Published March 2001
ISSN 1171-2708

The works of art reproduced in this Annual Report are by former holders of the Frances Hodgkins Fellowship in fine arts. All works are the property of the University of Otago.

The Frances Hodgkins Fellowship was established in 1962 to encourage painters and sculptors in the practice of their art and to foster an interest in the arts within the University.
The University of Otago is committed to scholarship through excellence in teaching, research and service to local, regional, national and international communities and providing a stimulating campus environment in which students from all sections of the community may develop lifelong learning skills.
<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission Statement</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Locations</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Council of the University</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Senior Management</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Organisation Chart</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Vice-Chancellor's Review</strong></td>
<td>8</td>
</tr>
<tr>
<td>Highlights of 2000</td>
<td>8</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>9</td>
</tr>
<tr>
<td>Enrolment</td>
<td>9</td>
</tr>
<tr>
<td>Funding</td>
<td>10</td>
</tr>
<tr>
<td>Internationalisation</td>
<td>11</td>
</tr>
<tr>
<td>Research and Scholarship</td>
<td>11</td>
</tr>
<tr>
<td>People</td>
<td>12</td>
</tr>
<tr>
<td>Administration</td>
<td>14</td>
</tr>
<tr>
<td>Alumni Affairs</td>
<td>15</td>
</tr>
<tr>
<td>Capital Resources</td>
<td>15</td>
</tr>
<tr>
<td>Planning and Academic Development</td>
<td>16</td>
</tr>
<tr>
<td>Outlook</td>
<td>16</td>
</tr>
<tr>
<td><strong>Teaching, Learning and Assessment</strong></td>
<td>18</td>
</tr>
<tr>
<td>Introduction</td>
<td>18</td>
</tr>
<tr>
<td>Internationalisation</td>
<td>18</td>
</tr>
<tr>
<td>Learning Initiatives</td>
<td>18</td>
</tr>
<tr>
<td>Departmental Reviews</td>
<td>19</td>
</tr>
<tr>
<td>Quality Advancement</td>
<td>19</td>
</tr>
<tr>
<td>Higher Education Development Centre</td>
<td>20</td>
</tr>
<tr>
<td>Academic Audit</td>
<td>20</td>
</tr>
<tr>
<td>Academic Divisions</td>
<td>20</td>
</tr>
<tr>
<td>Statement of Service Performance</td>
<td>23</td>
</tr>
<tr>
<td>Cost of Output</td>
<td>28</td>
</tr>
<tr>
<td><strong>Research &amp; Postgraduate Teaching</strong></td>
<td>30</td>
</tr>
<tr>
<td>Introduction</td>
<td>30</td>
</tr>
<tr>
<td>Postgraduate Teaching</td>
<td>30</td>
</tr>
<tr>
<td>Research Activities</td>
<td>30</td>
</tr>
<tr>
<td>Publications</td>
<td>32</td>
</tr>
<tr>
<td>Collaborative and Applied Research Activities</td>
<td>32</td>
</tr>
<tr>
<td>Statement of Service Performance</td>
<td>33</td>
</tr>
<tr>
<td>Cost of Output</td>
<td>36</td>
</tr>
<tr>
<td><strong>Community Service</strong></td>
<td>38</td>
</tr>
<tr>
<td>Annual Survey</td>
<td>38</td>
</tr>
<tr>
<td>Hocken Library</td>
<td>38</td>
</tr>
<tr>
<td>Other Service</td>
<td>38</td>
</tr>
<tr>
<td>Fellowships</td>
<td>39</td>
</tr>
<tr>
<td>Alumni Activities</td>
<td>39</td>
</tr>
<tr>
<td>Statement of Service Performance</td>
<td>40</td>
</tr>
<tr>
<td>Cost of Output</td>
<td>42</td>
</tr>
<tr>
<td><strong>Student Support</strong></td>
<td>44</td>
</tr>
<tr>
<td>Statement of Service Performance</td>
<td>44</td>
</tr>
<tr>
<td><strong>Staff Support</strong></td>
<td>48</td>
</tr>
<tr>
<td>Statement of Service Performance</td>
<td>48</td>
</tr>
<tr>
<td><strong>Partnership with Tangata Whenua</strong></td>
<td>52</td>
</tr>
<tr>
<td>Statement of Service Performance</td>
<td>52</td>
</tr>
<tr>
<td><strong>Management</strong></td>
<td>56</td>
</tr>
<tr>
<td>Statement of Service Performance</td>
<td>56</td>
</tr>
<tr>
<td><strong>Statement of Resources</strong></td>
<td>62</td>
</tr>
<tr>
<td><strong>Equal Opportunities</strong></td>
<td>65</td>
</tr>
<tr>
<td><strong>Financial Review</strong></td>
<td>70</td>
</tr>
<tr>
<td><strong>Statement of Responsibility</strong></td>
<td>73</td>
</tr>
<tr>
<td><strong>Statement of Accounting Policies</strong></td>
<td>74</td>
</tr>
<tr>
<td><strong>Statement of Financial Performance</strong></td>
<td>78</td>
</tr>
<tr>
<td><strong>Statement of Movements in Equity</strong></td>
<td>79</td>
</tr>
<tr>
<td><strong>Statement of Financial Position</strong></td>
<td>80</td>
</tr>
<tr>
<td><strong>Statement of Cash Flows</strong></td>
<td>81</td>
</tr>
<tr>
<td><strong>Reconciliation of the Net Surplus from Operations</strong></td>
<td>83</td>
</tr>
<tr>
<td><strong>Cost of Service Statements</strong></td>
<td>84</td>
</tr>
<tr>
<td><strong>Statement of Commitments and Contingencies</strong></td>
<td>87</td>
</tr>
<tr>
<td><strong>Notes to the Financial Statements</strong></td>
<td>88</td>
</tr>
<tr>
<td><strong>Report of the Audit Office</strong></td>
<td>88</td>
</tr>
<tr>
<td><strong>Summary Facts and Figures</strong></td>
<td>100</td>
</tr>
</tbody>
</table>
Location

Advanced Business Programme
schools liaison & student recruitment
distance education

School of Medicine - clinical training
School of Physiotherapy - clinical education
research
distance education
postgraduate education
schools liaison & student recruitment

School of Medicine - clinical training
School of Physiotherapy - clinical education
research
distance education
postgraduate education

Main campus
Central Administration
Divisions of
• Commerce (School of Business)
• Health Sciences
• Humanities
• Sciences
Council of the University

Left to right, standing:

Pro-Chancellor Lindsay J. Brown BCom(Otago) FCA CMA
(Appointed by the Minister of Education)

Chancellor Eion Edgar CNZM BCom(Otago) ACA ACTS
(Elected by the Court of Convocation)

Vice-Chancellor Graeme Fogelberg MCom(Wlth) MBA PhD(W Ont) FCA
(Ex Officio)

Seated:

Renée Wood
(Appointed by the Students’ Association, from September)

Andrew P Campbell
(Appointed by the Students’ Association)

Standing:

Trevor D. Scott BCom(Otago) ACA FNZIM
(Co-opted)

Christine R. French LLB(Otago) BCL(Oxon)
(Appointed by Minister of Education)

A. Nicholas Reid BA(Nsw NSW) PhD(ANU)
(Elected by the academic staff)

Edward W. Ellison
(Appointed by the Minister of Education)

John R. Broughton ED BSc(Massey) BDS(Otago)
(Elected by the academic staff)

Seated:

Graeme J. Marsh CBE BCom(Otago) FCA FNZIM
(Appointed after consultation with central organisation of employers)

Elisabeth Cunningham
(Elected after consultation with central organisation of workers)

Standing:

Bruce A. Aitken LLB(Otago)
(Elected by the Court of Convocation)

Hon. Clive Matthewson BE PhD(Cant)
(Appointed by the Minister of Education)

Sandra D. Graham LLB(Otago) MLit(Wlth)
(Elected by the general staff)

Ian B. Simpson MA(Otago)
(Co-opted)

Seated:

Lorraine P. Isaacs MA(Otago and Hawaii)
(Elected by the Court of Convocation)

Sukhi Turner BA(W Virg)
(Appointed by Dunedin City Council)

Absent:

Jane E. Malthus BHS(Otago) MS(Kansas) PhD(Otago)
(Elected by the academic staff)

Keith Tarsau
(Appointed by the Students’ Association, until August)
Senior Management

Vice-Chancellor
Graeme Fogelberg  MCom(Well) MBA PhD(W Ont) FCA

Deputy Vice-Chancellor (Academic)
Philip H. Meade  BSc BED(Qld) MA(La Trobe) PhD(NSW) FACE

Deputy Vice-Chancellor (Research and International)
Ian O. Smith  BE PhD(QM) FTS FIEAust

Assistant Vice-Chancellor (Commerce)
David H. Buisson  MSc(Hons) PhD(Auck) SM/MIT FNZIC FNZUFST MRSNZ

Assistant Vice-Chancellor (Health Sciences)
Linda J. Holloway  ONZM MB ChB MD(Aber) FRCPA

Assistant Vice-Chancellor (Humanities)
Alistair G. Fox  MA(Cant) PhD(W Ont)

Assistant Vice-Chancellor (Sciences)
Ronald A. Heath  BSc(Hons)(Cant) PhD(Well)

Director of External Relations
Warwick I. Johnson  MA(Otago) EdD(Rutgers) DipEd(Auck)
(to 31 August)

Financial Controller
A. John Patrick  BCom(Otago) CA CMA

Director of Information Services
Martin R. Anderson  BSc(Hons) MBA(Otago) FNZICS

Director of Marketing and Communications
Phillip R. McKenzie  BSc(Sydney)
(from 4 September)

Secretary to the Council and Registrar
A. Timothy Gray  MA(NZ)
In my 1999 Review I indicated that a major policy concern for the University of Otago in 2000 would be the establishment and role of the Tertiary Education Commission. During the year just completed, the Commission released its first report, which relates primarily to the role of tertiary education in shaping New Zealand society. I am concerned that there is insufficient focus on the major issue which the whole tertiary education system faces, that of inadequate funding. Having accepted a funding offer from the government in return for a freeze on fees in 2001, this University cannot possibly sustain its activities at the present level of quality unless substantially increased funding is put into the sector from 2002 onwards.

However, I am pleased to report that despite funding difficulties and some political uncertainties, 2000 was a year of achievement and progress for the University of Otago.

A number of steps were taken which appear likely to impact on the long-term health of the institution. Among these were the decision to launch Otago’s first Summer School, enrolments for which looked set to exceed all expectations; the opening of the first stage of the University’s Information Services Building; capital expansion in both Auckland and Wellington; and the introduction of several major new programmes of study.

**HIGHLIGHTS OF 2000**

- The University held its fees for Arts, Commerce and Law at 1999 levels and introduced only minimal increases in other areas.
- City College, a new Hall of Residence established in cooperation with the Dunedin City Council, Otago Polytechnic and the Dunedin College of Education, received its first intake of student residents.
- Stage one of the $47m Information Services Building opened on schedule.
- The University and Ngai Tahu signed a memorandum of understanding that will be the basis for developing academic and other benefits for both parties.
- Honorary doctorates were conferred on the Rev Dr George A F Knight, Datuk Amar Leo Moggie anak Irok, Emeritus Professor George Petersen, Professor Ian McDonald, Emeritus Professor John Mackie and Professor Graham Stanton.
- The University conducted a graduation ceremony in Sarawak for the first time, acknowledging the large number of past and present students from East Malaysia.
- Receipt of a $4m bequest will assist students from Taranaki to study at the University of Otago.
- University marketing and communications activities were restructured and a major rebranding and advertising campaign was undertaken to address the decline in first year student numbers.
- An academic audit praised the research culture and achievements of the University.
A C A D E M I C  A C H I E V E M E N T

The University met its targets relating to academic achievement, reflecting once again the strength of its academic and support staff in serving the needs of the student body.

The total number of degrees completed was 3,396 (3,120 in 1999), comprising 2,990 undergraduate degrees (2,732 in 1999, an increase of 9.4%) and 406 postgraduate degrees (388 in 1999, an increase of 4.6%). Undergraduate certificates and diplomas totalled 473 (455 in 1999, an increase of 4.0%) and postgraduate diplomas and certificates 399 (357 in 1999, an increase of 11.8%). Of a total of 81,360 papers sat in 2000, 75,381 were passed (a pass rate of 92.7%).

The University now holds six graduation ceremonies each year.

E N R O L M E N T

In 2000 the University experienced its first fall in first-year numbers in a decade. Despite this setback, overall head-count numbers fell only 0.2%, from 17,133 to 17,094, reflecting the flow-on effect of increases in previous years and the decision by some students to come to Otago after one or more years of university study elsewhere. Of these enrolments 13,676 were undergraduate (13,941 in 1999) and 3,418 were postgraduate (3,192 in 1999). Postgraduate students thus made up 20% of the total head-count enrolment in 2000 (18.6% in 1999).

During the year the University took very strong steps to reverse the setback in first-year numbers. It is still too early to measure the outcomes, but I believe we will need to continue our efforts to promote the University’s excellence to potential students.

The tendency towards selection of double majors, commented on in last year’s Annual Report, was again in evidence in 2000. Of the 11,855 students enrolled for Bachelors or Bachelors with Honours degrees, 1,589 (13.4%) nominated two major subjects.

In recent years the University has attracted a decreasing proportion of its students from within Otago and Southland, reaching an all-time low of 42.5% in 1999. In 2000 the trend continued, although more slowly, with the region contributing only 42.0% of all students. The number of first year students from the region also remained almost static, at 39.6%. This adverse regional demographic trend continues to pose a challenge if we are to maintain our student base.

I am pleased to report that Māori representation rose slightly as a percentage of the total student roll, from 6.3% in 1999 to 6.6% in 2000. For the third year in succession women comprised 55% of the total roll, although this ratio is not spread evenly across all the academic divisions.

In the Division of Humanities the continuation of a decline in enrolments was expected, largely because of the impact of the phasing out of the Bachelor of Education degree. It is hoped that this trend will reverse as the University responds to a perceived demand for new courses in 2001.
A significant new course introduced in 2000 was Communications Studies, which encompasses the areas of communications, film and media, visual culture and linguistics. New postgraduate courses were introduced in rural medicine and natural history documentary film-making, the latter a partnership between the University and Natural History New Zealand. A decision made during the year to introduce Spanish in 2001 is likely to impact positively on enrolment figures in the Divisions of Humanities and Commerce.

The quality of Otago students was recognised in the award of five out of a national total of 51 "Bright Future" postgraduate scholarships, designed to help stem the drain of young talent out of New Zealand.

Two Antarctic-related scholarships awarded to Otago students were an acknowledgement of this university’s research strengths in that area. A New Zealand Post scholarship valued at $10,000 was won by Otago student Sarah Mager, while Paul Siota won the Sir Robin Irvine scholarship, also valued at $10,000, to continue Antarctic studies. Sir Robin, my predecessor as Vice-Chancellor of Otago, was the founding Chairman of Antarctica New Zealand, a position he continued to hold until his death in 1996.

FUNDING

The funding of tertiary education continues to be a major issue. Recognising the financial difficulties experienced by many students, the University Council made a decision to hold fees at 1999 levels for a number of degree courses. In view of the government’s offer of a 2.3% funding increase for 2001 in return for a freeze on all fees, the Council’s decision has imposed an additional financial burden on the University’s finances, since there will be in effect no fees increase in nearly half our courses for two years, despite steadily increasing costs.

The University has been left in a tight financial position and will need to receive substantially more funding from government and/or tuition fees if it is to maintain the quality of its teaching and research at 2000 levels. In December of this year the New Zealand Vice-Chancellors’ Committee represented the urgency of the situation in the strongest possible terms to the government.

The Commerce Division could not sustain the recovery which was reported in 1999, when the newly introduced Bachelor of Tourism degree attracted many students. In 2000, changes were spread more evenly across the various majors offered by the Division.

Health Sciences experienced growth in postgraduate numbers which more than offset a decline in numbers of students enrolling in the Health Sciences First Year course. The growth reflected the careful introduction of new courses appropriate to the needs of health professionals, and was shared across the University’s three Clinical Schools of Medicine, in Wellington, Christchurch and Dunedin.

The Division of Sciences also experienced a decline in numbers overall, a reversal of the pleasing gain experienced last year. The Division continues to implement strategies to attract more students to this area of study, in keeping with government objectives to focus the nation’s economic development more on knowledge-dependent industry. In 2001 the Bachelor of Applied Science degree will be introduced.

Nationally, the negative growth in student enrolments in 2000 at Otago and almost all other New Zealand universities was a reflection of student numbers completing Bursaries examinations in 1999. Another factor that impacted strongly on recruitment of students to Otago was the improvement in the employment market, which appears to have been largely responsible for the fact that the rate of decline in the enrolment of first year students aged 19 and over was four times that of the school leaver group.

Recruitment of students from the Taranaki region is likely to be boosted following the announcement of a very significant bequest from the estate of Priscilla Sandys Wunsch. Miss Wunsch was a graduate of the University of Otago and has provided the $4 million bequest specifically to assist Taranaki students to come to Otago.

A significant new course introduced in 2000 was Communications Studies, which encompasses the areas of communications, film and media, visual culture and linguistics. New postgraduate courses were introduced in rural medicine and natural history documentary film-making, the latter a partnership between the University and Natural History New Zealand. A decision made during the year to introduce Spanish in 2001 is likely to impact positively on enrolment figures in the Divisions of Humanities and Commerce.

The quality of Otago students was recognised in the award of five out of a national total of 51 "Bright Future" postgraduate scholarships, designed to help stem the drain of young talent out of New Zealand.

Two Antarctic-related scholarships awarded to Otago students were an acknowledgement of this university’s research strengths in that area. A New Zealand Post scholarship valued at $10,000 was won by Otago student Sarah Mager, while Paul Siota won the Sir Robin Irvine scholarship, also valued at $10,000, to continue Antarctic studies. Sir Robin, my predecessor as Vice-Chancellor of Otago, was the founding Chairman of Antarctica New Zealand, a position he continued to hold until his death in 1996.

FUNDING

The funding of tertiary education continues to be a major issue. Recognising the financial difficulties experienced by many students, the University Council made a decision to hold fees at 1999 levels for a number of degree courses. In view of the government’s offer of a 2.3% funding increase for 2001 in return for a freeze on all fees, the Council’s decision has imposed an additional financial burden on the University’s finances, since there will be in effect no fees increase in nearly half our courses for two years, despite steadily increasing costs.

The University has been left in a tight financial position and will need to receive substantially more funding from government and/or tuition fees if it is to maintain the quality of its teaching and research at 2000 levels. In December of this year the New Zealand Vice-Chancellors’ Committee represented the urgency of the situation in the strongest possible terms to the government.
At meetings with ministers, the Vice-Chancellors made it clear that continued reduction in total funding will make it impossible to continue to provide internationally comparable university education. It is a matter of grave concern too that the select committee inquiry into tertiary education funding will not report in time to affect the University’s 2002 budget and is likely to focus on student costs of loans and fees, an issue which itself is rapidly become one of the determining factors in the way this nation chooses to chart its future.

The University was able effectively to reduce the burden of cost for dental students by over 50% as a result of the government’s recognition of an earlier gross injustice in funding.

The urgency of funding problems was highlighted in a Health Research funding round in June. It has to be of the gravest national concern when a university that is clearly pre-eminent in health and biomedical research receives support for only two of 27 applications. I see the risk of serious damage to the University’s and New Zealand’s research capacity if the present paradigm shift in funding towards more applied, clinically-linked research continues.

The University of Otago contributed $775.9m to the national economy, up 10% on the 1999 figure. Of this, $685.1m was injected into the Dunedin economy, an increase of 7.5%. The University’s economic impact in other cities where it has a physical presence was $27.8m in Christchurch (up from $22.4 in 1999); $38.5m in Wellington ($22.8 in 1999) and $4.5m in Auckland ($1.2 in 1999). The University and its students spent $403m in Dunedin, comprising $237.2 university spending and $165.8m in student spending.

A conservative multiplying factor of 1.7 is used to calculate the economic impact of spending. It is interesting to note that the tourism industry uses a multiplier of 2.2.

INTERNATIONALISATION

The University continued to pursue strongly its policy of internationalisation. While growth in international student numbers proved impossible to achieve in 2000, there was a pleasing expansion of exchange agreements and an increasing diversity in the international student population. I am confident that this mechanism will prove to be of great value as we continue our efforts to globalise the education our students receive. In 2000, the University completed new agreements with institutions in Belgium, Denmark, Finland, Japan, Scotland, Sweden and Switzerland.

The Foundation Year programme continued to grow in strength in 2000, and there is every indication that there will be further growth in numbers in 2001. It was pleasing to note that a very high percentage of Foundation Year students continued on by enrolling in degree courses at Otago. This is a strong vindication of the strategic decision taken to establish the course.

At the Sarawak graduation. L to R: Sarawak Deputy Chief Minister Tan Sri Datuk Amar Alfred Jabu, the Vice-Chancellor, Datuk Amar Leo Moggie anak Irok, the Chancellor, Tan Sri Datuk Amar Dr Sulaiman Haji Daud, the University orator Professor Erik Olssen.

The University continued its practice of conducting one graduation ceremony a year in Malaysia. In 2000 the ceremony was held in Kuching, Sarawak, rather than in Kuala Lumpur. This reflected the fact that more than 450 Otago graduates live in Sarawak. Over 100 graduates and graduands took part in the ceremony, at which the University was pleased to confer a Doctorate of Laws honoris causa on Datuk Amar Leo Moggie anak Irok, the Malaysian Minister of Energy, Communications and Multi-media. Datuk Leo also holds an Otago Master of Arts degree in History.

Among other significant international developments this year, there were encouraging moves in relationships with government and educational institutions in Chile, and a breakthrough was made with the arrival of eight Saudi Arabian students at Otago to undertake a special six month health sciences course leading to admission to Medicine.

RESEARCH AND SCHOLARSHIP

The University continued to feature very strongly in research activities nationally and internationally. Despite serious concerns about the level of research funding in New Zealand, I believe the University has cause for pride in its research outputs. In 2000 the research activities of the staff of the University made the headlines in a number of ways.
The University’s research report, He Kitenga – Discovery: Research Highlights 2000, was launched in Wellington by the Hon Pete Hodgson, Minister of Research, Science and Technology and Member of Parliament for North Dunedin. In his speech the Minister praised Otago’s research record.

In May the University Council was briefed on alleged breaches of genetic research regulations by University researchers. This is a complex issue affecting scientists throughout New Zealand, and some of the University’s most respected scientists have advised me that it could threaten the viability of some legitimate research.

During the year Otago opened its Genomic Research Unit. Based in the Department of Biochemistry, the Centre’s $1.8m equipment for multiple array genetic analysis is technically the most advanced in the country. This Centre will be the springboard for further initiatives in this area.

The inclusion of the University as a major participant in two of the nation’s three new High Performance Centres for the development of sporting talent is a clear recognition of the reputations of our Health Sciences and Human Performance researchers and practitioners. The South Island centre will be based in Dunedin, while Otago will also be strongly represented in a collaborative relationship with the Central Institute of Technology, Victoria University of Wellington and Sport Wellington in operating the Central High Performance Academy in Wellington.

A highlight of the year’s research output was the announcement that a development by a research team, led by Associate Professor John Tagg (Microbiology) (right), has produced a significant commercial application of salivaracin B, a bacteriocin-like inhibitory substance (BLIS) which can inhibit or prevent streptococcal infection of the throat.

The escalating cost of maintaining library resources, in particular key academic journals, has become a major threat to the viability of research. New Zealand and Australian universities are together seeking mechanisms to alleviate this problem.

PEOPLE

It will, I hope, become pleasantly repetitious to be able to assert in each Annual Review that Otago’s greatest strengths lies in the qualities and consequent reputation of its staff, both academic and support. Apart from the noted successes in research and publications activities, this calibre was reflected publicly in a number of ways.

Associate Professor Robert Ballagh (Physics) was elected a Fellow of the Royal Society of New Zealand, acknowledging his notable contribution to research and development in New Zealand, in particular to quantum physics and the development of practical applications for lasers based on Bose–Einstein condensate.

During 2000 another significant Royal Society honour was bestowed on Professor David Skegg with the award of the Sir Charles Hercus Medal for his sustained contribution of internationally significant research in many areas, including cancer epidemiology, contraceptive and drug safety and multiple sclerosis.

A ceremony held this year also recognised belatedly the award of the 1997 Hercus Medal to Professor Anthony Reeve for his work in cancer genetic research.

Honorary Life Membership of the Otago Institute (the Otago branch of the Royal Society of New Zealand) was awarded to Emeritus Professor Geoff Baylis (Botany), Emeritus Professor Douglas Coombs (Geology), Emeritus Professor Jack Dodd (Physics), Dr Ray Forster (Entomology), Emeritus Professor Alan Mark (Botany), all of whom are Fellows of the Society, and to Associate Professor Bill Brockie (Geography) and Associate Professor Gordon Parsonson (History).

Six University of Otago Honorary Doctorates were conferred in 2000. The recipients were the Rev Dr George A F Knight (Hon DD), an eminent theologian who served for a number of years as principal of Knox Theological College; Datuk Amar Leo Moggie anak Irok (Hon LLD); Emeritus Professor George Petersen (Hon DSc), former head of Biochemistry at Otago and President of the Academy Committee of the Royal Society of New Zealand; Professor Ian McDonald, an Otago graduate and world leading neurophysiologist; Emeritus Professor John Mackie (Hon DSc), renowned for his long contribution in the field of mining and engineering; and Professor Graham Stanton (Hon DD), an Otago graduate and now St Margaret’s Professor of Theology, Cambridge University.
A considerable number of University personnel were recognised for the quality of their work in a wide range of ways. Dr Janine Hayward and Emeritus Professor Jim Flynn (Political Studies) participated in the government conference on the establishment of a New Zealand Constitution. Dr Jean Fleming (Anatomy & Structural Biology) was named a member of the government’s four-person commission on genetic engineering.

Professor John Loy, Dean of the School of Physical Education, was awarded an honorary doctorate by the University of Jyvaskyla, Finland. The award acknowledged the world-wide importance of his work in the field of sports sociology. Professor Charles Higham (Anthropology) was elected a corresponding fellow of the British Council in recognition of his high international standing in archaeology, and Professor John Drummond’s election as President of the International Society for Music Education was a recognition of his eminence in this field.

Associate Professor Angela Pack was awarded a Fellowship of New Zealand Dental Association, the first woman recipient of this honour in the 95-year history of the Association. Professor Brian Cox, Head of the Computer Science Department, received an outstanding achievement award from the New Zealand Computer Society. Dr Greg Jones, Otago Medical School Lecturer and coordinator of the vascular research group, won the Hamilton Memorial Prize for beginners in science and technology research.

The University was pleased to note the presence in the Queen’s Birthday Honours list of Dr Ted Nye, a former Associate Professor of Medicine at the Otago Medical School. Dr Nye became an Officer of the New Zealand Order of Merit (ONZM). Other former University staff members, now retired, to be honoured in 2000 were Dr George Emerson (Biochemistry) and Patricia Mark (University Library).

I was happy to be able to announce in December the appointment by internal promotion of seven Professors and 15 Associate Professors.

With regret I note the deaths during 2000 of five people who each gave devoted service to the University in his own distinctive way. Emeritus Professor John Warren served as Dean of the Dental School from 1972 to 1977. Emeritus Professor Angus Ross OBE, widely respected historian and distinguished soldier, died this year at the age of 89.

Associate Professor J W M (Jack) Speirs (right) died in June this year while still on the staff of the University. Appointed to the Department of Music at Otago in 1965, Mr Speirs made an outstanding contribution to the musical life of the University, the city and New Zealand.

Late in the year David McDonald, Research Librarian at the Hocken Library, died suddenly. Mr McDonald was very widely known and respected for his uniquely specialised knowledge concerning the archival holdings of the Hocken Library and for his unfailing helpfulness to researchers. Mr Terry Stringer, who served the Department of Human Nutrition for 13 years, died suddenly at the age of 29.

Retirements

A number of long-serving employees retired during 2000 after careers that have brought distinction to themselves and the University. Professor Lawrence Jones (Department of English), noted for his major contribution to the study of New Zealand literature, served Otago for 36 years.

Associate Professor Dorothy Page (History) (left) achieved a wide reputation for her inspirational teaching and her scholarship in areas of women’s and New Zealand history. During her 31 years at Otago she also served as Head of Department and Associate Dean.

Another notable academic to announce his retirement during the year was Professor Brian Cox, a long-serving head of Computer Science and widely influential member of the University community for 37 years. Professor Cox played a seminal role in the development of computing at Otago and contributed greatly to many other university activities nationally and internationally.

Others to retire who have made long and significant contributions to the University and the community included Professor Ewen Kirk (Department of Oral Rehabilitation, Faculty of Dentistry), Associate Professor Dame Norma Restieaux (Department of Medicine), Dr David Bolton (Physiology) and Associate Professor Mervyn Smith (Biochemistry).
Professor Donald Aickin (Obstetrics and Gynaecology, Christchurch School of Medicine) made a major administrative and academic contribution during his 28 years of service. Professor Eric Espiner (Medicine), Associate Professor George Abbott (Paediatrics) and Dr Barrie Tait (Orthopaedic Surgery and Musculoskeletal Medicine) served the Christchurch School of Medicine for 30, 27 and 23 years respectively.

Dr Phil Silva formally retired at the end of 2000. Dr Silva won international recognition for his work as founding director of the University’s Dunedin Multidisciplinary Health Research Unit.

Mr Noel Still, senior technical officer in the Department of Physiology, retired this year after 40 years of service to the University. Mr Ron Chambers (left), who served for 20 years with outstanding success and a certain idiosyncratic style as the University Proctor, also announced his intention to retire.

As another development strategy, the University launched its first summer school, offering 23 papers for credit over a six-week period in January and February. The school is to be under the direction of Associate Professor Merv Smith (right), formerly Head of the Department of Biochemistry.

Other activities that encouraged potential students to consider the option of studying at Otago were the University Open Days, which drew several thousand secondary school students to the campus over a three day period in May, and a similar exposition at the University’s Auckland Centre in conjunction with the official opening of the building, which drew 1200 visitors over one day.

The Division of Humanities continued its programme of rationalisation of its administration by preparing to merge a number of small departments.

There was discussion during the year, at both Senate and Council, about the current means by which staff representation of Council is achieved. Senate rejected some initial proposals, and no changes have yet been made.

Mr John Broughton, a Senior Lecturer in the Department of Social and Preventive Medicine, replaced Associate Professor Margaret-Ellen Pipe (Psychology) as an academic staff representative on the Council. Mr Edward Ellison, a member of Ngai Tahu, was appointed to the Council by the Minister of Education.
The Councils of Dunedin City and the University of Otago met in order to ensure a continuation of the interchange of ideas established in earlier years. A representative of the City Council holds a seat on the University Council.

The University took an action in the High Court seeking to clarify the law on age of retirement. The Chief Justice ruled that the University could not compulsorily retire staff who reached the age of 65, even though their contracts of employment provided for this.

In other restructuring and reorganising activities, a decision to contract out cleaning services will save more than $100,000 per annum. The change affected 55 staff, the majority of whom were re-employed by the contracting companies. The University’s stationery store was closed and a contract for supply let to a private company following a tender round.

A Memorandum of Understanding was signed between the University and Otago Museum to contribute to research, teaching and community service through collaboration. This cements a long and fruitful informal arrangement between the two neighbours.

The University was chosen as a model of best tertiary financial practice, one of five universities outside the UK selected in a series of case studies prepared by the British Higher Education Development Council.

I completed my term of office as Chairman of the New Zealand Vice-Chancellors’ Committee and am honoured to have been elected president-elect of the Association of Commonwealth Universities for 2002. In March of that year the Association’s Council will meet at the University’s Dunedin campus. Upward of 25 Commonwealth Vice-Chancellors are likely to attend.

ALUMNI AFFAIRS

The office of Alumni Affairs was further strengthened this year as a corollary to the restructuring of External Relations. A new and expanded department of Alumni and Development will be part of the Division of Marketing and Communications and will eventually comprise eight staff.

Alumni events were held in 2000 in Singapore, Kuala Lumpur and Christchurch. Otago’s fourth Malaysian graduation ceremony, held for the first time in Kuching, was also the occasion for a highly successful alumni gathering.

CAPITAL RESOURCES

Once again I am able to report that the University achieved a strong financial position in the year under review. This is attributable to our financial management practices and reflects successful policies of devolution and accountability. Further details of the University’s financial position are presented in the financial section of this Report.

In my review last year I commented that evidence of the University’s capital development was strongly visible around the Dunedin campus. This continued unabated in 2000. The first stage of the most dramatic project, the Information Services Building, was opened on schedule in June. The remainder of the complex will be completed in 2001. The facility will house 700 additional reader spaces, bringing the total to over 2000, as well as providing on-line information access for students and staff. The building also houses a number of other student services.

The St David lecture theatre complex was officially opened by the Prime Minister, the Right Hon. Helen Clark (below, with the Vice-Chancellor and the Chancellor) in May. The complex boasts modern technology, a 550-seat lecture theatre and a number of smaller study and seminar rooms as well as a cafeteria and student lounge space.

An agreement was signed to take space in the Westpac Trust Stadium in Wellington, and work began late in the year to develop offices, teaching spaces and clinical facilities. This centre will house the High Performance Central activities as well as Schools Liaison staff and facilities for final year physiotherapy and pharmacy students undertaking clinical work.
City College, a student accommodation project developed jointly with the Dunedin City Council, Otago Polytechnic and the Dunedin College of Education, opened for business at the beginning of the academic year. The $8m development has 189 rooms, arranged in 33 apartment clusters, and represents an innovation in design of student Halls of Residence.

The University’s Auckland Centre was opened by her Worship the Mayor of Auckland, Mrs Christine Fletcher (below, with the Chancellor and the Vice-Chancellor), in August. The new premises cater for postgraduate and executive education as well as housing the University’s Auckland-based Schools Liaison and Employer Liaison staff.

In other capital projects, building is under way on the new 1000sq m Centre of Innovation. This building is the result of a collaboration between the University and the Dunedin City Council and is designed to facilitate research and development that will have commercial applications.

The University announced its intention to seek to close part of Castle St between St David St and Dundas St as part of the development of a north-western approach to the campus.

The University Council noted the advice that medical education in New Zealand is clearly underfunded, and will consider this and a number of other key recommendations early in 2001.

In December the University and Ngai Tahu signed a memorandum of understanding that will increase cooperation and bring benefits to both parties. Ngai Tahu already provides significant funding for the University’s Dunedin School of Medicine through the Ngai Tahu Māori Health Research Unit. Among other initiatives, Ngai Tahu scholarship support has been committed to enable Māori students to undertake the University of Otago Foundation year programme.

Otago joined with the University of Auckland in an agreement to retrain overseas doctors who came to live in New Zealand between 1991 and 1995 and who have not been able to gain registration to practise here. The Wellington School of Medicine will be offering 20 places to this group in 2001.

In collaboration with Christchurch Polytechnic, the University formed a postgraduate Nursing Study Centre at the Christchurch School of Medicine.

The future of teacher education remains uncertain after a submission by a Massey University group to the Tertiary Education Advisory Commission proposing a new round of institutional mergers. The University will be watching this area closely in 2001.

The New Zealand Vice-Chancellors’ Committee is currently addressing a range of issues which will impact on this University. They include a revision of university entrance standards, the excessive demands of the present academic audit cycle, and the burgeoning array of polytechnic degrees in New Zealand.

In November I received a commissioned report from Professor Richard Larkins, Dean of the Faculty of Medicine, Dentistry and Health Sciences at the University of Melbourne, concerning the future of medical education at the University of Otago. Professor Larkins was asked in particular to comment on proposals to establish a graduate medical programme, and was also asked to make observations on Otago’s present undergraduate medical training.

In other capital projects, building is under way on the new 1000sq m Centre of Innovation. This building is the result of a collaboration between the University and the Dunedin City Council and is designed to facilitate research and development that will have commercial applications. The University announced its intention to seek to close part of Castle St between St David St and Dundas St as part of the development of a north-western approach to the campus.

**PLANNING AND ACADEMIC DEVELOPMENT**

In November I received a commissioned report from Professor Richard Larkins, Dean of the Faculty of Medicine, Dentistry and Health Sciences at the University of Melbourne, concerning the future of medical education at the University of Otago. Professor Larkins was asked in particular to comment on proposals to establish a graduate medical programme, and was also asked to make observations on Otago’s present undergraduate medical training.

**OUTLOOK**

I continue to be optimistic about the future of this University, because of the calibre of its people and its advantages of history, location and resources. However, I must sound a warning that without immediate action to redress chronic underfunding the maintenance of our standards of research, teaching and community service will prove to be beyond the abilities of even the most determined and able staff and Council.
INTRODUCTION

In 2000 the University of Otago enrolled 15,030 equivalent full-time students, a drop of 1.2% on 1999 figures. There was upward movement in the proportion of students enrolling in postgraduate courses, a clear reflection of a national and world-wide trend demanding higher qualifications in the workplace. Students achieved an average pass rate of 92.7% (1999: 92.8%), with 28.4% (1999: 25.8%) of students completing programmes.

A number of initiatives contributed to the improvement of the teaching and learning process. In particular, the year saw pleasing developments in the student learning centre, in distance education and in the introduction of a web-based platform (Blackboard CourseInfo) for on-line learning.

A review of methods of evaluating teaching performance was undertaken in 2000 by the Higher Education Development Centre for the Staffing Advisory Committee. As a result, a decision was made to introduce a new system at the start of 2001 and briefing of academic staff began late in the year.

The University continued to give high priority to initiatives that enable staff to improve the quality of student learning. Grants totalling $666,708 were awarded for this purpose. These included 28 Innovation in Teaching grants, six Internationalisation of the Curriculum grants and six Research into Teaching grants. In addition, funding of $150,000 was made available through the Committee for the Advancement of Learning and Teaching (CALT) to be disbursed to the Divisions for CourseInfo projects, and a project to evaluate the effectiveness of the introduction of CourseInfo was also funded.

Projects which received Innovation in Teaching grant support included “Preparing an internet-based programme for music learning,” Professor John Drummond (Music); “Internet teaching for film and media studies,” Dr David Gerstner (Communications Studies); and “New strategies for the delivery of a Chemistry programme on hazardous substances,” Professor Brian Robinson (Chemistry).

Projects supported by Internationalisation of the Curriculum grants included “Internationalisation of Oral Biology Teaching,” led by Dr Tom Kardos (Dentistry), and “International Hydrographic Organisation Category A Certification,” undertaken by Peter Knight (Surveying). Professor Charles Higham (Anthropology) implemented a project entitled “Using the Web for Anthropology Teaching,” supported by a Flexible Learning development grant.

INTERNATIONALISATION

The high number of students on international exchanges in 2000 reflected the continuing emphasis placed by the University on the internationalisation of its curricula. A total of 121 students were involved, 59 of whom were outbound students (49 of 101 in 1999).

Exchange agreements

Eleven new exchange agreements were entered into in 2000, bringing the University’s total to 53. New agreements were signed with the following institutions:

- Université Catholique de Louvain, Belgium
- Copenhagen Business School, Denmark
- Helsinki School of Economics and Business Administration, Finland
- University of Oulu, Finland
- Hirosaki University, Japan
- St Andrews University, Scotland
- University of Strathclyde, Scotland
- Stockholm School of Economics, Sweden
- Umeå University, Sweden
- Universität St Gallen, Switzerland
- Huazhong University of Science and Technology, Wuhan, China

LEARNING INITIATIVES

Student Learning Centre

In 2000 the Student Learning Centre provided 166 two-hour workshops for 1,315 students. Topics included examination techniques, writing skills, time management, presentation skills, critical thinking and others. Staff in the Centre also provided 245 one-on-one consultations and many students used the reading and audiovisual material in the Centre’s resource collection. Use of the Centre has more than doubled since 1999, the first year of operation, and is expected to increase even more rapidly when the Centre relocates to the new Information Services Building in 2001.
Distance Learning

A Distance Learning Reference Group was established to promote the University as a centre of excellence in Distance Learning and to recommend policies to coordinate and integrate distance learning initiatives throughout the University. The group reports to the Committee for the Advancement of Learning and Teaching.

CourseInfo

The University’s web platform for online learning, Blackboard CourseInfo, was available on campus for the first time in 2000. Almost 600 academic and support staff participated in training courses organised through Information Technology Services, and by the year’s end approximately 3,500 students, studying 62 different papers, were benefiting from the new online teaching facilities. By the year’s end it was expected that at least another 30 papers would come online early in 2001.

DEPARTMENTAL REVIEWS

The Quality Advancement Unit co-ordinates the University’s ongoing programme of Departmental and Programme Reviews. The following Departments or Programmes were reviewed in 2000:

- **Commerce:** Economics, Tourism, Marketing Management, Management
- **Humanities:** Political Studies
- **Sciences:** Sciences Divisional Office, Bachelor of Science and Bachelor of Science with Honours degrees
- **Other:** Leadership Development Programme

QUALITY ADVANCEMENT

The university continued its programme of quality forums as a strategy for improvement.

A relaxed series of discussions and debates, the forums aim to promote the sharing of good practice at Otago, to encourage contact between staff and students across the University, and to focus on positive experiences as a way of rewarding and celebrating excellence and innovation.

Three quality forums were held in 2000. Each was attended by over 60 staff and students. Topics were:

- Postgraduate Induction (May 31)
- Audit Report 2000: Reflections and Reactions (October 6)
- New Innovations in Teaching and Learning (December 6)

Student Opinion Surveys

The University continued to use its Student Opinion Surveys, conducted by the Quality Advancement Unit, as an important source of review and development. During 2000 the results of the Student Opinion Survey 1999 (conducted late 1999) were disseminated to Divisional Heads for consideration and action as appropriate. In that survey questionnaires were sent to 6,490 students enrolled in a cross-section of programmes. The response rate was 50%.

Quality Advancement Web Page

The Quality Advancement Web Page was extensively updated in 2000. Information is now grouped under the following main headings: Academic Audit, Reviews, Stakeholder Surveys, Improvement Initiatives, Benchmarking, Quality Forum, Leadership and Staff. Key documents such as the Departmental and Programme Review Guidelines and application forms for Improvement Initiatives and Benchmarking projects can be downloaded from the site.

Benchmarking

One project was completed:

- Academic and Business/Government Interaction – A Comparison between the Stockholm School of Economics and the Commerce Division at the University of Otago.

Two projects were begun:

- MBA Curriculum Review - comparing the Otago MBA curricula with new curriculum developments in world business schools.
- ‘Quality Management in Early Childhood Education’ - benchmarking the Otago University Childcare services in the areas of educational programme co-ordination and management practice with the Auckland Hospital Pre-school.
Teaching, Learning and Assessment

Higher Education Development Centre

In 2000 HEDC provided 29 workshops for 629 academic staff in the Professional Development Programme. Topics included problem-based learning, the University’s Assessment Policy, successful publishing, interacting with a Māori context, supervision of postgraduate students, teaching for online learning, and others.

The Leadership Development Programme continued in 2000 and 54 senior academic and general staff participated in one of three two-day workshops. The programme was thoroughly reviewed by an external consultant who found the University’s commitment to leadership development was achieving the intended results. Some changes were recommended and will be made to the programme in 2001.

The New Academic Staff programme attracted 82 new academics to the one- to three-day briefing sessions.

The Educational Media Development Unit within HEDC completed 55 major projects in audiovisual production, computer assisted learning and online learning during 2000. HEDC undertook nine major Flexible Learning development projects across all four Teaching Divisions.

Academic Audit

The second Academic Audit of the University took place in 2000. The audit theme common to all New Zealand universities was “Provision and support for postgraduate students; the research-teaching link (at undergraduate as well as postgraduate level); research policy, management and performance.” The University’s self-selected theme was “The University’s Internal and External Communication Systems.”

On the postgraduate and research theme the audit report praised the thriving research culture and the University’s talented researchers and commented on the clear connection seen between research and teaching.

The University was complimented on its recognition, after its first audit in 1996, of the need to improve communications. The 2000 audit found that mechanisms for downward communication were good but that the means of communication from staff to management needed to improve.

It also identified the need for a University-wide strategic communication plan; this shortcoming is being addressed as a priority of the newly formed Marketing and Communications Division. Wide consultation with key stakeholders will be an integral component of the plan’s development.

Academic Divisions

Commerce

The Division introduced a number of initiatives designed to ensure that it continues to respond promptly to stakeholder demand while preserving and enhancing its international reputation for leadership in business education.

The Division’s focus on internationalisation continued to develop. The Bachelor of Commerce in International Business, approved in 1999, was introduced with a strong cohort of students in 2000. Five further exchange agreements with leading Business Schools were signed or concluded. The exchange partners are:

- Copenhagen Business School (Denmark)
- Helsinki School of Economics and Business Administration (Finland)
- Universität St Gallen (Switzerland)
- Université Catholique de Louvain (Belgium)
- Huazhong University of Science and Technology (Wuhan, China).

It is expected that further exchanges will be signed in 2001 with institutions in Spain and Argentina. Memoranda of Understanding were signed with institutions in Singapore and Mexico.

Cooperative academic innovations have been implemented with the Divisions of Sciences (business minors in the new Bachelor of Applied Science degree) and Humanities (major and minor combinations in Arts and Commerce degrees).

A new paper, Marketing and the Internet, was introduced to reflect international developments in e-commerce, and CourseInfo was utilised for a wide range of papers.

All graduate-level Tourism papers were made available via the Internet for the first time.

In the area of Quality Assurance, the Department of Management carried out a pilot research project into the awareness and implementation of University policies.
Two key measures to support students were the signing of an agreement with Futurestep, an alliance of Korn Ferry International and the Wall Street Journal, to assist in graduate and alumni employment world-wide; and the trialing of an executive mentoring programme in association with the American Chamber of Commerce in New Zealand.

Health Sciences

The year in review was one of consolidation and implementation rather than continued innovation. The first class of the University’s Diploma in Dental Therapy course graduated, and the Faculty of Dentistry and the Otago Polytechnic worked jointly to teach the students in the first year of the Dental Hygiene Diploma programme. The Faculty will take full responsibility for the programme in 2001.

After consultation with its stakeholders, the School of Pharmacy began the introduction of a new undergraduate curriculum. The second year of this curriculum is to be introduced in 2001. A revised Year 3 Bachelor of Physiotherapy curriculum was introduced following an extensive review of the degree.

The programme in Medical Laboratory Science was re-accredited by the Australian Institute of Medical Scientists and the New Zealand Medical Laboratory Technologists Board, with extremely favourable reports.

The importance of graduate students in the Division continued to be recognised, with Professor Robin Olds appointed as Associate Dean (Graduate Studies) for the Division from 1 December 2000 for 3 years.

Humanities

The Division of Humanities continued the momentum of development seen over recent years with a number of further innovations. The University received approval to teach a new degree course, the Bachelor of Māori Traditional Arts (BMTrad Arts), which will be introduced in 2002. In the School of Education new qualifications approved for introduction in 2001 were the Bachelor of Teaching (Honours), the Postgraduate Diploma in Teaching and the Postgraduate Certificate in Teaching. The Certificate and Diploma courses were made available for study internationally through distance education.

New courses approved in 1999 and offered for the first time in 2000 were majors in Communication Studies; Visual Culture; and Philosophy, Politics and Economics (PPE); and a Bachelor of Music degree course endorsed in Contemporary Music. In addition the introduction of the concept of a minor in Humanities degrees added a new element of cohesion to the structure of students’ courses.

The decision to introduce Spanish as a subject for the Bachelor of Arts degree in 2001 was the result of a major initiative in South America and will involve staff interchange with Pontificia Universidad Católica de Chile. A travelling scholarship scheme was introduced and supported 44 Humanities students studying abroad at exchange partner universities as part of their undergraduate study.

Students in the School of Law were successful in three competitions against students from other New Zealand universities. Maria Kannu and Amanda Jenkins won the Russell McVeagh client interviewing competition and will compete in the world final in Dunedin in April 2001. Katie Evans and Tanya Pitchforth won the Buddle Finlay negotiation competition and will travel to the world final in San Diego in 2001. Chris Curran and Paul Johns were runners-up in a national mooting competition involving the argument of legal issues before a judge.
Teaching, Learning and Assessment

Sciences

The introduction of two significant new courses highlighted the Division’s strategy of meeting market needs in the year under review. A four-year degree in Applied Sciences was launched, with the first intake in 2001. Early signs at year’s end were that this course would attract in excess of 50 students. A postgraduate Diploma in Natural History Filmmaking and Communication was also launched, attracting considerable interest.

Other course developments included a new Bachelor of Science curriculum in Genetics, Masters degree programmes in Social Welfare and Wildlife Management, and Postgraduate Diplomas in Dance Studies and Outdoor Education.
Statement of Service Performance 2000

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

OBJECTIVE 1
To foster intellectual independence in students.

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

96.0% of respondents to the 2000 survey reported some, moderate or extensive development of independent judgement (1999: 90.0%).

ii. The development of all new programmes and the review of existing programmes take account of the need to develop intellectual independence in students.

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 considered 18 new proposals during 2000, of which 10 (55.6%) were recommended for approval and eight (44.4%) were recommended for approval subject to amendment. The development of intellectual independence was covered in the terms of reference of all University Departmental and programme reviews in 2000.

OBJECTIVE 2
To develop the lifelong learning skills of students.

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

98.0% of respondents to the 2000 survey reported some, moderate or extensive development of a willingness to learn (1999: 94.0%).

ii. The development of all new programmes and the review of existing programmes take account of the need to develop lifelong learning skills in students.

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

Responsibility for ensuring that new programmes meet the University’s standards rests with the Boards of Graduate and Undergraduate Studies. These boards considered 18 new proposals during 2000, of which 10 (55.6%) were recommended for approval and eight (44.4%) were recommended for approval subject to amendment. The development of lifelong learning skills was covered in the terms of reference of all University Departmental and programme reviews in 2000.

iii. Providing for the development of information-finding and evaluation skills through library user education and information literacy programmes.

The University library commenced an Information Literacy Initiative in 2000. Its purpose has been to review existing user education programmes and support a move towards new programmes integrated into the teaching curriculum and focused on student learning outcomes.
OBJECTIVE 3
To promote, encourage and support excellence in teaching.

PERFORMANCE INDICATORS

i. At least maintaining staff attendance at Higher Education Development Centre (HEDC) workshops.
   The HEDC staged 29 workshops attended by 629 staff (1999: 49 workshops attended by 758 staff).

ii. At least 90% of programmes sampled in the annual Student Opinion and Graduate Opinion Survey receive a positive mean score on the Good Teaching, Appropriate Assessment and Overall Satisfaction scales.
   Of the 32 programmes surveyed in 2000, 30 (93.8%) received a positive mean score on the Good Teaching Scale (1999: 83.3%), 32 (100.0%) received a positive mean on the Appropriate Assessment Scale (1999: 100.0%), and 32 (100.0%) received a positive mean on the Overall Satisfaction Scale (1999: 100.0%)

iii. At least maintaining the number of Student Evaluations of Teaching for individual courses and teachers.
    3,089 Student Evaluations of Teaching were completed (1999: 2,948 evaluations completed).

iv. At least maintaining the level of teaching development grant funding for innovative teaching.
    The University awarded 68 grants with a total value of $666,708 for initiatives of this type (1999:67 grants with a value of $795,831). The 2000 grants comprised six Research Into Teaching Grants, 28 Innovation in Teaching Grants, six Internationalisation of the Curriculum Grants, and funding for 22 CourseInfo projects and eight Flexible Learning Grants.

OBJECTIVE 4
To recognise, reinforce and promote interdependence between teaching, research and professional practice.

PERFORMANCE INDICATORS

i. The need to recognise, reinforce and promote close interdependence between research and teaching is taken account of in the development of all new programmes, and in the review of existing programmes.
   Ensuring close interdependence between research and teaching is one of the primary aims of the University’s Teaching and Learning Plan. Departments and Schools are required to take account of the aims and goals of this plan in the development of new programmes and papers. Review panels also consider these aims and goals when reviewing academic Departments or programmes.
   Responsibility for ensuring that new programmes meet the University’s standards rests with the Boards of Graduate and Undergraduate Studies. These boards considered 18 new proposals during 2000, of which 10 (55.6%) were recommended for approval and eight (44.4%) were recommended for approval subject to amendment. The interdependence between research and teaching was covered in the terms of reference of all University Departmental and programme reviews in 2000.

ii. The appointment and promotion of academic staff according to criteria that recognise both research and teaching activity.
    Both research and teaching activity are stated requirements for all academic positions at the assistant lecturer, lecturer, senior lecturer, and professorial levels. This criterion does not apply to positions that are explicitly designed as teaching-only or research-only (e.g. Teaching or Research Fellow). Achievement in both research and teaching must be demonstrated to meet the requirements for promotion in the positions stated above.

iii. Maintaining professional accreditation of all relevant programmes.
    The Bachelor of Medical Laboratory Science was reviewed by the Australian Institute of Medical Scientists and the New Zealand Medical Laboratory Technologists Board in late 1999, and accreditation renewed in 2000. Professional accreditation was maintained for all other relevant programmes.
OBJECTIVE 5
To encourage students to evaluate and act upon the ethical and social implications of their knowledge.

PERFORMANCE INDICATORS

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

84.0% of respondents to the 2000 survey reported some, moderate or extensive development of the awareness of ethical issues (1999: 80.0%).

ii. The development of all new programmes and the review of existing programmes take account of the need to promote an awareness of the ethical issues and social implications of knowledge.

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

Responsibility for ensuring that new programmes meet the University’s standards rests with the Boards of Graduate and Undergraduate Studies. These boards considered 18 new proposals during 2000, of which 10 (55.6%) were recommended for approval and eight (44.4%) were recommended for approval subject to amendment. The promotion of an awareness of ethical issues was covered in the terms of reference of all University Departmental and programme reviews in 2000.

iii. The University Ethics Committee scrutinises proposals for teaching which require ethical approval, as defined in the University’s Policy on Ethical Practices.

The University’s policies on ethics require Departments and Research Units to gain approval from the University Ethics Committee before undertaking work involving human participants or the use of personal information. In 2000 the University Ethics Committee considered 271 proposals for teaching or research involving human participants or the use of personal information (1999: 282). Approval was given to 251 proposals (92.6%) as submitted, and to a further 16 (5.9%) conditional on modifications being made to the proposal (1999: 225 & 47). Of the three remaining proposals, one decision was deferred, and two referred to the Southern Regional Health Authority.

OBJECTIVE 6
To develop further international content, context and vision in the learning experience of students.

PERFORMANCE INDICATORS

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

There was international representation on all University departmental and programme reviews completed in 2000.

ii. Undertaking annual projects involving the international benchmarking of teaching.

The Division of Commerce completed an international benchmarking project in association with the Stockholm School of Economics. A further project was commenced comparing the Otago MBA curriculum with new curriculum developments in world business schools. This is still to be completed.

iii. Increasing the number of students on international exchanges by at least 10% per annum in each of the next three years.

The number of students participating in exchanges, as measured on a per semester basis, increased by 19.8% to 121 (1999: 101). This total comprised 62 students coming to Otago from overseas on exchange, and 59 students going from Otago to another institution.
**OBJECTIVE 7**
To develop in students skills, attributes and knowledge which enhance their employment prospects and their capacity to make a positive contribution to society.

**PERFORMANCE INDICATORS**

i. At least 85% of respondents in the Graduate Opinion Survey reporting some, moderate or strong development of the following skills and attributes through their studies: oral & 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 2000 survey reporting some, moderate or extensive development of the above attributes was as follows: oral communication skills, 96.0% (1999: 92.0%); written communication skills, 88.0% (1999: 90.0%); the skills to plan their own work, 95.0% (1999: 93.0%); the ability to solve problems, 97.0% (1999: 94.0%); self-confidence, 98.0% (1999: 93.0%); flexibility and adaptability, 96.0% (1999: 95.0%).

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

**OBJECTIVE 8**
To maximise the effective use of information technologies.

**PERFORMANCE INDICATORS**

i. At least maintaining the level of teaching development grant funding and expert support for new initiatives in this area.

A new fund of $150,000 was provided to support the placing of courses onto the University’s new electronic-learning platform (see below). 22 projects were funded, with 62 courses being placed on the platform during the year to offer on-line teaching resources and communication.

ii. Adoption of a software platform to support the development of IT learning and teaching resources.

In January 2000, the University introduced Blackboard CourseInfo as its platform for flexible e-learning. The platform enables the University to provide students with interactive on-line access to a full range of electronic resources for individual courses.

iii. Enhancing student access to University computer resources through the continued provision of a University-wide student electronic access code for each student.

All students are automatically assigned an Email address on enrolment. Additionally, students may register free of charge to use University Computer Resource Rooms. 9,517 students completed this registration in 2000, representing 65.2% of equivalent full-time enrolments (1999: 62.6%).

iv. Providing all students with unrestricted access to Email and Internet resources for course related work.

Unrestricted access was introduced for 2000, the cost being met by the introduction of an $18.50 Internet Access Fee levied on on-campus students.
PERFORMANCE INDICATORS

i. Enrolling at least 15,457 Equivalent Full Time Students (EFTS) in 2000.

15,030 EFTS enrolments were achieved in 2000 (1999:15,214).

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 2000 was 92.7%, compared with an average of 92.8% for the previous five years (1999: 92.8%). The average progression rate for 2000 was 86.8%, compared with an average of 87.8% for the previous five years (1999: 87.7%). The pass rate is defined as the number of students passing as a percentage of the number sitting an examination. The progression rate is defined as the number of students passing as a percentage of the number entered for an examination, with those who entered but did not sit counted as ‘failed’.

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

The proportion of students completing programmes was 28.4% of total EFTS enrolments compared with an average of 27.0% for the previous three years (1999: 25.8%).

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

Responses to the 2000 Graduate Destination Survey indicate that 29.2% of graduates proceeded to further full-time study compared with an average of 31.9% for the previous three years (1999: 32.2%).

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

The mechanisms include student evaluation of teaching, undertaken according to standard procedures and guidelines set down by the University’s Higher Education Development Centre (HEDC). This process is used to review teaching methods, content and structure, and may also be used in considering the tenure or promotion of individual members of the academic staff.

Since 1995, a series of rolling evaluations of students, graduates and employers has gathered further information on critical issues. Student and graduate feedback is sought on such topics as assessment practices, workloads and teaching standards. The results of these surveys are matched against those previous evaluations of the same courses and programmes in order to provide a benchmark for performance and improvement. Graduate and employer feedback is also sought on the extent to which the skills imparted at University match those required in the workplace. Divisions, schools and departments are required to report centrally 18 months after the reports have been disseminated, detailing the key issues identified and initiatives adopted in response.

New papers and minor amendments to existing regulations may only be introduced following approval by the University Council. New programmes and major amendments to existing programmes require additional approval by the Committee on University Academic Programmes (CUAP), a committee of the New Zealand Vice-Chancellors’ Committee (NZVCC). The NZVCC holds statutory authority to approve new programmes under the Education Amendment Act, 1990. CUAP also requires a follow-up review of any new qualification to be undertaken once the first cohort of students has graduated.

The University undertakes regular reviews of departments, schools, faculties and programmes. Review panels comprise a mixture of internal and external representatives, and normally report to the Deputy Vice-Chancellor (Academic), who has managerial responsibility for the process. The Deputy Vice-Chancellor (Academic) then consults with the Vice-Chancellor. The University’s review guidelines recommend 13 teaching-related items to be examined in any review, which require review panels to undertake a critical and constructive evaluation of the goals, objectives, quality, balance and appropriateness of courses, and of the quality of teaching and learning. Implicit in these guidelines is the requirement that all courses and programmes reviewed continue to meet the standards required by the University Council and CUAP.

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

**Teaching, Learning and Assessment**

<table>
<thead>
<tr>
<th></th>
<th>Commerce</th>
<th>Health Sciences</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This Year</td>
<td>Last Year</td>
<td>This Year</td>
</tr>
<tr>
<td></td>
<td>$000's</td>
<td>$000's</td>
<td>$000's</td>
</tr>
<tr>
<td>Campus Based Teaching &amp; Learning</td>
<td>14,904</td>
<td>14,294</td>
<td>15,222</td>
</tr>
<tr>
<td>Distance Teaching &amp; Learning</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Cost of Output</td>
<td>14,904</td>
<td>14,294</td>
<td>15,222</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Sciences</th>
<th>Service Divisions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This Year</td>
<td>Last Year</td>
<td>This Year</td>
</tr>
<tr>
<td></td>
<td>$000's</td>
<td>$000's</td>
<td>$000's</td>
</tr>
<tr>
<td>Campus Based Teaching &amp; Learning</td>
<td>27,707</td>
<td>28,533</td>
<td>28,128</td>
</tr>
<tr>
<td>Distance Teaching &amp; Learning</td>
<td>827</td>
<td>907</td>
<td>850</td>
</tr>
<tr>
<td>Total Cost of Output</td>
<td>28,534</td>
<td>29,440</td>
<td>28,978</td>
</tr>
</tbody>
</table>
INTRODUCTION

The University places a high priority on the continuous improvement of its research and postgraduate teaching activities. In the course of the year in review the amount of external research funding and the number of postgraduate students enrolled at Otago both showed an increase in a tight economic environment.

POSTGRADUATE TEACHING

As a percentage of overall students, in head count terms, postgraduate students comprised 20.0% of the total roll (1999: 18.6%). At 3,418, this is the highest number of postgraduate students ever at the University of Otago. Of these, 718 were enrolled in doctoral degrees (1999: 674), 1,081 in Masters courses (1999: 1,017), 1,423 in postgraduate diplomas (1999: 1,329) and 196 in postgraduate certificates (1999: 172).

It is pleasing to note that the University again exceeded its goal of having 90% of doctoral theses submitted for examination completed to the required standard without the need for substantial modification. In 2000, 71 (1999:136) of the 75 (1999: 142) doctoral theses (94.7%) submitted met this goal. This is seen as a continuing endorsement of procedures set in place to improve the management of PhD study.

RESEARCH ACTIVITIES

In 2000 researchers at the University were once again successful in attracting very significant amounts of research funding from external sources. External funding awarded to the University in 1999 increased by $1.8 million to $42.9 million, an increase of 4.1%.

Within the framework of the University's Research Management Plan 2000 - 2004 major areas of research achievement are identified according to their level of international and national recognition. As a result of a full review begun in 1999 and concluded early in 2000 there are now ten Major Research Themes and nine Emerging Themes recognised for special support. In 2000, one new Research Theme, Functional Genomics, Gene Expression and Proteomics, and one new Emerging Research Theme, Asian Studies, were established.

Major Research Themes:
- Asthma and Respiratory Disorders
- Cardiovascular Endocrinology
- Functional Genomics, Gene Expression and Proteomics
- The Immunological Basis of Disease and Protective Immunity
- Memory: Mechanisms, Process and Applications
- Neural System Structure and Function
- Oral Microbiology and Dental Health
- Oxidative Stress in Health and Disease
- Public Health
- Spatial Information Processing.

Emerging Themes:
- Active Earth Processes
- Antarctic Science and Marine Environments of the Southern Oceans
- Asian Studies
- Connectionist-Based Information Systems
- Ecology, Conservation and Biodiversity in New Zealand
- Formulation and Drug Delivery
- Lasers and Applications
- New Zealand and the Pacific in the Global Context: Peoples, Identities and Environments
- Virology.
In response to recommendations from the Academic Audit conducted in 2000, financial support was increased to Research Themes and Emerging Themes. All Themes receive $20,000 per annum. In addition, extra funds are available through a contestable fund.

Continued success in applications to the Marsden Fund was seen in 2000, with the University of Otago receiving the biggest allocation of any New Zealand tertiary institution, claiming $6.097m (21.6%) of a total contestable pool of $28.29m. This provided funding for 13 full research proposals, 17.8% of 73 research projects funded nationally.

Applications for Health Research Council funding achieved success, with Otago receiving $19.3m (68.9%) of a total national pool of $28m. This represented 41 successful applications of 124 submitted by Otago researchers.

Public Good Science Fund negotiations in 2000 gave rise to 16 new contracts. Of these, 13 remained as PGSF contracts, worth $4.037m per annum for the period July 2000 to June 2001, giving Otago a 1.5% share of the total $263,256,000 PGSF pool. Three contracts were transferred to the New Economy Research Fund (NERF) for the period July 2000 to June 2001, and two new NERF contracts were awarded through a contestable tender process for a term of 18 months (January 2000 to June 2001) to the value of $1.01m. The University gained $1.89m (3.7%) of a $50,781,000 total pool.

Bright Future Scholarships, targeting young researchers, were introduced for the first time late in 1999. In an award round in April 2000 the University of Otago had five (1999: 7) successful applicants of 51 (1999: 43) nationwide from a total of eight (1999: 55) submitted by Otago competing in a national pool of 79 applications (1999: 280).

In the awarding of grants the University Research Committee gives priority to staff who are in the early stages of their careers. In 2000, this group, which comprised 5% of academic staff, made 33% of all applications (74 of 225) across the University. Of these, 42 (36%) were successful out of a University-wide total of 118. This saw $910,682 (36%) awarded to early career staff, of a University-wide total of $2,503,216.

Success in attaining research funding covered a wide range of disciplines and research areas across the University. However, there is a general concern that many worthy projects are not succeeding in gaining funding. The inevitable result of this constraint will be an ongoing diminution in the quality of New Zealand’s research output as scholars find it necessary to pursue funds and support elsewhere.

Despite these concerns, there were some significant funding achievements. A Dunedin School of Medicine team headed by Professor Antony Braithwaite secured $2.4 million in grants from the Health Research Council and the Cancer Society to conduct four investigations into why cells die. Other major HRC grants went to Professor Anthony Reeve (Department of Biochemistry) $385,000, Professor Mark Richards (Christchurch School of Medicine) $1.73m, Dr Anne-Marie Feyer, Dunedin School of Medicine, $1m, Professor Christine Winterbourn (Christchurch School of Medicine) $1.7m, and Professor Robin Olds, Pathology, $500,000. A further grant of $1m was also awarded to Professor Braithwaite.

A Health Research Council grant of $740,000 to Professor Peter Davis (Christchurch School of Medicine) is funding an investigation into 10 years of hospital restructuring, with specific focus on how hospital sector reorganisation and changes in nursing practice between 1988 and 1999 have affected patient outcomes. A $1m HRC grant will assist Faculty of Dentistry researchers to develop new generation anti-fungal drugs.
Three research teams received Laurenson Awards, granted by the Otago Medical Research Foundation to undertake research into aspects of diet. Four research teams received Neurological Foundation Grants, totalling $224,500. A team headed by Professor George Benwell (Information Science) received on-going World Health Organisation funding to compile information on 30 urban centres in a “Cities and Health” programme.

Animal Health Board funds enabled Professor Frank Griffin to resume his notable bovine TB research, while a $180,000 Marsden Fund award to a team of scientists at the Centre for Chemical and Physical Oceanography, led by Dr Russell Frew (Chemistry), enabled a significant investigation into the role of iron in controlling the carbon cycle in the Southern Ocean.

A ceremony in February completed the award, noted in the University’s 1999 Annual Report, to Professor Jim Mann (Human Nutrition) of the world’s largest unrestricted grant for research in human nutrition. This prestigious award, from the Bristol-Myers Squibb, is a generous recognition of the world leadership of Professor Mann and his department in their field.

A $500,000 research grant from the United States National Aeronautics and Space Administration (NASA) was awarded to Dr David O’Hare (Psychology) to enhance pilot training.

The New Economy Research Fund, administered by the Foundation for Research, Science and Technology, made grants of $1.01m over 18 months to Otago researchers. The recipients were Dr David Green (Anatomy), to develop designer DNA computerised chips for reproductive health and wellness, and Professor Brian Robinson (Chemistry), for research on white light emitters from smart polymers.

**Publications**

The production of scholarly publications is a key measure of research output for a University. The final audited figure for 1999 was 2,425, against a provisional figure of 2,917. Because of the time required to confirm all publications, final figures become available for reporting in the following year.

**Collaborative and Applied Research Activities**

The University continued its commitment to collaborative research links with other institutions and organisations of national and international standing. A total of 60 new research contracts involving external collaborators were entered into in 2000 (1999: 59). In addition, the University signed 16 Memoranda of Understanding involving research with other institutions, bringing the total number of such agreements to 61. These included institutions in Australia, Belgium, China, Denmark, Finland, Mexico, Scotland, Singapore, Sweden, Switzerland and Taiwan.

Applied research project activity in 2000 totalled $10.3m, an increase of 28% over 1999 figures. Repeat business with key clients generated 52% of project commitments. Intellectual property activity continued to increase markedly on previous years’ levels.
Goal

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

OBJECTIVE 10
To recognise, reinforce and promote interdependence between research, professional practice and teaching.

PERFORMANCE INDICATORS
i. Operating a Scholarship Development Process for academic staff.
   The scholarship development process was operated in each of the University’s four teaching divisions.
   See also Objective 4, Performance Indicators (i), (ii), (iii).

OBJECTIVE 11
To support and protect opportunities for staff to conduct research in accordance with academic freedom and integrity.

PERFORMANCE INDICATORS
i. At least maintaining funding support for research by early career academic staff.
   The University Research Committee gives priority to early career staff (those in their first five years of academic appointment) in the awarding of University of Otago Research Grants. This group won $0.9 million, or 36.0%, of the $2.5 million awarded under the Otago Research Grant scheme in 2000 (1999: early career staff comprised 4.9% of academic staff and won $1.0 million, or 35.7%, of $2.8 million).
ii. At least maintaining the University contestable pool of internal research funding.
   The contestable pool of internal funding totalled $3.4 million (1999: $3.2 million).

OBJECTIVE 12
To continue to improve the quality of postgraduate research supervision and support.

PERFORMANCE INDICATORS
i. Addressing issues of concern raised in the annual progress reports submitted by doctoral thesis students, and by supervisors.
   Issues of concern were raised in 3.7% of the annual progress reports submitted by doctoral students. These were referred to the Director (PhD Student Academic Liaison), and addressed in 2000.
ii. Achieving an overall satisfaction rating of at least 90% for the quality of doctoral thesis supervision, as measured by students annual progress reports to the University.
   93.0% of students reported overall satisfaction with the quality of supervision. This figure is based on responses on 2000 progress reports received by 25 January 2001 for 513 of the 718 (71.4%) doctoral theses enrolled during 2000. (1999: 97.3%)
iii. The attendance of all new supervisors at HEDC seminars and workshops on postgraduate supervision.
   A workshop-based programme for new supervisors commenced in 2000, and was attending by 32 staff including both new and existing supervisors.

OBJECTIVE 13
To develop further international content, context and vision in research and postgraduate teaching.

PERFORMANCE INDICATORS
See Objective 6, Performance Indicator (i), Objective 38, Performance Indicator (i), and Objective 56, Performance Indicator (i) and (ii).
PERFORMANCE INDICATORS

i. At least maintaining research funding from outside sources.
    Research funds from outside sources totalled $42.9 million, a 4.1% increase from the $41.2
    million received in 1999.

ii. At least maintaining the funding provided for internally funded postgraduate
    scholarships and awards.
    The University provided a budget of $4.2 million for postgraduate scholarships and
    awards, including $1.6 million for new scholarships and awards (1999 budget: $4.1
    million). Expenditure from this budget totalled $3.9 million.

iii. At least maintaining the number of publications of scholarly books, monographs and
    articles in refereed journals, as measured by the audited figures for the previous year.
    The audited total for 1999 was 2,425, 9.4% less than the total for 1998.

iv. Increasing the range of print and electronic research resources available to staff and
    students.
    The range of resources, as measured by the holdings of the University Library, increased by
    2.3% to 2,549 million items. The number of electronic serials received increased by 45.8% to
    21,254.

OBJECTIVE 14
To maintain and enhance the University’s standing as a premier research institution.

OBJECTIVE 15
To develop and promote areas of research in which the University is, or has the potential to become, a national and international leader.

PERFORMANCE INDICATORS

i. Identifying and supporting the University's major research themes.
    One new theme was recognised during 2000. This brought the total number of major
    themes to 10 (1999: nine). Each theme received $20,000 in base funding (1999: $10,000
    per theme).

ii. Identifying and supporting the University's emerging research themes.
    One new theme was recognised during 2000. This brought the total number of emerging
    themes to nine (1999: eight). Each theme received $20,000 in base funding (1999: $15,000
    per theme).

iii. Identifying and supporting other areas of particular research excellence.
    Research activities for which individuals or groups of staff enjoy national or international
    reputations but which are not broad enough in scope to qualify as themes are recognised as
    Areas of Research Excellence. 128 such areas were recognised in 2000. Detailed information
    is held on each area, and this is used to enable the University to respond to approaches from potential research collaborators and funders.
OBJECTIVE 16

To achieve target outputs for postgraduate student enrolment and performance.

PERFORMANCE INDICATORS

i. Enrolling at least 2,307 Postgraduate Equivalent Full Time Students (EFTS).
   
   2,325 EFTS postgraduate enrolments were achieved in 2000 (1999: 2,244)

ii. At least 90% of doctoral theses submitted for examination completed to the required standard without the need for substantial modification.
   
   71 of the 75 doctoral theses submitted and examined in 2000 (94.7%) were completed without the need for substantial modification (1999: 95.7%).

iii. Maintaining the proportion of students completing postgraduate programmes at no less than the average for the previous three years.
   
   The proportion of students completing postgraduate programmes was 34.6% of total EFTS enrolments compared with an average of 31.5% for the previous three years (1999: 33.2%).

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

The development of research is actively supported by the University, and is guided by the Research Management Plan, which was reviewed and updated during 2000. 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 major and emerging research themes within the University and the provision of special support in these areas; early career staff (those in their first five years of appointment) receiving special consideration in the awarding of internal research funding.

The quality of research is also reflected in the work and study accepted for publication by publishers of scholarly books and editors of learned journals. A list of publications is collated annually. This list is checked to ensure that all publications satisfy guidelines specified by Senate and scrutiny by Divisional Heads. This vetting process, which takes place after the annual external audit cycle, typically results in the rejection of 3% of publications.

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

Mechanisms for monitoring and improving the quality of postgraduate education include regular evaluations by postgraduate students on the quality of teaching and supervision. This information assists divisions, schools and departments in improving existing courses, in developing new courses, in monitoring and improving the standard of thesis supervision, and in addressing associated issues relevant to postgraduate education.

The University undertakes regular reviews of Departments, Schools, Faculties and programmes. Review panels comprise a mixture of internal and external representatives, and normally report to the Deputy Vice-Chancellor (Academic), who has managerial responsibility for the process. The Deputy Vice-Chancellor (Academic) then consults with the Vice-Chancellor. The University’s review guidelines recommend 13 research-related items to be examined in any review, which require review panels to undertake a critical and constructive evaluation of goals, objectives, quality, extent and appropriateness of research, and of the quality of research supervision.
**COST OF OUTPUT**

*Research & Postgraduate Teaching*

<table>
<thead>
<tr>
<th></th>
<th>Commerce</th>
<th>Health Sciences</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This Year $000's</td>
<td>Budget $000's</td>
<td>Last Year $000's</td>
</tr>
<tr>
<td>Postgraduate Thesis Supervision</td>
<td>2,952</td>
<td>2,841</td>
<td>3,039</td>
</tr>
<tr>
<td>Teaching Related Research</td>
<td>4,384</td>
<td>4,092</td>
<td>3,142</td>
</tr>
<tr>
<td>Project Based Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- University Funded</td>
<td>600</td>
<td>797</td>
<td>357</td>
</tr>
<tr>
<td>- Externally Funded</td>
<td>2,242</td>
<td>2,165</td>
<td>2,100</td>
</tr>
<tr>
<td>Total Cost of Output</td>
<td>10,178</td>
<td>9,895</td>
<td>8,638</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Sciences</th>
<th>Service Divisions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This Year $000's</td>
<td>Budget $000's</td>
<td>Last Year $000's</td>
</tr>
<tr>
<td>Postgraduate Thesis Supervision</td>
<td>9,707</td>
<td>9,574</td>
<td>7,776</td>
</tr>
<tr>
<td>Teaching Related Research</td>
<td>5,561</td>
<td>5,574</td>
<td>5,971</td>
</tr>
<tr>
<td>Project Based Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- University Funded</td>
<td>2,863</td>
<td>2,705</td>
<td>2,546</td>
</tr>
<tr>
<td>- Externally Funded</td>
<td>9,054</td>
<td>8,212</td>
<td>8,585</td>
</tr>
<tr>
<td>Total Cost of Output</td>
<td>27,185</td>
<td>26,065</td>
<td>24,878</td>
</tr>
</tbody>
</table>
Community Service

ANNUAL SURVEY

The University conducts an annual survey of randomly selected academic staff in order to ascertain and quantify its community service output. Of those surveyed in 2000:

92.8% (1999: 93.0%) reported involvement in community service activities, representing an average of 8.2% of their professional time (1999: 7.0%).

60.9% held posts in recognised professional organisations and associations (1999: 58.2%)

46.4% edited or served on the editorial boards of learned journals (1999: 44.9%)

14.5% served on government advisory boards or committees (1999: 22.8%).

HOCKEN LIBRARY

Community groups made 21 tours (336 participants) of the Hocken Library during the year. These included Probus, Zonta, Girl Guides, New Zealand Society of Genealogists, Rural Women New Zealand, Ngai Tahu Development Corporation, Otago Daily Times staff and members of the Community Trust of Otago. In addition, the Otago Polytechnic, the Dunedin College of Education and seven secondary schools from Otago, Southland and South Canterbury made class visits. Written reference enquiries received from members of the public numbered 977, compared to 868 in 1999.

Thirteen exhibitions, including three about Rita Angus, were mounted in the Library’s gallery, and two major touring exhibitions were supported. The Library hosted four book launches, a celebrity art auction, a full reading of Milton’s Paradise Lost and the performance of the Edmund Anscombe docudrama, I the Originator, I the Architect. After a trial of 20 months, regular Sunday afternoon opening of the gallery was discontinued owing to low attendance. A series of occasional special events proved more attractive to the community and will be continued in 2001.

OTHER SERVICE

During the year the University served the community by hosting a large number of conferences and seminars.

• The 11th annual Hands-On Science summer school, held 16–21 January, was attended by 230 secondary school students from around New Zealand. The aims of the school are to attract young people to science and to encourage them to return to study at Otago.

• A Bioethics Residential Summer School, run in February, was attended by more than 100 participants.

• The University hosted the annual conference of the Distance Association of New Zealand (DEANZ) in March. The Association President for 2000 was Dr Andrew Higgins, a Senior Lecturer in the Higher Education Development Centre. There were 90 participants from New Zealand and 20 from overseas.

• The Department of Psychology hosted an international symposium on Memory. The organiser was Dr Harlene Hayne. The symposium was held in March and attracted 80 participants to hear 12 distinguished American academics from the University of Washington, Emory University (Atlanta, Georgia), City University of New York, the University of Colorado, the University of Illinois, the University of California Los Angeles (UCLA) Medical Center and other prestigious institutions.

• A Māori Health Development seminar was given by Mr John Broughton, a member of the Māori Health Commission and Director of the Ngai Tahu Māori Health Research Unit. More than 50 attended.

• A major annual event for the University of Otago is the Annual Foreign Policy School. The theme of the 35th School, held in July, was “The American century? In Retrospect and Prospect.” The key speaker was United States Ambassador to New Zealand Carol Moseley Brown. Another keynote speaker was Denis McLean, former New Zealand Ambassador to the USA.

• The seventh national Postgraduate Conference was organised by the Department of Management, drawing 60 graduate students from around New Zealand to consider the theme “Evolving or Revolving?” This conference, held early in December, welcomed papers from postgraduate students in all disciplines.

• An academic gathering entitled “Getting the Environment for Biomedical Research Right” focused on the best ways to establish a biomedical science research institute. The conference, held in November, was attended by over 50 researchers and coordinated by Professor Antony Braithwaite (Pathology).
Among other significant conferences were:

- Sustainable Energy Forum 2000 (July)
- Greek and Roman Drama: Translation and Performance (July)
- Royal Australasian College of Surgeons Annual Conference (September)
- New Zealand Society for Oncology Annual Conference (May)
- Human Genetics Society of Australasia Annual Scientific Meeting (September)

The University hosted 120 public lectures, delivered by staff or visiting academics (1999: 96). Theatre Studies staff and students staged 60 performances (1999: 65) and the Music Department gave 33 performances (1999: 47).

During 2000 Otago University Press achieved a number of milestones. Twenty-four books were published, with 10 University of Otago authors included on the list. The notable literary journal *Landfall* reached its 200th issue, and *Wild Central* by Neville Peat and Brian Patrick was shortlisted in the Natural Heritage category of the Montana New Zealand Book Awards. Export sales doubled in North America and two books - a translation of Dom Felice Vaggioli’s *History of New Zealand and its Inhabitants* and Dianne Bardsley’s *The Land Girls* - achieved best-seller status domestically. Nine issues of journals were also published.

**Fellowships**

The University makes a significant contribution to the cultural life of New Zealand through its three major arts fellowships.

In 2000 The Robert Burns Fellowship in literature was held by Christchurch-based poet and writer James Norcliffe. Mr Norcliffe’s most recent publication before taking up his scholarship, a collection of poems entitled *A Kind of Kingdom* (1998), was widely praised and his previous major collection, *Letters to Doctor Dee* (1994), was shortlisted for the New Zealand Book Awards. He has also won awards for his fiction.

The Mozart Fellowship in music was held by Wellington composer Ross Carey. Mr Carey (30) graduated with a Bachelor of Music (First-Class Honours) from Victoria University of Wellington (1991) and holds a Master of Music (majoring in composition) from Elisabeth University of Music in Hiroshima, Japan (1994). He has won a number of awards for his compositions and has written mainly for small ensembles or solo instruments, in particular for piano, guitar and violin.

The Frances Hodgkins Fellowship in fine arts was held by Auckland sculptor Jim Speers, a graduate of Canterbury University’s Ilam School of Fine Arts and the winner of a number of prestigious awards and grants.

**Alumni Activities**

The University continues to strengthen its relations with its alumni. Alumni functions held during 2000 were well attended and the loyalty of former Otago students towards their alma mater was strongly evident.

In May a cocktail reception hosted at the residence of the New Zealand High Commissioner in Singapore was attended by 100 alumni. The University was represented by the Chancellor, the Vice-Chancellor and the Head of the Alumni Office, Mrs Gill Parata. Also in May, members of the committee of Otago’s Malaysian Alumni Association were hosted at a dinner meeting in Kuala Lumpur.

Over 100 Otago alumni showed support by attending the University’s graduation ceremony held 20 May in Kuching. This was the first graduation of an overseas university to be held in East Malaysia.

A major function was held in Christchurch in September, attracting over 350 enthusiastic supporters. The event was hosted by the Chancellor and the Vice-Chancellor. The President of the Graduates’ Association for 2000, Rev Dr Peter J. Norris, and the Head of the Alumni Office also attended, as did members of the University Council, which had met that afternoon at the Christchurch School of Medicine.
Statement of Service
Performance 2000

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

Objective 17
To share the University’s expertise and resources with the community.

Performance Indicators
i. Holding more than 50 open lectures and public seminars per annum.
   The University held 120 open lectures and seminars in 2000 (1999: 96).

ii. At least 20 EFTS enrolments in community education short courses per annum.
   17.5 EFTS community education enrolments were achieved in 2000 (1999:19).

iii. Continuing staff input into community issues/projects/groups.
   The University conducts an annual survey of randomly selected academic staff in order to ascertain their community service activity. 92.8% of respondents to the 2000 survey reported involvement in community service activities during the year, with an average of 8.2% of time spent on these activities (1999: 93.0% of staff surveyed spent an average 7.0% of time on community service).

iv. At least maintaining the level of public access and use of the Hocken Library Collection.
   The Library maintained its opening hours, with the exception of Sunday afternoon access to the gallery, which was discontinued after a 20 month trial. The Library mounted 13 exhibitions and two major touring exhibitions, and hosted 21 tours. In addition to on-site visitors accessing the collection, staff responded to 977 written reference enquiries, a 12.6% increase over the previous year (1999: 868).

v. At least maintaining the New Zealand Marine Studies Centre’s involvement in providing educational programmes for schools.
   The centre held 281 classes for schools during 2000, attended by 5,187 participants (1999: 229 classes attended by 4,620). A further 116 classes were run for other groups, attended by 1,489 participants (1999: 102 classes attended by 1,635).

vi. At least 10,000 visitors per year to the New Zealand Marine Studies Centre Portobello Aquarium.
   The Aquarium attracted 17,681 visitors in 2000 (1999: 15,022).

Objective 18
To foster the creation and presentation of works of art, literature and music for the benefit of the communities served by the University.

Performance Indicators
i. Awarding the following annual fellowships: Robert Burns Fellowship (for literature); Frances Hodgkins Fellowship (for visual arts); Mozart Fellowship (for musical composition).
   All three fellowships were awarded in 2000, the recipients being: James Norcliffe (Robert Burns Fellowship); Jim Speers (Frances Hodgkins Fellowship); Ross Carey (Mozart Fellowship).

ii. Providing performing arts activities open to the public.
   The University’s Departments of Theatre Studies and Music stage public performing arts activities throughout the academic year. 2000 activities comprised: 51 performances in the Lunchtime Theatre series (1999: 55); eight performances in the Evening Theatre series (1999: 8); 25 concerts in the Showcase series (1999: 23); 21 concerts in the Student Showcase series (1999: 21); two concerts in the Celebration series (1999: 1); and six other concerts or musical performances (1999: 4).

iii. Publishing scholarly, literary and other works through the University of Otago Press.
OBJECTIVE 19
To strengthen links with professional associations, employer groups, industry and the public sector.

PERFORMANCE INDICATORS
i. The UNICOM board hosts at least one function per year for business leaders outside of Dunedin.
No such functions were hosted by the UNICOM board in 2000; however, the Vice-Chancellor hosted functions in both Wellington and Auckland for employers of University of Otago graduates.

ii. Increasing the value of commercial activities undertaken in each of the next three years.
The value of commercial activities increased by 48.9% to $6.1 million (1999: $4.1 million).

OBJECTIVE 20
To encourage staff to participate in, and contribute to, local, national and international professional societies and associations.

PERFORMANCE INDICATORS
i. Continuing staff representation in posts in recognised professional organisations and associations.
The University conducts an annual survey of randomly selected academic staff in order to ascertain their community service activity. 60.9% of respondents to the 2000 survey reported holding posts in recognised professional organisations and associations (1999: 58.2%).

ii. Continuing staff involvement editing and serving on the editorial boards of learned journals.
The University conducts an annual survey of randomly selected academic staff in order to ascertain their community service activity. 46.4% of respondents to the 2000 survey reported involvement in editing and serving on the editorial boards of learned journals (1999: 44.9%).

OBJECTIVE 21
To encourage staff to provide quality advice to local and national government.

PERFORMANCE INDICATORS
i. Continuing provision of services by staff to public sector departments, statutory authorities, agencies, boards, committees, enquiries, and to non-governmental organisations.
The University conducts an annual survey of randomly selected academic staff in order to ascertain their community service activity. 50.0% of respondents to the 2000 survey reported services to public sector departments, statutory authorities, agencies, boards, committees, enquiries, and to non-governmental organisations (1999: 58.2%).

ii. Continuing staff representation on Government advisory boards and committees.
The University conducts an annual survey of randomly selected academic staff in order to ascertain their community service activity. 14.5% of respondents to the 2000 survey reported serving on Government advisory boards and committees (1999: 22.8%).

OBJECTIVE 22
To preserve and protect the freedom of staff to contribute to the University's role of critic and conscience of society.

PERFORMANCE INDICATORS
i. Continuing staff contributions on professional and academic issues in the local, national and international media.
Staff made 884 contributions to the media on areas of professional expertise (1999: 1,156).
See also Objective 11, Performance Indicators (i) and (ii).
Community Service

Statement of Service Performance 2000

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

A major step in this process has been to quantify - as far as possible - the current Community Service output of the institution. To assist in this, the University conducted its first comprehensive survey of staff involvement in Community Service activities in 1997, and has repeated this exercise annually since. The 2000 survey found 92.8% of academic staff were involved in Community Service activities, and that academic staff spent an average of 8.2% of their work time on Community Service activities. The activities in which they were involved ranged from service on Government Advisory Boards and Committees to presentations made to school and community groups on areas of professional expertise.

The information gathered in this survey assists the University in placing a dollar value on its Community Service output.

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

COST OF OUTPUT

Community Service

<table>
<thead>
<tr>
<th></th>
<th>Commerce</th>
<th>Health Sciences</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This Year</td>
<td>This Year</td>
<td>This Year</td>
</tr>
<tr>
<td></td>
<td>$000’s</td>
<td>$000’s</td>
<td>$000’s</td>
</tr>
<tr>
<td>Total Cost of Output</td>
<td>1,939</td>
<td>1,861</td>
<td>1,772</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Sciences</th>
<th>Service Divisions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This Year</td>
<td>This Year</td>
<td>This Year</td>
</tr>
<tr>
<td></td>
<td>$000’s</td>
<td>$000’s</td>
<td>$000’s</td>
</tr>
<tr>
<td>Total Cost of Output</td>
<td>5,013</td>
<td>4,755</td>
<td>4,071</td>
</tr>
</tbody>
</table>
Goal
To maintain and where necessary improve the quality of the university experience and the supportive environment in which students live and work.

OBJECTIVE 23
To foster an environment that supports the academic, professional, creative and social development of students.

PERFORMANCE INDICATORS
See Objective 26, Performance Indicators (i) and (iii), Objective 27, Performance Indicators (i)-(iii).

OBJECTIVE 24
To provide a safe and healthy learning environment for students.

PERFORMANCE INDICATORS
i. Continued student representation on the University Health and Safety Committee. Student representation was maintained on the Health and Safety Committee.


iii. At least 85% of respondents to the annual Student Opinion survey provide a positive assessment of personal safety on campus. 93.0% of respondents to the 2000 Student Opinion survey provided a positive assessment of personal safety on campus (1999: 88.0%).

OBJECTIVE 25
To identify and seek to preserve the unique qualities of the campus lifestyle.

PERFORMANCE INDICATORS
i. At least maintaining the number of places available for first year students in University Halls of Residence. The number of places was maintained at 1,772 (1999:1,772).

ii. At least 85% of respondents to the annual Student Opinion survey provide a positive assessment of the following: the general campus environment; living accommodation provided by the University; the quality of sport and recreational facilities. The following percentages were recorded for respondents to the 2000 Student Opinion: general campus environment, 97.0% positive (1999: 97.0%); living accommodation provided by the University, 90.0% positive (1999: 87.0%); the quality of sport and recreational facilities, 92.0% positive (1999: 93.0%).

iii. Introducing a standard annual survey for students in University Halls of Residence. A survey was developed and conducted during 2000.

iv. Increasing the number of landlords on the University’s Accommodation Standards Register. The University decided to support the grading of flats by the Otago Property Investors Association rather than establish its own register. The number of landlords with graded flats listing with the University Accommodation office increased by 14.1% to 218 (1999: 191).
i. At least maintaining the current level of financial aid and advice for students suffering severe financial hardship.

The University continued to provide a Financial Advice Service and Student Assistance Fund. 213 students used the service and/or applied to the fund, with $25,656 awarded from the fund by way of special assistance grants (1999: 281 students and $28,049).

ii. Developing a University Student Support Plan.

Work commenced on a Student Services Plan, and is expected to be completed in 2001. The development of a wider Support Services Plan will be the responsibility of a new University Student Support Services Committee.

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

The following percentages were recorded for respondents to the 2000 Student Opinion Survey: Accommodation Services, 96.0% positive (1999: 93.0%); Student Health and Counselling, 91.0% positive (1999: 89.0%); the Careers Advisory Service, 89.0% positive (1999: 87.0%).

i. Increasing the number of seating places in University Libraries, with the aim of providing one place per four on-campus EFTS by 2002.

The number of seating places in libraries increased by 5.5% to 2,799 (1999: 2,652).

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

93.0% of respondents to the 2000 Student Opinion survey provided a positive assessment of University lecture rooms, tutorial rooms and laboratories (1999: 91.0%).

iii. Completing the new St David Street Lecture Theatre Complex in time for the 2000 academic year.

The St David Street Lecture Theatre Complex was complete in time for the 2000 academic year.

See also: Objective 8, Performance Indicators (ii) and (iii).

i. Seeking feedback from students about teaching and service quality via the annual student opinion survey and student evaluations of teaching.

The University conducted the annual Student Opinion Survey on a sample of 3,574 students in 2000, and 3,089 student evaluations of teaching for individual papers were also completed.

ii. Student feedback sought for University departmental and programme reviews.

Student feedback was sought for all University departmental and programme reviews. This took the form of student and/or recent graduate representation on all review panels, and meetings with current students as part of the review visit programme.

See also: Objective 29, Performance Indicators (i).
OBJECTIVE 29
To encourage students to participate in the development of University policy.

PERFORMANCE INDICATORS

i. Student representation on all relevant University Council and Senate committees and working parties.

Student members served on University Council and Senate, and on the following committees and working parties: the Campus Development, General, Student Affairs and Union Management committees of Council; the Animal Ethics, Advancement of Teaching and Learning, Ethics, Lecture Theatres and Timetables, Library Services, Quality Advancement, and Standing Committees of Senate; the Appeals and Student Accommodation Boards of Council; the Senate’s Boards of Graduate and Undergraduate Studies; the Resource Allocation and Treaty Issues Working Parties of Council.

ii. Maintaining student representation on Student Services committees and working groups.

Student representation was maintained on all committees and working groups, and also on the appointment groups for relevant student services positions.

OBJECTIVE 30
To maintain and enhance a clear staff focus on the interests and needs of students.

PERFORMANCE INDICATORS

i. Incorporating student evaluations of teaching in the performance criteria for academic promotion.

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

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

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

iii. At least 85% of respondents to the annual Student Opinion Survey provide a positive assessment of the helpfulness of: Registry staff; Library staff; administrative staff in academic departments and divisions.

The following percentages for the helpfulness of staff were recorded for respondents to the 2000 Student Opinion Survey: Registry staff, 93.0% positive (1999: 93.0%); Library staff, 94.0% positive (1999: 92.0%); administrative staff in academic departments, 93.0% positive (1999: 91.0% positive); administrative staff in academic divisions, 94.0% positive (1999: 94.0% positive).

OBJECTIVE 31
To provide targeted support to students with disabilities.

PERFORMANCE INDICATORS

i. Increased enrolments of students with a disability affecting study to: at least 425 students in 2000; 450 in 2001; 475 in 2002.

The University enrolled 505 students with a disability affecting study in 2000 (1999: 445).

ii. Providing learning assistance and/or access to special equipment for: at least 225 students with disabilities in 2000; 250 in 2001; 275 in 2002.

Provision of support in the form of learning assistance and/or special equipment requiring a specific financial commitment was provided to 407 students with disabilities (1999: 307).

iii. Updated Strategic Plan for Disabilities Support.

The Disability Information and Support Plan was updated to cover the period January 2001 to December 2002.

iv. Report on retention rates for students with disabilities.

A significant increase in demand for services prevented this report being completed in 2000. It is now scheduled for completion in 2001.
OBJECTIVE 32
To maintain and strengthen commitment to Equal Educational Opportunities.

PERFORMANCE INDICATORS
i. Provision of a Learning Assistance Support programme.
   This service is provided through the Student Learning Centre, which commenced operations in 1999. The programme was significantly expanded in 2000, with 1330 students (1999: 550) attending 170 workshops (1999: 76) and 245 (1999: 60) provided with individual consultations.

ii. Provision of a grant to subsidise childcare facilities for staff and students.
   The University provided a grant of $65,000 in 2000, and also met occupancy costs of $34,511 and depreciation of $10,374.

See also: Objective 30, performance indicators (ii) and (iii); Objective 45, performance indicators (i)-(iii); Objective 46, performance indicator (i); Objective 47, performance indicators (i) and (ii).

OBJECTIVE 33
To support student interaction in an international environment.

PERFORMANCE INDICATORS
i. Increasing diversity in the University’s overseas student population.
   The number of countries represented in the University overseas student population of 1,116 increased by 20.0% to 60 (1999: 50). The mix of students, as measured by proportion of overseas students recruited from the University’s five largest markets, also improved, reaching 716 or 64.2% (1999:843, or 74.0%).

See also: Objective 6, Performance Indicator (iii).

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

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

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

OBJECTIVE 34
To provide an environment that supports the academic, professional, creative and career development of staff.

PERFORMANCE INDICATORS
i. At least 1.5% of the university salary budget provided for staff training and development.
   Expenditure on staff training and development totalled $3.2 million in 2000, representing 2.1% of the university salary budget (1999: 2.1% of salary budget).

ii. To provide fee subsidies ranging from 25% to 100% for staff undertaking approved tertiary study.
   The University provided fee subsidies for 285 staff with a total value of $379,162 (1999: 281 staff and $381,733).

iii. At least maintaining the current level of attendance at Higher Education Development Centre (HEDC) seminars and workshops.
   HEDC ran 29 courses attracting 629 participants (1999: 49 courses attracting 758 participants).

iv. Provision of an integrated Leadership Development Programme for Heads of Department and other staff in leadership positions.
   The second cycle of the programme continued in 2000 with a total attendance of 54 at the two modules held.

v. Completion of the annual performance development review process for general staff, and scholarship development review for academic staff.
   See objective 10, Performance Indicator (i) and 49 (ii).

OBJECTIVE 35
To provide a safe and healthy working environment for staff.

PERFORMANCE INDICATORS
i. Provision of a University funded Employee Assistance Programme.
   The University-funded Employee Assistance Programme was continued in 2000.

ii. Provision of staff training courses on occupational health and safety.
   12 courses were run attracting 434 participants (1999: 15 courses attracting 681 participants).

iii. Inclusion of a health and safety module in the orientation programme for new staff.
   A health and safety module was included in the orientation programmes for both general and academic staff.
   See also: Objective 24, Performance Indicator (ii).
O B J E C T I V E  3 6
To promote a culture in which all staff have the opportunity to participate in policy development.

P E R F O R M A N C E  I N D I C A T O R S
i. Appointment of a representative cross-section of staff to Senate, in accordance with the requirements of the University’s Senate Statute.
A representative cross-section of staff was appointed to Senate in accordance with the Senate Statute.

ii. Appointment of a representative cross-section of staff to the Committees of Senate, in accordance with the Senate-approved compositions for each committee.
A representative cross-section of staff was appointed to Senate committees in accordance with the approved compositions for each committee.

iii. Regular meetings of Senate and its committees.
Senate met eight times during 2000 and on one further occasion items were approved via correspondence. All Senate Committees met regularly.

iv. Staff feedback sought for University reviews and major policy developments.
Staff feedback was sought for all University reviews and major policy developments. This feedback was gained through review panels meetings with staff, and through written submissions from staff.

O B J E C T I V E  3 7
To maintain and strengthen commitment to Equal Employment Opportunities.

P E R F O R M A N C E  I N D I C A T O R S
i. Development of a University Equity Management Plan.
Progress was delayed until mid-year, when a new Equity and Personnel Planning Adviser was appointed. An earlier decision to link Equal Employment and Equal Educational Opportunities matters in a single plan was reviewed, and these areas will now be the subject of separate plans to be developed in 2001.

ii. Continuation of the University mentoring programme for General Staff women.
Preparations were completed for the third edition of the programme, with suitable mentors found for the 24 staff wishing to be mentored. The programme will formally re-commence in 2001.

iii. Continuation of the University Women’s Professional Development programme.
Two courses were provided as part of the programme, attracting 26 participants (1999: 5 courses and 69 participants).

iv. The provision of staff training courses on EEO issues.
Three courses were provided on equity, mediation and ethical behaviour issues, attracting 165 participants.
OBJECTIVE 38
To provide staff with opportunities to interact in an international environment.

PERFORMANCE INDICATORS
i. At least maintaining the number of academic staff undertaking research and study leave, staff exchanges and attending conferences of national and international standing. 614 academic staff received financial support to attend national and international conferences during the year, and 87 academic staff undertook study leave (1999: 604 and 74).

ii. Provision of unrestricted staff access to the World Wide Web for work-related purposes. Unrestricted access was provided.

iii. Providing financial support for visiting academics through the William Evans Fund. Support totalling $94,338 was provided (1999: $100,600).

OBJECTIVE 39
To encourage teamwork and the exchange of ideas between staff.

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

Responsibility for ensuring that new programmes meet the University’s standards rests with the Boards of Graduate and Undergraduate Studies. These boards considered 18 new proposals during 2000, of which 10 (55.6%) were recommended for approval and eight (44.4%) were recommended for approval subject to amendment. The application of knowledge both within and across relevant disciplinary boundaries was covered in the terms of reference of all University departmental and programme reviews in 2000.

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

Quality forums were held on the subjects of postgraduate induction, issues arising from the University’s Academic Audit report, and innovations in teaching and learning.

OBJECTIVE 40
To provide remuneration levels which are fair and reasonable.

PERFORMANCE INDICATORS
i. Participation in appropriate national salary survey exercises.

The University participated in five national salary survey exercises during 2000.

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

The University Job Evaluation Committee is responsible for benchmarking general staff positions. It met 24 times during 2000, evaluated 494 positions, and completed a review of secretarial positions as part of its ongoing review programme.
OBJECTIVE 41

To reward staff on the basis of performance.

PERFORMANCE INDICATORS

i. Promoting staff on the basis of individual merit.
   The demonstration of individual merit is a requirement for both academic and general staff promotion.

ii. Awarding bonus payments for staff undertaking substantial additional work or special projects over-and-above normal duties.
   A system allowing Divisional Heads to approve bonus payments of up to $1,000 was introduced in 2000. A report detailing the number and level of such payments is prepared annually.

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

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

Major developments in 2000 included commencing a review of the Performance Development Review process and preparations were made for an Equity Audit of the University.

As indicated above, staff are provided with the opportunity to participate in policy development, primarily through representation on committees and working parties. Widespread consultation is undertaken for major developments, and staff support is an issue covered in departmental reviews.
Partnership with Tangata Whenua

Goal

To demonstrate commitment to partnership with the Tangata Whenua, particularly Ngai Tahu, by fulfilling the University's Treaty of Waitangi obligations and acting in a manner consistent with the Articles and spirit of the Treaty.

**OBJECTIVE 42**
To develop policies and practices which acknowledge the partnership with Māori, and in particular Ngai Tahu.

**PERFORMANCE INDICATORS**

i. That the development of all new programmes and the review of existing programmes take account of treaty and partnership issues.

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

Responsibility for ensuring that new programmes meet the University's standards rests with the Boards of Graduate and Undergraduate Studies. These boards considered 18 new proposals during 2000, of which 10 (55.6%) were recommended for approval and eight (44.4%) were recommended for approval subject to amendment. Treaty and Partnership issues were covered in the terms of reference of all University Departmental and programme reviews completed in 2000.

ii. Appointment of a Mana Whenua representative to the University Council.

Edward Ellison was appointed as the Mana Whenua representative to Council.

iii. Negotiation of a Memorandum of Understanding with Ngai Tahu.

A Memorandum of Understanding was signed in December 2000.

**OBJECTIVE 43**
To develop effective dialogue with Māori, and in particular Ngai Tahu.

**PERFORMANCE INDICATORS**

See Objective 42 (ii) and (iii), and Objective 44 (ii) and (iii).

**OBJECTIVE 44**
To encourage effective Māori participation within the University.

**PERFORMANCE INDICATORS**

i. Negotiation of a Memorandum of Understanding and development of a joint business plan with Te Tapuae o Rehua.

*The negotiation of these is now scheduled for 2001, as it was not appropriate to conclude the process until the Memorandum of Understanding with Ngai Tahu was completed.*

ii. Establishing consultation protocols with local Runanga.

*The establishment of these is now scheduled for 2001, as it was not appropriate to conclude the process until the Memorandum of Understanding with Ngai Tahu was completed.*

iii. Providing accommodation for Te Roopu Māori (the Māori Students' Group).

*The University continued to provide accommodation for the group.*
OBJECTIVE 45
To increase the number of Māori staff and students.

PERFORMANCE INDICATORS

i. Increased enrolments of Māori students.
1,127 Māori students were enrolled, a 4.3% increase on the previous year. Māori students comprised 6.6% of all student enrolments, and 7.1% of New Zealand students enrolled (1999: 1,081 Māori students comprising 6.3% of all enrolments and 6.8% of NZ students).

ii. Recruitment initiatives targeted specifically at Māori students.
The 2000 recruitment campaign included material specifically targeted at Māori Students. Staff and students of Te Tumu, School of Māori Studies, visited schools and Marae in the North Island to encourage enrolment at the University. Students of Te Tumu also appeared on the national television show Mai Time featuring aspects of the University. University Liaison staff attended Careers Service programmes for Māori secondary school students and, together with the head of the University Māori Centre, visited schools in the Wellington area with a high number of Māori students and attended three schools’ careers evenings for Māori and Pacific Island students.

iii. Appointing a permanent Māori Liaison Officer.
A permanent Māori Liaison Officer was appointed.

iv. Gathering of benchmark data on staff ethnicity and Iwi affiliation.
Progress on this initiative was delayed until mid-year, when a new Equity and Personnel Planning Adviser was appointed. This information is now scheduled to be gathered in the first quarter of 2001 as part of a wider Equal Employment Opportunity audit.

OBJECTIVE 46
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 consultation with, or as a result of initiatives from, Tangata Whenua.
84 such projects involving 17 academic departments and units were undertaken during 2000. Data on this area were gathered for the first time in 2000.

ii. Increasing the number of Māori postgraduate students.
The number of Māori postgraduate students increased by 21.6% to 163 (1999: 134).

iii. Establishing a special fund to support Māori staff undertaking tertiary study.
This initiative was not proceeded with.
See also Objective 44 (ii) above.

OBJECTIVE 47
To maintain and develop a Māori Centre as a primary support to meet the cultural, academic and social needs of Māori students.

PERFORMANCE INDICATORS

i. Making an appointment to the position of Manager, Māori Centre.
A manager was appointed in 2000.

ii. Providing ongoing financial support for the University Māori Centre.
Ongoing support was provided, with the budget increased to allow for additional staff and equipment.
PERFORMANCE INDICATORS

i. To offer workshops for staff on Treaty of Waitangi issues.
   In keeping with the findings of the external review on this area (see below), the University suspended operation of its treaty workshops pending the negotiation of a Memorandum of Understanding with Ngai Tahu.

ii. Providing a minimum 70% fee subsidy for staff undertaking 100-level study in Māori Studies.
   A 70% fee subsidy was provided for 13 staff undertaking 100-level study in Māori Studies.
   See also Objective 42 (i) above.

Note: A review undertaken by senior Māori academic Professor Ranginui Walker in 1998 has provided a platform for enhancing the partnership between the University and Tangata Whenua. This in turn has led to the negotiations between the University and Ngai Tahu that culminated in the signing of a Memorandum of Understanding in December 2000. This Memorandum of Understanding will provide a platform for further developments in this area.
Goal
To manage the University’s resources effectively, efficiently and responsibly.

Objective 49
To manage effectively and efficiently the University’s personnel, physical, financial and information assets.

Performance Indicators

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

Salary and salary-related expenditure comprised 64.0% of total expenditure in the Division of Commerce (1999: 65.5%), 58.7% in the Division of Health Sciences (1999: 61.2%), 71.6% in the Division of Humanities (1999: 68.9%) and 59.0% in the Division of Sciences (1999: 59.2%).

ii. Completion of the annual performance development review process.

The process was scheduled for completion by 30 June 2000, and while the majority of reviews were completed by that date, a significant number were not undertaken until later in the year. Issues relating to the timely completion of the exercise are being addressed as part of a wider review of the process.

iii. Completion of the annual promotions round and confirmation process.

The 2000 academic staff promotions round was completed with 107 of the 159 applications received (67.3%) being approved. 83 cases for the confirmation of academic appointment were considered, with 65 (78.3%) approved. In the remaining cases consideration was either deferred, declined, or the staff member offered an alternative appointment.

Physical
iv. Undertaking an annual assessment of space allocation.

The annual assessment of space allocation was completed in June 2000, and a further review carried out in August 2000.

v. Maintaining an up-to-date Asset Register.

An up-to-date register was maintained.

vi. An annual stock take of equipment in half of the University’s departments & sections.

The 2000 stock take was extended to include all departments and sections.

vii. At least four meetings per annum of the University’s Risk Management Group.

The Risk Management Group, which reports to the General Committee of the University Council through the Vice-Chancellor, met four times during 2000.

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

Reports were provided within 25 days of month’s end in each month of 2000, with the exception of the January report, which was included with February.

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

Reports were provided in each month of 2000, with the exception of the January report, which was included with February.

x. Providing a rolling quarterly financial forecast for the Vice-Chancellor.

A five year rolling financial forecast was provided in March, June and December 2000.
Information
xi. Achieving a smooth information systems transition for the year 2000.
No problems were experienced in the year 2000 transition.

xii. Completion of Phase 1 of the new Information Services Building in July 2000.
Phase one of the project was completed, and the building occupied on schedule.

xiii. Commencing implementation of a new Student Information System.
A user requirements document was completed and approved, and further detailed
analysis in two main areas undertaken.

OBJECTIVE 50
To develop and sustain a system of management throughout the University
which provides effective delegation and accountability.

PERFORMANCE INDICATORS
i. Maintaining and reviewing annually the University Schedule of Delegations.
The Financial Delegations Policy and Schedule of Delegations were reviewed in August
2000.

ii. Maintaining an ongoing programme of internal audit.
The University’s Internal Auditor undertakes an annual programme of audit in
consultation with Vice-Chancellor. Five areas of activity were audited in 2000.

iii. Promoting of efficient financial management at the cost centre and activity centre level
through the provision of regular financial training courses.
19 courses were provided as part of the financial training programme, attracting 379
participants (1998: 17 courses and 471 participants).

OBJECTIVE 51
To enhance and maintain consultation, communication and interaction among
members of the University community.

PERFORMANCE INDICATORS
i. A Vice-Chancellor’s forum open to staff of all levels held each semester.
The first semester forum was held on 3 March, and second semester forum on 13
December. Additional forums were held for each academic division in July 2000.

ii. Regular meetings of the Vice-Chancellor’s Advisory Group.
The group met 16 times during 2000.

iii. Circulation of a fortnightly Staff Circular and Monthly University Newsletter.
46 issues of the Staff Circular, now titled the Staff Bulletin, were circulated during 2000,
comprising ‘full’ issues in alternate weeks and issues containing ‘situations vacant’ only in
other weeks. The University Newsletter was published every second month, with 5 issues
produced during 2000. Copies of both publications were distributed within the University,
to staff on parental leave, and to others interested in the University.

iv. Distribution by Email of Vice-Chancellor’s communications to Senate and Council.
The Vice-Chancellor’s ten reports to Council and six sets of Senate notes were distributed
electronically following meetings of each body.

See also: Objective 36 (all performance indicators).
OBJECTIVE 52
To ensure the effective development and communication of policy

PERFORMANCE INDICATORS

i. Responding to the findings of the 2000 Academic Audit with respect to University communication.
   The Audit Report made 37 recommendations, including a number in respect of communication. These have been added to the University’s improvement initiative programme, with responsibility for initiating action assigned to appropriate managers. Progress towards implementing these recommendations is being monitored, and will form the basis of a formal report to the external Academic Audit Unit in mid-2001.

   See also: Objectives 36, 50 and 51 (all performance indicators).

OBJECTIVE 53
To maintain systems for institutional quality improvement.

PERFORMANCE INDICATORS

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

   Departmental reviews were completed as scheduled for the Departments of Economics, Marketing Management, Management, Political Studies, and Tourism. A programme review was completed for the Bachelor of Science and Bachelor of Science with Honours degrees. In all cases, the reviews made a number of recommendations and all courses and programmes continue to meet the required standards. Reviews of the Departments of Physiology and History, originally scheduled for 2000, were postponed until 2001.

   ii. Undergoing Academic Audit on the themes of research and the research-teaching links, and feedback and communication systems.

   The New Zealand Universities Academic Audit Unit completed its audit of research and the research-teaching links, and internal and external communication systems. The Audit report, a public document containing 37 recommendations, was released by the unit in August 2000.

   iii. Regular meeting of the University’s Quality Advancement Committee.

   The Quality Advancement Committee met five times during 2000.

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

   The 2000 Graduate Survey targeted 702 students who completed their Otago qualifications in 1998/99, and achieved a response rate of 40.5%. The 2000 Student Survey targeted 3,574 students, and achieved a 49.5% response rate.
OBJECTIVE 54
To obtain sufficient funding for current University needs and for future development.

PERFORMANCE INDICATORS
i. An increase in the value of community equity of at least $10 million (excluding extraordinary items).
   The value of community equity increased by $7.1 million in 2000 (1999: $10.5 million).

ii. A quick (liquid) ratio of no worse than 1:1.
   A quick ratio of 1.35:1 was achieved in 2000 (1999: 1.94:1).

iii. Net interest paid no greater than one third of the operating surplus.
   Net interest paid was 0.8% of the operating surplus (1999: 0.7%).

iv. Providing a Strategic Development Fund to support appropriate new initiatives.
   A $1.5 million fund was provided for 2000. $1.3 million was expended from the fund to support new initiatives in this area (1999: $0.5 million provided, $0.5 million expended).

v. Providing an Academic Development Fund to support appropriate new academic initiatives.
   A $300,000 fund was provided for 2000. $250,000 was expended from the fund to support new initiatives in this area (1999: $500,000 provided, $242,000 expended).

OBJECTIVE 55
To enhance and maintain a strong relationship with alumni.

PERFORMANCE INDICATORS
i. Publishing and distributing the Graduates' Association annual alumni magazine.
   Publication of the The Otago Graduate 2000 has been re-scheduled from late 2000 to March 2001. The 42 page magazine will be distributed to more than 46,000 graduates (1999: 41,000).

ii. Facilitating alumni events both nationally and internationally.
   Three major overseas alumni events were held in 2000. They comprised functions in Singapore, Kuching, and Kuala Lumpur. Nationally, the University hosted a reception in Christchurch for alumni.

iii. Appropriate financial contributions to assist the Graduates' Association.
   As in previous years, the University's major financial contribution to the Graduates' Association will be meeting the cost of producing and distributing the Otago Graduate magazine. The exact cost of this will not be known until production and distribution is complete, but is likely to be greater than the 1999 cost of $101,976.

OBJECTIVE 56
To foster links and encourage collaboration with appropriate institutions and organisations nationally and internationally.

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

ii. At least maintaining the number of formal agreements and contracts in collaboration with other organisations.
   The University concluded 60 further agreements and contracts for collaborative research on specific projects during 2000, increasing the total number of such agreements and contracts to 203 (1999: 143). Additionally, the University signed 16 Memoranda of Understanding involving research with other institutions, bringing the total number such agreements to 61 (1999: 45 total).

   See also Objective 38, Performance Indicators (i) and (iii).
Management Statement of Service Performance 2000

OBJECTIVE 57
To maintain and enhance public awareness of the activities of the University and their contribution to social, cultural, and economic development of society.

PERFORMANCE INDICATORS
Weekly publication of University activities in the Otago Daily Times.

A listing of University activities was published on a weekly basis in 2000 over 49 weeks of the year.

See also all performance indicators under objectives 17, 20, 21 and 22.

Note: Effective University management relies on extensive staff input and consultation. It is characterised by the staff representation on bodies such as Senate and Divisional Boards, and on the committees and working parties of Council, Senate and the Divisional Boards.

The University undertook a major review of its Council committee structure during 2000, and will implement a new structure for an initial one year trial period in 2001.

The University also identified communication as a major management issue for attention in 2000, and so selected its internal and external communications systems as an area for independent audit in 2000. This audit, carried out by the New Zealand Universities Academic Audit Unit, has resulted in a number of recommendations that will assist the University in enhancing its performance in this area.
HUMAN RESOURCES

Staff Profile
The number of staff employed by the University increased by 3.0% during 2000 to reach 2,940 in full-time equivalent (FTE) terms. There were modest increases in the number of Academic and Research staff, by 1.8% to 981, and General Staff rose by 3.7% to 1,430. The number of Research-only staff increased by 3.5% to 529.

A revision of the Ethical Behaviour policy was completed in May 2000. A significant change in the bonus payment procedure for General Staff also occurred in 2000 with the introduction of a policy allowing for divisional heads to approve bonus payments of up to $1000 at any time of the year. To comply with the provisions of the new Protected Disclosures Act a policy and procedure were developed to facilitate the reporting and investigation of serious wrongdoings.

Consistent with usual practice, the Academic Staff Promotion and General Staff Annual Salary Review processes were further modified following input from employee representatives and managers.

Work was also undertaken on a number of major planning and policy projects that are scheduled for completion in 2001. The most important of these was the new Human Resources Strategic Plan. A review of the Performance Development Review process was commenced and feedback has been sought throughout the University.

Developments in the areas of equity and equal employment opportunities are covered in the Equal Opportunities report.

Staff Training and Development
University policy provides for a minimum 1.5% of the salary budget to be set aside for staff training and development. In 2000 this expenditure totalled $3.2m, equating to 2.1% of the salary budget. Discretion for the expenditure of this sum rests with administrative and academic unit heads in consultation with their staff.

Professional exchange and interaction at conferences is a central element of academic career development. In all, 614 academic staff attended conferences during 2000, ten more than in 1999. Additionally, 87 staff undertook research and study leave, up from 74 in 1999.

Study assistance in the form of fee subsidies is available to staff undertaking approved tertiary study. The number of staff receiving these subsidies increased slightly from 281 in 1999 to 285 in 2000, with the grants having a total value of $379,162.

The University also continued to provide a comprehensive range of internal training and development programmes.

<table>
<thead>
<tr>
<th>Summary Staff Profile</th>
<th>2000</th>
<th>1999</th>
<th>1998</th>
<th>1997</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full time Equivalent (FTE)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic &amp; Research Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>332</td>
<td>327</td>
<td>288</td>
<td>261</td>
</tr>
<tr>
<td>Males</td>
<td>649</td>
<td>638</td>
<td>630</td>
<td>611</td>
</tr>
<tr>
<td>Total</td>
<td>981</td>
<td>964</td>
<td>918</td>
<td>872</td>
</tr>
<tr>
<td><strong>Full time Equivalent (FTE)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research-Only Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>314</td>
<td>302</td>
<td>295</td>
<td>264</td>
</tr>
<tr>
<td>Males</td>
<td>215</td>
<td>209</td>
<td>222</td>
<td>195</td>
</tr>
<tr>
<td>Total</td>
<td>529</td>
<td>511</td>
<td>517</td>
<td>459</td>
</tr>
<tr>
<td><strong>Full time Equivalent (FTE)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>957</td>
<td>920</td>
<td>897</td>
<td>732</td>
</tr>
<tr>
<td>Males</td>
<td>473</td>
<td>458</td>
<td>466</td>
<td>420</td>
</tr>
<tr>
<td>Total</td>
<td>1,430</td>
<td>1,379</td>
<td>1,363</td>
<td>1,152</td>
</tr>
<tr>
<td>Total Staff</td>
<td>2,940</td>
<td>2,854</td>
<td>2,798</td>
<td>2,483</td>
</tr>
</tbody>
</table>

Staffing Policy Developments
Four major changes occurred in 2000. The most substantial area of development was in Occupational Health and Safety where many policy matters were refined or clarified as the University worked to enter the new ACC Partnership Programme. As a result, the University was accepted into the programme at the secondary level.
These included ongoing courses run by the Training and Development Advisor as part of the General Staff Training Programme, those with an Academic Staff focus run by the Higher Education Development Centre (HEDC), Information Technology Services’ Computer Training Programmes, Health and Safety Training Programmes and Financial Services Training Programmes.

<table>
<thead>
<tr>
<th>Summary of Major Internal Training and Development Programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>HEDC programme</td>
</tr>
<tr>
<td>General Staff programme</td>
</tr>
<tr>
<td>ITS computer training</td>
</tr>
<tr>
<td>Health and safety programme</td>
</tr>
<tr>
<td>Financial services programme</td>
</tr>
<tr>
<td>Other programmes</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

**INFORMATION SERVICES**

**Library**

The University Library continued to increase its collection during 2000, with the total number of items rising by 57,506 (2.3%). The most spectacular area of growth was in the area of electronic serial resources. These now outnumber those received in print format by more than two to one, reflecting the rapidly increasing use of on-line full-text, abstract and index databases.

The long-awaited commissioning of Phase One of the new Information Services building took place in the short mid-year break between semesters. The re-location of offices and hundreds of thousands of volumes was a massive task in terms of planning and logistics.

With the opening of Phase One of the Information Services building, the number of seating places in University libraries increased to 2,799. The high quality of the new study spaces, many of which are connected to the local area network, has attracted extremely positive feedback from students.

A further important feature of 2000 was the University’s Information Literacy Initiative. Its purpose has been to examine how existing Library programmes meet the needs of staff and students in the changing information environment and to move towards programmes integrated into the curriculum and focused on student learning outcomes.

The Hocken Library, the collection of which is held in trust for the people of New Zealand, continued to maintain a high public profile. Written reference enquiries (including those received via Email) increased by 12.6% to 977. The library also staged 13 exhibitions in its gallery and mounted two major touring exhibitions.

**Information Technology**

Rapidly increasing use of electronic communication continued to be a feature of University activity during 2000. Helped by the introduction of unrestricted Email and Internet access for students, the volume of off-campus network traffic rose by 76.5% to 3.9 million megabytes in 2000.

The introduction of Blackboard CourseInfo as a platform for flexible electronic learning was the most significant new initiative linking information technology and teaching. The platform provides students with interactive on-line access to a full range of electronic resources for individual courses, and 62 courses were placed on this platform during 2000.

Increased use of electronic communication brings with it a need to continuously upgrade the University’s Local and Wide Area Networks. To this end, a gigabit standard was adopted for the local area network in the new Information Services building, as the first step in a University-wide upgrade to this level.
A working party was established during the year to review student computing resources. The working party’s brief is to examine needs in this area up to and including 2005.

An upgrade of the central computing resources that support the major University student and financial administration activities was also approved in 2000. The upgrade is scheduled for early in 2001.

**PHYSICAL RESOURCES**

**Land**

There was no change in the land controlled by the University in 2000.

<table>
<thead>
<tr>
<th>University Land</th>
<th>2000</th>
<th>1999</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land owned by the University</td>
<td>22.4</td>
<td>22.4</td>
<td>22.3</td>
</tr>
<tr>
<td>Land in Crown title for the University</td>
<td>8.5</td>
<td>8.5</td>
<td>8.5</td>
</tr>
<tr>
<td>Endowment Leasehold</td>
<td>35,510.8</td>
<td>35,510.8</td>
<td>35,510.8</td>
</tr>
<tr>
<td>Total Land Controlled by the University</td>
<td>35,541.7</td>
<td>35,541.7</td>
<td>35,541.6</td>
</tr>
</tbody>
</table>

**Buildings**

The new Information Services building now dominates the skyline at the centre of the Dunedin Campus. The first stage of this building was completed and occupied as scheduled in mid-2000. It houses the majority of the original Central Library holdings (including the reserves and reference collections), staff offices, an audio-visual suite and theatre, and provides much higher quality student study space.

Stage 2 of the project, which includes space for student computing resources, information commons and link areas, the University Student Learning Centre, and video and audio-conferencing suites, will extend well into 2001.

Officially opened by the Prime Minister, the St David Street Lecture Theatre complex was available for use at the start of the 2000 academic year. This new facility includes a large 550-seat lecture theatre, two smaller lecture theatres, four seminar rooms, 180 student study places, a cafeteria, and underground parking.

Two older lecture theatres were decommissioned during the year as part of a wider review of lecture theatre space.

Work on additional facilities for the Department of Psychology and a refurbishment of the South wing of the Hocken Building (for the Schools of Education and Māori Studies) were complete by the end of 2000. The University’s Auckland Centre is now firmly established in Queen Street, and construction commenced on space secured for the University in the new Westpac Trust Wellington Stadium complex.

The University’s net assignable floor space decreased by 9,726 square metres (6.5%). This was due primarily to a review of allocated space within the Division of Health Sciences.

<table>
<thead>
<tr>
<th>University of Otago Net Assignable Space (floor space in square metres)</th>
<th>2000</th>
<th>1999</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>11,170</td>
<td>10,900</td>
<td>11,487</td>
</tr>
<tr>
<td>Science</td>
<td>36,359</td>
<td>35,366</td>
<td>34,828</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>48,620</td>
<td>56,523</td>
<td>52,147</td>
</tr>
<tr>
<td>Commerce</td>
<td>7,630</td>
<td>8,444</td>
<td>7,360</td>
</tr>
<tr>
<td>Administration</td>
<td>11,146</td>
<td>14,401</td>
<td>10,873</td>
</tr>
<tr>
<td>Corporate</td>
<td>1,732</td>
<td>1,771</td>
<td>163</td>
</tr>
<tr>
<td>Information Services</td>
<td>30,907</td>
<td>29,458</td>
<td>27,852</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>590</td>
<td>1,017</td>
<td>414</td>
</tr>
<tr>
<td>Total</td>
<td>148,154</td>
<td>157,880</td>
<td>145,124</td>
</tr>
</tbody>
</table>
INTERNATION

The University Charter identifies equity in employment and educational opportunities, freedom from discrimination, and partnership with Tangata Whenua as some of the core values of the institution. These values find expression through key objectives in the University’s Strategic Direction to 2005 document which guides the University’s strategic development.

Goals and objectives relating to Equal Employment Opportunities, Equal Educational Opportunities and partnership with Tangata Whenua are explicitly stated in these planning documents. Strategies to meet these goals and objectives continue to be developed in other planning documents across the University.

Through reporting against these goals and objectives, the University aims to meet the equity challenges posed under the Education Act 1989 s220 (2)(c)(d)(e).

OVERVIEW

Responding to the University’s Treaty of Waitangi obligations was the major Equal Opportunities focus of 2000. This involved negotiations at the highest level between the University and Ngai Tahu, culminating in the signing of a Memorandum of Understanding and the appointment of a Mana Whenua member to the University Council.

The University extended the level of support provided to Maori students and students with disabilities, having achieved growth amongst both groups in 2000.

Preparatory work was also undertaken for an Equity Audit of the University in 2001.

PLANNING AND POLICY DEVELOPMENT

Treaty of Waitangi Review

The University made significant progress in responding to a 1998 review of the University’s Treaty of Waitangi obligations undertaken by senior Maori academic Professor Ranginui Walker by concluding a Memorandum of Understanding with Ngai Tahu and appointing a Mana Whenua member to Council.

Signed in December 2000, the Memorandum of Understanding provides a basis from which the University can move forward during 2001 to establish consultation protocols with local Runanga and to develop both a Memorandum of Understanding and joint business plan with Te Tapuae o Rehu.

Planning and policy issues relating to the recruitment, development and retention of Maori staff will be informed by an Equity Audit in 2001. Preparations for this exercise were largely complete by the end of 2000.

Details of specific support initiatives in this area appear in the Partnership with Tangata Whenua section of the Statement of Service Performance.

Development of an Equity Plan

Progress on a University Equity Plan was delayed until a new Equity and Planning Adviser was appointed in mid-2000. An earlier decision to link Equal Employment and Equal Educational Opportunities matters in a single plan was reviewed, and these areas will now be the subject of separate plans.

Ethical Behaviour and Grievance Policies

A substantial revision of the Ethical Behaviour policy was completed in May 2000.

Disabilities Support

Initiatives in the area of disabilities support were implemented within the framework of a Disabilities Support Plan. This plan was revised during 2000 to cover the period 2001-2002.

The University also reaches annual agreement with the Ministry of Education regarding key objectives to be met in this area, as a condition of access to special disabilities support funding available through the Vote:Education budget.

Details of specific disabilities support initiatives appear in the Student Support section of this report, and in the Student Support section of the Statement of Service Performance.
STAFF TRAINING AND SUPPORT INITIATIVES

Mentoring Programme
This programme runs on a biennial basis and, following the conclusion of the previous programme in 1999, preparations were completed during 2000 for the new programme. Suitable mentors were found for the 24 staff wishing to be mentored.

Women’s Professional Development Programme
The Women in Leadership Programme continued, with two courses attracting 26 participants. This represented a considerable decrease in activity compared to 1999, the result of key staff being committed to other areas of work during the year.

Employee Assistance Programme
The Employee Assistance Programme is a confidential counselling service available to staff. Recognising that work, social relationships and a range of other issues can affect personal well being and productivity, the service provides confidential, short-term crisis intervention counselling at no cost to staff.

Confidentiality is paramount to the success of this scheme. In order to protect this, a providing company administers the service and contracted agencies provide the counselling. A non-traceable questionnaire is completed by users to ensure that quality support is being provided.

Usage of the service continued within budgeted levels during the year.

Treaty of Waitangi Courses
Treaty courses remained suspended during 2000 pending the negotiation of the Memorandum of Understanding with Ngai Tahu.

The University maintained support for 13 staff wishing to take first-year papers in Māori culture and language by providing study assistance to cover 70% of tuition fees.

Childcare Facilities
Childcare at the University is provided through the Otago University Childcare Association. The University makes an annual grant to subsidise the cost of this service, which is available to both student and staff parents. The value of the grant for 2000 was $65,000 in 2000, and the University also met occupancy and depreciation costs for the Association.

STUDENT SUPPORT AND RECRUITMENT INITIATIVES

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

Māori Students
The University, through the Māori Centre/Te Hunga Mātauranga, provides a primary support for the academic and social needs of its Māori students. Operating from a Kaupapa Māori (Māori Philosophy) base, the Centre offers both a meeting point for students and a wide range of services including scholarship information, tutorials, study skills seminars, and general student support. It also acts as a focus point for liaison with Iwi and Māori student groups.

Tutorial support in 2000 was provided for 72 different papers spanning all four of the University’s teaching divisions. The Māori Centre co-ordinated or facilitated 12 hui in 2000 for various University Schools and departments and local and national high schools. Five pre-graduation ceremonies were held, with graduates, their whanau, University staff, Te Roopu Māori, local runanga representatives, Iwi community members and other invited guests able to attend.

A permanent Māori Liaison Officer was appointed to support recruitment initiatives aimed at Māori students. Specific initiatives in this area included visits to North Island schools and Marae by staff and students of Te Tumu, the School of Māori Studies. Careers Service programmes for Māori secondary school students are also attended, together with schools’ careers evening for Māori and Pacific Island students.

Students with Disabilities
A central Disabilities Office coordinates support for students with disabilities, operating within the overall framework of the University Disabilities Support Plan. The office works in conjunction with both academic and administrative departments, and with the Otago University Disabilities Action Group.

Learning assistance support was provided for 407 students with a disability affecting study. Other forms of assistance were also provided, including parking, photocopying, and access to a range of special equipment.
Recruitment remained an important aspect of the support programme in 2000, with the Disabilities Projects Officer and student representatives visiting eight secondary schools in Otago and Southland. A Schools Newsletter was also launched and sent to all secondary schools in the country. An investigation into issues affecting the advancement of students with disabilities into postgraduate study was also completed.

Key performance indicators for disabilities support appear under Objective 31 in the Student Support section of the Statement of Service Performance.

**Learning Assistance**

<table>
<thead>
<tr>
<th>Service</th>
<th>2000 Hours Supported</th>
<th>1999 Hours Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note-taking</td>
<td>146 6,915</td>
<td>128 9,289</td>
</tr>
<tr>
<td>Tutoring</td>
<td>59 5,587</td>
<td>51 2,595</td>
</tr>
<tr>
<td>Transcription/Typing</td>
<td>16 320</td>
<td>11 279</td>
</tr>
<tr>
<td>Reader</td>
<td>7 492</td>
<td>6 621</td>
</tr>
<tr>
<td>Examination arrangements</td>
<td>212 n/a</td>
<td>200 n/a</td>
</tr>
<tr>
<td>Adjustment for students receiving more than one type of support</td>
<td>-39 -92 0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>407 13,979</strong></td>
<td><strong>307 12,902</strong></td>
</tr>
</tbody>
</table>

In the Division of Commerce 26.2% of full time Academic Staff were women (1999: 28.3%), 17.1% of Senior Lecturers were women (1999: 20.0%), 28.6% of Associate Professors were women (1999: 14.3%), and there were no women at the level of Professor.

In the Division of Health Sciences 36.7% of full time Academic Staff were women (1999: 34.4%), 22.5% of Senior Lecturers were women (1999: 29.5%), 6.1% of Associate Professors were women (1999: 15.1%), 6.6% of Professors were women (1999: 6.3%).

In the Division of Humanities 38.3% of full time Academic Staff were women (1999: 35.8%), 25.4% of Senior Lecturers were women (1999: 24.6%), 10.5% of Associate Professors were women (1999: 11.1%), and 19.1% of Professors were women (1999: 22.2%).

In the Division of Sciences 25.2% of full time academic staff were women (1999: 27.5%), 20.0% of Senior Lecturers were women (1999: 18.8%), 31.6% of Associate Professors were women (1999: 30.0%), and 7.7% of Professors were women (1999: 8.0%).

**General Staff**

- 68.5% of all General Staff were women (1999: 68.1%).
- 73.7% of women earned less than $35,000 (1999: 75.1%), compared to 49.9% of men (1999: 50.9%).
- 42.9% of women earn less than $30,000 (1999: 46.1%), compared with 25.1% of men (1999: 27.0%).

Despite the high representation of women in most occupational groups, men were over-represented in the higher levels of most occupational groups.

**EQUAL EMPLOYMENT OPPORTUNITIES MANAGEMENT INFORMATION**

The University does not, at present, have reliable data on the ethnic composition of its staff. This matter will be addressed in 2001 as part of a wider Equity Audit. A summary of the staff gender statistics as at December 2000, with comparative figures for December 1999, follows:

**Academic Staff**

- 34.8% of all academic staff were women (1999: 36.7%).
- 28.5% of Permanent Appointments were held by women (1999: 27.8%) whilst 40.8% of Fixed Term Appointments were held by women (1999: 48.9%).

**Māori Students**

The number of Māori students continued to increase in 2000, reaching 1,127, a 4.3% increase on the previous year. This total equates to 6.6% of all students and 7.1% of New Zealand students compared to 6.3% and 6.8% representation in 1999. The 238 first-year Māori enrolled comprised 7.3% of first year enrolments (1999: 7.4%).
The proportion of Māori students studying at postgraduate level increased to 14.5% of all Māori enrolments (1999: 12.4%), but remains below the postgraduate participation rate for the University as a whole.

The proportion of Māori students attending the University from beyond the Otago/Southland region again increased, from 49.8% to 53.3%. Of these students, 38.9% identified as North Islanders, while 14.3% came from areas of the South Island outside of Otago/Southland.

### Iwi to which Students are Affiliated

<table>
<thead>
<tr>
<th>Iwi to which Students are Affiliated</th>
<th>2000 First Affiliation</th>
<th>2000 Any Affiliation</th>
<th>1999 First Affiliation</th>
<th>1999 Any Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ngai Tahu</td>
<td>262</td>
<td>308</td>
<td>244</td>
<td>294</td>
</tr>
<tr>
<td>Ngāpuhi</td>
<td>124</td>
<td>153</td>
<td>111</td>
<td>136</td>
</tr>
<tr>
<td>Ngāti Porou</td>
<td>86</td>
<td>128</td>
<td>72</td>
<td>106</td>
</tr>
<tr>
<td>Ngāti Kahungunu</td>
<td>45</td>
<td>69</td>
<td>37</td>
<td>56</td>
</tr>
<tr>
<td>Ki Te Wairoa</td>
<td>37</td>
<td>56</td>
<td>38</td>
<td>52</td>
</tr>
<tr>
<td>Tūwharetoa</td>
<td>32</td>
<td>63</td>
<td>27</td>
<td>33</td>
</tr>
<tr>
<td>Ngāti Raukawa (Horowhenua - Manawatu)</td>
<td>27</td>
<td>37</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>Tūhoe</td>
<td>24</td>
<td>43</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>Te Āti Awa (Taranaki)</td>
<td>25</td>
<td>40</td>
<td>27</td>
<td>41</td>
</tr>
<tr>
<td>Ngāti Kahungunu</td>
<td>22</td>
<td>35</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>Ki Heretaunga</td>
<td>22</td>
<td>30</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>Whakatōheoa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ngāti Kahungunu</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ki Wairarapa</td>
<td>20</td>
<td>30</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>Ngāi Te Rangi</td>
<td>15</td>
<td>25</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>Ngāti Awa</td>
<td>15</td>
<td>32</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>Ngāti Whātua</td>
<td>12</td>
<td>25</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Ngāti Raukawa (Waikato - King Country)</td>
<td>13</td>
<td>22</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>Ngāti Ruanui</td>
<td>13</td>
<td>24</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>Ngāti Pikiao</td>
<td>12</td>
<td>22</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>Kāi Mamoe</td>
<td>11</td>
<td>52</td>
<td>10</td>
<td>52</td>
</tr>
<tr>
<td>Te Āti Hau-Nui-A Paparangi</td>
<td>11</td>
<td>14</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Te Ārara</td>
<td>11</td>
<td>22</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>Ngāti Whakaue</td>
<td>10</td>
<td>18</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>Other</td>
<td>114</td>
<td>364</td>
<td>166</td>
<td>352</td>
</tr>
<tr>
<td>No Iwi Affiliation/Unknown</td>
<td>130</td>
<td>130</td>
<td>130</td>
<td>130</td>
</tr>
<tr>
<td>Total</td>
<td>1127</td>
<td>n/a</td>
<td>1081</td>
<td>n/a</td>
</tr>
</tbody>
</table>

The entrance qualifications of first year Māori students continued to track below those for all first year students, with 13.9% attaining an A bursary (compared to 26.0% for all first years), and 24.0% gaining a B bursary (27.9%), although an increase in those gaining admission by these means was recorded. Special admission remained the most common entrance qualification, being the basis of admission for 29.4% of first year Māori.

Information on the Iwi groups to which Māori students were affiliated has been gathered since 1997. A substantial number of Māori students list an affiliation with one or more Iwi. The largest Iwi groupings represented at the University for 1999 and 2000 are contained in the table on the left.

### Students with Disabilities

The number of students with a disability, and the number with a disability affecting study, increased once again in 2000. The latter group is of particular interest to the University and, as noted below, the number of such students increased by 13.5% to 505 in 2000. This represents an increase from 2.6% to 2.9% of total student enrolments.

Increases in the number of students with a disability affecting study were recorded across all types of disability, as the following table indicates. In both percentage and absolute terms, the greatest increase was recorded for those with a visual impairment affecting study, with the number of such students more than doubling to 121.