RESEARCH AND POSTGRADUATE TEACHING

Recognising that the link between teaching and research is a key characteristic of a university, the University of Otago strives for research excellence across all disciplines, fostering a strong research culture in its academic departments and schools.

Five areas of strategic research importance were identified and focused on throughout 2005. They were:

- The Leading Thinkers Programme which involves private and community investment, together with the Government’s Partnerships for Excellence funding, in developing world-class research excellence at Otago. It is the largest initiative of its type undertaken in New Zealand and is reported in detail later in this section.

- Performance-Based Research Funding. The ongoing financial impact of PBRF required a strategic response to the allocation of funding, in a way that rewards both existing and future research excellence. Considerable preparatory work has been undertaken for the partial PBRF funding round which will be undertaken in 2006.

- New structures to link research, enterprise and commercial activity, following international best practice.

- Developing further collaborative research links with key partners including other universities, both nationally and internationally, industry and Crown Research Institutes.

- Harnessing internal synergies to build new clusters of excellence based on existing and emerging areas of expertise.

RESEARCH GRANTS

Otago was very successful in the highly competitive 2005 Marsden Funding round, gaining 15 contracts worth nearly $11 million to undertake fundamental and innovative research. This success represented more contracts and funding than those awarded to any other institution in New Zealand and will enable innovative research to be undertaken across a wide range of areas, such as how the brain kick-starts puberty (Professor Allan Herbison, Physiology), how a tumour-suppressing protein works in cells (Professor Antony Braithwaite, Pathology), and further study at the frontiers of physics into Bose-Einstein condensate and ultra-cold atoms (Professor Crispin Gardiner and Associate Professor Andrew Wilson, Physics).

Other Marsden-funded projects include research into patterns of early contact between Māori and Europeans in the South Island (Dr Tony Ballantyne, History), understanding how children’s memory skills grow with age (Professor Harlene Hayne, Psychology) and the neolithic revolution in South-east Asia (Professor Charles Higham, Anthropology). Three Fast-Start grants for early career researchers were also awarded to Dr Blair Blakie (Physics), Dr Jacob Edmond (English) and Dr Takashi Shogimen (History).

The University’s success in the Health Research Council funding round was equally pleasing. Otago researchers were awarded nearly $9 million for 24 projects, allowing researchers from the Wellington, Christchurch and Dunedin campuses to embark on research that improves the health and well-being of the nation.

The largest grants went to:

- Humoral, ultrasonographic and genetic prediction and protection in heart disease (Christchurch School of Medicine and Health Sciences), led by Professor Mark Richards, $3.7 million.

- Oxidants, antioxidants and inflammatory disease (Christchurch School of Medicine and Health Sciences), led by Professor Christine Winterbourn, $2.8 million.

- Health inequalities research programme (Wellington School of Medicine and Health Sciences), led by Associate Professor Tony Blakely, $2 million.

In the 2005 National Heart Foundation of New Zealand funding round, Otago researchers were awarded five major project grants and three smaller project or individual grants. Recipients included Professor Barry Taylor’s...
FLAME study, identifying risk factors for obesity development in children, Dr Ivan Sammut (Pharmacology and Toxicology), and Dr Vicki Cameron, Dr Chris Pemberton and Dr Miriam Rademaker (all of the Christchurch School of Medicine and Health Sciences).

The significance of the Otago success can be measured by the fact that only 10 major project grants were awarded throughout New Zealand.

Another significant funding success went to Faculty of Dentistry researchers who were awarded $NZ1.4 million by the National Institutes of Health (NIH) in the USA to develop new anti-fungal drugs to combat the growing problem of drug resistance. This is the second major NIH grant won by the team led by Associate Professor Richard Cannon.

Five research projects were also awarded funding from the Otago Medical Research Foundation Laurensen Foundation, and 148 applications for University of Otago Research Grants were successful.

**RESEARCH HIGHLIGHTS**

Research is the driving force behind academic activity at the University of Otago. 2005 saw many outstanding successes and achievements by Otago’s staff and students, only a few of which can be mentioned here.

The University’s highest research honour, the Distinguished Research Medal, was awarded to internationally-renowned cancer geneticist Professor Anthony Reeve who is director of the Cancer Genetics Laboratory (Biochemistry). Over the past two decades Professor Reeve’s work has included the identification of the genes involved in the onset of Wilms’ tumour, a form of kidney cancer in children, and the genetic basis for stomach cancer in Māori and other populations.

Associate Professor Richie Poulton, Director of the Dunedin Multidisciplinary Health and Development Research Unit, and Dr Catherine Day (Biochemistry) were joint winners of the University of Otago’s Rowheath Trust Award and Carl Smith Medal for 2005, which recognise outstanding research performance of early career staff.

Early Career Awards for Distinction in Research were awarded to Dr Boris Baeumer (Mathematics and Statistics), Dr Nie Jing-Bao (Bioethics), Dr Karen Nairn (Education), Dr Mark Hampton (Pathology, Christchurch School of Medicine and Health Sciences) and Dr John Reynolds (Anatomy and Structural Biology). Introduced in 2004, the Early Career Awards are a further initiative to support the development of research programmes within the University.

The University’s research excellence was highlighted by Otago’s success in the 2005 MacDiarmid Young Scientists of the Year Awards. PhD student Jessica North was named overall winner and first equal in the environmental sciences section. Dr Mark Hampton won the health and medical award and Samantha Baldwin, who is completing a PhD in biochemistry, was runner-up in the biotechnology section.

Otago mental health researchers were also highly ranked in an assessment published in the Australian and New Zealand Journal of Psychiatry, which listed Professor David Fergusson and Professor Peter Joyce in the top four, and Professor Roger Mulder as twelfth, in the fields of psychiatry and psychology. No other New Zealand researchers made the top 30.

Biochemistry senior lecturer Dr Julian Eaton-Rye received the New Zealand Society of Plant Physiologists’ Outstanding Physiologist Award for his innovative research aimed at unravelling some of the mysteries of photosynthesis in plants.

Anatomy and Structural Biology Associate Professor Dave Grattan won the Physiological Society of New Zealand’s Triennial Medal for distinguished physiological research. The award was based on his research into the hormonal mechanisms by which the maternal brain adapts to pregnancy.

Physiology senior lecturer Dr Fiona McDonald won the New Zealand Association of Scientists Research Medal for her work exploring a cellular mechanism in the kidney that helps control blood pressure, and Physics student Adam Norrie received the Hatherton Award from the Royal Society for the best scientific paper by a PhD student in the physical sciences, earth sciences, or mathematical and information sciences at a New Zealand university.
Associate Professor Nicola Peart, Margaret Briggs, Professor Mark Henaghan, Jacinta Ruru and Shelley Griffiths (Faculty of Law) won the JF Northey Memorial Book Award for the best law book of 2004, *Relationship Property on Death*.

Professor Sandy Smith was awarded a New Zealand Science and Technology silver medal by the Royal Society of New Zealand in recognition of his national and international contribution over 40 years to the area of medical mycology.

OTHER RESEARCH DEVELOPMENTS

The Otago Competitive Research Network was established in March to bring together researchers investigating the competitiveness of New Zealand, its regions, firms and people. The network, comprising researchers from across the School of Business, launched a working paper series and held regular research seminars and workshops throughout 2005.

The Van der Veer Institute, which specialises in neurological and brain disorders, opened in May. This is a significant research and clinical partnership between the University of Canterbury, the Christchurch School of Medicine and Health Sciences, Canterbury District Health Board and the Canterbury Research Foundation.

The Dunedin School of Medicine joined with the Otago District Health Board to introduce a new series of annual research awards. With grants totalling $700,000, the awards will celebrate excellent research initiatives and the talents of medical researchers.

The Human Genome Research Project led by Otago's Law Faculty with funding from the New Zealand Law Foundation, has begun a three-year project to analyse whether, how and to what extent human genome-based technologies should be regulated. Initial work is focusing on genetic technologies for pre-birth testing, with a particular emphasis on pre-implantation genetic diagnosis.

In September the History of the University Unit was launched. Based in the Department of History, it aims to facilitate historical research and will act as a repository of knowledge relating to the history of the University, its buildings, staff and students, providing a medium for sharing stories and pictures about the University's past.

In November the Governor-General Dame Silvia Cartwright opened the new Women’s Health Research Centre at the Wellington School of Medicine and Health Sciences. Led by Dr Beverley Lawton, the centre will focus specifically on women’s health needs.

COMMERCIALISATION

Otago Innovation Ltd, the University’s commercialisation company, undertook a number of significant projects during the year.

Together with TMT Ventures, it invested in information and communication technology research company, MediaLab, demonstrating the University’s commitment to the New Zealand research system. A shareholding was acquired in Antipodean Pharmaceuticals Ltd, a company about to undertake clinical trials on a treatment for Parkinson’s Disease and Friedrich’s Ataxia using a compound developed at the University.

An agreement was reached with Endeavour Capital to form Photonic Innovations Ltd to commercialise a gas detection technology developed by Associate Professor Andrew Wilson (Physics). The patent for keratin-based bone devices developed by Otago researchers Dr George Dias and Dr Phil Peplow (Anatomy and Structural Biology) was sold to a Christchurch biotechnology company for commercialisation.

The commercial activities of Otago Innovation subsidiary Delta S continued to be underpinned by the FRST-funded research of Professor Gerry Carrington (Physics) and the University’s relationship was formalised with E-Type Engineering, the company that built the School of Physical Education’s swimming flume.

Immune Solutions continued field trials with its oral delivery platform for TB vaccines and a number of patents were filed related to the Neuromuscular Research Group’s findings, offering the potential of new treatments for a range of debilitating neurological conditions.
ADVANCEMENT

During 2005 the Advancement Programme added further to the University’s ability to raise its research capability and performance through the appointment of Leading Thinkers. The Leading Thinkers Initiative is not the University’s only advancement activity, but it is the major one. Donors and sponsors who invest in the University through this programme attract matching funds from the Government.

An anonymous gift of $1 million created the Chair in Early Modern Philosophy. Current political thought, the basis of liberal-democratic society, is founded on the philosophers of the early modern period, and this has been a field of strength at Otago since the University was founded. Dr Peter Anstey, currently at the University of Sydney, will take up this new position.

Associate Professor Martin Kennedy was appointed as the first Director of the Carney Centre for Pharmacogenomics in Christchurch. Made possible by the generosity of the Jim and Mary Carney Charitable Trust, the centre will advance understanding about the way in which individual responses to medicines relate to the genetic differences between people. This raises the possibility of tailoring medication to the individual, thus enhancing both the effectiveness and the safety of treatment.

Dr Claudine Stirling returned to New Zealand from Switzerland to become the Director of the Community Trust of Otago Centre for Trace Element Analysis. Otago has been an Australasian leader in trace element analysis for more than two decades and the new centre, to open in February 2006, will build on this position. A feature of the centre is that it will catalyse research across many disciplines, including Chemistry, Physics, Human Nutrition, Geology and Medicine.

The establishment of a new Chair in Viral Pathogenesis, again the result of an anonymous $1 million donation, will be an exciting development in 2006. The current spread of the H5N1 influenza virus attracts worldwide attention and emphasises the importance of zoonotic threats to mankind. The University’s ability to play a role in this battle will be enhanced by the new chair, which integrates well with current strengths in microbiology and virology.

The Gama Research Fellowship in Bipolar Disorder, funded by the Gama Foundation with support from the Canterbury Community Trust and the Canterbury Medical Research Foundation, will provide for a particular emphasis on research into family issues and will support the work of Professor Peter Joyce in Christchurch.

The New Zealand Cancer Research Institute Trust has funded a new Chair in Cancer Pathology that will reinforce Otago’s cancer research effort across a number of disciplines. The particular goals of this chair will be to understand the genetic basis for cancer cell growth and to develop gene-based therapies for cancer treatment.

The Leading Thinkers Initiative so far includes 2 projects across a variety of disciplines and has attracted external support of over $20 million (including matching Government funds), with a number of further projects under continuing discussion.

POSTGRADUATE TEACHING

Otago’s research strength informs its postgraduate teaching.

Postgraduate students comprised 15.0% of the 2005 student roll in EFTS terms and 18.6% in headcount terms. This included an increase in those enrolled in doctoral degrees and masters’ courses to 829 and 1,108 respectively (2004: 755 and 1,060) out of a total of 3,728 postgraduate students.

The number of PhD degrees completed in 2005 was 114 (2004: 119). 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 2005, 95.2% of PhD theses initially examined received the recommendation that the degree be awarded without the need for substantial modification (2004: 92.2%).

In 2005 the number of available PhD scholarships was increased from 65 to 101, with the eligibility rules changed to include international PhD students.

Six Otago PhD students received Top Achiever Doctoral Scholarships, which provide an annual stipend of $25,000 and pay fees for up to three years. They were Alice Bezett (Physics), Annika Bokor (Biochemistry), Jessie Green (Pathology), Katrina Light (Psychological Medicine), Raymond Marx (Geology) and Karen Tustin (Psychology).
Other postgraduate students to receive significant scholarships and fellowships included Lizzie Cottrell (Physiology) who was awarded a prestigious 2005 Woolf Fisher Scholarship to enable her to undertake PhD study at Cambridge University into the effects of early-developmental nutrition on adult health.

Biochemistry PhD candidate Peter Mace was awarded the inaugural Elman Poole Travelling Fellowship, worth up to $25,000, for study in Finland and the USA on proteins connected to sheep fertility. Beatrice Hudson and Katherine Schick were awarded Commonwealth Scholarships to undertake postgraduate study at British universities. Matt Gillett won a Fulbright Award to pursue postgraduate law study at the University of Michigan and Rhonda Powell was awarded the New Zealand Law Foundation Ethel Benjamin Prize to support her doctoral study at Oxford University.

An expanded and relocated Centre for Postgraduate Nursing Studies at the Christchurch School of Medicine and Health Sciences was officially opened in February. Also in February, the School of Pharmacy celebrated the arrival in Dunedin of the 50th German postgraduate student enrolled in its innovative research internship programme. The programme was established in 2001 and its popularity continues to grow.

The University’s School of Dentistry further raised its international profile by being one of only seven overseas centres (and the only one in Australasia) to host the examination for Membership in Orthodontics (MOrth) of the Royal College of Surgeons of Edinburgh.

Orientation and finishing workshops were held for PhD students during the year in Christchurch, Dunedin and Wellington. The University’s Higher Education Development Centre (HEDC) ran a series of workshops focused on research-related matters in recognition of the significance of PBRF. Workshops were also held for supervisors and conveners, including a well-attended two-day workshop on “Providing Quality Postgraduate Supervision”.

Fourteen PhD students received special PhD Completion Stipends during the second semester. The main purpose of the new stipends is to provide financial support to students to work full-time on completing their theses during a six-month period.

In October, the Otago University Students’ Association arranged an inaugural postgraduate symposium, and in November announced Dr Mike Boyes (School of Physical Education) as the winner of the OUSA’s 2005 Best Supervisor Award.
## COST OF OUTPUT

### RESEARCH AND POSTGRADUATE TEACHING

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

In 2005 three new qualifications were introduced bringing the total number of degrees, diplomas and certificates on offer to 162. A number of new endorsements and majors were also introduced, and new qualifications approved for the 2006 academic year.

The University recognises that quality teaching is vital to the successful delivery of all programmes and continued its proud record in the National Tertiary Teaching Awards. In July two University of Otago academics received national tertiary teaching awards for their sustained excellence – School of Surveying senior teaching fellow Mr Stewart Petrie and Chair in Pharmaceutical Sciences (School of Pharmacy) Professor Thomas Rades. The awards celebrate excellence in tertiary teaching, and are designed to promote good teaching practice and enhanced career development for tertiary teachers. Both men had earlier received Otago’s own Excellence in Teaching Awards. These awards are the counterpart to the University’s Distinguished Research Medal and reinforce Otago’s ongoing commitment to teaching and student learning.

The Otago University Students’ Association also recognises the importance of quality teaching, and named Tourism senior lecturer Dr David Duval as the overall winner of the 2005 OUSA Teaching Awards, ahead of nine other finalists.

Otago’s high standard of teaching was further reinforced in the annual graduates’ and students’ surveys, with 92% of respondents recording overall satisfaction with the quality of their course.

The new qualifications introduced in 2005 were the degrees of Bachelor of Biomedical Sciences with honours and Master of Travel Medicine, and the Postgraduate Certificate in Public Health. A number of new majors/endorsements were also introduced: Nursing – clinical (Master of Health Sciences); Childhood and Youth Studies, Chinese and Spanish (Master of Arts); Motivating Behaviour Change; Nursing – Urology and Continence Management (Postgraduate Certificate in Health Sciences); and Sociology (Bachelor of Arts).

The University discontinued the Medical Radiation Therapy endorsement within the Postgraduate Certificate in Health Sciences. The delivery of the Otago Master of Business Administration in Auckland remained suspended, pending a review and, in a move to increase the rigour of the Bachelor of Commerce degree, three core required papers were introduced in 2005.

Work was undertaken on a new facility for Te Tumu, the School of Māori, Pacific and Indigenous Studies. This will enable the commencement in 2006 of the University’s Bachelor of Māori Traditional Arts which received academic approval and funding some years ago.

The School of Business was recognised as the leading provider of MBAs in New Zealand. The Economist Intelligence Unit, the business arm of The Economist Group which publishes the Economist newspaper, named the Otago MBA in its top 100 MBA programmes – the only New Zealand MBA to be included in the rankings. The Executive Education Unit announced the establishment of a pilot education programme for the biotechnology sector.

Otago has provided a Distance Learning programme since 1985. Significant developments in the qualifications and papers offered since the adoption of the 1998 Distance Learning Plan, combined with the need to build on this progress and the advantages that it offers both to the University and its students, prompted the adoption of the Distance Learning Plan 2005-2007.

Enrolment at the University of Otago continued to grow in 2005. While growth slowed from the 4.9% recorded in 2004 to 1.7%, the University achieved a record roll of 17,739 equivalent full-time students (EFTS) (2004: 17,448 EFTS) and enrolled more than 20,000 individual students.

This was Otago’s fifth consecutive year of enrolment growth, with increases achieved in the numbers of both domestic and international students. That said, growth in 2005 was due to the flow-on effect of the increased first-year intakes achieved in previous years.
While domestic first-year growth was achieved within the core subgroup of school leavers who proceeded directly to university study (this group comprises almost 70% of Otago's domestic first-year intake), this was not quite sufficient to offset a fall in the number of commencing mature students, and the net result was a 1.5% drop in domestic first-years.

Over two thirds of commencing students came to the University from outside its home catchment. Students from the North Island comprised 40.0% of the total first-year intake and 44.8% of the domestic first-year intake.

Despite the first-year trend, domestic enrolment growth was achieved at both the undergraduate and postgraduate level for an overall increase of 1.1%. A 4.4% increase in the number of domestic postgraduate students and an 11.9% increase in research postgraduate students were particularly pleasing, as increasing the postgraduate roll is a strategic priority for the University.

While the number of both Māori and Pacific Peoples students continued to grow in absolute terms, their representation in percentage terms remained largely unchanged in 2005, at 6.2% and 2.5% of total enrolments respectively.

A worldwide trend in international education in 2005 reduced first-year student recruitment from China. Every New Zealand university was affected by this, although the impact was mitigated in the case of Otago by an international recruitment policy that constrains the size of the international roll and the proportion coming from any one country.

Despite the Chinese first-year downturn – which saw first year international enrolments down by some 22.3% – the flow-on effect of international growth in previous years pushed total international numbers up by 6.1% in EFTS terms. International students represented 11.9% of the University EFTS roll.

While they are counted as domestic students for statistical and funding purposes, the University attracts a small stream of students from Australia. In 2005 the University enrolled 37 first-year students from Australia, some two thirds of whom were Australian citizens, and a third New Zealand citizens returning from Australia. Total enrolments of students from Australian home areas was 223 in 2005.

Summer school enrolments grew by 2.1% to 303 EFTS, with 49 papers offered, some taught by visiting overseas academics and professors emeriti. Fifty-seven adult and community education courses were also held.

UNDERGRADUATE SCHOLARSHIPS

The University continued its distinguished record of Rhodes Scholarships with the selection in October of Nicholas Douglas as a 2006 Rhodes Scholar-elect. The Christchurch School of Medicine and Health Sciences medical student is Otago’s 48th Rhodes recipient.

A number of exciting undergraduate scholarships were established during the year. Of particular note were new first-year undergraduate scholarships to support the brightest students to proceed to study at Otago. From 2006, a Dux Scholarship (each worth $3,500) will be available to the dux of every New Zealand secondary school.

The University also announced new undergraduate scholarships (each worth $10,000) for up to 30 promising Māori and Pacific Islands secondary school students to undertake university study. Further scholarships were established for Māori and Pacific Islands students proceeding to postgraduate study.

INTERNATIONALISATION

Internationalisation continues to play a significant role in the University’s outlook, with an ongoing commitment to incorporating student exchanges within undergraduate study as an integral part of the Otago experience. The number of Otago students participating in such exchanges was 155 in 2005. A further 183 international students from 31 countries studied here on exchange.

Key achievements during the year included signing new exchange agreements and memoranda of understanding with universities in Germany, Canada, USA, India, England, Ireland, South Korea, France and Spain. These included the prestigious French universities of Universite Paris X-Nanterre and L’Universite Paris 3 Sorbonne-Nouvelle.
A new agreement with University College, Dublin, offers exchange opportunities for students in Otago’s programme in Irish Studies, to be developed in association with the University’s endowed chair in this field. This brings the number of exchange partners to 90 in 31 countries.

Five Spanish universities also announced their intention to join the University of Otago’s exchange programme, ranging from student exchange agreements to fostering collaboration between Otago and Spanish researchers and academic staff, including staff exchanges. The Universities with which memoranda of understanding will be signed are Universidad de Alcalá, Universidad Autonoma de Madrid, Universidad de Córdoba, Universidad de Granada and Universidad Complutense de Madrid.

A further memorandum of understanding was signed with the Office of the Civil Service Commission in Bangkok, Thailand, for receiving sponsored PhD students.

TEACHING AND LEARNING DEVELOPMENTS

Professional development workshops and programmes were provided throughout the year by the University’s Higher Education Development Centre (HEDC) with particular emphasis on the needs of new academic staff. Leadership development programmes and workshops were also provided for heads of department, research team leaders and future leaders in the University. In December, 25 academic and 25 general women staff participated in two successful two-day workshops on Women and Leadership.

The University continued to place great emphasis on supporting students to improve their study skills and to cope with new learning situations. The Student Learning Centre ran 210 workshops attended by about 1,980 participants and provided one-to-one consultations to 460 students. Several workshops were provided in the Christchurch and Wellington Schools of Medicine and Health Sciences, in departments, and in colleges and halls of residence on the Dunedin campus. Otago hosted the 2005 conference of the Association of Tertiary Learning Advisers of Aotearoa New Zealand (ATLAANZ), attended by delegates from New Zealand, Australia and the UK.

Other important learning support services continued to be provided for specific groups through Te Huka Matauraka (the University’s Māori Centre), the Pacific Islands Centre and the Disabilities Information & Support Office.

The established programme of quality forums continued in 2005. They included insights gained from the Otago Millennium Graduate Project, international developments in quality audit, and new initiatives in teaching and learning.

Twelve major Innovation in Teaching Projects and a further 10 significant teaching development projects were completed. A further three Innovation in Teaching grants and six Research into University Teaching grants were awarded for projects to be undertaken in 2006. Two large TEC e-Learning Collaborative Development Fund (eCDF) grants were executed during 2005. The University is lead applicant in the Information Literacy e-learning Modules project, a collaboration with the Dunedin College of Education and the Otago Polytechnic, and is also principal collaborator in another large project, Te Whanake Online.

A major review of online learning practice at the University has led to the introduction of new grants for e-learning enhancements. Six awards have been made for 2006 by the Committee for the Advancement of Learning and Teaching (CALT) in recognition of the growing importance of e-learning in the University.

The University Library is an enormously important facility for staff and students alike. In 2005, on-site and online resources continued to be developed with the total number of items available increasing to 2,838,816 (2004: 2,789,415), an increase of 1.8%. With 3,379 seating places within the library, there is one place per 5.25 EFTS.
COST OF OUTPUT

TEACHING, LEARNING AND ASSESSMENT

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COMMUNITY SERVICE

In addition to its teaching and research functions, the University of Otago takes seriously its responsibility to provide a more general service role to the community.

This role includes:

- Sharing the academic and professional expertise of staff through activities ranging from service on government advisory boards and committees, to presentations to school and community groups, and through the media in areas of academic expertise.
- Providing adult and continuing education courses, hosting conferences and open lectures.
- Making available to the public other resources such as the Hocken Collections and the New Zealand Marine Studies Centre.
- Contributing to the arts through fellowships and performances.
- Maintaining ongoing contact with Otago alumni.

While it is difficult to quantify fully this important aspect of University activity, an annual survey of randomly selected academic staff does give a picture of the extent to which staff are involved. Of those surveyed in 2005, 62.2% provided services to public sector departments, statutory authorities, agencies, boards, committees, enquiries and non-governmental organisations (2004: 52.5%), while 24.4% served on government advisory boards or committees (2004: 19.2%). The value of community service by University academics in 2005 was estimated at $25.6 million (2004: $18.5 million).

Once again the University served the community by hosting a large number of conferences and other gatherings. One of the first major events of the year was the annual Hands-On Science summer school attended by more than 200 secondary school students from around New Zealand. The programme is designed to introduce interested young people to research science and encourage them to consider science as a career.

“What’s the Big Idea?” was also hosted by the Division of Sciences at the start of the year. This series of short and informal talks was prefaced by live music on the St David's piazza and presented new Otago research in a relaxed and informal way, tailored to appeal to a general audience.

Otago’s Foreign Policy School celebrated its 40th anniversary in 2005 and was attended by more than 140 academics, diplomats, students and interested members of the public who debated the millennium goals set by the United Nations in 2000.

Of particular note among the many conferences hosted in 2005 was the New Zealand Microbiological Society (NZMS) Conference, celebrating the society’s 50th anniversary. More than 350 researchers attended, including Professor Robert Webster, an Otago graduate now based at St Jude Children’s Research Hospital in the USA. A world-leading virologist, Professor Webster gave a public lecture on avian flu and was widely interviewed in the media.

The University held 72 open lectures and seminars in 2005 (2004: 102). These included many by internationally-renowned academics on topics ranging from the “peak oil”, to accounting theories and evidence-based forecasting. Across the University many departmental research seminars were also open to the public. The Christchurch and Wellington Schools of Medicine and Health Sciences, for example, hosted 28 and 40 such events respectively.

A further 57 adult and community education courses were held. Among these was the five-session Dare to be Pacific community education course, targeted at Pacific Islands secondary school students interested in exploring where they come from and their post-school options.

The University renewed its agreement with the University of the Third Age Charitable Trust Dunedin (U3A) for a further two years and, under the agreement, 12 short courses were jointly offered in 2005.

A memorandum of understanding was signed with Dunedin business incubator Upstart, Auckland-based business accelerator The ICEHOUSE and the University of Auckland Business School to implement The ICEHOUSE business growth programme in the South Island. The ICEHOUSE Owner Managers Growth
Seminars and Programme, aimed at owners of small/medium enterprises, were run throughout the second half of 2005 in Dunedin, Christchurch and Queenstown.

For the past 10 years researchers at the Christchurch School of Medicine and Health Sciences have been working with a number of community health agencies on an early-intervention health programme, Early Start. The programme is regarded as one of the most internationally successful of its kind. Over the past decade nearly 800 families have received support and assistance and this was celebrated in November with the launch of an in-depth evaluation report.

To celebrate the Year of Physics, the wider community was encouraged to take part in a number of events hosted by Otago’s Department of Physics. Of note was the visit and public lecture in July by 2003 Nobel Physics Prize winner Professor Anthony Leggett, brought to Otago under the James and Jean Davis Prestige Visitorship. This was followed in October by the visit of another Nobel prize-winning physicist, Professor Carl Wieman, who delivered three public lectures. Professor Wieman made headlines in 1995 when he created a new state of matter called Bose-Einstein condensate, an area in which Otago also undertakes leading international research.

Other community service initiatives included a visit to Samoa in June by five final-year dentistry students to help resident dentists at the National Hospital in Apia. Students took with them equipment no longer needed at the School of Dentistry and fundraised to buy other supplies for the hospital.

An inaugural Geographical Informations Systems (GIS) Activity Day was hosted on campus on August 10 by the Department of Information Science and the School of Surveying, together with Eagle Technology Group. More than 50 year -12 and -13 secondary school students from the greater Dunedin area took part.

Staff and postgraduate students from the Department of Clothing and Textile Sciences accepted an invitation from Te Runanga o Moeraki to hold a wananga in July on the care and presentation of taonga. This was the first in a proposed series of such events and proved to be a very worthwhile exchange of knowledge.

The APPLE study (A Pilot Programme for Lifestyle and Exercise, Edgar National Centre for Diabetes Research) was runner-up in the Trustpower Community Awards for health and well-being in recognition of its contribution to the community.

LIBRARY SERVICES

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

HOCKEN COLLECTIONS

The collections, held in trust for the people of New Zealand, were again used extensively by many community groups, including schools, students of other tertiary institutions, visiting academics, local historians, Māori iwi, genealogists, contract researchers, publishers, film production companies and broadcasters.

Staff responded to 1,188 written enquiries (2004: 1,314) and to 912 telephone enquiries (2004: 1,663). Reference assistance was provided to 5,061 public visitors using the text collections and 111 public exhibitions were presented in the Hocken Collections gallery.

Three exhibitions toured nationally during the year; works from the Hocken’s pictorial collections were displayed at the Auckland Centre and 80 works (including pictures, archives, manuscripts and publications) were lent for display to other institutions (2004: 82).

Foyer exhibitions from the Hocken Collections displayed a variety of materials relating to Māori Language Week, New Zealand music, Pasifika, Janet Frame and the launch of the History of the University Unit.

The 2005 Hocken Lecture was given by Emeritus Professor Lloyd Geering. His subject was “God in Twentieth Century New Zealand”. The Hocken’s winter seminar series of nine seminars was conducted over a five-month period. Part two of the Archives Access Enhancement Programme, funded by a grant from the Lottery Environment and Heritage fund, began in mid 2005.

CENTRAL LIBRARY

The Central Library held four public exhibitions in the de Beer Gallery during 2005.
Selected digitised images of bindings, incipits, colophons and illustrations from the University Library’s 37 incunables (pre-1501 printed books) with accompanying bibliographical descriptions have been placed on the web for public access.

NEW ZEALAND MARINE STUDIES CENTRE

The New Zealand Marine Studies Centre, incorporating the Westpac Aquarium, contributes significantly to the University of Otago’s community service goals, offering marine education programmes throughout the year 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 2005 there were 23,011 visitors to the facility, including:

- 14,633 independent visitors to the aquarium
- 5,954 school students (249 classes) attending curriculum-linked educational programmes which include seashore field trips, laboratory investigations and aquarium visits
- 2,424 people participating in group marine experiences and tours (233 classes/tours).

A further 2,758 people took part in the centre’s marine education programme run in the Nelson/Tasman/ Marlborough region.

Highlights for 2005 included a renewal of the centre’s Learning Experiences Outside the Classroom contract with the Ministry of Education, and the development of programmes for gifted and talented primary and secondary students in marine science. A new contract with the Ministry of Education will allow these programmes to be delivered in 2006 to secondary students from throughout the South Island.

THE ARTS

The University’s contribution to the cultural life of the nation is underpinned by its four major arts fellowships. In 2005 they were held by Catherine Chidgey (Robert Burns Fellow, literature), Rohan Wealleans (Frances Hodgkins Fellow, fine arts), Rachel Clement (Mozart Fellow, music) and Petra Kuppers (Caroline Plummer Fellow, dance).

The University’s Departments of Theatre Studies and Music have for many years staged public performances throughout the year. The regular series of lunchtime concerts and dramatic performances makes a strong contribution to the cultural life of the city of Dunedin, as well as providing valuable performance experience for students. During 2005 the Department of Theatre Studies staged 28 Lunchtime Theatre pieces, with a total of 56 performances. In addition, four extra performances of the Lunchtime Theatre piece Einstein’s Tongue were given at local schools and 23 other theatre activities. The Department of Music held 40 concerts which were open to the public.

ALUMNI

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

Fifteen alumni social functions were held throughout New Zealand and the rest of the world – in Los Angeles, Dublin, Wānaka, Christchurch, New York, Edinburgh, London, Kuala Lumpur, Wellington, Dunedin, Sydney, Auckland and Melbourne. A number of residential colleges also held alumni events throughout the year; with the assistance of the Alumni and Development Office.

The School of Physical Education celebrated the achievements of its alumni with the launch of its Wall of Fame in May. The departments of Physiology, and Microbiology and Immunology co-ordinated alumni reunions alongside major departmental events. The Alumni and Development Office helped with a number of other alumni-organised reunions, including several medical reunions.
Otago’s alumni continued to respond increasingly positively to the University’s Annual Appeal. The 2004 Annual Appeal resulted in 11 scholarships to first-year students, the continued funding of the two First-in-Family scholars, and ongoing support for research and library resources. A significant increase in participation in the Care to be Wise Annual Otago Appeal was appreciated. This will enable the University to continue to benefit current and future students through the goodwill of those of the past.

**COST OF OUTPUT**

**COMMUNITY SERVICE**

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<th>Humanities</th>
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CONTRIBUTION TO NEW ZEALAND AND THE TERTIARY SECTOR

OBJECTIVE 1: TO MAINTAIN AND ENHANCE THE UNIVERSITY’S STANDING AS A PREMIER RESEARCH INSTITUTION

PERFORMANCE INDICATORS

i. Increasing research funding from outside sources by at least 5% per annum.
   Research funds from outside sources increased by 11.0% to $66.8 million (2004: $60.2 million).

ii. Increasing the number of University-funded postgraduate scholarships and awards offered and taken up by 10 per annum.
   63 PhD students took up their scholarships and 64 masters’ students took up their awards (2004: 133 in total). The University spent $5.7 million on these scholarships and awards in 2005 ($5.3 million in 2004).

iii. Increasing the number of publications of scholarly books, monographs and articles in refereed journals by at least 5% per annum.
   Unique research outputs listed in the University’s 2005 Research Outputs Report increased by 32.2% to 3,749 (2004: 2,836).

OBJECTIVE 2: TO PROMOTE, ENCOURAGE AND SUPPORT EXCELLENCE IN TEACHING

PERFORMANCE INDICATORS

i. At least 90% of departments and programmes sampled in the annual Student Opinion and Graduate Opinion Survey receive a positive mean rating on the Good Teaching, Appropriate Assessment and Overall Satisfaction scales.
   Of the 32 programmes and departments surveyed in 2005 for which statistically reliable response rates were obtained, 97.0% received a positive mean score on the Good Teaching and Overall Satisfaction scales, and all received a positive mean score on the Appropriate Assessment scale (2004: 31 programmes and departments, all with positive mean scores on all scales).

ii. At least maintaining the total funding provided through Innovation in Teaching grants, Research into University Teaching grants, and Internationalisation of the Curriculum grants.
   $125,000 was made available for Innovation in Teaching and e-Learning Enhancement grants (2004: $125,000), $50,000 for Internationalisation of the Curriculum grants (2004: $50,000) and $75,000 for Research into University Teaching grants (2004: $75,000).

iii. At least 90% of respondents to the Graduate Opinion Survey reporting overall satisfaction with the quality of doctoral and masters’ thesis supervision.
   81.6% of masters’ students reported overall satisfaction with the quality of thesis supervision, with no data available for doctoral students (2004: 87.5%).
OBJECTIVE 3: TO DEVELOP IN STUDENTS THE SKILLS, ATTRIBUTES AND KNOWLEDGE TO ENHANCE THEIR CAPACITY TO MAKE A POSITIVE CONTRIBUTION TO SOCIETY AND THEIR EMPLOYMENT PROSPECTS

PERFORMANCE INDICATOR
i. At least 90% of respondents in the Graduate Opinion Survey reporting some, moderate or extensive development of the following skills and attributes through their studies: oral 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 2005 Graduate Opinion Survey reporting some, moderate or extensive development of the above attributes was as follows: oral communication skills, 88.6% (2004: 89.3%); written communication skills, 94.3% (2004: 95.8%); the skills to plan one’s own work, 93.4% (2004: 93.2%); the ability to solve problems, 94.6% (2004: 94.3%); self-confidence, 90.7% (2004: 91.1%); flexibility and adaptability, 91.0% (2004: 89.0%).

OBJECTIVE 4: TO SUPPORT INTERNATIONALISATION AND STUDENT INTERACTION IN AN INTERNATIONAL ENVIRONMENT

PERFORMANCE INDICATORS
i. A diversified international student population constituting no more than 12% of total University EFTS, with no more than 25% of the international cohort from one country.

International EFTS for 2005 were 11.9% of total University EFTS. Students from the People’s Republic of China comprised 32.2% of total international EFTS. All other countries were below 25.0% of total international EFTS (2004: 11.3% of total University EFTS, with 28.4% from China).

ii. Increasing the number of domestic students participating in international exchanges to 190 places in 2005, 225 places in 2006 and 260 in 2007.

The number of domestic Otago students participating in international exchanges increased by 13% to 173 semester places (2004: 153).


International student numbers increased to 2,104 in 2005 (2004: 1,983).
OBJECTIVE 5: TO SHARE THE UNIVERSITY’S EXPERTISE AND RESOURCES WITH THE COMMUNITY AND FOSTER THE CREATION AND PRESENTATION OF WORKS OF ART, LITERATURE AND MUSIC

PERFORMANCE INDICATORS

i. At least 80% of University academic staff involved in community service activities.

90.2% of respondents to the 2005 Community Service Survey reported involvement in community service activities (2004: 85.0%).

ii. Holding more than 75 open lectures, public seminars, and adult and community education courses per annum.

The University held 172 open lectures and seminars (2004: 102).

iii. Providing at least 100 performing arts activities open to the public per annum.

The University’s Departments of Theatre Studies and Music staged 23 public performing arts activities (2004: 7).

iv. Awarding the following annual fellowships: the Robert Burns fellowship (for literature); the Frances Hodgkins Fellowship (for visual arts); the Mozart fellowship (for musical composition); the Caroline Plummer fellowship in Dance.

All fellowships were awarded in 2005, the recipients being Catherine Chidgey (Robert Burns), Rohan Wealleans (Frances Hodgkins) and Rachel Clement (Mozart). The inaugural Caroline Plummer Fellowship was awarded in 2005 and the recipient was Petra Kuppers.

OBJECTIVE 6: TO PRESERVE AND ENHANCE THE UNIQUE QUALITIES OF THE OTAGO CAMPUS LIFESTYLE AND OTAGO LEARNING EXPERIENCE

PERFORMANCE INDICATORS

i. At least 90% of respondents to the annual Student Opinion Survey providing a positive assessment of the following: the general campus environment; living accommodation provided by the University; the quality of sporting and recreational facilities; University lecture rooms, tutorial rooms and laboratories; Accommodation Services; Student Health and Counselling; the Careers Advisory Service; the Student Learning Centre; the International Office; the Disabilities Office; personal safety on campus; Recreation Services and the Unipol Gym.

The following percentages were recorded for respondents to the 2005 Student Opinion Survey: general campus environment, 96.8% positive (2004: 97.3%); living accommodation provided by the University, 88.3% positive (2004: 88.3%); the quality of sport and recreational facilities, 90.0% positive (2004: 91.1%); University lecture rooms, tutorial rooms and laboratories, 94.0% positive (2004: 93.9%); Accommodation Services, 89.9% positive (2004: 89.7%); Student Health and Counselling, 91.8% positive (2004: 91.9%); the Student Learning Centre, 95.2% positive (2004: 94.6%); the International Office, 83.0% positive (2004: 77.7%); the Disabilities Office, 97.0% positive (2004: 97.6%); Recreation Services, 92.4% positive (2004: 94.0%) and the Unipol Gym, 88.9% positive (2004: 89.0%).

ii. At least 90% of respondents to the annual Student Opinion Survey providing 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 were recorded for respondents to the 2005 Student Opinion Survey: helpfulness of central administration staff (comprising Student Information Centre/Student Enquiries), 95.4% positive (2004: 95.5%); library staff, 95.9% positive (2004: 96.1%); computing resource room supervisors, 94.8% positive (2004: 92.6%); administrative staff in academic departments, 93.6% positive (2004: 94.5%); administrative staff in academic divisions, 94.4% positive (2004: 95.5%).
APPROACH TO FULFILLING TREATY OF WAITANGI OBLIGATIONS

OBJECTIVE 7: TO DEVELOP AND MAINTAIN POLICIES AND PRACTICES WHICH ACKNOWLEDGE PARTNERSHIP WITH IWI

PERFORMANCE INDICATORS

i. Developing a new Memorandum of Understanding with Ngāi Tahu in 2005 and working towards appropriate agreements with other iwi.

A final revised Memorandum of Understanding has been endorsed by Ngāi Tahu and the University of Otago, to be signed in early 2006.

A Memorandum of Understanding has been endorsed by the University of Otago and Te Rūnanga o Ngāti Whātua to be signed in early 2006.

The Memorandum of Understanding with Ngāi Porou Hauora has continued and dialogue has been initiated with Te Arawa, Ngāti Toa and Te Atiawa in Wellington, around the potential of developing memoranda of understanding.

ii. Taking account of Treaty and partnership issues in the development of new academic programmes, and in reviews of existing academic programmes.

The Māori Affairs Advisor and Treaty of Waitangi Committee have continued to provide direction and input in reviews of existing, and in the development of new, academic programmes.

iii. Seeking advice from Ngāi Tahu, and other iwi as appropriate, on the exercising of kawa and tikanga within their takiwā.

The Māori Affairs Advisor facilitated, co-ordinated advice, and led where appropriate the exercising of kawa and tikanga for functions, ceremonies and events during 2005. Such activity has been under the korowai (umbrella) of Ngāi Tahu, Rūnanga and/or Treaty of Waitangi Committee policy.

iv. Developing a Māori Strategic Framework for the University.

As preparation for developing a Māori Strategic Framework, the University of Otago undertook a Treaty of Waitangi stocktake. The findings of this report will provide the matrix for the proposed framework to be finalised in 2006.

OBJECTIVE 8: TO STRENGTHEN LINKS WITH NGĀ IWI MĀORI IN RESEARCH AND TO PROMOTE AND SUPPORT RESEARCH IN MĀORI LANGUAGE, CULTURE, EDUCATION, SCIENCE, HEALTH AND HISTORY

PERFORMANCE INDICATORS

i. At least maintaining the number of research projects being undertaken in association with Māori.

The University of Otago continued to support and promote consultation through the Ngāi Tahu Research Consultation Committee which considered 389 projects during 2005 (2004: 277).

ii. To offer, in conjunction with Ngāi Porou Hauora, up to five awards per annum for postgraduate studies in the health sciences.

2 awards were granted for postgraduate study in the health sciences.

iii. To increase total funding support to assist Māori doctoral students to attend conferences.

6 Māori students were assisted in attending conferences in 2005 (2004: 2).
OBJECTIVE 9: TO INCREASE MĀORI STUDENT RECRUITMENT, RETENTION AND ACHIEVEMENT AT ALL LEVELS AND TO PROVIDE APPROPRIATE ACADEMIC, CULTURAL AND SOCIAL SUPPORT

PERFORMANCE INDICATORS

i. Increasing enrolment of Māori students as follows: 1,300 in 2005, 1,350 in 2006 and 1,425 in 2007.

The number of Māori students increased to 1,329 in 2005 (2004: 1,278).

ii. Increasing the percentage of Māori students passing at least two thirds of their academic credits in their first year of study.

69.3% of Māori students passed at least two thirds of their academic credits in their first year of study in 2005 (2004: 66.0%).

iii. Increasing the number of Māori students completing qualifications.

244 Māori students (18.4% of total Māori enrolments) completed qualifications during 2005 (2004: 256 and 20.0%).

iv. At least 90% of Māori respondents to the annual Student Opinion Survey providing a positive assessment of the support provided by the Māori Centre.

96.4% of Māori respondents to the 2005 survey provided a positive assessment of the support provided by the Māori Centre (2004: 97.0%).

OBJECTIVE 10: TO SUPPORT THE RECRUITMENT AND DEVELOPMENT OF MĀORI STAFF

PERFORMANCE INDICATORS

i. The use of te reo Māori to advertise positions where appropriate.

This process continued with three positions advertised in Māori in 2005 (2004: 2).

ii. Providing support as appropriate for Māori staff undertaking tertiary study.

Māori staff were assisted in undertaking tertiary study under the Tertiary Research Development Programme.
APPROACH TO MEETING THE NEEDS OF PACIFIC PEOPLES

OBJECTIVE 11: TO INCREASE PACIFIC STUDENT RECRUITMENT, RETENTION AND ACHIEVEMENT AT ALL LEVELS AND TO PROVIDE APPROPRIATE ACADEMIC, CULTURAL AND SOCIAL SUPPORT

PERFORMANCE INDICATORS

i. Increasing the number of Pacific Peoples students enrolled as follows: 540 in 2005, 570 in 2006 and 610 in 2007.
   The number of Pacific Peoples students was increased to 537 in 2005 (2004: 515).

ii. Increasing the percentage of first-year Pacific Peoples students passing at least two thirds of their academic credits in their first year of study.
   53.3% of Pacific Peoples students passed at least two thirds of their academic credits in their first year of study in 2005 (2004: 54.9%).

iii. Increasing the number of Pacific Peoples students completing qualifications.
   93 Pacific Peoples students (17.3% of total Pacific Peoples enrolments) completed qualifications during 2005 (2004: 76 and 14.8%).

iv. At least 90% of Pacific islands respondents to the annual Student Opinion Survey providing a positive assessment of the support provided by the Pacific Islands Centre.
   80.5% of Pacific Islands respondents to the 2005 Student Opinion Survey provided a positive assessment of the support provided by the Pacific Islands Centre (2004: 94.3%).

OBJECTIVE 12: TO PROMOTE AND SUPPORT RESEARCH, TEACHING AND LEARNING IN AREAS RELEVANT TO THE NEEDS AND INTERESTS OF PACIFIC PEOPLES

PERFORMANCE INDICATORS

i. Introducing a series of adult and community education courses on Pacific cultures.
   A short-course series “Dare To Be Pacific” was introduced and the annual “Pacific Voices” research symposium held.

ii. Increasing funding support to assist Pacific Peoples doctoral students to attend conferences.
   5 Pacific Peoples students were assisted in attending conferences in 2005 (2004: 2).

OBJECTIVE 13: TO SUPPORT THE RECRUITMENT AND DEVELOPMENT OF PACIFIC PEOPLES STAFF

PERFORMANCE INDICATORS

i. The use of relevant Pacific languages in advertisements when appropriate.
   In 2005 no advertisements required the use of Pacific languages (2004: none).

ii. Providing support as appropriate for Pacific staff undertaking tertiary study.
   Support was made available under the Tertiary Research Development Programme, which supports staff to complete postgraduate research qualifications.
APPROACH TO MEETING THE NEEDS OF LEARNERS

OBJECTIVE 14: TO ACHIEVE TARGET OUTPUTS FOR STUDENT ENROLMENTS AND PERFORMANCE

PERFORMANCE INDICATORS

i. Achieving or exceeding the following Equivalent Full-Time Students (EFTS) enrolment targets as follows: 17,954 in 2005, 18,153 in 2006 and 18,418 in 2007.

17,739 EFTS enrolments were achieved by the University together with an additional 91 EFTS enrolled by the wider University group (2004: 17,448 University and an additional 94 EFTS).

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 2005 was 87.5%, compared with an average of 89.2% for the previous three years. The average progression rate for 2005 was 86.4%, compared with an average of 86.0% for the previous three years.

iii. Increasing the number of students successfully completing qualifications.

The number of students completing qualifications increased to 4,585 in 2005 (2004: 4,288).

OBJECTIVE 15: TO DEVELOP LIFELONG LEARNING SKILLS AND 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 a willingness to learn and independent judgement through their studies.

The percentage of respondents to the 2005 survey reporting some, moderate or extensive development of the above attributes was as follows: a willingness to learn 93.5% (2004: 94.0%); independent judgement, 93.9% (2004: 94.9%).

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

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 42 new programmes during 2005. The development of intellectual independence was covered in the terms of reference of all University departmental and programme reviews in 2005.

iii. Achieving or exceeding, subject to the provision of adequate Government funding, the following targets for EFTS enrolments in adult and community education courses: 36 EFTS in 2005 to 2007.

There were 38 EFTS enrolments in adult and community education courses in 2005 (2004: 36).
OBJECTIVE 16: TO MAINTAIN AND STRENGTHEN COMMITMENT TO EQUAL EDUCATIONAL OPPORTUNITIES

PERFORMANCE INDICATORS
i. At least maintaining student attendance in the Learning Assistance Support Programme.
   
   1,977 students (2004: 1,945) attended 209 workshops (2004: 241). Individual consultations were provided for 456 students (2004: 430).

ii. Offering at least five undergraduate scholarships per annum for students who are first in their family to attend university.
   
   3 scholarships were awarded in 2005 (2004: 7)

iii. Maintaining subsidised support for the University childcare facilities.
   
   The University provided a grant of $50,000 in 2005 and also met occupancy costs of $34,056 (2004: $50,000 and $35,723).

OBJECTIVE 17: 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 550 students with a disability affecting study in each of the next three years.
   
   The University enrolled 814 students with a disability affecting study in 2005 (2004: 642).

ii. Providing learning assistance and/or access to special equipment for at least 450 students with a disability affecting study in each of the next three years.
   
   Provision of support in the form of learning assistance and/or special equipment requiring a specific financial commitment was provided to 451 students with disabilities in 2005 (2004: 402).

iii. At least 90% of students with a disability affecting study responding to the annual Student Opinion Survey providing a positive assessment of support from the Disabilities Office.
   
   88.6% of respondents to the 2005 Student Opinion Survey with a disability affecting study provided a positive assessment of the support provided by the Disabilities Office (2004: 97.4%).
APPROACH TO ENSURING A STAFF PROFILE CONSISTENT WITH MISSION AND PURPOSE

OBJECTIVE 18: TO RECOGNISE, REINFORCE AND PROMOTE INTERDEPENDENCE BETWEEN RESEARCH, TEACHING AND PROFESSIONAL PRACTICE

PERFORMANCE INDICATORS

i. The interdependence between research and teaching addressed in the development of all new programmes, and in the review of existing departments and programmes.

Ensuring 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. Responsibility for ensuring that new programmes meet the University’s standards rests with the Boards of Graduate and Undergraduate Studies. These boards approved 42 new programmes during 2005. Review panels also consider these aims and goals when reviewing academic departments or programmes. Interdependence between research and teaching was covered in the terms of reference of all University departmental and programme reviews in 2005.

ii. The appointment and promotion of academic staff according to criteria that emphasise research output and teaching, where appropriate, and professional practice.

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. Professional accreditation of all relevant programmes maintained.

Professional accreditation was maintained for all relevant programmes.

OBJECTIVE 19: 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.

2.6% of the University salary budget was provided for staff training and development (2004: 2.4%).

ii. Fee subsidies ranging from 25% to 100% provided for at least 250 eligible staff undertaking approved tertiary study.

The University provided fee subsidies for 240 staff with a total value of $334,578 (2004: 254 staff and $319,039).

OBJECTIVE 20: 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.

782 academic staff received financial support to attend national and international conferences during the year, and 71 academic staff undertook study leave (2004: 836 and 71).

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.
OBJECTIVE 21: TO MAINTAIN AND STRENGTHEN COMMITMENT TO EQUAL EMPLOYMENT OPPORTUNITIES

PERFORMANCE INDICATORS

i. Increasing the number of female academics holding professorial, associate professorial and senior lecturer appointments.

The number of female academics holding professorial, associate professorial and senior lecturer appointments in 2005 increased to 147 (2004: 138).

ii. Continuing the University mentoring programmes for general and academic staff women.

After being suspended in 2004, mentoring programmes for academic and general staff women recommenced in 2005, with 67 staff receiving mentor support.

iii. Continuing the University Women’s Professional Development Programme, and the Women and Leadership Programme.

2 courses were offered in the Women and Leadership Programme, with 50 attendees (2004: 4 courses and 44 participants).
CO-OPERATION AND COLLABORATION

OBJECTIVE 22: TO FOSTER LINKS AND ENCOURAGE COLLABORATION WITH APPROPRIATE INSTITUTIONS AND ORGANISATIONS NATIONALLY AND INTERNATIONALLY

PERFORMANCE INDICATORS

i. At least maintaining the number of formal agreements and contracts for collaboration with other organisations, including Crown Research Institutes, and arrangements for joint research and/or teaching with other tertiary education institutions.

The University maintained 119 formal agreements and contracts for collaboration involving external collaborators in 2005 (2004: 106).

ii. At least maintaining the number of academic visitors to the University.


OBJECTIVE 23: TO DEVELOP COMMERCIAL ACTIVITIES AND PARTNERSHIPS THAT COMPLEMENT ACADEMIC RESEARCH

PERFORMANCE INDICATOR

i. Increasing the revenues and investment holdings of Otago Innovation Limited.

Otago Innovation Limited received group revenues of $4.8 million with group investment holdings of $5.1 million (2004: $1.9 and $2.8 million respectively).

OBJECTIVE 24: TO ADVISE AND WORK WITH LOCAL AND NATIONAL GOVERNMENT

PERFORMANCE INDICATORS

i. At least 50% of academic staff providing services to public sector departments, statutory authorities, agencies, boards, committees, enquiries and to non-governmental organisations.

62.2% of respondents to the 2005 Community Service Survey reported services to public sector departments, statutory authorities, agencies, boards, committees, enquiries and to non-governmental organisations (2004: 52.5%).

ii. At least 20% of academic staff serving on government advisory boards and committees.

24.4% of respondents to the 2005 Community Service Survey reported serving on government advisory boards and committees (2004: 19.2%).
GOVERNANCE AND MANAGEMENT

OBJECTIVE 25: TO OBTAIN SUFFICIENT FUNDING FOR CURRENT UNIVERSITY NEEDS AND FUTURE DEVELOPMENT

PERFORMANCE INDICATORS

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

The five-year moving average surplus for 2005 after adjusting for extraordinary items was $12.2 million (2004: $9.7 million).

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

A liquid ratio of 1.2:1 was achieved at 31 December 2005. This was calculated using current assets less inventory and research fees receivable, divided by current liabilities less employee entitlements and research fees received in advance (2004: 1.1:1).

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

The net interest paid was 0.4% of the operating surplus (2004: 0.3% of the operating surplus).

OBJECTIVE 26: 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.

Departmental reviews were completed as scheduled for the School of Surveying and the Departments of Microbiology and Immunology, Medical Radiation Therapy, Communication Studies and Design Studies. Additionally, Foundation courses and Environmental Science and Consumer and Applied Sciences programmes were reviewed. Administrative reviews of the Disabilities Service and Student Administration were also undertaken, along with Halls of Residence reviews of Aquinas College and Carrington Hall.

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

The 2005 Graduate Opinion Survey targeted 1,356 graduates who completed their Otago qualifications in 2003 and achieved a response rate of 41.5% (2004: 964 and 36.0%) The 2005 Student Opinion Survey targeted 4,913 students and achieved a 45.7% response rate (2004: 4,109 and 50.0%).

iii. Completing a review of all new qualifications within three years of the graduation of the first cohort of students.

Reviews were completed for 14 new qualifications following the graduation of the first cohort of students.
OBJECTIVE 27: TO PROVIDE A CULTURE IN WHICH ALL STAFF HAVE THE OPPORTUNITY TO PARTICIPATE IN POLICY DEVELOPMENT

PERFORMANCE INDICATORS

i. Staff representation on the University Council, Senate and the committees of those bodies.
   A representative cross-section of staff was appointed in accordance with the approved compositions for each committee.

ii. Regular meetings of Senate.
   Senate met eight times during 2005. 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 2005. This feedback was gained through review panel meetings with staff and through written submissions from staff.

OBJECTIVE 28: TO PROVIDE A CULTURE IN WHICH STUDENTS PARTICIPATE IN POLICY DEVELOPMENT AND QUALITY IMPROVEMENT

PERFORMANCE INDICATORS

i. Student membership of the University Council, Senate and Hall councils, and on appropriate committees and working parties of those bodies.
   Student members served on the 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, Standing Committee of Senate, Summer School and Continuing Education Board.

ii. Seeking student feedback on teaching and service quality via the annual Student Opinion Survey and student evaluations of teaching.
   The University conducted its annual Student Opinion Survey in 2005, targeting 4,913 students and achieving a 45.7% response rate. 1,683 student evaluations of teaching were also sought (2004: 1,868).

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 programme and academic departmental review panels in 2005.

iv. Continuing a University-wide class representative system.
   The University, in conjunction with the Otago University Students’ Association, continued to operate the class representative system. A total of 1,171 class representatives were recorded for 2005 (2004: 1,040).
OBJECTIVE 29: TO MAINTAIN TANGATA WHENUA/WHenua 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. Holding regular meetings of the Treaty of Waitangi Committee.

3 meetings were held in 2005 and a Treaty Working Party also undertook further work to the Memorandum of Understanding with Ngāi Tahu.

A Memorandum of Understanding will also be signed by the University and Te Runanga o Ngāi Whataua.

Note: The University undertakes regular reviews of departments, schools, faculties and programmes. Review panels comprise a mixture of internal and external representatives, and normally report to the Deputy Vice-Chancellor (Academic and International), who has managerial responsibility for the process. The Vice-Chancellor (Academic and International) then consults with the Vice-Chancellor. The University’s review guidelines recommend that the quality and adequacy of the structure, management and physical resources of the departments, schools, faculties and programmes are investigated. In addition to this, 13 research-related items are 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.

Similarly, the review guidelines also recommend 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.

Six community service items are also examined, which require review panels to undertake a critical and constructive evaluation of the goals, objectives, quality, balance and appropriateness of community service activities.

Research

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

The development of research is actively supported by the University, and is guided by the University’s 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 special 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.

Teaching and Learning

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 be introduced only 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, 1993. CUAP also requires a follow-up review of any new qualification to be undertaken once the first cohort of students has graduated.

Where appropriate, reviews may be jointly initiated by the University and an external body responsible for professional accreditation. Independent accreditation reviews may also be undertaken, and schools and departments are actively encouraged to benchmark their teaching and learning activities against appropriate units elsewhere in the world.

Community Service

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 then. This survey found that in 1997, 32% of academic staff who responded were involved in community service activities, and that these staff spent an average of 1.1% of their work time on community service activities. The activities in which they engaged 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.
HUMAN RESOURCES

The total number of staff employed by the University increased by 1.5% during 2005 to reach 3,307 in full-time equivalent (FTE) terms (2004: 3,259). The number of academic staff rose by 0.6% from 1,042 to 1,048. The number of research-only and research support staff increased by 6.5% from 536 to 571. General staff numbers rose by 0.4% from 1,681 to 1,688.

SUMMARY STAFF PROFILE

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-time Equivalent (FTE) Academic &amp; Research Staff</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>381</td>
<td>381</td>
<td>349</td>
<td>355</td>
</tr>
<tr>
<td>Males</td>
<td>667</td>
<td>661</td>
<td>666</td>
<td>655</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,048</td>
<td>1,042</td>
<td>1,015</td>
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</tr>
<tr>
<td><strong>Full-time Equivalent (FTE) Research-Only Staff</strong></td>
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<td></td>
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<tr>
<td>Females</td>
<td>360</td>
<td>322</td>
<td>284</td>
<td>271</td>
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<tr>
<td>Males</td>
<td>211</td>
<td>214</td>
<td>221</td>
<td>207</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>571</td>
<td>536</td>
<td>505</td>
<td>478</td>
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<td><strong>Full-time Equivalent (FTE) General Staff</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Females</td>
<td>1,086</td>
<td>1,119</td>
<td>1,051</td>
<td>1,022</td>
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<tr>
<td>Males</td>
<td>602</td>
<td>562</td>
<td>543</td>
<td>505</td>
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<tr>
<td><strong>Total</strong></td>
<td>1,688</td>
<td>1,681</td>
<td>1,594</td>
<td>1,527</td>
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<tr>
<td><strong>Total Staff</strong></td>
<td>3,307</td>
<td>3,259</td>
<td>3,114</td>
<td>3,015</td>
</tr>
</tbody>
</table>

INFORMATION SERVICES

LIBRARY

The Library continued to develop on-site and online resources. The total number of items held by the library rose by 49,401 to 2,838,816, an increase of 1.8%. The Library added to its holdings of books by 3% (25,961 volumes), increasing the collection from 894,303 to 920,264. In addition, it now holds 224,987 microfilms (2004: 222,093) and 1,183,331 other non-book items (2004: 1,171,637). The total number of electronic serials available was 61,093, slightly down on the 2004 figure due to accidental double counting of some serials in that year.

INFORMATION TECHNOLOGY

The growth of electronic communications seen in recent years continued unabated in 2005. The volume of off-campus computer and telecommunications network traffic rose from 23,143,498 megabytes in 2004 to 31,397,634 megabytes in 2005, an increase of 35.7%.
PHYSICAL RESOURCES

LAND

There was no increase in the land controlled by the University in 2005.

<table>
<thead>
<tr>
<th>Land</th>
<th>2005 (ha)</th>
<th>2004 (ha)</th>
<th>2003 (ha)</th>
<th>2002 (ha)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land owned by the University</td>
<td>22.9</td>
<td>22.9</td>
<td>22.4</td>
<td>22.4</td>
</tr>
<tr>
<td>Land in Crown title for the University</td>
<td>8.5</td>
<td>8.5</td>
<td>8.5</td>
<td>8.5</td>
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<tr>
<td>Endowment leasehold</td>
<td>25,585.3</td>
<td>25,585.3</td>
<td>25,585.3</td>
<td>25,585.3</td>
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<tr>
<td><strong>Total Land Controlled by the University</strong></td>
<td><strong>25,616.7</strong></td>
<td><strong>25,616.7</strong></td>
<td><strong>25,616.2</strong></td>
<td><strong>25,616.2</strong></td>
</tr>
</tbody>
</table>

BUILDINGS

The University’s net assignable floor space increased by 83 square metres in 2005 to 180,124 square metres.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>12,999</td>
<td>12,818</td>
<td>12,335</td>
<td>12,335</td>
</tr>
<tr>
<td>Science</td>
<td>37,633</td>
<td>37,640</td>
<td>37,703</td>
<td>36,270</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>61,203</td>
<td>60,948</td>
<td>59,633</td>
<td>58,821</td>
</tr>
<tr>
<td>Commerce</td>
<td>9,085</td>
<td>9,286</td>
<td>9,273</td>
<td>9,123</td>
</tr>
<tr>
<td>Administration &amp; other</td>
<td>17,940</td>
<td>18,072</td>
<td>18,907</td>
<td>17,993</td>
</tr>
<tr>
<td>Corporate</td>
<td>4,445</td>
<td>4,458</td>
<td>4,452</td>
<td>5,638</td>
</tr>
<tr>
<td>Information Services</td>
<td>36,819</td>
<td>36,419</td>
<td>36,981</td>
<td>37,240</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>180,124</strong></td>
<td><strong>180,041</strong></td>
<td><strong>179,284</strong></td>
<td><strong>177,384</strong></td>
</tr>
</tbody>
</table>

EQUAL OPPORTUNITIES

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

The University contributes to the achievements of tangata whenua through a Treaty-based partnership, primarily with Ngāi Tahu. The partnership is underpinned by a Memorandum of Understanding and recognises Ngāi Tahu rangatiratanga and mana within the takiwā of Ngāi Tahu. This document was reviewed in 2005, and a new memorandum is expected to be signed in 2006.

The University is also entering into Treaty-based agreements with other iwi and iwi organisations. The Memorandum of Understanding with Ngāi Porou Hauora continued to strengthen areas of common interest during 2005. Dialogue was also initiated with Te Arawa around formalising the existing relationship with the University of Otago, and communication continued with Ngāi Toa and Te Atiawa in Wellington, around the potential of developing Memoranda of Understanding with those respective iwi.

EQUAL EDUCATIONAL OPPORTUNITIES

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

The number of Māori students increased by 4.0% in 2005 from 1,278 to 1,329. Five Māori students graduated with PhDs during the year; with three of these doctoral graduates receiving National Māori Academic Excellence Awards.
During 2005, Te Huka Matauraka (the Māori Centre) continued to provide primary support for the academic and social needs of these students aided by the move to new premises. Operating from a kaupapa Māori base, Te Huka Matauraka provided both a meeting point for students and a wide range of services that included scholarship information, tutorials, study skills seminars and general student support. It also acted as a focal point for liaison with iwi and Māori students groups.

Tutorial support was provided for students enrolled in papers in all four of the University’s teaching divisions. Pre-graduation ceremonies were held, with graduates, their whanau, University staff, Māori student representatives, local runanga representatives, iwi community members and other invited guests attending.

Te Huka Matauraka staff visited schools and education expos and the Māori liaison officer, based at the University’s Auckland Centre, provided a full-time service visiting schools and marae to advise and assist young Māori in planning for future participation in tertiary education. Demand for the Māori orientation programme offered to new students increased significantly with activities including powhiri, student campus tours and student performances.

### IWITU WHICH STUDENTS ARE AFFLIATED

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Kāti Mamoe</td>
<td>8</td>
<td>43</td>
<td>7</td>
<td>47</td>
</tr>
<tr>
<td>Ngāi Tahu</td>
<td>287</td>
<td>331</td>
<td>267</td>
<td>315</td>
</tr>
<tr>
<td>Ngāi Te Rangi</td>
<td>2</td>
<td>21</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>Ngāpuhi</td>
<td>157</td>
<td>216</td>
<td>118</td>
<td>174</td>
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<tr>
<td>Ngāi Awa</td>
<td>30</td>
<td>39</td>
<td>21</td>
<td>35</td>
</tr>
<tr>
<td>Ngāti Kahungunu Ki Heretaunga</td>
<td>25</td>
<td>36</td>
<td>29</td>
<td>41</td>
</tr>
<tr>
<td>Ngāti Kahungunu Ki Te Wairoa</td>
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<td>44</td>
<td>36</td>
<td>60</td>
</tr>
<tr>
<td>Ngāti Kahungunu Ki Wairarapa</td>
<td>19</td>
<td>25</td>
<td>14</td>
<td>33</td>
</tr>
<tr>
<td>Ngāi Maniapoto</td>
<td>33</td>
<td>47</td>
<td>31</td>
<td>46</td>
</tr>
<tr>
<td>Ngāi Pikiao</td>
<td>14</td>
<td>22</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>Ngāti Porou</td>
<td>101</td>
<td>139</td>
<td>103</td>
<td>135</td>
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<tr>
<td>Ngāti Raukawa (Horowhenua - Manawatu)</td>
<td>31</td>
<td>46</td>
<td>31</td>
<td>42</td>
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<tr>
<td>Ngāti Raukawa (Waikato - King Country)</td>
<td>10</td>
<td>16</td>
<td>10</td>
<td>17</td>
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<tr>
<td>Ngāti Ruanui</td>
<td>7</td>
<td>16</td>
<td>14</td>
<td>28</td>
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<td>Ngāti Whakaue</td>
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<td>Ngāti Whatua</td>
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<tr>
<td>Te Āti Aw (Taranaki)</td>
<td>26</td>
<td>39</td>
<td>30</td>
<td>45</td>
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<tr>
<td>Te Āti Hau-Nui-A-Pāparangi</td>
<td>6</td>
<td>13</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Te Rarawa</td>
<td>19</td>
<td>38</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>Tōhoe</td>
<td>28</td>
<td>48</td>
<td>32</td>
<td>57</td>
</tr>
<tr>
<td>Ngāti Tūwharetoa</td>
<td>32</td>
<td>56</td>
<td>32</td>
<td>61</td>
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<tr>
<td>Waikato</td>
<td>23</td>
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<tr>
<td>Whakatōhea</td>
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<td>29</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>393</td>
<td>564</td>
<td>394</td>
<td>494</td>
</tr>
</tbody>
</table>

**Total** 1,329          n/a  1,278        n/a
There were 537 Pacific Islands students enrolled in 2005, up from 515 in 2004. The Pacific Islands Centre provided tutorial assistance, support and advice to an increasing number of Pacific Peoples students. Pacific postgraduate students had an opportunity to present their work at the Pacific Postgraduate Symposium and at monthly seminars. The publication of “Pacific Voices”, a collection of student research abstracts, continued, as did the mentoring programme for Pacific Islands students with 275 students participating.

Study grants for Māori and Pacific Islands students continued to be available and this year the decision was made to provide an additional 30 new undergraduate scholarships per annum to Māori and Pacific Islands students embarking on study at the University from 2006.

### Services provided by Pacific Islands Centre

<table>
<thead>
<tr>
<th>Services</th>
<th>2005</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered with the centre</td>
<td>507</td>
<td>500</td>
</tr>
<tr>
<td>Extra tutorials</td>
<td>27</td>
<td>25</td>
</tr>
<tr>
<td>Career advisory services seminar</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Students receiving course advice</td>
<td>245</td>
<td>115</td>
</tr>
<tr>
<td>Pacific postgraduate seminars</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Student gatherings</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Community meetings/consultation</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Community functions attended</td>
<td>47</td>
<td>11</td>
</tr>
<tr>
<td>Students receiving counselling</td>
<td>13</td>
<td>12</td>
</tr>
</tbody>
</table>

The Disabilities Information and Support Service provided appropriate assistance for students with disabilities. Operating within the overall framework of the University’s disabilities support plan, the service works in conjunction with both academic and administrative departments.

814 students with a disability affecting study were enrolled in 2005, up from 642 in 2004. Provision of support in the form of learning assistance and/or special equipment requiring a specific financial commitment was provided to 451 students with disabilities in 2005 (2004: 402). 388 received learning support in the form of note taking, interpreting, tutoring, or assistance with examinations, research, transcription or reading (2004: 367). Alternative examination arrangements were put in place for 256 students, and 207 received assistance with parking arrangements, photocopying, equipment loan, remote dial-in to campus or access to remote library services (2004: 296 and 114 respectively).

### Hours of support

<table>
<thead>
<tr>
<th>Hours of support</th>
<th>2005</th>
<th>2004</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note taking</td>
<td>6,969</td>
<td>6,611</td>
<td>2362</td>
</tr>
<tr>
<td>Tutoring</td>
<td>1,684</td>
<td>1,506</td>
<td>1196</td>
</tr>
<tr>
<td>Transcription/typing</td>
<td>0</td>
<td>246</td>
<td>137</td>
</tr>
<tr>
<td>Reader</td>
<td>48</td>
<td>230</td>
<td>179</td>
</tr>
<tr>
<td>Assistant</td>
<td>286</td>
<td>107</td>
<td>156</td>
</tr>
<tr>
<td>Examination arrangements</td>
<td>1,019</td>
<td>1,078</td>
<td>925</td>
</tr>
<tr>
<td>Other</td>
<td>1,852</td>
<td>938</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12,283</td>
<td>10,398</td>
<td>4,739</td>
</tr>
</tbody>
</table>
EQUAL EMPLOYMENT OPPORTUNITIES

In 2005 the percentage of women employed as academic or research staff rose slightly in FTE terms to 45.7%, up from 43.8% in 2004. The University continues steady progress towards achieving gender equity among senior academic staff with the promotion of four women professors in 2005.

The proportion of men employed as general staff increased slightly from 33.9% to 35.1%. Women continue to be under-represented at the senior levels within the general and management staff.

2005 initiatives to support women at the University included two Women and Leadership programmes, which 50 women attended with an even split between general and academic staff. A seminar was offered to academic women seeking promotion, and the mentoring programme for academic women offered by the Higher Education Development Centre continued to grow in popularity. A new and more flexible mentoring programme was introduced for general staff women.

The University continued to provide a Treaty of Waitangi education programme and Māori language pronunciation courses for staff in 2005. The same number of Treaty workshops and seminars were offered as last year, with 165 staff attending, 133 staff attended the language and pronunciation classes, which was a small increase over the 2004 figure of 122.

The Equal Employment Opportunities position was restructured as part of the general restructuring of Human Resources in mid 2005, and a new position of Manager, Professional Development and Equity was created with the aim of taking a more strategic approach to EEO. As a first step an EEO audit was initiated in late 2005, which should provide valuable data on which to base further action.

STAFF SUPPORT INITIATIVES

The Employee Assistance Programme continued in 2005, providing confidential, short-term counselling at no cost to the individual. Staff training courses on occupational health and safety issues continued to be offered. Support for childcare was provided through the Otago University Childcare Association, with the University providing funds to subsidise the service, which is available to students and staff.

CAPITAL DEVELOPMENTS

The 2005 year was a busy one for capital developments with a number of major projects started or completed.

The Arana Hall redevelopment proceeded throughout the year and was on schedule for completion for the 2006 academic year. At a cost of about $23 million, this redevelopment further enhances the high-quality accommodation available for first-year students, providing an additional 169 beds, a new kitchen, an upgraded and enlarged dining room and communal living facilities.

A waka-shaped building for Te Tumu, the School of Māori, Pacific and Indigenous Studies, was completed on schedule for opening in February 2006. Linking the Richardson Building with the Castle lecture theatres, the new $4.4 million facility will allow several new developments within Te Tumu.

The University Union kitchen facilities were upgraded over the 2005-6 summer break, at a cost of $3.6 million, to provide a more efficient and productive work space.

A number of teaching, research and amenity projects were undertaken during the 2005 summer break in preparation for the 2006 year. The most significant of these was the relocation of two houses in Leith Walk, preparing the way for future capital projects and providing much needed carparking.

The University continues to face a considerable shortage of space and, particularly, postgraduate study space. To help alleviate this pressure and to cater for increases in postgraduate numbers, the Terrace Lounge on the second floor of the Union building was converted into a postgraduate study suite.

Work continued on several other significant projects approved prior to 2005. These included the South Campus Development stage 2 with the redevelopment of the dissection area in the Medical School, the creation of additional space at the Christchurch School of Medicine and Health Sciences, seismic strengthening of the historic Geology Building and the upgrade of the Dental School sprinkler system. The programme of upgrading and extending the computer network also continued throughout the year.
Several projects moved through the planning stages in 2005. A $20.2 million redevelopment of the teaching and administration facilities within the Wellington School of Medicine and Health Sciences was approved by Council in November. The University has also been working in a joint venture with the Otago Regional Council on the Leith/Lindsay flood protection scheme with regard to the stretch of the Leith Stream within the University campus. This project is yet to be approved.

As already noted, the University faces a considerable space shortage. A variety of options were considered during 2005, culminating in a $138 million Critical Space Plan which was presented to Council in November. Council will consider funding options and the prioritisation of projects in 2006.