RESEARCH AND POSTGRADUATE TEACHING

The University of Otago strives for research excellence across all disciplines, fostering a strong research culture in its departments and schools. This was recognised in 2006 by the Ministry of Research, Science and Technology which named Otago as New Zealand’s most research-intensive university.

This is significant for a number of reasons: research underpins quality teaching and professional training; it is key to the development of national and international reputation; and is vital for the advancement of knowledge.

The University is in the process of revising its research plan, built around four main objectives:

- Enhancing research excellence and productivity
- Producing excellent research-degree graduates
- Promoting research partnerships with Māori
- Promoting research as a community benefit.

Key areas of focus in 2006 were:

- **Performance-Based Research Funding.** A partial PBRF round was held in 2006 with about 700 evidence portfolios prepared and submitted for evaluation. PBRF will be fully implemented in 2007, with additional funding to be used to reward existing excellence and develop future research capacity.

- The preparation of bids for new Centres of Research Excellence. The final decisions will be made by Government in mid-2007.

- The Leading Thinkers Programme, which continued to build on its past success. This is reported in detail later in this section.

- Providing better enterprise support for basic and applied research, and developing commercial applications and activity. This, too, is covered in more detail later in this section.

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

- The signing of a Memorandum of Understanding with AgResearch Limited.

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

- Increasing research-degree enrolments, improving postgraduate student facilities and increasing the graduate research completion rate.

- Consulting to facilitate Māori participation in research, research of specific relevance to Māori and cultural safety in research that includes a Māori perspective.

- Capitalising on the community benefits of research through consultancy and translational research, and through commercialisation.

**RESEARCH GRANTS**

Otago researchers were once again successful in the highly competitive Marsden Funding round, gaining nearly $11 million to fund 18 innovative projects. This was more research contracts than those received by any other institution.
Projects included research into male brain development (Associate Professor Ian McLennan, Anatomy and Structural Biology), the colonisation of the new Oceania (Professor Glenn Summerhayes, Anthropology), and lasers which work as optical tweezers for microscopic particles (Dr Warwick Bowen, Physics), the neuroeconomics of choice behaviour (Associate Professor David Bilkey, Psychology) and the extended mind in early modern England (Professor Evelyn Tribble, English).

The University was also very successful in the 2006 Health Research Council (HRC) funding round, winning $26 million for 20 different contracts in areas of research such as cancer, schizophrenia, fertility, diabetes, Parkinson’s disease, weight-loss maintenance, depression, asthma and heart disease. This represented 42% of the total HRC pool.

Among these was a $1.9 million grant for a new HRC programme examining the neuroendocrine regulation of fertility, led by Professor Allan Herbison (Physiology). The Dunedin Multidisciplinary Health and Development Research Unit, led by Professor Richie Poulton, received $3.9 million for research into the development of risk for chronic disease, and a $5.9 million programme extension went to Professor Anthony Reeve’s team (Biochemistry) for work on the genetics and epigenetics of cancer.

In later grants, the HRC awarded an additional $2.3 million for research into medication for treating rheumatoid arthritis (Dr Lisa Stamp) and the effectiveness of antidepressants in primary-health care (Dr Dee Mangin) both at the Christchurch School of Medicine and Health Sciences.

Teams from the University’s Departments of Biochemistry and Anatomy and Structural Biology also won funding from the HRC’s International Investment Opportunities Fund to build collaborative partnerships with researchers in the United States.

A further two projects, led by Professor John Tagg (Microbiology) and Dr Allan Blackman (Chemistry), gained research funding under an agreement between the New Zealand and French governments. The Dumont d’Urville Collaborative Science and Technology Support Programme was established in 2005 to promote greater collaboration, particularly in the areas of biotechnology and nanotechnology.

In December the United States Centers for Disease Control awarded an Otago team led by Dr Michael Baker (Public Health, Wellington School of Medicine and Health Sciences) $1.6 million to investigate measures to control the spread of pandemic influenza.

In the 2006 National Heart Foundation of New Zealand funding round, Otago researchers were awarded five major project grants and six small project or individual grants, totalling more than $670,000.

The Child Cancer Research Group at the Christchurch School of Medicine and Health Sciences received a significant boost with a $357,000 grant from the Child Cancer Foundation. A total of 137 University of Otago Research Grant applications were succesful for the 2006 funding year and a further 122 were approved for 2007.

**RESEARCH HIGHLIGHTS**

Research is the driving force behind academic activity at the University of Otago. There were many outstanding successes and achievements by Otago’s staff and students in 2006, only a few of which can be mentioned here.

The University’s highest honour, the Distinguished Research Medal, was awarded to world-leading biochemist and molecular biologist Professor Warren Tate (Biochemistry). Professor Tate’s research career spans 38 years, specialising in protein synthesis and, more recently, the molecular basis of memory.

Psychology senior lecturer Dr Jamin Halberstadt was awarded the University of Otago’s Rowheath Trust Award and Carl Smith Medal for 2006, which recognise outstanding research performance of early career staff. He also received the New Zealand Association of Scientists’ Research Medal for outstanding research in social psychology.

Otago’s commitment to the development of research programmes within the University was further reinforced with the announcement of six Early Career Awards for Distinction in Research. The recipients were Dr Peter Dearden (Biochemistry), Dr Takashi Shogimen (History), Jacinta Ruru (Law), Dr Jonathan Walters (Zoology), Dr Jacob Edmond (English) and Dr Blair Blakie (Physics).
Research excellence was again highlighted by the success of Otago students in the 2006 MacDiarmid Young Scientists of the Year awards. PhD student Wendy Imlach (Pharmacology and Toxicology) won the Understanding Planet Earth category and doctoral student Pei-Yu Wang (Anatomy and Structural Biology) was named joint winner of the Advancing Human Health category of the awards.

Professor David Fergusson (Christchurch School of Medicine and Health Sciences) was made a Fellow of the Royal Society of New Zealand (FRSNZ) and also an Honorary Fellow of the New Zealand Psychological Society (Hon FNZPsS).

Also from the Christchurch School, Associate Professor Annette Beautrais won the American Association of Suicidology’s Edwin Shneidman Award for 2006 for outstanding contributions in research, and Professor Steve Brennan (Pathology) won the Outstanding Investigator Award from the International Fibrinogen Research Society.

Dr Philip Sheard (Physiology) received a Fulbright New Zealand’s Senior Scholar Award to undertake research into brain-nerve connectivity at Harvard University and senior research fellow Dr Kyp Kypri (Injury Prevention Research Unit) won the prestigious international IVO Award for addiction research.

Professor Rick Sibson (Geology) was made a Fellow of the American Association for the Advancement of Science for distinguished contributions in the study of fault rocks and mechanisms. Dr Chris Pemberton (Christchurch School of Medicine and Health Sciences) and Dr Yiwen Zheng (Pharmacology and Toxicology) each received four-year Sir Charles Hercus Health Research Fellowships.

Professor Derek Holton (Mathematics) was awarded a CMSA medal for lifetime contribution to combinatorics in Australasia, while his colleague, Associate Professor Robert Aldred, was awarded a Nihon University Medal for his joint work on graph factors. Professor Robin Olds (Pathology) was named as the next Chief Executive of the New Zealand Health Research Council.

ADVANCEMENT

The Leading Thinkers Programme was the University’s major Advancement activity during the past year. Donors and sponsors who wish to invest in the University through this programme are able to attract matching capital funds from the Government through an agreement within the Partnerships for Excellence framework.

In 2006 the total number of Leading Thinkers projects rose from 12 to 23 and capital invested in the initiative rose from more than $20 million to over $42 million.

A gift of $900,000 by the Alexander McMillan Trust created the Alexander McMillan Chair in Childhood Studies. The chair will allow Otago’s Children’s Issues Centre to be further developed as an authoritative source of multidisciplinary research on the well-being and rights of children and young people, and a significant influence on public policy. This gift was added to an earlier $500,000 from the McMillan Trust. An international search is under way for the holder of the new chair.

The Child Health Research Foundation provided $1.25 million to enable the endowment in perpetuity of the Cure Kids Chair in Child Health. Professor Stephen Robertson has moved into the new position.

The Stuart Residence Halls Council endowed the Stuart Chair in Scottish Studies with a gift of $1.5 million. The aim of the new chair is to pursue research and teaching into aspects of Scottish history, culture and society, to illuminate its influence on the formation of New Zealand identity, and assess its contribution to New Zealand’s economic, social and cultural development. The post is expected to be filled in 2007.

The Stuart Residence Halls Council also supported the Stuart Chair in Science Communication with a further gift of $1.5 million. The chair, another first for the country, will provide leadership and international research prominence in the communication and popularisation of science.

In June the University was able to purchase an ocean science research vessel to support the work of researchers in seven departments across the University. The purchase and refit of the former fishing vessel, Polaris II, was made possible by donations totalling $345,000 from the Mace Charitable Foundation Trust, the J and L Callis Charitable Trust, the Eion and Jan Edgar Charitable Trust, and the Community Trust of Otago.
$1.5 million from AgResearch Limited will support the new AgResearch Chair in Reproduction and Genomics. The aim of the chair is to create a leading international centre at the cutting edge of reproduction and genomics to promote health, and facilitate disease prevention in animals and humans. It will strengthen the partnership between the University and AgResearch which is New Zealand’s major non-university research institution.

The Karitane Senior Research Fellowship in Early Childhood Obesity will be established with the support of the KPS Society Limited and its gift of $600,000. The fellow will support the work and strengthen the capability of the Edgar National Centre for Diabetes Research.

The Centre for Molecular Research in Infectious Diseases received a gift of $166,000 from a US-based donor, Dr John Thrash. This gift will be used to purchase laboratory equipment for the centre in support of Professor Kurt Krause.

The Sisters of Mercy and Mercy Hospital Dunedin agreed to fund the McAuley Chair in International Health at the Dunedin School of Medicine. This gift of $1.5 million, named for the founder of the Sisters of Mercy, Catherine McAuley, will establish a research centre intended to improve health and to undertake research into health in developing countries in the Pacific and beyond. The chair fits with a distinctive element in the University’s formal Strategic Direction – that of contributing to international progress.

A gift of $1 million will fund the University of Otago Legal Issues Centre. The work of the centre will promote a legal system that best serves the interests of the general public, rather than the interests of the law and lawyers. The donors for this centre, the GAMA Foundation, are major supporters of another of Otago’s Leading Thinkers projects, the GAMA Research Fellowship in Bipolar Disorder at the Christchurch School of Medicine and Health Sciences.

Finally for 2006 a gift of $1 million from Mr Trevor Scott will fund the T D Scott Chair in Urology. The new chair, sited at the Dunedin School of Medicine, will add to clinical research in this field, at the same time establishing new links and opportunities both within and outside the Otago District Health Board.

COMMERCIALISATION

Otago Innovation Limited, the University’s commercialisation company, consolidated its position in a number of significant projects during the year.

Using platform technology developed in the University’s Department of Chemistry, Antipodean Pharmaceuticals Inc continued to make exciting progress with the new drug, MitoQ. As well as commencing phase II clinical trials in New Zealand relating to Parkinson’s disease, the scope has now broadened to include potential applications in dermatological and cardiac fields. The start of phase II trials for hepatitis C was also announced.

Photonic Innovations Limited is targeting late 2007 for the release of its first product. This company was formed in partnership with Endeavour Capital to commercialise a gas-detection technology developed by Associate Professor Andrew Wilson (Physics). Iso-trace New Zealand Limited gained a number of significant contracts from Biosecurity New Zealand and returned its maiden profit.

Immune Solutions Limited continued to attract considerable interest in its oral vaccine delivery platform, while software for use in nutrition surveys, developed by the LINZ unit at the School of Physical Education and the Department of Human Nutrition, was licensed to CSIRO in Australia.

An animal health product for treatment of vitamin B12 deficiency in sheep, developed in the School of Pharmacy, was licensed to Bomac Limited and is currently in use by farmers in New Zealand.

OTHER RESEARCH DEVELOPMENTS

2006 saw the development of 10 extensive proposals to the Royal Society for Centres of Research Excellence. These proposals capitalised on major areas of strength at the University of Otago, and forged strong collaborations with other universities and Crown Research Institutes. The outcome will be announced in mid-2007. The proposals were as follows:
A Centre for the Study of Agriculture, Food and Environment was launched in July, pulling together the resources and expertise from the Divisions of Sciences and Humanities, as well as external agribusiness interests.

**POSTGRADUATE TEACHING**

A significant contribution to Otago’s research strength is made by its postgraduate research students and 2006 was marked by a significant increase in the number of students enrolled in PhD study. At the end of the year, 935 students were enrolled, an increase of 106 (12.8%) compared with 2005 (829). There was also strong growth (63.1%) in the number of international PhD students who comprised 18.5% of all PhD students at the end of 2006.

The number of PhD degrees completed in 2006 was a record 131 (2005: 114). Among these was Dr Patries Herst who received the University’s first doctorate in Medical Radiation Therapy.

Various workshops were held for PhD students, supervisors and conveners, including two well-attended two-day workshops on *Providing Quality Postgraduate Supervision*. In the annual graduate opinion survey 89.6% of masters’ and doctoral graduates reported overall satisfaction with the quality of their thesis supervision.

The University continued its distinguished record of Rhodes Scholarships with the selection of Holly Walker (English and Political Studies) to undertake a Master of Philosophy degree in Development Studies at Oxford University. She is Otago’s 49th Rhodes recipient. Irene Ballagh (Neuroscience) was selected as one of 27 winners worldwide of the new International Fulbright Science and Technology Awards to undertake PhD studies in the United States.

Six Otago PhD students received Top Achiever Doctoral Scholarships and a further three Otago graduates were awarded Commonwealth Scholarships to undertake postgraduate study at British universities. Tonga-based health-informatics student Nauna Paongo was awarded a first-of-its-kind World Health Organisation (WHO) Fellowship.

In October the Otago University Students’ Association organised its second annual postgraduate symposium and in November announced Associate Professor Anne Bray (Health Sciences) as the winner of the OUSA’s 2006 Best Postgraduate Supervisor Award.
## COST OF OUTPUT

### RESEARCH AND POSTGRADUATE TEACHING

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TEACHING AND LEARNING

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

Otago’s success in achieving these aims was recognised by its inclusion in a list of the world’s top 100 universities compiled by The Times Higher Education Supplement. Otago was ranked 79th-equal in rankings that were led by Harvard University, followed by the Universities of Cambridge and Oxford.

The University was further commended by the New Zealand Universities’ Academic Audit team for the collegiality and strength of communication between the University community and senior management, as well as progress made in responding to Treaty of Waitangi commitments. The team, which undertook an audit of the University in 2006, also commented positively on its strong reputation for high-quality education, the processes in place to assure this quality, its student facilities, and the lively and distinctive campus life.

ACADEMIC DEVELOPMENTS

In 2006 16 new qualifications were introduced, bringing the total number of degrees, diplomas and certificates on offer to 172. The new qualifications were Masters’ of Aviation Medicine, Dental Technology, and Social and Community Work; Bachelors’ of Māori Traditional Arts, Social and Community Work, and Tourism with Honours; Postgraduate Diplomas in Aeromedical Retrieval and Transport, Dental Technology, Occupational Medicine, and Tourism; Postgraduate Certificates in Aeromedical Retrieval and Transport, Medical Technology, and Occupational Medicine; Diplomas in Language, and Language and Culture; and Certificate of University Preparation. The Master of Public History programme was discontinued, as was the Bachelor of Tourism which, from 2007, will be incorporated into a revised Bachelor of Commerce.

A number of new endorsements and majors were also introduced, as well as new qualifications approved for the 2007 academic year. Of particular note, the School of Business introduced a core curriculum of seven papers that will apply to all students enrolling in a Bachelor of Commerce for the first time in 2007. A revised Health Sciences First Year programme was also approved for introduction in 2007.

The proposed merger with the Dunedin College of Education was approved in August. The College will combine with the University’s Faculty of Education to form the University of Otago College of Education, effective from January 1, 2007, and led by Professor Helen May.

A change to the University’s academic points system was approved. From the start of the 2007 academic year a typical one-year undergraduate course, previously comprising 40 points, will equate to 120 points. A typical three-year degree will thus comprise 360 points. This system is consistent with those that have been progressively adopted by other New Zealand universities.

There was a marked increase in the number of papers offered in Summer School in 2006: 65, up from 49 in 2005. EFTS growth continued, rising by 5.3% to 319 EFTS. New papers tended to be in niche interest areas. Eleven papers were taught by visiting academics especially contracted for Summer School from overseas and 14.7% of the Summer School student body were international students.

Otago has provided a Distance Learning programme since 1985, with more than 120 papers now on offer. A review of Distance Learning was undertaken during 2006 and this report is still under consideration.

The School of Business gained accreditation from the North American-based Association to Advance Collegiate Schools of Business (AACSB International) which offers the School a formal international benchmark. The School of Business was again named as the leading provider of MBA programmes in New Zealand by the Economist Intelligence Unit – the business arm of the Economist Group that publishes The Economist newspaper and which listed the School of Business’s Otago MBA in its 2006 Top 100 MBA programmes.

The Medical and Dental Schools welcomed the Government’s announcement of significant additional funding which will come into effect from January 2007. This will be used to support undergraduate curriculum development, the provision of appropriate infrastructure and to help the ongoing recruitment of world-class staff. The Medical School also celebrated its 10,000th graduate in December.
ENROLMENT

After five consecutive years of growth, enrolments declined in 2006. The final roll of 17,449 EFTS represented a 1.6% fall from the 17,739 EFTS enrolled in 2005, making the roll in EFTS terms almost identical to that recorded in 2004. This total of 17,449 EFTS was generated by 19,853 individual students (2005: 20,057).

As was the case in 2005, domestic first-year growth was achieved within the core sub-group of school-leavers going directly to university study (this group comprises almost 70% of Otago’s domestic first-year intake), but this was not quite sufficient to offset a fall in the number of commencing mature students. The net result was a 1.2% drop in domestic first-years.

More than two thirds of commencing students came to the University from outside its home catchment. Students from the North Island comprised 43.2% of the total first-year intake and 47.2% of the domestic first-year intake.

Two years of reduced first-year intakes has resulted in a 1.3% drop in domestic undergraduate enrolments, but there was a pleasing 4.7% increase in domestic postgraduate enrolments.

The number of both Māori and Pacific peoples students continued to grow in absolute terms and their representation in percentage terms increased slightly in 2006 to 6.4% and 2.6% of total enrolments respectively.

For the second consecutive year, first-year student recruitment from China was down. Every New Zealand university was affected by this worldwide trend, with Otago experiencing a 10.7% decline in Chinese enrolments. Otago also experienced a 9.9% decline in recruitment from its second-largest source of overseas students, the United States. In contrast, international recruitment from countries other than China and the United States increased by 5.7%. The net effect was a 2.2% international decline in headcount terms.

While they are counted as domestic students for statistical and funding purposes, the University attracts a small stream of students from Australia. In 2006 the University enrolled 55 first-year students from Australia (2005: 37), some 49% of whom were Australian citizens, and 45% New Zealand citizens returning from Australia. The total number of enrolments of students from Australian home areas was 231 (2005: 234).

UNDERGRADUATE SCHOLARSHIPS

The University announced the introduction of a new undergraduate scholarship, the Leaders of Tomorrow Scholarship. Starting in 2007, 50 scholarships, each worth $5,000, will be offered to first-year students with proven leadership ability and all-round interests. This is seen as a complement to the range of undergraduate scholarships already offered by the University. Among these is the University’s Dux Scholarships offered for the first time in 2006. An excellent response was received, with 90 of New Zealand’s brightest young school-leavers taking up a Dux Scholarship.

INTERNATIONALISATION

Internationalisation continues to play a significant role in the University’s outlook, with an ongoing commitment to incorporating student exchanges within undergraduate study as an integral part of the Otago experience. In 2006 the number of Otago students participating in such exchanges was 138. A further 204 international students studied here on exchange.

2006 was a year of consolidation after marked growth in international agreement partners over the previous eight years. However, the development of links with Latin America continued with the signing of student exchange agreements with Instituto de Empresa Business School and Universidad Autónoma de Madrid in Spain, and Pontificia Universidade Católica do Rio de Janeiro in Brazil. This brought the number of exchange partners to 89 from 32 different countries.

As reported above, the University experienced a decline in overall and commencing international EFTS in 2006. But while there were fewer commencing students from China, enrolments from the Gulf States continue to grow, largely as a result of increasing cohorts of government-sponsored students from Saudi Arabia, Oman, Bahrain and the United Arab Emirates. Otago’s first Saudi Arabian medical graduates received their degrees at the end of 2006, as did the University’s first Omani graduate.
A particular feature of 2006 was a marked increase in commencing international PhD enrolments. This was a result of a change in government policy, enabling international PhD students to be treated as domestic students for tuition-fee payment.

TEACHING AND LEARNING DEVELOPMENTS

Quality teaching is vital to the successful delivery of all programmes. The University recognises this with its annual Teaching Excellence Awards which celebrate outstanding contributions in fostering learning. In 2006 awards were presented to Professor Tānia Ka‘ai (Te Tumu, the School of Māori, Pacific and Indigenous Studies), Dr Lesley Procter (Sociology) and Associate Professor Lyall Hanton (Chemistry). These awards are the counterpart to the Distinguished Research Medal and reinforce the University’s ongoing commitment to teaching and student learning. Professor Ka‘ai and Dr Procter both also received awards for sustained excellence in the 2006 national Tertiary Teaching Awards. Business law lecturer David Sim was the overall winner of the Otago University Students’ Association Teaching Awards.

Otago’s high standard of teaching was further reinforced in the annual graduates’ and students’ surveys, with 95% of respondents recording overall satisfaction.

Otago’s staff continued to be recognised widely outside of the University community. These included Professor Terry Crooks (Education) who was made an Honorary Fellow of the New Zealand Education Institute and received a Secondary Principals’ Association of New Zealand Leadership in Education Award for his work in developing standards-based assessment. Associate Professor Gary Wilson (Geology) won a 2006 Sir Peter Blake Emerging Leader Award, and Professor Carolyn Burns (Zoology) and Professor Harlene Hayne (Psychology) were appointed to a newly-established National Science Panel consisting of top science leaders in New Zealand.

The Higher Education Development Centre (HEDC) again played an important role in the improvement of teaching performance, running a variety of professional development workshops attended by some 1,200 participants. There were also workshops for new heads of academic departments, and activities continued within the Women in Leadership and Mentoring Programme for Women.

Support for students wishing to improve their study and learning skills was ongoing. The Student Learning Centre ran 216 workshops attended by about 2,500 participants and provided one-to-one consultations to 525 students. Several workshops were also provided in the Christchurch and Wellington Schools of Medicine and Health Sciences, and in departments and residential colleges on the Dunedin campus.

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

HEDC worked on nine major projects supported by the University’s Committee for the Advancement of Learning and Teaching and other bodies, as well as two large TEC e-Learning Collaborative Development Fund (eCDF) grants, extending one of them (Information Literacy, a collaboration with the University Library, the Dunedin College of Education and the Otago Polytechnic) for an additional year. The other, Te Whanake Online, New Zealand’s first interactive Māori language website, was completed.

External research funding was received for three significant teaching-related research projects: from the Ministry of Education for research into enquiry-based teaching and learning in undergraduate education; from the Ministry of Education for research into staff development frameworks for e-Learning; and from the eCDF for information literacy.

A Spotlight on Teaching Colloquium was held to showcase best practice and promote research into teaching and learning. The University also hosted the 31st International Improving University Teaching Conference, attended by more than 100 specialists in higher-education learning and teaching from around the world.

The University Library is an enormously important teaching and learning facility. During 2006 information resources continued to be developed, with the Library’s on-site collections comprising 2,871,114 items (2005: 2,838,816), as well as 7,234 print subscriptions and 70,536 electronic serials. The Library provides instructional programmes to students to develop the enquiry skills needed to underpin lifelong learning, and staff have developed a series of online interactive modules designed to help learners locate, evaluate, manage and use information from a range of sources.
COST OF OUTPUT

TEACHING, LEARNING AND ASSESSMENT

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COMMUNITY SERVICE

In accordance with the provisions of its Charter and Strategic Direction, the University is committed to providing a general service role within the community.

This role includes:

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

While it is difficult to quantify fully this important aspect of University activity, an annual survey of randomly selected academic staff does give a picture of the extent to which staff are involved. Of those surveyed in 2006, 93.2% reported involvement in community service activities (2005: 90.2%). Of these, 61.2% reported services to public-sector departments, statutory authorities, agencies, boards, committees, inquiries and non-governmental organisations. In addition, 28.2% reported serving on government advisory boards and committees.

The value of community service by University academics in 2006 was estimated at $23.8 million (2005: $25.6 million).

The University again hosted a large number of conferences and other events. One of the first major events of the year was the annual Hands-On Science school attended by more than 250 secondary school students from around New Zealand. In June the biennial University of Otago Science Expo, held in conjunction with the International Science Festival, attracted 5,300 visitors on to the campus over a two-day period. The expo featured 35 events and exhibits from the Divisions of Sciences and Health Sciences.

Highlights on the conference calendar included the New Zealand Bioethics Conference attended by 160 experts from around Asia, Pacific, Europe and North America. It was held in February in conjunction with a one-day UNESCO Ethics of Knowledge Production Conference. The first conference of its type held in the Southern Hemisphere, the Otago Workshop in International Trade attracted economists from around the world, and more than 200 delegates attended two concurrent international conferences on the future of New Zealand’s “clean green” tourism brand.

The 41st Foreign Policy School was held in June. The subject of the conference was Sport and Foreign Policy in a Globalising World and it again attracted a top quality line-up of international speakers.

In addition, the University hosted more than 150 open lectures and public seminars throughout the year. The inaugural winter lecture series was launched in May and held at the Auckland Centre. This comprised 11 lectures canvassing a diverse range of subjects, from “designer babies” and economic inequality, to the bio-geography of the New Zealand Galaxid fish. Other public lectures of note included those by Nobel Prize-winning Australian immunologist Professor Peter Doherty, William Evans Visiting Fellow Professor Lawrence Wenner and former White House communications advisor Professor Bruce Newman.

The University continues to be active in the Tertiary Education Commission's ACE (Adult and Community Education) Network. Under the agreement with the University of the Third Age Charitable Trust Dunedin (U3A), nine short courses were jointly offered in 2006. The University collaborated externally also to offer two writing schools, one with Kaikorai College and the Dunedin College of Education, and the second just with the latter. A further 53 short courses and workshops were held.

In other community service initiatives, six students from the School of Dentistry spent three weeks working in the Cook Islands to help improve the knowledge and practice of dental care as well as dental services to the local people.
A Pacific Peoples’ Reference Group was established in March to advise the University how to best achieve its goals and objectives for Pacific peoples and how these can be further developed in ways that align with Pacific community aspirations.

In June Te Tumu, the University’s School of Māori, Pacific and Indigenous Studies, launched what is believed to be the world’s first open access digital repository for indigenous knowledge. Although still in its infancy, the repository will make Te Tumu’s collection of papers, theses and multi-media files accessible to the world.

The National Poisons Centre, based at the University of Otago, launched a new interactive poison prevention and education website in October. The site includes information on poisoning prevention and first aid, with sections for children, parents and caregivers, as well as general information about the centre, reports and statistics.

In November a new partnership between the University and Volunteer Service Abroad was launched. The UniVol scheme, which is the first of its kind in New Zealand, will enable development studies students to gain practical experience working in some of the world’s poorest countries.

LIBRARY SERVICES

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

Hocken Collections

The Collections, held in trust for the people of New Zealand, continued to be used by a wide range of community groups. These included schools, students of other tertiary institutions, visiting academics, local historians, Māori, genealogists, government departments, contract researchers, publishers, film production companies and broadcasters. Staff responded to 1,429 written enquiries (2005: 1,188) and to 959 telephone enquiries (2005: 912). Reference assistance was provided to 4,810 public visitors using the text collections (2005: 5061).

Two exhibitions were held at the Auckland Centre and eight exhibitions were mounted in the Hocken's own gallery; 267 items (including pictures, archives and publications) were on loan for exhibition at other institutions. The 2006 Hocken Lecture on 11 October was given by poet and novelist C K Stead. The archives access project, funded by Lottery Environment and Heritage, continued and resulted in a 20% increase in archives usage.

During the year, Hocken Collection Librarian Stuart Strachan was appointed a member of New Zealand’s inaugural Archives Council.

Central Library, Special Collections

More than 3,100 people visited the Special Collections, including 336 readers (scholars, students, the general public) who used 430 titles. Four successful exhibitions were mounted, of which two, West meets East: Images of China and Japan (February – May) and In the Flesh: The Monro Medical Rare Book Collection (September – December), attracted particular note from the local, national and international community.

The Printer in Residence programme for 2006 was completed in August – September. The project was a reprinting of Lewis Carroll’s The Hunting of the Snark, with illustrations by local artist David Elliot. It was a collaborative venture, with the Dunedin Public Library, Wickliffe Press and local artists involved in production. The limited edition of 101 copies sold out.

Digitisation projects continued with online Special Collections exhibitions and covers from the Pulp Fiction Collection (801 titles) completed.
NEW ZEALAND MARINE STUDIES CENTRE

The New Zealand Marine Studies Centre, incorporating the Westpac Aquarium, contributes significantly to the University’s community service goals. It is open daily, offering marine education programmes throughout the year for schools, tertiary institutions and interest groups. Its mission is to foster understanding, appreciation and responsible management of New Zealand’s unique marine environment.

In 2006 there were 25,886 visitors to the facility (2005: 23,011) including:

- 16,209 casual visitors to the aquarium
- 5,817 school students (370 classes) attending curriculum-linked educational programmes
- 3,860 people participating in group marine experiences, tours and workshops (359 classes/tours).

A further 5,434 people participated in programmes held in other locations in Dunedin and Nelson/Marlborough.

2006 was the first year of a new Gifted and Talented programme for Year-10 students from Dunedin schools, rural schools across the South Island and a primary cluster group (Years 7 and 8). It was funded through the Ministry of Education Talent Development Initiative. A renewed three-year contract was negotiated with the Ministry of Education to deliver Learning Experiences Outside the Classroom for Otago/Southland/South Canterbury schools and to run an outreach programme in the Nelson, Marlborough and Tasman districts.

THE ARTS

The University’s contribution to the cultural life of New Zealand is underpinned by its four major arts fellowships. In 2006 they were held by Catherine Chidgey and Dianne Ruth Pettis (Robert Burns Fellow, literature), Sarah Munro (Frances Hodgkins Fellow, fine arts), Rachel Clement (Mozart Fellow, music) and Georgina White (Caroline Plummer Fellow, dance).

The University’s production of Bizet’s opera Carmen was a particular highlight of Dunedin’s cultural calendar in 2006. Staged at the Regent Theatre in August, the 70-strong cast included a number of distinguished alumni as well as current students.

Continuing a long-established practice, the University’s Departments of Theatre Studies and Music staged a total of 146 public performances throughout the year (2005:123). The regular series of lunchtime concerts and dramatic performances makes a strong contribution to the cultural life of the city of Dunedin, as well as providing valuable experience for students.

ALUMNI

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

Seventeen alumni social functions were held throughout New Zealand and the rest of the world – in Whangarei, Auckland, Hamilton, Tauranga, Napier, Wellington, Nelson, Christchurch, Dunedin, Invercargill, Melbourne, Sydney, Kuala Lumpur, Kuching, Suva and London (2005: 15). A number of residential colleges also held alumni events throughout the year, with the assistance of the Alumni and Development Office.

The Health Sciences Division celebrated its alumni with a number of medical class reunions. The Alumni and Development Office assisted with a number of other alumni-organised reunions, including the School of Mines (classes 1950–1960).
## COST OF OUTPUT

### COMMUNITY SERVICE

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STATEMENT OF SERVICE PERFORMANCE
FOR THE YEAR ENDING 31 DECEMBER 2006

CONTRIBUTION TO NEW ZEALAND AND THE TERTIARY SECTOR

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

PERFORMANCE INDICATORS

i. Increasing research funding from outside sources by at least 5% per annum.
   Research funds from outside sources increased by 0.6%, to $67.2 million (2005: $66.8).

ii. Increasing the number of University-funded postgraduate scholarships and awards offered and taken up by 10 per annum.
   114 PhD students took up their scholarships and 57 masters’ students took up their awards (2005: 127 in total).

iii. Increasing the number of publications of scholarly books, monographs and articles in refereed journals by at least 5% per annum.
   Unique research outputs listed in the University’s 2006 Research Outputs Report increased by 14.1% to 4,279 (2005: 3,749).

OBJECTIVE 2: TO RECOGNISE, SUPPORT AND ACHIEVE EXCELLENCE IN TEACHING

PERFORMANCE INDICATORS

i. At least 90% of departments and programmes sampled in the annual Student Opinion and Graduate Opinion Survey receive a positive mean rating on the Good Teaching, Appropriate Assessment and Overall Satisfaction scales.
   Of the 35 programmes and departments surveyed in 2006 (for which statistically reliable response rates were obtained), all received positive mean scores on these scales (2005: 32 programmes and departments, 97.0% with positive mean scores on the Good Teaching and Overall Satisfaction scales and all with positive mean scores on the Appropriate Assessment scale).

ii. At least maintaining the total funding provided through innovation in teaching grants, research into university teaching grants, and internationalisation of the curriculum grants.
   $125,000 was made available for innovation in teaching and e-learning enhancement grants (2005: $125,000), $50,000 for internationalisation of the curriculum grants (2005: $50,000) and $75,000 for research into university teaching grants in 2006 (2005: $75,000).

iii. At least 90% of respondents to the Graduate Opinion Survey reporting overall satisfaction with the quality of doctoral and masters’ thesis supervision.
   89.6% of masters and doctoral students reported overall satisfaction with the quality of thesis supervision (2005: 81.6%).
OBJECTIVE 3: TO DEVELOP IN STUDENTS THE SKILLS, ATTRIBUTES AND KNOWLEDGE TO ENHANCE THEIR CAPACITY TO MAKE A POSITIVE CONTRIBUTION TO SOCIETY AND THEIR EMPLOYMENT PROSPECTS

PERFORMANCE INDICATORS

i. At least 90% of respondents in the Graduate Opinion Survey reporting some, moderate or extensive development of the following skills and attributes through their studies: oral communication skills; 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 2006 survey reporting some, moderate or extensive development of the above attributes was as follows: oral communication skills, 90.3% (2005: 88.6%); written communication skills, 89.1% (2005: 94.3%); the skills to plan their own work, 90.4% (2005: 93.4%); the ability to solve problems, 92.9% (2005: 94.6%); self-confidence, 87.8% (2005: 90.7%); flexibility and adaptability, 89.7% (2005: 91.0%).

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

PERFORMANCE INDICATORS

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

International EFTS for 2006 were 10.7% of total University EFTS. Students from the People's Republic of China comprised 31.1% of total international EFTS. All other countries were below 25.0% of total international EFTS (2005: 11.9% of total University EFTS, with 32.2% from China).

ii. Increasing the number of domestic students participating in international exchanges as follows: to 180 places in 2006, 200 places in 2007 and 220 in 2008.

Having increased steadily from 2002 to 2005, the number of domestic Otago students participating in international exchanges decreased by 2% to 170 places (2005: 173).

iii. Achieving or exceeding the following international EFTS enrolment targets: 2,011 EFTS in 2006, 1,880 EFTS in 2007 and 1,810 EFTS in 2008.

In keeping with a trend apparent across the New Zealand university sector, international student numbers decreased to 1,875 in 2006 (2005: 2,104).
OBJECTIVE 5: TO SHARE THE UNIVERSITY’S EXPERTISE AND RESOURCES WITH THE COMMUNITY AND FOSTER THE CREATION AND PRESENTATION OF WORKS OF ART, LITERATURE AND MUSIC

PERFORMANCE INDICATORS

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

93.2% of respondents to the 2006 Community Service Survey undertook involvement in community service activities (2005: 90.2%).

ii. Holding at least 100 open lectures, public seminars, and adult and community education courses per annum.

The University held 210 open lectures, public seminars, and adult and community education courses in 2006 (2005: 172).

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

The University’s Departments of Theatre Studies and Music staged 146 public performing arts activities (2005: 123).

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

All fellowships were awarded in 2006, the recipients being Catherine Chidgey and Dianne Pettis (Robert Burns), Sarah Munro (Frances Hodgkins), Rachel Clement (Mozart) and Georgina White (Caroline Plummer).

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

PERFORMANCE INDICATORS

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

The following percentages were recorded for respondents to the 2006 Student Opinion Survey: general campus environment, 97.9% positive (2005: 96.8%); living accommodation provided by the University, 90.5% positive (2005: 88.3%); the quality of sport and recreational facilities, 90.0% positive (2005: 90.0%); University lecture rooms, tutorial rooms and laboratories, 93.8% positive (2005: 94.0%); Accommodation Services, 93.7% positive (2005: 89.9%); Student Health and Counselling, 82.3% positive (2005: 91.8%); the Careers Advisory Service, 91.8% positive (2005: 89.5%); the Student Learning Centre, 97.2% positive (2005: 95.2%); the International Office, 84.8% positive (2005: 83.0%); the Disabilities Office, 95.6% positive (2005: 97.0%); personal safety on campus, 95.9% positive (2005: 95.2%); Recreation Services, 94.9% positive (2005: 92.4%) and the Unipol gym, 88.9% positive (2005: 88.9%).

ii. At least 90% of respondents to the annual Student Opinion Survey providing a positive assessment of the helpfulness of: Student Information Centre staff; library staff; computing resource room supervisors; administrative staff in academic departments; administrative staff in academic divisions.

The following percentages were recorded for respondents to the 2006 Student Opinion Survey: helpfulness of Student Information Centre staff, 96.9% positive (2005: 95.4%); library staff, 97.5% positive (2005: 95.9%); computing resource room supervisors, 95.4% positive (2005: 94.8%); administrative staff in academic departments, 95.6% positive (2005: 93.6%); administrative staff in academic divisions, 96.4% positive (2005: 94.4%).

38
OBJECTIVE 7: TO DEVELOP AND MAINTAIN POLICIES AND PRACTICES WHICH ACKNOWLEDGE PARTNERSHIP WITH IWI

PERFORMANCE INDICATORS

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

A final revised Memorandum of Understanding was agreed in 2006 and is scheduled to be signed by Ngāi Tahu and the University of Otago in early 2007.

A Memorandum of Agreement was signed by the University of Otago and Te Rūnanga o Ngāti Whātua in July 2006.

A Memorandum of Agreement was endorsed by the University of Otago and Te Arawa and is scheduled to be signed in June 2007.

Dialogue continued with Ngāti Toa in Wellington around the potential of developing a memorandum of agreement.

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

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

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

The Māori Affairs Advisor facilitated, co-ordinated advice, and led where appropriate the exercising of kawa and tikanga for functions, ceremonies and events during 2006. Such activity has been under the korowai (umbrella) of Ngāi Tahu, Rūnanga and/or Treaty of Waitangi Committee policy.

iv. Developing a Māori Strategic Framework for the University.

The University continued to develop the Māori Strategic Framework in 2006.

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

PERFORMANCE INDICATORS

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

The University of Otago continued to support and promote consultation through the Ngāi Tahu Research Consultation Committee which considered 375 projects during 2006 (2005: 389).

ii. To offer at least eight scholarships per annum for Māori students completing undergraduate study and progression to postgraduate study.

Eight scholarships were offered in 2006 (2005: eight).

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

Targeted funding support of $15,295 was provided to assist Māori doctoral students in attending conferences in 2006 (2005: $11,440).
OBJECTIVE 9: TO INCREASE MÄORI STUDENT RECRUITMENT, RETENTION AND ACHIEVEMENT AT ALL LEVELS, AND TO PROVIDE APPROPRIATE ACADEMIC, CULTURAL AND SOCIAL SUPPORT

PERFORMANCE INDICATORS

i. Increasing enrolment of Mäori students as follows: 1,350 in 2006, 1,425 in 2007 and 1,500 in 2008.
   The number of Mäori students increased to 1,368 in 2006 (2005: 1,329).

ii. Increasing the percentage of Mäori students passing at least two thirds of their academic credits in their first year of study.
   65.6% of Mäori students passed at least two thirds of their academic credits in their first year of study in 2006 (2005: 69.3%).

iii. Increasing the number of Mäori students completing qualifications.
   254 Mäori students (18.6% of total Mäori enrolments) completed qualifications during 2006 (2005: 244 and 18.4%).

iv. At least 90% of Mäori respondents to the annual Student Opinion Survey providing a positive assessment of the support provided by the Mäori Centre.
   92.7% of Mäori respondents to the 2006 Survey provided a positive assessment of the support provided by the Mäori Centre (2005: 96.4%).

v. To offer, from 2006, at least 20 scholarships per annum for Mäori students commencing undergraduate study.
   23 scholarships were offered to Mäori students commencing undergraduate study in 2006.

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

PERFORMANCE INDICATORS

i. The use of te reo Mäori to advertise positions where appropriate.
   Two positions advertised in Mäori in 2006 (2005: three).

ii. Providing support as appropriate for Mäori staff undertaking tertiary study.
   Mäori staff were assisted in undertaking tertiary study under the Univerity's research development programme.
APPROACH TO MEETING THE NEEDS OF PACIFIC PEOPLES

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

PERFORMANCE INDICATORS

i. Increasing the number of Pacific peoples students enrolled as follows: 590 in 2006, 620 in 2007 and 650 in 2008.

The number of Pacific peoples students increased to 545 in 2006 (2005: 537).

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

54.9% of Pacific peoples students passed at least two thirds of their academic credits in their first year of study in 2006 (2005: 53.3%).

iii. Increasing the number of Pacific peoples students completing qualifications.

93 Pacific peoples students (17.1% of total Pacific peoples enrolments) completed qualifications during 2006 (2005: 93 and 17.3%).

iv. Increasing targeted funding support to assist Pacific peoples doctoral students to attend conferences.

Targeted funding support of $4,798 was provided to assist Pacific peoples doctoral students to attend conferences in 2006 (2005: $6,351).

v. To offer, from 2006, at least five scholarships per annum for Pacific peoples students commencing undergraduate study and four per annum for those progressing to postgraduate study.

Seven scholarships were offered to Pacific peoples students commencing undergraduate study and four were offered to those progressing to postgraduate study.

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

PERFORMANCE INDICATORS

i. Introducing a series of adult and community education courses on Pacific cultures.

The annual “Pacific Voices” symposium was extended to two days due to demand and a short course on Pacific Health was approved and developed for inclusion in the 11th Public Health Summer School in Wellington. A course in Pacific dance was launched in the Dunedin Summer School.

ii. Increasing targeted funding support to assist Pacific peoples doctoral students to attend conferences.

Targeted funding support of $4,798 was provided to assist Pacific peoples doctoral students to attend conferences in 2006 (2005: $6,351).

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

PERFORMANCE INDICATORS

i. The use of relevant Pacific languages in advertisements.

In 2006 no advertisements required the use of Pacific languages (2005: none).

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

Support was made available under the University’s research development programme which supports staff to complete postgraduate research qualifications.
APPROACH TO MEETING THE NEEDS OF LEARNERS

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

PERFORMANCE INDICATORS

i. Achieving or exceeding the following total Equivalent Full-time Students (EFTS) enrolment targets: 17,940 in 2006, 17,971 in 2007 and 18,063 in 2008.

17,449 EFTS enrolments were achieved by the University together with an additional 131 EFTS enrolled by the wider University group (2005: 17,739 University and an additional 91 group EFTS).

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

The average pass rate for 2006 was 88.0%, compared with an average of 87.6% for the previous three years. The average progression rate for 2006 was 86.4%, compared with an average of 86.1% for the previous three years.

iii. Increasing the number of students successfully completing qualifications.

The number of students completing qualifications decreased to 4,493 in 2006 (2005: 4,585).

OBJECTIVE 15: TO DEVELOP LIFELONG LEARNING SKILLS AND FOSTER INTELLECTUAL INDEPENDENCE IN STUDENTS

PERFORMANCE INDICATORS

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

The percentage of respondents to the 2006 survey reporting some, moderate or extensive development of the above attributes was as follows: a willingness to learn, 92.4% (2005: 93.5%); independent judgement, 93.3% (2005: 93.9%).

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

Developing intellectual independence in students is one of the primary aims of the University’s Teaching and Learning Plan. Departments and schools are required to take account of the aims and goals of this plan in the development of new programmes and papers. Review panels also consider these aims and goals when reviewing academic departments or programmes. Responsibility for ensuring that new programmes meet the University’s standards rests with the Boards of Graduate and Undergraduate Studies. These boards approved 13 new programmes during 2006. The development of intellectual independence was covered in the terms of reference of all University departmental and programme reviews in 2006.

iii. Achieving or exceeding, subject to the provision of adequate Government funding, the following targets for EFTS enrolments in adult and community education courses: 36.3 EFTS in 2006 to 2008.

There were 32 EFTS enrolments in adult and community education courses in 2006 (2005: 38).

1 The pass rate is defined as the number of students passing as a percentage of the number sitting an examination. The progression rate is defined as the number of students passing as a percentage of the number entered for an examination, with those who entered but did not sit counted as failed.
OBJECTIVE 16: TO MAINTAIN AND STRENGTHEN COMMITMENT TO EQUAL EDUCATIONAL OPPORTUNITIES

PERFORMANCE INDICATORS

i. At least maintaining student attendance in the Learning Assistance Support Programme.


ii. Offering at least five undergraduate scholarships per annum for students who are first in their family to attend university.

First in Family scholarships were under review in 2006 and none were offered (2005: three).

iii. Maintaining subsidised support for the University childcare facilities.

The University provided a grant of $50,000 in 2006 and also met occupancy costs of $58,500 (2005: $50,000 and $34,056).

OBJECTIVE 17: TO INCREASE THE PARTICIPATION AND ACHIEVEMENT OF DISABLED STUDENTS AT ALL LEVELS AND TO PROVIDE APPROPRIATE ACADEMIC AND SOCIAL SUPPORT

PERFORMANCE INDICATORS

i. Enrolling at least 650 students with a disability affecting study in each of the next three years.

The University enrolled 840 students with a disability affecting study in 2006 (2005: 814).

ii. Providing learning assistance and/or access to special equipment for at least 450 students with a disability affecting study in each of the next three years.

Support in the form of learning assistance and/or special equipment requiring a specific financial commitment was provided to 526 students with disabilities in 2006 (2005: 451).

iii. At least 90% of students with a disability affecting study responding to the annual Student Opinion Survey providing a positive assessment of support from the Disabilities Office.

93.9% of respondents to the 2006 Student Opinion Survey with a disability affecting study provided a positive assessment of the support provided by the Disabilities Office (2005: 88.6%).
APPROACH TO ENSURING A STAFF PROFILE CONSISTENT WITH MISSION AND PURPOSE

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

PERFORMANCE INDICATORS

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

Ensuring interdependence between research and teaching is one of the primary aims of the University’s Teaching and Learning Plan. Departments and schools are required to take account of the aims and goals of this plan in the development of new programmes and papers. Responsibility for ensuring that new programmes meet the University’s standards rests with the Boards of Graduate and Undergraduate Studies. These boards approved 13 new programmes during 2006. Review panels also consider these aims and goals when reviewing academic departments or programmes. Interdependence between research and teaching was covered in the terms of reference of all University departmental and programme reviews in 2006.

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

Appropriate standards of research and teaching activity continue to be stated requirements for appointment to and promotion within all academic positions at the assistant lecturer, lecturer, senior lecturer and professorial levels. These criteria do not apply to positions that are explicitly designed as teaching or research-only (e.g. teaching or research fellow).

iii. Professional accreditation of all relevant programmes maintained.

Professional accreditation was maintained for all relevant programmes.

OBJECTIVE 19: TO PROVIDE AN ENVIRONMENT THAT SUPPORTS THE ACADEMIC, PROFESSIONAL, CREATIVE AND CAREER DEVELOPMENT OF STAFF

PERFORMANCE INDICATORS

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

2.5% of the University salary budget was provided for staff training and development (2005: 2.6%).

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

The University provided fee subsidies for 247 staff with a total value of $345,451 (2005: 240 staff and $334,578).

OBJECTIVE 20: TO PROVIDE STAFF WITH OPPORTUNITIES TO INTERACT IN AN INTERNATIONAL ENVIRONMENT

PERFORMANCE INDICATORS

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

821 academic staff received financial support to attend national and international conferences during the year and 90 academic staff undertook study leave (2005: 782 and 71).

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

All staff requiring access to the web for work purposes continued to have unrestricted access.
OBJECTIVE 21: TO MAINTAIN AND STRENGTHEN COMMITMENT TO EQUAL EMPLOYMENT OPPORTUNITIES

PERFORMANCE INDICATORS

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

The number of female academics holding professorial, associate professorial and senior lecturer appointments in 2006 increased to 166 (2005: 147).

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

In 2006 55 academic staff women and 16 general staff women were mentored in a formal University mentoring programme (2005: 67 staff mentored).

iii. Continuing the University Women's Professional Development Programme and the Women in Leadership Programme.

Two courses were offered in the Women in Leadership Programme, with 59 participants (2005: two courses and 50 participants).
CO-OPERATION AND COLLABORATION

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

PERFORMANCE INDICATORS

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

*The University maintained 132 formal agreements and contracts for collaboration involving external collaborators in 2006 (2005: 119).*

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

*The University hosted 525 academic visitors during 2006 (2005: 436).*

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

PERFORMANCE Indicator

i. Increasing the royalty and intellectual property sales revenues of Otago Innovation Limited as measured by a three-year rolling average.

*Otago Innovation Limited received royalty and intellectual property sales revenues of $1.2 million as measured by a three-year rolling average (2005: 1.2 million).*

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

PERFORMANCE INDICATORS

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

*61.2% of respondents to the 2006 Community Service Survey provided services to public sector departments, statutory authorities, agencies, boards, committees, inquiries and non-governmental organisations (2005: 62.2%).*

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

*28.2% of respondents to the 2006 Community Service Survey served on government advisory boards and committees (2005: 24.4%).*
GOVERNANCE AND MANAGEMENT

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

PERFORMANCE INDICATORS

i. An operating surplus such that the moving five-year average is at least 2% of net assets (excluding extraordinary items).

The five-year moving average surplus for 2006 after adjusting for extraordinary items was 1.7% of net assets (2005: 1.6%).

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

A liquid ratio of 1.2:1 was achieved at 31 December 2006. This was calculated using current assets less inventory and research fees receivable, divided by current liabilities less employee entitlements and research fees received in advance (2005: 1.2:1).

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

The net interest paid was 0.5% of the operating surplus (2005: 0.4% of the University's operating surplus).

OBJECTIVE 26: TO MAINTAIN SYSTEMS FOR INSTITUTIONAL QUALITY IMPROVEMENT

PERFORMANCE INDICATORS

i. Reviewing and evaluating all departments and undergraduate teaching programmes once every five to seven years by a panel of internal and external experts.

Departmental reviews were completed as scheduled for the Departments of Anatomy and Structural Biology, Anthropology, Chemistry, Economics, Geology, Marketing, Pathology (Dunedin), Public Health (Christchurch), Public Health (Wellington) and Tourism. Additionally, the Master of International Studies and the Bachelor of Applied Science and Dental Technology programmes were reviewed. Administrative reviews of Distance Learning, the Māori Centre and the Pacific Islands Centre were also undertaken, along with Halls of Residence reviews of Studholme Hall and Toroa International House.

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

The 2006 Graduate Opinion Survey targeted 1,670 graduates who completed their Otago qualifications in 2004 and achieved a response rate of 49.2% (2005: 1,356 and 41.5%). The 2006 Student Opinion Survey targeted 4,973 students and achieved a response rate of 61.2% (2005: 4,913 and 45.7%).

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

Reviews were completed for 10 new qualifications following the graduation of the first cohort of students.
OBJECTIVE 27: TO PROVIDE A CULTURE IN WHICH ALL STAFF HAVE THE OPPORTUNITY TO PARTICIPATE IN POLICY DEVELOPMENT

PERFORMANCE INDICATORS

i. Staff representation on the University Council, Senate and the committees of those bodies.

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

ii. Regular meetings of Senate.

Senate met five times during 2006. All Senate committees met regularly.

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

Staff feedback was sought for all departmental and programme reviews conducted in 2006. This feedback was gained through review panel meetings with staff and through written submissions from staff.

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

PERFORMANCE INDICATORS

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

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

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

The University conducted its annual Student Opinion Survey in 2006, targeting 4,973 students and achieving a response rate of 61.2% (2005: 4,913 and 45.7%). 1,424 student evaluations of teaching were also sought (2005: 1,683).

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

Student or recent graduate membership was included in the composition of all programme and academic departmental review panels in 2006.

iv. Continuing a University-wide class representative system.

The University, in conjunction with the Otago University Students’ Association, continued to operate the class representative system. A total of 1,394 class representatives were recorded for 2006 (2005: 1,171).
OBJECTIVE 29: TO MAINTAIN TANGATA WHENUA/IWI PARTICIPATION IN UNIVERSITY GOVERNANCE

PERFORMANCE INDICATORS

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

Ngāi Tahu membership on the University Council continues.

ii. Holding regular meetings of the Treaty of Waitangi Committee.

Four meetings were held in 2006 (2005: three).

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

Similarly, the review guidelines also recommend a critical and constructive evaluation of the goals, objectives, quality, balance and appropriateness of courses and of the quality of teaching and learning. Implicit in these guidelines is the requirement that all courses and programmes reviewed continue to meet the standards required by the University Council and CUAP.

Six Community Service items are also examined, which require review panels to undertake a critical and constructive evaluation of the quality of teaching and Community Service activities.

Research

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

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

Standard provisions for research time and study leave support staff in their research activities. Additional initiatives include: courses for staff on writing effective research applications; the identification of recognised research themes within the University and the provision of special support in these areas; early career staff (those in their first three years of appointment) receiving special consideration in the awarding of internal research funding.

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

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

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

Teaching and Learning

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

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

Courses and programmes are surveyed on a four-year cycle, with student and graduate feedback being sought on such topics as assessment practices, teaching standards and the workplace relevance of the skills being imparted. In measuring its achievement of the relevant objectives, the University has set desirable performance indicators. In evaluations of this nature, small fluctuations are normal and are not necessarily statistically significant. The results of these surveys provide benchmark data for performance measurement and improvement.

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

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

Community Service

The University is continuing to develop mechanisms for monitoring and improving the quality of community service.

A major step in this process has been to quantify, as far as possible, the current community service output of the institution. To assist in this, the University conducted its first comprehensive survey of staff involvement in community service activities in 1997 and has repeated this exercise annually since. The 2006 survey found 93.2% of academic staff who responded were involved in community service activities, and that these staff spent an average of 9.3% of their work time on community service activities. The activities in which they were involved ranged from service on government advisory boards and committees to presentations made to school and community groups on areas of professional expertise.

The information gathered in this survey assists the University in placing a financial value on its community service output.
STATEMENT OF RESOURCES

HUMAN RESOURCES

The total number of staff employed by the University decreased by 1.7% during 2006 to 3,250 in full-time equivalent (FTE) terms (2005: 3,307). Decreases occurred across all categories of staff, with the number of academic and research staff falling marginally by 0.4%, from 1,048 to 1,044, the number of research-only staff falling slightly by 2.5%, from 571 to 557 and general staff dropping by 2.3% from 1,688 to 1,649.

A number of factors contributed to these declines. The key contributor to the fall in academic and research staff numbers was a reduction in the number of fixed-term teaching-only positions in response to changing student numbers. The number of tenured and tenure-track academic staff at lecturer level and above actually increased in 2006, by 31, or 3.0%.

Research-only staff numbers declined due to changing research requirements.

Changing student numbers had a slight impact on general staff positions, as did structural changes in particular areas of the University. Additionally, the combination of a buoyant general employment market and tight fiscal constraints in some areas of the University caused delays in appointments to some positions.

SUMMARY STAFF PROFILE

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td><strong>Full-time Equivalent (FTE) Academic &amp; Research Staff</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>391</td>
<td>381</td>
<td>381</td>
<td>349</td>
</tr>
<tr>
<td>Males</td>
<td>653</td>
<td>667</td>
<td>661</td>
<td>666</td>
</tr>
<tr>
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<td>1,044</td>
<td>1,048</td>
<td>1,042</td>
<td>1,015</td>
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<tr>
<td><strong>Full-time Equivalent (FTE) Research-only Staff</strong></td>
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<td></td>
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<tr>
<td>Females</td>
<td>341</td>
<td>360</td>
<td>322</td>
<td>284</td>
</tr>
<tr>
<td>Males</td>
<td>216</td>
<td>211</td>
<td>214</td>
<td>221</td>
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<tr>
<td><strong>Total</strong></td>
<td>557</td>
<td>571</td>
<td>536</td>
<td>505</td>
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<td><strong>Full-time Equivalent (FTE) General Staff</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>1,043</td>
<td>1,086</td>
<td>1,119</td>
<td>1,051</td>
</tr>
<tr>
<td>Males</td>
<td>606</td>
<td>602</td>
<td>562</td>
<td>543</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,649</td>
<td>1,688</td>
<td>1,681</td>
<td>1,594</td>
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<tr>
<td><strong>Total Staff</strong></td>
<td>3,250</td>
<td>3,307</td>
<td>3,259</td>
<td>3,114</td>
</tr>
</tbody>
</table>

INFORMATION SERVICES

LIBRARY

The Library continued to develop its on-site and online resources. The total number of items held by the Library rose by $32,298$ to $2,871,114$, an increase of 1.1%. The Library added to its holdings of books, increasing the collection from $920,264$ to $958,607$, but its holding of serials was reduced from $510,234$ to $494,732$. In addition, it now holds $227,467$ microfilms (2005: $224,987$) and $1,190,299$ other non-book items (2005: $1,183,331$).

The total number of serials received rose by 12.9% to 77,770. Over 90% of serials are now received in electronic rather than print form, compared to just 71.5% five years ago.

INFORMATION TECHNOLOGY

The growth of electronic communications seen in recent years continued unabated in 2006. The volume of off-campus computer and telecommunications network traffic rose from $31,397,634$ megabytes in 2005 to $42,432,129$ megabytes in 2006, an increase of 35.1%.

During 2006 the University also laid a platform for further growth in network traffic with the commissioning, late in the year, of a new high-speed next-generation external internet link that connects with other tertiary education and research organisations. The roll-out of wireless networks within the campus also commenced during the year.
PHYSICAL RESOURCES

LAND

There was no increase in the land controlled by the University in 2006.

<table>
<thead>
<tr>
<th>Land</th>
<th>2006 (ha)</th>
<th>2005 (ha)</th>
<th>2004 (ha)</th>
<th>2003 (ha)</th>
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<tbody>
<tr>
<td>Land owned by the University</td>
<td>22.9</td>
<td>22.9</td>
<td>22.9</td>
<td>22.4</td>
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<tr>
<td>Land in Crown title for the University</td>
<td>8.5</td>
<td>8.5</td>
<td>8.5</td>
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<tr>
<td>Endowment leasehold</td>
<td>25,585.3</td>
<td>25,585.3</td>
<td>25,585.3</td>
<td>25,585.3</td>
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<tr>
<td><strong>Total Land Controlled by the University</strong></td>
<td><strong>25,616.7</strong></td>
<td><strong>25,616.7</strong></td>
<td><strong>25,616.7</strong></td>
<td><strong>25,616.2</strong></td>
</tr>
</tbody>
</table>

BUILDINGS

The University’s net assignable floor space increased by 1,342 square metres in 2006 to 181,466 m² with the addition of the new Pacific Islands Centre, the Te Tumu extension and the acquisition of a number of other buildings. Further details of capital projects undertaken during 2006 are provided later in this section.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>14,094</td>
<td>12,999</td>
<td>12,818</td>
<td>12,335</td>
</tr>
<tr>
<td>Science</td>
<td>37,626</td>
<td>37,633</td>
<td>37,640</td>
<td>37,703</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>61,243</td>
<td>61,203</td>
<td>60,948</td>
<td>59,633</td>
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<tr>
<td>Commerce</td>
<td>9,056</td>
<td>9,085</td>
<td>9,286</td>
<td>9,273</td>
</tr>
<tr>
<td>Administration &amp; other</td>
<td>42,936</td>
<td>17,940</td>
<td>18,072</td>
<td>18,907</td>
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<tr>
<td>Corporate</td>
<td>4,446</td>
<td>4,445</td>
<td>4,458</td>
<td>4,452</td>
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<tr>
<td>Information Services</td>
<td>12,065</td>
<td>36,819</td>
<td>36,819</td>
<td>36,981</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>181,466</strong></td>
<td><strong>180,124</strong></td>
<td><strong>180,041</strong></td>
<td><strong>179,284</strong></td>
</tr>
</tbody>
</table>

EQUAL OPPORTUNITIES

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

The University contributes to the achievements of tangata whenua through a Treaty-based partnership, primarily with Ngāi Tahu. The partnership is underpinned by a Memorandum of Understanding and recognises Ngāi Tahu rangatiratanga and mana within the takiwā of Ngāi Tahu. A revised Memorandum of Understanding is expected to be signed by Ngāi Tahu and the University of Otago in 2007.

The University discussed Treaty-based agreements with other iwi and iwi organisations during 2006. A Memorandum of Agreement was signed by the University of Otago and Te Rūnanga o Ngāti Whātau in July 2006 and a Memorandum of Agreement with Te Arawa was finalised for a planned signing in 2007.

Dialogue continued with Ngāti Toa in Wellington, around the potential of developing a Memorandum of Agreement. The Memorandum of Understanding with Ngāti Porou Hauora continued to strengthen activity in areas of common interest, and discussions have been initiated with regard to the review of the memorandum in 2007.

EQUAL EDUCATIONAL OPPORTUNITIES

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

The number of Māori students increased by 2.9% in 2006, from 1,329 to 1,368. Māori students now comprise 8.0% of the University’s domestic student population, compared with 6.0% a decade ago.

During 2006 Te Huka Matauraka (the Māori Centre) continued to provide primary support for the academic and social needs of Māori students, aided by the move to new premises. Operating from a kaupapa Māori base, Te Huka Matauraka provided both a meeting point for students and a wide range of services that included scholarship information, tutorials, study-skills seminars and general student support. It also acted as a focal point for liaison with iwi and Māori student groups.

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

Te Huka Matauraka staff visited schools and education expos and the Māori liaison officer, based at the University’s Auckland Centre, provided a full-time service visiting schools and marae to advise and assist young Māori in planning for future participation in tertiary education.

**IWI TO WHICH STUDENTS ARE AFFILIATED**

<table>
<thead>
<tr>
<th>Iwi</th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Affiliation</td>
<td>Any Affiliation</td>
<td>First Affiliation</td>
</tr>
<tr>
<td>Kāti Mamoe</td>
<td>10</td>
<td>49</td>
</tr>
<tr>
<td>Ngāi Tahu</td>
<td>286</td>
<td>335</td>
</tr>
<tr>
<td>Ngāi Te Rangi</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Ngāpuhi</td>
<td>154</td>
<td>216</td>
</tr>
<tr>
<td>Ngāti Awa</td>
<td>38</td>
<td>48</td>
</tr>
<tr>
<td>Ngāti Kahungunu Ki Heretaunga</td>
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<td>41</td>
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<tr>
<td>Ngāti Kahungunu Ki Te Wairoa</td>
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<tr>
<td>Ngāti Kahungunu Ki Wairarapa</td>
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<td>21</td>
</tr>
<tr>
<td>Ngāti Maniapoto</td>
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<td>52</td>
</tr>
<tr>
<td>Ngāti Pikiao</td>
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<td>24</td>
</tr>
<tr>
<td>Ngāti Porou</td>
<td>118</td>
<td>153</td>
</tr>
<tr>
<td>Ngāti Raukawa (Horowhenua - Manawatu)</td>
<td>35</td>
<td>49</td>
</tr>
<tr>
<td>Ngāti Raukawa (Wiakato - King Country)</td>
<td>11</td>
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<tr>
<td>Ngāti Ruanui</td>
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<td>Ngāti Whataua</td>
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<td>Te Āti Awa (Taranaki)</td>
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<tr>
<td>Whakatōhea</td>
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<td>28</td>
</tr>
<tr>
<td>Other /Unknown</td>
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<td>693</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,366</td>
<td>n/a</td>
</tr>
</tbody>
</table>
There were 545 Pacific Islands students enrolled in 2006, an increase of 3.2% over 2005. The Pacific Islands Centre provided tutorial assistance, support and advice to an increasing number of Pacific peoples students. Pacific postgraduate students had an opportunity to present their work at the two-day Pacific Postgraduate Symposium and at 16 seminars held throughout the academic year. The publication of *Pacific Voices*, a collection of student research abstracts, continued, as did the mentoring programme for Pacific Islands students with 354 students participating.

Study grants for Māori and Pacific Islands students continued to be available and this year 30 new undergraduate scholarships were introduced for Māori and Pacific Islands students embarking on University study.

<table>
<thead>
<tr>
<th>Services provided by Pacific Islands Centre</th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered with the centre</td>
<td>360</td>
<td>507</td>
</tr>
<tr>
<td>Extra tutorials</td>
<td>34</td>
<td>27</td>
</tr>
<tr>
<td>Career advisory services seminar</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Students receiving course advice</td>
<td>230</td>
<td>245</td>
</tr>
<tr>
<td>Pacific postgraduate seminars</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>Student gatherings</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>Community meetings/consultation</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Community functions attended</td>
<td>24</td>
<td>47</td>
</tr>
<tr>
<td>Students receiving counselling</td>
<td>125</td>
<td>13</td>
</tr>
</tbody>
</table>

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

840 students with a disability affecting study were enrolled in 2006, up from 814 in 2005. Provision of support in the form of learning assistance and/or special equipment requiring a specific financial commitment was provided to 526 students with disabilities in 2006 (2005: 451). 475 received learning support in the form of note-taking, interpreting, tutoring, or assistance with examinations, research, transcription or reading (2005: 388). Alternative examination arrangements were put in place for 274 students and 171 received assistance with parking arrangements, photocopying, equipment loan, remote dial-in to campus or access to remote library services (2005: 256 and 207 respectively).

<table>
<thead>
<tr>
<th>Number of students supported</th>
<th>2006</th>
<th>2005</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note-taking</td>
<td>265</td>
<td>173</td>
<td>207</td>
</tr>
<tr>
<td>Tutoring</td>
<td>94</td>
<td>80</td>
<td>94</td>
</tr>
<tr>
<td>Transcription/typing</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Reader</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Assistant</td>
<td>11</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Examination arrangements</td>
<td>274</td>
<td>256</td>
<td>296</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>
EQUAL EMPLOYMENT OPPORTUNITIES

In 2006 the number of women in senior academic positions (senior lecturer and above) increased by 12% to 166 FTE. Women now comprise 26.4% of staff at these levels, compared to 22.3% five years ago. Overall, women comprised 45.6% of all academic and research staff in 2006, compared to 42.6% five years ago.

The University’s progress towards achieving gender equity among senior academic staff included the appointment of two women to established chairs and the promotion of another woman professor, two female promotions to associate professor and three new female research associate professors. 2006 also saw women appointed to the new posts of Pro-Vice-Chancellor (International) and Dean of the College of Education, while the School of Medical Sciences celebrated the appointment of its first female dean.

Another notable equity first was the promotion of a Pacific Islands staff member to a Personal Chair in Law.

The proportion of men employed as general staff increased slightly from 35.1% to 36.7%. While the majority of general staff are female, women remain under-represented at the senior levels within the general and management staff.

The Women’s Professional Development Programme continued in 2006 with two follow-up sessions on Women in Leadership at which course participants from the 2005 programme reported back on the progress of individual projects. Mentoring programmes were also run for both academic and general staff women organised by HEDC and Human Resources respectively. The University undertook an EEO audit and work progressed on the collection and use of EEO data.

The University continued to provide a Treaty of Waitangi Education Programme for both academic and general staff in 2006. A total of 167 staff, a slight increase on 2005, attended a range of Treaty workshops. The programme included Māori Culture, an introduction to the Treaty of Waitangi, advanced Treaty course and Policy for Research Consultation with Māori. Three fewer workshops were run on Māori Language (Pronunciation and Introduction to Māori Language) than last year and there was a corresponding drop in attendance from 133 to 73.

Awhi Mai Awhi Atu, an organisation to “affirm, support and strengthen the role of Māori staff in the University”, was formally constituted in November 2006.

STAFF SUPPORT INITIATIVES

The Employee Assistance Programme continued in 2006, providing confidential, short-term counselling at no cost to the individual. Staff training courses on occupational health and safety issues continued to be offered. Support for childcare was provided through the Otago University Childcare Association, with the University providing funds to subsidise the service, which is available to students and staff.

CAPITAL DEVELOPMENTS

2006 was another busy year in terms of capital development with a number of projects started and/or completed.

As reported in last year’s Annual Report, the Arana College, Te Tumu, Union postgraduate space and Union kitchen projects were completed as programmed and within budget. These projects achieved a high quality in design and construction, and provide the University with functional facilities of which it can be proud.

The University continues to face a shortage of space and planning is under way to effectively deliver the University Council-approved Critical Space Plan, a group of projects of the highest priority.

Work continued on the University of Otago Christchurch School of Medicine and Health Sciences developments, with the west clip-on being completed on time in early December and within budget. Stage 2 of the development, the redevelopment of the ground and 7th floors, will continue during 2007 and be programmed around the ongoing operations of the School.
The $20.3 million redevelopment of teaching and administration space at the Wellington School of Medicine and Health Sciences, approved in November 2005, began in January 2006. The project will be completed early in 2007 and well within the approved budget. It will provide a well-designed and quality teaching, library and administration space.

In late 2006 University Council approved:

- the construction of an aquarium and associated laboratory building for Zoology at an estimated cost of $4.35 million
- the construction of a second computing server room to serve as a back-up and overflow for the University’s current facility. The approved budget for this project is $2.5 million.

Council also approved in principle a proposal to construct a new Psychology building in a cost range of $24 – $27 million. Designs and detailed estimates are now being developed. A final proposal will come back to University Council by mid 2007 with construction planned to start in the last quarter of that year.

A number of property purchases were started and/or completed in 2006, the most notable being 1, 3 and 5 Leithbank, 281 Great King Street, 541 Castle Street and the residential properties of the Stuart Residence Halls Council. Although not actively in the market to purchase properties, the University has and will continue to purchase properties it considers strategic.

2006 saw considerable planning towards the merger of the University of Otago and the Dunedin College of Education with some work being completed prior to the merger date of 1 January 2007. Construction, data and specialist sound and vision work will continue in the first semester of 2007 to ensure the merged entity, the University of Otago College of Education, will operate from one site for Semester Two.