

University of
South Australia

Annual Report 2003

Educating professionals
Creating and applying knowledge
Serving the community

unisa



University of
South Australia

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Overview

Strategic intent

The University of South Australia is a modern, flexible, open and innovative university which aspires to international reach and impact. Its foundations are in the 19th century's extension of access to education, and it continues to hold equity and diversity as core values.

Institutional commitment to partnerships with industry, other educational providers and the community, in educational delivery and in research, maintains a long tradition of working with industry to educate professionals.

Together we:

- > value quality, diversity, sustainability and equality
- > create, apply and communicate knowledge that delivers economic and social benefits through action that is:
 - intelligent in its use of new and emerging technologies
 - innovative, collaborative and enterprising
 - flexible, international and industry focused
 - student centred, service oriented and multidisciplinary
 - built upon our strengths.

Graduate Qualities

Our graduates:

- > operate effectively with and upon a body of knowledge of sufficient depth to begin professional practice
- > are prepared for lifelong learning in pursuit of personal development and excellence in professional practice
- > are effective problem solvers, capable of applying logical, critical and creative thinking to a range of problems
- > can work both autonomously and collaboratively as professionals
- > are committed to ethical action and social responsibility as professionals and as citizens
- > communicate effectively in professional practice and as members of the community
- > demonstrate international perspectives as professionals and as citizens.

Milestones

- 1856: SA School of Art founded.
- 1876: Formation of first of several Teachers Training Colleges.
- 1889: The South Australian School of Mines and Industries founded.
- 1960: The South Australian School of Mines and Industries and the Adelaide Technical High School (established 1918) combined to form the South Australian Institute of Technology.
- 1982: The South Australian College of Advanced Education was formed through the amalgamation of four Colleges of Advanced Education.
- 1991: Professor Alan Mead appointed Vice Chancellor. University of South Australia established and mission statement adopted.
- 1992: Professor David Robinson appointed Vice Chancellor. Faculty structure adopted.
- 1993: Formation of the Australian Technology Network.
- 1994: Formation of two Research Institutes.
- 1996: Formation of the Flexible Learning Centre.
- 1997: Professor Denise Bradley AO appointed Vice Chancellor. Graduate Qualities adopted. Statement of Commitment to Australian Reconciliation adopted.
- 1998: Statement of Strategic Intent adopted. Divisional structure adopted.
- 1999: Official launch of UniSAnet and formation of Campus Central.
- 2000: Special Research Centre established.
- 2002: UniSA Northern Adelaide Partnerships (UNAP) program established.
- 2003: Blueprint 2005 project commenced.

UniSA 2010

In 2010 the University of South Australia will be a distinctive, internationally competitive institution in a global market for students and research contracts. We will be an institution with an internal culture which embraces change, and will be recognised for education and research undertaken in collaboration with industry and the professions.

Our students and staff will be learning and working in an environment which reflects the University's commitment to quality, diversity, sustainability, equality, ethical action and social responsibility, and the creation, application and communication of knowledge which delivers economic, social and environmental benefits. We will have strong links to our communities fostered by our relationships with the professions and industry. The University will seek to build the capacity and resilience of the communities in which we work through innovative, collaborative and enterprising activities.

While UniSA will be based in South Australia, research and teaching will be conducted in many countries through innovative use of e-learning and e-business. Increasing numbers of the University's students will be living and studying interstate and overseas. We will develop new kinds of teaching arrangements and offshore partnerships. The education of all students will be enriched by intercultural learning, developing understanding of diverse cultures with which the University will be working. The University will be effective in identifying the intellectual property generated by our research and supporting its commercialisation, fostering the growth of new enterprises in Australia and providing an income stream for the University. Our revenue will grow to over \$400m by 2010.

In 2010 UniSA will be a leader in creating and applying knowledge, and in blending online and campus based learning. The culture of UniSA will be one that adapts to change, values diversity and fosters innovation.

A full version of UniSA 2010 can be found at:
<http://www.unisa.edu.au/about/intro/unisa2010.asp>

Chancellor's report

2003 was a year of self-review, assessment, construction and prediction for the University of South Australia. Casting a critical eye upon ourselves, we thoroughly reviewed and documented our performance in preparation for the Australian Universities Quality Agency (AUQA) audit in early 2004. At the same time, an external consultant was employed to assess our readiness for the Australian Government's proposed higher education reforms. The construction phase of the University's \$135 million capital redevelopment program, Blueprint 2005, began in earnest and the University looked ahead to 2010 to imagine how it will look and predict its future performance.

Finance

2003 was another successful year for the University financially. The consolidated surplus of \$13.5 million was in line with last year. The surplus resulted in a safety margin (operating surplus as a percentage of revenue) of 4.6% (2002: 5%), which we consider satisfactory for a 'not for profit' institution. Revenue grew by 8.4% to \$292.3 million, assisted by finalisation of the sale of Salisbury campus \$6.3 million and further growth in international student revenue up \$4 million to \$49.1 million.

The University's financial position improved during 2003 with an increase in cash balances to \$103.5 million resulting from strong cashflows from operating activities of \$41.4 million, an increase of \$3.5 million over 2002. During 2003 construction commenced on the \$135 million Blueprint 2005 capital program, with approximately \$20 million spent in 2003. Blueprint 2005 will involve the relocation of staff and students from Underdale campus by the end of 2004. Since year end a contract for the sale of Underdale campus was signed which we have reflected in the accounts by increasing the carrying value by \$20.5 million. This revaluation was credited to the asset revaluation reserve.

It should be noted that The Auditor General has again provided a qualified audit opinion on our financial statements relating to the conservative position we have taken on recognition of the Commonwealth Operating Grant.

Major achievements

The University's major achievements in 2003 included:

- > maintaining our position as the largest provider of offshore education in Australia and the fifth largest provider of education to international students among all Australian universities
- > continuing to improve the enrolment experience for students through the University's student administrative system, Medici. 70% of new students and 75% of continuing students enrolled off campus in 2003
- > becoming the first South Australian university to give students access to wireless internet connection across an entire university campus - wireless networking was trialled at our City West campus and in the adjacent environment.
- > gaining excellent results in the 2004 round of Australian Research Council Discovery Grants and Linkage Projects. Over \$3.3 million in research funding was awarded for 12 projects in the Discovery Grants and UniSA is a partner in five further successful ARC proposals, administered by other universities
- > winning a meritorious award for excellence in rural education for the Whyalla Campus at the 2003 Australian Rural Education Awards
- > winning an Australian Engineering Excellence – AusIndustry Innovation Award for a Peer Mentoring project which involves the mentoring of high school students to develop skills in mathematics, science and information technology applied in electronics and robotics
- > winning an Engineers' Australia Engineering Excellence Award through the Cooperative Research Centre for Satellite Systems - for the FedSat project, Australia's experimental satellite launched at the end of 2002
- > being awarded Employer of Choice for Women by the Australian Government Equal Opportunity for Women in the Workplace Agency.

The many other initiatives and achievements throughout the University are detailed in the balance of this report.

Governance

As part of the Council's Annual Review of Governance, the Council examined the Australian Stock Exchange (ASX) Corporate Governance Council's 'Principles of Good Corporate Governance and Best Practice' in March 2003 and compared the University's current performance with its best practice recommendations.

As a result of this review, improvements made to our approach to governance included: the establishment of a register comprising an annual declaration of interests by Council members; the development of a confidentiality protocol; amendments to the University Council's Code of Conduct; a review of the current practices for the nomination of Council members; and the introduction of a new induction process and professional development program for Council members.

In August 2003, the University hosted a Meeting of the Australian University Chancellors. The major items of discussion included: consequences of the 2003-04 Federal Budget and implications of the proposed National Governance Protocols for Public Higher Education Institutions; risk management models; and maximizing the benefits of University intellectual property through commercial enterprises. University Chancellors now meet twice yearly to discuss issues of importance to Australian higher education. In 2003 I was pleased to continue my role as Chair of the Chancellor's Working Group.

Students

The number of UniSA students increased slightly from approximately 31 100 in 2002 to over 31 800 in 2003. The 2003 Student Experience Questionnaire results indicated an increase in the key measures of 'good teaching', 'overall satisfaction' and 'generic skills' and the percentage of graduates in fulltime employment remained steady.

In its December meeting, the Council approved the adoption of a set of protocols addressing the Student Ombud's role and responsibilities. Since the establishment of the Student Ombud position in 2002 there have been no formal complaints from students to the State Ombudsman.

On behalf of the University I would like to thank the UniSA Students Association, and particularly the President, Scott McFarlane, for their excellent work throughout 2003.

Staff

A number of significant appointments were made in 2003. The University welcomed Professor Hilary Winchester as Pro Vice Chancellor and Vice President of the new portfolio, Organisational Change and Development, encompassing three administrative units (Human Resources, Planning and Assurance Services and Information Strategy and Technology Services). Associate Professor Rigmor George was also welcomed to the senior management team following the retirement of Professor Kym Adey.

On behalf of the University, I would like to thank Professor Kym Adey for his significant service to the University and its antecedent institutions. In recognition of his contributions, particularly in his role as Pro Vice Chancellor and Vice President: Access and Learning Support, the Council approved the award of the title of Emeritus Professor to him.

Council

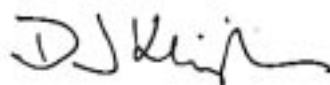
During 2003, the Council farewelled external members Dr Joy Gilbertson and Shirley Peisley AM and welcomed James Birch and Jillian Miller. Alice McCleary was reappointed as Deputy Chancellor of the University for a further two years and as a Council Member for a further four years. Our sincere thanks must go to Alice for her work in the position and also for carrying out the role of presiding officer of the Finance Committee in 2003. Our thanks also go to Virginia Hickey, presiding officer of Audit Committee; Jan Lowe, presiding officer of Senior Academic Promotions Committee and Student Appeals Committee; Associate Professor Adrian Vicary, new presiding officer of Academic Board; and to all members of Council in 2003 for their commitment and expertise.

Thanks

I would also like to acknowledge and thank the friends of UniSA for their ongoing support in 2003. With their help the University raised close to \$165 000 for scholarships, projects and equipment.

On behalf of the Council, I congratulate and thank Professor Denise Bradley AO, Vice Chancellor and President, and the University's Senior Management Group for their leadership during another very successful year for the University of South Australia. In August, The Australian Financial Review's BOSS magazine named our Vice Chancellor as one of Australia's top 25 leaders for 2003 from business, not-for-profit and the public sectors. This was a significant recognition of Denise's outstanding leadership qualities and her achievements as Vice Chancellor of UniSA.

I would also like to thank all staff for their hard work and dedication throughout the year. I continue to be impressed by the quality and creativity of the staff at UniSA across such a broad range of academic areas. It is enormously satisfying for me that UniSA is living up to its reputation as an innovative and enterprising University.



David Klingberg AM
Chancellor

University governance

Aspirations

The University of South Australia Act (1990) establishes a framework for the good governance and management of its activities. The Act was amended in 1992, and again in 1996. The amendments established arrangements for an effective governing body—Council—with a majority of external members, together with a statement of principal responsibilities.

The Council

The principal responsibilities of the Council are assigned in part 3 of the University of South Australia Act and include:

- > overseeing the management and development of the University
- > devising or approving strategic plans and major policies
- > monitoring and reviewing the operation of the University
- > appointing and overseeing the performance of the Vice Chancellor (VC).

The current Council comprises 21 members, of whom 12 are external to the University and nine internal. External members (including the Chancellor) are appointed to Council on the basis of their expertise and commitment to the mission of the University. Internal members are the VC, three students, two general staff, two academic staff and the Chair of Academic Board. Council also appoints one of its external members to chair the Student Assessment Appeals and Penalty Appeals committees, which meet only as required.

The University of South Australia Council met seven times from March to December 2003.

Council Members 2003

Chancellor

David Klingberg AM BTEch (CivilEng) FTSE FIEAust FAusIMM FAICD

Deputy Chancellor

Alice McCleary BEc FCA FTIA FAICD

Appointed Members

James Birch, BHealthAdmin, MACHSE
Bill Cossey BSc FAIM
Dr Patricia Crook AO JP MAICD
Virginia Hickey BA LLB
Bruce Linn BSc FAICD FACS MIEAust
Jan Lowe BA DipEd
Greg Mackie OAM BA
Ian McLachlan BEc FICAA
Jillian Miller, DipEd, PSM
Peter Smith BEc BAeroEng

Elected Student Members

Amy King (undergraduate)
Michael Anderson (post graduate)

Elected Academic Staff

Associate Professor Kazem Abhary BSc MSc PhD
Dr Michael Venning BSc(Hons) DipT PhD

Elected General Staff

Liz Stinson BSc(Hons) BEd MEd MSc(Zoology)
Grad Cert Mgmt
Ray Stradwick

Ex Officio

Vice Chancellor and President

Professor Denise Bradley AO BA DipEd GradDipLib
MSocAdmin FACE

President of University of South Australia Students Association

Scott McFarlane

Chair of Academic Board

Associate Professor Adrian Vicary BA(Hons) DipEd MA PhD

The Chancellor

The Act stipulates the University will have a Chancellor and Deputy Chancellor. By convention, the Chancellor is the honorary, titular head of the institution and the presiding officer of the Council. Since its establishment, three people have occupied the position of Chancellor of the University of South Australia. The founding Chancellor was John McDonald AM followed by the Hon Dr Basil Hetzel AC. The current Chancellor, David Klingberg AM, was appointed in 1998 and reappointed in 2002. Dagmar Egan AM (1993 - 2001) and Alice McCleary (2002) respectively have been appointed to the position of Deputy Chancellor.

Committees of Council

The Council has delegated authority to a number of standing committees to provide advice and to contribute to good governance of the institution. Among the Standing Committees of Council are:

- > Academic Board
- > Finance Committee
- > Immediate Business Committee
- > Audit and Risk Management Committee
- > Staff Remuneration Committee
- > Senior Academic Promotions Committee.

Academic Board

Academic Board has three broad functions. They are to:

- > act as a forum for the debate of University-wide academic issues
- > oversee academic quality assurance processes
- > provide input into the corporate planning process, through the review of priorities and parameters for the annual Corporate plan.

Academic Board is recognised as the core body protecting the integrity of the educational delivery process.

Council Secretariat

The Council and many of its sub-Committees are supported, in their work, by a secretariat located within the Chancellery. The principal manager of information to and from the Council, is the Director of Council Services and Chancellery, Mary Taylor.

Policy development

Council approves key policies of the University, which govern its operations in relation to staff, students (communication of course and assessment requirements, processes for appeal) course development, teaching and learning, research, administration and finance. Policy is systematically developed, approved and reviewed with clear responsibilities and timelines.

Policy as it is developed is benchmarked with other universities and if appropriate with other bodies such as the not for profit sector. UniSA has moved to developing policy that outlines broad principles—these are sent to Council for approval, with separate guidelines or procedures sent to Council for information.

Council's annual review of governance includes a requirement to undertake a review of policy. Academic Board undertakes an annual review of its policies and those of its sub-committees and the human resource, finance and corporate policies are also reviewed annually.

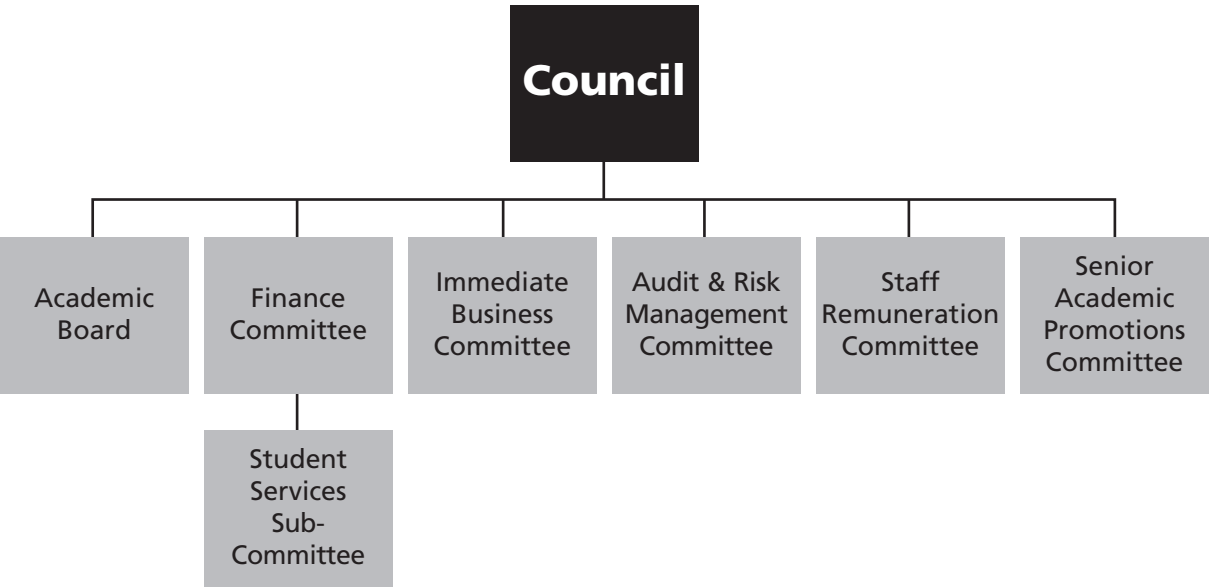
Improvements to governance

The Council is committed to continuous improvement in governance. Since 1997 the Council has conducted an annual review both of governance and of its own operations that has informed continuous improvement efforts. Good practices developed in response to these reviews include:

- > an induction program for new members (implemented in 1998)
- > a Council handbook, first developed in 1994, which includes documentation of procedures of meetings, codes of conduct and legal responsibilities. The Handbook is reviewed and updated as part of Council's annual self review—the Code of conduct for Council members was added in 1999 and information about the role of Council members was revised in 2001
- > a document setting out the roles and responsibilities of members of Council was adopted in 1998, and a position description for the Chancellor was established in 2002
- > regular participation in University sponsored all-day strategic planning
- > discussions and regular briefings on various aspects of University operations (which also provide an opportunity to give constructive feedback to management) have taken place since 1997
- > adoption of a corporate Risk management policy in 1998 with regular reviews of its implementation resulting in amendment in 2001
- > monitoring of its membership profile to ensure that it has the necessary breadth and diversity of experience to perform its functions and add value
- > periodic internal audit reviews of Council performance, benchmarked against best performance guidelines since 1998 (for example benchmarking against the 2003 Australian Stock Exchange Principles of good corporate governance)
- > analysis in December each year of the University's annual Corporate plan which contains detailed plans, priorities and budget for the next year, together with plans, priorities, targets and indicative budgets for the next 3-5 years.

The performance and effectiveness of each of the committees of Council is considered within the annual review process of Council. In addition, in 2003, Academic Board reviewed its own operations and sub-committees. A nominated review of the Academic Policy Review Committee (APRC) in 2002 was brought into effect to build stronger relationships between that committee (now renamed the Academic Policy and Program Review Committee) and the Teaching and Learning Committee (TALC).

Committees of Council and Sub-Committee structure



Established by Council

- Academic Staff Appeals Committee
- General Staff Appeals Committee
- Student Assessment Appeals Committee
- Penalty Appeals Committee
- Misconduct Appeals Committee
- Joint Consultative Committee

Other entities associated with the University

- UniSA Foundation Inc
- ITEK Pty Ltd

Vice Chancellor and President's report

Internationally, 2003 was a year of turbulence and uncertainty. As a University, we focussed on how we could contribute to making the world a more harmonious place – through our own example of living together and respecting each other in an environment of racial and cultural diversity.

This focus on harmony was expressed in a number of ways throughout the year, particularly through events such as the School of Social Work and Social Policy's celebration of cultural diversity at Murray House; Cross-cultural Friendship lunches, organised by Learning Connection and USASA on each metropolitan campus; UniSA's 2003 International Food and Cultural Festival; and the Annual Hawke Lecture where the Hon Gareth Evans AO QC, President and CEO of the International Crisis Group spoke on "Waging War and Making Peace".

At a local level, the issues at the forefront of our minds throughout 2003 included the outcomes of the Nelson Review of Higher Education, preparation for our quality audit by the Australian Universities Quality Agency (AUQA) in early 2004 and the start of a new round of bargaining to establish an Enterprise Agreement.

We are well placed to meet the challenges ahead. This view was supported by an independent Readiness Assessment Report produced in May by higher education consultants of Phillips Curran Ltd of what we thought then would be a more deregulated system! This concluded UniSA is organisationally ready for increased de-regulation and competition.

Also during the year, UniSA reviewed its 'over the horizon document', previously called UniSA2005. Following an extensive consultation process, Council approved the new UniSA2010. The document set targets for students and staff, academic profile, research, teaching and learning, the learning environment and services. While the targets established in UniSA2010 are not set in stone and may be adjusted through the annual corporate review and planning process they provide some clarity about where we need to move.

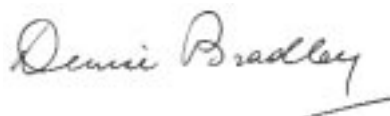
The new UniSA corporate website went live in August. In addition to redesigning the corporate webpages, the project produced new information architecture, web accessibility compliant templates, publishing tools, author support tools and new processes and technology to support it. The project led to the improvement or updating of some 1000 pages and the deletion or replacement of countless others. The new site has been designed to meet the needs of people with disabilities and satisfies Priority 1 compliance of the Web Accessibility Initiatives issued by the World Wide Web Consortium.

2003 saw the retirement of a well-known University character, Professor Kym Adey. Over 160 staff and external friends of the University attended his farewell in February. We also welcomed Professor Hilary Winchester as the new PVC, Organisational Change and Development. Hilary's major task for the year was leading UniSA's preparation for the 2004 AUQA Audit.

2003 was also a year of launches, openings and celebrations. Some significant events included:

- > A number of property-focussed events including the opening of the new Learning Connection building at the Magill campus and the launch of the first development in the University's \$135 million Capital program, Blueprint 2005 at the City East campus in March.
- > Opening of a number of centres, in collaboration with industry and government including the: South Australian Centre for Tourism, the Centre for Environmental Risk Assessment and Remediation, and the SA nodes of the Cooperative Research Centre (CRC) for Enterprise Distributed Systems Technology operated by DSTC Pty Ltd, and the CRC for Integrated Engineering Asset Management.
- > Several significant inaugural alumni events including the launch of the Pt Augusta Alumni Chapter by the three SA Universities, the first gathering of the UniSA Indigenous Alumni Chapter in May and the official launch of the new UK Alumni Chapter between the three SA Universities held in London in September this year.

The significant global events of 2003 did not prevent our staff from attending to the regular business of the University. International student income, research income and commercialisation income all rose. The end of year result of \$13.5 million consolidated surplus demonstrated conclusively that our staff are producing great outcomes for the University and the state.



Professor Denise Bradley AO
Vice Chancellor and President

Senior Management Group (as at December 2003)

Vice Chancellor and President

Professor Denise Bradley AO
BA DipEd GradDipLib MSocAdmin FACE

Pro Vice Chancellor and Vice President: Access and Learning Support

Professor Kym Adey (retired February 2003)
DipT BA DipEd MEd PhD FACE

Associate Professor Rigmor George
(Acting from February 2003)
MEd BEd GradDipAbStud

Executive Director and Vice President: Business Development

Mark Hender
BEng(Hons) MPhil GAICD

Executive Director and Vice President: Finance and Resources

Paul Beard
BA (Accountancy)

Pro Vice Chancellor and Vice President: Research and International

Professor Ian Davey
BA(Hons) DipEd MA PhD

Pro Vice Chancellor and Vice President: Organisational Change and Development

Professor Hilary Winchester
MA DPhil

Pro Vice Chancellor and Vice President: Business and Enterprise

Professor Kevin O'Brien
BEc(Hons) MSc(Econ) FCPA

Pro Vice Chancellor and Vice President: Education, Arts and Social Sciences

Professor Michael Rowan
BA(Hons) DipEd PhD

Pro Vice Chancellor and Vice President: Health Sciences

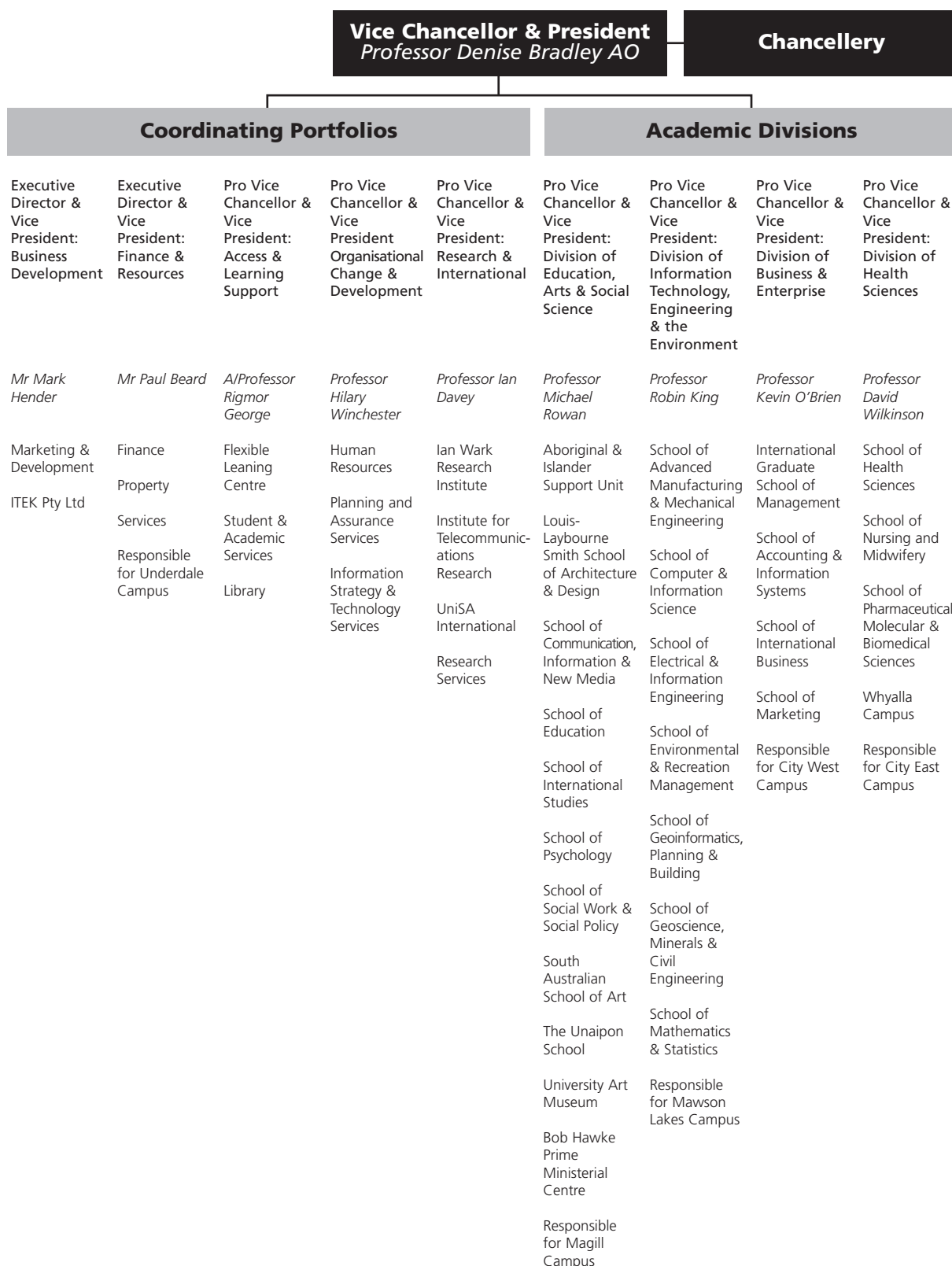
Professor David Wilkinson
BSc(Hons) MBChB MSc MD PhD DSc

Pro Vice Chancellor and Vice President: Information Technology, Engineering and the Environment

Professor Robin King
BEng PhD FIEAust CPEng MIEE CEng

University structure

(as at December 2003)



University management

Administrative structure

The Vice Chancellor and President (VC) of the University of South Australia is the Chief Executive Officer and responsible for the overall management and administration of the University. The VC is appointed by and reports to the University Council which delegates to the holder of the office of VC a range of powers and functions.

The VC, in turn, directly authorises staff occupying management positions in the University to undertake functions to give effect to the good management and administration of the institution's affairs. The details of these cascading powers and responsibilities for each type of management position are outlined in the Vice Chancellor's Authorisations.

Senior management arrangements

The nine senior managers meet regularly in a working group chaired by the VC. Senior Management Group (SMG) meetings support communication, teamwork and collegial management processes and provide advice to the VC on both operational and policy matters.

The University's flat senior structure was designed to ensure parity of status and authority between those senior members of the University responsible for University-wide functions and those responsible for management of the academic Divisions.

The structure was adopted in 1998 and has allowed UniSA to plan and implement change across the University rapidly because the leaders of all significant functions have been parties to discussions about any decisions for change. Collaborative behaviour and a commitment to good outcomes for the whole institution, not just for one's area of responsibility, are emphasised in recruitment and performance management processes for members of the senior management.

Division management

Management at Division level mirrors that centrally. Division Pro Vice Chancellors (PVCs) have a group of senior staff reporting to them. Heads of School are responsible for the Schools which are the primary units for management of academic programs. Division Managers and Deans are responsible for cross-Division functions, including business development, financial and human resource planning and coordination, research and research education, and teaching and learning.

While each Division has some flexibility in determining a structure that will deliver the desired outcomes, some positions are required—Division Manager, Dean: Teaching and Learning and Dean: Research.

The position of Dean carries a particular responsibility both to shape and to implement University policy in key areas. For example the four Deans: Teaching and Learning are members of the University's TALC where policy is framed but they also chair their respective Division's teaching and learning committees and are responsible for ensuring the University's teaching and learning quality processes, priorities and strategies are implemented in the Division.

Portfolio management

University-wide administrative and academic support Units are grouped together into Portfolios to facilitate coordination and management. UniSA has consciously and deliberately, through staff development activities and performance management processes, sought to develop a strong service culture of collaboration and shared responsibility for complex outcomes across organisational and physical boundaries.

Corporate priorities

Priorities

A number of corporate priorities were identified in 2003 to improve UniSA's position in an internationally competitive environment. They were established following a review of the University's performance in 2002 and an analysis of the internal and external environment.

The 2003 corporate priorities were:

1. Transnational education
2. Workload and productivity
3. Research education
4. Costing and profitability analysis
5. UniSA Northern Adelaide Partnerships (UNAP).

Achievements against priorities

Transnational education

The following key projects were carried out to improve the University's transnational education position and performance:

Transnational Program Project Quality System (PQS)

While initially identified as an enhancement exercise, this project required a complete rewriting of the software to develop a PQS for the administration of transnational programs including:

- > partner selection
- > contract development
- > budget preparation, and
- > strategic fit of future transnational programs and partners.

The prototype was completed in late 2003, ready for a system roll out in 2004.

Transnational Student Services Protocol

A 'Transnational Student Services Protocol Document' was developed following a request from Council and was approved by SMG in February 2003. The document provides a context and framework for the provision of transnational student services.

The International Student Services Group of TALC will oversee the implementation and embedding of the new student services protocols. The protocols will be a part of the business development processes in the PQS upgrade for managing transnational programs.

Transnational program administration

Following a recommendation by SMG in 2002, a collaborative project was carried out to develop standard processes and procedures for the administration of transnational programs across the Divisions of the University. An internal review conducted in November confirmed the project was on track to successful completion in 2004.

Transnational program review cycle

Self-assessment reviews of the University's transnational programs were carried out in November with preliminary reports provided in December. The Transnational Program Review Cycle is intended to operate within existing quality assurance processes.

Pilot of the Transnational Student Experience Questionnaire (SEQ)

The SEQ was adapted for transnational program use and successfully trialled with three partners in three countries - Singapore, Hong Kong and Malaysia.

Workload and productivity

The Workload and Productivity Project was established in response to the 2002 review process, which highlighted workload as an ongoing concern for staff. It was carried out in four Schools across the University to gain a better understanding of the complexity of factors impacting on the workload of academic staff.

The initial conclusions from the project were that action was needed across Schools, Divisions and Central Units to improve the:

- > nature and level of support provided directly to academic staff
- > nature and level of support provided directly to academic managers
- > stability of academic IT systems
- > capability of academic staff to use the University's IT systems to support their work more effectively
- > level of mentoring, coaching and other support provided to newer academic staff
- > methods for involving end-users in policy and systems development
- > encouragement, recognition and promotion of innovative workload and productivity practices across the University.

Action on each of these issues has been factored into planning for 2004. However, in 2003 the following was achieved:

- > the purchase of new servers to support UniSA net have led to greater capacity and improved reliability of the underlying infrastructure on which academic IT systems depend
- > School Executive Officers began to be appointed progressively across the University to manage School administration systems and general staff. This was a critical first step towards improving the nature and quality of support services provided to academic staff, students and other stakeholders
- > new support positions for academic staff and Program Directors were trialled across the University
- > a project began to clarify the priority IT training needs of academic staff and to determine the best ways to address those needs.

Research education

The research education environment at UniSA was consolidated in 2003. Major recommendations from the 2002 external review of research education were implemented including:

- > appointment of a full time Dean of Graduate Studies position
- > establishment of a Graduate Studies Office located with Research Services at the Mawson Lakes campus
- > introduction of an integrated Research Degree Management Information System, Research Master, that links with Medici and UniSAInfo to improve the management of research degree candidacy data.

Costing and profitability analysis

The University made significant progress in developing its capacity for costing and profitability analysis during 2003.

The major focus for the year was the development of a line of business reporting capability that segments revenues and costs between broad teaching and research outputs. The reports are structured to provide a focus on the contribution each line of business is making to overheads and the bottom line.

Overhead allocation models were further developed in 2003 for space, IT, Library and academic support costs to enable overheads to be more accurately assigned to disciplines, courses or programs.

The finance function was reviewed in 2003. As part of this review, a new position was established within the Finance Unit to provide a deeper knowledge base and coordinate costing and pricing activities within the University.

Developments will continue in 2004 with a focus on further extending the capacity to assess the viability of new programs or cohorts on the one hand and the viability of existing disciplines and programs on the other.

UniSA Northern Adelaide Partnerships (UNAP)

In 2002 the University launched an initiative to build dynamic new partnerships in Adelaide's socio economically disadvantaged Northern suburbs to promote education, skills development and improved relationships between schools, businesses and the community. The UniSA Northern Adelaide Partnership (UNAP) strategy is to facilitate collaborative community/university partnerships that implement and maintain sustainable projects to promote social inclusion.

In its first year of operation, the UNAP office began to develop relationships with significant Northern Adelaide organisations and schools, local and state government and with key stakeholders throughout the University community. UniSA representation on a number of key Northern Adelaide groups and governance structures was also established.

Opportunities for UniSA to contribute to the region were identified in projects relating to early childhood and parenting; manufacturing; graphic design; health sciences; social work; peer mentoring and education (from primary to senior schooling). Funding from the Commonwealth Sustainable Regions initiative enhanced the scope and impact of some of these projects.

Initiatives in 2003 included:

- > UNAP identified additional potential pathways into university through the existing UniSA – Preparation for Adult Learners (UniSA-PAL) program. A pathway to the health sciences, involving the inclusion of a health unit option in the PAL program, will be the first to be developed.
- > UNAP worked with partners to re-examine middle schooling pedagogy for students aged 10-15 years. Close links between UniSA and schools in northern Adelaide were developed in preparation for the University's middle schooling education programs moving to Mawson Lakes in 2005. Through this program, all stakeholders will work closely together on program content, delivery and practicum placements.
- > A proposal was negotiated to re-examine current senior school structures in northern Adelaide schools and to develop new strategies to increase retention rates and promote pathways to higher education.
- > UNAP worked with the Office of the North to develop a Northern Adelaide Youth Transitions Group with partners from industry, youth and education sectors. A number of pathway focus groups were formed and UniSA's strategies in middle schooling and senior schooling will contribute to the success of this youth initiative.
- > A scheme to donate computers to Para West Adult campus and two other high schools commenced and will be expanded in 2004 to enable wide and efficient use of UniSA second-hand computers. Negotiations also took place with an Adelaide based company to donate computers to northern Adelaide projects.
- > UNAP identified a set of Key Performance Indicators in alignment with the Office of the North's indicators from their five-year strategic plan. These will enable UNAP's contributions to be effectively analysed during the next phase of the Northern Adelaide Strategy project.

2003 was a year of establishment and profile building for UNAP. It is now well positioned with a strong foundation in the community to make significant contributions to collaborative projects into the future.

Teaching and learning

Priorities

The University's teaching and learning priorities in 2003 were to:

- > improve the **quality and viability** of courses and programs through the strengthening of policy and procedures
- > strengthen the University's academic **program profile and demand** for our programs
- > continue to increase the level of **student satisfaction** with their University experience
- > reinforce the University's commitment to a significant **online teaching, learning and administration** environment
- > improve **graduate employment outcomes**
- > enhance the teaching and learning experience of **postgraduate and research education** students
- > achieve the university's **transnational education and internationalisation** goals and targets
- > continue to advance **access and equity** of educational participation and outcomes.

Achievements against priorities

Quality and viability

Policy A-35A.7 was revised in 2003. Significant alterations included the introduction of Annual Program Reports for all programs and the Graduate Course Experience Questionnaire (GCEQ) Appendix, which must be completed for programs which record sustained and significant under-performance on one or more scales of the Graduate Careers Council of Australia (GCCA) Course Experience Questionnaire. Twenty-two programs completed the GCEQ Appendix in 2003.

The University had some success in increasing response rates to GCCA surveys by offering incentives and following up graduates who had not responded.

Improvements were made to the online Course Evaluation Instrument (CEI) to make it easier for staff to develop surveys and aggregate information to assess program quality. Divisions trialled a range of approaches to increase the response rates of the University's online evaluation instruments. As a result, there were some increases but the outcomes were unevenly spread across programs.

Program profile and demand

The implementation of the Review of Academic Program Review Committee (APRC) led to the establishment of Academic Policy and Program Review Committee (APPRC), with Division representatives undertaking an independent and disinterested role rather than representation of local matters. This change in structure is designed to improve the quality of program development into the future.

To address programs with insufficient demand, Divisions report annually to Academic Board on unviable programs, detailing actions to address them. As a result of this process, Divisions withdrew three programs in 2003 and modified others to achieve the joint use of courses across programs. The University Recruitment Strategy to be finalised in 2004 will further focus University resources on the viability of programs.

The University continues to explore pathways to increase demand for programs. One such pathway is from TAFE. The Pro Vice Chancellor: Access and Learning Support and the Director: Student and Academic Services are active members of a TAFE-UniSA committee that supports and oversees the revised Memorandum of Understanding (MOU) between the two bodies. An online credit transfer database developed in 2003 enables prospective students to determine credit they might gain for completed TAFE and other study.

The University's innovative advertising campaigns based on "Experience. The Difference" had considerable impact on increasing awareness of and demand for UniSA programs. Nearly 600 people in total attended Return to Study sessions and Prepare for STAT workshops; of the latter, 39 per cent of attendees are now mature aged students at UniSA.

Student satisfaction

Improvements in the quality of teaching and learning were addressed in numerous ways, through:

- > awarding three University Teaching Grants of \$40 000 and two commissioned Teaching Grants of \$40 000, focusing on graduate employment and internationalisation respectively
- > awarding 16 Assessment Development Grants to program teams in all Divisions and at Whyalla Campus to encourage activity that would strengthen the links between graduate qualities and assessment
- > making Teaching @ UniSA mandatory for all new staff
- > introducing the Annual Program Report which monitors program quality

- > developing a ratings interpretation guide which allows staff to compare their current performance, as evaluated by students, against overall performance at UniSA in their field of education
- > improving UniSAAnet tools that support teaching and learning
- > introducing the Scholarly Teaching Award and strengthening criteria for Teaching Excellence Awards.

Improvements were made to the enrolment process based on feedback from students:

- > 22 067 students enrolled via the web (28 534 students enrolled in total)
- > 65% of new students enrolled off campus
- > 76% of continuing students enrolled off campus
- > 63% of new students were satisfied with their enrolment experience
- > 77% of continuing students were satisfied with their enrolment experience
- > 78% of new students enrolled in less than two hours (48% in less than one hour)
- > 93% of continuing students enrolled in less than two hours (78% in less than one hour)

The Student Services Advisory Committee (SSAC), a sub-committee of Academic Board, addressed key issues raised in the Student Experience Questionnaire (SEQ). These included: printing and internet quotas, quality of food on campus and access to computers. A trial Extended Hours Support Service offering online technical support to students ran from April–July 2003. It was so successful it was extended until the end of 2003. The project will continue in 2004, with an evaluation in Semester 1 to determine whether it will become an ongoing service.

Teaching@UniSA was introduced in 2003 with 32 continuing and 47 sessional staff attending. This innovative program introduces or re-introduces staff to the University's teaching and learning environment and involves an introductory session, discussion of teaching and learning issues and interactive and practice-based tasks. Staff responded positively to the program with many forming ongoing learning communities to share examples of best practice and for ongoing peer support. The program has been adapted for trial use with staff of offshore partners who teach UniSA programs.

A website and a comprehensive induction booklet were developed to support sessional staff in their teaching.

Online teaching, learning and administration

UniSA has 5075 courses with some form of online resource stored in UniSAAnet, the University's online teaching and learning environment. Approximately 1200 courses use online components, including learning guides, quizzes, discussion groups, AssignIT or an e-Library item. The Flexible Learning Centre's (FLC's) online advisers are based on each campus to assist academics in putting resources online. UniSAAnet #2 was implemented in 2003 and 99% server reliability was achieved.

In 2003, peer review checklists were used across the University for the review of online resources and peer review of online materials was made an element of the Scholarly Teaching Awards.

The establishment of the Digital Resource Management Centre (DRMC) in the University Library during the year resolved many issues around copyright and electronic reproduction and communication of published works. Guidelines were developed for deciding between the competing needs of academics when cases arise where academics wish to communicate more than 10% in total of a published work electronically. The new DRMC is responsible for the digitisation and storage of materials and the management of the new guidelines.

A number of online administration initiatives were implemented during the year. These included:

- > developing academic advisement reports for students to assist them to identify outstanding study requirements as part of the 2004 enrolment process (available on LookUP)
- > implementing the interface between Syllabus Plus and Medici which improved the ability to provide real time updates to timetabling information, particularly during peak enrolment periods. New classes can now be released for enrolment on the spot, reducing the time taken for students to enrol and avoiding the 24-hour lag for updates
- > improving Enrol Online
- > modifying the online results entry system
- > completing the Program Information Management project which in 2004 will enable all program and course information to be available online via UniSAAnet.
- > improving UniSAinfo and LookUP through the development of a transnational specific view, providing extra information in reports, establishing a user group and renaming items in reports to make them more user friendly.

In 2003, UniSA became the first South Australian university to give students access to wireless internet connection across an entire university campus - wireless networking was trialled at the City West campus and in the adjacent environment. The high-speed network represents the most sophisticated technology available, five times faster than most existing wireless services.

Graduate employment outcomes

The University's Teaching and Learning Committee (TALC) established a working group to address the recommendations of the 2002 Report on Graduate Outcomes, to develop a University Graduate Employment Strategy and to advise on strategies for programs with low graduate employment to assist their students to improve their employability. This included identifying discipline-related employers, increasing their use of Experiencebank, and holding functions to enable students to meet employers in their field of study.

Postgraduate and research education

The University-wide structured program was fully implemented. A major new initiative was the development and adoption of Research Degree Graduate Qualities (RDGQ).

Learning Connection conducted campus-based research education workshops and roundtable discussions for research students, delivered a supervisor development program, developed resources for supervisors and research degree students, and took part in Research Degree Coordinators' information and development sessions.

Also in 2003, an internal audit of UniSA research methods courses and their substantive components was carried out with a view to constructing 'learning objects'- re-useable parts of courses - that would lighten staff workload across the Australian Technology Network (ATN).

Transnational education and internationalisation

The University experienced growth of 21% in international (onshore) and 8% in transnational students (EFTSU) from 2002 to 2003. Transnational student numbers and revenue were affected by SARS, the appreciation of the Australian dollar and the downturn in offshore economies.

Incoming student exchange numbers increased over 2002: from 201 to 237, but outgoing numbers fell slightly from 124 to 111. Global events affected outgoing numbers.

International (onshore) student support services were reshaped to address responses to the SEQ. A counsellor was appointed specifically to assist international students.

The number of beds provided by the Accommodation Services increased from 157 at the end of 2002 to 302 at the end of 2003. This will increase to 522 by the end of 2004. In addition, the University of South Australia Student Housing Association increased the number of properties which it manages and makes available to students.

In March the University Council endorsed a paper detailing protocols for transnational student services. Agreement about the provision of services must now be detailed in contracts with offshore partners and program approval documentation. Areas of universal service include: Student Ombud access, orientation, library and IT services, Learning Connection, and careers, personal, study and language resources online. Negotiated services include: customised library support, customised Learning Connection guides and workshops. Provision of services will be evaluated through the Transnational Student Experience Questionnaire (TSEQ) and reviews undertaken under Policy A-35B.

A detailed framework outlining the University's quality assurance policies and procedures began in 2003 for completion in early 2004. Specific measures for assuring quality in transnational programs were highlighted.

Student administration for transnational programs was consolidated within the four Division offices. Each Division nominated a coordinator to take overall responsibility for admission, enrolment, record-keeping and conferral processes. This group of coordinators meets regularly, chaired by Student and Academic Services Unit (SAS), to share best practice and ensure consistency, both with procedures for onshore students and between partners.

Equity and access

Over 41% of the University's undergraduate students are members of a disadvantaged equity group.

Expansion of the UniSA special access scheme (USANET) led to an 89% increase in low socio economic status (SES) enrolments through USANET and a 53% increase over the whole scheme (including a 16% increase in enrolments from students from Country Areas Program Schools).

Staff and students at Mawson Lakes, in particular undertook significant outreach, to northern Schools. The expansion of UniSAPAL to more adult re-entry Schools resulted in an increase in PAL enrolments from 22 to 69. Nine of the 11 students who completed the program in 2002 enrolled at UniSA and 35 of the 36 who completed in 2003 were accepted into UniSA for 2004 entry.

Return to Study and Preparation for STAT sessions encouraged mature aged students to consider applying for University and 'Missing a Piece of Your Degree?' encouraged others to complete awards. Transition Grants provided financial support to low SES students starting University. An examination of bridging programs was begun in an attempt to rationalise and expand their curricula and to develop clear and equivalent pathways into all Bachelor award programs.

The equity committee and management structures in the University were revised and clarified. Access, success and retention rates for students from designated equity groups were as follows:

- > Indigenous numbers are stable at around 100 commencing each year with more enrolments in mainstream programs and a gradual increase in year 12 entrants. Retention and success rates are low, but similar to other South Australian universities, and are consistent with the high proportion of special entry and mature aged students studying externally.
- > The University has consistently high numbers of rural and isolated students, higher than the state average and close to the national average. These students have good success and retention rates.
- > Numbers of students with disabilities (SWD) increased from 761 in 2002 to 1003 in 2003, which is proportionately closer to the general population and above average for the sector. The SWD Policy and Disability Action Plan were revised and disability representatives were appointed to relevant committees. Adaptive Technology Suites were installed on each metropolitan campus library; an Online Accessibility Plan was developed and associated workshops on web accessibility given by Vision Australia.
- > The number of low SES students commencing in 2003 increased to 1,706 (approximately 52% of the State's total low SES enrolments). UniSA has a very high access rate for students from low SES backgrounds, particularly for those aged under 25. Retention rates for low SES students are generally on a par with the student population and are slightly above the national average.

Division of Business and Enterprise

Quality and viability

The Division of Business and Enterprise's (BUE) Quality Framework was developed in line with policy A35A and circulated to staff during 2003.

The teaching and learning unit ran a series of professional development activities which helped staff to complete Program Evaluation Reports (PER), GCEQ Appendices and Annual Program Reports. Schools were encouraged to evaluate their programs and teaching models and initiate a number of improvement plans.

The Division was involved in discussions about the economic model for transnational programs and the revenue split with partners, which have implications for the quality of learning outcomes.

Achievements in 2003 included:

- > winning a number of awards including one Scholarly Teaching Award and a VC Award for Innovation
- > strengthening viability with the continued withdrawal of poorly performing programs
- > increasing the International English Language Testing System (IELTS) score required for international graduate student entry into the BUE programs (from 6 to 6.5 generally, and from 6.5 to 7 for the Doctor of Business Administration (DBA) and Doctor of Philosophy (PhD) degrees)
- > significantly revising and updating all courses in the Master of Business Administration (MBA), DBA and PhD; courses in the School of Marketing; and management courses in the School of International Business
- > significantly improving the Division's engagement with Policy A-35A.9 (Quality Assurance and Improvement Program).

External moderation

A protocol for external moderation was developed during 2003. Some external moderation of courses was completed in 2003 as part of external School reviews and the redevelopment of programs.

Student satisfaction and graduate employment outcomes

Whilst GCEQ scores are still of concern, there were some promising improvements from 2002 to 2003, particularly in 'good teaching' agreement rates.

The Division began a nominated review of GCEQ scores in 2003. Although this was withdrawn due to problems with external reviewers, data was collected that will contribute to review activities in 2004.

Staff worked on School, discipline and program projects to improve CEI and GCEQ scores.

Schools also discussed, and in some cases implemented, a process of collegiate review of CEI scores to allow rapid feedback to students. The move to electronic CEIs caused a fall in response rates and there were difficulties in identifying responses from different cohorts and locations for offshore programs.

Graduate employment figures fell in 2003 for a variety of reasons; one external factor was the trend to shift central functions of organisations to other states or overseas. As a result, plans were put in place to improve employment rates in the future, including the provision of targeted careers advice and support and promotion of services to employers, students and graduates through Experiencebank.

Transnational education and internationalisation

The year was one of consolidation and dealing with major events. Transnational student numbers and revenue were affected by SARS, the appreciation of the Australian dollar and the downturn in offshore economies.

The Division responded to a major shift in the University's strategic direction in China in late 2003, moving from a broadly based licensing model for the Mandarin MBA to a smaller, collaborative arrangement with a limited number of top-ranked "211 project" universities.

Towards the latter stages of 2003 the Division moved to balance onshore international students with the much larger existing transnational (offshore) portfolio, and appointed an additional onshore student recruiter.

The Division commenced the EQUIS accreditation process. EQUIS is the leading international system of quality assessment, improvement and accreditation of higher education institutions in management and business administration worldwide. The process required detailed consideration of the Division's international activities.

Understanding internationalization, and the debate about how to achieve it, became more widespread across the Division. The International Graduate School of Management (IGSM) appointed a Professor in Cross Cultural Management to support its aim to become a centre of East-West management understanding and to reinforce the introduction of cross cultural contexts to the MBA and to the coursework phase of the DBA and PhD.

The School of Marketing, in conjunction with the School of International Business, developed a relationship with Tsinghua University to offer advanced and general masters programs. The Division worked with the International Office to develop an exit strategy for the relationship with X'ian International University.

Offshore programs continued to be overseen by the Overseas Programs Management Board and this model was taken up by the rest of the University.

Program profile and demand

The Division's programs continued to enjoy a high profile in their sectors, with valuable industry links. For example, the Business Information Systems (BIS) program was actively supported by input from 15 industry partners, and the School of International Business had links with the SA Chamber of Commerce, the SA manufacturing sector and professional bodies associated with automotive dealerships. The tertiary entrance rank (TER) cut offs in all undergraduate programs was higher in 2003 than in 2002, with the lowest being over 71. Demand for onshore postgraduate programs increased by 22% across the Division with an increase of 31% in the School of Accounting and Information Systems.

Undergraduate demand was uneven in 2003. There was a slight rise in the School of Accounting and Information Systems, a larger one in the School of International Business and a significant fall in the School of Marketing. The fall in marketing was in part due to increased local competition. In response, the School redesigned courses, created new offerings and improved marketing efforts. Overall, first preferences increased by 8% from 2002 to 2003.

Although there were variations amongst equity groups and Schools, on average, over the past three years, retention rates in BUE were equal to or above those for the University.

Online teaching, learning and administration

All programs in the Division had an online presence, varying from simple administrative materials to sophisticated online materials involving multimedia. The IGSM developed a portal for transnational doctoral candidates that linked the School's students with broader University doctoral resources.

As a result of discussions during external reviews of Schools and disciplines, an Online Working Party was created in late 2003 to help encourage the dissemination of ideas reflecting best practice in online teaching and learning. This Working Party will also help guide the Division's strategic planning for on-line learning.

Equity and access

The number of new Indigenous students in 2003 was consistent with previous years; numbers of newly enrolling students identified with a disability increased; and numbers of students from low SES groups remained stable, as did the number of rural students enrolling in BUE programs. Nine new isolated students enrolled in 2003. NESB student enrolments remained at 40-50 and women remained under-represented in some areas, particularly in some postgraduate coursework areas such as manufacturing – this possibly reflects the relevant employment market.

The concept of equity was actively promoted in the Schools through communication with School boards and School representatives on the Division's Equity Working Party (EWP). The Dean encouraged EWP representatives to act as advocates for equity groups and encourage inclusivity in all teaching and learning arrangements within their Schools. The Dean's office provided presentations discussing the meaning of equity in the context of study at UniSA and demonstrated how better outcomes could be achieved. As a result each School adopted at least one new equity initiative for 2003.

The Division developed courses and a minor in Indigenous Tourism through the Unaiapon/BUE Links Working Party.

Division of Education, Arts and Social Sciences

Quality and viability

PERs and Annual Program Reports were coordinated by Academic Services, with the Dean: Teaching and Learning providing advice and support to program directors.

The GCEQ Appendix was completed effectively and submitted by program directors in five programs and improvement plans are currently being implemented.

Student satisfaction and graduate employment outcomes

The Division of Education, Arts and Social Sciences (EAS) has an energetic teaching and learning environment with Schools committed to improving student satisfaction through activities such as focused teaching and learning retreats, widespread completion of the optional Course Report (to assist in identifying underlying issues and generating improved practice) and the inclusion of sessional staff in teaching team meetings.

The Division improved its 2002 performance for 'good teaching' by 1%, in 'overall satisfaction' by 4% and matched its 2002 performance and met target for 'generic skills' (65%).

Graduate employment outcomes increased by 1% in 2003 (2% above target). This was due to an increased use of Experiencebank expertise and the expansion of employer/School (or program) activities.

EAS undertook a comprehensive mapping of Graduate Qualities and assessment in 22 level one courses across six programs as part of a University Teaching Grant Project linking student assessment processes with the development and achievement of Graduate Qualities.

An audit of programs incorporating formal field placement (or similar) courses, and mapping the findings against GDS data was also completed in 2003. The findings will be disseminated and acted upon in 2004, to ensure practices in one program that appear to maximize graduate employment are replicated in similar programs.

Transnational education and internationalisation

International onshore enrolments for 2003 showed strong growth of 25% over 2002 and exceeded target. Offshore enrolments increased from 2002 by 45% and also exceeded target.

Division TALC established an International Working Group to:

- > monitor the Division's quality assurance and improvement processes for transnational teaching and learning
- > identify and promote staff development activities that support and enhance the embedding of internationalisation within the curriculum, and
- > advise Schools and the Division on evaluation practices and outcomes in respect to international students and transnational programs, in line with standard University course and program evaluation mechanisms.

The Division undertook a project to expand and systematise its credit transfer arrangements for graduates from other countries. These were then incorporated into the UniSAnet database. This will dramatically improve the Division's ability to provide credit transfer advice when processing international enrolments.

The School of Education solidified its relationship with a new Singapore partner for the BEd (Early Childhood Education) and conducted a pilot program for the joint Masters in Education project offered by a consortium of the University of Technology, Sydney (UTS), UniSA, Universität Potsdam and Hanoi University of Education.

Demand for the School of International Studies Diploma in Industrial Communication in Kuantan (Malaysia) increased significantly. An amazing 3 000 applicants were received for the 70 places available in the second intake.

Program profile and demand

The Division's program profile experienced strong demand at undergraduate level, both from Australian and international students onshore. Demand for postgraduate coursework programs was generally weaker, with some exceptions, which led to the development of targeted postgraduate marketing activities.

The Division achieved solid growth in demand for undergraduate programs of over 7%, exceeding target and gaining improvement in many TERs.

The greatest growth in first preferences was experienced by Visual Arts (Specialisation), Adult and Vocational Education, Interior Architecture, Psychology, Justice Administration, Architecture, Education (Junior Primary/Primary) at Magill and Industrial Design.

In response to the University's Academic Profile 2010, the Division established three working parties to engage staff in the deliberation and examination of the themes of healthy lifestyles, sustainability and modelling and managing complex systems. The following was concluded:

- > The broad public health perspective of healthy lifestyles positions EAS well in relation to UNAP and research opportunities have been identified towards 2010. These include the Generational Health Review in SA, the development of professional doctorates within the Division and the forging of partnerships outside EAS and with industry.
- > The Division aims to promote discussion on the use of sustainability in the context of social sustainability, to consider amendment to the Graduate Qualities and to examine conceptual links between courses and research centres to encourage two-way inputs between teaching and research.
- > In considering how complex systems and themes of complexity are relevant and reflected in the humanities EAS mapped the profile of complex systems teaching and research within the Division. The profile will stand as the groundwork for further research and teaching initiatives. EAS proposed a website be dedicated to complex systems teaching and research and identified several potential cross-School collaborative research themes. These research initiatives may be supported by short workshops or symposia. Subsequent activities might map the types of programs (Honours and Masters) that could embody complex systems understanding.

Online teaching, learning and administration

The Division completed the development of an Online Audit Tool and compiled a register of online courses in the Division to help allow the identification and dissemination of good practice.

Further developments included:

- > completing the student orientation online module 'Are you ready to study online?'
- > completing and reporting on a web conferencing trial of Centra and subsequently purchasing a University license
- > recording and web streaming Teaching and Learning Grant project reports. This will continue as a key method of dissemination
- > developing a website for sessional staff to register their availability for employment within the University
- > relocating online course materials on the UniSAnet server and reducing the use of local servers. This assisted in the management of online teaching and learning environments
- > compiling a database of online courses in the Division including information about the use of features such as chat and discussion boards, video and audio, and links to central resources such as the Library
- > converting to the University's new corporate template.

Equity and access

The Division's approach to equity planning and review was steered by the Dean of Students in conjunction with the Equity Working Group and in consultation with Heads of Schools and the Dean of Teaching and Learning.

Schools across the Division began to review their articulation arrangements with TAFE to ensure currency of agreements in relation to TAFE national training packages. A number of Schools established program level links with TAFE. A new development in the School of Education was the Bachelor of Education (Design and Technology), specifically designed to articulate with related TAFE qualifications.

The Division has two complementary research projects examining the first year experience of equity students. One of the anticipated outcomes will be the development of strategies to lift retention and success rates.

The Division in 2003 reviewed an Equity Statistics Discussion Paper that examined the diversity of the student population and set targets for the participation of students from equity target groups. The paper considered the performance of the Division and University and established the basis for Schools to set targets in selected programs against national benchmarks. Schools commented on their equity data and set targets for students from particular equity target groups in specific programs.

EAS has the largest number of students from equity target groups in the University, with 3155 students in this category. The large number of students from equity groups creates particular issues for staff because of the often-intensive nature of support required for these students. The impact on Schools differs, with some programs attracting high numbers of students with a disability. The Division suspects the number of students with a mental illness is much higher than is reported in equity statistics and is often masked by students choosing not to disclose this information at enrolment time.

There were several successful EAS equity strategies in 2003:

- > The UniSA's Preparation Program for Adult Learners (UniSA-PAL) initiative run in partnership with Para West Adult Campus, Thebarton Senior College, Marden Senior College, Hamilton Adult Campus, Fremont-Elizabeth High School and SSABSA began in 2002 to provide pathways to university study for students who would otherwise not qualify for entry. It is particularly aimed at adult students from low socio economic backgrounds as a 'second chance' at education – for those who face significant obstacles in pursuing education as a result of poverty, financial difficulties, ill health, disabilities, single parenting responsibilities, language difficulties, domestic violence, lack of role models, family support, self confidence, self esteem and so on. UniSA-PAL students study full time for one year, gaining the

appropriate skills, knowledge, and perhaps most importantly, the confidence required to study at a bachelor level. At the completion of the program, students are eligible for entry into University. Of the 23 students who commenced the 2002 pilot initiative, 12 students received offers to study at university in 2003. In 2003, 36 students were eligible to apply for entrance to UniSA as a result of their participation in UniSA-PAL.

- > The 'Missing a piece of your degree' initiative is aimed at encouraging people from low SES areas who have dropped out of their degree to resume study. The equity working group identified that the participation rate by students for low SES areas in the Division was lower than the University rate and sought to address this by linking to UNAP and recruiting students from the northern areas of Adelaide who might wish to complete their studies. The program was expanded across the University to include other low SES suburbs and intakes occurred in July 2003.
- > An inaugural function to launch the University of South Australia's Indigenous Alumni Chapter was held in May 2003. This is the first chapter of this kind in Australia.
- > The Lewis O'Brien Scholarship was established to assist and encourage Aboriginal and Torres Strait Islander people to undertake postgraduate study in the Division. The scholarship was awarded for the first time in 2003 to an Indigenous student enrolled in a postgraduate program in a field of particular relevance and potential benefit to the Australian Indigenous community. The scholarship provides a maximum of \$10 000 for the payment of HECS fees, and compulsory program fees or student union fees associated with full time or part time study in a post graduate program offered in the Division.
- > The Buddy Program is in its third year of operation and was reviewed during 2003. There were 44 successful pairings during 2003. The program is designed for students who may be having difficulty with an aspect of university studies. People in the scheme may include students with disabilities, students from low SES areas and rural areas.
- > A professional development seminar was held as the first step in exploring the nexus between accommodating the needs of students with a disability who are undertaking a practicum / field placement and ensuring that the practicum / field placement requirements are not compromised.

Division of Health Sciences

Quality and viability

A comprehensive program and course quality assurance process was developed and implemented in 2003 within the framework of Academic Policy A35A.9.

Fifty per cent (n=7) of undergraduate programs in the Division of Health Sciences received the highest viability scores and a further 29% (n=4) programs had the next highest viability scores. To address poor viability in professional postgraduate coursework programs the development of a Masters of Health Science (Specialisation) - a joint collaboration between the Divisions of Health Science and Business and Enterprise- was started in 2003. This Masters will replace many of the small postgraduate programs and introduces new areas of health management, and management and leadership.

External moderation

An audit of external moderation of assessment in the Division revealed that most programs across the Division are accredited by external professional associations, a process that requires strong links with industry and the professions.

A protocol was developed for the external moderation of four courses per program per year during 2003 and this protocol will be trialed and evaluated during 2004.

Student satisfaction and graduate employment outcomes

Programs across the Division continued to perform well in relation to graduate employment outcomes.

Student satisfaction results as measured by the GCEQ across the Division were also good, and in some programs very high. The Occupational Therapy program experienced some of the highest scores in the University for 'overall satisfaction', 'good teaching' and 'generic skills'.

Student satisfaction during a program was recorded by the widespread use of the CEI. Reports of changes to courses, based on student feedback, were included in course information guides.

Three programs completed the GCEQ appendix in 2003. The improvement strategies suggested as a result of this will be implemented during 2004.

Transnational education and internationalisation

The first cohort of students in the Bachelor of Nursing International (Pre-reg) commenced with the National Kidney Foundation in Singapore. Feedback from students was positive.

The School of Nursing and Midwifery promoted the professional certificate program in India, Malaysia, Singapore and China which will prepare overseas trained nurses to gain registration with the Nursing Board of South Australia. The first cohort will commence in 2005.

Transnational programs with Sepang Institute of Technology (SIT) in Malaysia for Pharmacy, Medical and Pharmaceutical Science and Food Science and Nutrition progressed well. Pharmacy has an arrangement with IVE, Hong Kong, for advanced entry into the onshore undergraduate programs and JSS College, India, into the postgraduate pharmacy programs.

Student administration of transnational programs was successfully transferred from Schools to the Division Office. A transnational procedures manual was developed and discussed with each partner during a visit to the partners by the Division Manager, Manager Academic Services and transnational administration staff.

The Division took part in a study abroad and exchange fair in March 2003 to promote international study opportunities to its domestic students.

Students of the School of Nursing and Midwifery took part in study tours to Sarawak and Norway. The School continued to grow its strong study abroad relationship with three Norwegian university colleges. Nursing students from Hong Kong Polytechnic came to South Australia to visit the School.

The School of Health Sciences won a UMAP grant for the fourth consecutive year. The 2003 grant is for Occupational Therapy and Physiotherapy students to attend field placement with Hong Kong Polytechnic University

Program profile and demand

Demand continued to be high for most programs in the Division of Health Sciences.

Two new degree conversion programs were developed in Complementary and Alternative Therapy (Naturopathy and Acupuncture) and commencing in 2004. A general health science degree with a healthy lifestyle focus is being developed. Nine one-year Honours programs were withdrawn for 2004 due to low enrolment numbers in each one. A flexible Honours program, the Bachelor of Health Science/Applied Science (Honours) was passed by Academic Board in 2003.

Provisional professional accreditation was achieved for the Graduate Entry program in Occupational Therapy and a further 5-year professional accreditation granted for the undergraduate occupational therapy program. Professional accreditation in these programs is crucial as it enables graduates to register to practice.

Online teaching, learning and administration

Increased use of online teaching and learning in the Division was evidenced in the expanded Service Agreement with the FLC in 2003. Relationships between staff improved and the utilization of FLC services increased.

A Division multidisciplinary online interest group was established, demonstrating the great interest in online teaching, learning and administration. Forty-five staff from all Schools indicated an interest in becoming active members of the group.

Thirteen research courses previously offered to Honours students in the Graduate Certificate in Research Methodologies were replaced by online courses. Each of the withdrawn courses were taught face to face and often had few enrolments.

Trials of CaptureCam were carried out, demonstrating the usefulness of this program for teaching external students. Positive feedback was received from students in the external nursing program and investigations into the application of this program in administration began.

Equity and access

HSC performed well with most equity groups apart from Indigenous students. To address this:

- > stronger links with Pika Wiya were developed in 2003
- > an innovative student placement in Nganampa Health Service will be trialled in early 2004, and
- > podiatry continued its highly successful mobile podiatry service to the Anangu Pitjantjatjara lands and to Katherine in 2003.

The Division's primary equity and access focus in 2003 was on the Northern Adelaide suburbs. This involved close work with the UNAP team. Activity included:

- > developing a Memorandum of Understanding (MOU) to facilitate professional placement of students with health service providers in the Northern Adelaide suburbs
- > developing a new course in the Diploma of University Studies/ UniSA PAL program, Human Health, funded by Open Learning Australia (OLA). Nineteen students enrolled in the course for 2004 which will better prepare students completing these programs for study in health sciences programs.

A Rural Health Strategy was developed to better prepare graduates for working in rural areas. The strategy is being implemented in conjunction with Spencer Gulf Rural Health School and includes:

- > the development of a new course that will be incorporated into all professional programs from 2005
- > vacation scholarships for students to undertake rural placements
- > scholarships for Honours and PhD students to undertake rural health research, and
- > increased rural professional placements.

Division of Information Technology, Engineering and the Environment

During 2003 the division continued to refine and systematise its approach to quality improvement in teaching and learning utilising data from the CEI, SET and PER instruments and linked to staff performance management. Projects in Graduate Qualities and Students at Risk have been implemented, with the expectation that they will improve learning outcomes and contribute to higher KPIs in future years. New programs for local and transnational markets have been approved, and others have been withdrawn. The division has developed new credit transfer arrangements and articulation pathways with TAFE, and is in discussion with several SA Government and Industry bodies on education and skills development for the manufacturing, defence and electronics sectors. The vigorous community outreach programs involving peer mentoring undertaken during 2003 have rightly gained considerable public recognition and external funds.

Quality and viability

Over the past three years, 12 programs identified as unviable have been withdrawn. The majority of the remaining low viability programs has significant commonality with other programs and has been retained in response to specific demand, particularly in areas subject to demand volatility, such as information technology.

A Students at Risk project was successfully undertaken that embedded support for students with language difficulties. A second successful project assisted students who were articulating into a postgraduate engineering program to deal with issues relating to referencing and plagiarism. From this work the Division of Information Technology, Engineering and the Environment (IEE) learning advisors developed a student support model that will be implemented more widely across the Division.

External moderation

Other than the periodic sampling of course material undertaken by accreditation panels, IEE currently has external moderation only for honours courses and theses. The Division developed an external moderation schedule to ensure the assessment of all final year courses over a three-year period from 2004.

Student satisfaction and graduate employment outcomes

Courses in most programs undertook CEI evaluations during the year. Reports on individual course CEI scores were provided to each Head of School for ongoing use in performance management discussions with staff.

The GCEQ indicators showed some trend increases over time. 'Overall satisfaction' remained relatively constant, 'good teaching' showed an improvement of 5% from 2002 to 2003 (this indicator has been steadily improving since 1997) and 'generic skills' rose 4%. The Bachelor of Construction Management and Economics program rated number one in Australia in the GCEQ results.

Graduate employment outcomes have increased since 2002. The School of Computer and Information Science, with the cooperation of Experiencebank staff, ran a successful two-day program providing advice to students on a range of employment-related issues and bringing employers and human resource placement companies together on campus. A range of other activities including interview programs, Experiencebank sessions embedded into courses, and the School of Electrical and Information Engineering showcase session were also run successfully.

A large number of students found employment through the Industry Internship Program.

Transnational education and internationalisation

Transnational student numbers increased steadily in 2003, despite global events.

Student exchange numbers remained low, although the School of Mathematics and Statistics actively engaged with two overseas universities in student exchange.

Activities included:

- > adopting a new, two-tiered approach to the management of transnational programs - the Transnational Program Management Committee and the Transnational Administrative Working Group. The division of strategic and operational responsibilities will help to ensure the Division's transnational programs are better managed in the future
- > developing an internal assessment and review process to ensure quality processes are in place for the teaching and learning and administrative activities of transnational program delivery
- > creating the role of Dean: International from 2004 to oversee transnational program development
- > carrying out an internal audit of all transnational programs for compliance with stated academic and English language entry requirements. The audit yielded generally positive outcomes and noted that steps had already been taken to address the compliance with English language entry requirements for Computer and Information Science at the Sepang Institute of Technology
- > obtaining approval for the University to award a Graduate Certificate in Applied Science (Space Studies) to students who successfully complete the prestigious International Space University Summer Session Program to be held in Adelaide in 2004. Although this is a one-off program, this award will enhance the international profile of the university
- > obtaining approval from the Ministry of Education, People's Republic of China (PRC) for the Master of Civil Engineering and Construction to be run in collaboration with the Beijing Institute of Civil Engineering and Architecture, the first such approval won by the University under the new PRC foreign program approval regulations.
- > the School of Advanced Manufacturing and Mechanical Engineering reaching its eighth intake, and first graduation of students into the Bachelor of Engineering (Mechanical and Manufacturing Engineering) in Singapore. The School worked with the School of International Business in the joint development and delivery of the Bachelor of Management (Logistics and Supply Chain Management) in Singapore
- > including an assessment of internationalisation in the curriculum audits of all major programs in 2003
- > commissioning a project on teaching strategies for international students
- > producing a resource booklet for international students, and
- > conducting an international student forum.

Program profile and demand

Reflecting the need to refine existing programs and respond to demand, 54 program development and amendment submissions were approved during 2003, including the withdrawal of 14 non-viable undergraduate programs. The viability of disciplines and Schools is also dependent on the timely introduction of new programs. New program approvals included the Bachelor of Information and Communications Technology (ICT) and the research based Professional Doctorate in Information Technology in collaboration with Motorola.

In an attempt to reverse the downward enrolment trends in programs leading to careers in manufacturing, defence and electronics, the Division participated in State-wide Skills Task Forces for the manufacturing and defence sectors, led the Defence, Science and Technology Organisation (DSTO) Continuing Education Initiative and was involved in discussions leading to a proposed Electronics Industry School. These initiatives involved close collaboration with the other South Australian universities. Leadership of the DSTO Continuing Education Initiative will position the University well for providing advanced education programs and courses in systems engineering/integration and project management for the defence sector.

In 2003, the TER cut-off scores for the Bachelor of Science and the Bachelor of Information Technology programs were higher than their equivalent science and IT programs at the University of Adelaide and Flinders University.

Online teaching, learning and administration

In 2003, Schools developed templates to achieve consistency in the appearance of their online materials; the School of Computer and Information Science was involved in a migration of materials to UniSAnet and staff from the School of Electrical and Information Engineering were involved in development work on Netlab which is now used in three courses for conducting experiments online. An online learning subgroup of TALC was formed, with a related seminar series planned for 2004, as part of the Division's staff development initiative. Academic advisement rules were identified for all Divisional programs for entry onto Medici, and reports were trialed, with five of the Division's programs for student and staff access.

Equity and access

The Principal Project Manager from TAFEBizSA gave a presentation on TAFE accreditation and credit transfer approval processes to the Division's Program Directors. A streamlined process for determining new TAFE credit transfer arrangements was approved by Division Executive in October. Credit Transfer arrangements with TAFE and International providers were updated for public access via the University Credit Transfer Calculator on the web. The Division Office will continue to liaise with Program Directors to ensure that this information is accurate and up to date.

The Division continued to meet its equity targets due to the relatively high participation of low-SES students and the inclusion of most of its programs in areas of non-traditional study for women. Achievements in the various equity groups included:

Low SES

Most of the equity projects involved Schools in Northern Adelaide. Three projects were of significance:

- > The Peer Tutoring program involved 48 students engaged in tutoring and mentoring in 2003. The program won a grant of \$133 000 from the national Sustainable Regions fund.
- > The Robotics Peer Mentoring in partnership with eLabtronics continued with a total of 220 students and 22 mentors participating. The program received \$50 000 from the Centre for Innovation, Business and Manufacturing; won the national Engineering Excellence award for Innovation, sponsored by AusIndustry, and was featured at a meeting of the Prime Minister's Science and Engineering and Innovation Council.
- > The SMS@UniSA program was successfully implemented in 2003. It brought 50 students from four local high Schools and their teachers to study SACE Physics, Chemistry and Mathematics at Mawson Lakes, where they also had access to laboratories and a range of university staff. The implementation team won a 2003 Chancellor's Community Service award.

These activities improved the Division's and the university's relationships with Schools in the region and generated significant positive publicity. They have the potential to generate increased enrolments for low SES groups in the Northern Adelaide region in the medium to long term. There were also an encouraging number of female students participating, particularly in the robotics program.

Indigenous students

Due to an increase in courses attracting indigenous enrolments for the first time, a session was conducted for staff teaching these courses; the Division worked with AISU to provide financial support for textbooks and peer mentors were sought for the Kurna Plains Aboriginal School.

Women

Of the 54 students who commenced one of the mathematics programs in 2003, 59% were in the women in non-traditional study equity group and 33% in the low SES equity group. Both figures compare more than favourably with overall university data. The current proportion of females in mathematics undergraduate programs is at a very high 58%, and at the postgraduate level 7 of 12 PhD students are female.

Modelled on the successful Hypatia scholarships in mathematics, the School of Computer and Information Science created the Ada Computer Science Scholarship for Gifted Women to be offered in 2004.

Research and research education

Priorities

The University's research and research education priorities in 2003 were to:

- > enhance our distinctive research profile of multidisciplinary, applied and **collaborative research**
- > improve our **research education environment**, and to
- > strengthen our **commercialisation and innovation** activities.

University-wide achievements against priorities

Collaborative research

The University improved its distinctive research profile of multidisciplinary, collaborative and applied research during 2003 through the following activities:

Funding an Internal Collaborative Research Grant Scheme:

UniSA's Collaborative Research Grant Scheme provides seed funding for high quality, innovative collaborative projects that will:

- > lead to multi-disciplinary research activities crossing internal Division/Institute boundaries
- > enhance support for areas of research strength, and
- > develop areas of recognised research potential in line with the University's research concentration and development strategies and principles contained in the University's Research and Research Training and Management Plan.

In 2003, the University awarded seven grants for the 2004 Collaborative Research Grant program, facilitating collaboration between each of the University's Divisions, Whyalla, and the Ian Wark Research Institute. A list of grants can be found on page 37 of this document.

Emerging Thematic Priorities:

During 2003 the University continued to enhance its multidisciplinary research profile through implementation of the Emerging Thematic Priorities (ETP) fund. Six initiatives were awarded funding through this scheme to stimulate innovative collaborations between existing research concentrations in response to the Academic Profile 2010-2015. The successful initiatives were:

- > Management and Design of Complex Technological, Social and Business Systems which involves collaboration between the Systems Engineering and Evaluation Centre and researchers in Management Information Systems and Architecture
- > Australian Manufacturing Centre of Excellence which involves collaboration between the Centre for Advanced Manufacturing Research, the Ian Wark Research Institute, and the Advanced Computing Research Centre
- > Sustainable Systems Technologies which involves collaboration between the Centre for Industrial and Applied Mathematics, the Transport Systems Centre, the Sustainable Energy Research Centre, and the Australian Machinery Research & Design Centre
- > Sustainable Societies which involves collaboration between the Hawke Research Institute, the Centre for Research into Education, Equity & Work, the Centre for Literacy, Policy & Learning Cultures, the Research Centre for Gender Studies, the Social Policy Research Group, the Research on Employment & Workplace Change Group, and the Water Law & Policy Group
- > Advanced Pharmaceutical Characterisation, Formulation, and Manufacturing which involves collaboration between the Ian Wark Research Institute, the Centre for Advanced Manufacturing Research and the Centre for Pharmaceutical Research
- > South Australian Clinical Pharmacogenomics Initiative which involves collaboration between the Centre for Pharmaceutical Research, the Quality Use of Medicines & Pharmacy Research Centre, and the Centre for Biomolecular Studies.

Two of the ETP, Sustainable Societies and the South Australian Clinical Pharmacogenomics Initiative have gone on to lodge applications for Research Institute status which are currently under consideration.

Other significant activities undertaken in 2003 to improve the University's research capacity included:

Nationally Competitive Grant applications

In 2003, UniSA improved its grant applications by:

- > holding externally facilitated grant writing workshops for academic staff from all Divisions and Institutes
- > jointly hosting workshops, with Flinders University and Adelaide University, by the Australian Research Council (ARC) on new Nationally Competitive Grant programs
- > submitting UniSA's highest number of Australian Research Council (ARC) Discovery grant applications and the second highest allocation of funding received.

Early Career Researcher development

The development of Early Career Researchers was supported by:

- > appointing a Director: Early Career Researcher Development
- > establishing an Early Career Researcher Development Advisory Group
- > presenting the first Early Career Researchers' forum
- > continuing the Early Career Researcher Supported Grants.

Redeveloping the Research and Research Education Management Plan

The Research and Research Education Management Plan was redeveloped to take account of the priorities in the Academic Profile 2010-2015 statement, and the new strategies and programs to facilitate collaborative research and promote early career researcher development.

Research education environment

Activities undertaken in 2003 to improve the research education environment included:

Implementing the recommendations of the 2002 external review of research education

The University implemented the main recommendations arising from the 2002 Wissler review of research education during 2003. This included the appointment of a full-time Dean of Graduate Studies, the establishment of a Graduate Studies Office, and the implementation of an integrated Research Degree Management Information System - Research Master.

Increasing the annual number of research degree completions

Research degree completions were increased through the University-wide Structured Program for Research Degree Students initiative – an online compendium of resources for research students and supervisors. The program commenced in 2003 with full-day university-wide orientation and research proposal writing sessions for research degree candidates. A central calendar of university-wide and Division activities for research degree candidates was developed and advertised to all research degree candidates.

Other initiatives to improve completions included:

- > investigating the characteristics associated with research degree candidate satisfaction, completion and attrition
- > commencing an annual exit survey to gather feedback from research degree candidates who completed or withdrew from their postgraduate research degree on experiences and administrative processes through their candidature
- > developing guidelines for completion scholarships for research degree candidates
- > establishing an Examinations Panel (a sub-committee of the University's Research Degrees Committee), to expedite processing of examiners' reports and revisions, and in particular instances of conflicting reports.

Implementing the five generic skills modules under the ATN LEAP

UniSA continued its participation in the five generic skills modules: Entrepreneurship, Project Management, Public Policy, Research Commercialisation, and Leadership and Communication in the ATN Learning Employment Aptitude Program (LEAP). The addition of a further module, Global Sustainability, and continual improvements in administrative processes saw the modules continue to attract a high level of research degree candidate participation across the ATN.

Defining graduate qualities applicable to our research students and embedding them into research education

The University developed Research Degree Graduate Qualities (RDGQs) during 2003. A Project Director: Research Degree Graduate Qualities was appointed and a Research Degree Graduate Qualities Implementation Committee established to develop an implementation plan for the qualities and institute processes to embed them into research education at UniSA. In 2004 it will be mandatory for all commencing research degree candidates, and optional for continuing candidates, to document achievement of RDGQs.

Other initiatives to progress research education at UniSA implemented during 2003 included:

- > developing and implementing a Statement of Resources for Research Degree Candidates studying in Australia across the University
- > redeveloping the University's research degrees website
- > developing online resources and workshops on supervision for the support and professional development of research degree supervisors both onshore and offshore
- > developing a load management model for commencing research candidates, to be implemented in 2004
- > developing examiners' guidelines for research Professional Doctorates
- > collaborating with the Marketing Development Unit to upgrade the advertising campaign to attract research degree applicants
- > conducting an investigation of the context of the management of postgraduate programs with a research component in the Division of Business and Enterprise.

Commercialisation and innovation

Following a review, a proposal for a revised approach to UniSA's commercialisation was approved by the UniSA Council in 2002. During 2003 this new approach was implemented and ITEK, the University's commercialization company, was restructured accordingly. Key achievements against the plan during 2003 included:

- > filling all proposed staffing positions
- > revising and gaining approval for key UniSA procedures
- > developing and implementing performance metrics for measuring activity in the area of opportunity identification and assessment
- > implementing quarterly reporting from ITEK to the UniSA Council, including performance against these metrics
- > developing and implementing working procedures for the identification and assessment of commercialisation opportunities
- > holding commercialisation awareness sessions with a wide cross-section of the University's community
- > identifying over 220 prospects, progressing almost 150 to opportunity assessment and managing six projects through various stages of the incubation process
- > ITEK's operating expenses were below budget and the consolidated result for ITEK was above budget.

In December 2003 it was agreed that the Executive Director, Business Development would move into a full-time role as Managing Director of ITEK from January 2004 to continue to manage the development of UniSA's commercialisation activities (during 2003 he held a joint role as Executive Chair of ITEK).

In 2003, three companies - Phamaquest, Neve ITS, and Iterative Connections - progressed from the incubation stage to the stage of company creation.

Division of Business and Enterprise

Collaborative research

The Division improved its performance in most areas with its research performance continuing to be dominated by a good publications record. PhD completions were good and staff became much more aware of the importance of research income, especially National Competitive Grants.

In 2003 the Division became a part of three more CRCs - the CRC for Irrigation Futures, the CRC for Integrated Asset Management, and the CRC for Sustainable Tourism. It is also involved in the CRC for Water Quality and Treatment.

Other achievements included:

- > developing the South Australian Centre for Tourism (SACT) during the year to co-ordinate tourism teaching and research.
- > developing a new journal - The Asia Pacific Journal of Arts and Cultural Management.
- > hosting the largest ANZ Marketing Academy Conference held to date, attended by over 370 delegates from around the world
- > holding the first International Wine Marketing Colloquium before the Australian Wine Marketing Conference
- > hosting the Pacific Asia Conference on Information Systems.

Emerging Thematic Priorities

Sustainability – The Division is strongly involved in the area of social sustainability and particularly has a strong capability in the area of organisational sustainability.

Managing and Modelling Complex Systems – BUE has been part of the initiative for an Institute in the area of managing complex systems. The Division has particular expertise in soft systems approaches which have been attractive to the other parts of the Institute focusing on the more technical aspects of systems design.

Healthy Lifestyles – the Division is discussing the establishment of an emergent School that will incorporate Tourism and Hospitality, Le Cordon Bleu, Arts Management and Recreation Management.

Other Research Centres -The development of the Marketing Science Centre into an Institute is an important part of the ETP grants. The Centre of Business Analysis and Research (COBAR) is being redeveloped in 2004 as a more focused research centre with three main themes – governance, accountability and organisational behaviour.

Research education

The Division took its involvement in research education very seriously and continued to focus on timely completions and the consolidation of administration.

The large offshore PhD program required special attention. Administrative processes were constantly under revision and inducting the students into the research culture of the Division was a priority. There were indications that students began to feel more a part of the University and more closely involved with the IGSM and their supervisors.

Although the DBA is not a research degree, the management of new structures for offshore DBA candidates was delegated to the Dean: Research Education. New procedures were developed which will be more efficient and will ensure better quality.

Entry requirements for the offshore DBA and PhD were strengthened. The structure and positioning of coursework and research activities were revised to enable earlier development and assessment of candidates' abilities, provide a more supportive framework for students and allow for managed exit of students who prove to be not suited to research.

The Division continued the practice of holding both Division and School seminars and a yearly Research Colloquium where research degree candidates were able to present their research outcomes.

Procedures related to admissions, research proposals and reviews of progress were strengthened in anticipation of the changes that will follow the implementation of RDGQs in 2004.

Commercialisation

The Division generated \$1 million through professional development activities, including OLA and short courses.

Division of Education, Arts and Social Sciences

Collaborative research

The Division's research income increased significantly in 2003 to well above target in 2003. National Competitive Grants increased in value by approximately 50%.

EAS was successful in the 2004 round of ARC grants, winning five Discovery, one Linkage International Grant and an ARC network seeding grant. In addition, a Division staff member was part of a major Linkage LIEF project to be administered by the ANU.

The Divisional Research Performance Fund Scheme supported an increase in research and research income, allocating approximately \$380 000 as infrastructure for research groups, postdoctoral fellowships, publications rewards, for developing strategic initiatives and as seeding grants for major research applications.

Early Career Researchers benefited from a schedule of professional development workshops throughout 2003. An indication of success was two early career researchers working as leaders on National Competitive Grant projects.

The Unaipon Indigenous Social Research Group was established and a further two research groups were in the process of establishment. The Centre for International and Cross Cultural Studies and the Aboriginal Research Institute were both disbanded and plans commenced to develop a new collaborative body in Indigenous research to be called 'Nunga Research'.

The number of Supported Researchers fell from the preceding year, but Schools saw this as a minor downturn while staff focus on completing their higher degrees.

Emerging Thematic Priorities

The Hawke Research Institute began an application to be awarded funded university research institute status as the Hawke Research Institute for Sustainable Societies (HRISS). This was accomplished with the support of a three year University ETP grant. The application is currently going through the process of assessment.

Three funded Research Centres in the Division as well as other cross Divisional researchers joined HRISS in the application and in applying for major research grants. They were successful in their first joint bid for seeding money through an ARC research networks grant.

Research education

The Division continued to attract significant numbers of new Research Degree students in 2003; 21 new students were awarded post graduate research scholarships. This led to an overall increase in load of 13% which cannot be sustained even though demand for EAS research degree places remains strong. It is predicted that in the near future there will be considerable unmet demand in most Schools.

The average time for PhD completion (28 completions in 2003) increased to 4.47 years and strategies were implemented to reduce this figure. Reducing overall load in the future will ease supervision pressures and will contribute to the achievement of more timely completions.

The Research Education Program was extended to include sessions for both commencing and continuing students. These proved to be well attended and popular with students. A successful Research Forum was also held at which 25 research degree students presented papers on their research.

The Division actively participated in reviews of software programs (Research Master and Portia) designed to manage key features of research degree candidature.

The Division's successful and popular Structured Program for Research Degree students was extended to include further workshops and seminars for commencing and continuing students held throughout the year. A major orientation session, regular email contact, phone hook-ups with external students, online resources, a substantial handbook in hardcopy and online, and a web site, all worked together to improve the Division's research culture. The EAS Handbook for Research Students provided a benchmark for similar publications elsewhere in the University.

In mid 2003, the duties of the Dean of Research were disaggregated and a Dean of Research Degrees appointed (0.5 time) in August with specific responsibilities for the management of Research Degrees across the Division.

The Divisional Research Degrees Committee provided research education leadership and administrative advice to Schools in collaboration with the Dean of Research Degrees. This committee also took an active role in advising the University's Research Degrees and Scholarships Committees on research degree issues and policies.

Commercialisation

The Division achieved significant above target income generation from contract research and consultancies with contracts signed within the Division to the value of \$4.3 million in 2003. This compared with \$3.1 million in 2002. The value of the international contracts signed by the Division was \$851 017, representing 19.6% of total value of contracts written for research and consultancy.

In December, \$410 000 was received under the Higher Education Innovation Program (DEST) for the establishment of the Chair in Child Protection.

The project management system was reviewed to ensure it is relevant and compliant with ISO9001:2000. An external audit of the Division's Research and Consultancy Business Development gave an excellent report. In particular it noted the high levels of planning and reporting and praised the Research Expertise booklet. The booklet was printed and widely distributed to potential clients and existing clients. It listed the expertise of over 180 academics in the Division and is indexed by both research area and researcher name.

Division of Health Sciences

Collaborative research

The Division continued to contribute solidly to corporate targets in research degrees and income, but not in publications.

The Division's research income fell slightly in 2003, primarily due to a decline in attracting other public sector funding, while both national competitive grants and industry funding increased slightly. Over the last five years HSC has shown modest growth in research income. The 2003 figures suggest a plateauing of the Divisions' performance.

In response to the increasing complexities and time consuming nature of the procedures for National Competitive Grants (NCG) applications the Division began offering administrative support to key researchers to help them prepare grant applications. As a further incentive they introduced Top Up Grants for winners of NCGs to help make up the shortfall between funds requested and funds granted for successful applications.

The Division continued to implement its plan of making strategic appointments of staff with a competitive grant track record by appointing Associate Professor Caroline Smith in the Complementary Therapy area. Three new postdoctoral positions were introduced in the Division and a Research Fellow in Epidemiology and Biostatistics was appointed with funding shared between the DRMC and the Schools. These positions are research only and their continuation will depend on increased publication outputs from the Schools.

Other achievements included:

- > establishing the Centre for Allied Health Evidence, a Collaborating Centre of the Joanna Briggs Institute in the School of Health Sciences, built upon the research expertise and experiences of the former Centre for Allied Health Research
- > establishing the Nutritional Physiology Research Facility, also in the School of Health Sciences, with an ARC Linkage Infrastructure Grant to UniSA and Adelaide University. Located in the Bonython Jubilee Building City East Campus, the facility comprises state-of-the-art equipment including Dual Energy X-ray Absorptometry (DEXA), ultrasound and cardiovascular monitors for non-invasive assessment of biomarkers of vascular and metabolic function together with exercise performance testing equipment, including treadmill and spirometer.
- > winning an ARC Discovery Grant and grants from the Ramaciotti Foundations and Diabetes Australia.
- > winning nationally competitive scholarships for two commencing research degree students – the NHMRC Dora Lush Award and the National Institute of Clinical Studies Australia/National Heart Foundation
- > winning a prestigious NHMRC CJ Martin postdoctoral fellowship for a completing student.

Emerging Thematic Priorities

The South Australian Clinical Pharmacogenomics Initiative (SACPI) with key researchers from the Centre for Pharmaceutical Research and the Quality use of Medicines and Pharmacy Research Centre worked to acquire suitable technology to support proposed pharmacogenomic programs and to build strategic clinical linkages with disciplines most likely to implement pharmacogenomics. Significantly, these Centres, together with the Centre for Biomolecular Studies and the Centre for Molecular and Material Sciences, submitted an initial application to the University's Research Policy Committee for consideration of the proposed Sansom Institute for Pharmaceutical and Biomolecular Sciences.

Other research centres

An application was made to the Research Policy Committee for the recognition of the proposed Centre for Innovation in Health Research. This Centre will incorporate most members from the former Centre for Allied Health Research and the Socially Sustainable Health Research Centre.

Research education

In 2003, 18 completions were achieved (13 PhD and five Masters), against a target of 17. Mean completion times were 3.71 years and 2.76 years for PhD and Masters, respectively, which compare well with the University-wide values of 4.3 years and 3.3 years, respectively.

Achievements included:

- > the School of Health Sciences holding its first annual Research Degrees Conference. This proved to be a very stimulating and successful event for the newly-constituted School.
- > holding a Celebration of Completions function in which three of our completing students from very diverse discipline areas gave excellent presentations on their thesis work.
- > completing the development of a professional research degree, the Doctor of Health. This degree will offer alternative research training for many health professionals.

Commercialisation

Key researchers from the Centre for Pharmaceutical Research (CPR) formed a new company PharmaQest Pty Ltd, with the assistance of ITEK, to commercialise the Centre's intellectual property in the area of skin cancer prevention. CPR also developed strong links with BioInnovation SA and received funding to establish an accredited pre-clinical facility.

Negotiations with Spartan School Supplies, a Melbourne company which produces and markets the Physiopak backpack (developed using the outcomes of research conducted through the Centre for Allied Health Research), resulted in the development of Physiopak 2. This version of the backpack was sold throughout the second semester of 2003 and was more readily accepted by School children - with sales doubling. International sales of Physiopak 2 also increased and royalties are expected to continue to improve throughout 2004.

Division of Information Technology, Engineering and the Environment

Collaborative research

IEE improved its research profile significantly during 2003 with the creation of the Centre for Environmental Risk Assessment and Remediation (CERAR), increased engagement in national CRCs, and the early stages of work on four ETP projects.

While 2003 total research and consultancy income of \$5.2 million showed an increase of 8% compared to \$4.8 million in 2002, there was a significant change of income mix. The increase in CRC income was won at a cost of considerable reporting and organisational complexity, while the reduction in consultancy and associated profit reduced some flexibility. The Division is currently involved in nine of the University's 10 CRCs, has the lead role in two ARC Networks, and is involved in most of the 12 CRC bids and rebids due to be submitted from the University in 2004. In 2003, IEE gained core membership of the CRC for Integrated Engineering Asset Management (CIEAM), the CRC for Enterprise Distributed Systems Technology (DSTC), and the CRC for Desert Knowledge.

The Centre for Environmental Risk Assessment and Remediation was formally opened in August by the Hon Terry Roberts, MLC, Minister Assisting the Minister for Environment and Conservation as guest speaker. At this occasion, a MOU with the Department of Defence was signed. The establishment of CERAR was supported by a \$600 000 grant from the Vice Chancellor's Development Fund.

The separate role of Dean: Research Education was created from 2004 to focus on improving the quality and consistency of research education.

The 2003 Research Planning Day held in June 2003 was attended by over 100 staff and research students. The day involved discussions on key issues and inaugural annual presentation of awards to research students for the best journal, conference and poster paper published during the preceding year.

IEE also gained approval for a new research-based professional doctorate program, the Doctor of Information Technology, developed in collaboration with Motorola. This is believed to be one of the first of its kind in Australia.

The Division is steadily building more focused and sustainable research profiles that involve most academic (teaching and research) staff, and in which grants and contracts of sufficient size are being won to employ contract research staff.

Emerging Thematic Priorities

Sustainable Systems and Technologies: research leaders from the Division aim to increase the University's capability in multi-disciplinary research in the technologies and systems that will underpin sustainable human settlements. Although research will necessarily be undertaken in sub-thematic areas (such as energy, transport, etc) the group has recognised the importance of developing an integrated assessment of sustainable developments. One fractional research fellow appointment was made and the organisational issues associated with forming a future Institute from the component research centres were investigated.

Australian Manufacturing Centre of Excellence: professorial research leaders from the Division and IWRI aim to establish a long-term research capability to underpin advanced manufacturing of products incorporating nanomaterials, with optimised manufacturing processes using reconfigurable manufacturing systems. A senior research fellow was appointed to work in the nanomaterials-manufacturing processes area. The group developed ARC Linkage grants and was active in developing the bid for a new CRC in Innovative Automotive Manufacturing and the rebid for the CRC for Intelligent Manufacturing Systems and Technologies. The group also sought support from the SA Government's Manufacturing Consultative Council, and forged linkages with the Northern Adelaide manufacturing community, now assisted by Sustainable Regions funding.

Systems Institute: the first phase of work on the University's Systems Institute was to develop shared understandings of the systems thinking methodologies and world views of the participants. A set of eight work packages was funded and the initiative leader worked to harmonise the goals and work of this initiative with external moves to create a Centre of Expertise in Electronic Systems Integration in Adelaide.

Advanced Pharmaceutical Formulation and Manufacturing: this multifaceted program involves eight staff members from the Division and IWRI, two industry partners and two clinical research partners. A postdoctoral research fellow was appointed in 2003, three higher degree research students worked on three specific projects and an advisory group was established. Work included the development, preparation and characterisation of nanoparticles and nanoparticle coatings and the development of a novel micro-spray assembly process and an automatic device to fabricate multi-layer thin films. The group published 10 papers in journals and international conferences.

Other Research Centres

All recognised research centres in the Division were involved in the ETP. The CERAR and the planned SA Water funded Centre for Water Science and Systems may have a future association with the Sustainable Systems and Technologies initiative.

All areas of the Division have supported researchers. Some of the new teaching and research staff do not currently qualify for supported researcher status but will be included in subsequent years.

Research education

Research enrolments have grown steadily in recent years. However, analysis in 2003 revealed that engagement by supervisors and research students in the structured elements of the University's research training process is variable. The Dean: Research Education will work with research degree supervisors, research degree coordinators and research students to turn research degree candidature into a more professional and focused operation in the future. It is also acknowledged that meeting some of the targets may be difficult for part-time candidates in industry.

Commercialisation

Staff and research students in the School of Computer and Information Science registered Intellectual Property in the areas of:

- > Indoor/Outdoor Augmented Reality Application
- > Wearable Computing
- > Secure Network Interface
- > Medical Informatics, and
- > Model Based Program Debugging.

Ian Wark Research Institute

The IWRI continues to perform a blend of fundamental and applied research with a global client base of companies and government agencies. This research effort provides the basic science that supports technologies in existing and emerging industries. The Institute also acts as an intellectual resource via technology transfer activities.

2003 was the fourth year of the ARC Special Research Centre for Particle and Material Interfaces, which incorporates four research programs, based on two themes - soft and hard interfaces. The output from these research programs is applicable across a broad range of industry sectors.

The research and consulting activities of the IWRI were related to minerals processing, as well as materials processing and manufacturing, however, in recent years it has penetrated new industrial areas including pharmaceuticals, food and wine packaging, paints, surface coatings, composite materials, printing, petroleum, coal, and environmental control and analysis. The IWRI has a focus on nanoscience and nanotechnology. The basic principles and analytical techniques used to study minerals processing are just as applicable to new emerging industries, dealing primarily with biointerfaces, and colloid and nanoscience. The new biointerfaces work at the IWRI has a focus on: interfacial phenomena in pharmaceutical delivery, formulation, processing and manufacture; nanoparticles and bio-colloids; polymer interactions at bio-interfaces; cell structure and interactions; advanced coatings for bio-applications; and designer surfaces for biosensors.

The IWRI has very strong collaboration with a large network of national and international industry and academic research concentrations around the globe. These represent world best in research areas complementary to IWRI activities. They include: Swedish Institute of Surface Chemistry, Max-Planck Institute for Colloid and Interface Science (Germany), Bristol University, Kodak Research (UK), Unilever Research Port Sunlight (UK), College de France, University of Cape Town, University of Sao Paulo, University of Florida, Abo Academi (Finland), University of Mons-Hainout, Philips National Research Laboratories (Netherlands), Ecole Polytechnique Federale de Lausanne (Switzerland), Saarland University (Germany), Lulea University of Technology (Sweden), University of Ulm (Germany), Swiss Federal Institute of Technology, University of Western Ontario (Canada), and the Royal Institute of Technology (Sweden).

Achievements

Research, research education and collaboration achievements in 2003 included:

- > producing a total of 18 research degree completions - a record for the IWRI, and five above our target for 2003
- > winning \$1 million in Federal Government funding to work with overseas researchers to develop new products and materials using nano- and biotechnology. The Nano and Bio-Materials Centre is funded by AusIndustry through an Innovation Access Program - International Science and Technology, delivered by the Department of Education Science and Training. Three new Research Associates were recruited to perform research and technology transfer to industry (through workshops and conferences)
- > winning an Adelaide Integrated Bioscience Laboratories (AIB Labs) Grant for a Biointerface Technology Centre based at Mawson Lakes. The Bio-Innovation SA AIB Labs Infrastructure fund is a SA Government initiative for the establishment of a facility to ensure coordinated access to major research equipment and infrastructure located in academic and industrial laboratories
- > holding an IWRI Science Day on 11 March at Technology Park, Mawson Lakes. Senior staff gave a series of presentations on the Institute's core research activities and demonstrated how research outcomes add to fundamental scientific understanding with direct application to Australian and global industries. The day was well attended by key industry contacts, IWRI Research and Technology Advisory Committee members, research staff, and postgraduate candidates
- > members of the IWRI Research and Technology Advisory Committee meeting over four days from 11-14 March. Meetings comprised a full day of presentations by Sector Coordinators, SRC Program Leaders, BioInnovation SA Professorial Fellow and the Scientific Services Manager, followed by individual meetings with selected staff and postgraduate candidates. The Chair of the Committee presented a detailed report to the IWRI Advisory Board including 11 main recommendations. Most of these recommendations have subsequently been implemented
- > signing General International Agreements to promote international cooperation in education and research with the following six institutions:
 - Lanzhou Institute of Chemical Physics, Chinese Academy of Sciences, PR China (signed in 2003)
 - School of Materials Science and Engineering, Tianjin University, PR China (signed in 2003)
 - Institute of Colloid Chemistry & Water Chemistry, National Academy of Sciences, Ukraine (signed in 2003)
 - Lulea University of Technology, Sweden (signed in 2002)
 - Universidade Federal Do Rio Grande Do Sul, Brazil (signed in 2002)
 - Ecole Superieure de Chimie Physique Electronique de Lyon (CPE Lyon), France (signed in 2002)
- > hosting five undergraduate students from the IWRI's international partner, CPE Lyon
- > introducing a Postgraduate Candidate Lecture Program. Its primary aim was to provide scientific background information for new PhD candidates, but all IWRI candidates and staff were invited to attend. Each candidate's structured program includes core and individual components, and these lectures were intended to provide material for the latter. The lecture program included scientific topics such as minerals processing, surface forces, and electron microscopy, as well as general topics such as presentation skills, Microsoft Excel and Outlook
- > welcoming Professor Peter Majewski who joined the Institute in January 2003 as BioInnovation SA Professorial Fellow. Peter was previously employed at the Max-Planck-Institute for Metals Research in Stuttgart, Germany, where he was Deputy Head, Materials Research. His research work involves interdisciplinary projects in the area of bio- and materials sciences covering fundamental and applied studies in the field of biomimetics, as well as the interaction of ceramic and metallic nanoparticles with organic matter.

Institute for Telecommunications Research

The Institute for Telecommunications Research (ITR) is one of Australia's foremost research organisations specializing in technology for digital wireless communications. The ITR works closely with international partners, government and private industry to provide innovative research and development expertise in product and service development.

ITR is involved in a wide range of telecommunications research, from investigations into fundamental issues such as capacity limits of communications systems, through to applied research projects which deal with the implementation and optimisation of real systems. ITR's research interests cover satellite and terrestrial communications systems, in both cases at the physical (transmission) layer and also the network layers. At present ITR's research expertise is grouped into three areas - with two groups at the physical layer (Communications Signal Processing Research Group and the Coding and Information Theory Research Group) and one at the network layers (Telecommunication Networks and Services Research Group).

The University of South Australia is also a core partner in the CRC for Satellite Systems, which launched the "FedSat" satellite in December 2002. ITR led the Satellite Communications Program in CRCSS, including the communications payload on FedSat and the Telemetry, Tracking and Control (TT&C) ground station located at Mawson Lakes. Control and monitoring of FedSat from the TT&C ground station has been a significant activity for ITR during 2003, sometimes requiring 24-hour attention. The groundstation has been in contact with FedSat almost every day and Gigabytes of data have been downloaded from the payloads. A number of enhancements have been achieved during the year, both in the ground station and the FedSat software to streamline the use of this system. Despite occasional upsets, the satellite has demonstrated admirable robustness and shows good signs of reaching its second birthday. The CRCSS activity has developed strong international links, including use of the communications payload developed by ITR on small satellite projects in Korea and Singapore.

Of the many individual achievements by ITR staff during 2003, a particularly noteworthy result was Dr Alex Grant's promotion to Professor by the university Senior Promotions Committee at the end of the year. This is one of the youngest promotions to full Professor within the University of South Australia and reflects the applicant's outstanding career achievements to date. Alex will continue to lead the Coding and Information Theory Research Group within ITR, now as Professor of Information Theory.

During 2003 ITR continued to build the University's commercial and intellectual capital through projects involving turbo-coded high rate satellite communications and improved terrestrial wireless communications systems.

Achievements

Research, research education and collaboration achievements in 2003 included:

- > coordinating the Australian Communications Research Network (ACoRN) application and winning seed funding for this activity in 2003. The final application has been submitted and appears to be particularly strong
- > being involved in discussions for four CRC rebids and gaining a significant role in two stage 1 applications (Satellite Systems and TelCore)
- > submitting two Linkage applications in the last round of 2003 and two Discovery applications at the beginning of 2004
- > gaining a pleasing result in contract research and development through our collaboration with Satellite Services in The Netherlands. A new iteration of ITR's high-speed remote sensing satellite demodulator was developed for this company. Other significant projects of this type included modeling of ad-hoc communications networks for DSTO, a signal processing project for DSpace and some studies into new modulation techniques for ETRI in Korea
- > winning the Electronic Industries Association Gold Cup award for the Iterative Connections turbo-codec. This was the first time the award has been won by a university group. Late in 2003 ITEK secured \$1 million in pre-seed funding for the Entropic Technologies project from ITR
- > actively supporting the planning for the International Space University's Summer Session Program to be held in 2004 (SSP04). This event is expected to attract more than 100 graduate students and about 100 space industry professionals, visiting scholars and international experts to the State. ITR is helping with curriculum planning, site visits, Team Projects, IT facilities and teaching in the Satellite Applications program.

Research grants

Australian Research Council Discovery – Projects

Professor K Howells, Dr A Day, Dr P Mohr. *Improving the Outcomes of Anger Management Programs for Violent Offenders: The Role of Perspective-Taking Deficits in Violent Crime*. (2004 – 2006 \$83 000)

Dr K D Arthurson. *Social Mix and Social Exclusion in Disadvantaged Communities: Clarifying the Links between Policy, Practice and the Evidence Base*. (2004 – 2006 \$213 000)

Associate Professor S Franzway, Associate Professor J Gill, Dr JE Mills, Professor R Sharp. *Engineering diversity: An investigation of gender, workplace culture and change*. (2004 – 2006 \$204,500)

Dr R Hattam, Associate Professor P Bishop, Associate Professor D Ahluwalia, Dr J Matthews, Associate Professor P Christie. *Rethinking Reconciliation and Pedagogy in Unsettling Times*. (2004 – 2006 \$150 000)

Professor K Howells, Professor M Nakata, Dr A Day. *Understanding and working with anger in male Indigenous people in prison settings*. (2004 – 2006 \$133 000)

Professor J Cheek, Associate Professor D Wilson, Dr K Price, Dr R Adams, Professor R Ruffin. *Enhancing the management of people living with chronic conditions: understanding the social space, that is, 'the consultation'*. (2004 – 2006 \$196 000)

Dr V Ejov, Professor G Schmalz, Professor A Spiro. *Normal forms and Chern-Moser connection in the study of Cauchy-Riemann Manifolds*. (2004 – 2006 \$196 000)

Professor P Howlett, Associate Professor C Pearce. *Optimal Transforms of Random Vectors*. (2004 – 2006 \$180 000)

Professor M Taylor, Dr G D'Este, Dr D Scrafton. *Methodology for assessing the vulnerability of multimodal transport networks and developing remedial measures to safeguard network performance*. (2004 – 2005 \$130 000)

Dr R Zito, Dr J Woolley. *Derivation of Emissions Models for Commercial Vehicles*. (2004 – 2006 \$225 000)

Dr N Dutta, Dr N Choudhury, Dr C Elvin, Dr A Hill. *Novel Biomimetic Nanosprings: Protein-based Elastomer for Engineering Applications*. (2004 – 2007 \$435 000)

Professor H Griesser. *Lipid and Lipoprotein Adsorption at Biomaterials and Bio-diagnostics interfaces*. (2004 – 2006 \$225 000)

Dr B Jin. *An Integrated Biotechnological Process for Production of Lactic Acid from Carbohydrate-Waste Streams by Rhizopus sp*. (2004 – 2006 \$200 000)*

Dr B Jin, Dr PA Land, Dr L J Foster, Professor R Tyagi. *Production of Biodegradable Polyhydroxyalkanoate Polymers using Advanced Biological Wastewater Treatment Process Technology*. (2004 – 2006 \$295 000)*

Professor P Tharenou. *International Managers: How Do We Get Them? Explanations of Staffing Strategy for International Work Performed From Home or Abroad*. (2004 – 2006 \$145 000)*

Dr S Ohnishi. *Incorporating QEII Fellowship. Friction and Capillary Forces*. (2004 – 2007 \$428 000)*

Australian Research Council Linkage Grants

The ARC introduced two funding rounds for Linkage-Projects in 2002. Results for Linkage-Projects Round 2 for funding that commenced in July 2003 were:

Professor B Banerjee with Perron Island Enterprise Aboriginal Corporation. *Developing a Sustainable Enterprise with Indigenous Communities: A Triple Bottom Line Analysis*. (2003 – 2005 \$47 112)

Dr L Kong, Dr H Hsu, Dr S Lee. *Condition monitoring and process control of injection molding*. (2003 – 2006 \$92 132)

Results for projects commencing January 2004 were:

Dr N Dutta, Dr N Choudhury with Poly Products. *Development of Multilayered Packaging Materials with Controlled Barrier Properties*. (2004 – 2006 \$300 000)

Dr L Kong, Dr H Hsu, Dr H Ming with The Pipette Company P/L. *The precise manipulation and deformation of fine glass medical products*. (2004 – 2005 \$47 112)

Australian Research Council Linkage – Infrastructure, Equipment and Facilities

Professor H Griesser, Dr J Shapter, Dr J Brugger, Dr G Simon, Associate Professor A Pring. *Surface Spectroscopic and Microstructure Analysis*. (2004 - \$696 093)

Australian Research Council Linkage - International

2003 Out of Cycle L-X grant winner – funding released in January 2004:

Professor J Billington, Dr C Lakos, Professor L Petrucci, Professor C Choppy. *Extending the scope of modular analysis for the validation of large systems*. (2004 – \$10 120)

Dr S Ohnishi, Dr K Tamada. *Correlation between surface force and morphology of self-assembled monolayer*. (2004 – 2006 \$39 900)*

UniSA Collaborative Research Grants

Dr W Skinner, Dr E Smith, Dr G Owens, Professor H Griesser, Professor R Naidu, I Kempson. *Development of consolidated environmental science capabilities between IWRI and CERAR.* (\$30 000)

Associate Professor R McKinnon, Professor L Jain, Associate Professor J Warren, Professor M Stumptner, Dr S Lucas, Dr D Corbett, Dr V Ejov. *Xenobiotic Physiomics: Towards faster, cheaper and more precise prediction of how foreign chemicals will behave in humans.* (\$32 000)

Associate Professor K Grimmer, Associate Professor B Thomas. *Virtual Reality: an effective method of pain management for children undergoing burns dressings changes.* (\$30 000)

Dr G Bloustien, Dr M Peters, H Savelsberg, D Tedmanson, Dr S Howard, Dr J Caust, C Weetra. *Making Tracks: Arts and Media practices as pathways to social inclusion for Marginalised Youth in fringe and regional communities.* (\$35 000)

Associate Professor C Smith, E Hothman, Dr S Semple, Dr G Bloustien, K Martin, Dr D Rao. *Information needs for consumers of complementary and alternative medicines: how well are they being met by pharmacists and naturopaths?* (\$40 000)

Dr M Lewis, Dr D Kearney. *DNA Genomic Data Base Searching with Complex Matching Criteria using Reconfigurable Computing.* (\$10 000)

Dr J Dorrian, Dr C van Den Heuvel, Dr N Lamond, Professor J Pincombe, Professor D Dawson. *Work hours, fatigue levels and error frequency of Australian nurses.* (\$23 000)

UniSA Pre-Competitive National Competitive Grant Scheme

(Previously UniSA Research Development Grants)

Dr A Rizzi. *New Paradigms Applied to Ancient Historical Texts: An Interdisciplinary Study of Translations in Renaissance Italy – Literature, Society and Politics.* (\$15 000)

Associate Professor G Lehman, Professor M Smith. *Sustainable Futures: Measurement and Management of Green Engineering.* (\$9 000)

Dr D Chung, Dr P O'Leary, Dr L Zannetino. *Doing feminist research on male perpetrators of gendered violence: an examination of the methodological, ethical, and research process issues.* (\$8 000)

Dr M Lewis, Dr B Roberts. *Identifying novel post-translational modifications to the von Hippel-Lindau (VHL) tumour suppressor protein.* (\$18 000)

Dr P A Bartley, Professor A Bretag, Dr Gerald Atkins. *Characterisation and modulation of the human CLCN7 gene promoter, towards finding an effective treatment for osteoporosis.* (\$19 500)

Associate Professor R McKinnon. *Facilitating drug discovery with artificial intelligence assessment of how investigational drugs will be changed in the human body.* (\$9 000)

Dr S Hillier, Professor T Mile, Associate Professor K Grimmer. *An investigation into the use of a new tool to measure fine hand function in children with developmental coordination disorder (DCD).* (\$11 000)

Dr A Torokhti. *Nonlinear Transforms and their Application to Modelling of Dynamical Systems.* (\$13 000)

Dr R Sedev, Dr A Michelmore, Professor J Ralston. *Electrowetting of Complex Fluids on Structured Surfaces.* (\$15 000)

Dr J Li, Dr J Addai-Mensah. *Temperature-responsive, Interfacial Structuring Passivation Approach to Mitigation of Sodium Aluminosilicate Scale Formation in Processing plants.* \$17 500.

Dr A Badalyan. *Fundamental investigation and modelling of adsorption of Gases at Sub-and supercritical Temperatures and Pressures on Activated Carbon Cloth.* (\$21 000)

Dr A Jayasuriya, Dr S Perreau, Associate Professor A Dadej. *Throughput Performance in Ad hoc Networks.* \$16 000)

Dr Y Zhuge, Dr J Mills. *The development of strengthening techniques for existing transmission towers under increased loading.* (\$16 000)

Dr I Kempson, Dr D Beattie, Dr W Skinner. *Measurement of Ingested Nicotine and Cotinine in hair and its Discrimination from Environmental Contamination.* (\$12 000)

* Projects that have been transferred to UniSA from other institutions

People and resources

Priorities

The University's people and resources priorities in 2003 were to:

- > implement **people and workplace** strategies to support UniSA as an employer of choice
- > continue to build a **service culture** which caters for a diverse range of students, and industry and professional partners, from Australia and overseas
- > continue to improve our **buildings and environment** through the implementation of our capital development blueprint for 2005, focusing on consolidation, an improved teaching and learning environment, efficiency, and strategic positioning for 2005 and beyond.

University-wide achievements against priorities

People and workplace

2003 was a period of consolidation of the human resources function after an extended cycle of review and change. Consolidation took place at two levels:

- > within the central unit where the five sub functions of Workplace Relations; Workforce Planning; Occupational Health, Safety, Welfare and Injury Management (OHSW&IM); Human Resources (HR) Services; and Organisational Learning and Development sought to extend the scope and improve the coordination and quality of HR services to the University community
- > between the central and devolved functions where a combination of emerging relationship agreements, greater consultation, and a system of matrix management of the HR services distributed across the organisation, provided a basis for more consistent and effective service.

A new Portfolio, Organisational Change and Development, was established in early 2003. This Portfolio enabled organisational change and knowledge management to be considered in a more strategic manner.

Major activities in 2003 included:

- > commencing negotiations on a new three-year Enterprise Bargaining agreement. The approach to negotiations in 2003 included significant up front consultations with our staff through the medium of consultative forums and opinion surveys before entering negotiations with Unions
- > carrying out a major external consultancy considering the University's approach to the management of workload and productivity of academic staff. As a result, new approaches were trialed through pilot projects based in four Schools
- > reflecting and acting on the results of the 2002 Staff Attitude Survey. The outcomes of the Survey informed policy development at all levels of the institution and will provide a continuing benchmark for action over the next few years
- > significantly expanding the provision of customised, in-house development opportunities for staff. Programs were offered in areas such as management, project management and career development to help build staff capabilities. Additionally, induction and contextual awareness programs were offered to build shared understanding of the University's goals and the environment in which it operates
- > implementing changes to the University's information management systems to support better workforce planning and management decision-making. This included implementation of a new Casual Administration System
- > implementing stage 1 of the University's Workforce Planning Strategy. This included integration of workforce planning activity into the corporate planning process and development of a workforce planning website
- > completing a new policy to guide reward and remuneration and the further evaluation of our approach to academic promotions
- > initiating a review of the performance management roll-out across the University
- > developing new procedures to manage occupational health and safety risks for staff teaching and working offshore
- > building processes to further embed equity issues and priorities into the routine management of HR. This included building a new equity and diversity website and implementing new processes to support Indigenous and youth employment.

A service culture

A wide range of activity was undertaken in 2003 to increase online learning and service delivery, including:

- > significantly improving the online enrolment service with a user-friendly website. Over 70% of students enrolled off-campus in 2003 with an 80% satisfaction rate, and 75% of students took less than two hours to enrol
- > introducing Graduation Online to allow graduands to record their graduation preference and make associated payments
- > introducing Results Entry Online to allow staff to enter student results via the web interface directly into the Medici system
- > establishing a second Computer Barn in the City West Library to provide an additional 36 student computers and two printers to help meet the very high demand on that campus
- > installing an additional 10 'walk-up' PCs in high traffic areas on four campuses
- > establishing adaptive technology suites on each metropolitan campus to provide equitable access to computing facilities for students with disabilities
- > trialling extended hours for service provision and the 24x7 availability and reliability of access to online services and resources.

Enhancements were made to the staff section of UniSAinfo to provide better support for workforce planning, better management reporting on staff information and increased functionality.

A number of further initiatives to improve information management were undertaken including:

- > improving the research degree information management system
- > developing a new interface between the Syllabus Plus timetabling system and the PeopleSoft student administration system to allow instant updating of class timetable information for students enrolling.

Further 'people and resources' priorities identified for attention in 2003 were addressed by the following activity:

- > developing the Medici and Voyager environment and supporting structures to consolidate and extend gains in efficiency and effectiveness of student administration
- > developing a project management system for transnational activities and extension of online payment facilities
- > reviewing existing service level agreements to establish best practice approaches
- > expanding accommodation services with external student accommodation suppliers providing well-managed on-arrival and longer-term accommodation (particularly for international students). This service provides a key marketing strength for the University in the international arena
- > collaborating with cafeteria providers and students for the provision of an attractive and price sensitive range of food and beverages
- > ensuring administrative policies and systems were consistent for transnational students
- > continuing the provision of a 24x7 security service
- > improving audio visual equipment in lecture theatres, and streamlining the system for service requests to Campus Services
- > completing a survey to identify the views and perceptions of students living in accommodation operated by the Students' Housing Association— results of which will be available in 2004
- > improving the Document Services printing service for theses and curricula vitae by establishing a system for online submission of materials directly to the Document Services network printers.

Buildings and environment

The University's \$135 million capital program (Blueprint 2005) continued to be a significant activity in 2003 involving major development at City West, City East and Mawson Lakes campuses to accommodate staff and students relocating from Underdale campus at the end of 2004.

Principal activities within this program included finalising building designs and documentation, completing site preparation works including environmental and Aboriginal heritage surveys, conducting tenders, awarding construction contracts and commencing construction.

Major activities to address the University's priorities for building and the environment in 2003 involved:

- > installing an interactive energy management system to provide seamless integration of the Blueprint 2005 buildings with UniSA's existing building management systems. These systems support UniSA in meeting the Greenhouse Challenge gas emissions targets
- > demonstrating our commitment to the environment by reducing volumes of waste and landfill by 50% (compared to 2001 statistics) through University-wide recycling programs and cleaning and waste management contracts that incorporate targets
- > relocating administration units (Property, Services, Finance, Human Resources, Student and Academic Services, Planning and Assurance Services) off campus to 101 Currie Street, Adelaide to enable the core teaching and learning activities to expand at City East campus
- > leasing additional accommodation near City West campus to address the expansion of the Division of Business and Enterprise
- > conducting a Registration of Interest and Selective Tender for the Divestment of Underdale campus.
- > continuing the refurbishment of lecture theatres, tutorial rooms, administration and research enclaves
- > completing the Interim Space and Campus Master Plans for both Magill and City East campuses
- > installing the extensive high-speed wireless data network at the City West campus
- > making a number of improvements to protect the University's central computers, online services and data network equipment against power failures, and to increase the reliability of these services.

Community service

The University contributes at all levels to the social, intellectual, economic and cultural development of the community. The driving force behind UniSA's professional education programs and its applied research focus is that of meeting the present and future needs of society. Service to the community is a defining characteristic of all that we do and the University is enriched through its interaction with different communities.

In 2003 the University's service was expressed through its involvement in community events, its contribution to cultural and public life and through various other initiatives. The corporate priority of UNAP is also a major community initiative (see Corporate priorities section).

Involvement in community events

Over 1000 people enjoyed the inaugural Thinkers public lecture by urban ecologist Herbert Girardet, which was presented by the Bob Hawke Prime Ministerial Centre, in partnership with the Adelaide Thinkers in Residence Program.

The Bob Hawke Prime Ministerial Centre collaborated with the Institute of Public Administration Australia to present a public seminar, Making policy work: pathways to integrating social inclusion. Over 400 registrants from the public sector, university and community attended.

The Australia Centre for Community Ageing, a collaboration between the University, Helping Hand Aged Care, Delfin Lend Lease, Regency Institute of TAFE and the Centre for Ageing Studies, held a forum at Mawson Lakes after the opening of the Mawson Lakes Helping Hand Aged nursing home complex. The forum was titled Reflection on an Ageing Australia.

Over 250 people attended the Successful Ageing in Australia seminar in July. Presentations were given by Associate Professor Jacques Metzger, Head of School of Psychology, and Merike Mannik from Helping Hand Aged Care.

The public lecture series Visions for Environmentally Sustainable Development, presented by Dr Fleur Tiver, Professor Jerzy Filar, Associate Professor George Zillante and Professor Stephen Hamnett (IEE) were well attended by industry and government.

As part of the Australian Innovation Festival, Associate Professor Piet Beukman, presented two seminars: What Do Investors Look For? and Pitching Ideas to Those Who Can Help You: Making Yourself Understood. The seminars were attended by University research staff, commercialisation staff from Cooperative Research Centres and innovators from the wider business community.

The successful partnership between the de Lissa Institute of Early Childhood and Family Studies (EAS) and Windmill Performing Arts continued. Around 1000 people participated in a two week program aimed at providing greater insight and understanding of artistic processes through participation.

The School of Education (EAS) contributed to the Australian Education Union's Public Education Project through its project reference committee. The project sponsors consultation with communities and Schools across South Australia about the future directions of public education.

BUE hosted the national Australian Business Week (ABW) championships – a competition for high school students based on a business simulation. The participants were addressed by the Federal Minister for Tourism, Joe Hockey MP.

The Louis Laybourne Smith School of Architecture and Design (EAS) designed and built one of the world's first 'fly-in fly-out' Art Gallery and Visitor Centres at the Patjarr Community in the Ngaanyatjarra region of the Gibson Desert. The Centre was officially handed over to the Patjarr Community in August 2003 after 22 students took two weeks to construct the Centre from components they had prefabricated in the Underdale Campus workshop. Architecture students from the University of NSW completed the flooring and interior fit-out.

The School of Computer and Information Science (IEE) launched a Web Portal for Autistic Children in August 2003. The website, providing information, access to resources and an online forum on all aspects of autism, was developed by three Masters students after considerable consultation with the SA Autism Association, support groups, parents and education providers.

Associate Professor Ingrid Day chaired a public forum in Whyalla hosted by the Premier's Advisory Council for Women. The forum addressed Rural Perspectives: Women and Poverty, Women and Work.

The School of Social Work and Social Policy (EAS) commenced the Western Adelaide Elder Friendly Communities Project in conjunction with City of West Torrens, Aged Care and Housing Group, Council of Ageing, Metropolitan Domiciliary Care Western Region and the Department of Veteran Affairs. Under license from the Calgary University in Canada, the project involves a community capacity building model which develops a supportive environment for older people and their families by assessing the state of senior services at the neighbourhood and citywide levels.

UniSA, through the SA Solar Car Consortium (IEE), achieved excellent results in the 2003 World Solar Challenge, placing 1st in the Production Cells class and 8th overall. The Consortium entrant, Kelly, was the 2nd Australian designed car across the finish line.

Contribution to cultural and public life

The Hawke Research Institute symposium, Bounded Choices: Limits on Decision Making for Older People, held in May 2003 was well attended by industry partners and government agencies.

The Hawke Research Institute and the International Association of the Study of Popular Music hosted Sonic Synergies: Creative Cultures in July. This international conference explored the synergies of popular culture incorporating music, film, television, new technologies and creative industries and introduced some of the most recent research into popular culture. Following the conference were two symposia: Staking a claim: Global Buffy and local identities and Globalisation: Responses to uncertain times.

Over 400 people enjoyed The Bob Hawke Prime Ministerial Centre public program lecture, Islam and the Status of Women, by Zuriah Aljeffri, a Malaysian artist and activist.

The Bob Hawke Prime Ministerial Centre's Annual Hawke Lecture, presented by Gareth Evans attracted over 1000 people. The ARC Knowledge Economy Project Team (Professor Jane Kenway, Dr Elizabeth Bullen, Dr Simon Robb), in partnership with the Hawke Research Institute, hosted a public forum on The Arts, Humanities and the Knowledge Economy.

The School of Pharmaceutical, Molecular and Biomedical Sciences (HSC) conducted a professional development evening at the Mawson Lakes Campus for over 60 secondary science teachers. Presentations included: Ecstasy and chromatography; Using nanotechnology to destroy nerve agents; Drugs and native plants; Materials meets biology; and DNA and disease.

IEE and HSC, in collaboration with Rotary, held a successful Seimens Science Summer School with 49 School students attending from metropolitan and country areas. Students participated in a three day program aimed at expanding their understanding of the diversity of science disciplines and careers. For many, it was the first introduction to university and campus culture.

Professor Lowitja O'Donoghue presented the Duguid Lecture in August on Hopes, fears and dilemmas to 170 guests.

The Indigenous Open Day, held at Magill Campus in September 2003, was a great success with prospective students, current students and staff enjoying an address from Kurna Elder, Lewis O'Brien, as well as a range of speakers from indigenous education organisations.

The School of Social Work and Social Policy (EAS) hosted a celebration of cultural diversity at Magill Campus. Dr Frank Tesoriero with support from a group of international students has agreed to make this a regular event.

The Multicultural Communities Council Reference Group, in association with Education Adelaide, organised a program of weekend social activities for all international students.

200 students attended a lunch at Mawson Lakes for international students and friends which was sponsored by the Mawson Lakes Library, Learning Connection and USASA.

Other achievements

Associate Professor Nicholas Procter from the School of Nursing and Midwifery (HSC) was appointed Eminent Advisor to the Commonwealth Government's new program in multicultural mental health and suicide prevention. The program, Multicultural Mental Health Australia, will provide national leadership in mental health and suicide prevention for people from culturally diverse backgrounds.

Associate Professor Andrew Gilbert from the School of Pharmaceutical Molecular and Biomedical Sciences (HSC) was named Pharmacist of the Year by the Pharmaceutical Society Australia SA Branch in recognition of his achievements in leading practice change at a National and State level.

Dr Sara Jones and Helen Banwell from the School of Health Sciences (HSC) conducted clinical visits to isolated Aboriginal communities in SA and the Northern Territory providing foot care and risk identification to these communities.

Terri Gibson and Marie Heartfield from the School of Nursing and Midwifery (HSC) were awarded \$212 000 to undertake a 12 month project for the Australian Nursing Federation and the Department of Health and Ageing to review the advanced practice standards for nurses, to develop new standards for registered and enrolled nurses in general practice, and to develop new standards for enrolled nurses beyond beginning practice.

Professor David Round from the School of International Business (BUE) chaired the session on competition policy at the final meeting of the Economics and Foreign Trade Training Project in Canberra. Established by AusAID in 1996, the project aimed to facilitate the entry of China into the World Trade Organisation by providing Chinese officials with an increased appreciation of the rights and obligations available through WTO membership. Some of China's key representatives at the WTO in Geneva were trained by this project.

On invitation by Forum Danca, School of Education (EAS) lecturer, Jeff Meiners, led a dance pedagogy course at the Cultural Centre, Belem, Lisbon, Portugal for 22 participants including professional dancers, teachers, psychologists, therapists and sports/physical education lecturers.

Professor Jennifer McKay from the School of International Business (BUE) was a consultant to the World Bank and the PRC Ministry of Water Resources at the Workshop on Dam Management conducted in Nanjing in October 2003. Attended by the PRC Minister of Water Resources and over 100 senior water managers from provinces across China, the workshop addressed dam safety laws, water management and water policy.

Helen Bradley from the School of Nursing and Midwifery (HSC) worked with a group of registered nurses called Tumaini who are supporting a community in Kisumu, Kenya, advising them on the development of a Health Centre for Women and Children.

Dr Colleen Smith and Anne Kempe from the School of Nursing and Midwifery (HSC) on the invitation of the World Health Organisation (WHO) and the Centre for Communicable Disease Control (CCDC) – China, conducted a workshop in Beijing on the subject of strengthening immunization.

The UniSA Art Museum

In 2003 the Art Museum exhibition galleries were closed in anticipation of the City West stage two building development. During this period the Art Museum undertook a consultancy for the Adelaide Bank 2004 Festival of Arts to develop and coordinate the visual arts program, with UniSA also sponsoring the event in both a financial and in-kind manner. The Art Museum Director, Erica Green, additionally acted as the curator of Artists' Week, conceiving and implementing this centerpiece event which anchored the entire visual arts program.

Artists' Week provided an unusually rich mixture of artists talking, international keynote speakers, forums, the Sacred Symposium, NAVA Day, the inaugural Architecture Symposium (curated by Louis Laybourne Smith School of Architecture and Design lecturer, Rachel Hurst), as well as a considerable diversity of quality exhibitions and events including the Art Gallery of South Australia's Adelaide Biennial of Australian Art and the Samstag welcome breakfast, featuring the work of UniSA graduate Darren Siwes.

The Art Museum's published catalogue for its 2002 exhibition Eden and the Apple of Sodom, received two Bronze Medals in the 20th National Print 2003 Awards and a commendation by the Art Association of Australia and New Zealand for its lively writing, its presentation of some major contemporary art and its excellent design and production values.

Samstag Program

In November 2003, the University awarded six artists from around Australia with Anne and Gordon Samstag International Visual Arts Scholarships. Now in their 12th year, and with 93 scholarships so far awarded, the prestigious Samstag Scholarships are widely recognised as the most valuable offered in this country, for overseas study in the visual arts.

The six Samstag Scholars who will take up their scholarships in 2004 are: Julie Henderson and Tim Sterling (SA); Guy Benfield, Louisa Bufardeci and Simone Slee (Vic); and TV Moore (NSW). Each artist will receive, firstly, a 12 months living allowance of US\$28 000 and additionally, travel expenses and the cost of institutional study fees.

Collaboration

The University of South Australia has developed strong alliances and collaborative working relationships with a range of organisations, education providers and agencies, both domestically and internationally. These valued relationships feed back into, and enhance the relevance and performance of, our teaching and research.

Achievements

The School of Marketing (BUE) conducted the Marketing Project Program with the Department of Treasury and Finance, EDS, Complete Drive Solutions, Tecalemit, FCT Combustion and SA Lotteries.

ITEK completed a First Stage Financing investment in GroundProbe Pty Ltd to commercialise two new radar technologies – the Slope Stability Radar and the Ground Penetrating Radar. GroundProbe Pty Ltd is a company formed by Spire Technologies, UQ Holdings and the inventors of the radar.

The University signed a licensing agreement with Planet Software to market, sell and install the School of Nursing Innovative Allocation System (SONIA). Developed in association with Planet Software, SONIA is a student placement software package.

Network performance specialist and ITEK technology start-up, Foursticks, received the Australian Information Industry Association iAward for Telecommunications Implementation for the implementation of their gateway product for Bridgestone Australia. The project saved the multinational tyre manufacturer \$100 000 in bandwidth costs, eliminated unsanctioned use and guaranteed service levels to the CRM and ERP applications.

The University's Information Strategy and Technology Services Unit provided consultancy services to RMIT regarding UniSA's data warehouse and online enrolment.

Two members of the SA School of Art (EAS) were commissioned to produce artwork for the State Library of South Australia redevelopment. The redevelopment was opened in August 2003, with artwork situated in the entry foyer and exhibition spaces.

UniSA's Unaipon School, in collaboration with Flinders University and Adelaide University, won the bid to conduct the SA AHURI project - the emerging housing needs of Indigenous South Australians.

The Hawke Research Institute, collaborated with the School of Communication, Information and New Media (EAS) and The Institute of International Studies, UTS, to present a two day international, interdisciplinary forum on Women, Information and Communication Technology in India and China. The forum canvassed both macro analyses of changes in the societies, economies and technologies of India and China as well as issues of changing media, cultures and subjectivities.

The Hawke Research Institute, in conjunction with the Office of the Status of Women, held a one day workshop on Women and the South Australian Constitutional Convention to prepare a submission in response to the discussion on the Constitutional Convention.

On invitation by the Chair of the Economic Development Board, the Bob Hawke Prime Ministerial Centre participated in a Government Efficiency Roundtable leading up to the State Economic Summit.

The School of Pharmaceutical, Molecular and Biomedical Sciences (HSC) with the University of Adelaide and the Queen Elizabeth Hospital Having was awarded \$100 000 by the Heart Foundation for the research project, Enantioselectivity in the clinical pharmacology of perhexiline: the key to a new antianginal agent?

The School of Accounting and Information Systems (BUE) Business Information Systems (BIS) program was actively supported by 15 industry partners.

The SA School of Art (EAS) developed a successful industry internship program and collaborated with the State Library of SA in commissioning a series of three major art projects to provide training and professional opportunities for School of Art research degree students.

Under the leadership of Associate Professor Brenton Dansie, Dean: Teaching and Learning IEE, the Peer Tutoring program was awarded a grant of \$133 000 from the national Sustainable Regions fund. This program provides for students to support classroom teachers and their students in mathematics, science and technology in the Northern Adelaide region.

Associate Professor Ozdemir Gol, Ms Zorica Nedic, and Professor Andrew Nafalksi from the School of Electrical and Information Engineering, and Associate Professor Brenton Dansie (IEE), continued to develop the Robotics Peer Mentoring program in conjunction with eLabtronics plc. They received \$50 000 from the Centre for Innovation, Business and Manufacturing to run a robotics peer mentoring program across Adelaide, with a particular focus on northern area schools. The Robotics Peer Mentoring program won the national Engineering Excellence award for Innovation, sponsored by AusIndustry, and was featured at a meeting of the Prime Minister's Science and Engineering and Innovation Council.

International achievements

The first group of 219 teacher-learners from the AusAid funded collaborative venture between the University of Fort Hare and the University of South Australia graduated in Alice (South Africa). The program involved in-service teachers from the most disadvantaged rural regions on South Africa and has been a significant social justice achievements for both universities and the participants.

The School of International Business (BUE) won a major consultancy to improve the standards of the valuation profession in Thailand.

The School of Education held a three day workshop with the Joint Masters in Education Project in Vietnam, a small part of a multi-billion dollar project funded by the Asian Development Bank. The project links UniSA, University of Technology Sydney, University of Potsdam (Germany) and Hanoi University of Education to provide a Masters of Education Program in Vietnam.

The Centre for Pharmaceutical Studies undertook a collaborative project with Aosaikang Pharmaceutical Company based in Nanjing, PRC, to evaluate a purified herbal extract that shows promise in the treatment of cancer.

A Memorandum of Agreement was signed between UniSA and Kolej Damansara Utama University (KDU) in Malaysia to offer an Master of Arts in Communication Management with KDU.

Unprecedented interest in the Mitsui Educational Foundation Scholarship was received in 2003 with UniSA receiving 163 applicants, a record in the 32 year history of the Scholarship.

A General International Agreement was signed between EAS and Kyonggi Institute of Technology to promote international cooperation in education and research.

An articulation agreement between the American International University in Bangladesh and the School of Electrical and Information Engineering (IEE) was developed enabling credit arrangements for some undergraduate programs.

Associate Professor Adrian Vicary, Head of School of Social Work and Social Policy (EAS), spent a month in India developing the Hawke Research Institute's program, Strengthening Australian Studies in Chennai. Funded by the Australia-India Council, the program supports reciprocal visits of Indian and Australian researchers to establish ongoing research links.

An articulation agreement between the Kyonggi Institute of Technology Department of Automation Systems in Korea and the School of Advanced Manufacturing and Mechanical Engineering (IEE) was signed.

Associate Professor Rick Sarre from the School of International Business (BUE) collaborated with the Securities Industry Research Centre of Asia-Pacific in a research partnership with the Organisational Performance Team of the Australian Federal Police (AFP). The project involves the statistical and scientific performance evaluation and reporting of the AFP within an outcome/output framework.

UniSA spin-off company, Iterative Connections and Datum Systems, a US company specialising in satellite modem design, signed a joint venture agreement to market superior performing satellite communications modem products.

Smartlink Fellow, Dr Jim Platts, from Cambridge University Institute for Manufacturing visited Adelaide. While here he gave presentations for the Smartlink/Business SA Strategic Partnering Group, the Institute of Engineers, the Manufacturing Society of Australia (SA Branch), St Paul's City Ministry and conducted a session at the Mawson Lakes Campus.

Smartlink Fellow, Alistair Nolan, from OECD Paris presented workshops and lectures on the general topic of business clusters and networks for a range of audiences, including the Smartlink/Business SA Strategic Partnering Group, the Investing in the Future conference held by the City of Playford, the Salisbury Business and Export Centre, the Office of Economic Development and the Department of Business Manufacturing and Trade.

Smartlink's membership of the OECD Local Employment and Economic Development (LEED) was formalised through a partnering agreement.

Ultimate Datum's inaugural product, The Premier 5 modem, was launched to system integrators and resellers. Based in San Jose, California, Ultimate Datum is the joint venture company created to produce and market superior performing modems developed at the ITR.

The four year environmental law AusAid training program was completed in 2003. Over 1 250 participants took part in 55 courses, delivered in 23 separate locations across Indonesia. These included eight advanced courses and a special two day forum for 15 Indonesian Supreme Court judges. This was the largest judicial training exercise ever undertaken in Indonesia.

The Australia China Business Studies Centre was launched. The Centre was established to provide development programs for senior executives from the Greater China region, to build research alliances with academics from Greater China and provide consultancy services to Australian businesses operating in Greater China.

External appointments

Academy of Management Learning and Education: Associate Professor Laubie Li was appointed to the Editorial Board.

Adelaide Festival of Arts: Erica Green was appointed Visual Arts Executive Director.

Adelaide Festival of Ideas 2003 Advisory Committee: Professor Rhonda Sharp was appointed as a Member.

Advisory Committee on National Awards for Quality Schooling: Professor Marie Brennan was appointed as a Member.

Australasian Journal of Physical and Engineering Sciences in Medicine: John Pattison was appointed Editor.

Australian Competition Tribunal: Professor David Round was appointed as a Member for a further five years.

Australian Conservation Foundation: Professor Rob Fowler was appointed Councillor for a two year term.

Australian Economic History Review: Dr Martin Shanahan was appointed Co-Editor.

Australian Health Workforce Advisory Committee: Professor David Wilkinson was appointed as the AVCC Representative.

Australian Journalism Review: Dr Ian Richards was appointed Editor.

Australian Universities Quality Agency: Professor Michael Rowan was appointed to the AUQA Register.

Australian Vice Chancellor's Committee: Professor Denise Bradley AO was appointed Member of the Board.

Board of Inquiry into Sexual Misconduct in the Anglican Church Diocese of Adelaide: Donna Chung was appointed as a member

Council of Australian University IT Directors: Paul Sherlock was appointed Deputy Chair.

CRC for Integrated Engineering Asset Management: Professor Robin King was appointed Director of the Board.

CRC for Irrigation Futures: Professor Jennifer McKay was appointed Interim Joint Program Leader.

Department of Human Services Mental Health Leadership Committee: Associate Professor Eimear Muir-Cochrane was appointed as a Member.

Design Institute of Australia: Joanne Cys was re-elected as State President for a further two years.

DEST Reference Group for Commonwealth Learning Scholarship Guidelines: Associate Professor Rigmor George was appointed as a Member.

DEST Reference Group for Higher Education Equity Program Review: Adjunct Professor Eleanor Ramsay was appointed as a Member.

Engineering, Technology and Architecture Performance-Based Research Fund Peer Review Panel (Tertiary Education Commission National Office of New Zealand): Associate Professor Gini Lee was appointed as a Member.

European Journal of Management and Public Policy (published with the United Nations): Professor Mervyn Lewis was appointed to the Editorial Board.

First Australians Business: Leanne Smith was appointed as a Board Member.

Global Journal of Finance and Economics: Professor Mervyn Lewis was appointed to the Editorial Board.

Governors Leadership Foundation: Professor Denise Bradley AO was appointed a Member of the Council.

Heads of Accredited Medical Science Programs in Australia and New Zealand: Associate Professor Anthony Woods was reappointed as Chair.

Health and Medical Research Advisory Council of SA: Professor David Wilkinson was appointed as a Member.

International Editorial Advisory Board of the Iranian Journal of Science and Technology, Transaction B: Technology: Associate Professor Kazem Abhary was appointed as a Member.

IDP (International Development Program): Professor Denise Bradley AO was appointed Director.

International Group of Scientists to Develop Global Harmonisation of Standard Drinks Measure: Tony Spawton was appointed Chair.

International Journal of Robotics and Computer Integrated Manufacturing: Professor Grier Lin was appointed Co-Editor-in-Chief.

International Network for Engineering Education and Research: Professor Robin King was appointed Co-Editor.

Institute of Chartered Accountants National Quality Review Committee: Dr Max Bessell was appointed as a Member.

Institute of Chartered Accountants Business Regional Panel: Brenton Fiedler was appointed as a Member.

International Law Association Water Resources Committee: Professor Jennifer McKay was appointed as the Australian representative on the Committee.

Journal of Diagnostic Radiography and Imaging: Professor Scott Bowman was appointed Regional Editor.

Minister of Education and Children's Services Multicultural Education Committee: Associate Professor My-Van was reappointed as University of South Australia representative on the Committee.

Minister of Education and Children's Services Multicultural Education Committee: Dr Giancarlo Chiro was appointed as the Italian Australian community member.

Multicultural Mental Health Australia (part of the National Mental Health Strategy): Associate Professor Nicholas Procter was appointed Eminent Advisor.

National Heart Foundation of Australia/Roche: Professor Simon Stewart was appointed Chair of Cardiovascular Nursing.

National Library Expert Advisory Group on Enhancements for Kinetica: Jay Douglas was appointed as a Member.

Open and Distance Learning Association of Australia: Professor Bruce King was appointed Vice President.

Outback SA Government Board: Associate Professor Brian Cheers was appointed as a Member.

Prime Minister's Science, Engineering and Innovation Council Working Group on Re-Use of Urban Waste Water: Professor Jennifer McKay appointed as Member.

School of Languages Governing Council: Dr Giancarlo Chiro was elected Chair.

South Australian Academic Research Data Network: Paul Sherlock was appointed Chair.

South Australian Children's Interest Bureau: Di Gursansky was appointed as a member.

South Australian Cancer Research Advisory Committee: Associate Professor Ross McKinnon was appointed as a Member.

South Australian Chapter of Women in IT: Roxanne Mysko was appointed Manager/State Coordinator.

South Australian Community Housing Authority: Adjunct Professor Eleanor Ramsay was appointed Presiding Member.

South Australian Health Minister's Rural Health Advisory Council: Associate Professor Brian Cheers was appointed as a Member.

South Australian Physical Activity Council: Professor Kevin Norton was appointed as a Member.

South Australian Royal Australian Institute of Architects Collaborations Steering Committee: Joanne Cys was appointed Chairperson.

Supported Residential Facilities Advisory Committee: Professor Eleanor Ramsay was appointed Presiding Member.

Training and Skills Commission (South Australia): Professor Hilary Winchester appointed as a Member.

Working Party for Recommendations of Rau Report into Real Estate Industry Practices: Valerie Kupke was appointed as Independent Chair.

Industry scholarships and prizes

Nursing Agency Australia Transition Grant: offered to a financial disadvantaged nursing student each year for the next five years.

Sir Kingsford Smith Memorial Scholarship: established by the School of Electrical and Information Engineering (IEE).

St Andrews Hospital Nursing Scholarship: St Andrews Hospital renewed their \$15 000 nursing scholarship to fund two undergraduate nursing scholarship for a further two years.

The Lewis O'Brien Scholarship: established by EAS to encourage Aboriginal and Torres Strait Islander people to undertake postgraduate study.

UniSA/Smith Family Transition Scholarships: seven new scholarships for financially disadvantaged students sponsored by ETSA Utilities, BHP Billion Shared Services, Geoff Davis & Associates, Minter Ellison, AMEC, BankSA and Mutual Community.

School of Electrical and Information Engineering (IEE) established four new prizes: Qantas Airways Ltd Prize, The Electrical Energy Society of Australia Prize, The International Test and Evaluation Prize for Excellence in testing and evaluation and the Saab Systems 2003 Final Year Project Awards.

Senior appointments and promotions

The following senior promotions and appointments were approved by Council in 2003:

Associate Professor

Josephine Caust
Dr Suzanne Franzway
Dr Bruce Gurd

Associate Research Professor

Dr Glen Lehman
Dr Eimear Muir-Cochrane

Professor

Associate Professor Mary Barton
Associate Professor Barbara Comber
Associate Professor Alan Evans
Associate Professor Alan Reid
Associate Professor Rhonda Sharp
Associate Professor Larry Lockshin

Doctors and Emeritus Professors of the University

The University conferred the award of Doctor of the University on the eminent Australians:

Dr Alfred Huang in recognition of his contribution and commitment to the promotion of the University of South Australia. A former Lord Mayor of the City of Adelaide Dr Huang is a friend and supporter of the University and has been influential on behalf of the University acting as ambassador for the University to the international community.

Dr Maurice deRohan, OBE in recognition of his support and commitment to the University and his contribution to the broader community in his role as Agent General for the State of South Australia.

The title of 'Emeritus Professor' was awarded to one former member of staff:

Professor Kym Adey in recognition and acknowledgement of his significant and distinguished contribution to the University.

Financial statements 2003

Following is an excerpt of the University of South Australia's Financial statements 2003

The comprehensive Financial statements 2003 are presented in Volume 2 and are available upon request from the University's Finance Unit. (Contact +61 8 8302 1720)



Statement of financial performance for the year ended 31 December 2003

	Note	Consolidated		University	
		2003 \$'000	2002 \$'000	2003 \$'000	2002 \$'000
REVENUE					
Commonwealth government financial assistance	2.1, 31	120 486	115 886	120 486	115 808
State government financial assistance	2.2	2 636	2 294	2 636	2 294
Higher Education Contribution Scheme:					
• Student contributions	31.1	9 125	8 996	9 125	8 996
• Commonwealth contributions	31.1	54 254	52 267	54 254	52 267
Postgraduate Education Loans Scheme (PELS)	31.1	2 222	555	2 222	555
Fees and charges	2.3	69 948	65 403	63 214	58 902
Investment income	2.4	4 801	3 139	6 452	4 778
Royalties, trademarks and licenses	2.5	719	367	712	367
Consultancy and contract research	2.6	15 585	14 873	15 589	14 873
Other revenue	2.7	12 483	5 820	12 880	5 574
		292 259	269 600	287 570	264 414
Superannuation:					
• Commonwealth supplementation	20	20 036	21 895	20 036	21 895
• Deferred government contributions	20	4 900	16 300	4 900	16 300
Total Revenue from Ordinary Activities		317 195	307 795	312 506	302 609
EXPENSES					
Employee benefits	3.1	173 409	155 965	170 503	153 260
Depreciation and amortisation	3.2	23 214	22 324	23 079	22 163
Buildings and grounds	3.3	9 561	10 811	9 561	10 811
Bad and doubtful debts	3.4	778	491	775	491
Other expenses	3.5	70 545	64 779	69 039	62 857
Borrowing cost expense	4	1 848	1 649	1 848	1 649
		279 355	256 019	274 805	251 231
Superannuation:					
• Commonwealth supplemented	3.1, 20	19 429	21 895	19 429	21 895
• Deferred employee benefits	3.1, 20	4 900	16 300	4 900	16 300
Total Expenses from Ordinary Activities		303 684	294 214	299 134	289 426
Operating Result from Ordinary Activities		13 511	13 581	13 372	13 183
Direct credits or debits to equity:					
• Reserves	17	20 616	(23 383)	20 450	(23 273)
Total Revenue, Expense and Valuation Adjustments attributed to the Parent Entity and Recognised Directly in Equity		20 616	(23 383)	20 450	(23 273)
Total Changes in Equity Other than those Resulting from Transactions with Owners as Owners		34 127	(9 802)	33 822	(10 090)

Statement of financial position as at 31 December 2003

	Note	Consolidated		University	
		2003 \$'000	2002 \$'000	2003 \$'000	2002 \$'000
CURRENT ASSETS					
Cash assets	8	103 477	84 952	100 372	81 021
Receivables	9	15 150	13 363	13 809	12 214
Other financial assets	10	2 181	421	583	115
Property, plant and equipment	12	-	6 280	-	6 280
Deferred government superannuation contribution	20	24 800	23 600	24 800	23 600
Other assets	11	3 140	2 311	3 111	2 285
Total Current Assets		148 748	130 927	142 675	125 515
NON-CURRENT ASSETS					
Other financial assets	10	7 328	7 279	7 244	6 664
Property, plant and equipment	12	386 840	357 869	386 408	357 687
Deferred government superannuation contribution	20	257 400	253 700	257 400	253 700
Total Non-Current Assets		651 568	618 848	651 052	618 051
Total Assets		800 316	749 775	793 727	743 566
CURRENT LIABILITIES					
Payables	13	13 485	12 664	13 711	12 589
Provision for state superannuation	20	24 800	23 600	24 800	23 600
Provisions	15	13 874	12 044	13 658	11 886
Other liabilities	16	30 897	25 282	29 960	24 663
Total Current Liabilities		83 056	73 590	82 129	72 738
NON-CURRENT LIABILITIES					
Payables	13	2 515	3 362	2 515	3 362
Interest bearing liabilities	14	15 000	15 000	15 000	15 000
Provision for state superannuation	20	257 400	253 700	257 400	253 700
Provisions	15	19 390	17 270	19 390	17 270
Other liabilities	16	2 800	825	2 800	825
Total Non-Current Liabilities		297 105	290 157	297 105	290 157
Total Liabilities		380 161	363 747	379 234	362 895
Net Assets		420 155	386 028	414 493	380 671
EQUITY					
Reserves	17	28 131	7 515	27 923	7 473
Accumulated results of operations	18	392 024	378 513	386 570	373 198
Total Equity		420 155	386 028	414 493	380 671

Statement of cash flows

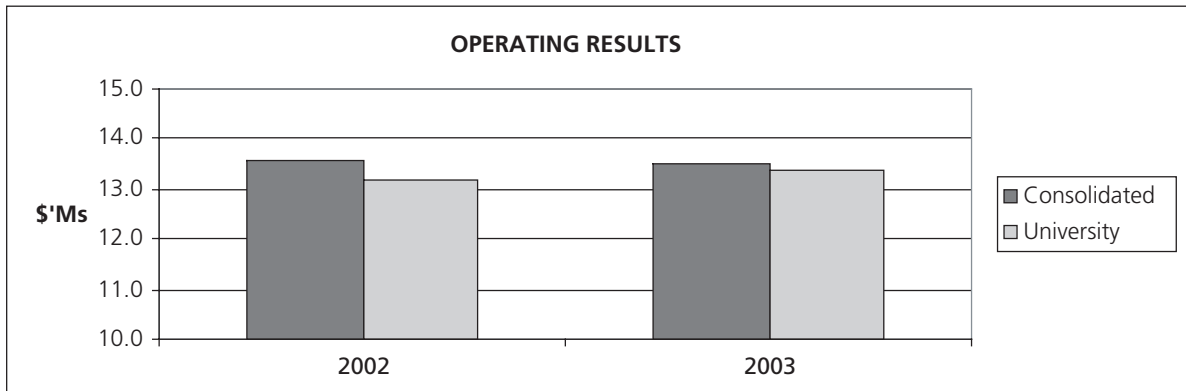
for the year ended 31 December 2003

	Note	Consolidated		University	
		2003 \$'000	2002 \$'000	2003 \$'000	2002 \$'000
CASH FLOWS FROM OPERATING ACTIVITIES					
Inflows:					
Financial Assistance:					
• Commonwealth government		120 768	115 220	120 768	115 143
• State government		2 636	2 294	2 636	2 294
Higher Education Contribution Scheme:					
• Student payments		9 125	8 996	9 125	8 996
• Commonwealth payments		54 293	53 446	54 293	53 446
Postgraduate Education Loans Scheme (PELS)		2 060	555	2 060	555
Fees and charges		72 597	70 072	66 027	63 674
Investment receipts		4 802	3 139	5 500	4 778
Royalties, trademarks and licenses		719	367	712	367
Consultancy and contract research		13 851	14 891	14 040	14 870
Other receipts		4 188	6 196	4 478	5 976
Superannuation supplementation		23 229	21 927	23 229	21 927
Taxes recovered (GST)		4 800	3 021	4 800	3 021
Outflows:					
Staff salaries and related payments		(170 863)	(152 803)	(166 723)	(150 117)
Other payments		(77 639)	(85 648)	(75 803)	(83 586)
Superannuation payments		(21 348)	(21 895)	(21 348)	(21 895)
Interest and loan guarantee fees		(1 848)	(1 890)	(1 848)	(1 890)
Net Cash Provided by Operating Activities	29	41 370	37 888	41 946	37 559
CASH FLOWS FROM INVESTING ACTIVITIES					
Inflows:					
Proceeds from sale of property, plant and equipment		7 696	203	7 684	203
Outflows:					
Payments for property plant and equipment		(29 402)	(10 240)	(29 140)	(10 185)
Net Cash Used in Investing Activities		(21 706)	(10 037)	(21 456)	(9 982)
CASH FLOWS FROM FINANCING ACTIVITIES					
Outflows:					
Principal repayments under finance lease		(1 139)	(452)	(1 139)	(452)
Net Cash Used in Financing Activities		(1 139)	(452)	(1 139)	(452)
Net Increase/(Decrease) in Cash Held		18 525	27 399	19 351	27 125
Cash at Beginning of Reporting Period		84 952	57 553	81 021	53 896
CASH AT END OF REPORTING PERIOD	8, 29	103 477	84 952	100 372	81 021

Operating Result from Ordinary Activities

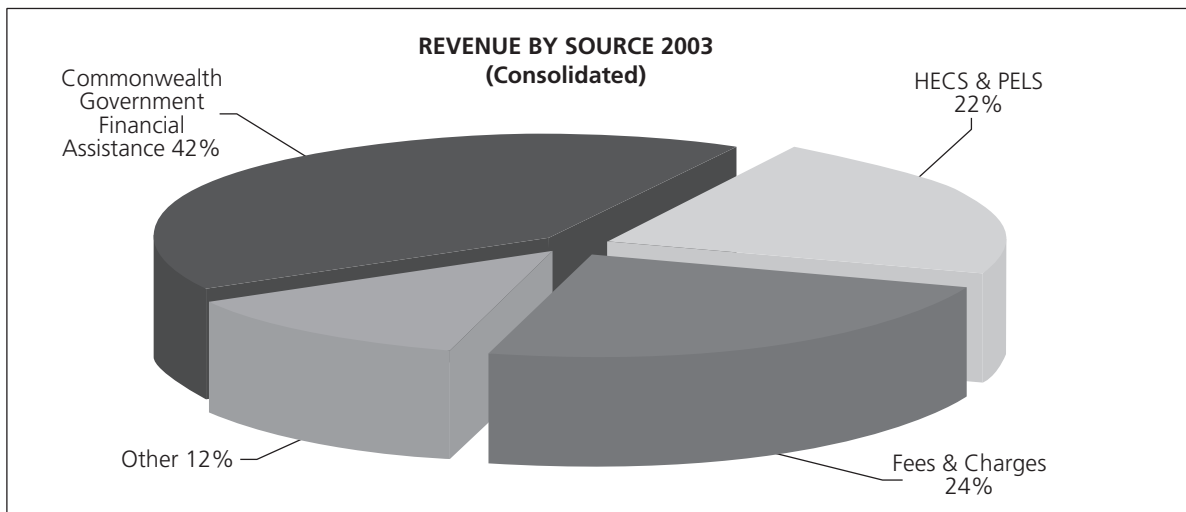
The operating result from ordinary activities for 2003 was \$13.5 million consolidated and \$13.4 million University (parent entity) (2002: \$13.6 million consolidated and \$13.2 million University).

The graph below depicts the operating results for 2003 and 2002.



Revenue

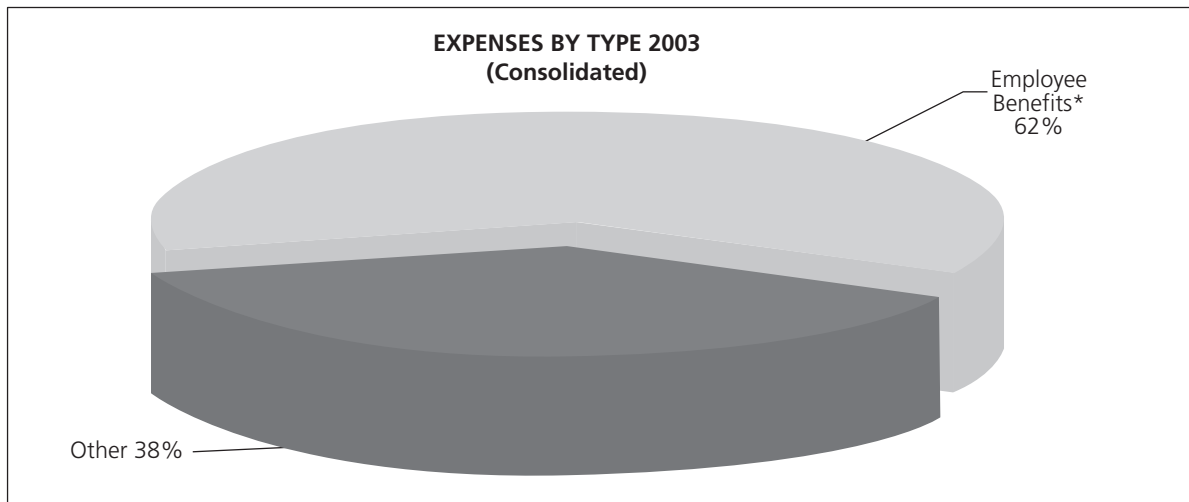
The graph below depicts the major sources of funding to the University in 2003. Commonwealth government financial assistance accounts for 42% of total revenue. South Australian government financial assistance is included under other revenue and accounts for less than 1% of total revenue.



* Excludes Commonwealth deferred superannuation contributions and supplementary funding in relation to the SA superannuation scheme.

Expenses

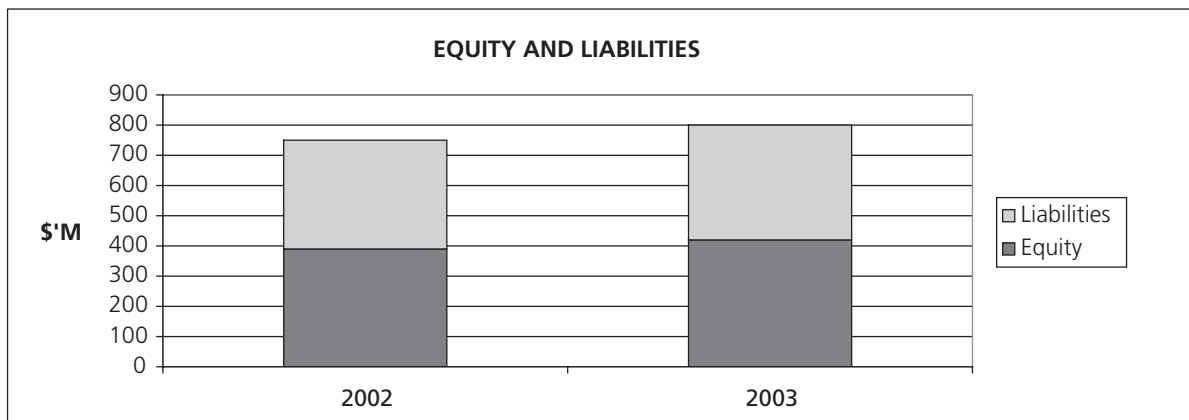
The graph below depicts expenses by major type for 2003. Employee benefits account for 62% of total expenses.



* Excludes Commonwealth deferred superannuation contributions and supplementary funding in relation to the SA superannuation scheme.

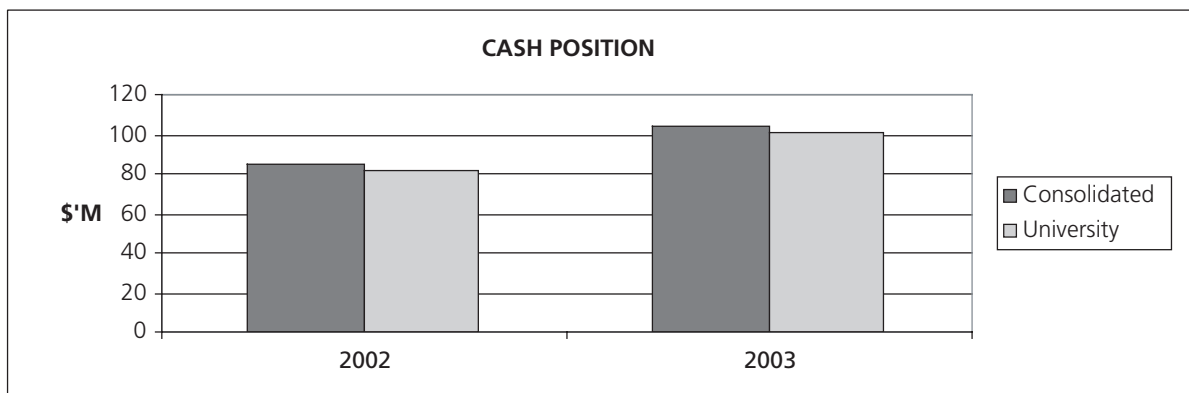
Financial position

The graph below depicts how total University assets are funded by liabilities and equity as at 31 December 2003 and 2002.



Cash position

The graph below depicts the cash balance as at 31 December 2003 and 2002.



UniSA in brief

Staff and student numbers

	Female	Male	Total
ENROLMENTS			
Cumulative total for year to 31 August 2003			
Total number of students			
Higher degree – research	504	594	1098
Higher degree – coursework	2210	3025	5235
Other postgraduate	1154	768	1922
Undergraduate	14026	8956	22982
Enabling, cross-institution and non-award	347	244	591
Grand Total	18241	13587	31828
Total number of international students			
Offshore	3463	3582	7045
Onshore	1351	1570	2921
Grand Total	4814	5152	9966
GRADUATES			
Total completions in 2003			
Higher degree – research	47	58	105
Higher degree – coursework	539	664	1203
Other postgraduate	339	291	630
Undergraduate	2937	1562	4499
Grand Total	3862	2575	6437
FULL AND FRACTIONAL TIME STAFF (full-time equivalent)			
Snapshot at 31 March 2003			
Total staff FTE			
Academic	370	488	858
Teaching only and teaching and research	315	387	702
Research only	57	110	167
Other function	701	435	1135
General	703	444	1147
Grand Total	1073	932	2005
ACADEMIC UNITS			
Divisions			4
Schools (excluding Divisional Offices)			22
Research Centres			17
Research Institutes			2

Glossary and abbreviations

	ABW	Australian Business Week
AISU		Aboriginal and Islander Support Unit
APPRC		Academic Policy and Program Review Committee, a subcommittee of Academic Board (previously APRC)
APRC		Academic Program Review Committee (now APPRC)
ARC		Australian Research Council
ATN		Australian Technology Network (comprises UniSA with Curtin University of Technology, Royal Melbourne Institute of Technology, Queensland University of Technology and the University of Technology, Sydney)
ATN LEAP		ATN Learning Employment Aptitudes Program
BUE		Division of Business and Enterprise
BUGE		Broadening Undergraduate Education
Campus Central		Services and resources supporting student academic administration and providing staff campus services, located on each campus and reporting to the Division with the most students on that campus. Student and Academic Services coordinate its activities.
CEI		Course Evaluation Instrument
CEQ		Course Experience Questionnaire Course UniSA term for unit of study making up an academic program
CRC		Cooperative Research Centre
DBA		Doctor of Business Administration
DRMC		Digital Resource Management Centre
EAS		Division of Education, Arts and Social Sciences
ECR		Early Career Researcher
ED		Executive Director
EQUIS		European Quality Improvement System—a quality assurance system for business schools administered by the European foundation for management development
ETP		Emerging Thematic Priorities
EWP		Equity Working Party
Experiencebank		An innovative online careers service developed by UniSA in consultation with TMP Worldwide to link students and recent graduates with employers through a virtual recruitment service.
FLC		Flexible Learning Centre
GCCA		Graduate Careers Council of Australia
GCEQ		Graduate Course Experience Questionnaire
GDS		Graduate Destination Survey
Graduate Qualities		The set of seven qualities of a graduate of the University of South Australia
GUA		Global Universities Alliance
Hawke Centre		Bob Hawke Prime Ministerial Centre
HR		Human Resources
HSC		Division of Health Sciences
IEE		Division of Information Technology, Engineering and the Environment
IELTS		International English Language Testing System
IGSM		International Graduate School of Management
International student		International student studying on-campus in South Australia
ITEK		Separate company of UniSA with responsibility for the management and commercialisation of University intellectual property
ITR		Institute for Telecommunications Research

IWRI	Ian Wark Research Institute
KPI	Key Performance Indicator
LEAP	Learning Employment Aptitude Program
Learning Connection	Part of the Flexible Learning Centre, located on each campus and providing services and resources supporting teaching and learning to students and staff
LookUP	Student portal to administrative and other information
MBA	Master of Business Administration
MOU	Memorandum of Understanding
NCG	National Competitive Grants
NESB	Non-English Speaking Background
OHSW&IM	Occupational Health, Safety, Welfare and Injury Management
OLA	Open Learning Australia
PAS	Planning and Assurance Services
PER	Program Evaluation Report
PhD	Doctor of Philosophy
PQS	Project Quality System, used to track project management of research and consultancy
PREQ	Postgraduate Research Experience Questionnaire
Program	Term used at UniSA for a course of study leading to an award
PVC	Pro Vice Chancellor
RDGQs	Research Degrees Graduate Qualities
Research Institutes, Centres & Groups	UniSA terminology denoting defined levels of research concentration
Research Master	An integrated Research Degree Management Information System
RSA	Relationship Service Agreements
SARS	Severe Acute Respiratory Syndrome
SAS	Student and Academic Services
SEQ	Student Experience Questionnaire
SES	Socio-economic Status
SIT	Sepang Institute of Technology
SMG	Senior Management Group
SSAC	Student Services Advisory Committee
SWD	Students with Disabilities
TAFESA	Technical and Further Education South Australia
TALC	Teaching and Learning Committee, a subcommittee of Academic Board
TER	Tertiary Entrance Rank
Transnational	Term used for UniSA international activity outside Australia
Transnational student	Transnational students are international students studying in their home countries
TSEQ	Transnational Student Experience Questionnaire
UMAP	University Mobility in the Asia Pacific
UNAP	UniSA Northern Adelaide Partnership
UniSA	University of South Australia
UniSAnet	UniSA's online teaching and learning environment
UniSAPAL	UniSA Preparation for Adult Learners program
USANET	UniSA special access scheme
USASA	University of South Australia Student Association
VC	Vice Chancellor
WINS	Women in Non-traditional Study

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Mawson Lakes Campus

Mawson Lakes Boulevard
Mawson Lakes
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Magill Campus

St Bernard's Rd
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Underdale Campus

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