Annual Report

2002

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12 June 2003

Her Excellency Marjorie Jackson-Nelson AC, CVO, MBE
Governor of South Australia
Government House
ADELAIDE SA 5000

Your Excellency

I have the honour to transmit to you the Annual Report of the Council of Flinders University for the period 1 January 2002 to 31 December 2002, in compliance with The Flinders University of South Australia Act, 1966, Section 27.

Yours faithfully

Judith Roberts
Pro-Chancellor

Location: Sturt Road, Bedford Park, South Australia.
In March 2002, Sir Eric Neal AC CVO, the former Governor of South Australia, took up his appointment as Chancellor of Flinders University. This followed the retirement of Sister Deirdre Jordan, who had been Chancellor since 1988, and a member of the University Council since Flinders was established in 1966.

This is a particularly challenging time for Australian universities, as we face increasingly intense competition nationally and internationally for students and for funds to support our educational and research activities. We operate in a constantly changing environment which presents us with both opportunities and challenges, not least of which is finding ways to be innovative in a time of decreasing resources.

Flinders prides itself on its flexibility, responsiveness and creativity, which are essential characteristics if we are to continue to be a successful, high quality, university in this new century. This capacity to be innovative and to look to the future rather than to the past has enabled us to secure our place as a leading Australian university, and again this year there are a number of significant achievements to report.

We continued our carefully planned program of introducing new undergraduate courses in the sciences, in areas that match key existing and emerging industries in South Australia, such as marine biology, nanotechnology and bio-diversity and conservation (adding to courses already offered in aquaculture, biotechnology, information technology, and medical science). We received a further $2m from the Commonwealth Government to extend our teaching and research base at Port Lincoln, the Lincoln Marine Science Centre.

Flinders’ innovative approach to teaching the new sciences is a major reason for the previous State Government’s decision to establish a new secondary school, the Australian Science and Mathematics School, on the University campus. This will allow the School and the University to work closely together for the benefit of both the School’s students and their teachers, and the University’s students and staff. The School will open in 2003.

Flinders’ professional courses in medicine, nursing and allied health, teacher education, psychology, law, commerce, cultural and eco-tourism and social work, continue to attract high levels of demand from prospective students and, on the basis of their experience at Flinders, are highly rated by our graduates. Law and medicine in particular are recognised nationally as being among the best in the country.

Overall, demand for Flinders courses remains strong. Total first preferences for Flinders as at mid-December 2002 increased by 2.2 percent over the previous year and, over the same period, South Australian school leaver preferences for Flinders’ courses increased by 4 per cent. Flinders continues to strengthen its position as a University of first preference. We are also proud of the fact that Flinders University consistently performs well above the national average in the national Course Experience Questionnaire, particularly in relation to students’ overall satisfaction with their university experience. Our results in this area are the highest among the South Australian universities.

An increasing proportion of our students come from overseas. Overall, the number of international students choosing to come to study at Flinders has been growing steadily over the last three or so years, as a result of active recruitment by the University. Having students on campus from more than seventy countries greatly enhances the cultural diversity of the University community. At the same time, Flinders is pursuing more partnerships in countries such as China and Thailand, which allow students to study off-shore for the whole or part of their courses; examples of such programs are international relations, education and special education, communication and information technology.

Many of our generalist courses are equally valued and the University is committed to maintaining such courses as the Bachelor of Science and the Bachelor of Arts (the largest single course in the University), and other thematic courses based on the BA - the Bachelor of International Studies, Bachelor of Archaeology and the Bachelor of Creative Arts - all of which add to the intellectual breadth of the University.
Flinders has secured two substantial grants from the Federal Government to expand our activities in regional and rural parts of South Australia and the Northern Territory. A University Department of Rural Health, run jointly with Deakin University, with its administrative base in Warrnambool, will cover south-west Victoria and south-east South Australia. (This is the second University Department of Rural Health in which Flinders is a key partner, the other being in Alice Springs.) An expansion of the program that currently provides the clinical part of the medical degree in regional sites in South Australia and the Northern Territory will have its administrative centre in the Riverland but widen its scope to include the south and the south-east of South Australia.

In the research field, where Flinders has always been among the top ranked Australian universities, a recent independent assessment of research performance in science, and medical and health science disciplines, placed Flinders second in the country, with the Australian National University in Canberra coming first.

In developing its research, Flinders places a significant emphasis on collaborations with external organisations. In 2001 we set up the Australian Centre for Community Services Research, a joint venture between Flinders University and Anglicare SA, a member of the Anglicare Australia national network. This Centre brings together the skills and knowledge of researchers and field workers, and work with agencies in the community services sector which are struggling with difficult service delivery issues.

Another collaborative venture, this time between Flinders and the Association of Australian Magistrates, aims to produce a national picture of the nature and scope of the operations of magistrates’ courts across the country. It involves a review of existing statistical information and published reports and literature, as well as consultation with magistrates, court officers and lawyers in both urban and rural areas.

Collaborations with other universities are also important, and there are particularly wide-ranging collaborations between Flinders and the other two South Australian universities. One in which Flinders has taken a leading role is the South Australian Consortium for Information Technology and Telecommunications. Over the last four years, this consortium has established a framework for the coordination of research in an important area for South Australia, while helping industry to address the need for appropriate graduates for this industry sector.

Commercialisation of research is also a high priority at Flinders and various strategies are being pursued by the University. Among these strategies is the formation of new companies. The recent creation of MediMolecular Pty Ltd, which is working to understand how drugs act and why they produce unwanted side-effects, provides an example of this strategy.

During the year, the University received one of the 2002 Employers of Choice for Women Awards presented by the Commonwealth Government’s Equal Opportunity for Women in the Workplace Agency (EOWA). Flinders was one of only 93 organisations in Australia to receive the accolade which acknowledges equal opportunity programs that recognise and advance women employees. Flinders was a finalist in the EDWA Business Achievements Award in the category of ‘Outstanding EEO Practice for the Advancement of Women’ - an award that recognises an innovative or effective achievement that has made a difference for women in the workplace. The innovative nomination was for the Mentoring Scheme for Early Career Women Researchers.

On a final note, the University followed with interest the progress during the year of the Commonwealth Government’s Review of Higher Education. Flinders University’s submission to the Review highlighted the need for increased levels of public funding to address the reduced overall capacity and declining levels of infrastructure in Australian universities. We also supported measures which would increase diversity and differentiation in the higher education system. We will report in 2003 on Flinders’ response to the outcomes of the Review.

Anne R Edwards
Vice-Chancellor
The Council

The following members held office in 2002 under The Flinders University of South Australia Act 1966

Members ex officio
The Chancellor (Chairperson)
Sister Deirdre Frances Jordan, AC MBE, BA Adel, MEd Adel, MA Lond, PhD Lond, HonDLitt Flin, FACE (to 28 February 2002)
Sir Eric James Neal, AC, CVO, CEng, CPEng, FIE Aust, FIE GasE(London), HonDUniv Flin, HonDEng Syd, HonDUniv SAust (from 1 March 2002)

Vice-Chancellor
Professor Anne Rosalie Edwards, BA Lond, PhD Lond

Presiding member of the Academic Senate
Professor Hilary Patience Mary Winchester, BA Oxf, DPhil Oxf

General Secretary of the Students’ Association
Ms Umandeep Uppal

Members appointed by the Council
Ms Kerrie Ashcroft, BA Well
Mr Nicholas Begakis AM, BTechEE SAIT, FAICD
Mr John Branson, LLB Adel, FAICD
Mr Ian Arthur Chesterman, AM, FAIBF
Ms Leonie Clyne, BA Flin (from 11 October 2002)
Mr Andrew V Fletcher, BEng(Civil) Adel

Ms Louise Hicks, LLB Adel, BEc Adel, ACA (to 9 August 2002)
Ms Gosia Hill, BA Flin, BSocAdmin Flin
Mrs Judith Mary Roberts, AM
Mr Michael Shanahan, AM
Mr Ian Garth Yates, BA Flin

Member co-opted and appointed by the Council
Ms Mary Mitchell, LLB Adel, GradDipLegPrac SAIT (from 5 December 2002)
(Vacant to 4 December 2002)

Members elected by the academic staff
Associate Professor Owen Edgar Covick, BA Essex, MA Essex
Professor Lindon Michael Harper Wing, MB BS Syd, FRACP

Members elected by the general staff
Ms Denise Anne Martin, BA Flin, GDipGpWk SAIT
Mr Ron George Slee, BA Adel, DipT ATC, MA Adel

Postgraduate student member
Mr Eamonn Maloney

Undergraduate student member
Ms Anne Thompson

Secretary
Registrar
Ms Bronwyn Anne Simondson, BA WAust, DipLib WAIT

Officers of the University

The Chancellor
Sister Deirdre Frances Jordan, AC MBE, BA Adel, MEd Adel, MA Lond, PhD Lond, HonDLitt Flin, FACE (to 28 February 2002)
Sir Eric James Neal, AC, CVO, CEng, CPEng, FIE Aust, FIE GasE(London), HonDUniv Flin, HonDEng Syd, HonDUniv SAust (from 1 March 2002)

Pro-Chancellors
Mr Ian Arthur Chesterman, AM, FAIBF
Mrs Judith Mary Roberts, AM

Vice-Chancellor
Professor Anne Rosalie Edwards, BA Lond, PhD Lond

Pro-Vice-Chancellor (Academic)
Professor Hilary Patience Mary Winchester, BA Oxf, DPhil Oxf

Pro-Vice-Chancellor (Research)
Professor Christopher David Marlin, BSc Adel, PhD Adel, FACS

Pro-Vice-Chancellor (International)
Professor Dean Keith Forbes, BSc Flin, MA PNG, PhD Monash, FASSA

Executive Director of Administration
Ms Barbara Fergusson, BA Adel, DipEd Adel, GradDipTESL SACAE, MBA Adel

Registrar
Ms Bronwyn Anne Simondson, BA WAust, DipLib WAIT
Planning for our future

Building on a planning framework which began in 1995, the University embarked in 2001 on a process aimed at developing a more focussed and explicit commitment to agreed objectives for the next five years and beyond. The Flinders Strategic Priorities and Future Directions 2001-2005 was developed as a result of that process. The following is a summary of that document.

OVERVIEW
Flinders University, 1995-2000
Between 1995 and 1997, the University conducted an extended review and planning process aimed at clarifying institutional aims and objectives, and policy directions. The result was a set of documents which together provided a broad strategic framework for the University:

• the Statement of Intent which contains a set of fundamental principles and aspirations for Flinders and which is the basis for policy and planning in the University;
• the Education and Research Policy which outlines the characteristics, philosophies and principles which underpin education and research at Flinders;
• the Key Accountability Processes and Measures which Flinders uses to assess performance against objectives.

Associated with this planning process were a number of cognate initiatives aimed at improving efficiencies, ensuring quality and implementing the objectives as defined in the strategic documents. These initiatives included reviews of governance and decision-making structures and the development of a quality assurance process for reviewing performance.

From 1997 on, the University embarked on a series of major developments designed to increase our capacity for income generation from non-government sources. The international student program, both on- and off-shore, was expanded. Education alliances with partners in Australia and overseas were pursued. Research effort was reorganised into four Flinders Institutes which are university-wide, broadly based and thematic.

The University also continued to develop new and innovative courses in response to community expectations and demand. This helped to strengthen the position of the University in terms of marketing and reputation, particularly within South Australia but also more widely.

The period 1995-2000 was one of intense activity for the University. The initiatives outlined above have positioned the University well to cope with current and future challenges in attracting and retaining students, in responding to external organisations and community needs, in research and research training, in internationalisation, and in quality management.

However, it has become increasingly clear that the overall pace and scale of change experienced over the past five years cannot be sustained if the University is to continue to flourish in the next period. What is required is a more sharply defined and focussed set of priorities and directions which take into account both Flinders’ principal distinctive characteristics and achievements to date, together with opportunities and challenges in a constantly changing external environment.

Flinders University’s Statement of Intent, which was first adopted in 1997 and later updated, is the explicit formulation of the University’s fundamental guiding philosophy. As such, it is the basis upon which the process for setting priorities and future directions must rest.

Flinders University 2001 - 2005
In developing the Flinders Strategic Priorities and Future Directions 2001-2005, the aim has been to establish a broad framework, building on an agreed set of distinctive characteristics and current strengths, as a basis for determining where the University should direct its energies and resources and against which new activities or initiatives could be assessed.

This plan comprises strategic priorities and future directions for the University overall and for the core areas of operation (education, research and international activities) for the period 2001-2005. It identifies organisational, resource and policy implications, including staff-related issues, with respect to the internal functioning of the University, and recognises the key role in all areas of activity of partnerships and collaborations with external organisations and different communities. It is designed to be a broad statement about Flinders University as a whole for both internal and external audiences.
**Flinders’ distinctive characteristics**
The following have been identified as key characteristics of Flinders which should underpin the development of strategic priorities and future directions:

- an internally cohesive university, which combines a participatory mode of governance with effective and responsible leadership, and with a sense of community characterised by a regard for the well being of students and staff and a commitment to equity, diversity and cultural inclusivity;
- an outward-looking university which seeks out, listens to, takes seriously and meets wherever possible the needs of the multiple external communities that have expectations of universities generally and of Flinders in particular;
- a university of academic breadth, depth and high quality which supports both disciplinary specialities and cross-disciplinary collaborations in education and research, encourages innovation and applies a future oriented critical perspective to all its current and proposed new activities.

**THE UNIVERSITY IN 2005**

- Flinders will be continuing to function successfully as a single university within the Australian higher education system.
- We will have a recognised leadership position within the higher education sector and more broadly in key fields where we have established the distinctiveness, quality and relevance of our education and research.
- Flinders will have increased its income utilising a greater pool of income sources, and a higher proportion of income deriving from non-government sources.
- We will have further developed and strengthened our education, research and international activities in areas where the University has made strategic commitments based on recognised academic capability, specialist expertise, established institutional reputation, and/or competitive advantage.
- We will have moved progressively towards a closer articulation between the University’s priority areas of education and those of research, with a concomitant matching of resources to the priority areas in education, research and higher degree research studies.
- Teaching and research will have a stronger international orientation, and staff will be more skilled at teaching and supervising international students.
- We will have demonstrated our commitment to being a ‘connected’ university by generally consolidating and expanding our collaborations and affiliations, for the advancement of our educational, research and international activities, with a range of state, national and international organisations, including other universities, industry, governments and various external communities.
- We will have established closer and stronger links with a selected number of particular organisations for specific purposes (e.g. Australian and overseas universities, industry bodies and businesses, local government in key regions, community agencies, TAFE institutes and schools).
- We will have achieved a higher level of cross-cultural, indigenous and international knowledge and understanding both in our academic activities and in the University community.
- Flinders staff will have had access to an expanding range of professional development and training opportunities to assist them to work effectively in the ever-changing higher education environment.
- We will have done the best we can to maintain and where feasible improve the facilities, services, policies and practices, technical and social support (including ICT infrastructure), and other provisions to meet the requirements of our staff and students, within resource constraints.

**Research**

- The majority of supported and publicly recognised research activity will be focussed in a relatively small number of areas - maybe no more than 20 across the University. Each of these areas will be well-known nationally and internationally, where appropriate, not just within narrow specialist circles, but also within external organisations with interests in the relevant areas.
- The majority of those courses which distinguish Flinders University in the education marketplace in 2005 will have some association with an area of research focus - new successful courses may have arisen out of areas of research focus, or it may be that courses were introduced first and that this then led to the strengthening of research in the corresponding area.
- The overwhelming majority of Flinders University academic staff will be active in research, as demonstrated by publications, research grants and research higher degree student completions; for most, this will mean working in research teams of various sizes, with internal and external collaborations, and involving postdoctoral fellows, research assistants and research higher degree students.
• A significant fraction of the research higher degree scholarship stipends at Flinders University will be supported by funds other than the Australian Postgraduate Award and Flinders University schemes.

• The Flinders Institutes, through their constituent centres and other research related activities, will attract sufficient external income to support their own staffing costs and to provide a surplus for discretionary investment in research.

The bulk of this income for Institutes will come from infrastructure charges on research contracts and other activities, and from commercialisation of intellectual property derived from research.

• The Institutes and the Faculties will jointly have identified ways in which external supporters of research can contribute to the basic research infrastructure of the university, including academic staff salaries.

• Changes in the nature and focus of research activity in the University will be reflected in appropriate policies and procedures, including those relating to appointment, promotion and professional development.

Education

• Flinders will have a balanced, more focussed suite of undergraduate programs related to areas of student, employer and community demand, academic strength, strategic research investment and comparative advantage.

• We will have a transparent process to evaluate and justify the continuation of each of our education programs in the context of the University’s profile, external demand and resource availability.

• We will have maintained excellent national rankings in student satisfaction, generic skills and good teaching.

• All academic staff and relevant general staff will be trained and competent in educational approaches and technologies appropriate for the changing environment, including those that are web-based.

• We will have achieved a high degree of integration of ICT infrastructure, led by academic criteria.

• Flexible delivery will be embedded within all postgraduate courses and within all identified undergraduate courses, and a web presence will be available in all topics.

• We will offer at least 6 new targeted professional development postgraduate courses available flexibly for the national and international market.

• Flinders will have further formalised its partnerships with other educational institutions, industry and the professions, with outcomes that clearly benefit the students.

• We will have the Australian Science and Mathematics School on campus, which will be recognised nationally and internationally for its innovation in senior school science and mathematics education.

• Policy improvements that facilitate credit transfer, professional placement, international delivery and quality assurance will be in place.

• We will have a wider range of well-supported professional placement locations in metropolitan, regional and rural areas for students across a range of courses.

• We will have increased postgraduate coursework students by 25% and research higher degree students by 20% in areas that draw on academic capabilities of staff and that complement areas of research investment.

• We will have developed further our relationships with TAFE in the areas of credit transfer, joint programs and other initiatives to support life-long education and to provide opportunities to students from a variety of backgrounds.

International

• Flinders will be a more internationally oriented university with greater opportunities for staff and students to participate in international activities.

• The University will have a strong international profile and presence in the global higher education system.

• Flinders will have developed additional strategic alliances with significant international universities.

• The combined numbers of Flinders international students will total 2,600 in 2005, compared with around 1,200 in 2001.

• Flinders’ international students in Adelaide will number 1,800 and represent about 15% of all students on campus; the proportion is currently around 10%.

• Off-shore international students will have grown to about 800.

• About 100 Flinders students will go abroad on exchange programs each year, and 100 international exchange students will come to Flinders each year.

• Flinders will have a multi-cultural campus environment which is supportive of the needs of our culturally diverse students and staff.
Staff Statistics
Source: Official DEST Staff Collection Census 31 March 2002.

University Staff Full-time Equivalent 2002 *

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<th>Staff Function</th>
<th>Female</th>
<th>Male</th>
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<td>1</td>
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<td>Teaching and Research</td>
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<td><strong>Total</strong></td>
<td><strong>785.05</strong></td>
<td><strong>661.29</strong></td>
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* Staff employed full-time or fractional full-time (excludes casuals).

Student Statistics
Source: Official DEST Student Collection Census 31 August 2002

Major Student Demographics 2002

- **Sex**:
  - Male 37%
  - Female 63%

- **Age Group**:
  - 20-24 40%
  - 25-29 16%
  - 30-39 17%
  - 40-49 13%
  - 50-59 5%
  - <20 8%
  - 60+ 1%

- **Permanent Home Residence**:
  - Metro SA 73%
  - Rural SA 7%
  - Interstate 7%
  - Overseas 12%
  - Provincial SA 1%

Note: Provincial SA includes students whose permanent home residence is in a major SA provincial town.
### Student Enrolments by Course Level and Attendance Type 2002 **

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<th>Course Level</th>
<th>Full-time</th>
<th>Part-time</th>
<th>External</th>
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<th>Part-time</th>
<th>External</th>
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Cross Institutional:
- Postgraduate: 6 15 21 6 17 23
- Undergraduate: 10 374 29 413 19 523 29 571
- Non-Award: 63 126 28 217 65 137 31 233
- Exchange^^: 28 50 78 28 50 78

Total: 3632 2152 593 6377 8435 5605 1096 15134

** Enrolment figures will count a student more than once if they are enrolled in more than one course

^^ Exchange students paying fees in their own country

### Student Enrolments by Course Level and Sex 2002 **

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
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<th>Male</th>
<th>Total</th>
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<th>Male</th>
<th>Total</th>
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<tr>
<td>PhD</td>
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<td>73</td>
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<td>287</td>
<td>250</td>
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<td>Graduate Diploma</td>
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<td>Diploma</td>
<td>47</td>
<td>36</td>
<td>83</td>
<td>29</td>
<td>9</td>
<td>38</td>
<td>76</td>
<td>45</td>
<td>121</td>
</tr>
</tbody>
</table>

Cross Institutional:
- Postgraduate: 17 4 21 1 1 2 18 5 23
- Undergraduate: 281 132 413 124 34 158 405 166 571
- Non-Award: 150 67 217 10 6 16 160 73 233
- Exchange^^: 54 24 78

Total: 4136 2241 6377 5466 3293 8759 9602 5534 15134

** Enrolment figures will count a student more than once if they are enrolled in more than one course

^^ Exchange students paying fees in their own country

Student Statistics

Source: Official DEST Student Collection Census 31 August 2002
# Student Statistics

Source: Official DEST Student Collection Census 31 August 2002

## Students by Region of Home Country 2002

<table>
<thead>
<tr>
<th>Region</th>
<th>Commencing</th>
<th>Continuing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>International Students</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Africa</td>
<td>15</td>
<td>17</td>
<td>32</td>
</tr>
<tr>
<td>America</td>
<td>152</td>
<td>86</td>
<td>238</td>
</tr>
<tr>
<td>Asia</td>
<td>607</td>
<td>484</td>
<td>1091</td>
</tr>
<tr>
<td>Europe</td>
<td>181</td>
<td>187</td>
<td>368</td>
</tr>
<tr>
<td>Middle East</td>
<td>7</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Pacific</td>
<td>13</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td><strong>Sub-Total International Students</strong></td>
<td>975</td>
<td>788</td>
<td>1763</td>
</tr>
<tr>
<td><strong>Total Australian Students</strong></td>
<td>5030</td>
<td>7520</td>
<td>12552</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6005</td>
<td>8308</td>
<td>14315</td>
</tr>
</tbody>
</table>

## Equivalent Full-time Student Units (EFTSU) by Funding 2002

<table>
<thead>
<tr>
<th>Funding Group</th>
<th>Commencing</th>
<th>Continuing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Funded</td>
<td>3204</td>
<td>5182</td>
<td>8386</td>
</tr>
<tr>
<td>Full Fee-paying Postgraduates</td>
<td>355</td>
<td>181</td>
<td>536</td>
</tr>
<tr>
<td>Full Fee-paying Internationals</td>
<td>567</td>
<td>573</td>
<td>1140</td>
</tr>
<tr>
<td>Exchange ^^</td>
<td>50</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4126</td>
<td>5936</td>
<td>10112</td>
</tr>
</tbody>
</table>

^^ Exchange students paying fees in their own country.

## Student Completions by Course Level and Sex 2000-2001

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>2000 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Higher Degree Research</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD</td>
<td>44</td>
<td>32</td>
<td>76</td>
<td>65</td>
</tr>
<tr>
<td>Masters Research</td>
<td>10</td>
<td>9</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td><strong>Sub-Total Higher Degree Research</strong></td>
<td>54</td>
<td>31</td>
<td>95</td>
<td>85</td>
</tr>
<tr>
<td><strong>Postgraduate Coursework</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD Coursework</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Masters Coursework</td>
<td>170</td>
<td>73</td>
<td>243</td>
<td>209</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>62</td>
<td>33</td>
<td>95</td>
<td>103</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>343</td>
<td>121</td>
<td>464</td>
<td>422</td>
</tr>
<tr>
<td><strong>Sub-Total Postgraduate Coursework</strong></td>
<td>577</td>
<td>229</td>
<td>806</td>
<td>734</td>
</tr>
<tr>
<td><strong>Undergraduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor (Grad Entry)</td>
<td>202</td>
<td>97</td>
<td>299</td>
<td>300</td>
</tr>
<tr>
<td>Bachelor (Honours)</td>
<td>147</td>
<td>97</td>
<td>244</td>
<td>322</td>
</tr>
<tr>
<td>Bachelor (Pass)</td>
<td>1031</td>
<td>493</td>
<td>1524</td>
<td>1622</td>
</tr>
<tr>
<td>Diploma</td>
<td>12</td>
<td>8</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td><strong>Sub-Total Undergraduate</strong></td>
<td>1392</td>
<td>695</td>
<td>2087</td>
<td>2255</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2023</td>
<td>965</td>
<td>2988</td>
<td>3074</td>
</tr>
</tbody>
</table>