
Adelaidean

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NEWS FROM THE UNIVERSITY OF ADELAIDE

MAY 19, 1997

Approved for



Speaking for myself

In the current issue of *The Adelaide Review* under the heading "O'Kane on academic freedom" is printed a document purporting to come from the Vice-Chancellor's office. Following this is a notice from the University of Adelaide NTEU Branch Committee, published in

Unlike North American universities that place a high degree of emphasis on coursework in their PhD programs, most Australian universities follow the British tradition of a PhD by thesis only program with no or little component of coursework. Increasingly, though, it is felt across Australian universities that some 'orientation' is essential for all PhD students, especially when there is pressure on students to complete their theses in less than four years.

In 1994, the University of Adelaide pioneered a program for all higher degree research students, called 'Structured Program', during which students identify a research topic, do a literature review, prepare a research proposal and present it to their department in a seminar format. At the same time a special program for non-English background international students, called 'Integrated Bridging Program' was put in place. This covers language-related development along with discipline-based training.¹

While initial evaluation reports have suggested that the Structured Program produced a high level of satisfaction both for staff and students, the Faculty of Arts identified some areas of concern and the Higher Degrees Committee throughout 1996 discussed these issues and came to the conclusion that part of the Structured Program needed to be delivered at the Faculty level rather than by individual departments.

The Structured Program consists of two components: the compulsory component, the Core, which culminates in the presentation of a research proposal — the approval of this research proposal completes the Core component and confirms the enrolment; and the second component, Directed Studies, which is not compulsory, but activated on a needs basis, usually where the students would benefit by doing some coursework related to their discipline and field of research.

The Higher Degrees Committee felt that the core component of the Structured Program had many elements in common to all departments and that those elements might best be delivered at the Faculty level. The Associate Dean then consulted all department heads and most shared the view of the Committee. The Committee then formed a Working Party which brought forward a report with the recommendation that several training sessions be provided on a faculty-wide basis covering information technology and multimedia skills including use of e-mail, the World Wide Web and Netscape, intercultural and communication skills, techniques of postgraduate research, seminar presentation and teaching skills, the respective roles and expectations of supervisors and students, the structure of the Faculty and the University postgraduate support mechanism.

There are several merits of this program. First, the Faculty is able to draw together experts from various departments of the Faculty and make their knowledge available to all postgraduate students. It is clearly the case that some smaller departments are not able to dedicate the expertise and resources necessary to cover all areas of the core component of the program, and thus their students were missing out on some important aspects of postgraduate training. The common program addresses this inequity.

Second, the program is cost effective as departments are not directing scarce resources into duplication of generic work that could be effectively provided at the Faculty level. Finally and importantly, this common program is expected to help overcome some of the isolation that postgraduate students often feel in the humanities and social science disciplines where students from one department have little chance of interaction with students in another department.

Continued on Page 4

The News **IN BRIEF**

PLANETARY CATASTROPHES

Dr Vic Gostin from the Department of Geology & Geophysics will deliver a free public lecture entitled "Planetary Catastrophes: Geological Foundations to Human Myths" in the Mawson Lecture Theatre on Wednesday 28 May at 7.30pm. The lecture is presented by the South Australian branch of the Australian Skeptics.

Earth has suffered many catastrophes since its birth (and that of its Moon), including Oxygen "poisoning", equatorial ice caps, large meteorite showers, giant meteorite impacts, enormous volcanic eruptions, earthquakes, tsunamis, and floods.

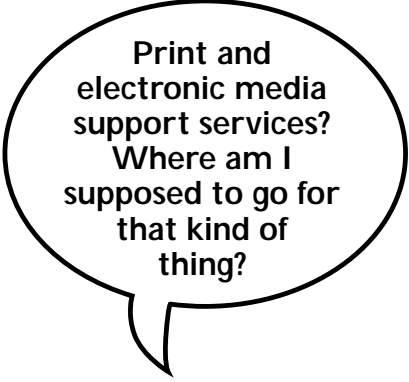
Dr Gostin's lecture will summarise the geologically recorded phenomena, and by placing these into the history and growth of human consciousness, will indicate their influence on our myths and belief systems. These will include legends and theories concerning Atlantis, Lemuria, Antarctica, the Biblical Flood, Earth's Axial Shift, and Velikovsky.

Although not essential, those wishing to attend the lecture are asked to register their interest by contacting James Lakes on 8356 0601 or by email <lakes@senet.com.au>.

WORLD VISION

The new Chief Executive of World Vision and former South Australian Premier, Mr Lynn Arnold, will present a seminar on "World Vision and Cultural Interface" for the Centre for Intercultural Studies and Multicultural Education (CISME) in the Council Room (Level 7, Hughes Building) on Tuesday 27 May at 6.00pm.

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Adelaidean Feature

INTERNATIONALISATION

25-year vision demands shared goals and a shift in institutional culture and attitude

The real issue for the University of Adelaide is not *whether* but *how successfully* it will internationalise.

Those words from the Director of International Programs, Dennis Murray in a report currently under consideration by the Vice-Chancellor's Committee (VCC), encapsulate the challenge facing the University of Adelaide.

There is now a trend towards internationalisation impacting on universities in every country as they come to terms with issues such as the education of international students, internationalisation of the curriculum and research, providing opportunities for overseas study by local students and the generation of institutional income from international sources.

The internationalisation stakes is already running, and the only future for also-rans is, as the report puts it, a "less than genteel decline".

That challenge is one which the University of Adelaide is determined to meet, as the Vice-Chancellor, Professor Mary O'Kane, has made clear since she took office. Her aim is ambitious, but simple — to make the University of Adelaide one of the great universities of the world within 25 years.

But what makes a great international university?

At the first of an ongoing series of planning day retreats, held on 19 March, the Vice-Chancellor's Committee articulated some of the characteristics which distinguish world-class uni-

Wine students' visit a chance to benchmark

The leading role that South Australia — and particularly the University of Adelaide — plays in wine education was reinforced recently when 16 international wine marketing students visited the State.

The students were taking part in a whirlwind Australian tour as part of their International Masters Degree in Management, Marketing and Economics of the Wine and Spirit Sector.

The postgraduate course, which takes students to France, the Ukraine, Spain, Portugal, Italy, Hungary, Germany, California and Argentina, is run by the prestigious Université Internationale du Vin et des Produits de la Vigne.

After visiting Western Australia, the students spent seven days meeting with wine industry leaders, touring wine regions and visiting wine education campuses in SA.

A highlight of their trip was a meeting with wine marketing students at Roseworthy Campus, which was followed by a barbecue and wine tasting.

Senior Lecturer in Wine Marketing, Dr Larry Lockshin, said the visit was an important recognition of the role that South Australia is playing in the wine industry.

"The students — who came from France, Spain, Bulgaria, Chechnya and Argentina — were from



Front L to R: Philippe Walter and Christian Legier. Back (L to R): Philippe Cohen, Sergio Fiorentini and Diego Mohammad at the Adelaide TAFE's Jack Kilgour Tasting Room. Photo courtesy of Dr Larry Lockshin.

varying backgrounds. Some were trained winemakers and viticulturists who wanted to expand their international knowledge while others are from family vineyards or the retail trade," Dr Lockshin said.

"They will become future players in the world wine industry, so we believed it was very important

that they see what we are doing in Australia and have an appreciation of the quality goals, product development and marketing approaches used in this country."

Dr Lockshin said the students were very impressed with the educational opportunities offered at the University of Adelaide and several made enquiries about studying here for a postgraduate degree in wine business.

There was also considerable interest in the new Australian Centre for Wine Business Management, which has been established in collaboration with the University of SA, TAFE, Edith Cowan University and Griffith University.

"Australia is a new winemaking country and while we have achieved a great deal we must not rest on our laurels," Dr Lockshin said. "We must be constantly learning and aware of developments in the international wine industry. Interaction with overseas students will help our students to benchmark themselves against world best practice and boost their skills in wine marketing."

Dr Lockshin said that there was a commitment by both the Department of Agricultural Business and the Centre for Wine Business Management to host similar tours in the future.

—Peter Fuller

Adelaidean Feature

INTERNATIONALISATION

Push to get Australian students moving

Australian students are notoriously immobile when it comes to tertiary study, preferring — unlike their North American, European or Asian counterparts — to stay close to home. They do not normally think of going interstate to study, let alone out of Australia.

Equally, many University staff still do not see study abroad as a mainstream educational value. And it costs so much to study overseas.

In this context, trying to persuade students that spending a semester at an overseas institution is one of the best things they could do for themselves — both academically and personally — might seem like an unwinnable battle.

But at a time when the pressure to

produce mature, "internationally literate" graduates is increasing, study abroad is an obvious strategy to pursue, and this battle is one that the University of Adelaide is set on winning.

In 1992, the University sent five students on study abroad programs. By 1996 the number had risen to 34, and this year will see 44 heading overseas.

Slowly but steadily the University is inching its way towards its goal, which is to have 10% of commencing Australian undergraduates studying overseas for one or two semesters by the year 2000 — although it will still require a substantial increase in a short time to meet the target of around 300 per year which that goal entails.

Of the 44 students studying over-

seas this year, 28 will go to North America — 15 to the United States (University of California, College of William & Mary, Indiana University, University of Oregon, and Washington State University), and 13 to Canada (McGill University, University of Guelph and University of Victoria).

The European destinations are France (two to the University of Poitiers), Germany (two to the University of Mannheim and Albert Ludwigs University Freiburg) and Finland (one to Helsinki School of Economics & Business Administration).

Asia has attracted the remaining 11 students, with four to Japan (Kansai Gaidai University and Kansai University), four to Malaysia (Universiti Sains Malaysia), and three to Thailand's Thammasat University.

It is the first time the University has sent students to Mannheim, the University of Victoria and Kansai University.

As part of its effort to expand the Study Abroad program, senior management is also examining guidelines for a Study Abroad Grants Scheme which it is hoped will encourage more students to consider the benefits of overseas study.

The aim is to provide all students selected to go on exchange with some financial assistance — a basic grant of \$750 or \$1000, depending on destination, with students being able to apply for extra funding on top of this in cases of financial need.

The University is also examining a

range of other strategies to facilitate the administration of the study abroad program, increase opportunities within it, and get the message out to students, departments and faculties.

The desire to encourage study abroad coupled with the gradual increase in the numbers taking up the opportunity has also led to the creation of a separate Study Abroad Office within the International Programs Office.

Located on level 5 of the Old Classics Wing, with entry from the Wills Courtyard, the Study Abroad Office includes a resource centre where students can consult materials relating to the University's overseas exchange partners.

The Study Abroad Office is staffed by two study abroad advisers — Jane Olsson for Europe and Asia and Lizzie Summerfield for North America, as well as an assistant study abroad adviser, Paula Ritchie.

It also recruits and coordinates the admission of incoming, fee-paying study abroad students, whose numbers have also increased (up 20% this year).

"We would be pleased to see or hear from any students interested in knowing more about exchange opportunities," said Study Abroad Adviser, Jane Olsson.

"And we'd be more than happy to come and talk to staff and student groups in the Faculties," said her colleague Lizzie Summerfield.

—John Edge

Professor Mary O'Kane and Dr Ramdas Pai sign the agreement between Adelaide and the Manipal Dental School. The elephant in the foreground is a gift

The University of Adelaide and the Manipal Academy of Higher Education in India have signed an agreement to exchange dentistry staff and students.

The agreement was signed in Adelaide by the Vice-Chancellor, Mary O'Kane, and the President of the Manipal Academy of Higher Education, Dr Ramdas Pai.

The agreement is a recognition of the growing relationship between Adelaide and Manipal.

The Dental School at Manipal aims to develop its undergraduate curriculum to enable students to study a wide range of disciplines within Dentistry.

The Faculty of Dentistry at Adelaide has just developed a new curriculum and is able to offer the Manipal Dental School expertise in

aspects of the new curriculum, including teaching in Forensic Odontology.

The agreement calls for staff exchanges, as well as the transfer of technology and staff development. Research collaboration will be encouraged.

Student exchanges will occur at the undergraduate and postgraduate levels, and will enable students to gain a wider international experience.

The Dean of the Faculty of Dentistry, Dr Viv Burgess said that the agreement was signed in recognition of the active relationship developed over the past decade.

It was hoped that this agreement would lead to other joint activities, he said.

—David Washington

Adelaidean Feature

INTERNATIONALISATION

'Rich tapestry' of offerings to support international student learning

by Ursula McGowan and Margaret Cargill

In 1991 when we were appointed to work in the newly formed Language and Learning Service of the ACUE the international student numbers were heading for a grand total of four hundred. We were soon overwhelmed by inquiries and requests for help with many of the issues which emerged for students and staff, as international students swelled the numbers in courses and research programs.

There was some early disappointment on the sides of both students and staff.

International students who were on prestigious government scholarships, who had been chosen for their outstanding ability and who had passed their English language entry requirements with flying colours, suddenly found themselves in the 'slow learners lane'. Their ability to use English seemed to desert them in the face of its Australian variant. The speaking speed and the use of idiom by their lecturers, and their own inability to understand the local allusions and jokes which peppered the language of their peers, made many of them feel inadequate, disappointed and probably very homesick.

Lecturers and supervisors found it hard to understand why students who had passed the language entry requirement were often unable to write or speak well after all, and many asked for our advice or referred students to us.

Clearly we had to be creative with our time. We began by providing individual consultations and workshops in which we tried to help people help themselves, but also set about finding funds to pay for additional language and learning development time and resources across the university.

A basic principle underlying our work is collaboration. It has been gratifying for ACUE staff to be able to be involved in Faculty-funded initiatives which assist the internationalisation of the University.

The most prominent examples were the decisions by the A&NRS to appoint and continue to fund the 0.4 position of Language and Learning Lecturer (Margaret Cargill) in

1991, the Faculty of Medicine to fund a Language Development Program since 1994 for access by first and second year students (Coordinator: Helen Mullins) and the Faculty of Mathematical and Computer Sciences to fund an accredited ESL subject. The latter has been taught, since 1995, by Barbara Wake and Ursula McGowan under the coordination of, and in collaboration with, faculty staff. In addition we have been consulted for advice and assistance in setting up support programs for Overseas Qualified Lawyers and Overseas Qualified Dentists.

Through successful submissions for grants and collaboration in faculty-funded initiatives, the Language and Learning Service has, over the six years of its existence, been responsible for the development of a rich tapestry of offerings to assist the University's progress towards internationalisation.

The principle has been one of integration, based on the recognition that student motivation, and so their capacity to learn language, is directly related to the need to use that language for the purpose of relevant communication.

Quality Audit, Teaching Development and Equity Grants were used to initiate a number of programs.

The most comprehensive of these programs is the Integrated Bridging Program (IBP) for all incoming international postgraduate students. In the space of two-and-a-half years the IBP has provided an integrated semester-length program for more than 300 research and postgraduate coursework students. Under the coordination of Kate Cadman, the IBP has become a platform for further provisions. The most recent of these is the Introductory Academic Program (IAP) for undergraduate students funded through AUSAID in 1997.

A Volunteer Scheme has also been established to provide international and other ESL students with volunteers who are interested in spending time in meeting with and offering friendship to persons from other languages and cultures. It was initially funded through an Equity Grant and continues to be provided

through the Language and Learning Service.

A credit-bearing undergraduate subject, 'ESL For Mathematical and Computer Sciences', which is funded and coordinated by the Faculty of Mathematical and Computer Sciences, has been developed and taught by ACUE Language and Learning staff in collaboration with Faculty staff since 1995. The principle underlying this course is the integration of subject content into the language development program for students whose home language is other than English.

In 1995-96 a Quality Audit Grant provided funding for the Literacy Project initiated jointly by the ACUE and the Department of Commerce. This two-year project, which was carried out by Christine Ingleton and Barbara Wake, included the documentation of projects in three other Faculties or Departments — the Faculties of Mathematical & Computer Sciences and A&NRS and the Department of Labour Studies. This work culminated in a booklet,

Literacy Matters, which is about to come out in print.

Other materials initiatives which are based on our experience of the needs of students include:

- a booklet *Written Communication* produced for the Faculty of A&NRS by Margaret Cargill and Melindy Bellotti on a 1996 Teaching Development Grant

- the Quality Audit-funded resource collection 'English Language Study Skills (ELSS)' housed in the Reserve Collection of the Barr Smith Library, and in the Waite and Roseworthy libraries (Ursula McGowan, Janice Laurie and Patrick Condon)

- two Teaching Development Grant-funded video learning packages — 'Oral Language Development For Students Of Medicine' (Ursula McGowan and Dr Sheila Clark, General Practice) and 'Learning /Teaching Materials For NESB Mathematical And Computer Science Students' (Barbara Wake and Alison Wolff, Pure Mathematics)

- a Teaching Development

Grant-funded project to assist international students in 'Reading Australian Newspapers', which is currently under way in the Department of Economics (Ursula McGowan & Judy Cowie, Economics).

In 1997 the number of international students on campus has risen above the 1000 mark and we have clearly moved a long way since the days when staff felt helpless when faced with international student issues.

The initial disaffection of staff and students can now, in many instances, be addressed systematically through programs which provide a path through the linguistic and cultural issues raised by the process of internationalisation.

As the understanding of this fact becomes more widespread, and resources are earmarked to support and spread such programs, the process of internationalisation will become ever more rewarding for staff and students of the University of Adelaide.



The Faculties of Law at the University of Adelaide and University of Mannheim, Germany, have officially launched an exchange agreement for closer collaboration. Under the agreement students can exchange between Adelaide and Mannheim, giving them the chance to expand their

When PhD candidate Akhtar Ali arrived in Adelaide on 31 January 1994 after a tiring, three-day journey from his home in Pakistan's North West Frontier Province (NWFP) he was met at Adelaide Airport and told he was going to the Royal Adelaide Hospital. Since he had already

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The seminar will be on Tuesday 27 May 1997 from 4.00 to 6.15pm.

For further information contact Anne-Marie Quinn on ext 33011 or at ACTA on 8212 4794.

Beef Forum focuses on consumer demand

Farmers and scientists in the beef industry were challenged to work together to satisfy consumer demands, at the Tenth Annual JS Davies Beef Research Forum, held recently.

Two guest speakers from America and New Zealand featured at the Forum which was held at Naracoorte in the State's South East and at the Waite Campus of the University of Adelaide. Entitled 'Designer Beef: Tailoring Genes for Client Needs', the Forum focused on how gene technology could be used as a tool to meet consumer demands.

Attracting over 120 people including producers, industry personnel and scientists, the Forum enabled people to interact to conceive ideas, disseminate knowledge and ultimately work towards developing a more efficient and profitable beef industry.

Guest speaker Professor Jerry Taylor, Professor of Genetics at Texas A&M, discussed 'Breeding Technologies on the verge of the 21st century'. He is also head of a program using molecular and quantitative genetic approaches to identify genes responsible for variations in beef carcass quality traits.

"An array of sophisticated and powerful breeding technologies will become available to livestock production systems within the 21st century.

"These range from the further

Adelaidean Feedback

POLL THREE: Undergraduate Fees

The Faculty Boards and the Academic Board are being invited to advise on the possible introduction of fee-paying places for domestic undergraduate students above the HECS-liable, Commonwealth-funded load target.

Discussion of the issue has been accompanied by student action at several universities, including Adelaide. Council is expected to debate the issue in June.

QUESTION:

Should the University of Adelaide introduce fee-paying places for Australian students in undergraduate courses in 1998?

The *Adelaidean* Feedback Poll is intended to be a mechanism for comment on issues affecting the University.

The questions invite a straightforward YES/NO response but succinct reasons are also welcome.

Results of Poll Three will be published in the 2 June issue of the *Adelaidean*, and may include quotation where appropriate.

Respondents will not be identified if quoted, and the identity of all respondents remains confidential to the Editor.

Please reply by email to <judge@vco.adelaide.edu.au> by 5pm on Monday 26 May, 1997.

A faxed response is also acceptable (34838 or 8303 4838).

Foundation course pays off for Aboriginal science graduate

A love of science, a dream of becoming a police officer and a lot of hard work have paid off for 21-year-old Aboriginal student Mr Garry Rivett.

When he graduated from the University of Adelaide on Thursday, 1 May, Mr Rivett became the first student to receive a science degree after completing the Wilto Yerlo (Aboriginal Programs) Science Foundation Course.

The foundation course helps bring Aboriginal students 'up to speed' on science subjects, enabling them to continue on to university level.

Mr Rivett was one of the first students to undertake the course when it began at the University of Adelaide in 1993. Although he had completed Year 12 he had not studied chemistry at that level, which he needed for his science degree.

"The course was great, especially the chemistry... everybody [in Wilto Yerlo] was very helpful," Mr Rivett said.

While completing his Science degree Mr Rivett applied for and was accepted into the Australian Federal Police. He was one of only two cadets appointed by the force this year, and is now working with the AFP's forensic services divi-

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HACKNEY: Spacious, 3-4 br, 2 bathroom, fully furn home with modern kitchen, crockery, cutlery, linen, etc. 10 mins walk from Uni, RAH. Avail 16 July - early Jan 98. Ph Stephen 8303 3629 or Janet 8303 3573 or 8362 3811 (ah) or email: scramond@library.adelaide.edu.au

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HOUSE SITTER: Avail late May to end July, male executive, mature and house-trained. Excellent refs. Ph David 8223 3600 or 0419 819 790.

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TENDER: RV Troopcarrier, 6 seater, VUH 918, 1996, white, diesel, 5 speed, air cond, winch, bullbar, towbar, 40,000km (approx). Telephone Keith Cowley 8303 7814 to arrange inspection. Tenders in a sealed envelope marked Tender RV Troop-carrier to Laboratory Manager, Environmental Science & Management Department, Roseworthy Campus, Roseworthy SA 5371 by 4.00pm Friday 23 May 1997.