Achievements in Key Areas of Activity - Education

Flinders develops firm academic foundations for its teaching and learning environment by:
• ensuring that its teaching programs are enriched by a strong research base;
• valuing diversity in the delivery and content of its academic programs;
• adopting a sound policy framework which establishes common standards and shared understandings of the requirements of its academic operations;
• engaging staff in discussions in relation to teaching and learning quality issues; and
• developing, identifying, valuing and rewarding outstanding performance by staff and students.

TEACHING AWARDS
2007 was another successful year for Flinders University at the national teaching awards known as the Carrick Awards for Australian University Teaching. Flinders staff won awards in all three award programs. In the Citations for Outstanding Contributions to Student Learning, 30 Flinders staff (applying as individuals or teams) were awarded 9 out of a possible 10 Citations, improving even further on the 7 out of 10 received in 2006. A Flinders staff member received an Award for Excellence in Teaching, and a team from the Flinders University Rural Clinical School was successful in the category Awards for Programs that Enhance Learning.

In the first phase of the national teaching awards which lasted from their introduction in 1997 until 2005, Flinders staff were finalists on 12 occasions, with three winning individual awards, including the Prime Minister’s Award for University Teacher of the Year. In 2006, the first year of the revised award structure that currently prevails, Flinders staff won three individual Awards for Teaching Excellence and one of these individuals received the Prime Minister’s Award for University Teacher of the Year (the second time a Flinders’ staff member had received this award in three years).

CARRICK INSTITUTE GRANTS
The Carrick Institute for Learning and Teaching in Higher Education commenced its Grants Program in 2006. Flinders University was a partner institution in one Carrick grant in the Leadership for Excellence in Learning and Teaching Program and in two grants in the Competitive Grants Program in 2007. Flinders University was the lead institution in three Discipline-Based Initiative projects granted in 2007 and a partner institution in another.

AUSTRALIAN AND NEW ZEALAND SCHOOL OF GOVERNMENT (ANZSOG)
The Australian and New Zealand School of Government (ANZSOG) was established in 2002 by a consortium of governments and their nominated universities to provide “world-class postgraduate programs to emerging leaders and senior executives in the public sector and government related sectors” (ANZSOG website). The Government of South Australia, in partnership with Flinders University as its nominated lead university and also in association with Carnegie Mellon University joined the ANZSOG consortium in 2007. As a result, a new Flinders award, the Executive Master of Public Administration (EMPA), will be created. Flinders University’s nomination confirms the strong reputation that it enjoys in public-sector education, research and professional engagement, in this instance through the Flinders Institute of Public Policy and Management and more broadly through a wide range of other public sector-related professional programs. Flinders’ leadership role in association with Carnegie Mellon University further consolidates the productive partnership between the two institutions.

TRANSITION INITIATIVES
A successful transition to university study is known to be a key factor contributing to a student’s success in completing his or her degree. Facilitating successful transition was again a major focus of the University in 2007. The 2007 Start Smart Orientation Program experienced an increased number of students undertaking various activities and tours. Over the past two years, there has been a 200% increase in the number of students undertaking faculty tours, and a 350% increase in the number undertaking campus tours.

COURSE REVIEW, REACCREDITATION AND INNOVATION
As part of a program of ensuring continuing relevance and quality for its course offerings, Flinders requires each course to be reviewed every five years by a panel which includes representatives of the wider community, as well as relevant discipline expertise.
Twenty-one course reviews were conducted in 2007, and the University’s Law courses and Social Work courses were reaccredited.

The University established a number of new courses in 2007. These included the Master of Laws (International Law and International Relations) and a Master in Public Health. The Master of Laws (International Law and International Relations) aims to explore the significant connections between international law and the diplomatic, economic and political relationships between nation states, with an emphasis on issues arising in a global context. The Master of Public Health aims to provide students with the knowledge and skills to incorporate into their own workplaces the public health principles, values and practices that reduce inequities in health care access and health outcomes and improve population health status.

**COLLABORATION WITH TAFESA**

A formal agreement between the University and the South Australian Department of Further Education, Employment, Science and Technology, covering cooperation between the University and the TAFE sector, was signed in 2002. This Agreement, covering the restructured TAFESA, was formally renewed for a further five-year period covering 2007-2011. The Agreement covers cooperation across areas such as credit transfer, program delivery, research and development, marketing, strategic planning and professional development. The University also has commenced discussions with TAFESA Adelaide South with a view to coordinating programs that serve the southern Adelaide region.

The University provides credit transfer options across a wide range of its courses for students with Vocational Technical Education (VTE) qualifications. Flinders has over 70 agreements, covering over 60 separate TAFE-issued VTE Australian Qualifications Framework (AQF) qualifications, with credit into 24 Flinders degrees.

**NANOTECHNOLOGY INTERNSHIPS**

In 2007 the University entered a formal partnership with the South Australian Department of Trade and Economic Development to provide a number of summer internships and Honours scholarships for Nanotechnology students. The State Government support aims to assist South Australia’s advanced technology organisations in developing new projects and research while also directly contributing to the development of the State’s next generation of science professionals.

For Flinders University, the programs contribute to the work-readiness of Nanotechnology graduates and further confirm the status of the course as a pioneering innovator in its field.

**FLINDERS NOARLUNGA STUDY HUB**

The Flinders Noarlunga Study Hub, opened early in 2007, is an IT and learning support access centre located in the Adult and Community Education Centre, Christies Beach High School, and is a result of collaboration between the School and Flinders University.

The Study Hub facilitates access to web-based material for enrolled and prospective Flinders students in Adelaide’s south as well as secondary and adult-entry students at Christies Beach High School.

**STUDENT DEMAND**

Whilst demand for the University’s courses continues to be strong, and our targets continue to be met, the decline in preferences, although part of a national trend, is of concern. Developing strategies to address this trend is a key priority for the University.

**DEMAND FOR UNDERGRADUATE COURSES, FLINDERS UNIVERSITY, 2003-2007**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offers Required</td>
<td>3979</td>
<td>3583</td>
<td>3975</td>
<td>4729</td>
<td>4671</td>
</tr>
<tr>
<td>Offers Made</td>
<td>4016</td>
<td>3635</td>
<td>4104</td>
<td>4387</td>
<td>4378</td>
</tr>
<tr>
<td>UG Preferences:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st + 2nd Prefs</td>
<td>9305</td>
<td>9524</td>
<td>8587</td>
<td>8323</td>
<td>7844</td>
</tr>
<tr>
<td>UG Preferences:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers Required Ratio</td>
<td>2.34</td>
<td>2.66</td>
<td>2.16</td>
<td>1.76</td>
<td>1.68</td>
</tr>
</tbody>
</table>
STUDENT ACCESS AND EQUITY
In 2006, access and participation rates for students coming to Flinders from Commonwealth-specified equity target groups (including students from low socio-economic backgrounds, students from regional and remote locations, and students with disabilities) remained above the national average. Over the period 1997-2006, Flinders achieved a steady increase in the access rate of students from socio-economically disadvantaged backgrounds (all ages). This improved from 16.2% in 1997 to 22.5% in 2006, while the national average for these years was 15.1% in 1997 and 15.6% in 2006.

[Source: Draft DEST, Institution Assessment Framework Portfolio, Flinders University, 2007]

STUDENT SATISFACTION
Responses by graduates to the Course Experience Questionnaire (CEQ) measures of Overall Satisfaction (OSI), Generic Skills (GSS) and Good Teaching (GTS) over the period 2003 to 2007 reveal a high level of student satisfaction with Flinders.

CEQ SCALES: FLINDERS UNIVERSITY, STATE, AND NATIONAL COMPARISONS, 2003-2007

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>% Agree + Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2004</td>
</tr>
<tr>
<td>Flinders</td>
<td>63.3%</td>
<td>62.0%</td>
</tr>
<tr>
<td>State</td>
<td>63.6%</td>
<td>61.1%</td>
</tr>
<tr>
<td>National</td>
<td>63.0%</td>
<td>62.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>% Agree + Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2004</td>
</tr>
<tr>
<td>Flinders</td>
<td>51.4%</td>
<td>51.1%</td>
</tr>
<tr>
<td>State</td>
<td>46.7%</td>
<td>45.9%</td>
</tr>
<tr>
<td>National</td>
<td>46.8%</td>
<td>47.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>% Agree + Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2004</td>
</tr>
<tr>
<td>Flinders</td>
<td>69.7%</td>
<td>66.7%</td>
</tr>
<tr>
<td>State</td>
<td>66.3%</td>
<td>64.2%</td>
</tr>
<tr>
<td>National</td>
<td>68.5%</td>
<td>68.3%</td>
</tr>
</tbody>
</table>

[Source: Graduate Careers Australia (GCA) National Data Set, 2002-2006, unpublished data for 2007]

Internal student surveys also continue to demonstrate a high level of satisfaction with support from the University.

STUDENT PROGRESS
The student progress rate is a measure of a student cohort’s continuation in the courses in which they are enrolled. The progress rate for commencing bachelor students at Flinders University has been consistently high over the period 2002-2006 (the most recent period for which national comparative figures are available). In 2006 the progress rate was 86.4% which was above both the national rate (84.8%) and that of other members of Innovative Research Universities Australia (84.4%).

STUDENT PROGRESS COMMENCING BACHELOR STUDENTS FLINDERS UNIVERSITY, 2002-2006

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Students</td>
<td>85.6</td>
<td>87.5</td>
<td>87.5</td>
<td>86.8</td>
<td>86.5</td>
</tr>
<tr>
<td>Overseas Students</td>
<td>90.0</td>
<td>91.7</td>
<td>89.4</td>
<td>90.9</td>
<td>86.0</td>
</tr>
<tr>
<td>Flinders Uni Total</td>
<td>86.0</td>
<td>87.4</td>
<td>87.7</td>
<td>87.4</td>
<td>86.4</td>
</tr>
<tr>
<td>Cohort/Benchmark Total</td>
<td>84.3</td>
<td>85.8</td>
<td>86.2</td>
<td>85.0</td>
<td>84.4</td>
</tr>
<tr>
<td>Sector Total</td>
<td>84.7</td>
<td>85.3</td>
<td>85.9</td>
<td>84.8</td>
<td>84.8</td>
</tr>
</tbody>
</table>

[Source: Draft DEST, Institution Assessment Framework Portfolio, Flinders University, 2007]

GRADUATE EMPLOYMENT
Flinders University first-degree graduates gained employment at a higher rate than the average for equivalent graduates from the other South Australian universities, according to the most recent figures available.

The proportion of Flinders graduates in full-time employment within four months of completing their degrees was 81% compared with the South Australian average of 77%.

PERCENTAGE OF AVAILABLE FIRST DEGREE AUSTRALIAN GRADUATES IN FT WORK, 2002-2006

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flinders</td>
<td>76%</td>
<td>75%</td>
<td>73%</td>
<td>81%</td>
</tr>
<tr>
<td>Other State *</td>
<td>76%</td>
<td>76%</td>
<td>76%</td>
<td>77%</td>
</tr>
<tr>
<td>National</td>
<td>81%</td>
<td>80%</td>
<td>80%</td>
<td>81%</td>
</tr>
</tbody>
</table>

[Source: Graduate Careers Australia (GCA), Graduate Destination Survey 2002-2006. *Other SA Universities Excluding Flinders]
Since its establishment, Flinders has placed a very high emphasis on research and has been a consistently high achiever for its size. This level of performance is reflected in the University’s ranking nationally and internationally: 10th among Australian universities, in the 100 best research institutions in the Asia-Pacific region, and in the top 400 in the world according in the 2007 ranking produced by Shanghai Jiao Tong University.

An ongoing challenge for Flinders is how to ensure that its traditional success in attracting funding for investigator-driven projects from national competitive grant schemes is complemented by increased success in attracting research funding from other sources. The Areas of Strategic Research Investment (see below) represent one significant strategy adopted by the University to achieve this.

AREAS OF STRATEGIC RESEARCH INVESTMENT (ASRIs)

In 2003, the University launched a strategy to identify areas of research focus, referred to as Areas of Strategic Research Investment (ASRIs). ASRIs are areas in which Flinders has, or has the capacity to develop, a reputation as a national or international leader. The ASRIs represent a strategy through which the University is concentrating its research efforts and through which it is providing significant resources.

Each ASRI is reviewed annually, with a major review at the conclusion of five years. The review process was initiated in 2006, with an external panel reviewing ten ASRIs which had been in operation for twelve months or more. In 2007, all seventeen ASRIs were reviewed. In both years, the Review Panels complimented the University on the progress made in the implementation of the ASRIs and particularly on the success in developing greater collaboration across disciplines. In December 2007, the Review Panel noted that the ASRI initiative was a necessary, timely and positive strategy for Flinders, positioning the University well for external developments like the Research Quality Framework (RQF).

Recent significant research funding success and external collaborations have been associated directly with a number of the ASRIs (e.g., Cancer Control, Medical Devices and Technologies, Neuroscience, Nanostructures, Health and Society, Bioknowledge, Eye and Vision), demonstrating the success of the ASRIs in advancing the research profile of the University in the wider community. This was particularly evident in 2007 in terms of the Australian Research Council (ARC) Linkage grants, where Flinders had the highest success rate in Australia.

RESEARCH QUALITY FRAMEWORK

In 2007, Flinders University invested heavily in responding to the then federal government’s proposed Research Quality Framework (RQF). This response was led by the Deputy Vice-Chancellor (Research) and involved a substantial amount of effort across the University, as well as in the form of negotiations with Government and participation in workshops, assessment panels and trials. One outcome was an improved research information system, which will be invaluable for future planning purposes.

Whilst the recently elected Federal Government has indicated that it will not implement the RQF, the University understands that some other form of national research assessment framework will be introduced. As a result of the work done in 2007, Flinders is well placed to respond to any such approach.

SUPPORTING RESEARCH HIGHER DEGREE STUDENTS

The University continues to enhance the quality and range of its support mechanisms for research higher degree students.

Under a new scheme introduced by the Commonwealth Government in 2007, funding has been provided to support research commercialisation training for research higher degree students. The Commercialisation Training Scheme (CTS) will be available (competitively) to higher degree students from 2008.

The intended outcomes of the CTS are to:

• enable Australia’s next generation of researchers to better understand the commercial potential of research and better plan research activities in order to achieve commercial benefit;
• enhance the career outcomes of research higher degree students;
• provide a more highly skilled and valued research workforce for employers; and
• generate flow-on benefits to the broader Australian community through the enhanced delivery of innovative research-based products and services.

Under a collaborative arrangement, the University of Adelaide will provide the training for Flinders students through the Education Centre for Innovation and Commercialisation. The training will include the following: Leading and Managing, Entrepreneurship and Innovation, Legal issues of the commercialisation process and Technology Management & Transfer.

The University is also in the process of developing a register of higher degree supervisors with a view to establishing clearer quality control mechanisms for supervision. The register is expected to be in place by the end of 2008. A University-wide induction program for research higher degree students has been well received by staff and students and procedures have been developed to provide increased awareness amongst students of intellectual property matters.

INTERNATIONAL ACTIVITY

Encouraging strategic international research links was a priority for 2007, and building international research collaborations is a central element of our international strategy. A number of steps were taken during the year to progress this aim, each of which was facilitated by the degree of focus provided through the ASRIs.

Research linkages exist between Flinders University and a large number of universities internationally, and several ASRIs also have strong international links (eg, Nanostructures and Molecular Interactions, Health and Society, Neuroscience, Flinders International Asia Pacific Institute).

The Deputy Vice-Chancellor (Research) is a member of the Research Steering Committee for the International Network of Universities (INU) which met for the first time in 2007 in Sweden. The INU Research Steering Committee’s principal objectives are to facilitate and encourage research among INU members at both the individual researcher level and through strategic research alliances between institutions.

RESEARCH ETHICS COMMITTEES

In compliance with relevant legislation and regulations, Flinders University and the Southern Adelaide Health Service have established joint committees with responsibility for approving research applications, providing advice on policy and monitoring research activities in the areas of animal welfare, human ethics and biosafety.

In September 2007, the Animal Welfare Committee, which provides approval for and oversight of the use of animals for research or teaching, was reviewed by an external Panel. This is a regular process, undertaken through the South Australian Department of Environment and Heritage, aimed at ensuring that committee processes and administrative procedures reflect the requirements of the Code of Practice. The report of this review is expected early in 2008.

COOPERATIVE RESEARCH CENTRE (CRC) FOR SEAFOOD

The University is a major partner in the Australian Seafood CRC which in late 2006 was awarded $35.5m over seven years by the Federal Government.

TheCRC aims to assist end-users of its research to deliver safe, high-quality, nutritious Australian seafood products to national and international markets. The CRC’s research program outcomes span the entire value chain from production (wild-harvest and aquaculture) to consumer.

The headquarters of the CRC is situated at Science Park, adjacent to the University.

The University leads one of the four research programs in the CRC and in 2007 several PhD students and post-doctoral fellows commenced work on this program.
SABRENet

The University is a co-owner of SABRENet Ltd, along with the University of Adelaide, the University of South Australia and the South Australian Government. This company has constructed and owns an optical cable telecommunications network which links the major South Australian higher education and research institutions. In 2007, a 6.5 km extension to the IMVS Gilles Plains research laboratories and Gilles Plains TAFE and the connection of the CSIRO Health Sciences division to SABRENet were completed. SABRENet is now very much in production use, with some 40 sites actively connected to the network.

LINKAGE INFRASTRUCTURE EQUIPMENT AND FACILITIES (LIEF)

The University hosts the digital repository AusStage: Gateway to Australian live performance. Ausstage enhances collaborative research methodologies through digital networking technologies and in 2007 was successful in attracting continued funding from under the Australian Research Council’s LIEF scheme. Flinders is also involved in four other LIEF projects, including:

- AustLit: Phase Two – humanities research infrastructure development, augmentation and expansion;
- Ultratrace elements and isotope analysis facility;
- A micro array platform for gene expression analysis and genotyping in biological systems; and
- Integrated electrochemical facility.

In 2007, funding was also approved for the following LIEF project involving Flinders University commencing in 2008:

- The Australian Legal Scholarship Library - enhancing research infrastructure for Australian law.

RESEARCH INCOME – 2007

In 2007 Flinders University was awarded more than $10 million in new grants by Australia’s two major research funding bodies, the Australian Research Council (ARC) and the National Health and Medical Research Council (NHMRC).

| FLINDERS NEW ARC & NHMRC TOTAL GRANTS AWARDED |
|-------------------------------+---+---+---+---+---|
|                               2003 | 2004 | 2005 | 2006 | 2007 |
| ARC (incl. partner cont)      | 4.2m | 8.2m | 9.4m | 9.2m | 4.1m |
| NHMRC                        | 5.1m | 4.0m | 5.1m | 6.1m | 6.0m |
| Total ARC & NHMRC Research Income | 9.2m | 12.3m | 14.5m | 15.3m | 10.1m |

Research income for the University, as reported to DEST, for the period 2003-2007 is shown in the attached table. (2007 data is preliminary.)

<table>
<thead>
<tr>
<th>FLINDERS UNIVERSITY RESEARCH INCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>$</td>
</tr>
<tr>
<td>Australian Competitive Grants</td>
</tr>
<tr>
<td>Public sector funding</td>
</tr>
<tr>
<td>Industry &amp; Other Funding</td>
</tr>
<tr>
<td>CRC Income</td>
</tr>
<tr>
<td>Total Research Income</td>
</tr>
</tbody>
</table>

The number of research contracts signed during 2007 increased by 22.3% from 2006 to 2007, and by 87% from 2005 to 2007. The University’s increased collaboration with industry, international and other non-traditional sources of research income is demonstrated by the large number of research contracts processed.

RESEARCH CONTRACTS PROCESSED 2005-2007

<table>
<thead>
<tr>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan-Dec</td>
<td>213</td>
<td>327</td>
<td>400</td>
</tr>
</tbody>
</table>

RESEARCH GRANTS LODGED 2005-2007

<table>
<thead>
<tr>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan-Dec</td>
<td>436</td>
<td>389</td>
<td>447</td>
</tr>
</tbody>
</table>
Flinders University is engaged in a range of international activities both on campus and abroad, with the University now working towards developing and enhancing the international dimensions of its culture, campus and programs. International engagement is an essential element in the University’s educational and research programs. It brings broader benefits to staff, students and the community by developing the knowledge and skills required for living in an inter-dependent world, and contributing to global understanding.

INTERNATIONALISATION

Flinders, as part of the Innovative Research Universities Australia (IRU Australia) group, has continued to participate in the Innovative Universities European Union Centre. In addition, together with other IRU Australia universities it has implemented four major projects supporting student mobility between Australia and Europe. The projects include interdisciplinary cooperation in business, environment, science and technology; global citizenship; and governance, security and policing in the 21st century. The IRU Australia group has also been active in raising its profile in North America and Europe. For the second time it sponsored booths at the major North American and European international education events, in Minneapolis and Trondheim respectively.

In 2007 IRU Australia agreed to participate in a benchmarking exercise surveying international student satisfaction with on campus services and academic programs.

INTERNATIONAL STUDENTS

During 2007 the University had a total of 3,279 international student enrolments with 1,049 of those students enrolled in programs delivered offshore.

At 8.4%, the growth rate of Flinders commencing enrolments onshore in 2007 outperformed the national and state higher education growth rates of 6.9% (national) and 7.7% (state).

International students in South Australia contributed an estimated $648 million to the local economy in the 2006-07 financial years. Education has become the state’s fourth largest export industry supporting over 3,250 jobs.

SCHOLARSHIPS

Flinders was successful in earning $284,300 (a 14% increase) in scholarship funding to facilitate student exchange arrangements with universities in 12 different countries. These scholarships help students cover airfares, accommodation and living expenses during the exchange period. These scholarships include the Australian University Mobility in Asia and the Pacific Program (UMAP), the Endeavour Program and the Cheong Kong Scholarships. They will facilitate strategic relationships and support sponsored student recruitment efforts in Vietnam, Cambodia, Thailand, Indonesia, Malaysia, Laos, Hong Kong, Japan, China, USA, the Netherlands and Mexico.

STUDENT MOBILITY

Over 129 study abroad and exchange students enrolled at Flinders in 2007. These numbers were boosted by the signing of agreements with Parahyangan Catholic University in Indonesia, National University of Vietnam in Hanoi, The Royal University of Phnom Penh in Cambodia and National University of Laos. The objectives of the agreements are to establish arrangements for the exchange of students and to promote interest in cooperative teaching and research activities between institutions. The annual Flinders Exchange Fair with representatives from the University’s partner institutions attracted over 800 inquiries from students and staff.
FLINDERS INTERNATIONAL STUDENT RECRUITMENT
Each year the University develops an international onshore marketing and recruitment strategy. It plans and measures performance in recruiting international students to undertake undergraduate, postgraduate and research degree programs to the University. In 2007, the strategy focused on credit transfer, electronic business systems, agent management and training, and web-based marketing. Building our reputation as a destination for students in scholarship programs was a major focus.

ENGAGING STUDENTS
The second international student seminar organised by the International Network of Universities (INU) was hosted by Hiroshima University. Students from many universities around the world convened to discuss issues of peace, poverty and development, religion, culture and regional security. It was a successful event, with the Flinders University delegates having a positive impact on the group and the organisers. This event will again be hosted by Hiroshima University in 2008.

LOCAL LINKAGES
The continuing operation of the International Office shop-front in the City facilitated the provision of information and advice to prospective students and parents. The University is currently increasing its links with the co-located Eynesbury Institute, focusing on programs in business and information technology. This will facilitate the transfer of Eynesbury Institute graduates into Flinders bachelor level programs.

INTERNATIONAL STUDENTS AND ENGLISH LANGUAGE PROFICIENCY
The University, as part of its ongoing efforts to improve the quality of its intake, raised its English language proficiency requirements for commencing international students to ensure that they have the language skills to successfully undertake their course of study. In addition, the University is undertaking a longitudinal study to track progress of students coming from approved English language providers into Flinders programs to monitor how they fare over their study program.

INTERNATIONAL STRATEGY RETREAT
In 2007, the University held its first International Strategy Retreat with the aim of refreshing strategies for achieving the international goals of the University’s strategic plan. Key recommendations from the retreat included addressing the funding and structure of the international program, focusing on developing products that meet market demand, focusing on higher degree research students, internationalisation of the student experience, support for international students and international links and mobility. An action plan has been drawn up to achieve objectives in these areas for 2008 and beyond.

DEGREE PRESENTATION CEREMONIES IN CHINA

A Degree Presentation ceremony was held for the Master of Hospital Administration and the Master of Arts (International Relations, Economy and Trade) at Nankai University in Tianjin in November. The Chancellor, Sir Eric Neal and the Vice-Chancellor, Professor Anne Edwards, addressed the assembly of 316 graduates. The President of the Flinders Alumni Association, and senior Flinders staff participated in the Ceremony on the Nankai campus.

The Flinders group also travelled to Lijiang, in the southwest of China, to address a Degree Presentation Ceremony for the 37 graduates of the Master of Arts. The students had been sponsored by the local government, the head of which spoke appreciatively of the contribution Flinders had made to improving the capabilities of local staff.
Achievements in Key Areas of Activity - Community Engagement 2007

Flinders’ staff and students collaborate with individuals, groups and organisations across the State through research, consultancy, education and training community projects and work placements. More broadly, the University fosters relationships with the community and maintains a public profile by promoting access to education and raising awareness of the value of education; contributing to debate on public issues; conducting fundraising to seek support for its educational and research programs; and providing public access to the campus and its facilities. The University was commended for its ‘diverse range of community engagement activities’ in the report of the Australian Universities Quality Agency (AUQA) in December 2006.

INSPIRE AND YUNGGORENDI MENTOR PROJECT
A Flinders University program, the Inspire and Yunggorendi Mentor Project, designed to increase the number of Indigenous undergraduate enrolments from the low socio-economic areas of Adelaide’s south, was recognised in 2007 as one of Australia’s leading Indigenous Higher Education programs. The program was named the national winner of the University Indigenous Education Partnership Award by the Federal Government.

The program, which put Indigenous mentors from the University and elders from within the community in touch with Indigenous high school students, began with a three day cultural camp for students and their mentors in the Coorong and was followed by a series of four transition days held at the University throughout the year to provide the students with ongoing support and an insight into University life.

COMMUNITY ENGAGEMENT FORUM
A Community Engagement Forum took place at the University in 2007 to seek advice from a cross section of University staff involved in Community Engagement. The aim of the event was for participants to contribute to the University goals and guide its strategic direction in 2008. This included canvassing for ideas about Community Engagement, the priorities for 2008 as well as an exchange of ideas on best practice in the area. A publication on the University’s Community Engagement was developed for release in 2008 in order to raise the profile of the University’s contribution in this important area of activity.

ELDERS-IN-RESIDENCE PROGRAM
Yunggorendi First Nations Centre for Higher Education and Research continued its Elders-in-Residence Program which provides an opportunity for Indigenous and non-Indigenous students and staff to engage with an Indigenous community Elder on campus. Their role includes provision of direction and advice to Indigenous students and staff to assist in their preparation for University life; advice on cultural practices and community protocol; contribution to teaching activities; mentoring of Indigenous students; as well as advice and guidance to the Director and Indigenous Advisory Committee of Yunggorendi.

LINKS WITH THE ALUMNI
Building alumni links is of strategic importance for the University and continues to be a focus of the University’s strategic planning. Following the success of the University’s 40th Anniversary in 2006, the University and the Alumni Association worked together in 2007 to develop new strategies for alumni to engage with and support the University. These included an enhanced role for alumni in fundraising and additional opportunities for alumni to build links with staff in the University’s academic units. In addition, the Alumni Association ran a number of successful events during the year which drew audiences from the wider community, including a very successful 2007 Investigator Lecture delivered by Dr James Moody. The Convocation Medal was awarded to Dr Michael Fenech and ten alumni were recipients of Distinguished Alumni Awards in recognition of their contributions to society.
FLINDERS IN THE REGIONS

Flinders has teaching, research and community activities in a number of regional areas of South Australia, Victoria and the Northern Territory. In South Australia these include:

The Lincoln Marine Science Centre which is used for teaching, research and tertiary level education in marine science is located at Boston Bay in Port Lincoln. Further expansions of both teaching and research facilities are being undertaken under the Marine Innovation South Australia (MISA) project which supports the ecologically sustainable development of the State’s fisheries, aquaculture and marine eco-tourism industries.

Flinders University Rural Clinical School operates sites at Renmark, Mount Gambier, the Barossa, Adelaide Hills, Mallee and Fleurieu regions. The Rural Clinical Schools strengthen the rural focus in medical training and encourage medical students to assume a career in rural clinical practice.

The Centre for Remote Health is a joint venture with Charles Darwin University and is one of a network of University Departments of Rural Health whose mission is to improve the health status of rural and remote populations.

The Greater Green Triangle University Department for Rural Health also looks to improve the health status of rural and remote populations. The venture is a partnership between Flinders University and Deakin University, based at Warrnambool with facilities in Mount Gambier and Hamilton, Western Victoria.

FLINDERS ENGAGEMENT IN SOUTHERN ADELAIDE

Flinders University has long standing relationships in Adelaide’s southern suburbs. These include regional partnerships with an array of local organisations, including the Southern Adelaide Employment and Skills Formation Network, Innovative Community Action Network, Local Community Partnerships and the Southern Success Business Enterprise Centre.

Flinders staff represent the University on numerous boards and committees of key agencies in the region. The University’s commitment to the south has resulted in the development of several regionally focused projects by academic and general staff across a range of areas, including health and community services, education and training, information and other new technologies such as nanotechnology, biotechnology, medical sciences and medical devices, tourism and the arts, bioremediation and water quality.

SCIENCE FUN AT FLINDERS

Flinders and the Royal Australian Chemical Institute sponsored activities facilitated by the Faculty of Science and Engineering in 2007 to promote science to high school students. The Chemical Murder Mystery was a full day forensic science activity for Year 10 science students held on campus. Students collected ‘crime scene’ samples (the Executive Dean had been ‘murdered’), attended a seminar and participated in hands-on laboratory sessions. Small teams analysed and debated evidence before presenting findings at a mock trial with role-playing suspects present.

Each year a number of Australian universities offer, in partnership with the Rotary Club, a 3-day Siemens Science Experience, a fun-filled science experience for High School students going on to Year 10.

The Flinders event includes hands-on activities in marine biology, robotics, nanotechnology, physics and chemistry under the guidance of scientists who love their work. It provides information on studies and careers in science, technology and engineering.

COMMUNITY VOICES

Production of promotional videos by Screen Studies students enables several not-for profit volunteer organisations to promote and market themselves to the community. State Government grants allow a partnership between production crews of students and volunteer organisations that are seeking to recruit and retain volunteers.