Artwork:
“Protecting One’s Culture”, 2012, acrylic on totara by James Molnar.

Annual Research Report 2011
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword</td>
<td>6</td>
</tr>
<tr>
<td>Introduction</td>
<td>7</td>
</tr>
<tr>
<td>James Molnar and Whakairo students</td>
<td>8</td>
</tr>
<tr>
<td>Dr Sue Chard</td>
<td>10</td>
</tr>
<tr>
<td>Dr Kathryn Holloway</td>
<td>11</td>
</tr>
<tr>
<td>Owen Mapp</td>
<td>12</td>
</tr>
<tr>
<td>Audrey Hinder</td>
<td>13</td>
</tr>
<tr>
<td>Susan Warring</td>
<td>14</td>
</tr>
<tr>
<td>Social Work:</td>
<td></td>
</tr>
<tr>
<td>Illuminating research in practice</td>
<td>15</td>
</tr>
<tr>
<td>Wendy Trimmer and Kay Laracy</td>
<td>16</td>
</tr>
<tr>
<td>Peter Deckers</td>
<td>17</td>
</tr>
<tr>
<td>The Capstone Project</td>
<td>18</td>
</tr>
<tr>
<td>Business conference successes</td>
<td>20</td>
</tr>
<tr>
<td>Heather Reeves-Timms</td>
<td>21</td>
</tr>
<tr>
<td>Whitireia Nursing Journal</td>
<td>22</td>
</tr>
<tr>
<td>Whitireia Publishing</td>
<td>23</td>
</tr>
<tr>
<td>Research Outputs</td>
<td>24</td>
</tr>
<tr>
<td>Awards</td>
<td>26</td>
</tr>
<tr>
<td>Awarded Theses</td>
<td></td>
</tr>
<tr>
<td>Doctoral Thesis</td>
<td>27</td>
</tr>
<tr>
<td>Master’s Thesis</td>
<td>27</td>
</tr>
<tr>
<td>Commissions from external agencies</td>
<td>28</td>
</tr>
<tr>
<td>Published Works</td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td>30</td>
</tr>
<tr>
<td>Chapter in book</td>
<td>30</td>
</tr>
<tr>
<td>Journal articles</td>
<td>30</td>
</tr>
<tr>
<td>Published poetry and short stories</td>
<td>31</td>
</tr>
<tr>
<td>Other publications</td>
<td>32</td>
</tr>
<tr>
<td>Published reports</td>
<td>33</td>
</tr>
<tr>
<td>Unpublished reports</td>
<td>33</td>
</tr>
<tr>
<td>Conferences</td>
<td></td>
</tr>
<tr>
<td>Conference presentations in published proceedings</td>
<td>34</td>
</tr>
<tr>
<td>Conference presentations (peer-reviewed)</td>
<td>34</td>
</tr>
<tr>
<td>Conference presentations</td>
<td>37</td>
</tr>
<tr>
<td>Conference poster presentation</td>
<td>38</td>
</tr>
<tr>
<td>Oral presentations</td>
<td>39</td>
</tr>
<tr>
<td>Non-Text Creative Outputs</td>
<td></td>
</tr>
<tr>
<td>Exhibitions</td>
<td>40</td>
</tr>
<tr>
<td>Exhibition curation</td>
<td>41</td>
</tr>
<tr>
<td>Visual arts in print</td>
<td>41</td>
</tr>
<tr>
<td>Performance</td>
<td>41</td>
</tr>
<tr>
<td>Film, video, technology</td>
<td>42</td>
</tr>
<tr>
<td>Scholarly Activities</td>
<td></td>
</tr>
<tr>
<td>Contribution to the research environment</td>
<td>43</td>
</tr>
<tr>
<td>Peer esteem</td>
<td>44</td>
</tr>
</tbody>
</table>
Foreword

Tena koutou katoa

Over the past year Whitireia researchers have become increasingly adept at navigating the research landscape. This 2011 Annual Research Report shows significant gains in the quantity and quality of commissioned research, creative outputs, and academic research across a number of fields. Overall research outputs for the year are 70% up on those for 2010. As well as contributing at the national level, a number of our researchers are achieving international recognition for their work.

The profiles and outputs detailed in this report reflect the cultural diversity and richness that make up the fabric of Whitireia. Our artists, our writers, our educationalists, our practitioners, our media people, our innovators in business and IT, all add to our growing research culture.

I wish to congratulate our researchers for their contribution to the Whitireia vision of “leading and illuminating our communities.” I am particularly proud of what has been achieved in 2011.

Noho ora mai

Don Campbell
Chief Executive
Introduction

By Dr Lesley MacGibbon
Research Manager

The reputation of tertiary institutions is greatly enhanced by the research produced and the academic qualifications of its staff. 2011 has been a very productive year for research activities at Whitireia, with the awarding of one Doctor of Philosophy (PhD), one Doctor of Nursing (DN), and six Master’s degrees to staff members. Overall the 2011 research outputs have increased by over 70% from those in 2010.

In 2011, staff have continued to produce a wide range of research outputs including the publication of five books, four professionally focussed texts and one novel. The knowledge and expertise of Whitireia staff continues to be sought-after as they are approached to complete commissioned work, with 19 external contracts or grants for artistic or research projects. In 2011, these have included a wide range of projects including educational evaluations, Pacific housing needs, families of prisoners, cultural issues, artistic performance and the creation of educational resources. These contracts include one with the World Health Organisation and a grant from the Technology and Transfer project.

The ten awards listed in this report reflect the depth and range of skills of Whitireia staff who received academic awards, creative arts awards and awards for information technology projects.

We have had a major focus throughout 2011 with building research capacity, while at the same time supporting staff publication in high end academic journals. It is very encouraging to see the number of new researchers, particularly those who have presented, published, exhibited, or performed for the first time. The number of staff who do not teach on degree courses, but who have completed research projects or creative outputs is an excellent indication of a growing research culture within Whitireia.

The Performance Based Research Fund (PBRF) Quality Evaluation for the six year period from 1 January 2006 to 31 December 2011 has been a major focus for organising research systems within Whitireia. We purchased the intuto Research Outputs Management system (ROMs) programme which enables tracking of all research activity within Whitireia. Trial panels of Whitireia staff have reviewed all research outputs and identified a list of approximately 30 staff who will be encouraged to submit an Evidence Portfolio to the Tertiary Education Commission for formal assessment.

The ROM system also provides in-depth information about the research activity within Whitireia, and will be a very useful tool for faculties to use to measure their key performance indicators, and for staff performance appraisals. All academic staff have been offered training to use the ROM, and most are competently entering their research outputs into their evidence portfolios.

This Annual Research Report differs from previous years, in that we have sought to profile a wider range of research and cultural outputs across all faculties. As usual we have included profiles on some of our experienced researchers and artists, but first-time researchers and undergraduate programmes that have a particular focus on research or creative outputs have also been included.
James Molnar and Whakairo students

In a building in the back corner of the Whitireia Porirua campus, a group of students led by James Molnar work to create whakairo (traditional Māori carving) of national importance. James himself, a Whitireia graduate, who learned whakairo under the tutelage of Takirirangi Smith, is passing his knowledge and skills on to his students.

James traces his whakapapa through Ngai Tumapuhia-a-rangi, Rangitane, Ngāti Raukawa and Ngāti Kuia, and his marae is Paranui Marae in Foxton. His whakapapa and history influence his art, and he encourages his students to research their own backgrounds and whakapapa in order to find their carving styles.

“"I want these guys to be comfortable with their skills and to be able to produce their own art in their own culture. Whakapapa is a key part of carving. It is our written language. If you look at wharenui, at the tupuna—there’s a whole korero about that person.""

James has been commissioned for many projects including working with Cliff Whiting on Te Hono ki Hawaiki, and Te Marae at Museum of New Zealand Te Papa Tongarewa. His philosophy is to include his students in his commissions because “Carving is very much a group effort. You can’t row a waka on your own.”

In 2010, James worked with Hekenukumai Busby, a world renowned expert, to carve the ceremonial waka Te Hono ki Aotearoa for an exhibition at the Volkenkunde Museum in Leiden in the Netherlands. In 2011, James and his graduating class of students were commissioned to work with Hekenukumai Busby to carve two new waka to be housed in Wellington’s Wharewaka on the waterfront.

Whakapapa is a key part of carving. It is our written language. If you look at wharenui, at the tupuna—there’s a whole korero about that person.
They carved two craft: a wakatete (fishing canoe) which traditionally can be paddled by either men or women, and a waka taua, or war canoe, traditionally paddled by only men.

The waka were crafted from swamp kauri that is over 700 years old. They were built over several months in Aurere, Northland. James and the students travelled to Northland five times to work on the two waka and spent about 500 hours working on them each trip.

The waka were transported down to Wellington for their official launching and naming. The first arrived in Wellington in August 2011 was officially launched, and named tētēkura Te Hononga. The waka taua arrived in September 2011 and has been named Te Rerenga Kōtare – the flight of the kingfisher.

Thanks to Sienna Yates, Journalism student for the use of information in her article Whakairo students embrace culture to create living work, Newswire.co.nz, 2 February 2012.

Dr Sue Chard

In IT, if you are not constantly researching and reading, you are out of date”
[Sue Chard]

Congratulations to Dr Sue Chard who recently completed her Doctor of Philosophy (PhD) at Curtin University. The Curtin Science and Mathematics Education Centre is the largest postgraduate programme in the world in science, mathematics and technology education. The thesis was completed in March this year and is available through the Australian Digital Thesis repository.

The title of Sue’s thesis is Building a Virtual Classroom: An Education Environment for the Internet Generation. The thesis examines the provision of learning environments that enable people to participate in high-quality learning experiences without physically travelling to classrooms and classes. The research investigated the potential of the virtual worlds used for interactive gaming to enhance learning. These worlds include avatars representing the participants, and both text and audio chat systems.

The purpose of this study was to investigate the design and development of web-based 3D virtual worlds as learning environments. Data was collected from the various designs and use of the web-based 3D virtual learning environments over six years. Analysis of this data indicated that the web-based virtual learning environments were well received by the students and show significant potential for the future provision of learning environments. This research suggests directions for the future development and application of web-based virtual world technologies to fully enable their potential to be achieved in educational learning environments.

Sue provides an inspiring example of an academic researcher who has published and presented her work at the same time as writing her PhD thesis, and maintaining her teaching workload. To date, she has one chapter in a book, three international conference presentations and four national conference presentations from her thesis. In addition, she has another book chapter and journal article in process. Her research outputs are impressive in both their quality and quantity. She is also to be congratulated on her stamina in continuing to work part-time on the PhD over an eight year period. As Sue said:

“Play space for participants to test home connections and familiarise themselves with the software.”

When I started my academic journey someone said to me “an undergraduate degree takes you to the edge of what is known. A Master’s degree takes you to understanding what is not yet known, and how you can build knowledge. A PhD explores the unknown; it is all about building new knowledge.” I believe that if we are taking students “to the edge”, as tutors we do need to know what is beyond.”
Congratulations to Kathryn (Kathy) Holloway who completed her Doctor of Nursing (DN) with the University of Technology, Sydney, Australia. She began this in 2006 and chose this university because of their internationally renowned professional doctorate programme.

Kathy’s thesis topic was the development of a specialist nurse framework for New Zealand. As the Nursing Review (December 2011, p. 2) asked when discussing Kathy’s research:

“**What is a Specialist Nurse? People argue that our health service needs more of them, particularly to meet the growing burden of chronic disease and a rapidly ageing population. But actually are they? And who decides a nurse or specialty has made the grade? Until recently there was no one answer to those questions and no consistent pathway for nurses to follow.**”

Although the recommendation to develop a specialist framework was first made in the 1998 Ministerial Taskforce, until Kathy’s work there was no one accepted framework, but the proliferation of lots of different frameworks and models. Kathy started reviewing international specialist frameworks, and worked with nursing leaders and nurse specialists across New Zealand to build and test a workable and nationally consistent framework.

The resulting New Zealand Nurse Specialist Nursing Framework has been adopted by Health Workforce New Zealand, the National Nursing Consortium which includes the New Zealand Nurses Organisation, the College of Nurses Aotearoa, the National Council of Māori Nurses, and the New Zealand College of Mental Health Nurses.

The New Zealand Nurse Specialist Nursing Framework has three components. The first, role adequacy, sets out the level of practice required of a specialist, and focuses on capability rather than competency. Kathy comments:

“**Competency is about doing the job right, and capability is more about knowing the right job to do.**”

The second component, that of role legitimacy, is to determine whether the specialty is a recognised branch of nursing, not just a new technique. The third component, which Kathy defines as role support, is to determine whether there is a speciality nursing body to set and authorise standards in that specialty.

Kathy’s thesis is also being used to assist the nursing profession to develop a glossary providing agreed definitions of extended, advanced, and expanded practice.

**Competency is about doing the job right, and capability is more about knowing the right job to do.**
The highlight of Owen’s year was his invitation to exhibit and present two papers at the International Council of Archae-zoology sub group, the ‘Worked Bone Research Group’ at Salzburg University, Austria. The conference was attended by university academics and museum archaeologists from 21 countries.

Owen said that Salzburg was the perfect setting for the conference. The picturesque ‘salt town’ on the Salzach River, is over-looked by the large formidable medieval castle built on Roman foundations, which in turn was built on a Neolithic site. The historical growth, development and wealth of Salzburg as a city, is due to its proximity to the salt mines in the local mountains.

At the conference there were practical workshops for reconstructing the ancient tools for working ‘field’ experiments, and viewings of bronze age Roman and Celtic collections in local museums. Local archaeologists took Owen on a field trip, down a 3500 year old Bronze age salt mine at Hallstatt, where the world’s oldest wooden stair case was inspected, together with human remains, clothing, tools, ropes, excreta (parasites, diet study) and he was able to try out some of the reconstructed tools on the salt face.

Owen’s lectures were popular, generating discussion especially with the hands on carving demonstration, carved examples and flute (koauau) playing. He was the only bone carving practitioner present and it was obvious that the other delegates had no experience in, nor had seen, a bone carver in action. With this background of hand carving, he was able to refute a number of presented theories and open up other directions to investigate.
To complete her Master of Information Studies degree at Victoria University of Wellington, Audrey had to complete a research project. Because she works in the Whitireia library she was interested in finding out how well the library was meeting the needs of its students.

International literature from the United States and the United Kingdom suggested that many ethnic minority groups experienced barriers to their use of libraries. She found that while more Pacific students are participating in tertiary education in New Zealand, there is little research on this group’s use of the academic library. As Whitireia has a high proportion of Pacific students, Audrey was interested in finding out how they use the library and information resources available through the library, and their perceptions of what helps or hinders this use.

Audrey gained ethical approval for her project from Victoria and then submitted her proposal to the Whitireia Research and Ethics Committee where it received further scrutiny. Audrey interviewed seven Pacific student participants for this study. She used a qualitative case study approach to gain an understanding of their library experiences from the participants’ own point of view.

Key findings of this study show that students generally had a positive experience of the library, using it not just as an information centre but also as a cultural centre. 

I can also see coming into the library, the majority are Pacific students taking different courses. [The] library is a place for me to socialise with other [students] not in the sense that we have a conversation but it’s a place where we can meet one another, where there are other

Though this group of participants did not feel that there were any significant cultural barriers to their use of the library, the findings reveal some cultural factors that may affect Pacific students’ use of the library. Communication with staff was an issue in terms of cultural ‘shyness’ and the need for staff to take additional time when working with students for whom English is a second language. The suggestion that introductory library sessions be investigated for small groups of Pasifika students also provides possibilities for further development of library services and resources.

To Kelvin, other Pasifika students I haven’t seen for so long. Seeing them back in here was great. Year Three Pacific students also help us with our assignment” [student participant].

Key findings of this study show that students generally had a positive experience of the library, using it not just as an information centre but also as a cultural centre.
Susan Warring has been very successful in 2011 with research publications in two international peer reviewed journals. We asked Susan to describe the process that she went through to achieve these research outputs:

My first publication began with an idea to research ‘the effectiveness of peer tutoring’. An extensive literature review led me to refocus on facilitating independent learning amongst international students. My second publication grew from my practical need to answer staff queries about the difference between degree and diploma delivery and assessment. I undertook an extensive literature review to research and scope this question. So, my advice on how to decide on and scope a topic is read, read, read.

The next step was to present to my peers. I initially presented to my peers at faculty meetings and staff development days and then to peers at New Zealand conferences. All the while, I was reflecting, re-working, and improving my papers.

I then began to seek journal publications. In both cases, I was initially very conservative and sought publication in New Zealand journals. The main learning curve from this process was the need to monitor and follow up on my submissions. One submitted paper disappeared into a ‘black hole’ and led to a delay of approximately one year. These New Zealand journals did not have a sophisticated online submission system like the international journals I later submitted to.

After submissions and revisions, neither manuscript was accepted for New Zealand publication. My initial reaction was to stop there and ‘bin’ the research, but, upon reflection, I decided to take the reviewer comments on board, re-work and then to submit to A-class international journals. Over several years, I made submissions to several international journals. Sometimes, the editor rejected my manuscript without submitting it for peer review; other times, it was submitted for peer review and I just kept on revising in response to these reviewers’ comments until my eventual success.

To give you an idea of timelines, I commenced researching how to facilitate independent learning in 2006 and achieved publication in 2010. I commenced researching differences between a degree and diploma in 2007 and achieved publication in 2011. More recently, I have commenced research in my own discipline of marketing. A manuscript is currently under review for publication. Hopefully, my experience with the publication process will lead to a reduction in the four year timeline!

Susan’s story of her research successes clearly demonstrates the value of conscientiousness and persistence when publishing. We thank Susan for sharing her story, and congratulate her on her successes.
Social Work: Illuminating research in practice

The Bachelor of Social Work programme at Whitireia places great emphasis on student research. As Programme Leader, Jean Mitarea explained:

“"Our experience as educators informs us that social work students need the fundamental skills and knowledge of inquiry and research, and social work students need to be information literate.”

Research is one of the four core components of each year of the degree programme. In year one, students are exposed to research as a process of inquiry, and as the basis for informed decision making. They are also introduced to the various research methodologies and the relationship between different perspectives of knowledge, and approaches to research and social work practice. The major challenge of this work is for the students to recognise what they don’t know and to develop the skills of searching for relevant literature.

In year two, the students focus on pathways to inquiry which include formulating research questions, and understanding about ethics in research practice. They also need to understand the role of research in transforming practice, informing policy and underpinning theory. In year three, the students move into undertaking research as a planned academic activity. One of the major challenges for them in carrying out a supervised research project is to recognise that their research practices and research findings are of equal importance. While ethical research practices are always essential, they are of critical importance in social work research, where vulnerable groups or individuals may be the focus of the research.

Staff for the Social Work Degree have identified that the key to student research success is access to a librarian who understands that information literacy capabilities are critical to academic and professional success. For this reason...

“"The ‘educator-librarian’ partnership is critical for transforming the students understanding of concepts and reasoning, organising, communicating, preparing for research, accessing and collecting information, and processing information” [Jean Mitarea].
In 2011, Wendy Trimmer and Kay Laracy published two books with Whitireia Publishing. These books provide a vital resource not only for those working in the fields of mental health and addictions, but for all New Zealand health professionals working in primary, secondary, and tertiary settings.


This second edition not only updates the original data but includes two new chapters: medication used in substance misuse, and cognitive enhancers.

Both books were published by Whitireia Publishing which Wendy Trimmer described as a major resource for Whitireia staff:

“We worked collaboratively with Whitireia Publishing over a 12 month period with very pleasing results. It was a pleasure working with Rachel Lawson and the publishing students, who were very committed, competent and professional throughout the whole project.”

This publication provides the reader with a guide to the most common mental health conditions, easy access to information about mental health services, step by step intervention charts and clear suggestions for support and recovery.
Peter Deckers

2011 was a very busy and productive year for Peter Deckers. In addition to his exhibitions in the Fingers Annual Group Show in Auckland, and two simultaneous solo exhibitions at the Auckland Art Fair 2011, and the SeeHere Gallery, Wellington, he also exhibited in The Dutch Tour. The Dutch Tour, which celebrated the signing of the immigration agreement between New Zealand and the Netherlands more than 60 years ago, recognised the major contribution to the arts scene in New Zealand and overseas by artists of Dutch heritage.

Peter was the inspiration behind the innovative HandShake project. At the start of 2011, he invited selected graduate jewellers to name the artists that most inspire them. He then approached these distinguished and internationally-established jewellery and art icons, offering them the opportunity to act as mentors in this collaborative two-year project. The invited jewellery graduates have been given the opportunity to work side-by-side or by distance, with an established jeweller in a similar role to an apprentice. The project has resulted in multiple exhibitions in Australia and New Zealand, which Peter curated such as at Studio 2017, Sydney, The New Zealand Jewellery Show, Wellington, and Masterworks Gallery, Auckland.

"Smiley" brooch, 2011, bronze, sterling silver, aluminium, patination, paint, paint on vinyl (archival) by Peter Deckers, New Zealand Jewellery Show, Michael Fowler Centre, 2–8 September, 2011, Wellington, New Zealand.
Each year the Bachelor and Graduate Diploma of Information Technology run the Capstone Project, that provides senior students with the opportunity to research and develop projects that solve ‘real world’ problems. Industry, business and government departments put up proposals for projects to be completed under this programme. The projects are scoped by tutors, and if they are suitable, contracts are signed with the external organisation. One example of an ongoing relationship is with the New Zealand Police who have commissioned research and development projects over the past three years.

The National e-Crime group, founded in 1984, is a police department which specialises in retrieving information from computers, which can potentially be used as evidence in court. The police have found that today almost every major investigation has an electronic component because people use the internet, mobile phones, laptops, digital cameras, iPods, personal navigation devices and other electronic equipment as a matter of course in their daily lives. These electronic devices have facilitated new ways to commit crimes like fraud, drug dealing, extortion, harassment and paedophilia.

In 2009, the New Zealand Police introduced the Environment for Virtualised Evidence system (EVE) which has given front-line investigators the ability to view data within electronic devices, while retaining the forensic integrity of the exhibit.

The purpose of the 2011 project was to design and develop an application that is capable of regenerating web pages as an image with no active content from the Internet Explorer cache. These images will be able to be used as potential evidence in court. The intent is for this application to be integrated into the EVE system.

In addition to providing the students with experience researching and solving ‘real world’ problems, the Capstone Project has many other benefits. It provides tutors with up-to-date knowledge about real world systems and development methods, and keeps their discipline knowledge up-to-date. The Capstone Project has also been the focus of conference presentations and journal publications by Information Technology tutors.

Thanks to students Brent Garrett, Brittany Morgan, Samuel Whitby and Radhika Ramachandran for access to their poster presentations which provided summaries of this project.
The 2011 New Zealand Applied Business Education Conference (NZABE) held in Nelson, was a great success for Whitireia. Several staff from the Business Faculty received significant recognition. While Whitireia did not send the largest contingent of attendees this year, the Whitireia research team won many awards. In terms of “success rate” and “conference contributions”, Whitireia easily outperformed other institutes of technologies and polytechnics (ITPs).

Their success stories include:

• Suzan Sariefe and Markus Klose’s paper “Rejuvenating Business Education: Do we teach what employers need?” was awarded “BEST PAPER” in the non-peer reviewed category.

• Paul Rose’s paper “We are now in the 3rd age of marketing. Are we ready or not?” was awarded a commendation in the non-peer reviewed category. This output is now available as a book under the same title.

• Eric Ebel’s poster on “Cloud computing” was awarded a commendation in the poster category.

• Jill Clark and Leta Roache’s presentation “The connexity kids: Changing the face of education” was elected by the audience to be presented a second time in a “BACK BY POPULAR DEMAND” session on the third day of the conference.

• All other researchers’ presentations were well received and stimulated positive discussions and questions from the audience.

The combined Whitireia Business team presented eight papers at this conference. The team also presented three posters. Given a total number of 40 papers and seven posters, Whitireia had the largest number of research outputs per ITP at this conference (8/40 papers; 3/7 posters).

These results reflect the efforts of Suzan Sariefe as Research Coordinator at the Auckland campus, and the growing confidence in producing research within the Business Faculty.
Heather Reeves-Timms

This profile is of the first research project completed by Heather Reeves-Timms. As a tutor of the National Diploma in Mental Health (Mental Health Support Work), Heather does not have a requirement to complete research as part of her job, but she wanted to evaluate the effectiveness of the diploma for her students and the industry. She stated:

“As a tutor, I have for the past ten years been delivering the mental health support work programmes, that are at the heart of the mental health services. I wanted to know if the diploma programme was meeting students’ needs, and the needs of their employers.”

Heather decided to take a qualitative approach to this project evaluation by interviewing graduate students of the diploma and mental health provider organisations. Seven graduates and two organisations (one Māori, the other Pacific) agreed to participate. Initially focus groups were not anticipated, however, cultural considerations resulted in a focus group being more appropriate than individual interviews and resulted in considerably more information being gained.

Overall, Heather found that both the graduates and the employers valued the programme for the way it extended the knowledge and skills of the Mental Health Support workers. From the responses of participants in either interviews or focus group discussions, three main themes were identified: communication development; knowledge gained and applied, and leadership. For example, the evaluation found that increasingly health care organisations were seeing the benefit of employing staff who could adequately reflect on their practice for both accountability and as a measure of advancing practice. This aspect of reflective practice is emphasised in the diploma, and identified as a positive outcome of the programme in comments by one graduate.

“You should be doing this at the end of each work day, examining your own practice. I think if you come home and you don’t think about how you spoke to somebody, how you treated them, how you related to them, then you’re not doing your job.”

Heather presented her evaluation project at the 2011 Mental Health Services Conference: Resilience in Change in Adelaide. Her paper Diploma in action: Making a difference when working with tangata whai ora is included in the conference proceedings publication.

At the beginning of the research, Heather said that she found it challenging, but that she gained confidence with the support of senior researchers at Whitireia. In 2012, Heather will be working with Mental Health tutors from other New Zealand polytechnics to produce a book on their experiences of becoming Mental Health tutors. She said “Now I am wondering why I waited so long to start doing research.”
1994 was an auspicious year for nursing at Whitireia, with the introduction of the three year Bachelor of Nursing degree, the appointment of Margaret Southwick as the Head of Nursing, and the publication of the first edition of the Whitireia Nursing Journal. The purpose of the journal, as expressed in the first editorial by Siobhan Norrish was to:

> Provide a showcase for the breadth of study and expertise offered in and beyond the Nursing Centre. It is our sincere wish that the journal contributes to and informs debate on nursing education and practice in Aotearoa New Zealand.

In the intervening years, the Whitireia Nursing Journal has not only provided a forum for publication of original works by students and faculty staff, but provided opportunities for staff to disseminate research, develop skills in peer reviewing manuscripts, mentor novice writers, and project manage publications. The journal is an annual collaborative effort between the Faculties of Health (Nursing) and Arts (Diploma in Publishing). Editors and editorial committees have over the years developed mutually beneficial relationships between publishing lecturers and students, and nursing faculty, to produce the journal.

In her editorial in the 2011 Whitireia Nursing Journal, which celebrates 25 years of nursing education at Whitireia, Dr Margaret Southwick writes:

> The fact that the Whitireia Nursing Journal marks the 18th year of uninterrupted publication is further evidence of the ongoing development and commitment to quality nurse education and I acknowledge the commitment and dedication of the staff who have enabled this achievement, including our colleagues from the publishing programme (p. 6).

In the first Whitireia Nursing Journal (1994) Margaret Southwick in her article *Making the Treaty count: A new curriculum for the Whitireia Nursing Centre of Learning* wrote:

> Whitireia is situated in a community where biculturalism and multiculturalism are part and parcel of our lived experience. Diversity is something we wish to celebrate, rather than a problem to be overcome (p. 9).

It is heartening to see scholarly debate continuing about the way that nurses can best address the health needs of those they care for in the following articles in the 2011 edition of the Whitireia Nursing Journal:

- **Disparity in mental health provision for Māori and Pacific: A nursing response** by Shelley Gunther (pp. 39-43)

- **Cultural safety in nursing education and practice in Aotearoa New Zealand: A PhD thesis summary** by Fran Richardson (pp. 44-47)

- **Within the current primary healthcare system, how easy is it for registered nurses employed by Māori Healthcare providers to work in a holistic way with people who have type 2 diabetes?** A Master of Primary Health Care thesis summary, by Liz Day (pp. 48-49).
Because Whitireia runs its own Diploma in Applied Publishing, our researchers are in the enviable position of having ready access to publishing services for academic publications.

This highly regarded Level 6 programme is the only academic qualification for publishing in New Zealand. Developed and run in partnership with the industry, the course is modelled on an apprenticeship. It focuses on practical experience and all the course tutors are practitioners in the publishing industry.

The programme covers:
1. Planning and promoting a publication (through manuscript assessment, market research, costing, scheduling, marketing and distribution).
2. Production, from idea to printed or digital publication (through writing, word processing, editing, typesetting, and supervision of design and print).

In addition to work placements, and guest speakers such as publishers, editors, designers, sales representatives, publicists, booksellers and authors, students on the course each take a manuscript through to publication, dealing with every aspect from developing the idea to selling the product.

Whitireia Publishing has produced the Whitireia Nursing Journal and 4th Floor, the online journal of creative writing since their inception in 1994 and 2005 respectively. Each year students and staff work together to produce a range of publications – both print and digital – in partnership with other organisations and publishers. They publish books in the New Zealand Play Series of playscripts by leading playwrights, the quarterly magazine of the New Zealand Book Council, children’s books, non-fiction books and much more. These books, journals and websites receive excellent reviews and reception in the book trade. In 2009, staff and students commissioned and edited An introduction to New Zealand publishing in partnership with the Publishers Association of New Zealand.
It is pleasing to see that not only have the research outputs increased by over 70%, but the quality of outputs has also improved. The number of people completing higher qualifications has risen substantially from two in 2010, to eight in 2011.

As it is becoming increasingly difficult to get academic research published, it is particularly satisfying to see an increase from 21 published works in 2010 to 45 in 2011.

The major increase in outputs is in conference presentations. Presenting at conferences, both nationally and internationally has always been a preferred way for Whitireia staff to disseminate their research findings. The big increase in numbers presenting during 2011, may be due to a change in policy in several Whitireia faculties that if staff wish to attend conferences, they must present. This is an excellent strategy to assist staff to begin to build confidence in their research abilities.
<table>
<thead>
<tr>
<th>Awarded Theses</th>
<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
<td>PhD</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Master’s</td>
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<td><strong>Total Theses</strong></td>
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<table>
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<th>Published works</th>
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<td>Books</td>
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<tr>
<td>Chapters in books</td>
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<tr>
<td>Journal articles (peer reviewed)</td>
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<td>15</td>
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<td>Published reports</td>
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<tr>
<td>Published poetry and short stories</td>
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<td>3</td>
</tr>
<tr>
<td>Other publications</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td><strong>Unpublished papers and reports</strong></td>
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<td>3</td>
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<tr>
<td><strong>Total publications</strong></td>
<td>28</td>
<td>48</td>
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<th>Conference contributions</th>
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<th>2011</th>
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<tr>
<td>Presentation and papers in published proceedings (peer reviewed)</td>
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<td>6</td>
</tr>
<tr>
<td>Presentation (peer reviewed)</td>
<td>8</td>
<td>29</td>
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<tr>
<td>Presentation (not peer reviewed)</td>
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<td>23</td>
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<tr>
<td>Poster presentations</td>
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<td>8</td>
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<tr>
<td><strong>Oral presentations</strong></td>
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<td><strong>Total conference</strong></td>
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<table>
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<th>Creative outputs</th>
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<td>Visual arts in print</td>
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</tr>
<tr>
<td>Catalogue publications</td>
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<td>0</td>
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<tr>
<td>Creative performances</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Film, video, web technology</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total creative outputs</strong></td>
<td>31</td>
<td>43</td>
</tr>
<tr>
<td><strong>Total research outputs</strong></td>
<td>96</td>
<td>166</td>
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</table>
Awards

Mathew Abraham
Graduate Fellowship from SAS Software Company for research until October 2012. This involves a free package of SAS software and other forms of help for conducting PhD research.

Deb Donnelly
Most Unique Use of Silk Award 2011, Queenstown Art Society. Judged by Judith Ross, New Zealand Textile Artist. Exhibition ran as part of the New Zealand Remarkables Quilt Symposium, 8 April–13 May, Queenstown, New Zealand.

Deb Donnelly
Runner-up North City Creative Designer of the Year Award. North City Wedding and Bridal Expo, 30 January, Porirua City, New Zealand.

Deb Donnelly
Grant from Asia NZ to attend the International Shibori Symposium 28 December–2 January 2012 in Hong Kong as a New Zealand representative.

Eric Ebel

Mandy Hager
Contract for publication of her Blood of the Lamb Trilogy with USA publishers Pyr Books (part of the Prometheus Books empire). All three volumes of the trilogy have received excellent reviews and many national awards.

Markus Klose & Suzan Sariefe

Matthew McIntyre-Wilson
Finalist in the Contemporary Jewellery section of the New Zealand Jewellery Show, 9–11 September, Wellington, New Zealand.

Paul Rose

Sue Scott
Design consultant for group Innovia which came runner up in the Bright Ideas Competition, and received a $100,000 grant for research and development.
Awarded Theses

Doctoral Thesis


Master’s Thesis


Commissions from external agencies


Robati, T. T. (2011). Laying Down the Challenge. A six week paid contract with the Museum of New Zealand Te Papa Tongarewa to offer three half hour Māori shows on Fridays, Saturdays, and Sundays for the duration of the Rugby World Cup.


Published Works

Books


Journal articles


Chapter in book


Published poetry and short stories


Other publications

Day, L. (2011). Within the current primary healthcare system, how easy is it for registered nurses to be employed by Māori healthcare providers to work in a wholistic way with people with Type 2 diabetes. *Whitireia Nursing Journal*, 18, 38-40.


Published reports


Unpublished reports


Conferences

Conference presentations in published proceedings


Conference presentations (peer-reviewed)


<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Conference/Event</th>
</tr>
</thead>
</table>

Conference presentations


Conference poster presentation


Oral presentations

Non-Text Creative Outputs

Exhibitions


**Exhibition curation**


**Visual arts in print**


**Performance**


**Film, video, technology**


Oliver, G. (2011). oratau.co.nz [developer of website that translates English words to Māori].


Scholarly Activities

Contribution to the research environment


Kupa, S.: Member, Suicide Resilience in the Tokelauan Community Research Project.

Liu, Y.: Supervisor for two visiting scholars from China on their academic research in linguistics and teaching methodology.

Lualua, T.: Invited panel member, *Pacific Dance Fono*, University of Auckland, 8 March, Auckland New Zealand.

MacGibbon, L.: Chair of Whitireia Research and Ethics Committee, Whitireia New Zealand.


Mitaera, J.: Expert Panel Member, Qualitative Research for the Primary Care for Pacific People: A Pacific and Health Systems Approach Research Project.


Zaliwski, A.: Member, Review Board, Journal of Information Technology Education. USA.

Zaliwskia, A.: Member, Review Board Interdisciplinary Journal of E-Learning and Learning Objects, (IJELLO) USA.


Peer esteem

Abrahams, M.: Member, Accounting and Finance Association of Australia and New Zealand.

Andringa, S.: Judge, New Zealand Culinary Fare.

Andringa, S.: Judge, Regional (Auckland) Culinary Fare.

Andringa, S.: Member, Service Professionals Association of New Zealand (SPANZ).

Arps, L.: Member Institutes of Technology and Polytechnic (ITP) Music Licensing Scheme Working Group.

Arps, L.: Board member and Acting Chief Executive, Student Management Software Solutions (SMSS) Limited.

Campbell, D.: Member, Education New Zealand Stakeholder Advisory Committee.

Campbell, D.: Board member, Employers’ Chamber of Commerce Central (ECCC).

Campbell, D.: Member, Whitireia Foundation.

Campbell, D.: Trustee, Digital Porirua Trust.

Campbell, D.: Member, Porirua Performing Arts Theatre Trust Committee.
Candler, G.: Convenor, CLL Educational Publishing Awards Judging Panel.


Cauchi S.: Member, Institutes of Technology and Polytechnics (ITP) Sector Policy Forum.

Chard, S.: Member, New Zealand Computing Society (Information Technology Certified Professional).

Clark, J.: Elected member, New Zealand Communication Association Executive Committee.

Clark, J.: Member, International Association for Intercultural Education (IAIE).

Clark, J.: Member, International Association for the Study of Cooperation in Education (IASCE).

Deckers, P.: Panel member, Creative New Zealand.


Duffy, M-J.: Chair, poetry reading by Dinah Hawken, St Peter’s Hall, Paekakariki.


Graves, A.: Member, He Kakano Advisory Group of Victoria University of Wellington.

Graves, A.: Member, Youth Guarantee Advisory Group, Ministry of Education.

Graves, A.: Member, Vocational Pathways Advisory Group, Ministry of Education.

Graves, A.: Chair, Board of Careers New Zealand.

Haggerty, C.: Chair, Education Committee, New Zealand College of Mental Health Nurses.

Hargreaves, A.: Member, New Zealand Computing Society (Information Technology Certified Professional).

Holloway, K.: External Monitor, Bachelor of Nursing and Bachelor of Nursing Pacific Programmes, Manukau Institute of Technology.

Holloway, K.: Bi-monthly column in New Zealand Nursing Review.

Holloway, K.: Chair, National Association of Nurse Education in the Tertiary Sector (NETS) Group.

Holloway, K.: Member, Ministry of Health Nursing Champions Group.

Holloway, K.: Member, National Nursing Champions Group.
Jansen, A.: Chair, session on The Purple Dandelion, Auckland Writers Festival.

Jansen, A.: Judge, schools section of New Zealand Poetry Society National Poetry Competition.

Joseph, J.: Member, New Zealand Computer Society.

Kingi, T.: Member, New Zealand Economists Association.

Klose, M.: Member, Marketing Research Society of New Zealand.


Kyaw, A. K.: Member, Institute of Electrical and Electronic Engineers (MIEEE).

Kyaw, A. K.: Member, Institute of Electrical and Electronic Engineers Computer Society (IEEECS).

Kyaw, A. K.: Member, Working Committee Myanmar Association Trust New Zealand.

Lam, M.: Member, Institute of Electrical and Electronic Engineers (MIEEE).

Lam, M.: Member, Institute of Electrical and Electronic Engineers Computer Society (MIEEECS).

Leahy, R.: Member, Diploma in Enrolled Nursing Qualification Development.

Liu, Y-K.: Member, Australasian Universities Language and Literature Association (AULLA).

Liu, Y-K.: Member, American Comparative Literature Association (ACLA).

Liu, Y-K.: Member, International Comparative Literature Association (ICLA).

Liu, Y-K.: Member, Teachers of English to Speakers of Other Languages, Aotearoa New Zealand (TESOLANZ).

Lloyd, B.: Member, New Zealand Computing Society (Information Technology Certified Professional).

Lualua, T.: Cornucopiae, (performance workshop), Chopinot, R, (choreographer), Tapu Te Ranga Marae, December, invitation to participate in workshop organised by Embassy of France.

Mapp, O.: Invitation to tutor and exhibit, stone/bone carving workshop, Turnov Museum, 3–16 July Turnov, Czech Republic.

McGowan, J.: Director, Porirua Chamber of Commerce Governance Board.
Mitaera, J.: Member, PACIFICA.

Mitaera, J.: Council Member, Social Work Educators Aotearoa New Zealand.


Mitchell, I.: Leader, ICTTop100 Group, Auckland.

Mitchell, I.: Member, Auckland Branch New Zealand Computer Society.


Ozdinc, Y.: Member, Association for Consumer Research (ACR).

Pande, R.: Member, Hospitality Association of New Zealand.


Parker, M.: President, New Zealand Professional Florists Inc.

Pool, L.: External Moderator, Southern Institute of Technology, Eastern Institute of Technology, Universal College of Learning and Western Institute of Technology, Bachelor of Nursing programmes.


Porter, R.: Member, National Business Mentors Scheme.


Rongo-Raea, R.: Member, Cook Islands Working Group to the Pacific Advisory Group on Family and Domestic Violence (MSD/ Families Commission).


Sewell, S.: Member, ITP Academic Managers Forum.

Southwick, M.: Chair, Nursing Council of New Zealand.

Southwick, M.: Member, Pacific Advisory Committee of Ako Aotearoa.
Taurima, P.: *Cornucopiae*, (performance workshop), Chopinot, R. (choreographer), Tapu Te Ranga Marae, December, invitation to participate in workshop organised by Embassy of France.


Wempe, N.: Deputy-chair, New Zealand Association of Cooperative Education (NZACE).

Wempe, N.: Member, New Zealand Computing Society (Information Technology Certified Professional).

Wickens, S.: Moderator, Tranzqual Industry Training Organisation.

Wickens, S.: Accreditation Panel Chair, NZQA.

Williams, G.: Member, Appeals Committee, The Open Polytechnic of New Zealand.

Williams, G.: Member, ITP Academic Managers Forum, New Zealand.

Wordsworth, A.: Executive member, New Zealand Association of Simulation in Healthcare (NZASH).

Wordsworth, A.: Member, Australian Society of Simulation in Healthcare (ASSH).


Zaliwski, A.: Member, Association for Computing Machinery (ACM), USA.

Zaliwski, A.: Member (founder member), Informing Science Institute, USA.

Zaliwski, A.: Member (founder member), Polish Society for Information Systems (NTIE).
Artwork:
An extract from "Protecting One's Culture", 2012, acrylic on totara by James Molnar.