27 June 2003. This was curated by Professor Helen Leach, Department of Anthropology.


   *He tirohanga ki muri: a view of the past – Māori treasures from the Hocken Library*. 25 November 2003 – 27 February 2004. This was co-curated by Dr Donald Kerr and Jeanette Wikaira.

   A small display of physiotherapy books and historical materials was mounted in the vitrines in the Charles Brasch Court during October 2003. This was to celebrate the 90th anniversary of the School of Physiotherapy.
v. Providing public screenings of films produced by students in the Diploma in Natural History Filmmaking and Communication.

Four public screenings were held in 2003. Additionally, the works of two students were televised.

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

The works of third-year students were exhibited on two occasions in 2003.

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

PERFORMANCE INDICATORS

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

The value of commercial activities increased by 4.4% to $9.5 million (2002: $9.1 million).

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

An employers’ meeting was held in Wellington on 9 May 2003.

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

The School of Business finalised its Board of Advisors, which has a membership of 15 from industry and government, in 2003. The first meeting of the board will be held early in 2004. The Chancellor is the chairperson of the board.

iv. 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 2003.

v. Maintaining strong links with iwi.

The University of Otago has maintained its commitment to partnership with iwi, particularly Ngāi Tahu. This relationship is defined by the current memorandum of understanding, Treaty of Waitangi Committee and Kaahutuhi Kaupapa Māori appointment to the Office of the Vice-Chancellor. Relationships with Ngāti Whātua in Auckland and Ngāti Toa/Te Atiawa iwi in Wellington are progressing toward the attainment of a similar Treaty-based framework for those iwi.

See also: Objective 17 (i).
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.

56.8% of respondents to the 2003 Community Service Survey reported holding posts in recognised professional organisations and associations (2002: 55.0%).

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

28.0% of respondents to the 2003 Community Service Survey reported involvement in editing and serving on the editorial boards of learned journals (2002: 29.0%).

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.

51.7% of respondents to the 2003 Community Service Survey reported services to public sector departments, statutory authorities, agencies, boards, committees, enquiries, and to non-governmental organisations (2002: 46.6%).

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

24.6% of respondents to the 2003 Community Service Survey reported serving on Government advisory boards and committees (2002: 17.6%).

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 over 2,800 contributions to the media on areas of professional expertise (2002: 1008).

See also: Objective 11 (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 2003 survey found 90.7% of academic staff who responded were involved in community service activities and that these staff spent an average of 8.4% of their work time on community service activities. The activities in which they were involved ranged from service on Government advisory boards and committees to presentations made to school and community groups on areas of professional expertise.

The information gathered in this survey 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 (Academics), who has managerial responsibility for the process. The Deputy Vice-Chancellor (Academics) 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>
</tr>
</thead>
<tbody>
<tr>
<td>This Year ($000)</td>
<td>2,336</td>
<td>8,283</td>
<td>3,784</td>
</tr>
<tr>
<td>Budget ($000)</td>
<td>2,349</td>
<td>8,168</td>
<td>3,779</td>
</tr>
<tr>
<td>Last Year ($000)</td>
<td>2,072</td>
<td>6,905</td>
<td>3,173</td>
</tr>
</tbody>
</table>

#### Sciences

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Service Divisions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>This Year ($000)</td>
<td>5,379</td>
<td>0</td>
<td>19,782</td>
</tr>
<tr>
<td>Budget ($000)</td>
<td>5,192</td>
<td>0</td>
<td>19,488</td>
</tr>
<tr>
<td>Last Year ($000)</td>
<td>4,559</td>
<td>0</td>
<td>16,709</td>
</tr>
</tbody>
</table>
STUDENT SUPPORT

STATEMENT OF SERVICE PERFORMANCE 2003

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

OBJECTIVES

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.

2,256 students (2002: 1,598) attended 184 workshops (2002: 173) in the Student Learning Centre. Individual consultations were provided for 394 students (2002: 304).

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 to have access to specialised support services.

iii. Providing regular orientation and completion workshops for PhD candidates.

Five orientation (Cracking the Start-up Code) workshops and four finishing (Cracking the Finishing Code) workshops were held during the year.

iv. Providing a regular Professional Skills Programme at the Careers Advisory Service.

One hundred seminars were provided to 1,650 students.

v. Using the Student Services Support Committee of Senate to explore student support issues.

The committee met on three occasions in 2003 and dealt with the following key matters: alcohol regulations; halls learning support; support for students not in halls; communication enhancements to raise awareness of support services with staff and students; accommodation strategic working party interim progress report; needs of students who are parents; Māori scholarships; Student Opinion Surveys; support services for students within Foundation Studies Limited; supplementary grants for Māori and Pacific peoples; Student Services and Accommodation Services restructuring; reviews of Halls of Residence; student support at Wellington School of Medicine and Health Sciences.

vi. Providing an Ethical Behaviour Policy and system of mediation.

The University’s Ethical Behaviour Policy has been re-drafted in order to make the policy more reader-friendly and accessible and to separate more clearly the informal and formal processes under the policy. Mediation is the main focus of the informal arm of the policy and in 2004 the revision will be complete and a clear guide of how mediation works will be provided on a dedicated website that details and promotes the use of mediation throughout the University.

See also: Objectives 27 (all performance indicators), and 28 (i) and (ii).
25. To provide a safe and healthy learning environment for students.

PERFORMANCE INDICATORS

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

Expenditure on health and safety related capital improvements totalled $3.2 million in 2003 (2002: $1.9 million).

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

95.3% of respondents to the 2003 Student Opinion Survey provided a positive assessment of personal safety on campus (2002: 93.2%).

iii. Providing a comprehensive Student Health and Counselling Service.

During 2003, Student Health provided a total of 41,926 consultations (2002: 42,118) comprised of 35,944 medical and nursing consultations (2002: 36,023) and 5,214 counselling and psychiatric consultations (2002: 5,448), the balance being made up of group consultations.

iv. Promote the ethical behaviour policy and provide training for the student ethical behaviour contact persons and mediators.

The University mediator works closely with OUSA representatives and other student groups, sharing information about the ethical behaviour policy and the ethical behaviour network. A notable initiative was the publication and wide distribution of postcards to raise awareness of ethical behaviour policy issues and provide information on support services available. These were particularly focused at students and have been widely distributed throughout all of the University campuses and Halls of Residence.

All publicity initiatives started in 2002 continued. These included resident assistant training in Halls of Residence and the provision of information on the ethical behaviour policy in lectures, in student handbooks and at orientation events.

v. Promoting through Student Health in conjunction with Heads of Halls a Healthy Lifestyles programme targeted at all students in Halls of Residence.

The health educator conducted forums/events in the following areas: training for residential assistants of halls and colleges; healthy lifestyles talks focusing on alcohol and sexual health; training sessions for 20 peer educators; peer educator training workshop on stress, mental health and body image; stress/exam preparation seminars. Health awareness topics promoted on campus and in halls and colleges included: awareness of alcohol and other drugs; meningitis; stress and sleep; mental health; smoking and asthma awareness; healthy eating; sun and skin care; travel; flating.
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 2003 was 2,149 (2002: 1,832).

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 2003 Student Opinion Survey: general campus environment, 97.7% positive (2002: 97.5%); living accommodation provided by the University, 91.4% positive (2002: 90.6%); the quality of sport and recreational facilities, 93.6% positive (2002: 90.8%).

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

   The number of flats listed with the University accommodation office was 740 in 2003 (2002: 857). The number of flats let was 591 (79.9%), compared with 664 (77.5%) in 2002.
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. 112 students used the service and/or applied to the fund, with $9,376 awarded from the fund by way of special assistance grants (2002:121 students and $6,362).

ii. Maintaining a University student support policy.

Policy for student support is developed through a Senate sub-committee on Student Support Services. In 2003 this committee met on three occasions and dealt with the following key matters: alcohol regulations; halls learning support; support for students not in halls; communication enhancements to raise awareness of support services with staff and students; Accommodation Strategic Working Party interim progress report; needs of students who are parents; Māori scholarships; Student Opinion Surveys; support services for students within Foundation Studies Limited; supplementary grants for Māori and Pacific peoples; Student Services and Accommodation Services restructuring; reviews in Halls of Residence; student support at Wellington School of Medicine and Health Sciences.

iii. Maintaining an ethical behaviour network in all campuses.

The contact networks throughout the campuses continued to function well. There were two training sessions for all contact persons. The first was a refresher course on the contact person’s role and the second was a session on handling more extreme and difficult situations that may arise. Two experts (one within the University and one external) were brought in for this training. The job of further expanding these networks to represent the varied student and staff groups on campus continued. Members of the Ethical Behaviour Committee were involved with the University mediator in the interviewing and selection of the contact persons for 2004.

iv. 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; Unipol Gym.

The following percentages were recorded for respondents to the 2003 Student Opinion Survey: Accommodation Services, 92.2% positive (2002: 92.1%); Student Health and Counselling, 90.2% positive (2002: 89.8%); the Careers Advisory Service, 90.6% positive (2002: 89.7%); the Student Learning Centre, 96.4% positive (2002: 94.1%); the International Office, 83.9% positive (2002: 82.7%); the Disabilities Office, 97.8% positive (2002: 94.9%).

See also: Objective 24 (i).
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 remained at 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.

95.1% of respondents to the 2003 Student Opinion Survey provided a positive assessment of University lecture rooms, tutorial rooms and laboratories (2002: 92.7%); 87.0% provided an overall positive assessment of libraries (2002: 88.6%); and 95.0% provided an overall positive assessment of computer resource rooms (2002: 90.3%).

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 4,494 students in 2003, and 2,462 student evaluations of teaching for individual papers were also completed.

ii. Seeking student input 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.

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 (i) and (ii).
30. To provide a culture in which students participate in the development of University policy.

PERFORMANCE INDICATORS

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

Student members served on University Council and Senate and on the following committees: Capital Development Committee, Finance and Budget Committee, Appeals Board, Board of Undergraduate Studies, 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, Internationalisation Committee, Standing Committee of Senate, Summer School and Continuing Education Board, and 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 their members serving on University committees. Also specific consultation on the University’s charter and interim profile was undertaken through written submissions and subsequent meetings with each of the associations.

iii. Providing a training scheme for student representatives on committees.

Training seminars are run annually for student association representatives of University-wide committees.
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 continue to require student evaluations of teaching for the last three years 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 division heads, programme directors, heads of departments, deans and administrative and service unit managers. Follow-up meetings will 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 2003 Student Opinion Survey: central administration staff (comprising student information centre/student enquiries), 96.1% positive (2002: 95.9%); library staff, 96.3% positive (2002: 95.6%); computing resource room supervisors, 94.2% positive (2002: 92.6%); administrative staff in academic departments, 93.5% positive (2002: 91.9%); administrative staff in academic divisions, 94.7% positive (2002: 94.2%).

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 developed but has yet to be adopted and implemented.

ii. Providing a Learning Assistance Support Programme.

This service is provided through the Student Learning Centre. 2,256 students (2002: 1,598) attended 184 (2002: 173) workshops in 2003. Individual consultations were provided for 394 (2002: 304) students.

iii. Providing a grant to subsidise the University childcare facilities.

The University provided a grant of $65,000 in 2003 and also met occupancy costs of $23,313.

See also: Objectives 33, 34 and 35 (all performance indicators).
33. To increase Māori student participation, retention and achievement at all levels and to provide appropriate academic, cultural and social support.

PERFORMANCE INDICATORS

i. Increased enrolment of Māori students.

1,105 Māori students were enrolled. Māori students comprised 5.8% of all student enrolments and 6.8% of all New Zealand students enrolled (2002: 1,173 Māori students comprising 6.5% of all enrolments and 7.2% of New Zealand students).

ii. Provide a coordinated environment for Māori students that is culturally appropriate and supportive across the University.

The Māori Centre provided 319 tutorials with an attendance of 1,354, casual study arrangements were provided for 1,515, and assistance was provided on 5,951 occasions for students seeking scholarship information and applications.

iii. Develop a strategic plan for the advancement of Māori student well-being across the University of Otago.

A Māori Advisory Committee, led by the Vice-Chancellor, has been appointed to support advancement across the University. Two wider forums of Māori students have been held by the Vice-Chancellor to consider support strategies for Māori at the University of Otago.

iv. Develop and implement a te reo Māori (Māori language) policy.

The development and implementation of the Māori Language Policy has taken place during 2003 and included a trial of aspects of the policy. This has been overseen by an appointed working party, with a report currently being developed on the achievements.

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.

97.0% of Māori descent respondents to the Student Opinion Survey in 2003 provided a positive assessment of the support provided by the Māori Centre.

vi. Provide scholarships for Māori students which encourage their progression to postgraduate study.

12 study grants were provided to Māori students to encourage their progression from undergraduate study to postgraduate study. It is intended to increase the level of such grants for 2004.

vii. Provide an enhanced mentoring programme for the retention and academic advancement of Māori students.

Through the Māori Centre over 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 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.
viii. Establish Kai Awhina Māori (Māori liaison officers) across the four academic divisions of the University of Otago.

The Division of Humanities has appointed a Kai Awhina Māori position to support Māori students retention and coordinate Māori student support initiatives. Work continues on this initiative in the other divisions.

34. To increase Pacific Islands student participation, retention and achievement at all levels and to provide appropriate academic, cultural and social support.

PERFORMANCE INDICATORS

i. Increased enrolment of Pacific Islands students.

482 Pacific Islands students were enrolled. These students comprised 2.4% of all student enrolments (2002: 455 Pacific Islands students comprising 2.4% of all enrolments).

ii. Provide a culturally appropriate and supportive environment for Pacific Islands students throughout the University.

This was achieved by providing extra tutorials, counselling and advice and organising get-togethers to provide support and to promote services offered by the Pacific Islands Centre. The 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.

iii. At least 85% of Pacific Islands descent respondents to the annual Student Opinion Survey provide a positive assessment of the support provided by the Pacific Island Centre.

94.3% of Pacific Islands descent respondents to the Student Opinion Survey in 2003 provided a positive assessment of the support provided by the Pacific Islands Centre.
35. To increase the participation and achievement of disabled students at all levels, and to provide appropriate academic and social support.

**PERFORMANCE INDICATORS**

i. Enrolling at least 600 students with a disability affecting study in each of the next three years.

The University enrolled 666 students with a disability affecting study in 2003 (2002: 716).

ii. Providing learning assistance and/or access to special equipment for at least 400 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 388 students with disabilities (2002: 395).

iii. Work toward achieving a pass rate and progression rate for disabled students which is comparable with that of the wider student population.

The pass rate of students who registered as disabled on the main enrolment form in 2003 was 76.7%. Pass rate of students overall at the University of Otago was 87.7%. Pass rates recorded by Disability Information and Support are course-approved students who passed as opposed to pass rates of students who actually sat papers, which is the method for compiling overall pass rates. Disability Information and Support reports are in the process of being re-written.


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

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

Unicol has added 100 further beds, which are accessible for students with a disability. Five of these rooms have been designed for students in wheelchairs.

vi. 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.

91.0% of respondents to the Student Opinion Survey in 2003 with a disability affecting study provided a positive assessment of the support provided by the Disabilities Office (2002: 95.0%).

36. 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 2,018 increased by 2.6% to 80 (2002: 78).

See also: Objectives 6 (iii), 58 (i) and (ii).
STAFF SUPPORT

STATEMENT OF SERVICE PERFORMANCE 2003

GOAL
To recruit, foster and retain staff of high international calibre and provide a quality and supportive environment for staff.

OBJECTIVES
37. 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 $4.0 million in 2003, representing 2.1% of the University salary budget (2002: 2.1% 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 272 staff with a total value of $324,059 (2002: 275 staff and $358,677).

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

Overall attendance and number of workshops provided by HEDC in 2003 closely matched the three year mean: 51 workshops in 2003 compared with an average of 55 over the last three years, attended by 883 compared with an average of 792 staff. The General Staff Training Programme provided 21 courses attended by 368 staff compared with an average of 24 courses attended by 420 staff.

iv. Regular evaluation of all training and staff development programmes for relevance and quality.

All HEDC workshops are evaluated by questionnaire and the results are monitored by the Director and the academic staff of HEDC. A formal departmental review of HEDC was conducted late in 2002 and all staff of the University were given an opportunity to comment on the relevance of the HEDC programmes. The review panel made recommendations to HEDC and these are now being implemented.

v. Providing an integrated Leadership Development Programme for heads of department and other staff in leadership positions.

A two-day residential workshop was run for 10 new heads of department. Twenty-two senior academic and service leaders attended a two-day off-campus workshop late in 2003. A total of four days (6.5 in 2002) of leadership development programmes were provided for 32 (75 in 2002) attendances.

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

Both processes were completed for all eligible staff in 2003.
vii. Maintaining an induction and orientation programme for academic and general staff.

13 orientation seminars were run by Human Resources and were attended by 119 general staff, (2002: 13 seminars attended by 142 staff), while the orientation programme for academic staff attracted 50 participants (2002: 45) over two days.

viii. 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.

Targeted research development assistance approved for 2003 was $243,414 covering four departments (2002: $229,414 covering three departments).

ix. Monitoring compliance with the Ethical Behaviour Policy.

The University’s Ethical Behaviour Committee continues to monitor and review the ethical behaviour policy. The University continues to employ a paid mediator who in turn supports unpaid mediators to assist with complaints under the policy.

38. 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 2003.

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 general staff.

72 courses were run attracting 763 participants (2002: 44 courses attracting 699 participants). The programme was expanded during 2003 in recognition of specific issues and recent changes to legislation, examples being the introduction of defensive driving, stress management and fieldwork first aid. Further to this the general staff orientation programme continues to include health and safety and in 2003 a short presentation was included in the academic orientation day.

iii. Completing an annual health and safety audit.

An annual internal health and safety audit was completed in July 2003 with objectives set by the Vice-Chancellor.

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

An independent ACC audit resulted in the University retaining its tertiary status.

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

The committee met five times during 2003.

See also: Objectives 25 (ii) and (iv), and 37 (ix).
39. 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 was appointed in accordance with the approved
   compositions for each committee.

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

   Senate met nine times during 2003. 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 2003.
   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 rationalisation of 120-point degree model, the class representative
   system, and the policy for research consultation with Māori.

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

   All academic boards met on a monthly basis over 10 months in 2003.
40. To maintain and strengthen commitment to equal employment opportunities.

PERFORMANCE INDICATORS

i. Developing a University Equity Management Plan.

The plan is progressing with a first draft to be circulated mid-2004.

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

Eight pairs completed the mentoring programme in 2003, with feedback from this and previous groups providing the basis for an evaluation of the process which will take place in 2004.

iii. Continuing the University mentoring programme for academic staff women.

A pilot programme for academic mentoring was launched in 2003.

iv. Continuing the University Women’s Professional Development Programme and the Women in Leadership Programme.

Six courses were provided as part of the programme, primarily for general staff women, attracting 63 participants (2002: eight courses and 190 participants). The decrease was due to the inability of HEDC to provide support for sessions directed at academic staff.

v. Providing staff training courses on EEO issues.

EEO information continues to be offered as a core component in all training provided to general staff by the training and development adviser along with separate equity area training sessions, for example parental leave workshops.

vi. Gathering benchmark information on EEO target groups and reviewing the needs of these groups.

The University continues to collect applicant EEO information and has in 2003 generated the resultant statistics. Comprehensive employee information is expected to be available mid-2004.

See also: Objectives 32 (ii), and 41 (all performance indicators).
41. To support the recruitment and academic/professional development of Māori Staff.

**PERFORMANCE INDICATORS**

i. Investigating the establishment of Māori staff networks as a resource to support equity and Treaty initiatives.

This investigation was conducted, and identified a number of informal network groups on campus. At present it does not appear necessary to formalise these groups. A group has been established to support the direction of Treaty, language and kaupapa Māori education to staff.

ii. Continuing to advertise positions in te reo Māori where appropriate.

This process continues with 10 positions advertised in Māori (two academic and eight general) in 2003.

iii. Review current recruitment initiatives with respect to their suitability for Māori.

As a first step, merit-based recruitment and selection guidelines for general staff have been completed and are to be circulated early in 2004; these have an EEO focus for all parts of the process. A similar document will be generated at a later date for academic staff.

See also: Objective 40 (vi).

42. 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.

817 academic staff received financial support to attend national and international conferences during the year, and 78 academic staff undertook study leave (2002: 691 and 84).

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

All staff requiring access to the web for work purposes continued to have unrestricted access.

iii. Providing financial support for visiting academics.

Support totalling $101,411 was provided (2002: $116,528).

See also: Objectives 3 (iv) and 58 (i) and (ii).
43. 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 promotion of an awareness of the 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 15 new proposals during 2003. 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 2003.

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

Two Quality Forums were held in 2003.

See also: Objectives 3(i), and 37 (iii) and (v).

44. 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 2003.

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 19 times and evaluated 430 positions in 2003.
45. 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 2003, and a report detailing the number and level of such payments was produced.
PARTNERSHIP WITH IWI

STATEMENT OF SERVICE PERFORMANCE 2003

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

OBJECTIVES

46. To maintain and enhance effective dialogue with iwi.

PERFORMANCE INDICATORS

i. Periodically review the Memorandum of Understanding with Ngāi Tahu.

The Treaty of Waitangi Committee developed a process for the review of the Memorandum of Understanding with Ngāi Tahu during 2003. Submissions from interested persons have been compiled and dialogue continues with Ngāi Tahu in the development of a new Memorandum of Understanding.

ii. Establish Treaty-based relationship Memoranda of Understanding with Ngāti Whātau in Auckland and Ngāti Toa/Te Ātiawa iwi in Wellington, where the University has a physical presence.

The University of Otago has continued dialogue with Ngāti Whātau in Auckland and Ngāti Toa and Te Ātiawa in Wellington, toward the development of memoranda of understanding with these iwi.

iii. Maintain strong working relationships with ngā Rūnanga o te tai o Arai-te-uru.

The University has maintained effective channels of communication and opportunities for dialogue with local Rūnanga, including consultation on the University of Otago Charter and Profile along with research consultation development and implementation.

See also: Objectives 47 and 48 (all performance indicators).
PERFORMANCE INDICATORS

i. Seeking advice from Ngāi Tahu on the exercising of kawa and tikanga within the Ngāi Tahu takiwā.

The Māori Affairs Advisor has coordinated advice on the exercising of kawa and tikanga for a number of functions/ceremonies during 2003. A policy was endorsed by the Treaty of Waitangi Committee in 2003 on exercising of kawa and tikanga within the Ngāi Tahu takiwā.

ii. Seeking advice from Ngāti Whātua on the exercising of kawa and tikanga within the Ngāti Whātua takiwā.

The continued dialogue with Ngāti Whātua around a Treaty-based framework will incorporate the issue of kawa and tikanga within their takiwā.

iii. Seeking advice from Ngāti Toa/Te Ātiawa on the exercising of kawa and tikanga within the Ngāti Toa/Te Ātiawa takiwā.

The continued dialogue with Ngāti Toa/Te Ātiawa around a Treaty-based framework will incorporate the issue of kawa and tikanga within their takiwā.

iv. 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 15 new proposals during 2003. Treaty and partnership issues were covered in the terms of reference of all University departmental and programme reviews completed in 2003.

v. Strengthen the tikanga 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 2003 these ceremonies attracted 271 participants for the May graduations (2002: 210), 118 in August (2002: 104), and 261 in December (2002: 269).

vi. Maintain partnership and participation as a shareholder with Te Rūnanga o Ngāi Tahu in Te Tāpuae o Rehua.

The University has maintained its shareholding in Te Tāpuae o Rehua. Representation on the Company Board and Board of Studies has been maintained throughout 2003.

See also: Objectives 48 (all performance indicators) and 49 (v).
48. To encourage and maintain iwi 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.
    Two meetings were held in 2003 advancing matters relevant to the existing memorandum of understanding and Treaty relationship between the University and Te Runanga o Ngāi Tahu.

iv. Evaluate Māori representation on University governing bodies.
    A system of evaluation was initiated in 2003.

v. Recognise Te Roopu Māori as the students’ association that represents Māori students as a parallel and autonomous association to OUSA.
    The President of Te Roopu Māori continued to be a member of the University Council in 2003.
49. 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 increase Treaty of Waitangi workshops by 50% for academic and general staff on Treaty issues and tikanga Māori.

20 Treaty of Waitangi-related workshops were provided during 2003 for academic and general University staff, an increase of more than 60.0% from 2002.

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

Human Resources Division ran eight courses on pronunciation of Māori language attracting 99 participants (2002: two courses attracting 38 participants).

iii. Providing a 100% fee subsidy for staff undertaking Māori language papers.

24 staff received this subsidy in 2003. 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. Providing a minimum 70% fee subsidy for staff studying first year Māori papers other than language papers.

11 staff received this subsidy in 2003.

v. Support the implementation of the University’s Māori Language Policy.

The implementation of the Māori Language Policy took place during 2003 with a number of aspects of the policy already adopted. A report is currently being developed on the achievements by the appointed working party.
50. 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. Develop and implement an agreed consultation process with iwi for all research grant applications and Ethics Committee applications.

In September 2003 the University Council approved the Policy for Research Consultation with Māori after lengthy negotiations with Ngāi Tahu. The policy provides the framework for an appropriate and mandated consultation process with Māori for research. It ensures an effective and efficient mechanism for managing the consultation process while acknowledging the needs and aspirations of Ngāi Tahu for Māori development and benefit in Ngāi Tahu Vision 2025.

See also: Objective 17 (ii).

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

In 2003 47 projects (2002: 28) 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 2003 was 212 (2002: 204).

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

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

See also: Objectives 33 and 41.
STATEMENT OF SERVICE PERFORMANCE 2003

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

OBJECTIVES

1. 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 67.9% of total expenditure in the Division of Commerce (2002: 65.4%), 58.7% in the Division of Health Sciences (2002: 57.1%), 71.9% in the Division of Humanities (2002: 71.4%) and 58.7% in the Division of Sciences (2002: 57.9%).

ii. Completing the annual performance development review process.
   General staff reviews were completed as scheduled.

iii. Completing the annual promotions round and confirmation process.
   The process was completed for all eligible staff.

iv. Complying with good employer practices.
   Consistent with the provisions of Section 77A of the State Sector Act 1988, the University continues to operate personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment and continues work in policy development which will ensure that all employees maintain proper standards of integrity, conduct and concern for public interest. This is supported by the evidence in relation to objectives such as those provided for in the staff support section of the report - including but not exclusively those objectives specific to training, partnership with Maori, EEO and health and safety.

PHYSICAL

v. Undertaking an annual stocktake of equipment in the University’s departments and sections.
   There was no annual stocktake of equipment conducted in 2003 due to problems with the newly implemented Fixed Asset Register. A 100% stocktake of University assets will be undertaken in the first half of 2004 instead of the normal 50% annual stocktake.

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

vii. 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 2003, with the exception of January 2003 which was included with the February reports.

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

Reports were provided to all scheduled meetings of Council with the exception of the February meeting as the financial results for January 2003 were included with February 2003 and the reports were provided to the March meeting of Council.

ix. Providing monthly financial reports to cost centre heads.

Reports were provided for every month of 2003.

INFORMATION

x. Developing a statement of IT strategic directions for the deployment of information technology.

During 2003 a statement of IT strategic directions was approved by the IT Advisory Board and forwarded to the Vice-Chancellor for ratification.

52. 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. Eight areas of activity were audited in 2003.

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

20 courses were provided as part of the financial training programme, attracting 379 participants (2002: 19 courses and 528 participants).
53. 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.

Five forums were held in 2003; three in Dunedin and one each at the Christchurch and Wellington sites.

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

The group met 13 times during 2003.

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

During the year, twenty-four editions of the Otago Bulletin were produced. In March 2003 the Otago Bulletin was enhanced and expanded, based on a reader survey. Additional items included University and staff achievements and notable activities, as well as the introduction of a letters-to-the-editor feature for staff comment and feedback. The Otago Bulletin is published in hard copy and electronically. Three editions of the University of Otago Magazine were published during the year, and were sent, personally addressed, to staff, alumni, media, schools and other members of the University community.

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

The Vice-Chancellor met with individual staff, on request, throughout the year.

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

A revamped staff bulletin (the Otago Bulletin) was introduced in March 2003 following a reader survey. The Otago Bulletin introduced broader coverage of news, items of interest and staff profiles within the University community and provides the opportunity for staff to raise matters of interest through a letters column. A readership survey is to be undertaken in early 2004 for review of the staff response to the new format. Email messages to all staff were used with appropriate discretion for items of importance to staff such as the appointment of the next Vice-Chancellor. Staff briefings were conducted for significant issues such as strategic issues facing the University, and staff input invited for the development of the University Charter.

See also: Objective 39 (all performance indicators).
54. To ensure the effective development and communication of policy.

**PERFORMANCE INDICATORS**

i. Development and implementation of a University Communication Plan.

The University Internal Communications Plan was prepared, and an exposure draft is currently being circulated for appropriate consultation.

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 39, 52 and 53 (all performance indicators).

55. 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 Accountancy and Business, Pharmacy, Physiology, Classics, English, Music and Theatre Studies, Community and Family Studies and Physical Education. The Diploma for Graduates programme was also reviewed. A pilot programme of administrative reviews was also conducted and reviews of academic committees, web office, St Margaret’s College and University College were undertaken during 2003.

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

The Quality Advancement Committee met four times during 2003.

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

The 2003 Graduate Opinion Survey targeted 1,216 students who completed their Otago qualifications in 2002 and achieved a response rate of 38.0%. The 2003 Student Opinion Survey targeted 4,494 students and achieved a 48.0% response rate.

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

Reviews were completed for 15 new qualifications following the graduation of the first cohort of students.

See also: Objective 43 (ii).
56. 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 $10.0 million (excluding extraordinary items).

The five-year moving average operating surplus for the University was $8.8 million (2002: $11.1 million). A lower moving average target of $8.0 million for 2003 was approved by University Council in the 2003 Budget.

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

A liquid ratio of 1.3:1 was achieved at 31 December 2003 (2002: 1.5:1).

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

The net interest paid in 2003 was $0.040 million, which was 1.3% of the University's operating surplus of $3.103 million (2002: 0.4%).

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

A $1.5 million fund was provided for 2003: $738,000 was expended from the fund to support new initiatives in this area (2002: $1.5 million provided, $1.2 million expended).

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

A $300,000 fund was provided for 2003: $418,414 was expended from the fund to support new initiatives in this area (2002: $300,000 provided, $292,000 expended).

vi. Initiating a University Advancement Campaign.

Late in the year the University secured Government agreement to provide up to $25 million within the Partnerships for Excellence framework. These funds will match those obtained from private individual, business and community partners applied to the “knowledge leader” component of the Leading Thinkers Advancement Programme. Over $8 million of this is expected to be drawn against existing commitments to the programme, bringing the total committed to over $19 million and allowing up to 10 new projects to be started in 2004, all designed to enhance the human capital of the University.
57. 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 published three times and mailed in hard copy to all alumni on the mailing list (approximately 55,000). The magazine is also available electronically from the University of Otago website. All alumni for whom the University holds an email address (15,000) were emailed and offered the opportunity to contribute to the development of the University of Otago’s Charter. In addition, an email survey of 1,000 randomly selected alumni was undertaken to gain feedback on the University’s 2003 Annual Fund approach and around 20,000 mailings to alumni were made for various purposes related to academic departments.

ii. Facilitating alumni events both nationally and internationally.

The University hosted 25 alumni events around the world in 2003. In New Zealand there were functions in Timaru, Hamilton, Tauranga, Nelson, Napier, Christchurch and Whangarei, and two functions each in Wellington, Auckland, and Dunedin. Overseas, there were functions in Brisbane, Melbourne, Sydney, Kuala Lumpur, San Francisco, Vancouver, New York, Suva, Apia, and three in London.

iii. Liaising with the Graduates’ Association.

The University maintained a dialogue with the Graduates’ Association during 2003 and provided space in the University of Otago Magazine as requested. There was also regular contact between the University and its overseas alumni organisations, including the University of Otago Alumni Association of Malaysia, the University of Otago Alumni – Melbourne Chapter, and the University of Otago Alumni – UK-Europe Chapter. The University of Otago Magazine has provided opportunities to promote alumni groups and their activities.
58. 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 20 further agreements and contracts for collaborative research on specific projects during 2003, increasing the total number of such agreements and contracts to 310 (2002: 290).

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

The University of Otago continues to co-operate with the Dunedin College of Education. The college and the University made joint submissions for two Innovation Grants from TEC. A commitment remains to continue co-operation wherever it may further the interests of both institutions.

See also: Objective 42 (i) and (iii).
59. 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.

There were 51 insertions of the advertisement Open to the Public (an advertisement featuring a listing of University activities for the week) in the Otago Daily Times.

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

Three editions of the University of Otago Magazine were published in 2003 and distributed to approximately 55,000 people including graduates and friends of the University, staff, community leaders and the media. In addition, media releases and the provision of other information to the media were used to assist in keeping the wider community informed of University activities. He Kitenga (which features the University’s research highlights) was also produced and distributed to a diverse audience, including other universities, parliamentarians and national libraries.

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

146 media releases were produced and distributed by the Marketing and Communications Division, covering a diverse range of achievements and activities within the University, as well as issues impacting on it.

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

The 2002 Annual Report was published on 12 March 2003.

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 2002 Economic Impact Report was released on 12 April 2003.

See also: Objectives 18, 21, 22 and 23 (all performance indicators).