

Adelaidean

Celebrating 21 years of news from the University of Adelaide

www.adelaide.edu.au | Summer 2012-13

Beacon of
Enlightenment:
Bold new vision

Nutrition Science
Food for thought

Helping to
build a healthier
Myanmar

**VICE-CHANCELLOR
BEBBINGTON**
MAN ON A MISSION



THE UNIVERSITY
of ADELAIDE



>ADELAIDEAN

WELCOME TO THE RELAUNCH OF ADELAIDEAN

The magazine, celebrating its 21st birthday has undergone a celebratory makeover with a contemporary design, new features and special guest writers.

Adelaidean will continue to bring you great news from the University of Adelaide, offering a rich smorgasbord of exclusive stories, opinions and profiles.

You can also visit our new Adelaidean e-book at adelaide.edu.au/adelaidean



02-03



04-05



11



12

>CONTENTS

- | | | | |
|-------|---|----|--------------------------------------|
| 01 | Bright future for engineering | 10 | Putting the 'e' in library |
| 02-03 | Food for thought:
Dr Beverly Mühlhäusler | 11 | Helping to build a healthier Myanmar |
| 04-05 | Man on a mission: Q&A with the Vice-Chancellor | 12 | The sound of music |
| 06-07 | Beacon of Enlightenment | 15 | The world is Ben's oyster |
| 08-09 | Interaction is the key:
Professor Denise Kirkpatrick | | |

Established in 1991, Adelaidean is the University of Adelaide's free corporate magazine.

Circulation: 12,000 **Cover photo:** Professor Warren Bebbington, Vice-Chancellor and President, University of Adelaide

Subscription Enquiries: For free print and online subscriptions **Phone:** +61 8 8313 0814 **Email:** adelaidean@adelaide.edu.au

Mailing address: Adelaidean, Marketing & Communications, University of Adelaide, SA 5005 Australia.

CRICOS 00123M 1330.4 December 2012

BRIGHT FUTURE FOR ENGINEERING

DESPITE THE DELAY TO THE EXPANSION OF OLYMPIC DAM, **OUR GRADUATE ENGINEERS** REMAIN IN **EXTREMELY HIGH DEMAND**, WRITES PROFESSOR JOHN BEYNON, EXECUTIVE DEAN, FACULTY OF ENGINEERING, COMPUTER AND MATHEMATICAL SCIENCES.

Engineering remains at the core of Australia's prosperity, both to help deal with our problems and to make our lives better.

It is a highly creative discipline, producing designs and solutions that need to work.

Engineers operate to deadlines, and even if not all is known about a problem, and it never is, a solution has to be created.

This is why engineers work with tolerances and safety margins, to allow for the uncertainties and vagaries of life. It is also why a large proportion of our graduates end up in non-engineering professions such as government, business, law and education: their analytical, numeracy and problem-solving skills are valued by a wide range of enterprises.

These career outcomes demonstrate that our programs have value that is both specific to engineering and yet are also full of lifelong skills.

The downside is that we do not produce enough engineering graduates so we fall well short of tackling Australia's shortage of professional engineers, which Engineers Australia estimates to be around 20,000.

This means that over half of Australia's new engineers are brought in from overseas and explains why starting salaries for engineering graduates are so high (usually third behind dentistry and optometry).

South Australia is no different to the rest of the country in needing a steady supply of engineers and it is part of the reason for the South Australian Government

last year launching a strategy for science, technology (particularly information technology), engineering and mathematics (STEM) skills.

As a state and country, we need to develop high-tech businesses to ensure our future prosperity. The STEM agenda has become a vital plank in the rebuilding of the USA economy, with states there competing to develop a strong supply of people with these skills as a way of attracting inward investment by technology companies. The international competition for people with advanced STEM skills will remain strong.

The sheer variety of engineering jobs makes definitions difficult. Many young engineers will spend a few years abroad, often with Australian companies operating there, to expand their experiences, before returning home. Engineering is a global profession, with engineers dealing on a daily basis with customers, partners and regulations on an international scale.

So the engineering profession is in good health and our graduates are in demand.

However, for industry in South Australia to continue to prosper, with its high operating costs, we need to grow more high tech companies and to develop higher tech within our current companies.

This will require greater levels of innovation and entrepreneurship, something that the University of Adelaide is already active in and is well placed to contribute a great deal more.

We have the talent. We just need to push harder. ♣



TOP Geophysics graduate Dr Marie Neubauer.

ABOVE The manufacturing industry is helping to fuel the demand for more engineers.

“As a state and country, we need to develop high-tech businesses to ensure our future prosperity.”

PROFILE: DR BEVERLY MÜHLHÄUSLER

FOOD FOR THOUGHT

WHEN YOU WORK IN **NUTRITION SCIENCE**, THERE'S **NO ESCAPING** THE FACT THAT YOUR FAMILY AND FRIENDS WILL WANT TO **DISCUSS THE LATEST ADVICE** ON WHAT WE SHOULD (AND SHOULDN'T) BE EATING.

When you work in nutrition science, there's no escaping the fact that your family and friends will want to discuss the latest advice on what they should (and shouldn't) be eating.

Dr Beverly Mühlhäusler, Senior Research Fellow with the University of Adelaide's FOODplus Research Centre, is no stranger to such conversations.

Dr Mühlhäusler works with a team led by Professor Bob Gibson and Professor Maria Makrides to investigate a wide range of nutrition issues.

Her research includes: the impact of mothers' diets on their babies; the early origins of obesity; food preferences and food addiction; appetite regulation; the importance of omega-3 fatty acids; and the balance of omega-6 and omega-3 fatty acids in the body.

Now that she has a young daughter, nutrition for mothers and babies has become a personal issue as well as a professional one for Dr Mühlhäusler.

"Perinatal nutrition is an area that we still don't know enough about – it's a bit of a mystery to most people, even researchers, and there are lots of questions that we just don't know the answers to," Dr Mühlhäusler said.

"You can see that in the recommendations to the public, which are constantly changing, such as when to introduce your child to solids.

"Every country has different guidelines on nutrition issues and it becomes incredibly confusing for parents. I've noticed – especially now being in that space as a mother with a young child – that a lot of the advice isn't really backed up by evidence, and yet it's become dogma.

"Pregnancy and infancy is a critical time in terms of nutrition. You can make or break many of the child's long-term outcomes by doing the right thing or the wrong thing in that period of time.

"So I'm excited by the research we're doing. We've got a great opportunity to make big differences to people's lives," she said.

Since graduating from the University of Adelaide with Honours in Science (2001) and a PhD in Science (2006), Dr Mühlhäusler has earned a strong reputation for the quality of her research.

She has published 31 original research papers, including 18 as the lead author, and has been invited to publish seven review articles in high-impact journals in the field. Dr Mühlhäusler also has written and co-written three book chapters, two on the perinatal programming of obesity and one on nutritional models of type 2 diabetes.

Although there are still many scientific mysteries when it comes to nutrition, Dr Mühlhäusler said it "all comes down to common sense, really".

"We know what we should be eating to get the nutrients we need – most of us know about the Australian Guide to Healthy Eating but there are very few people following it," she said.

"To be fair, it's actually hard to follow the guide, especially every day. Part of it is because of the lifestyle we lead – there's a lot of time pressure, people often don't have enough time to prepare food, and also there are a lot of people who don't know how to prepare food.

"Fast food is relatively cheap and easily accessible, and this is why it becomes a problem for our society. What we are trying to do is to work out what nutrition in early life gives children the best possible start, and helps to protect them from all the less healthy things they are inevitably going to be exposed to later in life." ♥



"Every country has different guidelines on nutrition issues and it becomes incredibly confusing for parents... a lot of the advice isn't really backed up by evidence, it's become dogma."



OMEGA-3 VS. OMEGA-6

If more people are taking fish oil supplements than ever before, why haven't the levels of omega-3 in the population increased?

It's all to do with the balance of omega-3 and omega-6 fats in our diets, according to Dr Beverly Mühlhäusler.

"Omega-6 are the fats you find in vegetable oils and spreads, like margarines, and in processed and take-away foods," Dr Mühlhäusler said.

"Intake of omega-6 fats has increased as people have switched from animal-based to plant-based fats and oils. As a population, we eat too much omega-6.

"When you've got both omega-3 and omega-6 fats in the same system, they compete with each other.

"There is a belief that all polyunsaturated fats are good, but in fact omega-3 and omega-6 polyunsaturates are very different.

"Omega-6 fats give rise to pro-inflammatory and pro-adipogenic (fat-creating) factors which could potentially have negative effects on metabolic and cardio-vascular health. This is essentially opposite to what the omega-3 fats do."



MAN ON A MISSION

THE UNIVERSITY OF ADELAIDE'S **21ST VICE-CHANCELLOR AND PRESIDENT** MANAGES TO PACK MORE INTO A MINUTE THAN MOST PEOPLE DO IN A DAY.

The University of Adelaide's 21st Vice-Chancellor and President manages to pack more into a minute than most people do in a day. Barely 48 hours into the role, had he presented an inaugural lecture in Elder Hall; by his third week he already had presented to the C9, China's leading research universities; and a month after arrival, he released a discussion paper on the University's future directions.

How does a Melbourne history-loving music academic, conductor, pilot, husband and father of three, plan to lead the University towards its sesquicentennial in 2024?

Tell us about your first impressions of Adelaide. How does it rate as a 'university town'?

Truly, Adelaide would rank with the top 10 university cities anywhere in the world: safe and peaceful, no pollution, easy to walk around in, a wonderful beach 15 minutes away, endless cultural and cafe life. It is a treasure I think we underestimate when we are recruiting students abroad.

What do you best think defines the University of Adelaide?

A long history of excellence, founded on noble principles of inclusion and tolerance, a record from its earliest days of international research distinction, and a record of producing leaders far more numerous than its size might suggest - the present Lord Mayor, Premier and Prime Minister for example, as well as almost all of the current State Cabinet.

What have been the highlights of your first 100 days?

The chance to explain my teaching philosophy at an Inaugural Lecture, to imagine the future with staff


and students at the July Planning Retreat and the opportunity to meet so many staff and students along the way. And of course, most recently launching our new 10 year Strategic Plan.

You nearly studied your PhD here at Adelaide, but New York beckoned...

I used to visit the University in the 1970s as a freshly-minted postgraduate student as one of the leading professors in my field was based here. There was certainly a chance I was going to do my PhD at Adelaide, but then the Fulbright Scholarship arrived, and took me to New York instead.

Adelaide, and the University has a long tradition as a centre for arts and cultural activity – what role do you see universities that play in this area?

The University of Adelaide's setting is quite unique - the Botanical Gardens and the Zoo on one side, the Art Gallery, Museum and State Library on the other, and we have teaching and research projects under way in all of them. This positioning, coupled with our own extensive program of public lectures and concerts,



“...It is essential the people of Adelaide feel proud of their oldest university and what it sets out to achieve.”

makes for a very rare concentration of cultural activity, for our own students as well as the public.

How do you balance the traditional ethos of a ‘sandstone’ university with the expectation of cutting-edge technology that today’s students demand?

Sandstone universities everywhere are now sinking resources into e-learning; online is the basic vehicle for reaching all young people now. But we will never become an online-only course provider: the face-to-face campus experience is one of our great strengths. Technology will rather enrich what we traditionally deliver.

You have talked about ‘vanity degrees’ being reviewed – what does this mean in terms of curriculum reform?

At present we are simply looking at options, and in financially challenging times, naturally one of them has to be ensuring all we do attracts enough students to make for viability. While 30 years ago some academics could spend their time on very esoteric interests with groups of 2 or 3, that is a luxury none can afford now.

How can University of Adelaide researchers do more in such a competitive funding environment?

The way forward for our research is stronger global networks. Research is borderless now; researchers need to collaborate online with their peers wherever they are in the world. In any case, much of the equipment we need in research now is so costly that purchase through consortia and networks is the only way we can function at optimum levels.

What are the greatest challenges and opportunities facing the University?

Our immediate challenge is to address the consequences of the move of the Royal Adelaide Hospital, which means we must also move our medical, nursing and dental schools as well. But over the longer term, our challenges are to maintain our strong recruitment position in a world that is far more competitive, and enhance our international research standing. ♥

TRANSFORMATION NOT GROWTH – A BOLD NEW ERA FOR ADELAIDE

A BOLD PARADIGM SHIFT TOWARDS CHANGE OVER GROWTH, WITH SMALLER CLASSES AND A PREMIUM STUDENT EXPERIENCE, WILL BE THE FUTURE FOR THE UNIVERSITY OF ADELAIDE.

Beacon of Enlightenment

“Sub Cruce Lumen: light under the Cross. Against the vast Australian skies the University of Adelaide shines as a beacon bright as the **Southern Cross:** it illuminates new knowledge and is a lodestar of enlightened learning for South Australia and the world.”

Championed by Vice-Chancellor and President, Professor Warren Bebbington, the new direction is outlined in the University of Adelaide’s new 10-year Strategic Plan: Beacon of Enlightenment launched on 3 December.

“We have drawn a line in the sand. We’ve said that we will focus on transforming our great university and build on its already formidable reputation in learning and research, rather than continuing to grow exponentially,” said Professor Bebbington.

“In the past decade we have doubled in size. That kind of student enrolment growth is simply not sustainable for a landlocked university. Nor do we want our students to feel like they are part of a mass-produced education system, with overflowing lecture theatres and minimal, or no access, to our outstanding academic staff.”

Instead, the University of Adelaide will “commit to a distinctive new approach rather than growth,” said Vice-Professor Bebbington, while pointing to the alternative drift towards massive enrolments and ‘dumbed-down’ content over the past 20 years in Australian and UK universities and the subsequent risk to quality higher education.

“The ideal of the modern university, the union of teaching and research has been lost,” he said. “The highlight was individual discovery but sadly research is now almost absent from undergraduate courses.”

Under the new Strategic Plan, from 2013 every University of Adelaide course will move towards “small-group discovery,” in which all students will gain skills of analysis, criticism, expert search and written communications essential to independent enquiry.

For the highest-achieving students, every Faculty will offer an Advanced Bachelor program, featuring independent research work from first-year.

In developing the Strategic Plan, Professor Bebbington was acutely aware of the changing expectations of today’s students.

“My memory of university as an under-graduate is of marvellous inspiring professors who challenged me and fuelled my curiosity and love of learning. They influenced my whole life. You can’t create that kind of experience in a class of 1000 or 1500 students,” he said. “And we have to accept that students learn differently than they did even 10 years ago.”

NEW DIRECTIONS

- > Every student, in every degree, at every level will experience small-group discovery as part of their University of Adelaide education.
- > A dedicated Student Charter will outline the new and distinctive University of Adelaide learning experience.
- > IT learning support and e-learning investment will be trebled to enable improved online delivery of course content. This will make available more time for academic staff to work with students in small groups.
- > An Advanced Bachelor degree will be introduced in each of the University's faculties offering high-achieving students access to independent research studies from first year.
- > A career readiness program will be developed to ensure graduates have the attributes most desired by local and international employers.
- > New facilities, including an integrated medical, nursing and dental school in the west end of the city, will be established.

"Today, we are now seeing two kinds of students at the University of Adelaide. The first group values higher education, having done well at secondary school. Yet they are likely to already be in the workforce, often juggling lectures and with full-time jobs. They want quality teaching, flexible contact hours, highly accessible learning tools and a fast, direct route to a career.

"Another group is looking for an intensive and highly-challenging learning experience that exploits their deeper sense of inquiry and sets them on a trajectory to further research study. These very high-achieving students have an insatiable hunger to learn and soak up every available learning opportunity on campus, and online.

"Each group has different needs and we have to respond accordingly."

The University of Adelaide will also treble expenditure on digital and online learning support, which all students now expect. "Where content can be delivered online with pedagogic integrity, it will be," said Professor Bebbington. But face-to-face classes, especially in small groups, will increase.

"Adelaide will remain a campus university, for the scholarship of discovery involves personalised learning which happens best face-to-face."

There will also be a massive increase in work experience and in study abroad, with all students expected to undertake at least one of these. Travel grants will be introduced to help with the costs of going abroad, to "prepare students for global citizenship in a near borderless world," he said.

In the research space, the University will recapture the sentiment of its founding fathers in recruiting the very best researchers from around the world, ready to adapt to new challenges.

"Attracting high-impact professors with a strong track record in published citations will help to reinforce our existing core research strengths," said Professor Bebbington.

Improved standing in the international rankings is also on the agenda.

"Flawed as they may be, international university rankings are here to stay," said Professor Bebbington. One of the targets outlined in the Strategic Plan will be for the University of Adelaide to achieve a rating of 150 or higher in the ARWU (Shanghai Jiao Tong) rankings by 2024.

To help reach this target, the University will develop new research partnerships where it can find partners of equal or better strength, and where the whole partnership is demonstrably greater than the sum of the parts.

"With an increased emphasis on establishing strengthened partnerships with industry and government in Australian and overseas, the University will work towards augmenting its overall research capability.

"Global collaboration is absolutely critical," he said. "The opportunities to magnify our output through carefully targeted partnerships are significant."

While most universities set their sights on a five year plan, Professor Bebbington was determined to create a strategic roadmap that would provide the vision and space to work transform the University of Adelaide into Australia's most distinctive university, in Australia's most civilised of cities.

"We have had four months of consultation inside and outside the university," he said. "There is a groundswell of support for having at least one Group of Eight university abandon endless growth and return to the teaching/research ideal of the modern university.

"Given its history, current standing and the calibre and loyalty of its staff, I have no doubt that Adelaide will fulfil every single one of its aspirations." ♥

THE FOUNDING VISION

The University of Adelaide was founded with a noble goal: to prepare for South Australia young leaders shaped by education rather than by birth or wealth. The university would reflect the values of South Australia itself—a distinctively progressive and democratic way of life, in a settlement free of Old World social and religious inequalities.

That this would stamp on the University a spirit of free inquiry was the dream of its first Vice-Chancellor, one of Adelaide's pioneers, Dr Augustus Short (1802-1883). Short had studied and taught at Christ Church Oxford; one of his pupils had been future British Prime Minister William Gladstone. But instead of Oxford's narrow classics curriculum, Short wanted a University open to investigation of new fields—the sciences, modern literature, art and moral philosophy among them. Also unlike Oxford, where religious texts had prevailed, the university would be secular: there would not be church-owned residential colleges on campus, as at the universities at Sydney and Melbourne; Adelaide's spirit would be of liberty and discovery, immune from intolerance or external influence.

Thus Adelaide forged a new frontier in higher education—one that broke from the privilege and traditions of Britain's ancient

universities. Scholarships were offered for competition by any South Australian resident, regardless of background. The first students were not the sons of wealthy British gentry but the locally-born middle class, and before long included women, who took degrees at Adelaide 40 years before they could at Oxford.

The professors were recruited internationally, and one, Sir William Bragg, won the Nobel Prize in Physics (with his son Sir Lawrence). The initial funds for chairs and key buildings came from donors, and Short sought public supporters by demonstrating the University's value to the community through public open days, fora, and long-running evening public lectures.

Thus were formed Adelaide's distinctive features: a student body of democratic breadth, a staff of international distinction, a spirit of freedom to investigate new fields, a sense of importance to the community, and a goal to prepare educated leaders. In the first decades of the twentieth century, the graduates continued to become educated leaders, and eventually one—Howard Florey—led the isolation of penicillin, perhaps the most important scientific discovery ever made by an Australian. It was a dazzling climax to the University's founding era. ♥

INTERACTION IS THE KEY

THE UNIVERSITY OF ADELAIDE'S COMMITMENT TO AN **UNRIVALLED ON-CAMPUS EXPERIENCE** IS BEST ILLUSTRATED IN HUB CENTRAL, BILLED AS "THE MOST DYNAMIC LEARNING SPACE" FOR STUDENTS IN THE COUNTRY. PROFESSOR DENISE KIRKPATRICK, PRO VICE-CHANCELLOR (STUDENT EXPERIENCE) EXPLAINS WHY.

Walking through Hub Central on the North Terrace Campus, visitors and colleagues remark with surprise and admiration on the large numbers of students working independently and collaboratively, with and without technologies. And they are working, not just chatting.

The low but lively buzz assures us that it is possible to create environments that they use independently in which individuals and groups of students are actively engaged in learning. Many of us are reassured, and believe that this is just the beginning, and that we can translate what we have learned about the creation of such spaces to encourage higher levels of interaction and engagement across a range of learning environments.

But it isn't just about the creation of physical and virtual spaces and environments. What else can we do to encourage higher levels of interaction between learners, content and their teachers? Today's students are highly connected – technologically and socially – and it is in our interests, as well as our students, for us to understand how to transfer this connectedness to learning contexts. In this way we will be able to ensure that our students can truly learn anywhere, anytime, in ways that best meet their needs.

Another noticeable feature of student use of the Hub is the variety and extent of technology being used: iPods, iPads, tablets, smart phones, laptops, PCs. The Science Faculty's iPad initiative provides all commencing students with an iPad and the assurance that these will be a central part of their learning. For technology to make a real contribution to student learning it has to be used actively and to add value to the on-campus experience. That is our focus at the University of Adelaide.

Collaboration tools allow students in different locations to work together, discuss, share documents and artefacts. Such tools also allow students who are close to share work, work on joint projects and develop the distributed

collaboration skills that today's workplace requires. We can use these tools to bring together students from the same course and to connect our students with others studying similar courses in other universities. It also allows students to interact with academics, practitioners and researchers at other institutions, expanding their network of learning mentors and learning relationships.

Our challenge is to re-imagine learning – to be more creative and open in our thinking about how we can use new technologies to create dynamic, vibrant learning environments and communities. To use tools to offer challenge, engagement and deep, rich learning experiences. Using these technologies just because "they are there" is insufficient – just as it is not enough to incorporate them in our teaching only because students need to learn how to use them now and in the workplaces of the future. This is necessary, but we should aspire to do more. As we develop better understanding we must share our learning, and learn from each other. We shouldn't forget that what works for students as learners also works for us as staff. ♥

Professor Denise Kirkpatrick,
Pro Vice-Chancellor (Student
Experience).

“For technology to make a real contribution to student learning it has to be used actively and to add value to the on-campus experience.”



PUTTING THE 'E' INTO LIBRARY

THE BARR SMITH LIBRARY BOASTS ONE OF THE LARGEST RESEARCH COLLECTIONS IN AUSTRALIA. HOW HAS THE DIGITAL REVOLUTION CHANGED THE WAY IT OPERATES?

When Robert Barr Smith donated £9000 to the University of Adelaide back in 1892 for the purchase of books, the word “digital” was still light years away from making its first appearance in a dictionary.

Today, it is impossible to discuss the Barr Smith Library (BSL) without reference to its digital collection.

Electronic holdings in the library now include access to an estimated 25 million journal articles, covering more than 80,000 eJournal titles.

University Librarian Ray Choate says that while the BSL recorded about one million physical visits in its most recent survey in 2011, the use of the Library and its collections is changing as the online world takes precedence.

“There are two reasons for this. Many students are leaning towards more social and collaborative styles of learning instead of quiet, individual study. Also, the library has been increasing the amount of digital information that is now available to users 24/7,” Mr Choate says.

The digital revolution is taking place via the purchase of new eBooks and eJournals and also by the conversion of print backsets of journals to digital online versions.

Users can access this information through their computer – at home, in the office or laboratory, or on an iPad while commuting.

“An interesting example is JStor, an online system for archiving academic journals. In 2011, about 250,000 articles were consulted alone through this system.”

The BSL now provides access to about 200,000 eBook titles and has introduced “discovery tools” which allow library users to search its large digital and print resources concurrently.

Library staff have also been developing an online eBook site which has more than 2600 classic titles available to University users and the wider community. Readers can explore this service at <http://ebooks.adelaide.edu.au>

At the same time, the BSL is encouraging open access publishing with the development of the University of Adelaide Press, a University repository (Adelaide Research and Scholarship) and subsidising selected articles in online open access research journals.

“While the conversion to eJournals is extensive, and scholarly eBooks are becoming increasingly common, there is still a large collection of print resources at the BSL which are not available online,” Mr Choate says.

As for the Barr Smith Library of the future – say 20 years hence?

“I envisage almost all newly published information will be in digital format,” says Mr Choate.

“The library’s special collections and archives will be increasingly important with unique physical items but they, too, will be digitised for greater access and preservation.

“Online learning packages will provide multiple learning opportunities and constitute a major part of our environment.

“While social media will be commonly used for information gathering, there will still be a desire to work collaboratively and face-to-face,” Mr Choate says.

“And while social media will be commonly used for information gathering and sharing resources, there will still be a desire to work collaboratively and face-to-face.” ♥

Old world meets new:

Medical student Melissa Lorenzetti in the Reading Room of the Barr Smith Library.

“Online learning packages will provide multiple learning opportunities and constitute a major part of our environment.”



HELPING TO BUILD A HEALTHIER MYANMAR

THE QUALITY AND CAPABILITY OF HEALTHCARE SYSTEMS TO COPE WITH A HUGE NUMBER OF CASES IS OFTEN DEBATED IN THE WESTERN WORLD. BUT SPARE A THOUGHT FOR THE PEOPLE OF MYANMAR.

With a population of more than 60 million, the South-East Asian nation has only one doctor for every 2600 people, compared to one doctor for every 333 people in Australia.

Myanmar (formerly known as Burma) also has consistently ranked among the lowest countries in the world for health spending.

However, recent political changes in Myanmar have brought about more than just a desire for greater democracy – improving the health system has become one of the nation's priorities.

To help boost its education, training and quality of healthcare, the Myanmar government is now working with the University of Adelaide's Faculty of Health Sciences. Funded by AusAID, a group of eight administrators and medical professors from Myanmar visited the University recently for an intensive two-week session on how to build the nation's health capital.

The visitors included a high-ranking official from the Ministry of Health, Director General of Medical Sciences Dr Than Zaw Myint, the Ministry's directors of postgraduate, undergraduate, and nursing and midwifery education and training, and senior representatives of Myanmar's University of Medicine 1 and New Yangon General Hospital.

"We want to expose our people as much as possible to the international arena, especially to a world-class university like the University of Adelaide," Dr Myint said.

"We have a population of 60 million, and according to the ASEAN standard we have to produce at least 2000 medical doctors per year. Producing that many

graduates from 10 or 20 universities would be quite acceptable, but we have only four universities in Myanmar," he said.

The visit enabled the Myanmar officials to learn about the University of Adelaide's administrative structure, educational programs and philosophy, selection and accreditation processes, and to make personal and professional connections with Adelaide's staff.

One man who has a keen interest in the success of the Myanmar health initiative is Dr Robert Bauze, Clinical Associate Professor in Orthopaedics and Trauma at the University of Adelaide and Program Coordinator of the Myanmar team's visit to Adelaide.

Associate Professor Bauze first travelled to Myanmar in 1976 and has since gone back more than a dozen times. "On my first visit to Myanmar, the main emotion of the people was fear," he said.

"Now when I go, there is a feeling of hope – hope and enthusiasm."

Fellow clinicians and University of Adelaide staff members Professor Randall Faull, Professor Alan Pearson and Dr James Muecke have also been working in Myanmar on a regular basis.

"We have had links with Myanmar for the last 30 years," said the Associate Dean (International) of the University's Faculty of Health Sciences, Dr Mohammad Afzal Mahmood.

"Now we aim to build on those relationships, creating opportunities for further collaboration," he said. ♥

A Rohingya boy suffering from malaria with a high fever is held by his mother at special clinic for malaria in Sittwe, Myanmar.

"We want to expose our people as much as possible to the international arena, especially to a world-class university like the University of Adelaide."

THE SOUND OF MUSIC

DOCTOR WHO FANS HAVE A SPECIAL REASON TO CELEBRATE THE 50TH ANNIVERSARY OF THE ELECTRONIC MUSIC STUDIO AT THE UNIVERSITY OF ADELAIDE IN 2012. STEPHEN WHITTINGTON EXPLAINS WHY.



Back in 1963, English composer Tristram Cary put down the surreal, electronic musical score for Doctor Who's arch enemy, the Daleks, in the first series of the legendary TV show.

When the Dalek theme tune hit the airwaves later that year, Australia's inaugural Electronic Music Studio (EMS) had just celebrated its first anniversary.

In 1962, Dutch composer and scientist Dr Henk Badings spent a semester in the Elder Conservatorium of Music as a visiting composer, putting together Australia's first electronic music studio in a room within Elder Hall.

A succession of visiting composers helped establish the studio, including British composer Peter Tahourdin and Germany's Karljeinz Stockhausen.

By the late 1960s, Tristram Cary was a well established figure on the international electronic music scene.

"Cary restructured the course offerings in electronic music and under his reign the University became the first institution in South Australia with the capacity to make digital recordings."

He arrived in Adelaide in 1974 as a visiting composer, initially on a one-year term, and introduced courses on digital synthesis and computing techniques. The one year turned into 12 and he remained in charge of the University's EMS until his retirement in 1986. He was later awarded an Honorary Doctor of Music by the University and an Order of Australia Medal.

During his tenure, Cary restructured the course offerings in electronic music and under his reign the University became the first institution in South Australia with the capacity to make digital recordings.

In the intervening years the EMS has relocated to the Schulz Building, undergone a couple of name changes and adapted its course offerings to reflect the changing electronic music scene.

This year, a new degree - Bachelor of Music (Sonic Arts) - was introduced, incorporating sound engineering, computer composition, sound design for film and computer games, and interactive sound technology.

To mark the 50th anniversary of electronic music at the University of Adelaide, students and staff within the Elder Conservatorium of Music have collaborated to produce a couple of exceptional projects.

The 100th anniversary of the birth of the American composer and multidisciplinary artist John Cage was commemorated in Elder Hall in September with 10 hours of experimental music.

In recent months, EMS students have also created site-specific soundscapes under the Morphett Street Bridge on North Terrace, using a variety of sources, including sounds recorded in the environs and different data relating to Adelaide's CBD. This project was undertaken with the assistance of a grant from the Arts and Living Culture program of the Adelaide City Council.

The 50th anniversary is the perfect opportunity to celebrate Adelaide as a city with a long history of innovation in the arts. ♥

ABOVE 3rd year Sonic Arts student Meredith Lane in the foreground of the Morphett Street Bridge. Meredith's project, Warmth and Sound Waves, forms part of the soundscape under the bridge. It was produced using temperature statistics for Adelaide's CBD as a basis for sonification.

Stephen Whittington is Senior Lecturer and Electronic Unit Coordinator.

THE WORLD IS BEN'S OYSTER

IN THE SPACE OF THREE YEARS, UNIVERSITY OF ADELAIDE STUDENT BEN ENGLISH HAS TRAVERSED THE GLOBE IN HIS THIRST FOR KNOWLEDGE AND PASSION FOR SOCIAL JUSTICE.

The 23-year-old Law/Arts and Languages student has met refugees in Cape Town, honed his French and political nous in Paris and delved into Native Title law in Darwin.

The experiences have come his way due to a desire to broaden his horizons and a willingness to venture out of his comfort zone.

Ben is among just 2% of University of Adelaide students who have enrolled in a Study Abroad program in the past year – in his case at the Paris Institute of Political Studies, where he spent most of 2011.

The time abroad not only earned Ben credits in his Bachelor of Arts degree but also counted towards his Diploma of Languages.

“Study Abroad is a phenomenal opportunity to broaden your education, travel, learn a language and experience life in another culture,” Ben said.

“The University of Adelaide has an enviable network of exchange partners to choose from and the experience gives you a global approach to your field.”

Increasingly, many leading universities around the world are making it compulsory for students to study abroad for part of their degree.

Professor Pascale Quester, the Deputy Vice-Chancellor and Vice-President (Academic), said the University had international agreements with more than 400 universities worldwide.

“We are committed to growing this part of the student experience and, ideally, I would like to see at least 30% of our students incorporating an international exchange as part of their degree.

“Not only does it transform your perceptions of the world – it also enhances your attractiveness to potential employers,” Professor Quester said.

Internships also offer students a glimpse of different career paths they may choose to pursue on graduation.

In Ben’s case, he has chosen two internships which reflect his passion for social justice.

The first involved working on a three-month human rights project in 2009 which involved the United Nations High Commissioner for Refugees (UNHCR).

Based in Cape Town, Ben interviewed refugees in various camps and collected data for the UNHCR.

His second internship, which he completed in August this year, involved working on the Aurora Native Title Project in Darwin, Northern Territory for the Aboriginal Areas Protection Authority.

Strongly supported by the University of Adelaide Law School, the Aurora Native Title Project introduces law students to career opportunities in native title and Indigenous affairs.

“Internships are a highly valuable tool in applying what you have learned in your studies and gaining a more holistic and practical understanding of a particular area.

“It is often a starting point for a career because it allows you not only to establish relationships with a potential employer but, more importantly, to see if that line of work appeals to you,” Ben said. ♥

“Study Abroad is a phenomenal opportunity to broaden your education, travel, learn a language and experience life in another culture.”

Ben English

HOUSTON, WE HAVE A SOUTH AUSTRALIAN.

Andy Thomas, Graduate 1973.

