

UniSA News

April 2005

A newspaper of the University of South Australia



From Blueprint to Landmark

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From Blueprint to Landmark

by Emma Masters

This year UniSA is bringing art, architecture and design to Adelaide in more ways than one. Not only are a number of impressive new buildings emerging on UniSA campuses, but two new buildings on City West campus have become the combined homes of the South Australian School of Art and the Louis Laybourn Smith School of Architecture and Design.

Standing on the corner of Hindley Street and Fenn Place, the Kurna building is a bold addition to the evolving arts precinct in the city's West End. The building accommodates teaching studios, office and administration areas for the two schools, as well as exhibition spaces, a café/bar and the Australian Architectural archives.

Not far from Kurna, the Dorrit Black building is where student work moves from concept to reality. The building houses all the workshops, studios, equipment and apparatus that the students need, from glass blowing and painting, to model making and metal construction.

Head of the South Australian School of Art, Professor Kay Lawrence, says moving to the city heralds an exciting new chapter in the history of the two schools, not only giving students easier access to teaching and practical spaces, but arts organisations as well.

"Our students spend many hours working on their art and designs in workshops and studios, so it is very convenient for them to be located in the city," says Prof Lawrence.

"Now if they are working late, as many do, they can step out and take a break, find something to eat and drink or even meet up with friends.

"It is fitting that we are in the West End, the heart of Adelaide's arts and cultural precinct. We are now a stone's throw from important arts organisations, like ArtsSA or the South Australian Art Gallery, and we are already looking at ways in which we can take advantage of that in our art teaching and learning," Prof Lawrence says.

Aside from the impressive architecture of the two buildings, where expansive windows provide snapshots of students at work, another outstanding characteristic of the buildings is the way that the spaces have been custom built for specialist teaching and practical requirements. For example, in the Dorrit Black building there are no touch sensor taps in the ceramics clean-up areas and there is special acid resistant flooring in the jewellery and printmaking workshops.

"The staff have been involved in designing the spaces from the very beginning, and it really shows in the attention to detail and the way in which the spaces have been designed for specific art practices," says Prof Lawrence.

"We also have many new places to display work, such as big glass cabinets, windows running the length of workshops and areas for presentations, not to mention our new exhibition space on the ground floor of the Kurna building, which will feature work of students, staff and graduates from both schools."

With the two creative schools located in the same two buildings, future collaboration across the different disciplines promises to make UniSA one of the most dynamic arts and design education centres in



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From the Chancellery

By Professor Mads Gaardboe

Head of School, Louis Laybourne Smith School of Architecture and Design

An architectural revolution has arrived at UniSA's City West campus.

Three intruders clad in large sheets of glass and white concrete panels have challenged the striking uniformity of yellow, red and blue buildings. The former preference for an external corporate image and internal flexible use is now merged with a new attitude to the design of academic buildings.

The users matter. The South Australian School of Art needs highly specialised spaces in which to create photography, painting, glass, ceramics, sculpture, jewellery, textiles and more, all requiring particular lighting, acoustics, ventilation, wet and dry areas and other special design aspects.

It goes without saying that functionality is expected, but the real challenge for the architect to design an environment that stimulates curiosity and creativity is in clear evidence.

The Louis Laybourne Smith School of Architecture and Design relies on design studios. Traditionally considered by students as their second home, they are not only spaces in which they receive instruction or meet their tutor, but where they work in a professional sense. Here they draw, make models, read or write, often at hours far beyond the regular teaching timetable.

Even within an international context, few schools can boast a workshop better than the one located on the ground floor of the Dorrit Black Building, allowing architecture, interior architecture and industrial design students to transform their ideas from sheets of paper or computer screens to full scale objects. Already a feature of design education at UniSA, here theory can be brought to the ultimate test.

For the public, a large new gallery in the Kaurna Building will be the focus for many future exhibitions, and the student café/bar will ensure that the surrounding passages will be anything but empty open space. And from its years in hiding at City East, the Australian Architectural Archives will finally be accessible as a national resource for researchers, scholars and professionals.

Staff will also feel the change. The move from individual boxes along endless corridors in Yungondi to open plan offices is a controversial decision that has seen pros and cons extensively debated during the years of consultation between users, the University's Property Group and the designers.

A young Melbourne architect, John Wardle, was selected to do the designs of the two academic buildings and the library extension at City West. A good investment it seems, since Wardle's reputation has continued to soar ever since. Wardle's practice was backed up by the Adelaide office of mega-sized international architects Hassell.

In the tight urban fabric of the campus, Wardle's buildings slot into the established grid, but in their third dimension, add an entirely new level of richness and surprise. Slits and voids do not automatically follow floors, while outcrops and jagged profiles extend dramatically against the sky.

The surprises – visible from the streets below – continue inside.

"It is a building explained," says Wardle, and by this he means that many spaces, structures and services that usually are enclosed, are here exposed through cut-outs in floors and ceilings and punched openings



in walls.

Layers upon layers of surfaces and space invite curiosity and anticipation, and as such, the buildings themselves will be a constant reminder for UniSA's art, architecture and design students of the need to be aware.

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In brief

Vice Chancellor appointed chair of ATN and IDP Board

Professor Denise Bradley has been appointed Chair of the Australian Technology Network of Universities (ATN) and Chair of the Board of IDP Education Australia Limited. UniSA's Vice Chancellor and President, Prof Bradley replaces Queensland University of Technology Vice Chancellor, Professor Peter Coaldrake, who was Chair of the ATN from May 2003. As well as contributing to the ongoing policy debate on the key issues of access, equity and diversity, the ATN will play an important role in developing the Research Quality Framework for publicly funded research through its representation on the Government's Expert Advisory Group. As Chair of the IDP Board, Prof Bradley will oversee the next stage in the development of IDP Education Australia Ltd, replacing Professor Lance Twomey, Vice Chancellor of Curtin University of Technology, who stepped down in February 2005 but remains a member of the Board.

SEEC's core role in defence industry growth

UniSA's Systems Engineering and Evaluation Centre (SEEC) will play a pivotal role in the state government's new Centre of Excellence in Defence Industry Systems Capability (CEDISC). The creation of a focus for defence systems engineering research and education in South Australia will see SEEC play an important role in research and education for complex systems nationally, according to Director, Associate Professor David Cropley. "Our tasks will be to deliver high quality, internationally benchmarked postgraduate programs in areas such as systems engineering, test and evaluation, systems integration and systems capability maturity to the defence industry; and to support improved defence industry systems capability through the provision of research and consultancy services in relevant areas."

A Swedish eye for design

UniSA could soon be welcoming students from one of Sweden's most prestigious graphic design and pre-press training facilities, BrobyGrafiska, in the next few years. Two lecturers from the specialist design school, Katarina Svensson and Åsa Wilkberg, have just spent three weeks visiting UniSA to further explore possibilities for collaboration between UniSA's School of Art and the Swedish technical college. "We expect our students may want to come to UniSA for one or one and half years to complete their studies and achieve a Bachelor's degree," Wilkberg said. "We are also looking at developing online collaboration on student projects and an exchange agreement for students and possibly staff. What they will learn about the artistic aspects of design here will complement their strong technical expertise." The BrobyGrafiska offers a three year college program and has more than 350 students enrolled from across Sweden.

On report

UniSA played host to six international journalists recently in SA to see for themselves why we claim to be an education city. The journalists from Japan, China, Germany, Indonesia, India and the United Arab Emirates said they were impressed with Adelaide's dimensions as an urban centre that was not too big to get lost in. Their half day at UniSA saw them lunch with academics from or with expertise in their countries of origin, tour City West including, the new Karna Building, meet with representatives from senior management and the international office, and then chat with students from back home. Despite the allure of all that information – cuddling Koalas and Kangaroos was still high on their agenda.

Creating Adelaide

Author of The Rise of the Creative Class and now a consultant to cities around the globe, US Professor Richard Florida, visited UniSA last month to talk to some key stakeholders about how we might ensure Adelaide becomes a more successful and creative city. Prof Florida was a luncheon guest of UniSA's Vice Chancellor and the hot topic was the rejuvenation of Adelaide's West End. The Florida formula is to encourage tolerance, technology and talent, all obvious priorities for UniSA.

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Nutrients for metabolic fitness

by **Geraldine Hinter**

Omega-3 in fish oil, phytoestrogens in soy and polyphenols in tea, wine and chocolates are just some of the nutrients which, when combined with exercise, may provide significantly greater benefits in the fight against obesity than exercise or nutrients alone, according to a UniSA research team.

Group leader of the Nutritional Physiology Research Group, Professor Peter Howe, explained that certain bioactive nutrients including omega-3 fatty acids can switch on enzymes that burn up fat but they need a driver like exercise to increase the metabolic rate in order to lower body fat content and counteract obesity. The researchers found that the combination of fish oil and regular exercise reduced abdominal fat in overweight volunteers, while fish oil or exercise alone were ineffective.



Professor Howe is director of the recently announced Australian Technology Network (ATN) Centre for Metabolic Fitness – the latest weapon in the battle of the bulge. Comprising researchers from all five ATN Universities (UniSA, Queensland University of Technology, Curtin University of Technology, RMIT University and University of Technology Sydney), this national consortium aims to develop a sustainable solution to the main health and socioeconomic burden of obesity facing Australians.

With a budget of more than \$6 million for its first five years, the ATN Centre will work in partnership with the food industry, CSIRO and other public health agencies.

“The focus of the ATN Centre will be on metabolic mechanisms and outcomes aimed at achieving and maintaining good health rather than counteracting or treating disease, hence the term fitness,” Prof Howe said.

“We’re not just talking about physical fitness but also mental fitness. Optimising mental health is another very important aspect of the research because plenty of anecdotal evidence shows that if people are eating right and exercising right, they feel better. We need to establish a scientific basis for the ‘feel good’ effect.”

Prof Howe will coordinate the inputs of more than 30 senior researchers working across the nation in nutrition, exercise science, public health and behavioural research in a unique multidisciplinary collaboration. Drawing on proof of concept studies, the centre will adopt a “holistic approach” to evaluate combined diet and exercise strategies in demonstration trials involving whole communities. A major trial is planned for the Spencer Gulf by the Rural Health School based at UniSA’s Whyalla campus.

“Getting people to change their behaviour voluntarily when they are bombarded with a variety of lifestyle recommendations is difficult. They have to be convinced of the potential benefit.

“We need to do the research so that we have the right answers. We should develop the right kinds of foods that will deliver the benefits without causing people to take in excess energy or, alternatively, under eat and risk nutritional deficiencies, and we need behavioural modification that will encourage people to adopt healthy food choices along with the right amount of physical activity,” Prof Howe said.

“We have a very powerful collaboration with the potential to deliver research outcomes in this field on a

scale that hasn't been achieved in Australia.”

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Engaging regional education

by **Emma Masters**

UniSA strengthened its commitment to rural education and communities last month when it launched its new regional centre in Mount Gambier, providing full-time and part-time degrees in nursing, social work and business for 85 local students.

Officially launching the centre, the Federal Minister for Education, Science and Training, Dr Brendan Nelson, said Mount Gambier had developed “a model for the future” and applauded UniSA for “extending the educational horizons for those in regional Australia”.

With such a large number of students studying at the centre in its first year, the community is clearly embracing its collaboration with UniSA, TAFESA and the Federal Government, with many local leaders, students, family and friends echoing the Minister’s sentiments.

The Mayor of the District Council of Grant, Mr Don Pegler, said that the Mount Gambier community was right behind the new centre, describing it as a major coup for the region.

“It is very exciting to have UniSA in the South East,” Pegler said.

“It is great for businesses and industry, keeps young people in the region and means that families who can’t afford to support their children living in the city now have some choices.”

Emma Janeway, an 18-year-old nursing student at the new centre, said she was willing to study in the city but preferred the option of staying home.

“I can stay with my family, continue working and save money,” Janeway said.

She also said it was great to continue studying with friends from high school, an opportunity that is not always possible when young people move to the city to pursue further education.

UniSA’s Director of Regional Engagement, Professor Len Pullin, said the University would be looking to extend its activities in the region to encompass research and greater community engagement with schools, community groups, business and industry organisations.

“We look forward to engaging with the community to help it become increasingly sustainable and capable of fulfilling the goals and aspirations of its people,” Prof Pullin said.

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PALs for life in education

There was plenty to smile about at the recent graduation ceremony for the 2004 University of South Australia's Preparation Program for Adult Learners (UniSA-PAL) students, where family, friends and teachers were celebrating the graduates' successful completion of the program and the beginning of their first weeks of study for university degrees.

UniSA-PAL is an innovative program that, since its inception in 2002, has helped mature age students enter tertiary education. From last year's class of 28 students who completed the program, 27 were accepted into university degree programs, with the remaining one deciding to leave it as an option for the future.

Lauren Dundon completed last year's program at Hamilton Adult Campus and is now studying nursing at UniSA.



"I'm so glad I took the plunge and followed my dreams through UniSA-PAL," Ms Dundon said.

"A UniSA-PAL friend and I are already making plans to travel when we've finished studying. We want to work as volunteer nurses in Africa. My options are really opening up – becoming a nurse is like getting a plane ticket!"

Mohammad Al Raddy, another successful graduate of the program running at Thebarton Senior College, is now studying a double degree in International Studies and Business at UniSA. After moving to Australia from Iraq only two and a half years ago, he found UniSA-PAL really helped him understand Australian society and culture, and improve his English.

He also hopes he can use the knowledge he acquires during his degree to help bring eastern and western civilisations together.

"I think there are some missing connections between eastern and western people – I would like to connect the two cultures and ways of thinking, and even help people coming to Australia," Al Raddy said.

A driving force behind the program's inception and now adjunct researcher with the Hawke Institute, Professor Eleanor Ramsey, says the program is like no other in Australia and is certainly one of UniSA's many success stories.

"We've contrasted it with similar courses and the reason the Commonwealth Department of Education funded my research is that the outcomes are so much better than for thousands of students in dozens of courses throughout Australia," says Prof Ramsey.

"I always know the UniSA-PAL students will succeed because I've looked at the statistics. We get astounding results, not just from UniSA-PAL students during the program, but when they go on to university."

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Emotional encounters of the PhD kind

by Professor Tricia Vilkinas

We have all seen the T-shirts – “I survived my PhD”. Research into the perceptions and motivations of PhD students has found that completing a PhD thesis is something they describe almost as much an emotional journey as an intellectual one.

It starts with their reasons for choosing to do a research degree. Often the dominant motivation is personal with secondary drivers being the need to learn, for their career or wanting to do research.

Certain qualities are needed to do a research degree and the main ones are emotional in nature – perseverance, courage, resilience and passion. Naturally it is vital to have strong research skills but often it is the passion that drives the PhD candidate.

Students' satisfaction with their research journey and the likelihood of successful completion is linked to the quality of supervision they receive. Research shows and it is not surprising, that students want some equivalent verve from their supervisors. They want supervisors who are risk takers and at the same time reliable, and high on the agenda is that the supervisors have faith in their students. They also need to have a facilitative approach and research capability.

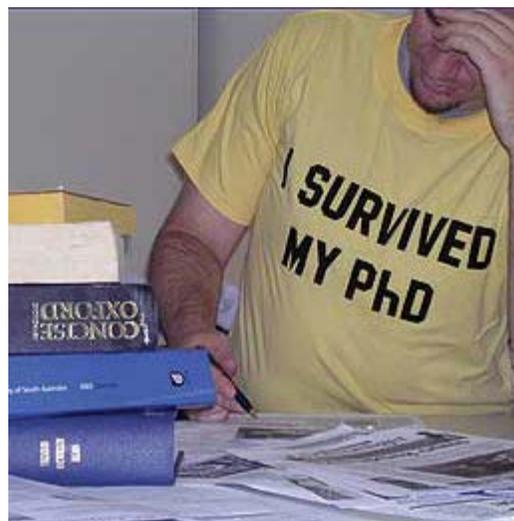
What students do not want is a supervisor who determines the topic or does not have time to meet with them.

Describing the research journey, the students perceived many hurdles including the need to learn the language of academia, interruptions to data collection, and the difficulty in choosing an appropriate methodology. But again they noted that many of their key struggles were emotional in nature – fear of failure, self-doubt and guilt.

The journey itself was seen as having both positive and negative aspects where the latter were dominant and emotive such as experiencing stress, being disillusioned, frustrated and uncertain. There were also personal costs both in terms of time and money. The positive aspects, less tangibly, were about positive feelings.

So what do students perceive to be the benefits of the PhD research journey? They cite two main ones – personal development and development as a researcher.

The research also showed, for successful completion of the PhD and a reduction in the stress associated with doing the thesis, students needed support and survival strategies.



Students need to access strong support from family, colleagues, friends and networks. They need to feel part of a cohort and some students formed learning groups as a 'safe forum for constructive criticism and learning'.

Also important for survival were self management techniques such as balance in their lives, exercise, and knowing their own strengths and limitations.

The research shows that it is essential that students learn the research process, develop techniques to save time, keep the literature up-to-date, write regularly, select the appropriate supervisor, organise information, control home life, keep a diary, develop project management skills and carefully define their project.

While there are a number of strategies it is important that each student finds the one that's best for them. The research journey differs for each student.

But one of the most interesting findings is that students need to be aware of the reasons why they have undertaken their research journey and to understand that along the way some of the hurdles they will face will be of an emotional nature and are therefore more difficult to conquer than straight practical problems.

To successfully complete their PhD students need to prepare and develop a number of survival strategies. The top three strategies are seeking the support of others, developing self management techniques that work for them and learning the research process. They also need a supervisor who is aware of their specific needs and is able to support and develop them.

As experienced by most students the research journey has positive and negative aspects but because emotions can easily dominate perceptions, and because there are very real costs associated with PhD research, many have a sharper experience and recollection of the negative aspects of the PhD.

But they also continue to complete their research successfully and come out of it as better researchers and personally more resilient.

The comments above are based on a study which has been published in a book titled The Thesis Journey: Tales of personal triumph edited by Tricia Vilkinas with chapters written by several of her doctoral students. The book is published by Pearson Education and will cost about \$35.

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On the home stretch

With the crisis in availability of qualified tradespeople at the forefront of national political debate it is perhaps no surprise that UniSA has had some home-stretch problems in completing the stunning new buildings at City West.

Construction on the \$41.5 million buildings covering 14,000m² in area began in high spirits in 2003 with an expected completion date of November last year. But by mid-2004, with skilled workers harder and harder to find and major new construction projects beginning across Adelaide, it became apparent that the target dates would not be met.

In keeping with a strong plan for communications across campuses about the impact of the Blueprint 2005 building projects on both students and staff, UniSA has endeavoured to keep everyone informed about delays. Close liaison with the builders has been consistently maintained and senior academics have been in constant communication with students; student representatives, staff and project managers to minimise the impact on students' work.



To date the impact of the delay has affected a small number of courses. In all cases, every effort has been made to help all affected parties. Where necessary, additional spaces have been rented, classes rescheduled and assessment procedures altered. Counselling about any difficulties with completing program requirements has also been made available for students to ensure they are not disadvantaged.

In the meantime the many hundreds of students who have moved into the new buildings without complications are expressing real enthusiasm for the purpose built design features and ambience of these fresh new learning environments.

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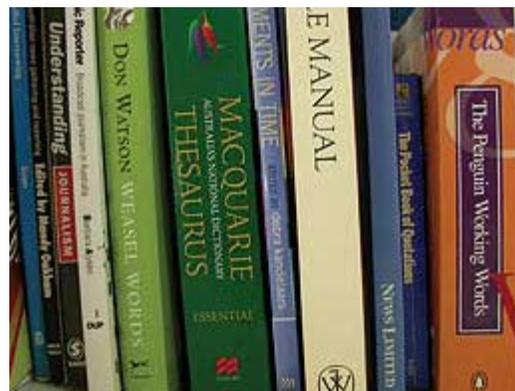
Library partnership for Northern Adelaide schools

by [Geraldine Hinter](#)

Northern Adelaide schools will have improved access to information, resources, services and expertise through a library partnership with UniSA, signed in February.

Initiated by the UniSA Library, the partnership is another example of the University's commitment to Adelaide's northern suburbs.

The key objectives of the Libraries for Learning Partnership will be to enhance the learning potential and life opportunities of individuals and of the Northern Adelaide community; foster information literacy to enhance life choices, democracy and economic development; to promote lifelong learning, and to create new knowledge in the northern region.



This outreach program for schools builds on three significant initiatives already being undertaken by the University Library. These include:

- A national periodical service for schools, which has operated since 1993.
- A workshop for teacher librarians aimed at encouraging more students in the area to consider and prepare for a university education.
- The SMS@unisa project, which provides library sessions on accessing library and online resources for assignments being undertaken by year 12 chemistry students from Para Hills, Valley View, Enfield and Windsor Gardens in collaboration with their teachers.

The Libraries for Learning Partnership includes members from Northern Adelaide public and TAFE libraries, the Department of Education and Children's Services and UniSA.

Partnership representatives will work collaboratively in the areas of resource sharing, program development, professional development, promotion of services and research and evaluation.

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Mobilising a communications network

by **Geraldine Hinter**

When a major disaster strikes, like the recent tsunami, rescue efforts can be severely hampered in areas where the entire communications network is destroyed. Establishing an instant emergency communications network to coordinate search and rescue efforts will soon be possible using a unique digital wireless network that exploits signal processing techniques originally developed by researchers at UniSA.

The new Cohda Wireless technology offers low cost high bandwidth communications that enable users to send and receive high quality data, video images and voice communications while on the move, according to Research Professor Alex Grant, Leader of the Coding and Information Theory Research Group at UniSA's Institute for Telecommunications Research (ITR).

"This is a world first," Prof Grant said.

There is no other company offering a communications network that is specifically designed to work in a mobile environment at these transmission rates.

"We can create a network by fixing small boxes with antennas to street light poles, bus stops or other structures that require power. We can also place a box in each rescue vehicle, or on buses, trains and trams, so that users can communicate by accessing boxes in the network that link via the internet or other access to wherever needed across the world.

"In the case of a disaster like the Asian tsunami, rescue teams could grab 100 boxes, take them to the affected area, and run them off battery power or generators to produce an instant communications network.

"Public transport services equipped with this wireless technology could provide broadband internet service access for students and other users on buses, trams and trains," Prof Grant said.

The same mobile broadband technology could also be used by these organisations to automatically locate passenger transport vehicles and for live video security monitoring inside buses, trains and trams.

Like the internet, the Cohda Wireless network builds itself, enabling any number of users to plug into it and use it. Existing technology used by emergency services is generally limited to communicating while stationary or travelling at low speeds. Utilities supplying existing networks require users to pay every time they use them.

With considerable market interest both here and in the United States it is estimated that export sales will generate millions of dollars for the Australian economy in its first five years on the market.

A prototype of the digital wireless node is planned for pilot trials with Australian and US public transport and public safety agencies by mid-2005.

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Building VET workforce capability

Facing a major shortage of skilled tradespeople in industry areas such as automotive, plumbing, electrical and carpentry, the education challenge for Australia has become glaringly evident. To ensure more people take up these vital careers, training providers need to deliver innovative, engaging and relevant programs that are responsive to industry needs.

UniSA has taken a leading role in winning national research funding of \$600,000 to establish professional development practices and models for Vocational Education and Training (VET) providers aimed at building Registered Training Organisations (RTOs) for the future.

The research involves a consortium led by VET research centres in two universities and a TAFE institute. Professor Roger Harris from UniSA's Centre for Research in Education, Equity and Work is the consortium director, with co-directors Associate Professor Clive Chappell (University of Technology, Sydney) and Berwyn Clayton (Canberra Institute of Technology).

UniSA researchers Dr Michele Simons and Associate Professor Chris Provis are part of the 16 member team of respected Australian VET researchers named in the consortium. Funded by the Australian National Training Authority and managed by the National Centre for Vocational Education Research, the consortium aims to build the workforce capability and professional standing of the VET workforce.

Prof Harris said that traditional VET workforce development practices no longer satisfied the demands of the contemporary work environment. This led to renewed interest in finding sustainable learning solutions to workforce development that address issues involving skill and knowledge transfer, different organisational structures, financial and time constraints, commercial pressures and the changing nature of work.

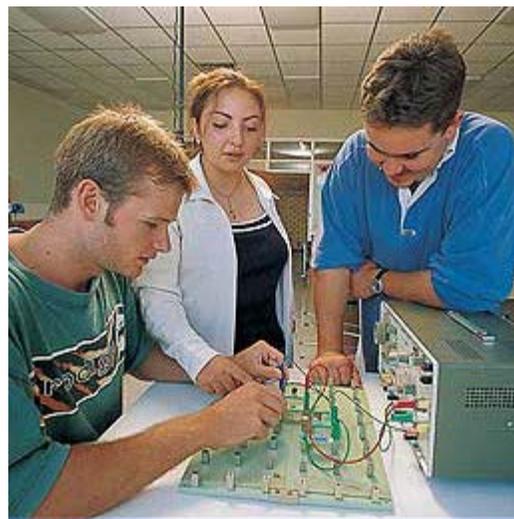
"Examining the ways in which VET organisations make decisions about the allocation of resources for workforce development and finding ways to secure and develop a workforce with the capabilities required for their future sustainability, will be an essential part of the research," Prof Harris said.

The research program will focus on three areas of workforce development that together build organisational capability. They include developing people, cultures and practices. Researchers will work actively with RTO partners and stakeholders to identify, evaluate and implement sustainable, creative and innovative approaches to building a professional VET workforce.

By focusing on these areas, the consortium will contribute to a knowledge base that can underpin ongoing developments in policy and practice, capacity-building models that reflect the variety of real-world constraints and possibilities of RTOs, and an active network of leaders within RTOs around Australia who are engaged in constructing and implementing new and improved practices.

UniSA has conducted VET teacher education since the late 1960s and has a long history of credit arrangements with the VET sector.

"The win recognises our national reputation for VET research and confirms the University's commitment to collaborative partnerships with industry, in this case the VET sector, including state training authorities



and different training providers.”

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Bundy closes UniSA book

March 2005 marked the closing chapter in the career of Director of Library Services, Dr Alan Bundy.

Dr Bundy's working life in the library sector began in 1966 and saw him located in senior library positions in both Western Australia and Victoria before accepting a position as college librarian at the South Australian College of Advanced Education, an antecedent institution of UniSA.

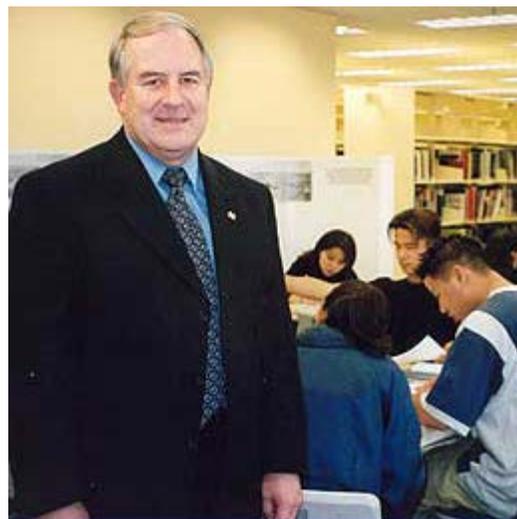
Acknowledged by his peers for his commitment to innovation and excellence in the field of library services, Dr Bundy has taken part in many library consultancies interstate and overseas and has published extensively in the area of library research.

Dr Bundy's belief that academic libraries should work closely with school and public libraries to develop information enabled citizens is demonstrated in the development of the new Mawson Centre at Mawson Lakes campus.

His numerous achievements at UniSA include his contribution to the foundation of the Bob Hawke Prime Ministerial Centre including the Bob Hawke Prime Ministerial Library, of which he was the director.

Helen Livingston, formally of Deakin University has been appointed as the new Director of Library Services at UniSA.

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Ethics – a passion in theory and practice

Ethics. Put the word to a friend or colleague and you're likely to get a discussion about the importance of ethical standards and behaviour for individuals, organisations and broader society. But tune in to the nightly news and there are seemingly endless examples of people behaving badly. There appears to be many grey areas in the relationship between ethics theory and practice.

So in saying all of this, it takes a determined person to make the exploration of ethics part of their life's work and UniSA's [Associate Professor Ian Richards](#) has taken up that challenge.

An accomplished journalist who is highly respected in the industry and a well-loved UniSA lecturer who has taught generations of journalists, Prof Richards is a seasoned academic who has just published the first Australian book to take a serious look at the ethics of journalism.

"I really started thinking seriously about ethics when I was working as a journalist," says Prof Richards.

"Just as the first chapter of my book describes, it was just after I wrote a story in the newspaper about a young man's court case.

"His mother called me and was upset that I had exposed his story to family, friends and work colleagues. I was young and hadn't thought a lot about it until then, but talking to his mum made me see just how a journalist's work impacts on people's lives in many ways."

The book discusses many different forces that impact on journalists, tackling highly complex issues and unpacking them in a way that is easy to digest. A must read for anyone interested in understanding the media from an insiders point of view.

Prof Richards is not limited to looking at ethics in journalism.

In fact, you could easily say he has become an authority on the topic. He was recently appointed the Chair of the UniSA's Human Research Ethics Committee (HREC) and is also a part of a working group that has just received substantial funding from Adelaide's three universities and the State Government to establish the Ethics Centre of South Australia (ECSA).

Prof Richards' book *Quagmires and Quandaries: Exploring journalism ethics* is now available.

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Waves of humanity

The Chief Executive of World Vision Australia, Tim Costello, added an ethical layer to the notion of globalisation in the first public lecture in a series, *Focus on Rights*, to be staged by UniSA's Hawke Centre over the next few months.

Just back from a tour of possibly one of the most devastating natural disasters the world has seen in centuries, the Boxing Day tsunami, Costello says the human tragedy was almost indescribable.

"Television captures only a fraction of the scale and sense of any disaster," he said. "Journalist after journalist commented that nothing had prepared them for the scale of the tragedy."

Costello said he found it hard to conceive how Australians and the world community could respond in any way comparable to the need on the ground.

But they did – with billions of dollars – something Costello believes was a profoundly ethical response.

And Costello believes that despite (if not almost because of) the rise of individualism as linked to globalised capitalism, a very strong concern for social capital is emerging.

"According to the United Nations, civil society groups have grown 40-fold since the turn of the last century," he said.

"Around 300,000 Australians now make regular monthly contributions to World Vision's work around the world and remarkably, more than 100,000 or 40 per cent of these people made their commitment to do so in the two years following the September 11 attacks in 2001."

Costello says in responding so generously to the tsunami appeal the Australian public have invested their compassion with the aid community.

"With such trust invested in Australia's response to this current disaster, if we get things wrong we will forfeit this tide of goodwill and squander a precious opportunity and we can't forget that those who will suffer most will be the world's poor," he said.

Costello noted that while death from global poverty continued to be every bit as extraordinary as the toll from the tsunami, surveys of Australians between 2000 and 2004 showed they were 26 per cent more likely to agree with statements such as "everyday people like me can change the lives of poor people overseas".

He said our challenge was to move the sympathy we have shown for the tsunami victims to a neighbourly solidarity.

Costello said anyone studying the kinds of movements throughout history that have changed the lives of the poor and persecuted, will see there has been a 'transformation of the heart'.

"Personal or inner change, and social or outer change are inseparably linked," he said.

The full address from Tim Costello, *Human Rights: The ethical underpinning of globalisation?*, is available from UniSA's Hawke Centre website at www.hawkecentre.unisa.edu.au/events/lectures/costello.htm



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Julie Duncan – Journalism educator

16/10/52 - 21/2/05

Former University of South Australia journalism lecturer and Walkley Award winner, Julie Duncan, died last month following a tenacious fight against cancer.

Julie began lecturing in journalism in 1979 at the South Australian College of Advanced Education, where she developed some of Australia's earliest journalism courses. From 1986 until 1990, she was also editorial training and development manager at *The Advertiser*, at a time when its cadet training scheme was considered among the best in the country.

Julie convened and chaired the first national journalism education and training conference in 1987. She also wrote a three-year training course, *The Front Page and Beyond*, which has formed the basis for much of current journalism training in Australia.

In 1991, following the birth of her only child, Georgia, Julie came back to lecturing at the UniSA until returning to Tasmania in 2003.

Julie was an active member of the journalists' union and was passionate about the involvement of women and indigenous Australians in the media. In 2003, she won a Walkley Award for her 'outstanding contribution to journalism'.

Julie was an amazing combination of energy, talent and beauty who inspired her journalism colleagues at UniSA. She believed journalism was a way of life and instilled in her students a strong sense of values and pride. Julie firmly believed their contribution would benefit society.

Memorial services were held for Julie in Hobart, Adelaide and Sydney. She is survived by her husband Peter, daughter Georgia and stepsons, Macgregor and Jock.

Her passing is the end of an era.

"Forget the professions – journalism students really are the most challenging and intelligent at university ... so many of them have been with me for life and during this last challenge ... so many of them I love. How lucky is that!" Julie Duncan, 2005.

Associate Professor Ian Richards and Kathryn Bowd from the UniSA journalism program represented the University at a memorial service for former journalism staff member Julie Duncan in Wellington Square, North Adelaide, on Wednesday March 2.

Prof Richards spoke during the service, which was attended by about 300 people, and held following her funeral in Hobart on February 26.

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Our people – Anna Ciccarelli

There are probably few more challenging sectors in which to work today than higher education in Australia. Working in the international education segment of higher education adds another level of uncertainty and excitement.

Somehow being at points of cultural and linguistic interface has been a constant theme throughout my career. Whether it's been with migrant and refugee education in the secondary sector; international students in the ELICOS sector; or for the past five years in higher education – establishing common ground and getting the work done in intercultural settings, has been a rewarding but steep learning curve.



The current shifts and trends in international education across the globe are fascinating. If the judgement and actions of other countries are anything to go by, Australia has been outstandingly successful. Others are simultaneously describing our achievement as very competitive or aggressive while emulating our development. Simon Marginson calls Australia the global polytechnic and I read this as both a critical comment and a statement of achievement.

But within our success, especially in transnational education, we need to engage with what is important to us in international education and to think about sustainable long term regional relationships that are characterised by mutual benefit and understanding. It's great to work on all these issues (and more) at UniSA because we are a values driven institution.

On a personal level – working in transnational teaching and with alumni has been so rewarding. And today I continue to be impressed by the appreciation and commitment of our communities of international graduates.

Whenever I talk or write about international education, it always reads like an advertisement. Maybe that is my awakening marketing consciousness. But the truth is I have always been passionate about the individual, institutional and national benefits of intercultural engagement and people to people relationships. These relationships have to be our best hope of promoting a more equitable and peaceful world.

Anna Ciccarelli is Executive Director of International and Development.

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A quick look at recycling

by **Emma Masters**

Having worked at UniSA for over 30 years, since the days when computer punch cards were the only way you could operate computers, it is little wonder many people know Gary Quick, a developer with online services at the Flexible Learning Centre, as the quintessential IT man. But he works with computers in more ways than one.

When Gary is not programming the next computer application that will help deliver more online tools to UniSA staff and students, he's helping remove and recycle old computers that are otherwise destined for the dump.

"I've been recycling since the 1960s – my grandfather got me into it," said Gary.

"One day he put a few taps, bits of copper pipe and wire into a paper bag and told me that when the paper bag was full, he'd take me down to the scrap yard, sell it and give me the money.

"I thought it was a bit of a joke at the time, but I filled up the bag and when he took me down and sold the scrap I was staggered by all the money I received. I was not even a teenager then – I was very impressed.

"So I started scrounging around and picking up junk people didn't want."

This humble beginning moved into a serious past time for Gary, but it wasn't until the '80s that he began recycling computers, spurred on after going to public auctions.

"Out of a palette of auction gear there may have only been a few things I wanted, so I'd smash up the rest for recycling. It all snowballed from there," he said.

"People now know I recycle computers and electrical equipment so I'm getting calls to collect equipment from all sorts of places. Most of the computer systems are turned to scrap metal, but there are some I can salvage for community groups to use.

"The older equipment is broken up and separated into different metal types ready for recycling. Some parts can be reused, like the strong magnets from hard drives that I give to schools. I also receive requests for older hard drive and printer motors, floppy and CD drives and various circuit boards."

Not only is Gary helping people in different ways, but he is helping the environment by minimising landfill and preventing heavy metals leeching into the ground.

"Developing software applications, especially for UniSANet, is my job here but everybody knows what I really do," he jokes.

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Haircut for a good cause



Six staff in the School of Health Sciences made the brave decision to have their head shaved for the *World's Greatest Shave for a Cure* appeal organised by the Leukaemia Foundation. Cheryl Parker, Ian Fulton, Lucy Chipchase, Roger Windle, Susan Gilbert-Hunt and Trisha Maddison (pictured left to right) all participated, much to the amusement of numerous students and colleagues who witnessed the event that took place last month. The group was inspired to participate by Ian Fulton's effort in 2004 – he raised \$4,776 – and expects to raise funds in excess of \$5,000 this year. The money will be used to help patients and families living with leukaemia, lymphoma, myeloma and related blood disorders. Everyone involved agreed it was worthwhile.



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