Part 1 Annual Review



# 2005 Annual Report





Life Impact The University of Adelaide





FOREWORD: FROM THE CHANCELLOR

## Foreword from the Chancellor

In 2005 I had the opportunity to attend our offshore Graduation Ceremony in Singapore, my first visit to Asia as Chancellor of the University of Adelaide. At the Ceremony, 42 graduands from a diversity of faculties and schools received their awards.

The timing of the Ceremony in March coincided with the Golden Jubilee of the Australian Alumni Singapore Association. The culmination of activities surrounding this important event was the Gala Dinner, at which I launched the Golden Jubilee Book to commemorate another milestone in the University's rich history. The following morning, I attended the Friends and Benefactors Breakfast at which Dr Tony Tan Keng Yam, the Deputy Prime Minister of Singapore, received his Distinguished Alumni Award. The Breakfast provided an opportunity to build on and develop relationships with some of our dedicated and influential Alumni in Singapore.

During 2005, the University of Adelaide commenced the first stage of an upgrade of facilities on the North Terrace Campus, which included the installation of air conditioning in the historic Bonython Hall. This was appreciated by both graduands and their families at the December Graduation Ceremonies, when temperatures soared into the high 30s.

In 2005, the University also moved successfully to ensure its compliance with the Commonwealth Government's National Governance Protocols, a set of requirements with which higher education providers must comply in order to receive increased funding over the period 2005-2007.

The University's financial performance in 2005 built on the work of previous years. In 2003, the University Council adopted two principal financial targets: Operating Margin no less than 4.5%, and current ratio no less than 1.5. The University continued to achieve these minimum required levels in 2005.

In October, the University Council unanimously voted to re-appoint me as Chancellor for another term. My initial appointment was until July 2006, but this has now been extended to July 2008 and I am both honoured and humbled by Council's decision.

I would like to acknowledge the work of all members of Council and its Sub-Committees who gave so generously of their time during 2005. It has been a privilege to work with such a dedicated group of individuals and I look forward with pleasure to the times ahead.

#### **Report of the Council of the University of Adelaide** For the period 1 January 2005 to 31 December 2005

### To Her Excellency, the Honourable Marjorie Jackson-Nelson, AC, CVO, MBE Governor of South Australia.

May it please Your Excellency, I have the honour to transmit to you the Report of the Council of the University of Adelaide for the period 1 January 2005 to 31 December 2005, furnished in compliance with Section 25 of the University of Adelaide Act 1971 (28 July 2005).

THE HON. JOHN von DOUSSA QC Chancellor

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## From the **Vice-Chancellor**

In 2005 the University of Adelaide built on the positive results achieved in 2004.



FROM THE VICE-CHANCELLOR

The Vice-Chancellor, Professor James McWha, enjoys the feel of a highperformance race car developed by University of Adelaide engineering students for the 2005 Formula SAE (Society for Automotive Engineers) international competition. The team of students from the disciplines of Mechanical, Automotive and Mechatronic Engineering, designed and built the car from scratch. Student numbers continued to rise, with international students and postgraduate coursework numbers especially strong. International student load grew by 18.8% – an impressive result relative to the growth rate for all Australian universities combined. Postgraduate coursework numbers rose by almost 17%.

The University's international education performance won it two Business SA Export Awards for 2005: the award for outstanding export achievement in the field of education, and the Premier's Award for excellence and high achievement in exporting. Among key achievements was the licensing of our dental curriculum to the new dental school in Sharjar (United Arab Emirates).

The University's research performance continued to please; research income has now risen from around \$69 million in 2001 to an estimated figure of just over \$100m in 2005. This included project grant funding worth \$14.7 million from the National Health and Medical Research Council, and \$12 million from the Australian Research Council (ARC).

The excellence of our researchers can be measured by the fact that Adelaide scientists won three of the five categories in the inaugural Premier's Science Excellence Awards in 2005, while early career researchers from the University won five of the eight South Australian Tall Poppy Awards.

We also rejoiced in the award of the Nobel Prize in Medicine to University of Adelaide graduate Dr J Robin Warren.

The University was disappointed with its ranking in the Graduate Careers Australia survey of Australian universities' learning and teaching performance, released mid-year. Rankings are slippery beasts, whose purpose and methodology may sometimes be neither pure nor rigorous. What they enable us to do, however, is to identify and react to challenges and opportunities in particular areas.

In that context, 2005 was a year in which we made considerable progress in building upon systems and policies already in place to improve the overall student experience at the University of Adelaide and to ensure the best outcomes for our graduates. These are detailed in the chapter on Learning and Teaching.

We also progressed major infrastructure developments to support the learning and teaching experience – of which the \$7 million upgrade to the Napier Building is a prime example. It was also a great pleasure to see the opening of the superb new student accommodation Village in the city, and to note its growing popularity among local and international students alike.

The University of Adelaide has a diverse and profound engagement with the community of which it is a part. Two visible and striking examples of that in 2005 were the re-focused and very successful Open Day in August, and the completion of the new North Terrace Heritage frontage, including formalised forecourts to our three great heritage buildings, and a new air-conditioning system in Bonython Hall.

It would be naive to believe that the future for Australian universities is rosy. As the chapter on the Higher Education Environment reveals, there are many factors, at home and abroad, which have the potential to upset the best-laid plans, and we will need to be constantly focused and flexible in our response to a difficult environment.

Nonetheless, I believe the University of Adelaide can feel pleased with what has been achieved in 2005, and confident in its future. I acknowledge the dedication and commitment of the many academic and professional staff of the University who have made that possible.

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**PROFESSOR JAMES A. McWHA** Vice-Chancellor and President







## Mission, Vision and Values

#### Mission

To be an Australian leader in research and teaching of excellence, unequalled in the positive impact our University has on the lives of our students, staff and alumni as well as the local, national and international community.

#### Vision

The University of Adelaide will build upon its tradition of innovation through highimpact research and excellent teaching across a broad range of disciplines and professions. It will be a growing, internationally focused and financially sustainable institution, enterprising in its approach to new opportunities as they arise but clear and consistent in its essential directions. It will provide a vibrant intellectual environment that will be satisfying for staff and rewarding for students, engendering in the whole University community a sense of pride in our association with the University and in what we do.

#### Values

#### The pursuit of excellence in all that we do

The achievement of the vision will require that the whole University community remains committed to the highest intellectual and ethical standards in teaching and learning, research and research training, and the conduct of all our professional activities.

#### Fairness, integrity and responsibility

The University supports the principles of social justice, equality of opportunity and cultural diversity, and seeks to implement these in the conduct of its activities and relationships. The University of Adelaide has reaffirmed its commitment to a vision for a united Australia, expressed in our July 2003 Statement of Reconciliation.

#### The rights and responsibilities of freedom of inquiry and expression

Dispassionate, rigorous and honest intellectual inquiry is at the core of academic traditions, and should be reflected throughout our research, scholarship, education and management.

#### Service to the local, national and international communities

Universities exist by the will of the communities of which they are a part. Shaping, recognising, and responding to community needs and expectations are essential to the mutual obligations that ensue from this relationship.

#### Innovation, creativity and breadth of vision

The University's core characteristics of research intensity and high quality education across a broad discipline range depend on attitudes that actively encourage the creation of new knowledge and the preparation of students to impact positively at local, national and international levels. These values arise from our understanding of our individual roles within the University and of the community we seek to create.

## 2005 at a glance

#### Some highlights of 2005

#### January

• University enters contract worth over \$4 million to provide Bachelor of Dental Surgery curriculum to Sharjar's new College of Dentistry.

#### **February**

- New Water Research Cluster launched.
- First Annual Meeting of the University community.

#### March

- \$1.2 million State Government funding for new Centre for Mineral Exploration Under Cover.
- The University has 383 new graduates after offshore ceremonies in Singapore, Kuala Lumpur and Hong Kong.

#### April

• Music graduate Patrick Lim wins South Australian Young Achiever of the Year.

#### May

- State Government funding for establishment of Defence Photonics Cluster partnership.
- New \$8 million facilities for the Elder Conservatorium opened by the Premier of South Australia.

#### June

- New three-year Bachelor of Nursing program announced.
- Retirement of Professor Derek Frewin, Executive Dean of Health Sciences, after 40-year career at the University.

#### July

- Purpose-built student "Village" accommodation opens its doors.
- Adelaide and Flinders universities join forces to create Centre for Aeronautical Research and Education (CARE).
- Acclaimed author Nicholas Jose takes up Chair of Creative Writing.
- Latest stars of award-winning Life Impact campaign unveiled at National Wine Centre.
- Professor Caroline Crowther wins NHMRC \$1.4 million Enabling Grant.

#### August

- New-look Open Day on North Terrace campus.
- 1268 students graduate at mid-year graduation ceremonies.
- University scientists win three of five categories in inaugural Premier's Science Excellence Awards, and five of eight categories in South Australian Tall Poppy Science Awards.
- Elder Conservatorium wins prestigious Classical Music Award for its 2004 Beethoven Songlines Series.

#### September

• University wins Premier's Award for excellence and high achievement in exporting at Business SA Export Awards.

2005 AT A GLANCE

#### October

- Adelaide graduate Dr J Robin Warren wins Nobel Prize for Medicine
- University wins \$15.6 million in funding from National Health and Medical Research Council, more than 64% of total NHMRC funding to SA institutions.
- \$81.5 million Pork CRC launched at Roseworthy Campus.

#### November

- Adelaide-developed super-stable laser installed on the Japanese TAMA-300 Gravitational Wave Interferometer at the National Astronomical Observatory in Tokyo.
- University wins \$12 million in funding from Australian Research Council.
- Ethics Centre of SA launched a threeuniversity partnership.

#### December

- Qantas and the University of Adelaide join forces to give emerging researchers the opportunity to travel internationally to increase their knowledge and skills.
- The University welcomes 3305 new graduates at the December graduation ceremonies.



## 2005 at a glance

#### **Student Statistics**

	Persons		EFTSL	
	2005**	2004	2005**	2004
Total Student Enrolments	19222	18690	14954	14465
Commencing Student Enrolments*	6849	6946	5039	5061
Aboriginal & TS Islander Students	125	133	98	103
International Students – onshore	3637	3033	3057	2531
International Students – offshore	789	751	368	374
By Level of Program				
Postgraduate Research	1777	1718	1270	1248
Postgraduate Coursework	3672	3203	1896	1623
Bachelor Degrees	12936	12725	11326	11122
Other	837	1044	462	472
By Faculty				
Engineering Computer & Maths Sciences	3379	3221	2716	2636
Health Sciences	2778	2643	2188	2071
Humanities & Social Sciences	3724	4178	2977	3094
Sciences	3038	3041	2396	2411
Professions	5904	5318	4457	4098
Central Areas	399	289	219	155
By Gender				
Female	9289	9175	7273	7078
Male	9933	9515	7681	7387
By Attendance Type				
Full Time	13461	11679	12755	11723
Part Time	5761	7011	2199	2742

\* 2005 Commencing year refers to calendar year due to HEIMS reporting requirement changes. \*\* Preliminary figures based on 2005 student submissions

Source: DEST 2004-2005 Student Data Collection

### **Research Activity**

Research Income	<b>2005</b> \$000	<b>2004</b> \$000	<b>2003</b> \$000	<b>2002</b> \$000
Australian Competitive Research Grants	56,264	50,920	47,763	41,333
Other Public Sector Research Funding	25,887	19,781	16,612	12,401
Industry & Other Funding for Research	13,016	17,090	17,454	20,623
Cooperative Research Centres	6,684	6,193	5,049	4,117
Total University Research Income	101,851	93,984	86,878	78,474

Source: DEST 2003-2005 Research Data Collection

Research Block Funding (2003-2006)	<b>2006</b> \$000	<b>2005</b> \$000	<b>2004</b> \$000	<b>2003</b> \$000
Institutional Grant Scheme*	16,371	16,311	15,951	15,295
Research Infrastructure Block Grant	14,248	13,773	12,194	10,202
Research Training Scheme	29,757	29,640	29,161	27,085

\*2006 Institutional Grant Scheme allocation is provisional

#### **Staff Statistics**

otan otatistics	Persons		FT	FTE	
	2005	2004	2005	2004	
Total Staff	2528	2401	2291	2189	
Ву Туре					
Academic	1144	1063	1033	974	
General	1384	1338	1258	1215	
Academic Staff by Faculty					
Engineering Computer & Maths Sciences	170	166	165	158	
Health Sciences	316	300	262	252	
Humanities & Social Sciences	169	143	148	134	
Sciences	338	316	321	307	
Professions	121	112	109	100	
Central Areas	30	26	28	24	
Academic Staff by Function					
Teaching & Research	793	746	706	676	
Research only	342	308	318	289	
Teaching only	2	2	2	2	
Other	7	7	7	7	
Academic Staff by Gender					
Female	396	339	341	299	
Male	748	724	692	675	

Note: Fulltime and Fractional Fulltime Staff Statistics as at 31 March Source: DEST 2004 & 2005 Staff Data Collection

#### **Financial Performance**

	Consolidated		University	
	<b>2005</b> \$000	<b>2004</b> \$000	<b>2005</b> \$000	<b>2004</b> \$000
INCOME STATEMENT				
Revenue	475,394	422,568	437,991	389,551
Expenses	438,027	397,722	399,799	367,470
Operating Result	37,367	24,846	38,192	22,081
Margin	7.9%	5.9%	8.7%	5.7%
BALANCE SHEET				
Net Assets	748,931	692,340	742,016	683,873
Current Ratio	2.1	2.0	2.1	1.9
Cash at end of reporting period	86,585	74,740	72,092	62,829

The University achieved an operating result of \$38.2 million in 2005 compared with an operating result in 2004 of \$22.1 million. This is an excellent performance that reflects well on the hard work of University staff and confirms the outcomes of the strategic restructuring which occurred in 2002 to improve the financial position of the University.

## **Higher Education Environment**

Many factors with the potential to have a significant impact on the University were at play in the external educational environment in 2005.

#### Department of Education, Science & training (DEST) Learning and Teaching Performance Fund

Allocations under this fund were made for the first time in 2005 for 2006, with the intention of rewarding universities "that best demonstrate excellence in learning and teaching". Funds were allocated according to indicators based on the 2004 CEQ (Course Experience Questionnaire) and GDS (Graduate Destination Survey), and relevant DEST statistics but the mechanism was severely criticised and is at present under review. The University of Adelaide's performance in this fund was poor as a result of poor CEQ outcomes. More recent data suggests a return to higher levels of performance in line with long-term averages.

## Demographics, labour markets, and student demand

Across Australia, domestic student demand for university places has declined by about 3%, while State and Federal Governments have been putting more resources into apprenticeships and vocational education. The strength of the economy has led to a marked decline in unemployment and a consequential improvement in job prospects for young people. Demographic predictions indicate that Year 12 enrolments in South Australia will continue to decrease. The ability of the University to maintain student numbers may be put at risk by this trend.

#### Introduction of Voluntary Student Unionism

The Federal Government's legislation ending compulsory membership of student unions was passed in 2005, with effect from 1 July 2006. It has the potential to jeopardize a wide range of services currently available to students. Such services have been important in influencing student experience of study and their absence could affect the relative desirability of the University's programs in a national and global context.

## Trends in international student growth

Australia-wide the rate of international student growth has declined to some extent, though not uniformly. The University of Adelaide has gone against that trend and exceeded its commencing load targets for two years in a row. Visa regulations may explain this in part, but other factors are less clear. Australian immigration regulations give bonus points to potential immigrants whose qualification is attained at a university in regional Australia or a low-growth metropolitan area, such as Adelaide. Other countries are reviewing their immigration laws. The US, UK and France have each moved to tighten their student visa laws in the past, but there is evidence that his trend may be reversed, undermining Australia's relative competitiveness.

HIGHER EDUCATION

ENVIRONMENT





## Rapid growth of Chinese and Indian markets

The rise of China and India as economic powerhouses has been dramatic, with the Australian economy benefiting primarily through China's increasing demand for energy and mineral resources. The opportunity for export of education and research capabilities is also high, however.

#### Proposed introduction of Research Quality Framework (RQF)

The new RQF model will result in major changes to the way research is funded in the sector. A key component is the intention to distribute research funding based on the quality and impact of research. The measures for assessing research excellence are still to be determined but will require the implementation of systems to measure quality and an increased emphasis on performance.

#### Influence of Commonwealth policy on institutional differentiation and diversity

Commonwealth policy is encouraging increasing differentiation in institutional directions - for example, the consideration of teaching-only missions. As a consequence, the Australian Vice-Chancellors' Committee (AVCC) is finding it increasingly difficult to represent meaningfully the agenda of all its members. Most Australian universities have now formed formal alternative alignments, such as the Group of Eight, the Innovative Research Universities, the Australian Technology Network, and the New Generation Universities. These trends will further encourage universities to consider their unique identities and position themselves in the market place accordingly.

#### Increasing interest of South Australian Government in Higher Education

The Government of South Australia's Strategic Plan articulates several targets which are specifically focused on Higher Education in South Australia. The Higher Education Council has been established to provide a mechanism for aligning and achieving State and university goals. The Government is especially keen to have more international universities establish campuses in Adelaide. Carnegie Mellon University is the first of such universities.

#### Government deregulation of competition in higher education industry

The introduction of "top-up fees", the expansion of undergraduate fee-paying options, the introduction of HECSstyle loans for fee-paying postgraduate courses and the accreditation of foreign, teaching-only campuses like Carnegie Mellon University are setting new trends in deregulation, though the new flexibility is still bound by rules and regulations. The sector is becoming more competitive and more customerdriven as a result.

#### Growing significance of international ranking mechanisms

There is an increasing trend towards the production of worldwide university rankings. Examples include those produced by the *Times Higher Education Supplement*, and the Shanghai Jiao Tong University. Poor performance in these rankings will undermine an institution's attractiveness to international students, staff, and in attracting international research dollars. Though their methodologies can be questioned, it is undoubtedly true that such rankings can have an impact on perceptions of a university's brand.





## Governance

#### **National Governance Protocols**

In 2005 the University moved to ensure its compliance with the Commonwealth Government's National Governance Protocols. These are a set of requirements which higher education providers eligible for grants under the Commonwealth Grant Scheme must satisfy in order to receive increased funding over the three years 2005-2007.

In order to comply with the Protocols the University of Adelaide Act 1971 required considerable amendment. The State Government's Statutes Amendment (Universities) Bill 2005, which was proclaimed on 28 July, effected changes to the acts of all three South Australian universities in order to render them compliant with the Protocols. In response to these changes the universities' councils met together for the first time to attend a joint information session on the duties and liabilities of their members.

As a consequence of the amending bill, the University of Adelaide Act now includes a section stating the object of the University, which is "the advancement of learning and knowledge, including the provision of university education". The Council is established as the governing body of the University and has its primary responsibilities defined in detail. Other amendments to the Act include changes to the composition of Council and to members' duties and terms of office, and also to provisions regarding casual vacancies.

In order to comply with Protocols requiring university governing bodies to oversee the establishment and activities of their institution's controlled entities and part-owned entities, the



University instituted policies regarding board structure and management, performance and financial reporting for all its subsidiary and related entities. It also conducted a major assessment of the risk (see below) arising from the University's interest in its controlled and part-owned entities to ensure compliance with the Protocols.

Early in the year Council adopted the University of Adelaide Council Induction, Professional Development and Performance Review Statement and later initiated a comprehensive review of its own performance in accordance with the requirements of the Protocols.

The Department of Education, Science and Training has declared the University to be compliant with the National Governance Protocols.

#### **Risk Management**

During 2005 the University continued its structured development of risk management practices and policies. A key part of the University's risk management strategy is a formal approach to risk in order to improve decision-making, to enhance accountability, to provide transparent processes and to facilitate the achievement of positive outcomes.

The risk audit that was completed in 2004 was prioritised and the key risk areas further analysed to arrive at a risk management plan for the University that focuses on key areas of risk. This was then reviewed to identify the actions required, and to ensure appropriate allocation of and responsibility for both the processes and the results. The plan



recommendations affirming the delegable and non-delegable functions and duties of Council, clarifying and regulating the Vice-Chancellor's powers under the Act and codifying those authorities – largely strategic matters, risk management and commercial activities – which Council reserves to itself. Council approved all recommendations proposed by the review.

The report also recommended that the Vice-Chancellor put in place a comprehensive set of delegations of authorities, and that it be made available to staff. In response, a major review of the University's policies was undertaken and the authorities enshrined within them placed in a delegations framework based on the core structure of the University. Some new authorities were also approved by the Vice-Chancellor and included in the document. At the end of the year an online version of this register of delegations was under development.

was endorsed by the Audit Compliance and Risk Committee and approved by Council for implementation.

The 2005 to 2007 internal audit plan was developed from the risk management plan developed above, and 2005 saw the successful completion of the first year's activities and reviews. Audit Compliance and Risk Committee oversaw the implementation of the plan and agreed actions.

The University's new internal auditors Deloitte successfully completed the first year of their five year engagement in 2005, contributing to the finalisation of the internal audit plan as well as completing the reviews and developing agreed actions as required.

The University's risk profile remains low to moderate. The University has focused on those areas at the highest end of the spectrum, being brand and reputation, and teaching and learning. Because brand and reputation are such an integral part of the University's endeavours, appropriate measures have been taken to strengthen the University's brand management.

During 2005, a new senior position of Chief Prudential Officer was established to take responsibility for legal advice, insurance, risk management and copyright matters. Ms Celine McInerney was recruited to the position, taking responsibility for the newly-created Prudential Management Unit.

## Powers of the Council and the Vice-Chancellor

Primarily in response to amendments made to the University of Adelaide Act in 2004, the University commissioned a review of the statutory powers and functions of the Council and of the Vice-Chancellor, with a view to clarifying their operation. The review made

#### **Review of Academic Board Sub-committees**

In 2004 the University Council resolved to implement a number of changes with respect to the future conduct of the Academic Board and also initiated a review of the structure and terms of reference of the Board's sub-committees. This review resulted in a number of existing management committees dealing with academic business being brought under the aegis of the Board, and the introduction of a committee hierarchy in which sub-committees with a specific focus report to the Board through another, overarching sub-committee such as the University Learning and Teaching Committee or the University Research Committee. The establishment of consistent terms of reference, membership principles, and protocols for all of the Board's eighteen sub-committees was also achieved by the review.



#### **First Annual Meeting**

In February 2005, the University Council convened the first annual meeting of the University community. Amendments made to the University Act in 2004 abolished the University Senate, a body comprised of the University's graduates and staff members, but included a new provision requiring the Council to convene and attend an annual meeting of the University community, which is defined as including the Council, members of the academic and general staff, graduates and students. The first meeting was addressed by both the Chancellor and the Vice-Chancellor and was well attended by members of the University community.

#### **Electronic Elections**

During the year Council amended the rules for the election of Council members to allow for electronic elections. This was the culmination of a major project to develop a system for electronic elections which ensures secure and confidential voting using the University's website. An election for undergraduate student members of Council was successfully conducted using the new electronic system.

#### Chancellor and Deputy Chancellor

In November the University announced that its Council had unanimously voted to reappoint the current Chancellor, the Hon. John von Doussa QC, for a further two-year term. Mr von Doussa will now serve until 25 July 2008. The fourteenth Chancellor in the 131-year history of the University, Mr von Doussa is also President of the Human Rights and Equal Opportunity Commission.

Council also elected Mr Brian Croser AO as the University's Deputy Chancellor for a further two-year term, from 28 June 2005 to 27 June 2007. Mr Croser, a well-known South Australian winemaker, has served as Deputy Chancellor since June 1999.

## Doctor of the University (honoris causa)

An amendment to the University of Adelaide Act 1971 (Reprint No. 5), promulgated on 4 December 2003, allowed for the University to admit a person to an honorary degree of Doctor of the University, whether or not that person has graduated at the University or any other University.



As a result of this amendment, Council resolved to establish an award of Doctor of the University (*honoris causa*) on 30 August 2004. Council may admit persons to the degree who have demonstrated distinguished creative achievement as a scholar in any field of scholarship, letters or the arts, or who have made distinguished creative contributions in the service of society.

Since its inception, the following candidates have received the Doctor of the University (*honoris causa*):

#### 2004

Arthur Ray Beckwith, RDA (Hons), DUniv (hc) (Adel), for a contribution of the highest order to the development of the Australian wine industry.

John Stuart Dowie, AM, DUniv (hc) (Adel), for his contributions to the spiritual and artistic life of the city, South Australia and the nation.

#### 2005

Roger James Thomas, for his creative and original distinguished contributions in the service of society.

John Maxwell Coetzee BA, MA (Cape Town), PhD(Texas), D Litt (hon causa)(Oxford), FRSL, FAHA, for his contributions to literature.

#### **Mr Alan McGregor AO**

The University community was saddened by the death, in February, of Mr Alan McGregor AO. Mr McGregor had a long association with the University, and was a serving member of its Finance Committee at the time of his death. His contribution to the University's work will be greatly missed.

#### **Council Membership**

Final amendments to the University of Adelaide Act (1971), promulgated on 28 July 2005, had the following effect on the constitution of Council:

- Mr David Pearson, ex-officio member under Section 12(1)(ab) of the University of Adelaide Act (14 May 2004), was transferred to Section 12(1)(g) in accordance with the Statutes Amendment (Universities) Act 2005, Schedule 1 – Transitional Provisions Section 2(1).
- Mr Michael Llewellyn-Smith, ex officio member under Section 12(1)(ac) of the University of Adelaide Act (14 May 2004), was transferred to Section 12(1)(h) in accordance with the Statutes Amendment (Universities) Act 2005, Schedule 1 – Transitional Provisions Section 2(2).

#### **Council Members**

In 2005 the Council comprised:

#### **Ex-officio Members:**

- The Hon. John von Doussa QC Chancellor
- Professor James McWha Vice-Chancellor and President
- Professor Charles Bodman Rae Presiding Member and Chair of the Academic Board (from 26 March 2005)

#### **Co-opted Members:**

• The Hon. Gregory Crafter

#### **Appointed members:**

- Mr Ross Adler AO
- Mr Charles Bagot
- Ms Kate Castine
- Mr Brian Croser AO (Deputy Chancellor)
- Mr Ian Kowalick
- Ms Pamela Martin
- Mr Stephen Young

#### **Elected members**

#### Academic Staff:

• Dr Rodney Crewther

## Dr Peter Gill General Staff:

- Mr John Cecchin
- Ms Rosslyn Cox (from 6 March 2005)
- Ms Janet Dibb-Smith (to 5 March 2005

#### Students:

- Ms Alice Campbell (to 5 March 2005)
- Mr Patrick Giam (to 5 March 2005)
- Ms Mardi Longbottom (to 5 March 2005)
- Mr Rowan Nicholson (from 6 March 2005)
- Mr David Pearson (from 6 March 2005)
- Ms Felicity Rai (from 6 March 2005)

#### Graduates:

- Ms Mia Handshin
- Mr Michael Llewellyn-Smith
- Dr Edwin Harry Medlin

## Standing Committees of Council as at 31 December 2005

Academic Board Chair – Professor Charles Bodman Rae

Audit, Compliance and Risk Committee Chair – Ms Pamela Martin

**Convenors' Committee** Chair – The Hon. John von Doussa QC

Finance Committee Chair – Mr Ross Adler AO

Personnel Committee Chair – Mr Brian Croser AO

Senior Executive Review Committee Chair – The Hon. John von Doussa QC

**Special Degrees Committee** Chair – The Hon. John von Doussa QC

#### Senior Management – Senior Managers at 31 December 2005

Deputy Vice-Chancellor and Provost Professor Fred McDougall (acting)

Deputy Vice-Chancellor (Research) Professor Neville Marsh

**Pro Vice-Chancellor (International)** Professor John Taplin

Executive Director, Finance and Infrastructure Mr Paul Duldig

Executive Director, Student and Staff Services Ms Susan MacIntosh

Executive Dean, Faculty of Engineering, Computer and Mathematical Sciences Professor Peter Dowd

Executive Dean, Faculty of Health Sciences Professor Justin Beilby

Executive Dean, Faculty of Humanities and Social Sciences Professor Michael Innes

Executive Dean, Faculty of the Professions Professor Pascale Quester (acting)

Executive Dean, Faculty of Sciences Professor Peter Rathjen





## **Planning and Quality**

#### **Strategic Planning**

In 2003, the University instituted a comprehensive process of strategic planning, which included extensive consultation within the University community and with external stakeholders, through values surveys, focus groups and an environmental scan involving key people from the public and private sectors, and public fora. A five year Strategic Plan, Future Directions: The University of Adelaide Strategic Plan 2004-2008, was approved by the University Council in February 2004. The Plan sets out the University's mission and vision, high-level goals and strategies in the areas of growth with excellence in the University's educational activities, student focus, the pursuit of research excellence, and the effective management of the University's resources, structures and processes. It also established high-level targets that enable the University to regularly review progress.

## Institutional Planning and Performance Framework

Concurrently with the development of the Strategic Plan, the University reviewed its longer-term approach to planning, budgeting and performance monitoring. As a result, an Institutional Planning and Performance Framework (IPPF) was adopted in 2004. As part of the development of the IPPF, three working parties were set up in 2004 to investigate planning and budgeting, institutional key performance indicators and evaluation processes for learning and teaching. These Working Parties reported at the end of 2004 and the University is progressively implementing their recommendations over 2005 and 2006

#### **Operational Planning**

The planning and budgeting framework is predicated on three tiers, comprised of the Strategic Plan, a University Operational Plan and Business and Resource Plans at the Faculty and Divisional levels, integrated with a triennial Budget process.

The first stage of implementing this framework was the collaborative development, by Senior Managers, of a set of institution-wide priority objectives for the 2006-2008 triennium. Three workshops were undertaken in April and May 2005, which informed the development of the University Operational Plan for 2006-2008. The University Operational Plan highlights the collective view of the University's Senior Management of the areas in which the University will focus its energy during the planning period and is intended to guide the Faculties and Divisions in developing their own planning strategies. At the same time, the University developed projections and targets for student load and research income for the period 2006 to 2008 that became the starting point for Faculty and Divisional planning, as well as providing an indicative revenue projection for starting budget negotiations. In turn, Faculties and Divisions developed Business and Resource Plans (BRPs) for 2006-2008 during 2005 to capture the major initiatives and supporting activities that they will undertake in support of the goals and objectives set by the University Strategic Plan.

The draft BRPs were returned at the beginning of September 2005 to enable the Office of Planning and Quality and the Financial Services Branch to review them in preparation for the Senior Management Planning and Budget

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Forum on 28 and 29 September 2005. The Forum discussed the operational direction of the University as reflected in the major initiatives and strategic funding requests that had been put forward by Faculties and Divisions in the context of the Strategic Plan and draft University Operational Plan. The forum outcomes informed the deliberations of the Budget Committee, and together with the final budget outcomes, were the basis for revising and finalising the University Operational Plan.

#### **Quality assurance**

The University of Adelaide was audited by the Australian Universities Quality Agency (AUQA) in October 2002 after submitting its Performance Portfolio based on an institutional selfassessment. The Agency published its audit report in March 2003 and the University submitted its Quality Improvement Action Plan 2003-2005 to AUQA in July 2003. Since that time, the University has been addressing the tasks it identified in its Action Plan, and progress has been monitored by the University's Quality Improvement Board (QIB). As part of a review by Council of the sub-committees of Academic Board, the Quality Improvement Board was replaced by the Quality Enhancement Committee in March 2005.

By the end of 2004, substantial progress had been achieved with over 90% of the identified actions having been either completed or underway. A small percentage were yet to commence where these were dependent on the completion of other actions identified in the Action Plan or on the implementation of the Institutional Planning and Performance Framework.

As part of the requirements of AUQA, the University has provided a Progress Report to AUQA that details the University's responses to the recommendations of the AUQA Audit and outlines the University's achievements covered by the Report. The Progress Report was developed under the auspices of the University's Quality Improvement Board (QIB), in consultation with the Vice-Chancellor, Deputy Vice-Chancellors, Executive Directors and Executive Deans. This progress report was submitted by 28 January 2005, and AUQA have acknowledged its receipt. The report advised AUQA of the large array of actions that the University has undertaken against the audit panel's recommendations, and showed that the University is well on track to completing the tasks it set for itself in its Quality Improvement Action Plan, 2003-2005.

More recently, the University's Quality Enhancement Committee agreed at its July 2005 meeting to establish a working party to review and update the University's Quality Assurance Framework and the associated Offshore Quality Assurance Framework. Under its terms of reference, the Working Party was tasked with facilitating the development of Quality Assurance and Offshore Quality Assurance Frameworks that reflect best practice in Australia, meets the needs of the University community and provide an overarching focus for quality improvement within the University. The working party met five times and provided a report to the meeting of the Quality Enhancement Committee of 15 February 2006.



LEARNING AND TEACHING us.ubs.sbislabi

## Learning and Teaching

#### **Learning and Teaching Initiatives**

As a result of the Australian University Quality Audit (AUQA) Report in 2003, the University has undertaken a series of measures to improve its performance in learning and teaching. These improvements have included structural changes in the University; organisational changes within faculties; changes to the structure and membership of Academic Board, the body primarily responsible for oversight of the academic activities in the University; and changes to the various sub-committees handling the business of Academic Board.

Considerable effort has been made to develop a new framework of policies around learning and teaching, and to implement measures aimed at improving the learning and teaching outcomes of students.

In September 2005, the Vice-Chancellor held a Forum of School Heads, Executive Deans, and Senior Managers, to identify the issues and the ways in which the University could improve its performance. This meeting provided the impetus for a large number of initiatives developed to improve the quality of learning and teaching. Some of these initiatives are as follows:

 Measures were taken to ensure that all final year students were aware of the need to complete the Course Experience and Graduate Destination Survey forms within three months of completing their studies, and the purpose and importance of the survey.



- A meeting between student representatives, the Vice-Chancellor, the Deputy Vice-Chancellor and Provost and the Executive Director, Student and Staff Services, was organised to provide an opportunity for students to indicate the key areas of concern in learning and teaching. The meeting discussed issues relating to the quality of the student learning and teaching experience at the University and planning is now underway to address a number of the issues raised.
- The Vice-Chancellor's Award for Excellence in Learning and Teaching was introduced for the first time in 2005 to complement the Stephen Cole the Elder Prizes for Excellence in Teaching. A working party of the University Learning and Teaching Committee was also established to ensure that the University develops a process for identifying potential applicants for the newly-expanded Carrick Awards for Australian University Teaching. In addition, a process was approved for reviewing the current promotion policies and

processes for academic staff and titleholders, and benchmarking with other universities in Australia, to ensure that these policies adequately recognise good teaching.

- A suite of reforms around survey management which will incorporate the recommendations of the Course Experience Questionnaire (CEQ) and Graduate Destination Survey (GDS) Working Party was approved for implementation. A new program, Student Experience of Learning and Teaching (SELT), was developed for introduction in 2006. In addition, a process to formally review all academic programs every five years will also commence in 2006.
- A new position was created that will have direct responsibility for the oversight of the implementation of learning and teaching policies, and quality improvement measures. The Pro Vice-Chancellor (Learning and Quality) will be appointed in 2006 and will report to the Deputy Vice-Chancellor and Provost.



- The SmoothStart program for first year students was introduced in 2005 on a trial basis. This will be expanded in 2006 with further funding allocated to this project aimed at ensuring first year students have a smooth transition from school to university.
- In the context of renewed focus on professional development, the University introduced the Graduate Certificate in Education (Higher Education). The program, taught by the Centre for Learning and Professional Development, aims at enhancing the quality of staff teaching and student learning at the University. Fifteen free places were offered to University staff to improve their learning and teaching skills.
- The Graduate Certificate in Online Education was approved and will commence in 2006 with an emphasis on enhancing the learning of students using a blended learning approach, which combines both face-to-face and online teaching. The program will complement the existing Graduate Certificate in Education (Higher Education). This new program of study has been designed for teaching staff in higher education who wish to increase their online learning knowledge and experience from an online learner perspective. At the conclusion of the program of study, participants will be equipped to implement online learning strategies in their own teaching courses, in either a blended or fully online learning environment.
- Plans were made throughout 2005 to substantially increase the budget allocation for improvements to teaching facilities. Renovations to the substantial teaching suites in the Napier Building were completed, and around \$1 million a year for the next three years was allocated for further upgrades of teaching facilities.



- Planning began to develop a learning hub around the Library and the Hughes Plaza that is scheduled to commence in 2008, subject to Council approval. This project will substantially change the way students use the Library by concentrating most of the student services in its vicinity. A number of small renovation projects in the Barr Smith Library were commenced to reflect the different ways that students use the resources of the Library, with greater emphasis being placed on electronic access to information and the development of a wireless environment
- An extensive set of performance indicators was developed for faculties, schools and programs, based on the key performance indicators around learning and teaching that have been developed for Council.
- The Data Warehouse project in the University was aligned with the learning and teaching performance indicators to ensure that data sets are readily available to determine performance indicators and produce management reports.
- An audit of learning and teaching policies is underway to ensure their adequacy in providing an appropriate framework for the learning and teaching activities of the highest quality in the University.

- The appropriateness of assessment practices in the University was investigated by an Assessment Monitoring Committee, a subcommittee of the University Learning and Teaching Committee, with a number of significant recommendations already being implemented.
- Planning commenced to review the summer semester and the range of postgraduate coursework programs offered by the University, to ensure student and staff needs are appropriately recognised.
- The Planning and Development Review (PDR) process was implemented across the University, providing a formal framework for discussion between managers and staff.

Some of the above measures are expected to have an impact on learning and teaching in 2006. Others are expected to have an impact over the medium to longer term. Discussions continue at all levels in the University about ways in which performance in learning and teaching can be improved. The above initiatives are largely centrallydriven; they do not cover the many initiatives underway within faculties and schools to improve performance in this area and to provide an enhanced learning experience to students.

#### Learning and Teaching Policies and Planning Frameworks

## Student Experience of Learning and Teaching

In 2005 the Policy and Guidelines relating to the Student Experience of Learning and Teaching were revised. Revisions were made to ensure that the Policy and Guidelines clearly state that the University considers the evaluation of learning and teaching processes and practices to be an essential tool in enabling the University and its teaching staff to continue to improve student learning outcomes and the overall quality of the student experience. These revisions resulted in aggregated reports of the Student Experience of Learning and Teaching course surveys conducted by each academic Faculty and their associated Schools and disciplines being made publicly available on the University's website.

### Course Experience Questionnaire and Graduate Destination Survey

A range of issues associated with the University's processes for administering the national CEQ and GDS survey instruments was considered in 2005. The series of recommendations that have been made aim to improve the current methodologies used to distribute, collect and analyse the responses for the survey instruments, thus providing mechanisms for improving the University's survey response rate.

#### Code of Practice for Postgraduate Coursework Studies

A code of practice for postgraduate coursework studies was developed in 2005, providing an overarching framework of the principles expected in the delivery of postgraduate coursework programs in the University. Faculty and program addenda were also developed, providing the procedural detail unique to each faculty and program.

#### Assessment

The University agreed to use a Grade Point Average for all coursework students to monitor student progress and identify students at risk, select students for honours and postgraduate programs, scholarship selection and for the awarding of prizes.

A single grading scheme was introduced to ensure that the University's grades are comprehensible to students and the broader community and to facilitate monitoring of assessment.

## Plagiarism, Collusion and Related Forms of Cheating

A Working Party of the University Learning and Teaching Committee was established to review the University's Policy on Plagiarism, Collusion and Related Forms of Cheating. The current policy outlines the University's commitment to high standards of academic integrity, the issues associated with plagiarism and collusion and its effect on student learning, and the principles under which the preventing, detecting and dealing with cases of plagiarism and collusion and related forms of cheating are managed.

#### **Technology in Education**

The Technology in Education Committee, a formal sub-committee of the University Learning and Teaching Committee, provides an interactive forum for discussion of developing, implementing and disseminating positions on educational aspects of the use of technology in learning and teaching. In 2005 the main areas of activity for this committee were the development of a rolling plan for common teaching upgrades and support provided to the Learning and Teaching Facilities Development Project.

#### Webinars - Web-based Seminars

A series of live online web-based seminars, called Webinars, was presented throughout 2005. Fourteen universities from Australia, New Zealand and Singapore participated in interactive webinars aimed at exploring the characteristics of the "Net Generation" and how they learn. Between 300 to 600 people participated online simultaneously for each webinar in the series.

#### **Learning and Teaching Facilities**

The Learning and Teaching Facilities Development Project was established in 2005 to develop the required policies and procedures necessary to give effect to the space management and facilities planning approach, and to define the functional requirements and development needs for University space usage into the future. Key working groups were formed in the broad areas of learning and teaching, research, student services and core infrastructure. The project identified guidelines and recommendations relating to the facilities requirements of the University.

#### **Credit Transfer Project**

A project was established to investigate the credit transfer and articulation arrangements of the University. The project will deliver a report that aims to provide recommendations on improving collaborative arrangements between the TAFE and university sectors and to develop a University-wide policy framework.

#### **Equity Project**

A project was established aimed at creating an alternative pathway to undergraduate study for students from a non-traditional background, that is students who do not have the standard Year 12 entry qualifications (or equivalent). Alternative pathway models have been evaluated and are under consideration by the Alternative Pathways Committee.





#### **Undergraduate Entry**

#### **Entry and Scholarships**

The Coursework Entry Committee is responsible for providing advice on undergraduate entry policy and practices for local and international admissions. In 2005 this Committee amended the University's Admissions Policy to ensure that all students, regardless of fee status, would be subject to the same eligibility standards. In addition, the Committee approved course selection methodologies relating to the new undergraduate program, the Bachelor of Nursing, which will be taught for the first time in 2006. In April 2005, the Coursework Scholarships Committee (CSC) considered the selection of recipients for the Commonwealth Learning Scholarships (Accommodation [CAS] and Education Costs [CECS]), Adelaide Access, G08, and Vice-Chancellor's Scholarships. These scholarships were aimed to increase higher education participation by students from low socioeconomic backgrounds, particularly Indigenous students and students from rural and regional areas and/or from particular equity groups. In 2005 there was a significant increase in the number of scholarships offered. An additional 72 Access scholarships of 4-year duration, 79 CAS and 104 CECS were available, and an additional 6 CAS were reallocated due to scholarship termination.

The Vice-Chancellor's two scholarships were awarded to students with perfect TER scores, including a rural student. The G08 scholarships, offered for the last time in 2005, were also awarded to high-achieving students in financial need.

#### **New Academic Programs**

The following are the academic programs at both the undergraduate and postgraduate level that were approved in 2005 to meet the needs of both students and industry.

## Faculty of Engineering, Computer and Mathematical Sciences

Bachelor of Engineering (Software Engineering) Bachelor of Mathematical Sciences (including Honours) Graduate Certificate in Water Resources Management Graduate Diploma in Water Resources Management Master of Engineering (Advanced)

- Chemical Engineering Environment and Sustainability
- Chemical Engineering Energy and Combustion
- Chemical Engineering Food and Bio Processing
- Civil and Structural Engineering
- Civil and Environmental Engineering
- Sensor Systems Signal Processing
- Telecommunications
- Mechanical Engineering

Master of Geostatistics

Master of Water Resources Management

#### **Faculty of Humanities and Social Sciences**

Bachelor of Media (Honours)

Certificate IV in Teaching English to Speakers of Other Languages (TESOL) Diploma in Music (Classical)

Graduate Diploma in Music (Performance and Pedagogy) Master of Music (Performance and Pedagogy)

#### **Faculty of Health Sciences**

Graduate Diploma in Psychology

Doctor of Clinical Dentistry [conversion to a research degree]



#### **Faculty of the Professions**

Professional Certificate in Self-Managed Superannuation Graduate Certificate in Digital Media Practice Graduate Certificate in Online Learning (Higher Education) Graduate Diploma in Global Wealth Management Master of Business Research Master of Commerce (Performance Management) Master of Educational Research Master of Finance and Business Economics Master of Strategy

#### Faculty of Sciences

Bachelor of Food Science and Technology Bachelor of Science (Natural Resource Management) Bachelor of Science (Petroleum Geoscience) Graduate Certificate in Biosecurity Graduate Certificate in Biotechnology (Plant Biotechnology) Graduate Certificate in Plant Health Graduate Diploma in Biotechnology (Plant Biotechnology) Graduate Diploma in Plant Health Master of Biotechnology (Plant Biotechnology) Master of Plant Health

#### **Staff Awards**

## Vice-Chancellor's Award for Excellence in Learning and Teaching

The inaugural Vice-Chancellor's Award for Excellence in Learning and Teaching was awarded to Dr Mark Jaksa. The Vice-Chancellor's Award for Excellence in Learning and Teaching is awarded annually from the pool of prize-winners of the Stephen Cole the Elder Prizes.

#### The Stephen Cole the Elder Prizes for Excellence in Teaching

In 2005, the Prizes, recognising and rewarding outstanding teaching, were awarded to:

#### Award for Excellence in Undergraduate Teaching:

#### Dr Mark Jaksa

School of Civil and Environmental Engineering Faculty of Engineering, Computer and Mathematical Sciences

#### Dr Matthew Sorell

School of Electrical and Electronic Engineering Faculty of Engineering, Computer and Mathematical Sciences

## Award for Excellence in Undergraduate Teaching in the First Five Years of Teaching:

Dr Ben Cazzolato

School of Mechanical Engineering Faculty of Engineering, Computer and Mathematical Sciences

#### Award for Excellence in Postgraduate Coursework Teaching:

#### Dr Barbara Santich

School of History and Politics Faculty of Humanities and Social Sciences

The Committee also awarded a high commendation in recognition of achievements in teaching to:

- Dr Amanda Able, School of Agriculture and Wine
- Dr Peter Ashman, School of Chemical Engineering
- Dr Graham Heinson, School of Earth and Environmental Sciences
- Dr Amanda Nettelbeck, School of Humanities



#### **Faculty Teaching Prizes**

As an outcome of the Review of the Recognition of Teaching Excellence conducted in 2004, the following Faculties have established Faculty-level teaching prizes linked to the institutional Stephen Cole the Elder Prize for Excellence in Learning and Teaching: Engineering, Computer and Mathematical Sciences, Humanities and Social Sciences, and Sciences. These prizes were awarded as follows:

#### • Dr Peter Ashman,

Prize for Excellence in Teaching and the Dean's Award, Faculty of Engineering, Computer and Mathematical Sciences

- Dr Mark Jaksa, Prize for Excellence in Teaching in the Faculty of Engineering, Computer and Mathematical Sciences
- Dr Ben Cazzolato,

Prize for Excellence in Teaching in the Faculty of Engineering, Computer and Mathematical Sciences

- Dr Amanda Netteleck, School of Humanities, Prize for Excellence in Teaching, Faculty of Humanities and Social Sciences
- Dr Barbara Santich, Prize for Excellence in Teaching, Faculty of Humanities and Social Sciences
- Dr Amanda Able, Executive Dean of Sciences Prize and Award for Excellence in Teaching, Faculty of Sciences
- Dr Karin Barovich, Executive Dean of Sciences Prize and Award for Excellence in Teaching, Faculty of Sciences

#### **Student Awards**

#### University Medallists - awarded in 2005 for 2004

**Engineering, Computer & Mathematical Sciences** 

Simon Jonathan Tuke – Hons B Maths & Comp Sci Darren Paul Williams – BEng (Comp Sys) with Hons David Paul Baraglia – Hons B Maths & Comp Sci Thoa Thi Minh Nguyen – BEng (Chem) with Hons Kim Stuart Anderson – BEng (Comp Sys) with Hons Katherine Anne Daniell – BEng (Civil) with Hons and BA

#### **Health Sciences**

Aaron Nicholas Shiao Ming Seet – BDS Rebekah Miriam Ahmed – MBBS with Hons Pauline McLoughlin – Hons BHealth Sci

#### **Humanities & Social Sciences**

Yvonne Katrin Ellinghaus – Hons BA (Anthropology) Angelique Maree Bletsas – Hons BA (Politics) Joshua Marc Van Konkelenberg – Hons BMus (Composition)

#### **The Professions**

Stephen Andrew McDonald – Hons LLB Belinda Jane Culshaw – LLB with Hons Lachlan James Rose – Hons BArch

#### Sciences

Anna Erica Sheppard – Hons BSc (Genetics) Geoffrey Mark Alexander – Hons BAg Sci (Oenology) David Michael Roberts – Hons BSc (Mathematical Physics)

#### Honours Alumni University Medal

Simon Jonathon Tuke Engineering, Computer and Mathematical Sciences

#### Postgraduate Alumni University Medal

Bradley Ferguson Engineering, Computer and Mathematical Sciences



#### **Reviews**

The following program reviews were conducted in 2005:

- Bachelor of Design Studies, Bachelor of Architecture and Bachelor of Landscape Architecture
- Bachelor of Food Technology and Management.

The following strategic reviews were undertaken in 2005:

- Department of Public Health in the Faculty of Health Sciences
- Education Centre for Innovation and Commercialisation
- Adelaide Research and Innovation (Research Branch).

The University has developed a schedule for five-yearly review of academic programs and an associated framework for the conduct of program reviews. The schedule and the underlying principles on which it is based, were approved by the Vice-Chancellor's Committee on 23 November 2005. The schedule has a target of reviewing each of the University's programs in a five-yearly cycle with reviews being defined in terms of natural groupings of programs across related areas and levels of study as well as taking account of the organisational responsibility for program delivery, with a view to minimising duplication and the additional workload on a faculty. The schedule across the five years is based on advice from faculties on their priorities and timing of professional accreditation, where this is relevant. The schedule is to be reviewed and updated annually to reflect any changes in priorities.



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## **Research and Research Training**



#### **Research Mission**

The University of Adelaide is a researchintensive university. Excellence, innovation and commitment to research are values that are fundamental to the University's ethos as an institution. Evidence of the University's commitment to the realisation of these values can be seen in its tradition of advancing knowledge through research of national and international distinction.

As a member of the prestigious Group of Eight (Go8) universities, Adelaide has continued to advance its role as a research leader, opening new research centres and facilities, pursuing new collaborations, funding new research clusters, winning highly competitive national and international grant funding and maintaining a high level of research degree completions during 2005. In order to expand its research success, the University has continued to review and improve research and grant management infrastructure, so as to better serve and support its researchers.

The University aims to continue its strong contribution to the economic growth and the cultural and intellectual enrichment of the state of South Australia.

## New Approaches to Research: thinking outside the square

In recognition of the fact that research is a dynamic and collaborative undertaking, the University of Adelaide has continued to embrace a multidisciplinary approach to many research areas. This approach has proven very successful with a number of high-profile ARC Linkage Grants being awarded to collaborative projects in which the University is engaged. During 2005, both the number and nature of partners in research undertakings was expanded to include, for example, the Australian Ballet, the National Library of Australia, the Susan Komen Breast Cancer Foundation, the Clay Brick and Paver Institute and the Philadelphia Zoo. The diversity of the University's research partnerships demonstrates the wide-ranging spheres in which its research is valued and confirms the global impact and reputation of its research.

Researchers at the University have also engaged in large-scale international collaborative research projects. Professor James Paton, for example, is a core partner in a program that received funding of almost US\$15 million from the Bill and Melinda Gates Foundation to create effective singledose vaccines that can be used soon after birth. Professor Paton's project at the University of Adelaide will receive US\$466,000 under this program.

In addition to international, collaborative grant-funded research, Adelaide has also been exploring new research possibilities and partnerships nationally in rural communities. In February, Adelaide Research and Innovation - Research Branch was invited to attend a meeting of community representatives in Port Augusta who were concerned about Natural Resource Management (NRM) in the SA Aridlands. ARI gave a presentation outlining the University's interests, strengths and capacity to undertake collaborative research and help meet the NRM needs of the region. The presentation resulted in follow-up invitations to discuss specific project possibilities involving the Rangelands Integrated Natural Resource Management Group and Yartawarli Aboriginal Corporation Resource Agency. Also involving rural communities on an ongoing basis is Adelaide's commitment to Rural Health and the Spencer Gulf Rural Health School.

New approaches mean new opportunities. Following the visit of Baroness Professor Susan Greenfield as Adelaide Thinker in Residence in 2005, researchers at Adelaide have been exploring the opportunities for research and collaboration opened by her visit. Baroness Professor Greenfield was keen to see collaborative and/or parallel research projects develop between the interdisciplinary research centre OXCSOM (of which she is the head) and the University of Adelaide, and reciprocal visits between staff have taken place. Joint leader of the newly-founded Computational Neuroscience Research Cluster, Associate Professor Gerard O'Brien from the School of Humanities, visited Oxford early in 2006 to explore further the potential for research partnership with OCXSOM.



## Research infrastructure: supporting and sustaining excellence

A major focus of 2005 for Adelaide's research administration community has been the review of the University's research and innovation support facilities. As a part of the University's ongoing quality audit procedures, a major review of grant management infrastructure was conducted by the Office of Planning and Quality. The focus is on maintaining and improving quality support for Adelaide and this is consistent with the forthcoming Commonwealth Research Quality Framework.

As well as exploring and pursuing new research opportunities, the University continues to recognise the need to support its researchers early in their careers. In 2005 the University Research Committee established a Research Career Development Committee. The success of the Early Career Researcher



support program at Adelaide can be seen in its impressive results: University of Adelaide early career researchers won five of the eight South Australian Tall Poppy Science Awards for 2005-2006.

#### **Research Revenue**

The University of Adelaide is South Australia's oldest and most researchintensive university.

The University's total research income as specified in the Higher Education Research Data Collection for 2004 (latest data available) was \$93.98 million. This makes Adelaide the highest per capita total research funding earner in Australia.

The University's high level of DEST block grant funding reflects its status as the State's premier research and academic institution, earning more than 60% of South Australia's research block grant funding, amounting to \$60 million of Commonwealth funding to the state. Adelaide researchers were highly successful in their pursuit of competitive grants in 2005. This success is clearly visible in the steady growth in research income during the period 2000-2005, from just over \$60 million in 2000 to just over \$100 million in 2005.



#### University of Adelaide Research Performance compared to the Australian Universities' Average

(Based on the average of the 38 members of the Australian Vice-Chancellors' Committee. Source: AVCC time series 2004. Latest comparative data available.)

#### **Research Clusters**

The University's innovative Research Cluster strategy continues to attract attention from the wider national and international community. Business SA conducted a case study review of the University's strategy as an example of best practice in more effectively connecting universities to industry and the local community. The program may also strengthen existing ties with China as the China Professional Development and Executive Training Centre expressed interest in accessing the University's academic expertise through the program. Chinese executives involved in the Centre are particularly interested in issues of national priority being addressed by the Clusters, such as water, healthy ageing and food.

The University launched the Research Cluster initiative in 2004 to enable it to build large interdisciplinary teams with expertise to tackle big research questions. In addition to the four extant research clusters of Defence and Security, Health Development Adelaide, Healthy Aging and Water, in 2005 five new clusters had their funding confirmed. They are:

- Preventive Healthcare, led by Professor Justin Beilby, Department of General Practice
- Food Plus, led by Dr Mike Keller and Dr Graham Jones, School of Agriculture and Wine
- The Energy Research Cluster, led by Professor Keith King, School of Chemical Engineering
- The Computational Neuroscience Research Cluster, led by Associate Professor Gerard O'Brien, School of Humanities and Dr David O'Carroll, School of Molecular and Biomedical Science
- The Integrating Sustainability Research Cluster, led by Professor Robert Hill, School of Earth and Environmental Sciences.

Funding of \$1.8 million is being provided over the three years from 2004-2006 to support cluster development.



#### **Indigenous Research**

As its successful Wilto Yerlo program, the Centre for Aboriginal Studies in Music and the Centre for Australian Indigenous Study and Research demonstrate, the University of Adelaide is very supportive of initiatives involving indigenous Australians in higher education and supports research that explores new ways to assist indigenous communities. The University is proud to have fostered two initiatives in 2005 centred around the indigenous community in Port Augusta. These projects were from the Dental School and the School of Architecture, Landscape Architecture and Urban Design. The projects were for the design of safe, suitable, culturally appropriate accommodation for incarcerated Aboriginal peoples and a Community-Owned Oral Health Promotion Initiative. The School of Chemical Engineering also secured funding to work with the Aboriginal Lands Trust Natural Resources Management organisation.

A significant proportion of the research involving indigenous communities undertaken at Adelaide is focussed on communication. This year's Florey Bachelor of Medical Science Scholarship was awarded to Sam Maloney, whose work on "Heart Attacks in Central Australia: investigating the experience of indigenous and non-indigenous people" explores the experience of indigenous Australians dealing with myocardial infarction and their interactions with western medical professionals. Working at the Centre for Remote Health in Alice Springs, Mr Maloney's work is focussed on the issue of communication between western medical professionals and indigenous people.

Also exploring communication and language is Professor Peter Mühlhäusler in Linguistics, who is involved with the maintenance and promotion of indigenous languages. Professor Mühlhäusler's work involves recording the voices and stories of the native speakers of South Australian indigenous languages. Often this information will be used to create teaching and learning materials for communities who are proactive in saving their local language. In 2005 Professor Mühlhäusler's team was involved in the development of teaching materials for the teaching of the Kokatha language in Ceduna.





#### Awards and recognition

University of Adelaide scientists excelled in the inaugural Premier's Science Excellence Awards announced on 22 August, 2005 - winning three of the five award categories. In addition, the University was represented by a further seven finalists. The new awards were designed to recognise excellence in research, education and communication. Adelaide researchers won the categories of Research Leadership (Professor Peter Rathjen), Excellence in Research for Commercial Outcomes (the South Australian Cereal Breeding Team) and Excellence in Research for Public Good. The latter category was won by the South Australian Research and Development Institute (SARDI) Food Safety Research Program (in collaboration with the University of Adelaide) for the provision of specialist risk assessment and food safety research capability to all commodity and food industry sectors from production to consumption.

Based at the University of Adelaide, the cereal breeding program aims to develop new bread and durum wheat and barley varieties (for specific markets) that are adapted to the climatic, edaphic and agronomic conditions of South Australia. Wheat, barley and oats are the three cereals crops on which South Australia's dryland farming industries are based. Their farm gate value is over \$1 billion with over 80% exported and the rest substantially value-added. University of Adelaide plant breeders, Dr Tony Rathjen, Mr Gil Hollamby, Dr David Sparrow and Professor Andy Barr, have collectively bred, developed and commercialised varieties of wheat and barley that occupy over 90% of the South Australian area sown, over 70% of Victoria, 50% of southern New South Wales and 10% of Western Australia. To date, the University of Adelaide breeding program has been primarily responsible for the release of 27 bread wheat varieties, 3 durum wheat varieties and more than 11 barley varieties. The combined efforts of this group of plant breeders have contributed to yield increases, reduction in crop disease, cereals better adapted to Australia's fragile and infertile soils, and delivered grains better suited to the demands of both domestic and international markets.

University of Adelaide early career researchers won five of the eight South Australian Tall Poppy Science Awards for 2005-2006, announced in August. The awards recognise the achievements of outstanding early career researchers working in all fields of science, including medicine, applied sciences, engineering and mathematical sciences. The University of Adelaide winners were:

- Dr Bronwyn Gillanders from the School of Earth and Environmental Sciences, whose research focuses on the ecology of fish and invertebrates
- Dr Wendy Ingman from the Department of Obstetrics and Gynaecology, for her work on the role of the immune system in reproductive health
- Dr Sam Mickan from the School of Electrical and Electronic Engineering, who is working on the medical applications of terahertz frequency (T-ray) technology
- Dr Julia Pitcher from the University's Department of Obstetrics and Gynaecology at the Women's and Children's Hospital, who works in developmental neuromotor physiology and is investigating the consequences of being born small for gestational age on motor function in adulthood
- Dr Carmela Ricciardelli from the Department of Obstetrics and Gynaecology, for her work in cancer cell biology.



#### **Faculty of Sciences**

2005 was an exciting year for the development and expansion of research in the Faculty of sciences. The total research income awarded to the faculty in 2004 (latest figures available) was \$29.1m, with the top research funding earner being the School of Agriculture and Wine. At a time when many universities are closing their agricultural departments, Adelaide has continued to support its agricultural research. This continued commitment has seen the University become a world-renowned centre for knowledge and research in the agricultural sciences.

An ongoing emphasis on supporting sustainable agriculture and developing a better understanding of the environment has been rewarded, with researchers receiving a large number of significant grants in these important areas.

Projects receiving funding in the Faculty of Sciences were diverse. Sheep Genomics at Roseworthy Campus received a further \$1.3 million from Australian Wool Innovation to augment the \$1.2 million the project had already received from that organisation over the past 3 years. Researchers in the School of Agriculture and Wine also received funding from the International Food Policy Research Institute to research bio-fortified crops and improved human nutrition. Researchers from the School of Agriculture and Wine and the Australian Centre for Plant Functional Genomics received funding from the Grains Research and Development Corporation (GRDC) for research into weed resistance to glycophosphate and the practical application of genome analysis in wheat and barley. Further boosting Adelaide's research funding in the area of primary production was a grant from the Premier's Science and Research Fund to Dr Zbigniew Kruk in the School of Agriculture and Wine for value-adding South Australian lamb.

Internationally, the University's researchers and their projects are

making a real difference to the lives of people in disadvantaged areas around the world. Professor David Coventry from the School of Earth and Environmental Sciences was awarded significant funding from the International Center for Agricultural Research in the Dry Areas (ICARDA) for research to improve production of wheat, barley and pulse and forage legumes in Iraq. Production from dryland crops in Iraq is poor by international standards. Professor Coventry's work is part of a major program designed to assist the redevelopment of the agricultural sector of Iraq, which has been identified as a high priority by the Iraqi National Development Strategy (2005-2007). The research will be focussed in the northern Governorate of Nineveh, the main wheat and barley producing region in Iraq.

Nationally, Adelaide's commitment to environmental research with real life impact can be seen clearly by the University's clear research strengths







in the areas of natural resources management, in particular its focus on the importance of effective management of South Australia's precious water resources. Adelaide's key research strengths of managing wetlands and rivers, soil/water interactions, optimisation of infrastructure and delivery systems, water treatment and management and water sensitive urban design contribute significantly to the realisation of South Australia's Strategic Plan.

In the School of Molecular and Biomedical Science Professor Shaun McColl was awarded US\$377,000 from the US National MS Society for research on multiple sclerosis. Professor McColl's research team leads the world in investigating gene therapy as a means of controlling multiple sclerosis, which affects more than 15,000 Australians. In addition to this project, Professor McColl received funding of more than \$960,000 for two projects on tumour cells and immune system functions.

New drug technologies are also being researched in Molecular and Biomedical Science. Professor John Wallace's research is focused on developing new antibiotic technologies. Currently supported in part by funding from Bio Innovation SA, Professor Wallace's project uses biotechnology and high performance computing to create a new age of antibiotics, with the long-term goal of helping to prevent and control infectious diseases.

Physics also had an exciting year of growth with research into very highenergy gamma-ray astronomy via involvement in the CANGAROO-III telescopes project, which received significant funding. In addition, Physics also received funding for work in theoretical physics and advanced our knowledge of the subatomic structure of the universe by furthering their ongoing study Quantum Chromodynamics. In the area of high-performance computing the South Australian Supercluster Facility received funding which will allow it to further assist researchers in a range of fields, including computational chemistry and photonics. Physics was also the site of a new Centre for Excellence in Photonics, opened in 2005.

Further raising the profile of the sciences at Adelaide in 2005 is the building of the Ancient DNA laboratory. This facility is an initiative of the University of Adelaide in association with the South Australian Department for Environment and Heritage. It will create a new national and international scientific facility, and significantly expand the research scope and capability of Australian science. The laboratory will use genetic information from the past to examine the background to the modern environment and inform current research, management and policy. Key issues of interest include the evolution of Australian biota and the effects of environmental change and human impact. Ancient DNA provides a range of new research avenues in areas such as archaeology, palaeontology, forensic sciences, conservation biology, and molecular ecology. Current research topics include the roles of human impact and climate change in the wave of extinctions of ice-age large mammals, the origin and spread of domestic animals and plants, and the evolution of extinct species such as Saber Tooth cats, New Zealand moa, and the giant Australian marsupials. A key area is also the genetic study of the recently discovered 'hobbits' in Indonesia. Significantly, the Ancient DNA laboratory is the only facility of its type in the Southern Hemisphere and as such represents a key development for the realisation of future scientific focus in Australia.


# **Faculty of Humanities and Social Sciences**

One of the many Humanities and Social Sciences successes has been the ARC Discovery Grant won by Associate Professor Jean Fornasiero and Dr John West-Sooby in French Studies. This grant focuses on the significant voyage made by French explorer Nicholas Baudin to explore what was then New Holland. Investigated in collaboration with the University of Sydney, one aspect of the project is the creation of an online database allowing ease of access to material from the voyage and subsequent commentaries and works. This research is also supported by a grant from the Fonds National de la Recherche Scientifique in Belgium and explores the interface between scientific recording and contemporary attitudes towards knowledge and the purpose of discovery.

Exciting research into the reality of the historical mythology of the frontier Australian experience was one focus of Humanities research at Adelaide in 2005. Dr Rob Foster from the Department of History and Dr Amanda Nettelbeck from English were awarded an ARC Linkage Grant in conjunction with the Anthropology division of the South Australian Museum to explore Frontier Conflict in History and Memory. The project focuses on the reality of history and memory in the evolution of South and Central Australia from European settlement to the present. Anticipated project outcomes include a book about the Australian frontier and a searchable digital database of resources for the South Australian Museum and State Archives. This project is one element of a greater research passion of both Dr Foster and Dr Nettelbeck concerning the reality of the Australian experience for both the Aboriginal and Colonial populations and how this experience and the mythologies it created have shaped our modern understanding of the Australian experience.

In June 2005, the University of Adelaide and The Australian Ballet signed a memorandum of understanding, the aim of which was to increase collaborative endeavour and relations between the two organisations. The Memorandum follows the receipt of a major ARC Linkage Project Grant awarded to the University of Adelaide, The Australian Ballet and the National Library of Australia. The grant focuses on the impact on contemporary Australian culture and society of three tours to Australia made by the Ballets Russes under the direction of Colonel Wassily de Basil between 1936 and 1940. The impact upon Australian culture of these works was profound, and served as a creative impetus for a number of significant Australian artists, including Margaret Sutherland, Thea Proctor, Sidney Nolan, Loudon Sainthill, Max Dupain and Donald Friend.

In Social Sciences, Federation Fellow Professor Graeme Hugo defined new strategic directions for research at the Australian Institute for Social Research. Based at the University of Adelaide, the Australian Institute for Social Research (AISR) is one of Australia's largest social science research organisations with around 35 staff and PhD students from a range of disciplinary backgrounds, including geography, economics, sociology, labour studies, history, politics and gender studies. Under the direction of Associate Professor John Spoehr, the AISR is a centre that specialises in research designed to provide an evidence base for policy development and planning and a capacity to assess whether policy objectives are being achieved. The AISR's strategic directions reflect its analytical emphasis.



# **Faculty of Health Sciences**

The University of Adelaide continues to support important medical research, reflecting the University's ongoing commitment to the health and wellbeing of the community. In 2005, Adelaide celebrated the success of its medical researchers in their pursuit of major grant funding for significant and ongoing projects. In October, the University received 28 new project grants totalling more than \$14.7 million from the National Health and Medical Research Council (NHMRC).

The strength of the University's research in reproductive medicine, children's mental health, and the molecular and biomedical sciences was recognised with substantial project funding. Of particular interest to researchers was the interface between mental and physical health. Professor Michael Sawyer from the Department of Paediatrics is leading two research teams and is involved in a third led by Associate Professor Peter Baghurst from the Women's and Children's Hospital working on children's and mother's mental health research. Funded projects include a two-year follow up of the national "BeyondBlue" schools research initiative, a study of the relationship between caregiver time and the mental health and well-being of mothers caring for children with chronic disability.

Professor Gus Dekker and Dr Claire Roberts, Department of Obstetrics and Gynaecology, and the University of Adelaide's Research Centre for Reproductive Health were awarded \$2,373,181 from the Premier's Science and Research fund for their project, "Screening for Pregnancy Endpoints - (SA SCOPE)". The SA SCOPE project aims to develop diagnostic tests to predict a couple's risk for the three main complications of late pregnancy: preeclampsia, intrauterine growth restriction and pre-term birth. These pregnancy complications affect 19% of all first pregnancies in Australia and cause significant maternal and infant morbidity and mortality in Australia and worldwide. The South Australian researchers will



form a major collaboration with the University of Auckland's Associate Professor Robyn North. The funding will be used to recruit a large number of women pregnant for the first time (and their partners) in Adelaide and Auckland, and determine their risk based on tests on maternal and paternal blood samples.

The Department of Obstetrics and Gynaecology was awarded a \$1.04 million enabling grant over five years for "Interdisciplinary Maternal Perinatal Action on Clinical Trials Collaboration". The aims of the collaboration are to promote and support high quality clinical trials aimed at improving the health and well being of women and children. Other projects awarded grants in Obstetrics and Gynaecology include "Cytokine Diagnostics in Human Semen".

NHMRC General Practice Clinical Research Program funding was awarded to two University of Adelaide projects. Professor Justin Beilby, Executive Dean, Faculty of Health Sciences, who is collaborating with the Australian Lung Foundation and the National Asthma Council, was awarded funding for research on "Spirometry and asthma management in children and adults in general practice". Dr Nigel Stocks, also from the Department of General Practice, was awarded funding for work on the "Provision of secondary cardiac preventive care in Australian general practice". Patients with ischaemic heart disease are at high risk of further events, including premature death, reduced quality of life and increased use of health resources. Dr Stocks' project aims to determine those factors that can most contribute to reducing the burden of this disease.

Other Adelaide projects to receive substantial funding include:

- treating children affected by progressive brain disease
- how the disruption of circadian rhythms induces diabetes
- a study of the regulation of physiological cell death during development
- the effects of inflammation on sensory pathways from the gut
- n-3 fatty acids in pregnancy and childhood allergies.



#### **Faculty of Engineering, Computer and Mathematical Sciences**

A major focus of Engineering research this year has been the practical application of research outcomes. In the school of Civil and Environmental Engineering the research of Dr Rudi Seracino and Associate Professor Deric Oehlers into innovative fibre reinforced polymer plating techniques to retrofit extant concrete structures has been recognised with the award of an ARC Discovery Grant for a period of three years. One major practical outcome of this project will be the ability to strengthen existing structures, such as historic buildings or concrete bridges, using minimally invasive or predominantly superficial techniques. The technology also has an application in strengthening buildings against blast

loading. Working with this cutting edge technology to find new applications that address issues within the Australian environment, Dr Seracino and his team are currently developing an Australian Standards design guideline for the application of this technology.

Applied Mathematics at Adelaide has continued its ascent to a well-earned leading role in this field in Australia. Significant grants awarded in 2005 included funds to Professor Michael Eastwood for his studies into symmetry and differential geometry. Symmetry lies at the heart of mathematics and physics and provides essential tools in basic science, while differential geometry is a major branch of mathematics studying shape by using calculus and differential



equations. Dr Paul Slade's project exploring Saddlepoint approximation, likelihood analysis and ancestral graphs for strong and weak natural selection, genetic drifts and population subdivision also received funding from the ARC, as did Dr Matthew Roughan's work on Internet Traffic Matrices.

In association with Flinders University, the University of Adelaide's School of Mechanical Engineering received funding from the Sir Ross and Sir Keith Smith Fund for the establishment of a research and education facility in aeronautics. The fund, named for the famed Australian aviators and created by the widow of Sir Keith, also supports a Lectureship at the University of Adelaide in Aeronautics that is held by Dr Gerald Schneider. Through this new facility, the University is ensuring that students in the recently initiated undergraduate degree in aeronautics at Adelaide are able to extend their knowledge and education with practical experience.

2005 saw Petroleum Engineering research at Adelaide receive a significant boost with the receipt of grants from a wide range of sources including CSIRO, PIRSA, the American Association of Petroleum Geologists and Mineral Resources Tasmania. The School continues to lead Australian and regional research into petroleum engineering and technologies in addition to contributing widely to the field internationally.







# **Faculty of the Professions**

The Faculty of the Professions performed well in 2005 in relation to research, with major successes in the ARC Discovery grant and Linkage schemes.

Dr Samer Akkach, Senior lecturer in the School of Architecture, Landscape Architecture and Urban Design, secured \$146,000 for a 3 year study titled "Islam, Modernity and the Enlightenment: A new perspective". In this project, Dr Akkash is investigating Islam's socioreligious and intellectual history, systems of thought and attitudes towards modernity and the modern world.

Dr Pascale Quester, Professor in Marketing in the School of Commerce, also won a ARC Discovery grant. The project received over \$100,000 in funding to explore a shift in marketing practices from image building to meaning co-creation, whereby consumers' values become embedded into iconic brands.

In relation to ARC Linkage Grants, Associate Professor Barry Burgan is a member of a team who successfully won ARC funding in excess of \$250,000 to look at the contribution of the creative industry to the South Australian economy. Dr Quester also initiated her linkage grant project looking at how sport organisations can develop fans' loyalty and participation. The new Centre for Financial Services, headed by Professor Ralf Zurbruegg (School of Commerce), with the assistance of Mr Clive Perring, has been awarded a major contract by one of the world' largest pension funds in the Netherlands, to design a new stock market trading system.

In 2005, the School of Education was successful in gaining funding for a project to enhance research relevant to the specific teaching skills required by Science, Mathematics and Technology (SMT) teachers, particularly in the use of modern education technologies in the classroom. Part of this project includes the development of a dynamic SMaRTE portal, launched in August 2005 during the visit by South Australia's "Thinker in Residence", Baroness Professor Susan Greenfield.

Among Faculty staff who were recognised for their contribution to their specific discipline was Dr Ludovic Renou from the School of Economics, who won the 2005 Louis-Andre Gerard-Varet Prize for his paper "Beliefs about Beliefs and Endogenous Formation of a Multi-lender Coalition in a Costly State Verification Model". The prize is awarded by the Association of Southern European Economic Theorists.

#### **Recognising Innovation**

The University of Adelaide supports and promotes research innovation from idea to commercial application. The Ben Heinsohn-Deer Commemorative Medal was created in memory of Ben Heinsohn-Deer, a former participant in the University of Adelaide's Graduate Entrepreneurial Program – Business Initiatives for Graduates (or BIG). The 2005 medal for the highestranking applicants for the Graduate Entrepreneurial Program in 2004 was presented by the Deputy Vice-Chancellor (Research) to Luke Beard and Brian Doidge for their development of the 3G (or next generation telephony) gaming engine, which allows mobile phone handsets to run content-rich games by drawing a significant part of the game content from the phone network. In addition to receiving the Ben Heinsohn-Deer Medal, Mr Beard and Mr Doidge were also the joint winners of the Premier's Enterprise Scholarship for 2005. This scholarship will enable them to travel overseas to pursue their business development. The primary goal of the travel will be to license the company's technology in overseas markets, and to gain acceptance into markets where 3G is or has been integrated into the telecommunications systems.

Key examples of the ways in which the commercialisation of University of Adelaide research is boosting the economy of South Australia and assisting tangibly in the realisation of the state's Strategic Plan are the companies BresaGen and Groprep, both of which are Incorporated Organisations. Bresagen was one of the first biotech companies in SA and was at the forefront of the Biotech hub that will support future biotechnology company start-ups. Groprep is listed on the Australian Stock Exchange, and the University of Adelaide retains a stake in the company, which presently employs 85 personnel.

# **Research Centres**

In 2005 the University launched four very different new centres. In both their focus and nature each of these centres demonstrates the University's level of community engagement and responsibility, with each project addressing a different community, state and national need.

#### **Minerals**

A new collaborative Centre in Mineral Exploration Under Cover between the University of Adelaide, Primary Industries and Resources South Australia (PIRSA) and the minerals exploration industry will be established at the University with funding of \$1.2 million over four years from the State Government's Plan for Accelerating Exploration (PACE) program. The new centre will build upon the University's existing, world-class expertise in geology, geophysics, and petroleum engineering and management.

South Australia's mining industry will benefit from the development of the world-class centre, which will research and develop specialised deep mining techniques. The greatest impediment to successful mineral exploration in South Australia is the veneer of cover rocks beneath which major mineral deposits lie hidden. A key to boosting mineral exploration activity and success in the state lies in determining and refining successful pre-drill techniques for exploration under cover in the South Australian context. The development of new, locally-based under cover exploration techniques will play a crucial role in helping the state to grow mineral exploration in South Australia to \$100 million per annum by 2007.

#### **Ethics Centre of South Australia (ECSA)**

In June 2005 the three South Australian universities signed a Joint Venture Agreement to establish the Ethics Centre of South Australia (ECSA). Professor Robert Crotty was appointed to the role of centre director in late 2005. The Ethics Centre of South Australia represents a significant step towards realising the goal of considering broader moral and ethical issues as part of the research process. Combining the strengths of South Australia's three universities, the centre will support and promote ethical discussion, ethical research, scholarship and education and ethical consulting. The Centre will exist to provide a forum for ethical discussion in a pluralist society within South Australia and will cover a range of activities including research, education, professional development and community engagement.

#### **Pork CRC**

The Cooperative Research Centre for an Internationally Competitive Pork Industry (Pork CRC) was opened in October, 2005 at the University of Adelaide's Roseworthy campus by the Federal Minister for Agriculture, Peter McGauran. The opening was attended by the Deputy Vice-Chancellor (Research) and the CRC's newly appointed CEO, Dr Roger Campbell. The Pork CRC will receive \$81.5 million over seven years, made up of cash, labour, in-kind and research and development contributions worth \$55 million, as well as \$26 million contributed by the Australian Government. The Pork CRC will bring together researchers working on pork production, benefiting industry through research in the use of feed grain, gains from genetic improvements and nutritional developments flowing from improved feed conversion. Almost all of Australia's pig research and development institutions are involved in the CRC and the benefits of sharing resources and research findings will make Australia more competitive in the global market.

#### **Centre of Expertise in Photonics**

Founded in early 2005, the Centre of Expertise in Photonics is a new research initiative within the School of Chemistry and Physics at the University of Adelaide focusing on the area of soft glass optical fibres. The Centre is a joint venture between the University and DSTO, and has also been supported by the State Government of South Australia. The Centre of Expertise in Photonics works closely with DSTO to develop new classes of optical fibre, with a particular focus on defence applications. Headed by Professor Tanya Monro, the centre houses a significant number of researchers working in the emerging technology area of optical fibre development. Other applications of optical fibres include telecommunications, industrial processing (laser machining and welding), marine engineering, biomedicine, DNA processing and astronomy.

# Outcomes

The Commonwealth Government uses the number and nature of publications produced by University staff members as one means of measuring the performance of the institution. These figures are collated by DEST annually and can be used to trace the academic development of the University over a period of time.

This year Adelaide researchers produced a total of 2,168 publication items found to be eligible for inclusion in the DEST categories. After counting the contribution by eligible University author(s) to each item, the total unweighted score reported to DEST is 1,475. This is almost 175 items greater than the 2003 publications figure reported in 2004 and higher than in any previous year.

In addition to the regular indicator of academic productivity that the DEST publication count provides, Adelaide also generates a significant amount of Intellectual Property (IP), the commercialisation and protection of which is handled by Adelaide Research and Innovation Pty Ltd. Activity in the University's IP Portfolio has continued at a steady rate, with 25 formal disclosures of IP received and a number of informal opportunities identified. On behalf of the University, Adelaide Research and Innovation Pty Ltd filed 42 patent applications during the course of the year, 5 of which were granted. There was a significant growth in the number of licensing deals involving University technologies, from 9 in 2004 to 16 in 2005. Royalty income has remained steady at \$1.5m despite adverse effects on royalties from grain varieties of unseasonal weather.

	A1	B1	C1	E1	TOTAL	
	Books	Book Chapters	Refereed Journal Articles	Full-Refereed Conference Papers		
1996	24.83	131.76	737.93	234.29	1,128.81	
1997	11.33	104.77	789.87	139.78	1,045.75	
1998	13.08	98.86	858.91	183.89	1,154.74	
1999	12.83	104.33	821.41	156.54	1,095.11	
2000	9.50	112.44	922.03	122.27	1,166.24	
2001	15.99	91.22	1038.53	173.64	1,320.78	
2002	13.50	78.63	1010.15	158.87	1,261.15	
2003	16.00	95.22	979.93	208.56	1,299.71	
2004	13.00	104.29	1086.22	271.49	1,475.00	

# Unweighted Score for the years 1996 - 2004

#### **International Partnerships**

One key way in which the University's success in initiating and maintaining significant partnerships can be seen is in the large number of ARC Linkage Grants and the wide variety of projects to which they are awarded. ARC Linkage International funding is designed to support extended collaborations between researchers, research teams or research centers of excellence in Australia and overseas. In 2005 four

University of Adelaide projects were awarded funding under the scheme:

- "Noise control in aircraft and motor vehicles", involving Japanese collaboration
- "In-situ solubility and speciation studies in super-critical H2O-NaCI-C02 mixtures using synchrotron", involving French collaboration
- "Development of advanced screening protocols for the identification of genes involved in nutrient sensing and nutrient efficiency in plants", involving collaborations in France, Germany and the United Kingdom
- "The role of biological and chemical interactions in the rhizosphere in sustainable intercropping", involving Chinese collaboration.

# **Research Training**

Research students and research training are central to Adelaide's researchintensive culture. The University is proud of the quality research training and experience it provides its postgraduate research students. In 2004 (latest data available) Adelaide conferred 220 research-intensive postgraduate qualifications, including 191 research PhDs.

During 2005 Adelaide expanded the number and range of research programs offered. New research degrees include a combined Master and PhD in Clinical Psychology. Because this new combined degree contains a Masters component it will allow students to register as clinical psychologists in addition to completing a research degree within 4 years. Many existing courses have been enhanced through the recruitment of new staff. In addition to these developments Adelaide continues its emphasis on excellent research supervision.

Student feedback indicators demonstrate a high level of student satisfaction with their graduate experience at Adelaide. The University supports its students in a large number of tangible ways. The Graduate Centre is constantly evolving to meet the changing needs of students and their supervisors and plays a vital role in ensuring that candidatures are well administered and that students are supported at every step of their research training.

# **Graduate attributes**

The attributes of research graduates from Adelaide are second to none. The University's research training program maps key opportunities and identifies core skill-sets needed by students to achieve optimal performance, both in their research disciplines and broader careers. This ensures that the University's graduates are well equipped to conduct their research and drive their post-degree careers. Above all, Adelaide research degree students are trained and stimulated to be sound critical thinkers and are highly sought by employers.



The University is also taking notice of the career and development needs of both its research students and their potential employers. The research training program also includes professional development components, such as commercialisation awareness programs, and relevant professional skills, such as public speaking and IT training and assessment.

#### **Scholarships**

The University know that students are a vital part of research culture. To keep its research culture strong, the University needs to support its students, and one important way in which it does this is through scholarships. In 2005, Adelaide administered 81 commencing Australian Postgraduate Awards. In addition to the prestigious national scholarship program, Adelaide funds its own scholarships scheme. In 2005 the University gave out 138 new research scholarships.

# New Deputy Vice-Chancellor (Research)

In October 2005 Professor Alan Johnson was appointed to the position of Deputy Vice-Chancellor (Research), commencing in February 2006. Professor Johnson comes to Adelaide from his position as Executive Director, Biological Sciences and Biotechnology with the ARC. He succeeds Professor Neville Marsh, who served as Deputy Vice-Chancellor (Research) since December 2003.

Professor Johnson holds a BAppSc from SAIT, a PhD (Flinders University), MA (Hons) (University of Wollongong), MEdMgmt (Flinders), and a DSc (Wollongong). He has the rare distinction of being elected "Ehrenmitglied" by the Board of the German Society for Parasitology. This honour has only been awarded nine times – his is the first to a non-German – and it was received for being a leading scientist in the field of phylogeny and immunology of apicomplexan parasites.



#### **Commonwealth-Funded Research Centres**

### **National Research Centres**

The University of Adelaide is home to or a significant participant in the following National Research Centres funded by the Commonwealth Government and research organisations:

#### **Australian Research Council (ARC)**

Special Research Centre for the Molecular Genetics of Development

Special Research Centre for the Subatomic Structure of Matter

#### **ARC Research Network**

Understanding and Managing Australian Biodiversity

ARC-NHMRC Research Network Genes and Environment in Development

#### Australian Research Council & Grains Research and Development Corporation

Australian Centre for Plant Functional Genomics

# National Biotechnology Centre of Excellence Program

National Stem Cell Centre (partner)

#### National Health & Medical Research Council

Program for Early Origins of Adult Disease

Program in Reproductive Health for Women: From Egg to Embryo

Program for Understanding the Human Genome: Molecular Mechanisms of Genetic Disease (affiliate)

Program for Leukocyte and Endothelial Cell Biology (affiliate)

Program for Lysosomal Storage Disorders: Diagnosis, Treatment and Biology (affiliate)

Program for the Molecular Basis of Bacterial Infectious Diseases (partner)

Program for a Practical Model of Pig Islet Xenotransplantation (partner)

Program for Posttraumatic Mental Health: Enhancing Resilience and Recovery (partner)



#### **Cooperative Research Centres**

The University is also a core partner, supporting participant or associate in 17 of Australia's 70 Cooperative Research Centres (a Commonwealth Government program linking industry with government and higher education research organisations).

CRC for Australian Weed Management (core)

CRC for Biological Control of Pest Animals (core)

CRC for Beef Genetic Technologies (core)

CRC for Clean Power from Lignite (core)

CRC for Desert Knowledge (associate)

eWater CRC (core)

CRC for Greenhouse Gas Technologies (core)

CRC for an Internationally Competitive Pork Industry (core)

CRC for Landscape Environments and Mineral Exploration (core)

CRC for Molecular Plant Breeding (core)

CRC for National Plant Biosecurity (supporting)

CRC for Plant-based Management of Dryland Salinity (core)

CRC for Sensor Signal and Information Processing (core)

CRC for Sustainable Aquaculture of Finfish (supporting)

CRC for Viticulture (core)

CRC for Water Quality and Treatment (core)

CRC for Welded Structures (core)

# **University of Adelaide Research Centres & Units**

University-Designated Research Centres Australian Institute for Social Research

Australian Research Centre for Population Oral Health

- Biocity: Centre for Urban Habitats
- Centre for Applied Modelling in Water Engineering
- Centre for Biomedical Engineering
- Centre for Computer Systems and Software Engineering
- Centre for Early Origins of Adult Health
- Centre for Evolutionary Biology and Biodiversity
- Centre for High Performance Computing and Applications

Centre for High Performance Integrated Technologies and Systems

- Centre for Human Movement Control
- Centre for Infrastructure Diagnosis, Assessment and Rehabilitation
- Centre for International Economic Studies

Centre for Internet Research

Centre for Labour Research

- Centre for Reproductive Health
- Centre for Soil-Plant Interactions
- Institute for Geometry and its Applications

South Australian Institute for Theoretical Physics (incorporating the National Institute for Theoretical Physics)

#### **Other University Teaching and Research Centres**

Centre for Australian Indigenous Research and Studies Centre for Automotive Safety Research Education Centre for Innovation and Commercialisation (ECIC) Institute for International Business, Economics and Law (IIBEL) National Centre for Social Applications of Geographical Information Systems (GISCA)

#### **Faculty Research Groups/Units**

Adelaide Fire Safety Research Unit Centre for Asian and Middle Eastern Architecture Centre for Functional Genomics in the Productivity and End-use Quality of Cereals Centre for History of Food and Drink Centre for Improved Business Performance Centre for Intercultural Studies and Multicultural Education Colgate Australian Clinical Dental Research Centre Convergent Communications Research Group Dental Statistics and Research Unit **Disabilities Research Unit** Discourse and Rhetoric Unit Food Research Group Forensic Odontology Unit Franco-Australia Centre for International Research in Marketing Human Cognitive and Applied Decision Making Research Unit Joanna Briggs Institute Microalgal Biotechnology Group Microarray Analysis Group Power Systems Dynamics Research Group Primary Mental Health Care Research Centre Research Centre for South East Asian Ceramics SARDI / University of Adelaide Food Safety Alliance TRC Mathematical Modelling Turbulence Energy and Combustion Group

#### **Joint University Units**

Ethics Centre of South Australia

Human Nutrition and Vascular Physiology Research Facility South Australian Centre for Economic Studies South Australian Centre for Parallel Computing South Australian Centre for Rural and Remote Health South Australian Partnership for Advanced Computing

INTERNATIONALISATION





# Internationalisation

# **Overview**

The year saw several major achievements in internationalisation:

- A significant increase in international students. The percentage growth was well above the average for Australian universities.
- The University's dental curriculum licensed to Sharjah University.
- Major twinning agreements negotiated and drafted for the offering of courses for some University of Adelaide degrees in China and India.
- Internal audit of the risks associated with the University's international activities, and improvements in quality assurance.
- The University won the award for Outstanding Export Achievement in the field of Education, and the Premier's Award for Excellence and High Achievement in Exporting, at the Business SA Export Awards.
- The University's international education program contributed an estimated \$109m to the SA economy in 2005.



#### **International Enrolments**

International student load grew from 2905 EFTSUs in 2004 to 3425 EFTSUs at the end of 2005, an increase of 18.9%. Although this is a smaller increase than in the previous year, it is a more impressive result relative to the growth rate for all Australian universities combined. According to AEI figures, there was a less than 1% growth in commencing international students in higher education in Australia during 2005, yet the increase in commencing students for this University was over 20%. International students now comprise 23.2% of the University's total student load, compared with just 17% in 2003.

The most significant growth continued to be in postgraduate coursework numbers, particularly for the Master of Commerce program. The increase in students from China was greater than for any other major country; as a consequence, this year China overtook Malaysia as the largest supplier of international students to this University.

The number of international students (persons, rather than student load) reached 4,426, comprising 3,637 students onshore and 789 offshore (in Singapore and Hong Kong). During the year, the Academic Board approved a policy that there not be a cap on international enrolments University-wide. However, if a Faculty believes that there are academic or resource constraints on the number of international students who can be admitted to a particular program, and these constraints cannot be met by other measures, it may submit a case to the Deputy Vice-Chancellor and Provost for an upper limit on the number of international applicants admitted to that program.

The University also achieved significant growth in enrolments of international students in non-award courses. For example, 15 senior officials of the Shanghai Municipal Government attended a three-month trade training program organised by the University's Institute of International Business, Economics and Law. The program gave the officials in-depth training in WTO, bilateral and regional trade agreements.

The Centre for Professional and Continuing Education (PCE) saw a growing demand from overseas for short courses for business, industry and teaching professionals. In 2005 it conducted these courses for groups from Vietnam, Malaysia, Thailand and China. PCE's English Language Centre had a 50-60% growth in students undertaking its Pre-Enrolment English Program (PEP), and its inbound study







tours grew from predominantly servicing the Japanese market, to include university and teacher groups from China, Thailand and Korea as well.

The University took several initiatives in 2005 to strengthen its international student recruitment. Particular attention was given to diversifying the University's recruitment across a range of countries (to manage risk and enhance cultural diversity) and areas of study (spreading internationalisation across all Faculties). A full-time representative was appointed in India, based in Mumbai. Twinning arrangements were agreed with two tertiary institutions in China and India. Steps were taken to regain the University's eligibility for AusAID scholarships. The University re-entered the Indonesian market after an absence of several years due to the security situation. Funding was provided to extend the Life Impact brand advertising campaign into some targeted overseas markets. The University's corporate booklet Living Life Impact was made available on the internet in Chinese and Indonesian. Agents from selected overseas markets were brought to Adelaide to familiarise themselves with the university and the city. The University was also pleased to see the increased effectiveness of Education Adelaide in value-adding to university activities overseas.

The University of Adelaide's performance in international education won it two Business SA Export Awards for 2005: the award for outstanding export achievement in the field of education, and the Premier's Award for excellence and high achievement in exporting. It is estimated that University of Adelaide international students contributed about \$109 million to the State's economy in 2005, in tuition fees and living costs. Their tuition fees were spent by the University on their education and services, and also benefited the University by helping fund new buildings and facilities for all students, both domestic and international.

The University's Strategic Plan proposes that international student load should reach 4000 EFTSUs by 2008. It appears this target will be exceeded, even though the growth rate is slowing. At the same time, the University shares the concerns - expressed by the higher education group at November's International Education Economic Forum - about the feasibility of the South Australian Strategic Plan goal that the State double its share of international students by 2013. This would require an additional 16,024 international onshore students in public higher education by 2013 (a 257% increase). There are capacity constraints (for example, limits on

clinical placements) and possible limits on community capacity to absorb such a large increase in international students (they would be a larger proportion of the population in Adelaide than anywhere else currently in Australia).

In its submission to the 2005 State Parliamentary inquiry on international education, the University outlined the educational benefits to South Australia of international students, and suggested ways of enhancing South Australia's ability to attract international students. These suggestions included that several named scholarships be funded by the State and/or industry for top students from selected source countries, that South Australia position itself as a destination of choice for international postgraduate research students by removing the deterrent that they pay hefty international fees for their schoolage children, that universities encourage greater interaction between international and Australian students, and that cultural bodies within Adelaide should be more pro-active in showing Asian films, dance and theatre. The Vice-Chancellor also contributed an article on the importance of international students to South Australia, which was published in The Advertiser in June.

# **International Agreements and Links**

In 2005, 25 agreements were signed with institutions in 13 different countries, including China (6) and India (4), as well as previously untapped markets like Chile and New Caledonia. Most of the agreements had to do with course articulation for specific degree programs (for example, Engineering, Commerce, Psychology) and the conditions for transferring qualified students from the overseas university or college to the University of Adelaide. Several other agreements were for the promotion of student exchange, while three agreements were concerned with the delivery of English language training, and one was specifically for research cooperation. In a few cases, the agreement involved simply the renewal of an existing MOU. The University terminated its twinning partnership with one institution in Malaysia, due to insufficient students.

In a major development, a contract was signed for the Dental School's five-year undergraduate program (dental curricula and course material) to be licensed to the University of Sharjah, and to advise on activities ranging from staff development to the establishment of facilities in the new Dental School being established there. A project management team was appointed to prepare and package the curriculum materials, with significant benefits flowing to our own students. The Ruler of Sharjah came to Adelaide in November in order to visit our Dental School. This contract is the first significant licensing of the University's curriculum, and has opened possibilities for further cooperation in the Middle East.

Academic Board approved a policy on double-badged PhD degrees, and a related one on doctoral degrees by Cotutelle de Thesis in conjunction with French universities. There is interest overseas in double-badged masters and bachelor degrees, so similar policies will be developed at those levels.

The Qantas Researcher Travel Support Scheme was established to provide international air travel to early career researchers at this University. This can be used to attend international conferences or to visit overseas researchers for research work and to establish international research collaborations.

The University's staff conducted intensive publication skills workshops for the Chinese Academy of Sciences Institute of Botany in Beijing. These were designed to help Chinese scientists to publish their research in English language journals.

During 2005, extensive overseas missions were undertaken by the Pro Vice-Chancellor (International), the Academic Director (Asia), staff in the International Office, and the Associate Deans (International) of the Faculties. These missions were for marketing and student recruitment, and to develop links with partner institutions.

In turn, the University hosted 42 visits by delegations from overseas countries during 2005. Twelve delegations came from China, four from Japan, three each from Hong Kong, India, Malaysia and Singapore, two each from the European Union, Germany and Indonesia, and one each from Brazil, Chile, France, India, Saudi Arabia, Thailand, the UAE and the UK. Particularly noteworthy were the visits by the Malaysian Minister for Higher Education, the Ruler of Sharjah, the CEO of the Cheung Kong Corporation, and delegations from Tsinghua University and the Chinese Academy of Sciences.

## **Adelaide Students Studying Overseas**

Internationalisation is not just about recruiting international students to come to Adelaide. It is also about making it possible for local students to study for a semester or two at an overseas university as part of their University of Adelaide degree. As one of its internationalisation strategies, the University seeks to increase the proportion of its students doing this.

In 2005 the University received a big increase in externally funded student exchange scholarships from the Cheung Kong and University Mobility in the Asia-Pacific (UMAP) Awards to enable our domestic (undergraduate and postgraduate) students to study overseas. These scholarships are for students to study in Chile, China, Hong Kong, Japan, Korea, Thailand and the USA. The University signed an MOU with the French Embassy for a jointly funded scholarship, named The University of Adelaide-Freycinet Grant. This will be awarded annually for an exchange student to spend 1-2 semesters at a French university, studying at masters, honours or graduate diploma level. The University has the highest take-up rate of OS-HELP loan grants from DEST of any Australian university. During the year the University increased the number of student exchange agreements signed with quality universities overseas. It also held a student exchange fair on campus to encourage Adelaide students to consider overseas study and to discuss this with representatives of the exchange partner institutions. The University provided financial support for a talented student who has a severe disability to go to Canada as an exchange student.



# Internationalisation of the Campus

The University's Cultural Awareness Program included five modules of cultural awareness workshops, attended by 89 staff; a revised booklet, "Meeting the needs of international students: Guidelines for Staff"; and a video project on the pronunciation and structure of names from different Asian cultures.

The Centre for Learning and Professional Development developed a new website for staff interested in the internationalisation of their curriculum by providing resources, examples and leads, so that staff can make an informed decision about the most appropriate way to incorporate a world perspective into their courses and programs. Resources include best practice examples from across a number of discipline areas of the University, University reports and projects, and links to relevant websites.



# **Management of the University's International Activities**

The role of the Internationalisation Committee was changed during 2005, focusing it on policy and strategic issues and moving from a monthly to a bimonthly meeting pattern. The Committee met six times during the year. Policy issues it considered included whether to place a ceiling on international enrolments, access of international medical students to rural clinical placements, international scholarships, quality assurance measures for offshore programs, English language support for international students, study abroad and exchange strategies, and the process of setting up international agreements.

An external review of the International Office was commissioned, reporting in April 2005. It identified a need for improved administrative processes, better communication and use of web-based technologies, greater client-orientation, and improved coordination of the different parts of the University engaged in international activities. The recommendations of the report were accepted by the Vice-Chancellor, and are being implemented. A Steering Committee was established to oversee implementation of the recommendations, and \$50,000 allocated for scoping of the

online enquiry/application system recommended by the review. The Vice-Chancellor also transferred responsibility for the International Office from the Pro Vice-Chancellor (International) to the Division of Student and Staff Services, with effect from July, bringing all of the University's administrative operations with respect to international students under the same umbrella.

New avenues for information exchange were introduced in order to improve the pooling of information related to international activities. It is important for the University's effectiveness that market intelligence is shared, that those planning to travel overseas can leverage off other visits, and that staff work from a common information base when dealing with international partners. A weekly international activities email bulletin from the PVCI Office was introduced, and sent to about 100 staff (in Faculties and centrally). In addition, a bimonthly international marketing roundtable was formed midyear to exchange information related to particular markets. Markets covered by the roundtable in 2005 were China. India and Indonesia. These two measures have led to a significant improvement in information sharing and coordination of the University's international

activities. Work also commenced on the development of a principled framework for international marketing.

There has been an increasing spread of interest in internationalisation throughout the University. During the year the Faculties of Engineering, Computer & Mathematical Sciences and Sciences each established a Faculty Internationalisation Committee, as had the Faculty of the Professions the previous year. These committees are chaired by their respective Associate Deans (International) with representatives from each School. Faculties are active in international student recruitment and marketing missions, in establishing research linkages overseas, and (in the case of two Faculties) in offshore teaching. The year also saw the appointment of new Associate Deans (International) for four of the five Faculties.

During the year the Office of Pro Vice-Chancellor (International) was strengthened by the creation of a new position of Senior Executive Officer. This allowed more attention to be given to the drafting of international agreements, policy development and driving new projects, and also provided someone to deputise for the Pro Vice-Chancellor (International) when he was overseas.

#### **Quality Assurance**

The University is committed to offering high quality education and services to international students, and to the monitoring of this quality. Several steps were undertaken during the year to strengthen this:

- A working party was established to develop a revised Offshore Quality Assurance Framework, as well as to revise the overall QA Framework, in light of best practice elsewhere. This included a flowchart modelling how various types of formal agreements between the University and external/ overseas partners should be developed.
- A more rigorous approach was introduced to the setting up of international agreements which could expose the University to significant risk. Thus, for a proposed twinning agreement, this now involves the establishment of a steering committee, financial modelling of the outcomes based on a detailed analysis of the costs and revenue anticipated in each year of the program, due diligence checking on the proposed partner, and legal advice on the wording of the agreement.
- The Vice-Chancellor's Committee considered a paper outlining the risks and benefits associated with various offshore teaching options, concluding that the preferred mode of engagement offshore should be twinning. However, the University has declined to offer 3+0 programs, where the entire University of Adelaide degree is offered by an offshore partner. The University believes that there is stronger quality assurance when at least one year of the degree is undertaken on campus in Adelaide, or where the program taken offshore is taught by the University's staff.
- Deloittes undertook an audit of the University's internationalisation strategy. This included a risk management workshop to assist the University in identifying key risks associated with the strategy. The report was considered by Council's Audit, Compliance and Risk Committee.
- Further development of the University's data warehouse allows staff to compare the academic performance (for example, pass rates, grade distributions) of international students with domestic students. To illustrate, for the MBA, international onshore students have the best pass rate, followed by international offshore and domestic students (with almost identical rates). However, a slightly higher percenage of domestic students receive HD and D grades.
- A policy framework was developed for bridging programs for international postgraduate coursework students.



A pleasing indication of the quality of the University's international students is that among the graduates in Electrical Engineering who had taken the first half of their degree in a twinning arrangement with INTI College in Malaysia, 10 of the 15 received first class honours degrees, while the other five all received honours 2A. Engineering student Jay Ron Wong was awarded the Patrons Award by the Australia-Malaysia Business Council.

Further, the University made a submission in response to DEST's April 2005 paper on "A National Quality Strategy for Australian Transnational Education and Training". The University strongly supported measures to share information on best practice in offshore education, and improved public access to information on offshore offerings. However, the University had reservations about the proposed National Authority of offshore quality assurance, believing there is no need for a national QA system which deals with universities and TAFE together: they have very different missions and serve different markets.





# **Student Support Services**

The International Student Centre continued to provide a first point of contact for international students on a wide range of matters, including onarrival needs, student visas, overseas student health cover, student loans, sponsor-related issues, academic progress and general welfare issues Over 1,117 students and accompanying family members requested airport reception services. The ISC assisted 487 students and their dependent family members with on-arrival temporary accommodation. ISC staff participated in 15 separate orientation programs and coordinated the major two-week orientation periods in February and July. Particularly noteworthy was the invaluable contribution of 65 volunteer student peer mentors (both local and international students) who played a major part in welcoming the new students. A range of workshops was also provided to assist students with their academic, social and cultural adjustment needs.

The University's support for students during the year included tuition relief and other help for students from Indonesia and Sri Lanka whose families were victims of the December 2004 tsunami; assisting a Chinese student who failed to renew his OSHC insurance and then could not afford to pay for expensive cancer treatment (as a result of this case, from December the University required international students to take out program-length health insurance cover from the commencement of their enrolment); and strong representations to the South Australian Government to exempt the children of sponsored postgraduate students from school fees. The last issue is affecting the University's ability to recruit international postgraduate research students, as some other Australian States and New Zealand already exempt the dependents of international students from such fees.

The International Student Centre actively monitored the academic progress of international students each semester. Those students identified as "at risk" (a GPA below 3) were invited to discuss their studies with an international student adviser.

The University appointed an ESOS Compliance Project Officer to conduct an audit of University policies and procedures in order to ensure that the University is fully compliant with the Education Services for Overseas Students (ESOS) Act, and to encourage and promote initiatives in relation to services to overseas students. This project led to the drafting of a number of new policies, procedures and publications which help staff and students to better understand the ESOS requirements.

In July the first stage of University Village opened on Grote Street, close to the Chinatown and Central Market Precinct. The initial 154-bedroom townhouse complex was occupied mostly by international students, as there is no mid-year intake of local students. Upon completion, the Village will provide state-of-the-art, purpose-built student accommodation for over 400 international and local students.

The Barr Smith Library appointed a reference librarian responsible for international students and opened an International Lounge. The Lounge's facilities include newspapers, popular magazines, travel literature and comfortable chairs. The Library ran orientation and training sessions for international students and substantially increased its collection of resources for language and learning support. The Library also sought feedback from international students and staff involved in international services on topics such as library facilities (including opening hours) and physical space.

# The Overseas Students Association (OSA)

The OSA council has representation on many committees within the Adelaide University Union and the University of Adelaide. In these meetings the OSA acts as the voice of international students. The President of the OSA brought international student concerns to the attention of the Internationalisation Committee and the Executive Director of Student and Staff Services. An extra seat on the Internationalisation Committee was added for a postgraduate international student. Regular meetings continued with the International Student Centre, the SA Branch of the National Liaison Committee (NLC) and with the Research Officers of the other two South Australian universities. Three members of the OSA council represented the OSA at the annual conference of the NLC, the peak representative body for international students in Australia. The conference discussed some of the critical problems faced by international students, such as international students being put into detention because they cannot pay their student fees, racism within universities, and unchecked increases in immigration visas.

The OSA took the lead in encouraging increased interaction between international and Australian students. It conducted a survey of both groups of students about this matter, and convened a University-wide Forum in September to discuss the report and consider how best to promote greater interaction between the two groups. The survey found that both international and domestic students want more interaction between the two groups, with the internationals especially keen. Barriers to this interaction are seen as lack of opportunities outside class, international students sticking together, language problems, cultural differences, and locals not making enough effort. Students believe the University has some responsibility for promoting interaction, but that students have slightly more responsibility, with this shared equally between the international and domestic students. The forum identified several strategies,

including mixing students in project groups, buddy systems and mentors (especially during the first weeks of first semester at university), SAUA and OSA jointly organising events, extending the volunteer program, and an international element in first year assignments. It was agreed proactive strategies are needed by both the university and student organisations. Following the Forum, OSA published a report on the survey results and Forum outcomes, which was submitted to the Internationalisation Committee for consideration.

Other issues pursued by OSA during the year included access by international students to English and translation dictionaries during exams; availability of rural clinical placements to international medical students; representation of international students on the boards of those Faculties and Schools that have significant numbers of international students; availability of halal food on campus; ways in which the Adelaide University Union and its affiliates might improve the services they offer international students; and the introduction of voluntary student unionism (VSU). A letter was sent to key State leaders outlining the OSA's argument against VSU, and a submission made to the Senate Employment, Workplace Relations and Education Legislation Committee's inquiry into this legislation. One of the immediate consequences of the legislation was

that the OSA lost its valuable Research Officer, who left for more secure employment elsewhere, and was replaced by a position for only one day a week, seriously handicapping the Association's policy and representational activities in the future.

In May the OSA held a three-day Multicultural Week for the whole campus community, with the theme of "Transcending Barriers". This included cultural performances, a variety of national cuisines, a cultural movie night, a cultural-knowledge quiz and a tug o' war. The activities were very popular among students (both international and local), who were able to sample the cultural diversity of our University community and our world.

The OSA continued to provide a range of services for international students. A record number of new international students took part in OSA orientation activities. 1500 copies of the 64-page OSA Handbook were published and distributed to new international students, providing them with information on Australian culture, living in Adelaide, and a guide to student services and information. Two editions of the OSA magazine Global were issued. The OSA ran movie nights, stalls, social gatherings and a pizza eating competition. Welcoming new students and helping them create a home away from home are part of the OSA's key functions.

# **The Tasks Ahead**

2005 was a year of substantial achievement for the University in its international activities. Further attention needs to be given to a number of issues in 2006. These include: updating the Strategic Plan; ongoing development of marketing and recruitment initiatives in Asian countries; introduction of new twinning programs in China and India; promotion of Adelaide as a desirable destination for study abroad students; developing University policy on joint degree coursework programs with other universities; expansion of collaboration with leading researchers in the Asian region; provision of bridging and language support programs for international students here in Adelaide; encouraging greater international and domestic student interaction; preparation of a comprehensive quality assurance framework for onshore and offshore activities; and assessing the implications of changes to the ESOS Act and other Government policy changes.



COMMUNITY ENGAGEMENT





# **Community Engagement**

The University of Adelaide undertakes a comprehensive range of community engagement and outreach activities, which both involve and benefit people and organisations outside of the University community – locally, nationally and internationally. Many of these activities arise directly from the University's core academic business of Learning and Teaching and Research and Research Training, and are referred to elsewhere in this report. They include service by staff to industry, professional, government and cultural bodies, and participation across all areas in major research and teaching partnerships and projects with government, education and industry sectors.

This chapter reports on community engagement activities in a range of non-Faculty areas, and on other activities that complement and extend the academic functions of the area to which they are attached.

#### **Art and Heritage**

The University of Adelaide is the custodian of some of South Australia's most significant collections (ranging from visual art to minerals) and built heritage. During 2005, Art and Heritage staff were responsible for a significant increase in public awareness of the University's extensive collections.

Over the course of the year, the area coordinated 15 events, which saw 4 artists and 28 speakers give cultural illuminations, conversations and an oration, and contribute to the SALA (South Australian Living Artists) Festival, and the University Open Day. A Museums Australia function in March included a guided tour of public art on North Terrace campus.

A new database for the Art and Heritage Collections was developed. Work on a University-wide collections management policy also began in 2005 with the help of external consultants and participants in two discussion forums held to facilitate broader University and general community involvement.

#### **Community Sponsorships**

The University of Adelaide is committed to community service and engagement – a commitment demonstrated through the various sponsorship and partner arrangements in which it was involved in 2005.

In 2004, the University of Adelaide was a founding sponsor of the National Youth Week initiative, "If I were Premier for a Day" competition, which allowed young people to share their dreams about what is important to them in South Australia. This year, the University expanded its role by having overall winner Renata Petrakis and finalists Victoria Dootson and Antonietta Antonino present their entries at a lunchtime seminar hosted by the University's Australian Institute for Social Research (AISR). The competition was just one way in which the University supported the South Australian Government's strategic objective of increasing political participation, helping young people to understand the importance of social research and the way it challenges and helps to shape society.

The University also continued its sponsorship of the Science & Technology category of the South Australia Young Achiever Awards. The University's involvement in this project is designed to highlight the success of young South Australian scientists who would not normally gain broader recognition of their outstanding success in the wider community. The Science & Technology category was won by a University graduate, Ms Beverly Mühlhäusler, with another graduate, Mr Patrick Lim, winning the Arts Category. Mr Lim was also awarded the overall prize as South Australian Young Achiever of the Year 2005.

In response to an industry need for continuing professional development in marketing, the University hosted and sponsored a series of professional development seminars for the Australian Marketing Institute.

Perhaps the most significant development in 2005, however, was the signing by the University of an agreement to contribute \$90,500 to The Smith Family's Learning for Life program across three years, commencing in December 2005, to ensure more students from disadvantaged backgrounds have the opportunity to pursue a tertiary education.

# **Development and Alumni**

#### **Strategic Directions**

One outcome of the 2004 Review of the former Alumni, Community Relations and Development office was a name change. The new name – Development and Alumni – was introduced in 2005.

Further outcomes of the Review were a revised mission, role and focus for the Development and Alumni office, and a co-ordinated, professional approach to the University through the delivery of innovative, effective programs to engage Schools, Faculties, students, staff and alumni to achieve specific and desired outcomes.

A three-year Strategic Plan 2006-2008 has been developed, with four strategies underpinned by specific goals, milestones and success measures. Other major activities and initiatives in 2005 centred around the creation of a major capital campaign and working party - the Heritage Foundation; relationship management of friends, donors and industry partners; strategic involvement and engagement of alumni throughout Australia, Asia, United Kingdom and the United States of America in specific programs/activities; and foundation work to build an engaged and philanthropic University and alumni community.

#### Communication

The biannual magazine *Lumen* is a key organ for communication with alumni. In 2005 it was distributed to more than 45,000 alumni and friends each issue, delivering interesting articles about alumni and the latest research and teaching news at the University.

Web-based communication is still one of the most effective ways of reaching the University's alumni audience. The Alumni web site provides alumni with information about alumni events, giving to the University, and the Alumni Board and its activities. It also provides a means for alumni to register and update their details electronically. In 2005, the online newsletter *AdelaidE-Link* was sent to over 5000 subscribers each issue and the Perpetual Email Service was extended to the graduates of 2005.



## **Events**

University-wide reunions were held in 2005 for graduates of 1955, 1965 and 1975. These events were very successful, with graduates coming from interstate and overseas to attend. The Development and Alumni office also supported several discipline-related reunions during the year.

A new chapter based in Sydney was launched in late 2005.

Friends and Benefactors enjoyed an evening of Latin-themed festivities at the University's Thank You Event, Gracias El Acontecimiento. Set in the shade of the magnificent Barr Smith Library, the Santos marquee provided an attractive venue for over 300 donors, friends and corporate sponsors, whose generous support made an impact on the University in 2005.

The fiesta was the inaugural event of this type, held to celebrate and acknowledge the contributions of donors, supporters, friends and partners across the University community. Their valuable gifts of time, money and resources are a central part of University's continued success.

#### Awards

#### **Distinguished Alumni Award**

Distinguished Alumni Awards for 2005 were made to Dr Richard Brock, in recognition of his sustained and distinguished service to the medical profession, in particular to the improvement of aboriginal health, his vision and ongoing commitment as Curator of the Florey Exhibition, and his continued support of the University of Adelaide over many years; and to Mr Maurice de Rohan, in recognition of his sustained and distinguished service to Australian management, architectural and planning practices and to South Australia as its Agent-General in London, and his continued support of the University of Adelaide over many years, particularly the UK Alumni Chapter.

#### Mutual Community Postgraduate Travel Grants

Magdalene Addicoat (Chemistry) Lisa Moran (Obstetrics & Gynaecology) Gretel Png (Electrical & Electronic Engineering) Samuel Peter Stacey (Earth & Environmental Sciences)



# **Elder School of Music**

#### **Elder Hall Lunch Hour Concerts**

The Lunch Hour Concert Series in 2005 was once again one of the most popular events on the North Terrace campus. Presented by staff and students from the Elder Conservatorium with many visiting artists from interstate and overseas, the concerts drew record audiences. There were 14,558 tickets sold over 31 concerts, giving an average attendance of 470 per concert.

Artistically there were many high points throughout the year. The Australian String Quartet with pianist Benjamin Martin launched the series on Friday 4 March with a spirited performance of Schumann's Piano Quintet in E Flat. The concerts that followed not only featured brilliant performances but also fine new compositions. In April, Eve Vocal Trio with three members of the Adelaide Symphony Orchestra performed a program of works by living composers. These included new compositions by three Conservatorium staff members: Carl Crossin, Grahame Dudley and Diana Weekes, and postgraduate student Anne Cawrse.

Another composer to be honoured was Tristram Cary. To mark his 80th birthday a concert featuring three of his compositions was performed in May. Dr Cary joined the Conservatorium in 1974, became Reader in composition in 1978 and Dean in 1982. Elder Professor, Charles Bodman Rae, conducted this special tribute concert.

The series for first semester concluded in June with two outstanding performances by the Conservatorium orchestras. Three staff members, Lucinda Collins (Piano), Keith Crellin (Viola), Janis Laurs (Cello) and visiting violinist Kristian Winther, gave a brilliant performance of a Brahms Piano Quartet to launch the second series in August. In September the Australian String Quartet joined forces with the Southern Cross Soloists for a rare performance of Schubert's Octet. In October, the Idea of North returned to Elder Hall for another sold-out performance and the season concluded with the finals of the Allans Classical Music Awards. This competition was open to all undergraduate classical music students at the Conservatorium and first prize was awarded to flautist Hayley Radke, who was completing her honours year in the Bachelor of Music (Performance) program.

In 2005 the Elder Conservatorium was the recipient of a Classical Music Award for 'outstanding contribution by an organisation'.

#### **Evening Concert Series**

There were six concerts in the Evening Concert Series in 2005, all of which featured the Conservatorium's premier ensembles: Elder Conservatorium Symphony and Chamber Orchestras, Elder Conservatorium Wind Orchestra, Elder Conservatorium Chorale and the Elder Conservatorium Big Band with special guest artist James Morrison. The series began on 25 June and finished on 25 November.

The final concert in the series was a superb collaboration between the Elder Conservatorium Symphony Orchestra and the Adelaide Symphony Orchestra in a performance of Mahler's mammoth Symphony No. 9 in the Adelaide Town Hall. This venue was chosen because of the huge number of musicians - over 90, more than half of whom were Elder Conservatorium students. This was the first collaboration of its kind for many years and because of its success it is anticipated that it may be re-visited in the future. This event was generously supported by a Helpmann Academy arant.

Also as part of its 2005 evening series, a fully-staged version of Mozart's *The Magic Flute* was presented over 3 evenings. This well-received performance was directed by Andrew Davidson, a graduate from NIDA in Sydney.

All of the concerts in the series were extremely well attended, with capacity audiences to two of them – the James Morrison/Big Band concert and the Mahler collaboration.

The concert series and the opera were generously supported by ETSA Utilities, Helpmann Academy, Peter Lehmann Wines, Wirra Wirra Vineyards, Cooper's Brewery and Radio Adelaide.

#### **Inaugural Lectures**

Eleven of the University's new Professors delivered Inaugural Public Lectures in 2005, providing an opportunity for the community to hear about and engage with their particular research interests.

Clinical Professor Geoff Heithersay AO (Dental School) Behind the smile

#### **Professor Robert Vink**

(Pathology) Traumatic brain injury: a case for optimism in the search for a therapeutic intervention

# Clinical Professor John Russell

(Anaesthesia and Intensive Care) Safety in anaesthesia

**Clinical Professor Peter Reilly AO** (Department of Neurosurgery, Royal Adelaide Hospital) Saving the brain from injury

#### Professor Deborah Turnbull (Psychology)

Psychology: making a contribution to public health in our region

# Professor David Findlay

(Orthopaedics and Trauma) Orthopaedics research - not leaving well enough alone

# Clinical Professor Gerald Holtmann (Medicine)

Gut feelings or genes: what causes harm or pain

# Affiliate Professor Howard Morris (Medicine)

Sunlight and cancer protection: is vitamin D metabolism the key?

Professor Nicholas Jose (Creative Writing) A Shelf of our own

#### Professor Graham Hubbard

(Adelaide Graduate School of Business) Characteristics of winning organisations in Australia: the winning wheel

#### Professor John Gray

School of Social Sciences Domestic mandala: houses and the cosmos in Nepal

# **Open Day**

In 2005 Open Day was successfully reshaped to become a community engagement event. The day involved the introduction of several new activities, including 'The Forum', which involved leading university researchers talking about big community issues. The Forum gave members of the community the chance to interact, ask questions and have their say and addressed topics such as:

- Genetically Modified Food: Is it good for the Planet?
- Stem Cell Research: Salvation or Damnation?
- Human Rights and Terrorism: Where do we Draw the Line? and
- What makes a Good Society?

The day provided an opportunity for the whole family to explore the University campus, become involved in activities, learn about the history of the University, and discover the many aspects of what University life involves.



# **Professional and Continuing Education**

Professional and Continuing Education (PCE) plays an important role in linking the University with the local, national and international community. In 2005, over 3500 students studied with PCE in education programs ranging from short courses, certificate courses, study tours and preparation programs.

PCE offers its programs through three business streams: Community Programs, Professional Education and the English Language Centre (ELC). All programs are developed in consultation with the community, business and the University and are presented by the highest quality teachers and lecturers.

PCE's Professional Development Programs enrolled more than 650 people in public courses throughout 2005 and delivered over 50 tailored training solutions. Tailored training was developed and delivered for local, national and international corporate clients in both the public and private sector.

A new program, General English for Academic Purposes (GEAP), was approved to commence in 2006. This program was developed as a result of market demand and has generated a very positive response from students across a number of key international markets for the University. The GEAP program supports the University's Internationalisation Plan through providing diversity to the student population and aiding recruitment efforts by providing a pathway to University study.

Also introduced for commencement in 2006 was a Certificate IV in TESOL program. This was developed in response to demand from markets such as Japan and Malaysia, where government regulations have changed to require ESL teachers to have TESOL qualifications. The demand for this course has been outstanding, both in the domestic and international market.

In 2005, over 700 students studied in PCE's Year 12 Holiday Revision Program. The program offers subject preparation and study skills courses designed to assist Year 11 and 12 students achieve their full academic potential and prepare for future tertiary study. The program runs during school holidays throughout the year, supporting University recruitment efforts by raising awareness of the University throughout secondary schools.

PCE welcomed 15 Study Tour groups in 2005. The groups, from Malaysia, China, Japan, Thailand, Taiwan and Korea, came to the University for between two to twelve weeks and studied programs

developed to meet specific educational needs in subject areas including English, Australian culture and TESOL Methodology.

While the nation is seeing a downturn in the study of foreign languages, PCE's community language program continued to thrive. The combination of Summer School, Full Year and Short Courses attracted over 600 learners across a selection of 10 languages in over 40 classes. The most popular languages in 2005 were Chinese and Spanish, both of which enjoyed unprecedented student numbers – a trend that seems set to continue into 2006.

The Pre-Enrolment English Program (PEP) experienced a 50% increase in student numbers during 2005. This program is a direct entry pathway to undergraduate and postgraduate programs at the University of Adelaide.

During 2005, PCE entered into agreements for ongoing provision of education programs with corporations and institutions including: Vietnam Chamber of Commerce and Industry (VCCI), Vietnam; Dalian Education Bureau, China; VUSTA Institute of Management (VIM), Vietnam; BGP Inc. National Petroleum Corporation, China; Gieonggi Provincial Office of Education, Korea; Waseda University International, Japan.



# **Radio Adelaide**

With over 360 community radio stations in Australia, the community radio network is the biggest radio network in the country. Australia's community radio network is also the biggest and most diverse of any country. In this context, winning the award for Community Radio Station of the Year is a significant achievement for the University's radio station Radio Adelaide 101.5fm.

The award is the highest accolade for stations at the annual community broadcasting awards, and recognises service and innovation in meeting the needs of the local community.

For Radio Adelaide, this means taking a proactive approach. The station provide access for a wide cross-section of community members to get involved in broadcasting, high quality and ongoing training opportunities, a diverse and inclusive program line-up, a strong commitment to alternative coverage of current issues and comprehensive coverage and support of local arts and culture, including all types of



music. These activities reflect the key community radio values of access, diversity, independence, innovation and localism.

On the programming front, Radio Adelaide's coverage of special events was among the outstanding achievements of 2005. In July, the station's week-long Radio NAIDOC broadcast was a special moment. The station transformed into an Indigenous radio station for the week – a first for Adelaide audiences and a memorable time for participants and listeners alike. The event picked up the CBAA Awards for Contribution to Indigenous Broadcasting, one of 10 state and national awards for Radio Adelaide in 2005. July also saw extensive coverage of the biennial Festival of Ideas. Radio Adelaide works in partnership with the Festival and the State Library to record all sessions of this special event and, through broadcast, website audio and archive in the State Library, plays a significant role in extending participation and access to the ideas and thinkers.

Other major broadcasting events included live coverage in March from on-site at the Womadelaide Festival via satellite to more than 100 community and indigenous stations nationally, and three weeks of special programming for the annual Feast Festival in November. A highlight there was the station's first radio play commission – Stephen House's Just Like That.

2005 saw the launch of a new breakfast show, originally featuring Lisa Leong, who was quickly picked up by the ABC, and from September 2005, the very popular Breakfast with Peter Godfrey.

Radio Adelaide continued to develop its role as South Australia's pre-eminent broadcasting trainer, offering courses and access to training at a wide range of levels, including second and third year subjects in the Bachelor of Media at the University of Adelaide, radio journalism training for the University of South Australia, and community access projects.

The advent of VSU (Voluntary Student Unionism) presented a major challenge, with the potential loss of longstanding Student Radio programming and income seeming certain at year's end. However, creative thinking and co-operation between Radio Adelaide and the student organisations at the three South Australian universities enabled it to continue on a new basis from early 2006.

Partnerships with new access groups, including the Australian Refugee Association, World Vision and SA Unions, and new ethnic community organisations from the Bosnian and Albanian communities, brought to 19 the number of community organisations who now gain airtime through Radio Adelaide.



# **Thebarton Campus**

In 2005, Thebarton Campus continued to expand its significant role as an education, commercialisation and research hub. Thebarton also acts as a focus for interaction between the University of Adelaide and the communities, schools, businesses and local governments of Adelaide's western suburbs. Initiatives stemming from this involvement include the popular Western Futures: Futures Connect, a program aimed at assisting students of vocational training and other traineeships to access tertiary education at university. The program and its annual expo have reached a large number of students in the western area and increased awareness of opportunities for pursuing university education for many students.

The Adelaide University Research Park and business incubator facility grew in 2005 to include a number of new businesses and services. New tenants include the Centre for the Treatment of Anxiety and Depression, which is itself a University of Adelaide initiative realised in partnership with the North Western Health Service. The Research Park explores the nexus between research centres and industry with many University research groups located within the Thebarton precinct. Research groups at Thebarton include: the Australian Petroleum Cooperative Research Centre, the Physics Laser/ Optics Laboratory and the Clean Power from Lignite Research Centre.

University programs running at Thebarton have also increased in scale due to student demand. The expansion of programs such as Business Initiatives for Graduates (BIG) and the Graduate Industry Linked Entrepreneurial Scheme (GILES) are testimony to the effectiveness of the skills taught and the importance of the Thebarton research park environment. For research training, Thebarton's close links with industry and community provide valuable experience for students.

Industry recognition of Thebarton's unique environment and perspective has led to the opening of further opportunities and partnerships. The BIG program continues to foster innovative business concepts. Participants in the program are equipped with the skills to establish and run a business based around their own original idea for a product or service, and then stay on in space at the Thebarton campus to run and further develop the business that they have created. The program has fostered many innovate business concepts and is supported by the South Australian State Government in the form of scholarships, as the program assists in the realisation of the South Australian strategic plan by encouraging new businesses and the development of new intellectual capital in SA.





## **Urrbrae House and Waite Arboretum**

An Edmund Wright Heritage Award for the Urrbrae House Historic Precinct and the Waite Arboretum volunteer program was a major highlight of 2005. The award is for volunteers who have made a significant contribution to the care of a heritage site, and judges commented on the outstanding entry, which blended many elements of volunteer effort: physical work, research, organisation, promotion and education.

The volunteer and Friends program continued to grow in 2005, with over 100 volunteers supporting the Arboretum, TREENET, gardens, reserve and Urrbrae House in 2005. The Friends of Urrbrae House concentrated on a cultural and fundraising program in the house, which included three concerts and a theatrical performance – all fully booked and very successful. The Urrbrae House Historic Precinct successfully renewed its registration with the History Trust of South Australia. The History Trust now demands the best possible policies and practices of its registered museums, and all Urrbrae House policies, plans and procedures were assessed according to current best practice and thinking.

The popular Urrbrae House guided tours program was extended to interactive mode for primary school students, helped by a Museums Accreditation and Grants Program grant of almost \$7000. The new program allows younger students to experience different aspects of life at Urrbrae House in 1829 – the Waite family adults and their guests; the Waite children and their friends; and servants working in the household. Staff and volunteers are in costume and character as the housekeeper, kitchen and laundry maids, and Mrs and Mrs Peter Waite. A schools kit sent to each participating teacher prepares the students for their visit and includes follow-up activities for the classroom.

The trial tour with a year five group from St Josephs School in Kingswood during August 2005 received very positive feedback, and the program is now set to be promoted more broadly to local schools.

Over 70 new specimens were brought in to the Waite Arboretum, including a number of uncommon dry rainforest species and 20 advanced cultivars that were donated to be trialled.

TREENET developed a protocol and conducted a series of experiments over the summer months measuring



UV-blocking qualities of 24 street trees, representing six species. Initial results were presented at TREENET's 6th National Street Tree Symposium at the National Wine Centre, where 185 delegates enjoyed a high standard of presentation and \$18,000 was raised for ongoing research.

In the Historic Precinct gardens, a second outdoor book, entitled *Girls with Grit: Women Scientists at the Waite*, was installed.

Weed control and revegetation programs continued in Waite Conservation Reserve. All the GIS information collected over the last few years (such as species distributions, photopoints and tracks) was integrated, and vegetation condition zones developed to inform management decisions.



#### **Volunteer Progam**

The Volunteer program established in 2003 under the patronage of Mrs Lindsay McWha continued to grow in 2005. The program provides an institutional focus for coordinating, training and recognising the many volunteers who are involved with the University across a very broad spectrum of activities.

A function to recognise and celebrate the work of volunteers was held in December 2005. At year's end, some 1014 volunteers were registered, contributing approximately 120,000 volunteer hours.

Among highlights of volunteer program activities in 2005 was the Exhibition, "A Century Partnership with Roseworthy". The exhibition was on display in the Barr Smith Library and at Roseworthy before transferring to the National Wine Centre. Members of the Roseworthy subgroup of the award-winning University Archives volunteers group were critical to the success of this exhibition, helping with research, fact sheets, guest lists and media publicity. They compiled the firstever list of Roseworthy graduates from 1893 to 2003 for the University Archives.

University Archivist Kylie Percival and Volunteer Coordinator Tupp Carmody presented a well-received paper about the group at an Archives conference in New Zealand during 2005.

The following groups are currently involved in the Volunteer Program:

- Development & Alumni
- University Archives Volunteer Group
- Barr Smith Library Volunteer Group
- Florey Medical Research Fund
- International Student Centre Peer Support Program
- Radio Adelaide
- University of Adelaide Theatre Guild
- Waite Precinct Volunteer Program
- Don Dunstan Foundation
- AFUW-SA Inc Trust Fund Academic Dress Hire Service
- CLPD Volunteer Support Scheme.

# **Property and Infrastructure**

#### Disaster Management – the March Water Damage

One of the most significant property related events in 2005 was a burst fire main next to Elder Hall on the North Terrace campus that resulted in the ingress of approximately 100,000 litres of water into the Hughes, Plaza, Horace Lamb and Barr Smith Library Buildings. Most affected were the Barr Smith Library, Computer Sciences and Psychology.

The response by emergency services, University staff, students and external service providers was impressive and enabled the University to quickly manage the immediate crisis, contain the incident and commence business recovery efforts.

A number of property and risk mitigation projects that have been completed in recent years resulted in minimising damage to property and records. Recent upgrades to major air-conditioning systems by Property Services assisted in reducing high humidity levels and further damage to library books, records and equipment. Information Technology Services, likewise well prepared, had mirrored the University's storage area networks not long before, and thus saved system shutdown and a huge revenue loss.

Service providers, with whom the University has built long-term relationships, were quickly able to bring significant additional resources to the site to assist the University to manage the incident. Their understanding of the University's infrastructure and systems enabled University staff to concentrate on managing the incident and to plan the medium and longer-term response.

# **North Terrace Master Plan**

Another highlight of 2005 has been work on a Development Master Plan for the North Terrace campus.

The North Terrace campus comprises approximately 13 hectares and has more than 49 buildings with a total floor area of around 220,000 square metres. This space is the equivalent of all the State Government office accommodation in the city of Adelaide. The facilities are diverse and complex and range from offices and general learning/teaching spaces through to highly specialised areas such as dental clinics, dissecting rooms, music practice rooms, etcetera.

The Development Master Plan addresses the current status of facilities to assist the University to meet the requirements of the University's Strategic Plan. The issues to be addressed include: shortage of space, growth in both student and staff numbers, growth in research and the changing student experience. The planning and development process involved consultation with administrative and academic staff, students and external consultants. The process included the establishment of a number of sub-committees, such as Learning and Teaching, IT, Library, Timetabling and Student Services.

Central to the plan is the creation of a "learning hub" on Hughes Plaza as the heart of the campus. This area will contain student services, learning/ teaching spaces, computer areas, group meeting and discussion areas, bank, post office, coffee shop and a new entrance to the Library.

A Master Plan for the Waite campus has also been approved. A new building to house the Australian Wine Research Institute has been proposed on the site of a present car park in the area above Waite Road.

Planning is also being undertaken for Thebarton and Roseworthy campuses.

PROPERTY AND

**INFRASTRUCTURE** 

# **Property Developments**

#### Lift Project

One of the most visible new features on the North Terrace campus to be completed in 2005 was the new external lift located to the east of the Plaza Building. The lift provides access between the upper and lower levels of the campus and improved access to Plaza Building levels 1, 2, 3 and 4 (including the Polygon and Flentje Lecture Theatres) and the University Club Building, level 5.

# North Terrace Frontage and Heritage Precinct

Early in 2002 the University commenced planning for an upgrade to the North Terrace campus frontage to align with and complement the North Terrace Redevelopment Project established by Adelaide City Council and the State Government. The completed project has formalised forecourts to the three heritage buildings and provides a significantly greener environment with some 7,500 new plantings in the area. In addition to improved disabled access, the redeveloped area improves pedestrian links, and addresses a number of security, safety, equity of access, OHS and outstanding maintenance issues.

# **Bonython Hall**

Bonython Hall, the University's grand ceremonial hall and the site of graduation ceremonies and large public functions, is now more comfortable thanks to the installation of a unique, energy efficient displacement airconditioning system that was installed and operational for the 2005 graduation ceremonies. In addition, significant maintenance works have been completed. These include restoration of the northern turrets and cupolas, restoration to degrading stonework and upgrading security and audio visual systems.



# **Mitchell Building**

Much-needed work to address heritage repairs and upgrades to the Mitchell Building has been completed. These works include: repairs to damaged and cracking stonework, refurbishment of male and female toilet facilities and common areas and the establishment of new executive meeting facilities.

#### Napier Upgrade

The decision to invest approximately \$7m in the Napier Building redevelopment demonstrates the University's commitment to improving the student experience and enhancing the learning environment. The Napier Building has one of the highest concentrations of students and teaching area use in the University. It is used by most of the faculties, the University Senior College and Bradford College. The project has resulted in upgrades to 9 common teaching rooms, 10 lecture theatres, improved public amenities, new entrance facilities, 12 faculty seminar rooms and postgraduate offices throughout the building. The project incorporates state of the art audio-visual equipment interfaced with electronic controls to lighting, data projectors, motorised screens and DVD players.

#### Village Student Accommodation Project

The first stage of the 400-bed accommodation village located in the Adelaide CBD in Grote Street opened during 2005. This development was a joint project between the Divisions of Student and Staff Services and Finance and Infrastructure.

## **Proteomics Laboratory**

A \$1.5 million project to establish a new Proteomics Laboratory in the Molecular Life Sciences Building began in 2005.

# **Financial Overview**

	Consolidated		University	
	2005	2004	2005	. 2004
	\$000	\$000	\$000	\$000
SUMMARY INCOME STATEMENT:				
OPERATING REVENUE				
Received under Higher				
Education Support Act	174.590	153,116	174,590	153,116
Learning and Teaching	81,197	69,907	81,197	69,907
Research Grants and Fees	90,495	84,495	90,275	84,275
Research - Other	22,521	20,707	22,521	20,707
Other	106,591	94,343	69,408	61,546
Total operating revenue	475,394	422,568	437,991	389,551
OPERATING EXPENSES				
Salaries, superannuation				
and related expenses	242,845	218,647	229,066	206,921
Non salary expenses	195,182	179,075	170,733	160,549
Total operating expenses	438,027	397,722	399,799	367,470
OPERATING RESULT	37,367	24,846	38,192	22,081
Operating Margin	7.9%	5.9%	8.7%	5.7%
SUMMARY BALANCE SHEET:				
Total Assets	885,814	814,996	866,502	795,785
Total Liabilities	136,883	122,656	124,486	111,912
NET ASSETS	748,931	692,340	742,016	683,873
Current Ratio	2.1	2.0	2.1	1.9
Cash at end of reporting period	86,585	74,740	72,092	62,829

During 2003 the University of Adelaide Council adopted two principal financial targets:

- Operating Margin no less than 4.5% (Operating result as a percentage of total operating revenue as shown in the Income Statement)
- Current ratio no less than 1.5 (Ratio of current assets to current liabilities as shown in Balance Sheet).

The University continued to achieve the minimum acceptable levels in 2005.

FINANCIAL OVERVIEW



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