



UNITEC

Annual Report 1999

For the Year Ended 31 December 1999



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Highlights

- 7325 EFTS in 1999 (3 percent growth), bringing the total student population to over 16,000
- UNITEC met its budget with an operating surplus of \$2.988 million
- Two associate professors and five adjunct professors were appointed
- A 26 percent increase in research outputs over 1998 levels
- Thirty-four new programmes submitted to the Academic Board
- 650 international EFTS – 190 percent above target
- UNITEC submitted its application for redesignation as a university of technology to the Minister of Education on 12 August 1999
- UNITEC hosted several major international conferences, including the Australasian Association of Institutional Research
- UNITEC students and staff excelled in international competitions, conferences and papers
- PeopleSoft, the new management information system, was implemented, commencing with the financial module becoming operational in 1999
- UNITEC's New Zealand Centre for Innovation & Entrepreneurship was launched by the former Prime Minister, the Rt. Hon Jenny Shipley, on 27 September 1999
- Stage IIA of the Student Learning Complex was completed and the Graduate School (due for completion in March 2000) was commenced.

Mission



To be New Zealand's leading provider of applied higher and further education.

For our students, we will:

- Provide relevant and durable qualifications
- Foster intellectual and learning independence
- Commit to quality in all our activities
- Encourage and support their success.

For our owners, we will:

- Be accountable for our actions
- Provide sound stewardship of resources
- Enhance their investment.

For our staff, we will:

- Be a good and fair employer
- Provide support for both teaching and research
- Recognise and celebrate their contributions.

For the wider community, we will:

- Honour the Treaty of Waitangi
- Advance, disseminate and preserve knowledge
- Act as a critic and conscience of society.



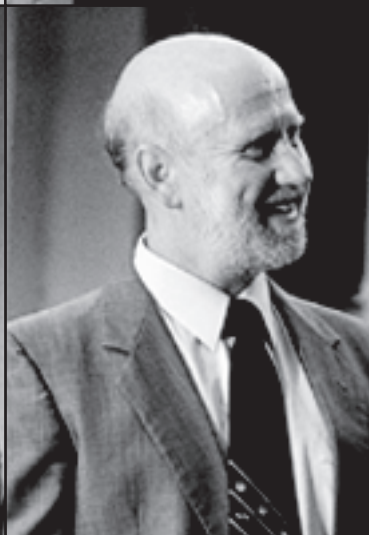
FROM LEFT TO RIGHT (TOP TO BOTTOM):

S Hoggard, H Lieshout, J A Webster, J J Turei, M L A Glen,

K Millar, B D Archer, Prof P S Jackson,

J D S Robb, S M Chan, A E Wood, A Q Dickinson,

W Oldfield, M S Tunks, G Costello, O T Burnside, G A Thorby





The Council of UNITEC



Chairperson

J D S Robb

MBA, ANZIM

Employers' Representative

Deputy Chairperson

A E Wood

MIPENZ

Auckland City Council

Secretary

O T Burnside

BCom, ACA

Vice-President Finance, UNITEC Institute of Technology

Members

J A Webster

MSc, PhD(Aberd), FIEAust, FIPENZ, FIE(Ireland), MACE

President and Chief Executive, UNITEC Institute of Technology

B D Archer

BLA

Student Representative

S M Chan

JP, MTaxS, BCom, FCA, CMA, ANZIM, METI, MNZTA

Institute of Chartered Accountants of New Zealand

A Q Dickinson

FNZIQS, AAIQS

Ministerial Appointment

G Costello

LLB, CTM & IR

Employees' Representative

M L A Glen

FIPENZ, IPM UK

Ministerial Appointment

S Hoggard

Ministerial Appointment

Prof P S Jackson

PhD Camb, ME, CEng, MIPENZ, MRAeS

University of Auckland

K Millar

General Staff Representative,

UNITEC Institute of Technology

H Lieshout

Auckland Master Builders Association

W Oldfield

BSc, DipTchg, BBS

Academic Staff Representative,

UNITEC Institute of Technology

R T Reid

Co-opted – Waitakere City

M S Tunks

DipISI City & Guilds Lond, DipEdStudies, MEd, TTC (HomEc) ACE

Whanau O Waipareira

G A Thorby

JP

Ministerial Appointment

Sir J J Turei

KNZM, CBE, QSM, BIC

Runanga, UNITEC Institute of Technology



Senior Management at UNITEC

Chief Executive and Vice-Presidents

President and Chief Executive

J A Webster

MSc, PhD(Aberd., FIEAust, FIPENZ, FIE(Ireland), MACE

Vice-President Academic

A P Codling

MSc Auck, MEdAdmin NE

Vice-President Campus Development

R M Paul

BArch(Hons) Auck., ANZIA

Vice-President Finance

O T Burnside

BCom Auck, ACA

Pai Arahi

H M Williams

QCM, JP, BA, Dip Tchg

Directors

Academic Development

B J O'Connor

BSc(Hons) Otago, MPhil. Auck

Human Resources

C A Wright

BA(Hons), DipBusSt Massey

Marketing and Communications

R A Walshe

BA Otago, MBA Massey, DipTchg, PGDipArts

Associate Director

Planning

T J Fulljames

NZDipBus, AdvDipMgmt, MEdAdmin Massey, LTCL, MNZIM

Deans

Applied Skills

M A Hall

MEd Auck, DBASCU, MIAME, MSAE, NZATC(Auto Eng)

Architecture and Design

J P Boon

MBA Auck, MProp Auck, FRICS, ANIQS, MNZIOB, MAACE, MAIPM

Arts and Social Sciences

R V Smyth

LLB(Hons) Belf, MEd Auck, DipEd, PGCE

Business

Prof G M McDonald

BBS Massey, MBA WAust, PhD Lond.

Health, Science and Technology

J E Harman

MSc Auck, PhD Lond.

Senior Corporate Managers

Centre for International Education

J A Lydia

BA Massey, DipTchg, DipSocSci

Centre for Learning Technologies

R L Elliott

FASCTA, MIST, MRSNZ

Information Technology

Support Centre

A J McMaster

ME Auck., MemIEEE, MIPENZ

Wagener Library

J E Lewins

NZLAC, DipMgt



The Year In Review

For the year ended 31 December 1999



Sir John Turei

UNITEC Kaumatua and Council Member

E te mana, e te rangatira matua o te motu, nga whakatau mihi atu ki a koe kua kakahutia ake nei koe ki te korowai taumataranga, nau ra i whakahihiko, i whakaaraa te tangata i roto i au mahi miharo mo to iwi Maori, otira mo nga iwi katoa. Ahakoa kei a koe tenei tohu, mo matau katoa e whapapiri atu nei ki a koe i raro i ou peka whakaruruhau, ki nga pakiaka whakamakuku i te whatumanawa, te totara tu tiketike ki te Wao Tapunui a Tane, he muka whiri i te tangata. Tihei mauri ora!



UNITEC is delighted that Kaumatua and Council Member John Te Ahikaiata Joseph Turei was made a Knight Companion of the New Zealand Order of Merit in the New Year's Honours List. Sir John's previous honours include a CBE, QSM and QCM. Sir John also has an honorary Bachelor of International Communication and Honorary Fellowship from UNITEC, which he was awarded for his work in radio and communication services to Maori and UNITEC.

Sir John was born in Tuhoe, eastern Bay of Plenty, and raised on a farm in Ruatoki. Following his return from the Second World War, Sir John moved to Auckland where he quickly established himself as a respected figure within Maoridom.

One of Sir John's strengths has always been his effective communication skills, both in Maori and English. Sir John is a wonderful and eloquent orator of the Maori language. He has pursued his passion by being actively involved in the development of the Maori language over the years, as a foundation member of the Radio Aotearoa Board and as an adviser to the Department of Social Welfare. Acknowledgment of Sir John's mana and status within the Maori community has come in many forms, including his membership on the Waitangi Tribunal and his role as a foundation member of the Lion Nathan Scholarship Board for young Maori achievers. Not surprisingly, Sir John is a kaumatua who is respected by leaders throughout New Zealand, and has often represented the government in meetings at an official and international level.

Sir John is UNITEC's distinguished kaumatua, and has been a member of UNITEC's Council since 1987. UNITEC is extremely proud of Sir John's achievements and values the many things he has done for the institution, its students, and the Maori community. Sir John is a member of the UNITEC Runanga, and has been a cornerstone in UNITEC's growth and maturity as the institution looks toward university status. Sir John's ongoing guidance and leadership in assisting UNITEC to deliver improved teaching and access to tertiary education for Maori is essential to the institution's progress. UNITEC, as "Tomorrow's University", looks forward to a continuation of Sir John's vision and leadership in 2000 and beyond.

Chairman's Report



For UNITEC, 1999 was a year of meeting challenges with confidence. The year was also one of transition and progress with the appointment of the new CEO, Dr John Webster. It has been a rewarding experience for Council to work with Dr Webster and he has provided a tremendous depth of intellect and vision in advancing UNITEC as "Tomorrow's University".

I was very pleased at the way in which Council worked through several key issues in 1999, most importantly the application for redesignation as a university of technology. Council and I are extremely grateful to all the individuals and teams involved in preparing UNITEC's university application. Council and UNITEC are confident that the application will be successful, as the institution is on par – and even ahead in several areas – with Auckland Institute of Technology, now redesignated as Auckland University of Technology. Council is confident that UNITEC will be successful in its own application to become a university of technology, offering a comprehensive range of applied, vocational and higher degrees in a way that no traditional university can.

The statement of objectives for 2000-2002 was also completed and approved by Council prior to being sent to the Ministry of Education. Significantly, the Minister of Education also recognised the new UNITEC Charter, the first goal of which is to be "recognised as a University of Technology".

Several other issues were also dealt with by Council, including the development of major capital items for UNITEC like the Veterinary Referral Hospital, the new student accommodation, the marae project, stage IIA of the Student Learning Complex, better pedestrian and cycle access to campus, and a new entrance off Great North Road, adjacent to the North Western Motorway. Council has worked with planning officers from Auckland City Council to develop the transport management plan, and generally to find ways of improving access and usage of roading and pedestrian links to UNITEC and its surrounding area. Part of this plan involves the introduction of charging students and staff for parking in 2000.

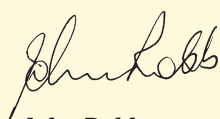
The graduation ceremonies in 1999 saw a further increase in the number of UNITEC students who graduated. The ceremonies were a fitting tribute to UNITEC graduates, including inaugural graduates in the Bachelor of International Communication (Honours) and Bachelor of Performing and Screen Arts. The guest speakers at the graduation ceremonies, Sir Paul Reeves and Sir Miles Warren, spoke extremely eloquently. It was fitting that Sir Miles also received an Honorary Bachelor of Architecture degree. Sir Miles is one of the most influential architects of recent times, having designed the Christchurch Town Hall, the Michael Fowler Centre and a range of other buildings around the world. In addition, an Honorary Bachelor of Performing and Screen Arts was conferred on Don Selwyn. Don Selwyn, a noted actor, director and producer for film, television and theatre, became an Officer of the New Zealand Order of Merit in the 1999 New Year's Honours List, and was awarded the New Zealander of the Year Award in 1995. It was especially moving to hear the singing of the performing and screen arts students, who have been a regular feature of these ceremonies for the last few years.



I wish to extend my thanks to all members of Council for their tremendous commitment during the year, and for their willingness to grapple with some complex and difficult issues confronting different aspects of UNITEC's operations. The three sub-committees of Council – the Executive Council, the Finance Committee and the Development Committee – all worked diligently to provide solutions and the best path forward for UNITEC and its stakeholders.

I make special mention of the great honour in the two awards bestowed upon current and past members of Council. In the New Year's Honours List Sir John Te Ahikaiata Joseph Turei, member of Council and UNITEC Kaumatua, was made a Knight Companion of the New Zealand Order of Merit for his services to Maori. Sir John has provided leadership and insight on many issues before Council, and has represented Runanga with an effective and decisive voice. As always, Sir John's presence and mana on Council will be highly valued and respected. Similarly, Bryan Bartley, the former Chairman of Council from 1991 to 1998 and recipient of a UNITEC Honorary Fellowship, was made an Officer of the New Zealand Order of Merit for his services to engineering and the community. Bryan chaired Council through some of the formative years as UNITEC grew rapidly and matured as a provider of degree and research-based tertiary education.

I look forward to even more exciting developments in the third millennium as Council and UNITEC face the future as "Tomorrow's University" and take advantage of all the additional opportunities that this change in status will bring, not only to the Auckland region but to New Zealand as a whole.



John Robb

CHAIRMAN OF COUNCIL

Chief Executive's Report

The Year in Review



UNITEC – “Tomorrow’s University”

Our progress towards being recognised as a university of technology took a major step forward with our formal application for redesignation being submitted to the Minister of Education on 12 August 1999. The application seeks recognition for our unique position in the New Zealand tertiary education sector as a provider to local, national and international stakeholders of comprehensive programmes of teaching and applied research reflecting diverse learning styles and outcomes.

Apart from ensuring that our graduates receive the recognition they deserve for the qualifications they have earned, our key goals in seeking redesignation include:

- Increased public recognition and support
- Improved responsiveness to industry needs
- Leadership in technical and further education
- Enhanced social and economic involvement
- Enhanced export of educational services
- Stronger international networks
- Improved competitiveness.

The delivery of quality education across a range of disciplines, in association with industry and commerce, makes our brand of teaching distinctive, and directly enriches the economic and social capital of New Zealand. For that reason, we have chosen not to model ourselves on established universities in this country. Their roles and priorities are recognised and respected; but we intend to pursue significantly different directions.

Reflecting the Charter endorsed by the Minister for Tertiary Education early in 1999, UNITEC, as “Tomorrow’s University”, is committed to applied teaching and learning that reflects and helps to form best practice in industry and community services. We will design our higher education programmes, and specialised technical and further education services, around the knowledge, skills and attributes needed by graduates to succeed in major industry sectors. We will thus educate people for work, and people in work, and will undertake applied research primarily to inform the educational process. We will reflect and anticipate leading-edge industry practice, encouraging students to develop high levels of innovation and critical thinking.

We intend to deliver a comprehensive, practical and responsive range of educational programmes. These programmes will be targeted at the needs of students seeking entry to, or advancement in, key industry and community sectors. They will extend from certificates to postgraduate degrees (approval to offer doctoral degrees is anticipated in 2000), and will be delivered through a range of mechanisms in response to student needs. Implementing flexible and accessible pathways for student growth will remain a central goal.

The Ministry of Education and the New Zealand Qualifications Authority (NZQA) have arranged for a panel of distinguished members, including international academics, to visit UNITEC towards the end of May 2000 to determine the merits of the application, based on the characteristics set out in section 162 of the Education Act 1990 and the criteria established by NZQA.

In December 1999, in anticipation of this formal review, we invited a panel comprising Professor Dennis Gibson (Queensland University of Technology), Professor Joyce O’Connor (National College of Ireland) and Professor Roy Sharp (Victoria University of Wellington) to provide us with an independent assessment of our situation. Our sincere thanks go to these noted academics and to our own staff for participating in a very useful and productive exercise.



A central criterion for university status is that the institution concerned should focus primarily on more advanced learning and on the development of intellectual independence. UNITEC offers an extensive array and proportion of undergraduate programmes and postgraduate programmes at level 6 and above. In 1999, over 48 percent of our enrolments were in degree programmes, and this proportion is expected to increase to over 60 percent by 2002. At the same time, UNITEC, in common with many similar universities overseas, will, with pride, maintain excellence in vocational training as well as in the application and delivery of knowledge in higher education. The remaining criteria require that universities:

- Maintain the interdependence of learning and teaching
- Ensure that teaching is carried out by those active in learning and teaching
- Be a repository of knowledge and expertise; and
- Serve as a critic and a conscience of society.

We are confident that we will be able to show the NZQA panel that we meet all the criteria, provided, of course, that the panel interprets them in the same reasonably flexible manner as did the panel which dealt with the recent application by Auckland Institute of Technology, now Auckland University of Technology. "Tomorrow's University" will successfully combine academic rigour and innovation with technological and vocational strengths.

Equivalent Full-Time Student Growth

UNITEC achieved 3 percent growth in its equivalent full-time student (EFTS) figures in 1999, an outcome which was very satisfying given that some tertiary institutions were reporting decreases in student numbers as the first year of uncapped funding, as well as political and economic uncertainty in an election year, took effect.

We anticipate that UNITEC will consolidate its EFTS numbers in 2000. The 1999 total EFTS of 7,325 was an increase of 212 EFTS over the previous year. There were 650 international EFTS in 1999, a 42 percent increase over 1998, which is very pleasing indeed. We expect that the numbers of international students will increase even more rapidly with the change to university status. While word of mouth and a fine track record have done much to underpin our international performance in status-conscious overseas markets, the fact that UNITEC, unlike otherwise very similar institutions in Australia and elsewhere, is not recognised by the government as a university, continues to cause a significant amount of confusion, and hampers our export performance.

Academic Progress

UNITEC continued to develop new degree and postgraduate programmes in 1999. A total of 34 new programmes were submitted to the Academic Board, representing an increase of nine over the previous year.

In 1999, UNITEC offered 129 programmes, including four masters, two postgraduate diplomas, and 28 bachelors. From 2000, there will be a rapid increase in the number of undergraduate and postgraduate degrees we are able to provide. For the Academic Board, 1999 was also marked by the completion of the first of what will be regular 5-yearly reviews of our degree programmes.

One of the highlights was the formal accreditation of the Bachelor of Architecture. This was evaluated by a joint visiting board, which led to the degree being recommended for recognition for 5 years by the Commonwealth Association of Architects, and the New Zealand Institute of Architects, whose recommendations guide the deliberations of the Architects Education and Registration Board.

Growth in teaching programmes has been more than matched by the increase in our research outputs as we attract more highly qualified staff and provide more opportunities for students to undertake research programmes.

Our staff are highly qualified academically, and many are well respected for their practical knowledge and expertise in key industry and/or community sectors. The emphasis that we place on applied and diverse learning, as well as on theory and a close interface with local industry and communities, makes UNITEC different from any other kind of university presently available in New Zealand. As a result, our different approach to teaching and learning outcomes has created a distinct niche in the education sector that is presently not available at any other tertiary provider.

Teaching and Learning

UNITEC is committed to offering students an educational experience which is commensurate with the extent of the commitment which they make to the programmes, and which genuinely adds value to them in terms of employment and/or self-deployment. We believe that students have a right to know what they can expect in any programme, and what is expected of them, and have implemented rigorous quality assurance procedures to ensure that that right is respected, and that feedback is solicited and acted upon.

We are, obviously, not perfect, but we are committed to continuous improvement. Serious complaints are rare and any which do arise are acted upon swiftly and effectively. One of the main characteristics that makes UNITEC special is the practical, applied nature of our teaching. Staff members interact on a one-to-one basis with students enrolled in all levels of programmes, both inside and outside the lecture theatre. Staff who are committed to excellence in teaching and to the success of their students are a real asset, not only to UNITEC but also to New Zealand.

Many of our students are part-time and/or of mature age, and we are rapidly developing on-line and distance learning and multimedia tools to meet the demand of those students who need or want to have access to learning opportunities that are flexible in both time and space. More than 80 courses now have substantial on-line components, developed by key staff members with invaluable leadership and support from the Centre for Learning Technologies. The success of the *English Online* project may serve as one example of the impact of our now considerable capacities in this field.

This process will accelerate, and more and more UNITEC programmes will provide flexible learning options. While maintaining our pleasant and effective on-campus environment at UNITEC will remain a high priority, we intend to stay at the forefront of tertiary education institutions across the world in supplementing and enhancing the campus experience through advanced information and learning technologies. To that end, we are participating actively in a range of international networks.

The development of flexible learning has been accompanied and supported by new developments in library and information resources, with much improved facilities being put in place for internet-based access to the library catalogue. In the very near future, secure off-campus access to our key database resources will be made available to enrolled students.

Student Council

The Student Council was formed in 1999 following a referendum of UNITEC students, which resulted in a narrow majority for voluntary membership of the Student Union. The Student Council comprises elected student representatives from each faculty, together with an equal number from the UNITEC Student Union (USU), and a specific representative of Maori students. Meetings are attended by the President and Chief Executive, the Vice-President (Academic) and at least one Dean. The inaugural meeting of the Student Council was held in September 1999. The professionalism and collegiality among the student representatives was impressive, and augurs well for the years ahead. I would like to extend my special thanks to the Associate Director, Planning, and the senior representatives of the USU and the student body who worked closely together to develop a model for future student representation which fairly reflects the outcomes of the above referendum.

The USU still maintains an active presence on campus, and provides several services for our students under contract with UNITEC. However, it is no longer compulsory for students to join the USU, even though they can still receive the benefit of the services provided to all students such as Student Job Search, counselling, the health centre and accommodation service.

Maori Developments

There were significant developments for Maori on campus in 1999, the highlights arguably being the scoping and development of the marae complex project, which will be commenced formally in July 2000, and the initiation of the long-delayed project to construct Te Puna Reo o Wairaka, which is discussed further under Maori Developments, pages 24-25.

The marae complex project will be a significant undertaking for UNITEC, which will involve all the whanau (students, staff, families) at UNITEC as well as communities within and beyond the Auckland region. The new marae will acknowledge Ngati Whatua as having mana whenua over the Auckland isthmus, but will also reflect the diversity and multicultural framework of UNITEC, and will be owned by, and accessible to, the whole UNITEC community.

It is intended that most of the carvings and decorative work be created on campus, and the marae will, in time, feature a number of specialist centres, including a whare tapere (hospitality and entertainment centre), a whare whakairo (a carving school), and Toi Mahi Raranga (weaving school).

The Maori Students' Open Day was held at UNITEC in October. The occasion highlighted the real support and commitment to success that we are able to provide Maori students. There was live entertainment, including a band, kapahaka, a bonus draw, and a traditional hangi. Guest speakers included Stacey Daniels, Ella Henry, and Tini Molyneux. UNITEC looks forward to holding its next Maori Students' Open Day in 2000, and to cementing its ties with the local community even further.

Information Technology

Our largest single information technology initiative in 1999 was the beginning of the implementation phase of PeopleSoft version 7.5, which will progressively replace our existing and increasingly over-burdened management information systems. PeopleSoft comprises of six different integrated modules which can be adapted to suit the needs of the institution. A team of UNITEC staff with the expertise to help facilitate the implementation process has been working with PeopleSoft teams both in New Zealand and Australia to customise the software to meet our specific and demanding requirements.

The finance subsystem went live in July 1999, and has been operating very satisfactorily. We anticipate that when the next two major subsystems are implemented – the human resources database is scheduled to go live in April 2000 and the student management system in October 2000 – both will function much more efficiently than before and will expand our capacity to serve our stakeholders.

There has also been a progressive improvement in the quality of the information technology facilities made available to staff and students, with substantial upgrading of computing laboratories, enhanced internet access and new network services. Steps were taken during the year to put in place a long-term programme of interim upgrading and periodic replacement of workstations.

Campus Developments

Stage IIA of the Student Learning Complex commenced in 1999 and was almost completed by the end of the year. Council decided to take advantage of an opportunity to include the Graduate School in the complex, and this last stage should be finished by March 2000. The Graduate School will support our Key Centres of Teaching and Research and serve as a home and resource for our growing community of research students.

The Student Learning Complex includes the Red Lecture Theatre, which can seat 200 people and has the latest multimedia/audiovisual technology currently available. Early experience has confirmed that Whare Red is a magnificent multipurpose theatre, which will cater most effectively to our students and to a host of other users.

Another exciting project is the Veterinary Referral Hospital, which will be built at UNITEC early in 2000. The Veterinary Referral Hospital will be the only one of its type in Auckland and will act as a facility serving students, the community and the profession. The hospital will serve a wide range of clients, providing an invaluable link between the profession and industry, offering students in the fields of animal technology and medical radiation diagnosis and therapy unmatched opportunities for clinical education. UNITEC is keen to progress facilities of this type which benefit all those involved and create genuine collaboration with industry/community in teaching, learning and research.

The other development which is of great cultural and educational significance to UNITEC is the Te Puna Reo o Wairaka. This intensive Maori language immersion pre-school is being housed in one of our existing properties, appropriately modified and updated. Although available (subject to resources) to all members of the UNITEC community, the pre-school is expected mainly to be accessed by Maori staff and students, and by others involved in our increasing range of Maori education programmes.

Research

At UNITEC, 1999 was a tremendous year for research with exponential growth being experienced in most faculty outputs. The publications list grew by an average of 31 percent over 1998, an outcome which exceeded all expectations. This result added to the confidence with which we look toward university status, and research outputs are expected to be even higher in 2000. We will soon produce our first research graduates (in fact, the first formal lodgment of a student research thesis occurred late in 1999) and the number and range of masters programmes are increasing rapidly.

There is already a dynamic research culture at UNITEC which should facilitate further growth in research outputs as staff and students pursue collaborative research opportunities with industry and community groups. We look forward to offering our first PhD programmes in the near future.

We were honoured to have UNITEC's New Zealand Centre for Innovation & Entrepreneurship launched formally by the former Prime Minister, the Rt. Hon. Jenny Shipley, on 27 September 1999. Commercialisation of new products and services through effective business planning and development, venture capital mobilisation, and the identification and exploration of new market opportunities will all be fostered by this new and exciting facility, which will become fully operational in 2000.

The establishment of a Centre for Educational Management late in 1999 (following a substantial commitment by external funding bodies), and the planned establishment of a Centre for Construction and Architecture in 2000, will further recognise and reinforce our capacity to combine professional industry practice with teaching and research and impart the requisite skills to graduating students.

These Key Centres for Teaching and Research will be located in the Graduate School, and will assist the growth in research by developing a critical mass of active researchers in an environment of specialised services and facilities conducive to producing tangible outputs. The Graduate School will also help to build partnerships with other universities and research organisations and to manage the intellectual property resulting from entrepreneurial endeavours.

Strategic Alliances

In 1999 UNITEC and Royal Melbourne Institute of Technology (RMIT) in Australia had positive discussions regarding the feasibility of working together on issues of mutual interest. Many programmes and projects within the two institutions appeared complementary, and we felt very strongly that any university partner should have a culture and mission similar to our own.

Several members of our senior management team visited RMIT in December 1999 to explore the viability of building a closer working relationship which would have benefits for both parties, and would substantially strengthen our capacity to deal with projected exponential growth in research and advanced teaching. Our team met with RMIT representatives of all faculties as well as with the senior management of the university. These meetings were entirely positive, and the firm outline of a partnership agreement was developed. At the time of writing, detailed negotiations are continuing, ahead of a scheduled visit to UNITEC by a senior team from RMIT early in 2000.

Conferences

UNITEC staff hosted or took part in a significant number of local, national and international conferences. One of the main international conferences hosted by UNITEC in 1999 was that of the Australasian Association of Institutional Research, which attracted 100 delegates from around the world including Egypt, United States of America, and Ireland. The conference theme, "Educators or Planners: Symphony or Discord" was explored in keynote presentations, in panel debate and in numerous parallel sessions where a host of papers were presented.

Some of the speakers were outstanding. Particularly memorable addresses were those delivered by Professor Joyce O'Connor from the National University of Ireland, Professor Paul Ramsden from Sydney University and Professor Dame Anne Salmond, Pro Vice-Chancellor of the University of Auckland.

UNITEC also hosted a public immigration forum and the Crown Forest Rental Trust Seminar, which has been highlighted in the Maori Developments section (see pages 24-25). Both these events were unique and demonstrated our expertise and professionalism in providing knowledge in select areas from the use of technology to advance Treaty of Waitangi claims.

Staff

Our drive toward formal university status saw us attract even more highly qualified staff in 1999, with seven new professors and associate professors being appointed, while adjunct professors continue to be appointed in a number of key areas. There was a marked rise in the numbers of staff successfully upgrading their qualifications. While successes have been recorded in all schools and faculties, some special mention should be made of the nine staff members in the School of Design who gained awards of Master of Fine Arts from RMIT, Melbourne. In addition, over 400 staff enrolled in our internal CPD programmes.

My initial impression on joining UNITEC in March 1999 was that the institution was almost unique in the extent to which there existed a widespread consensus amongst staff and students as to the goals we should pursue, and the level of commitment that would be needed to achieve these goals. Nothing that I have learned in the intervening period has altered that impression.

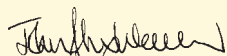
Staff contributions, in particular, were absolutely central to our success in 1999, and often went well beyond what might normally have been seen as the "call of duty" in meeting student needs. While reinforcing the accolades properly due to those whose exceptional contributions have already been acknowledged in other more or less public ways, I would like to take the opportunity to extend my personal thanks to the many other staff who have worked tirelessly behind the scenes without any great public recognition to make UNITEC, "Tomorrow's University", a strong and dynamic force in the New Zealand tertiary education system.

Council

Finally, my sincere thanks go to Council which has dealt effectively and expeditiously with many major strategic issues in 1999, including our application for redesignation as an university, the design and development of the new Graduate School, the establishment of the associated Key Centres for Teaching and Research, and several significant development projects. The guidance of Council, and, in particular, the leadership of Chairman John Robb, were of immense value to UNITEC in 1999.

E te matua, te Kaumatua, Ta Hone, me nga hoa rangatira o te kaunihera tena ra koutou katoa. I raro i nga honore nui rawa kua uhia ki runga ki to tatou kaumatua, ka tau a tatou nei mihi ka a ia. Kia ora!

Ko te tumanako ka tutuki pai nga wawata, nga kaupapa rangatira i roto i tenei te rua mano, hei oranga mo ratou e whaia nei i nga peka o te matauranga. Nga mihinui mo tenei tau.



Dr John Webster

PRESIDENT AND CHIEF EXECUTIVE

Learning and Information Technologies



The growth of learning and information technologies as essential tools in tertiary education has begun to create a significant shift in the way learning environments are developed and used, and how teaching is applied. UNITEC has made a commitment to exploit the potential of new and existing learning technologies to create student-centred learning environments that offer choice and flexibility.

The commitment is reflected in the fact that 1999 was indeed a landmark year for UNITEC in learning and information technologies. UNITEC not only experienced exponential growth in the number of flexible learning initiatives, but also provided far greater access to multimedia and the internet as learning and research tools. This growth was well supported by both an expansion and consolidation of the information technology network infrastructure.

The Internet and Learning Technologies

The drive toward learning, as opposed to teaching, and to ready access of information has been made possible by the growth of the internet and its associated World Wide Web. Global communication is now extremely swift, made possible by various electronic and multimedia formats. This allows students to participate in a learning experience regardless of time, distance and place. A number of virtual universities are established on the internet. These, combined with many traditional universities, offer hundreds of on-line courses and programmes which can lead to a higher qualification. UNITEC has progressively increased the range and number of on-line courses that it is able to offer students. These courses are either totally on-line or complement campus-based resources. The Centre for Learning Technologies (CLE) has been instrumental in this rapid development in on-line courses, and in harnessing the latest technology available through computers and communication technologies. CLE has synthesised computing and information technology as a complementary tool to research, making a vital contribution to the learning process.

UNITEC increased the bandwidth capacity of its internet connection by 16 times in July 1999. This expansion is a result of the increasing use of this service for teaching and research. UNITEC has also implemented a sophisticated management system that allows its internet link to be 'divided up', ensuring that key services (e.g. learning delivery, Wagener Library databases, corporate web site, etc) have an adequate share of the bandwidth to operate efficiently at all times.

UNITEC is a leader in the adoption of learning and information technology in the tertiary sector. Any staff or student laboratory computer connected to the network has full and free access to the internet. Full student electronic mail (e-mail) and Wagener Library catalogue services are also available via the internet.

The Information Technology Support Centre (ITSC) has effectively maintained the information technology infrastructure while implementing new operating systems, specifically Windows NT4 for the PC, which is now the main desktop platform used campus-wide. The NT4 operating system supports "32 bit" software applications which essentially permits PC workstations to run more powerful versions of software such as computer-aided design and desktop publishing. The UNITEC network also supports other operating systems such as UNIX and Macintosh. Another feature of the new operating system is the inclusion of sophisticated tools for remote diagnosis of faults and for distribution of software upgrades over the network.

Information Technologies and Research

The growth in the research capacity has required efficient servers capable of storing and handling the increase in network information traffic. For example, ITSC has worked with the Wagener Library to provide resource materials and databases that can easily be accessed from within the library itself, on site on any staff computer, or remotely off site. The flexibility offered by this technology makes it easy to locate items from anywhere in the world for either immediate download or delivery within a few days.

Technology is increasingly pushing the boundaries of education, learning and research. Teachers and teaching methods are having to change at a pace that was unheard of previously – the computer, the internet and multimedia resources are rapidly altering the delivery and mode of teaching practice established over many centuries. Many of these changes are embedded in a paradigm shift in teaching and learning, as students have become more responsible for their own learning while educators are becoming facilitators of the learning process. In this context, UNITEC is active in a number of research projects (including collaborative ventures with overseas universities) to evaluate web-based learning resources from both student and teaching perspectives.

Software for Teaching and Research

There are over 200 different software applications in use at UNITEC. Many of these are specialist software packages with campus-wide or individual user licences. UNITEC has special training status for a number of advanced software packages including Autodesk and Alias Wavefront. Assisting in the growth in research at UNITEC are software packages like SPSS version 9 and CAD. Training also features 3D graphics, animation, simulation and modelling.



Growth in Computer Numbers

UNITEC's reliance on computer technology for learning is evidenced by over 40 computer laboratories with more than 80 different software applications being provided for teaching purposes. The computers include PC, Macintosh, and UNIX workstations. There were a total of 946 computer workstations available to students in 1999. This growth in computer numbers has matched increases in student numbers, and the extension by faculties of the use of technology in teaching and research. The computing network at UNITEC is configured so that students can go into laboratories and access their files and run "standard" applications. A centrally operated computer Drop-In Centre (within CLE) caters for students from any faculty requiring general computing facilities.

Implementation of a New Management Information System: PeopleSoft

In 1999, UNITEC also began implementation of a new management information system called PeopleSoft. This is a significant resource and capital project for UNITEC which will result in improved efficiencies in three key subset areas: financial reporting, human resources/payroll, and student administration. The PeopleSoft financial module became operational in July 1999, meeting all project dates and within budget. The human resources/payroll module will go live in April 2000 and the core of the student administration module in October 2000. The present plan envisages that the entire enrolment for 2001 will be managed by PeopleSoft.

UNITEC is an early adopter (within the Australasian tertiary sector) of PeopleSoft, with several institutions subsequently deciding to adopt this software for their Student Management Systems. PeopleSoft's biggest advantage is its flexibility so that it can report in different ways for different areas.

Conclusion

The planned use of computing technology at UNITEC has enabled the creation of a distributed learning experience (flexible and networked) that is seamless and has the potential for global access. This globalisation of education is facilitated by computing technology, especially in accessing and sharing course information and new ideas through the World Wide Web. New technologies such as the digital video disc, the digital camera and web-based interactive software applications, have the potential to further enhance and support this rich learning experience for all students. They will also provide academic staff with the opportunity to use a powerful suite of tools to support their teaching methodologies.



Maori Developments



E rau rangatira ma, nga tino whaingā o te matauranga, me te whānua o te Kura Puukenga O Wairaka, tenei te mihi whānui kia koutou katoa e whai tonu anai nga putake o te matauranga, te korowhai i waihotia e nga maatua, nga tupuna, tena koutou, tena koutou, tena tatou katoa.

Ko te rua mano, kei mua i a tatou inaianei. Ka piki tonu ake tatou i nga haurahi o te matauranga, hei oranga mo nga uri, nga whakatipuranga o nga iwi puta noa te motu.

A central aim of UNITEC's Charter is to uphold and to give effect to the Treaty of Waitangi, which is the founding document between the Crown and the Maori people in New Zealand.

UNITEC's broad objectives in relation to its Treaty obligations are to:

- Foster effective partnership with Maori
- Increase the participation and success of Maori students at UNITEC
- Improve Maori access to UNITEC programmes
- Support the employment and retention of Maori staff at UNITEC
- Support and validate Maori language, knowledge and pedagogy
- Provide a bicultural learning environment
- Promote bicultural awareness among all UNITEC staff.

Several of the objectives above are included in UNITEC's Maori Participation Plan, which is monitored by the Senior Management Team. Goal 6 of UNITEC's Statement of Objectives (see page 59, Corporate Goals and Objectives) is to increase Maori participation and success in our programmes. This goal is also included in the business plans of all faculties.

In 1999, UNITEC's Runanga, an external Maori Advisory Committee, provided advice and feedback to the Senior Management Team and faculties on the institute's commitment and performance in meeting its Treaty obligations.

In 1999, partnerships with iwi, Maori organisations and schools with a high percentage of Maori students were strengthened. A pilot programme with Maori secondary school students, "Te Ara Tika", received excellent initial feedback.

A pilot programme in partnership with the Crown Forestry Rental Trust was held in September. The aim of the programme was to assist iwi to prepare Waitangi Tribunal claims with a particular emphasis on the use of information technology. UNITEC also assisted with the Wai 262 Claim, Tauranga Moana, and hapu with the translation of oral evidence.

UNITEC also continued to strengthen its partnership with Ngati Whatua through the UNITEC Ngati Whatua Scholarship Programme and the Rangatahi Maia programme, which provided 16 funded places for Ngati Whatua beneficiaries.

External advisory committees for Te Reo me nga Tikanga, Cultural Studies and Tourism, and Maori Fine Arts also developed UNITEC's relationship with external experts in these areas.

In 1999, there were 46 Maori staff at UNITEC. This represented 6 percent of the total academic staff at UNITEC and 6 percent of allied staff.

Te Roopu Mataara, UNITEC's Maori staff committee, continued to provide support for Maori staff across the institution. In 1999, Te Roopu Mataara supported Maori staff professional development in Te Reo me ona Tikanga and also facilitated a 2-day professional development hui for staff. Te Roopu Mataara is represented on two key committees at UNITEC, the Research Ethics Committee and the Academic Standards Committee. In 1999, Te Roopu Mataara assisted with the implementation of UNITEC's Maori Dimension Policy.



July 1999 marked Maia's first year of operation. Maia achieved its aim of providing assistance and support services to Maori students on campus as a "one-stop shop".

Maia hosted several key events including the "Celebrating Maori Students Day", the Senior Maori Student Careers Day and the Maori Private Training Establishment's Hui. Maia staff also played a key role in the organisation of the National Maori Tertiary Staff Conference held in November.

Maori staff continued to upgrade their academic qualifications in 1999. Four staff graduated with masters degrees and one staff member completed a Bachelor of Education. Two staff enrolled in doctoral study in 1999. In addition, Derek Kawiti from the School of Architecture was awarded a prestigious International Rotary Scholarship to complete his Masters of Architecture in London.

In 1999, the UNITEC Council approved the establishment of a marae on campus. The marae is a 3-year project which will become the social, spiritual and cultural heart of the campus. In 1999, students from the School of Architecture played an active role in the design and location of the marae.

Approval was also given in 1999 for the establishment of a total immersion childcare facility at UNITEC. The centre will be called Te Puna Reo o Wairaka and will provide long-overdue quality childcare in the Maori language for students and staff at UNITEC. The centre will open in May 2000.

Work is continuing on the development of bilingual signage across UNITEC. In 1999, several historical sites at UNITEC were signposted. Explanations of their history and significance were provided in both Maori and English.

The Human Resources Department offered a number of professional development courses in 1999 which were well attended by staff across UNITEC. These courses included Treaty of Waitangi and Te Reo Maori.

In September UNITEC's Senior Management Team also attended a poukai at Te Awamarahi Marae.





Equal Education Opportunities

In 1999 UNITEC continued to advance Equal Education Opportunities, and maintain its commitment to section 220 of the Education Act 1989. UNITEC encourages participation from all under-represented groups that face barriers in tertiary education, such as students with disabilities, Maori students, Pasifika students and women. UNITEC is committed to reducing barriers for these and all students, and has employed several strategies and staff in key positions to co-ordinate its approach to ensure that this objective is met. UNITEC is fortunate to receive a special supplementary grant from the Ministry of Education which is applied specifically for students with disabilities (see also pages 56-57 in the Achievement of Corporate Goals and Objectives).

In compliance with the Act which requires that UNITEC and its Council implement positive strategies to eliminate unnecessary barriers (e.g. financial, cultural, disabilities) to the progress of students, a number of initiatives were put in place. UNITEC has not only complied with the Act but has also implemented standards well above the legislative requirements. Positions created to monitor UNITEC's progress in this respect include the Disabilities Co-ordinator, Pasifika Co-ordinator and team, Maia, Te Tari Awhina/Learning Support and Women's Education Co-ordinator.

Students with Disabilities

In 1999 UNITEC continued to assist students with disabilities through a range of measures designed to make access to learning easier through the removal of barriers. A disabilities liaison policy and plan was developed by the Disabilities Co-ordinator to efficiently manage institute-wide strategies. The Disabilities Co-ordinator had 18 support staff; all were employed on a part-time or casual basis.

Related to this was the creation of protocols to record and track students with disabilities from the time of enrolment, using the institute's management information system, ProMis. However, completely reliable statistics are not always available as many students do not acknowledge their disability at the time of enrolment.

The target in 1999 was to have students with disabilities more proportionally represented across the institute. The proportion of students with disabilities enrolled in integrated courses increased by 20 percent over 1998 figures. One of the main means of achieving this was to ensure that there is physical access to all areas of the campus. In 1999 the target of 85 percent access to all facilities was achieved.

In addition, a satisfaction survey of students with disabilities was conducted, and a high rating of satisfaction was achieved. This will enable UNITEC to better understand the extent to which students with disabilities have access to all aspects of campus life.

There was also increased specialist support and equipment provided for students with disabilities in mainstream courses. This included sign language, interpreters and notetakers. Specialist software to assist visually-impaired students was also used.

Pasifika

There were several positive developments for Pasifika students at UNITEC in 1999. A Pasifika Centre was established informally in the Student Services Building, providing students with a place for advice and support. It is intended to officially launch the centre in 2000, to coincide with the inaugural meeting of Fono Faufautua – the Pasifika Council. The centre is designed to encourage contact between staff and students and to ensure that support is provided when it is needed.

The Pasifika Co-ordinator and two members of her team are located in the Pasifika Centre. Moreover, there are several other Pasifika staff located close to the centre who are also in related support and/or administrative roles such as counselling, schools liaison, the information desk and the Centre for International Education.

Eleven percent of UNITEC's enrolments in 1999 were from Pasifika students, so the aim is increasingly to ensure that these students also receive the support and service that they need to succeed and complete their studies. In August 1999 UNITEC's Academic Board set up a Student Retention and Success Working Party to investigate the issue of retention on campus, and to devise methods to improve retention rates in areas where high rates of attrition are identified.

More dedicated and culturally friendly areas for Pasifika students to meet around campus were implemented. For example, the School of Tourism block-booked a classroom for their Pasifika students during part of the year as a meeting room. Pasifika staff in the Department of Building Technology and Centre for Foundation Studies have been provided with larger offices so that they can meet with Pasifika students in a more conducive, culturally supportive environment. The School of Nursing has established a permanent room for Pasifika students to use and meet with one another in a friendly and familiar setting.

More financial support for Pasifika students in the tertiary education sector would be helpful. Anecdotal evidence suggests that financial barriers prevent many Pasifika students from receiving tertiary education. A few UNITEC scholarships for Pasifika students are provided to fund the cost of tuition fees. The Faculty of Arts and Social Sciences provides the Maina Werne-Jones Memorial Scholarship, which is open to any Pasifika student each year. In addition, there are places and training offered through Skill Enhancement New Zealand Scholarships (SNZ). In 1999 seven Pasifika students in engineering and nursing received places and training through SNZ. There are also several external scholarships open to Pasifika students nationwide.

Maia – Maori Development Centre

Maia was instrumental in assisting Maori students facing financial or cultural barriers. Maia was the key provider of several UNITEC Maori scholarships. He Tohu Aroha, for example, is an annual scholarship offered in each degree programme. Students awarded these scholarships are required to have commitment to study, previous academic performance, financial need, and the potential to succeed. In 1999, the number of the scholarships was increased to 20, but the amount awarded was reduced by half.

There are also the Ngati Whatuaki Orakei/UNITEC scholarships. The level of these scholarships is dependent on the year of study. Ten students receive scholarships ranging from \$500 to \$1,500, from the Ngati Whatua Trust Board. Maia is also working with the Ngati Whatua Trust Board to facilitate enrolment of students into UNITEC's Step-Up programme.

Te Tari Awhina

Te Tari Awhina, UNITEC's Learning Support Centre, continues to address barriers which impede the success of students at the institute. This is done in two major ways: the provision of free, flexible and student-centred learning support, and the promotion of quality teaching practice to meet the needs of all students. In 1999 there was a 7 percent increase in the overall number of students seeking assistance and a significant increase in the number of visits made (e.g. a 65 percent rise in students attending groups and workshops). Students targeted under Equal Educational Opportunities are well represented in the centre's statistics. The majority of student visits are from women (67 percent) and from mature students (37 percent in the 31-40 age group). Pasifika students using Te Tari Awhina increased by 27 percent in 1999. Te Tari Awhina also complemented the support of Maori students offered by Maia (7 percent visiting Te Tari Awhina were Maori). The centre provides learning support for students with disabilities and arranges special conditions for examinations for an increased number of students.

Te Tari Awhina is well supported by the institute. However, the ongoing increase in student demand for learning assistance poses problems of delivery. On-line provision is currently being developed to address the needs of distance students, part-time students and those students who lack the confidence to attend the centre. Equally, 1999 has seen the centre's increased involvement on an institute-wide level with issues of success and retention, programme reviews, professional development, liaison and joint workshops with departmental academic staff. In addition, two research projects have been undertaken to investigate specific barriers to success and retention.

Report of the Audit Office



Audit New Zealand

To the Readers of the Financial Statements of UNITEC Institute of Technology and Group for the year ended 31 December 1999

We have audited the financial statements on pages 32 to 114. The financial statements provide information about the past financial and service performance of UNITEC Institute of Technology and Group and its financial position as at 31 December 1999. This information is stated in accordance with the accounting policies set out on pages 95 to 98.

Responsibilities of the Council

The Public Finance Act 1989 requires the Council to prepare financial statements in accordance with generally accepted accounting practice which fairly reflect the financial position of UNITEC Institute of Technology and Group as at 31 December 1999, the results of its operations and cash flows and the service performance achievements for the year ended 31 December 1999.

Auditor's Responsibilities

Section 43(1) of the Public Finance Act 1989 requires the Audit Office to audit the financial statements presented by the Council. It is the responsibility of the Audit Office to express an independent opinion on the financial statements and report its opinion to you.

The Controller and Auditor-General has appointed B H Halford, of Audit New Zealand, to undertake the audit.

Basis of Opinion

An audit includes examining, on a test basis, evidence relevant to the amounts and disclosures in the financial statements. It also includes assessing:

- the significant estimates and judgments made by the Council in the preparation of the financial statements and
- whether the accounting policies are appropriate to UNITEC Institute of Technology and Group's circumstances, consistently applied and adequately disclosed.

We conducted our audit in accordance with generally accepted auditing standards, including the Auditing Standards issued by the Institute of Chartered Accountants of New Zealand. We planned and performed our audit so as to obtain all the information and explanations which we considered necessary in order to provide us with sufficient evidence to give reasonable assurance that the financial statements are free from material misstatements, whether caused by fraud or error. In forming our opinion, we also evaluated the overall adequacy of the presentation of information in the financial statements.

During the course of the year we provided the following other services:

- assisted with implementation of a system to calculate employee entitlements
- secondment of resources to assist in monitoring the implementation of a new financial system; and
- Tax Review Services.

Other than these services, and in our capacity as auditor acting on behalf of the Controller and Auditor-General, we have no relationship with or interests in UNITEC Institute of Technology or any of its subsidiaries.

Unqualified Opinion

We have obtained all the information and explanations we have required.

In our opinion the financial statements of UNITEC Institute of Technology and Group on pages 32 to 114:

- comply with generally accepted accounting practice;
- fairly reflect:
 - the financial position as at 31 December 1999;
 - the results of its operations and cash flows for the year ended on that date; and
 - the service performance achievements in relation to the performance targets and other measures adopted for the year ended on 31 December 1999.

Our audit was completed on 28 April 2000 and our unqualified audit opinion is expressed as at that date.

B H Halford

AUDIT NEW ZEALAND

On Behalf of the Controller and Auditor-General, Auckland, New Zealand



Performance Statements Corporate

For the year ended 31 December 1999



Statement of Objectives

MISSION

To be New Zealand's leading provider of applied higher and further education.

For our students, we will:

- Provide relevant and durable qualifications
- Foster intellectual and learning independence
- Commit to quality in all our activities
- Encourage and support their success.

For our owners, we will:

- Be accountable for our actions
- Provide sound stewardship of resources
- Enhance their investment.

For our staff, we will:

- Be a good and fair employer
- Provide support for both teaching and research
- Recognise and celebrate their contributions.

For the wider community, we will:

- Honour the Treaty of Waitangi
- Advance, disseminate and preserve knowledge
- Act as a critic and conscience of society.

1999 CORPORATE GOALS AND OBJECTIVES

Goal 1

To be recognised as a university of technology.

UNITEC plans to become a distinctive university, appropriately named a university of technology, with a focus on applied, vocational and interdisciplinary programmes supported by applied research and strong industry interaction, in a high-quality, flexible learning environment. UNITEC will continue to offer programmes at all levels from skills-based certificates through to postgraduate degrees in a wide range of disciplines.

Objectives

1.1 To meet the quantitative NZQA university guidelines by:

- Increasing the number of programmes offered and EFTS enrolled at postgraduate level
- Increasing the number of programmes offered and EFTS enrolled at undergraduate level
- Maintaining level 4 and 5 EFTS*.

1.2 To meet the general NZQA university guidelines by:

- Increasing research outputs
- Increasing international associations
- Improving the academic qualifications of staff
- Increasing the learning and research resources of the Wagener Library.

* UNITEC provides eight levels of progression. Levels 3 to 5 equate to trade and technician training. Level 6 comprises more advanced technical and business qualifications. Levels 7 and 8 equate to more advanced qualifications of graduate and postgraduate standard.



Goal 2

To grow by offering a wide range of applied programmes at certificate, diploma, and undergraduate and postgraduate degree levels.

UNITEC plans to promote growth and increased participation in tertiary education by offering a wide range of applied programmes at all academic levels. This will take place through wide industry consultation to ensure relevance and currency. Particular emphasis will be placed on staircasing and articulation between qualifications to ensure that all students have the opportunity to meet their learning goals.

Objectives

2.1 To meet the total and bulk-funded EFTS enrolment targets by faculty by:

- Increasing school leaver enrolments
- Offering new undergraduate and postgraduate degrees
- Increasing international EFTS from new markets
- Replacing lost ITO EFTS by bulk-funded EFTS.

2.2 To achieve balanced growth in subdegree, undergraduate, and postgraduate degree programmes by:

- Offering new undergraduate and postgraduate degrees
- Maintaining level 4 and 5 EFTS*.

** UNITEC provides eight levels of progression. Levels 3 to 5 equate to trade and technician training. Level 6 comprises more advanced technical and business qualifications. Levels 7 and 8 equate to more advanced qualifications of graduate and postgraduate standard.*

Goal 3

To undertake applied research which informs teaching and improves practice.

UNITEC is committed to the development of a research culture that supports and encourages staff and student research. The institute's Research Plan emphasises applied research which informs teaching, especially at degree level, and contributes to practice in the wider community. Increasing emphasis will be placed on meeting international standards for research outputs, and the generation of income from external sources to support ongoing growth in research activity.

Objectives

3.1 To increase research outputs in all categories by:

- Increasing research funding
- Promoting research efficiency.

3.2 To meet international standards of excellence in research by:

- Increasing research outputs via international media
- Establishing research "centres of excellence"
- Running international conferences at UNITEC.

3.3 To promote an industry focus and increase external funding by:

- Increasing research grant applications
- Promoting industry research joint ventures
- Establishing research "centres of excellence".

Goal 4

To assure the quality and relevance of our programmes and their delivery.

UNITEC has implemented a comprehensive quality management system to assure the quality of all aspects of its activities, and satisfy the quality requirements of key stakeholders. Central to the institute's quality initiatives is the UNI Q Project and the establishment of a Five Point Plan for Quality, incorporating a quality commitment to students, a comprehensive course and lecturer evaluation process (SEQUAL), and an essential feedback loop for quality improvement.

Objectives

4.1 To achieve external approval and accreditation for all submitted programmes by:

- Rigorous implementation of UNITEC's quality management system.

4.2 To achieve improved ratings for SEQUAL teaching and course evaluations by:

- Evaluating all courses and all lecturers each semester
- Incorporating feedback into Green Cards for all courses.

4.3 To monitor and improve the satisfaction of students with service provision by:

- Surveying students on a biennial basis.

4.4 To monitor the employment progress and satisfaction of students after their graduation by:

- Undertaking a Graduate Destination Survey on an annual basis.

4.5 To increase the application of technology to student learning by:

- Increasing the number of courses available on-line
- Expanding the use of multimedia.

4.6 To maintain the relevance and viability of proposed and existing programmes by:

- Undertaking annual programme viability analysis for all programmes
- Maintaining high-quality advisory committees for all disciplines.

Goal 5

To provide support and equal educational opportunities for our students.

UNITEC plans to enhance its provision of services for intending and existing students that assist them to make decisions about their education and career options, with special provision for students from groups under-represented in tertiary education. In addition UNITEC will maintain specialist services for students in areas such as learning support and employment assistance, and specialist facilities such as sport and recreation, and internet/computer access.

Objectives

5.1 To increase Pacific Island enrolments to at least 12 percent total enrolments by 2001 by:

- Improving liaison and campus support.

5.2 To meet targeted enrolments for women by:

- Encouraging enrolments in non-traditional programmes.

5.3 To meet targeted enrolments for disabled students by:

- Effective utilisation of the special supplementary grant for students with disabilities.

5.4 To provide assistance to students experiencing financial hardship by:

- Administering a hardship fund.

Goal 6

To increase Maori participation and success in our programmes.

UNITEC seeks to honour the Treaty of Waitangi through the support and encouragement it provides for Maori to participate and succeed in their tertiary education. Central to this goal is the establishment of Maia – Maori Development Centre, at UNITEC, with the mission to encourage, support and guide Maori students, and work in partnership with faculties to increase Maori enrolments and retention.

Objectives

6.1 To increase Maori enrolments to at least 15 percent total enrolments by 2001 by:

- Consolidating establishment of Maia – Maori Development Centre
- Ensuring bicultural components to all programmes
- Awarding Maori scholarships.

Goal 7

To procure and manage the physical and financial resources of the institute effectively and efficiently.

UNITEC places primary importance on the efficient and effective management of its resources by sound strategic, financial, and facilities planning, and a recognition of the importance of meeting both internal and external accountability requirements.

Objectives

7.1 To meet key financial performance targets by:

- Setting and monitoring budgets
- Careful management of capital assets
- Generating efficiency and productivity gains
- Increasing non-Ministry of Education (MoE) income streams.

7.2 To meet key physical resource targets by:

- Maximising use of existing accommodation.

7.3 To meet external requirements for accountability by:

- Preparing the Statement of Objectives for MoE approval
- Publishing the Annual Report within legislated timelines.

Goal 8

To support and develop our staff and acknowledge their performance.

UNITEC recognises the fundamental role that staff play in the prosecution of its mission. It places importance on annual performance reviews coupled with relevant staff development and training, and provides a range of professional support mechanisms, including financial support for staff furthering their qualifications, and those presenting their research findings internationally.

Objectives

8.1 To maximise the efficient use of teaching staff without the loss of learning quality by:

- Careful management of faculty student/staff ratios.

8.2 To provide appropriate staff development opportunities to all staff by:

- Offering a comprehensive in-house staff development programme
- Supporting staff to upgrade their qualifications
- Linking staff development to UNI Q initiatives.

8.3 To acknowledge and recognise excellent staff performance by:

- Annual performance review
- Annual staff awards.

8.4 To meet institute Equal Employment Opportunity (EEO) targets by:

- Implementing the 1999 EEO Plan.

OUTPUT CLASSES

Each year UNITEC receives funding from the Ministry of Education for the delivery of education, training, and accompanying research. The output classes under which UNITEC receives funding for are:

- i. Tertiary Education and Training: undergraduate courses
- ii. Tertiary Education and Training: postgraduate courses
- iii. Teacher Education and Training
- iv. Training for Designated Groups
- v. Tertiary Education and Training: full cost recovery.

In addition to Ministry of Education funding, UNITEC also provides programmes which are fully funded by the consumer under the output class.

These classes of outputs contribute to the following government outcomes:

- Excellence in tertiary education, postgraduate study and research
- Attainment of qualifications to enable all to participate successfully in the changing technological and economic environment
- A highly skilled workforce at enterprise and industry level to enhance New Zealand's international competitiveness
- Equality of educational opportunity for all to reach their potential and take their full place in society
- Success in learning for those with special needs
- Full participation and achievement of Maori in all areas of education
- Improvements in the effectiveness and efficiency of resource use in education.

ACHIEVEMENT OF THE STATEMENT OF OBJECTIVES

The achievement of the 1999 statement of objectives is detailed in the following sections of this annual report:

- The Year in Review, which provides a broad narrative of the institute's overall performance in 1999 (pp 11 to 28)
- Corporate Outputs (pp 38 to 39)
- Achievement of Corporate Goals and Objectives, which provides a summary statement of corporate service performance (pp 40 to 68)
- Performance statements and cost of services statements for each of the institute's five faculties and the Wagener Library (pp 71 to 92).

Corporate Outputs

OUTPUT CLASS 1:

TERTIARY EDUCATION AND TRAINING – UNDERGRADUATE COURSES

		1999 Actual	1999 Target	1998 Actual
Quantity	Actual EFTS: target EFTS	0.92	>1	1.48
	Percentage of growth in EFTS	6.0%	15.8%	6.0%
	Total EFTS	6,216	6,788	5,864
Quality	Local approvals: submissions			
	Percentage of NZQA/NZPPC approvals: evaluations	100%	100%	100%
	Percentage of accreditation approvals: applications	100%	100%	100%
	Percentage of programmes (>0.5 EFTS) evaluated	100%	100%	100%
Cost	Total costs (\$)	54,060,989	59,846,845	45,629,260
	Operating cost: EFTS (\$)	8,697	8,817	7,781

OUTPUT CLASS 2:

TERTIARY EDUCATION AND TRAINING – POSTGRADUATE COURSES

		1999 Actual	1999 Target	1998 Actual
Quantity	Actual EFTS: target EFTS	1.04	>1	0.66
	Percentage of growth in EFTS	252%	238%	–
	Total EFTS	74*	71	21
Quality	Percentage of course approvals: evaluations	100%	100%	100%
	Percentage of programmes (>0.5 EFTS) evaluated	100%	100%	100%
Cost	Total cost (\$)	604,816	654,756	174,513
	Operating cost: EFTS (\$)	8,173	9,221	8,310

* This figure does not include 29 EFTS for the University of Technology Sydney Master of Project Management degree.

OUTPUT CLASS 3: TEACHER EDUCATION AND TRAINING

		1999 Actual	1999 Target	1998 Actual
Quantity	Actual EFTS: target EFTS	1.14	>1	0.92
	Percentage of growth in EFTS	45.5%	273%	(30.4%)
	Total EFTS	80	70	55
Quality	Percentage of approvals: evaluations	100%	100%	100%
	Percentage of programmes (>0.5EFTS) evaluated	100%	100%	100%
Cost	Total cost (\$)	597,760	564,440	401,500
	Operating cost: EFTS (\$)	7,472	8,063	7,300

OUTPUT CLASS 4: TRAINING FOR DESIGNATED GROUPS

		1999 Actual	1999 Target	1998 Actual
Quantity	Actual EFTS: target EFTS	0.77	>1	0.94
	Percentage of growth in EFTS	(58.3%)	(45.7%)	(19.7%)
	Total EFTS	189	246	453
Quality	Percentage of course approvals: evaluations	100%	100%	100%
	Percentage of programmes (>0.5 EFTS) evaluated	100%	100%	100%
Cost	Total cost (\$)	1,618,474	2,156,543	3,470,937
	Operating cost: EFTS (\$)	8,563	8,766	7,662

OUTPUT CLASS 5: TERTIARY EDUCATION AND TRAINING – FULL COST RECOVERY

		1999 Actual	1999 Target	1998 Actual
Quantity	Actual EFTS: target EFTS	1.82	>1	1.22
	Percentage of growth in EFTS	6.2%	(41.7%)	(12.4%)
	Total EFTS	766	420	721
Quality	Percentage of course approvals: evaluations	100%	100%	100%
	Percentage of programmes (>0.5 EFTS) evaluated	100%	100%	100%
Cost	Total cost (\$)	6,153,007	3,621,936	5,532,159
	Operating cost: EFTS (\$)	8,033	8,624	7,673

OUTPUT CLASSES 1, 2, 3, 4, 5: TIME AND LOCATION

Time: The reporting of performance targets for 1999 relates to activities completed within that year.

Location: Most activities in relation to the performance indicators took place on campus at UNITEC Institute of Technology, Carrington Road, Mount Albert, Auckland, with some full cost recovery training carried out in rented premises within the greater Auckland area.



Achievement of Corporate Goals and Objectives

GOAL 1

**Goal 1 To be
recognised as
a university
of technology**

UNITEC plans to become a distinctive university, appropriately named a university of technology, with a focus on applied, vocational and interdisciplinary programmes supported by applied research and strong industry interaction, in a high-quality, flexible learning environment. UNITEC will continue to offer programmes at all levels from skills-based certificates through to postgraduate degrees in a wide range of disciplines.

Objectives

1.1 To meet the quantitative NZQA university guidelines by:

- Increasing the number of programmes offered and EFTS enrolled at postgraduate level
- Increasing the number of programmes offered and EFTS enrolled at undergraduate level
- Maintaining level 4 and 5 EFTS.

1.2 To meet the general NZQA university guidelines by:

- Increasing research outputs
- Increasing international associations
- Improving the academic qualifications of staff
- Increasing the learning and research resources of the Wagener Library.

PROGRESS TOWARDS ACHIEVEMENT OF GOAL 1

1999 performance

	1999 Actual	1999 Target	1998 Actual
1.1 To meet the quantitative NZQA university guidelines			
Percentage of EFTS (level 6 and above)	47%	43%	41%
Percentage of EFTS in degrees (including postgraduate)	44%	41%	35%
Percentage of EFTS in postgraduate programmes	2%	3%	1%
Number of postgraduate degrees (level 8)	4	5	3
Number of undergraduate degrees	28	28	28
Number of diplomas offered (level 6)	10	10	8
Number of diplomas and certificates offered (levels 3 and 5)	78	78	79
Other postgraduate programmes	3	5	1
EFTS at postgraduate level	74*	71	30
EFTS at undergraduate degree level	3,202	3,021	2,455

* This figure does not include 29 EFTS for the University of Technology Sydney Master of Project Management degree.

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	1999 Actual	1999 Target
1.2 To meet the general NZQA university guidelines		
Number of weighted research outputs*	628	400
Percentage of staff with postgraduate qualifications	40%	56%
Number of professorial positions	5	5
Number of adjunct professors appointed	5	5
Percentage increase in library book stock	10%	10%

* Research outputs are weighted on a scale from 2 (refereed outputs) to 0.1 (general media).

**Goal 1 To be
recognised as
a university
of technology**

Range of Programmes

UNITEC was able to provide a comprehensive range of programmes and applied research reflecting diverse learning styles and outcomes in 1999. Central to UNITEC's vision as "Tomorrow's University" is the commitment to provide a multi-level approach to education that incorporates vocational through to postgraduate degree programmes. UNITEC hopes to encourage as many people into tertiary education as possible, and this is achieved by the delivery of a diverse range of programmes.

UNITEC increased the number of masters programmes offered in 1999 from three to four, and maintained the same number of bachelors degrees as provided the previous year. New masters and doctoral programmes were under development in 1999, and are likely to be offered in 2000. Increasingly, the number of programmes offered will reflect the growth in applied and research based degrees as UNITEC positions itself as a "university of technology".

NUMBER OF PROGRAMMES OFFERED

Programme Level	1999	1998	1997	1996
Masters	4	3	1	1
Postgraduate diploma	2	–	–	–
Bachelors**	28	28	16	14
Graduate diploma	5	7	11	8
Diploma	22	19	28	24
Graduate certificate	2	2	–	–
Certificate	66	68	80	83
Total	129	127	136	130

** Note: Separate majors are counted as individual degrees. UNITEC degrees tend to be less generic than those typical of the university sector and each new major requires separate approval from NZQA.

Goal 2 To grow by offering a wide range of applied programmes at certificate, diploma, and undergraduate and postgraduate degree levels

GOAL 2

UNITEC plans to promote growth and increased participation in tertiary education by offering a wide range of applied programmes at all academic levels. This will take place through wide industry consultation to ensure relevance and currency. Particular emphasis will be placed on staircasing and articulation between qualifications to ensure that all students have the opportunity to meet their learning goals.

Objectives

2.1 To meet the total and bulk-funded EFTS enrolment targets by faculty by:

- Increasing school leaver enrolments
- Offering new undergraduate and postgraduate degrees
- Increasing international EFTS from new markets
- Replacing lost ITO EFTS by bulk-funded EFTS.

2.2 To achieve balanced growth in subdegree, undergraduate and postgraduate degree programmes by:

- Offering new undergraduate and postgraduate degrees
- Maintaining level 4 and 5 EFTS.

PROGRESS TOWARDS ACHIEVEMENT OF GOAL 2

School leavers are an important part of UNITEC's growth. Accordingly, UNITEC has developed a close relationship with most schools in the Auckland region, but also in other areas such as Northland and the Waikato. In looking ahead, UNITEC places a priority on developing opportunities in its programmes and establishing links with new industries that will benefit its future students and provide them with a competitive edge. In 2000 a major UNITEC initiative, *Futurework*, will be launched. *Futurework* will outline in detail where opportunities will present themselves for students enrolling in UNITEC programmes.

UNITEC's Student for a Day programme was originally piloted in 1994 and has been conducted ever since. It provides senior, motivated students with the opportunity to spend a day in a UNITEC programme in which they have a particular interest. It is a free service and research has shown that this service, unique to UNITEC, is highly valued by school careers advisers. In 1999 over 400 secondary school students participated in the programme with many of these enrolling at UNITEC in the following year.

The Open Days were held in May and attracted well over 3,000 visitors to the UNITEC/ETA O'Ryans Stadium including secondary school students, teachers, careers advisers, parents and private provider groups. In addition, UNITEC's School Liaison team also attended numerous expos and school career roadshows including the Coca Cola Expo, the Whakatane Careers Day, the Lampen Workchoice Day, the Tertiary Update Day and the Northland Road Show.

There were 44 schools involved in the Secondary Tertiary Alignment Resource (STAR) programme in 1999, which is an increase over 1998 levels. However, the number of courses remained the same in 1999 and UNITEC maintained its position in attracting students as part of the STAR programme. The STAR programme included the Senior School Programmes (level 5 and above) and the Vocational Taster programmes. The Vocational Taster Programmes are short-term, hands-on, participatory programmes. They target fourth formers but often include more senior students. Of the 88 courses offered as part of STAR, 83 were taught on site while five were offered off site. The STAR programme generated revenue of \$158,000.

2.1 To meet the total and bulk-funded EFTS enrolment targets by faculty

Measuring the number of enrolments of equivalent full-time students (EFTS) is a useful measure for UNITEC to determine its ability to meet student demand for its programmes. The Ministry of Education (MoE), as well as a variety of other organisations, subsidises UNITEC's EFTS enrolments through bulk-funding arrangements determined through contractual negotiations with the institute each year.

In 1999 UNITEC sought to meet a revised target of 6,365 MoE EFTS. The total target for EFTS from all sources was revised to 7,194 after lower than anticipated enrolments early in the year.

1999 Performance

The first year of uncapped funding together with a general decline in the number of school students entering tertiary education placed pressure on original targets, which were then revised mid-year. However, UNITEC still experienced high demand for its programmes. Accordingly, UNITEC exceeded its revised MoE target of 6,365 EFTS for 1999 by five EFTS, reaching 6,370 EFTS. Furthermore, UNITEC reached a total of 7,325 EFTS or 212 EFTS above 1998 levels, a 3 percent growth rate. UNITEC also experienced significant growth in 1999 in international EFTS.

TOTAL NUMBER OF EFTS

Ministry of Education-funded EFTS (course classification)	1999 Actual	1999 Revised Target	1998 Actual
Agriculture, horticulture	208	213	213
Architecture, building	580	572	543
Arts, humanities	1,237	1,236	1,087
Business	1,468	1,464	1,538
Community, general	127	120	98
Computing	362	360	302
Engineering, technology	176	176	200
Doctoral/honours	47	43	21
Fine arts, design	584	574	539
Music	165	164	134
Nursing (including diagnostic imaging)	382	378	376
Science	177	180	125
Teaching	80	86	55
Trades	777	799	708
Subtotal	6,370	6,365	5,939

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Goal 2 To grow by offering a wide range of applied programmes at certificate, diploma, and undergraduate and postgraduate degree levels

Goal 2 To grow by offering a wide range of applied programmes at certificate, diploma, and undergraduate and postgraduate degree levels

EFTS From Other Funding Sources	1999 Actual	1999 Revised Target	1998 Actual
TOP	69	68	184
Skills Enhancement New Zealand (SNZ)	0	0	36
SNZ/ITO/RHA	106	100	215
STAR	14	11	18
Full cost recovery	766	650	721
Subtotal	955	829	1,174
Total	7,325	7,194	7,113
Percentage of EFTS Growth		1999 Actual	1999 Target
Percentage of growth in total EFTS		3%	7%
Percentage of growth in MoE bulk-funded EFTS		7%	16%

International Students

UNITEC, as "Tomorrow's University" is committed to being a provider of high quality tertiary education that can be accessed and recognised anywhere in the world. Education is a global commodity and UNITEC's outlook is one of internationalisation. Accordingly, UNITEC embraces international students and encourages student exchange.

1999 Performance

In 1999 UNITEC had 650 international EFTS, 9 percent of its total EFTS. This is an increase of 193 international EFTS over 1998 levels, a 42 percent increase. It was 180 percent over the target for the year. Many of these students are from south-east Asia, with China being the main country of origin. In recognition of this, UNITEC's Centre for International Education (CIE) won a TRADENZ Export Award in 1999. However, UNITEC is increasingly attracting students from Europe, including Scandinavia and former Eastern Bloc states like Hungary. Norway and Sweden recognise UNITEC as a tertiary provider, which allows intending students from those countries to apply for student loans to study here. In many cases international students can also gain credits for university studies in their home countries. CIE holds an orientation and has staff who are available to assist with personal, financial or study issues. An active international student club also plans social functions during the year.

INTERNATIONAL EFTS

Breakdown of EFTS	1999 Actual	1999 Target	1998 Actual	1997 Actual
Total EFTS	7,325	7,595	7,113	6,997
International students (EFTS)	650	361	457	572
Percentage of total EFTS	9	5	6	8



Industry Training Organisation Contracts

UNITEC competes each year for Industry Training Organisation (ITO) contracts, and has been consistently successful in securing these over the years. This has been largely due to the institute's adherence to quality standards in all aspects of its teaching and vocational training.

1999 Performance

In 1999, UNITEC competed for five ITO contracts and won four of them. The four ITO contracts were worth \$597,821. The ITO contracts were in the following industries:

- Plumbing and gasfitting
- Joinery
- Engineering
- Painting and decorating.

	1999 Actual	1999 Target
2.2 To achieve balanced growth in subdegree, undergraduate and postgraduate degree programmes		
Percentage of EFTS (level 6 and above)	47%	43%
Percentage of EFTS in degrees (including postgraduate)	44%	41%
Percentage of EFTS in postgraduate programmes	2%	3%

Degree-level Awards

In 1999 there was a further significant increase in the number of graduands who had completed either a bachelor's degree or graduate diploma. This was a result achieved through hard work and dedication by students and staff, and is a significant indicator of UNITEC's growing maturity as a higher education institution. UNITEC's graduands will participate in two graduation ceremonies in April 2000.

NUMBER OF COMPLETIONS

Qualification	1999	1998	1997	1996
Masters*	1	–	–	–
Bachelor degrees	415	398	236	178
Postgraduate diplomas*	18	–	–	–
Graduate diplomas	62	56	115	51
Graduate certificate*	20	–	–	–
Total	516	454	351	229

* Degree-level awards completed for the first time in 1999.

Goal 2 To grow by offering a wide range of applied programmes at certificate, diploma, and undergraduate and postgraduate degree levels

**Goal 3 To undertake
applied research which
informs teaching and
improves practice**

GOAL 3

UNITEC is committed to the development of a research culture that supports and encourages staff and student research. UNITEC's research plan emphasises applied research which informs teaching, especially at degree level, and contributes to practice in the wider community. Increasing emphasis will be placed on meeting international standards for research outputs, and the generation of income from external sources to support ongoing growth in research activity.

Objectives

3.1 To increase research outputs in all categories by:

- Increasing research funding
- Promoting research efficiency.

3.2 To meet international standards of excellence in research by:

- Increasing research outputs via international media
- Establishing research "centres of excellence"
- Running international conferences at UNITEC.

3.3 To promote an industry focus and increase external funding by:

- Increasing research grant applications
- Promoting industry research joint ventures
- Establishing research "centres of excellence".

PROGRESS TOWARD THE ACHIEVEMENT OF GOAL 3

1999 Performance

	1999 Actual	1999 Target
3.1 To increase research outputs in all categories		
Number of weighted research outputs*	628	400
UNITEC Internal Research Fund (\$)	700,000	800,000
3.2 To meet international standards of excellence in research		
Number of international publications	170	45
Number of international presentations	138	150
International conferences hosted	2	1
Number of professorial positions	5	5
3.3 To promote an industry focus and increase external funding		
External research grant income** (\$)	901,000	600,000

* Research outputs are weighted on a scale from 2 (refereed outputs) to 0.1 (general media).

** Research income to the year ended 30 June 1999. This differs from UNITEC's financial year as an administrative convenience in order to allocate and distribute research funds for the following year.

Research

In 1999, another significant increase in research outputs was achieved of 26 percent above 1998 levels. Outputs per academic full-time equivalent rose to 1.69. More importantly, a greater proportion were published in refereed media, illustrating a continual rise in the demonstrable quality of our research effort. Increasing numbers of our outputs are being presented overseas, and more are resulting from collaborative research. There is every expectation that these trends will continue.

The formation of the Graduate School early in 2000, with its underlying Key Centres for Teaching and Research, will enable UNITEC in future to focus on postgraduate research activity in specific areas. Two centres will be further developed in 2000: Centre for Educational Management and Centre for Construction and Architecture. UNITEC's strength in applied research will also fit the Government's goals of an increasing knowledge-based society supported by new technical developments.

Resources for researchers continued to be upgraded during the year, with contracts for statistical consultancy and statistical software training provided for staff and students. Additional research training for staff was again offered through a variety of avenues, including the Graduate Diploma in Higher Education and the annual research seminar series. National and international conferences were again hosted by UNITEC in 1999, highlights of these being the Immigration Forum and "Educators or Planners: Symphony or Discord", the theme of the 10th International Conference for the Australasian Association for Institutional Research.

Two current staff members were promoted to associate professor: Donald Joyce (Information Systems and Computing) and Branko Mitrovic (Architecture). Five new adjunct professors were appointed. Three new professorial positions were approved to start early in 2000. Two staff awards for excellence in research were also made: Mouafak Zaher (Applied Skills) and Brian Atkinson (Construction).

Goal 3 To undertake
applied research which
informs teaching and
improves practice



Goal 3 To undertake

applied research

which informs

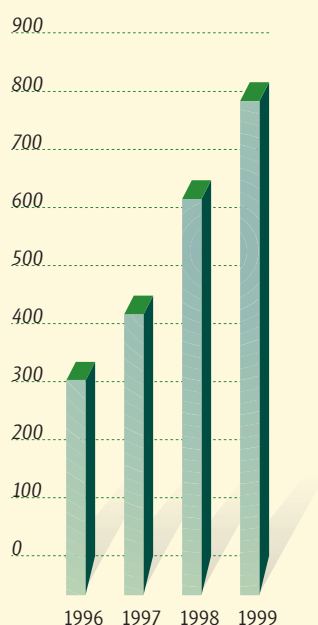
teaching and

improves practice

UNITEC RESEARCH PROFILE

Research Outputs	1999	1998	1997
Book	10	16	11
Book chapter	24	12	8
Conference proceedings	113	82	50
Journal	121	108	77
Report	17	16	1
Thesis	26	8	12
Patent	1	0	0
Software	2	1	0
Applied design/creative work	6	2	0
Exhibition/performance	104	103	103
Presentation	224	221	135
General media	146	77	47
Educational texts	14	0	0
Interviews	9	0	0
TOTAL	817	646	444

Total Research Output



NUMBER AND PROPORTION OF RESEARCH OUTPUTS

Publications and Presentations	1999*	1998	1997
Refereed	117 (14.3%)	76 (11.8%)	46 (10%)
Multi-authored outputs	153 (18.7%)	136 (21%)	60 (14%)
Outputs presented overseas	170 (20.8%)	119 (19%)	92 (21%)

* Publication figures for 1999 are provisional.

GOAL 4

UNITEC has implemented a comprehensive quality management system to assure the quality of all aspects of its activities, and to satisfy the quality requirements of key stakeholders. Central to the institute's quality initiatives is the UNI Q Project and the establishment of a Five Point Plan for Quality, incorporating a quality commitment to students, a comprehensive course and lecturer evaluation process (SEQUAL), and an essential feedback loop for quality improvement.

Objectives

4.1 To achieve external approval and accreditation for all submitted programmes by:

- Rigorous implementation of UNITEC's Quality Management System.

4.2 To achieve improved ratings for SEQUAL teaching and course evaluations by:

- Evaluating all courses and all lecturers each semester
- Incorporating feedback into Green Cards for all courses.

4.3 To monitor and improve the satisfaction of students with service provision by:

- Surveying students on a biennial basis.

4.4 To monitor the employment progress and satisfaction of students after their graduation by:

- Undertaking a Graduate Destination Survey on an annual basis.

4.5 To increase the application of technology to student learning by:

- Increasing the number of courses available on-line
- Expanding the use of multimedia.

4.6 To maintain the relevance and viability of proposed and existing programmes by:

- Undertaking annual programme viability analysis for all programmes
- Maintaining high-quality advisory committees for all disciplines.

Goal 4 To assure

the quality and

relevance of our

programmes and

their delivery

PROGRESS TOWARD ACHIEVEMENT OF GOAL 4

UNITEC's quality management plan, UNI Q, is central to its approach to quality and excellence in teaching. UNITEC's objective is to deliver and maintain the highest standards of education and applied research so that its students enter employment with the advantage of the best practically-based teaching that lets them add value from day one of their working careers. UNITEC regularly reviews and monitors its quality standards through institute-wide evaluations like the Student Evaluation of Quality and Learning (SEQUAL) and Annual Programme Reports. It is a fundamental part of UNITEC's commitment to its students that they have the opportunity to evaluate every course every semester. The SEQUAL evaluations and reports are printed, scanned and processed each semester by UNITEC's Corporate Research Unit.

1999 Performance

UNITEC has continued to embrace UNI Q and to demonstrate to all stakeholders the importance of having quality programmes of relevance. UNITEC completed a self-evaluation, using a sample of programmes across the institute, on the efficiency and effectiveness of programme delivery and assessment. These findings were then validated by an external review team. During 2000 it is anticipated that the plan to implement the review team's key recommendations will lead to ongoing improvement in every student's learning experience.

Goal 4 To assure the quality and relevance of our programmes and their delivery

In parallel with this institute audit, the UNITEC Annual Programme Reports are providing programme teams with oversight of the implementation of the planned improvements.

These qualitative evaluations at programme level are supported by an institute-wide evaluation of courses and lecturers (SEQUAL), along with supporting evidence from external moderators and monitors.

4.1 To achieve external approval and accreditation for all submitted programmes

UNITEC has continued to have its programmes approved by either the New Zealand Qualifications Authority (NZQA) (for degrees and postgraduate programmes) or the New Zealand Polytechnic Programmes Committee (NZPPC) (for all diplomas and most certificates). All programmes submitted during 1999 were externally approved.

The year 1999 was the first for conducting formal 5-year yearly reviews of UNITEC degree programmes for the Academic Board. Some of these formal reviews were conducted simultaneously with professional accreditations. During 1999, the Bachelor of Architecture was evaluated by a joint visiting board, which resulted in this programme being recommended for recognition for 5 years by:

- Commonwealth Association of Architects
- New Zealand Institute of Architects
- Architects Education and Registration Board.

The Bachelor of Landscape Architecture was considered by a panel led by the New Zealand Institute of Landscape Architects, and as a result has professional recognition as an accredited programme for 2 years.

1999 Performance

In 1999 34 new programmes were submitted to the Academic Board, a 28 percent increase over 1998 levels. Of these new programmes, 19 were approved externally by NZQA/NZPPC with another 10 in progress.

NEW PROGRAMME APPROVALS

Number of new programmes submitted to the Academic Board*	1999 Local** approvals	1999 NZQA/NZPPC approvals	Total approvals	1999 In progress
34	5	19	24	10

* Note: Separate majors are counted as individual degrees. UNITEC degrees tend to be less generic than those typical of the university sector and each new major requires separate approval from NZQA.

** Local approvals are made by the Academic Board of UNITEC.

PROGRAMME APPROVALS AND SUBMISSIONS*

	1999 Actual	1999 Target
Percentage of local approvals	100%	100%
Percentage of NZQA approvals	100%	100%
Percentage of NZPPC approvals	100%	100%
Percentage of international accreditations	100%	100%

* All programmes that were submitted during 1999 received approval or were in progress of receiving approval.

4.2 To achieve improved ratings for SEQUAL teaching and course evaluations

1999 Performance

Meeting and giving students the highest quality teaching and service standards characterises UNITEC's approach to ensuring its students are satisfied with their experience on campus. Measuring the extent to which UNITEC is delivering levels of quality in its programmes and services that are satisfactory to students is performed by several surveys, undertaken by UNITEC's Corporate Research Unit, which report both quantitative and qualitative data. These surveys include the Student Evaluation of Quality and Learning (SEQUAL). SEQUAL uses three evaluation tools and a five point scale (five=highest). One of the aims of SEQUAL is to improve the quality of teaching through continuous improvement and feedback. SEQUAL is one of UNITEC's largest surveys, with approximately 70,000 evaluations processed each year. In 1999, the turnaround time of reports being returned to staff was an average of 3 days.

SEQUAL OVERALL MEANS 1999

SEQUAL Evaluation Instruments	Overall UNITEC mean (Five Point Scale)
Courses	3.61
Teaching	3.87

SEQUAL COVERAGE OVERALL 1999

	Semester 1	Semester 2
<i>Lecturer Evaluations</i>		
Total student responses	16,920	23,283
Total number of lecturers	453	574
<i>Programme/Course Evaluations</i>		
Total student responses	13,101	17,217
Total number of programmes	74	94
Total number of courses	518	804

4.3 To monitor and improve the satisfaction of students with service provision

An important measure of student success is how many of UNITEC's graduates are finding employment as well as the number who are satisfied with the provision of services and facilities while they are completing their programme of study. UNITEC's Corporate Research Unit, which is responsible for all institutional surveys, monitored the success and satisfaction of its students in two ways in 1999:

- Student Satisfaction Survey
- Graduate Destination Survey.

1999 Performance

In 1999 the third Student Satisfaction Survey was undertaken, and focused exclusively on nine main UNITEC services and facilities. Student satisfaction with the quality of programmes is now evaluated by SEQUAL so is no longer a component of this survey. In the previous two Student Satisfaction Surveys UNITEC reported on both the satisfaction with the quality of programmes and services. Areas of clear student dissatisfaction with services were acted upon very promptly by UNITEC where possible, and the results will be communicated in the following year's survey.

Goal 4 To assure the
quality and relevance
of our programmes
and their delivery

Goal 4 To assure the quality and relevance of our programmes and their delivery

Using stratified sampling, 650 students (6.2 percent of the total student population as at August 1999) were selected. The response rate for the survey was 34 percent, and included distribution across most programme levels with the frequency of use and importance of services also being assessed. A five point scale was used (five = highest).

STUDENT SATISFACTION SURVEY

Overall Level of Satisfaction	1999* Actual	1999 Target	1996 Actual
Overall satisfaction with services and facilities	3.6	3.7	3.7

** Please note that 1999 was the first year that the survey only focused on satisfaction with services and facilities. In the previous survey, the overall satisfaction measured both services and programme quality. The last survey was in 1996, and although meant to be held every 2 years, the survey was delayed until 1999.*

4.4 To monitor the employment progress and satisfaction of students after their graduation

UNITEC established the Graduate Destination Survey in 1994 as an annual survey to determine the extent to which UNITEC graduates had been successful in finding employment; had found employment related to their degree disciplines; had graduated with skills that were useful for employment; or had continued with further study. The survey is conducted approximately 6 months after graduates complete their programme. This is considered long enough for them to have formed opinions about employment and the programme of study they have just completed. For the last 2 years the survey also has included the Course Experience Questionnaire (CEQ).

1999 Performance

- 72 percent of graduates felt that their UNITEC qualification met the employment expectations that they had on graduation
- 73 percent of UNITEC graduates surveyed stated that they had gained sufficient knowledge and skills from their programme of study to satisfy the standards required by their employer.

The CEQ was used for the second time in 1999 to gather graduate perceptions on learning experience, and to provide a useful benchmark for measuring the quality of programmes in relevant sections of the annual programme reports.

GRADUATE DESTINATION SURVEY 1999

			1999 Actual	1999 Target
Percentage of students progressing to employment or further education			93%	90%
	1999	1998	1997	1995
Percentage working and not studying	57%	62%	61%	54%
Percentage studying (part/full-time)	13%	14%	9%	16%
Percentage working and studying	23%	14%	20%	20%
Percentage not available for employment	7%	10%	10%	10%



COURSE EXPERIENCE QUESTIONNAIRE SUMMARY

	1999 Actual	1999 Target	1998 Actual
Overall satisfaction with the quality of the programme*	3.8	3.7	3.6

* Five point scale (5 = highest)

4.5 To increase the application of technology to student learning

UNITEC remained at the forefront of learning and information technologies in 1999 through the expansion of new innovative teaching initiatives, such as on-line and distance education courses. UNITEC's adoption of new education technologies, as tools to assist research and flexible learning, will see the institute well placed to adapt to change and provide the necessary support to students competing for education resources accessed through the World Wide Web and multimedia.

1999 Performance

In 1999 there were several positive developments in innovative learning. Firstly, the Centre for Learning Technologies hosted a visit to UNITEC and New Zealand by Dr Tony Bates, an eminent world authority on information technologies. Dr Bates led a series of workshops for academic staff and promoted the innovative use of the internet as an interactive learning tool.

Over 100 courses were prepared for on-line delivery in 1999, with many more under development. The number of courses available on-line is growing exponentially – in 1998 there were only seven on-line courses. Interest in UNITEC's on-line programme development has been expressed by a number of universities. UNITEC continues to harness new learning technologies and incorporate these into its teaching programmes so that its students remain at the forefront of the technological revolution in education.

To complement on-line developments, computing resources for students increased in 1999 to meet growing demand. A significant increase in the number of computer workstations resulted in UNITEC's lowest EFTS per workstation ratio for several years. This is a positive development as UNITEC continues to enhance its teaching competitiveness through learning technologies. Furthermore, the significant increase in the number of courses offered on-line was also indicative of the emphasis given by UNITEC to the use of technology in tertiary education.

COMPUTER WORKSTATIONS AND MULTIMEDIA

	1999 Actual	1999 Target	1998 Actual	1997 Actual
EFTS	7,325	7,194	7,113	6,997
Number of computer workstations	946	880	849	760
EFTS:computer workstations	7.7:1	8.2:1	8.3:1	9.2:1
Number of courses offered on-line	100	14	7	4

4.6 To maintain the relevance and viability of proposed and existing programmes

In 1999 UNITEC provided advisory committees for most disciplines and areas. The advisory committees are invaluable to UNITEC and its students, and ensure that links with industry are close and ongoing. UNITEC delivers responsive, practically-based tertiary education that meets the needs of industry, employers and students. UNITEC's links with its local community through representation on advisory committees is also one of the features which allows for the institute's programmes to fit the changing demands of the employment market.

Goal 4 To assure the
quality and relevance
of our programmes and
their delivery

**Goal 4 To assure the
quality and relevance
of our programmes and
their delivery**

In 1999 most faculties and programmes of study had relevant and active advisory committees. UNITEC had 44 advisory committees operating in 1999 which was three more than the previous year. As UNITEC increases its range of programmes, it also seeks to provide relevant advisory committees for each field of study. Thus the provision of new masters programmes in project management and design management saw the addition of two new advisory committees. The Osteopathic Medicine Advisory Committee was also established in 1999.

Advisory Committees

Applied Skills

- Interior Systems
- Marine Technology
- Painting and Decorating
- Plumbing and Gasfitting
- Vehicle Technology

Architecture and Design

- Architecture
- Construction Management and Quantity Surveying
- Critical Studies
- Design Management
- Performing and Screen Arts
- Photography
- Product Design
- Project Management
- Three Dimensional Design
- Visual Communication

Arts and Social Sciences

- Communication
- Community Studies
- Cultural Studies and Tourism
- Early Childhood Education
- Education
- Higher Education
- Languages

- Languages (International)
- Maori Language and Culture
- Maori Weaving
- Special Needs

Business

- Accountancy, Law and Finance
- Applied Management
- Business Administration
- Information Systems and Computing
- Travel and Tourism

Health, Science and Technology

- Animal Technology
- Civil Engineering
- Forensic Psychiatric Care
- Health Science (Medical Imaging)
- Horticulture
- Landscape
- Land Surveying
- Mental Health
- Nursing
- Osteopathic Medicine
- Resource Management
- Sports

Corporate

- Maori Education Runanga

The appendices contain a full membership list for the 1999 advisory committees.

GOAL 5

UNITEC plans to enhance its provision of services for intending and existing students and to assist them in making decisions about their education and career options, with special provision for students from groups under-represented in tertiary education. In addition, UNITEC will maintain specialist services for students in areas such as learning support and employment assistance, and specialist facilities such as sport and recreation, and internet/computer access.

Goal 5 To provide support and equal educational opportunities for our students

Objectives

5.1 To increase Pacific Island enrolments to at least 12 percent of total enrolments by 2001 by:

- Improving liaison and campus support.

5.2 To meet targeted enrolments for women by:

- Encouraging enrolments in non-traditional programmes.

5.3 To meet targeted enrolments for disabled students by:

- Effective utilisation of the special supplementary grant for students with disabilities.

5.4 To provide assistance to students experiencing financial hardship by:

- Administering a hardship fund.

PROGRESS TOWARD ACHIEVEMENT OF GOAL 5

The provision of equal educational opportunities is an important goal in UNITEC's mission to provide the best quality tertiary education for a broad, diverse range of students. UNITEC is committed to the removal of barriers that hinder the educational participation of groups in the community, such as Maori, Pasifika, students with disabilities and women.

TOTAL EFTS AND ENROLMENTS

		1999 Total enrolments	1999 Total EFTS	1999 %Total EFTS	1998 %Total EFTS	1997 %Total EFTS
Students	Total students					
	Full-time	6,530	5,779	79	56	77
	Part-time	9,571	1,546	21	44	23
	Total	16,101	7,325	100	100	100
Female	Full-time	3,115	2,742	48	48	45
	Part-time	4,498	726	47	48	46
	Total	7,613	3,468	47	48	45
Male	Full-time	3,415	3,035	52	52	55
	Part-time	5,073	819	53	52	54
	Total	8,488	3,854	53	52	55

Goal 5 To provide

support and equal

educational

opportunities for

our students

5.1 To increase Pacific Island enrolments to at least 12 percent of total enrolments by 2001

		1999 %Total EFTS	1999 %Target EFTS	1998 %Total EFTS	1997 %Total EFTS
Pacific Island enrolments	Full-time	12	11	10	10
	Part-time	7	5	11	5
	Total	11	10	10	9

5.2 To meet targeted enrolments for women

		1999 %Total EFTS	1999 %Target EFTS	1998 %Total EFTS	1997 %Total EFTS
Target enrolments	Full-time	48	48	48	45
	Part-time	47	48	48	46
	Total	47	48	48	45

5.3 To meet targeted enrolments for disabled students

UNITEC is committed to providing support to students with disabilities and minimising the barriers for their access, participation and success. This is in compliance with section 220 of the Education Act 1989 and UNITEC's own desire to assist students from a diverse range of backgrounds.

In 1999 the Ministry of Education special supplementary grant was applied by UNITEC in very effective ways to develop and enhance the opportunities for students with disabilities. One of the key actions in 1999 was to develop an institute disability liaison policy and plan under the guidance of the Disabilities Liaison Co-ordinator. In addition two projects were completed, an evaluation on the participation of students with disabilities, and a survey of the satisfaction of students with disabilities. In response to the survey, students with disabilities gave a high satisfaction rating for the services provided.

In 1999 the sum provided from the special supplementary grant and UNITEC's own funds for disability support was used for the provision of tutor aides, personal care, sign language interpreters, tutors for the deaf, specialist software and a research project. The number of support staff was increased to cope with the extra demand from students with disabilities.

1999 Performance

	1999 Actual	1999 Target
Number of students with disabilities	204	204
Special supplementary grant income	\$168,998	\$146,840

- Increase the provision of personal support for students with disabilities enrolled at UNITEC.

	Actual number (students)	Target number (students)	Actual hours	Target hours
	30	16	7,620	7,500

- Number of staff assisting students with disabilities.

	Staff employed	Position
	1	Disability liaison
	19	Casual support (part-time)

- Access to campus facilities for students with disabilities.

Faculty	Percentage 1999	Percentage 1998	Percentage 1997
Applied Skills	80%	80%	75%
Architecture and Design	80%	80%	75%
Arts and Social Sciences	85%	85%	80%
Business	85%	85%	80%
Health, Science and Technology	85%	85%	80%

- Proportion of students with disabilities enrolled in integrated courses.

Year	Actual (integrated courses)	Target
1999	241	204
1998	188	170
1997	140	140

- Individual support programmes developed for students with disabilities enrolled in integrated courses.

Year	Actual (staffing)	Target (staffing)	Target (students)
1999	14 hours per week	2 hours per week	72
1998	12 hours per week	2 hours per week	60

* A consolidated commentary on UNITEC's Equal Educational Opportunity initiatives may be found at pages 26–28 of this report.

5.4 To provide assistance to students experiencing financial hardship

UNITEC believes that student support is an integral part of the learning experience, and so provides a range of essential services and amenities to meet student needs. UNITEC provides a wide range of facilities and services that support and facilitate the learning and social experience on campus for all students. Throughout its services UNITEC endeavours to implement continuous improvement so that existing and future students may benefit from the highest standard of quality education.

A hardship fund provides assistance to students in financial difficulty, and allows them to receive disbursements or temporary loans so that they can continue with their programme of study. In previous years the hardship fund was made up of an equal contribution from UNITEC and the UNITEC Student Union (USU). However, as UNITEC students voted against compulsory membership in 1999, the USU contribution was no longer available. This was also partly due to a policy change by the government to pay the student allowance and living portion of the loan weekly rather than fortnightly. Consequently, the numbers and average allocation per student decreased in 1999 to \$153, compared to \$192 in 1998.

Goal 5 To provide support and equal educational opportunities for our students

Goal 5 To provide
support and equal
educational
opportunities for
our students

UNITEC HARDSHIP FUND ALLOCATION

Distribution of Hardship Fund	1999 Actual	1999 Target	1998 Actual
Total allocations (\$)	66,861	200,000	276,943
Students assisted	437	800	1,437
Average allocation per student (\$)	153	250	192

STUDENT SUPPORT

In 1999, the net direct cost of student support rose to meet the needs of a larger student population. Likewise, the rise in net cost per EFTS was mostly related to an increase in Maori support, particularly to Maia – Maori Development Centre.

Direct Cost per EFTS	1999	1998	1997
Net direct cost (\$)	1,330,869	1,125,523	1,100,044
EFTS	7,325	7,113	6,997
Net cost: EFTS (\$)	182	158	157

GOAL 6

UNITEC seeks to honour the Treaty of Waitangi through the support and encouragement it provides for Maori to participate and succeed in their tertiary education. Central to this goal is the establishment of Maia – Maori Development Centre at UNITEC, with the mission to encourage, support and guide Maori students, and work in partnership with faculties to increase Maori enrolments and retention.

Objectives

6.1 To increase Maori enrolments to at least 15 percent of total enrolments by 2001 by:

- Consolidating establishment of Maia – Maori Development Centre
- Ensuring bicultural components to all programmes
- Awarding Maori scholarships.

Goal 6 To increase

Maori participation

and success in our

programmes

PROGRESS TOWARD ACHIEVEMENT OF GOAL 6

Biculturalism

Increasing Maori participation and success in programmes

In 1999, UNITEC revised its Maori dimension in a new UNITEC programmes policy. This requires all new programmes to include a Maori dimension, either through specific learning outcomes within courses or through the inclusion of whole Maori courses in the programme.

New developments for Puukenga in 1999 included the approval of the Diploma in Te Reo me nga Tikanga. Courses offered within the school were also streamlined and made available in a number of programmes provided by UNITEC (Certificate in Foundation Studies, Bachelor of Nursing, Bachelor of Design, Bachelor of International Communication and Bachelor of Business). Puukenga also offered for the first time a live-in full-language immersion course.

1999 Performance

6.1 To increase Maori enrolments to at least 15 percent of total enrolments by 2001

		1999 %Total EFTS	1999 %Target EFTS	1998 %Total EFTS	1997 %Total EFTS
Maori enrolments	Full-time	8	11	9	8
	Part-time	7	10	9	7
Total		8	11	9	8

		1999 Actual	1999 Target	1998 Actual	1997 Actual
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To identify Maori student retention rates and success

Maori (%) academic staff: total academic staff	6	7	6	5
Number of Maori scholarships awarded	30	15	15	12

**Goal 6 To increase
Maori participation
and success in our
programmes**

Puukenga and Maia staff were also called upon to deliver numerous guest lectures. Most schools at UNITEC now include powhiri as part of their new student orientation programme. There were a number of departments which also participated in overnight marae visits both on urban and rural marae.

In addition to the courses developed and taught from Puukenga, a number of departments under the guidance of Maori staff developed and offered discipline-specific Maori courses. The School of Architecture delivered a marae design course as a core design studio course within the Bachelor of Architecture.

The School of Architecture currently has more Maori students enrolled in its programmes of any school of architecture in the country. Since the start of 1998 the school has implemented a number of initiatives with the support of staff and the Maori community to increase the number of Maori practitioners in the wider architecture profession. In 1999 all students from the school were able to work on the first Maori studio project, to be held as part of the core course. This entailed the submission of a design for the UNITEC Marae Complex. As well as continuing with the Marae Complex project, second, third and fourth-year students have available an elective on Maori housing, which looks at ways that architects can assist the Maori community with appropriate forms of housing.

In 1999, Maia – Maori Development Centre completed its first full year of operation. The centre provided holistic support for 41 percent (458) of Maori students enrolled at UNITEC in financial, career and course counselling, cultural support, pastoral guidance and academic learning support areas.

UNITEC recognises the importance of education in Maori development and is seeking to improve Maori participation and success through a diverse range of programmes. UNITEC's plan to increase Maori participation has been two-fold: firstly, the allocation of scholarships to the value of \$41,000 and secondly an institute-wide attempt to facilitate student entry to higher education through bridging and certificate programmes. In 1999 Maori student enrolment was 28 percent in the Certificate in Foundation Studies: Whitinga. A high number of these students successfully progressed to further study at certificate, diploma and degree level. Initiatives also included mentoring Maori secondary school students through school visits, Maori open days and evenings, and participation in the junior and senior student careers days.

In 1999, 29 Maori students graduated from a programme of study level 7 and above. Of these, 17 were bachelors degrees and 12 were postgraduate certificates and diplomas. This represents approximately 3 percent of the total number of UNITEC graduates. The low level of Maori graduates in comparison to the total number of graduates is of concern, and will be a priority for UNITEC to address.

The collection of comprehensive data on Maori student retention and success at an institution the size of UNITEC is problematic. This is being addressed partly through the implementation of a new student management information system and also through UNITEC's Student Retention and Success Working Party which was established specifically by the Academic Board in 1999 to recommend strategies to progress this issue.

UNITEC took a number of steps towards achieving its goals relating to its Treaty obligations and to improving Maori participation and success. However, a significant amount of work needs to be done in developing staff awareness so that responsibility and accountability for improving outcomes is shared by all staff equally. For many of the initiatives started in 1999, UNITEC will not see results until cohorts of students begin graduating in the next 3 to 4 years and also until UNITEC establishes a comprehensive system of monitoring student retention and success.

GOAL 7

Objectives

7.1 To meet key financial performance targets by:

- Setting and monitoring budgets
- Careful management of capital assets
- Generating efficiency and productivity gains
- Increasing non-Ministry of Education (MoE) income streams.

7.2 To meet key physical resource targets by:

- Maximising use of existing accommodation.

7.3 To meet external requirements for accountability by:

- Preparing the statement of objectives for MoE approval
- Publishing the annual report within legislated timelines.

Goal 7 To procure
and manage the
physical and financial
resources of the
institute effectively
and efficiently

PROGRESS TOWARD ACHIEVEMENT OF GOAL 7

In using its financial resources, and in setting its financial management targets, UNITEC's priority is to deliver the best quality teaching and service as efficiently as possible.

1999 Performance

	1999 Actual	1999 Target	1998 Actual	1997 Actual
<i>Short-term liquidity ratio</i>				
Current monetary assets (\$)	6,285,000	427,000	4,370,348	3,389,552
Current liabilities (\$)	12,743,000	8,343,000	8,406,092	7,462,064
Ratio	0.49:1	0.05:1	0.52:1	0.45:1
<i>Change in financial value</i>				
Net assets (\$)	63,600,000	62,467,000	60,384,529	70,130,427
Percentage net change	5.32	3.45	(13.09)	2.06
<i>Return on assets</i>				
Net operating surplus for the year (\$)	2,988,000	2,082,000	2,034,597	1,405,058
Net assets (\$)	63,600,000	62,467,000	60,384,529	70,130,427
Percentage return on asset	4.70	3.33	3.37	2.00

		1999 Actual	1999 Target	1998 Actual	1997 Actual
Goal 7 To procure and manage the physical and financial resources of the institute effectively and efficiently	<i>Exposure to debt</i>				
	The institute has the following long-term commitments:				
	National Bank loan (\$)*	1,284,024	1,234,190	1,331,552	1,387,065
	* Provided to the UNITEC Recreation Trust for the construction of the UNITEC Sport and Recreation Centre.				
	<i>Source of income</i>				
	Income other than MoE bulk-funds (\$)	33,888,000	32,892,000	32,763,000	29,279,306
	Total income (\$)	71,635,000	73,257,000	65,733,000	61,905,515
	Percentage	473%	44.9%	49.8%	473%
		1999 Actual	1999 Target	1998 Actual	1997 Actual
	7.1 To meet key financial performance targets				
	Current assets: current liabilities	0.63	>1	0.83	0.71
	Percentage change in net assets	5.32%	>1%	(13.90)%	2.06%
	Percentage return on assets	4.7%	3%	3.37%	2.00%
	Total debt: equity	2.08	<10%	2.28	2.03
	Operating costs: EFTS (\$)	8,607	8,801	7,760	7,891
	Net surplus: EFTS (\$)	408	289	286	201
	Percentage total income from other than MoE bulk funds	473%	44.9%	49.9%	473%

Physical Resources

UNITEC aims to make maximum use and efficiency gains from its physical resources to benefit students and other stakeholders. The loading of resources is planned to ensure that usage of facilities meets student demand, and that further growth is anticipated and catered for. Lecture rooms and other facilities are monitored and assessed to ensure maximum utilisation.

In 1999, UNITEC decided to adopt the Australasian Association of Higher Education Facilities Officers (AAPPA) benchmark data. The previous system of recording data was based on the Commonwealth University Standards. The AAPPA definitions measure net teaching and administrative/storage areas directly related to teaching departments and leaves out toilets and circulation areas. AAPPA measures, therefore, better relate to actual useable floor area.

1999 Performance

7.2 To Meet Key Physical Resource Targets	1999 Actual	1999 Target	1998 Actual	1997 Actual
<i>Physical resource usage</i>				
Total gross area (m ²): EFTS	11.31	10.80	11.45	11.50
Net teaching area (m ²): EFTS*	10.42	10.61	7.07	6.84
<i>Net teaching area (m²): EFTS by faculty*</i>				
Applied Skills	9.60	8.59	9.53	9.45
Architecture and Design	10.91	11.22	13.39	14.90
Arts and Social Sciences	3.46	3.78	4.19	3.88
Business	2.72	2.65	3.16	3.04
Health, Science and Technology	5.51	6.27	7.69	6.33

* In 1999, the net teaching area m²/EFTS was based on the useable floor area according to AAPPA guidelines. In 1998, the net teaching area m²/EFTS was calculated on the chargeable floor area according to Commonwealth University Standards.

Goal 7 To procure and manage the physical and financial resources of the institute effectively and efficiently

Operating Cost

In 1999 UNITEC experienced an increase in its average operating costs per EFTS. This increase was partially offset by the entrepreneurial activities of faculties which increased in most cases.

NET COST OF SERVICES PER EFTS (\$)

Faculties	1999 Actual	1999 Target	1998 Actual	1997 Actual
Applied Skills	9,192	9,015	7,764	8,076
Architecture and Design	10,440	10,599	9,657	10,315
Arts and Social Sciences (including Puukenga)	7,472	8,092	7,300	7,554
Business	7,332	7,708	6,433	5,838
Health, Science and Technology	9,462	8,996	8,288	8,814
Average cost of services per EFTS (\$)	8,607	8,801	7,760	7,891

	1999 Actual	1999 Target
7.3 To meet external requirements for accountability		
Statement of objectives approved by MoE	Approved	Approved
Annual Report prepared to meet legislated timelines	Achieved	Achieved

Goal 8 To support
and develop
our staff and
acknowledge
their performance

GOAL 8

UNITEC recognises the fundamental role that staff play in the prosecution of its mission. It places importance on annual performance reviews, coupled with relevant staff development and training, and provides a range of professional support mechanisms, including financial support for staff furthering their qualifications, and those presenting their research findings internationally.

Objectives

8.1 To maximise the efficient use of teaching staff without the loss of learning quality by:

- Careful management of faculty student/staff ratios.

8.2 To provide appropriate staff development opportunities to all staff by:

- Offering a comprehensive in-house staff development programme
- Supporting staff to upgrade their qualifications
- Linking staff development to UNI Q initiatives.

8.3 To acknowledge and recognise excellent staff performance by:

- Annual performance review
- Annual staff awards.

8.4 To meet institute Equal Employment Opportunity (EEO) targets by:

- Implementing the 1999 EEO Plan.

8.1 To maximise the efficient use of teaching staff without the loss of learning quality

The student:staff ratio is one measure of how efficiently UNITEC is allocating its resources to meet student demand.

1999 Performance

In 1999 UNITEC sought to provide the most efficient use of staff through a student:staff ratio that reflected the specific discipline needs of each faculty.

STUDENT (EFTS) TO ACADEMIC STAFF (FTE) RATIO

Faculties	1999 Actual	1999 Target	1998 Actual	1997 Actual
Applied Skills	15.0:1	15.4:1	15.2:1	15.2:1
Architecture and Design	15.1:1	14.6:1	14.5:1	14.1:1
Arts and Social Sciences (including Puukenga)	13.8:1	16.2:1	13.8:1	13.5:1
Business	21.6:1	19.4:1	21.8:1	22.6:1
Health, Science and Technology	13.9:1	14.8:1	13.1:1	13.7:1
Average for the institute	15.7:1	16.1:1	15.2:1	15.7:1

8.2 To provide appropriate staff development opportunities to all staff

UNITEC is committed to the on-going professional development of its staff, and to this end seeks to provide opportunities for existing staff to increase and broaden their skills, as well as recruiting new staff who are highly qualified and trained to an internationally recognised standard. Staff are given support and encouragement to add to their existing qualifications and to participate in seminars and conferences where their own profile and that of UNITEC is increased.

1999 Performance

There was a significant increase in the number of permanent academic staff who have postgraduate degrees: 40 percent in 1999 compared to 33 percent the previous year. This includes 7 percent of staff who have doctorates. UNITEC now has an established research culture, and the addition of a Graduate School and collaborative research ventures through the key centres will see further growth in the number of staff with postgraduate qualifications.

Staff Development Programmes	1999 Actual	1999 Target
Percentage of allied staff in staff development programmes	60%	60%
Percentage of academic staff in staff development programmes	65%	45%

8.3 To acknowledge and recognise excellent staff performance

	1999 Actual	1999 Target
Percentage of staff undergoing annual performance review	90%	100%
Number of staff annual awards	16	15

8.4 To meet institute Equal Employment Opportunity (EEO) targets

The overall EEO Plan aims to:

- Ensure equality of opportunity in all aspects of its work
- Practice sound employment practices when appointing staff
- Comply with the spirit and intention of all relevant equal employment legislation including the Human Rights Act 1997, the Race Relations Act 1971, the State Sector Act 1988, and the Parental Leave and Employment Protection Act 1987
- Employ a workforce broadly reflecting the community it serves in terms of ethnicity, gender and disability.

Goal 8 To support
and develop
our staff and
acknowledge
their performance

Goal 8 To support
and develop
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their performance

1999 Performance

STAFF TOTALS (FTE)

Academic Staff	F/T	1999 FTE				1998 FTE		1997 FTE	
		P/T	Total	%		Total	%	Total	%
All staff	372	114	486	100		468	100	456	100
Disabled	10	1	11	2		16	3	23	5
Maori	22	5	27	6		26	6	23	5
Pacific Island	2	1	3	0.6		5	1	7	2
Female	151	68	219	45		218	47	212	46
Male	221	46	267	55		250	53	244	54
Allied Staff	F/T	1999 FTE				1998 FTE		1997 FTE	
		P/T	Total	%		Total	%	Total	%
All staff	263	74	337	100		336	100	303	100
Disabled	10	2	12	4		15	5	20	7
Maori	20	1	21	6		14	5	17	6
Pacific Island	16	2	18	5		21	6	21	7
Female	173	53	226	67		226	67	207	68
Male	90	21	111	33		110	33	96	32

* The above figures are based on those staff who have indicated their ethnicity. UNITEC is aware that over 17 percent of full-time equivalent staff have preferred not to identify their ethnicity.

In 1999 UNITEC continued to build on the initiatives that took place in 1998. New developments in line with the EEO Three-Year Plan included:

- The trial of a mentoring scheme for female staff: the results of the trial are being analysed with the intent that this will lead to development of a full scheme in 2000
- The introduction of a family-friendly policy which articulates UNITEC's commitments to staff with families
- The trial in one faculty of a scheme, being evaluated in 2000, to meet the costs of care for staff who have sick children, to enable staff to come in to work.

Gender Balance in Management and Academic Career Structures

Management and academic staff

	Numbers	%
<i>Senior managers including directors</i>		
Female	27	49%
Male	28	51%
Total	55	100%
<i>Deans</i>		
Female	2	40%
Male	3	60%
Total	5	100%
<i>Heads of Academic Departments</i>		
Female	9	47%
Male	10	53%
Total	19	100%
<i>Professor/associate professors</i>		
Female	2	40%
Male	3	60%
Total	5	100%
<i>Principal academic staff</i>		
Female	9	53%
Male	8	47%
Total	17	100%

This is the second year that UNITEC has reported on its workforce in terms of gender in its management and academic structures. Women continue to be successful in being appointed to senior management positions with UNITEC.

Goal 8 To support and develop our staff and acknowledge their performance

**Goal 8 To support
and develop
our staff and
acknowledge
their performance**

Maori Staff	1999 Actual	1999 Target
Percentage of Maori staff	6%	10%
Overall, Maori make up 6 percent of UNITEC's full-time equivalent staffing. In 1999 the percentage of Maori academic staff has remained unchanged compared with 1998. UNITEC is still having difficulty in recruiting suitably qualified Maori staff to academic positions. The overall percentage is well below UNITEC's target of 10 percent.		
Pacific Islands Staff	1999 Actual	1999 Target
Percentage of Pacific Islands staff	3%	10%
The percentage of Pacific Island staff remained unchanged in 1999. However, more were appointed in the last 12 months to full time positions compared to previous years.		
UNITEC is conscious that it has set an ambitious target in terms of Pacific Island numbers. It will be actively reviewing plans as to how it will increase recruitment in this area.		

Staff with Disabilities

Three percent of staff at UNITEC have a disability and this percentage is consistent with previous years.

A black and white photograph of two women standing in front of a building. The woman on the left is wearing a light-colored t-shirt and has sunglasses on her head. She is holding a book. The woman on the right is wearing a patterned top and is smiling. They are both looking at the book. In the background, there is a building with a sign that says 'Student Services' and a 'U' logo. The title 'Performance Statements Academic' is overlaid on the top left of the image.

Performance Statements Academic

For the year ended 31 December 1999



Faculty of Applied Skills



The Past Year: 1999

The Faculty of Applied Skills had a challenging but rewarding year in 1999, marked by student and staff achievements.

The withdrawal, due to the financial state of the Building Construction Industry Training Organisation (BCITO), of the BCITO's contract training after the training had been awarded made for a difficult start to the year, the faculty having to readjust the budget which had already been planned. Nonetheless, the faculty was still able to perform well in 1999.

Students from the faculty achieved numerous successes in 1999 including a joinery student and an automotive student winning gold medals at the New Zealand National SkillEX'99 competition in March. The same joinery and automotive students were also selected for the New Zealand Youth Skills team which travelled to the International World Skills Competition in Montreal, Canada, where they received Diplomas of Excellence.

Another student became the first woman to hold the National Certificate in Drainlaying in New Zealand. The drainlaying courses are offered in the evening at UNITEC followed by the industry practical assessment required to qualify for the National Certificate in Drainlaying.

The faculty had many staff participate and take key roles in national and international conferences. In September/October 1999, the Dean of the Faculty, Dr Martin Hall, presented as keynote speaker at the AUSTAFE Conference, 'Training for Gold' on the Gold Coast Queensland. In addition, two members of the faculty were invited to present a paper at the American Backflow Prevention Association 1999 Conference in Massachusetts USA in April. UNITEC was recognised as the leading New Zealand authority in the education and training of backflow prevention.

Faculty staff, including the Dean, also presented papers at national conferences, including the New Zealand Association for Co-Operative Education Conference and AGM at Rotorua in March. Research to develop a pump design which eliminates cavitation in pumps attracted the attention of the University of Auckland, as well as Texas University and the organisation of American Mechanical Engineers.

A noted faculty researcher, Dr Mouafak Zaher, presented a paper on centrifugal pump cavitation performance at the IPENZ Technical Conference in Auckland in July. Papers were presented at the national carpentry tutors' meeting at Waikato Polytechnic in December. In addition, a faculty lecturer presented a paper at the Annual Conference of the Gas Appliance Suppliers Association in September.

The faculty was active in extending its relationships with the wider community and industry in 1999. One significant relationship that was formalised was the Certified Builders Association becoming a primary sponsor of the Carpentry Block Training Courses.

A new partnership was also established with Leeds University in the United Kingdom. In addition there was a successful visit by a Chinese delegation representing the automotive industry and Wuhan Automotive University. Wuhan Automotive University expressed its interest in establishing a liaison with the faculty to develop training in automotive technology and emissions. The faculty also established a working relationship with AUSTAFE, which is the formal body for TAFE colleges in Australia, as well as the Fiji National Training Council.

The Faculty of Applied

Skills provides a wide

range of skill-based

programmes in

automotive and

vehicle technology,

building construction,

carpentry and joinery,

joinery and composite

engineering,

marine technology,

plumbing and gasfitting,

and welding.

The faculty was active in initiatives to improve the participation of disadvantaged and under-represented groups in the community. Sponsorship was shared with the Rotary Club of One Tree Hill for an Onehunga High School student to enrol in the Certificate in Multiskill Building/Construction 2000 programme. Donations of *English for Employment* and *Home Repairs and Maintenance* software were made to the St Giles Family Learning Centre to assist their students to develop learning skills.

Looking Ahead: 2000

The year 2000 will bring new opportunities for the Faculty of Applied Skills. It is likely that the faculty will undergo a major organisational change as UNITEC positions itself for redesignation as a university of technology. From 2000 the faculty will be part of the Applied Technology Institute and continue to build on its achievement as the leading provider of vocational/trade training skills in New Zealand.

The increasing growth of research outputs by faculty staff is expected to continue in 2000, and the change in structure will also see closer collaboration with industry-based organisations as well as other disciplines taught at UNITEC.

Faculty Contribution to Output Performance

Quantity

Enrolments (EFTS)	1999 Actual	1999 Target	1998 Actual	1997 Actual
MoE bulk-funded EFTS	775	782	702	639
Contracts (TOP, ITO, ETSA)	103	173	264	368
STAR	9	8	12	3
Full cost recovery	23	20	28	23
Total	910	983	1,006	1,033

Teaching staff/EFTS

Total (FTE) teaching staff	60	64	66	68
Ratio EFTS:FTE teaching staff	15.0:1	15.4:1	15.2:1	15.2:1
Net cost of services: EFTS (\$)*	9,192	9,015	7,764	8,076

* Excludes international EFTS.

Quality

Graduate Destination Survey

This survey analyses the progress of UNITEC students who have completed qualifications of one year or more of equivalent full-time study, and have progressed to employment or further study. The survey also examines student perceptions of their learning experience through the use of a Course Experience Questionnaire (CEQ) which was used for the second time in 1999. CEQ is used widely in Australian universities, and by several tertiary institutions in New Zealand.



Graduate Destination Survey Results	1999	1998	1997
Percentage of students working and not studying	56	*	58
Percentage of students studying full-time	9	*	7
Percentage of students working and studying	26	*	14
Percentage of students not available for employment	9	*	21

* Data was not available for the Faculty of Applied Skills in 1998 due to the fact that there were no programmes of one year or more included in the survey.

Research

Outputs	1999	1998	1997
Journals (non-refereed)	8	1	2
Reports	2	6	–
Patents	1	–	–
Presentations	6	0	2
Applied/creative design	0	1	0
Media	0	0	0
Total	17	8	4

Cost

COST OF SERVICES

Costs (\$)	1999 Actual	1999 Budget	1998 Actual	1997 Actual
Salaries and wages	3,934,724	3,855,316	3,804,561	3,891,306
General expenses	746,356	858,468	698,447	735,928
Class materials	556,656	575,850	543,309	474,447
Administration services	3,212,652	3,390,846	2,934,905	3,175,638
Depreciation	306,261	462,190	316,683	212,816
Total costs	8,756,649	9,142,670	8,297,905	8,490,135
Less revenue from services	(391,027)	(281,364)	(489,093)	(279,026)
Net cost of services	8,365,622	8,861,306	7,808,812	8,211,109



Faculty of Architecture and Design

The Past Year: 1999

The Faculty of Architecture and Design continued to develop and grow successfully in 1999, with a number of student and staff achievements.

It was very pleasing for the faculty to have its Bachelor of Architecture (BArch) programme receive accreditation by the Commonwealth Association of Architects. This means that the BArch degree is now benchmarked internationally with other universities that also provide the same degree.

Another highlight for the faculty was the appointment of three adjunct professors: Peter Bossley (Architecture), Allan Ashworth (Quantity Surveying), and Henrik Drescher (Design). Each of the adjunct professors gave memorable inaugural lectures to staff, students and members of their respective professions. Another key appointment for the faculty was that of Dr Mike Austin who will take up his position as Professor of Architecture in 2000.

One of the aims of the faculty in 1999 was to increase its knowledge and research base by actively involving staff in research-based activities and encouraging their participation and attendance at international conferences. As a result, all schools within the faculty experienced growth in their research programmes in 1999.

Staff in the faculty continued to excel. A particularly satisfying example was the graduation of nine staff from the faculty's School of Design with Master of Fine Arts degrees from RMIT in Melbourne. Brian Atkinson, Reader in Construction Research, was invited to give keynote addresses on the Hot Smoke test for fire safety in buildings at the Hong Kong Institute of Engineers and at EuroFire '99 in Belgium. Two other faculty staff received special distinction for publishing major textbooks. The Associate Professor in Architecture, Branko Mitrovic, published his book *Canon of the Five Orders of Architecture* through Acanthus Press, New York. Peter Shaw of the Design School published two texts, one dealing with 'Pacific Style' in architecture and the other concerned with New Zealand architect, Louise Hay.

The faculty also began development of its sponsored centre for Construction and Architecture.

Several pilots were commenced in the development of a new e-learning project that will possibly see a programme being offered by remote location at the beginning of 2000. It is hopefully the start of many programmes that will be accessible using the benefits of learning and information technologies. Flexible learning is being piloted using the Bachelor of Construction, which will be offered in Christchurch by block course and electronic tutorials in 2000.

Student success in national and international competitions was again a feature for the faculty. A Bachelor of Design student won a design distinction award from the prestigious New York-based magazine *I.D.* The same student was also featured in *NZ Home and Entertaining* magazine as one of the emerging stars of design. Another Bachelor of Design graduate won the emerging artist prize as part of the Wallace Art Awards. This is one of New Zealand's most lucrative art awards, with the design graduate receiving \$7000 in prize money. Other students won awards for environmentally sustainable packaging, soft drink label design, jewellery design and photography.

The faculty's graduates continued to be successful in related careers and employment. All graduates seeking work from the Bachelor of Architecture and Bachelor of Performing and Screen Arts obtained paid work in 1999. A group of Bachelor of Design students and graduates opened a new art gallery called Boojwa, in addition to another gallery run by a fellow graduate. Both galleries cater to young and relatively obscure artists. Several performing and screen arts graduates also formed the Graduate Dance Company. The Graduate Dance Company performed a stunning show for the 10th International Australasian Association of Institutional Research Conference that was hosted by UNITEC in December.



The Faculty of
Architecture and Design
offers programmes in a
number of disciplines
including architecture,
construction
management, design,
performing arts and
quantity surveying.

A final-year design student won the Interior Design Guild Scholarship worth \$3,000. A feature of the achievements of all the faculty's students is their close working involvement and 'hands-on' experience with industry and clients. Undoubtedly, this gives UNITEC graduates an edge over other students and encourages them to test their skills.

Looking Ahead: 2000

The faculty will pursue its vision of being the leading New Zealand provider in all areas of architecture and design. Furthermore, a major initiative will be launched in the faculty to ensure that all activities are of a world-class standard. Other plans for 2000 include teaching for the first time the final years of the directing and writing, and film and television majors of the Bachelor of Performing and Screen Arts.

The faculty will continue with its development of postgraduate and research programmes as well as the use of e-learning tools to provide greater flexibility and support to students.

In 2000 the School of Engineering will join the faculty. This move will be positive for both entities, providing additional strength and support to that school, while at the same time enabling the faculty to better address the engineering aspects of all its activities.

Faculty Contribution to Output Performance

Quantity

Enrolments (EFTS)	1999 Actual	1999 Target	1998 Actual	1997 Actual
MoE bulk-funded EFTS	1,350	1,441	1,235	1,112
Contracts (TOP, ITO, ETSA)	0	0	16	13
STAR	2	0	2	1
Full cost recovery	80	77	142	124
Total	1,432	1,518	1,395	1,250

Teaching staff/EFTS

Total (FTE) teaching staff	95	103	96	89
Ratio EFTS:FTE teaching staff	15.1:1	14.7:1	14.5:1	14.1:1
Net cost of services: EFTS (\$)*	10,440	10,599	9,657	10,315

* Excludes international EFTS.

Quality

Graduate Destination Survey

This survey analyses the progress of UNITEC students who have completed qualifications of one year or more of equivalent full-time study, and have progressed to employment or further study. The survey also examines student perceptions of their learning experience through the use of a Course Experience Questionnaire (CEQ) which was used for the second time in 1999. CEQ is used widely in Australian universities, and by several tertiary institutions in New Zealand.



Graduate Destination Survey Results	1999	1998	1997
Percentage of students working and not studying	71	62	66
Percentage of students studying full-time	6	10	19
Percentage of students working and studying	14	14	5
Percentage of students not available for employment	9	14	10

Research

Outputs	1999	1998	1997
Publications refereed*	27	14	43
Publications other*	53	31	–
Presentations	46	39	20
Theses	16	–	–
Reports	1	–	–
Exhibits/performance	100	98	99
Applied/creative design	4	1	–
Media	54	54	33
Interviews	1	–	–
Total	302	237	195

* Publications include book, chapter, conference proceedings and journals. Please also refer to the 1999/2000 Research Report.

Cost

COST OF SERVICES

Costs (\$)	1999 Actual	1999 Budget	1998 Actual	1997 Actual
Salaries and wages	6,736,000	6,909,857	6,185,957	5,437,864
Class materials	794,245	933,979	807,207	757,536
General expenses	1,926,049	2,217,726	1,784,841	1,530,478
Administration services	5,378,310	5,666,969	4,799,731	4,738,878
Depreciation	549,871	757,124	529,432	323,489
Total costs	15,384,476	16,485,655	14,107,168	12,788,245
Less revenue from services	(433,054)	(396,800)	(636,536)	(662,724)
Net cost of services	14,951,422	16,088,855	13,470,632	12,125,521



Faculty of Arts and Social Sciences

The Past Year: 1999

The Faculty of Arts and Social Sciences had another successful year in 1999, which was marked by the introduction of the Master of International Communication, the Diploma in Spanish, the Diploma in Toi Mahi Raranga (Weaving) and the National Certificate in Early Childhood Education.

The faculty will be establishing the Centre for Educational Management as one of the Key Centres for Teaching and Research at UNITEC in 2000. Supported by external funding from the Woolf Fisher Trust and Fletcher Challenge Trust, the centre will provide institutes for educational leadership for new and experienced secondary principals throughout New Zealand. Led by Professor Carol Cardno, the School of Education has now extended its role to all sectors from early childhood to higher education. In addition, the successful *English On-line* has provided leadership in the use of educational technologies in the compulsory school sectors.

Three new endorsements for the Certificate in Foundation Studies: Whitinga have been developed for students to focus on Maori, Nursing and Social Practice. These certificate programmes will be of particular benefit to Maori and Pasifika students, currently under-represented groups on campus. The faculty has also supported the development of a Pasifika Resource Centre within the Centre for Foundation Studies. This resource centre will provide a place for Pasifika students to meet and receive learning and other assistance in a culturally supportive environment.

There were several key staff appointments made to the faculty in 1999 including three adjunct professors and a head of school for the new School of English and Applied Linguistics which was established in November. David Epston was appointed Adjunct Professor of Social Practice and will consult with the School of Community Studies as well as help develop a narrative therapy course within the Bachelor of Social Practice. David Epston is one of the co-founders of narrative therapy that is gaining popularity worldwide. Dr Linda Beamer, Professor of Marketing, California State University, and Dr Glen Lewis, Associate Professor of Communication, University of Canberra, have been valuable mentors for staff and student research, and both are adjunct professors in the School of Communication.

Maia – Maori Development Centre completed its first year of operation and it has made a major contribution towards improving retention of and success for Maori students.

Language students in the faculty continued to excel in internal and external competitions. There were several prize winners in the annual Auckland Chinese Language Speech Competition, including first prize in category 1A (those with up to one year formal Chinese language study), won by a UNITEC first-year Diploma in Chinese student. This same student also won a UNITEC scholarship to study in China.

The School of Languages hosted a public forum on immigration in October, attended by over 300 people. The innovative style and effective facilitation by Rob Neale contributed to lively and vigorous debate, with major input from leaders of the immigrant communities in Auckland. The faculty will present a series of forums on significant social and political issues in 2000.

Looking Ahead: 2000

Several new undergraduate and postgraduate programmes will be introduced in the year 2000. These include postgraduate diplomas in International Communication and School Management, a Graduate Diploma in Counselling and the University of Waikato's Master of Counselling. The faculty also looks forward to the introduction of its new Bachelor of Arts (German/Spanish/Japanese/Chinese) and UNITEC's first conjoint degree, the BA/BBS.



The Faculty of Arts
and Social Sciences
provides multi-level
programmes in
communication,
counselling, education
management, ESOL,
foundation studies,
international
languages, Maori
languages and
culture, social practice
and teaching.

Faculty Contribution to Output Performance

Quantity

Enrolments (EFTS)	1999 Actual	1999 Target	1998 Actual	1997 Actual
MoE bulk-funded EFTS*	1,266	1,495	1,153	1,083
Contracts (ITO, ETSA, TOP)	70	62	144	153
STAR	0	0	0	0
Full cost recovery	377	111	264	336
Totals	1,713	1,668	1,561	1,572

Teaching staff/EFTS

Total (FTE) teaching staff	124	103	113	116
Ratio EFTS:FTE teaching staff	13.8:1	16.2:1	13.8:1	13.5:1
Net cost of services: EFTS (\$)*	7,473	8,092	7,300	7,554

* Excludes international EFTS. These figures include Puukenga, the School of Maori Education.

Quality

Graduate Destination Survey

This survey analyses the progress of UNITEC students who have completed qualifications of one year or more of equivalent full-time study, and have progressed to employment or further study. The survey also examines student perceptions of their learning experience through the use of a Course Experience Questionnaire (CEQ) which was used for the second time in 1999. CEQ is used widely in Australian universities, and by several tertiary institutions in New Zealand.

Graduate Destination Survey Results	1999	1998	1997
Percentage of students working and not studying	43	49	77
Percentage of students studying full-time	28	21	3
Percentage of students working and studying	23	18	17
Percentage of students not available for employment	7	12	3



Research

Outputs	1999	1998	1997
Publications refereed*	19	9	26
Publications other*	21	25	–
Presentations	67	66	35
Reports	4	–	–
Theses	4	–	–
Software	2	1	–
Media	18	21	10
Interviews	1	–	–
Exhibitions/performance	0	3	0
Total	136	125	71

* Publications include book, chapter, conference proceedings and journals. Please also refer to the 1999/2000 Research Report.

Cost

COST OF SERVICES

Costs (\$)	1999 Actual	1999 Budget	1998 Actual	1997 Actual
Salaries and wages	7,361,858	6,598,644	6,765,189	5,958,398
Class materials	649,156	698,468	678,000	413,451
General expenses	1,180,316	1,653,948	1,519,723	1,090,822
Administration services	4,888,507	4,903,881	4,036,009	3,514,137
Depreciation	214,786	281,570	233,289	173,237
Total costs	14,294,624	14,136,511	13,232,210	11,150,045
Less revenue from services	(1,491,435)	(639,745)	(1,835,324)	(1,132,589)
Net cost of services	12,803,189	13,496,766	11,396,886	10,017,456



Faculty of Business



The Past Year: 1999

The Faculty of Business enjoyed many notable achievements in 1999, and is well placed as UNITEC moves toward university status. The faculty increased its research outputs markedly over 1998 levels, and many of these were in refereed publications.

Twelve new faculty programmes were introduced or finalised in 1999 with many of them commencing in 2000. The Master of Computing degree, offered in the Department of Information Systems and Computing (DISC), will be available in March 2000. The School of Maori Studies, Puukenga, will offer the National Certificate in Maori Business as a staircasing opportunity for Maori students into the Bachelor of Business Studies (BBS) degree.

Staff in the faculty continued to excel and many were recognised for their abilities by being appointed to important positions within related industry organisations. Professor Gael McDonald, Dean of the Faculty, was active on the Executive Committee of the Australia and New Zealand Academy of Management; Andrew Cardow from the Department of Applied Management was elected onto the Executive Committee of the Small Enterprises Association of Australia and New Zealand; and Dave Hodges, Faculty Planning Manager, was elected onto the World Council of the World Association for Co-operative Education.

Key appointments made in the faculty were Dr Donald Joyce as DISC's first Associate-Professor, and Mike Bradbury, formerly of Auckland University, as Professor of Accounting.

A major initiative for the faculty was the establishment of UNITEC's New Zealand Centre for Innovation & Entrepreneurship, which was opened by the Prime Minister, the Rt. Hon Jenny Shipley, on 27 September 1999. The centre will become the focal point for New Zealand's business entrepreneurship and innovation for new products, services, processes and markets. Two advisory boards, made up of many of New Zealand's business leaders, were also established for the centre to provide strong ties and partnerships with community and industry.

Links with the Institute of Chartered Accountants New Zealand were strengthened through the development and implementation of a postgraduate development programme by the Department of Applied Management. DISC was also instrumental in forming a co-operative, on-going relationship with Standards New Zealand.

The Business Development Unit built on their success in 1998, winning many lucrative contracts with major private and public organisations. It was also successful in obtaining the contract to organise the Asia-Pacific Economic Law Forum in Bangkok, Thailand, in 2000.

The faculty continued its international focus hosting overseas exchange students from Germany, Sweden and Norway, who are now studying at UNITEC for the BBS degree. One BBS student went to Jonkoping University in Sweden on a scholarship exchange. Another of the faculty's students attended Harvard College in the United States of America to complete part of his BBS degree.

In addition several visiting professorships were arranged with academics from Swinburne University of Technology in Melbourne and UTS Sydney. Further visits were arranged with the Norwegian Business School, Sheffield University in the United Kingdom, and with numerous American institutions such as Stanford University, Babson College, St Louis University and California State University.

The Faculty of Business

offers students
programmes in
accountancy,
business administration,
computing and
information systems,
franchising, management,
marketing, sales,
small business
management,
real estate and
travel and tourism.

Looking Ahead: 2000

The faculty is confident that its teaching excellence, high quality generic programmes, and good strategic positioning will provide it with an advantage at national and international levels. A review of the BBS programme will be undertaken in 2000 to ensure it is still meeting the current and future needs of the business community.

In 2000, a Diploma in Tourism Management will commence and the faculty also expects to commence the new Master of Business Innovation and Entrepreneurship degree programme. Development of a new masters degree in professional accountancy is also likely.

Faculty Contribution to Output Performance

Quantity

Enrolments (EFTS)	1999 Actual	1999 Target	1998 Actual	1997 Actual
MoE bulk-funded EFTS	1,687	1,738	1,730	1,694
Contracts (TOP, ITO, ETS)	0	0	7	0
STAR	0	3	0	0
Full cost recovery	196	140	200	291
Totals	1,883	1,881	1,937	1,985

Teaching staff/EFTS

Total (FTE) teaching staff	87	97	89	88
Ratio EFTS:FTE teaching staff	21.6:1	19.4:1	21.8:1	22.6:1
Net cost of services: EFTS (\$)*	7,332	7,708	6,433	5,838

* Excludes international EFTS.

Quality

Graduate Destination Survey

This survey analyses the progress of UNITEC students who have completed qualifications of one year or more of equivalent full-time study, and have progressed to employment or further study. The survey also examines student perceptions of their learning experience through the use of the Course Experience Questionnaire (CEQ) which was used for the second time in 1999. CEQ is used widely in Australasian universities, and by several tertiary institutions in New Zealand.

Graduate Destination Survey Results	1999	1998	1997
Percentage of students working and not studying	52	61	52
Percentage of students studying (part-time/full-time)	13	15	11
Percentage of students working and studying	26	14	28
Percentage of students not available for employment	8	10	9

Research

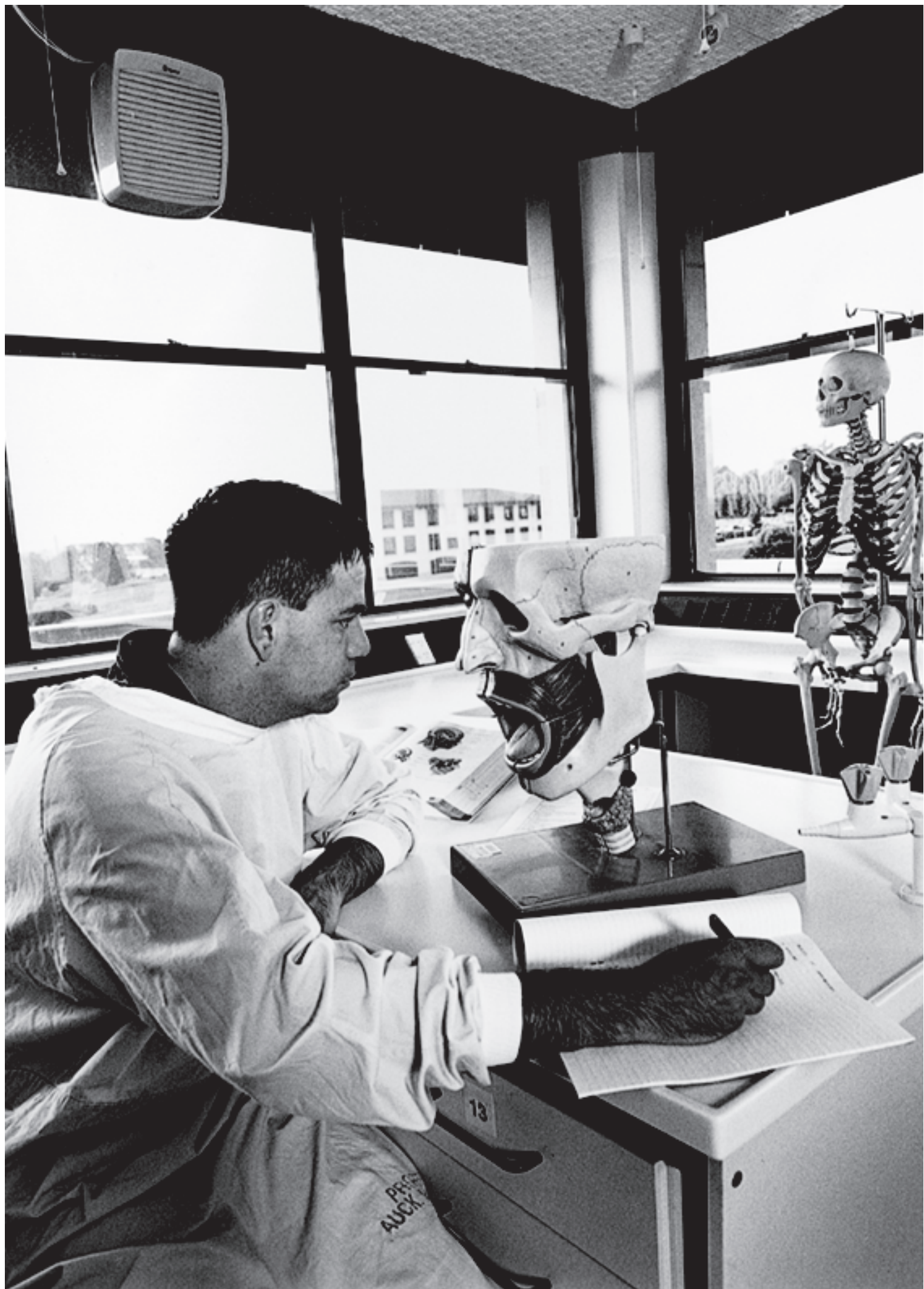
Outputs	1999	1998	1997
Publications refereed*	46	28	46
Publications other*	44	55	–
Reports	4	–	–
Theses	4	–	–
Presentation	38	54	42
Media	21	1	–
Interviews	2	–	–
Total	159	138	88

* Publications include book, chapter, conference proceedings and journals. Please also refer to the 1999/2000 Research Report.

Cost

COST OF SERVICES

Costs (\$)	1999 Actual	1999 Budget	1998 Actual	1997 Actual
Salaries and wages	5,996,866	6,372,855	5,896,499	5,039,716
Class materials	502,373	537,050	516,512	379,973
General expenses	1,616,134	1,582,979	1,438,742	976,644
Administration services	5,825,660	5,930,798	4,838,779	4,508,223
Depreciation	174,203	293,147	374,362	313,593
Total costs	14,115,236	14,716,829	13,064,894	11,218,149
Less revenue from services	(306,768)	(218,636)	(601,246)	(868,283)
Net cost of services	13,808,468	14,498,193	12,463,648	10,349,866



Faculty of Health, Science and Technology



The Past Year: 1999

In 1999 the Faculty of Health, Science and Technology achieved a year of sustained success. New programmes were offered in 1999 including the Bachelor of Sport (Coaching or Management), Bachelor of Applied Science (Human Biology), Diploma in Veterinary Nursing, National Diploma in Surveying, and Certificates in Athlete Development, Commercial Floristry, and Tamariki Hauora. The Postgraduate Diploma in Medical Radiation Technology also commenced in 1999. There were eight programmes under development in 1999 including two masters degrees and two bachelors degrees. In addition a Bachelor of Technology (Civil) linked with a diploma is awaiting accreditation by NZQA. The Certificate in Foundation Studies: Whitinga was under development in 1999, and will be specifically geared to enable those under-represented groups to participate toward a Bachelor of Nursing degree.

The 1999 graduation ceremony saw further success for the faculty with 135 degree graduates in Nursing, Health Science (Medical Imaging) and Technology (Environmental). Further success for the faculty's nursing graduates came with a 100 percent pass rate in the November State Examination for Registration.

The faculty achieved strong research growth in 1999, with significantly more weighted research outputs being achieved over 1998 levels. This also resulted in an increased level of external and internal research funding for 1999.

Another new relationship formed in 1999 between UNITEC and industry was with the Berryfruit Growers Federation. This has led to a number of research contracts and valuable practical experience being provided for UNITEC students. Similarly, the Boffa-Miskell Association has been instrumental in the development of a UNITEC student award/internship. The School of Nursing became a leader in clinical/academic joint ventures in the area of respiratory nursing. The school has also been involved in the innovative design and delivery of a specialist respiratory nursing course.

Likewise, a closer relationship between the faculty's School of Engineering and Woodward Clyde has resulted in an agreement for further scholarships to be provided to students. Waikato Breastcare and Breastcare Otago are both providing clinical training in mammography for the faculty's medical imaging students.

In 1999 the faculty also hosted a number of successful conferences including the New Zealand Register of Osteopaths conference. In addition the "edge.co.nz" conference was held, as was the Australasian Landscape Student Conference which was organised exclusively by UNITEC students and staff. A "Mathematics Symposium" was also organised which was well attended by many lecturers from universities and polytechnics across New Zealand.

Valuable contacts were made with overseas universities, including in the engineering field with James Watt College, and Bell College in Teeside (United Kingdom) and John Moores, in Humberside, Dundee, Edinburgh, Aberdeen, and Napier. There were also some good links forged by the Department of Health Science with Purdue University (United States of America) and St Lawrence College (Canada) in the development of the Bachelor of Animal Technology. The City of London University and Leeds University in the United Kingdom were beneficial in assisting UNITEC in the development of a Master in Medical Radiation Technology. Similarly, the University of Westminster and UNITEC signed an agreement in 1999 which provides for the joint delivery of Westminster's BSc (Honours) degree for osteopaths who have a 4-year diploma in that discipline from either the United Kingdom or Australia.

The Faculty of Health,
Science and
Technology provides
a variety of
programmes for
students with
interests in animal
technology,
engineering, health
and applied science,
horticulture,
landscape design,
nursing and sport.

Looking Ahead: 2000

The faculty anticipates further growth in programmes and business activities over the next 3 years. By 2003 it is planned that most disciplines within the faculty will have postgraduate degrees available.

Two new programmes, the Graduate Certificate in Nursing and the Certificate in Mammography, may be offered in 2000. The faculty will await accreditation in the Postgraduate Diploma in Nursing, and the Masters of Health Science and Nursing. Other programmes to be developed in 2000 include the Master of Landscape Architecture, Bachelor of Resource Management and Bachelor of Animal Technology.

The establishment of a Veterinary Referral Hospital in 2000 will allow UNITEC to become the leading provider of veterinary nurse and animal technology education in New Zealand.

The development of two new Key Centres for Teaching and Research will be in sustainable urban design and sports development and research. The establishment of its Veterinary Referral Hospital will see the faculty form greater alliances with local industry such as the Auckland Zoo and AgriQuality Farm Network.

Faculty Contribution to Output Performance

Quantity

Enrolments (EFTS)	1999 Actual	1999 Target	1998 Actual	1997 Actual
MoE bulk-funded EFTS	1,292	1,473	1,120	1,080
Contracts (TOP, ITO, ETSA)	1	0	4	18
STAR	2	0	3	7
Full cost recovery	91	72	88	52
Totals	1,386	1,545	1,215	1,157

Teaching staff/EFTS

Total (FTE) teaching staff	99	104	93	85
Ratio EFTS:FTE teaching staff	13.9:1	14.8:1	13.06:1	13.7:1
Net cost of services: EFTS (\$)*	9,462	8,996	8,288	8,814

* Excludes International EFTS.

Quality

Graduate Destination Survey

This survey analyses the progress of UNITEC students who have completed qualifications of one year or more of equivalent full-time study, and have progressed to employment or further study. The survey also examines student perceptions of their learning experience through the use of the Course Experience Questionnaire (CEQ) which was used for the second time in 1999. CEQ is used widely in Australasian universities, and by several tertiary institutions in New Zealand.



Graduate Destination Survey Results	1999	1998	1997
Percentage of students working and not studying	65	72	60
Percentage of students studying full-time	8	7	7
Percentage of students working and studying	23	12	19
Percentage of students unavailable for work	4	9	14

Research

Outputs	1999	1998	1997
Publications refereed*	16	28	31
Publications other*	21	34	–
Reports	6	–	–
Theses	2	–	–
Presentation	59	55	23
Exhibited works and performances	4	2	2
Media	53	1	1
Interviews	5	–	–
Total	166	120	57

* Publications include book, chapter, conference proceedings and journals. Please also refer to the 1999/2000 Research Report.

Cost

COST OF SERVICES

Costs (\$)	1999 Actual	1999 Budget	1998 Actual	1997 Actual
Salaries and wages	6,569,929	6,838,518	5,615,727	5,036,228
Class materials	1,040,470	1,030,016	828,319	690,773
General expenses	1,290,246	1,493,581	945,384	974,474
Administration services	4,271,710	4,583,236	3,298,930	3,448,397
Depreciation	308,445	393,956	269,368	185,823
Total costs	13,480,800	14,339,307	10,957,728	10,335,695
Less revenue from services	(366,200)	(439,745)	(889,337)	(342,649)
Net cost of services	13,114,600	13,899,562	10,068,391	9,993,046



Wagener Library



The Past Year: 1999

The university application, information technology and information literacy have dominated the year for the library staff.

The increase in postgraduate courses and research has provided the impetus for the library to augment the number of subscriptions to journals on-line. By choosing this method of resource delivery we have been able to quickly acquire a depth of collection in a subject area without taking up space in the library for storage that could otherwise be used for student study. On-line journal databanks are held in all major disciplines and supplement the print subscriptions.

Traditional print resources, books and journals, are still very important with "use statistics" showing a 15 percent increase. A conspectus measurement of our collection showed it to be a good undergraduate collection with a median publication age of 1992. A buying/acquisition plan has been written and applied to ensure that additions to our book and journal collection are at a postgraduate level. Liaison librarians have worked successfully with faculties to establish strong communication links and a collaborative involvement in collection development. The library continues to meet the information needs of researchers by borrowing from the British Library, the Library of Congress and other international document delivery services.

In May 1999 the library celebrated the launch of the library web page, the gateway to the electronic library. Students and staff can now access the library from any internet terminal. The library web page provides a virtual road map to the library, with links to UNICAT the library catalogue of traditional resources and 6,090 on-line full-text journal titles. There is also a developing image collection and recommended, relevant internet sites on the library's web page. The growth in on-line journals is on par with similar developments in universities.

Librarians moved user education into the wider UNITEC campus by teaching internet and database searching in the computer laboratories. Information literacy sessions, for both students and staff, have also moved into classrooms and lecture theatres. Although many students are now computer-literate, many don't have all of the critical thinking and research skills necessary to find the results they need from the myriad of electronic information available. Moving out of the library has allowed for a more effective use of librarians' time and greater student satisfaction. Eight librarians are studying the Graduate Diploma in Higher Education to enhance their teaching performance.

The increased hours of opening, including all day Sunday, have proved very popular.

A full-time librarian has been appointed to manage the branch library in Building One, and excellent links have been established with other libraries in the Auckland area offering design and art.

Looking Ahead: 2000

The library staff look forward to being involved in the planning for building of additional study and staff accommodation. As UNITEC moves toward university status, librarians and academics are collaboratively and rapidly building our collection to a postgraduate level.



Library Statistics

	1999	1998	1997	1996
Library staff	26.0	24.8	22.1	19.7
Library membership	20,280	19,360	13,330	12,562
Total annual issues	559,252	422,900	424,731	347,695
Average daily issues	1,674	1,266	1,276	1,136
New books added	8,399	8,801	8,692	8,062
Total book stock	77,771	70,402	62,536	57,086
<i>Periodic subscriptions</i>				
Hard copy	719	651	627	610
On-line	6,090	700	n/a	n/a
Information searches (per month)	148	132	253	70
Information requests (per month)	1,138	1,080	1,065	768
Interloan requests	2,363	2,173	2,325	2,409
Interloan (items lent)	1,600	1,755	1,003	917
<i>User Education Tutorials</i>				
Number of sessions	402	420	n/a	n/a
Number of students	8,658	8,303	n/a	n/a

Cost

COST OF SERVICES

Costs (\$)	1999 Actual	1999 Budget	1998 Actual	1997 Actual
Direct salaries and wages	876,762	870,229	807,172	727,332
Other direct costs	1,128,208	1,195,849	965,949	1,049,957
Total direct costs	2,004,970	2,066,078	1,773,121	1,777,289
Miscellaneous income	131,346	107,000	138,401	110,894
Net direct costs	1,873,624	1,959,078	1,634,720	1,666,395



Financial Statements

For the year ended 31 December 1999



Financial Highlights

FINANCIAL RESULTS FOR THE YEAR

UNITEC's group financial performance exceeded budgeted expectations by achieving a net surplus of \$2.988 million compared with a budget of \$2.082 million despite EFTS performance targets being under-achieved.

INCOME

Income from Government was significantly down on budget due to Ministry of Education and Industry Training Organisation EFTS levels failing to reach expected targets.

An excellent performance in the international student market, particularly from China, offset the domestic shortfall in income. Other entrepreneurial income levels were maintained at budgeted levels, but were impacted upon adversely by a loss of revenue that was not gained from carparking in 1999.

EXPENDITURE

Due to lower student numbers expenditure has been extremely well controlled despite the fixed nature of many costs. Labour costs are continuing to rise due to a number of factors including the need to attract staff with higher academic profiles and the need to pay more competitive salaries.

ASSETS

Investment in major plant and equipment, computers, motor vehicles and other assets has been maintained at levels similar to that experienced in previous years. Investment in building stock is slightly lower in line with lower EFTS growth and also the drive to improve building utilisation levels institute-wide.

2000 BUDGET

UNITEC has set a challenging budget for 2000 with expected student growth targets of 1.8 percent over 1999 levels. Expenditure for 2000 has been targeted at improved management information systems, marketing and the development of Key Centres for Teaching and Research within a newly established Graduate School.

Statement of Accounting Policies

For the year ended 31 December 1999



THE REPORTING ENTITY

UNITEC Institute of Technology was established under the Education Act 1976. The financial statements on pages 95 to 114 are presented in accordance with the Institute of Chartered Accountants of New Zealand's Financial Reporting Standards, Statements of Standard Accounting Practice and the financial reporting requirements of the Education Act 1989 and the Public Finance Act 1999.

MEASUREMENT SYSTEM

The measurement base adopted is that of historical cost, except in the case of assets where the PODRC (Partially Optimised Depreciation Replacement Cost) method has been used for buildings and the ORC (Optimised Replacement Cost) for land. Assets are recorded at cost net of depreciation.

BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS

The Financial Statements include a Statement of Financial Performance, a Statement of Cash Flows, a Statement of Financial Position, a Statement of Movements in Equity, and Statements of Commitments and Contingencies. These statements contain the consolidated results of the UNITEC Recreation Trust and the UNITEC Trust and the results of the parent organisation, UNITEC Institute of Technology.

UNITEC's mission statement, values, goals and objectives are highlighted in the Statement of Objectives. The Statement of Objectives is made up of goals, each of which is reported on using performance targets and performance measures. A Statement of Cost of Services and Key Performances Details reports on every area of UNITEC's activities, and these are summarised individually in the Statement of Operating Costs and Revenue.

The major areas of UNITEC's activity are:

- Faculty of Applied Skills
- Faculty of Architecture and Design
- Faculty of Arts and Social Sciences
- Faculty of Business
- Faculty of Health, Science and Technology.

ACCOUNTING POLICIES

The following accounting policies which materially affect the measurement of financial performance and financial position have been applied:

1 Revenue

Revenue has been recognised in the Statement of Financial Performance on an entitlement basis.

2 Accounts Receivable

Accounts receivable are shown at estimated realisable value after due allowance for any amounts not considered recoverable.

3 Inventory

- a) Materials other than for trading are generally regarded as having been utilised at the time of receipt and are charged to the relevant activity at that time.
- b) Inventories held for trading operations have been valued at the lower of cost, determined on a first-in first-out basis, and net realisable value.

4 Investments

The carrying amounts of all short-term investments are stated at the lower of cost and market value.

5 Financial Instruments

Revenue and expenses in relation to all financial instruments are recognised in the Statement of Financial Performance. All financial instruments are recognised in the Statement of Financial Position. All financial instruments, except for loans which are recorded at cost, are shown at their fair values.

6 Fixed Assets

a Land and buildings

All land and buildings are revalued every 3 years. All buildings whether owned by the Ministry of Education or purchased or built out of UNITEC reserves since 1991 have been valued using the PODRC (Partially Optimised Depreciated Replacement Cost) methodology by Robertson, Young, Telfer as at 1 January 1998. All land whether owned by the Ministry of Education or purchased out of UNITEC reserves since 1991 has been valued using the ORC (Optimised Replacement Cost) methodology by Robertson, Young, Telfer as at 1 January 1998. Crown-owned land and buildings are included as part of UNITEC's fixed assets. These were first recognised on 1 January 1995 and although legal title has not been transferred, UNITEC has assumed all the normal risks and rewards of ownership. Buildings constructed since 1 January 1998 have been valued at cost.

b Library collection

The library collection is revalued at the end of each year at estimated replacement cost using values supplied by the librarian which are considered by UNITEC to be appropriate for the collection. An allowance has been made for the expired portion of the estimated economic life of the collection. Increases in the value of the library collection are credited to the library collection asset revaluation reserve. Decreases in the value of the library collection are debited to the library collection asset revaluation reserve. If the library collection asset revaluation reserve develops a debit balance, this balance is written off to the Statement of Financial Performance.

c Other assets

All other assets purchased since 1990 have been valued at cost and depreciated. Prior to 1990 other asset values were established on a fixed asset register either at cost or, where asset values were unknown, at an appropriate estimated value adjusted by depreciation.

d Depreciation

Fixed assets are depreciated at rates that will write off the cost or value of the asset over its estimated useful life. Land is not depreciated. The depreciation rates used in the preparation of these statements are as follows:

Buildings	2% Straight Line	50 years
Plant and equipment	10% Straight Line	10 years
Furniture and fittings	10% Straight Line	10 years
Motor vehicle	20% Straight Line	5 years
Computer equipment	33% Straight Line	3 years
Office equipment	10% Straight Line	10 years

7 Capital Work in Progress

Capital work in progress is valued on the basis of expenditure incurred and Certified Gross Progress Claim Certificates up to balance date. Financing costs have been capitalised during the construction of assets. Work in progress is not depreciated.

8 Goods and Services Tax

UNITEC Institute of Technology is a registered person as defined by the Goods and Services Act 1985. These accounts have been prepared exclusive of GST and the balance payable to the Inland Revenue Department (IRD) is shown as a current liability in the Statement of Financial Position.

9 Taxation

Tertiary institutions are exempt from the payment of income tax as they are treated by the IRD as charitable organisations. Accordingly no charge for income tax has been provided for.

10 Leases

Finance leases, which effectively transfer to UNITEC substantially all of the risks and benefits of ownership of the leased item, are capitalised at the present value of the minimum lease payments. The leased assets and corresponding liabilities are disclosed and the leased assets are depreciated over the period UNITEC is expected to benefit from their use.

Operating lease payments, where the lessors effectively retain substantially all the risks and benefits of ownership of the leased items, are included in the determination of the operating profit in equal instalments over the lease term.

11 Employee Entitlements

Provision is made in respect of liability for annual leave, long service leave and retirement leave. Annual leave has been calculated on an actual entitlement basis at current rates of pay. Long service leave and retirement leave have been calculated on an actuarial basis based on the present value of expected future entitlements.

12 Development Costs

Costs incurred on development of new courses are expensed in the period in which they have been incurred as the level of expenditure is relatively constant from year to year.

13 Basis of Consolidation

UNITEC has three subsidiaries, New Zealand Institute of Technology Limited, Open Institute of Technology Limited and UNITEC Limited, and two in-substance subsidiaries. None of the subsidiaries is currently trading or has traded in previous years. There are no assets or liabilities within those subsidiaries. Consequently, there has been no consolidation of the results.

Section 27(3) of the Financial Reporting Act 1993 requires that the UNITEC Recreation Trust and UNITEC Trust be classified as in-substance subsidiaries of UNITEC Institute of Technology and therefore the consolidated financial statements include UNITEC and its trusts accounted for using the purchase method. All significant transactions between UNITEC and the trusts were eliminated upon consolidation.

The UNITEC Recreation Trust has been treated as a separate legal entity from the Council of UNITEC Institute of Technology other than for the above financial reporting purposes. Hence the mortgage from the UNITEC Recreation Trust to the National Bank is not subject to section 192 of the Education Act 1989.

14 Student Allowances

UNITEC has no involvement with the receipt or payment of student allowances other than with the processing of applications.

15 Cost of Service Statements

Cost of Service Statements, as provided in the Statement of Objectives and Service Performance, report the net cost of services for the significant activities of UNITEC, and are represented by Cost of Services less all non-EFTS funding that can be allocated to these activities.

16 Restricted Funds

These are funds set aside for purposes specified by either the UNITEC Institute of Technology Council or the donor.

CHANGES IN ACCOUNTING POLICIES

UNITEC provided for long service leave and retirement leave for the first time in 1999. Previously, employee entitlements were only provided in respect of annual leave. The effect of the change in accounting policy resulted in an increase in provision for employee entitlements by \$325,000.

Other than the above change, all accounting policies have been applied on bases consistent with the previous year.

Statement of Financial Performance

For the year ended 31 December 1999



	Notes	1999 Consolidated Actual \$(000)	1999 Consolidated Budget \$(000)	1998 Consolidated Actual \$(000)	1999 UNITEC Actual \$(000)	1998 UNITEC Actual \$(000)
Government operational funding	1	38,446	41,015	33,655	38,446	33,655
Investment income		559	410	713	557	707
Tuition fees		25,901	25,525	20,925	25,901	20,925
Trading income	2	1,799	1,811	3,078	1,799	3,078
Revenue from services provided		2,989	1,976	4,452	2,989	4,452
Other income	3	1,941	2,520	2,910	1,941	2,910
Total operating income		71,635	73,257	65,733	71,633	65,727
<i>Less expenditure</i>						
Total faculty expenditure		66,032	68,821	59,660	66,032	59,660
Trading expenditure	2	2,615	2,354	4,038	2,658	4,036
Total cost of operations	4	68,647	71,175	63,698	68,690	63,696
Net surplus from operations		2,988	2,082	2,035	2,943	2,031
Devaluation of buildings		–	–	(14,111)	–	(14,111)
Net surplus (deficit) for the year		2,988	2,082	(12,076)	2,943	(12,080)

The Statement of Accounting Policies and the Notes to the Financial Statements form part of and are to be read in conjunction with this statement.



Statement of Operating Costs and Revenue by Faculty

For the year ended 31 December 1999

	1999 Consolidated/ UNITEC Actual \$(000)	1999 Consolidated/ UNITEC Budget \$(000)	1998 Consolidated/ UNITEC Actual \$(000)
<i>Total costs</i>			
Faculty of Applied Skills	8,757	9,143	8,298
Faculty of Architecture and Design	15,385	16,486	14,107
Faculty of Arts and Social Sciences	14,294	14,136	13,232
Faculty of Business	14,115	14,717	13,065
Faculty of Health, Science and Technology	13,481	14,339	10,958
Total faculty expenditure	66,032	68,821	59,660
<i>Income from services provided</i>			
Faculty of Applied Skills	391	281	489
Faculty of Architecture and Design	433	397	637
Faculty of Arts and Social Sciences	1,492	640	1,835
Faculty of Business	307	218	601
Faculty of Health, Science and Technology	366	440	890
Total faculty income from services provided	2,989	1,976	4,452
<i>Net cost of services</i>			
Faculty of Applied Skills	8,366	8,862	7,809
Faculty of Architecture and Design	14,952	16,089	13,470
Faculty of Arts and Social Sciences	12,802	13,496	11,397
Faculty of Business	13,808	14,499	12,464
Faculty of Health, Science and Technology	13,115	13,899	10,068
Total net faculty expenditure	63,043	66,845	55,208

The Statement of Accounting Policies and the Notes to the Financial Statements form part of and are to be read in conjunction with this statement.

Statement of Financial Position

As at 31 December 1999



	Notes	1999 Consolidated Actual \$(000)	1999 Consolidated Budget \$(000)	1998 Consolidated Actual \$(000)	1999 UNITEC Actual \$(000)	1998 UNITEC Actual
Assets						
Current assets						
Cash at bank		1,233	369	1,291	1,105	1,222
Short-term investments	5	5,052	58	3,079	5,000	3,000
Accounts receivable	6	1,152	1,700	1,721	1,152	1,720
Inventory		516	600	613	516	613
Prepayments		124	250	264	124	263
Total current assets		8,077	2,977	6,968	7,897	6,818
Non-current assets						
Non-current assets	7	62,000	68,567	61,644	60,171	59,774
Capital work in progress		7,550	500	1,510	7,550	1,509
Total non-current assets		69,550	69,067	63,154	67,721	61,283
Total assets		77,627	72,044	70,122	75,618	68,101
Liabilities						
Current liabilities						
Fees in advance		4,523	2,000	2,786	4,523	2,786
Accounts payable	8	5,546	4,051	3,371	5,530	3,354
Current portion of loan	9	37	45	46	–	–
Provision for employee entitlements	10	2,637	2,247	2,203	2,637	2,203
Total current liabilities		12,743	8,343	8,406	12,690	8,343
Total non-current liabilities	9	1,284	1,234	1,331	–	–
Total liabilities		14,027	9,577	9,737	12,690	8,343
Net assets		63,600	62,467	60,385	62,928	59,758
Equity						
Public equity	11	63,600	62,467	60,385	62,928	59,758
Total equity		63,600	62,467	60,385	62,928	59,758

The Statement of Accounting Policies and the Notes to the Financial Statements form part of and are to be read in conjunction with this statement.

J Robb

CHAIRMAN OF COUNCIL

28 April 2000

Dr J Webster

PRESIDENT AND CHIEF EXECUTIVE

O T Burnside

VICE PRESIDENT, FINANCE

Statement of Cash Flows

For the year ended 31 December 1999

	Notes	1999 Consolidated Actual \$(000)	1999 Consolidated Budget \$(000)	1998 Consolidated Actual \$(000)	1999 UNITEC Actual \$(000)	1998 UNITEC Actual \$(000)
<i>Cash flows from operating activities</i>						
Cash was provided from:						
Government grants		39,387	41,015	33,655	39,387	33,655
Investment income		542	416	721	540	715
Revenue from services provided		34,197	31,722	35,535	34,028	35,363
		74,126	73,153	69,911	73,955	69,733
Cash was applied to:						
Employees and suppliers		62,513	67,711	64,420	62,502	64,403
Interest paid		74	75	119	–	–
		62,587	67,786	64,539	62,502	64,403
Net cash flows from operating activities	12	11,539	5,367	5,372	11,453	5,330
<i>Cash flows from investing activities</i>						
Cash was provided from:						
Sale of assets		469	0	57	469	57
Cash was applied to:						
Purchase of assets		10,039	9,266	4,393	10,039	4,393
Net cash flows from investing activities		(9,570)	(9,266)	(4,336)	(9,570)	(4,336)
<i>Cash flows from financing activities</i>						
Cash was applied to:						
Loans repaid		55	45	55	–	–
Net cash flows from financing activities		(55)	(45)	(55)	–	–
Total net cash flows		1,914	(3,944)	981	1,883	994
Opening balance cash and bank		4,371	4,371	3,389	4,222	3,228
Closing balance cash and bank		6,285	427	4,370	6,105	4,222
<i>Closing balance cash and bank</i>						
Cash and bank		1,233	369	1,291	1,105	1,222
Short-term investments		5,052	58	3,079	5,000	3,000
Closing balance cash and bank		6,285	427	4,370	6,105	4,222

The Statement of Accounting Policies and the Notes to the Financial Statements form part of and are to be read in conjunction with this statement.

Statement of Movement in Equity

For the year ended 31 December 1999



Notes	1999 Consolidated Actual \$(000)	1999 Consolidated Budget \$(000)	1998 Consolidated Actual \$(000)	1999 UNITEC Actual \$(000)	1998 UNITEC Actual \$(000)
Equity at start of the period	60,385	60,385	70,130	59,758	69,635
Net surplus (deficit)	2,988	2,082	(12,076)	2,943	(12,080)
Increase/(decrease) in library collection revaluation reserves	227		(52)	227	(52)
Increase/(decrease) in land revaluation reserves			2,255		2,255
Increase/(decrease) in building reserves			128		
Total recognised revenues and expenses for the period	3,215	2,082	(9,745)	3,170	(9,877)
Equity at end of the period	63,600	62,467	60,385	62,928	59,758

Notes to the Financial Statements

1 GOVERNMENT OPERATIONAL FUNDING

This includes monies received from Government by way of an Operational Bulk Grant which is based on equivalent full-time student (EFTS) levels and the funding category levels of these EFTS and specific purpose-related grants. An analysis of Government operational funding is as follows:

	1999 Consolidated/ UNITEC Actual \$(000)	1999 Consolidated/ UNITEC Budget \$(000)	1998 Consolidated/ UNITEC Actual \$(000)
Operational bulk grant*	37,747	40,365	32,970
Non-EFTS funding	333	309	368
Student loan finance grant	197	193	180
Disabilities grant	169	148	137
Total Government operational funding	38,446	41,015	33,655

* A portion of the Wholly Funded Research Grant was unable to be spent in the financial year ending 31 December 1999 and has been carried over to match expenditure.

2 SURPLUSES ON TRADING ACTIVITIES

Trading activities have been redefined to incorporate the activity areas detailed below which reflect the major income-generating activities outside of normal faculty operations. Institute overheads are allocated to these activities on a basis consistent with that applied to faculty operations.

	1999 Consolidated Actual \$(000)	1999 Consolidated Budget \$(000)	1998 Consolidated Actual \$(000)	1999 UNITEC Actual \$(000)	1998 UNITEC Actual \$(000)
<i>Income</i>					
Bookshop	–	–	1,462	–	1,462
Step Up	117	100	100	117	100
Business development	476	350	278	476	278
Halls of Residence	456	449	442	456	442
Recreation Centre	536	577	479	536	479
Multimedia	–	–	48	–	48
Building training projects	214	335	269	214	269
Trust income	–	–	–	–	–
Total income	1,799	1,811	3,078	1,799	3,078

	1999 Consolidated Actual \$(000)	1999 Consolidated Budget \$(000)	1998 Consolidated Actual \$(000)	1999 UNITEC Actual \$(000)	1998 UNITEC Actual \$(000)
<i>Expenditure</i>					
Trading materials	172	276	1,626	172	1,626
Class materials	93	70	55	93	55
Salaries and wages	936	687	1,042	936	1,042
Depreciation	183	180	172	143	131
Administration	485	359	452	657	625
General expenses	657	692	557	657	557
Trust expenditure	89	90	134	–	–
Total expenditure	2,615	2,354	4,038	2,658	4,036
Surplus (deficit) on trading activities	(816)	(543)	(960)	(859)	(958)

3 OTHER INCOME

This includes income generated from ETSA Skill Enhancement Programmes, TOP, Contract Education, donations and other miscellaneous income not specific to individual faculties. An analysis of other income is as follows:

	1999 Consolidated/ UNITEC Actual \$(000)	1999 Consolidated/ UNITEC Budget \$(000)	1998 Consolidated/ UNITEC Actual \$(000)
ETSA Skill Enhancement	339	29	338
TOP	468	449	1,080
Contract education	1,017	1,807	1,393
Miscellaneous	117	235	99
Total other income	1,941	2,520	2,910

4 STATEMENT OF FINANCIAL PERFORMANCE

The net surplus from operations is after allowing for:

	1999 Consolidated Actual \$(000)	1998 Consolidated Actual \$(000)	1999 UNITEC Actual \$(000)	1998 UNITEC Actual \$(000)
Audit fees - external audit	40	36	40	36
- other services	12	-	12	-
Depreciation	3,132	3,174	3,092	3,134
Council fees and expenses	40	46	40	46
Bad debts	66	116	66	116
Donations	-	3	-	3
Interest expense	74	119	-	-
Lease charges	563	-	563	-

Council fees and expenses exclude remuneration to staff members who serve on Council.

The net surplus includes the capital funding component received as part of Government Bulk Funds. It is the policy of UNITEC to provide for future capital expansion programmes from both this source and other operational funds.

The net surplus of \$2.998 million will be used to meet the outstanding commitments for current capital projects disclosed in the Statement of Commitments as at 31 December 1999 with the remainder going towards meeting the 2000 Capital Works programme not yet committed.

5 SHORT-TERM INVESTMENTS

Short-term investments are made up as follows:

	1999 Consolidated Actual \$(000)	1998 Consolidated Actual \$(000)	1999 UNITEC Actual \$(000)	1998 UNITEC Actual \$(000)
BNZ short-term investments	1,052	1,079	1,000	1,000
National Bank short-term investments	-	2,000	-	2,000
Westpac short-term investments	4,000	-	4,000	-
Total short-term investments	5,052	3,079	5,000	3,000

Interest Rates

The effective interest rate was 4.52 percent.

6 ACCOUNTS RECEIVABLE

	1999 Consolidated Actual \$(000)	1998 Consolidated Actual \$(000)	1999 UNITEC Actual \$(000)	1998 UNITEC Actual \$(000)
Trade debtors	1,077	1,055	1,077	1,055
Other amounts receivable	175	766	175	765
Less provision for doubtful debts	(100)	(100)	(100)	(100)
Total accounts receivable	1,152	1,721	1,152	1,720

7 NON-CURRENT ASSETS

	Cost/Valuation			Provision for Depreciation			Net Book Value		
	1999 Cons. Actual \$(000)	1999 UNITEC Actual \$(000)	1998 Cons. Actual \$(000)	1999 Cons. Actual \$(000)	1999 UNITEC Actual \$(000)	1998 Cons. Actual \$(000)	1999 Cons. Actual \$(000)	1999 UNITEC Actual \$(000)	1998 Cons. Actual \$(000)
Land (Crown)	4,991	4,991	4,991	–	–	–	4,991	4,991	4,991
Land (Institute)	7,504	7,504	7,500	–	–	–	7,504	7,504	7,500
Buildings (Crown)	26,260	26,260	26,260	2,594	2,594	2,542	23,666	23,666	23,718
Buildings (Institute)	20,026	18,005	19,129	2,261	2,069	1,401	17,765	15,936	17,728
Plant and equipment (cost)	6,117	6,117	6,003	3,869	3,869	3,745	2,248	2,248	2,258
Furniture and fittings (cost)	3,496	3,496	4,187	2,250	2,250	2,408	1,246	1,246	1,779
Motor vehicles (cost)	1,415	1,415	1,215	888	888	770	527	527	445
Computer equipment (cost)	8,652	8,652	9,949	6,848	6,848	8,619	1,804	1,804	1,330
Office equipment (cost)	1,563	1,563	1,508	1,046	1,046	1,011	517	517	497
Library collection (valuation)	1,732	1,732	1,398	–	–	–	1,732	1,732	1,398
Total fixed assets	81,756	79,735	82,140	19,756	19,564	20,496	62,000	60,171	61,644

Land and buildings were valued by Robertson, Young, Telfer, registered valuers as at 1 January 1998. The valuation basis is ORC for land and PODRC for buildings. (Refer to Accounting Policy Note 6.)

8 ACCOUNTS PAYABLE

Accounts payable are made up as follows:

	1999 Consolidated Actual \$(000)	1998 Consolidated Actual \$(000)	1999 UNITEC Actual \$(000)	1998 UNITEC Actual \$(000)
Trade creditors	1,799	901	1,799	884
Accruals	3,747	2,470	3,731	2,470
Total accounts payable	5,546	3,371	5,530	3,354

9 NON-CURRENT LIABILITIES

	1999 Consolidated Actual \$(000)	1998 Consolidated Actual \$(000)	1999 UNITEC Actual \$(000)	1998 UNITEC Actual \$(000)
National Bank loan opening balance	1,332	1,387	–	–
Repayments	48	56	–	–
Closing balance	1,284	1,331	–	–
Current portion loan liability	37	46	–	–

* The UNITEC Recreation Trust has a 20-year mortgage with the National Bank at an interest rate of 8.42 percent.

10 PROVISION FOR EMPLOYEE ENTITLEMENTS

	1999 Consolidated Actual \$(000)	1998 Consolidated Actual \$(000)	1999 UNITEC Actual \$(000)	1998 UNITEC Actual \$(000)
Provision for holiday pay	2,312	2,203	2,312	2,203
Provision for retirement leave	223	–	223	–
Provision for long service leave	102	–	102	–
Total employment entitlements	2,637	2,203	2,637	2,203

11 PUBLIC EQUITY

This balance consists of the accumulated surplus and reserves.

	1999 Consolidated Actual \$(000)	1998 Consolidated Actual \$(000)	1999 UNITEC Actual \$(000)	1998 UNITEC Actual \$(000)
<i>Accumulated surplus</i>				
Opening balance	57,771	69,765	57,272	69,270
Net surplus (deficit) for the year	2,988	(12,076)	2,943	(12,080)
Transfer from restricted reserves	–	82	–	82
Closing balance	60,759	57,771	60,215	57,272
<i>Restricted reserves</i>				
Opening balance	101	183	101	183
Transfer to accumulated surplus	–	(82)	–	(82)
Closing balance	101	101	101	101
<i>Library revaluation reserve</i>				
Opening balance	130	182	130	182
Revaluation				
Devaluation	227	(52)	227	(52)
Closing balance	357	130	357	130
<i>Land revaluation reserve</i>				
Opening balance	2,255	–	2,255	–
Revaluation	–	2,255	–	2,255
Closing balance	2,255	2,255	2,255	2,255
<i>Building revaluation</i>				
Opening balance	128	–	–	–
Revaluation	–	128	–	–
Closing balance	128	128	–	–
General equity	63,600	60,385	62,928	59,758

12 RECONCILIATION OF THE NET SURPLUS FROM OPERATIONS WITH THE NET CASH FLOWS FROM OPERATING ACTIVITIES

	1999 Consolidated Actual \$(000)	1998 Consolidated Actual \$(000)	1999 UNITEC Actual \$(000)	1998 UNITEC Actual \$(000)
Net surplus for the year	2,988	(12,076)	2,943	(12,080)
<i>Add non-cash items</i>				
Depreciation	3,132	3,174	3,092	3,134
Devaluation	–	14,111	–	14,111
Bad debts written off	66	–	66	–
Non-current assets written off	495	–	495	–
Unrealised change in value of inventory	50	–	50	–
Discount allowed	37	–	37	–
<i>Add (less) movements in working capital</i>				
Increase (decrease) in fees in advance	1,737	1,972	1,737	1,972
Decrease (increase) in accounts receivable	569	(845)	569	(844)
Decrease (increase) in prepayments	140	(32)	140	(31)
Increase (decrease) in accounts payable	1,776	(1,550)	1,775	(1,550)
Decrease (increase) in inventory	97	222	97	222
Increase in employee entitlements	434	388	434	388
<i>Add (less) items classified as investing activities:</i>				
Net loss (gain) on sale of assets	18	8	18	8
Net cash flows from operating activities	11,539	5,372	11,453	5,330

13 GRANTS

Details of the Income and Expenditure of Grants (GST exclusive) in relation to the purpose for which they are given are set out below as required by the Public Finance Act 1989. These grants have been incorporated in the respective income and expenditure categories.

Types of grants	1999 Consolidated/UNITEC			1998 Consolidated/UNITEC		
	\$(000) Income	\$(000) Expenditure	\$(000) Surplus	\$(000) Income	\$(000) Expenditure	\$(000) Surplus
Teacher education	309	309	0	343	343	0
Special education	25	25	0	25	25	0
Total grants	334	334	0	368	368	0

14 SEGMENTAL INFORMATION

UNITEC operates predominantly in one industry (tertiary education) and in one geographical area (Auckland, New Zealand).

15 RELATED PARTY INFORMATION

UNITEC is a wholly owned entity of the Crown. The Government influences the role of UNITEC as well as being its major source of revenue.

UNITEC enters into transactions with Government Departments and Crown agencies. These are separately disclosed elsewhere in the financial report.

In 1999 UNITEC paid the UNITEC Recreation Trust rental of \$172,000 (1998, \$172,000) for the use of the UNITEC Trust Recreation Centre.

There was no amount owing to or from UNITEC and the subsidiaries at year end.

There are no transactions of a material nature between UNITEC and other related parties including Councillors.

16 FINANCIAL INSTRUMENTS

UNITEC has a series of policies providing risk management for interest rates, foreign currency and credit.

Interest Rate Risk

There are no interest rate options or interest rate swap agreements in place as at 31 December 1999.

Foreign Currency Risk

There is no foreign currency risk as at 31 December 1999.

Concentration of Credit Risk

Financial instruments which potentially subject UNITEC to concentrations of risk consist primarily of cash, short-term investments and accounts receivable.

UNITEC places its cash and short-term investments with high-credit quality financial institutions and sovereign bodies and limits the amount of credit exposure to any one financial institution. Concentrations of credit risk with respect to accounts receivable are limited due to the low level of revenue generated by customers other than the New Zealand Government.

The following methods and assumptions were used to estimate the fair value of each class of financial instrument for which it is practical to estimate the value:

Cash

The carrying amount of cash and bank balances is equivalent to their fair value.

Short-term Investments

For the purpose of compliance with generally accepted accounting practice, the carrying amounts of all short-term investments are stated at the lower of cost or market value. The fair value of short-term investments is estimated based on quoted market prices for those instruments at balance date.

Accounts Receivable

The carrying value of all accounts receivable is after making allowance for doubtful debts (\$100,000 for student debtors).

The estimated fair value of UNITEC's financial instruments as at 31 December 1999 is not significantly different from the carrying value.

17 SUBSEQUENT EVENTS

No events of subsequence have occurred since balance date that would have a significant impact on future performance.

18 YEAR 2000

A Year 2000 Working Party set up to identify risks and to initiate contingency plans as part of a business continuity process completed its task successfully and no matters of consequence have affected operations since 1 January 2000.

Statement of Commitments and Contingencies



STATEMENT OF COMMITMENTS AS AT 31 DECEMBER 1999

	Actual 1999 \$(000)	Actual 1998 \$(000)
Capital commitments approved and contracted	1,915	8,701
<i>Non-cancellable operating lease commitments</i>		
Property and equipment		
Not later than 1 year	828	563
Later than 1 year and not later than 2 years	750	315
Later than 2 years and not later than 5 years	739	414
Later than 5 years	–	–
	2,317	1,292
<i>Other non-cancellable contracts</i>		
At balance date UNITEC had also entered into non-cancellable contracts for computer maintenance, communications, building services and other contracts of service.		
Details of commitments under these contracts are as follows:		
Not later than 1 year	2,049	691
Later than 1 year and not later than 2 years	–	–
Later than 2 years and not later than 5 years	–	–
	2,049	691
Total commitments	6,281	10,684

In addition to the above commitments Council has authorised the following but at balance date, these were not contracted.

	Actual 1999 \$(000)	Actual 1998 \$(000)
Capital equipment	1,401	1,866
Minor capital works	855	1,200
Veterinary referral centre	1,865	–
Marae	250	–
Sports field development	100	–
Total	4,471	3,066

STATEMENT OF CONTINGENCIES AS AT 31 DECEMBER 1999

- 1 There is one outstanding personal grievance claim and no known unresolved student grievances as at 31 December 1999. The financial effect of this one outstanding claim is not considered to be material and has not been accrued as a liability. There are no contingent liabilities as at 31 December 1999 (1998 – nil).
- 2 Land owned by UNITEC Institute of Technology is subject to claims under the Waitangi Tribunal. The likely outcome of these claims is unknown.

Statement of Resources



SITE AND LOCATION

UNITEC's main campus, with access off Carrington Road, Auckland, has an overall area of 55.05 hectares. Buildings acquired as a result of the purchase from the Auckland Area Health Board in late 1992 are almost fully integrated into the teaching accommodation requirements of UNITEC. Evaluation of institute-wide building utilisation levels continues to be a high priority. Extensive analysis of performance in this area is being undertaken prior to the approval of further teaching accommodation.

GROSS BUILDING AREAS (IN SQUARE METRES)

	Purpose-built	Pre-existing	UNITEC Campus (m ²)		Total
			Temporary	Leased premises	
1999	38,565	38,155	6,016	N/A	82,736
1998	37,971	37,351	6,099	N/A	81,421
1997	38,683	36,618	5,231	3,456	80,532
1996	32,699	32,221	9,306	3,456	77,682
1995	29,844	32,221	9,306	1,366	72,737
1994	28,730	32,421	4,447	1,366	66,964

The gross areas on the main campus include administration, bookshops, cafeterias, student and staff services, library, maintenance, Student Union and Seminar Centre, Student Learning Complex, sport and recreation centre.

TEACHING AREAS

Teaching areas on the main campus and including the leased premises were distributed across the faculties as follows:

Faculties	1999 Net teaching area (m ²)	1999 Percent of total	1998 Net teaching area (m ²)	1997 Net teaching area (m ²)
Faculty of Applied Skills	10,093	19.58%	9,600	9,764
Faculty of Architecture and Design	19,079	37.02%	18,632	18,632
Faculty of Arts and Social Sciences	6,787	13.17%	6,543	6,108
Faculty of Business	6,153	11.94%	6,122	6,050
Faculty of Health, Science and Technology	9,419	18.29%	9,344	7,333
Total teaching area	51,531	100%	50,241	47,887

Please note that improved systems have increased the accuracy levels of measuring net teaching areas in comparison with previous years.



Statement of Responsibility

For the year ended 31 December 1999

In the financial year ended 31 December 1999, the Council and management of UNITEC Institute of Technology were responsible for:

- The preparation of the financial statements and the judgements used therein.
- Establishing and maintaining a system of internal control designed to provide reasonable assurance as to the integrity and reliability of financial reporting.

In the opinion of Council and management of UNITEC Institute of Technology the financial statements for the financial year fairly reflect the financial position and operations of UNITEC Institute of Technology.

J Robb

CHAIRMAN OF COUNCIL

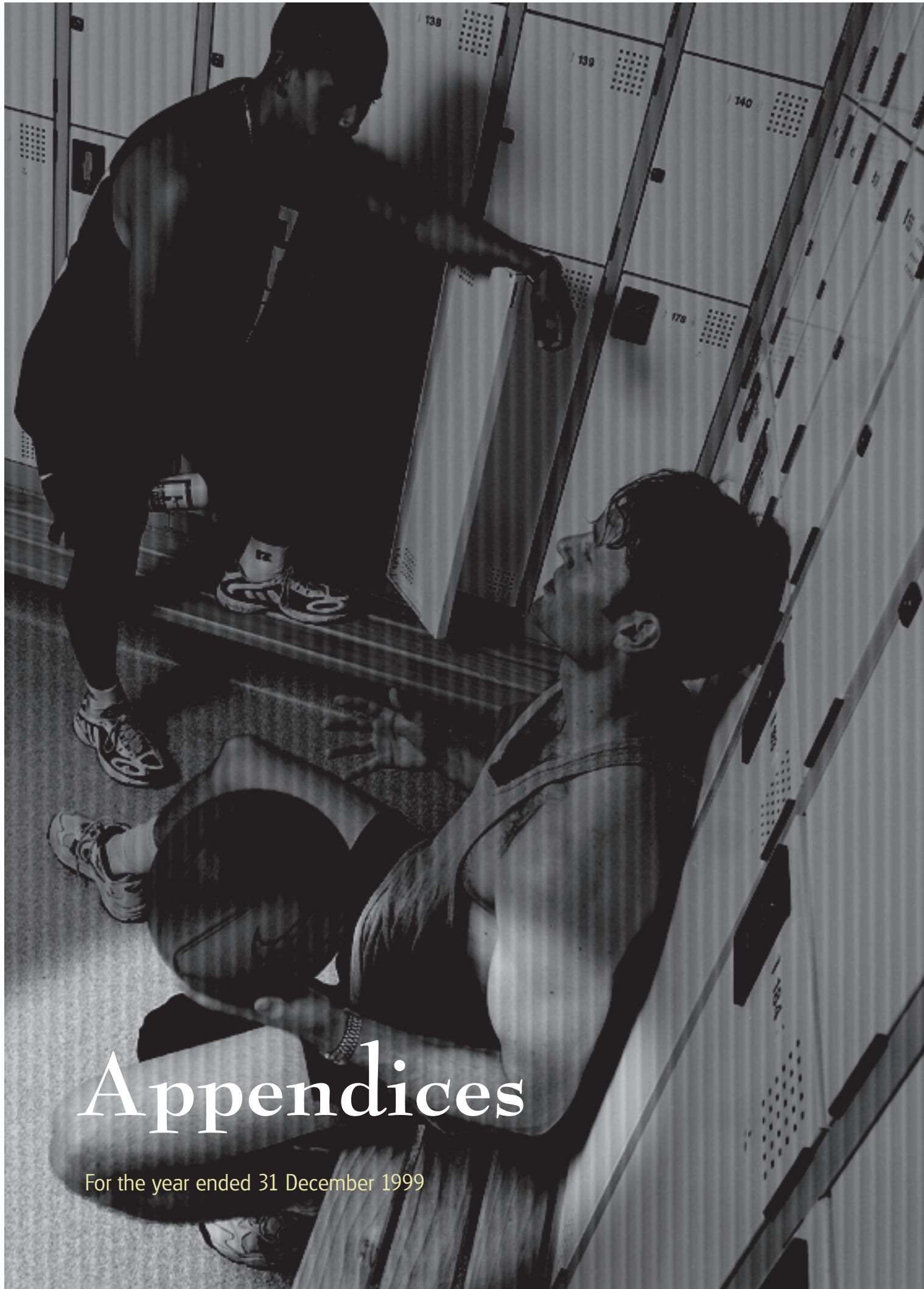
Dr J Webster

PRESIDENT AND CHIEF EXECUTIVE

O T Burnside

VICE PRESIDENT, FINANCE

Date: 28 April 2000



Appendices

For the year ended 31 December 1999



UNITEC Awards

Honorary Fellowship

The UNITEC Council confers Honorary Fellowships for notable, outstanding and exceptional dedication contributing significantly to the institute's past, present and future.

- 1999 Brian Astill**
Deputy Chief Executive 1985-1998, joined UNITEC as Head of Accountancy, Law and Finance in 1980. (Awarded posthumously.)
- 1998 Douglas Armstrong**
President and Chief Executive Officer 1985-1998, foundation staff member 1976
- 1998 Bryan Bartley**
Chairman of Council 1991-1998
- 1997 Alan Wood**
Deputy Chairman, Foundation Council Member and serving UNITEC Council since 1976
- 1996 Beryl Hughes**
Member of Council 1986-1996, previously serving on Nursing Advisory Board
- 1996 Ken Woods**
Tutor (carpentry), foundation staff member 1976-1996
- 1996 Robert (Bob) Harvey**
Supporter and advocate of UNITEC over many years
- 1995 Ken Williams**
Member of NDA programme, Business Advisory Committee member from 1990, industry liaison
- 1995 Jim Hughes**
Lecturer (quantity surveying), foundation staff member 1976-1995
- 1994 Tom Dixon**
Member of Council 1987-1990, Architecture Advisory Committee member from 1987
- 1994 Noelene Main**
Registrar 1975-1989, Secretary to Council 1975-1989
- 1994 John Turei**
Member of Council from 1987, Kaumatua from 1985
- 1992 Gordon Glover**
Member of Council 1979-1990
- 1992 Hal Puch**
Associate Director 1985-1992
- 1992 Wilf Wagener**
Inaugural Chair of Council 1975-1990
- 1991 Charles Taylor**
Inaugural Principal 1976-1985

Trust Staff Awards

These annual awards are presented to outstanding staff in recognition of the excellence and considerable service they bring to all levels of the institute's success.

Excellence in Teaching

Recognises staff that demonstrate excellence in teaching and a commitment to continuously improve their teaching.

1999 Gary Jacob
Applied Skills

Norelle Scott
Architecture and Design

Roseann Gedye
Arts and Social Sciences

Darren Turner
Business

Sue Friedlander
Health, Science and Technology

1998 Bob Long
Applied Skills

Andrew Withell
Architecture and Design

Aly McNicholl
Arts and Social Sciences

Chris Power
Business

Diane McWilliams
Health, Science and Technology

Programme Leadership

Acknowledges the crucial role played by programme leaders in meeting the demands of students, staff, colleagues and Heads of Department.

1999 Pradeep Sharma
Architecture and Design

Love Chile
Arts and Social Sciences

1998 Glenda Jacobs
Arts and Social Sciences

Jill Yelder
Health, Science and Technology

Service Leadership

Endorses excellence, service and leadership by leaders of central units or faculty administration staff.

1999 Koletti Fitzgerald
Health, Science and Technology

1998 Adriana McDonald
Academic Registry

Quality of Service

Recognises the importance UNITEC places on the quality of service our clients experience from both academic and allied staff.

1999 Irene Gibson
Architecture and Design

Nina Pelling
Arts and Social Sciences

Megan Stewart
Human Resources

Fay Hester
IT Services/PeopleSoft

Christine Laurenson
Marketing Unit

1998 Peter Hart
Accountancy, Law and Finance

Sarah Jones
Foundation Studies

Dillon Schollee
Information Technology Support Centre

Bronwyn Hunter
Institute Relations

Kieron Millar
Registry of Works

Research Excellence

This award recognises research excellence that supports the goals, direction and programmes of a department and UNITEC. The research has been peer reviewed, either externally or within the faculty.

1999 Brian Atkinson
Architecture and Design

Mouafak Zaher
Applied Skills

1998 Mike Beverland
Business

Jack Ding
Health, Science and Technology

Exceptional Service – Part-time Staff

This award acknowledges the dedication and commitment of part-time staff to achieving UNITEC's vision and goals, and for being UNITEC ambassadors in national and international fora.

1999 David Epston
Arts and Social Sciences

Advisory Committees



Accountancy, Law and Finance

Chairperson – **M Tolhurst**, Barrister and Solicitor

Members – **G Cathcart**, Senior Manager Business Development & Support, AGC (NZ) Ltd • **D McGrath**, Insurance Broker and Risk Management, Alternative Risk Financing, Marsh and McLennan Ltd • **C McKnight**, Senior Manager, Countrywide Bank Ltd • **J Sinclair**, Principal, Lynfield College • **G Stewart**, Managing Director, Stewart Insurance Ltd • **B McLean**, ACE Training Ltd • **B Hawthorne** • **P Leighton**, BBS Student Representative • **C Young**, O'Halloran and Co Ltd • **J Sutherland** • **R Nadarajah**.

UNITEC Staff – Prof **G McDonald**, **O Burnside**, **B Bennett**, **P Cruickshank**, **P Hart**, **L Rainsbury**.

Animal Technology

Chairperson – **M Robson**, Specialist Vet

Members – **M Getting**, Howick Veterinary Clinic & Hospital • **M Simpson**, Auckland Veterinary Services Ltd • **S Standley**, Curator, Auckland Zoo • **A Wilson**, MAF • **S Bruce**, Guide Dog Services • **V Lee** • **J Duthie**, Student Representative • **J Rivers**, Student Representative • **C Dawson**, Student Representative.

UNITEC Staff – Dr **J Harman**, **R Paul**, **J Nicholson**, **D Barrowman**, **A Newington**, **J Stanton-Jones**, **V Williams**, **D Fraser**.

Applied Management

Chairperson – **W Gill**, Manager, Employee Relations, CHH Packaging Ltd

Members – **T Butler**, Director, Frame Group Ltd • **J Hooper**, IATA – UFTAA Co-ordinator, NZ/SW Pacific • **W Squires**, General Manager, National Technology and Management Services Ltd • **D Pigneguy**, Adventure Cruising Company • **B Richardson**, Retail Merchants Association • **R McLauchlan**, Regional Manager Sales/Marketing New Zealand, Accor Asia Pacific Ltd • **W Robinson**, Franchise Association.

UNITEC Staff – Prof **G McDonald**, **P Bretherton**, **N Burchell**, **R Bhat**, **H Mitchell**, **P Wiltshier**, **S Abbott**, **C Lee**, **G Wilson**.

Architecture

Chairperson – **T Dixon**, Pepper Dixon Architects Ltd

Members – **B Aitken**, Peddle Thorpe & Aitken Architects Ltd • **K Avery**, Avery Architects Ltd • **Prof J Hunt**, School of Architecture, Property and Planning, University of Auckland • **A Reynolds** • **G Scott**, Andrews Scott Cotton Architects Ltd • **P Williams**, Nancekivell & Williams Ltd.

UNITEC Staff – **J Boon**, **L Kestle**, **R Paul**, **R Birchmore**, **J Sutherland**, **J Hewitt**.

Business Administration

Chairperson – **A Briggs**, Personal Assistant, Russell McVeagh

Members – **A Perry**, Administration Manager, Auckland Girls Grammar School • **L Seeque**, Consultant, Drake Personnel, Auckland • **A Sowers**, Manager, Mahina Business Services, Auckland • **L Webster**, General Manager, Investor Services, Armstrong Jones (NZ) Ltd, Auckland • **L Maea**, Accountant, Christian Healthcare Trust, Auckland • **J Neal**, Student Representative.

UNITEC Staff – **G Goodwill**, **D Billings**, **O Burnside**, **J Holden**, **L Nicholson**.

Civil Engineering

Chairperson – **C Nicholas**, Principal, Booth Sweetman Wolfe Ltd

Members – **G East**, Geotechnical Scientist, Works Consultancy • **C Ellis**, Commercial Manager, Fletcher Construction Ltd • **Dr P Lipscombe**, Senior Engineer, Woodward Clyde Ltd • **D Low**, Doug Low Consultants Ltd • **S Scott**, Business Development Manager, McConnell Dowell, Constructors Ltd • **D Booth**, McBreen Jensen Contractors Ltd • **M Brown**, General Manager, Works Civil Construction • **R Frost**, Beca Carter, Hollings & Ferner • **T Gibson**, Gibson Consultants.

UNITEC Staff – **Dr J Harman**, **F Kirman**, **J Leaver**, **R Paul**, **D Phillips**.

Communication

Chairperson – **S Hart**, Director, Sheffield Consulting Group Ltd

Members – **J Alley**, Jan Alley and Associates Ltd • **J Avery**, Manager, Human Resources Development, ASB Bank Ltd • **H Davies**, Consultant • **J Cartwright**, Consultant, Morgan & Banks Consulting • **L Dover**, Fletcher Aluminium Ltd • **A Radford**, Consultant, Strategic Communications Ltd • **S Lewis** • **K Inkson**, Associate Dean of Commerce, University of Auckland • **R Simanu**, Education Adviser, PriceWaterHouseCoopers • **Dr G Lewis** • **Dr L Beamer** • **K Blyth**, Student Representative.

UNITEC Staff – **R Smyth**, **J Harrison**, **A Codling**.

Community Studies

Chairperson – **B Hagen**, Counsellor, Family Therapist

Members – **K Penetito**, Department of Internal Affairs • **Y Knipe-Ackerman**, Probation Officer, Regional Community Correction Centre • **L Taufauata**, Community Worker, Children, Young Persons and Their Families Service • **D McGray**, West Auckland WEA • **J Lake**, Community Worker and Social Policy Analyst • **J Wilson**, Counsellor, AIT.

UNITEC Staff – **R Smyth**, **O Burnside**, **G Rennie**.

Construction and Quantity Surveying

Chairperson – **A Dickinson**, Rawlinson & Co Ltd

Members – **P Deane**, CEO Mainzeal Construction Ltd • **R Beaven** • **G Cairney**, Director, Tandem Associates Ltd • **B Dackers**, Rider Hunt Holmes Cook Ltd • **R Knowles**, Dean, Murray & Partners Ltd • **M Reilly**, Canam Construction Ltd • **B Purdy**, Director, Akita Construction Ltd • **A Martin**, Downer Construction (NZ) Ltd • **P Waterhouse**, Maltby & Partners Ltd • **M Quartermaine**, External Examiner • **J Morrow**, Gibson O'Connor Ltd • **S Brannigan** • **B Younger**, Hawkins Construction Ltd • **R Bryant**, Octa Associates Ltd • **V Smith**, Kiwi Income Property Trust Ltd • **R Prasad**, Student Representative.

UNITEC Staff – **J Boon**, **R Birchmore**, **J Sutherland**, **P Quinnell**, **D Nummy**, **L Kestle**.

Critical Studies

Chairperson – **P Clarke**, Creative New Zealand

Members – **J Wild**, Manager, Auckland Research Centre, Auckland City Library • **D Bassett**, Department of Art History, University of Auckland • **T Wilkinson**.

UNITEC Staff – **J Boon**, **M James**, **D Lloyd-Jenkins**, **A Pretty**.

Cultural Studies and Tourism

Chairperson – **O Ormsby**, Executive Director, Maori Tourism Development Board

Members – **W Henskens**, General Manager, Te Wananga O Aotearoa • **T Sheerin**, Director, Bush and Beach Ltd • **S Panoho**, Manager, Maori Travel Service • **I Read**, Cruise Specialist.

UNITEC Staff – **R Smyth**, **Y Hawke**.

Design Management

Chairperson – **M James**, Head of Department, School of Design, UNITEC

Members – **P Haythornthwaite** • **B Richards** • **F Young**.

UNITEC Staff – **J Boon**, **D Bogunoich**, **P Sharma**, **N Charlton**, **D Gatley**, **E Prince**.

Early Childhood Education

Chairperson – **M Fenton**, Nanny

Members – **J Jay**, A+ Nannies Ltd • **C Fakalugatoa**, Plunket Regional Nurse Specialist • **S Tee**, Student Representative • **L Taulilo** • **K Barker** • **E Howie** • **P Hughes** • **A Dean**, ACE, EC Professional Support • **M Moss** • **N Ringer**, Student Representative.

UNITEC Staff – **Dr J Harman**, **L Keesing-Styles**, **G Rennie**, **N Paxton**, **H Alach**, **I Sherrard**, **R Smyth**, **Dr J Clinton**.

Education

Chairperson – **B Laing**, Principal, Wesley Primary School

Members – **B Barwood**, Principal, Te Kauwhata College • **M Collins**, Student Representative • **J Fleming**, Principal, Pt Chevalier School • **J Eaton**, Student Representative • **I Gardiner**, Educational Industrial Consultant, Multi-Serve Ltd • **D Graham**, Principal, Oranga Primary • **L Tuioti**, Education Consultant, Pasifika • **R Palmer**, Dean Professional Development, Auckland College of Education • **P Raffills**, Principal, Avondale College • **G Taylor**, Principal, Mt Albert Grammar School • **J Brown**, Student Representative • **G Prentice**, Renaissance Education Ltd.

UNITEC Staff – **R Smyth**, **Prof C Cardno**, **A Codling**, **J Hansen**, **Dr J Clinton**, **J Halliday**, **P Coogan**, **H Williams**, **T Fitzgerald**.

Forensic Psychiatric Care

Chairperson – **R DeSouza**, Faculty of Health Science, UNITEC

Members – **J Harding**, Manager, Medical Unit, Mt Eden Prison • **E Wellington**, Forensic Services, Waikato Hospital • **J Symonds**, Manager Forensic Services, Waikato Hospital • **P Rossenrode**, Totara Unit, Mason Clinic • **A Walsh**, Mason Clinic • **I Samuels**, Mason Clinic.

UNITEC Staff – **Dr J Harman**, **H Moore**, **L Latham**, **L Mitchelson**, **J Lewins**.

Health Science (Medical Imaging)

Chairperson – **J Wilson**, Radiology, Greenlane Hospital

Members – **R Curin**, Manager, Radiology, Auckland Hospital • **Prof S Heap**, School of Medicine • **M List**, Manager, Radiography, Greenlane Hospital • **P Orr**, Nuclear Medicine, Auckland Hospital • **D Reyburn**, Radiography MMTT • **J Stumpel**, Greenlane Hospital.

UNITEC Staff – **A Codling**, **J Nicholson**, **Dr J Harman**, **A Thompson**, **J Yelder**, **J Lewins**.

Higher Education

Chairperson – **O Kelly**, Manukau Institute of Technology

Members – **A Edwards**, Manager, Professional Development Unit, Northland Polytechnic • **N Haigh**, Director, Teaching and Learning, Waikato University • **J Reid**, Senior Lecturer, Auckland College of Education • **J Leslie**, Morgan & Banks Consultancy.

UNITEC Staff – **R Smyth**, **Dr M Hall**, **Prof C Cardno**, **B O'Connor**, **C Wright**, **J Arlidge**, **N Shackleford**.

Horticulture

Chairperson – **Dr K Hammett**, Private Plant Breeder

Members – **S Beck**, Manager, Export Division, Fresh Max Ltd • **G Smitheram**, Environmental Analyst
• **S Beck**, Matua Valley Wines • **G Leadley**, Northern Flower Growers Association • **T Ivceovich**, The Vegetable & Potato Growers Federation • **G Keymer**, Eastern & Global Exporters • **Dr R Bielecki**, Hort Research • **P Harvey** • **Dr R Sara**, CEO Fruitfed Supplies • **B Brett**, Nursery & Garden Industry Assoc.
• **R Mandeno**, ARBOR • **M Ayrton**, Park Director, Cornwall Park Trust Board • **M Bellingham** • **R Becroft** • **R McFadyen**.

UNITEC Staff – **N Beck**, **Dr J Harman**, **R Lewthwaite**, **A Codling**, **I Ennis**.

Information Systems and Computing

Chairperson – **A Williamson**, Director, Wairua Consulting Ltd

Members – **J Cater**, Head of Department Information Systems Department, Manukau Institute of Technology • **E Riske**, Candle NZ Ltd • **I Howard**, Principal, I&E Services Ltd • **L Janczewski**, Senior Lecturer, Department of Management Science and Information Systems, University of Auckland • **G Biggs**, General Manager, Wang New Zealand Ltd • **M McElroy**, Information Systems Manager, Cavalier Bremworth Corporation Ltd • **H Robinson**, Masterpack International Ltd • **M Wootton**, Datacap Ltd • **B McLean**, Ace Training Ltd • **R Delany**, North Shore Hospital.

UNITEC Staff – **R Paul**, **Prof G McDonald**, **G Goodwill**, **D Billings**, **A J McMaster**, **A Young**.

Interior Systems

Chairperson – (rotated among members at each meeting)

Members – **S Robinson**, Robinson Furniture Ltd • **I Midgley**, Whenuapai Joinery Ltd • **G McNaughton**, Manager, M J N McNaughton Ltd • **G Smith**, Franklin Laminates Ltd. • **D Heaney**, Pakuranga Joinery & Cabinetmakers Ltd.

UNITEC Staff – **R Harrison**, **O Burnside**, **B Canty**.

Landscape

Chairperson – **B Halstead**, Landscape Architect

Members – **C Angell**, Landscape Contractor • **S Brown**, Landscape Architect, LA4 Landscape Architects Ltd • **P Halligan**, Landscape Contractor • **C Ballantyne**, LIANZ • **M Buckland**, Landscape Architect • **J Woodhouse**, Landscape Architect • **C William**, Landscape Architect • **B Glennie**, Editor, Landscape New Zealand • **D Scott**, Landscape Architect • **H Mellsop**, Student Representative.

UNITEC Staff – **N Beck**, **R Barnett**, **Dr J Harman**, **R Paul**, **I Henderson**.

Land Surveying

Chairperson – **D Stewart**, Principal, Connell Wagner Ltd

Members – **K Martin**, Principal, Harrison Grierson Consultants • **P Henry** • **R Miller**, Team Leader, Subdivision Consents, City Environments.

UNITEC Staff – **Dr J Harman**, **O Burnside**, **D Ringham**, **J Adams**, **J Leaver**, **K Clark**, **D Phillips**.

Languages

Chairperson – **N Shackleford**, Head of Department, School of Languages, UNITEC

Members – **E Maberley**, New Zealand Employment Service • **M Bui Vanh**, School of Refugee Studies, AUT • **J Broom**, NZ Refugee Settlement Agency • **N Shameen**, Institute of Language Teaching and Learning, University of Auckland • **J Phillips**, Skill New Zealand.

UNITEC Staff – **R Smyth**, **P Fox**.

Languages (International)

Chairperson – **G Raven**, General Manager, Robert Bosch Ltd

Members – **J Mortimer-Hughes**, German Teacher • **Dr J Campbell** • **E Ashby**, Spanish Teacher • **Dr M Hanne**, University of Auckland.

UNITEC Staff – **R Smyth**, **N Shackleford**, **F Cichon**.

Maori Education Runanga

Chairperson – **C Brown**, Policy Analyst, North Health

Members – **Sir J Turei**, Kaumatua • **G Martin**, Maori Health Educator • **J Norman**, Careers Consultant • **M Tunks**, Health Consultant, Te Whanau o Waipareira • **J Mariu**, Kai Whakarite • **M Barnes** • **A Rore**, Student Representative.

UNITEC Staff – **Dr J Webster**, **A Codling**, **H Williams**, **Y Hawke**, **R Paul**, **C Ross**, **R Smyth**, **I Sherrard**, **H Paniora**, **H Lambert**.

Maori Language and Culture

Chairperson – **T Molyneux**, *Te Karere* Presenter, Television New Zealand Limited

Members – **L Bird**, AIT • **H Muru** • **M Paki Slater**, AIT • **G Brown**, Student Representative • **J Bennett**, Student Representative.

UNITEC Staff – **R Smyth**, **H Williams**, **H Paniora**, **B Woolford**.

Maori Weaving

Members – **M Lander**, University of Auckland • **D Campbell** • **W Henskes**, General Manager, Te Wananga O Aotearoa.

UNITEC Staff – **Y Hawke**, **K Te Kanawa**, **J Wikitera**, **J Hohaia**, **B Woolford**, **D Kohotea**.

Marine Technology

Chairperson – **D Fisher**, Faculty of Applied Skills, UNITEC

Members – **L Stevenson**, Lloyd Stevenson Boatbuilders Ltd • **B Wood**, Marine & Industrial Ltd • **C Sandford**, BITO • **B Ballard**, Marten Marine Industries Ltd • **C Pollock**, Genesis Marine Ltd • **R Raynes**, Marine Creations Ltd • **G Elliott**, Elliott Boat Design Ltd.

UNITEC Staff – **A Codling**, **C Sherab**, **C Lovegrove**, **R Shaw**.

Mental Health

Chairperson – **Dr J Harman**, Dean, Faculty of Health, Science & Technology, UNITEC

Members – **B Harbridge**, Health Funding Authority, Northern Office, Auckland • **W Thompson**, Prison Liaison, Mason Clinic, Auckland • **A Shea**, Manager, Taylor Centre, Auckland • **I Khan**, Specialist, Youth Work, Youth Horizons Trust • **C Hayes**, Service Development Manager, Regional Alcohol and Drug Services, Auckland • **A Whittington**, Manager, Specialist Mental Health Services, Pupuke Centre, North Shore Hospital • **B Hartshorne**, Auckland.

UNITEC Staff – **I Sherrard**, **G Bridgman**, **R De Souza**.

Nursing

Chairperson – **K Hogan**, Staff Nurse, North Shore Hospital

Members – **C Clements**, Auckland Healthcare • **Rev A Moody**, Anglican Diocese • **D Riddell**, North Shore Hospital • **D Grant-Mackie**, NZNO Representative • **C Doole**, Public Health Nurse • **S Poppe**, Nurse Adviser, National Women's Hospital, Auckland • **M Pua**, Auckland Healthcare • **K Munroe**, Paediatric Nurse Specialist.

UNITEC Staff – **Dr J Harman**, **O Burnside**, **E Niven**, **I Sherrard**, **M Parsons**.

Osteopathic Medicine

Chairperson – **A Swindells**, Osteopath, Te Puke

Members – **J Appleton**, Osteopath, Auckland • **B Fellowes**, Osteopath, Auckland • **L Grace**, Osteopath, Auckland • **F Jamieson**, Osteopath, Auckland • **T Lomas**, Osteopath, Auckland • **K Thompson**, Osteopath, Warkworth • **P Twiggs**, Osteopath, Auckland • **A Wilson**, Osteopath, Tauranga.

UNITEC Staff – **Dr J Harman**, **D Nash**, **J Nicholson**, **D Patriquin**, **D Gale**, **A Codling**.

Painting and Decorating

Chairperson - **D Neill**, Managing Director, Glenfield Coatings Ltd

Members – **P Joliffe**, Operations Manager, J R Webb & Son Ltd • **M Allmon**, Glenfield Coatings Ltd
• **P Hiscotte**, Marketing Co-ordinator, Spectrum Painting Co Ltd • **C Campbell**, Managing Director, Colin Campbell Painting Contractors • **B Whalley**, Managing Director, Benjamin Moore Paints Ltd.

UNITEC Staff – **R Harrison**, **J Mundy**, **B Canty**.

Performing and Screen Arts

Chairperson – **R McGill**

Members – **S Bradshaw** • **C De Nave**, Oceania Productions Ltd • **M Eyre** • **J Finn** • **W Ihimaera**
• **S Jordan**, University of Auckland • **L Narbey** • **M O'Connor** • **I Rodgers** • **D Selwyn** • **J Sime-Barton**
• **G Strawhan**.

UNITEC Staff – **J Boon**, **O Burnside**, **M Hutchinson**, **R Hawthorne**, **B Marsh**, **S McCullagh**,
C Jannides, **B Sherridan**.

Photography

Chairperson – **I Boberg**

Members – **R Land**, Photo Press • **J McDermott**, Photographer • **D Smith** • **M Smith** • **M Sainsbury**
• **S Page** • **E Bass** • **J Croyden**, Croydon Photography Ltd • **P Force**.

UNITEC Staff – **J Boon**, **M James**, **A Pretty**, **J Malcolm**, **D Jotti**.

Plumbing and Gasfitting

Chairperson – **J King**, B and A Drainage Ltd

Members – **G Owen**, Plumbing Apprenticeship Trust • **S Fleckney**, Representative, Northern Industrial Branch Plumbers, Gasfitters and Drainlayers Union • **B Mattson** • **D Lovell** • **L Coyle** • **T Williams**.

UNITEC Staff – **A Codling**, **R Harrison**, **G Cruickshank**.

Product Design

Chairperson – **A Salisbury**

Members – **K Sneddon**, Industrial Design Department, Fisher & Paykel Ltd • **J Griffin**, Peter Haythornthwaite Design Ltd • **T Flynn**, Shape Design Ltd • **M Fenton** • **G Domingo** • **S Craill**, Methven Tapware Ltd.

UNITEC Staff – **J Boon**, **M James**, **N Charlton**, **A Withell**, **A Pretty**, **J Laker**.

Project Management

Chairperson – **T Nicklin**, Carsons Group Ltd

Members – **K McNamara** • **R Dickinson** • **N Marsh**, Director, Foresight Institute • **S Barclay**, PA Consulting Ltd • **M Geale**, Bovis McLaughlan Ltd • **G Birkhead**, Arrow International Ltd • **S Guth** • **P Keenan**, The Boston Consulting Group Ltd • **S Hinge** • **B Johnston**, Beca Carter Hollings and Ferner Ltd • **M Crowle**, Harrison Grierson Ltd • **R Wilson**, Project Management Institute, New Zealand.

UNITEC Staff – **J Boon**, **P Quinnell**.

Resource Management

Chairperson – **D Thom**, Kingston Morrison Ltd

Members – **J Herald**, Environmental Manager, City Design • **G Kuschel**, NIWA • **M Kearney**, Harrison Grierson Consultants Ltd • **G Fisher**, NIWA • **Prof J Grant-Mackie**, Department of Geology, University of Auckland • **D Greig**, Manager, Regional Policy, Auckland Regional Council • **R Murray** • **A Holley**, Waste Disposal Services Ltd • **G Macdonald**, Beca International Consultants Ltd.

UNITEC Staff – **Dr J Harman**, **A Codling**, **J Leaver**, **J Seadon**.

Special Needs

Chairperson – **R Thomas**, Workbridge

Members – **P Mirko**, Work & Income New Zealand • **P Roebuck**, Spectrum Care Ltd • **D Hutton**, Rutherford High School • **S Gunning**, Parent • **S Kasza**, Rehab Plus • **K Crawford**, Parent • **T Stevens** • **P van Sabben**, Spectrum Care Ltd.

UNITEC Staff – **R Smyth**, **J Nicoll**, **L Hand**, **C Ross**, **P Ball**, **W Russell**.

Sports

Members – **S Dunning**, Sport North Harbour • **I Doust**, Sport Counties Manukau • **P Goldsmith**, Sport Counties Manukau • **T Landon**, Energetic Ltd • **I Hunter**, Massey University, Albany Campus, Auckland • **L S Panapa** • **S Meseritz** • **A Sissons** • **N Turner**.

UNITEC Staff – **Dr J Harman**, **J Nicholson**, **O Burnside**, **N Donaldson**, **C Lewis**.

Three Dimensional Design

Chairperson – **M von Sturmer**

Members – **V Kerr** • **L Main** • **A Preston** • **K Wallace**.

UNITEC Staff – **J Boon**, **M James**, **A Pretty**, **N Charlton**.

Travel and Tourism

Chairperson – **J Hooper**, NZ Representative, IATA/UFFTA

Members – **M Budden**, House of Travel Ltd • **M Brady**, Thomas Cook Travel • **K Goulter**, Rodney District Council • **P Henderson**, Fiji Visitors Bureau • **W Makarova**, Abel Tasman Tours Ltd • **S Mitchell-Steer**, TranzRail Ltd • **R Neilson**, World Aviation System Ltd • **D Pigneguy**, Adventure Cruising Ltd • **D Perry**, CDL Hospitality Management Services Ltd • **R Russell**, Victoria Park Market • **D Salisbury**, Contiki Holidays (NZ) Ltd • **R Vaughan**, Educational Travel International Ltd • **C Wilson**, Tourism Auckland.

UNITEC Staff – **P Alexander**, **P Wiltshier**, **K Payne**, **E Warner**, **S Zwalue**, **L Naylor**, **K Simpson**, **S Stuart**, **K Newlands**.

Vehicle Technology

Chairperson – **H Bennett**, Motor Trade Association Training Committee

Members – **P Geddes**, Geddes Exhaust Repairs Ltd • **S Clark**, Clark & Clark Fine Motor Engineers Ltd • **N Hyde**, Neil Hyde Motors Ltd • **P McInnes**, Service Manager, Giltrap City Toyota Ltd • **B Morgan**, Service Manager, North Shore Mazda Ltd • **N Boyd**, Neville Boyd Motors Ltd • **H Al-Hakkak**, Student Representative.

UNITEC Staff – **O Burnside**, **C Sherab**, **J Cannan**, **D Wales**.

Visual Communication

Chairperson – **I Boberg**

Members – **I Anthony** • **F Gardye**, Fraser Gardye Design Ltd • **J Croydon**, Croydon Photography Ltd • **P Force** • **M Klijn**, Jam Design • **P McKinnon** • **M Sainsbury** • **J Sanchez-Smith** • **J Torrance** • **A Hood**, Jasmax • **B Green** • **M Skinner** • **M Petre**.

UNITEC Staff – **J Boon**, **M James**, **J Malcolm**, **M Harris**, **A Pretty**.

Glossary

APNZ

Association of Polytechnics New Zealand

DISC

Department of Information Systems and Computing

EEEdO

Equal Educational Opportunity

EEO

Equal Employment Opportunity

EFTS

Equivalent Full-time Student

ETSA

Education and Training Support Agency

FTE

Full-time Equivalent

Green Card

A summary of course information and standards for every student enrolling in every course as part of UNI Q

GST

Goods and Services Tax

ITO

Industry Training Organisation

ITSC

Information Technology Support Centre

MoE

Ministry of Education

NZPPC

New Zealand Polytechnic Programmes Committee

NZQA

New Zealand Qualifications Authority

ODRC

Optimised Depreciated Replacement Cost

ORC

Optimised Replacement Cost

SEQUAL

Student Evaluation of Quality and Learning

SMT

Senior Management Team

SSG

Special Supplementary Grant

SSR

Student:Staff Ratio

STAR

Secondary Tertiary Alignment Resources

TOP

Training Opportunities Programme

UNI Q

A five-point plan of quality assurance

USU

UNITEC Student Union

WWW

World Wide Web or internet. UNITEC maintains a homepage at <http://www.unitec.ac.nz>

