

## TEACHING, LEARNING AND ASSESSMENT

### INTRODUCTION

In 2001 the University of Otago enrolled 15,343 equivalent full-time students, a gain of 2.1% on 2000 figures. A noteworthy change was the slight downward movement in the proportion of students enrolling in postgraduate courses, from 20% to 19.2% of total head-count enrolment, which appears to run counter to a world-wide trend demanding higher qualifications in the workplace. Students achieved an average pass rate of 92.4% (2000: 92.7%), with 27.0% (2000: 28.4%) of students completing programmes.

Once again a number of initiatives contributed to the improvement of the teaching and learning process, and there were significant academic programme developments.

A review of social sciences resulted in the introduction of a new subject, Sociology, to be offered as a minor for the degree of Bachelor of Arts in 2002, with a major likely to be offered the following year. The Department of Community and Family Studies transferred from the Division of Sciences to the School of Social Science in the Division of Humanities.

The University's first Summer School, foreshadowed in last year's Annual Report, ran from 3 January to 17 February. Papers were offered by the Divisions of Humanities (9 papers) and Sciences (3) and the School of Business (11). Most were papers already available for semester study, although three were designed specifically for the Summer School.

There were 700 students enrolled in the School, with 52% taking two papers and the remainder taking one only. The majority (94%) were already enrolled at Otago and approximately half of the remainder came from other tertiary institutions. The Summer School examination results overall were similar to those for the equivalent semester papers in terms of pass rates and grade distribution.

The Student Learning Centre continued to increase the assistance provided to students. In the course of the

academic year 170 two-hour workshop sessions were provided for a total of 1,700 participants. In addition almost 300 students were provided with one-to-one consultations to assist with their learning. Workshop topics included effective learning, effective reading, essay writing, thesis writing, note-taking and note-making, oral presentation skills, referencing, managing time, examination techniques and examination preparation. A number of the workshops were provided for postgraduate students. The Centre's new location in the Information Services Building is likely to enhance access for students.

### TEACHING AND LEARNING

The University continued its policy of encouraging staff to improve the quality of student learning. Grants administered through the Committee for the Advancement of Learning and Teaching (CALT) totalled \$250,000, providing 28 Innovation in Teaching grants, eight Internationalisation of the Curriculum grants and six Research into University Teaching grants. A total of \$240,809 was awarded for Innovation in Teaching grants, primarily to encourage the use of Blackboard (CourseInfo), a web-based teaching enhancement package.

An evaluation of the implementation of Blackboard indicated that the University has taken a comprehensive, consistent and supportive approach to the implementation of new technology and teaching innovation. In the second semester, over 200 papers, involving over 8,000 students, were actively using Blackboard. The software underwent a major upgrade late in 2001.

The Educational Media section of the Higher Education Development Centre (HEDC) was restructured to enhance links with the Committee for the Advancement of Learning and Teaching and to allow the expert staff to work more directly with academic staff on their CALT-supported projects.

A new system for evaluating the teaching performance of academic staff is providing more detailed information for promotion and confirmation purposes. Key elements of the system are a self-evaluation statement and a new student questionnaire.

The Intercampus Network for Educational Development provides a Medical Education Adviser in each of the University's three Schools of Medicine, in Wellington, Christchurch and Dunedin. This Faculty of Medicine and HEDC scheme is providing very helpful assistance to teaching staff on the three campuses.

## QUALITY ADVANCEMENT

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

Five Quality Forums were held in 2001, with attendance averaging 60 staff and students. Topics were:

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Lessons from the Summer School (*April 2*)

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Learning and Teaching at a Distance (*May 24*)

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Supporting New Students through Mentoring (*August 8*)

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Interdisciplinary Research (*20 September*)

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New Initiatives in Teaching and Learning (*December 14*)

## REVIEWS AND SURVEYS

The Quality Advancement Unit co-ordinated nine Departmental or Programme reviews in 2001. They were:

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School of Business  
*BCom/BCom(Hons), Finance and Quantitative Analysis*

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Division of Health Sciences  
*Bachelor of Medical Laboratory Science, Physiotherapy*

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Division of Humanities  
*History, Geography, Languages*

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Division of Sciences  
*Physics*

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Academic Services  
*The University Calendar.*

## Graduating Year Reviews

The Quality Advancement Unit also co-ordinates the University's ongoing programme of Graduating Year Reviews required by the New Zealand Vice-Chancellors' Committee on University Academic Programmes (CUAP). The University undertakes a self-review of all successful proposals involving the introduction of new degrees, diplomas and majors in the year following the graduation of the first cohort of students from the programme. A total of 26 self-review reports were submitted to CUAP in 2001.

## Graduate and Student Opinion Surveys

The University continued to use its Graduate and Student Opinion Surveys, also conducted by the Quality Advancement Unit, as an important source of review and development. The University aims to survey each degree/major combination once every four years. During 2001, the results of three surveys were disseminated to Divisional Heads for implementation. They were:

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Graduate Opinion Survey 2000, 702 graduates of a cross-section of programmes, response rate 40%

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Student Opinion Survey 2000, 3,574 students enrolled in a cross-section of programmes, response rate 49%

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Graduate Opinion Survey 2001, 1,043 graduates of a cross-section of programmes, response rate 41%.

## BENCHMARKING

Two projects were completed. An MBA Curriculum Review compared the Otago MBA curricula with developments in world business schools. The Otago University Childcare services were benchmarked with the Auckland Hospital Pre-School, with particular reference to the areas of educational programme co-ordination and management practice. No new projects were begun.

## ACADEMIC AUDIT

The University submitted a report to the New Zealand Universities Academic Audit Unit (AAU) on further developments, or actions being taken, in relation to the planned improvements outlined in the University's *Quality Portfolio 2000* and the recommendations contained in Otago's *Academic Audit Report 2000*.

## HIGHER EDUCATION DEVELOPMENT CENTRE

The HEDC's Professional Development Programme in 2001 provided over 40 workshops for more than 650 participants. Special attention was given to the needs of new academic staff. A research project on development of teachers' beliefs was extended to new academic staff in the Division of Sciences and provided an extended series of in-depth discussion sessions for 12 relatively inexperienced teachers.

### Leadership Development Programme

The Leadership Development Programme in 2001 focused on senior and experienced leaders in the University. A two-day residential workshop involving 24 of the most senior administrators in the University covered teaching, research and service planning with reference to the implications of the fourth Tertiary Education Advisory Commission (TEAC) report and in particular to performance-based research funding.

## ACADEMIC DIVISIONS

### School of Business (Division of Commerce)

The Division of Commerce formally changed its name to the School of Business, as an acknowledgement of its growing status as a provider of business education in a global market.

A benchmarking exercise begun in 2000 was completed. This examined the curriculum content of the Otago Master of Business Administration (MBA) degree by benchmarking with a number of world business schools.

### Division of Health Sciences

The Division continued the unbroken pattern of growth that it has experienced for the past 11 years.

There were a number of events of major academic importance. In addition to the reviews of the School of Physiotherapy and the Medical Laboratory Science degree course, the Faculty of Medicine carried out a review of assessment in all courses in the Bachelor of Medicine and Bachelor of Surgery (MBChB) degree course. As a result, from 2002 assessments will be by Distinction/Pass/Fail only.

The New Zealand Dental Council carried out a review of postgraduate courses in the School of Dentistry.

Accreditation was reconfirmed for a further five years for established courses and provisional accreditation was given for the recently established course in Oral Pathology.

The Wellington and Christchurch Schools of Medicine changed their names to Schools of Medicine and Health Sciences, reflecting their broadening roles. The Christchurch School added a new postgraduate course aimed at helping health service providers to learn more about socio-political factors affecting the health of Māori.

The teaching of Medical Radiation Therapy began at the Wellington School during the year with the transfer of students from the Central Institute of Technology. This is the first University of Otago undergraduate course to be taught entirely in Wellington.

The School of Physiotherapy occupied new teaching premises in the University's Wellington Stadium Centre, to service the needs of its senior students who are based in the city to gain supervised clinical experience.

An undergraduate degree programme in Dental Technology was approved and is set to start in February 2002. The Department of Pharmacology was renamed the Department of Pharmacology and Toxicology, and the Department of Surgery at the Wellington School of Medicine and Health Sciences became the Department of Surgery and Cancer Medicine.

The Division noted with regret the deaths of Emeritus Professor George Rolleston, CBE, and Emeritus Professor W D (Bill) Trotter. Professor Rolleston was the foundation Dean of the Christchurch School of Medicine, serving in that capacity from 1971 until his retirement in 1981. Professor Trotter joined the staff of the Department of Anatomy in 1947 and was Head of Department from 1963 until he retired in 1983.

### Division of Humanities

Humanities reversed a three-year trend by showing an 8.2% increase in EFTS enrolments for 2001. This was attributable to a 12% increase in 100-level enrolments, largely reflecting the popularity of the newly introduced Spanish language courses, in which there were over 500 enrolments.

Memoranda of Understanding were signed with six universities in Latin America, as a result of a visit by the Assistant Vice-Chancellor (Humanities) in May. The memoranda were signed by the Vice-Chancellor in the course of his trip to Latin America as part of the delegation that accompanied the Prime Minister on an official visit

in November 2001. The six Memoranda of Understanding partners are:

University of Chile

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Pontifícia Universidade Católica do Rio de Janeiro

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Universidad Autonoma de México

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Universidad Autonoma de Yucatán

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Universidad de Colima

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Universidad Veracruzana.

The latter three agreements involve student exchanges and it appears that there will be a high level of interest in these exchanges among students of Spanish.

The first student from the prestigious Chilean Diplomatic Academy enrolled in 2001 in the Master of International Studies course under an exchange programme organised by the Division with that institution. A post-study practicum period for students on this exchange has been negotiated with the Ministry of Foreign Affairs and Trade.

Approval was granted during the year for the introduction of new courses in Pacific Island Studies, European Studies and Sociology. These courses will all enrol their first students in 2002. Approval was also given for the Department of Community and Family Studies to join the Division in 2002, and the School of Social Science introduced advanced-level professional courses, also to begin in 2002.

Students in the Faculty of Law had success in international and national law competitions. The team of Katie Evans and Tanya Pitchforth won the Buddle Findlay National Negotiation competition and represented New Zealand universities to finish third at the World Negotiation competition held in New Orleans in July 2001. The Mooting team of Hamish Forsyth and Pip Jones was placed third overall and was the top New Zealand team in the Australasian mooting finals held in Sydney in July 2001. The Family Law mooting team of Hamish Forsyth and Alexandra Smithyman won the Mahony Cup for the New Zealand Family Law Mooting competition, and the mooting team of Chris Curran and Hamish Forsyth won the prestigious Bell Gully Buddle Weir national mooting title held at the University of Waikato in August 2001. They will go on to represent New Zealand in the Jessup Mooting competition to be held in Washington in March 2002.

## Division of Sciences

A key activity in the Division in 2001 was the implementation of a comprehensive business planning exercise. This has resulted in the introduction of Boards of Studies for all major Science degrees.

The Division oversaw the successful introduction of the Bachelor of Applied Sciences degree, incorporating compulsory elements of business and management, with majors introduced in 2001 in Applied Geology, Computational Modelling, Design for Technology, Electronics, Energy Management, Environmental Management, Process Technology, Spatial Information and Telecommunications. Further majors are planned for 2002. A Postgraduate Diploma in Natural History Film-making and Communication (PGDipNHFC) was introduced with a full contingent of students.

## TEACHING, LEARNING AND ASSESSMENT

### STATEMENT OF SERVICE PERFORMANCE 2001

	<p><b>GOAL</b></p> <p>To foster learning through research-informed teaching and assessment of high international standing.</p>
	<p><b>OBJECTIVE I</b></p> <p>To foster intellectual independence in students.</p>
	<p><b>PERFORMANCE INDICATORS</b></p> <p>i. At least 90% of respondents to the Graduate Opinion Survey reporting some, moderate or strong development of independent judgement through their studies.</p> <p><i>91.1% of respondents to the 2001 survey reported some, moderate or extensive development of independent judgement (2000: 96.0%).</i></p> <p>ii. The development of intellectual independence in students is addressed in the development of all new programmes, and in the review of existing programmes.</p> <p><i>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.</i></p> <p><i>Responsibility for ensuring that new programmes meet the University's standards rests with the Boards of Graduate and Undergraduate Studies. These boards approved 37 new proposals during 2001. The development of intellectual independence was covered in the terms of reference of all University Departmental and programme reviews in 2001.</i></p>

## 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.

*93.8% of respondents to the 2001 survey reported some, moderate or extensive development of a willingness to learn (2000: 98.0%).*

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

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

*Responsibility for ensuring that new programmes meet the University's standards rests with the Boards of Graduate and Undergraduate Studies. These boards approved 37 new proposals during 2001. The development of lifelong learning skills was covered in the terms of reference of all University Departmental and programme reviews in 2001.*

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

*The Library's Information Literacy Initiative continued in 2001 with the appointment of an Information Literacy Coordinator. Library staff provided 993 sessions of information literacy programmes for 13,100 participants.*

### 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 81 workshops attended by 1,108 staff (2000: 29 workshops attended by 629 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 33 programmes and Departments surveyed in 2001, 28 (84.8%) received a positive mean score on the Good Teaching Scale (2000: 93.8%), 32 (97.0%) received a positive mean score on the Appropriate Assessment Scale (2000: 100.0%), and 33 (100.0%) received a positive mean score on the Overall Satisfaction Scale (2000: 100.0%).*

- iii. Maintaining an appropriate number of Student Evaluations of Teaching for individual courses and teachers.

*2,615 Student Evaluations of Teaching were completed (2000: 3,089 evaluations completed).*

- iv. At least maintaining the level of funding for research into teaching grants and teaching development grants for innovative teaching.

*The University made available \$544,925 for initiatives of this type (\$666,708 in 2000 including a one-off Vice-Chancellor's Grant of \$150,000 to implement Blackboard CourseInfo - a cross campus web platform to enhance teaching and learning). The 50 grants in 2001 (68 in 2000 including 22 Blackboard projects) comprised six Research Into University Teaching Grants, 30 Innovation in Teaching Grants, eight Internationalisation of the Curriculum Grants and six 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 addressed 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 approved 37 new proposals during 2001. The interdependence between research and teaching was covered in the terms of reference of all University Departmental and programme reviews in 2001.*

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

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

- iii. Maintaining professional accreditation of all relevant programmes.

*Professional accreditation was maintained where required, and included the following: The Bachelor of Surveying degree by the Survey Board of New Zealand; the Accountancy programme by ICANZ; the School of Business by AACSB International; Clothing and Textile Sciences postgraduate courses by The Textile Institute; the Applied Geology course of the Bachelor of Applied Sciences degree by the Australian Institute of Metallurgy and Mining; the Bachelor of Laws degree by the Council of Legal Education; Primary and Secondary pre-service professional teacher education programmes by the Teacher Registration Board.*

- iv. Having in place clearly defined criteria and a transparent process for the promotion of academic staff.

*Promotion criteria for academic staff are clearly outlined in Human Resources policy documents.*

## 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.

*84.8% of respondents to the 2001 survey reported some, moderate or extensive development of the awareness of ethical issues (2000: 84.0%).*

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

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

*Responsibility for ensuring that new programmes meet the University's standards rests with the Boards of Graduate and Undergraduate Studies. These boards approved 37 new proposals during 2001. The promotion of an awareness of ethical issues was covered in the terms of reference of all University Departmental and programme reviews in 2001.*

- iii. Proposals for teaching that require ethical approval are referred to the University Ethics Committee (or, where appropriate, the District Health Board or other appropriate Ethics Committee) for scrutiny and, where appropriate, approval.

*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 2001 the University Ethics Committee considered 282 proposals for teaching or research involving human participants or the use of personal information (2000: 271). Approval was given to 263 proposals (93.3%) as submitted, and to a further 7 (2.5%) conditional on modifications being made to the proposal (2000: 251 & 16). Of the eight remaining proposals, two decisions were deferred, one is pending, and five were referred to the 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 2001.*

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

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

*The provision of an international perspective in teaching was covered in the terms of reference of all University Departmental and programme reviews in 2001.*

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

*The number of students participating in exchanges, as measured on a per semester basis, increased by 40.5% to 170 (2000: 121). This total comprised 98 students coming to Otago from overseas on exchange, and 72 students going from Otago to another institution.*

- iv. Maintaining funding for internationalisation of the curriculum.

*The Internationalisation Committee continued to provide \$50,000 in contestable funding for internationalisation of the curriculum projects in 2001. This funding was distributed through the Committee for the Advancement of Learning and Teaching.*

## OBJECTIVE 7

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

### PERFORMANCE INDICATORS

- i. At least 85% of respondents 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 2001 survey reporting some, moderate or extensive development of the above attributes was as follows: Oral communication skills, 84.5% (2000: 96.0%); written communication skills, 88.8% (2000: 88.0%); the skills to plan their own work, 94.0% (2000: 95.0%); the ability to solve problems, 93.0% (2000: 97.0%); self-confidence, 88.5% (2000: 98.0%); flexibility and adaptability, 87.5% (2000: 96.0%).*

- ii. Introducing the following new qualifications in 2001: Bachelors degrees in Teaching (with honours), Applied Science, and Dental Technology; Postgraduate Diplomas in Natural History Film Making and Communication, and Primary Health Care; a Postgraduate Certificate in Physiotherapy; a Graduate Diploma in Second Language Teaching; a Diploma in Dental Hygiene.

*All of the above qualifications were approved by the New Zealand Vice-Chancellors' Committee's Committee on University Academic Programmes and commenced in 2001.*

## OBJECTIVE 8

To maximise the effective use of information technologies.

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### PERFORMANCE INDICATORS

- i. Extending the local area network to the Wellington Stadium facility and upgrading the links to the Christchurch and Wellington Schools of Medicine.

*This project was successfully completed in 2001.*

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

*Unrestricted access was provided for 2001.*

- iii. Commencing implementation of videoconferencing facilities at main campus in Dunedin, Wellington Stadium and Auckland sites.

*Trials were successfully completed and the full system will be commissioned in 2002.*

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

*In 2000, the University introduced Blackboard CourseInfo as its platform for flexible electronic learning. The platform enables the University to provide students with interactive on-line access to a full range of electronic resources for individual courses, including timetables and course results. This resource provided support for over 200 papers in 2001, with over half of the student population taking one or more papers supported by Blackboard.*

## OBJECTIVE 9

To achieve target outputs for student enrolments and performance.

### PERFORMANCE INDICATORS

- i. Enrolling at least 15,083 Equivalent Full Time Students (EFTS) in 2001.

*15,343 EFTS enrolments were achieved in 2001 (2000: 15,030).*

- 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 2001 was 92.4%, compared with an average of 92.8% for the previous three years (2000: 92.7%). The average progression rate for 2001 was 86.2%, compared with an average of 87.8% for the previous three years (2000: 86.8%). 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 27.0% of total EFTS enrolments compared with an average of 27.0% for the previous three years (2000: 28.4%).*

- 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 2001 Graduate Destination Survey indicate that 26.7% of graduates proceeded to further full-time study compared with an average of 29.3% for the previous three years (2000: 29.2%).*

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 be introduced only following approval by the University Council. New programmes and major amendments to existing programmes require additional approval by the Committee on University Academic Programmes (CUAP), a committee of the New Zealand Vice-Chancellors' Committee (NZVCC). The NZVCC holds statutory authority to approve new programmes under the Education Amendment Act, 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

	Commerce			Health Sciences			Humanities		
	<i>This Year</i> \$000's	<i>Budget</i> \$000's	<i>Last Year</i> \$000's	<i>This Year</i> \$000's	<i>Budget</i> \$000's	<i>Last Year</i> \$000's	<i>This Year</i> \$000's	<i>Budget</i> \$000's	<i>Last Year</i> \$000's
Campus Based Teaching & Learning	15,002	15,311	14,904	41,704	42,749	42,013	17,559	17,951	18,346
Distance Teaching & Learning	0	0	0	0	0	54	107	111	91
<b>Total Cost of Output</b>	<b>15,002</b>	<b>15,311</b>	<b>14,904</b>	<b>41,704</b>	<b>42,749</b>	<b>42,067</b>	<b>17,666</b>	<b>18,062</b>	<b>18,437</b>

	Sciences			Service Divisions			Total		
	<i>This Year</i> \$000's	<i>Budget</i> \$000's	<i>Last Year</i> \$000's	<i>This Year</i> \$000's	<i>Budget</i> \$000's	<i>Last Year</i> \$000's	<i>This Year</i> \$000's	<i>Budget</i> \$000's	<i>Last Year</i> \$000's
Campus Based Teaching & Learning	27,998	28,786	27,707	3,316	3,723	1,752	105,579	108,520	104,722
Distance Teaching & Learning	958	880	827	0	0	0	1,065	991	972
<b>Total Cost of Output</b>	<b>28,956</b>	<b>29,666</b>	<b>28,534</b>	<b>3,316</b>	<b>3,723</b>	<b>1,752</b>	<b>106,644</b>	<b>109,511</b>	<b>105,694</b>

## RESEARCH AND POSTGRADUATE TEACHING

### 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 amount of financial support made available to postgraduate students enrolled at Otago both showed an increase in a tight economic environment.

### RESEARCH

Once again the University attracted a significant volume of external research funding across a wide range of disciplines. However, there remains a general concern that many worthy projects are going unfunded. The end result is a less attractive environment in which to pursue the research that underpins a knowledge economy.

Significant funding achievements were secured in a number of areas. University researchers won \$16.3 million (51.7%) of a total national pool of \$31.5 million in the Health Research Council (HRC) round and \$10 million (over 17% of the national pool) of Marsden funding.

In its distribution of internally-provided research funding the University Research Committee gives priority to staff who are in the early stages of their career. In 2001, 46 of the total of 147 applications (31.3%) received for funding were from staff considered to be in the early stages in their career. Of all successful applications (108), 38 (35.2%) were from early career staff. They received \$834,000 (34.8%) of the total of \$2,393,200 provided by this fund.

Associate Professor Philippa Howden-Chapman (Public Health, Wellington School of Medicine and Health Sciences) secured major funding for the He Kainga Oranga: Housing and Health Research Programme. Funders included the HRC (\$2.53 million over 3 years), Housing Corporation of NZ, M-co (the Marketplace Company), Energy Efficiency Conservation Authority, the

Centre for Research Evaluation and Social Assessment (CRESA), the Ministry of Health and various charitable trusts. The programme is a New Zealand-wide study of the effect of overcrowding in housing on the health of occupants.

A Dunedin School of Medicine team headed by Professor John Langley secured \$2.4 million over 3 years for their Injury Prevention Research Programme. This wide-ranging programme will look at driving and traffic issues, sport and recreational injuries, child injury prevention, hazardous drinking and work-related injuries in various industries.

The team of Associate Professor Jeff Wickens, Dr Brian Hyland and Dr John Reynolds (Anatomy and Physiology, Otago School of Medical Sciences) were successful in securing grants totalling \$612,100 from the Marsden Fund and Lottery Board for their work on reward mechanisms in the brain. This follows recent publication of their work in the journal *Nature*.

Professor David Fergusson (Christchurch Health and Development Study) received a grant of \$1.79 million over 3 years for a portfolio of research including work on the transition to parenthood, partner violence, prevalence of cannabis use, unemployment and its impact, and alcohol use and suicidal behaviour.

Professor Paul Smith (Pharmacology) and Associate Professor Cynthia Darlington (Psychology) received grants totalling \$801,500 from the Neurological Foundation, the HRC and Lottery Board for their work on damage to the vestibular system.

The Aotearoa Women's Health Initiative (AWHI) (Wellington School of Medicine and Health Sciences) has received \$1.062 million from the UK Medical Research Council to proceed to a full scale study of hormone replacement therapy. The trial will follow the format of the Women's International Study of Long Duration Oestrogen after Menopause (WISDOM) trial run in the UK.

## Research themes

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. There are now ten Major Research Themes and nine Emerging Themes recognised for special support. They are:

### Major 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 Systems 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

## PUBLICATIONS

The production of scholarly publications is a key measure of research output. In 2001, additional categories of publication were added for the first time. For purposes of comparison, two figures are reported. The final figure for 2000 as conventionally counted was 2299 (1999: 2425). Including new categories of publication the total was 2892.

## COLLABORATIVE ACTIVITIES

A total of 31 new research contracts involving external collaborators was entered into in 2001, involving Memoranda of Agreement with 16 universities. They are:

Universidad Torcuato Di Tella <i>Argentina</i>
Queen's University <i>Canada</i>
University of Economics, Prague <i>Czech Republic</i>
Carl Von Ossietzky Universität Oldenburg, University of Oldenburg <i>Germany</i>
Technische Universität Braunschweig <i>Germany</i>
Chinese University of Hong Kong <i>Hong Kong SAR</i>
The Budapest University of Economic Sciences and Public Administration <i>Hungary</i>
Università Commerciale Luigi Bocconi <i>Italy</i>
Pusan National University <i>Korea</i>
Tongmyong University of Information Technology <i>Korea</i>
Huazhong University of Science and Technology <i>People's Republic of China.</i>
Jilin University <i>People's Republic of China.</i>
Xi'an Jiaotong University <i>People's Republic of China.</i>
Erasmus Universiteit Rotterdam, Rotterdam School of Management <i>The Netherlands</i>
The University of Hawai'i at Manoa <i>USA</i>
University of Texas at Austin <i>USA</i>

## ACHIEVEMENTS

The year saw the successful launch of BLIS Technologies Ltd, a biotech startup that commercialises many years of basic research undertaken by Professor John Tagg of the Department of Microbiology. Professor Tagg's success is a textbook example of the long lead time needed to convert research findings at the bench into commercial products.

Associate Professor Terry Crooks (Education Assessment Unit) received the McKenzie Award for Educational Research from the NZ Association for Research in Education in recognition of his contribution to new knowledge in the education community over an extended period of time.

## POSTGRADUATE TEACHING

As a percentage of overall students, in head count terms, postgraduate students comprised 19.2% of the total roll (2000: 20.0%). At 3,382, this is 36 short of the record high number of postgraduate students achieved in 2000. Of the total postgraduate student body, 720 were enrolled in doctoral degrees (2000: 718), 1,034 in Masters courses (2000: 1,081), 1,398 in postgraduate diplomas (2000: 1,423) and 230 in postgraduate certificates (2000: 196).

Once again the University exceeded its goal of having 90% of doctoral theses submitted for examination completed to the required standard without the need for substantial modification. In 2001, 64 of 68 theses (94.1%) met this criterion (2000, 94.7%). This is seen as a continuing endorsement of procedures set in place to monitor the management of PhD study.

## RESEARCH AND POSTGRADUATE TEACHING

### STATEMENT OF SERVICE PERFORMANCE 2001

#### 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 three years of academic appointment) in the awarding of University of Otago Research Grants. This group won \$0.8 million, or 33.3%, of the \$2.4 million awarded under the Otago Research Grant scheme in 2001 (2000: early career staff won \$0.9 million, or 36.0%, of \$2.5 million).*

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

*The contestable pool of internal funding totalled \$3.4 million (2000: \$3.4 million).*

## OBJECTIVE 12

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

### PERFORMANCE INDICATORS

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

*Issues of concern were raised in 9.2% of the annual progress reports submitted by doctoral students. These were referred to the Director, Graduate Research Student Liaison, and addressed in 2001.*

- 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.

*91.0% of students reported overall satisfaction with the quality of supervision.*

*The above two performance indicators are based on responses to the 2001 annual progress reports received by 1 January 2002 for 141 of the 268 reports sent out for the months of May to October 2001. The annual progress report system has changed since last reporting on the performance indicators for this objective. Annual progress reports are now requested on the anniversary of the candidate's start date rather than at a particular time each year. The new system was put in place from May 2001.*

- iii. The attendance of new supervisors at HEDC seminars and workshops on postgraduate supervision.

*In 2001 a half-day workshop was provided on supervising PhD and Masters students at the Dunedin and Wellington campuses. The two sessions were attended by 18 staff, several of whom were new supervisors.*

- iv. Establishing the position of Director, Graduate Research.

*The position of Director, Graduate Research Student Liaison was established and the vacancy was advertised during December 2000 and January 2001. Dr Charles Tustin commenced duty on 2 April 2001.*

## OBJECTIVE 13

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

### PERFORMANCE INDICATORS

*See: Objective 6, Performance Indicators (i) and (iv), Objective 38, Performance Indicator (i), and Objective 56, Performance Indicator (i) and (ii).*

## OBJECTIVE 14

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

### PERFORMANCE INDICATORS

- i. At least maintaining research funding from outside sources.

*Research funds from outside sources totalled \$47.3 million, a 10.3% increase from the \$42.9 million received in 2000.*

- 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, (2000 budget: \$4.2 million). Expenditure from this budget totalled \$3.8 million.*

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

*Publications listed in the University's Publications Report for 2001 were 2,299 (2000: 2,425).*

- 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 2.2% to 2.607 million items. The number of electronic serials increased by 13.9% to 24,202.*

## 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.

*The total number of major themes in 2001 was 10 (2000: 10). These themes each received \$20,000 in base funding and were eligible to apply for funding from a contestable pool of \$100,000 available to Major and Emerging Themes only.*

- ii. Identifying and supporting the University's emerging research themes.

*The total number of emerging themes in 2001 was 9 (2000: 9). These themes each received \$20,000 in base funding and were eligible to apply for funding from a contestable pool of \$100,000 available to Major and Emerging Themes only.*

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

*In 2001 the University recognized over 130 Areas of Research Excellence (ARE's), areas in which the University enjoys national or international recognition but which are not sufficiently broad in scope to qualify as Themes. These ARE's and the Themes were highlighted through the publication of a "Research Strengths" booklet which was distributed internally and will be distributed to external funding sources and other organisations which may benefit from the research conducted at the University of Otago.*

## OBJECTIVE 16

To achieve target outputs for postgraduate student enrolment and performance.

### PERFORMANCE INDICATORS

- i. Enrolling at least 2,297 Postgraduate Equivalent Full Time Students (EFTS) in 2001.

*2,261 EFTS postgraduate enrolments were achieved in 2001 (2000: 2,325).*

- ii. At least 90% of doctoral theses submitted for examination completed to the required standard without the need for substantial modification.

*64 of the 68 doctoral theses submitted and examined in 2001 (94.1%) were completed without the need for substantial modification (2000: 94.7%).*

- 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 43.7% of total EFTS enrolments compared with an average of 37.2% for the previous three years (2000: 34.6%).*

## OBJECTIVE 17

**To develop commercial activities and partnerships that complement academic research.**

### PERFORMANCE INDICATORS

- i. Opening a 'Centre of Innovation' as a dedicated facility for collaborative project work between University researchers and commercial partners.

*Late in 2001 the first tenants were established in the building.*

See also Objective 20, Performance Indicators (i) and (ii).

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 three years of appointment) receiving special consideration in the awarding of internal research funding.

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

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

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

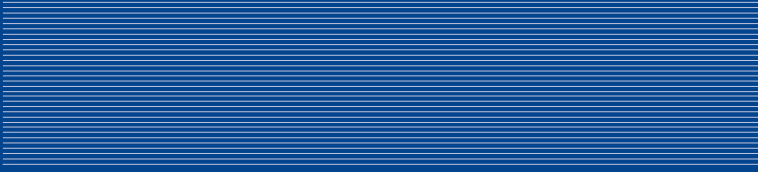
The University undertakes regular reviews of Departments, Schools, Faculties and programmes. Review panels comprise a mixture of internal and external representatives and normally report to the Deputy Vice-Chancellor (Academic), who has managerial responsibility for the process. The Deputy Vice-Chancellor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

## COST OF OUTPUT

### Research and Postgraduate Teaching

	Commerce			Health Sciences			Humanities		
	<i>This Year \$000's</i>	<i>Budget \$000's</i>	<i>Last Year \$000's</i>	<i>This Year \$000's</i>	<i>Budget \$000's</i>	<i>Last Year \$000's</i>	<i>This Year \$000's</i>	<i>Budget \$000's</i>	<i>Last Year \$000's</i>
Postgraduate Thesis Supervision	3,027	3,113	2,952	16,018	17,058	12,664	3,228	3,273	3,514
Teaching Related Research	3,855	4,002	4,384	8,162	7,351	8,953	6,387	6,369	5,130
Project Based Research									
- University Funded	812	828	600	11,185	10,864	7,254	861	881	877
- Externally Funded	1,448	1,863	2,242	39,346	32,961	39,816	3,958	3,274	4,133
<b>Total Cost of Output</b>	<b>9,142</b>	<b>9,806</b>	<b>10,178</b>	<b>74,711</b>	<b>68,234</b>	<b>68,687</b>	<b>14,434</b>	<b>13,797</b>	<b>13,654</b>

	Sciences			Service Divisions			Total		
	<i>This Year \$000's</i>	<i>Budget \$000's</i>	<i>Last Year \$000's</i>	<i>This Year \$000's</i>	<i>Budget \$000's</i>	<i>Last Year \$000's</i>	<i>This Year \$000's</i>	<i>Budget \$000's</i>	<i>Last Year \$000's</i>
Postgraduate Thesis Supervision	9,278	9,138	9,707	3,415	3,783	3,856	34,966	36,365	32,693
Teaching Related Research	5,043	5,177	5,561	0	0	0	23,447	22,899	24,028
Project Based Research									
- University Funded	2,681	2,428	2,863	89	0	360	15,628	15,001	11,954
- Externally Funded	9,243	7,654	9,054	0	0	0	53,995	45,752	55,245
<b>Total Cost of Output</b>	<b>26,245</b>	<b>24,397</b>	<b>27,185</b>	<b>3,504</b>	<b>3,783</b>	<b>4,216</b>	<b>128,036</b>	<b>120,017</b>	<b>123,920</b>



## 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 2001:

97.3% reported involvement in community service activities, representing an average of 8.0% of their professional time (2000: 92.8%, 8.2%).

58.9% held posts in recognised professional organisations and associations (2000: 60.9%)

42.0% edited or served on the editorial boards of learned journals (2000: 46.4%)

19.6% served on government advisory boards or committees (2000: 14.5%).

### HOCKEN LIBRARY

The Hocken Library is a major avenue through which the University contributes to the wider community. In 2001, as well as providing extended access hours for on-site researchers, staff responded to 1,082 written enquiries (2000: 977). Public access was also enhanced through a series of 11 television presentations, broadcast on Dunedin's Channel 9, on aspects of the Hocken Library's collections.

Twelve exhibitions were mounted in the Library's gallery (2000: 13). The four major exhibitions of the year were:

Art in Education

Sam Cairncross

Janet Frame

Sid Scales.

In addition, three exhibitions already curated, featuring the works of Grahame Sydney, Rita Angus and Colin McCahon, continued to be toured nationally. One

exhibition, the responses of 23 Otago artists to the work of William Blake, toured regionally. During the year the Hocken Library also lent to other institutions or already had out on loan 63 works of art.

### MARINE CENTRE

The New Zealand Marine Studies Centre and its associated aquarium continued to contribute significantly to the University's community service goal. The aquarium attracted 16,063 visitors (2000: 17,681). In addition it held 449 classes (2000: 397), of which 290 (2000: 281) were for schools and 159 (2000: 116) were for other groups. Additional resource materials were provided for use in schools.

The Centre's conference facilities were used by 11 community and business organisations. International visitors included a group of Danish biology teachers and two American university groups.

### OTHER SERVICE

During the year the University served the community by hosting a large number of conferences and seminars. Forty-five open lectures and seminars were held (2000: 120), and 24 books and eight journal issues were published by the University of Otago Press (2000: 24 books, 9 journals).

The 12th annual Hands-On Science summer school, held 15 –20 January, was attended by 224 secondary school students from around New Zealand. The aims of the school are to attract young people to science and to encourage them to return to study at Otago.

Theatre Studies staff and students staged 57 performances (2000: 59) and the Music Department gave 46 performances (2000: 54).

The University continued to make a significant contribution to the cultural life of New Zealand through its three major arts fellowships. The Frances Hodgkins Fellowship in fine arts was held by Scott Eady, the Robert Burns Fellowship in literature by Alison Wong and the Mozart Fellowship in music by Michael Norrish.

## ALUMNI ACTIVITIES

The University continued to strengthen its relations with its alumni. A social function in New Plymouth in December celebrated the first year of the Priscilla Sandys Wunsch Scholarship Trust. Two events in Malaysia acknowledged the University's strong alumni presence in that country over more than 50 years. Sarawak alumni were invited to the University's Malaysian graduation held in Kuching in May, and University officials hosted a dinner in Kuala Lumpur for the committee of the University of Otago Alumni Association of Malaysia. The Chancellor was the guest of honour at a reception for Sydney alumni in August.

The annual publication for alumni, *The Otago Graduate*, was distributed to 46,000 graduates in March 2001. An alumni relations officer was appointed in March 2001 to enhance links with the ever-growing list of Otago alumni.

## COMMUNITY SERVICE

### STATEMENT OF SERVICE PERFORMANCE 2001

	<p><b>GOAL</b></p> <p>To apply knowledge, research findings and cultural, scientific and physical resources for the benefit of local, national and international communities.</p>
	<p><b>OBJECTIVE 18</b></p> <p><b>To share the University's expertise and resources with the community.</b></p>
	<p><b>PERFORMANCE INDICATORS</b></p> <p>i. Holding more than 75 open lectures and public seminars per annum. <i>The University held 45 open lectures and seminars in 2001 (2000: 120).</i></p> <p>ii. Continuing staff input into community issues/projects/groups. <i>97.3% of respondents to the Community Service survey reported involvement in community service activities during the year, with an average of 8.0% of time spent on these activities (2000: 92.8% of staff surveyed spent an average 8.2% of time on community service).</i></p> <p>iii. At least maintaining the level of public access and use of the Hocken Library Collection. <i>Opening hours of the Hocken Library were maintained at the previous year's level. As well as providing for the needs of on-site users, Library staff responded to 1,082 written enquiries, a 10.75% increase over the previous year (2000: 977). Eleven Channel 9 television presentations on aspects of the collections were also given.</i></p> <p>iv. At least maintaining the New Zealand Marine Studies Centre's involvement in providing educational programmes for schools. <i>The centre held 290 classes for schools during 2001, attended by 5,615 participants (2000: 281 classes attended by 5,187). A further 159 classes were run for other groups, attended by 1,802 participants (2000: 116 classes attended by 1,489).</i></p> <p>v. At least 10,000 visitors per year to the Portobello Aquarium. <i>The Aquarium attracted 16,063 visitors in 2001 (2000: 17,681).</i></p> <p>vi. The effectiveness of processes and procedures for sharing expertise with the community be considered as part of all academic departmental reviews. <i>Review panels consider these aims and goals when reviewing academic Departments or programmes.</i>  <i>Sharing the benefit of expertise and resources with the community was covered in the terms of reference of all University Departmental and programme reviews in 2001.</i></p>

## OBJECTIVE 19

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

### PERFORMANCE INDICATORS

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

*All three fellowships were awarded in 2001, the recipients being Alison Wong (Robert Burns Fellowship), Scott Eady (Frances Hodgkins Fellowship) and Michael Norrish (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. 2001 activities comprised: 49 performances in the Lunchtime Theatre series (2000: 51); eight performances in the Evening Theatre series (2000: 8); 21 concerts in the Showcase series (2000: 25); 19 concerts in the Student Showcase series (2000: 21); two concerts in the Celebration series (2000: 2); and four other concerts or musical performances (2000: 6).*

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

*The University press published 24 books and eight journal issues during 2001 (2000: 24 books and 9 journal issues).*

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

*Twelve exhibitions were mounted in the Hocken Library Gallery, including four major exhibitions on Art in Education, Sam Cairncross, Janet Frame, and the cartoonist Sid Scales. In addition, three exhibitions continued to be toured nationally by the Hocken Library – they featured works by Grahame Sydney, Rita Angus, and Colin McCahon. The Hocken Library also lent during the year 63 works of art to other institutions.*

## OBJECTIVE 20

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

### PERFORMANCE INDICATORS

- i. Hosting at least one meeting per year outside of Dunedin for business leaders.  
*Pending the introduction of a new structure governing commercial activities no business promotional functions were held outside the city in the period.*
- ii. Increasing the value of commercial activities undertaken in each of the next three years.  
*The value of commercial activities increased by 19.7% to \$7.3 million (2000: \$6.1 million).*
- iii. Implementing a regular programme of University-employer meetings in Auckland and Wellington.  
*An employers' meeting was held in Wellington on 7 August 2001.*
- iv. Utilising the expertise and experience of the business and professional communities and the public sector to inform student learning where appropriate.  
*An Executive Mentor programme was implemented between the American Chamber of Commerce in New Zealand and the University of Otago School of Business in July 2001.*

## OBJECTIVE 21

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

### PERFORMANCE INDICATORS

- i. Continuing staff appointments to posts in recognised professional organisations and associations.  
*58.9% of respondents to the 2001 Community Service survey reported holding posts in recognised professional organisations and associations (2000: 60.9%).*
- ii. Continuing staff involvement editing and serving on the editorial boards of learned journals.  
*42.0% of respondents to the 2001 Community Service survey reported involvement in editing and serving on the editorial boards of learned journals (2000: 46.4%).*

## OBJECTIVE 22

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

### PERFORMANCE INDICATORS

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

*52.7% of respondents to the 2001 Community Service survey reported services to public sector departments, statutory authorities, agencies, boards, committees, enquiries, and to non-governmental organisations (2000: 50.0%).*

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

*19.6% of respondents to the 2001 Community Service survey reported serving on Government advisory boards and committees (2000: 14.5%).*

## OBJECTIVE 23

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

### PERFORMANCE INDICATORS

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

*Staff made 663 contributions to the media on areas of professional expertise (2000: 884).*

- ii. The effectiveness of processes and procedures for preserving academic freedom are considered as part of all academic departmental reviews.

*Review panels consider these aims and goals when reviewing academic Departments.*

*Preserving the freedom of staff to contribute to the University's role of critic and conscience of society was covered in the terms of reference of all University departmental reviews in 2001.*

See also Objective 11, Performance Indicators (i) and (ii)

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

A major step in this process has been to quantify, as far as is 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 2001 survey found 97.3% of academic staff were involved in Community Service activities, and that academic staff spent an average of 8.0% 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

	Commerce			Health Sciences			Humanities		
	<i>This Year</i> \$000's	<i>Budget</i> \$000's	<i>Last Year</i> \$000's	<i>This Year</i> \$000's	<i>Budget</i> \$000's	<i>Last Year</i> \$000's	<i>This Year</i> \$000's	<i>Budget</i> \$000's	<i>Last Year</i> \$000's
Total Cost of Output	1,865	1,892	1,939	6,621	6,734	6,759	2,729	2,694	2,721

	Sciences			Service Divisions			Total		
	<i>This Year</i> \$000's	<i>Budget</i> \$000's	<i>Last Year</i> \$000's	<i>This Year</i> \$000's	<i>Budget</i> \$000's	<i>Last Year</i> \$000's	<i>This Year</i> \$000's	<i>Budget</i> \$000's	<i>Last Year</i> \$000's
Total Cost of Output	4,788	4,561	5,013	0	0	0	16,003	15,881	16,432



## STUDENT SUPPORT

### STATEMENT OF SERVICE PERFORMANCE 2001

#### GOAL

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

#### OBJECTIVE 24

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

#### PERFORMANCE INDICATORS

- i. Completing a study into the retention rates of first year students.

*Reports commissioned to identify past year retention rates will be available in February 2002 and will be used retrospectively against 2001 enrolments for retention rates of those into 2002. The University has also made substantial progress towards the establishment of a data warehouse which, when completed, will enable much more flexible reporting on retention rates.*

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

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

See Objective 27, Performance Indicators (i) and (iii), Objective 28, Performance Indicators (i)-(iii)

## OBJECTIVE 25

To provide a safe and healthy learning environment for students.

### PERFORMANCE INDICATORS

- i. Continued student membership of the Occupational Health and Safety Advisory Committee.

*Student representation was maintained on the Health and Safety Committee.*

- ii. Ongoing expenditure on health and safety related capital improvements.

*Expenditure on health and safety related capital improvements totalled \$1.5 million in 2001 (2000: \$1.9 million).*

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

*93.2% of respondents to the 2001 Student Opinion survey provided a positive assessment of personal safety on campus (2000: 93.0%).*

- iv. Providing a student health and counselling service.

*The Student Health Centre, operating from dedicated premises, undertook the following consultations in 2001: Medical/Nursing – 35,616 (2000: 35,758), Counselling/Psychiatric – 5,587 (2000: 5,900).*

## OBJECTIVE 26

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

### PERFORMANCE INDICATORS

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

*The number of places available in 2001 was 1983 (2000: 1966)*

- 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 2001 Student Opinion Survey: general campus environment, 96.3% positive (2000: 97.0%); living accommodation provided by the University, 91.6% positive (2000: 90.0%); the quality of sport and recreational facilities, 90.1% positive (2000: 92.0%).*

- iii. 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. Consolidation of the listings occurred in 2001, bringing the number of landlords with graded flats listed with the University Accommodation office to 886 (2000: 936).*

## OBJECTIVE 27

**To maintain and enhance the standard of student support.**

### PERFORMANCE INDICATORS

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

*The University continued to provide a Financial Advice Service and Student Assistance Fund. 143 students used the service and/or applied to the fund, with \$9,189 awarded from the fund by way of special assistance grants (2000: 213 students and \$25,656).*

- ii. Implementing a University Student Support Plan.

*A University Student Support Plan was not implemented in 2001. However, following a Council resolution at the end of 2000, a Student Support Services Committee of Senate was set up. A planning retreat with all Student Service Managers was held at the beginning of 2001 to develop the foundations for a Student Services Strategic Plan.*

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

*The following percentages were recorded for respondents to the 2001 Student Opinion Survey: Accommodation Services, 93.1% positive (2000: 96.0%); Student Health and Counselling, 91.4% positive (2000: 91.0%); the Careers Advisory Service, 89.3% positive (2000: 89.0%); the Student Learning Centre, 94.5% positive (2000: 92.0%); the International Office, 86.5% positive (2000: 91.0%); the Disabilities Office, 94.6% positive (2000: 98.0%).*

## OBJECTIVE 28

**To provide a suitably resourced student study environment.**

### PERFORMANCE INDICATORS

- i. Increasing the number of seating places in University Libraries.

*Library seating places increased to 3,302 (2000: 2,799) with the completion of the second phase of the Information Services Building.*

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

*93.4% of respondents to the 2001 Student Opinion survey provided a positive assessment of University lecture rooms, tutorial rooms and laboratories (2000: 93.0%); 88.6% provided an overall positive assessment of libraries (2000: 86.8%); and 83.9% provided an overall positive assessment of Computer Resource Rooms (2000: 80.9%).*

- iii. Completing a review of student computing resources.

*A working party to review the computing facilities provided for students was established by the Vice-Chancellor's Advisory Group and reported its findings in 2001. Its recommendations are to be considered by the Information Technology Advisory Board in 2002.*

## OBJECTIVE 29

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

### PERFORMANCE INDICATORS

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

*The University conducted the annual Student Opinion Survey on a sample of 4,853 students in 2001, and 2,614 student evaluations of teaching for individual papers were also completed.*

- ii. Seeking student feedback 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.*

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

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

See also: Objective 30, Performance Indicator (ii).

## OBJECTIVE 30

To encourage students to participate in the development of University policy.

### PERFORMANCE INDICATORS

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

*Student members served on University Council and Senate, and on the following committees: the Capital Development Committee, the Finance and Budget Committee, the Appeals Board, the Animal and Human Ethics Committees, the Ethical Behaviour Advisory Committee and the University Safety Advisory Committee.*

- ii. Student membership on all 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.*

- iii. Seeking submissions from the Otago University Students' Association (OUSA) on all relevant University policy documents.

*Submissions, either oral or written, are made by the Students' Association through its members serving on University committees.*

## OBJECTIVE 31

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

### PERFORMANCE INDICATORS

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

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

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

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

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

*The following percentages for the helpfulness of staff were recorded for respondents to the 2001 Student Opinion Survey: central administration staff (comprising student information centre/student enquiries), 95.2% positive (2000: 93.0%); library staff, 96.2% positive (2000: 94.0%); computing resource room supervisors, 89.7% positive (2000: 87.0%); administrative staff in academic departments, 94.9% positive (2000: 93.0% positive); administrative staff in academic divisions, 95.8% positive (2000: 94.0% positive).*

## OBJECTIVE 32

To maintain and strengthen commitment to Equal Educational Opportunities.

### PERFORMANCE INDICATORS

- i. Providing a Learning Assistance Support programme.

This service is provided through the Student Learning Centre, which commenced operations in 1999. In 2001, the programme provided 166 workshops attended by 1,630 students (2000: 170 workshops attended by 1,330 students), and 284 students were provided with individual consultations (2000: 245).

- ii. Providing a grant to subsidise the University childcare facilities.

The University provided a grant of \$15,000 in 2001, and also met occupancy costs of \$33,164.

See also: Objectives 33 and 34, all Performance Indicators.

## OBJECTIVE 33

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

### PERFORMANCE INDICATORS

- i. Providing appropriate accommodation for Te Roopu Māori (the Māori Students' Association).

*The University's Space Allocation Committee has been monitoring the situation with overcrowding in both Te Roopu Māori and the Māori Centre's accommodation. The issue of acceptable accommodation for both of these groups is the subject of a combined capital development project which will be submitted in 2002.*

- ii. Providing appropriate accommodation and ongoing financial support for the University Māori Centre.

*The University's contribution to the running costs of the Māori Centre in 2001 was \$285,000 (2000: \$247,000).*

See also: Performance Indicator (i) above.

- iii. Increased enrolment of Māori students.

*1,111 Māori students were enrolled. Māori students comprised 6.3% of all student enrolments, and 6.9% of all New Zealand students enrolled (2000: 1,127 Māori students comprising 6.6% of all enrolments and 7.1% of New Zealand students).*

- iv. Introducing new recruitment initiatives targeted specifically at Māori students, including the appointment of an Auckland-based Māori Liaison Officer.

*The 2001 recruitment campaign included activities 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. The University was also represented at a Māori student Expo held in Auckland in August. University Liaison staff, together with staff from the University Māori Centre, visited schools in the Wellington area with high numbers of Māori students in addition to schools in the Southland, Otago and Canterbury regions. The University's Schools Liaison resource was strengthened by the appointment of a Māori Schools Liaison Officer, based in the Auckland Centre, commencing in January 2002.*

- v. Achieving the first intake of Māori students into the University's Foundation Studies programme.

*10 Māori students were admitted to the Foundation Year in 2001 through a joint initiative with Te Tapuāe o Rehua, a company established to promote the education of Māori.*

- vi. Appointing a Māori Counsellor.

*Mr Richard Kerr-Bell was appointed to the new position of Māori Counsellor at the end of 2000 and has provided a Counselling service via both the Māori Centre and Student Health.*

- vii. Awarding special prizes to recognise high levels of Māori student achievement.

*During 2001 regulations for Māori and Pacific Island study grants were formally approved. These are designed specifically to recognize achievement and to encourage progression towards graduate study. These study grants were offered for the first time at the end of 2001.*

## OBJECTIVE 34

**To provide targeted support to students with disabilities.**

### PERFORMANCE INDICATORS

- i. Enrolling at least 500 students with a disability affecting study in each of the next three years.

*The University enrolled 473 students with a disability affecting study in 2001 (2000: 505).*

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

*Provision of support in the form of learning assistance and/or special equipment requiring a specific financial commitment was provided to 542 students with disabilities (2000: 407).*

- iii. Updating the Disabilities Support Strategic Plan.

*The Disability Information and Support Plan was reviewed and revised during 2001.*

## OBJECTIVE 35

**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 1,235 increased by 12.0% to 68 (2000: 60).*

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 is 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.

## STAFF SUPPORT

### STATEMENT OF SERVICE PERFORMANCE 2001

	<p><b>GOAL</b></p> <p>To recruit, foster and retain staff of high international calibre and provide a quality and supportive environment for staff.</p>
	<p><b>OBJECTIVE 36</b></p> <p><b>To provide an environment that supports the academic, professional, creative and career development of staff.</b></p>
	<p><b>PERFORMANCE INDICATORS</b></p> <p>i. At least 1.5% of the university salary budget provided for staff training and development.</p> <p><i>Expenditure on staff training and development totalled \$3.0 million in 2001, representing 1.9% of the university salary budget (2000: \$2.1% of salary budget).</i></p> <p>ii. Providing fee subsidies ranging from 25% to 100% for eligible staff undertaking approved tertiary study.</p> <p><i>The University provided fee subsidies for 272 staff with a total value of \$324,059 (2000: 285 staff and \$379,162).</i></p> <p>iii. Maintaining the current level of attendance at Higher Education Development Centre (HEDC) seminars and workshops, and at the General Staff Training Programme, at no less than the average for the last three years.</p> <p><i>HEDC ran 81 courses attracting 1,108 participants (2000: 29 courses attracting 629 participants).</i></p> <p>iv. Providing an integrated Leadership Development Programme for Heads of Department and other staff in leadership positions.</p> <p><i>24 senior staff attended a two-day residential workshop targeting DVC's, AVC's and experienced Heads of Department.</i></p> <p>v. Completing the annual performance development review process for eligible general staff, and scholarship development review for eligible academic staff.</p> <p><i>Both processes were completed for all eligible staff in 2001.</i></p> <p>vi. Maintaining an induction and orientation programme for academic and general staff.</p> <p><i>The orientation seminars run by Human Resources were attended by 126 General Staff, while the orientation programme for academic staff attracted 137 participants.</i></p> <p>See objective 10, Performance Indicator (i) and 49 (ii).</p>

## OBJECTIVE 37

**To provide a safe and healthy working environment for staff.**

### PERFORMANCE INDICATORS

- i. Providing a University funded Employee Assistance Programme.

*A University funded Employee Assistance Programme was continued in 2001.*

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

*27 courses were run attracting 574 participants (2000: 12 courses attracting 434 participants).*

- iii. Completing an annual health and safety audit.

*Internal audits were completed in March 2001. As a result of the auditing process, a health and safety management plan was submitted to the University Health and Safety Committee and the Vice-Chancellor. This plan completed the University-wide consultation and was finalised in December 2001.*

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

*The self-assessment required by the ACC Partnership Plan was completed with employee and Union representatives. This audit tool is the basis of the Health and Safety management plan designed to progress the University to tertiary level within the programme. An independent ACC audit was successfully completed in June 2001.*

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

*The Committee met five times during 2001.*

See also: Objective 25, Performance Indicator (ii).

## OBJECTIVE 38

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

### PERFORMANCE INDICATORS

- i. Appointing staff from all teaching divisions to Senate, in accordance with the requirements of the University's Senate Statute.

*A representative cross-section of staff were appointed to Senate in accordance with the Senate Statute.*

- ii. Appointing 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 were appointed to Senate committees in accordance with the approved compositions for each committee.*

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

*Senate met ten times during 2001. All Senate Committees met regularly.*

- iv. Seeking staff feedback for University reviews and major policy developments.

*Staff feedback was sought for all departmental and programme reviews conducted in 2001. This feedback was gained through review panel meetings with staff, and through written submissions from staff.*

- v. Seeking submissions from staff on all University policy documents.

*Extensive staff feedback was sought on the Student Charter with the draft version being circulated to all AVC's, Deans and Section Heads for staff feedback within their areas of responsibility.*

- vi. Holding regular meetings of academic divisional assemblies and boards.

*All academic boards met on a monthly basis over 10 months in 2001.*

## OBJECTIVE 39

To maintain and strengthen commitment to Equal Employment Opportunities (EEO).

### PERFORMANCE INDICATORS

- i. Developing a University Equity Management Plan.

*An audit of the University's EEO database completed the first stage of the Equity Plan.*

- ii. Continuing the University mentoring programme for General Staff women.

*A successful programme was run with 25 pairs. A training session for all involved was held at the beginning of the year with two guest speakers during the year and a formal wrap up and feedback session in November 2001.*

- iii. Developing a University mentoring programme for Academic Staff women.

*Development of a programme is under way and it is anticipated that a pilot programme will start in 2002. Staff from Human Resources and the Higher Education Development Centre are working with a reference party to build on the model used for general staff.*

- iv. Continuing the University Women's Professional Development programme.

*Three courses were provided as part of the programme, attracting 66 participants (2000: 2 courses and 26 participants).*

- v. Providing staff training courses on EEO issues.

*Generic EEO training was incorporated into the courses run by the Training and Development Advisor.*

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

*This exercise has been incorporated into the overall EEO audit of all University staff. During stage 3 and 4 of the project collation and reporting of the data will occur.*

See also: Objective 40, all Performance Indicators.

## OBJECTIVE 40

To support the recruitment and academic development of Māori Staff

### PERFORMANCE INDICATORS

- i. Gathering benchmark information on staff ethnicity and Iwi affiliation.

*This exercise has been incorporated into the overall EEO audit of all University staff. During stage 3 and 4 of the project collation and reporting of the data will occur.*

- ii. Investigating the establishment of Māori staff networks as a resource to support equity and treaty initiatives.

*This exercise has been incorporated into the overall EEO audit of all University staff. During stage 3 and 4 of the project collation and reporting of the data will occur.*

- iii. Continuing to advertise positions in Te Reo Māori where appropriate.

*Five academic and two general positions were advertised in Māori. These were all positions that required knowledge of Māori language or culture.*

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

*This review is yet to be completed although some individual departments have in-house initiatives.*

## OBJECTIVE 41

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.

*508 academic staff received financial support to attend national and international conferences during the year, and 83 academic staff undertook study leave (2000: 614 and 87).*

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

*Unrestricted access was provided.*

- iii. Providing financial support for visiting academics.

*Support totalling \$127,598 was provided (2000: \$94,338).*

See also: Objective 57, Performance Indicators (i) and (ii).

## OBJECTIVE 42

To encourage teamwork and the exchange of ideas between staff.

### PERFORMANCE INDICATORS

- i. The development of all new programmes, and the review of existing 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 approved 37 new proposals during 2001. 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 2001.*

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

*Five Quality Forums were held in 2001.*

## OBJECTIVE 43

To provide remuneration levels which are fair and reasonable.

### PERFORMANCE INDICATORS

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

*The University continued its participation in these exercises during 2001.*

- 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 22 times during 2001, and evaluated 499 positions.*

## OBJECTIVE 44

To reward staff on the basis of performance.

### PERFORMANCE INDICATORS

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

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

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

*A system allowing Divisional Heads to approve bonus payments of up to \$1,000 was introduced in 2000 and continued in 2001. 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 the 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 2001 included completing a review of the Performance Development Review process and commencing 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 MĀORI

### STATEMENT OF SERVICE PERFORMANCE 2001

#### GOAL

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

#### OBJECTIVE 45

**To develop and maintain effective dialogue with Māori.**

#### PERFORMANCE INDICATORS

- i. Implementing a Memorandum of Understanding with Ngai Tahu.

*The implementation of the Memorandum of Understanding forms part of the terms of reference of the Treaty of Waitangi Committee.*

- ii. Exploring further Memoranda of Understanding with other Iwi in areas where the University has a physical presence.

*Consideration was postponed until the appointment of a Māori Affairs Adviser, who took up the position in December 2001. To be given initial consideration in 2002.*

- iii. Establishing consultation protocols with local Rūnanga.

*Consideration was postponed until the appointment of a Māori Affairs Adviser, who took up the position in December 2001. To be given initial consideration in 2002.*

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

## OBJECTIVE 46

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

### PERFORMANCE INDICATORS

- i. Seeking advice from Ngai Tahu on the exercising of *kawa* and *tikanga* within the *Ngai Tahu takiwa*.

*Advice sought on a number of matters during 2001. Advice and consultation mechanisms are to be coordinated through the Māori Affairs Adviser from 2002.*

- ii. The development of all new programmes, and the review of existing academic programmes, takes 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 approved 37 new proposals during 2001. Treaty and Partnership issues were covered in the terms of reference of all University Departmental and programme reviews completed in 2001.*

- iii. Exploring the feasibility of establishing a Māori Academic Policy Committee of Senate.

*The feasibility of establishing such a committee will be explored by the Treaty of Waitangi Committee established during 2001.*

- iv. Maintaining a Māori component in University graduation ceremonies.

*At each graduation ceremony, a Māori Orator greets those assembled. Pre-graduation ceremonies are also run by the Māori Centre for Māori graduates and their whanau. In 2001 these ceremonies attracted a total of 685 participants.*

See Objective 47, all performance indicators.

#### OBJECTIVE 47

To encourage and maintain Māori participation in University Governance.

#### PERFORMANCE INDICATORS

- i. Continuing Te Runanga o Ngai Tahu membership on the University Council.  
*Ngai Tahu membership on the University Council continues.*
- ii. Continuing Māori student membership on the University Council.  
*Of the two student members appointed to Council, one is from Te Roopu Māori.*
- iii. Establishing a Treaty of Waitangi Committee of Council.  
*A Committee was established during 2001 and meetings were held in July and November.*

#### OBJECTIVE 48

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

#### PERFORMANCE INDICATORS

- i. To offer workshops for staff on Treaty of Waitangi issues and *Tikanga Māori*.  
*The Higher Education Development Centre ran four Treaty of Waitangi workshops which covered a variety of Treaty issues, and included Māori pronunciation. These workshops attracted 89 participants.*
- ii. At least maintaining the current level of attendance at Māori Language pronunciation courses.  
*The Human Resources Division ran two courses in Māori pronunciation, attracting 24 participants.*
- iii. Providing a minimum 70% fee subsidy for staff undertaking 100-level study in Māori Studies.  
*A 70% fee subsidy was provided for 10 staff undertaking 100-level study in Māori Studies.*
- iv. Developing a Māori Language Policy for the University.  
*Consideration was postponed until the appointment of a Māori Affairs Adviser, who took up the position in December 2001. To be given initial consideration in 2002.*

## OBJECTIVE 49

To strengthen links with *nga iwi Māori* in research and to promote and support research in Māori language, culture, education, science, health and history.

### PERFORMANCE INDICATORS

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

*Forty-one such projects involving 17 academic departments and units were approved for 2001. This was in addition to 84 projects in 2000 for which consultation was undertaken.*

- ii. Increasing the number of Māori postgraduate students.

*The number of Māori postgraduate students increased by 62.7% to 260 (2000: 163).*

- iii. Continuing Māori membership of the University's Ethics Committee and Institutional Biomedical Safety Committee.

*The Human Ethics Committee has one member nominated by the Treaty of Waitangi Committee, and one Ngai Tahu representative co-opted. The Institutional Biomedical Safety Committee has one member nominated by the Ngai Tahu Tribal Council.*

See also: Objective 33 and Objective 40.

Note: A review undertaken by 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 provides the platform for further developments in this area.

## MANAGEMENT

### STATEMENT OF SERVICE PERFORMANCE 2001

<b>GOAL</b>
To manage the University's resources effectively, efficiently and responsibly.
<b>OBJECTIVE 50</b>
To manage effectively and efficiently the University's personnel, physical, financial and information assets.
<b>PERFORMANCE INDICATORS</b>
<b>PERSONNEL</b>
i. Salary and salary-related expenditure not exceeding 75% of total expenditure in each of the University's academic divisions. <i>Salary and salary-related expenditure comprised 64.3% of total expenditure in the Division of Commerce (2000: 64.0%), 57.6% in the Division of Health Sciences (2000: 58.7%), 70.4% in the Division of Humanities (2000: 71.6%) and 58.4% in the Division of Sciences (2000: 59.0%).</i>
ii. Completing the annual performance development review process. <i>General staff reviews were completed as scheduled.</i>
iii. Completing the annual promotions round and confirmation process. <i>The 2001 academic staff promotions round was completed with 234 of the 280 applications received (83.6%) being approved. During the year 41 cases for the confirmation of academic appointment were considered, with 28 (68.0%) approved. In the remaining cases consideration was either deferred, declined, or the staff member offered an alternative appointment.</i>
<b>PHYSICAL</b>
iv. Undertaking an annual update of space allocation data. <i>The annual assessment of space allocation was completed in June 2001.</i>
v. Maintaining an up-to-date Asset Register. <i>An up-to-date register was maintained.</i>
vi. Undertaking a stock-take of equipment in the University's departments & sections according to a two-year rolling cycle. <i>The 2001 stock-take was completed.</i>

- vii. Holding quarterly meetings per annum of the University's Risk Management Group.

*The Risk Management Group, which reports to the University Council, met twice during 2001. Two further meetings were cancelled due to a lack of urgent business.*

## 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 2001, 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 the University Council.

*Reports were provided in each month of 2001, with the exception of the January report, which was included with February.*

- x. Providing monthly financial reports to cost centre heads.

*Reports were provided in each month of 2001.*

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

*Five-year cashflow forecasts were prepared in January, April, July and November 2001.*

## INFORMATION

- xii. Developing a strategic plan for the deployment of information technology.

*A University-wide strategic planning workshop was held and a statement of Information Technology strategic direction agreed. An IT Advisory Board has been established which reports to the Vice-Chancellor and which, as well as considering IT policy, has the task of developing and promoting a comprehensive IT plan.*

- xiii. Completing Phase 2 of the new Information Services Building by July 2001.

*Completion of the Information Services Building was achieved with Phase 2 available for business from October 15, 2001.*

- xiv. Completing a zero-based review of University serials subscriptions.

*The pilot zero-based review of serials required to provide adequate support to the School of Business was completed during the year. Another phase of the review began with the Faculty of Law and planning began for a review of the Sciences.*

See also: Objective 8, all performance indicators.

## OBJECTIVE 5 I

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 February 2001.*

- ii. Maintaining an ongoing programme of internal audit.

*The University's Internal Auditor undertakes an annual programme of audit in consultation with the Vice-Chancellor. Five areas of activity were audited in 2001.*

- 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 408 participants (2000: 19 courses and 379 participants).*

## OBJECTIVE 52

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

### PERFORMANCE INDICATORS

- i. At least one Vice-Chancellor's forum at each University site per annum.

*Two forums were held at the Dunedin and Christchurch sites, and one at the Wellington site, in 2001. Two additional forums were held for each academic division, and one for the Service Divisions.*

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

*The group met 14 times during 2001.*

- iii. Circulation of a fortnightly Staff Bulletin and Monthly University Newsletter.

*The Staff Bulletin was produced fortnightly during 2001. Planning for a monthly university newsletter has proceeded and will be introduced during 2002. In the meantime, the publication of the Otago News continued with four editions during 2001.*

- iv. University-wide distribution by e-mail of Vice-Chancellor's reports to Senate and Council.

*The Vice-Chancellor's eleven reports to Council were distributed electronically.*

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

*Seven half-days were devoted to meetings with individual staff.*

- vi. Evaluation of existing channels of communication from bottom up.

*A Steering Group was established to oversee the development of a Communications Plan. The planning framework comprises an overarching Communication Plan supported by four contributing sub-plans targeting different audiences: staff, students, community, and other stakeholders. An initial draft of the staffing plan is in development and will be circulated for wide consultation in due course.*

See also: Objective 38 (all performance indicators).

## OBJECTIVE 53

To ensure the effective development and communication of policy

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### PERFORMANCE INDICATORS

- i. Developing a University communication plan.

*See Objective 52 above, performance indicator (vi)*

- ii. Completing reviews of the Council committee structures, the constitution of Senate, and Senate committee structure.

*The reviews were completed, with recommendations agreed and implemented.*

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

## OBJECTIVE 54

To maintain systems for institutional quality improvement.

### PERFORMANCE INDICATORS

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

*Departmental reviews were completed as scheduled for the Departments of Finance and Quantitative Analysis, History, Geography, Physics, Physiotherapy and the Bachelor of Medical Laboratory Sciences. In all cases, the reviews made a number of recommendations and all courses and programmes continue to meet the required standards. Reviews of the BCom/BCom(Hons) programme and Languages were also conducted but the Review Reports have not yet been received. Reviews of the School of Dentistry and the Department of Physiology, originally scheduled for 2001, were postponed until 2002. The Review of Consumer Sciences was cancelled due to a major restructuring with a number of sections moving to departmental status. A Review of the University Calendar was undertaken late in the year and the report is expected early in 2002.*

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

*The Quality Advancement Committee met four times during 2001.*

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

*The 2001 Graduate Opinion Survey targeted 1,043 students who completed their Otago qualifications in 1999 and achieved a response rate of 41.2%. The 2001 Student Opinion Survey targeted 4,853 students and achieved a 55.4% response rate.*

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

*Reviews were completed for 26 new qualifications following the graduation of the first cohort of students. Seven qualifications originally scheduled for review in 2001 met the criteria for postponement until 2002, 2003 or 2004.*

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

## OBJECTIVE 55

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

### PERFORMANCE INDICATORS

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

*The five year moving average operating surplus was \$13.5 million (2000: \$12.4 million).*

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

*A liquid ratio of 1.01:1 was achieved in 2001 (2000: 1.35:1).*

- iii. Net interest paid no greater than 33.3% of the operating surplus.

*Net interest paid was 0.6% of the operating surplus (2000: 0.8%).*

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

*A \$1.4 million fund was provided for 2001. \$915,000 was expended from the fund to support new initiatives (2000: \$1.5 million provided, \$1.3 million expended).*

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

*A \$285,000 fund was provided for 2001. \$243,000 was expended from the fund to support new initiatives (2000: \$300,000 provided, \$250,000 expended).*

- vi. Initiating a University Development Campaign.

*Planning for a University Development Campaign continued in 2001, culminating in the appointment of a Director of Campaign Development in November 2001. The campaign is expected to be launched in 2002.*

## OBJECTIVE 56

**To enhance and maintain a strong relationship with alumni.**

### PERFORMANCE INDICATORS

- i. Publishing and distributing an annual magazine for University alumni.

*The Otago Graduate 2000-01 was distributed to 46,000 graduates in March 2001. Just over 4,000 graduates returned the enclosed alumni questionnaire updating personal details and offering feedback for future alumni planning.*

- ii. Facilitating alumni events both nationally and internationally.

*An alumni function in New Plymouth in December celebrated the first year of the Priscilla Sandys Wunsch Scholarship Trust. Internationally, the University invited its Sarawak alumni to the University's Malaysian graduation held in Kuching in May, and hosted a dinner for the committee of the University of Otago Alumni Association of Malaysia in Kuala Lumpur. The Chancellor was the guest of honour at a reception for Sydney alumni in August.*

- iii. Appointing an Alumni Relations Officer to further enhance links with alumni.

*An appointment to this new position was made in March 2001.*

- iv. Liaison with, and supporting the activities of, the Graduates' Association.

*The Vice-Chancellor hosted a dinner for the Otago University Graduates' Association committee in June. Throughout the year, the University liaised with the President and various Vice Presidents of the Association. The 2001 President of the Association, the Rev. Dr. Peter Norris, gave the address at the University's August graduation ceremony.*

## OBJECTIVE 57

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

### PERFORMANCE INDICATORS

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

*The University hosted 60 Academic Visitors during 2001 (2000: 69)*

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

*The University concluded 31 further agreements and contracts for collaborative research on specific projects during 2001, increasing the total number of such agreements and contracts to 234 (2000: 203). Additionally, the University signed 15 Memoranda of Understanding involving research with other institutions, bringing the total number of such agreements to 76 (2000: 61 total).*

See also Objective 41, Performance Indicators (i) and (iii)

## OBJECTIVE 58

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

### PERFORMANCE INDICATORS

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

*A listing of University activities was published on a weekly basis in 2001 over 50 weeks of the year.*

- ii. Regular publication of The Clocktower bulletin for distribution to the wider community.

*Nine issues of The Clocktower were published during 2001, and distributed to an audience including selected staff, media and interested external parties. In addition, four issues of the Otago News were published and distributed to interested external parties including media.*

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

*Seventy three media releases were produced and distributed by the Marketing and Communications Division covering a range of achievements and activities, supplemented by assistance to journalists in researching subjects of interest.*

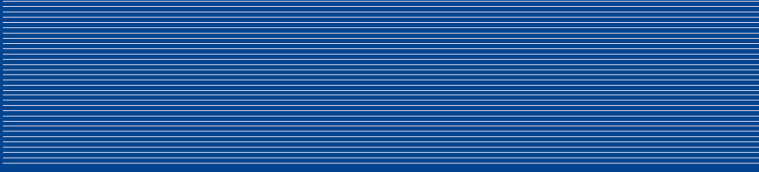
- iv. Publication of the University's Annual Report within three months of year end.

*The 2000 Annual Report was published on 8 March 2001.*

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

*Since 1998, the University has prepared a report estimating the economic impact of the University based on an analysis of University and student expenditure. The 2000 Economic Impact Report was released on 30 March 2001.*

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



## STATEMENT OF RESOURCES 2001

### HUMAN RESOURCES

#### Staff Profile

Measured in full-time equivalent (FTE) terms, the number of staff employed by the University decreased by 0.6% during 2001 to 2,924 (2000: 2,940). There was a 1% increase in the number of Academic and Research staff, to 994, while General Staff fell by 1.3% to 1412 (2000:1,430). The number of Research-only staff fell by 2% to 518 (2000: 529).

#### Summary Staff Profile

	2001	2000	1999	1998
<b>Full-time Equivalent (FTE) Academic &amp; Research Staff</b>				
females	339	332	327	288
males	655	649	638	630
Total	994	981	964	918
<b>Full-time Equivalent (FTE) Research-only Staff</b>				
females	332	314	302	295
males	196	215	209	222
Total	518	529	511	517
<b>Full-time Equivalent (FTE) General Staff</b>				
females	950	957	920	897
males	462	473	458	466
Total	1412	1430	1379	1363
<b>Total Staff</b>	<b>2924</b>	<b>2940</b>	<b>2854</b>	<b>2798</b>

#### 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 2001 this expenditure totalled \$3.0m, representing 1.9% of the salary budget.

In 2001 508 staff attended conferences with financial support from the University, compared with 614 in 2000, while 83 academic staff undertook study leave (2000: 87). The number of staff receiving study assistance in the form of fee subsidies decreased slightly from 285 in 2000 to 272 in 2001, with the grants having a total value of \$324,059 (2000: \$379,162).

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

The most noteworthy development in 2001 was the increase in the quantity of training provided for academic staff. HEDC provided 81 workshops, compared with 29 in 2000. The number in attendance totalled 1,108 (2000: 629). Twenty-four senior academic staff attended a two-day residential leadership workshop.

### Summary of Major Internal Training and Development Programmes

	2001		2000		1999		1998	
	Courses	Attendance	Courses	Attendance	Courses	Attendance	Courses	Attendance
HEDC programme	81	1108	29	629	49	758	41	1012
General Staff programme	18	489	23	577	14	389	16	460
ITS computer training	78	1988	59	1964	57	1616	62	1480
Health and safety programme	38	574	12	434	15	681	14	624
Financial services programme	18	408	19	379	17	471	19	583
Other programmes	0	0	5	411	9	255	7	81
<b>Total</b>	<b>233</b>	<b>4567</b>	<b>147</b>	<b>4394</b>	<b>161</b>	<b>4170</b>	<b>159</b>	<b>4240</b>

## INFORMATION SERVICES

### Library

Despite funding difficulties caused primarily by unfavourable movements in exchange rates, the University Library continued to increase its collection during 2001, with the total number of items held rising by 56,703, an increase of 2.2%. The transition from print format to electronic resources continued unabated. Electronic materials, which include on-line full-text, abstract and index databases, now outnumber print format materials by more than two to one. In 2001 the number of print serials received fell by 2.8% from 10,336 to 10,046, while electronic serials received grew 13.9% from 21,254 to 24,202.

With the opening of the second stage of the Information Services Building, the facility was all but complete by the end of the year, providing exceptionally high quality working space for students, academic staff and members of the public. With the completion of the main building a considerable number of staff who had been relocated during construction were able to move into their permanent workplaces. In particular the return of the collection management and staff, who oversee the acquisition and cataloguing of both serials and books, provided a welcome boost to the level of accessibility of essential services.

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 10.7% to 1,082 (2000: 977). The library also staged 12 exhibitions in its gallery and mounted three major touring exhibitions.

### Information Technology

Rapidly increasing use of electronic communication continued to be a feature of University activity during 2001. The volume of off-campus computer and telecommunications network traffic rose by 92.5% to 7.5 million megabytes in 2001 (2000: 3.9 million).

## PHYSICAL RESOURCES

### Land

There was no change in the area of land owned by the University in 2001. The university's endowment leasehold reduced by 9,925 hectares, because of the sale of the leasehold of one property.

#### Land (hectares)

	<b>2001</b>	<b>2000</b>	<b>1999</b>
Land owned by the University	<b>22.4</b>	22.4	22.4
Land in Crown title for the University	<b>8.5</b>	8.5	8.5
Endowment leasehold	<b>25,585.3</b>	35,510.8	35,510.8
<b>Total land controlled by the University</b>	<b>25,616.2</b>	35,541.7	35,541.7

### Buildings

The Information Services Building was completed and fully occupied during 2001. A linking structure enabling seamless movement from the neighbouring Student Union was also completed and became a centre of student activity, with food outlets and other services provided. The new structure now houses not only the majority of the original Central Library holdings and staff offices, but also features an audio-visual suite and theatre, high quality student study space, student computing resources, video and audio-conferencing suites and a wide range of student information and support services.

The Centre for Innovation, a startlingly modern building at the north-west corner of the campus, was nearing completion and was already partly tenanted by the end of the year. The building has already featured as an architectural showcase in the University's promotional materials.

The University's new facilities in Wellington were opened during the year by the Prime Minister, the Rt Hon Helen Clark. The Centre is located in the WestpacTrust Wellington Stadium complex.

The University's net assignable floor space increased by 26,933 square metres in 2001. This was due primarily to the number of significant building programmes that reached completion.

#### Net assignable space (floor space, m<sup>2</sup>)

	<b>2001</b>	<b>2000</b>	<b>1999</b>
Humanities	<b>11,796</b>	11,170	10,900
Sciences	<b>36,500</b>	36,359	35,366
Health Sciences	<b>57,613</b>	48,620	56,523
Business (Commerce)	<b>8,761</b>	7,630	8,444
Administration & other	<b>19,108</b>	11,736	15,418
Corporate	<b>4,950</b>	1,732	1,771
Information Services	<b>36,359</b>	30,907	29,458
<b>Total</b>	<b>175,087</b>	148,154	157,880

## EQUAL OPPORTUNITIES

### INTRODUCTION

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. 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).

Responding to the University's Treaty of Waitangi obligations continued to be a major Equal Opportunities focus in 2001. This culminated in the creation of a new position, that of Māori Affairs Advisor, reporting directly to the Vice-Chancellor.

Progress on a University Equity Plan was made with the completion of an audit of the University's EEO database during 2001. When analysis of this information is completed it will provide data on ethnicity and disability matters.

### STAFF TRAINING AND SUPPORT INITIATIVES

A mentoring programme for general staff women runs on a biennial basis. In 2001 a successful second programme was run with 25 pairs. A training session was held early in the programme, guest speakers were arranged during the year and a concluding session was held at the end of the year to evaluate the programme's success.

A mentoring programme for women in academic positions, based on the model developed for general staff women, was developed during 2001 and will start in 2002. The University's Women in Leadership programme was considerably expanded, with three courses attracting 66 participants (2000: 2 courses, 26 participants).

The Employee Assistance Programme continued to be offered in 2001. This is a confidential counselling service available to staff, providing confidential, short-term crisis intervention counselling at no cost to the individual. Usage of the service continued within budgeted levels during the year.

Staff training courses on occupational health and safety issues were also expanded considerably. There were 38 courses, which attracted a total of 574 participants (2000: 12 courses, 434 participants).

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 2001 was \$15,000, and the University also met occupancy costs of \$33,164 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 which may be under-represented at the institution and who 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 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 2001 was provided for papers spanning all four of the University's teaching divisions. Pre-graduation ceremonies were held, with graduates, their whanau, University staff, Te Roopu Māori, local runanga representatives, Iwi community members and other invited guests in attendance.

A permanent Māori Community Liaison Officer was active in developing recruitment initiatives aimed at Māori students. Specific initiatives in this area included visits to North Island schools and attendance at careers and tertiary education expositions. Careers Service programmes for Māori secondary school students were also attended, together with schools' careers evenings for Māori and Pacific Island students. A further Māori Liaison Officer position was created late in the year, with a new appointee to take up the post in the University's Auckland Centre in the new year.

A Māori Counsellor provides a service to students on the Dunedin campus, both through the Māori Centre and through the Student Health Service. A number of study grants for Māori and Pacific Island students were put in place during 2001 and will be implemented for the first time in 2002.

### Students with Disabilities

The 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. In 2001 the University enrolled 473 students who reported a disability that affected their ability to study (2000: 505).

#### Students With Disabilities

	2001		2000	
	Disability	Affecting Study	Disability	Affecting Study
Hearing	70	35	166	53
Learning	19	44	88	78
Physical	109	127	362	209
Psychological/Psychiatric	41	88	155	97
Visual	634	77	1024	121
Other	143	74	341	118
Adjustment for students with more than one disability or who didn't identify disability as affecting study	685	28	-325	-171
<b>Total students with disability</b>	<b>1701</b>	<b>473</b>	<b>1811</b>	<b>505</b>

### Learning Assistance Support for Students With Disabilities

	2001		2000	
	Students Supported	Hours of Support	Students Supported	Hours of Support
Note-taking	167	5666	146	6915
Tutoring	75	3188	59	5587
Transcription/typing	14	272	16	320
Reader	8	377	7	492
Assistant	15	597	6	665
Examination arrangements	269	n/a	212	n/a
Adjustment for students receiving more than one type of support	-6		-39	
<b>Total</b>	<b>542</b>	<b>10,100</b>	<b>407</b>	<b>13,979</b>

In addition to learning support, other forms of assistance included parking, photocopying and access to a range of special equipment. Disabilities Office staff and student representatives visited a number of secondary schools in Otago and Southland to encourage students with disabilities to enrol at university.

### EEO MANAGEMENT INFORMATION

The University does not have reliable data on the ethnic composition of its staff. The matter was addressed in 2001 as part of a wider Equity Audit and data will become available in 2002. In a one-week snapshot period in August 2001 34.6% of all academic staff were women (2000: 34.8%) and 55.9% all general staff were women (2000: 68.5%).

### EEDO MANAGEMENT INFORMATION

#### Māori Students

The number of Māori students decreased slightly in 2001, totalling 1,111 (2000: 1,127). This total equates to 6.3% of all students and 6.9% of New Zealand students compared to 6.6% and 7.1% representation in 2000. For the first time, a group of 10 Māori students enrolled in the Foundation Year. This was the result of a joint initiative with Te Tapuae o Rehua.

### Iwi to which Students are Affiliated

	2001		2000	
	First Affiliation	Any Affiliation	First Affiliation	Any Affiliation
Kati Mamoe	9	37	11	52
Ngai Tahu	263	263	262	308
Ngai Te Rangi	15	24	15	25
Ngapuhi	151	151	124	153
Ngati Awa	30	30	15	32
Ngati Kahungunu				
Ki Heretaunga	16	25	22	35
Ngati Kahungunu				
Ki Te Wairoa	43	63	45	69
Ngati Kahungunu				
Ki Wairarapa	18	24	20	30
Ngati Maniapoto	27	44	37	56
Ngati Pikiao	13	22	12	22
Ngati Porou	120	120	86	128
Ngati Raukawa				
<i>(Horowhenua - Manawatu)</i>	26	32	27	37
Ngati Raukawa				
<i>(Waikato - King Country)</i>	17	22	13	22
Ngati Ruanui	12	19	13	24
Ngati Whakaue	11	14	10	18
Ngati Whatua	23	30	14	26
No Iwi Affiliation/ Unknown	0	0	130	130
Other	139	314	114	364
Te Ati Awa ( <i>Taranaki</i> )	29	36	25	40
Te Ati Hau-Nui-A-Paparangi	7	9	11	14
Te Rarawa	7	18	11	22
Tuhoe	45	45	27	50
Tuwharetoa	32	54	32	63
Waikato	42	42	29	46
Whakatohea	16	21	22	30
<b>Total</b>	<b>1111</b>		<b>1127</b>	