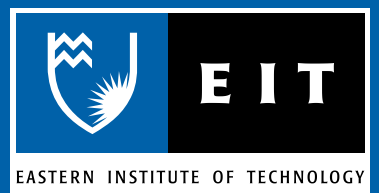


Annual Report 2011

LIVE
your dreams





EIT Mission Statement

EIT's Mission is to provide high quality, relevant and accessible tertiary education for the well-being of diverse communities.

EIT Vision

Educate. Innovate. Transform.

Cover illustration by artist: *Kingi Pitiroi*

Iwi: *Ngāti Tūwharetoa, Ngai Tai, Ngāti Raukawa*

Name of artwork: *Manaia*

Medium: *Drawing*

EIT Highlights

Merger of EIT Hawke's Bay with Tairāwhiti Polytechnic, approved by Hon Steven Joyce, Minister of Tertiary Education on 1 December 2010, was effective from 1 January 2011.

Appointment of two new Council members from the Tairāwhiti region.

Major merger implementation project launched.

Significant number of merger milestones completed.

Major blended delivery project undertaken.

Significant increase in qualifications awarded.

Degree level activity the single highest area of programme enrolments.

52% of students studying at Level 5 and above.

Overwhelming response to Trades Academy (launch in 2012) from schools and students in both Tairāwhiti and Hawke's Bay.

New regional partnerships to target trades training for Māori youth.

Unison Centre of Excellence developed on EIT Hawke's Bay campus.

Matatini Festival for Māori performing arts in Aotearoa celebrated in Gisborne with major input from Tairāwhiti staff.

Six inaugural senior research staff promotions to Associate Professor status.

Three EIT Research Professors appointed to PBRF evaluation panels.

Significant capital development activities undertaken at Tairāwhiti in the first year of the merger.

Low risk financial viability ranking from Tertiary Education Commission.

Extensive review of core services across both campuses.

Contents

Key Activities & Performance	4
Statement of Responsibility	6
Acknowledgements	6
Council Membership	7
EIT Executive	7
Chairman's Foreword	8
Chief Executive's Report	10
Merger Implementation	16
EIT Tairāwhiti Campus Highlights	20
Faculty Highlights	22
Advisory, Consultative Committees and Reference Groups	32
Statement of Service Performance	37
Academic Outcomes	42
Research Office Report and Outputs	43
EIT Representation on National/International Organisations, Grants and Awards	51
Financial Statements	59

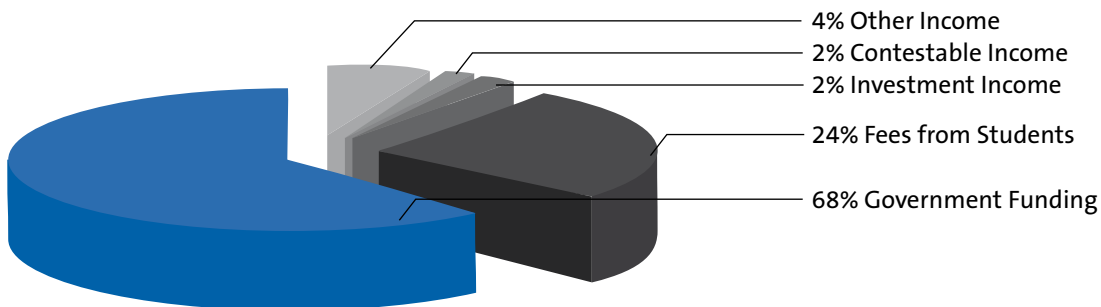
Key Activities & Performance

10,965 students studied at EIT in 2011.

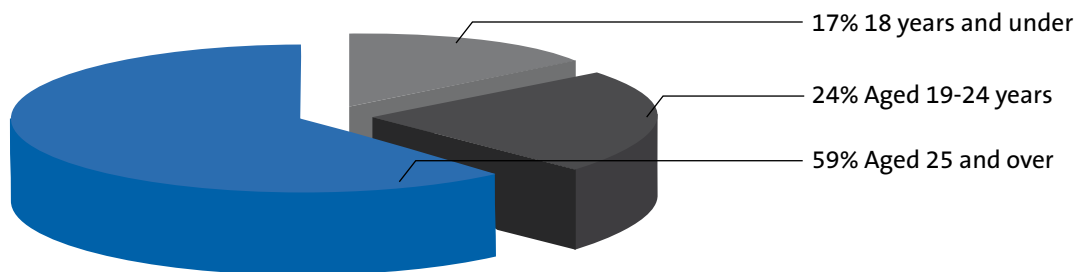
This translates to 4,449 EFTS (equivalent full-time students)

The following graphs include the impact of the merger with Tairāwhiti Polytechnic from 1 January 2011

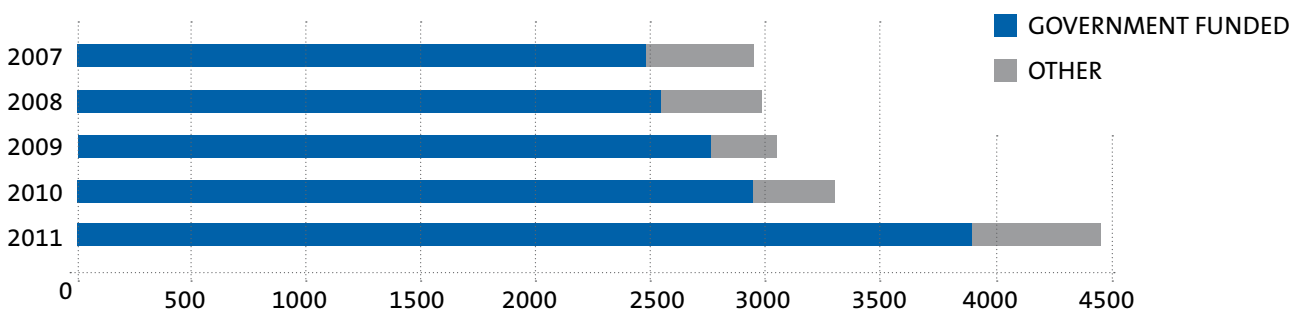
Money was received in 2011 from



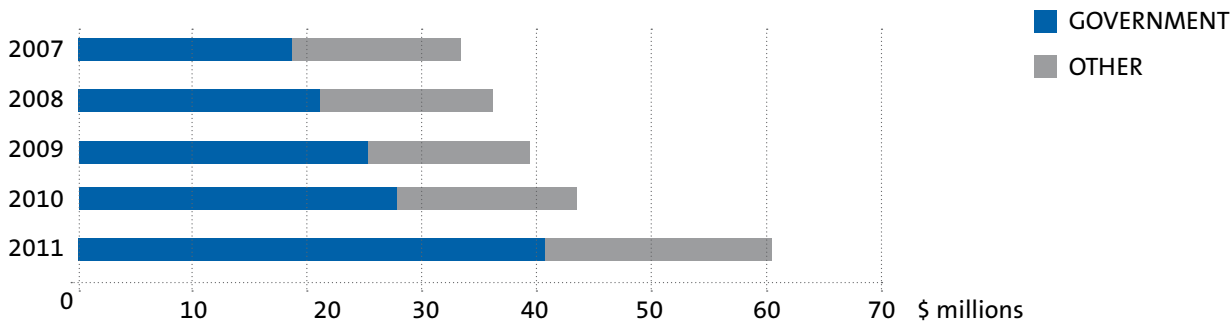
Age composition of EIT students in 2011



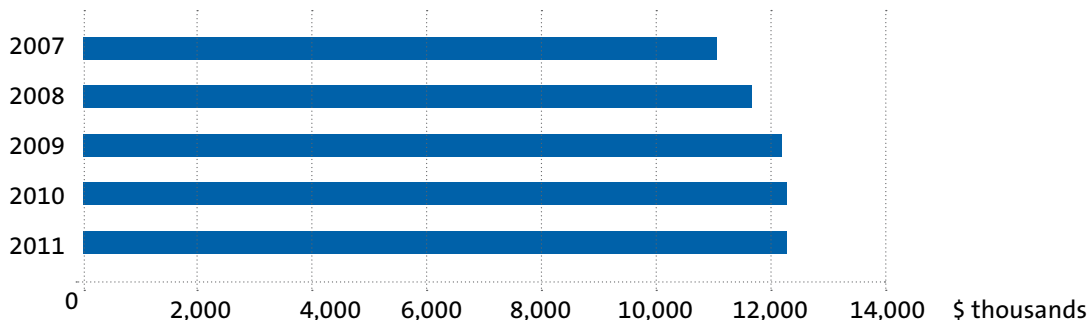
EFTS growth 2007-2011



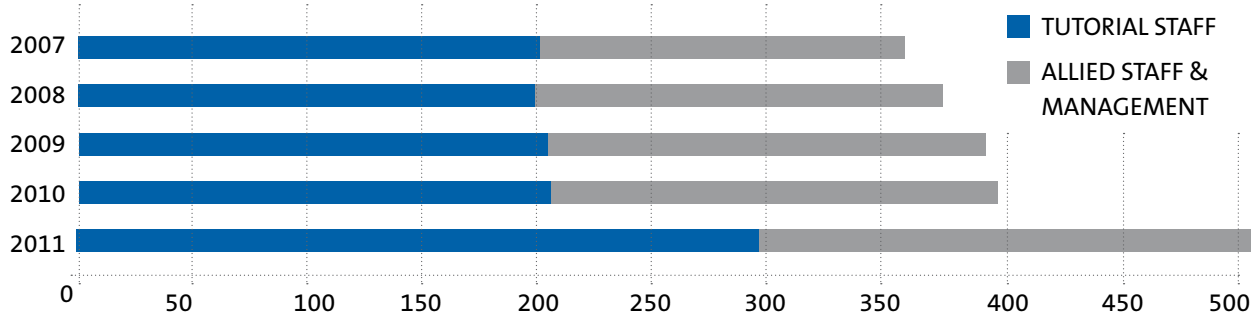
Income 2007 - 2011



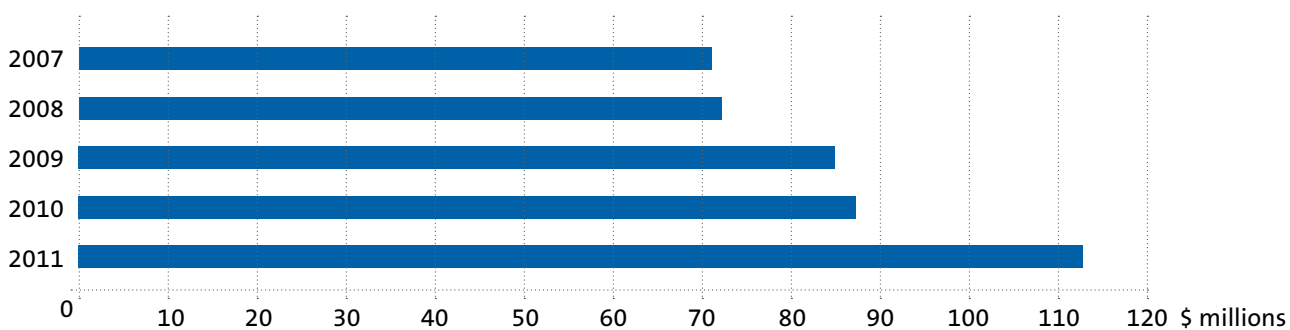
Cost per EFTS during the period 2007-2011



Staffing numbers 2007-2011



Net asset value 2007-2011



Statement of Responsibility

Annual financial report for year ended 31 December 2011

In terms of Section 220 of the Education Act 1989 and Section 155 of the Crown Entities Act 2004, we hereby certify that:

- we have been responsible for the preparation of these financial statements and statement of service performance and the judgements used therein; and
- we have been responsible for establishing and maintaining a system of internal control designed to provide reasonable assurance as to the integrity and reliability of financial reporting; and
- we are of the opinion that these financial statements and statement of service performance fairly reflect the financial position and operations of this institution for the year ended 31 December 2011.



Council Chairman
27 April 2012



Chief Executive
27 April 2012



Corporate Services Director
27 April 2012

Acknowledgements

EIT gratefully acknowledges grants received from the following organisations during 2011.

- Otatara Trust

EIT Council Membership 2011

David Pearson
Chair
Ministerial

Kate Radburn
Deputy Chair
Ministerial

Ross McKelvie
Ministerial

Karen Coutts
Secretary to Council

Michael Morgan
Community

Nori Parata
Community

Sheryl Smail
Community

Tracee Te Huia
Community

Geraldine Travers
Ministerial

KAUMATUA (Hawke's Bay)
Tuahine (Joe) Northover, MNZM
(dec. 6 April 2011)
Matiu Eru (from December 2011)

KUIA (Hawke's Bay)
Makere Paul-Hoetawa, QSM
Pauline Tangiora, JP, QSO, QSM

KAUMATUA (Tairāwhiti)
Henare Swann (dec. 31 March 2011)
Taina Ngarimu (from February 2011)

EIT Executive

Christopher Collins
Chief Executive

Claire Hague
Deputy Chief Executive

Jo Blakeley
Director - Academic & Student Services

Brenda Chapman
Director - Marketing

Susan Jacobs
Dean - Faculty of Health Sciences

Bill Kimberley
Director – Human Resources

Fred Koenders
Dean – Faculty of Humanities, Arts & Trades

Roger Maaka
Dean – Faculty of Māori Studies

Jan Mogford
Campus Director – Tairāwhiti

Ian Ritchie
Dean - Faculty of Applied Science,
Business and Computing

Victor Saywell
Director - Corporate Services

Chairman's Foreword

It remains a privilege to serve as Chair of Council. EIT is a strong and leading institute of Technology within New Zealand. We continue to aim to be a leader in the delivery of high quality education, particularly into our regions of Tairāwhiti and Hawke's Bay. 2011 was a year of significant success – so we do look back on the year with some satisfaction – and Council remains committed to further such achievements in 2012 and beyond.



David Pearson

EIT Council looks back on 2011 as a year of significant achievement, in the context of some sizeable challenges, with EIT continuing to be regarded as one of New Zealand's leading institutes of technology. Of greatest significance in 2011, was the merger of Tairāwhiti Polytechnic into EIT on 1 January. Considerable time and energy has gone into this, both in Tairāwhiti and Hawke's Bay, and it has been very gratifying to see how successfully this merger process has progressed.

For Council the year started with two new members joining Council from Tairāwhiti - Nori Parata, Principal of Tolaga Bay Area School, and Sheryl Smail, a Business Consultant. Their appointments have been important in ensuring Council maintains a strong understanding of the regions EIT serves, and the governance experience and background they bring has added real value to Council. During the year two Council meetings were held on the Tairāwhiti Campus.

With the significant activity across 2011, Council has been fully engaged in undertaking its governance role and the new Council has settled in strongly, working effectively and collectively as a group of governors. Together with management and staff of the institution, it is our goal that EIT will continue to provide the very best of applied vocational and professional tertiary education into the regions of Tairāwhiti and Hawke's Bay.

In a year of many highlights, there has also been sadness with the passing of Kaumatua who have been important in the life and development of Tairāwhiti and Hawke's Bay. In Tairāwhiti, Henare Swann passed away in March; in Hawke's Bay, Tuahine Northover passed away in April. We honour them and are thankful for their committed leadership and guidance over many years. While mourning their loss, we are nonetheless very thankful for the willingness of Taina Ngarimu in Tairāwhiti, and Matiu Eru in Hawke's Bay, for taking on the roles of Kaumatua for EIT.

Significant academic development activity occurred across the institution in 2011, particularly around academic harmonisation in subject cluster areas

“Of greatest significance in 2011, was the merger of Tairāwhiti Polytechnic into EIT on 1 January.”

across campuses, alongside further developing 'blended delivery' capabilities and new programmes for delivery into Tairāwhiti and Hawke's Bay. EIT's profile in higher education delivery continues strongly, evident in the fact that over a third of all equivalent fulltime students are engaged in degree or post-graduate programmes.



Tamatea High School Trades Academy students on their mini bikes built as part of their practical learning experience at EIT. The school helped pilot the Trades Academy concept in Hawke's Bay

The institution also continues to strengthen its focus on youth, with strong demand in Youth Guarantee programmes, school partnership activities leading up to the Trades Academy launch in 2012, and in partnership programmes with other agencies, such as the Ministry of Social Development and Taiwhenua. It has been very pleasing to see the successful outcomes of students in these programmes, many of whom might be deemed as 'educationally at risk', alongside the strong educational performance of other students across the institute.

The financial performance and position remains strong also with a 2011 operating surplus of \$4.1 million (7.0%) excluding merger funding and costs, working capital of \$11.6 million (220% ratio) and a strong cash flow position maintained. The institution is again ranked as 'low risk', by the Crown's monitoring agency, the Tertiary Education Commission, following an earlier risk rating lift to 'moderate' when the merger was announced.

In line with the goal of building and maintaining world-class campuses, EIT has continued strong investment in campus development and infrastructure. In the 14 months post-merger \$4 million has been committed to Tairāwhiti, on a major rebuild of trades facilities, upgraded teaching spaces and specialist teaching facilities, and in IT infrastructure and capabilities. Similarly in Hawke's Bay almost \$4 million of capital investment has occurred, which includes the commencement of new facilities for Te Manga

Māori, the Hawke's Bay Schools Trades Academy, and IT and campus infrastructure. Careful analysis is also underway around seismic assessment of facilities at all sites with remedial work commissioned, as recommended in reports received from engineers. Council is committed to this process and ensuring a safe building environment for staff and students.

On behalf of Council, it is important that I acknowledge the outstanding contribution and commitment of staff across both regions. It has been a year of significant change and challenge, but one in which staff have been committed to ensuring EIT is more effective and in a position to deliver quality education to people in our regions. I also want to thank and acknowledge the many people in the wider community, businesses and industry, who support the institution, serving on advisory committees or assisting in programmes. This input is greatly valued by Council and is important in ensuring that what we do here at EIT remains relevant, timely and meets the needs of Hawke's Bay and Tairāwhiti, in particular. Finally, congratulations to all students who have successfully completed programmes in 2011. We wish them well for the future.

David Pearson
Council Chair

Chief Executive's Report

2011 was an intense but very successful year for EIT. Of greatest significance for the institution was the merger of Tairāwhiti Polytechnic into EIT on 1 January, which to date has progressed very positively. The year was also highly successful in terms of the many wider academic developments, student success and educational performance, as well as a strong sound financial performance and position. EIT is now one of the larger tertiary institutions within New Zealand, and continues to be widely regarded as one of New Zealand's leading institutes of technology.



Christopher Collins

The Merger

The merger required significant activity across the year integrating what were previously two separate institutions. The year began with perhaps the most intense January in the institution's history, with the merger only having been approved in early December, providing a minimal lead-in period. This meant that the merger took place before any integration activities had occurred, and significant HR activity was required in late December 2010 as staff moved from one institution to another. Other intense activity also occurred across institutional systems, such as IT and finance during January. Continuing on throughout the year, many workstreams were actively underway. These workstreams focused on bringing about the integration of campuses, services and systems in order to harmonise academic programmes and to develop more flexible delivery capabilities to support more effective student learning across multiple locations.

A separate section within this Annual Report provides a description of the integration implementation process.

It is important to note the outstanding commitment of staff across both campuses and the constructive and positive way in which colleagues undertook challenges the merger presented. This represented significant change for staff and required the institution to think and operate in different ways. It also impacted on jobs, mostly changing the nature of many roles, but also bringing about the loss of some positions, which is always difficult for staff involved and other colleagues. It is important to acknowledge staff commitment and their positive engagement in the face of significant change and new challenges.

Many positive outcomes have resulted from the merger. Educational provision has increased in Tairāwhiti, and at higher levels, with a significant increase in the number of students studying at Level 4 and above. There is a wider and higher range of

“It is important to acknowledge staff commitment and their positive engagement in the face of significant change and new challenges.”

opportunity now occurring within the region. There has also been significant campus development. By the end of the 2011/2012 summer works programme, only some 14 months into the merger, more than \$4 million will have been spent upgrading the Tairāwhiti campus, including enlarged redeveloped trades training facilities, new nursing clinical suites,



The 2011 recipients of EIT and Sport HB Elite Sportsperson Scholarships

computer laboratories, classrooms, and regional learning centre upgrades.

While new academic programmes are now on offer and being delivered into the Tairāwhiti regions, the gains have not only been one way. Hawke's Bay has also benefitted from learning from the greater experience Tairāwhiti had in reaching out into remote rural communities, changing some of the approaches within Hawke's Bay campuses. Flagship programmes at Tairāwhiti, such as Toihoukura, a Māori visual art programme of national prominence, built links into the School of Arts and Design and Te Manga Māori, which has strengthened all involved. Academic programme harmonisation processes also provided opportunity to refresh and align programmes across the Tairāwhiti and Hawke's Bay faculties, and substantial activity went into ensuring development of stronger flexible delivery approaches, making more effective use of new educational technologies alongside classroom delivery, to support student learning and success.

“...we are confident in growing educational performance and achievement across the institution.”

This has been a step-change moment in the life of EIT. Twelve months down the track, it is a different and changing institution. In the view of Council, executive,

and management, despite the many challenges, EIT is a stronger institution for it, and the Tairāwhiti region is receiving strengthened provision. It is still too early in the process, with a long way to go, to make any final judgments. No doubt, there were and are always things we could have done better, but to date, we look back on merger activity during the year as a significant success and highlight of 2011, and with a collective sense of satisfaction.

Educational Performance

EIT has continued to focus on building educational performance and capability. Having already achieved a 'highly confident' ranking around educational performance in the external evaluation exercise in 2010, work progresses on further embedding self-assessment capabilities across the institution. Work also actively occurred across the faculties and Tairāwhiti examining education performance, and it was encouraging to see various measures of student success continue to strengthen. Whilst the formal Educational Performance Indicators (EPIs) are very blunt, limited and simple measures, they have some use in determining where different approaches to learning may be necessary to lift achievement. Course completion continued to increase across the Institute, from an average of 76% in 2010 to 77% in 2011. For EIT as a whole the number of qualifications awarded increased in comparison to the previous year.



Student life outside Twist Library, Hawke's Bay Campus

It is important to note that the merger of Tairāwhiti Polytechnic into EIT has created some complexities around measuring formal EPIs and merging databases, which EIT is working on with the Tertiary Education Commission. We knew going into the merger that there would be a consequential impact on institutional EPIs, with lower level EPIs a likelihood, partly because of different institutional histories and student catchments, but also because it was not feasible to retrospectively merge SDR databases pre-merger, which EPIs such as student progression and retention require to capture an accurate picture of on-going student activity. While these technicalities present some disadvantage to the merger for EIT, with possibilities of funding losses, in the greater scheme of things they are technicalities and an outcome of limited and blunt EPI measures. On the more positive side, however, we are confident in growing educational performance and achievement across the institution.

Students and Programmes

The merger impacted on student numbers and programmes, rendering comparisons to previous years somewhat meaningless. EIT is now one of New Zealand's larger ITP institutions, with nearly 4,500 equivalent full-time students (EFTS), with 3,224 EFTS in Hawke's Bay and 1,225 EFTS in Tairāwhiti.

This represents some 11,000 enrolled students across the institution.

EIT's region is now considerably enlarged, with programmes, students and learning centres across the East Coast, in Hicks Bay, Ruatoria, Tokomaru Bay, Tolaga Bay, Gisborne's two main campuses, Wairoa, Flaxmere, Hastings, Maraenui, at the main Hawke's Bay Taradale campus and in Waipukurau. Alongside these centres there are also programmes which have a strong on-line presence, and which are supported by block courses, such as the wine science and viticulture degrees, and the post graduate nursing programmes, where we have students enrolled from one end of the country to the other, including a small number of New Zealanders who are studying some of our specialist courses off shore.

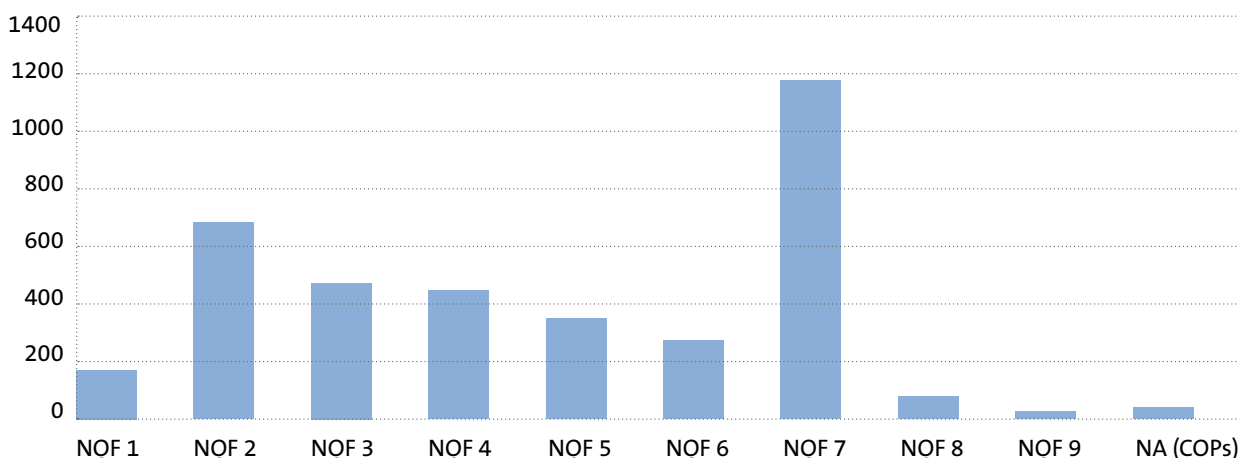
Higher Education

Higher education delivery remains important for EIT with degree level activity the single highest area of programme enrolments (Level 7), representing over a third of all government funded EFTS. As in previous years a high number of students are studying at Level 5 and above (52%). This is important for our region. People and business desire access in their region to higher education and higher level applied vocational and professional programmes. Hawke's Bay contains the fifth largest urban population in New Zealand, behind Auckland, Hamilton, Christchurch and Wellington; with Gisborne, EIT's catchment represents a significant urban population grouping. While EIT cannot, and should not, attempt to cover all delivery areas, it is important that EIT continues to provide access to quality higher level and higher education programmes, such as degree level and post-graduate level study.

“..we have students enrolled from one end of the country to the other.”

In line with the higher education provision, EIT has continued to invest in strengthening its applied research capabilities. Professor Bob Marshall was appointed in April 2011 as Research Director, to provide guidance and support around institutional research activities and strategies. EIT's three Research Professors were appointed to TEC's Performance Based Research Fund Expert Evaluation Panels. Their task will be to rank

EFTS by Level of Study 2011



and evaluate the research performance of academics across New Zealand’s universities, ITPs, Wānanga and PTEs: Professor Bob Marshall to the Health Panel; Professor Kay Morris Matthews to the Education Panel; and Professor Roger Maaka to the Māori Knowledge and Development Panel. These appointments are recognition of the standing of these colleagues within their own fields of academic study.

“EIT has continued to invest in strengthening its applied research capabilities.”

In recognition of the growing research strength of other senior academic staff across the institution, six appointments to the position of Associate Professor occurred in 2011: Dr Michael Verhaart in the School of Computing; Dr Rachel Forrest in the School of Nursing; Dr Carl Paton in the School of Health and Sport Sciences; Dr Peter Bray in the School of Education and Social Sciences; and in Toihoukura, Associate Professors Derek Lardelli and Steve Gibbs. A rigorous process, involving independent external moderation from a senior University of Auckland academic was undertaken to ensure appropriate scholarship standards were met in making these appointments.

EIT has a strong track record of progressing students to higher levels of study, and is one of the top ranked institutions in the country around successful student progression. Higher education is an important aspect of EIT’s education delivery. The institution needs to keep responding to industry, business and social

service agencies’ desire for access to higher education opportunities, all part of a global trend sometimes referred to as ‘credential creep’. Nonetheless, it is important that the institution does not at the same time succumb to ‘mission creep’. Our regions of Tairāwhiti and Hawke’s Bay require broad ranging tertiary educational provision, from foundation, to sub-degree and trades, through to post-graduate vocationally focused higher education. EIT remains committed to that breadth of provision.

Students

The number of part-time students continued to predominate as they juggled the demands of work and family commitments, with 75% of all students studying less than a full time workload. Māori student enrolments continued strongly, representing 36% of students (30% in Hawke’s Bay and 68% in Tairāwhiti), ahead of the regional population percentages (24% in Hawke’s Bay and 47% in Tairāwhiti). Māori student success is improving also, ahead of sector averages, though this is an area where we still need to do better. The age profile of students at EIT is getting younger, with 51% of equivalent full-time students under 25 (54% in Hawke’s Bay and 46% in Tairāwhiti). International students continue to remain important, with more than 460 students coming from 44 different countries around the world to study at EIT. Our international students and international relationships contribute to the global connectedness of the institution through programmes, scholarship and student life.

New associate professors for EIT



Dr Peter Bray



Dr Rachel Forrest



Dr Carl Paton



Dr Michael Verhaart



Steve Gibbs



Derek Lardelli

Focus on Youth, Secondary-tertiary Transition and Work Experience

As reported in last year's Annual Report, these have been growing areas of significance for EIT and now represent major areas of activity across the institution, in line with government priorities. In 2011, more than 160 students came into the institution through the Youth Guarantee programme, and it has been pleasing to note the success of these students with course completion rates at 72%, only a little behind the average for the full student population. This is very encouraging given that many of these students fall within an 'educationally-at-risk' cohort. Likewise, the transition and partnership programmes with the regions' secondary schools have grown, with similar success. Students in these programmes have achieved strongly in NCEA Level 2, which has now become the key qualification outcome for this area of educational activity.

These programmes have been part of a deliberate strategy to focus on youth, and build partnerships with schools to provide more effective learning for students who may have struggled in the education system. It has also helped build our understanding of this 'educational space', leading up to the launch of the government funded Trades Academy at EIT in 2012.

We have also successfully worked with the Ministry of Social Development on a number of programmes targeting 'at risk' students. These programmes include qualifications in generic employment skills as well as in integrated trades and carpentry. These programmes include mentoring and monitoring support from both EIT and MSD staff, along with other regional partners including local Taiwhenua. The successes achieved by these students, who are often young, often Māori and male, have exceeded expectations. Of particular note is the number in trades programmes who have gained employment as a result of the confidence and

connections that these programmes have provided. In addition, the 99 students enrolled in the National Certificate of Employment had an 89% course completion rate, along with some also achieving permanent employment as a result of the work placements provided via the programme.

Apart from the desired outcomes of student success, this range of programmes has been important in shaping our thinking around learning and teaching, informing our practice beyond these programmes. EIT is a stronger and more effective institution as a result.

In these successes it important to note the role of Deputy Chief Executive, Claire Hague and Business Relationships Manager, Paul Hursthouse and the commitment from other colleagues at EIT, partnering secondary schools and agencies such as the Ministry of Social Development. This collective approach has led to very successful outcomes with these students.

Campus Developments

Considerable capital expenditure has occurred across EIT campuses and learning centres during 2011. Major projects have already been noted in Tairāwhiti, such as the \$2.7 million trades training facility upgrade, as well as other upgraded teaching and specialist facilities in Gisborne and Ruatoria. As already noted, significant expenditure has occurred on capital developments in Tairāwhiti since the merger on 1 January 2011.

In Hawke's Bay major investment commenced on upgrading Te Manga Māori facilities. Significant investment was also undertaken around IT, with work on new wireless networks on both campuses, investment in video conference capabilities between campuses and enhanced electronic learning capabilities. Across the 2011/2012 summer break significant capital work was also underway to develop the new Hawke's Bay and Tairāwhiti Schools Trades

Academy, which is to be launched in 2012. During the year a major project was also undertaken, addressing storm water issues on the Hawke's Bay campus.

With the lessons arising from the Christchurch earthquake, engineering assessment of all facilities on both campuses began and is underway. Some remedial and structural work has already been undertaken, based on report outcomes received. Further work remains in this area. Council and management are taking these matters seriously, and priority is being given to completing full engineering analysis where necessary and making decisions to strengthen facilities, or remove, as is required, by report outcomes. At this stage, while major issues are not expected, nevertheless priority and focus are being given to addressing issues identified and this work will impact on the institution's capital expenditure activities and development options over the next couple of years.

EIT remains committed to developing a world class campus for an institution of this nature. The Hawke's Bay campus is one of New Zealand's leading modern and up-to-date tertiary education campuses, with around \$25 million invested over the last five years and around \$56 million over the last decade. Over time Council is now committed to, and will continue to address the modernisation of Tairāwhiti campus and facilities.

Financial position and performance

EIT continues to perform strongly financially. Following an initial TEC assessment of 'moderate risk' as a result of the merger being announced, EIT has already restored its TEC ranking of 'low risk'. In 2011 a strong performance was recorded with a \$4.1 million (7.0%) operating surplus for 'business as usual' activities (i.e. excluding merger related expenditure and income). A sound financial position continues to be maintained with positive working capital of \$11.6 million (220% ratio) and a strong cash flow position. These results are ahead of budget and above government guidelines for tertiary education institutions. This reflects the sound and stable financial performance and position EIT has maintained over a long period of time and is a credit to staff across the institution who use and manage resources prudently. EIT recognises the importance of continuing to do so if we are committed to maintaining the provision of high quality tertiary education in Hawke's Bay and Tairāwhiti.

Final Comments

2011 has been a step-change moment in the life of EIT. Looking back on the year, it has been a year of significant achievement, challenging at times, but one which has seen the development of a stronger and better EIT. The integration of Tairāwhiti Polytechnic into the institution has resulted in learning and development flowing both ways. The warm welcome from Tairāwhiti staff and the wider Tairāwhiti community has been humbling; their commitment and passion for strong educational provision into their communities is ongoing encouragement. It has been a pleasure and privilege to be on this educational journey together.

EIT is also hugely fortunate to have such a strong and capable Council which continues to provide strong governance for the institution. It is important to acknowledge and thank all Council members for their role and governance oversight – we are very fortunate to have such high calibre individuals and such an effective collective governance board.

“It has been a pleasure and privilege to be on this educational journey together.”

Likewise I am thankful for the strength of the executive leadership team and the wider management group across the institution and the ongoing commitment of staff. We could not have achieved what we achieved without the commitment, enthusiasm and capability of such people.

Finally, I am also deeply thankful to the many people from the wider communities, businesses, industry and iwi, who commit time to support and work alongside EIT, to ensure we remain relevant and connected to the life, business and activities of Hawke's Bay and Tairāwhiti. It is a pleasure and honour to continue to serve in this institution alongside such capable colleagues and with support from the regions we serve.



Chris Collins
Chief Executive

Merger Implementation

Tairāwhiti – EIT Merger Implementation

On 31 December 2011 Tairāwhiti Polytechnic was formally disestablished and merged with EIT on 1 January 2011. As covered elsewhere in the Annual Report the merger has represented a significant area of activity for staff across the two campuses in 2011. Whilst challenging at times, it also represents a highlight of 2011, with significant progress and positive developments occurring as part of the process. The purpose of this section is to give an overview of the implementation activities throughout 2011.

Principles underpinning success

In developing a shared vision together, a number of key principles were identified as being important if the merger was to be successful. We endeavoured to ensure these principles underpinned and shaped the activity and management of the merger implementation process:

- focus on student success in quality educational provision
- build genuine partnership with open and transparent processes
- respect histories, acknowledge strengths and weaknesses
- build shared vision, organisational values and cultures
- ensure strong local identity, but an integrated institution
- ensure effective decision making and influence at local level
- build effective decision making across institution
- ensure effective pooling of resources
- focus on people
- be prepared to make hard decisions
- be prepared to accept change
- ensure effective open communication

Major Workstreams

The Merger Implementation Work Plan was based on a comprehensive plan agreed with the Tertiary Education Commission, featuring activities and reporting against key milestones across the following workstreams:

- **Governance:** effective transition of the EIT and Tairāwhiti Councils into a single Council providing governance of the merged institution. A level of community representation is expected in both Tairāwhiti and Hawke's Bay on the Council at the time of the merger and into the future.
- **Human Resources:** includes a Human Resources plan to cover all the HR matters needing to be addressed by the date of the merger as well as considering all the organisational capability and integration issues in the merged institution.
- **Academic:** includes an academic plan of how programmes will be delivered at Tairāwhiti in a merged institution. This includes the integrating of academic policy, processes and structures; developing an integrated programme portfolio, and academic support systems and services.
- **Administrative Systems and Services:** includes the development of an Administration Systems and Services Plan that covered all administration matters that needed to be addressed before the merger and in the merged institution. There are three sub-projects involving IT Systems, Student Management Systems and the Finance System.
- **Facilities and Capital:** identifies and includes in an overall plan the development of facilities and equipment necessary to deliver the merged programme portfolio and to improve the overall level of capital assets located at Tairāwhiti to EIT standards over time.
- **Finance:** includes a Finance plan to address financial matters that need to be addressed by the date of the merger, as well as in the merged institution. This includes budgets, financial reporting and auditing, cash flow management, insurance and financial policies and delegations.



Hawke's Bay and Tairāwhiti staff powhiri

- **Communications:** will deliver a Communications Plan which will include how the community will be informed about the merger. This includes communication with the Tairāwhiti and Hawke's Bay communities; current Tairāwhiti and EIT students and staff; Iwi and other Māori groups in both communities and with future Tairāwhiti students.
- **Māori/Iwi:** this work stream is designed to ensure that appropriate relationships with Iwi and other Māori stakeholders of the EIT region are built and maintained. It includes work to improve Māori recruitment and retention in higher level programmes.

The Council and management have been committed to delivering on the implementation plan and have closely monitored progress against all of the milestones. The merged EIT is already different from either Tairāwhiti Polytechnic or EIT pre-merger, although full integration of all systems and processes and, more importantly, the development of a single organisational culture, will take more time.

Throughout the year, key milestones have been achieved and reported via Council to TEC and the Minister. The reports do not always highlight the complexity of what has been achieved, and it is not possible to include the details of all that has been implemented within this Annual Report. What follows, then, is a brief overview of the range and nature of the achievements that have occurred during the year.

Initial stages

Given the merger occurred on 1 January 2011, with little preparation time for the change, priority was given immediately before this to the substantial Human Resources processes required to ensure that immediate staffing changes and issues were addressed and processed. In the initial stages of 2011, the implementation plan focused on ensuring that urgent and critical matters were addressed, such as the ability of Tairāwhiti-based students to enrol in the new merged institution. This required detailed collaborative work across a range of agencies involved in administering tertiary student enrolment, loans and allowances systems.

“Whilst challenging at times, it also represents a highlight of 2011.”

Governance changes were implemented on 1 January 2011 to ensure that Council composition included the Tairāwhiti region, with the appointment of Nori Parata and Sheryl Smail to Council. Wider community stakeholder forums were held during the year to provide opportunity to engage directly with Council. The CEO and newly-appointed Tairāwhiti Campus Director, Jan Mogford, also initiated a number of engagements with key iwi partners in the Tairāwhiti region, and these have since been developed further with a collaborative education plan with Ngati Porou currently under consultation.

Academic

All educational developments planned as a part of the merger have progressed as expected. This means that the Tairāwhiti region already has access to a wider range of higher level programmes than it had before the merger. Twenty-six different academic harmonisation subject cluster projects occurred across the two campuses to align programmes. An extensive blended delivery project was launched to enable delivery of EIT Hawke's Bay's degree level programmes into the Tairāwhiti region in an effective sustainable manner.

“This means that the Tairāwhiti region already has access to a wider range of higher level programmes than it had before the merger.”

Eight new programmes were introduced into Tairāwhiti during 2011, with others planned for 2012 as a result of the blended delivery project and the academic harmonisation of the academic portfolio. In turn, some of the very successful programmes offered by Tairāwhiti Polytechnic were introduced into the Hawke's Bay region as a result of the merger academic activity.

Systems and facilities

Systems merger was successfully achieved across a range of areas. Key areas of the business such as Finance, IT, Student Management and Student Learning systems were all merged, along with others. This represented significant behind the scenes activity by staff on both campuses, and also provided an opportunity to consider process improvements. Significant capital upgrades and improvements on the Tairāwhiti campus were undertaken and have been committed to over the 2011/2012 summer break as part of the process of bringing the campus up to the standard required to support higher level and quality education provision. Accompanying this was an upgrade of IT equipment and other resources in Gisborne and at the Ruatoria centre.

Core Services

All core services across the newly merged institute were reviewed during 2011. The purpose of this was to ensure that service areas, including Finance, IT, Academic and Student Services, and a number of others were structured to ensure effective and efficient support of EIT's key activities in the context of the merged institution, across two large campuses separated geographically. Thirteen different core service reviews were completed during the year, and recommendations were implemented or are in process. The Academic Services review will be completed in 2012. A sense of the scale and breadth of these reviews is identified in the following table. Significant changes to staffing and roles have occurred, and it is important to note the constructive and positive engagement of staff from both campuses and their input into these reviews.

TIMEFRAMES / (COMMENCED)	Core Service Reviews 2011:
1st Quarter	Payroll
1st Quarter	Facilities, Grounds and Related Functions on the Tairāwhiti Campus
2nd Quarter	Library and Learning Services
3rd Quarter	Records Management
2nd Quarter	Information Technology
2nd Quarter	Academic Administration (Centralised and Decentralised)
To be completed 2012	Academic Services and Quality Management
3rd Quarter	Reprographics
3rd Quarter	Student & Staff Cafeteria
2nd Quarter	Finance
2nd Quarter	Marketing and Communications
3rd Quarter	Human Resources, DCE Function & Academic Teacher Development
2nd Quarter	International Recruitment
3rd Quarter	Regional Centres



Patisserie students

EFTS trends

The additional SAC EFTS provided in 2011 were an important part of the merger and these have provided an invaluable start for delivering the broader and deeper range of educational opportunity that the merger promised. The bi-monthly reports provided to EIT's Council and TEC Investment Manager demonstrated that the merged institution was tracking toward more uptake of higher level study by students in both regions. In addition to this, EIT successfully managed its delivery within the required range, ensuring that the Institute delivered 99.5% of its EFTS across both campuses.

Regional demand

As a result of the initial success of the merger, staff and communities have identified new educational opportunities with a stronger tertiary presence in Gisborne. For example, the demand for the extension of the Hawke's Bay Schools Trades Academy into the Tairāwhiti region by local Principals was significant and unprecedented, with applications for places exceeding current funding available. EIT was encouraged with the response of iwi in the Tairāwhiti region who have engaged positively in discussions and planning around opportunities that the merger and forthcoming treaty settlements provide for the increased delivery of tertiary opportunities to their people.

The Skills for Canterbury initiative was a catalyst for rapid increase in demand for trades programmes. EIT's

decision to approve the major capital expenditure redevelopment of the Gisborne trades facilities anticipated policy signals in this respect, together with the need to increase capacity and improve viability for trades programmes.

In the latter part of the year, the Statement of Tertiary Education Needs, Gaps and Priorities for the Tairāwhiti region was refreshed, as per one of the merger implementation milestones. This will provide the basis for future planning of educational provision. Key themes that arose from the stakeholder consultation were the need to explore more collaboration between providers in the region, with the aim of improving the pathways for young people from school, to further education, training and/or work. Local industry was clear that while skills acquisition was important, the development of a "work-ready" workforce was a joint responsibility of providers and employers that also needed attention.

Conclusion

This merger has continued to be received positively by staff, students and communities in both Tairāwhiti and Hawke's Bay. All this is contributing to increased educational outcomes for the region and a stronger, sustainable EIT.

"Whilst challenging and demanding on staff across both campuses, 2011 has been a constructive and positive year with the merger tracking strongly against the implementation plan."

Whilst challenging and demanding on staff across both campuses, 2011 has been a constructive and positive year with the merger tracking strongly against the implementation plan. It is important to note the commitment and constructive engagement of staff across both campuses, the support and guidance of Council, and also the valued support of staff in central agencies as we have all worked to make this a successful integration and merger. EIT has and is changing, as a result of the merger, and is a better institution for it.

EIT Tairāwhiti campus highlights

The 2011 year began with a busy schedule of interviews and appointments to fill tutorial and administrative positions as a result of the merger of EIT and Tairāwhiti Polytechnic on 1 January 2011. The merger had been received positively by the community and, as a result, applications for places on programmes were high and there was strong interest in the degree level programmes offered by EIT which had previously been offered in Tairāwhiti through articulation agreements with other tertiary providers.

A main street shop was leased over January and provided a focal point for promotional activities during the summer holiday period.

The summer holiday period enabled building work to be undertaken to upgrade and rebuild classrooms. A nursing simulation suite was built, the massage classroom was expanded and upgraded, and the business centre was totally upgraded and fitted out with new computers and other equipment. The introduction of the Fashion programme to Gisborne meant a rebuild of two prefabs into one large purpose-built sewing workroom. Further refurbishment was undertaken to classrooms to house the new Travel and Tourism and Health and Fitness programmes. Te Whatukura also had a much needed upgrade and new computers were installed.

The Auditor-General visited the campus in November to view the new and upgraded facilities. The Minister of Education and local Member of Parliament, Anne Tolley, visited the campus several times during the year. Moana Mackey, the local Labour MP attended lunch with senior staff and also toured the campus.

Along with degree programmes, other new programmes for 2011 included Fashion, Travel and Tourism and Health and Fitness. Eight of the year one fashion students were accepted as finalists in Cult Couture held at the Telstra Pacific Events Centre in Auckland in October. The fashion students also held an end of year fashion parade in the Maia gallery to showcase the work they had done throughout their first year of study. The fashion show was a sell-out. Travel and Tourism students went to Auckland to examine the tourism industry as part of their programme. They also acted as hosts at the Tourism Eastland tourism networking event held in August in Gisborne.



EIT Tairāwhiti fashion show

The Regional Learning Centre programmes again proved popular during the year with the Level 2 and 3 horticulture programmes being in high demand. These programmes were offered in Ruatoria, Tokomaru Bay, Tolaga Bay, Gisborne, Raupunga, Opoutama and Wairoa. An Introduction to Social Science programme was run in Wairoa to meet strong local demand.

Youth Guarantee places on programmes continued to be in demand with trades, and particularly carpentry, being popular. Meetings were held with secondary schools from the coast and city regarding the proposed new Trades Academy places for 2012. The programmes offered will be in trades, catering, and hair and beauty. The response, particularly from the coast schools, was overwhelming with many applications being received in December for programmes starting in February 2012.

In May, the first EIT Tairāwhiti Graduation ceremony attracted over 700 whānau and supporters to celebrate Tairāwhiti graduating students. Staff and students were also involved in many other high profile events throughout the year.

In February, Gisborne hosted the 2011 Te Matatini o te Ra Festival for over 30,000 people. Toihoukura (School of Māori Visual Art & Design) staff created all the spectacular art work and many staff and students volunteered at the Festival, particularly Associate Professor, Derek Lardelli, who undertook a key leadership role as creative director. The final evening of Te Matatini saw EIT Tairāwhiti sponsor ReggaeLution,



Waimata Wines presence at the 2011 Wine and Food Festival

with 6000 in attendance, and our catering students and staff provided kai and refreshments.

Several innovative promotional events were undertaken during the year including “Kai and Korero” at Te Whatukura which saw Victor Walker, Chief Executive of Te Runanga o Ngati Porou, speak about Reo Māori as a lifestyle. The Motor Trade Association (MTA) roadshow involved potential students, industry, employers and EIT Tairāwhiti trades staff. Potential students visited the trades area, and then visited prospective employers and industries within the region. A horticultural programme aimed at community groups entitled “Kai for Christmas” ran in September. This 14 week programme enabled the groups to grow a range of vegetables in time for Christmas. Three community groups participated: Men for Change, Vanessa Lowndes and Te Whare Whai Hua.

The Stout Street based winery, operating under the Waimata Wines label, held a successful business evening in September, and also hosted the Chamber of Commerce Business After 5 (BA5) evening. The campus was also a major sponsor of the Gisborne Wine and Food Festival in October where wines were sold, along with promotion of the viticulture programme. The festival was a sell-out, with over 5000 people attending. As well as the winery staff, catering staff and 16 catering students were involved with guest celebrity chef Martin Bosley, cooking and serving food and wine.

At Toihoukura, a Ta Moko Wananga took place in September. During this time Toihoukura was transformed into a studio to accommodate a number of visiting artists who were involved. This is an annual event, funded by Toi Māori. Associate Professor Derek Lardelli oversees the arrangements and invites a number of external specialists to participate.

During the Rugby World Cup, Associate Professor Lardelli was involved in leading the All Blacks on to Turangawaewae Marae. Derek has had the role of the team’s cultural advisor since handing over Kapa o Pango haka in 2005. Associate Professor Steve Gibbs (Toihoukura) travelled to Spain as part of his undertaking research which will be incorporated into a wider Toihoukura research project, Te Whakarei Whakaaro. A number of exhibitions of students’ work were held throughout the year with many of the artworks being sold on opening nights.

Min Hu, Lecturer in ICT levels 5 and 6, had his first research paper accepted by the Australasian Computing Education Conference being held in Melbourne in 2012. Min will present his paper “Teaching Novice Programming Using Goals and Plans in a Visual Notation” at the Conference.

The Motor Industry Training Organisation’s (MITO’s) annual report on off job training (offered in the EIT Tairāwhiti workshops) has again rated EIT Tairāwhiti as one of the highest performing programmes in the country.

2011 ended much as it began, with major rebuilding and upgrading of facilities, and the recruitment of new staff. In December, work began on a \$2.7 million rebuild and extension of the Trades facilities - this will allow higher student numbers on programmes and also the ability to offer project based learning. An example of this will be the Carpentry programmes which will provide students with the opportunity to build cottages as part of their learning experience. Other refurbishments to support a range of programmes were also begun.

Considerable work is also underway installing the technology required for programmes (predominantly degrees) which will be offered online and through blended delivery in 2012. And finally the exterior of the buildings on the main campus, and at Ruatoria have been given a fresh coat of paint, and smokefree signs have been installed at all campuses as EIT Tairāwhiti moves to being totally smokefree from 2012.

2011 has been a year of intense activity, both in terms of delivery of programmes and also with regard to merger implementation. While challenging at times, it has also been a year of significant achievement on many fronts. It is important to acknowledge the commitment and positive contribution of staff, iwi, the wider business community, schools and social agencies, all of which have lead to 2011 being a successful and satisfying year for EIT Tairāwhiti.

Faculty highlights

Faculty of Applied Science, Business and Computing

The year 2011 was the first full calendar year of the Faculty of Applied Science, Business and Computing following the merger of the Faculty of Business and Computing and the School of Applied Science from the former Faculty of Science and Technology. In addition the new Faculty was joined by colleagues from Tairāwhiti following the merger between EIT and Tairāwhiti Polytechnic. Staff have quickly established common ground in terms of developing graduates, and conducting research for the benefit of business in the Hawke's Bay and Tairāwhiti regions.

As for all parts of EIT, the Faculty played a significant role in 2011 in the merger with Tairāwhiti. Key activities included the preparations for the delivery of the blended Bachelor of Business Studies and Bachelor of Computing Systems in Tairāwhiti in 2012, the development of a harmonized Certificate in Grape Production and Wine Making at both campuses in 2012, and the development of distance assessments for National Certificate in Computing (Level 2) and National Certificate in Computing (Level 3) to enable delivery in remote areas in Tairāwhiti and Hawke's Bay.

In addition there were a number of new academic developments including the Faculty's first students in the Graduate Diploma in Business (Wine Industry) (online), Graduate Diploma in Oenology (on campus) and the Certificate in Applied Practical Skills (Land Skills). Additionally the relationship with Charles Sturt University (Australia) has changed, moving away from equivalency of each institute's Wine and Viticulture degrees, over time, in order that EIT's degrees might develop further in line with the New Zealand wine industry's requirements.

The Faculty continued its work with students at sub-degree level, in particular programmes targeted at "second chance learners." Certificate level programmes in agriculture, horticulture, grape growing and wine making, applied science, animal care, business and computing continued to attract good numbers with positive comments from industry and great feedback from graduates both in industry and in further study. The embedding of literacy and

numeracy within these programmes over the past two years continued as an important initiative well supported by students and industry.

On the research front, the highlights for the year were the appointment of Dr Michael Verhaart as an Associate Professor, Noel Yahanpath being awarded the CEO's Excellence in Research Award for 2011 and the work of Dr Mark Krasnow attracting significant external funding from the Sustainable Farming Fund, Hawke's Bay Wine Growers and New Zealand Wine Growers for his viticulture work. Staff continued to be very active with journal outputs and both national and international presentations, including Malcolm Reeves being invited as a visiting Professor to China Agricultural University. The Faculty was delighted that another staff member gained his PhD this year, with Stephen Corich graduating with a PhD in Information Technology from Massey University.

The Faculty continued to play a significant role in the ITP sector and Hawke's Bay activities. This year the School of Applied Science hosted the annual Primary Industry Polytechnics Tutors Association (PIPTA) conference. "The best ever" was the feedback. After leading Computing and Information Technology Research and Education New Zealand (CITRENZ) during a period of great change, Stephen Corich stepped down as Chair in 2011. On the local industry

"As for all parts of EIT, the Faculty played a significant role in 2011 in the merger with Tairāwhiti."

front the Faculty continued to support, with very positive feedback, the Hawke's Bay Mercedes-Benz Wine Awards, Air New Zealand Wine Awards, the Young Enterprise Scheme (YES) and to a lesser extent through individual staff activity, the New Zealand Institute of Chartered Accountants, Chamber of Commerce and the New Zealand Computer Society. Additionally, EIT's ongoing support to the Hawke's Bay Science Fair targeted at secondary school students continued to be highly valued by both students and staff from the secondary and tertiary sectors.



Malcolm Reeves, EIT, Tony Somers, District Viticulturist, Department of Primary Industries, NSW, Ivan Hui, consultant, Hong Kong, assess wines at the Gansu Qilian wine company in China after addressing an international conference on organic wine production in Lanzhou, August 2011

The Faculty's Advisory Committees continued to play a key role in the developments of the Faculty. The synergy between all three schools which are part of the "new" Faculty emerged strongly through comparison of feedback from each newly formed School Advisory Committee. All three Advisory Committees spoke similarly of the positive experiences they have had as a result of exposure to the Faculty's students, graduates and research. The Faculty and EIT as a whole remain very much indebted to the members of these Advisory Committees for their most generous donation of time, expertise, enthusiasm and wisdom, and the opportunities that they continue to provide for our students and staff.

Faculty of Health Sciences

While activities relating to the merger of EIT and Tairāwhiti Polytechnic dominated work in the Faculty of Health Sciences as throughout the Institute, other notable achievements by staff, students and graduates have been key highlights for the Faculty during 2011.

Janine Palmer, a Master of Nursing student, received the Graham Burnley Memorial Scholarship for 2011, awarded by the Renal Society of Australasia for her Masterate thesis research, "Supporting Self-Management in Chronic Kidney Disease".

Fiona Unac, 2009 Master of Nursing graduate became EIT's seventh Master of Nursing graduate to achieve

registration as a Nurse Practitioner, joining the approaching one hundred New Zealand NPs. Fiona is a prescribing NP in acute care, located in Hawke's Bay.

Nicki Wawatai and Lee-Anne Taylor received the EIT Teaching and Learning "Enhancing Student Engagement" award for their work in the Certificate in Health and Fitness.

Katy Kenah, Tutor in the Certificate in Work and Life Skills (Supported Learning) programme, and advocate for people with a disability, received the 2010-2011 SPARC Volunteer Award (Hawke's Bay) for her work with Sailability. Sailability is a volunteer-based organization which, through sailing, aims to enrich the lives of people with any type of disability.

The Faculty was delighted to celebrate with John Maxted when his PhD was confirmed for his research, "Boys Go Bush: Lived Solo Experiences at Tihoi Venture School".

Across the Faculty, research activities continued apace this year. Professor Bob Marshall lead externally-funded projects related to the Māori health workforce, rehabilitation following brain injury and fitness of school children as part of the "Bikes in Schools" project. Other teaching staff are involved in a wide range of collaborative projects including safe sleep for infants, clinical nurse specialist characteristics, and on-line learning experiences of postgraduate nursing students.



Faculty of Health Sciences Nicki Wawatai and Lee-Anne Taylor

Rachael Vernon, Head of the School of Nursing, spent time at the University of Washington in Seattle and met with other nursing leaders throughout the United States as part of her Fulbright Senior Scholar Award and her PhD research. Her research examines models for the assessment of continuing competence of nurses, comparing requirements in the US, Canada, the UK, Australia, and New Zealand to identify areas of consensus and best practice.

In April, a two year pilot of an EIT Research Directorate saw Professor Bob Marshall seconded to a 0.2 proportional role as EIT's Research Director. As a result of this secondment, an EIT Model of Research was developed, numerous EIT research scholarships and grants were approved, and Bob and fellow professors stepped up EIT's preparation for the 2012 PBRF Assessment.

An indicator of EIT's depth of research expertise among its staff has been the development of criteria for appointment to Associate Professor. The Faculty was delighted to celebrate the appointment of Drs Carl Paton and Rachel Forrest as Associate Professors. This is a wonderful recognition of their national and international standing as researchers.

A special feature of the year was getting to know and/or deepening the Faculty's relationships with colleagues based on the Tairāwhiti campus. Staff worked together to implement programmes across both campuses including the Certificate of Health and Fitness, Certificate in Health and

Sport Massage, Certificate in Foundation Studies for Nursing, Recreation and Sport Science and the National Diploma in Mental Health Support. The Faculty appreciated the collegiality of UCOL staff in facilitating a process to enable their former Bachelor of Nursing students and staff to become part of the EIT Bachelor of Nursing. Most importantly, the Faculty greatly valued the efforts and patience of all concerned in the numerous challenging transitions that resulted from the EIT/Tairāwhiti merger.

In July, a Nursing Council of New Zealand panel carried out a five-year audit of the Certificate in Contemporary New Zealand Nursing Practice programme. Congratulations to the small team, led by Helen Riden, in achieving fulsome praise for the quality of the programme and re-approval for a full five-year period.

At the same time, a combined NZQA-Nursing Council panel considered EIT's application to deliver a blended/on-line learning approach to a new Bachelor of Nursing curriculum sourced from Christchurch Polytechnic Institute of Technology as part of the TANZ Accord. The panel was impressed with the expertise of the Technology in Teaching and Learning (TiLT) team, and praised the discipline expertise, enthusiasm and commitment of the nursing lecturers. All those attributes were called to the fore as staff, guided by Dr Salomē Meyer, spent an intense four months developing the year one courses for blended delivery in 2012.

Earlier in the year, EIT was the host institute for the National Māori Nursing Students' hui. The attendees were full of praise for the focus, organization and aroha of the hui, set by the EIT Bachelor of Nursing students, staff, Kaumatua Jim Whaanga and Percy Hohipa, and Kuia, Rev. Makere Paul-Hoetawa. On a most sad note, EIT's beloved Kaumatua Tuahine Northover died suddenly during the time of the hui. School of Nursing staff and students were most grateful for the generous assistance from the Faculty of Māori Studies during this time.

In a stunning performance, EIT's year one and year two Certificate in Hairdressing students took out top awards for styling in the Hawke's Bay regional competition.

“In a stunning performance, EIT's year one and year two Certificate in Hairdressing students took out top awards for styling in the Hawke's Bay regional competition.”

Glen Harkness, Head of School, Health and Sport Science and members of his team worked with others at EIT in planning for the Hawke's Bay Schools' Trades Academy to commence in 2012. This is an exciting development, and the Faculty looks forward to involvement in the Sport and Recreation, and Hair and Beauty-related offerings.

As part of the TANZ Accord, the EIT School of Nursing and Schools of Nursing at Otago Polytechnic, CPIT, and UCOL continued to develop their on-line “Health Professional Postgraduate Programmes” collaborative project. Eleven EIT postgraduate courses were offered in a blended eLearning mode in 2011, including the Masterate Research course this year. Skype, virtual classrooms and face-to-face workshops complement the teaching and learning via on-line case studies, critical-thinking scenarios, wikis and blogs for students to share perspectives on advancing clinical practice and leadership. In addition to the TANZ partners, the Faculty is most appreciative of the adjunct teaching staff who support its programmes on top of their demanding clinical practice roles.

A critical factor in the work of the Faculty, as for the whole of the Institute, is the advice, support and critical comment received from members of Advisory Committees and the many individuals in agencies

with whom we collaborate. Many thanks to staff from Hawke's Bay and Tairāwhiti District Health Boards, Sport Hawke's Bay, Eastland Sport, Health Hawke's Bay and Turanga Health primary health organizations - as well as the wide range of other professional groups, agencies, and businesses who assist us to provide high-quality, meaningful education and training. These partnerships will always be a special highlight for the Faculty.

Faculty of Humanities, Arts and Trades

The Faculty of Humanities, Arts and Trades enjoyed a very busy and successful year in 2011 across a number of areas.

With regard to its programme portfolio, two new qualifications began this year. The Diploma of Chef Practice replaced the Diploma in Professional Culinary Arts, and the quality of the new programme has seen it purchased by another ITP following its development. A new strand of the Certificate in Applied Practical Skills in Fashion, Beauty, Health and Hair was also offered in conjunction with the Faculty of Health Sciences, aimed primarily at young people needing a stepping stone to future study and career pathways.

Two new qualifications were planned and processed for offering in 2012 - a Certificate in Contemporary Music Performance acquired from Tai Poutini Polytechnic, and the delivery of Christchurch Polytechnic Institute of Technology's Diploma in Tertiary Learning and Teaching will replace the EIT Diploma in Adult Education.

A number of new and existing programmes were and are under development or redevelopment for 2013 onward. The Bachelor of Teaching (Primary) with a possible Graduate Diploma is already generating interest in the community. A revamped Bachelor of Visual Arts will be offered in 2013. A Certificate in Plumbing and Gas-fitting will provide a new pre-trade offering in Hawke's Bay.

Staff have worked hard to develop the Bachelor of Applied Social Sciences into a blended programme so that it can be delivered into Tairāwhiti and also to make it more accessible for the significant number of part-time students who enrol. A significant part of the Faculty's portfolio of programmes has been harmonised with Tairāwhiti's programmes, notably in the trades area. The hospitality and social science programmes will be harmonised during 2012 for a 2013 start.



Level 2 carpentry Tutor Mike Karauria (left) teaches Khan Dovey, top, and Dokken Edmonds

Especially designed programmes were developed for the Ministry of Social Development to meet the needs of their clients. The National Certificate in Employment Skills was developed into an option called Smart Start and in partnership with the Hastings District Council successfully assisted students to return to employment. Similarly, a partnership with the Ministry and Te Taiwhenua Te Whanganui a Orotu saw the establishment of the Introduction to Trades Skills (Carpentry) programme at the Taiwhenua targeting at risk youth. A research project has been initiated to formally evaluate the effectiveness of this last initiative but early signs are that the programme is fulfilling its goals of assisting youth to stabilise their lives and help them to gain employment through the acquisition of a qualification.

Another strong year of research activity was evident in the Faculty. All Arts and Design staff exhibited on one or more occasions. That team also held a very successful joint exhibition with the staff of the Western Institute of Technology at Puke Ariki Museum in New Plymouth, titled "East Meets West".

Research staff across the Faculty achieved local, national and international publication and presentation outputs - essential to the recognition of the Faculty's degrees as research led. The Bachelor of Teaching (Early Childhood Education) team also held a successful research symposium for local employers and interested parties.

The Faculty was delighted that Professor Kay Morris Matthews was selected as part of TEC's Education



EIT Chief Executive Chris Collins with Unison Networks CEO Mr Ken Sutherland inspecting the new Unison Centre of Excellence

PBRF panel. Professor Morris Matthews also led several commissioned research projects completed by the School of Education and Social Science for clients such as the Hawke's Bay Children's Holding Trust, Sport Hawke's Bay and Ministry of Social Development.

Dr Peter Bray was elevated to the status of Associate Professor. Dr Bray is recognised internationally for his research specialisation in trauma and grief.

Past Visual Arts and Design student, Ashton Northcott, exhibited her final year artwork at the Hastings Art Gallery, entitled "Dollywood". This is a significant achievement for a student fresh out of art school.

Relationships with external stakeholders have strengthened during the year. Unison sealed a partnership with EIT to bring a Centre of Excellence to Hawke's Bay. Unison has established a training facility in the School of Trades and Technology which includes a workshop area, classrooms and an outside arena to accommodate real-life working environments. The Centre focuses on training and development for Unison staff, and it is intended that eventually EIT students will gain access to some of the resources and facilities that Unison offers. The School of Trades and Technology has formerly built cottages and now builds classrooms for NZ Cottages, providing practical industry relevant projects for carpentry students.

The Faculty's industry Advisory Committees were strengthened this year resulting in more focused and strategic relationships with their industry sectors.

The Tertiary Education Commission, pleased with the success of the Modern Apprenticeship Coordination Services provided by the School of Trades and Technology, has increased the size of the contract by 14 apprenticeship places up from 91, in 2011. Off job training contracts were maintained by the five ITOs, namely the: Hospitality Standards Institute, Motor Industry Training Organisation, Competenz, Electro Technology Industry Training Organisation and the Building and Construction Industry Training Organisation.

Strong links have been maintained with New Zealand Aid via Accent Learning which saw two intakes of Asian Officials learning English Language at the English Language Centre. The officials were very complimentary of the skills they learnt and the reception they were given.

The Social Workers Registration Board gave approval for the Bachelor of Applied Social Sciences to offer a double major in social work and counselling, and the School of Arts and Design helped fund the restoration of a painting by renowned artist Goldie in association with the Hawke's Bay Museum and Art Gallery.

“A number of new and existing programmes were and are under development or redevelopment for 2013 onward .”

Tautai Pacific Arts Trust ran a three day event at the School of Arts and Design for Pacific students in Hawke's Bay called the Fresh Horizons Pacific Arts Workshops. There were four workshops offered in painting, fashion, creative writing and music, and over 40 local Pacific students attended. This was a hugely successful event that is likely to return in 2012.

Local employer, Wineworks will offer two \$1000 scholarships, one in electrical and one in engineering that will be awarded to successful students at the annual Greenmeadows Rotary Apprentice Awards.

These are but a taste of the significant support that the Faculty receives and values from local employers, ITOs, organisations and industry at large.

As always, a number of Faculty staff achieved significant recognition during the year. These staff include Jillian Johnstone (Programme Coordinator,



Tautai Fresh Horizons workshops were held on EIT's Hawke's Bay campus during October

Certificates of Introduction to Social Services and Education and Social Services) who was awarded the Chief Executive's Teaching Excellence Award and Adele Vukula who was awarded the Chief Executive's General Excellence Award.

Several new staff professional development initiatives were instigated during the year. All Faculty staff attended a "Mission 21st Century" Skills half-day professional development retreat at the start of the year. Not only did this orient staff to the options and teaching and learning benefits of technology, but it also provided a welcome back event for the Faculty. Several professional development sessions were run for the Faculty's Programme Coordinators recognising the valuable role they play in programme management and student care. A Friday lunchbox series of workshops was held for School of Arts and Design staff and students and the research lunchbox workshops continued. The Faculty expanded its Māori and Pacific mentoring programme across all four schools with significant benefits noted for Māori and Pacific student retention and success.

There were several notable student achievements in the Faculty. Lisa Wojick (nee Berry), a second year Diploma of Tourism and Travel student received an EIT Chief Executive's Award at Graduation, recognising her outstanding achievement in the Certificate in Tourism & Travel study programme. She won a City and Guilds award in Hotel Reception. The London-based institute awards the medal to the top student in each of the leading education organisation's qualifications internationally.



Katey Jewell, Year two Certificate in Fashion Apparel

The Bachelor of Visual Arts and Design students were asked to develop concepts for Marine Parade development in Napier, a project initiated by then MP Stuart Nash. Four projects were developed. They were presented to a public forum and left on display for several months. Some very creative yet practical designs were developed that received acclaim from the Napier City Council and the public. The winning design entitled “Moremore” proposed building a large circular wharf as an iconic feature for Napier.

Level six design student Amelia Haliday won the international design competition entitled “Sounds Like Us” run by Radio New Zealand and Clemenger BBDO. Three other design students: Kirk Lambert, Aimee Pakoti and Jessica Kiel were highly commended for their entries.

Katey Jewell, a year two Certificate in Fashion Apparel student, had her winter 2011 collection featured in the grand opening of Marie Kjestrup Evans’ Gallery on 28 May. Level 6 Visual Arts students Angela Taylor and Jamie Morrell were selected as emerging artists featured in the Rotary Club of Greenmeadows National Art Exhibition. Visual Arts student Sharon Wrigley held an exhibition at Hastings Community Art Centre entitled “Epiphany”. Year two Fashion Design student, Litia Sapati gained a place in the Style Pasifika fashion extravaganza in Auckland. Rosina Millman was awarded the bi-annual David Fine Scholarship for being an outstanding level six Bachelor of Arts and Design student. This prestigious award allows Rosina to exhibit at the Hastings Community Art Centre in 2012.

Paul McDowall, a level 4 carpentry student received the Certified Builders Top Apprentice for New Zealand

Award, and Screen Production student Rosie Reid was spotted by Sir Richard Taylor in a Dominion article and as a result walked straight into an internship at WETA Workshops.

The Faculty acknowledges the support it has received during 2011 for its numerous activities and achievements, and looks forward to continuing this momentum into 2012.

Te Manga Māori: Faculty of Māori Studies

‘Piki ake, kake ake i te toi huarewa, Te Ara o Tāwhaki i piki ai ki runga’

2011 has been a momentous year for Te Manga Māori. The year brought a number of fundamental changes to who we are and how we operate. Some of these changes have been part and parcel of the continued professional development that Te Manga Māori has engaged in over the last two years, but most have come from the merger between EIT with Tairāwhiti.

The year started off with the pōwhiri in February for Tairāwhiti staff, and the Faculty is proud of the response and support of its students who came in strength to support the pōwhiri even though the academic year had not started and some were not even registered for classes this year.

“2011 has been a momentous year for Te Manga Māori.”

On 31 March Tairāwhiti Kaumātua, Henare Swann passed away. This was followed by the passing of Hawke’s Bay Kaumatua, Tuahine (Joe) Northover, on 6 April. The loss of these pou was a sad and major blow to the Faculty and the memory of their time amongst us will always be cherished. Ki a kōrua rā ngā poutokomanawa, ngā kaitiaki o te reo me ngā tikanga, hoki atu rā kōrua ki Paerau, moe okioki mai rā i te wā kāinga. E kore kōrua e warewaretia. Kāti ake.

Prior to the merger the Faculty and the teaching programme were one and the same and known collectively as Te Manga Māori. With the merger, Te Manga Māori responsibilities were expanded to include Toihoukura, the School of Visual Art and Design, from the Gisborne campus as well as the Māori Language programme in Gisborne, Te Whatukura. This expansion required some renaming and reorganisation. Te Ūranga Waka at Taradale and Te Whatukura at Gisborne comprise



Tuahine (Joe) Northover

the School of Māori Language under the guidance of Puti Nuku, in the position of Te Pouarataki (Head of School equivalent). Toihoukura continues to operate under the academic guidance of Associate Professors Derek Lardelli and Steven Gibbs with the administrative responsibilities lying with the recently established position of Kaitaiki, Theresa Wawatai-Smith. Te Manga Māori, the Faculty is managed by Professor Roger Maaka as Dean and Tania Pattison as administration coordinator.

After several years of being non-operative, the Faculty Advisory Committee was re-established, holding its first meeting on 19 June 2011. The Faculty Academic Committee (FAC) has been reorganised to include representation from Tairāwhiti. The Faculty acknowledges the very important contributions of Dr Suzette Major and Gianetta Lapsley whose talents and experience have been invaluable to the work of the FAC.

Because of the construction work beginning in the Faculty, graduation this year was held at Pukimokimoki Marae, Maraenui. Once again it was an enjoyable celebration of student and staff achievement. The Faculty acknowledges the hau kāinga of Pukimokimoki for their welcoming support of the graduation. This year saw a record number of graduands celebrate with 48 receiving Level 2 certificates, 64 Level 4 certificates and 17, the BA Māori. The graduation day was capped off with Hiria Tumoana and John Harmer being acknowledged for completing 20 years of continuous service to EIT. The Faculty thanks both for their significant contributions to the Faculty over these years. E hoa mā, e mihi kau ana rā ki a kōrua.

As in previous years, the Level 2 and Level 4 Certificate programmes were delivered at EIT's regional learning centres in Waipukurau, Flaxmere and Maraenui with record student numbers. This is expected to impact very positively on the BA (Māori) in 2012. Ahuriri Houkamau delivered a Level 2 class at the Hastings District Council as well as the introductory reo Māori degree paper, Te Tira Hou. He also delivered a marae customs and practices paper to the NZ Police, from both the Napier and Hastings branches.

Student numbers for the BA (Māori) increased slightly in 2011 mainly due to the success of the certificate programmes in 2010. The Faculty was fortunate to secure former staff member, Matiu Eru as the lead tutor of the Level 7 customs and practices paper, Te Taraongaonga which had been delivered by Tuahine Northover over the previous 12 years.

An ACE funded te reo Māori beginners' night class commenced in 2011, delivered by Ron Dennis. This cohort has requested a follow on class in 2012. Furthermore a range of successful ACE courses were conducted in 2011 requested specifically by community groups, hapū, and iwi which predominantly covered performing arts and marae customs and practices.

The Taumata Kōrero Taumata Tohu project of Te Manga Māori graduates, referred to in the 2010 report was completed and the findings presented at a public meeting in the Whare Mātoro in April. During the year EIT established the rank of Associate

“The Faculty was fortunate to secure former staff member, Matiu Eru as the lead tutor of the Level 7 customs and practices paper.”

Professor and the Faculty is very proud that two of its senior Toihoukura staff, Derek Lardelli and Steven Gibbs were promoted to Associate Professor. Eight Te Manga Māori staff were awarded EIT research grants. In September the Faculty's Pouarataki, Puti Nuku, submitted her Masters thesis at Massey University and, while not yet official, she has been informed that she has successfully passed. Materoa Haenga and Pare Rohe-Belmont contributed articles to the new Ngati Kahungunu newspaper 'Kahungunu Matangi Rau', and Materoa was also editor for this paper.



Students, graduates and staff, Te Manga Māori graduation ceremony, Pukemokimoki Marae, December 2011

Professor Roger Maaka was the keynote speaker at the Indigeneity and the Arts: Visual Culture and Communication Conference at the University of Kent, UK. His paper “Indigeneity: Locating Indigenous Peoples” is to be published in the Biennale Sydney 2012 catalogue. Professor Maaka was also appointed to the 2012 PBRF Māori Knowledge Panel.

Te Manga Māori, along with four other institutions, participated in the trialling of the NZQA Mātauranga Māori Self Assessment Evaluation. Materoa Haenga and Puti Nuku are members of the working party formed to align the model to more traditional Māori philosophies.

At the end of 2010, Te Whatukura staff were invited to Te Manga Māori to initiate the harmonisation process of all programmes offered at both campuses. This was a highly successful hui that laid the foundation for an amicable working relationship which continued in 2011.

In May, Professor Maaka and other staff members were welcomed with a pōwhiri by Te Toi Houkura and Te Whatukura staff and students. Staff were not only impressed with the students’ knowledge of traditional waiata but with their artistic skills

showcased in the School’s Maia Gallery. Te Manga Māori and Toi Houkura continue to work well and closely together.

Toi Houkura students competed in various fashion awards throughout the country this year and in October, an exhibition to celebrate the senior degree and certificate students’ art was held.

In May, Pare Rohe-Belmont became the Faculty’s Blended Learning Developer. Pare has received extensive training and much ground has been covered redeveloping two of the degree papers for delivery in semester one next year. This has meant an entirely new mindset for the majority of the Faculty’s tutors but all are enthusiastic and positive about the benefits for students. The Faculty is also pleased to have been selected to pilot new technology in 2012.

After an external review held in July and the degree monitor’s visit in November, much redevelopment is being planned over the next two years to broaden the scope of the BA (Māori).

In the midst of the loss of our pou, 2011 also brought challenge and excitement, which staff and students have responded to positively and actively.

International Section

EIT's international section saw some significant goals achieved in 2011.

International EFTS of 237 (465 students) were achieved in 2011, compared to 211 EFTS (421 students) in 2010. The top six countries were India (67 EFTS), China (41), Saudi Arabia (14), Thailand (13), South Korea (11) and Japan (10), with the students spread over a range of programmes, notably English Language, Business, Nursing, Applied Science and Computing. Overall it was good to see growth in International numbers in 2011 with 45 different countries represented and with students studying across a range of subject areas.

It was pleasing to note that the English Language Centre had increased EFTS in 2011 (58 EFTS). This was mainly due to an increase in Thai and Saudi students. The first half of the year brought in 15 Saudi students who are happy to be accommodated with homestays. These students have come to EIT either through the web, the Cultural Mission in Auckland, or by word of mouth which is particularly strong in this market. In 2012, international staff will attend an Education Fair in Riyadh, Saudi Arabia in order to increase these numbers further.

In 2011 the section introduced an English Bridging: Academic Skills programme which enabled students to complete and pass an internal programme which prepared them for mainstream study in the Faculty of Applied Science, Business & Computing, without having to sit an IELTS exam. All but one of the students passed and they have the opportunity to take up their chosen pathway without the extra stress of an external exam. This has been a good marketing tool in countries such as China, where they have asked for this type of programme in the past.

The usual cultural activities took place during the year such as celebrating Chinese New Year and having an International Dinner, where each country representative is encouraged to make their own food, and to also dress in their national costume. The orientations for new students were well attended, and students participated in barbeques, and a tour around Hawke's Bay. An "English Club" where mainstream students attended "fun" lunch time programmes was offered by staff in one faculty and this proved

very popular and helped students to understand kiwi culture and language.

For some students, attending programmes at EIT is a means to an end. Their priority is to get a job on completion of their programme and so EIT staff offered a "Graduate Package" series where students were helped with CV and covering letter preparation, interview techniques and job search skills. After focused preparation, the students attended the Hawke's Bay Business Expo which enabled a wide variety of employers to meet with our graduating students.

Throughout the year Education agents visited EIT from Vietnam, India, China and Japan. International Marketing Staff also made visits to new markets in Turkey, Nepal and the United Kingdom. All showed strong potential and transferred into results, with seven students (5.5 EFTS) recruited from Nepal and six students (2.6 EFTS) from the United Kingdom.

It was pleasing to note that two new institutional relationships were formed during the year, these being with Nemik Kemal University in Turkey, where the primary interest is Wine Science, and Hebei University of Science and Technology in China, again with a primary interest in Wine Science. As a next step, staff from these universities will visit EIT early in 2012. In both instances other discipline areas are of developing interest, including Business, Nursing, Computing and Art and Design.

It is an exciting time for the export education industry in NZ as the government is driving growth to increase foreign exchange earnings by 50% over the next 15 years. They are leading changes from the front in establishing a new Crown agency

"It is an exciting time for the export education industry in NZ..."

which will bring the relevant groups (Ministry of Education, NZ Trade & Enterprise and Education NZ) together, to improve the "New Zealand Inc" effort offshore, and they are committing a substantial increase in crown funding in order to make this happen. This indicates that EIT will be able to move forward positively within a new national regime in the recruitment of international students.

Advisory, Consultative Committees and Reference Groups

Māori Consultative Committee

The Māori Consultative Committee represents tangata whenua (Article II of Te Tiriti o Waitangi), taura here (Article III of Te Tiriti o Waitangi) and the communities they live in and serve.

The Committee provides advice and guidance to Council and the Chief Executive in regard to issues relating to: tikanga; kawa; te reo Māori; and Te Tiriti o Waitangi. Membership in 2011:

- Pauline Tangiora (Chair)
- Anne Hiha
- David Pearson
- Chris Collins
- Heitia Hiha
- Audrey Robin
- Materoa Haenga
- Kararaina Kire
- Tracee Te Huia
- Matiiria Hawaikirangi-Pomana
- Roger Maaka
- Steve Tipu

Tairāwhiti Stakeholder Forum

The Tairāwhiti Stakeholder Forum was chaired by Nori Parata and Sheryl Smail (Tairāwhiti based Council members) on behalf of Council. A wide range of community, business and educational organisations were invited to participate in discussions about merger-related activities and the tertiary education needs and concerns of the region. This provided an opportunity to engage with Council and senior executive directly and, in particular, David Pearson (Council Chair), Chris Collins (Chief Executive), Claire Hague (Deputy Chief Executive) and Jan Mogford (Tairāwhiti Campus Director).

Attendees in 2011:

- Catherine Barbarich
- Hannah Hohapata
- Taina Ngarimu
- Laurie Biesiek
- Julie McCarthy
- Sue Peard
- Karen Fenn
- Karen McClutchie
- Margaret Shanks
- Diane Foley
- Jackalin Manuel
- Carol Shepherd
- Phil Grogan
- Sharon Maynard
- Nedine Thatcher-Swann
- Chris Hatwell
- Geoff Meade
- June Tam
- Trevor Helson
- Sue Ngarimu-Goldsmith

Pacific Island Reference Group

The Pacific Island Reference Group was established to provide Council and Executive with advice relating to Pasifika matters and to assist in developing relationships with the Pacific Island communities that EIT serves. Current members of the Reference Group, along with invited community members for 2011 were:

- Philip Rowden (Chair)
- Mabel Aiolupotea
- Tevivi Daniel
- Claire Hague
- Maryanne Marsters
- Lee Olsen
- Talalelei Taufale
- Steve Tipu
- Alieta Uelese
- Richard Walford

Faculty Advisory Committees

During 2010 EIT consulted on and reviewed the role of its Advisory Committees with the aim of achieving more strategic discussions about industry needs and tertiary directions, alongside the need for operational input to individual programmes. The government's legislated change to ITP Council membership (moving from large representative model to a small board) also prompted Council and management to consider how Advisory Committees could ensure a range of community and industry views were captured in strategic discussion.

This resulted in a smaller number of Advisory Committees, all being re-shaped around EIT School structures, with a broader membership and a more strategic rather than programme specific focus. Specific industry expertise and knowledge relating to programme detail is sought on an as-needed-basis, where this is not available within the membership of the Advisory Committees. Advisory Committees are tasked with providing strategic advice and industry based perspectives to EIT's Council, management and staff. They advise on the School's portfolio of programmes, stakeholder interface, research, industry and professional issues and trends. The Council Chair and Chief Executive also meet with Advisory Committee Chairs to discuss EIT's engagement with industry, the wider community and to consider the strategic direction of the institute.

In Tairāwhiti there is a range of programme specific committees that provide advice and guidance from an industry perspective to tutors. Deans and Heads of School are developing mechanisms by which these committees may feed into the wider advisory committee structure.

External Advisory Committee members are:

Applied Science Advisory Committee

Jonathan Bell
Farmlands Trading Society Ltd

Hilton Collier
AgFirst

Ru Collin
Hastings District Council

Xan Harding
Hawke's Bay Winegrowers' Association Inc

Hayden Higgins
Rabobank

David Hildreth
Sheep/Beef Farmer

Peter Holley
Mission Estate Winery

Philip Irwin
Deer Industry Rep

Cath Kingston
Plant and Food Research

Chris Looij
Hastings District Council

Bart Mulder
Pro Arbore

Simon Nash
Consultant

Martin O'Grady
Karamu High School

Kate Radburn
C J Pask Winery

Billy Scott
SSF Orchards Ltd

Education Advisory Committee

Sherie Bartley

Private Sector

Mary Cooper

Private Sector

Cheryl Ellison

Ecumenical Centre

Martin Ennor

Scallywags

Marieta Enticott

Parents As First Teachers

Ann Epplett

Nature Kids

Cherreen Exeter

Ministry of Education

Beth Huddleston

Napier Kindergarten Association

Fran Hurworth

Heretaunga Kindergartens

Irene McAllister

Private Sector

Miranda Smith

Miranda Smith Homecare

Shannon Thompson

Playcentre Association

Nursing Education Advisory Committee

Ana Apatu

Hawke's Bay District Health Board

Lynsey Barlett

Tairāwhiti District Health Board

Robyn Dymock

Tairāwhiti District Health Board

Sonia Gamblen

Tairāwhiti District Health Board

Helen Garton

Hawke's Bay District Health Board

Barbara Haywood

College of Nurses, Aotearoa

Karen Hicks

Hawke's Bay District Health Board

Chris McKenna

Hawke's Bay District Health Board

Carol Pedersen

NZ Nurses Organisation

Vicki Simpson

Student Representative

Laureen Sutherland

Anglican Care (Waiapu) Ltd

Sport, Recreation & Massage Advisory Committee

Peter Anderson

YMCA Hastings

Julia Haydon-Carr

Hawke's Bay District Health Board

Jock MacIntosh

Hawke's Bay Regional Sports Park

Gay Monteith

Focus Health

Donna O'Brien

Theresa O'Brien

Sport Hawke's Bay

Brendon Rope

Pettigrew.Green Arena

Colin Stone

Sport Hawke's Bay

Bronson Wharehinga

Te Taiwhenua o Heretaunga

Social Services Advisory Committee

Sandra Coleman

Child Youth & Family

Gilda Morganti

Counsellor

Paula O'Boyle

Psychotherapist

Donny Riki

Tu Meke First Choice PHO

Marie Roser

Family Works

Lorraine Sayer

Hawke's Bay District Health Board

Monica Stockdale

Te Rangihaeata Oranga

Support, Work & Life Skills Advisory Committee

Huia Beattie

Kawa Whakaruruhau Representative

Lucy Dever

Otatara Restcare & Rehabilitation

Nicky Gardner

Hohepa

Kim Hennker

Hawke's Bay District Health Board

Jude Knight

Taradale High School

Anthea Lowe

Community Connections

Helen MacPherson

Taradale Masonic Rest Home & Village

Cheryl Robinson

Waiapu House

J B Smith

Te Taiwhenua O Heretaunga

Dianne Wepa

Hawke's Bay District Health Board

Jim Whaanga

Kaumatua

Naomi Whitewood

Te Kupenga-Hauora

Paul Wright

IDEA Services

Te Manga Māori Advisory Committee

Tryphena Cracknell

Hawke's Bay Museum and Art Gallery

Jackie Ham

Te Wānanga o Aotearoa

Kenny Jones

Flaxmere College

Jeremy Tātere MacLeod

Ngāti Kahungunu Iwi Incorporated

Alice McMillan

Careers New Zealand

Lewis Rātapu

Hawke's Bay District Health Board

Donna Whitiwhiti

Te Taiwhenua o Heretaunga

Trades & Technology Advisory Committee

Andrew Crompton

Eastbridge Ltd

Lans Hasselmann

Titan Buildings Ltd

Bob Hawley

Red Steel New Zealand

Grant Lower

Stichbury Automotive Care

Darron Mathews

EMF Electrical Ltd

Dale Prebble

Karamu High School

Gordon Sanson

Homeworx Design and Build Ltd

Tourism & Hospitality Advisory Committee

Rick Anderson

The Gin Trap

Glen Fulcher

City and Guilds

Nick Gouder

Orton Catering

Megan Harris

Hawke's Bay Tourism

Catherine Hobbs-Turner

Mangapapa Lodge

Gareth Kelly

Odyssey Tours

Jane Libby

Food Hawke's Bay

Carolyn Neville

Napier I-Site Visitor Centre

Keith Price

Napier City Council

Shane Pugh

Vidal Winery Restaurant

Rebecca Rameka

Pacific Restaurant

Jenny Ryan

Takoro Trails

Kim Saber

Cafe Rosso

Reza Saber

Cafe Rosso

Sarah Shand

Napier Girls' High School

Bill Sheppard

Best Travel

Statement of Service Performance

Strategy 1

Pursuing Success

OBJECTIVES

- Leading good practice in teaching and learning
- Building student success
- Providing relevant programmes
- Offering responsive support

SUCCESS MEASURES	ACTUAL OUTCOME
Completion of EIT/Tairāwhiti Polytechnic Merger Implementation Plan milestones in Governance and Academic work streams.	Achieved All milestones scheduled for 2011 in both merger work streams have been completed.
Implementation of the Teaching and Learning Plan.	Partially Achieved Teaching and Learning Plan timeframes have been revised to incorporate Tairāwhiti campus staff input. All 2011 goals commenced, rescheduled or completed as per revision.
Embedding of self-assessment and evaluation practices across faculties and service sections.	Achieved Plan for embedding of self-assessment and evaluation practices has been established, and implementation is ongoing.
Continuation of the EPI project to analyse and address poorly performing programmes.	Achieved EPI project continued and ongoing presentations made to Council, Executive team and faculty staff. Programme specific EPI information provided to staff for analysis and action.

Strategy 2

Enquiring Minds

OBJECTIVES

- Fostering research and innovation
- Informing practice
- Building critical thinking
- Discovering new ways
- Connecting to key communities

SUCCESS MEASURES	ACTUAL OUTCOME
Implementation of the PBRF plan.	Achieved PBRF preparedness audit report completed. Staff training sessions carried out.
Development and commencement of an improved system to collect and report research output information.	Partly Achieved Investigation into research management systems carried out. Current system retained alongside improved staff training.
Plan developed to respond to recommendations arising from 2012 independent discussion document re strengthening research performance.	Achieved Plan developed. Implementation ongoing.
Adoption of a Model of Research for EIT.	Achieved Model adopted in August and information and support provided to staff.

Strategy 3

Thinking Smarter

OBJECTIVES

- Using resources responsibly
- Bureaucratically lean
- Optimising effectiveness and efficiency
- Elegant solutions

SUCCESS MEASURES	ACTUAL OUTCOME
Completion of EIT/Tairāwhiti Polytechnic Merger Implementation Plan milestones in Administrative Systems and Services, Facilities and Capital, and Finance work streams.	Achieved All milestones scheduled for 2011 in the three merger work streams have been completed.



Staff welcomed colleagues from Tairāwhiti onto the Hawke's Bay campus during February 2011 in an historic first face-to-face coming together since the two tertiary institutes officially merged at the start of the year

Strategy 4

Flourishing people

OBJECTIVES

- Pursuing achievement
- Nurturing leaders
- Acknowledging the Founding Peoples of Aotearoa New Zealand
- Creating opportunities
- Fostering vibrant EIT communities
- Affirming diversity

SUCCESS MEASURES	ACTUAL OUTCOME
Completion of EIT/Tairāwhiti Polytechnic Merger Implementation Plan milestones in Human Resources work stream.	Achieved All milestones scheduled for 2011 in this merger work stream have been completed.
Implementation of Leadership and Management development framework.	Partly Achieved Framework developed and ready for implementation.
Implementation of Smoke-free policy at Taradale campus and Regional Centres 2011 and preparation for extension to Gisborne campuses and centres in 2012.	Achieved Implementation of Smoke-free policy from Jan 1st 2011 at Taradale campus and Hawke's Bay Regional Learning Centres. Preparation for Tairāwhiti campus and Regional Learning Centres implementation in 2012 completed.
Re-evaluation of Director Māori function in context of merged institution.	Not Achieved Paper in development for CEO consideration.



Strategy 5

Being connected

OBJECTIVES

- To global scholarship
- With diverse communities
- Via 21st century technologies
- Through active partnerships
- Through national and regional leadership

SUCCESS MEASURES	ACTUAL OUTCOME
Completion of EIT/Tairāwhiti Polytechnic Merger Implementation Plan milestones in the Communications and Māori/Iwi work streams.	Achieved All milestones scheduled for 2011 in both merger work streams have been completed.
Completion of the Trades Academy Establishment Plan in readiness for 2012 opening.	Achieved Plan completed and approved by the Minister of Education. Hawke's Bay and Tairāwhiti Schools Trades Academies @ EIT to open in February 2012.
Implementation of the new Advisory Committee structure and functions.	Achieved All new Advisory Committees. New functions explained by CEO and relevant Deans or their delegate, and meetings conducted accordingly.

Additional Annual Reporting Information

EIT's Council has a statutory responsibility to ensure that it strives to eliminate barriers to the progress of students, and that it does not create any unnecessary barriers as a result of its activities.

In 2011, Educational Performance Indicators continued to be analysed and utilised to identify and address areas where student performance could be improved. A focus on Māori, Pacific and young learners and the particular barriers that they encounter in tertiary education resulted in a number of initiatives to address those barriers. These included the first year of implementation of an EIT Pacific Strategy, and work on the development of a Māori strategy aimed specifically at support for the continuous improvement of EIT's educational service to its Māori students. Orientation programmes for students were redeveloped and trialled as a result of feedback from students and staff during 2010 as to their effectiveness. Youth Liaison and Link positions

“All core services across EIT were reviewed during the course of 2011, and as a result a number of potential barriers to student achievement were identified and analysed”

were developed to mentor and support young learners in their studies and link them to potential employers and work, with very successful outcomes.

The implementation of an EIT-wide Teaching and Learning Plan established an ideal 21st century Graduate Profile and associated actions to remove barriers to achievement of this profile across the EIT student body. These included targeted professional development activities for staff, and planning for the embedding of graduate profile attributes within selected programmes.

As part of the merger of EIT with Tairāwhiti Polytechnic, a concerted effort to remove barriers to learning caused by the physical distance between main campuses was launched. A blended learning project focussed on the development of several programmes into a format that improved access to higher level learning for EIT's students, whether they were based in Hawke's Bay or Tairāwhiti. Experts in the field of blended learning pedagogy worked alongside staff to develop content and delivery mechanisms, and student feedback will be an essential part of the ongoing evaluation of the effectiveness of blended delivery across EIT's regions.

Again as a result of the merger, all core services across EIT were reviewed during the course of 2011, and as a result a number of potential barriers to student achievement were identified and analysed. Changes to service delivery in areas such as Information Technology and Student Library and Learning Services among others are envisaged to have a positive impact on student achievement. New and redeveloped facilities and IT equipment were installed at the Tairāwhiti campus throughout the year to better support student learning and achievement, and to ensure equity of access and quality for students at both campuses.

A review of the Regional Learning Centres during 2011 confirmed their effectiveness in removing barriers to access to education in more remote and impoverished areas of EIT's communities. An ongoing commitment to the provision of regional learning opportunities has seen the retention of regional learning activities across both regions, with a continued focus on more financially sustainable centres into the future.

Academic Outcomes

Academic Outcomes for 2010

FACULTY	CERTIFICATE	DIPLOMA	DEGREE	POSTGRAD	TOTAL
Humanities, Arts & Trades	326	62	57	0	445
Applied Science, Business & Computing	285	123	79	0	487
Health Sciences	300	50	85	60	495
Māori Studies	113	0	5	0	118
EIT Total	1,024	235	226	60	1,545

Academic Outcomes for 2011

FACULTY	CERTIFICATE	DIPLOMA	DEGREE	POSTGRAD	TOTAL
Humanities, Arts & Trades	477	88	66	0	631
Applied Science, Business & Computing	301	144	70	0	515
Health Sciences	403	54	83	74	614
Māori Studies	113	2	24	0	139
EIT Hawke's Bay Total	1,294	288	243	74	1,899
EIT Tairāwhiti Total	155	288	9	0	452
EIT Total	1,449	576	252	74	2,351

Research Office Report

The Research Office was established in early 2011, staffed by a Director (0.2 FTE), a Performance Based Research Fund (PBRF) Administrator (0.3 FTE) and a Research Office Administrator (0.2 FTE). The purpose of the Research Office is to provide institute-wide support for staff research, to ensure a high quality EIT response to the 2012 PBRF evaluation, and to enhance coordination and communication around research.

As part of the research support role, the existing EIT Research Scholarship system was retained, where funding is provided to Schools to provide backfill for scholarship-recipient staff in order for them to have additional time to undertake research. In addition, a research funding process was implemented to help staff with the initial costs of a research project. In 2011, four staff were awarded EIT Research Scholarships and EIT Research Grants totalling \$96,000 were made to 22 staff members.

In order to centralise research information for staff, the intranet research website was upgraded. It now includes a searchable database of external research funding sources, a folder of EIT research information and forms, current PBRF information, and links to the Ministry of Health ethics website. Other initiatives undertaken by the Research Office included a survey of users of EIT's Research Hub facility, assistance with the production of posters of staff profiled in the 2011 Research Showcase, the development of an EIT Model of Research, and the provision of research and PBRF support seminars on both the Taradale and Tairāwhiti campuses.

In May the Research Office responded to the Tertiary Education Commission's PBRF Quality Evaluation Audit and hosted the auditors in mid-September.

The audit concerned EIT's preparedness for the 2012 PBRF evaluation round and reported:

Overall, as at 16 September 2011, we assessed that the Institute has a high degree of preparedness for the PBRF Quality Evaluation 2012.

Two other highlights of the year were the development of criteria for promotion to Associate Professor and the development of policy and criteria for Extended Study Leave. The criteria for promotion to Associate Professor were circulated to staff and applications were called for mid-year. In early October an appointment panel consisting of the HR Director, EIT Professors, one Dean and a Professor from the University of Auckland assessed the applications and recommended the promotion of six staff members. This was a significant development in the research culture of the institution, as it was the first time staff have been able to be promoted primarily on the basis of the quality and extent of their research.

A policy regarding Extended Study Leave was developed during 2011 as well. This outlines the process available to all full-time staff at EIT in applying for up to six months' leave to follow a programme to enhance their skills, experience or qualifications. This was also a significant development for the institution.

The majority of the Research Office's work in 2011 focussed on within-EIT developments. In 2012 the focus will shift slightly to include enhancement of external relationships and collaborations.

Bob Marshall, PhD
EIT Research Director

Research Outputs In 2011

Book Chapter

Bray, P., & Bray, O. (2011). Fathers and sons: An autoethnographic case study of bereavement and trauma. In C. Barrette, B. Haylock & D. Mortimer (Eds.), *Trauma imprints: Performance, art, literature and theoretical practice* (pp. 13-23). Available from <https://www.interdisciplinarypress.net/online-store/ebooks/hostility-and-violence/trauma-imprints>

Journal Article

Refereed

Albertyn, F. (2011). An e-Process selection meta-model using four decision making processes. *International Journal of Computer Information Systems and Industrial Management Applications*, 3, 612–622. Available from http://www.mirlabs.org/ijcisim/regular_papers_2011/Paper69.pdf

Ashworth, N., & Thompson, S. (2011). Long-term condition management: Health professionals' perspectives. *Journal of Primary Health Care*, 3(1), 16-22. Available from <http://www.rnzcgp.org.nz/assets/documents/Publications/JPHC/March-2011/JPHCOSPashworthMarch11.pdf>

Bray, P. (2011). Bereavement and transformation: A psycho-spiritual and post-traumatic growth perspective. *Journal of Religion and Health*. Advance online publication. doi: 10.1007/s10943-011-9539-8

Bray, P. (2011). Naming spirituality in counsellor education: A modest proposal. *New Zealand Journal of Counselling*, (Special issue), 76-97. Available from <http://www.nzac.org.nz/5.%20Naming%20Spirituality%20in%20Counsellor%20Education.pdf>

Burns, E., & Yahanpath, N. (2011). Researching New Zealand polytechnic degree students' semester-time paid work and study. *New Zealand Journal of Applied Business Research*, 9(2), 43-56.

Costa, V. P., Pertence, L. C., Paton, C. D., De Matos, D. G., Martins, J. A. N., & De Lima, J. R. P. (2011). Physiological correlates of 10-Km up-hill cycling performance in competitive cyclists. *Journal of Exercise Physiology-online*, 14(3), 26-33.

Crawford, R., Hedley, C., & Marshall, B. (2011). Influences on registered nurses having an annual influenza vaccination: Lessons from New Zealand. *Kai Tiaki Nursing Research*, 2(1), 12-16.

Da Silva, J. F., Guglielmo, L. G., Carminatti, L. J., De Oliveira, F. R., Dittrich, N., & Paton, C. D. (2011). Validity and reliability of a new field test (Carminatti's test) for soccer players compared with laboratory-based measures. *Journal of Sports Sciences*, 29(15), 1621-1628. doi: 10.1080/02640414.2011.609179

Erturk, E. (2011). Ecological surplus and its economic implications. *The International Journal of Environmental, Cultural, Economic and Social Sustainability*, 7(3), 397-408.

Field, R., & Coetzer, A. (2011). Newcomer socialisation in New Zealand small manufacturing firms: A socialisation agent perspective. *Small Enterprise Research*, 18(1), 80-96. doi: 10.5172/ser.18.1.80

Halliwell, J., & Smith, W. (2011). Paradox and potential: Trends in science policy and practice in Canada and New Zealand. *Prometheus*, 29(4), 373-391. doi: 10.1080/08109028.2011.641385

Hickford, J. G. H., Forrest, R. H. J., Zhou, H., Fang, Q., & Frampton, C. M. (2011). Association between variation in faecal egg count for a mixed field-challenge of nematode parasites and ovine MHC-DQA2 polymorphism. *Veterinary Immunology and Immunopathology*, 144(3-4), 312-320. doi: 10.1016/j.vetimm.2011.08.014

Kadirov, D. (2011). Macro-systems role of marketing: Do we trade environment for welfare? *Journal of Macromarketing*, 31(4), 359-375. doi: 10.1177/0276146711409944.

Kadirov, D., & Varey, R. J. (2011). Symbolism in marketing systems. *Journal of Macromarketing*, 31(2), 160-171. doi: 10.1177/0276146710393519.

Krasnow, M., Bunch, T., Shoemaker, C., & Loss, C. R. (2011, November 1) Effects of cooking temperatures on the physicochemical properties and consumer acceptance of chicken stock. *Journal of Food Science*. Advance online publication. doi:10.1111/j.1750-3841.2011.02435.x

Krasnow, M. N., Hirson, G. D., & Shoemaker, C. F. (2011). Effects of cooking temperatures and starch source on the gelatinization and thickening power of roux. *Journal of Culinary Science & Technology*, 9(4), 247-260. doi: 10.1080/15428052.2011.627251.

Mapel, T., & Simpson, J. (2011). Mindfulness-based stress reduction research in Aotearoa New Zealand. *New Zealand Journal of Counselling*, 31(2), 21-34. Available from <http://www.nzac.org.nz/2.%20Mindfulness-Based%20Stress%20Reduction%20Research%20in%20Aotearoa%20New%20Zealand.pdf>

Marshall, B., Floyd, S., & Forrest, R. (2011). Clinical outcomes and patient's perceptions of nurse-led healthy life style clinics. *Journal of Primary Health Care*, 3(1), 48-52. Available from <http://www.rnzcgp.org.nz/assets/documents/Publications/JPHC/March-011/JPHCIPMarshallMarch11.pdf>

Marshall, B., Floyd, S., & Forrest, R. (2011). Nurses' perceptions of nurse-led healthy lifestyle clinics. *Journal of Primary Health Care*, 3(4), 289-297. Available from <http://www.rnzcgp.org.nz/assets/documents/Publications/JPHC/December-2011/JPHCMarshallDecember2011.pdf>

McConnell, C. (2011). Dynamic ways of knowing - Not just in our heads: A study of a continuous practicum in field based teacher education. *New Zealand Research in Early Childhood Education*, 14, 67-80.

Roberts, J., Floyd, S., & Thompson, S. (2011). The clinical nurse specialist in New Zealand: How is the role defined? *Nursing Praxis in New Zealand*, 27(2), 24-35.

Simpson, J., & Mapel, T. (2011). An investigation into the health benefits of mindfulness-based stress reduction (MBSR) for people living with a range of chronic physical illnesses in New Zealand. *New Zealand Medical Journal*, 124(1338), 68-75. Available from <http://www.nzma.org.nz/journal/124-1338/4765/>

Smith, W., Davies-Colley, C., Mackay, A., & Bankoff, G. (2011). Social impact of the 2004 Manawatu floods and the 'hollowing out' of rural New Zealand. *Disasters*, 35(3), 540-553. doi: 10.1111/j.1467-7717.2011.01228.x

Taylor, L., Hay-Smith, J., & Dean, S. (2011). Can Clinical Pilates decrease pain and improve function in people complaining of non-specific chronic low back pain? A pilot study. *New Zealand Journal of Physiotherapy*, 39(1), 30-38. Available from http://www.physiotherapy.org.nz/Folder?Action=View%20File&Folder_id=112&File=Physio%20low%20res%20all%20pages.pdf

Vernon, R., Chiarella, M., & Papps, E. (2011). Confidence in competence: Legislation and nursing in New Zealand. *International Nursing Review*, 58(1), 103-108. doi: 10.1111/j.1466-7657.2010.00853.x

Vernon, R., Doole, P., & Reed, C. (2011). Where is the international variation in the protection of the public? Commentary on Cutcliffe and Forster (2010). *International Journal of Nursing Studies*, Advance online publication. doi: 10.1016/j.ijnurstu.2011.09.021

Yang, G., Hickford, J. G. H., Zhou, H., Fang, Q., & Forrest, R. H. (2011). Extended haplotype analysis of ovine ADRB3 using polymerase chain reaction single strand conformational polymorphism on two regions of the gene. *DNA and Cell Biology*, 30(7), 445-448. doi: 10.1089/dna.2010.1175

Yahanpath, N., & Joseph, T. (2011). A brief review of the role of shareholder wealth maximisation and other factors contributing to the global financial crisis. *Qualitative Research in Financial Markets*, 3(1), 64-77. doi: 10.1108/17554171111124621.

Non-refereed

Crawford, R. (2011). Reclaiming 'a land of milk and honey' [Editorial]. *Kai Tiaki Nursing New Zealand*, 17(3), 2.

Crawford, R., & Manhire, K. (2011, May 1). From chalk to online chat. *Nursing Review*. Available from <http://www.nursingreview.co.nz/pages/search.php?k=manhire&x=6&y=13>

King, P. (2011, September). Highlights from the EIT Viticulture/Wine Science Degree student research projects 2010. *Wine Hawke's Bay*, (15), 18.

Merchant, R. (2011, Winter). Child abuse and the media – A recent study. *Children: A Newsletter from the Office of the Children's Commissioner*, (77), 21-23. Available from http://www.occ.org.nz/_data/assets/pdf_file/0003/8382/CC_Children_77.pdf

Stewart MacKenzie, H. L. G. (2011). A position piece: Do "we 'do' Pikler"? *The First Years: Ngaa Tau Tuatahi. New Zealand Journal of Infant and Toddler Education*, 13(1), 27-28.

Conference Contribution

Published conference proceedings

Bickers, A. & Skelton, D. (2011) A systems engineering internship: VMWare takes over [Poster session]. In S. Mann & M. Verhaart (Eds.), *Proceedings of the 2nd Annual Conference of Computing and Information Technology Research and Education New Zealand (CITRENZ) incorporating the 24th Annual Conference of the National Advisory Committee on Computing Qualifications, Rotorua, New Zealand, 6-8th July* (pp. 286-287). Retrieved from <http://citrenz.ac.nz/conference-2011>

Calcinai, B. (2011). Effective training and assessment of competency and compliance for New Zealand primary industry. In E.W. Hewett, D.E. Aldous, & N. Benkeblia (Eds.), *Proceedings of the XXVIII International Horticultural Congress on Science and Horticulture for People (IHC2010): VI International Symposium on Horticultural Education, Research Training and Consultancy (Acta Horticulturae)*, 920, pp. 83-88). Leuven, Belgium: ISHS.

Chittenden, R. I., & Smith, P. A. (2011). Comparison between three different analysis methods for tannin in New Zealand red wines. In *Science a Platform for Progress: American Society of Enology and Viticulture 62nd National Conference, Monterey, California, USA, 20-24 June 2011: Technical abstracts* (p. 95). Available from <http://www.asev.org/docs/2011TechnicalAbstracts.pdf>

Erturk, E. (2011). Systems analysis and design: Student group projects in a blended environment [Poster session]. In S. Mann & M. Verhaart (Eds.), *Proceedings of the 2nd Annual Conference of Computing and Information Technology Research and Education New Zealand (CITRENZ) incorporating the 24th Annual Conference of the National Advisory Committee on Computing Qualifications, Rotorua, New Zealand, 6-8th July* (pp. 294-295). Retrieved from <http://citrenz.ac.nz/conference-2011>

Hagen-Hall, K., & MacCallum, K. (2011). An investigation into the usefulness of podcasts for tertiary students In S. Mann & M. Verhaart (Eds.), *Proceedings of the 2nd Annual Conference of Computing and Information Technology Research and Education New Zealand (CITRENZ) incorporating the 24th Annual Conference of the National Advisory Committee on Computing Qualifications, Rotorua, New Zealand, 6-8th July* (pp. 87-94). Available from <http://citrenz.ac.nz/conference-2011>

Holmes, C., & Verhaart, M. (2011). Using the Joomla CMS to build an interactive eCommerce website. [Poster session]. In S. Mann & M. Verhaart (Eds.), *Proceedings of the 2nd Annual Conference of Computing and Information Technology Research and Education New Zealand (CITRENZ) incorporating the 24th Annual Conference of the National Advisory Committee on Computing Qualifications, Rotorua, New Zealand, 6-8th July* (pp. 304-305). Retrieved from <http://citrenz.ac.nz/conference-2011>

Hu, M., Winikoff, M., & Cranefield, S. (2011). Teaching novice programming with goals and plans. In H. Regenbrecht & M. Middlemiss (Eds.), *Postgraduate Day 26 August 2011 Information Science Department University of Otago* (pp. 47-48). Available from <http://infosci.otago.ac.nz/assets/Research/IS-PostGradDay-2011/ISPG-Day-2011-proceedings.pdf>.

Krasnow, M., Mathews, M., Adams, D., & Shackel, K. (2011). The effects of cluster girdling on fruit growth, firmness, and composition. In V. Novello, M. Bovio, & S. Cavalletto (Eds.), *Proceedings 17th International Symposium GIESCO, Asti – Alba (CN), Italy, 29 Aug-2 Sept 2011* (pp. 415-418). Montpellier, France: Le Progres Agricole et Viticole.

Lengyel, I. (2011) 21st century tools for 21st century learners. [Poster session]. In S. Mann & M. Verhaart (Eds.), *Proceedings of the 2nd Annual Conference of Computing and Information Technology Research and Education New Zealand (CITRENZ) incorporating the 24th Annual Conference of the National Advisory Committee on Computing Qualifications, Rotorua, New Zealand, 6-8th July* (pp. 310-311). Retrieved from <http://citrenz.ac.nz/conference-2011>

Lewry, S., Verhaart, M., & Dickie, J. (2011). Wisecracks website development. [Poster session]. In S. Mann & M. Verhaart (Eds.), *Proceedings of the 2nd Annual Conference of Computing and Information Technology Research and Education New Zealand (CITRENZ) incorporating the 24th Annual Conference of the National Advisory Committee on Computing Qualifications, Rotorua, New Zealand, 6-8th July* (pp. 312-313). Retrieved from <http://citrenz.ac.nz/conference-2011>

Roy, R. (2011). Enhancing visibility using supply chain mapping: Some cases from the Hawke's Bay region of New Zealand. In *2011 International Conference on Management and Service Science (MASS)*, doi:10.1109/ICMSS.2011.5998257.

Tilly, N., & Yahanpath, N. (2011, November). *An exploratory study into performance of corporate trustees in relation to failed finance companies in New Zealand*. Paper presented at the Auckland Region Accounting Conference 2011, Auckland, New Zealand. Available from http://www.aut.ac.nz/__data/assets/pdf_file/0010/247294/7.0-Noel-Nick-ARA-2011.pdf

Turpin, A. & Skelton, D. (2011) A 'product stewardship' database development: PaintWise, Agrecovery & GardenWise. [Poster session]. In S. Mann & M. Verhaart (Eds.), *Proceedings of the 2nd Annual Conference of Computing and Information Technology Research and Education New Zealand (CITRENZ) incorporating the 24th Annual Conference of the National Advisory Committee on Computing Qualifications, Rotorua, New Zealand, 6-8th July* (pp. 378-379). Retrieved from <http://citrenz.ac.nz/conference-2011>

Verhaart, M. (2011) Using Open Education Resources (OERs) in blended teaching: Is it worth it? In S. Mann & M. Verhaart (Eds.) *Proceedings of the 2nd Annual Conference of Computing and Information Technology Research and Education New Zealand (CITRENZ) incorporating the 24th Annual Conference of the National Advisory Committee on Computing Qualifications, Rotorua, New Zealand, 6-8th July* (pp. 263-272). Available from <http://citrenz.ac.nz/conference-2011>

Wisker, L. (2011). The impact of personality traits on sales performance: A comparative study between Muslim and non-Muslim managers. In T. Hoque (Ed.), *International Islamic Banking, Finance and Investment Conference, 19-20 December 2011, Hotel Istana, Kuala Lumpur, Malaysia*. Available from <http://www.wbiconpro.com/413-Lily.pdf>

Yahanpath, N., & Burns, E. (2011). Undergraduate students paid semester work and its impact on retention rate. In K. Zegwaard (Ed.), *NZACE 2011 Conference proceedings: Refereed proceedings of the New Zealand Association for Cooperative Education Conference, held 18-19 of April, 2011, at Eastern Institute of Technology (EIT), Napier, Hawkes Bay, New Zealand*. (pp. 35-37). Available from http://www.nzace.ac.nz/conferences/papers/Proceedings_2011.pdf

Yahanpath, N., & Cavanagh, J. (2011, November). *New Zealand finance company collapses and subsequent blame game*. Paper presented at the Auckland Region Accounting Conference 2011, Auckland, New Zealand. Available from http://www.aut.ac.nz/__data/assets/pdf_file/0011/247187/5.0-Noel-John-ARA-2011-Submission.pdf

Yahanpath, N., & Koh, S. (2011). Strength of bond covenants and bond assessment framework. *Finance and Corporate Governance Conference 2011*. doi: 10.2139/ssrn.1693615

Conference oral presentation - refereed

Adizova, N., Kadirov, U., & Kadirov, D. (2011, October). *Effect of non-traditional advertising on consumer intentionality*. Paper presented at the New Zealand Applied Business Education Conference (NZABE 2011), Nelson, New Zealand.

Adizova, N., Kadirov, U., & Kadirov, D. (2011). *Effectiveness of non-traditional advertising: Intention gap and its antecedents*. Paper presented at the Twenty Fifth Annual Australian and New Zealand Academy of Management Conference (ANZAM 2011), Wellington, New Zealand.

Bray, P. (2011, December). *Naming the spiritual in counsellor education*. Paper presented at the New Zealand Association of Counsellors Tertiary Educators Conference, Wellington, New Zealand.

Bray, P., & Bray, O. (2011, March). *Fathers and sons: An autoethnographic case study of bereavement and trauma*. Paper presented at the 1st Global Conference: Trauma: Theory and Practice, Prague, Czech Republic.

Crawford, R., Stein-Parbury, J., & Dignam, D. (2011, October). *Emotional communication between nurses' and parents' of a child in hospital: What's going on?* Paper presented at the Australian College of Children and Young Peoples Nurses (ACCYPN) 2011 Conference, Sydney, Australia.

Erturk, E. (2011, December). *The impact of public policymaking on ethical attitudes toward internet piracy*. Paper presented at the Australasian Business Ethics Network Conference, Auckland, New Zealand.

Fowler, M. (2011, November). *Management accounting graduates: The importance of skills and characteristics to educators and practitioners - Any impact on the Chartered Accountants' Programme?* Paper presented at the Fifth Management Accounting Conference, Wellington, New Zealand.

Giles, L. (2011, December). *Metaliteracy*. Paper presented at the New Zealand Communication Association's 23rd Annual Conference, Auckland, New Zealand.

Govers, E. (2011, November). *Exploring complexity theory as a means to explain educational practice, starting with programme design*. Paper presented at the Tertiary Education Research New Zealand Conference, Wellington, New Zealand.

Hartley-Smith, J. (2011, December). *The jigsaw puzzle*. Paper presented at the New Zealand Communications Association (NZCA) 24th Annual Conference, Auckland, New Zealand.

Kadirov, D., & Varey, R. (2011, October). *Bad faith in education: Toward theory of authentic business educator*. Paper presented at the New Zealand Applied Business Education Conference (NZABE 2011), Nelson, New Zealand.

Kadirov, D., & Varey, R. (2011, November). *Moral stages of marketing practice*. Paper presented at the Australian and New Zealand Marketing Academy Conference (ANZMAC 2011), Perth, Australia.

Kadirov, D., & Varey, R. (2011, December). *Bad faith and marketing ethics: Towards existential theory of authentic marketing management*. Paper presented at the Twenty Fifth Annual Australian and New Zealand Academy of Management Conference (ANZAM 2011), Wellington, New Zealand.

McConnell, C. (2011, July). *Not just in our heads: Interweaving theory and practice: A study of a continuous practicum in field based teacher education*. Paper presented at the 48th Annual New Zealand Childcare Association (NZCA) Conference, Rotorua, New Zealand.

Morris Matthews, K. (2011, November). *William Colenso: Intersections of provincial politics and education 1859-1878*. Paper presented at the William Colenso Bicentennial Conference, Napier, New Zealand.

Morris Matthews, K. (2011, December). *History of education and the Internet*. Paper presented at the Australian and New Zealand History of Education Society (ANZHES) Conference, Auckland, New Zealand.

Petry, D., & Turvey, J. (2011). *Rejuvenating and rebuilding the 520 Economic Environment prescription*. Paper presented at the New Zealand Applied Business Education Conference (NZABE 2011), Nelson, New Zealand.

Roberts, J. (2011, March-April). *The clinical nurse specialist in New Zealand: An opportunity to enhance services and outcomes in Critical Care*. Paper presented at the Australian and New Zealand Intensive Care Society (ANZICS) New Zealand Regional Conference, Taupo, New Zealand.

Vernon, R. (2011, July). *Public safety: Confidence in competence*. Paper presented at the 22nd International Nursing Research Congress, Cancun, Mexico.

Webster, J. (2011, October). *The invisible matrix - How a digital and traditional printmaking practice can support one another*. Paper presented at the Impact 7 Conference, Melbourne, Australia.

Yahanpath, N., & Burns, E. (2011, October). *Changing expectations of paid work v study time commitments between students and tertiary education institutions*. Paper presented at the New Zealand Applied Business Education Conference (NZABE 2011), Nelson, New Zealand.

Yahanpath, N. (2011, November). *Cost benefit analysis based on 2009 data: Bachelor's degree or CA?* Paper presented at the Fifth New Zealand Management Accounting Conference Wellington, New Zealand.

Yahanpath, N., & Singh, S. (2011, July). *Creative drafting of bond covenants – The case of New Zealand*. Paper presented at the International Conference on Business and Information, Bangkok, Thailand.

Conference oral presentation - non-refereed

Albertyn, F. (2011, October). *Merge, harmonize, blend and deliver*. Paper presented at the New Zealand Applied Business Education Conference (NZABE 2011), Nelson, New Zealand.

Chiappin, A., & Major, S. (2011, July). *Marketing an art school: How to establish your own identity within an institutional brand*. Paper presented at the Aotearoa New Zealand Association of Art Educators Conference (ANZAAE), Hamilton, New Zealand.

Chittenden, R. I. (2011, June). Tannin management in winemaking: A New Zealand cool climate perspective. In *Tannin management in winemaking*. Seminar conducted at the American Society of Enology and Viticulture 62nd National Conference, Monterey, CA.

Collins, C. W. (2011, October). *EIT – Merger with Tairāwhiti: The journey to date and lessons being learnt*. Paper presented at the NZITP Conference 2011, Christchurch, New Zealand.

Collins, C. W. (2011, November). *Merger and rationalisation – Lessons on the journey*. Paper presented at the 3rd Annual New Zealand Tertiary Education Summit, Wellington, New Zealand.

Erturk, E. (2011, October). *The importance and methods of teaching economic globalisation*. Paper presented at the New Zealand Applied Business Education Conference (NZABE 2011), Nelson, New Zealand.

Maaka, R. (2011, July). *Indigeneity as an analytical framework for locating indigenous peoples in society*. Keynote paper presented at the 3rd Native Studies Research Network UK Conference, Canterbury, England.

Mapel, T., Pentecost, M., & Bray, P. (2011, November). *Student counsellors' development of confidence and competence*. Paper presented at the NZAC Counsellor Educators' Conference, Wellington, New Zealand.

Pentecost, M. (2011). *What makes Shining Stars shine?* Paper presented at NZ Association of Counsellors Conference, Whangarei, New Zealand.

Skelton, D. (2011, April). *Bloggng student projects: Communicating and assessing with blogs*. Paper presented at the 14th Annual New Zealand Association for Cooperative Education (NZACE) Conference, Napier, New Zealand.

Stokes, B. (2011, October). *Reaching out to new markets: Redesigning 'Strategic Marketing' for full online delivery with a wine business flavour*. Paper presented at the New Zealand Applied Business Education Conference (NZABE 2011), Nelson, New Zealand.

Verhaart, M., & Hagen-Hall, K. (2011, April). *Using cloud-based tools for capstone industry projects – A case study*. Paper presented at the 14th Annual New Zealand Association for Cooperative Education (NZACE) Conference, Napier, New Zealand.

Vernon, R. (2011, November). *Confidence in competence: Developing a conceptual model for the demonstration and assessment of continuing competence*. Keynote paper presented at the International Council of Nurses (ICN) Credentialing and Regulators Forum, Taipei, Taiwan.

Yahanpath, N., Thomas, L., & Ahmed, Y. (2011, April). *Best practice of IBL project – A case study*. Paper presented at the 14th Annual New Zealand Association for Cooperative Education (NZACE) Conference, Napier, New Zealand.

Conference workshop

Crawford, R., & Weston, K. (2011, August). *Inequity in health*. Workshop presented at the New Zealand Nurses Organisation (NZNO) Annual Conference, Wellington, New Zealand.

Foxall, D., & Simon, V. (2011, September). *Tuakana/teina model*. Workshop presented at the Kaupapa Māori Research Symposium, Rotorua, New Zealand.

Marsters, M. (2011, October). *Towards a Pacific strategy*. Workshop presented at the National Tertiary Learning & Teaching Conference, Nelson, New Zealand.

Conference poster presentation

Wills, R., Morris Matthews, K., Hedley, C., Freer, T., & Morris, H. (2011, November). *The Before School Check (B4SC) programme in Hawke's Bay: Health outcomes and strategies*. Poster session presented at the Paediatric Society of New Zealand Annual Scientific Meeting 2011, Auckland, New Zealand.

Thesis

Corich, S. P. (2011). *Automating the measurement of critical thinking in discussion forums*. (PhD thesis, Massey University, Palmerston North, New Zealand). Available from <http://hdl.handle.net/10179/2991>

Govers, C. (2011). *Programme design practice in a polytechnic in Aotearoa/New Zealand: A case for complexity*. (EdD thesis, University of Waikato, Hamilton, New Zealand). Available from <http://researchcommons.waikato.ac.nz/handle/10289/5734>

Maxted, J. (2011). *Boys go bush: Lived solo experiences at Tihoi Venture School*. (PhD thesis, University of Otago, Dunedin, New Zealand). Available from <http://hdl.handle.net/10523/1985>

Petersen, L. (2011). *Implementing a support mechanism through mentoring for teaching practice by academic teaching staff in the higher education context*. (PhD thesis, Curtin University, Perth, Australia). Available from <http://espace.library.curtin.edu.au>

Wisker, L. (2011). *The effect of personality, emotional intelligence and social network characteristics on sales performance: The mediating roles of market intelligence use, adaptive selling behaviour and improvisation*. (PhD thesis, University of Waikato, Hamilton, New Zealand). Available from <http://researchcommons.waikato.ac.nz/handle/10289/5081>

Research Paper

Bray, P., & Tomoana, J. (2011). *The impact of a peer support programme for children who are experiencing loss: A New Zealand perspective*. Available from <http://www.startraining.org/assets/500051/impactpaper.pdf>

Nuku, P. (2011). *Ki au i nohoia anō tēnei poraka e aku tūpuna: I repeat, these are my ancestral lands*. Available from http://www.mai.ac.nz/mai_korero

Report for External Body

Abel, S., Logan-Riley, A., & Wakefield, B. (2011). *Evaluation of Hawke's Bay DHB's Turuki Māori workforce development plan, 2008-2011*. Prepared for the Hawke's Bay District Health Board.

Ericksen, M. (with Ehrhardt, P.). (2011). *Programme Incubator: An evaluation of pedagogy*. Prepared for Project Incubator, Hawke's Bay District Health Board.

Maaka, R. (2011). *Taumata toho taumata korero: A study of BA (Māori) graduates of Te Manga Māori in Te Whare Takiura o Kahungunu, the Eastern Institute of Technology, their marae and communities*. Prepared for Te Puni Kokiri.

Mara, D., Ashcroft, J., Stockdale Frost, A., Karekare, M., & Morris Matthews, K. (2011). *An evaluation of the extent to which early childhood centres in Hawke's Bay engage with Sport Hawke's Bay Heart Foundation Healthy Heart Award and SPARC Movement programmes in 2010 for Sport Hawke's Bay*. Prepared for Sport Hawke's Bay.

Marshall, B. (2011). *Operation Step: Driver licence compliance evaluation*. Prepared for the Eastern Police District.

Marshall, B., Forrest, R., Thompson, S., & Maclaren, O. (2011). *Final report on the Bike on Project at St. Mary's School, Peterhead School and Hastings Girls High School*. Prepared for the Healthy Populations Group, Hawke's Bay District Health Board.

Marshall, B., Scrymgeour, G. & Forrest, R. (March, 2011). *Continuity of cancer care: Pilot project evaluation*. Prepared for the Hawke's Bay Primary Health Care Organisation.

Morris Matthews, K. & Thompson, S. (2011). *Youth Employment Service scoping*. Prepared for the Ministry of Social Development.

Thompson, S., Pentecost, M., Wivell, J., Stockdale Frost, A., & Morris Matthews, K. (2011). *Evaluation of the outcomes for Hawke's Bay pre-school children assessed during the Before School Check with behaviour concerns*. Interim report to the Hawke's Bay Children's Holdings Trust.

Thompson, S., Pentecost, M., Wivell, J., Stockdale Frost, A. & Morris Matthews, K. (2011). *Evaluation of the outcomes for Hawke's Bay pre-school children assessed during the Before School Check with behaviour concerns*. Final report to the Hawke's Bay Children's Holdings Trust.

Exhibition

Bahho, M. (2011). Negotiating Place [Electronic media]. *East West* [Group exhibition]. Puke Ariki Museum, New Plymouth, October 14-December 11.

Baker, P. (2011). Banner for Rimbaud - 1980 [Wax relic of previous sculptural practice presented in purpose built reliquary box]. *From the Beginning Part 1 - 1st Works* [Group exhibition], Vent Gallery, EIT Hawke's Bay, Napier, New Zealand, February 21-March 4.

Baker, P. (2011). So It Is [Wall installation of 3 light boxes with translucent vinyl presented on purpose built/designed steel shelving system]. *Creative Hawke's Bay Invitational 2011* [Group exhibition], Hastings City Art Gallery, Hastings, New Zealand, April 10-June 26.

Baker, P. (2011). Sure to Rise [Wood, ceramic and light box sculpture]. *East West* [Group exhibition], Puke Ariki Museum, New Plymouth, New Zealand, October 14-December 11.

Baker, P. (2011). Waiohiki, Inaianei (Piata Lights) [Light boxes]. *Waihoki Charity Art Auction*, Waiohiki Community Arts Centre, Waiohiki, Hawke's Bay, New Zealand, September 29.

Binding, W. (2011). Study for Waterviews [Painting]. *Hawkes Bay Invitational 2011* [Group exhibition]. Hastings City Art Gallery, Hastings, New Zealand, April 10-June 26.

Binding, W. (2011). Vivian Girls in Havelock North [Painting, plus four repainted works, and four previously exhibited]. *Sink or Swim*. [Invited solo exhibition]. Statements Gallery, Napier, New Zealand, April 16- May 15.

Binding, W. (2011). Three painted works. *Dreams to Reality* [Invited group exhibition], Rona Gallery, Eastbourne, Wellington, New Zealand, May 28-June 12.

Binding, W. (2011). Twenty two new painted works. *Suburbanomics* [Two person exhibition], Northart Gallery, Northcote, Auckland, July 4-20.

Binding, W. (2011). Paintings. *First Impressions* [Selected group exhibition of national artists in Wallace Arts Trust collection]. TSB Bank Wallace Arts Centre, Auckland, New Zealand, July 18-Sept 2.

Binding, W. (2011). Relay [Painting]. *Game On* [Selected exhibition of national artists]. Hastings City Art Gallery, Hastings, New Zealand, July- August, 2011.

Binding, W. (2011). Study for Four flying Objects [Painting, and two

other new painted works]. *Kirimiti. Invited artists*. Hastings City Art Gallery, Hastings, New Zealand, December 1- January 8, 2012.

Bruce, L. (2011). Toil, Blow, Turbo, Duct [Ceramic sculptures]. *Vessels for Life* [Group exhibition], Statements Gallery, Napier, New Zealand, March 18-April 10.

Bruce, L. (2011). Prime terra mammaeleae II [Sculpture installation]. *E:Scape 2011* [Group exhibition], The Sculpture Park @ Waitakaruru Arboretum, Waikato, New Zealand, March 20-June 6.

Bruce, L. (2011). Sub strata [Ceramic and found media sculpture]. *Creative Hawke's Bay Invitational 2011* [Group exhibition], Hastings City Art Gallery, Hastings, New Zealand, April 10-June 26.

Bruce, L. (2011). Toil II [Ceramic sculpture]. *The Big Smoke* [Group exhibition], Mt Eden Village Centre, Mt Eden, Auckland, New Zealand, April 1-23.

Bruce, L. (2011). Lime fizz I, Lime fizz II, Blossom Queens III, Heart mud wings grid [Ceramic and mixed media sculpture]. *Giving Back* [Group exhibition], Form Gallery, Christchurch, New Zealand, November-December.

Bruce, L., Roberts, N., & Taaffe, P. (2011). How else would we discover stars? [Collaborative mixed media sculpture]. *East West* [Group exhibition], Puke Ariki Museum, New Plymouth, New Zealand, October 14-December 11.

Chiappin, A. (2011). Episode 7 The likely demeanor of a suburban nightmare [Painting]. *Creative Hawke's Bay Invitational 2011* [Group exhibition], Hastings City Art Gallery, Hastings, New Zealand April 10-June 26.

Gibbs, S. (2011). *Ko te Kuranui, Ko te Kuraroa* [Group exhibition], Kura Gallery, Wellington, New Zealand, December 11-January 2012.

Gibbs, S. (2011). *Māori Art Market* [Group exhibition], Te Rauparaha Arena and Pataka Museum, Porirua, New Zealand, October 6-9.

Gull, J. & Chiappin, A. (2011). Gerontogeous/of the old world [Collaborative typographic installation]. *East West* [Group exhibition], Puke Ariki Museum, New Plymouth, New Zealand, October 14-December 11.

Lardelli, D. (2011). *Ko te Kuranui, Ko te Kuraroa* [Group exhibition], Kura Gallery, Wellington, New Zealand, December 11-January 2012.

Lardelli, D. (2011). *Māori Art Market* [Group exhibition], Te Rauparaha Arena and Pataka Museum, Porirua, New Zealand, October 6-9.

Roberts, N. (2011). Telomeflick Limit [Wall mounted sculpture]. *Creative Hawke's Bay Invitational 2011* [Group exhibition], Hastings City Art Gallery, Hastings, New Zealand, April 10-June 26.

Taaffe, P. (2011). Linological [Acrylic and enamel painting on canvas]. *Creative Hawke's Bay Invitational 2011* [Group exhibition], Hastings City Art Gallery, Hastings, New Zealand, April 10-June 26.

Webster, J. (2011). Postcards From Cern [21 mixed media prints on paper]. *Creative Hawke's Bay Invitational 2011* [Group exhibition], Hastings City Art Gallery, Hastings, New Zealand, April 10-June 26.

Webster, J. (2011). Winebox 11 [Laser etched winebox]. *Winebox Exhibition* [Group Exhibition]. Mosaic Gallery, Napier, New Zealand, September.

Webster, J. & Catlow, V. (2011). Post Box [Drawing on die-cut cardboard boxes]. *East West* [Group exhibition]. Puke Ariki Museum, New Plymouth, October 14-December 11.

Wirihana, C. (2011). *Ko te Kuranui, Ko te Kuraroa* [Group exhibition], Kura Gallery, Wellington, New Zealand, December 11-January 2012.

Wirihana, C. (2011). *Māori Art Market* [Group exhibition], Te Rauparaha Arena and Pataka Museum, Porirua, New Zealand, October 6-9.

Consultancy

Bahho, M. (2011). The Palmers House Project, Hastings, New Zealand [Spatial design project].

Lardelli, D. (2011). Cultural advice to the All Blacks for the 2011 Rugby World Cup campaign and assistance with Opening Ceremony for the Rugby World Cup in Auckland, New Zealand.

Lardelli, D. (2011). Return of Moka Mokai by France to New Zealand, Te Papa Tongarewa, Wellington.

Commission

Baker, P. (2011, May). Piiata Lights Installation [Installation of te reo light boxes within art/design gallery context]. Decode Design, Queenstown, New Zealand.

Baker, P. (2011, August). Piiata Lights Installation [Installation of te reo light boxes within art/design gallery context]. Douglas + Bec (2011 Urbis Design Store of the year), Auckland, New Zealand.

Bruce, L. (2011). Ceramic tile installation, project for Yr 10 students, Napier Girls' High School, Napier, New Zealand, February-December.

Design

Gull, J. (2011). *DA! DA!* [Designed book]. (Graduation exhibition catalogue). School of Arts & Design, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Gull, J. (2011). *Food Art Wine* event [Publicity, digital & print invitation and wayfinding].

Lardelli, D. (2011). Swim for Life Programme [Design of *Kaitiaki* logo and production of 1000 hats for Tairāwhiti children].

Lardelli, D. (2011). *Te Matatini o te Ra* [Producing and erecting stage and artworks for the National Kapahaka competitions (18 month to 2-year project in conjunction with Te Matatini Society and Eastland Community Trust)].

Lardelli, D., Pitiroi, K., & Kihī, P. (2011). Sealord [Rebranding including the design of the organisation logo, development and implementation of a cultural strategy, and ongoing cultural advice leading to the launch].

Lardelli, D., Koopu, E., Kihī, O., & Poi, J. (2011). Arohanui: The Greatest Love (a production by Te Matatini Society). [Design of backdrops and cultural advice on Māori waiata and compositions being used in the stage show].

Oral Presentation

Agnew, M. (2011, June). *High performance skills toolbox: Introduction; methods; skills overview*. Presented to Hawke's Bay Rugby Union Coaches Seminar, Hastings, New Zealand.

Agnew, M. (2011, July). *High performance skills toolbox: Lineout jumping and throwing, and passing*. Presented to Hawke's Bay Rugby Union Coaches Seminar, Hastings, New Zealand.

Agnew, M. (2011, August). *High performance skills toolbox: Kicking; tackling*. Presented to Hawke's Bay Rugby Union Coaches Seminar, Hastings, New Zealand.

Albertyn, F. (2011). *E-Process development*. Brown Bag Research Presentation, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Bray, P. (2011, April). *Bereavement and trauma*. Presented at the School of Education and Social Sciences Staff Research Forum, EIT, Hawke's Bay, New Zealand.

Bray, P. (2011, November). *Naming spirituality in counsellor education or, What's in the article?* Brown Bag Research Presentation, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Crawford, R. (2011, June). *Nurse-led interventions improve child health outcomes*. Presented at Research Workshop, Eastern Institute of Technology, Hawke's Bay New Zealand.

Crawford, R., Ericksen, M., Monson, K., & Bavidge, D. (2011). *Project incubator, EIT Pilot Project*. Presented to Hawkes Bay District Health Board staff, Hastings, New Zealand.

Gibbs, S. (2011). *Beyond the koru*. Two public lectures presented at the Mana Māori Exhibition, Leiden, The Netherlands.

Maxted, J. (2011, October). *Adolescent (bush) solitude: Healthy or harmful?* Presented at the Eastern Institute of Technology Health Research Forum, Hawkes Bay, New Zealand.

McConnell, C. (2011, October). *Lessons for teachers*. Presented at EIT ECE research symposium, Eastern Institute of Technology, Hawkes Bay, New Zealand.

Manhire, K. & Tangiora, A. (2011, October). *Kahungunu Infant Safe Sleep (KISS) Study*. Presented at the Eastern Institute of Technology Health Research Forum, Hawkes Bay, New Zealand.

Morris Matthews, K. (2011, November). *Evaluation of the outcomes for Hawke's Bay of pre-School children assessed during the Before School Check (B4 School Check)*. Presented to the Before School Check Nurses, Hawke's Bay, Hastings, New Zealand.

Morris Matthews, K., & Hedley, C. (2011, October). *The Before School Check (B4SC) Programme in Hawke's Bay: Health outcomes and strategies*. Presented to the Early Childhood Research Symposium (for regional early childhood educators), 'Sharing good practice, new ideas and innovations', EIT, Hawke's Bay, New Zealand.

Reeves, M. J. (2011, June). *Effect of vineyard nitrogen levels on wine sensory properties*. Presented to College of Food and Nutritional Engineering, China Agricultural University, Beijing, China.

Reeves, M. J. (2011, July). *Effect of yeast culture preparation methods on the aroma of wine*. Presented to College of Food and Nutritional Engineering, China Agricultural University, Beijing, China.

Reeves, M. J. (2011, July). *Grape growing and wine making techniques for possible application by the Ningxia wine industry*. Presented to Ningxia Grape Wine Industry Association Symposium, Yinchuan, Ningxia, China.

Reeves, M.J., (2011 July). *The origin and stability of flavor compounds in Cabernet Sauvignon and Sauvignon Blanc wines*, Presented to College of Food and Nutritional Engineering, China Agricultural University, Beijing, China.

Reeves, M. J. (2011, August). *Sustainable wine and grape production in New Zealand*. Presented at the International Symposium on Organic Wine Production, Lanzhou, Gansu, China.

Reeves, M. J. (2011, August). *The wine industry and wine market in China*. Presented to staff and post-graduate students, University of Auckland, New Zealand.

Scrymgeour, G. (2011, October). *Implementing a continuity of cancer care nursing role into a primary healthcare facility: An evaluation study of the pilot project*. Presented at the Eastern Institute of Technology Health Research Forum, Hawke's Bay, New Zealand.

Stewart MacKenzie, H. L. G. (2011, October). *The role of attachment theory and contemporary approaches (Pikler and Gerber) in developing responsive curriculum and respectful relationships in infant centres in Aotearoa New Zealand*. Presented at the EIT ECE Research Symposium, Hawke's Bay, New Zealand.

Tangiora, A., & Manhire, K. (2011, October). *Kahungunu infant safe sleep study*. Presented at the Eastern Institute of Technology Health Research Forum, Hawke's Bay, New Zealand

Vernon, R. (2011, May). *Legislation, policy and competence requirements for registered nurses in New Zealand*. Presented to Washington State Department of Health – Nursing Care Quality Assurance Commission (NCQAC) Special Meeting, Tumwater, WA.

Vernon, R. (2011, June). *Public safety, competence and nursing in New Zealand*. Presented to Faculty and Students, School of Nursing, University of Washington, Seattle, WA.

Vernon, R. (2011, July). *Nursing in New Zealand*. Presented to North Carolina Board of Nursing and invited University and Community College Nursing Programmes, Raleigh, NC.

Wirihana, C. H. (2011). *Tukutuku weaving* (relating to the interior of the contemporary whareniui installed in the exhibition). Presented at the Mana Māori Exhibition, Leiden, The Netherlands.

	2006	2007	2008	2009	2010	2011
Research Outputs (refereed & non-refereed)	188	194	214	163	185	180
Outputs per Academic FTE	0.93	0.97	1.07	0.79	0.89	0.61

EIT Representation on National/ International Organisations, Grants and Awards

Agnew, Marcus

- Performance Analyst for Manu Samoa, Pacific Nations Cup & Rugby World Cup 2011
- Skills Analyst NZ U20 Rugby Team 2011.

Albertyn, Frina

- Moderator, UCOL Bachelor of Information and Communication Technology courses
- National Computing Degree Moderator, National Advisory Committee on Computing Qualifications
- Monitor, Diploma in Information Systems, Northland Polytechnic
- Review Panel, IADIS international conference E-Society
- Chair, Hawke's Bay Cohort of the New Zealand Computer Society.

Beaven, Ian

- National Moderator, Competenz Industry Training Organisation (Engineering ITO).

Blakeley, Jo

- Member, Editorial Board of International Journal of Environment and Sustainable Development
- Member, NZ ITP Academic Managers' Forum
- Member, Tertiary Accord of New Zealand Academic Committee
- Member, Association Tertiary Education Managers
- External Evaluator, NZQA.

Bray, Peter

- Editorial Board and Reviewer, The New Zealand Journal of Counselling
- Reviewer, Journal of Religion and Health
- Reviewer, Mental Health, Religion and Culture
- External examiner, MEd Counselling programme, University of Auckland
- Member, Conference Committee, and Review Panel, 2nd Global Trauma: Theory and Practice Conference, Prague, Czech Republic, March, 2012
- Board member, DOVE Hawke's Bay
- Committee member, NZAC, Hawke's Bay.

Calcinai, Brian

- NZ Agrichemical Education Trust, Trainer representative
- Member, GROWSAFE Advisory Committee.

Collins, Chris

- Chair, CEO Committee, Institutes of Technology and Polytechnics (ITP)
- Board Member, Institutes of Technology and Polytechnics of New Zealand (ITPNZ) Board

- Trustee, Regional Indoor Sports and Events Centre Trust, Pettigrew Green Arena
- Board Member, Tertiary Accord of New Zealand (TANZ)
- Trustee, Ōtātara Trust
- Chair, International Executive Committee, International Federation of Evangelical Students (IFES).

Corich, Stephen

- Chairperson, Computing Information Technology Research New Zealand (CITRENZ)
- Member, Digital Technologies Expert Panel (DTEP)
- Degree Monitor, Bachelor of Information Technology, Wintec
- Degree Monitor, Bachelor of Information Technology, Whitireia
- Chair, Student Liaison Committee of Association of Computing Machinery (ACM) New Zealand
- Review Panel, 11th IEEE International Conference on Advanced Learning Technologies, 2011
- Review Panel, Educational Technology & Society Journal
- Review Panel, Journal of Information Technology Education
- Review Panel, Cognition and Exploratory Learning in Digital Age.

Crawford, Ruth

- Sub-Committee member, Nurses for Children and Young People of Aotearoa, NZ Nurses Organisation
- Member, Educational Operations Group, Interprofessional Education Project, University of Otago, Tairāwhiti DHB, EIT
- Editorial Reviewer, Contemporary Nurse.

Dench, Adrienne

- Examiner, IELTS for British Council.

Dobson, Wayne

- Member, New Zealand Film and Video Technicians Guild Inc.

Edmunds, Lesley

- Member, Association of Administrative Professionals (NZ) Inc.

Ehrhardt, Penny

- Accredited LEADR mediator, LEADR Association of Dispute Resolvers
- Enrolled Barrister and Solicitor of the High Court of New Zealand.

Erturk, Emre

- Associate Editor, The International Journal of Environmental, Cultural, Economic and Social Sustainability
- Reviewer, Informing Science and Information Technology Education Institute
- Member, Southern California IT Pro Association

Field, Robbie

- Member, New Zealand Psychological Society
- Member, Australia and New Zealand Academy of Management (ANZAM).

Forrest, Rachel

- Member, NZ Society for Biochemistry and Molecular Biology
- Member, NZ Institute of Agricultural and Horticultural Sciences
- Reviewer, Molecular Biology Reports
- Reviewer, Animal Science Journal.

Friis, Diane

- Te Puna Strategic Advisory Committee (TPSAC), National Library of New Zealand, ITP Library Managers' Representative (until July 2011)
- Executive member, ITP Library Managers' Forum.

Gibbs, Steve

- Presenter, Mana Māori Exhibition, Leiden Museum, Holland
- Curator, Ko te Kuranui, Ko te Kuraroa, Kura Gallery, Wellington
- Specialist, Waituhi, Biennial Māori Art Market International Indigenous Arts Symposium, Te Rauparaha Arena, Porirua.

Govers, Elly

- Convenor and Executive member, ITP Foundation Education Forum
- Secretary, Hawke's Bay Tertiary Chaplaincy Trust Board
- ITP representative TLRI symposium.

Haenga, Materoa

- Editor, Māori Language for MAI REVIEW, Online Academic Journal
- Reviewer, Ngā Pae o Te Māramatanga, University of Auckland
- Examiner, Māori Language Commission Interpreters Licence Examination
- External moderator, Māori Language Commission Interpreters Licence Examination
- Māori language consultant, Takirua Theatre Productions, Wellington
- Translator/Interpreter, Māori Language Commission, Wellington
- Māori Consultative Committee, Faculty of Māori Studies staff representative
- Kuia/Kaikaranga/Advisor role and kaikōrero for Māori Studies EIT Hawke's Bay
- Kura Reo Tutorial staff (specialist topic – kiwaha/colloquial language) for National Kura Reo
- Writer of Kiwaha/colloquial language (specialist topic) dialogues for National Kura Reo
- Quality Assurance Assessor, Radio Kahungunu Māori Language
- Māori language Quality Assurance/Reviewer/Editor of Whareuku; National Institute of Excellence, Auckland University
- NZQA appointed Te Reo Māori Whakaruruhau Panel member (Field Te Reo Māori)
- NZQA appointed Tikanga Māori Whakaruruhau Panel member (Field Te Reo Māori Tikanga)
- Te reo Māori & Tikanga Consultant to Anne Greenhalgh of Workforce
- Te Reo Māori Quality Assurance for Ngāti Kahungunu Iwi written text and short stories
- Ngāti Kahungunu Iwi invited participant re- te reo Māori matters

- Te Reo Māori & Tikanga Māori Consultant to EIT Hawke's Bay Management staff for introduction, dialogue & hui with Tairāwhiti Polytechnic
- Te Reo Māori & Tikanga Māori Consultant for EIT Hawke's Bay Management & EIT Hawke's Bay Council for hui with Tairāwhiti Polytechnic
- Ngā Manu Kōrero Nationals; judge for Māori language in Senior category, Dunedin
- Appointed Māori language specialist for Te Reo Māori staff interviews at Tairāwhiti Polytechnic
- NZQA appointed to Te Reo Māori Whakaruruhau Panel Chair hui
- NZQA Mātauranga Māori training representative for EIT Hawke's Bay at Wellington
- Quality Assurance/Advisor for all Māori text used by EIT Hawke's Bay
- Te Reo Māori translator of EIT Hawke's Bay campus signage
- Presenter, Ngāti Kahungunu Sports Awards: Top Coach of the year Award
- Invited interviewee, Māori Television 'Te Kāuta' series, Whakataukī series.

Hagen-Hall, Kim

- Reviewer, Educational Technology & Society Journal
- Reviewer, Bulletin of Applied Computing and Information Technology (BACIT).

Hague, Claire

- NZITP representative, Leaders' Forum (MoE and NZQA).

Hamilton, Fin

- Moderator, Nelson Marlborough Institute of Technology Bachelor of Business, Auditing courses
- Moderator, Unitec Institute of Technology, Bachelor of Business (Accountancy), Auditing courses
- Reviewer, New Zealand Applied Business Education Conference.

Hartley-Smith, Jacqui

- Member, New Zealand Communication Association
- Member, Toastmasters International.

Heath, Robin

- Examiner, IELTS for British Council.

Hesseling, Naomi

- Member, Governance Board, DOVE Hawke's Bay.

Hilton, Dick

- Board of Directors, Coastguard New Zealand.

Jacobs, Susan

- Member, Nurse Education in the Tertiary Sector (NETS)
- Reviewer, Nursing Praxis in New Zealand
- Fellow, College of Nurses, Aotearoa, (NZ)
- Chair, Stewart Centre @ EIT Trust
- Board member, New Zealand Stewart Centre Trust.

Kadirov, Djavlonbek

- Editorial Board member, International Journal of Marketing Studies
- Reviewer, Journal of Macromarketing
- Reviewer, Journal of Customer Behaviour
- Reviewer, Australian and New Zealand Marketing Academy Conference

- Reviewer, New Zealand Business Education Conference
- Reviewer, New Zealand Wine Business Symposium
- Reviewer, Social Marketing Forum, University of Western Australia
- Member, the Non-refereed Abstract Review Group, New Zealand Applied Business Education Conference
- Member, the Australian and New Zealand Marketing Academy
- Member, Macromarketing Society
- Member, Emerald Literati Network
- External Moderator, Course BBSD656 Consumer Behaviour, Waikato Institute of Technology
- Session chair, Branding (empirical), Australian and New Zealand Marketing Academy Conference.

Keech, Anne

- Member, New Zealand Tourism Industry Association [TIA]
- Member, New Zealand Institute of Travel and Tourism (MNZITT).

Kemp, Helen

- Examiner, IELTS for British Council
- Member, ITPNZ International Forum.

King, Petra

- External examiner, Master's Appl. Sci. theses, Lincoln University, NZ.

Kirton, Diana

- Elected Board Member, Hawke's Bay District Health Board Governance Board.

Kurta, Celia

- Member, Hastings Girls' High School Board of Trustees.

Lardelli, Derek

- Leader, Toihoukura artwork team, Te Matatini o te Ra, National Kapahaka competition, February
- Specialist, return of Moka Mokai by France to New Zealand, Te Papa Tongarewa, Wellington
- Cultural consultant, international rebranding of Sealord organization
- Design specialist, Swim for Life programme
- Wānanga Tā Moko/Te Uhi Mataora Annual General Meeting
- Cultural advisor to the All Blacks, 2011 Rugby World Cup campaign and opening ceremony, Auckland
- Designer, Tamararo Regional Kapahaka competition marking 60 years of Te Hokowhitu Atū
- Ta Moko specialist, Biennial Māori Art Market International Indigenous Arts Symposium, Te Rauparaha Arena, Porirua
- Designer and consultant, Arohanui: The Greatest Love, production by Te Matatini Society.

Lloyd, Nikki

- Member, New Zealand Institute of Travel and Tourism (MNZITT)
- Member, New Zealand Tourism Industry Association (TIA).

Maaka, Roger

- Appointed PBRF Māori Knowledge Panel Member, Tertiary Education Commission
- Member, Ruataniwha Water Basin Leadership Group, Hawke's Bay Regional Council
- Member, Ngarimu VC and 28th (Māori) Battalion Memorial Scholarship Fund Board
- Chairman, He Toa Takitini, Heretaunga - Tamatea districts Treaty claims.

MacCallum, Kathryn

- Executive Committee Member of New Zealand association for professionals working in flexible, open and networked education (DEANZ)
- Program Committee Member of IADIS, International Conference on Mobile Learning, 2009-2010.
- Referee: Australasian Journal of Educational Technology
- Referee Journal of Information Technology Education
- Conference Referee IADIS International Conference on Mobile Learning
- Conference Referee ICALT IEEE International conference on Advanced Learning Technologies
- National Computing Degree Moderator, National Advisory Committee on Computing Qualifications
- Moderator, Auckland Institute of Studies, Bachelor of Information Technology.

McCarthy, Sue

- Member, New Zealand Tourism Industry Association (TIA).

McConnell, Cheryl

- New Zealand Teachers' Council Monitor, Bachelor Teaching (Early Childhood Education), UNITEC.
- New Zealand Teacher's Council, Panel Member for Approval and Review of Initial Teacher Education.

McHenry, Grant

- Member, New Zealand Chefs' Association.

Manhire, Kathy

- Reviewer, Midwifery Journal
- Member, Lactation Consultants Association Australia and New Zealand.

Marshall, Bob

- Chair, New Zealand Tertiary Education Commission STAR (Strategy to Advance Research) Project Steering Group
- MN External examiner, University of Auckland
- Reviewer, Journal of Primary Health Care
- Reviewer, Sports Biomechanics
- Reviewer, Journal of Biomechanics
- Reviewer, Arthritis New Zealand Research Grants
- Member, Scientific Committee, Hawke's Bay Medical Research Foundation
- Member, Hawke's Bay Medical Research Foundation Executive
- Appointed PBRF Health Panel Member, Tertiary Education Commission.

Maxted, John

- Editorial Board member, New Zealand Journal of Outdoor Education
- Editorial Committee member, Australian Journal of Outdoor Education.

Merchant, Raema

- Member, Aotearoa New Zealand Association of Social Workers Educators (Field Educators sub-group).

Minor, Pamela

- Examiner, IELTS for British Council.

Morris Matthews, Kay

- Honorary Research Fellow, College of Education, Victoria University of Wellington
- Editorial Board member, International Journal, History of Education
- Editorial Board member, International Journal, History of Education Review
- Editorial Board member, International Journal, Historical Studies in Education Journal/revue d'histoire de l'éducation
- Reviewer for international journals, History of Education, History of Education Review & Historical Studies in Education Journal/revue d'histoire de l'éducation
- Reviewer for New Zealand Women's Studies Journal
- Member, Before School Check Advisory Group (Hawke's Bay) Hawke's Bay District Health Board/Health Hawke's Bay
- Academic Advisor, and Co-Chair, William Colenso Bicentennial Conference, Napier, 9-11 November 2011.
- Appointed PBRF Education Panel Member, Tertiary Education Commission.

Paton, Carl

- Editorial Board, Journal of Science and Cycling
- Reviewer, Medicine Science, Sport and Exercise Journal
- Reviewer, European Journal of Applied Physiology
- Reviewer, European Journal of Sport Science
- Reviewer, Journal of Science in Medicine and Sport
- Reviewer, Journal of Sport Sciences
- Reviewer, Journal of Sport Science and Medicine
- Reviewer, International Journal of Sports Nutrition and Metabolism
- Reviewer, International Journal of Sports Medicine
- Reviewer, International Journal of Sports Physiology and Performance
- Reviewer, Lipids in Health and Disease Journal
- Reviewer, Sports Biomechanics Journal
- Member, NZ Tertiary Council for Physical Activity, Sport and Exercise.

Pattison, Judy

- Examiner, IELTS for British Council.

Pascoe, Robyn

- Review Panel Member, the New Zealand Diploma in Business Level 6 prescription.

Pentecost, Mandy

- East Coast/ Hawke's Bay regional representative, National Executive of NZ Association of Counsellors.

Petersen, Lesley

- Reviewer, Higher Education Research and Development Journal
- Reviewer, National Teaching and Learning Conference, UCOL
- Review Panel member, Ako Aotearoa National Project Fund
- Member of Ako Aotearoa Central Hub Advisory Group
- Member Ako Aotearoa Central Region Teacher Development Advisors Group.

Reeves, Malcolm

- Member, New Zealand Wine Growers Wine Standards Management Working Group.

Ritchie, Ian

- ITP representative, NZQA National Advisory Committee on Business Studies.

Roberts, Jennifer

- Member of Nursing Entry to Practice Programme (NEtP) Advisory Committee Hawke's Bay District Health Board.

Roy, Ram

- Member, Production and Operations Management Society (POMS), USA
- Member, Chartered Institute of Logistics and Transport, New Zealand
- Invited participation in Webcasts from the 2nd Global Peter Drucker Forum, Vienna, Austria.
- Review Panel for 2010 International Symposium on Design and Research in Artificial and Natural Sciences (DRANS).
- PhD External examiner, National Institute of Technology, Kurukshetra, India (x2)
- External Moderator, MGT-734 Strategic Management, NMIT, 2011
- Reviewer, International Conference on Design and Modeling in Science, Education, and Technology, 29 Nov-2 Dec, 2011, Orlando, Florida, USA.
- Panel discussion member, Regional Supply Chain Mapping Project Invitation Forum, The Green Shed, Centre for Land and Water, Hastings. Building Internationally Competitive Supply Chains 'Starting with the End in Mind'.

Rutgers, Walt

- Advisory Committee member, National Aquarium of New Zealand Education.

Saywell, Victor

- Member, Institutes of Technology and Polytechnics (ITP) Finance Forum.

Seitzinger, Joyce

- Co-convenor, Institutes of Technology and Polytechnics (ITP) eLearning Forum
- Reviewer, Teaching and Learning Conference, EIT Hawke's Bay
- Member, Institutes of Technology and Polytechnics (ITP) eLearning Forum.

Skelton, David

- Council member NZ Association of Cooperative Education
- Convenor, NZ Association of Cooperative Education Conference 2011, Napier
- Reviewer, Journal of Applied Computing and Information Technology.

Taylor, Lee-Anne

- Committee member, Physiotherapy New Zealand, Hawke's Bay Branch
- Board member, Eastern Netball.

Toomey, Chris

- Member, New Zealand ITP Tourism and Hospitality Forum.

Triveni, Arti

- Member, NZQA Marketing Project Advisory Group
- Member, New Zealand Educational Administration & Leadership Society
- Member, NZQA Marketing Sub-field Review Team
- National Moderator, NZQA for 242/642 Marketing Research
- National Moderator, NZQA for 115 Small Business Management
- National Moderator, NZQA for 247 Marketing Applications & Retailing
- Reviewer, International Wine Symposium
- Member, Female Immigrant Entrepreneurship Project, for Hellenic.

Tumoana, Hiria

- Examiner, Māori Language Commission Interpreters Licence Examination
- Tutorial staff, National Kura Reo wananga; Māori Language Commission, Wellington
- Panel member, Te Mata o te Tau, Academy for Māori Research & Scholarship, Massey University, Palmerston North
- Member, Ngā Kaitiaki I Te Wao Tapu Nui A Tāne
- Hawke's Bay Representative for the Tūhoe Land Claims.

Turvey, Janet

- Reviewer, NZABE Conference papers, 2010 & 2011.

Verhaart, Michael

- Executive Editor: Journal of Applied Computing and Information Technology (JACIT)
- Editor, Proceedings of the 2nd Annual Conference of the Computing and Information Technology Research and Education of New Zealand Conference (Incorporating the 24th National Advisory Committee on Computing Qualifications Conference), Rotorua, New Zealand, July 5-8.
- Member, Computing and Information Technology Research and Education of New Zealand (CITRENZ), Research and Support Working Group
- Member, Information Systems and Technology Discipline Advisory Committee, Open Polytechnic, New Zealand
- Reviewer, Journal of Educational Technology & Society, (IFETS), ISSN: 1436-4522
- International Reviewing Board Member, Issues in Informing Science and Information Technology. ISSN: 1539 -3585
- Member, program committee, CELDA2011, IADIS International Conference on Cognition and Exploratory Learning in Digital Age, 6-8 November 2011, Rio de Janeiro, Brazil.
- Member, Technical program committee, CIT-2011, 11th IEEE International Conference on Computer and Information Technology. 31 August - 2 September, 2011, Cyprus.
- Member, Program Committee, ICALT2011, 11th IEEE International Conference on Advanced Learning Technologies, July 6-9, 2011, Athens, Georgia, USA
- Member, Program Committee T4E 2011. International Conference on Technology for Education, Chennai, INDIA, July 14-16.

Vernon, Rachael

- Fulbright New Zealand: Fulbright Campus Adviser role at EIT
- Executive member of Nurse Education in the Tertiary Sector (NETS)
- Member of Sigma Theta Tau International Honor Society of Nursing, Xi Omicron Chapter
- Member of the College of Nurses Aotearoa New Zealand Inc
- Member of Alumni of Fulbright Scholars (NZ)
- Member of Council for International Exchange of Scholars (CIES) USA State Alumni
- Member, International Advisory Board of Nurse Education in Practice
- Member of Collaborative Research Organisation for Nurses and Inter-professional Educators (CRONIE)
- Reviewer, International Nursing Review.

Whittle, Ken

- Executive member, ITP Trades Forum.

Williams, Mike

- Examiner, IELTS for British Council.

Wirihana, Christina

- Presenter, Mana Māori Exhibition, Leiden Museum, Holland
- Specialist, Whatu Rāranga, Biennial Māori Art Market International Indigenous Arts Symposium, Te Rauparaha Arena, Porirua
- Specialist, Te Roopu Whatu Raranga O Aotearoa National Weavers Hui, Kawhia
- Consultant, United Nations Chambers Tukutuku/Turapa Panel Commission.

Wisker, Lily

- Reviewer, Islamic Marketing Journal
- Reviewer, Asia Pacific Journal of Marketing and Logistic
- Reviewer, Conference proceedings - 3rd ICBER
- Session Chair, International Islamic Banking, Finance and Invest Conference, Kuala Lumpur.

Wohlrs, Shane

- Member, ITP eLearning Forum.

Wright, Chris

- Member, ITP International Forum.

Yahanpath, Noel

- Reviewer, Qualitative Research in Financial Markets
- Reviewer, Australian Accounting Business and Finance Journal
- Committee Member, BAI2012 International Conference on Business and Information
- Member, Non-refereed Abstract Review Group, New Zealand Applied Business Education Conference, Nelson, 2011
- Member, the Australasian Banking and Finance Institute
- External Moderator: Course 71303 Corporate Finance, Open Polytechnic
- External Moderator: Course 700-level Corporate Finance, NMIT
- Member, Emerald Literati Network.

2011 Research Grants

Bray, Peter

- EIT Research Grant: Why can't I stop looking?

Chittenden, Ron

- EIT Research Grant: Hawke's Bay red wine

Crawford, Ruth

- EIT Research Grant: Emotional communication between nurses and parents of a child in hospital: an ethnographic study

Haenga, Materoa & Tumoana, Hiria

- EIT Research Grant: Hēnare Matua – The Tāmaki Case

Kadirov, Djavlonbek

- EIT Research Grant: Brand authenticity: scale development and validation

King, Petra

- EIT Research Grant: Water relationships of grapevines

Krasnow, Mark

- EIT Research Grant: Early vine defoliation effects

Lardelli, Derek; Gibbs, Steve & Wirihana, Christina

- EIT Research Grant: Te Whakarei Whakaaro: To Embellish Thoughts

Maaka, Roger

- EIT Research Grant: Aorangi Māori Trust Board

Major, Suzette

- EIT Research Grant: New Plymouth exhibition
- EIT Research Grant: Otatara - People & Place

Manhire, Kathy

- EIT Research Grant: Personal learning experiences of NZ P/G nursing students undertaking online study

Marshall, Bob

- EIT Research Grant: Wairua Tangata Health Project

Marshall, Bob & Blair, Les

- Stewart Centre@EIT: Development of social interaction skills

Marshall, Bob & Forrest, Rachel

- New Zealand Police: Operation STEP

Marshall, Bob; Kirton, Diana & Forrest, Rachel

- HB DHB: Demographics of Hawke's Bay health workers

Marshall, Bob; Maddison, Ralph & Forrest, Rachael

- National Heart Foundation: Bikes in schools: health, body composition and cycling activity

Maxted, John

- New Zealand Centre for Sustainable Cities: Hastings I-Way Transport & Lifestyle Survey

Morris Matthews, Kay

- EIT Research Grant: Hawke's Bay childhood

Morris Matthews, Kay, & Thompson, Shona

- Hawke's Bay Children's Holdings Trust: Evaluation of health outcomes for Hawke's Bay children assessed in the B4 Schools Checks with behaviour issues.
- Ministry of Social Development: Scoping Hawke's Bay youth employment

Nuku, Pareputiputi

- EIT Research Grant: Ko te marae te ranagtiratanga o te iwi

Reeves, Malcolm

- EIT Research Grant: Sensory evaluation of wines

Roberts, Jennifer

- EIT Research Grant: The role of the clinical nurse specialist in New Zealand

Thompson, Shona & Manhire, Kathy

- EIT Research Grant: Assessment of the pilot Extended Well Child/Tamariki Ora service for teenage parents in Hawke's Bay

Vernon, Rachael

- EIT Research Grant: Development of a conceptual model

Yahanpath, Noel & Raag, Anne

- EIT Research Grant: Lessons from the global financial crisis

Yahanpath, Noel & Singh, Sarbjit

- EIT Research Grant: Creative drafting of bond covenants – the Case of New Zealand

Yahanpath, Noel & Cavanagh, John

- EIT Research Grant: New Zealand finance company collapses and subsequent blame game

Awards

2011 EIT Research Scholarships

Peter Bray

Tim Mapel

Robbie Field

Noel Yahanpath

Corich, Steve

- The CITRUS Award for Collaborative Research. 1st Annual Conference of Computing and Information Technology, Education and Research in New Zealand, July 2010

Crawford, Ruth

- Hawke's Bay Medical Research Foundation Scholarship

Govers, Elly

- Peter Freyberg Memorial Scholarship for Curriculum Research in Education, University of Waikato, 2010

Johnstone, Jillian

- Chief Executive's Award for Teaching Excellence 2011

Vernon, Rachael

- 2010-2011 Fulbright New Zealand Senior Scholar Award for research 2010: Developing a conceptual model for the demonstration and assessment of continuing competence
- EIT Research Grant - awarded EIT Business Links funding
- Postgraduate Research Support Scheme Funding, University of Sydney

Vukula, Adele

- Chief Executive's Award for General Excellence 2011

Yahanpath, Noel

- Chief Executive's Award for Research Excellence 2011

Fuji Xerox Quality Improvement Award

Tracey Forman, Peter Reece, Janine Lascelles, Errol Newport for Square Edged Books (Reprographic project)

2011 Hawke's Bay A&P Society Mercedes-Benz Wine Awards

WINE	VINTAGE	WINE MAKER	MEDAL AWARDED
The Mongoose	2009	Jonathan Musther	Gold & Student Wine Awards Trophy
Chardonnay	2011	Yang Lei, Manpreet Singh, Tingting Zhang	Bronze
The Five-ology	2008	Jonathan Musther and Stuart Kennedy	Bronze
NV Sauvignon Blanc	2011	Nick Vial	Bronze
Viognier	2010	Mike Poutawa	Bronze
Classic Red	2008	Jonathan Musther and Stuart Kennedy	Bronze
Kanak	2011	Vivek Khakhar	Bronze



Financial Statements

Balance Sheet	60
Income Statement	61
Statement of Comprehensive Income	61
Statement of Cash Flows	62
Statement of Changes in Equity	64
Statement of Changes in Asset Revaluation Reserve	64
Statement in Changes in General Fund	64
Statement of Commitments	65
Statement of Accounting Policies	66
Notes to the Financial Statements	73
Investment Plan Key Performance Indicators	88
Statement of Resources	93
Statement of Statistics	96
Report of the Auditor General	98

Balance Sheet

as at 31 December 2011

	NOTES	CONSOLIDATED		PARENT		
		2011 Actual \$000	2010 Actual \$000	2011 Actual \$000	2011 Budget \$000	2010 Actual \$000
CURRENT ASSETS						
Cash and Cash Equivalents	1A	6,548	908	6,522	1,952	899
Short Term Investments	1A	13,000	12,500	13,000	14,000	12,500
Trade and Other Receivables	4	699	791	699	872	791
Inventories		732	283	732	351	283
Prepayments		295	224	295	230	224
TOTAL CURRENT ASSETS		21,274	14,706	21,248	17,405	14,697
LESS CURRENT LIABILITIES						
Trade and Other Payables	5	3,817	2,918	3,807	4,746	2,915
Other Trading Liabilities	5	249	211	249	28	211
Fees and Income in Advance		2,479	2,265	2,479	2,265	2,265
Employee Entitlements	9	3,112	2,166	3,112	2,915	2,166
Other Financial Liabilities held for Trading		-	-	3	3	3
TOTAL CURRENT LIABILITIES		9,657	7,560	9,650	9,957	7,560
NON-CURRENT ASSETS						
Investments held to Maturity	2	731	726	15	15	15
Investments in Subsidiaries	3	-	-	3	3	3
Property, Plant & Equipment	7	95,045	75,189	95,045	97,944	75,189
Other Assets	7	6,309	4,640	6,309	7,285	4,640
Intangible Assets	7A	1,796	1,764	1,796	1,992	1,764
Capital Works in Progress	8	2,086	437	2,086	1,000	437
TOTAL NON-CURRENT ASSETS		105,967	82,756	105,254	108,239	82,048
LESS NON-CURRENT LIABILITIES						
Employee Entitlements	9	129	144	129	144	144
TOTAL NON-CURRENT LIABILITIES		129	144	129	144	144
NET ASSETS		117,455	89,758	116,723	115,543	89,041
EQUITY						
General Funds		81,152	63,145	80,420	77,568	62,428
RISEC Capital Fund Reserve		60	40	60	-	40
Asset Revaluation Reserve		36,243	26,573	36,243	37,975	26,573
TOTAL EQUITY		117,455	89,758	116,723	115,543	89,041

THE ACCOMPANYING ACCOUNTING POLICIES AND NOTES FORM AN INTEGRAL PART OF THESE FINANCIAL STATEMENTS

Income Statement

for the year ended 31 December 2011

	NOTES	CONSOLIDATED		PARENT		
		2011 Actual \$000	2010 Actual \$000	2011 Actual \$000	2011 **Budget \$000	2010 Actual \$000
REVENUE						
Government Funding		36,000	27,105	36,000	35,252	27,105
Merger Funding		5,000	-	5,000	5,000	-
Fees from Students		14,573	12,048	14,573	15,116	12,048
Contestable Funding		1,220	1,118	1,220	1,245	1,118
Interest Income		1,111	728	1,064	810	684
Other Income		2,788	2,582	2,780	2,802	2,583
TOTAL OPERATING REVENUE		60,692	43,581	60,637	60,225	43,538
EXPENDITURE						
Cost of Services		51,590	40,004	51,550	53,981	39,974
Merger Expenses		2,468	-	2,468	2,500	-
Finance Costs		-	-	-	-	-
TOTAL COST OF SERVICES	10	54,058	40,004	54,018	56,481	39,974
NET SURPLUS		6,634*	3,577	6,619*	3,744	3,564

* The net surplus for 2011 (consolidated and parent) includes \$2.5M of unspent merger funding which will be spent in later financial years.

** The classification of revenue differs slightly to that approved by Council. The net effect is \$nil.

Statement of Comprehensive Income

for the year ended 31 December 2011

	NOTES	CONSOLIDATED		PARENT		
		2011 Actual \$000	2010 Actual \$000	2011 Actual \$000	2011 Budget \$000	2010 Actual \$000
NET SURPLUS		6,634	3,577	6,619	3,744	3,564
OTHER COMPREHENSIVE INCOME						
Gains on Property Revaluations		-	-	-	-	-
TOTAL OTHER COMPREHENSIVE INCOME		-	-	-	-	-
TOTAL COMPREHENSIVE INCOME		6,634*	3,577	6,619*	3,744	3,564

* The net surplus for 2011 (consolidated and parent) includes \$2.5M of unspent merger funding which will be spent in later financial years.

THE ACCOMPANYING ACCOUNTING POLICIES AND NOTES FORM AN INTEGRAL PART OF THESE FINANCIAL STATEMENTS

Statement of Cash Flows

for the year ended 31 December 2011

	NOTES	CONSOLIDATED		PARENT		
		2011 Actual \$000	2010 Actual \$000	2011 Actual \$000	2011 Budget \$000	2010 Actual \$000
CASH FLOWS FROM OPERATING ACTIVITIES						
CASH WAS PROVIDED FROM:						
Government Funding		40,812	27,033	40,812	40,039	27,033
Operating Revenue		4,034	3,692	4,026	4,259	3,693
Student Fees		15,087	12,194	15,087	15,117	12,194
Interest Income		1,111	728	1,064	810	684
		61,044	43,647	60,989	60,225	43,604
CASH WAS PAID TO:						
Employees & Suppliers		49,978	35,096	49,953	51,155	35,067
		49,978	35,096	49,953	51,155	35,067
NET CASH FLOW FROM OPERATING ACTIVITIES	11	11,066	8,551	11,036	9,070	8,537

CASH FLOWS FROM INVESTING ACTIVITIES						
CASH WAS PROVIDED FROM:						
Sale of Assets		433	64	295	336	64
Realisation of Investments		12,500	8,415	12,500	-	8,350
TOTAL		12,933	8,479	12,795	336	8,414
CASH WAS PAID TO:						
Short Term Investments		13,000	12,500	13,000	1,500	12,500
Capital Expenditure - Property, Plant & Equipment		6,397	7,130	6,246	7,900	7,038
- Intangibles		9	108	9	-	108
TOTAL		19,406	19,738	19,255	9,400	19,646
NET CASH FLOW TO INVESTING ACTIVITIES		(6,473)	(11,259)	(6,460)	(9,064)	(11,232)

THE ACCOMPANYING ACCOUNTING POLICIES AND NOTES FORM AN INTEGRAL PART OF THESE FINANCIAL STATEMENTS

Statement of Cash Flows

for the year ended 31 December 2011

NOTES	CONSOLIDATED		PARENT		
	2011 Actual \$000	2010 Actual \$000	2011 Actual \$000	2011 Budget \$000	2010 Actual \$000
CASH FLOWS FROM FINANCING ACTIVITIES					
CASH WAS PROVIDED FROM:					
Capital Funding	-	226	-	-	226
Tairāwhiti Polytechnic Bank Balance on incorporation, 1 January 2011	1,047	-	1,047	1,047	-
NET CASH FLOW FROM FINANCING ACTIVITIES	1,047	226	1,047	1,047	226
Total Increase (Decrease) in Cash Flows	5,640	(2,482)	5,623	1,053	(2,469)
Add Opening Balance	908	3,390	899	899	3,368
CLOSING BALANCE	6,548	908	6,522	1,952	899
COMPRISING:					
Cash and Cash Equivalents	6,548	908	6,522	1,952	899

The GST (net) component of operating activities reflects the net GST paid to and received from the Inland Revenue Department. The GST (net) component has been presented on a net basis, as the gross amounts do not provide meaningful information for financial statement purposes and to be consistent with the presentation basis of the primary financial statements.

THE ACCOMPANYING ACCOUNTING POLICIES AND NOTES FORM AN INTEGRAL PART OF THESE FINANCIAL STATEMENTS

Statement of Changes In Equity

for the year ended 31 December 2011

NOTES	CONSOLIDATED		PARENT		
	2011 Actual \$000	2010 Actual \$000	2011 Actual \$000	2011 Budget \$000	2010 Actual \$000
OPENING BALANCE	89,758	85,955	89,041	89,041	85,251
Tairāwhiti Equity 1 January 2011	21,063	-	21,063	22,758	-
Distinctive Contribution Capital Funding	-	226	-	-	226
Total Comprehensive Income	6,634	3,577	6,619	3,744	3,564
CLOSING BALANCE	117,455	89,758	116,723	115,543	89,041

* Includes reversal of a make good provision of \$443K accrued in 2010 by Tairāwhiti Polytechnic

Statement of Changes in Asset Revaluation Reserve

for the year ended 31 December 2011

NOTES	CONSOLIDATED		PARENT		
	2011 Actual \$000	2010 Actual \$000	2011 Actual \$000	2011 Budget \$000	2010 Actual \$000
OPENING BALANCE	26,573	26,573	26,573	26,573	26,573
Tairāwhiti Revaluation Reserve 1 January 2011	9,670	-	9,670	11,402	-
Land & Buildings Revaluation	-	-	-	-	-
CLOSING BALANCE	36,243	26,573	36,243	37,975	26,573

Statement of Changes in General Fund

for the year ended 31 December 2011

NOTES	CONSOLIDATED		PARENT		
	2011 Actual \$000	2010 Actual \$000	2011 Actual \$000	2011 Budget \$000	2010 Actual \$000
OPENING BALANCE	63,145	59,308	62,428	62,428	58,604
Tairāwhiti General Fund 1 January 2011	11,393	-	11,393	11,396	-
Net Surplus	6,634	3,577	6,619	3,744	3,564
Distinctive Contribution Capital Funding	-	226	-	-	226
Transfer from/(to) RISEC Capital Fund Reserve	(20)	34	(20)	-	34
CLOSING BALANCE	81,152	63,145	80,420	77,568	62,428

* Includes reversal of a make good provision of \$443K accrued in 2010 by Tairāwhiti Polytechnic

THE ACCOMPANYING ACCOUNTING POLICIES AND NOTES FORM AN INTEGRAL PART OF THESE FINANCIAL STATEMENTS

Statement of Commitments

as at 31 December 2011

Capital Works

EIT is undertaking the following capital works:

Tairāwhiti Campus – Workshop Upgrade:

Remodelling of interior layouts for changes to teaching programme delivery, combining several adjacent buildings into one complex and expanding both indoor and outdoor undercover space is being undertaken at balance date. There was a \$1,691K commitment in regard to this project at balance date.

Tairāwhiti Campus – K Block Upgrade:

Remodel of prefabricated building into a tutor open plan office facility adjacent the new Trades Workshops. There was a \$2K commitment in regard to this project at balance date.

Tairāwhiti Campus – I Block Upgrade:

Remodel of prefabricated building into a hairdressing and body therapy teaching suite. There was a \$55K commitment in regard to this project at balance date.

HB Campus – Trades Academy:

Upgrade and refurbishment of surplus workshop facilities for a specialist Hawke's Bay Schools Trades Academy training complex. There was a \$428K commitment in regard to this project at balance date.

HB Campus – EIT Unison Training:

Remodelling spare workshop space into a joint development with Unison Networks for a Centre of Excellence training facility. There was a \$16K commitment in regard to this project at balance date.

HB Campus – Fashion Block Upgrade:

The relocation of fashion workshop facilities into remodelled and refurbished prefabricated buildings due to the closure of existing buildings. There was a \$58K commitment in regard to this project at balance date.

HB Campus – Student Cafeteria Upgrade:

Improvement works to Cafeteria entry and customer service area. There was a \$47K commitment in regard to this project at balance date.

HB Campus – Te Manga Māori:

Construction of a new public reception and administration office complex. There was a \$1,332K commitment in regard to this project at balance date.

Wairoa – Prefab relocation:

Refurbishment and relocation of a prefabricated classroom building to the Wairoa Learning Centre site. There was a \$40K commitment in regard to this project at balance date.

The total cost of project commitments at balance date was \$3,669,000 (\$507,000 in 2010).

NON-CANCELLABLE: OPERATING CONTRACTS	2011	2010
Operating commitments in respect of motor vehicles, cleaning, photocopying and accommodation are as follows:	\$000	\$000
Due within one year	731	397
Due later than one year, but not later than five years*	351	387
Due later than five years	-	-

*The duration of these leases varies between 24 and 60 months.

THE ACCOMPANYING ACCOUNTING POLICIES AND NOTES FORM AN INTEGRAL PART OF THESE FINANCIAL STATEMENTS

Statement of Accounting Policies

for the year ended 31 December 2011

REPORTING ENTITY

The Eastern Institute of Technology (the Institute or EIT) is a TEI domiciled in New Zealand and is governed by the Crown Entities Act 2004 and the Education Act 1989.

On 1 January 2011, by Order in Council signed on 29 November 2010, Tairāwhiti Polytechnic was disestablished and incorporated into the Eastern Institute of Technology. The effect of this was that all assets, liabilities, obligations and rights of Tairāwhiti Polytechnic became the responsibility of the Eastern Institute of Technology from that date. Those assets and liabilities have been recorded by the Eastern Institute of Technology on a precedent accounting basis, at the values recorded in the audited financial statements of Tairāwhiti Polytechnic as at 31 December 2010. Those financial statements were prepared on a disestablishment basis, with the measurement basis being net realisable value. Prior year figures exclude Tairāwhiti Polytechnic.

The consolidated financial statements of the Group consist of Eastern Institute of Technology ('the parent'), ECollege Ltd, Eastern Institute of Technology Ltd, Eastern UT Ltd (wholly owned subsidiaries) and Otatara Trust (a charitable trust). All subsidiaries, associates, and jointly controlled entities are incorporated and domiciled in New Zealand.

The primary objective of the Institute and group is to provide tertiary education services for the benefit of the community rather than making a financial return. Accordingly, the Institute has designated itself and the group as public benefit entities for the purposes of New Zealand equivalents to International Financial Reporting Standards (NZ IFRS).

The financial statements of the Institute and group are for the year ended 31 December 2011. The financial statements were authorised for issue by the Council on 26 March 2012.

Summary of Significant Accounting Policies

Basis of preparation

a) The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand and the requirements of the Crown Entities Act 2004 and the Education Act 1989.

- b) Eastern Institute of Technology is a public benefit entity for the purpose of complying with generally accepted accounting practice in New Zealand. This set of financial statements has been prepared using NZ IFRS and other applicable financial reporting standards. The accounting policies set out below have been applied consistently to all periods presented in these financial statements.
- c) The financial statements have also been prepared on an historical cost basis, except for land, infrastructure, buildings and services that have been measured at fair value.
- d) The preparation of financial statements in conformity with NZ IFRSs requires management to make judgements, estimates and assumptions that affect the application of policies and reported amounts of assets and liabilities, income and expenses. The estimates and associated assumptions are based on historical experience and various other factors that are believed to be reasonable under the circumstances, the results of which form the basis of making the judgements about carrying values of assets and liabilities that are not readily apparent from other sources. Actual results may differ from these estimates.
- e) The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period, or in the period of the revision and future periods if the revision affects both current and future periods.
- f) Judgements made by management in the application of IFRSs that have significant effect on the financial statements and estimates with a significant risk of material adjustment in the next year are discussed in the notes to the financial statements.
- g) The financial statements are presented in New Zealand dollars and all values are rounded to the nearest thousand dollars (\$000). The functional currency of the Institute and its subsidiaries is New Zealand dollars (NZ\$).

ACCOUNTING POLICIES

The accounting policies set out below have been applied consistently to all periods presented in these consolidated financial statements.

The accounting policies have been applied consistently by Group entities.

1 Revenue

Revenue is recognised and carried at original receivable amount less an allowance for any uncollectible amounts. Revenue is recognised to the extent that it is probable that the economic benefits will flow to the Group and the revenue can be reliably measured and the following specific recognition criteria must also be met before revenue is recognised:

a) Government Funding

EIT receives government funding from TEC, which subsidises part of EIT's costs in providing tertiary education to the Hawke's Bay and Tairāwhiti regions. Government tuition funding is recognised when eligibility to receive the funding has been established and it is recognised over the period in which the course is taught by reference to the stage of completion of the course as at the balance sheet date. Stage of completion is measured by reference to the months of course completed as a percentage of total months for each course. Where funds have been received but not earned at balance date a revenue in advance liability is recognised.

b) Student Tuition Fees

Revenue from student tuition fees is recognised over the period in which the course is taught by reference to the stage of completion of the course as at the balance sheet date. Stage of completion is measured by reference to the months of course completed as a percentage of total months for each course.

c) Sale of Materials

Revenue is recognised when the significant risk and rewards of ownership have passed to the buyer and can be measured reliably.

d) Interest Income

Revenue is recognised as the interest accrues.

2 Budget Figures

The budget figures are those approved by the Council at the beginning of the financial year. The budget figures relate to the parent only.

The budget figures have been prepared in accordance with generally accepted accounting practice and are consistent with the accounting policies adopted by the Council for the preparation of the financial statements.

3 Property, Plant and Equipment

The land, buildings, infrastructure and services in Hawke's Bay were valued by C W Nyberg (an independent, registered valuer) of DTZ NZ Ltd at 30 June 2009. All land has been valued at fair value as determined from market-based evidence.

With the disestablishment of Tairāwhiti Polytechnic and incorporation into the Eastern Institute of Technology on 1 January 2011, the assets and liabilities of Tairāwhiti Polytechnic were recognised by the Eastern Institute of Technology on a precedent accounting basis. The Land and Buildings in Tairāwhiti were valued on a fair value basis at disestablishment by C W Nyberg, as at 31 December 2010.

Revaluations will be carried out at intervals not exceeding three years. Additions are recorded at cost.

The measurement bases used for determining the gross carrying amount for each class of assets is as follows:

- Land is valued on a market basis which is considered to reflect fair value while all buildings are valued on the basis of Depreciated Replacement Cost which is considered to reflect fair value. Revaluations will be carried out at intervals not exceeding three years. Additions are recorded at cost.
- Leasehold improvements, plant and equipment, motor vehicles, and computer hardware are stated at cost less accumulated depreciation and any accumulated impairment in value.

■ Additions

The cost of an item of property, plant and equipment is initially recognised as an asset if, and only if, it is probable that future economic benefits or service potential associated with the item will flow to the Institute and group and the cost of the item can be measured reliably.

▪ Disposals

Gains and losses on disposals are determined by comparing the disposal proceeds with the carrying amount of the asset. Gains and losses on disposals are reported net in the surplus or deficit. When revalued assets are sold, the amounts included in property revaluation reserves in respect of those assets are transferred to general funds.

4 Capital Work in Progress

Capital work in progress is calculated on the basis of expenditure incurred and certified gross progress claim certificates up to balance date. 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.

5 Depreciation

Depreciation is calculated on the following basis over the estimated useful life of the asset:

Buildings	1.25% to 20%	Straight Line
Building Services	1.67% to 20%	Straight Line
Building Fitout	1.6 % to 20%	Straight Line
Motor Vehicles	20%	Straight Line
Plant & Tools	10%	Straight Line
Furniture & Fittings	10%	Straight Line
Equipment	20%	Straight Line
Electronic Equipment	33.3%	Straight Line
Musical Instruments	10%	Straight Line
Collectors' Items	Nil	-
Library Collection	10% to 33.3%	Straight Line

6 Intangibles

Computer software is capitalised at cost at its date of acquisition and is subsequently amortised over three years.

The Regional Indoor Sports and Events Centre Trust (RISEC) prepayment which relates to access rights to the RISEC stadium for educational purposes, is recorded at an amount initially determined by independent valuation and subsequently amortised on a straight-line basis over fifteen years.

The carrying value of this asset will be tested for impairment and where indicators of impairment exist an impairment expense will be recognised.

7 Impairment

At each balance date, the Institute and group assesses whether there is any objective evidence that a financial asset or group of financial assets is impaired. Any impairment losses are recognised in surplus or deficit.

Loans and receivables (including cash and cash equivalents and debtors and other receivables)

Impairment of a loan or a receivable is established when there is objective evidence that the Institute and group will not be able to collect amounts due according to the original terms of the debt. Significant financial difficulties of the debtor, probability that the debtor will enter into bankruptcy, and default in payments are considered indicators that the asset is impaired. The amount of the impairment is the difference between the asset's carrying amount and the present value of estimated future cash flows, discounted using the original effective interest rate. For debtors and other receivables, the carrying amount of the asset is reduced through the use of an allowance account, and the amount of the loss is recognised in the surplus or deficit. When the receivable is uncollectible, it is written-off against the allowance account. Overdue receivables that have been renegotiated are reclassified as current (i.e. not past due). For other financial assets, impairment losses are recognised directly against the instruments carrying amount.

Assets held for educational and related matters and related activities are assessed for impairment by considering the assets for obsolescence, changes in useful life assessments, optimisation and other related matters. This review will be done when events or circumstances indicate that the carrying value may not be recoverable. Impairment is measured as the difference between the recoverable amount and the carrying value. Impairment gains or losses are recognised in the Income Statement in the other income or expenses line item. An impairment loss on a revalued asset is recognised directly against any revaluation surplus for that asset.

8 Revaluations

Following initial recognition at cost, land, infrastructure, buildings and services are carried at a revalued amount which is the fair value at the date of the revaluation less any subsequent accumulated depreciation on buildings and accumulated impairment losses.

Fair value of land is determined by reference to market-based evidence, which is the amount for which the assets could be exchanged between a knowledgeable willing buyer and a knowledgeable willing seller in an arm's length transaction as at the valuation date. Where buildings have been designed specifically for educational purposes they are valued at depreciated replacement cost which is considered to reflect fair value for such assets.

Revaluation of property is carried out on a class of asset basis by an independent registered valuer.

Any net revaluation surplus is credited to the asset revaluation reserve included in the equity section of the Balance Sheet unless it reverses a net revaluation decrease of the same asset previously recognised in the Income Statement.

Any net revaluation decrease is recognised in the Income Statement unless it directly offsets a previous net revaluation increase in the same asset revaluation reserve.

Any accumulated depreciation as at revaluation date is eliminated against the gross carrying amount of the asset and the net amount is restated to the revalued amount of the asset.

Upon disposal, any revaluation reserve relating to the particular asset being sold is transferred to retained earnings.

Independent valuations are performed with sufficient regularity to ensure that the carrying amount does not differ materially from the asset's fair value at the balance sheet date or on a three yearly basis.

An item of property, plant and equipment is de-recognised upon disposal or when no future economic benefits are expected to arise from the continued use of the asset. Any gain or loss arising on de-recognition of the asset (calculated as the difference between the net disposal proceeds and the carrying amount of the item) is included in the Income Statement in the year the item is de-recognised.

9 Receivables

Student Fees, and other receivables, are recognised and carried at original receivable amount less and allowance for any uncollectible amounts.

A provision for impairment is made when collection of the full amount is no longer probable. Bad debts are written off when identified.

10 Inventories

Inventories are valued at the lower of cost and net realisable value. The cost of inventory is based on a first-in, first-out basis and includes expenditure incurred in acquiring the inventories and in bringing them to their existing location and condition. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale.

11 Financial Assets

EIT classifies its financial assets into the following four categories: financial assets at fair value through profit or loss, held-to-maturity investments, loans and receivables and financial assets at fair value through equity. The classification depends on the purpose for which the investments were acquired. Management determines the classification of its investments at initial recognition and re-evaluates this designation at every reporting date.

All investments are recognised at cost, being the fair value of the consideration given and, in the case of an investment not at fair value any profit or loss, including acquisition charges associated with the investment, is recognised in the statement of income and expenditure.

After initial recognition, investments which are classified as available - for sale, are measured as fair value or at cost in cases where fair value cannot be reliably measured.

Gains or losses on available – for sale investments are recognised as a separate component of equity until the investment is sold, collected or otherwise disposed of, or until the investment is determined to be impaired, at which time the cumulative gain or loss previously reported in equity is included in the income statement.

12 Goods and Services Tax (GST)

The Financial Statements are prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated GST inclusive. Group accounts include GST on Otatara Trust balances.

The net amount of GST recoverable from, or payable to, the Inland Revenue Department (IRD) is included as part of receivables or payables in the Balance Sheet.

The net GST paid to, or received from the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statement of cash flows.

Commitments are contingencies and disclosed exclusive of GST.

13 Taxation

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

14 Leases

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

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

15 Employee Entitlements

Provision is made in respect of the EIT liability for annual leave, sick leave, long service leave and retirement gratuities.

Annual leave has been calculated on an actual entitlement basis for current rates of pay.

Long service leave and retirement gratuities are calculated based on the present value of estimated future cash flows determined on an actuarial basis. The discount rate is the market yield on relevant New Zealand Government Stock at the Balance Sheet date.

A provision for the likelihood of sick leave being taken in excess of entitlement will, when material, be calculated in accordance with Treasury guidelines.

Obligations for contributions to defined contribution pension plans are recognised as an expense in the Income Statement as incurred.

16 Financial Instruments

EIT and its subsidiaries are party to financial instruments as part of their normal operations. These financial instruments include bank accounts, investments, trade payables, trade receivables and loans.

All financial instruments are recognised in the balance sheet and all revenue and expenses in relation to financial instruments are recognised in the Income Statement.

Except for those items covered by a separate accounting policy, all financial instruments are shown at their estimated fair value.

17 Cash Flows, Cash and Cash Equivalents

Cash and cash equivalents in the balance sheet comprise cash at bank and in hand and short-term deposits with an original maturity of three months or less.

For the purposes of the Cash Flow Statement, cash and cash equivalents consist of cash and cash equivalents as defined above, net of outstanding bank overdrafts.

Operating Activities:

Transactions and other movements that are not investing or financing activities.

Investing Activities:

Activities relating to acquisition, holding and disposal of fixed assets and of investments, not falling within the definition of cash.

Financing Activities:

Activities that change the equity and debt capital structure of EIT.

18 Basis of Consolidation

The consolidated financial statements comprise the financial statements of Eastern Institute of Technology and its subsidiaries as at 31 December each year ('the Group'). The financial statements of subsidiaries are prepared for the same reporting period as the parent entity. All have been prepared using consistent accounting policies.

Subsidiaries are entities that are controlled, either directly or indirectly, by the parent and are consolidated by aggregating like items of assets, liabilities, revenues, expenses and cashflows on a line-by-line basis. All inter-entity balances and transactions, including unrealised profits arising from intra-group transactions, have been eliminated in full. Unrealised losses are eliminated unless costs cannot be recovered.

The results of ECollege Ltd, Eastern Institute of Technology Ltd, Eastern UT Ltd and the Otatara Trust have been consolidated into Eastern Institute of Technology's financial statements for the years ended December 2010 and 2011.

Investments in subsidiaries are measured at cost.

	CONSOLIDATED		PARENT	
	2011 \$000	2010 \$000	2011 \$000	2010 \$000
ECollege Limited	-	-	1	1
Eastern Institute of Technology Ltd	-	-	1	1
Eastern UT Ltd	-	-	1	1
TOTAL	-	-	3	3

19 Borrowing Costs

Borrowing costs are recognised as an expense in the period in which they are incurred.

20 Equity

Equity is the community's interest in EIT and is measured as the difference between total assets and total liabilities. Equity is disaggregated and classified into a number of reserves.

The components of equity are:

- General Funds
- RISEC Capital Fund Reserve
- Asset Revaluation Reserve

21 Critical Judgements in Applying Accounting Policies

Management has exercised the following critical judgements in applying accounting policies for the year ended 31 December 2011.

Property Revaluations

Note 8 provides information about the estimates and assumptions exercised in the measurement of revalued assets.

Crown owned land and buildings

Property in the legal name of the Crown that is occupied by the Institute and group is recognised as an asset in the balance sheet. The Institute and group consider it has assumed all the normal risks and rewards of ownership of this property despite legal ownership not being transferred and accordingly it would be misleading to exclude these assets from the financial statements. These lands and buildings were first recognised on 31 December 1994.

Distinction between revenue and capital contributions

Most Crown funding received is operational in nature and is provided by the Crown under the authority of an expense appropriation and is recognised as revenue. Where funding is received from the Crown under the authority of a capital appropriation, the Institute and group accounts for the funding as a capital contribution directly in equity.

Measurement of assets and liabilities

There are no significant accounting judgements or key sources of estimation uncertainty in measuring assets and liabilities.



Changes in Accounting Policy

There have been no changes in accounting policies which have been applied on a basis consistent with prior years.

Adoption of the revised NZ IAS 24 Related Party Disclosures

The revised NZ IAS 24 Related Party Disclosures (Revised 2009) has been adopted for the year ended 31 December 2011. The effect of adopting the revised NZ IAS 24 is:

- more information is required to be disclosed about transactions between the Institute and government-related entities; and
- commitments with related parties now require disclosure.

Standards, amendments, and interpretations issued but not yet effective that have not been early adopted, and are relevant to the Institute and group are:

- NZ IFRS 9 Financial Instruments. The new standard is required to be adopted for the year ended 31 December 2014. The Institute and group has not yet assessed the impact of the new standard and expects it will not be early adopted.

- FRS-44 New Zealand Additional Disclosures and Amendments to NZ IFRS to harmonise with IFRS and Australian Accounting Standards (Harmonisation Amendments) – These were issued in May 2011 with the purpose of harmonising Australia and New Zealand’s accounting standards with source IFRS and to eliminate many of the differences between the accounting standards in each jurisdiction. The amendments must first be adopted for the year ended 31 December 2012. The Institute has not yet assessed the effects of FRS-44 and the Harmonisation Amendments.

As the External Reporting Board is consulting on a new accounting standards framework for public benefit entities, it is expected that all new NZ IFRS and amendments to existing NZ IFRS with a mandatory effective date for annual reporting periods commencing on or after 1 January 2012 will not be applicable to public benefit entities. This means that the financial reporting requirements for public benefit entities are expected to be effectively frozen in the short term. Accordingly, no disclosure has been made about new or amended NZ IFRS that exclude public benefit entities from their scope.

Notes to the Financial Statements

for the year ended 31 December 2011

1 CASH, CASH EQUIVALENTS, AND SHORT TERM INVESTMENTS				
	CONSOLIDATED		PARENT	
	2011 \$000	2010 \$000	2011 \$000	2010 \$000
A) CURRENT				
ASB Bank	2,200	1,000	2,200	1,000
Bank of New Zealand	6,000	3,000	6,000	3,000
Forsyth Barr for Otatara Trust	26	9	-	-
Kiwi Bank	2,000	3,000	2,000	3,000
National Bank	2,017	2,500	2,017	2,500
Westpac	7,305	3,899	7,305	3,899
TOTAL	19,548	13,408	19,522	13,399
THESE FUNDS ARE HELD FOR:				
Operating Purposes	19,469	13,354	19,443	13,345
Specific Purposes	79	54	79	54
	19,548	13,408	19,522	13,399
THESE FUNDS ARE CLASSIFIED AS:				
Cash and Cash Equivalents	1,348	908	1,322	899
Short Term Investments	18,200	12,500	18,200	12,500
	19,548	13,408	19,522	13,399
B) INTEREST RATES				
The average interest rate and associated maturity of investments are:			2011	2010
Current Average Interest Rate			4.68%	5.10%
			Less than 6 months \$000	6-12 months \$000
Current – maturity at 31 December 2011 for the group			16,548	3,000

2 INVESTMENTS HELD TO MATURITY				
	CONSOLIDATED		PARENT	
	2011 \$000	2010 \$000	2011 \$000	2010 \$000
Forsyth Barr for Otago Trust	716	711	-	-
Polytechnics International NZ Ltd	15	15	15	15
TOTAL	731	726	15	15

3 INVESTMENT IN SUBSIDIARIES				
	CONSOLIDATED		PARENT	
	2011 \$000	2010 \$000	2011 \$000	2010 \$000
ECollege Limited	-	-	1	1
Eastern Institute of Technology Ltd	-	-	1	1
Eastern UT Ltd	-	-	1	1
TOTAL	-	-	3	3

4 TRADE AND OTHER RECEIVABLES				
	CONSOLIDATED		PARENT	
	2011 \$000	2010 \$000	2011 \$000	2010 \$000
STUDENT RECEIVABLES				
Student Fee Receivable	138	132	138	132
Less: Provision for Impairment	(66)	(56)	(66)	(56)
Net Student Fee Receivables	72	76	72	76
OTHER RECEIVABLES				
Other Debtors and Receivables	655	715	655	715
Less: Provision for Impairment	28	-	28	-
TOTAL DEBTORS AND OTHER RECEIVABLES	699	791	699	791

4 TRADE AND OTHER RECEIVABLES CONTINUED						
	2011			2010		
	GROSS \$000	IMPAIRMENT \$000	NET \$000	GROSS \$000	IMPAIRMENT \$000	NET \$000
INSTITUTE AND GROUP						
Due 1-30 days	3	-	3	12	-	12
Due 31-60 days	11	-	11	36	-	36
Due 61-90 days	11	-	11	6	-	6
Greater than 90 days	113	66	47	78	56	22
TOTAL	138	66	72	132	56	76

Student fees, and other receivables, are recognised and carried at original receivable amount less an allowance for any uncollectible amounts.

A provision for impairment is made when collection of the full amount is no longer probable. Bad debts are written off when identified.

5 TRADE AND OTHER PAYABLES				
	CONSOLIDATED		PARENT	
	2011 \$000	2010 \$000	2011 \$000	2010 \$000
Creditors	3,207	2,258	3,197	2,258
Accrued Expenses	333	179	333	176
Contract Retentions	197	79	197	79
GST Payable	80	402	80	402
TOTAL CREDITORS AND OTHER PAYABLES	3,817	2,918	3,807	2,915

OTHER TRADING LIABILITIES				
	CONSOLIDATED		PARENT	
	2011 \$000	2010 \$000	2011 \$000	2010 \$000
Special Funds	79	54	79	54
Statutory Liability	170	157	170	157
TOTAL OTHER TRADING LIABILITIES	249	211	249	211

Special funds, held for the purpose of providing scholarships to students are classified as current liabilities.

6 BANKING FACILITIES (PARENT & CONSOLIDATED)	
The Institute has approval to borrow up to \$4.5M for capital works and working capital purposes. At balance date there were no borrowings under this facility. This facility is secured by a charge over the Crown Lease for the Taradale campus. The Institute has a credit card facility of \$81K with Westpac.	

7 LAND AND BUILDINGS AND OTHER ASSETS: PRIOR YEAR 2010

	OPENING COST	OPENING ACCUM DEPN	OPENING CARRYING AMT	REVALUATION	ADDITIONS
	\$000	\$000	\$000	\$000	\$000
Land & Infrastructure Institute	6,920	89	6,831	-	34
Land & Infrastructure Crown	4,900	-	4,900	-	-
TOTAL LAND & INFRASTRUCTURE	11,820	89	11,731	-	34
Building and Services - Institute	42,384	442	41,942	-	8,678
Building and Services -Crown	13,181	214	12,967	-	1,421
TOTAL BUILDING AND SERVICES	55,565	656	54,909	-	10,099
Leasehold Improvements	269	83	186	-	-
Motor Vehicles	635	276	359	-	227
Plant & Equipment	8,479	6,249	2,230	-	1,428
Other Assets	2,815	918	1,897	-	914
TOTAL OTHER ASSETS	12,198	7,526	4,672	-	2,569
2010 TOTAL	79,583	8,271	71,312	-	12,702

7 LAND AND BUILDINGS AND OTHER ASSETS: CURRENT YEAR 2011

	OPENING COST	OPENING ACCUM DEPN	OPENING CARRYING AMT	TAIRĀWHITI ASSETS 1 JAN 2011
	\$000	\$000	\$000	\$000
Land & Infrastructure Institute	6,953	269	6,684	929
Land & Infrastructure Crown	4,900	-	4,900	2,914
TOTAL LAND & INFRASTRUCTURE	11,853	269	11,584	3,843
Building and Services - Institute	51,062	1,542	49,520	10,096
Building and Services -Crown	14,602	678	13,924	6,373
TOTAL BUILDING AND SERVICES	65,664	2,220	63,444	16,469
Leasehold Improvements	269	109	160	-
Motor Vehicles	754	341	413	143
Plant & Equipment	9,204	6,909	2,295	768
Other Assets	3,110	1,177	1,933	245
TOTAL OTHER ASSETS	13,337	8,536	4,801	1,156
2011 TOTAL	90,854	11,025	79,829	21,468

* Net Book Reclassifications are reported net of accumulated depreciation

	DISPOSALS COST	CLOSING COST	DISPOSALS ACCUM DEPN	DEPN	CLOSING ACCUM DEPN	CLOSING CARRYING AMOUNT
	\$000	\$000	\$000	\$000	\$000	\$000
	1	6,953	-	180	269	6,684
	-	4,900	-	-	-	4,900
	1	11,853	-	180	269	11,584
	-	51,062	-	1,100	1,542	49,520
	-	14,602	-	464	678	13,924
	-	65,664	-	1,564	2,220	63,444
	-	269	-	26	109	160
	108	754	51	116	341	413
	703	9,204	702	1,362	6,909	2,295
	619	3,110	9	268	1,177	1,933
	1,430	13,337	762	1,772	8,536	4,801
	1,431	90,854	762	3,516	11,025	79,829

	ADDITIONS	DISPOSALS COST	NET BOOK* RECLASSIFICATION	CLOSING COST	DISPOSALS ACCUM DEPN	DEPN	CLOSING ACCUM DEPN	CLOSING CARRYING AMOUNT
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000
	676	31	376	8,903	-	211	480	8,423
	-	-	1,198	9,012	-	19	19	8,993
	676	31	1,574	17,915	-	230	499	17,416
	364	-	-938	60,584	-	1,519	3,061	57,523
	1,096	152	-609	21,310	45	834	1,467	19,843
	1,460	152	-1,547	81,894	45	2,353	4,528	77,366
	138	-	-	407	-	35	144	263
	111	-	-	1,008	-	191	532	476
	2,292	66	-38	12,160	56	1,697	8,550	3,610
	418	1	11	3,783	1	381	1,557	2,226
	2,959	67	-27	17,358	57	2,304	10,783	6,575
	5,095	250	-	117,167	102	4,887	15,810	101,357

7A INTANGIBLE ASSETS: 2010, 2011

	OPENING COST	OPENING ACCUM AMORTISATION & IMPAIRMENT	OPENING CARRYING AMT	TAIRĀWHITI ASSETS 1 JAN 2011
	\$000	\$000	\$000	\$000
Software	1,807	1,344	463	-
Risec Trust prepayment*	3,100	1,400	1,700	-
2010 TOTAL	4,907	2,744	2,163	-
Software	1,901	1,636	264	582
Risec Trust prepayment*	3,100	1,600	1,500	-
2011 TOTAL	5,001	3,236	1,764	582

* The amortisation of the Trust prepayment ends on 30 June 2018

7 LAND AND BUILDINGS AND OTHER ASSETS CONTINUED

Crown assets have been included in the Balance Sheet. Refer Statement of Accounting Policy Number 3 and Number 20. These assets comprise the land on which the Taradale campus is situated and 94 buildings together with part of the Tairāwhiti campus land and 58 buildings.

No consolidated figures have been presented for Land and Buildings and Other Assets as they do not change from the Parent Company.

There are no restrictions on assets.

ADDITIONS	DISPOSALS	CLOSING COST	DISPOSALS ACCUM AMORTISATION	IMPAIRMENTS & AMORTISATION	CLOSING ACCUM AMORTISATION & IMPAIRMENT	CLOSING CARRYING AMOUNT
\$000	\$000	\$000	\$000	\$000	\$000	\$000
108	14	1,901	14	306	1,636	264
-	-	3,100	-	200	1,600	1,500
108	14	5,001	14	506	3,236	1,764
25	-	2,508	-	376	2,012	496
-	-	3,100	-	200	1,800	1,300
25	-	5,608	-	576	3,812	1,796

8 CAPITAL WORKS IN PROGRESS (PARENT & CONSOLIDATED)				
	OPENING BALANCE 1.1.11	PROGRESS PAYMENTS MADE	TRANSFER TO FIXED ASSETS	CLOSING BALANCE 31.12.11
	\$000	\$000	\$000	\$000
TOTAL ALL PROJECTS	437	3,913	2,264	2,086

9 EMPLOYEE ENTITLEMENTS				
	CONSOLIDATED		PARENT	
	2011 \$000	2010 \$000	2011 \$000	2010 \$000
CURRENT PORTION				
Salary Accrual	920	562	920	562
Annual Leave Accrual	2,192	1,604	2,192	1,604
	3,112	2,166	3,112	2,166
NON CURRENT PORTION				
Long Service Leave	31	31	31	31
Retirement Gratuities	98	113	98	113
	129	144	129	144
TOTAL EMPLOYEE ENTITLEMENTS	3,241	2,310	3,241	2,310

10 OTHER EXPENSES

NZ IFRS require that certain minimum information should be provided in respect of some types of expenditure. The Institute has included the following expenses in the Income Statement:

	CONSOLIDATED		PARENT	
	2011 \$000	2010 \$000	2011 \$000	2010 \$000
Audit Fees	126	57	124	55
Audit Fees External 2009 (extra)	-	8	-	8
Audit Fees External 2010 Tairāwhiti	25	-	25	-
Audit Fees Internal	-	34	-	34
Audit Fees PBRF	-	3	-	3
Audit Fees PBRF 2009	-	4	-	4
TOTAL AUDIT FEES	151	106	149	104
Depreciation – Buildings	1,449	1,400	1,449	1,400
Depreciation – Services	537	369	537	369
Depreciation – Other	2,901	1,747	2,901	1,747
TOTAL DEPRECIATION	4,887	3,516	4,887	3,516
Amortisation of RISEC Trust Prepayment	200	200	200	200
Amortisation of Computer Software	376	306	376	306
Fees paid to Council Members – Refer Note 16	133	60	133	60
Leasing of Vehicles and Electronic Equipment	6	3	6	3
Renting of Buildings	195	152	195	152
Loss on Disposal of Assets or Assets Written Off	106	-	106	-
Bad Debts	91	39	91	39
Salaries & Wages	32,075	24,547	32,075	24,547
Employee Defined Contribution Plan	424	229	424	229
Change in Provision for Impairment on Receivables	38	21	38	21
Other Costs	15,367	10,825	15,338	10,797
TOTAL COSTS	54,049	40,004	54,018	39,974

11 RECONCILIATION OF THE NET CASH FLOW FROM OPERATING ACTIVITIES WITH THE NET OPERATING SURPLUS

	CONSOLIDATED		PARENT	
	2011 \$000	2010 \$000	2011 \$000	2010 \$000
Net Operating Surplus	6,634	3,577	6,619	3,564
Add back Non-Cash Depreciation & other items	5,399	3,896	5,390	3,895
+ / (-) Movements in working capital items				
(Increase)/decrease in Accounts Receivable and Prepayments	246	88	246	86
(Increase)/decrease in Inventory	(381)	(10)	(381)	(10)
(Decrease)/increase in Accounts Payable and provisions	(1,011)	676	(1,017)	678
(Decrease)/increase in Income in Advance	179	324	179	324
NET CASHFLOW FROM OPERATING ACTIVITIES	11,066	8,551	11,036	8,537

12 FINANCIAL INSTRUMENTS

12A FINANCIAL INSTRUMENT CATEGORIES

The accounting policies for financial instruments have been applied to the line items below.

	CONSOLIDATED		PARENT	
	2011 \$000	2010 \$000	2011 \$000	2010 \$000
FINANCIAL ASSETS - LOANS AND RECEIVABLES				
Cash and Cash Equivalents	6,548	908	6,522	899
Trade and Other Receivables	699	791	699	791
Other Financial Assets				
- Term Deposits	13,000	12,500	13,000	12,500
TOTAL LOANS AND RECEIVABLES	20,247	14,199	20,221	14,190
Investments held to Maturity	731	726	15	15
FINANCIAL LIABILITIES - FINANCIAL LIABILITIES AT AMORTISED COST				
Trade and Other Payables	3,817	2,918	3,807	2,915
Other Trading Liabilities	249	211	249	211
TOTAL FINANCIAL LIABILITIES AT AMORTISED COST	4,066	3,129	4,056	3,126

12B FINANCIAL INSTRUMENT RISKS

The institute and group has a series of policies to manage the risks associated with financial instruments. It is risk adverse and seeks to minimise exposure from its treasury activities. These policies do not allow any transactions that are speculative in nature to be entered into.

MARKET RISK

Price Risk

Price risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate as a result of changes in market prices. The institute and group's managed fund is exposed to price risk because it invests in listed investments. This price is managed by diversification of the managed fund portfolio in accordance with the limits set out in the Institutes and group's investment policy. Term investments are also managed by the Institutes and group's investment policy.

Fair value interest rate risk

Fair value interest rate risk is the risk that the cash flows from a financial instrument will fluctuate because of changes in market interest rates. Borrowings and investments issued at variable interest rates create exposure to cash flow interest rate risk. The Group has no borrowings and term investments are invested with fixed interest rates.

CREDIT RISK

Financial instruments which potentially subject the Institute to credit risk principally consist of bank balances, accounts receivable, accounts payable and term borrowing, and are recognised in the Balance Sheet.

Credit risk is the risk that a third party will default on its obligation to the Institute and group, causing it to incur a loss. Due to the timing of its cash inflows and outflows, surplus cash is invested in term deposits, which give rise to credit risk.

The Institute limits the amount of credit exposure to any one financial institute for term deposits to no more than 33% of total investments held. The group invests funds only with registered banks that have a Standard and Poor's credit rating of at least A2 for short-term and A- for long-term investments. There are no other financial assets that have credit quality information available.

In the normal course of its business the Institute incurs credit risk from debtors. There are no significant concentrations of credit risk and the Institute has a credit policy which is used to manage this exposure.

The fair value of other financial instruments is equivalent to the carrying amount disclosed in the Balance Sheet.

LIQUIDITY RISK

Liquidity risk is the risk that the Institute and group will encounter difficulty raising liquid funds to meet commitments as they fall due. Liquidity risk is not significant for the Institute due to sufficient cash balances.

All financial liabilities' are due within the next six months.

CURRENCY AND INTEREST RATE RISK

The Institution has no significant exposure to currency risk and interest rate risk on its remaining financial assets and liabilities.

BORROWING APPROVAL

The Institute has obtained approval from the Secretary of Education in accordance with Section 192 of the Education Act for loan financing of up to \$4.5M.

13 SUBSEQUENT EVENTS

There were no subsequent events.

14 CONTINGENT ASSETS AND LIABILITIES

As at 31 December 2011 the Institute has no known contingent assets or liabilities that would materially affect the financial statements, which is the same as the previous year.

15 RELATED-PARTY INFORMATION

The Institute is the parent of the group and controls four entities, being Otatara Trust, ECollege Limited, Eastern Institute of Technology Ltd and Eastern UT Ltd. Eastern Institute of Technology is a wholly owned entity of the Crown.

SIGNIFICANT TRANSACTIONS WITH GOVERNMENT-RELATED ENTITIES

The government influences the roles of the Institute as well as being a major source of revenue.

The Institute has received funding and grants from the Tertiary Education Commission totalling \$36.0M (2010 \$27.1M) to provide education and research services for the year ended 31 December 2011. The 2011 figure includes \$5.0M funds received for the merger.

The institute also leases, at a nil rental amount, land and buildings legally owned by the Crown. Further information on the accounting for Crown-owned land and buildings is disclosed in note 1 under the heading “critical judgements in applying accounting policies”.

COLLECTIVELY, BUT NOT INDIVIDUALLY, SIGNIFICANT, TRANSACTIONS WITH GOVERNMENT-RELATED ENTITIES

In conducting its activities, the institute is required to pay various taxes and levies (such as GST, PAYE, and ACC levies) to the Crown and entities related to the Crown. The payment of these taxes and levies is based on the standard terms and conditions that apply to all tax and levy payers. The Institute is exempt from paying income tax and FBT.

The Institute purchases goods and services from entities related to the Crown and it also provides services to entities related to the Crown. The purchase and provision of goods and services to government-related entities for the year ended 31 December 2011 are small when compared to the Institute’s total expenditure and revenue and have all been conducted on an arm’s length basis.

15 RELATED-PARTY INFORMATION (CONTINUED)		
	ACTUAL	ACTUAL
	2011 \$000	2010 \$000
OTATARA TRUST		
Interest paid to EIT	-	-
Accounting services provided by EIT	1	1
Loans payable to EIT	-	-
Accounts payable to EIT	-	-
Accounts receivable from EIT	-	-
REGIONAL INDOOR SPORTS AND EVENTS TRUST		
Asset renewal & operating services provided to EIT	15	58
Services provided by EIT	-	3
STEWART CENTRE @EIT		
Services provided to EIT	-	-
Rental and other building services, etc, provided by EIT	130	244
Accounts payable to EIT	-	-
Accounts receivable from EIT	-	9
ECollege Limited	-	-
Eastern Institute of Technology Ltd	-	-
Eastern UT Ltd	-	-
KEY MANAGEMENT AND COUNCIL RELATED PARTY PAYMENTS		
AH Mower & Chainsaw Services	18	-
CJ Pask Wine	-	1
Durney Group	-	13
EMA Central – Napier Sport	-	1
Sport Hawke’s Bay	9	11
Tertiary Accord of NZ	90	88

During the year, the Institute and group purchased materials and services from AM Mower & Chainsaw Service, a business which the Campus Director’s husband owns. These materials and services cost \$18K and were supplied on normal commercial terms.

During the year, the Institute and group purchased services from Sport Hawke’s Bay, a business which the Dean of Faculty Humanities, Arts and Trades is the Chairman of. These services cost \$9K and were supplied on normal commercial terms.

During the year, the Institute and group paid levies to Tertiary Accord of NZ a business which the Chief Executive Officer is a Board member of. This levy cost \$90K and was supplied on normal commercial terms.

15 RELATED-PARTY INFORMATION (CONTINUED)

	ACTUAL	ACTUAL
	2011 \$000	2010 \$000
KEY MANAGEMENT PERSONNEL		
Salaries and other short term employee benefits	1,624	1,536
Post employment benefits	-	-
Other long term benefits	-	-
Termination benefits	-	60

Key Management personnel include the Council, Chief Executive, Deputy Chief Executive, Service Section Directors, Campus Director and Faculty Deans.

There were no other related-party transactions.

16 COUNCIL MEMBER FEES

Cabinet Office Circular CO (09) 05 “Fees Framework for Members of Statutory and Other Bodies Appointed by the Crown” requires the disclosure of the fees and other benefits paid to each member or former member of the Council. The following amounts were paid to Council members in the reporting period:

	2011 Meeting Attendance	2011 \$	2010 \$
COUNCIL MEMBER			
D Pearson	20	28,800	25,350
R Anderson	-	-	3,240
S Bell	-	-	-
C Bowers	-	-	3,360
L Edmunds	-	-	560
A Hiha	-	-	560
M Joe	-	-	840
E Jones	-	-	1,120
A King	-	-	840
K Koko	-	-	560
R McKelvie	12	14,400	4,360
M Morgan	17	14,400	6,320
T O’Neill	-	-	560
N Parata	9	14,400	-
K Radburnd	12	18,000	6,200
S Smail	11	14,400	-
T Te Huia	9	14,400	2,800
G Travers	9	14,400	3,080
TOTAL		133,200	59,750

17 CAPITAL MANAGEMENT

The EIT's capital is its equity which comprises retained earnings in the general fund and reserves. Equity is represented by net assets.

The Education Act 1989 requires EIT to manage its revenues, expenses, assets, liabilities, investments, and general financial dealings prudently and in a manner that promotes the current and future interests of the community.

Taxpayers' funds are largely managed as a by-product of managing revenues, expenses, assets, liabilities, investments, and general financial dealings.

EIT has the following reserves:

- Asset Revaluation Reserve
- RISEC Capital Fund Reserve

18 ASSETS CLASSIFIED AS HELD FOR SALE

With the merger with Tairāwhiti assets that were held for sale by Tairāwhiti Polytechnic in 2010 were bought into EIT accounts. This comprised a building that was considered surplus to requirements by Tairāwhiti. This building was sold prior to 31 December 2011. The sale resulted in a gain on sale of \$31K.

19 EXPLANATION OF MAJOR VARIANCES AGAINST BUDGET

INCOME STATEMENT

Revenue

Total operating revenue was above budget by \$0.4M. Government funding was \$0.8M higher than budget and investment income was \$0.2M higher than budget. Student fees were \$0.6M lower than budget.

Cost of Services

Institute costs of services were \$2.5M less than budget. This reduction arose from lower operating costs of \$2.8M across both the Hawke's Bay and Tairāwhiti regions following the merger, but particularly in Tairāwhiti. Personnel costs were on budget, while depreciation for the year was \$0.3M higher than budget for Tairāwhiti assets.

BALANCE SHEET

Cash and Cash Equivalents and Short Term Investments

Institute cash and cash equivalents are above budget by \$4.6M and short term investments are below budget by \$1.0M, reflecting a greater proportion of interest bearing deposits being for original maturities of less than 3 months, than was budgeted. The combined favourable variance of \$3.6M above budget largely reflects the higher surplus for the year than budgeted and lower capital expenditure incurred than budgeted.

The higher General Funds reflects the higher than budgeted surplus for 2011, while the lower Asset Revaluation Reserve reflects the lower asset values incorporated into EIT from Tairāwhiti Polytechnic on 1 January 2011 than budgeted.

STATEMENT OF CASH FLOWS

Refer to the explanations provided above for the balance sheet with respect to institute cash and cash equivalents, and short term investments and lower payments for capital expenditure. The increase in net cash flow from operating activities primarily reflects the lower operating expenditure and higher government income referred to in the explanations provided above for the income statement.

Investment Plan Key Performance Indicators

SAC PERFORMANCE COMMITMENTS						
	ACTUAL (FROM 2010 FIGURES ARE MERGED)			TARGET	RESULT	
	2008	2009	2010	2011	2011	
PARTICIPATION						
				EIT COMMENTARY	TES RELATIONSHIP	EIT RATIONALE
The proportion of SAC Eligible EFTS enrolled at the TEO who are Māori						
Level 1 to 3	11%	11%	19%	14%	Achieved	Increasing the number of Māori students enjoying success at higher levels
Level 4 and above	18%	20%	22%	28%	Not Achieved	
The proportion of SAC Eligible EFTS enrolled at the TEO who are Pacific Peoples						
Level 1 to 3	1%	1%	1%	1%	Achieved	Increasing the number of Pacific Peoples students achieving at higher levels
Level 4 and above	2%	2%	2%	1%	Achieved	
The proportion of SAC Eligible EFTS enrolled at the TEO who are aged under 25						
Level 1 to 3	13%	13%	17%	15%	Achieved	Increasing the number of young people (aged under 25) achieving qualifications at levels 4 and above, particularly degrees
Level 4 and above	36%	36%	31%	36%	Not Achieved	
THE NUMBER OF INTERNATIONAL EFTS						Modest growth overall, with emphasis on higher levels

SAC PERFORMANCE COMMITMENTS						
	ACTUAL (FROM 2010 FIGURES ARE MERGED)			TARGET	RESULT	EIT RATIONALE
	2008	2009	2010	2011	2011	
Educational Performance						
Measurement of the 4 EPIs is as defined in "Revised educational performance indicators for SAC funded tertiary education organisations" of March 2010						
Successful course completion rate for all students (SAC Eligible EFTS)	67%	67%	75%	70%	77%	Steady improvement warranted
Level 1 to 3	49%	46%	69%	65%	72%	Improving the educational and financial performance of providers
Level 4 and above	75%	77%	78%	75%	81%	
Qualification completion rate for all students (SAC Eligible EFTS)	48%	43%	52%	50%		Qualification completion shows only modest improvement because of the likely impact of the new degree programmes
Level 1 to 3	30%	33%	47%	38%		
Level 4 and above	55%	48%	56%	55%		
Student retention rate for all students (SAC Eligible EFTS)	48%	48%	44%	49%		Modest improvement warranted
Student progression for students (SAC Eligible EFTS) at levels 1 to 3	49%	50%	35%	50%		EIT already has quality progression results so focus is on maintenance
Successful course completion for Māori students (SAC Eligible EFTS)						Māori student success already compares well with the sector but EIT's aim is to close the gap between Māori and all student performance
Level 1 to 3	38%	39%	62%	57%	67%	Increasing the number of Māori students enjoying success at higher levels
Level 4 and above	67%	72%	72%	70%	74%	
Qualification completion for Māori students (SAC Eligible EFTS)						
Level 1 to 3	26%	25%	40%	30%		Qualification completion results are not available until confirmed in the April 2012 SDR
Level 4 and above	42%	45%	46%	53%		

SAC PERFORMANCE COMMITMENTS						
	ACTUAL (FROM 2010 FIGURES ARE MERGED)			TARGET	RESULT	EIT RATIONALE
	2008	2009	2010	2011	2011	
Educational Performance (continued)						
Measurement of the 4 EPIs is as defined in "Revised educational performance indicators for SAC funded tertiary education organisations" of March 2010						
Successful course completion for Pacific Peoples students (SAC Eligible EFTS)						
Level 1 to 3	36%	40%	62%	69%	69%	While not required to set a target for Pacific Peoples course completion these results are pleasing
Level 4 and above	59%	71%	61%	74%	74%	Increasing the number of Pacific Peoples students achieving at higher levels
Qualification completion for Pacific Peoples students (SAC Eligible EFTS)						EIT is not setting EPI targets for Pasifika students as numbers are too low to make EPIs meaningful. EIT's Pasifika strategy revolves around increased participation and achievement
Level 1 to 3	20%	24%	43%			
Level 4 and above	31%	48%	50%			
Successful course completion for students (SAC Eligible EFTS) aged under 25						Increasing the number of young people (aged under 25) achieving qualifications at levels 4 and above, particularly degrees
Level 1 to 3	51%	50%	68%	62%	72%	Achieved
Level 4 and above	73%	73%	76%	70%	79%	Achieved
Qualification completion for students (SAC Eligible EFTS) aged under 25						Qualification completion results are not available until confirmed in the April 2012 SDR
Level 1 to 3	31%	35%	48%	33%	33%	
Level 4 and above	43%	38%	47%	46%	46%	

SAC PERFORMANCE COMMITMENTS						
	ACTUAL (FROM 2010 FIGURES ARE MERGED)			TARGET	RESULT	EIT COMMENTARY
	2008	2009	2010	2011	2011	
EIT RATIONALE						
TES RELATIONSHIP						
Educational Performance (continued)						
Measurement of the 4 EPIs is as defined in "Revised educational performance indicators for SAC funded tertiary education organisations" of March 2010						
The proportion of level 1 to 3 courses offered that contain embedded literacy and numeracy			65%	80%	82%	Achieved. 82% of level 1 to 3 SAC funded programmes have literacy and numeracy embedded
The proportion of EFTS assessed as requiring additional literacy and numeracy who are enrolled in level 1 to 3 provision and make literacy and numeracy progress as measured by the Literacy and Numeracy for Adults Assessment Tool						Targets to be established for 2012
						Improving literacy, language and numeracy and skills outcomes from levels one to three study
						During 2011 benchmarks will be determined for the proportion of EFTS and the effectiveness of the additional support provided, leading to the establishment of targets from 2012.

SAC PERFORMANCE COMMITMENTS						
	ACTUAL (FROM 2010 FIGURES ARE MERGED)			TARGET	RESULT	EIT RATIONALE
	2008	2009	2010	2011	2011	
Financial						
TEO risk rating against the Financial Monitoring Framework					TEO risk rating returned to low during 2011	Rating likely to be medium during 2011 as a direct result of the merger
					Low/Med	TES RELATIONSHIP
						EIT COMMENTARY

Your Investment Manager will discuss any commitments from this area with you as relevant to your programme of delivery	
What processes do you have in place to ensure quality teaching and learning?	See Investment Plan context section
How are you showing that your programmes meet the vocational needs of students, industry and employers?	Improving the educational and financial performance of providers
Extent of improvements in Attributes as per CAMS Improvement Plan	See Investment Plan context section
How do you know that you have effective engagement with the secondary schools in your area?	Increasing the number of young people moving successfully from school into tertiary education

Statement of Resources

For the year ended 31 December 2011

In addition to the resources in the Balance Sheet, the Eastern Institute of Technology utilised the following resources:

The merger of EIT with Tairāwhiti Polytechnic increased the overall gross floor area from 39,700 m² to 54,280 m². EIT now also occupies land in Ruatoria, Tokomaru Bay, Tairāwhiti's main campus in Gisborne, the Rural Studies Unit at Stout Street in Gisborne, and a small centre in the Onekawa industrial area, Napier.

Site and Location

EIT occupies land in Taradale, the main campus being located part way between Napier and Hastings and sharing a common boundary with the significant Otatara Pa site. The campus comprises 27 hectares which was gifted to the people of Hawke's Bay by the late Mrs H M Hetley. The land is vested in the Crown.

EIT also has established centres in Hastings, Flaxmere, Maraenui, Wairoa, and in Waipukurau, Central Hawke's Bay.

Land opposite the Hawke's Bay campus is the site for the student village consisting of twelve residential villas each with a capacity of six bedrooms.

The main Tairāwhiti Campus located in the Gisborne CBD area is Crown owned, while the Rural Studies Unit located in Stout Street, Gisborne is owned by EIT.

Other centres operating on the East Coast are leased properties and include Ruatoria and Tokomaru Bay. There is one leased building in the Onekawa industrial zone in Napier used for truck driving programmes.

Buildings

Hawke's Bay Campus

Buildings at this campus include the newly opened trades & technology open plan workshop facilities, a multi-functional science laboratory complex, the tourism & hospitality complex, student amenities facilities, lecture theatres, Whare Matoro meeting house, Marae, reception building, children's centre, five multi-storey buildings, and a modern library with adjoining learning centre complex, along with administration offices, art and craft complex, winery, a video production complex, and farming buildings. These buildings are supplemented by 19 relocatable units of temporary accommodation.

During 2011 a number of buildings were refurbished and remodelled including the ground floor of the Hetley Building, and new student art studios within F Block. There were extensive storm water infrastructure works carried out to upgrade and expand underground services within the Hawke's Bay Campus.

Pettigrew.Green Arena

The Institute leases permanent specialist areas at the Pettigrew.Green Arena such as the exercise science laboratory facilities, group theatre, storage room, massage teaching facilities as well as periodically leasing other spaces such as the gymnasium, aerobics room and main stadium floor for Institute programmes.

Hastings Centre

The Hastings campus consists of leased premises situated on the first floor of the Tower Building. They include computer rooms, lecture rooms, public reception and information area, offices, and student amenities.

Flaxmere Centre

EIT leases a teaching facility at the Flaxmere Shopping Centre which includes a computing suite, office area and a teaching classroom.

Maraenui Centre

The centre provides an open plan computer teaching room, a seminar room, a large classroom with attached kitchen facilities and a reception/office area.

Central Hawke's Bay Centre

The centre at Waipukurau occupies leased premises comprising classrooms, an IT Suite, a common room, office and service spaces.

Wairoa Centre

EIT leases a small centre in the Wairoa CBD area which includes a computing suite and seminar room. Other areas of the building are being sub-leased to another complementary training organisation.

Onekawa Centre (Leyland Street)

The leased facilities consist of three classroom areas, a small workshop, administration and tutor office spaces.

Tairāwhiti Campus (Gisborne CBD)

Buildings at this campus include an administration block and library complex, Trades Training Workshop, Toihoukura Māori Arts & Crafts facilities, Middleton Building Computing Suites, Te Whatukura Māori Cultural Centre, Student Centre and cooking teaching facilities including a public restaurant. There are a number of prefabricated buildings on campus in use. During 2011 remodelling work was completed in the Middleton Building to construct a nursing simulation suite.

Rural Studies Unit – Stout Street, Gisborne

This Unit consists of a training winery and laboratory complex, plant propagation and rural facilities as well as prefabricated classrooms and administration offices.

Ruatoria

Buildings in Ruatoria include workshop areas, classrooms and administration offices.

Tokomaru Bay

The Tokomaru Bay site consists of classroom facilities, computer room, office and outdoor under-cover horticulture working area.

Space Allocation

LOCATION	RENTED SPACES	TEACHING	ADMINIS-TRATION	AMENITIES	SERVICES	TOTAL NET AREA
Hawke's Bay Campus	1,533	17,132	5,475	6,746	6,532	37,418
Maraenui	0	254	0	32	14	300
Hastings	0	273	58	43	37	411
Flaxmere	0	141	10	26	16	193
Central Hawke's Bay	0	229	76	53	7	365
Wairoa	51	110	61	40	77	339
Pettigrew.Green Arena	0	487	0	98	0	585
Tairāwhiti Campus	0	6,378	1,610	2,598	164	10,749
RSU Stout Street	0	1,779	239	820	57	2,895
Tokomaru Bay	0	133	12	28	3	176
Ruatoria	0	530	71	182	67	850
TOTALS	1,584	27,445	7,613	10,664	6,973	54,280

General Statistical Data on Space Utilisation

Gross Floor Area

The total floor area for all EIT facilities is 54,280m² which equates to a floor area of 12.20m² per EFTS for 2011.

Net Floor Area

The combined net area of all EIT teaching spaces is 27,445m² which equates to an area of 6.17m² per EFTS.

Human Resources

(Expressed as Equivalent Full Time Staff)

	2007	2008	2009	2010	2011
Tutorial Staff	202.4	199.0	206.1	208.9	292.8
Allied Staff and Management	161.5	175.1	180.2	182.9	230.5
TOTAL STAFF	363.9	374.1	386.3	391.8	523.3

Statement of Statistics

For the year ended 31 December 2011

These indicators relate to the performance of the parent entity only. For 2011 these figures include Tairāwhiti.

Effectiveness Indicators

EFTS TARGET : ACTUAL	TARGET	ACTUAL	%
2007	3,013	2,951	98
2008	3,029	2,985	99
2009	3,026	3,097	102
2010	3,285	3,298	100
2011	4,458	4,449	100

Efficiency Indicators

Targets for these efficiency indicators were not set as part of the budget process.

TUTORIAL STAFF : STUDENT RATIO	2007	2008	2009	2010	2011
FTE Tutorial Staff : EFTS	1:14.6	1:15.0	1:15.0	1:15.8	1:15.2
NET TEACHING AREA PER EFTS					
Ratio of teaching area per equivalent full time student (sq m)	5.5	5.6	5.4	5.6	6.2
GROSS OPERATING COSTS PER EFTS					
Operating Costs					
EFTS	\$10,941	\$11,627	\$12,123	\$12,120	\$12,142

Equal Employment Opportunity Indicators

COMPOSITION OF STAFF	2010 Teaching	2010 Non Teaching	2010 Total	2011 Teaching	2011 Non Teaching	2011 Total
% of full time staff who identify themselves as Māori	11%	11%	11%	16%	20%	18%
% of female staff	61%	76%	69%	56%	71%	62%
% of full-time staff who identify themselves as having disabilities	4%	7%	5%	4%	8%	6%

Equal Employment Opportunity Indicators

WOMEN AND MĀORI STAFF IN SENIOR POSITIONS	WOMEN	MĀORI
2007	36%	9%
2008	43%	9%
2009	45%	9%
2010	50%	5%
2011	50%	14%

This information is drawn from EIT personnel database and is based on the responses made by staff to relevant questions at the time of appointment.

Senior positions now include Heads of School positions within faculties.

Financial Performance Indicators

	2007	2008	2009	2010	2011
SHORT-TERM LIQUIDITY					
Current Assets					
Current Liabilities	149%	182%	176%	194%	220%
DEBT : EQUITY RATIO	-	-	-	-	-
CHANGE IN FINANCIAL VALUE					
Net Assets (\$000)	71,523	74,414	85,251	89,041	116,723
Change (%)	0.7%	4.0%	14.6%	4.4%	31.1%
RETURN ON ASSETS	1.1%	1.7%	2.4%	4.0%	5.7%
NET SURPLUS (BEFORE EXTRAORDINARIES)					
As % of Income	2.2%	3.5%	5.1%	8.2%	10.9%

EFTS Numbers

	2007 ACTUAL	2008 ACTUAL	2009 ACTUAL	2010 ACTUAL	2011 ACTUAL	2011 TARGET
Humanities, Arts & Trades	571	529	588	659	952	952
Applied Science, Business & Computing	810	838	825	727	922	1,036
Health Sciences	469	535	597	667	800	716
Māori Studies	115	153	146	173	173	172
Science & Technology *	516	512	544	711	-	-
Tairāwhiti Campus		-	-	-	1,038	1,063
TOTAL EFTS ON MINISTRY-FUNDED PROGRAMMES	2,481	2,567	2,700	2,937	3,885	3,939
International Students	190	203	228	211	237	283
Other	280	215	169	150	327	236
TOTAL EFTS ALL SOURCES	2,951	2,985	3,097	3,298	4,449	4,458

* In 2011 Science & Technology was merged into Arts & Social Sciences, Business & Computing and Health & Sport Science

Independent Auditor's Report

To the readers of Eastern Institute of Technology and group's financial statements and statement of service performance for the year ended 31 December 2011

The Auditor-General is the auditor of Eastern Institute of Technology (the Institute) and group. The Auditor-General has appointed me, Clint Ramoo, using the staff and resources of Audit New Zealand, to carry out the audit of the financial statements and statement of service performance of the Institute and group on her behalf.

We have audited:

- the financial statements of the Institute and group on pages 60 to 87, that comprise the balance sheet as at 31 December 2011, the income statement, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year ended on that date, the statement of accounting policies and the notes to the financial statements that include other explanatory information; and
- the statement of service performance of the Institute and group on pages 37 to 41 and pages 88 to 92.

Opinion

In our opinion:

- the financial statements of the Institute and group on pages 60 to 87:
 - comply with generally accepted accounting practice in New Zealand; and
 - fairly reflect the Institute and group's:
 - financial position as at 31 December 2011; and
 - financial performance and cash flows for the year ended on that date;
- the statement of service performance of the Institute and group on pages 37 to 41 and pages 88 to 92 fairly reflects the Institute and group's service performance achievements measured against the performance targets adopted for the year ended 31 December 2011.

Our audit was completed on 27 April 2012. This is the date at which our opinion is expressed.

The basis of our opinion is explained below. In addition, we outline the responsibilities of the Council and our responsibilities, and we explain our independence.

Basis of opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the International Standards on Auditing (New Zealand). Those standards require that we comply with ethical requirements and plan and carry out our audit to obtain reasonable assurance about whether the financial statements and statement of service performance are free from material misstatement.

Material misstatements are differences or omissions of amounts and disclosures that would affect a reader's overall understanding of the financial statements and statement of service performance. If we had found material misstatements that were not corrected, we would have referred to them in our opinion.

An audit involves carrying out procedures to obtain audit evidence about the amounts and disclosures in the financial statements and statement of service performance. The procedures selected depend on our judgement, including our assessment of risks of material misstatement of the financial statements and statement of service performance, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the Institute and group's preparation of the financial statements and statement of service performance that fairly reflect the matters to which they relate. We consider internal control in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the Institute and group's internal control.

An audit also involves evaluating:

- the appropriateness of accounting policies used and whether they have been consistently applied;
- the reasonableness of the significant accounting estimates and judgements made by the Council;
- the adequacy of all disclosures in the financial statements and statement of service performance; and
- the overall presentation of the financial statements and statement of service performance.

We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements and statement of service performance. We have obtained all the information and explanations we have required and we believe we have obtained sufficient and appropriate audit evidence to provide a basis for our audit opinion.

Responsibilities of the Council

The Council is responsible for preparing financial statements that:

- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect the Institute and group's financial position, financial performance and cash flows.

The Council is also responsible for preparing a statement of service performance that fairly reflects the Institute and group's service performance achievements.

The Council is responsible for such internal control as it determines is necessary to enable the preparation of financial statements and a statement of service performance that are free from material misstatement, whether due to fraud or error.

The Council's responsibilities arise from the Education Act 1989 and the Crown Entities Act 2004.

Responsibilities of the Auditor

We are responsible for expressing an independent opinion on the financial statements and statement of service performance and reporting that opinion to you based on our audit. Our responsibility arises from section 15 of the Public Audit Act 2001 and the Crown Entities Act 2004.

Independence

When carrying out the audit, we followed the independence requirements of the Auditor-General, which incorporate the independence requirements of the New Zealand Institute of Chartered Accountants.

Other than the audit, we have no relationship with or interests in the Institute or any of its subsidiaries.



Clint Ramoo
Audit New Zealand
On behalf of the Auditor-General
Palmerston North, New Zealand

Disclaimer:

Matters relating to the electronic presentation of the audited financial statements and statement of service performance

This audit report relates to the financial statements and statement of service performance of Eastern Institute of Technology and group's (the Institute) for the year ended 31 December 2011 included on the Institute's website. The Institute's Council is responsible for the maintenance and integrity of the Institute's website. We have not been engaged to report on the integrity of the Institute's website. We accept no responsibility for any changes that may have occurred to the financial statements and statement of service performance since they were initially presented on the website.

The audit report refers only to the financial statements and statement of service performance named above. It does not provide an opinion on any other information which may have been hyperlinked to or from the financial statements and statement of service performance. If readers of this report are concerned with the inherent risks arising from electronic data communication they should refer to the published hard copy of the audited financial statements and statement of service performance as well as the related audit report dated 27 April 2012 to confirm the information included in the audited financial statements and statement of service performance presented on this website.

Legislation in New Zealand governing the preparation and dissemination of financial information may differ from legislation in other jurisdictions.



www.eit.ac.nz
501 Gloucester Street, Taradale, Napier
Private Bag 1201, Hawke's Bay Mail Centre, Napier 4142

LIVE
your dreams

