



# INSPIRING



**UNITEC**  
INSTITUTE OF TECHNOLOGY  
*Te Whare Wānanga o Wairaka*

**AR.01**  
ANNUAL REPORT 2001

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## Highlights 2001

Nine percent growth in EFTS, a total of 8,309 EFTS.

Establishment of UNITEC Waitakere Campus, the first permanent presence for tertiary education in Waitakere City.

Te Noho Kotahitanga – The Partnership signed, the culmination of almost ten years work with Nga Iwi Whanui o Tamaki Makaurau.

Celebration of the 25th Jubilee included the Jubilee Initiative, a major strategic planning initiative that resulted in the development of a new strategic direction for the organisation.

Collaboration between UNITEC and the Fanzhidu School makes UNITEC programmes available to Chinese students studying English in Beijing, China.

Admission to the International Association of Universities, a UNESCO body, provided recognition of our international standing as a University of Technology.

The Centre for Innovation and Entrepreneurship established with the primary aim of developing business entrepreneurs in New Zealand.

Global Entrepreneur Monitoring (GEM) report, the first national assessment of entrepreneurship undertaken in New Zealand was released and found New Zealand amongst the entrepreneurial elite.

Huge growth in UNITEC's contribution to export education with 1,755 EFTS. International students now comprise 21 percent of the institution's total EFTS. An increase of 45 percent over the previous year.

Opening of the National Squash Centre, a joint venture between UNITEC, Squash New Zealand, and Squash Auckland, provides the first national home for New Zealand Squash.

# 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.

# Vision

**UNITEC will be the most innovative and exciting University in Auckland.**

“UNITEC inspires people to discover and apply their intellectual and creative potential and contribute responsibly to their societies and cultures.” This is our statement of purpose. One of the ways we fulfilled our purpose this year was by gaining admission to the International Association of Universities.

Now we're inspiring people everywhere!

# THE YEAR IN REVIEW





## Chairman's Report

UNITEC had a very successful year in 2001, achieving a nine percent increase in EFTS over year 2000 levels. There was particularly strong demand from domestic and international students for access to our undergraduate and postgraduate degree programmes, which are widely recognised by business and the community for their clear vocational and professional focus.

The bulk funding to tertiary institutions by government proved, as expected, insufficient to keep pace with inflation in 2001, and added significantly to the financial pressures on the institution. Furthermore, the need to provide for the continuing growth expected in 2002, and to ensure that new students had all necessary equipment and facilities in place at the beginning of the first semester, meant that some key investments originally planned for 2002, were brought forward to 2001. These effects combined to leave us with a small financial deficit in the 2001 financial year. However, the reduced investment that will be required in equipment and facilities during 2002, and the somewhat more realistic overall bulk funding increase granted in exchange for continued tuition fee stabilisation, should together ensure that our operations return a satisfactory surplus in 2002.

UNITEC remains resolutely committed to redesignation as a university of technology. UNITEC's case for becoming a university remains overwhelming, and Council is steadfast in its desire to see this through to its justifiable conclusion. It is imperative that a credible, independent agency evaluates and confirms UNITEC's university standing. During 2001, we were admitted as a full member to the International Association of Universities, which is further recognition of our standing in the international education community.

During 2001, UNITEC has strengthened its position as a leading tertiary education provider within the Auckland region with the opening of UNITEC Waitakere. The establishment of UNITEC Waitakere has led to a renewed and flourishing relationship with the City of Waitakere bringing with it many opportunities for partnership in building regional capacity. Internationally, UNITEC's association with Fanzhidu School in Beijing, China will be a positive force for UNITEC, and the New Zealand export education industry as a whole, through the provision of international students who are well prepared for university level study in New Zealand.

Council considered the Tertiary Education Advisory Commission's (TEAC) findings with recommendations for restructuring the tertiary sector. A number of submissions have been made to the commission presenting UNITEC's position on proposed changes. The implementation of these recommendations will provide many

challenges for the sector over the coming years. The ability to maintain sound governance of tertiary institutions without unnecessary bureaucratic interference will be of utmost importance to the health and prosperity of the sector.

Commitment to the Maori Partnership has been advanced during 2001 with the signing of a memorandum of understanding between UNITEC and Nga Iwi Whanui o Tamaki Makaurau of Auckland, and Te Noho Kotahitanga – The Partnership. Highlights for Council have been the moving ceremonies and the opportunities provided at a personal level to gain a better understanding of how we can work together to implement the principles of the Treaty of Waitangi. We eagerly await the completion of the UNITEC marae, which will further cement this partnership and provide a spiritual centre to the campus.

In celebrating UNITEC's 25th Jubilee this year, council took part in a major strategic planning initiative involving management and staff throughout the institution. UNITEC's vision, mission and values were reappraised and it was encouraging to share in the development of an exciting and innovative future for UNITEC with such dedicated people. We all look forward to working toward the realisation of this vision in the 2002 year.

I would like to thank Council members for their contribution to a very successful year for UNITEC. Council members have worked together to provide expert direction and guidance through many significant and far-reaching decisions during the year. These decisions have and will continue to result in the Institute making major advances to the benefit of its students and the communities that it serves.

Finally, a very big thank you to our President and Chief Executive, Dr John Webster, who continues to lead us on in our quest for recognition as a university of technology with tremendous energy and enthusiasm. Fortunately Council and staff are focused on the same goals, which makes my position as Chairman interesting and enjoyable as we all work together to achieve those goals and aspirations.

I look forward to the year ahead, a year in which our current visions begin to unfold, and the promise of this year is fulfilled.

**John Robb**

Chairman of Council



## Chief Executive's Report

### The Year in Review 2001.

E nga iwi, e rau rangitira ma, tena koutou katoa.

Kei mua ko ratau ma kua ngaro,

Kei mua ko te ara matua ki te ao hou.

No reira, tena koutou e hoa ma.

**Overview.** The year 2001 marked 25 years of service by UNITEC to the community and has indeed been a year of growth and expansion for us. We continue to develop the range and breadth of our programmes while maintaining the balance between degree and sub-degree programmes appropriate to a university of technology. Student numbers reached record levels in 2001, which is clear evidence that professional qualifications firmly aimed at industry needs are much in demand. Our students and staff have achieved international recognition for their work. UNITEC continues to be a vibrant and successful organisation, dedicated to inspiring people to discover and apply their intellectual and creative potential and to contribute responsively to their societies and cultures.

We have also expanded our campus presence, both locally and globally. Through the development of the UNITEC Waitakere campus, we are now able to offer a range of programmes specially targeted to meeting the needs of the West Auckland community. As part of our major contribution to New Zealand export education, we have provided an academic programme and technical support for the Fanzhidu (City of Sails) School in Beijing. This innovative language school is designed particularly to assist Chinese students wishing to proceed to mainstream academic programmes in New Zealand.

For more than eight years, we have been firmly committed to developing as a university of technology, and this has been recognised as a primary goal in our charter since 1998. We continue to exceed the legislative requirements for designation as a university in New Zealand and were pleased, late in the year, to have our international standing recognised by admission to the International Association of Universities, a UNESCO body. Similar recognition by the New Zealand Government is long overdue.

Our current educational profile is characterised by:

- Teaching from certificate to doctoral level
- Close integration between practical and theoretical research
- Teaching and learning which are informed by research and practice
- An enduring commitment to educational partnership
- Widespread access to opportunities for flexible learning.

By the end of 2001, UNITEC had over 18,000 students from more than 50 countries, giving a student load of 8,309 EFTS. We now offer 13

postgraduate programmes including a PhD, 34 bachelors degree programmes including majors, and a portfolio of some 82 diploma and certificate programmes that includes six graduate diplomas. Our EFTS growth of 9 percent was extremely positive, particularly in light of the experiences of many other institutions where student numbers had dropped over the year. This reinforces the wisdom of targeting our programmes to meet the specific evolving needs of industries and professions central to the local and global economies.

International student numbers have again continued to increase in 2001. This has added to the already considerable richness and diversity of our campus community, and has become a very important source of funding in an environment where institutions cannot set fees for domestic students at market rates and where government funding is severely restricted. The fact that these additional resources are available has allowed us to develop new and innovative programmes for domestic students, particularly those from traditionally disadvantaged community groups whose participation and success will be increasingly important to the future development of New Zealand. In fact, the further development of export markets has become crucial to the very survival of high quality tertiary education in New Zealand.

UNITEC has been particularly successful in securing students in this extremely competitive and status-conscious market. Our export performance would certainly be further enhanced were the New Zealand Government now to extend *de jure* recognition to our *de facto* university status. This would enable us to compete on equal footing with otherwise very comparable international providers and thereby to deliver still better services to domestic students.

### Silver Jubilee - 25 Years of Success and Achievement.

From a cluster of prefabricated classrooms on farmland, UNITEC has grown rapidly into one of the most innovative tertiary institutions in the country. From its beginnings as the Carrington Technical Institute, UNITEC has always maintained a strong focus on vocational needs and a commitment to teaching and learning informed by research and practice. The jubilee year provided us with the opportunity to think about our past but more importantly to focus on the type of future we wanted for the organisation over the next 25 years.

A major strategic planning initiative, known as the Jubilee Initiative, began in February 2001. The process began with a workshop involving key staff members (including the members of the Academic Board, the leaders of major academic support services, faculty administrative officers, and members of the Senior Management

Team), members of the UNITEC Council, and the President of the Student Union to reconsider our mission, vision and values.

The workshops that followed redefined the purpose of the institution. UNITEC exists to inspire people to discover and apply their intellectual and creative potential and contribute responsibly to their societies and cultures. This, combined with the vision that UNITEC will be the most innovative and exciting university in Auckland, creates a powerful direction for us to work toward.

To celebrate our jubilee, a number of events were held including a staff dance party and Scorchio, a free concert enjoyed by a crowd of more than 5,000 people. A jubilee postcard collection was developed with stunning images of our place and our people capturing the mood of UNITEC 25 years on. An electronic version also proved popular.

**University Status.** We have been committed for many years to developing as a university of technology and gaining formal recognition of our status from the New Zealand Government. During 2001, we continued to pursue these goals with vigour. The TEAC (Tertiary Education Advisory Commission) report on the shape of the sector, released in March 2001, cleared the way for our 1999 application to be reactivated. The final phase of our assessment by NZQA had, of course, been abruptly halted in May 2000 when the Associate Minister of Education, the Hon Steve Maharey, introduced legislation capping the number of universities in New Zealand.

The recommendation by TEAC that there should be “no *a priori* limit on the number of institutions in any category” should have superseded this bill, but the government refused to allow our assessment to be restarted. It seemed, to say the least, strange that a government committed to fairness and equity in society, should continue to deny us the status that we so obviously warrant as the only university level institution in New Zealand operating without the title of university. We remain, legally, an institute of technology within the polytechnic sector, disadvantaging our students and reaffirming a traditional elitist model of academic institutions. We considered this unacceptable and launched a campaign called “Why Not?” in an attempt to raise public and political awareness of our anomalous situation. There are, in fact, no good reasons why we should not be re-designated as a university.

To an even greater extent than in 1999, when we originally submitted our application for university status, we meet the legislated characteristics of a university as stipulated in the Education Act and the NZQA criteria for assessment. Our primary focus is on advanced learning with a particular emphasis on the development of intellectual independence through our programmes of study. Well over half (57 percent) of our student EFTS are enrolled at bachelors degree level or above. Teaching

in our degree programmes is primarily undertaken by people active in advancing knowledge and we foster a strong relationship between teaching and research. Our teaching and research is of international standard and we are a repository of knowledge and expertise. Our role as critic and conscience of society is well accepted among our staff, students, and the wider community.

Significant economic, social and technological benefits will arise from our re-designation. As a university of technology, we can better serve industry and the professions. UNITEC operates in a niche market of postgraduate professional qualifications that enable professional people to gain qualifications while continuing to contribute productively in the labour market. Our programmes, based on the real needs of employers and closely linked with industry and commerce, are producing graduates who meet the needs of the knowledge economy. Recognition of UNITEC as a university is widely supported by the professions and industry.

Our aim is to educate people for the world of work, both now and in the future. By maintaining close links with industry through teaching and research as well as our advisory panels, we can ensure that we remain well informed of future scenarios and are able to offer innovative, leading-edge, industry-relevant programmes. As a result, our graduates gain employment in areas closely related to their qualification. In 2001, 85 percent of graduates who were working considered their current employment highly or moderately related to their qualification, proof that we are indeed turning out the graduates needed by industry and by the professions.

However, our graduates are unfairly disadvantaged, since they gain a qualification that is of international standard but that does not carry the “university” seal that would help them compete on an equal footing with their peers in the national and international employment and education markets. As we work more and more in a global market the impact becomes more significant. Our students are world class, they earn international acknowledgment for their work, and their qualifications should reflect this.

In backing only the traditional model of the university, the government and policy makers run the risk of being left behind on the international scene. Traditional universities will remain an important component of the tertiary education environment. However, an unwillingness to embrace the new and innovative has the potential to hold New Zealand in a time-warp while the rest of the developed world changes and welcomes the future. The marriage of university level education with specific industrial and technological application is essential for our success as a nation. We commend to the New Zealand Government the more comprehensive and inclusive approach taken by the International Association of Universities.



**UNITEC Waitakere.** One of the highlights of 2001 has been the establishment of our new campus in Waitakere City. Commencing operation on 16 July 2001, UNITEC Waitakere had over 70 students enrolled for second semester programmes. The campus represents the first permanent presence of a tertiary institution in Waitakere City. From a Henderson CBD site, based in the former State Insurance building on Ratanui Street, UNITEC Waitakere offers a range of programmes in business administration, computing and information systems, foundation studies, and English language. At present, the focus is on those students beginning their tertiary study or wishing to improve their competency in English.

Access to technology and information are important to students, so we have established a Learning Commons on campus with library facilities, learning support, language support, and computer drop-in. By 2002, we will have over 125 computer workstations available. Over the next few years, we anticipate that the number of programmes and short courses offered in Waitakere will also expand considerably. In 2002, in addition to the current programmes, students will be able to study health sciences and travel and tourism at the new campus.

There are many opportunities to work with local business organisations and the community in the development of programmes of study that meet local needs. For example, in the health services area, UNITEC works in collaboration with Waitakere Hospital. The aim is for UNITEC Waitakere to grow rapidly over the next five years, and to offer students from West Auckland opportunities in leading career areas, through certificate, diploma, and degree programmes. We envisage that appropriate opportunities will also be available for them to undertake postgraduate studies in relevant fields.

Proposals for the use of the Corban Winery site have also been developed. The UNITEC proposal, an eco-campus development, is built on environmental principles from the ground up. A group of UNITEC graduates from architecture, landscape architecture, sustainable land management, graphic design, environmental engineering, and horticulture worked with leading professionals to develop exciting concepts for the site. The eco-campus concept and our commitment to sustainability fit well with the Waitakere City Eco-City philosophy and the need to revitalise the Waitakere City “urban village”.

Our proposal also included the possibility of “incubating” a whare wananga at the Hoani Waititi Marae, and supporting the new entity by providing their students with access to certain mainstream courses in Waitakere. Work continues on the overall project and at present we are working closely with Auckland University of Technology (AUT) to develop a collaborative approach to the Corban site. A report will be presented to the Waitakere City Council Mayoral Task Force on Tertiary Education in early 2002.

Another exciting possible development for UNITEC Waitakere is the proposed joint venture with the Waitakere City Council to establish a new library, adjacent to our Ratanui Street premises.

**Te Noho Kotahitanga.** On 12 February 2001, at a ceremony at Oakridge House, UNITEC signed a Memorandum of Understanding with the Nga Iwi Whanui o Tamaki Makaurau (Ngati Whatua o Orakei, Te Waiohau, Te Kawerau a Maki Trust, Ngai Tai Ki Tamaki Tribal Trust, and Ngati Paoa). The memorandum establishes and maintains an on-going relationship between UNITEC and iwi who have links to the whenua in Auckland.

This was followed in March with the signing, at a particularly moving ceremony at Orakei Marae, of Te Noho Kotahitanga – The Partnership, our own partnership document that expresses our commitment to the Treaty of Waitangi and gives the commitment clear expression on campus. Such a partnership is a first for a New Zealand tertiary institution. Though the Treaty of Waitangi is the founding document of New Zealand, a partnership between Maori and Pakeha, we often find it hard to give it meaning and practical application in our everyday lives. To mark the signing of Te Noho Kotahitanga – The Partnership, UNITEC Council held its March meeting at Orakei Marae.

The signing of Te Noho Kotahitanga represented the culmination of considerable work extending over almost ten years. Many practical steps have been undertaken on campus to honour the partnership. There is a strong commitment to a Maori dimension in all our programmes, as confirmed by a review commissioned by the Academic Board during 2001. We have an active Runanga, which advises me directly and has representation on Council, supported by a Pae Arahi at Directorate level. We are working hard to meet the ambitious targets set in our Maori Participation Plan. During 2001, a Maori immersion childcare centre (Te Puna Reo o Wairaka) became fully operational, and we have taken several more steps towards establishing a campus marae.

Equality of opportunity is an important value that we seek to promote across all ethnic groups. Many of our programmes encourage wider participation and access to tertiary study for those whose needs have not been met by the mainstream university sector. Major initiatives through Maia, our dedicated support centre for Maori students, have been particularly successful in building pathways for rural and urban Maori to overcome social and technological barriers.

Te Noho Kotahitanga has given UNITEC a clear set of shared values that underpin our actions and articulate what the institution believes in. It highlights the responsibility of both Maori and Pakeha to the Treaty. Its success will be evident when every student and staff member on campus feels at ease in both Pakeha and Maori environments.

A number of significant initiatives have been developed this year providing a testament to the success of the partnership. Puukenga, our School of Maori Education, hosted 35 Maori education providers as part of He Ara Tika, a new mentoring initiative launched by the Ministry of Education. This programme, in consultation with Puukenga, developed a world first performance management software tool for measuring mentor development. Feedback from around the country has been exceptional.

Plans are well underway for our whare whakairo (carved meeting house). We have been extremely fortunate to have as project leader tangata mahi whakairo, Lionel Grant, master carver, from Te Arawa tribe of Rotorua. Lionel will plan, design, carve and construct a whare whakairo on the UNITEC campus. Lionel is a renowned artist and sculptor who works in traditional and contemporary styles. Lionel uses a variety of media including wood, bronze, ceramics, glass, and plastics. He is internationally and locally acclaimed.

**Fanzhidu School.** In August 2001, a UNITEC programme became available to Chinese students studying English in Beijing. This development came about through UNITEC's collaboration with Beijing Fanzhidu Educational Information Consulting Co Ltd (BFEIC), an overseas education agency that has worked closely with UNITEC over the past four years.

Language is an important issue in China. With the hosting of the Olympic Games in 2008 and accession to the World Trade Organisation, there is a growing demand for people who are able to communicate at an international level. UNITEC aims to help meet this need by making high quality English language tuition available to local students, those who might otherwise not have had the chance to study overseas. The programme at Fanzhidu is moderated, and partly taught, by staff members from the UNITEC School of Languages. All students are exposed to native speakers, trained as teachers of English as an Additional Language.

The programme has been well received and enrolments are higher than originally anticipated. The English language programme being delivered in Beijing is the same programme that is offered at our School of Languages here in Auckland, making it easy for Chinese students to further their studies in New Zealand.

Gaining English skills in China can significantly reduce the overall cost of studying in New Zealand. Chinese students want to come to New Zealand to study business and other professional and vocational subjects. English language is thus a means to an end. Up to 70 percent of the students enrolled at Fanzhidu School are expected to transfer to UNITEC to continue their studies.

During 2001, in order to ensure that the Beijing programme got off to a good start, five UNITEC staff members from Auckland taught at the

School, together with some other native speakers of English, and Chinese teachers. More teachers will be needed at the School as numbers increase. However, as the operation becomes better established in 2002, we anticipate that moderation and tutor training will be able to be handled by a smaller group, comprising an Academic Director, and two Associate Directors, appointed by UNITEC and seconded to Fanzhidu School.

Fanzhidu School also provides opportunities for BA students majoring in Chinese language who are now able to go to the School for the work experience component of their degree. While working as paid tutorial assistants in English classes, these students receive Chinese language lessons from a teacher-trained speaker of Mandarin Chinese. This experience greatly enhances the Chinese language skills of these students and provides a rich understanding of the Chinese culture. The first BA students went to Beijing in November 2001.

With the success of the English programme, UNITEC is preparing to offer some New Zealand Diploma in Business courses at the Fanzhidu School from February 2002. Students who are successful in these courses will gain cross credits to the Bachelor of Business Studies at UNITEC.

UNITEC has also increased the provision of international education at the Mount Albert campus over the year. International students now comprise around 20 percent of the student population (although around half of them are engaged in English language programmes). Students undertaking these programmes, and those taking degrees, particularly in business and computing, make a significant contribution to the institution. Export education still has much potential in New Zealand and UNITEC has become arguably the leading provider of tertiary education to international students. Tertiary funding is such that most institutions would not survive without this additional source of income.

**Graduate School.** A new Key Centre for Teaching and Research began operation in 2001. UNITEC's New Zealand Centre for Innovation and Entrepreneurship has as a primary aim the development of business entrepreneurs within New Zealand, with a vision of creating a high level of economic wellbeing through wealth generation and technological innovation.

The Centre provides internationally benchmarked training in the field of business innovation, entrepreneurship, small business management, business consultancy, and technology. It identifies and nurtures potential new business entrepreneurs through an on-site business incubator. A significant function of the Centre is to conduct academic research that will advance knowledge and improve success rates for those participating in new business venture start-ups.

The Centre was awarded a government grant of \$100,000 and has also gained sponsorship from the Tindall Foundation, Microsoft, Dell, Ernst

and Young, and others. This support has enabled the Centre to obtain further commercial expertise to help develop new companies and monitoring systems. Students work with businesses developing through incubators and thus gain real-time expertise.

Two other Key Centres for Teaching and Research are currently in the advanced planning stages. The Centre for Property and Construction Innovation focuses on construction management and technology, and the Centre for Sustainable Development will focus on sustainability.

**GEM Report.** A major piece of research undertaken by the Centre for Innovation and Entrepreneurship in 2000 was the GEM Report. The GEM, or Global Entrepreneurship Monitor, research forms part of an international benchmarking exercise with 29 countries participating. UNITEC joined research teams from Babson College (USA), London Business School, Swinburne University in Melbourne, the Kauffman Center for Entrepreneurial Leadership, and other leading universities in participating countries.

This was the first national assessment of entrepreneurship to have been undertaken in New Zealand. The researchers interviewed 72,000 adults worldwide, including 2,000 New Zealanders, to measure entrepreneurial behaviour and attitudes of the working-age population. Key informant interviews with New Zealand experts and national economic data were also used in the study. The report, which pulls together a variety of policy and research components including innovation strategy, knowledge society, education, venture capital, government policy, and cultural change, has important policy implications.

The research puts New Zealand firmly amongst the entrepreneurial elite. We are one of the most entrepreneurial countries in the world, statistically ahead of the United States. The findings indicate that New Zealand has a much higher proportion of “opportunity” entrepreneurs, those that can spot business opportunities and exploit them. This finding is extremely encouraging for the development of the national economy. Not so encouraging is the finding that our entrepreneurs have an inward focus and relatively low aspirations. Only a small percentage could be classified as firms with dynamic, export oriented businesses. There are important implications for education at all levels. Clearly, enterprise education should be supported at both secondary and tertiary levels. In this respect, our own Master of Business Innovation and Entrepreneurship programme is a first in New Zealand and is in strong demand.

**Graduates 2001.** Our degree graduation ceremony was held on 11 April 2001. There were two ceremonies and over 600 graduands. Speakers were Gill Cox from ICANZ, who addressed the Architecture and Design and Business faculty ceremonies, and Augie Auer, a former Professor of Meteorology and now television weatherman, who addressed the Health and Environmental Sciences and Arts and Social Sciences faculty ceremonies. Honorary degrees

were awarded to Erin Baker (Bachelor of Sport, in Management), Brian Richards (Master of Design Management), and Norman Kingsbury (Doctor of Philosophy, in Education).

UNITEC graduate destinations for 2001 again attested that our programmes of study are strongly linked to labour market needs. Almost 85 percent of respondents to our annual Graduate Survey were working in an area that was moderately or highly related to their UNITEC qualification. Over half agreed that their qualification had led to an immediate career advancement or promotion. UNITEC was the preferred study institution for over 46 percent of those continuing their study.

**Competitive Auckland.** UNITEC has been actively involved in Competitive Auckland, a group established by a wide range of concerned individuals and organisations in the Auckland region. The aim of the work undertaken by the group has been to identify core industries that could become drivers for the economic development of the region and to determine what action could be taken to facilitate rapid expansion of these industries.

The key industries identified were tourism, food and beverage, biotechnology, information technology and communications, marine, and education. Education was viewed as having a dual role. Firstly, it was the basis for enabling other industries to grow and develop. Secondly, it was a business in its own right, particularly with regard to the export of education services.

I was fortunate to lead the team working on “education as a business”. We identified a number of areas where Auckland as a region could benefit from export education and suggested strategies to maximise the benefits. There are many opportunities for development in this growth industry and it is important that arrangements are put in place to mobilise our potential competitive advantage. Strategies include collaboration amongst tertiary providers, and improvements to the support infrastructure in areas such as transport and accommodation.

**TEAC.** The three reports produced during the year by the Tertiary Education Advisory Commission (Shaping the System, Shaping the Strategy, and Shaping the Funding), were received with interest at UNITEC. We welcomed the opportunity to provide feedback to TEAC through the submission process.

We were pleased to see many recommendations that supported the direction we had been taking. These included a greater emphasis on the strategic importance of bridging education in developing the capabilities of the existing workforce, and the manner in which the third report tackled the difficult issue of devising a performance-based funding model which, amongst other features, catered for the fact that one university level institution in New Zealand is not yet legally designated as a university.

We are, however, mindful that there are a number of significant issues that must be addressed effectively in order to secure a vibrant future for the tertiary education sector. Of vital importance is the issue of funding. I am sure other chief executives will agree with me when I say that increased funding certainty is essential, and the present year-by-year fee stabilisation is unsustainable. Although a greater measure of strategic guidance, achieved through the creation of appropriate funding incentives and penalties, is probably desirable, there are few substantial benefits to be achieved from a return to the high levels of central control and intervention which once characterised the sector. There is a real danger that any efficiencies achieved will be swallowed up by greatly increased compliance costs.

We are comfortable with the concepts of charters and educational profiling, and relieved that the poorly formulated idea of "functional classifications" appears to have been abandoned, but we are concerned that the requirements for performance measurement, such as the proposed "scorecard", will create additional and unnecessary administrative burdens. It is particularly important to an institution such as UNITEC, which is committed to a philosophy of applied research, that any performance measurements can capture the diversity and richness that is fundamental to the development of a competitive national economy.

The complexity of the tertiary education sector is such that the implementation of any recommendations needs to be very carefully considered to ensure that we are not faced with unintended consequences. The proposed merit-based capping system for degree programmes is an example of a recommendation that might have far reaching consequences of a kind fundamentally opposed to the intention.

**Community Development.** UNITEC has long been a supporter of initiatives that facilitate the development of community at a local, regional and global level. Our purpose as an organisation is to inspire people to discover and apply their intellectual and creative potential in order to contribute responsibly to their societies and cultures. This philosophy pervades all our programmes of study, many of which have practicum and project work that impacts directly in the community. The list of achievements is long and varied. A number of them stand out as being particularly worthy of note.

UNITEC facilitated a number of community forums including a forum on the future relationship between central government and the community and voluntary sector. This public forum included the Hon Steve Maharey, Minister of Social Development, Tina Reid, CEO New Zealand Federation of Voluntary Welfare Organisations, Mawewiki Karehana, Manager of the Ngati Whatua Orakei Health Clinic, and John Stansfield, from our School of Community Studies. There was lively debate and overwhelming consensus that voluntary groups have suffered over the last 15 years. There was much willingness to move

forward with a general desire for voluntary groups to work together more. The forum provided an excellent opportunity to begin this process.

Another forum, *Sustaining the Arts*, was held in August. An expert panel, joined by academics, artists and members of the public, considered the future of the arts in New Zealand. The forum also looked at what has to be done if we are to ensure that New Zealand develops and maintains excellence in the arts.

Free computer training was provided at both the Mount Albert and Waitakere campuses as part of our e4free initiative. For many members of the public, this was the first opportunity they had had to learn about computers. The participants received computer-based training in a range of commonly used software packages. Taking the fear out of computers gave them the confidence to go on and learn more. The programme also offered students in the Bachelor of Computing Systems programme the opportunity to demonstrate the skills they had learned during their help desk course.

The School of Performing and Screen Arts produced *Studio 12*, a television series exploring in detail topics of interest to various professional and community groups such as zero waste, child obesity, employing migrants, e-learning, nurse prescribing, international students, and organics. The series of eight current affairs programmes screened on Triangle Television in October and November. This provided a great opportunity for students and also contributed to public awareness, social debate, and decision making.

Landscape architecture students developed concepts for a new urban park stretching from Point Erin to Victoria Park. This was featured in an exhibition at the old central Post Office and emphasised the importance of landscape architecture in the development of the city's urban future.

Pre-trade students from the Applied Technology Institute's plumbing and gasfitting course worked with Habitat for Humanity, installing low cost sprinkler systems in houses being constructed in Northland to replace houses destroyed by fire.

Staff and students from the Waitakere campus have been active in a number of community projects including cleaning up the local waterways, tree planting, the Waitakere Youth Festival, and the Trash to Fashion show. At the Mount Albert campus, we held the inaugural Mount Albert community festival which featured live bands, market stalls, and a wide variety of family entertainment to encourage community participation and wellbeing.

**Visiting Professors.** During 2001, UNITEC hosted a number of visiting professors from universities around the world. Dr Loretta Li, Associate Professor from the University of British

Columbia in Canada, was hosted at the School of Engineering in June. She took an overview of mine waste, *Environmental Problems and Remediation*.

Professor Michael Apple, the John Bascom Professor of Curriculum and Instruction and Education Policy Studies at the University of Wisconsin, visited the School of Education. Michael, an internationally known scholar and educational policy critic, gave a lecture on *Critiquing Educational Reform: New Zealand and International Perspectives* in July.

The Centre for Innovation and Entrepreneurship hosted a number of distinguished visitors during the year. Professor D Bygrave and Frederic C Hamilton, Professor for Free Enterprise at Babson College in Boston, were part of the Master of Business Innovation and Entrepreneurship seminar series with an address on *Entrepreneurial Information Technology – Digital Revolution*. The Babson programme was the top ranked MBA entrepreneurship programme by the Financial Times. Ian Chaston from the University of Plymouth Business School also visited. Ian was a UNITEC Visiting Fellow in 2000 and returned to present the graduate course in environmental scanning and opportunity analysis. Ian addressed staff and students on *E-Business: the Worrying Implications for Small Firms*.

The School of Performing and Screen Arts hosted Professor Chris Balme who gave an enlightening lecture on *Stages of Vision: Image, Body and Medium in Contemporary Theatre. Pacific Overtures and Asian Encounters*.

**Conferences.** ANZAM 2001: The Australian and New Zealand Academy of Management Conference, jointly hosted by UNITEC and Massey University, was held during December at the UNITEC campus and was certainly a highlight for UNITEC. The conference attracted nearly 300 international delegates. The Prime Minister opened the Academy's annual general meeting, combining that occasion with a formal recognition of the work undertaken at UNITEC to produce the GEM Report.

Support in Maternal Mental Health: National and International Perspectives Conference – sponsored by the School of Nursing – was held in September. Over 120 academics and health professionals attended the conference, with speakers from the USA, South Africa, Australia, and New Zealand.

**Technology Developments.** Major advances have been made in e-learning during 2001. In fact, e-learning has fast become an integral part of many courses at UNITEC. By the end of the year, we had increased the number of courses with on-line components by over 70 percent to 330. We expect to continue this increase in 2002. In addition to this, there have been a number of initiatives tested and evaluated including e-books, media

streaming, and on-line conferencing. There has been an increase in access to the World Wide Web in courses and the use of digital tools and video conferencing has grown.

Our Learning Technologies division successfully tested wireless networking for six months, creating possibilities for technological mobility that could further revolutionise connectivity for learners and lecturers. This exciting development offers a wide range of innovative learning solutions for students.

**Honours and Awards.** UNITEC staff and students have accomplished much over the past year that deserves celebration. Our academics continue to make outstanding contributions within their fields of expertise and a number of our students have received honours for their work at national and international level.

Professor Jaqueline Rowarth, Dean of the Graduate School, was made a Companion of the Royal Society. Adjunct Professor David Thom has become the first New Zealander to be appointed to the Australian Academy of Technological Sciences and Engineering. Michael James, Head of the School of Design, was elected Vice President of the Designer's Institute of New Zealand. Associate Professor Branko Mitrovic of the School of Architecture has received a Harvard Fellowship, a Seagram Fellowship in Montreal, and a Humboldt Fellowship where he will join the Berlin University of Technology.

Maria Castle, a joint UNITEC/RMIT PhD student, was awarded top student-presented paper by the Society of Plant Physiology at Lincoln University. Maria's research on white clover aims to improve plant growth at low temperatures, thus reducing the need for chemical nitrogen inputs and helping New Zealand develop sustainable pasture systems.

A report from the Tindall Foundation highlighted the strength and success of our Not-For-Profit Management programme, which is now operating in six centres around New Zealand and is popular amongst several of our Pacific neighbours.

*The Big Art Trip*, the television series that toured New Zealand featuring local artists, was co-hosted by Douglas Lloyd Jenkins from our School of Design. The series highlighted New Zealand's artistic talent and gave us great insight into the artistic communities scattered throughout the country.

Finally, I would also like to congratulate once more all the staff members who received recognition in the Staff Trust Awards for their outstanding contributions in the areas of teaching excellence, research excellence, exceptional service, quality of service, service leadership, and programme leadership. Like all of our staff members, they helped to make 2001 a successful year for UNITEC and its students.



**Projects.** A number of major projects were undertaken during the year. These included new accommodation for students, the National Squash Centre, a new Student Learning Complex, the Language Learning Centre and Library extension, and of course the development of UNITEC Waitakere outlined above.

At the beginning of 2001, a new wing was added to our main campus library. This consisted of a new Language Learning Centre on the ground floor and additional working space for library staff, as well as study space for 50 additional students on the first floor. This has proved an essential asset this year with the rapid increase in international student numbers.

Work began in March on a 150-bed residential village to provide accommodation for students. The development, a joint venture with Townscape Developments Limited, is based on the concept of five-bedroom, self-contained apartments. The village, on Great North Road, will be ready for students to move into in 2002.

The Hon Pete Hodgson opened the Veterinary Referral Centre in August. The Centre provides opportunities for School of Health Science veterinary nursing students to get hands-on experience in a clinical environment.

The National Squash Centre, a joint venture between UNITEC, Squash New Zealand, and Squash Auckland, provides the first national home for New Zealand Squash. The Prime Minister, the Rt Hon Helen Clark, and Dame Susan Devoy officially opened the Centre in September. Design student, Nua Straka, presented the Prime Minister with a striking gold and silver leaf pendant she had created to commemorate the occasion.

The Centre is an exciting initiative that benefits the development of our School of Sport Certificate in Athlete Development students who are part of the squash squad. It will also play a key role in the development of the sport at a national and international level. The National Squash Centre features movable wall technology so this brilliant facility will be available for community use and other sports.

Construction continues on the Student Learning Complex, now at stage five. This four-bay, three-storey development is a general teaching building that will initially house the School of Languages which has seen remarkable growth in student numbers.

**International Links.** Our accord with RMIT continues to provide real dividends in practical terms. As well as partnership at an institutional level, the accord works very well at the level of individual schools and faculties where there have been many constructive exchanges. Our Applied Technology Institute (UATI) received particularly valuable assistance from the TAFE division of RMIT in developing a new electrotechnology programme for delivery in 2002.

The access to RMIT expertise enabled UATI to truncate the programme development cycle substantially. Last year, our Diploma in Landscape Design was made available at RMIT.

During 2001, UNITEC was accepted as a member of the International Association of Universities, a UNESCO-based worldwide association of universities established to encourage links between institutions of higher education throughout the world. It brings together institutions and organisations from some 150 countries for reflection and action on common concerns and it collaborates with various international, regional and national bodies active in higher education

**Looking Forward.** Our major goal for 2002 will be to continue our pursuit of university status. We will be relentless in the quest for re-designation as a university of technology. This requires independent and objective assessment of our case in accordance with the criteria laid down in present legislation.

We must, of course, secure an educational profile that will enable us to continue to grow as a university of technology. In that context, we will be particularly concerned to ensure that future government policy does not reduce our capacity to offer vital postgraduate professional development programmes. This is an area of demand that has simply not been met by traditional universities which understandably lack the applied, industry focus that professional workers are seeking.

One of our key priorities over the next year will be to continue the progressive development of a strong applied research profile. The Centre for Property and Construction Innovation and the Centre for Sustainable Development should become fully operational in 2002. Further development will be enhanced with the help of funding made available from the Government's Strategic Change Fund. This assists tertiary education providers to move to the new framework that will apply once the Tertiary Education Commission (established on TEAC's recommendation) becomes fully operational.

**UNITEC Council.** Once again, and on behalf of all the staff of UNITEC, I would like give my most sincere thanks to the Council for providing outstanding governance in the many major strategic issues in 2001, including the establishment of UNITEC Waitakere, our ongoing quest for re-designation as a university of technology, our submissions to TEAC, and some significant development projects. We have benefited tremendously from the guidance of Council, and in particular the leadership of the Chairman, John Robb, in 2001.

**Dr John Webster**

President and Chief Executive



# Faculty Reports

## UNITEC Applied Technology Institute.

*The UNITEC Applied Technology Institute (UATI) provides a wide range of vocational trade and technical education and training programmes in automotive engineering, electrical engineering, carpentry, plumbing, gasfitting, drainlaying, welding, marine technology, joinery, furnituremaking, painting, decorating, drywall systems, and composite engineering.*

UATI showed strong growth over the year with an increase of almost 10 percent over the total EFTS for last year. The total EFTS of 940 for the year exceeded predictions. Much of this growth can be attributed to the increased in demand for skilled boat builders in New Zealand with the expansion of the marine industry. UATI's School of Transport Technology is one of the few providers of boat building training.

During the year, UATI launched the UNITEC Apprenticeship Training Trust. This aims to offer builders a turnkey solution to their training requirements as well as improve the current methods of training. It includes an 8,000-hour Industry Training Association Building (ITAB) time-served apprenticeship training system. The Trust employs a pool of apprentices and contracts them out to host employers. The Trust's main objective is to create more opportunities for people to train and become competent, skilled tradespeople.

A new School of Electrotechnology was formed and became operational in the second semester under the management of James Cannan. The School offers new programmes with courses in electrical engineering, electronics, telecommunications and security. The Diploma in Applied Technology had its first intake of students, and the Maori and Pacific Island scholarship programme continued to run successfully with a record number of students graduating. The new Certificate in Applied Technology was given NZQA approval with teaching expected to begin in this programme in 2002.

The Institute's research output has been pleasing with a number of patents being granted for inventions including a patent on a multi-phase pumping apparatus, a patent on new wallboard construction, and a patent on reduction of cavitation in hydrofoils (propellers). UATI also successfully developed a new design for low cost residential fire sprinkler systems. Students and staff were involved in fitting these systems to a number of new homes in Northland where rebuilding was taking place following fatal fires.

## Faculty of Architecture and Design.

*The Faculty of Architecture and Design comprises the Schools of Architecture, Construction, Design, Engineering, and Performing and Screen Arts.*

During 2001, the Faculty continued its focus on quality improvement while achieving relative stability in EFTS over this period. There was,

however, a dramatic increase in demand for programmes offered in Performing and Screen Arts. Considerable emphasis was placed on the development of academic programmes. Highlights included gaining NZQA approval to offer the Master of Project Management in UNITEC's own right. This programme had previously been offered to students through the University of Technology Sydney. Two new masters by research programmes are in the final stages of development with submissions being made to NZQA for approval of the Master of Architecture and Master of Design during the year. Panel visits to assess these programmes have taken place and the outcome is eagerly awaited. Substantive redevelopment and improvements to the Bachelor of Architecture and Bachelor of Performing and Screen Arts programmes have also been undertaken during the year. Recognition of the quality of our programmes was reinforced by the full accreditation received from the Institute of Professional Engineers New Zealand (IPENZ) for the Bachelor of Engineering (Environmental) degree.

The Faculty is well advanced in the establishment of the Centre for Property and Construction Innovation. This Key Centre, under the leadership of Professor Russell Kenley, is working with industry to enhance the global competitiveness of the New Zealand construction and property industries.

Other highlights include Branko Mitrovic, Associate Professor in the School of Architecture, who will join the Berlin University of Technology on a Humboldt Fellowship and Associate Professor Douglas Lloyd Jenkins from the Design School, who hosted the television series *The Big Art Trip* on TV One. The Design School's annual exhibition in Building One was an outstanding success. Many of the Faculty's students and graduates gained recognition for their outstanding achievements. Sara Wiseman won best actress in short film in the NZ Film and Television Awards and appeared in *Mercy Peak*. Jillian White's film *Moko* was selected for the Sundance International Film Festival in Utah. A joint film project written, directed, acted and filmed by students in the School of Performing and Screen Arts won best student film in the Kodak Film Awards. A number of awards were also won at the International Design Resource Awards in Seattle and the annual Pan Print Awards.

## Faculty of Arts and Social Sciences.

*The Faculty of Arts and Social Sciences provides multi-level programmes in the arts, languages, and social sciences.*

The Faculty experienced considerable growth with a 14 percent increase in EFTS over the last year. International enrolments increased by a third with the Certificate in Intensive English being extremely popular in this export education sector. Notable growth also occurred in Education and Foundation Studies with programmes targeting professional development and bridging.

The growth in export education was behind UNITEC's association with the Fanzhidu School in Beijing where several Faculty members are participating in the delivery of the Certificate in Intensive English programme. A Director of Studies has been seconded from the School of Languages to manage this programme.

Three new programmes were introduced: the Master of Education, the Diploma in Teaching (Early Childhood Education), and the Certificate in Early Childhood Education. UNITEC's first PhD, a doctorate in education, was approved and the first students will be enrolled in 2002.

The Faculty's work has been enhanced by the contributions of eight adjunct professors. There were several new adjunct professors appointed including Dr Pita Sharples (University of Auckland) in Puukenga, Professor Michael Apple (University of Wisconsin, Madison) in Education, Professor Ann Hartman (Fordham University, NY) and Professor Joan Laird (Smith College, Massachusetts) in Community Studies, and Professor Philip Riley (University of Nancy, France) in Languages and English and Applied Linguistics.

Successful new initiatives undertaken within the Faculty include Puukenga's He Ara Tika, a new mentoring programme for Maori youth at risk. Thirty-five Maori education providers participated in the programme. The Centre for Educational Management's Institute for Educational Leadership programme, a ten-day residential course for 20 secondary school principals from throughout New Zealand, was well received. The Learning Support Centre, Te Tari Awhina's new on-line service that supplements one-on-one and group support services, is in high demand.

The Faculty's contribution to intellectual debate continued with its Public Forum series. Forums covered *The Relationship between Government and the Voluntary Sector in New Zealand* and *The Future of Arts Education in New Zealand*. The Faculty was also involved in the new collaborative television series, *Studio 12*, produced by students from the Faculty of Architecture and Design.

**Faculty of Business.** *The Faculty of Business offers programmes in management and entrepreneurship, operations management, computing and information technology, accounting and finance, communication, human resource management, sales, small business management, real estate, marketing management, office administration, travel and tourism, and general business programmes.*

The Faculty experienced growth in EFTS of almost 13 percent over the previous year with exceptional growth in the School of Computing and Information Technology. A number of developments were undertaken to enhance the teaching and learning offered by the Faculty. The Bachelor of Business Studies was reviewed and a re-structured

qualification, named Bachelor of Business (BBus), was introduced. The Graduate Diploma in Computing was approved by NZQA and already is attracting significant enrolments for the coming year. A professional doctorate in computing has been developed and is currently in the consultation phase. Approval was obtained to develop a Master of Business (Accountancy), development commenced on a Graduate Diploma in Leadership (Maori Development). The School of Management and Entrepreneurship launched the Master of Business Innovation and Entrepreneurship (MBIE).

The Faculty has been actively involved in the development of UNITEC's campus presence in Waitakere, and in Beijing. Two certificate programmes were offered at the Waitakere campus in the second semester. E4free, a new initiative providing free computing courses for the general public, is in great demand. A new centralised administrative and customer support centre at the Mount Albert campus provides enhanced service delivery to students. The School of Communication was a welcome addition to the Faculty. For reporting purposes, the School remains within the Faculty of Arts and Social Sciences for 2001.

There was rapid growth in the Faculty's research output with staff presenting at international conferences and publishing in both professional and refereed journals. A key player has been the New Zealand Centre for Innovation and Entrepreneurship which has made a major contribution to the understanding of entrepreneurship in New Zealand with the publication of the Global Entrepreneurship Monitor (GEM) Report. With Massey University, the Faculty co-hosted and organised the Australian and New Zealand Academy of Management Conference (ANZAM 2001) at UNITEC.

The Business Development Unit continued to develop the Faculty's links with business and industry by undertaking a number of in-house management programmes with organisations and by maintaining the successful Learning Link, a training provider database and management system. The School of Accountancy, Law and Finance renewed its contract with Advanced Business Education Limited (ABEL), the educational arm of the New Zealand Institute of Chartered Accountants (ICANZ), for the development of postgraduate level activities for the Institute.

**Ngaa Kaawai Oranga, Faculty of Health and Environmental Sciences.** *Ngaa Kaawai Oranga, the Faculty of Health and Environmental Sciences, provides a variety of programmes for students with interests in health science, sport, animal health, landscape design, and plant science.*

Ngaa Kaawai Oranga, formerly the Faculty of Health, Science and Technology, came into being on 1 January 2001. The new name,



demonstrating the Faculty's commitment to the Treaty of Waitangi, was followed by a review of the faculty structure during the year, with two new schools being created. The School of Health Science will incorporate the disciplines of nursing, nannying, mental health, medical radiation technology, osteopathy, and biosciences. The School of Animal Health and Welfare will include veterinary nursing, animal welfare, and wildlife management. The new schools were endorsed by Academic Board in August and will officially come into being on 1 January 2002. As part of the new structure, three new Associate Head of School positions were created in bioscience, osteopathy, and medical radiation technology.

Some major achievements were the development of programmes including two new masters, the Master of Osteopathy and the Master of Health Science (MRT), which both gained approval. The Bachelor of Resource Management received accreditation in August and was officially launched in November at the School of Landscape and Plant Science. In addition to new programmes of study, several existing programmes underwent transformation. The Certificate in Commercial Floristry ran as a full EFTS programme for the first time, the Diploma in Sports Science and Management was renamed the Diploma of Sport and Fitness Education, and the New Zealand National Nanny Certificate was transferred into the Faculty from Arts and Social Sciences.

The Veterinary Specialist Group Hospital was officially opened by the Minister for Research, Science and Technology, the Hon Pete Hodgson, in August. This was followed by the opening of the National Squash Centre, closely linked to the School of Sport, in September. Other campus facilities, such as the sports fields, are being redeveloped to meet the demands of elite athletes. The School of Nursing showed their support for breast-feeding with the establishment of a dedicated breast-feeding room.

Research achievements in 2001 include the ongoing success of VERA, the prototype Vertical Composting Unit that has been purchased by the MacKenzie District Council. Mel Galbraith's research on the Uruamo Headland on the North Shore explores options for joint co-operative management of the area, owned by the Navy, the Chelsea Sugar Works, and the North Shore City Council, as an ecological reserve. Some believe this will be Auckland's next regional park. In the near future, the Faculty will launch the new Centre for Sustainable Development.

The New Zealand Institute of Radiation Technologists recognised the work of two lecturers from the School of Health Sciences' medical imaging programme. Jill Yelder received the prestigious Toshiba Award for her contributions to the profession as well as the Schering Award for best diagnostic article. Andrea Thompson was awarded best presentation for her paper *The Supervision of Learning – Medical Imaging Students in a Clinical Environment*.

Three School of Sport students, part of the Auckland Basketball squad based at UNITEC, were members of the New Zealand A basketball team that toured the USA and Portugal. In the School of Landscape and Plant Science, students explored the concept of the eco-campus and second year Bachelor of Landscape Architecture students focused on Oakley Creek that runs through the campus. The sustainable design class also explored the term with particular reference to water management, providing some useful insights.

# Te Noho Kotahitanga The Partnership

## Kupu Whakataua

Ko te Tiriti o Waitangi te kawenata mo to  
tatau motu, Aotearoa.

He kawenata whakahirahira, ko te Whare  
Wananga o Wairaka e tautoko ana i te noho  
kotahitanga a te Maori me te Pakeha.

Ko te Whare Wananga o Wairaka ka u tonu ki  
te whakamana i nga kaupapa me ona  
puawaitanga.

## Rangatiratanga

E whakarite ana te Whare Wananga o  
Wairaka ki te putake ake o te rangatiratanga  
o te Maori me nga matauranga Maori.

## Wakaritenga

E whakarite ana te Whare Wananga o  
Wairaka ki te mana o tena, o tena, ki te noho  
kotahi, ki te puaki i tona ake reo, ki te  
whakamahi i nga rawa mo nga iwi katoa.

## Kaitiakitanga

E whakarite ana te Whare Wananga o  
Wairaka ki te kaitiakitanga o nga taonga  
matuaranga.

## Mahi Kotahitanga

E whakarite ana te Whare Wananga o  
Wairaka kia tau he ngakau mahaki i roto i  
nga mahi katoa

## Ngakau Mahaki

E whakarite ana te Whare Wananga o Wairaka  
ki te whakanui i nga taonga tuku iho nga ao e  
rua, a hikoi ki mua

Ko te Maori me te Pakeha e mahi tahi ana mo  
te Whare Wananga o Wairaka

## Preamble

The Treaty of Waitangi is the founding document  
of New Zealand.

UNITEC acknowledges the great importance of this  
living, dynamic document and will continue to respect  
and promote the equal standing which it  
confers on Maori and Pakeha.

UNITEC will put the following values into  
practice in pursuing its goals:

## Authority and Responsibility

UNITEC accepts the principle that Maori have authority  
over and responsibility for all teaching and learning relating  
to the Maori dimensions of knowledge.

## Legitimacy

UNITEC believes that each partner has a legitimate  
right to be here, to speak freely in either language,  
and to put its resources to use for the  
benefit of all.

## Guardianship

UNITEC accepts responsibility  
as a critical guardian  
of knowledge.

## Co-operation

UNITEC affirms that a spirit of  
generosity and co-operation will  
guide all its actions.

## Respect

UNITEC values each partner's heritage  
and customs, current needs  
and future aspirations.

Maori and Pakeha working together  
within UNITEC.

## Statement of Responsibility

### **Statement of Responsibility for the Year Ended 31 December 2001.**

In the financial year ended 31 December 2001, the Council and management of UNITEC Institute of Technology were responsible for:

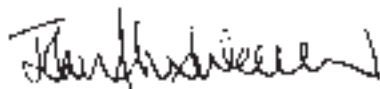
- The preparation of the financial statements and the judgements used therein
- Establishing and maintaining a system of internal control designed to provide reasonable assurance as to the integrity and reliability of financial reporting.

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 A Webster**

President and Chief Executive



**O T Burnside**

Vice-President, Finance

Date: 26 April 2002



# Report of the Auditor-General

**Audit New Zealand**

**To the Readers of the Financial Statements of UNITEC Institute of Technology and Group for the Year Ended 31 December 2001.** We have audited the financial statements on pages 20 to 59. The financial statements provide information about the past financial and service performance and financial position of UNITEC Institute of Technology and Group as at 31 December 2001. This information is stated in accordance with the accounting policies set out on pages 43 to 45.

**Responsibilities of the Council.** The Public Finance Act 1989 requires the Council to prepare financial statements in accordance with generally accepted accounting practice in New Zealand that fairly reflect the financial position of UNITEC Institute of Technology and Group as at 31 December 2001, the results of operations and cash flows and the service performance achievements for the year ended on that date.

**Auditor's Responsibilities.** Section 15 of the Public Audit Act 2001 and section 43(1) of the Public Finance Act 1989 require the Auditor-General to audit the financial statements presented by the Council. It is the responsibility of the Auditor-General to express an independent opinion on the financial statements and report that opinion to you.

The 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 the Auditing Standards published by the Auditor-General, which incorporate 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.

Other than in our capacity as auditor acting on behalf of the 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 20 to 59:

- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect:
  - UNITEC Institute of Technology and Group's financial position as at 31 December 2001;
  - the results of 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 that date.

Our audit was completed on 26 April 2002 and our unqualified opinion is expressed as at that date.

**B H Halford**

Audit New Zealand

On behalf of the Auditor-General

Auckland, New Zealand

UNITEC **grew** its student base (measured in EFTS) by nine percent over 2001. The international **student** component of this **base** increased by 45 percent! The campus **spread** its **wings** – a new presence in **Waitakere**, West Auckland; and in **Beijing**, China. At home, in Mount Albert, the campus opened a new Centre for **Innovation** and Entrepreneurship, and a new National **Squash** Centre. Now that's performing!

# PERFORMANCE STATEMENTS



# Statement of Objectives

## 2001 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.

#### 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.\*

\* 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.

#### 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.

### 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 extensive 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.

#### 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.

#### 2.2 To achieve balanced growth in sub-degree, 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 generating income from external sources to support ongoing growth in research activity.

#### 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 and seed funding research in Key Centres
- Running international conferences at UNITEC.

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

- Increasing research grant funding.

**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.

#### 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 improvement in teaching and learning by:

- Evaluating all courses and all lecturers each semester
- Reviewing all programmes on a five-year cycle.

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

- Surveying students on an annual basis.

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

- Undertaking a Graduate 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:

- Evaluating the enrolment patterns and cost effectiveness of each programme annually
- Consulting with industry and professions through advisory committees in 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.

**5.1** To increase Pacific Island enrolments to at least 13 percent of total enrolments by 2002 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 (SSG) 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, the 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.

**6.1** To increase Maori participation and success in UNITEC programmes through achievement of the Maori Participation Plan by:

- Providing a supportive environment for Maori
- Offering programme and programme delivery methods that are responsive to Maori
- Providing support to Maori students to enhance their prospects of succeeding
- Marketing programmes and liaising with the community to increase Maori knowledge of UNITEC and its programmes.

**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.

**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
- Monitoring use against AAPP benchmarking.

**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 fundamental 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 for those presenting their research findings internationally.

**8.1** 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
- Providing a special studies programme.

**8.2** To acknowledge and recognise excellent staff performance by:

- Annual performance review
- Annual staff awards
- Annual staff opinion survey.

**8.3** To meet Institute EEO targets by:

- Implementing the 2001 EEO Plan.

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

1. Tertiary Education and Training – Undergraduate Courses
2. Tertiary Education and Training – Postgraduate Courses
3. Teacher Education and Training.

In addition to Ministry of Education funding, UNITEC also provides programmes that are fully funded by the consumer under output classes:

4. Training for Designated Groups
5. Tertiary Education and Training – Full Cost Recovery.

These classes of output 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 2001 statement of objectives is detailed in the following sections of this annual report:

- The Year in Review 2001, which provides a broad narrative of the Institute's overall performance and an outline of the performance of the five faculties in 2001 (pages 4 to 15)
- 2001 Objectives (pages 20 to 22)
- 2001 Outputs (pages 22 to 23)
- 2001 Achievements, which provides a summary statement of service performance (pages 24 to 40).

# Outputs 2001

## Output Class 1: Tertiary Education and Training – Undergraduate Courses

		2001 Actual	2001 Target	2000 Actual
Quantity	Actual EFTS : target EFTS	0.98	>1	0.92
	Percentage growth in EFTS	0.47%	2.5%	(3.8%)
	Total EFTS	6,005	6,125	5,977
Quality	Local approvals : submissions			
	Percentage NZQA/NZPPC approvals : evaluations	100%	100%	100%
	Percentage accreditation approvals : applications	100%	100%	100%
	Percentage of programmes (>0.5 EFTS) evaluated	100%	100%	100%
Cost	Total cost (\$m)	59.546	59.128	55.213
	Operating cost : EFTS (\$)	9,916	9,654	9,238



**Output Class 2: Tertiary Education and Training – Postgraduate Courses**

		2001	2001	2000
		Actual	Target	Actual
Quantity	Actual EFTS : target EFTS	0.89	>1	1.12
	Percentage growth in EFTS	18.0%	32.8%	72.9%
	Total EFTS	151	170	128
Quality	Percentage course approvals : evaluations	100%	100%	100%
	Percentage of programmes (>0.5 EFTS) evaluated	100%	100%	100%
Cost	Total cost (\$m)	1.322	1.552	1.091
	Operating cost : EFTS (\$)	8,755	9,130	8,524

**Output Class 3: Teacher Education and Training**

		2001	2001	2000
		Actual	Target	Actual
Quantity	Actual EFTS : target EFTS	0.68	>1	0.56
	Percentage growth in EFTS	84.8%	171.7%	(42.5%)
	Total EFTS	85	125	46
Quality	Percentage approvals : evaluations	100%	100%	100%
	Percentage of programmes (>0.5 EFTS) evaluated	100%	100%	100%
Cost	Total cost (\$m)	0.706	1.067	0.358
	Operating cost : EFTS (\$)	8,305	8,535	7,772

**Output Class 4: Training for Designated Groups**

		2001	2001	2000
		Actual	Target	Actual
Quantity	Actual EFTS : target EFTS	1.7	>1	1.36
	Percentage growth in EFTS	10.9%	(34.4%)	(3.1%)
	Total EFTS	203	120	183
Quality	Percentage course approvals : evaluations	100%	100%	100%
	Percentage of programmes (>0.5 EFTS) evaluated	100%	100%	100%
Cost	Total cost (\$m)	1.915	1.078	1.622
	Operating cost : EFTS (\$)	9,435	8,980	8,861

**Output Class 5: Tertiary Education and Training - Full Cost Recovery**

		2001	2001	2000
		Actual	Target	Actual
Quantity	Actual EFTS : target EFTS	1.67	>1	2.13
	Percentage growth in EFTS	44.6%	(13.4%)	68.4%
	Total EFTS	1,865	1,117	1,290
Quality	Percentage course approvals : evaluations	100%	100%	100%
	Percentage of programmes (>0.5 EFTS) evaluated	100%	100%	100%
Cost	Total costs (\$m)	15.775	9.752	10.521
	Operating cost : EFTS (\$)	8,458	8,731	8,156

**Output Classes 1, 2, 3, 4 and 5: Time and Location**

Time: The reporting of performance targets for 2001 relates to activities completed within that year.

Location: Activities in relation to the performance indicators took place predominantly on campus at UNITEC Institute of Technology, Carrington Road, Mount Albert, Auckland, with some activities taking place at UNITEC Waikare, Ratanui Street, Henderson, Waitakere City.

# Achievements 2001

## Goal 1. To be recognised as a university of technology.

### 1.1 NZQA University Quantitative Guidelines.

	2001 Actual	2001 Target	2000 Actual
Percentage of EFTS at level 6 and above	63%	61%	57%
Percentage of EFTS in degrees (incl. postgraduate)	57%	56%	55%
Percentage of EFTS in postgraduate programmes	4%	5%	4%
Number of postgraduate degrees (level 8)*	13	13	6
Number of undergraduate degrees (level 7)**	40	38	33
Number of diplomas (level 6)	14	11	12
Number of diplomas and certificates (levels 3 to 5)	62	58	65
New postgraduate programmes approved for development	10	3	7
EFTS at postgraduate level	151	186	128
New undergraduate programmes approved for development	3	2	-
EFTS at undergraduate level	3,564	3,475	3,427

\* Includes BIC Honours.

\*\* Includes degree majors, graduate diplomas/certificates.

Note: The percentage of EFTS at level 6 and above, and the percentage of EFTS in degrees, is calculated by counting the EFTS of the four degree-teaching faculties excluding STAR, self-funded non-formal programmes, and international English students.

**Range of Programmes.** UNITEC offers a true multi-level approach to tertiary education with postgraduate to vocational programmes. The range of programmes offered at UNITEC enables a wide variety of students from diverse backgrounds and experiences to be catered for. Bridging programmes and staircasing are of particular benefit to those students wishing to return to study or to upskill. UNITEC continued to increase its degree and research base over 2000 levels with a PhD and a new masters programme. There was some consolidation at the pre-degree level with the number of certificates continuing to fall as programmes are refined to meet industry needs.

### Number of Programmes Offered

Programme Level	2001 Actual	2000 Actual
PhD	1	-
Masters degrees	6	5
Postgraduate diplomas	5	4
Bachelors degrees*	35	34
Graduate diplomas	6	6
Diplomas	26	25
Graduate certificates	-	-
Certificates	50	52
<b>Total</b>	<b>129</b>	<b>126</b>

\* Includes majors and BIC Honours.

### 1.2 General NZQA University Guidelines.

	2001 Actual	2001 Target	2000 Actual
Number of weighted research outputs	817	715	678
Percentage of staff with postgraduate qualifications	49%	50%	40%
Number of professorial positions			
Number of professors	7	8	7
Number of associate professors	10	11	6
Number of adjunct professors	31	28	19
Percentage increase in library book stock	10%	10%	10%
Percentage increase in library periodical subscriptions	3%	30%	0.2%

**International Associations.** During 2001, UNITEC was admitted as a full member to the International Association of Universities, a UNESCO body.

**The Library.** UNITEC's Library continues to grow and mature with major building extensions at the Mount Albert campus and new developments at the Waitakere campus. The main library at Mount Albert has been expanded to include the Language Learning Centre, additional student study seating and five study rooms. The external entrance has been revamped and now provides Library customers with vastly improved access to electronic resources, the journal collection, and global learning resources. The Student Computer Centre came under Library management during the year. This reflects the increasing use of electronic resources for student study purposes including information retrieval.

The establishment of the Waitakere campus has enabled the Library to develop a fully integrated learning centre. The Learning Commons, a focal point for student learning on the campus, integrates the Library collections and services, language learning resources, learning support, and student computers in a single attractive space. Student feedback on the new centre has been extremely positive.

The Library will introduce a virtual library reference service from 2003. This virtual reference will redefine library reference services in the context of the Internet. Students and staff will be able to access librarians 24 hours a day, seven days a week. There will also be opportunities to collaborate with similar academic libraries throughout the world.

### Library Statistics

	2001 Actual	2000 Actual
Library staff	30.7*	28
Library membership**	21,341	20,340
Total annual issues***	454,248	540,567
Average daily issues	1,514	1,801
New books added	8,172	7,957
Total book stock	88,834	85,728
Periodic Subscriptions		
Hard copy	752	740
On-line	7,115	6,902
Interloan requests	1,720	2,170
Interloan (items lent)	1,254	1,271
User Education Tutorials		
Number of sessions	307	352
Number of students	8,883	8,461

\* Includes 2 EFT staff who supervise the Student Computer Centre.

\*\* Includes students, staff and approved borrowers.

\*\*\* 2001 represents the first full year of one-month lending periods (previously two-week) and the cessation of serial loans.

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

UNITEC continued to foster and develop its links with secondary schools and their students. UNITEC has established close working relationships with schools throughout most of the upper North Island. School leavers are an integral part of UNITEC's future and so planning to meet their needs and those of their potential employers has always been important. Developing a wide range of applied programmes at all levels and being able to provide students with real choices leading to future employment is a key aim in UNITEC's growth.

The Student for a Day programme continues to be very popular. Almost 520 individuals, primarily secondary school students, made use of this programme during the year. While an average of 25 percent of those who visit UNITEC through Student for a Day enrol at UNITEC in the subsequent year, it has been found that over a three-year period this percentage increases to 34 percent.

The Secondary Tertiary Alignment Resource (STAR) programme attracted 45 schools, producing an income of \$209,000. This represents a marginal decline in income from the previous year. The schools included 15 rural institutions ranging from Riverton in the South Island to Okaihau College in Northland. Most STAR courses were taught off-site with 58 senior courses being delivered throughout New Zealand. This year, five senior STAR courses were taught on campus attracting a total of 84 students. An additional 37 vocational tasters were also taught on-site at the Mount Albert campus.

Careers Grants to secondary school advisors were offered again during the year, strengthening our liaison relationship with North Island secondary schools. This year's applicants were encouraged to develop projects that focus on new and emerging fields, especially those involving the use of new technology or those that assist students to take responsibility for their own career exploration. Fifteen secondary schools were awarded amounts ranging from \$250 to \$1,500.

The Pasifika Leadership Fono is an extremely successful programme for Pasifika secondary students. Since the pilot in June 2000, the scheme has been extended to several schools across the Auckland region with hundreds of students and family members participating. The one-day programme for year 10 Pasifika secondary students and their families aims to emphasise the importance of subject selection at year 10 and its influence on career options. The programme raises awareness of the culture of tertiary education and helps parents and family members gain a better understanding of how they can support their child at home and become more involved at school.

**2.1 Meeting Total and Bulk-funded EFTS Enrolment Targets.** UNITEC determines the demand for programmes and student growth based on the number of Equivalent Full-time Students (EFTS) it receives each year. Each year, the EFTS are subsidised by the Ministry of Education (MoE), and several other funding bodies, depending on the category and nature of study and course classification.

In 2001, UNITEC sought to meet a target of 6,426 MoE EFTS. The total target for EFTS from all sources was set at 7,657. UNITEC experienced a smaller than predicted increase in the number of MoE Equivalent Full-time Students (EFTS) and did not achieve its Ministry of Education-funded target. Despite this drop in domestic student EFTS, UNITEC did exceed its total EFTS target by 652 EFTS and exceeded 2000 levels by 686 EFTS, a very positive result. Strong growth in the number of international EFTS has lead to the institution exceeding the overall target.

<b>Ministry of Education-funded EFTS (Course Classification)</b>	2001 Actual	2001 Target	2000 Actual
Agriculture, horticulture	161	212	144
Architecture, building	531	601	587
Arts, humanities	1,255	1,283	1,263
Business	1,207	1,240	1,304
Community, general	235	98	162
Computing	392	412	380
Engineering, technology	152	165	163
Fine arts, design	566	602	565
Music	226	192	186
Nursing (incl. diagnostic imaging and health-related professionals)	387	361	398
Science	232	295	201
Teaching	85	125	46
Trades	812	840	752
<b>Sub-total</b>	<b>6,241</b>	<b>6,426</b>	<b>6, 151</b>
<b>EFTS From Other Funding Sources</b>			
TOP	88	63	71
Skills Enhancement New Zealand (SNZ)	41	-	39
SNZ/ITO/RHA	55	52	53
STAR	19	5	19
Full cost recovery	1,865	1,111	1,290
<b>Sub-total</b>	<b>2,068</b>	<b>1,231</b>	<b>1,472</b>
<b>Total</b>	<b>8,309</b>	<b>7,657</b>	<b>7,623</b>
<b>EFTS Growth</b>	2001 Actual	2001 Target	2000 Actual
Percentage growth in total EFTS	9%	0.4%	4%
Percentage growth in MoE bulk-funded EFTS	1.5%	4.5%	(3.4%)

**Faculty Enrolments – EFTS by Funding Source**

	2001 Actual	2001 Target	2000 Actual
Applied Technology Institute			
MoE bulk-funded	820	849	755
Contracts (TOP, ITO, ETSA)	79	74	69
STAR	13	5	12
Full cost recovery	28	10	22
<b>Total EFTS</b>	<b>940</b>	<b>933</b>	<b>858</b>
Architecture and Design			
MoE bulk-funded	1,586	1,639	1,588
Contracts (TOP, ITO, ETSA)	13	-	5
STAR	1	-	1
Full cost recovery	96	74	108
<b>Total EFTS</b>	<b>1,697</b>	<b>1,713</b>	<b>1,702</b>
Arts and Social Sciences			
MoE bulk-funded	1,188	1,277	1,179
Contracts (TOP, ITO, ETSA)	164	63	74
STAR	-	-	3
Full cost recovery	907	675	723
<b>Total EFTS</b>	<b>2,258</b>	<b>2,015</b>	<b>1,979</b>
Business			
MoE bulk-funded	1,460	1,493	1,514
Contracts (TOP, ITO, ETSA)	13	-	4
STAR	-	-	-
Full cost recovery	691	315	398
<b>Total EFTS</b>	<b>2,164</b>	<b>1,808</b>	<b>1,916</b>
Ngaa Kaawai Oranga, Health and Environmental Sciences			
MoE bulk-funded	1,186	1,162	1,114
Contracts (TOP, ITO, ETSA)	25	10	12
STAR	4	-	2
Full cost recovery	33	16	40
<b>Total EFTS</b>	<b>1,248</b>	<b>1,188</b>	<b>1,168</b>
<b>Totals</b>			
<b>MoE bulk-funded</b>	<b>6,241</b>	<b>6,426</b>	<b>6,151</b>
<b>Contracts (TOP, ITO, ETSA)</b>	<b>184</b>	<b>115</b>	<b>163</b>
<b>STAR</b>	<b>19</b>	<b>5</b>	<b>19</b>
<b>Full cost recovery</b>	<b>1,865</b>	<b>1,111</b>	<b>1,290</b>
<b>Total EFTS</b>	<b>8,309</b>	<b>7,657</b>	<b>7,623</b>

**International Students.** UNITEC 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.

In 2001, UNITEC had 1,755 international EFTS, 21 percent of its total EFTS. This is an increase of 546 international EFTS over 2000 levels, a 45 percent increase. It was 61 percent over the target of 1,090 for the year. Many of these students are from South-east Asia, with China and India being the main countries of origin. The demand for export education has been so high that UNITEC has begun offering an English language programme in Beijing China to better prepare students wishing to study in New Zealand. UNITEC continues to attract students from European countries such as Germany, Norway, and Sweden. There has also been considerable interest shown in student exchange and study-abroad options.

## International Students EFTS

	2001 Actual	2001 Target	2000 Actual
Total EFTS	8,309	7,657	7,623
International students (EFTS)	1,755	1,090	1,209
Percentage of Total EFTS	21%	14%	16%

**ITO Contracts.** UNITEC primarily trains students in its own programmes, which are highly regarded by industry. We do, however, still bid for and are successful in securing a number of external ITO contracts. UNITEC was awarded five ITO contracts in 2001, valued at \$384,620. This represents an increase of two contracts over the previous year. The value of the contracts this year increased by 220 percent. The ITO contracts were in the following industries:

- Boating
- Joinery
- Plumbing.
- Furniture
- Painting

## 2.2 Balanced Growth in Sub-degree, Undergraduate and Postgraduate Degree Programmes.

	2001 Actual	2001 Target	2000 Actual
Percentage of EFTS at sub-degree level 6 and above	63%	61%	57%
Percentage of EFTS in degrees	57%	56%	55%
Percentage of EFTS in postgraduate programmes	4%	5 %	4%

**Degree-level Awards.** In 2001, UNITEC again increased the number of students graduating with degree-level qualifications with seven percent growth in degree-level completions. The growth in postgraduate programme completions continues with programmes aimed at meeting niche markets in professional development proving increasingly popular. UNITEC graduands will participate in two ceremonies in April 2002.

## Number of Completions

Qualification	2001 Actual	2000 Actual
Masters degrees	5	5
Postgraduate diplomas	35	31
Bachelors degrees	575	544
Graduate diplomas/certificates	69	57
<b>Total</b>	<b>684</b>	<b>637</b>

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

### 3.1 Research Outputs.

	2001 Actual	2001 Target	2000 Actual
Number of weighted outputs	817	715	678
UNITEC internal research fund (\$m)	\$0.7m	\$1.1m	\$0.72m
Number of wholly postgraduate research students*	56	20	46

\* Refers to students undertaking thesis study.

### 3.2 International Research Standards of Excellence.

	2001 Actual	2001 Target	2000 Actual
Number of international publications	185	165	166
Number of international presentations or exhibitions	101	200	105
International conferences hosted	1	3	-
Number of professorial positions			
Number of professors	7	8	7
Number of associate professors	10	11	6
Research Key Centre funding (\$m)	\$0.12m	\$0.3m	-

### 3.3 Industry Focus and External Funding.

	2001 Actual	2001 Target	2000 Actual
External research grant income* (\$m)	\$0.156m	\$1m	\$1.14m

\* Research income for 2000 was for the eighteen months period, 1 July 1999 to 31 December 2000.

**Research.** Research is the lifeblood of a tertiary institution. Whether it be research to inform teaching or research to create new knowledge, without it we run the risk of stagnating.

At UNITEC, our research activity and our role as critic and conscience for society continues to increase. Our research is generally applied in nature and informs practice; many projects involve, and impact upon, industry and society. Research covers the spectrum of disciplines from performance, through design and construction, to the arts and social sciences, environmental science, human health, and business.

A research highlight was the release of the Global Entrepreneurship Monitor (GEM) Report. This was the first time that New Zealand has taken part in this research (which is co-ordinated by the London School of Business) and UNITEC was delighted that the Centre for Innovation and Entrepreneurship was chosen as the New Zealand partner in the survey. The GEM Report showed that New Zealand is one of the five most entrepreneurial countries in the world and it featured in a special edition of the *New Zealand Herald*.

More highlights were design students featuring highly in national awards, Jill Yelder and Andrea Thompson being honoured by the Medical Imaging Institute for their research, and Maria Castle, PhD student with UNITEC and RMIT University, receiving an award from the Plant Physiology Society. Enterprise, Technology New Zealand and Health Research Council grants were given to UNITEC students to conduct applied research, and two staff members, Kerry London and Hamish Mackie, achieved Royal Society travel grants (ISAT linkage programme).

UNITEC produces an annual report of research on campus, and we are proud of what our staff and students have accomplished. For the full research report 2000/2001, see <http://www.unitec.ac.nz/research/research/outputs.html> on the UNITEC web site.

#### UNITEC Research Profile

	2001 Actual	2000 Actual
Book	20	9
Book chapter	28	12
Educational texts	20	13
Conference proceedings	124	111
Journal	147	128
Report	36	21
Theses	11	15
Patents	2	-
Software	-	-
Applied/creative design	25	17
Exhibited works and performances	118	77
Presentations	410	322
General media	98	83
Interviews	24	23
<b>TOTAL</b>	<b>1,063</b>	<b>831</b>

#### Number and Proportion of Outputs

	2001 Actual	2001 Percentage	2000 Actual	2000 Percentage
Refereed	141	13%	139	17%
Multi-authored outputs	241	23%	188	28%
Outputs presented overseas	135	17%	166	20%

Note: Publication figures for 2001 are provisional. 2000 figures have been updated to reflect the confirmed result.

## Faculty Research Profile

Research Output	UATI		Architecture & Design		Arts & Social Sciences		Business		Ngaa Kaawai Oranga, Health and Environmental Sciences	
	2001	2000	2001	2000	2001	2000	2001	2000	2001	2000
Book	2	-	12	6	4	-	2	-	-	2
Book chapter	-	-	15	4	8	2	-	3	5	3
Educational texts	13	-	-	-	-	-	7	12	-	1
Conference proceedings	2	2	32	28	20	20	61	55	7	3
Journal	10	10	29	29	39	34	23	15	42	33
Report	3	-	2	4	10	5	2	4	15	7
Thesis	1	-	3	4	5	6	-	-	2	5
Patent	2	-	-	-	-	-	-	-	-	-
Software	-	-	-	-	-	-	-	-	-	-
Applied design/creative work	-	-	22	12	-	-	-	-	3	5
Exhibition, performance	-	-	111	72	1	2	-	-	6	3
Presentation	4	1	60	46	125	91	75	108	131	70
General media	1	-	59	39	8	11	7	12	17	11
Interviews	-	-	17	3	5	-	1	4	1	16
<b>Total</b>	<b>38</b>	<b>13</b>	<b>362</b>	<b>247</b>	<b>225</b>	<b>171</b>	<b>178</b>	<b>213</b>	<b>229</b>	<b>159</b>

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

The quality of its programmes and their delivery is paramount to UNITEC. UNITEC's Quality Management System is of a very high standard, and is continuously updated and improved to give students and other stakeholders the best possible education and services. During 2001, a major review of the Quality Management System was undertaken. This resulted in a number of pilot projects being developed that will continue throughout 2002.

The current system is comprehensive and includes the Student Evaluation of Quality and Learning (SEQUAL), the Green Card (where students know what to expect when taking a course), and annual programme reports that monitor quality on several levels.

UNITEC continued to implement and improve its Quality Management System, including the Five-Point Plan for Quality, at all levels of the institution. Evaluations of quality in its programmes continued using the Student Evaluation of Quality and Learning (SEQUAL) and a variety of other measures such as national and international professional accreditation bodies, and annual programme reports.

**4.1 External Programme Approval and Accreditation.** UNITEC has developed a number of unique, wholly research-based programmes during the year. Several of these programmes are still under consideration including the Master of Architecture, Master of Design, and Master of Landscape Architecture. These masters by project are wholly research in nature, have received NZQA panel visits and are awaiting outcomes.

Academic Board received accreditation for 18 new programmes this year of which 13 were approved by NZQA, three are in progress and two were approved locally. As from 2001, UNITEC revoked its membership of the Association of Polytechnics in New Zealand, and all external approvals and accreditations will be carried out by NZQA.

### New Programme Approvals

Number of New Programmes Submitted to Academic Board*	2001 Local Approvals	2001 NZQA Approvals	Total Approvals	2001 In Progress
18	2	13	15	3

\* 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.



**New Programme Approval Percentages**

	2001 Actual	2001 Target	2000 Actual
Percentage local approvals : submissions	100%	100%	-
Percentage NZQA approvals : submissions	81%	100%	50%
Percentage international accreditations : submissions	-	100%	-

**4.2 SEQUAL Ratings for Teaching and Course Evaluations.** A cornerstone of the UNI-Q Quality Management System is the monitoring of quality in teaching and learning through the Student Evaluation of Quality and Learning (SEQUAL) survey instrument. SEQUAL, administered by the Planning and Institutional Research Office, uses three evaluation instruments (a course evaluation, a lecturer evaluation, and a diagnostic instrument) and a five-point scale (five=highest). During the year, over 68,700 SEQUAL forms were processed as part of the evaluation process. There was an increase in the overall satisfaction with both teaching and course satisfaction from the previous year.

**SEQUAL Ratings**

SEQUAL Evaluation Instruments	Overall Mean (Five-Point Scale)	Target
Courses	3.65	3.64
Teaching	3.89	3.88

**SEQUAL Coverage**

Lecturer Evaluations	Semester One	Semester Two
Total student responses	19,366	21,493
Total number of lecturers	529	667
Programme/Course Evaluations	Semester One	Semester Two
Total student responses	14,542	14,057
Total number of programmes	76	88
Total number of courses	651	798

**Programmes Reviewed**

	Actual	Target
Number of programmes reviewed	7	5

**4.3 Student Satisfaction with Service Provision.** The Student Satisfaction Survey is undertaken annually to evaluate the level of satisfaction with the provision of support services. The 2001 satisfaction survey was undertaken on-line for the first time and made available to all students wishing to provide feedback on various aspects of service provision. The results were encouraging with many students taking the opportunity to participate in the consultation process. Information gained from the survey forms part of the Quality Management System by providing feedback on non-academic service performance for the purposes of continuous improvement.

The Student Satisfaction Survey was conducted in semester two and made available to all enrolled students. Generally, the extent of student satisfaction with the nine 'non academic' service areas was high. Overall, 91.1 percent of respondents were satisfied or very satisfied with the library, and 88.8 percent were satisfied or very satisfied with campus facilities. The overall satisfaction mean score, however, was slightly lower than the previous year and did not meet the target set at 3.8 on a five-point satisfaction scale. The major area where students indicated they would like to see improvements was in the provision of food services on campus. The changing nature of UNITEC's student population, particularly with the growing number of international students on campus, has resulted in the need to reassess some non-academic services to ensure they meet demand.

**Student Satisfaction Survey**

Overall Satisfaction with Services and Facilities	2001 Actual	2001 Target	2000 Actual
Mean score	3.5*	3.8	3.8

\* Survey was undertaken on-line for the first time and open to all students wishing to provide feedback.

**4.4 Employment Progress and Student Satisfaction after Graduation.** The Graduate Survey assesses the progress of UNITEC's graduates. The Graduate Survey is sent to all UNITEC graduates approximately six months after completing a programme of 120 credits or more. This represents a change from the previous years to bring the survey methodology into line with universities. Most graduates complete their programme of study in the year preceding graduation; thus the 2001 Graduate Survey evaluated the outcomes of 2000 graduates. The Graduate Survey looks at the manner in which UNITEC graduates have found employment, whether that employment was related to their programme of study, and other important benchmark data such as median salaries, further study and their responses to the Course Experience Questionnaire (CEQ).

In the Graduate Survey 2001, respondents from 33 programmes were analysed. Of the respondents, one third were males and two thirds female, with the largest age group being 20 to 24 years old. Other highlights included:

- Eighty-five percent of respondents stated that their full-time employment was highly or moderately related to UNITEC qualifications
- Thirty-one percent of graduates were earning over \$50,000 in full-time employment
- Thirty-four percent of graduates were working in a related area before commencing their study at UNITEC
- More than one quarter of graduates already had a bachelors degree before coming to UNITEC.

The overall satisfaction with UNITEC programmes was measured by the CEQ. The CEQ instrument is designed to gather information about graduates' perception of their learning experience. The instrument has 25 items and contains five scales as well as an overall satisfaction item.

Graduate Survey	2001 Actual	2001 Target	2000 Actual
Percentage of students progressing to employment or further education*	93	93	88

\* Excludes those not available for work.

### Employment Progress by Faculty

Employment Progress	Percentage of Total		Architecture & Design		Arts & Social Sciences		Business		Ngaai Kaawai Oranga, Health and Environmental Sciences	
	2001	2000	2001	2000	2001	2000	2001	2000	2001	2000
Research Output										
Working only	75%	56%	79%	68%	73%	47%	68%	54%	85%	61%
Studying only	9%	12%	1%	10%	14%	22%	9%	10%	7%	5%
Working and studying	6%	20%	4%	13%	6%	12%	7%	29%	7%	25%
Looking for work	7%	7%	12%	7%	3%	11%	14%	3%	1%	3%
Unavailable for work	3%	5%	4%	2%	4%	8%	2%	4%	-	5%

Note: Graduates from UATI were not surveyed this year as the appropriateness of the survey instrument for this group is under review.

Course Experience Questionnaire Summary	2001 Actual	2001 Target	2000 Actual
Overall satisfaction with the quality of the programme*	3.80	3.80	3.73

\* Five-point scale (5 = highest).

**4.5 Application of Technology and Student Learning.** UNITEC remains at the forefront of flexible and learning technologies with its adoption and development of web-based course management systems, wireless technology, e-books, media-streaming, digital tools, on-line conferencing, and video conferencing. UNITEC first began evaluating web-based courses in 1998, and by the end of 2001 had 330 fully functioning courses available on-line, an increase of 70 percent from the previous year. The Blackboard course management system is now considered mainstream, with courses available in all faculties and over 5,000 students accessing courses during the year. Considerable improvements have been made to the student and tutor support systems associated with the use of the web in learning. The number of courses and students accessing course material is likely to increase rapidly over the next few years, and UNITEC will continue to evaluate its tools to ensure that best practice is followed and the growing demand for support and quality of interface is met.

Progress was made with innovative learning solutions to support student learning in a number of key areas. The successful pilot of a wireless network brings the general application of wireless technology across campus a step closer. A successful trial was conducted in media streaming that enables web access of audio and video for teaching and learning. This is likely to be introduced into major programmes in the near future and is particularly beneficial where students are widely distributed geographically. Other applications that have been evaluated as having potential to add an interactive dimension to on-line student learning include on-line conferencing and video conferencing that enable students to link with peers in educational institutions nationally and internationally.

The management of the Student Computing Centre, offering free access for students 24 hours a day, was transferred to the Library. The increased demand for on-line learning has again resulted in increased resources being allocated for the provision of additional computer workstations for students continuing to enhance the ratio of workstations per EFTS. The Ask IT help desk is a new initiative that offers a one-stop-shop approach to student computing difficulties and also runs orientation programmes and basic computer training.

#### Computer Workstations and Multimedia

	2001 Actual	2001 Target	2000 Actual
EFTS	8,309	7,461	7,623
Number of computer workstations	1,335	1,100	1,088
EFTS : computer workstations	6.2:1	6.8:1	7.0:1
Number of courses offered on-line	330	250	190

#### 4.6 Relevance and Viability of Proposed and Existing Programmes.

	2001 Actual	2001 Target	2000 Actual
Percentage of programmes reviewed for viability	100%	100%	100%
Number of active advisory committees	44	48	43

**Advisory Committees.** Advisory committees are an important part of UNITEC's applied and "real world" approach to teaching and learning. The advisory committees provide a direct link to industry and business, and draw on the expertise of professionals and leaders to advance programme development to meet market demands. Community representation is also an essential part of advisory committees, enabling UNITEC to achieve a greater understanding of the diversity that is also a feature of its student body.

UNITEC had active representation from 44 advisory committees in most programmes of study .

#### Applied Technology Institute

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

#### Architecture and Design

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

#### Business

- Accountancy, Law and Finance
- Management and Entrepreneurship
- Information Systems and Computing
- Business Administration

#### Ngaa Kaawai Oranga Health and Environmental Sciences

- Animal Technology
- Mental Health
- Medical Imaging
- Horticulture
- Landscape
- Nursing
- Resource Management
- Sport
- Osteopathic Medicine

#### Arts and Social Sciences

- Communication
- Community Studies
- Special Needs
- Early Childhood Education
- Education
- English and Applied Linguistics
- Languages (International)
- Puukenga
- Te Tari Awhina: Learning Support
- Foundation Studies

#### Corporate

- Maori Education Runanga
- Fono Faufautua (Pasifika Council)

A full membership list for the 2001 advisory committees may be found on UNITEC's corporate web site, [www.unitec.ac.nz](http://www.unitec.ac.nz) as a sub-category under "About UNITEC".

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

One of UNITEC's strengths is being able to cater for and provide quality education and services to a diverse range of students. UNITEC encourages participation in its programmes from as many groups in the community as possible. Barriers to participation are actively removed, and UNITEC has put in place specific initiatives and policies to assist Maori, Pasifika, students with disabilities, and women to receive the full benefits of their educational experience.

UNITEC continues to support the large and growing number of women students in retraining by providing a Women's Education Co-ordinator. The demands are constant on many mature women students: juggling study, family, finances, and often part-time work. This has led to an on-going need for advocacy and mediation support services, and liaison with a range of government agencies. It has also resulted in a continued increase in demand for women's scholarships and awards. The Women's Advisory Committee continues to play an important role by providing a forum that encourages support and advice for women staff and students on campus.

Te Tari Awhina, the Learning Support Centre, continues to have high demand for its services and a high level of student satisfaction. A major initiative was the launch of an on-line learning support service providing valuable support for those studying on-line courses at UNITEC, for part-time students, and for other students who find access to Te Tari Awhina services difficult. Funding from the Ministry of Education's Special Supplementary Grant enabled continuing research into issues of success and retention for Pasifika students.

There have been some small changes in the makeup of the student body in 2001. UNITEC caters for a range of part-time students undertaking professional development programmes. This increased slightly during the year with the proportion of part-time students as a percentage of total EFTS increasing by four percent. The gender balance between male and female students remains stable with males making up 53 percent of the total EFTS. Of note is the slight increase in the proportion of part-time students who were male in 2001 to 50 percent. UNITEC met its target in full-time Pasifika EFTS but was slightly below target for part-time students. A number of initiatives are planned for 2002 that will ensure targets are met or exceeded. These include the appointment of a Pasifika Co-ordinator to liaise with the community in Waitakere and promote access to tertiary education amongst Pasifika people.

### Equal Educational Opportunities Statistical Profile

	2001 Total Enrolments	2001 Total EFTS	2001 Percentage EFTS	2000 Percentage EFTS
All Students				
Full-time	7,707	6,276	76%	80%
Part-time	10,472	2,033	24%	20%
<b>Total</b>	<b>18,179</b>	<b>8,309</b>	<b>100%</b>	<b>100%</b>
Female full-time	3,544	2,876	46%	46%
Female part-time	5,000	1,014	50%	52%
<b>Total</b>	<b>8,544</b>	<b>3,890</b>	<b>47%</b>	<b>47%</b>
Male full-time	4,163	3,399	54%	54%
Male part-time	5,472	1,020	50%	48%
<b>Total</b>	<b>9,635</b>	<b>4,419</b>	<b>53%</b>	<b>53%</b>

### 5.1 Pacific Islands Enrolments.

	2001 Actual EFTS	2001 Target EFTS	2000 Actual EFTS
Percentage Pacific Islands full-time	12%	12%	11%
Percentage Pacific Islands part-time	7%	9%	8%
Percentage of total enrolments*	11%	12%	11%

\* Excludes international students.

## 5.2 Targeted Enrolments for Women.

	2001 Actual EFTS	2001 Target EFTS	2000 Actual EFTS
Percentage female full-time	46%	49%	46%
Percentage female part-time	50%	49%	52%
Percentage of total students*	47%	49%	47%

\* Excludes international students.

**5.3 Targeted Enrolments for Students with Disabilities.** In 2001, UNITEC received \$167,000 income from the Special Supplementary Grant (SSG) to assist and create opportunities for students with disabilities. As part of its commitment to reducing and minimising the barriers for students with disabilities, in accordance with section 220 of the Education Act 1990, UNITEC used the SSG income as well as its own funds to increase participation and success of these students in its programmes.

UNITEC used the SSG income in 2001 to fund several initiatives, including a full-time Disability Liaison Co-ordinator, 26 part-time casual support staff providing one-on-one support, and the purchase of special equipment such as height-adjusted tables, dictaphones, and pocket spellcheckers.

### Special Supplementary Grant

	2001 Actual	2001 Target	2000 Actual
Number of students with disabilities	387	265	289
Special Supplementary Grant income (\$)	\$167,000	\$200,000	\$160,000

In 2001, UNITEC increased the provision of support for students with disabilities on campus. The number of students assisted exceeded the budgeted target by 46 percent. The shortfall of \$27,306 between the SSG grant and the expenditure required to meet demand was funded by UNITEC's own funds.

The Disability Liaison Co-ordinator and the casual support staff provided a total of 9,088 hours of one-on-one support for 130 students with disabilities participating in integrated programmes, an increase of 21 percent from the previous year. The total expenditure for this personal support amounted to \$194,306. Of the students with disabilities that received support, over 70 percent undertook full-time study in 2001.

### Disability Support

	Staff	Areas of Integrated Support	Hours	Cost
	Disability liaison 1	Notetakers	5,781	\$91,782
	Casual support 26	Sign language interpreters	1,379	\$52,685
		Tutors	1,174.50	\$39,006
		Personal care	754	\$10,833
<b>Total</b>	<b>27</b>		<b>9,088.50</b>	<b>\$194,306</b>

**5.4 Assistance to Students Experiencing Financial Hardship.** In 2001, UNITEC provided the entire funding for the Hardship Fund, which amounted to \$35,000. The total allocations amounted to \$68,870, as student repayments allowed funds to be recycled to help other students in need. One of the major differences in assisting students with financial difficulties in 2001 was the increasing involvement of WINZ Student Services and their empathy towards students struggling financially. This has contributed to a continued decrease in hardship assistance demands. The resulting on-going partnership between WINZ Student Services and UNITEC on behalf of UNITEC students reaps mutual rewards for all involved.

### UNITEC Hardship Fund Allocation

	2001 Actual	2001 Target	2000 Actual
Total allocations (\$)	\$68,870	\$50,000	\$82,400
Students assisted	424	400	564
Average allocation per student (\$)	\$162	\$125	\$146

## Student Support

Direct Cost per EFTS	2001 Actual	2000 Actual
Net direct cost (\$)	\$1,474,602	\$1,379,960
EFTS	8,309	7,623
Net cost : EFTS (\$)	\$177	\$181

## Goal 6. To increase Maori participation and success in UNITEC programmes.

UNITEC continued to support and encourage Maori to participate and succeed in their programmes. Maia, the Maori Development Centre, remains central to UNITEC's support of Maori students providing academic, cultural, and pastoral support. Maia also looks to supporting and encouraging future students, and continued to strengthen its relationships with Maori community groups including Hoani Waititi, Ngati Whatua, Waipareira, and many tribal groups outside Auckland. UNITEC's newly established Te Puna Reo, a Maori language immersion childcare centre, has proved very successful. The retention and success of Maori students is an on-going priority, and Maia worked closely with the Director of Student Retention and Success to develop initiatives in this area.

In September, Te Ara Tika, a programme for Maori secondary school students, was restarted in eleven schools. Te Ara Tika, "the right path", aims to improve the success rate and retention of Maori students in the secondary sector by implementing strategies that increase the academic achievement. The programme also aims to improve and help Maori identify their Maoritanga and increase self-esteem levels. Although these objectives are important elements of life experience, they also encourage students to consider continuing on to tertiary education. To date, the programme has been successful and future developments look promising.

### 6.1 Maori Enrolments.

	2001 Actual EFTS	2001 Target EFTS	2000 Actual EFTS
Percentage Maori full-time	9%	10%	9%
Percentage Maori part-time	8%	9%	8%
Percentage of total enrolments*	9%	10%	9%

\* Excludes international students.

### 6.2 Maori Student Retention and Success.

	2001 Actual	2001 Target	2000 Actual
Percentage Maori academic staff : total academic staff	6%	7%	6%
Number of Maori scholarships awarded	134	40	83

Maia continued to administer, develop, and implement a number of scholarship programmes to assist Maori students from within UNITEC and the community. A total of 134 scholarships were awarded during the 2001 year from eight assistance programmes. Transpower/UNITEC He Tohu Aroha scholarships to the value of \$38,387 were awarded to 53 students (six certificate, 16 diploma, 30 bachelor degree, and one master). A further He Tohu Aroha scholarship valued at \$1,180 enabled Maori nursing students to participate in Te Whaka Kotahitanga – National Maori Nursing Hui. Ngati Whatua/UNITEC scholarships totalling \$10,405 were granted to 28 students.

The Rangatahi Maia programme, a partnership between UNITEC and Skill New Zealand, funded 40 places for first-year students in various programmes across campus. Students with links to Ngati Whatua were targeted for 16 of these places. In 2001, Rangatahi Maia focused on higher level programmes which saw 24 recipients entering bachelors programmes. Seven students were undertaking diplomas and a further nine were working toward certificate level qualifications. The emphasis on pastoral care, facilitated by Maia, is a unique feature of the Rangatahi Maia programme. The specific focus on issues facing first-year students is a particular strength of the programme and contributes greatly to the success and retention of Maori Students. The programme attracts students from all over New Zealand, with many entering programmes in architecture, business, design, and sport.

A new scholarship, the Transpower Access Bridging Award, was offered to mature Maori students entering Foundation Studies in 2001. Seven scholarships were awarded to the value of \$6,486, enabling mature students to enter tertiary education. An A+ Maori Health (Nursing) Scholarship was awarded to two students to the value of \$5,000. In addition, the School of Information Systems and Computing Scholarship (SISC) provided a scholarship to four students to the value of \$5,000.

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

UNITEC has consistently deployed its physical and financial resources to gain the most efficient use and best value for money for its key stakeholders, most importantly its students, the local community, and the government. All areas of financial expenditure are scrutinised to minimise cost, and existing assets are maintained to maximise returns. This ensures resources can be used where they are most needed, in teaching and student support.

### 7.1 Key Financial Performance Targets.

	2001 Actual	2001 Target	2000 Actual
<b>Short-term liquidation ratio</b>			
Current monetary assets (\$)	819,000	4,833,000	7,530,000
Current liabilities (\$)	20,473,000	15,986,000	21,340,000
<b>Ratio</b>	<b>0.04:1</b>	<b>0.30:1</b>	<b>0.35:1</b>
<b>Change in financial value</b>			
Net assets (\$)	75,802,000	68,707,000	66,555,000
<b>Percentage net change</b>	<b>13.89%</b>	<b>3.23%</b>	<b>4.65%</b>
<b>Return on assets</b>			
Net result for the year (\$)	(277,000)	2,152,000	2,516,000
Net assets (\$)	75,802,000	68,707,000	66,555,000
<b>Percentage return on assets</b>	<b>(0.37%)</b>	<b>3.13%</b>	<b>3.78%</b>
<b>Exposure to debt.</b> The Institute has the following long-term commitments:			
The National Bank Loan (\$)*	1,070,000	1,199,000	1,239,285
<b>Source of income</b>			
Income other than MoE bulk-funds (\$)	48,528,584	39,173,566	39,025,000
<b>Total income (\$)</b>	<b>87,238,440</b>	<b>79,949,423</b>	<b>76,906,000</b>
<b>Percentage</b>	<b>55.63%</b>	<b>49.0%</b>	<b>50.70%</b>
<b>Current assets : Current liabilities</b>	<b>0.32</b>	<b>0.43</b>	<b>0.63</b>
<b>Percentage total debt : equity</b>	<b>1.48%</b>	<b>&lt;10%</b>	<b>1.92%</b>
<b>Faculty net operating costs : EFTS (\$)</b>	<b>9,539</b>	<b>9,478</b>	<b>9,026</b>
<b>Net surplus (deficit) : EFTS (\$)</b>	<b>(33)</b>	<b>281</b>	<b>330</b>

\* Provided to the UNITEC Recreation Trust for the construction of the ETA O'Ryans Sport Centre. UNITEC has no other expenses to term debt.

**Physical Resources.** Since 1999, UNITEC has adopted the Australasian Association of Higher Education Facilities Officers (AAPPA) benchmark data to manage and organise the efficient use of its physical resources. As UNITEC is one of the largest tertiary providers in New Zealand, the use of its physical resources needs to be carefully planned and co-ordinated to achieve the best possible loading for lecture theatres and other facilities. Utilising AAPPA benchmarks allows UNITEC to measure how well its teaching and administrative areas are being used, and to find ways to achieve greater loadings that benefit students and the local community.

### 7.2 Key Physical Resource Targets.

	2001 Actual	2001 Target	2000 Actual
Faculty useable floor area (m2) : EFTS	6.03	5.9	8.10
Gross education Area (m2) : EFTS	10.60	11.2	10.86

## Physical Resource Usage

	2001 Actual	2001 Target	2000 Actual
Faculty Useable Floor Area (m2) : EFTS by Faculty			
Applied Technology Institute	9.53	9.61	10.40
Architecture and Design	10.46	10.36	10.14
Arts and Social Sciences	3.60	4.04	3.60
Business	2.85	3.42	3.02
Ngaa Kaawai Oranga, Health and Environmental Sciences	7.23	7.60	5.74

**Operating Cost.** UNITEC's cost of services per EFTS increased over 2000 levels. This was due to increased expenditure, more specifically on the library and information technology areas. With our drive to achieve university status, there is also increasing pressure on academic salaries.

## Cost of Services by Faculty

	Applied Technology Institute			Architecture and Design			Arts and Social Sciences		
	2001 Actual	2001 Budget	2000 Actual	2001 Actual	2001 Budget	2000 Actual	2001 Actual	2001 Budget	2000 Actual
<b>Costs</b>									
Salaries and wages	4,052,563	4,018,768	3,685,122	9,224,114	8,834,583	8,073,202	10,575,434	9,198,629	8,494,984
Class materials	845,377	644,500	560,963	1,030,913	959,347	988,204	1,349,688	1,103,976	938,343
General expenses	1,227,366	788,227	900,537	2,633,056	2,461,752	2,345,195	3,395,703	2,186,817	1,584,842
Administration services	3,794,942	3,401,507	3,378,519	7,695,849	7,119,090	6,504,193	6,622,881	5,625,247	5,777,888
Depreciation	108,382	112,986	129,075	170,755	192,930	257,075	56,004	64,078	88,411
<b>Total costs</b>	<b>10,028,630</b>	<b>8,965,988</b>	<b>8,654,216</b>	<b>20,754,687</b>	<b>19,567,702</b>	<b>18,167,869</b>	<b>21,999,710</b>	<b>18,178,747</b>	<b>16,884,468</b>
Revenue from services	(414,875)	(128,250)	(452,509)	(457,032)	(310,250)	(314,156)	(3,246,153)	(981,400)	(1,500,820)
Net cost of services	9,613,755	8,837,738	8,201,707	20,297,655	19,257,452	17,853,713	18,753,557	17,197,347	15,383,648
Net cost of services : EFTS	10,218	9,472	9,564	11,963	11,242	10,490	8,305	8,535	7,772

	Business			Ngaa Kaawai Oranga, Health and Environmental Sciences		
	2001 Actual	2001 Budget	2000 Actual	2001 Actual	2001 Budget	2000 Actual
<b>Costs</b>						
Salaries and wages	6,850,229	6,239,983	6,210,688	6,509,498	6,271,581	5,941,710
Class materials	615,837	521,500	478,466	914,881	878,975	892,664
General expenses	3,542,875	2,323,327	2,092,843	1,810,122	1,374,194	1,410,035
Administration services	7,134,048	6,106,630	6,507,208	4,562,759	3,948,572	4,156,365
Depreciation	64,360	73,696	86,477	131,857	127,506	142,668
<b>Total costs</b>	<b>18,207,349</b>	<b>15,265,136</b>	<b>15,375,682</b>	<b>13,929,117</b>	<b>12,600,828</b>	<b>12,543,442</b>
Revenue from services	(1,073,787)	(125,000)	(199,234)	(467,910)	(457,132)	(357,197)
Net cost of services	17,133,562	15,140,136	15,176,448	13,461,207	12,143,696	12,186,245
Net cost of services : EFTS	7,916	8,374	7,918	10,783	10,222	10,432

## 7.3 External Accountability Requirements.

	2001 Actual	2001 Target
Statement of objectives approved by MoE	Approved	Approved
Annual report prepared to meet legislated timelines	Prepared	Prepared



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

**8.1 Staff Development Opportunities.** Staff are a major asset for UNITEC in its delivery of quality teaching and learning to students. Accordingly, UNITEC places the utmost importance on the professional development of its staff in order to maintain and enhance the skills and qualities that staff, academic and non-academic, bring to their jobs. In addition to formal programmes of study, a number of initiatives facilitate peer support and mentoring by senior staff across the organisation.

UNITEC staff at all levels continued to upgrade their qualifications this year. Almost half (49 percent) of academic staff now hold postgraduate degrees. Of these, 10 percent hold PhDs, a welcome boost to UNITEC's growing research base. In total, over three quarters of academic staff now hold degree level qualifications. Staff are encouraged to undertake further study, and UNITEC, as a good employer, assists staff with both study time and costs.

It is the institution's policy that staff have professional development plans. At present, this information cannot be accurately reported. Systems are currently being revised to capture this data. Until these systems are implemented, figures are an estimate. The special studies programme for academic staff is presently being developed and thus has not been implemented. Despite this, study amongst academic staff continues to be undertaken outside a formally structured programme through professional development plans.

Professional Development	2001 Actual	2001 Target
Percentage of full-time allied staff with professional development plans	90%	75%
Percentage of full-time academic staff with professional development plans	90%	75%
Percentage of academic staff completing higher qualifications : total academic FTE	27%	24%
Percentage of academic staff on special studies programme	-	10%

**8.2 Excellent Staff Performance.** Promoting a culture of excellence in staff performance has remained a high priority throughout 2001. Staff performance is assessed through the annual performance review process. UNITEC aims to ensure in the next few years that all staff take part in this process. The performance review process enables UNITEC to ensure that agreed standards are maintained and service performance continues to meet student expectations. Many of the staff that excel are recognised in the annual staff awards. The UNITEC staff awards celebrate those that perform to an outstanding level in a number of categories, including teaching excellence, research excellence, quality of service, programme leadership, service leadership, and exceptional service. In 2001, there were two new awards, that of emerging researcher and the CEO's special award which went to Adjunct Professor David Thom who became the first New Zealander to be appointed to the Australian Academy of Technological Sciences and Engineering. A total of 19 staff received awards for excellent performance in 2001, exceeding the target of 16 awards.

Please visit the UNITEC corporate web site at [www.unitec.ac.nz](http://www.unitec.ac.nz) and go to "About UNITEC" to see a full list of award winners for 2001.

Performance Management	2001 Actual	2001 Target	2000 Actual
Percentage of staff undergoing annual performance review	98%	96%	95%
Number of staff annual awards	19	16	19

**8.3 EEO Targets.** The EEO Plan aims to assist the Institute to:

- Ensure equality of opportunity in all aspects of its work
- Practise 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.

Te Roopu Mataara and Tu Alanga Ake, support networks for Maori and Pacific Island staff, continued to evolve throughout the year, furthering UNITEC's commitment to retaining and developing Maori and Pasifika staff. Te Roopu Mataara, the Maori staff collective, continued to meet and act as a support group for Maori staff across campus. The Roopu revisited its terms of reference for 2001. A number of professional development guest lectures were held in addition to Te Reo classes, offered in the evenings.

## EEO Statistical Profile

Staff Totals (FTE)		2001 FTE				2000 FTE	
	F/T	P/T	Total	Percentage		Total	Percentage
Academic Staff							
All staff	425	114	539	100%		496	100%
Disabled	7	2	9	2%		9	2%
Maori	17	6	23	4%		28	6%
Pacific Island	5	1	6	1%		5	1%
Female	181	75	256	47%		232	47%
Male	244	39	283	53%		264	53%

		2001 FTE				2000 FTE	
	F/T	P/T	Total	Percentage		Total	Percentage
Allied Staff							
All staff	331	93	424	100%		394	100%
Disabled	10	-	10	2%		13	3%
Maori	19	4	23	5%		20	5%
Pacific	20	4	24	6%		24	6%
Female	224	65	289	68%		269	68%
Male	107	28	135	32%		125	32%

Note: The above figures are based on those staff that indicated their ethnicity.

## Gender Balance in Management and Academic Career Structures

Senior Managers including Directors	2001		2000	
	Total	Percentage	Total	Percentage
Total number of senior managers	66	100%	67	100%
Female senior managers	30	45%	36	54%
Male senior managers	36	55%	31	46%

Note: Includes professors and associate professors.

In 2001, the number of senior management positions held by women dropped slightly. The gender balance in senior management and senior academic appointments remains relatively equal, evidence that the institution's commitment to EEO is firmly entrenched in the recruitment and selection processes as well as the career structures of the organisation.

Maori Staff	2001 Actual	2001 Target
Percentage academic	4%	9%
Percentage allied	5%	7%

Pacific Islands Staff	2001 Actual	2001 Target
Percentage academic	1%	3%
Percentage allied	6%	8%

Staff with Disabilities	2001 Actual	2001 Target
Percentage academic	2%	5%
Percentage allied	2%	7%



# FINANCIAL STATEMENTS

UNITEC experienced some financial pressures in 2001. Equipment and facilities needed expanding. And some key investments, originally planned for 2002, were brought forward. Fast-tracking these investments mean students can enjoy the benefits of a new Language Learning Centre and Student Learning Complex sooner. A 2002 surplus is expected to balance this year's deficit. Now that's student-centred management!



# Financial Highlights



**Financial Results for the Year.** A consolidated net deficit for the year of \$0.277 million was achieved against a budget surplus of \$2.152 million.

**Income.** Income from Government was down on budget due to Ministry of Education EFTS levels failing to reach expected targets. Funding level mix changes also had an impact.

Again, we have experienced extremely strong growth and demand in the international student market and this has helped offset the domestic shortfall in income.

**Expenditure.** Expenditure for the year ended ahead of budgeted levels due to a number of factors. These included the establishment of a campus at Henderson, expenditure on minor capital works projects and equipment to accommodate growth for the start of the 2002 academic year, and increased costs associated with increased international student numbers. Labour costs continued to rise with the settlement of collective contracts, the need to continue to attract staff with higher academic profiles, and the need to pay competitive salaries.

**Assets.** Investment in teaching equipment, motor vehicles and other assets has been maintained at levels consistent with past years. Further extensions to the Student Learning Complex to accommodate increased demand in the School of Languages and the School of Computing and Information Technology were completed, together with leasehold improvements to rented building space in Henderson for the UNITEC Waitakere campus. Sports fields development was also nearing completion. Further development of PeopleSoft Management Information software packages also continued to occur.

**Budget 2002.** A conservative budget for 2002 has been set, with EFTS targets slightly above those achieved in 2001. Expenditure will continue to be concentrated on management information systems, research (with the further development of Key Centres within the Graduate School), and the Library.

# Statement of Accounting Policies

For the year ended 31 December 2001

**The Reporting Entity.** UNITEC Institute of Technology was established under the Education Act 1976. These financial statements have been prepared in accordance with Section 41 of the Public Finance Act 1989 and Section 203 of the Education Act 1989, which includes the requirement to comply with generally accepted accounting practice.

**Measurement System.** The measurement base adopted is that of historical cost, except in the case of land where the ORC (Optimised Replacement Cost) method has been used and buildings where the ODRC (Optimised Depreciated Replacement Cost) has been used. Other 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 Statement of Commitments and Contingencies. These statements contain the consolidated results of the UNITEC Recreation Trust, the UNITEC Trust, the UNITEC Apprenticeship Training 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 areas are summarised individually in the Statement of Operating Costs and Revenue.

The major areas of UNITEC's activity are:

- Applied Technology Institute
- Faculty of Architecture and Design
- Faculty of Arts and Social Sciences
- Faculty of Business
- Ngāa Kaawai Oranga, Faculty of Health and Environmental Sciences.

**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.**

All short-term investments are stated at the lower of cost or net realisable 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 three 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 ODRC (Optimised Depreciated Replacement Cost) methodology by Telfer Young as at 1 January 2001. 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 Telfer Young as at 1 January 2001. 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 2001 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 an asset over its estimated useful life. Land is not depreciated. The depreciation rates used in the preparation of the financial 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 vehicles	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 the balance date. Financing costs have been capitalised during the construction of assets. Work in Progress is not depreciated. The total cost of a project is transferred to the relevant asset class on its completion and then 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 leased items, are capitalised at the present value of the minimum lease payments. Leased assets and corresponding liabilities are disclosed, and 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 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 three in-substance subsidiaries. None of the subsidiaries is currently trading or has traded in previous years. There are no assets or liabilities within these subsidiaries. Consequently, there has been no consolidation of the results.

The UNITEC Recreation Trust, the UNITEC Trust and the UNITEC Apprenticeship Training Trust are 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.

**Changes in Accounting Policies.** There have been no changes in accounting policy. All accounting policies have been applied on bases consistent with the previous year.



# Statement of Financial Performance

For the year ended 31 December 2001

		2001	2001	2000	2001	2000
		Consolidated	Consolidated	Consolidated	UNITEC	UNITEC
		Actual	Budget	Actual	Actual	Actual
	Notes	\$000	\$000	\$000	\$000	\$000
Government operational funding	1	39,026	40,967	38,066	39,026	38,066
Investment income		778	402	883	774	880
Tuition fees		37,703	33,033	32,013	37,703	32,013
Trading income	2	1,761	2,593	1,982	1,547	1,982
Revenue from services provided		5,660	2,002	2,824	5,660	2,824
Other income	3	2,310	951	1,138	2,310	1,138
<b>Total operating income</b>		<b>87,238</b>	<b>79,948</b>	<b>76,906</b>	<b>87,020</b>	<b>76,903</b>
<b>Less expenditure</b>						
Total faculty expenditure		84,919	74,578	71,626	84,919	71,626
Trading expenditure	2	2,596	3,218	2,764	2,419	2,808
<b>Total cost of operations</b>		<b>87,515</b>	<b>77,796</b>	<b>74,390</b>	<b>87,338</b>	<b>74,434</b>
<b>Net surplus (deficit) for the year</b>		<b>(277)</b>	<b>2,152</b>	<b>2,516</b>	<b>(318)</b>	<b>2,469</b>

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 2001

	2001 Consolidated/ UNITEC Actual \$000	2001 Consolidated/ UNITEC Budget \$000	2000 Consolidated/ UNITEC Actual \$(000)
<b>Total costs</b>			
Applied Technology Institute	10,029	8,966	8,655
Faculty of Architecture and Design	20,755	19,568	18,168
Faculty of Arts and Social Sciences	21,999	18,178	16,884
Faculty of Business	18,207	15,265	15,376
Ngaa Kaawai Oranga, Faculty of Health and Environmental Sciences	13,929	12,601	12,543
<b>Total faculty expenditure</b>	<b>84,919</b>	<b>74,578</b>	<b>71,626</b>
<b>Income from services provided</b>			
Applied Technology Institute	415	128	453
Faculty of Architecture and Design	457	310	314
Faculty of Arts and Social Sciences	3,246	982	1,501
Faculty of Business	1,074	125	199
Ngaa Kaawai Oranga, Faculty of Health and Environmental Sciences	468	457	357
<b>Total faculty income from services provided</b>	<b>5,660</b>	<b>2,002</b>	<b>2,824</b>
<b>Net cost of services</b>			
Applied Technology Institute	9,614	8,838	8,202
Faculty of Architecture and Design	20,298	19,258	17,854
Faculty of Arts and Social Sciences	18,753	17,196	15,383
Faculty of Business	17,133	15,140	15,177
Ngaa Kaawai Oranga, Faculty of Health and Environmental Sciences	13,461	12,144	12,186
<b>Total net faculty expenditure</b>	<b>79,259</b>	<b>72,576</b>	<b>68,802</b>

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 2001

		2001	2001	2000	2001	2000
		Consolidated	Consolidated	Consolidated	UNITEC	UNITEC
	Notes	Actual	Budget	Actual	Actual	Actual
		\$'000	\$'000	\$'000	\$'000	\$'000
<b>Assets</b>						
<b>Current assets</b>						
Cash and bank		761	778	675	623	505
Short-term investments	5	58	4,055	6,855	-	6,800
Accounts receivable	6	5,047	1,675	5,559	5,059	5,558
Inventory		439	269	285	439	285
Prepayments		236	122	122	236	122
<b>Total current assets</b>		<b>6,541</b>	<b>6,899</b>	<b>13,496</b>	<b>6,357</b>	<b>13,270</b>
<b>Non-current assets</b>						
Non-current assets	7	85,032	74,493	70,889	83,280	69,100
Capital work in progress		5,772	4,500	4,749	5,772	4,749
<b>Total non-current assets</b>		<b>90,804</b>	<b>78,993</b>	<b>75,638</b>	<b>89,052</b>	<b>73,849</b>
<b>Total assets</b>		<b>97,345</b>	<b>85,892</b>	<b>89,134</b>	<b>95,409</b>	<b>87,119</b>
<b>Liabilities</b>						
<b>Current liabilities</b>						
Fees in advance		10,746	6,981	11,893	10,746	11,893
Accounts payable	8	6,558	6,252	6,158	6,501	6,141
Current portion of loan	9	55	40	40	-	-
Provision for employee entitlements	10	3,114	2,713	3,249	3,114	3,249
<b>Total current liabilities</b>		<b>20,473</b>	<b>15,986</b>	<b>21,340</b>	<b>20,361</b>	<b>21,283</b>
<b>Total non-current liabilities</b>	9	<b>1,070</b>	<b>1,199</b>	<b>1,239</b>	<b>-</b>	<b>-</b>
<b>Total liabilities</b>		<b>21,543</b>	<b>17,185</b>	<b>22,579</b>	<b>20,361</b>	<b>21,283</b>
<b>Net assets</b>		<b>75,802</b>	<b>68,707</b>	<b>66,555</b>	<b>75,048</b>	<b>65,836</b>
<b>Equity</b>						
Public equity	11	75,802	68,707	66,555	75,048	65,836
<b>Total equity</b>		<b>75,802</b>	<b>68,707</b>	<b>66,555</b>	<b>75,048</b>	<b>65,836</b>

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

**Dr J Webster**

President and Chief Executive

**O T Burnside**

Vice President, Finance

Date: 26 April 2002

# Statement of Cash Flows

For the year ended 31 December 2001

	2001 Consolidated Actual \$000	2001 Consolidated Budget \$000	2000 Consolidated Actual \$000	2001 UNITEC Actual \$000	2000 UNITEC Actual \$000
Notes					
<b><i>Cash flows from operating activities</i></b>					
<b>Cash was provided from:</b>					
Government grants	39,231	41,919	36,954	39,231	36,954
Investment income	780	403	873	777	869
Revenue from services provided	43,697	36,741	43,364	43,328	43,173
	<b>83,708</b>	<b>79,063</b>	<b>81,191</b>	<b>83,336</b>	<b>80,996</b>
<b>Cash was applied to:</b>					
Employees and suppliers	80,041	74,335	71,164	79,832	71,148
Interest paid	83	75	92	-	-
	<b>80,124</b>	<b>74,410</b>	<b>71,256</b>	<b>79,832</b>	<b>71,148</b>
<b>Net cash flows from operating activities</b>	<b>12</b>	<b>3,584</b>	<b>9,935</b>	<b>3,504</b>	<b>9,848</b>
<b><i>Cash flows from investing activities</i></b>					
<b>Cash was provided from:</b>					
Sale of assets	505	-	13	505	13
<b>Cash was applied to:</b>					
Purchase of assets	10,646	7,310	8,661	10,640	8,661
<b>Net cash flows from investing activities</b>	<b>(10,141)</b>	<b>(7,310)</b>	<b>(8,648)</b>	<b>(10,135)</b>	<b>(8,648)</b>
<b><i>Cash flows from financing activities</i></b>					
<b>Cash was applied to:</b>					
Settlement of debt	154	40	42	50	-
<b>Net cash flows from financing activities</b>	<b>(154)</b>	<b>(40)</b>	<b>(42)</b>	<b>(50)</b>	<b>-</b>
<b>Total net cash flows</b>	<b>(6,711)</b>	<b>(2,697)</b>	<b>1,245</b>	<b>(6,681)</b>	<b>1,200</b>
Opening balance cash and bank	7,530	7,530	6,285	7,305	6,105
<b>Closing balance cash and bank</b>	<b>819</b>	<b>4,833</b>	<b>7,530</b>	<b>623</b>	<b>7,305</b>
<b><i>Closing balance cash and bank</i></b>					
Cash and bank	761	778	675	623	505
Short-term investments	58	4,055	6,855	-	6,800
<b>Closing balance cash and bank</b>	<b>819</b>	<b>4,833</b>	<b>7,530</b>	<b>623</b>	<b>7,305</b>

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 Movements in Equity

For the year ended 31 December 2001

	2001	2001	2000	2001	2000
	Consolidated	Consolidated	Consolidated	UNITEC	UNITEC
	Actual	Budget	Actual	Actual	Actual
	\$000	\$000	\$000	\$000	\$000
Equity at start of the period	66,555	66,555	63,600	65,836	62,928
Transfer from restricted reserves	-	-	29	-	29
Net surplus (deficit)	(277)	2,152	2,516	(318)	2,469
Increase/(decrease) in library collection revaluation reserves	(201)	-	511	(201)	511
Increase/(decrease) in land revaluation reserves	3,515	-	-	3,515	-
Realisation on disposal	(50)	-	-	(50)	-
Increase/(decrease) in building revaluation reserves	6,260	-	-	6,266	-
Increase/(decrease) in restricted funds	-	-	(101)	-	(101)
<b>Total recognised revenues and expenses for the period</b>	<b>9,247</b>	<b>2,152</b>	<b>2,955</b>	<b>9,212</b>	<b>2,908</b>
<b>Equity at end of the period</b>	<b>75,802</b>	<b>68,707</b>	<b>66,555</b>	<b>75,048</b>	<b>65,836</b>

# 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 Students (EFTS) levels, and the funding category levels of these EFTS, and specific purpose related grants. An analysis of Government operational funding is as follows:

	2001 Consolidated/ UNITEC Actual \$000	2001 Consolidated/ UNITEC Budget \$000	2000 Consolidated/ UNITEC Actual \$000
Operational bulk grant	38,710	40,776	37,881
Other Government funding	25	24	25
Student loan finance grant	-	-	-
Disabilities grant	167	167	160
Support for Maori and Pacific Island peoples	124	-	-
<b>Total Government operational funding</b>	<b>39,026</b>	<b>40,967</b>	<b>38,066</b>

**2. Surpluses on Trading Activities.** Trading activities 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.

	2001 Consolidated Actual \$000	2001 Consolidated Budget \$000	2000 Consolidated Actual \$000	2001 UNITEC Actual \$000	2000 UNITEC Actual \$000
<b>Income</b>					
Step Up	-	-	117	-	117
Business Development	317	900	629	317	629
Halls of Residence	466	464	447	466	447
Sport Centre	602	552	530	602	530
Building training projects	162	275	259	162	259
Trust income	214	402	-	-	-
<b>Total income</b>	<b>1,761</b>	<b>2,593</b>	<b>1,982</b>	<b>1,547</b>	<b>1,982</b>
<b>Expenditure</b>					
Trading materials	171	281	251	171	251
Class materials	36	72	87	36	87
Salaries and wages	860	1,034	1,077	860	1,077
Depreciation	117	118	112	79	72
Administration	681	691	414	681	606
General expenses	592	532	715	592	715
Trust expenditure	139	490	108	-	-
<b>Total expenditure</b>	<b>2,596</b>	<b>3,218</b>	<b>2,764</b>	<b>2,419</b>	<b>2,808</b>
<b>Surplus (deficit) on trading activities</b>	<b>(835)</b>	<b>(625)</b>	<b>(782)</b>	<b>(872)</b>	<b>(826)</b>

**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:

	2001 Consolidated/ UNITEC Actual \$000	2001 Consolidated UNITEC Budget \$000	2000 Consolidated/ UNITEC Actual \$000
Donations	421	48	-
ETSA Skill Enhancement	40	455	279
TOPS	532	448	469
Contract education	353	-	374
Miscellaneous	964	-	16
<b>Total other income</b>	<b>2,310</b>	<b>951</b>	<b>1,138</b>

UNITEC acknowledges generous donations from the ASB Bank (\$371,000) and the New Zealand Lottery Grants Board (\$50,000) related to development of community sports fields.

**4. Statement of Financial Performance.** The net surplus/deficit from operations is after allowing for:

	2001 Consolidated Actual \$000	2000 Consolidated Actual \$000	2001 UNITEC Actual \$000	2000 UNITEC Actual \$000
Audit fees - external audit	43	42	42	40
- other services	-	10	-	10
Depreciation	4,378	3,762	4,341	3,721
Council fees	58	40	58	40
Bad debts written off	6	358	6	358
Interest expense	83	91	-	-
Lease charges (operating leases)	2,039	1,823	2,039	1,823
Change in provision for doubtful debts	300	-	300	-
Gain on sale of assets	257	34	257	34

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

**5. Short-term Investments.** Short-term investments are made up as follows:

	2001 Consolidated Actual \$000	2000 Consolidated Actual \$000	2001 UNITEC Actual \$000	2000 UNITEC Actual \$000
BNZ short-term investments	58	2,055	-	2,000
The National Bank short-term investments	-	1,800	-	1,800
Westpac short-term investments	-	3,000	-	3,000
<b>Total short-term investments</b>	<b>58</b>	<b>6,855</b>	<b>-</b>	<b>6,800</b>

**Interest rates.** The effective interest rate was 5.90%

## 6. Accounts Receivable.

	2001 Consolidated Actual \$000	2000 Consolidated Actual \$000	2001 UNITEC Actual \$000	2000 UNITEC Actual \$000
Trade debtors	756	562	756	562
Other amounts receivable	4,691	5,097	4,703	5,096
Less provision for doubtful debts	(400)	(100)	(400)	(100)
<b>Total accounts receivable</b>	<b>5,047</b>	<b>5,559</b>	<b>5,059</b>	<b>5,558</b>

## 7. Non-current Assets.

	Cost/Valuation			Provision for Depreciation			Net Book Value		
	2001 Cons. Actual \$000	2001 UNITEC Actual \$000	2000 Cons. Actual \$000	2001 Cons. Actual \$000	2001 UNITEC Actual \$000	2000 Cons. Actual \$000	2001 Cons. Actual \$000	2001 UNITEC Actual \$000	2000 Cons. Actual \$000
Land (Crown) valuation	5,665	5,665	4,991	-	-	-	5,665	5,665	4,991
Land (Institute) valuation	10,811	10,811	8,120	-	-	-	10,811	10,811	8,120
Buildings (Crown) valuation	25,288	25,288	26,260	583	583	3,882	24,705	24,705	22,378
Buildings (Institute) valuation	36,652	34,869	28,377	748	713	2,037	35,904	34,156	26,340
Plant and equipment (cost)	6,686	6,686	6,296	4,620	4,620	4,247	2,066	2,066	2,049
Furniture and fittings (cost)	3,709	3,708	3,562	2,815	2,815	2,563	894	894	999
Motor vehicles (cost)	1,474	1,474	1,450	1,122	1,122	1,045	352	352	405
Computer equipment (cost)	11,476	11,471	10,653	9,422	9,420	7,927	2,054	2,051	2,726
Office equipment (cost)	1,502	1,502	1,677	1,004	1,004	1,164	498	498	513
Library collection (valuation)	2,082	2,082	2,368	-	-	-	2,082	2,082	2,368
<b>Total fixed assets</b>	<b>105,345</b>	<b>103,556</b>	<b>93,754</b>	<b>20,313</b>	<b>20,276</b>	<b>22,865</b>	<b>85,032</b>	<b>83,280</b>	<b>70,889</b>

Land and buildings were valued by Telfer Young, registered valuers as at 1 January 2001. The valuation basis is ORC for land and ODRC for buildings.  
(Refer to Accounting Policy Note 6).

# 8. Accounts Payable. Accounts payable are made up as follows:

	2001	2000	2001	2000
	Consolidated	Consolidated	UNITEC	UNITEC
	Actual	Actual	Actual	Actual
	\$000	\$000	\$000	\$000
Trade creditors	1,325	405	1,263	388
Accruals	5,233	5,753	5,238	5,753
<b>Total accounts payable</b>	<b>6,558</b>	<b>6,158</b>	<b>6,501</b>	<b>6,141</b>

# 9. Non-current Liabilities.

	2001	2000	2001	2000
	Consolidated	Consolidated	UNITEC	UNITEC
	Actual	Actual	Actual	Actual
	\$000	\$000	\$000	\$000
The National Bank loan opening balance	1,279	1,321	-	-
Repayments	154	42	-	-
<b>Closing balance</b>	<b>1,125</b>	<b>1,279</b>	<b>-</b>	<b>-</b>
Current portion loan liability	55	40	-	-
Non-current portion loan liability	1,070	1,239	-	-

Note: The UNITEC Recreation Trust has a 20-year mortgage with The National Bank at an interest rate of 6.06%

# 10. Provision for Employee Entitlements.

	2001	2000	2001	2000
	Consolidated	Consolidated	UNITEC	UNITEC
	Actual	Actual	Actual	Actual
	\$000	\$000	\$000	\$000
Provision for holiday pay	2,580	2,883	2,580	2,883
Provision for retirement leave	274	251	274	251
Provision for long service leave	260	115	260	115
<b>Total employee entitlements</b>	<b>3,114</b>	<b>3,249</b>	<b>3,114</b>	<b>3,249</b>



**11. Public Equity.** This balance consists of the accumulated surplus and reserves.

	2001 Consolidated Actual \$000	2000 Consolidated Actual \$000	2001 UNITEC Actual \$000	2000 UNITEC Actual \$000
<b><i>Accumulated surplus</i></b>				
Opening balance	63,304	60,759	62,713	60,215
Net surplus (deficit) for the year	(277)	2,516	(318)	2,469
Transfer from restricted reserves	-	29	-	29
<b>Closing balance</b>	<b>63,027</b>	<b>63,304</b>	<b>62,395</b>	<b>62,713</b>
<b><i>Restricted reserves</i></b>				
Opening balance	-	101	-	101
Transfer to accumulated surplus	-	(29)	-	(29)
Transfer to current liability	-	(72)	-	(72)
<b>Closing balance</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b><i>Library revaluation reserve</i></b>				
Opening balance	868	357	868	357
Revaluation	-	511	-	511
Devaluation	(201)		(201)	-
<b>Closing balance</b>	<b>667</b>	<b>868</b>	<b>667</b>	<b>868</b>
<b><i>Land revaluation reserve</i></b>				
Opening balance	2,255	2,255	2,255	2,255
Revaluation	3,515	-	3,515	-
Realisation on disposal	(50)	-	(50)	-
<b>Closing balance</b>	<b>5,720</b>	<b>2,255</b>	<b>5,720</b>	<b>2,255</b>
<b><i>Building revaluation</i></b>				
Opening balance	128	128	-	-
Revaluation	6,260	-	6,266	-
<b>Closing balance</b>	<b>6,388</b>	<b>128</b>	<b>6,266</b>	<b>-</b>
<b>General equity</b>	<b>75,802</b>	<b>66,555</b>	<b>75,048</b>	<b>65,836</b>

## 12. Reconciliation of the Net Surplus from Operations with the Net Cash Flows from Operating Activities.

	2001	2000	2001	2000
	Consolidated	Consolidated	UNITEC	UNITEC
	Actual	Actual	Actual	Actual
	\$000	\$000	\$000	\$000
<b>Net surplus/deficit for the year</b>	(277)	2,516	(318)	2,469
<b>Add non-cash items:</b>				
Depreciation	4,378	3,762	4,341	3,721
Bad debts written off	6	358	6	358
Non-current assets written off	-	32	-	32
Unrealised change in value of inventory	-	153	-	153
Decrease in employee entitlement	(135)	25	(135)	25
Change in provision for doubtful debts	300	-	300	-
<b>Add (less) movements in working capital:</b>				
Increase (decrease) in fees in advance	(1,147)	7,370	(1,147)	7,370
Decrease (increase) in accounts receivable	512	(4,407)	499	(4,406)
Decrease (increase) in prepayments	(114)	2	(114)	2
Increase (decrease) in accounts payable	472	(753)	483	(753)
Decrease (increase) in inventory	(154)	231	(154)	231
Increase in employee entitlements	-	612	-	612
<b>Add (less) items classified as investing activities:</b>				
Net loss (gain) on sale of assets	(257)	34	(257)	34
<b>Net cash flows from operating activities</b>	<b>3,584</b>	<b>9,935</b>	<b>3,504</b>	<b>9,848</b>

**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	2001 Consolidated/UNITEC		2000 Consolidated/UNITEC	
	\$000	\$000	\$000	\$000
	Income	Expenditure	Income	Expenditure
Special education	25	25	25	25
Support for Maori and Pacific peoples	124	102	-	-
<b>Total grants</b>	<b>149</b>	<b>127</b>	<b>25</b>	<b>25</b>

The sum of \$22,000 is unspent funds relating to a Ministry of Education grant to support Maori and Pacific peoples. Approval has been sought from the Ministry to carry the balance forward to 2002.

**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 2001 UNITEC paid the UNITEC Recreation Trust rental of \$172,000 (2000, \$172,000) for the use of the ETA O'Ryans Sport Centre.

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

During the year, UNITEC purchased materials from Goodwood Industries Limited, a manufacturing company of which Mr John Robb, the Chairman of Council of UNITEC, is a director. These goods were supplied on normal commercial terms at a cost of \$3,200. There were no other related party transactions.

**16. Financial Instruments.** UNITEC has a series of policies providing risk management for interest rates, foreign currency and credit. UNITEC is party to financial instrument arrangements as part of its everyday operation. These financial instruments include bank accounts, bank deposits, accounts receivable, accounts payable and term borrowings, and are recognised in the Statement of Financial Position.

**Interest Rate Risk.** There are no interest rate options or interest rate swap agreements in place as at 31 December 2001.

**Foreign Currency Risk.** There is no foreign currency risk as at 31 December 2001.

**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 (\$400,000 for student debtors).

The estimated fair value of UNITEC's financial instruments as at 31 December 2001 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.

# Statement of Commitments and Contingencies

## Statement of Commitments as at 31 December 2001

	Actual 2001 \$000	Actual 2000 \$000
<b>Capital commitments approved and contracted</b>	<b>2,277</b>	<b>1,996</b>
<b><i>Non-cancellable operating lease commitments</i></b>		
<b>Land and buildings</b>		
No later than 1 year	400	-
Later than 1 year and not later than 2 years	400	-
Later than 2 years and not later than 5 years	400	-
<b>Property and equipment</b>		
Not later than 1 year	3,092	967
Later than 1 year and not later than 2 years	2,301	943
Later than 2 years and not later than 5 years	1,267	1,515
Later than 5 years	8	-
	<b>7,868</b>	<b>3,425</b>
<b><i>Other non cancellable contracts.</i></b> At balance date, UNITEC had also entered into non-cancellable contracts for software maintenance, communications and other contracts of service.		
Details of commitments under these contracts are as follows:		
Not later than 1 year	506	772
Later than 1 year and not later than 2 years	506	772
Later than 2 years and not later than 5 years	502	772
	<b>1,514</b>	<b>2,316</b>
<b>Total commitments</b>	<b>11,659</b>	<b>7,737</b>

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

	Actual 2001 \$000	Actual 2000 \$000
Capital equipment	1,300	1,600
Minor capital equipment	740	844
Marae	240	250
Siteworks and site services	90	150
Toilet block	-	75
<b>Total</b>	<b>2,370</b>	<b>2,919</b>

## Statement of Contingencies as at 31 December 2001

1. There were four outstanding personal grievance claims as at 31 December 2001 and an unresolved student grievance issue involving a group of students. The financial effect of these claims is not considered to be material and has not been accrued as a liability.

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.** The main 54.05 hectare campus is accessed off Carrington Road, Mount Albert. The Auckland campus contains teaching buildings of varying age, from the old masonry hospital buildings (1800's), purchased in 1992, to the new annual additions of space. The UNITEC Waitakere Campus established in 2001, has 2,475 square metres of leased space in a commercial building adjacent the city centre at Henderson. Utilisation levels at the Auckland campus have been boosted well above AAPPA space standards. The projected growth at UNITEC Waitakere in 2003 will increase utilisation to high levels.

## Gross Building Areas (in square metres)

	UNITEC Campus (m2)			
	2001	2000	1999	1998
Purpose built	46,075	43,367	38,565	37,971
Pre-existing	34,339	33,685	38,155	37,351
Temporary/leased	7,670	5,716	6,016	6,099
<b>Total</b>	<b>88,084</b>	<b>82,768</b>	<b>82,736</b>	<b>81,421</b>

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, and ETA O'Ryans Sport Centre.

**Faculty Useable Areas.** Teaching areas on the main campus (including the leased premises) were distributed across the faculties as follows:

	2001 Faculty Useable Area (m2)	2001 Percent of total	2000 Faculty Useable Area (m2)
<b>Faculties</b>			
Applied Technology Institute	8,970	18.60%	8,922
Faculty of Architecture and Design	17,747	36.80%	17,251
Faculty of Arts and Social Sciences	8,288	17.18%	7,129
Faculty of Business	6,180	12.81%	5,787
Ngaa Kaawai Oranga, Faculty of Health and Environmental Sciences	7,045	14.61%	6,700
<b>Total faculty useable area</b>	<b>48,230</b>	<b>100.00%</b>	<b>45,789</b>

Calculations are based on the Australian Association of Higher Education Facilities Offices (AAPPA) definitions.

# APPENDICES

UNITEC's values continue to underpin its goals.

They are:

- Integrity, honesty, and accountability
- Creativity, innovation and courage
- Relevance and responsiveness
- Respect for people
- Care for the environment
- Concern for future generations
- Excellence in teaching and learning
- Fairness and justice
- Partnership
  - between teacher and learner
  - between the university and society
  - between Maori and Pakeha
  - with other institutions.

# The Council of UNITEC

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**J D S Robb** MBA *Auck.*, ANZIM

## Deputy Chairperson

**A E Wood** MIPENZ  
Auckland City Council

## Secretary

**R U Ewert** LL.M *Well.*, MBA *Auck.*  
Registrar, UNITEC Institute of Technology

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President and Chief Executive, UNITEC Institute of Technology

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Institute of Chartered Accountants New Zealand

**G Costello** LLB *Auck.*, CPM & IR  
Employees' Representative

**A Davidson** BA *Auck.*, MSocSci *Uppsala*, Fil.Dr., Associate Professor *Uppsala*  
Academic Staff Representative  
UNITEC Institute of Technology

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Ministerial Appointment

**Prof R Dunkin** BA(Hon) LLB PhD *Melbourne*, MPA *Harvard*  
Co-opted – RMIT, Melbourne

**M L A Glen** FIPENZ, IPM *UK*  
Ministerial Appointment

**H Lieshout**  
Auckland Master Builders Association

**K Millar**  
Allied Staff Representative  
UNITEC Institute of Technology

**R T Reid**  
Co-opted - Waitakere City

**G A Thorby** JP  
Ministerial Appointment

**M S Tunks** MEd, Dip ISI City & Guilds *Lond.*, Dip Ed Studies, TTC (HomEc) *ACE*  
Whanau O Waipareira

**Sir J J Turei** KNZM, CBE, QSM, 1990 Com. Medal, HonBIC  
Runanga, UNITEC Institute of Technology

**P Wilkenning**  
UNITEC Student President  
Student Representative



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**J A Webster** BSc Eng MSc PhD *Aberd., FIE Aust., FIPENZ, FIE Ireland*

### Vice-President Academic

**A P Codling** BSc(Hons), MSc *Auck., MEdAdmin NE., EdD NE.*

### Vice-President Campus Development

**R M Paul** BArch(Hons) *Auck., ANZIA*

### Vice-President Finance

**O T Burnside** BCom *Auck., CA*

### Registrar

**R U Ewert** LL.M *Well., MBA Auck.*

### Pae Arahi

**H M Williams** QCM, JP, BA *Auck., Dip Tchg*

## Directors

### Academic Development

**B J O'Connor** BSc(Hons) *Otago, MPhil Auck.*

\* Until 27 March 2002.

### Marketing and Communications

**R A Walshe** BA *Otago, MBA Massey, DipTchg, PGDipArts*

### Associate – Director

#### Planning and Student Affairs

**T J Fulljames** MEdAdmin *Massey, NZDipBus, AdvDipMgmt, LTCL, MNZIM*

## Deans

### Applied Technology Institute

**M A Hall** BSc *Oakland, MEd Auck., PhD Southern California, MINZMI, MSAE, NZATC(Auto Eng)*

### Architecture and Design

**J P Boon** MBA 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 W.Aust, PhD Lond.*

### Ngaa Kaawai Oranga, Health and Environmental Sciences

**J E Harman** MSc 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., MemTEEE, MIPENZ*

### Wagener Library

**J E Lewins** NZLAC, DipMgt

# Glossary

**AAPPA** Australasian Association of Higher Education Facilities Officers

**ANZAM** Australian and New Zealand Academy of Management

**ASK IT** One stop shop helpdesk for UNITEC student computing

**BFEIC** Beijing Fanzhidu Information Consulting Co Ltd

**Blackboard** Web based course management system

**CEQ** Course Experience Questionnaire

**EedO** 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.

**GEM** Global Entrepreneurship Monitor

**GST** Goods and Services Tax

**ICANZ** Institute of Chartered Accountants New Zealand

**IPENZ** Institute of Professional Engineers New Zealand

**ITAB** Industry Training Association Board

**ITO** Industry Training Organisation

**ITSC** Information Technology Support Centre

**Maia** UNITEC's Maori Development 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

**RMIT** Royal Melbourne Institute of Technology

**SEQUAL** Student Evaluation of Quality and Learning

**SISC** School of Information Systems and Computing

**SMT** Senior Management Team

**SNZ** Skill New Zealand

**SSG** Special Supplementary Grant for students with disabilities

**SSR** Student : Staff Ratio

**STAR** Secondary Tertiary Alignment Resources

**TEAC** Tertiary Education Advisory Commission

**TEC** Tertiary Education Commission

**TOP** Training Opportunities Programme

**UATI** UNITEC Applied Technology Institute

**UNI Q** A five point plan of quality assurance

**USU** UNITEC Student Union

**WINZ** Work and Income New Zealand

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



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## **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 • R Dale, Auckland • M Holehan, Lopdell House Gallery, Auckland • L Le Valliant, Auckland Museum • A-R Lewis, Auckland

UNITEC Staff – J Boon, M James, Assoc Prof D Lloyd-Jenkins, A Pretty

## **Design Management**

Chairperson – M James, HOD School of Design, UNITEC

Members – P Haythornthwaite • B Richards • F Young

UNITEC Staff – J Boon, D Bogunovich, P Sharma, N Charlton, D Gatley, E Prince

## **Puukenga Advisory Board**

Chairperson – M Paki-Slater, AUT

Members – M Nathan, MIT • B Tawhiti, Lynfield College • P Boyd, MIT • A Keogh, Waitakere College • C Selwyn, Western Springs College • M Lander, Auckland University

UNITEC Staff – R Smyth, Y Hawke

## **Early Childhood Education**

D Reihana-Ruka, Auckland College of Education • E Howie, Manager, South Auckland Barnados • W Larmer, Bright Eyes Early Childhood Centre • H Alach, Supervisor, UNITEC Childcare • M Moss, Head Teacher, A vondale Kindergarten

Staff – R Smyth, C Cardno, L Keesing-Styles

## **Education Advisory Board**

Chairperson - B Laing, Principal, Wesley Primary

Members – B Barwood, Principal Te Kauwhata College • J Fleming, Principal, Pt Chevalier School • I Gardiner, Educational Industrial Consultant • B Brown, Assoc Principal Henderson South • O Hoskin, Principal, Henderson High • Joy Eaton, Student • L Guy, Principal, New Windsor School • S Hale, Apple Education Advisor • M Moss, Social Worker in Schools • M East, Principal Farm Cove Int • S Tai, Rutherford High • O Kelly, MIT • M Harness, Titirangi Kindergarten

UNITEC Staff - C Cardno, A Codling, J Halliday, J Clinton, R Smyth, P Coogan, T Fitzgerald, H Williams, S Edwards, J Diorio, L Keesing-Styles, M Pank, V Vohra

## **Electrotechnology**

Chairperson – J Cannan

Members – M Brady, ETITO • A Ramson, Honeywell Ltd • N Andrew, Fisher & Paykel • J McKenzie, Horison Technology Ltd • P Cheetham, ITL Technologies Ltd • D Todd, Quick Circuit Ltd • S Mazy, Dick Smith Electronics • G Freeman, Computer Services • M Domovic, DMIT • W Dunn, Elpro Auckland Ltd • G Rooney, Canon NZ Ltd.

UNITEC Staff – Dr M Hall, P Claque, B Woods, S Kingi

## **English & Applied Linguistics**

Members - T Makonen • B Gondol • E Lind-Mitchell, WINZ • G Howell, Waitakere Multi Cultural Society • M Crombie, Refugee & Migrant Service • P Hayes, Personnel Manager, Pak N Save, C Elder, Associate Professor, University of Auckland • Niu Ta'ala, ACBS Institute • S Chae • R Brookes, MIT • G Brown, Crown Institute of Studies

UNITEC Staff – L Bellingham, R Smyth

## **Fono Faufautua – Pasifika Council**

Chairperson – Panama Leauanae, Leamae & /assoc.

Members – L Laing, Deputy Principal, Mangere Central Primary School • T Fasi, Director, Taha Fasi Associates • S Stehlin, Producer Tangata Pasifika, TVNZ • M Anae, Lecturer, Pacific Studies, University of Auckland • B Amosa, Gen Mgr, AS Integrations • S Sefuiva, Consultant, Management & Training Solutions • W Holahia, Waiata Artists Trust

UNITEC Staff – Dr J Webster, A Codling, T Utumapu, G Fitzpatrick, J Puia (Sec)

## **Foundation Studies**

Chair – Dr T Fitzgerald

Members – J Norman • J Tunks

UNITEC Staff - J Nicholl, J Hogan, R Trewartha, L Kestle, L Aumua, R Smyth

## **Horticulture**

Chairperson – Rotation

Members – L Jeff, Auckland • J Skelton, Fruitfed Supplies Ltd, Auckland • J Pearce, Auckland • T Ivicevich, The Vegetable & Potato Growers Federation • G Keymer, Eastern & Global Exporters • A Levet, ARC Botanic Gardens • A Maloy, Consumers' Institute • D Bolger, A1 Flowers • T Van Lier, Auckland • D Beck, Auckland • J Leonard, Auckland • C Drumm, Student Representative

UNITEC Staff – Dr M Large, Dr J Harman, L Stojnic, A Codling, I Ennis

## **Information Systems and Computing**

Chairperson – A Williamson, Director, Wairua Consulting Ltd

Members – J Cater, Head of Department of Business Computing and Economics, Manukau Institute of Technology • L Janczewski, Senior Lecturer, Department of Management Science and Information Systems, University of Auckland • M McElroy, Information Systems Manager, Cavalier Bremworth Corporation Ltd • H Robinson, NZ Pivotal Corp • M Wootton, Datacap Ltd • B McLean, Ace Training Ltd • B Kelly, Oracle NZ • S Corich, EIT • N Williams, Auckland Auto Collections • B Christiansen, Auckland • S Watt, Software Services • J Hanna, SolNet Northern Region

UNITEC Staff – R Paul, G McDonald, D Billings, J McMaster, A Young

## **Interior Systems**

Chairperson – (rotated among members at each meeting)

Members – I Midgley, Whenuapai Joinery Ltd • G McNaughton, Manager, M J N McNaughton Ltd • G Smith, Franklin Laminates Ltd. • D Heaney, Pakuranga Joinery & Cabinetmakers Ltd • W Brewer, Auckland • P Donovan, Student Representative.

UNITEC Staff – R Harrison, O Burnside, L Richardson

## **Landscape**

Chairperson - B Glenie, Editor, Landscape New Zealand

Members – J Goodwin, Boffa Miskell Ltd • J Childs, Auckland • R Stilwell, Director, McConnell International Property Ltd, Auckland • M Buckland, LA4 Landscape Architects Ltd • P de Jager, Designer, Natural Habitats Ltd, Auckland • J Hudson, NZ Institute of Landscape Architects • J Muir, Student Representative • A Barr, Student Representative

UNITEC Staff – Dr M Large, Dr J Harman, R Paul, P Clifflin, K Simon

## **Land surveying**

Chairperson – D Stewart, Principal, Connell Wagner Ltd

Members – R Miller, City Environments Auckland City Council • B Morrison, North Shore City Council • T Gulliver, Student Representative

UNITEC Staff – J Boon, O Burnside, D Ringham, J Leaver, K Clark, D Phillips

## **Languages**

Chair: N Shackelford, Head, School of Languages, UNITEC

Members – J Mortimer-Hughes, Head of Languages, Marist Sister's College • G Raven, Robert Bosch Ltd • Dr J Campbell • E Ashby, Spanish Teacher • J Woods, Trade NZ • W Thompson, International Languages Advisor, ACENZ

UNITEC Staff – J Zane

## **Maori Education Runanga**

Chairperson – J Mariu, Kai Whakarite

Members – Sir J Turei, Kaumatua • J Norman, Careers Consultant • J Marsden, Auckland • M Tunks, Health Consultant, Te Whanau o Waipareira • M Tipene, Auckland • M Barnes, Auckland • Dr P Tapsell, Auckland.

UNITEC Staff – Dr J Webster, A Codling, Y Hawke, T Ahloo, R Smyth, H Paniora, H Lambert

## **Marine Technology**

Chairperson – G Elliott, Elliott Boat Design Ltd

Members – L Stevenson, Lloyd Stevenson Boatbuilders Ltd • B Wood, Marine & Industrial Ltd • C Sandford, BITO • B Ballard, Marten Marine Industries Ltd.

UNITEC Staff – C Sherab, R Shaw

## **Medical Imaging**

Chairperson – J Wilson, Greenlane Hospital, Auckland

Members – R Curin, Operations Manager, Auckland Hospital • S Heap, University of Auckland • M List, National Womens Hospital, Greenlane, Auckland • P Orr, Auckland Hospital D Reyburn, Middlemore Hospital, Auckland • J Stumpel, Radiologist, Greenlane Hospital • S Hamilton, Student Representative

UNITEC Staff – Dr J Harman, A Codling, J Nicholson, J Yelder, A Thompson, J Lewins, M McNeill

## **Mental Health**

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

Members – B Bublitz, Manawanui Maori Mental Health Services, Auckland • W Thompson, Prison Liaison, Mason Clinic, Auckland • P Apollo, Auckland • I Khan, Specialist, Youth Work, Youth Horizons Trust • C Hayes, Manager Policy Development & Training, Waitemata District Mental Health Services • D Lui, Team Leader, Pasifika Mental Health • P Seymour, WALSH Trust • S Newborn, Auckland • B Hartshorne, Auckland • T Solomona, Auckland

UNITEC Staff – G Bridgman, R De Souza, Dr D Dignam, E Mitchelson, S Tegg

## **Nursing**

Chairperson –

Members – L Manning, Medical Educator North Shore Hospital • D Casey, Greenlane Hospital • G Hanna, Executive Director Asthma NZ Inc • D Grant-Mackie, Public Health • T Mullard, Refugee Centre • L Smyth, Manager Support Services, Cancer Society • M Pua, Auckland Healthcare • K Munroe, Paediatric Nurse Specialist • S Visser, Clinical Nurse Educator, North Shore Hospital • M Marshall, Team Leader, Waitakere Hospital • J Martin, The Shed, Auckland • J Peach, Nurse Executive, Waitemata Health, Auckland

UNITEC Staff – J Harman, O Burnside, E Niven, D Dignam, M Parsons, M Drake

## **Osteopathic Medicine**

Chairperson – A Swindells, Osteopath, Te Puke

Members – J Appleton, Osteopath, Oceanic Osteopathy, Auckland • L Grace, Osteopath, Auckland • F Jamieson, Osteopath, Auckland • T Lomas, Osteopath, Auckland • K Thompson, Osteopath, Warkworth • A Wilson, Osteopath, Tauranga • P Twiggs, Osteopath, Auckland • A Mullany, Student Representative

UNITEC Staff – Dr J Harman, D Nash, J Nicholson, Assoc Prof C Standen, A Codling, Dr J McPartland

## **Painting and Decorating**

Chairperson - D Neill, Managing Director, Glenfield Coatings Ltd

Members – P Joliffe, Operations Manager, • P Hiscotte, Marketing Coordinator, Spectrum Painting Co • C Campbell, Managing Director, Colin Campbell Painting Contractors • B Whalley, Managing Director, Benjamin Moore Paints Ltd

UNITEC Staff – R Harrison, J Mundy, L Richardson

## **Performing and Screen Arts**

Chairperson – R McGill, Auckland

Members – • C De Nave, Oceania Productions Ltd • M Eyre • J Finn • W Ihimaera • S McCullagh • L Narbey • I Rodgers • D Selwyn • J Simei – Barton

UNITEC Staff – J Boon, O Burnside, M Hutchinson, R Hawthorne, B Marsh, C Jannides, S Marshall, N Scott

## **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 – C Rendle, Commercial Plumbing Co Ltd

Members – G Owen, Plumbing Apprenticeship Trust • S Fleckney, Representative, Northern Industrial Branch Plumbers, Gasfitters and Drainlayers Union • D Lovell • L Coyle • I McDermond, McDermond Plumbing & Gasfitting Ltd • D Waite, Rinnai NZ Ltd.

UNITEC Staff – 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

Members – S Barclay, Carters • G Birkhead, Arrow International Ltd • P Keenan, The Boston Consulting Group • S Hinge, Auckland • B Johnston, Beca Carter Hollings and Ferner Ltd • R Wilson, Project Management Institute, New Zealand • C Brett, Auckland • O Diegal, Auckland • G Nel, Methven Ltd • V Martins, Dephic Medical Systems • C Clive, Waitakere City Council • B Peacocke, Integrated Projects Groups Ltd.

UNITEC Members – J Boon, P Quinnell, R Birchmore

## **Resource Management**

Chairperson – D Thom, Sinclair, Knight-Merz

Members – G Kuschel, NIWA, • M Kearney, Harrison Grierson Consultants Ltd • G Fisher, NIWA, Auckland • M Lentz, Metrowater • D Greig, Montgomery Watson • A Holley, Franklin District Council • G Macdonald, Beca International Consultants • B Middleton, Student Representative

UNITEC Staff – J Boon, A Codling, J Leaver, J Seadon

## **Special Needs**

Chairperson -

Members – M Hutchings, Workbridge • S Spackman, Kotuku Trust • S Carter, Auckland, • A Taylor, Spectrum Care • S Gunning, Parent • J Roper, Poly Emp • L Matheson, WINZ • C Smith, Oaklyn Special School • J Cummings, IHC • R Underwood, Progressive Enterprises Ltd • N Rive Student Representative • R Caisley, Student Representative

UNITEC Staff – P Ball, L Hand, J Nicholl, R Smyth, W Russell, R Trewartha

## **Sport**

Members – L Crocker, Auckland Cricket Assn • L Jacobson, Counties Manukau Sports Foundation • S Emerson, Manukau Institute of Technology • H McGahan, Auckland • C Bullen, Auckland • M Iverson, Sports Waitakere, Auckland • D Knowles, David Knowles & Associates • P McDonald • V Carpenter, Auckland College of Education • N Barbour • A Stephens, North Sport Academy • P Hume, Auckland University of Technology • C Wiersma, University of Auckland • N Quilty, Student Representative  
UNITEC Staff – Prof R McConnell, Dr J Harman, Dr J Nicholson, O Burnside, N Turner, J Wrigley, S Potier

## **Te Tari Awhina**

Chairperson – G Grant, Auckland University

M Tunks, Wairareira Trust, • F Day, AUT • E Vano, Student Representative • L Asekona, Student Representative

Staff – R Smyth, D Nicholson, L Aumua, R Rawiri, C Murphy, J Nicholl

## **Three Dimensional Design**

Chairperson – Matthew von Sturmer

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

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

## **Vehicle Technology**

Chairperson – H Bennett, Motor Trade Association Training Committee

Members – P Geddes, Geddes Exhaust Repairs Ltd • S Clark, Clark & Clark Fine Motor Engineers • N Hyde, Neil Hyde Motors Ltd

• P McInnes, Service Manager, Giltrap City Toyota Ltd • B Morgan, Service Manager, East City Ford Ltd • N Boyd, Neville Boyd Motors Ltd • H Al – Hakkak, Student Representative

UNITEC Staff – O Burnside, C Sherab, G Jacob, 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



## 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.

- 2001 Isabelle Sherrard  
Dean, Faculty of Health, Science and Technology 1991-1998, joined UNITEC as Course Supervisory Health Students 1985 then as Head of Department until 1991. Appointed Conciliator 1998 to date.  
Sir Ron Carter  
Leadership of UNITEC's Capital Campaign 1999-2000
- 2000 No award was conferred.
- 1999 Brian Astill  
Deputy Chief Executive 1985 – 1998, joined UNITEC as Head of Accountancy, Law and Finance in 1980.
- 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, serving UNITEC Council 1978 - 1997
- 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.

### Teaching Excellence

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

2001	Fred Jones	Applied Technology Institute
	Jan Whiley	Arts and Social Sciences
	Maria Bjorning-Gude	Arts and Social Sciences
	Jan Holden	Business
	James Stewart	Business

### Programme Leadership

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

2001	Jan Zane	Arts and Social Sciences
	Annabel Pretty	Architecture and Design

### Service Leadership

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

2001	Susan Tegg	Wagener Library
	Virginia Hunt and Gerard Queree	Information Technology

### Quality of Service

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

2001	Annette Pitovao	Student Support Services
	Tofa Misemale	Course Information
	Alison Krishnadas	Arts and Social Sciences
	Allan McLarin	Arts and Social Sciences
	Linda Hunt	Architecture and Design

### 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.

2001	Michael Bradbury	Business
	Tanya Fitzgerald	Arts and Social Sciences

### Emerging Researcher (new award 2001)

2001	Mark Tucker	Applied Technology Institute
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### Exceptional Service

This award acknowledges a sustained contribution to UNITEC's progress in achieving a significant, sustained and substantial contribution to UNITEC's progress in achieving its goals by taking a leadership role in a key project.

2001	Donald Joyce	Business
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### Chief Executive Officer's Special Award

Adjunct Professor David Thom	Architecture and Design
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