enlightening
Teaching and learning is the core business of ACU National, and a commitment to quality in these areas is integral to the University’s Mission and Strategic Plan.

In keeping with a culture of review introduced by Vice-Chancellor Professor Sheehan AO with the development of the University’s Strategic Plan almost a decade ago, the University continued to welcome student evaluation of teaching and learning, and to review and improve course delivery, assessment, the learning environment and outcomes throughout 2007.

With the study of ethics, theology and philosophy integrated into curriculum areas at ACU National, staff and students are encouraged to interpret and reflect on their values in original, personal and authentic ways. Expertise is nurtured within a context of community responsibility.

The special strengths of teaching and learning at our University, enriched by research, achieved recognition from a number of sources in 2007. Among them, staff and students were selected for a number of external awards, the University received funding for international educational initiatives, and, in response to community needs, we strengthened our relationships with collaborators.

Quality teaching and learning

During 2007, ACU National continued to strengthen its reputation as a provider of quality teaching and learning with the implementation of many new initiatives. Some were funded through the Learning and Teaching Performance Fund allocation by the Commonwealth Government, the purpose of which is to reward universities for demonstrated excellence in teaching and learning.

There were key developments in the area of online education, with the endorsement of the Strategic Plan for Online Teaching and Learning 2007–2009. The plan establishes specific goals for online teaching and learning and identifies ways of putting into practice relevant policies for a number of projects already in train, and to identify new objectives, projects and strategies. The foundation Director of Flexible Teaching and Learning was appointed to provide University-wide leadership for online teaching and learning, including oversight of implementation of the plan and responsibility for pedagogical leadership and coordination and alignment of the pedagogical and technical dimensions of online teaching and learning. A project funded by the Carrick Institute for Learning and Teaching in Higher Education allowed the further development of staff skills in online course development and delivery with the appointment of six online advisers.

The First Year Experience (FYE) program was introduced across all campuses of the University in 2007 to support the transition of students to university. The program is coordinated by the University FYE Coordinator, in turn supported by six campus-based FYE Coordinators. Feedback from students, via the new FYE Committee chaired by the Pro-Vice-Chancellor (Quality and Engagement), has indicated that the program has been welcomed by students and was successful in its inaugural year.

During 2007, ACU National continued its success with respect to applications for Carrick Institute for Learning and Teaching in Higher Education projects and awards. These included nine citations for
Outstanding Contributions to Student Learning and a discipline-based collaborative theology grant for a scoping project to establish the depth, reach and utility of Australian theological education.

**Academic Board and standing committees**

In 2007, Academic Board undertook a review of its terms of reference and membership, resulting in a reduction in the professorial representation on the committee. The terms of reference and membership of the board’s standing committees were also reviewed with recommended changes approved by Academic Board. With the completion of the review of the faculties’ discipline profile, the decision was made to establish two new institutes, one in Business and Informatics, and the other in Theology, Philosophy and Religious Education.

A new national School of Theology brought together the four Schools of Theology for the first time in 2007.

The Asia-Pacific Centre for Inter-religious Dialogue commenced its first full year of operation promoting dialogue, mutual understanding, respect and collaboration between Christians and other religious communities through the provision of related research and scholarship, teaching and learning, and community engagement. As detailed later in this report, the Centre’s inaugural Chair was appointed.

In 2007, Academic Board approved the new Strategic Plan for Online Teaching and Learning 2007–2009 and a number of new and revised policies and related documents, including:

- guidelines for the coding and naming of units
- policy and procedures on educational partnerships, including guidelines on educational partnerships, affiliations and other collaborative arrangements
- revised 2009 Teaching Development Grant Program Guidelines
- revised graduate attributes
- revised policy on recognition of prior learning and guidelines for implementation of the policy on recognition of prior learning; and

Academic Board and the University Senate approved the following new courses to commence in 2008:

- Bachelor of Nursing/Bachelor of Paramedicine
- Graduate Certificate in Clinical Education
- Graduate Certificate in Leadership and Catholic Culture
- Non-award Diploma in Exercise Science

A suite of nested courses in Early Childhood Education.

Reviews of the following courses were undertaken during 2007 and the outcomes were endorsed by the Board:

- Bachelor of Arts (Pass and Honours)
- Bachelor of Arts/Bachelor of Social Work
- Bachelor of Midwifery
- Bachelor of Social Work (Pass and Honours)
- Diploma in Education (Habilitation) and Bachelor of Education (Habilitation)
- Master of Midwifery (Research)
- Master of Nursing (Research)
- Master of Social Science (Human Services)
- Indigenous Education pre-service primary and secondary programs.

Following course reviews, the Board discontinued the following programs for which there was no longer a demonstrated need:

- Master of Education (Communities and Social Justice)
- Master of Nursing (Clinical Education)

Enrolments were suspended in the following courses:

- Bachelor of Information Systems in Brisbane
- Bachelor of Nursing/Bachelor of Arts in Ballarat
- Certificate and Diploma in Church Music
- Graduate Certificate and Graduate Diploma in Church Music
- Graduate Certificate in Interfaith Relations for 2008
- Graduate Certificate in Middle School Mathematics
- Graduate Certificate in Orff Music and Graduate Diploma in Education (Orff Music Education)
- Master of Arts (Liturgy), including the exit qualification of Graduate Diploma in Arts (Liturgy)
- Master of Social Work
- Postgraduate Certificate in Child Protection and Communities
- Social and Emotional Learning, Evaluation and Sustainable Futures in the Postgraduate Certificate in Education and Master of Education.
The following courses were approved for offering off-shore:

- Bachelor of Nursing in Hong Kong

The following changes to course titles were approved:

- Bachelor of Habilitation to Bachelor of Inclusive Education and Disability Studies
- Bachelor of Social Science (Youth Studies) to Bachelor of Youth Work
- Career Education specialisation in the Postgraduate Certificate in Education to Career Development
- Coronary Care specialisation in the Graduate Certificate and in Master of Clinical Nursing to Cardiac Care
- Inclusive Schooling specialisation in the Postgraduate Certificate in Education to Wellbeing in Inclusive Schooling
- Diploma in Habilitation to Associate Degree in Inclusive Education and Disability Studies
- Diploma in Indigenous Studies to Associate Degree in Indigenous Education.

Other major course changes approved by Academic Board in 2007 include:

- a new specialisation in Religious Education in the Postgraduate Certificate in Education and Master of Education
- change of mode of offering for the Graduate Diploma in Education (Secondary)
- introduction of new Health units in the Bachelor of Exercise Science
- introduction of the Bachelor of Educational Studies as an exit point from the Bachelor of Education (Primary)
- new clinical nursing streams in Urology and Maternity in the Graduate Certificate and Master of Clinical Nursing and change of study mode for these courses to multi-mode
- new majors in the Bachelor of Business in Hospitality Management and Tourism Management
- non-award Certificate in Liberal Studies to be offered as a stand-alone program from 2008
- sequence of Religious Education and Theology units to be offered to students in Bachelor of Education programs at James Cook University and the University of Southern Queensland
- the Graduate Certificate in Arts (Applied Ethics) to be offered as a stand-alone program, not only as an exit point from the Master of Arts (Applied Ethics)
- the introduction of the Postgraduate Certificate in Education (Religious Education) as an exit point from the Master of Religious Education.
Faculty and University medal winners

The University recognises academic excellence in its students through Dean’s lists in each faculty, as well as Faculty and University Medals. In 2007, the latter were awarded to the following students:

Faculty of Education
Ms Joranda Maria Jones, School of Education (NSW)

Faculty of Health Sciences
Honours Medal winner – Ms Bianca Louise Share, Bachelor of Exercise Science (Honours) (Vic)
Pass Medal winner – Mr Daniel Cicioni Kolsky, Bachelor of Exercise Science (Vic)

Faculty of Arts and Sciences
Honours Medal winner – Ms Majella Allen, Bachelor of Psychology (Honours) (Qld)
Pass Medal winner – Ms Grace Chow, Bachelor of Psychology (Vic)

2007 University Medal
Ms Bianca Louise Share, Bachelor of Exercise Science (Honours) (Vic)

Appointments and retirements

Professor Elizabeth Cameron-Traub, who stepped down as Dean of the Faculty of Health Sciences after a 10-year term, continues her role as a Professor of Nursing.

Professor Pauline Nugent was appointed Dean of Health Sciences.

Professor Patrick Duignan, Director of the Flagship for Creative and Authentic Leadership, retired from the University after 12 years of service as foundation Professor of Educational Leadership.

Associate Professor Fran Mcinerney was appointed Associate Professor of Aged Care in partnership with Catholic Homes for the Elderly.

Dr Michael Gaffney was appointed Professor of Educational Leadership.

Ms Ann Applebee was appointed foundation Director of Flexible Teaching and Learning.

New Chairs

Professor Linda Worrell-Carter was appointed as Chair of Nursing Research in partnership with St Vincent’s Hospital (Melbourne).

Associate Professor Spencer Zifcak was appointed as the Allan Myers Chair of Law.

Professor Ismail Albayrak, third from left, above, was appointed to the Fethullah Gülen Chair in the Study of Islam and Muslim-Catholic Relations in partnership with the Australian Intercultural Society.
Goals Committee

The Goals Committee met regularly and instigated and supported a wide range of activities to promote the unique Mission of the University. Several successful forums, lectures, conferences and other activities were held, including the following:

- in collaboration with several other Catholic agencies, a colloquium on Mission and Identity hosted by the University at the Melbourne Campus in April. It was the first such gathering and offered the 105 participants a unique opportunity to discuss and scrutinise the nature of Catholic organisations’ identity

- public lectures in Brisbane, Strathfield and Melbourne on the topics of *A Catholic university and prophecy*, *A Catholic university and lay stewardship* and *A Catholic university’s compelling deep story*, as well as a conversazione at the Melbourne campus on *Culture and prophetic critique in Catholic-sponsored institutions* with Professor Bernard Lee SM in July

- a conversazione on contemporary issues relevant to Catholic education with Archbishop Michael Miller CSB in North Sydney in August

- forums for students and staff on the Church’s social teaching held at the Melbourne and Strathfield campuses in August and September

- presentations by Mr Duncan McLaren, outgoing General Secretary of Caritas Internationalis and Visiting Professor at the University from August to December, who was based in North Sydney but visited other campuses and delivered public lectures

- a joint forum with Caritas Australia to mark the 40th anniversary of Pope Paul VI’s *Populorum Progressio* held in November and focusing on developing a set of principles for an integrated approach to the Church’s contribution to aid and development in the Pacific and East Timor.

Embracing change

Evaluation and reviews continue to inform and improve quality teaching and learning at ACU National.

In 2007, the systematic use of both unit evaluation and Course Experience Questionnaire (CEQ) data, incorporated within the University’s Teaching and Learning Plan, informed curriculum reviews at course and unit levels, while evaluation processes have been complemented by the biennial Quality and Administrative Support Services (QASS) survey of returning students’ assessment of services, and the Course Completion Surveys (CCS) of graduating students.

Teaching and learning was supported by an ongoing commitment to suitable library services, with the acquisitions budget reaching $2,188,589 in 2007. In keeping with policy, a growing proportion of these funds is being spent on electronic resources. The increase in funding was accompanied by the establishment, on each campus library, of liaison librarians who work with specific schools to ensure the collections and services are aligned to the needs of the entire University community.

“… through a decade of continuing change within the higher education sector … Professor Sheehan instituted a program of evaluative reviews to assist the process of refining and strengthening the University’s activities …”

Pro-Vice-Chancellor (Academic Affairs) Professor Gabrielle McMullen
“I am particularly pleased that this year *The Good Universities Guide* not only recognises ACU National’s supportive and nurturing learning environment, but also the University’s ability to produce graduates of the highest order: graduates who think critically, are guided by social justice principles and are highly sought after in the job market.”

Vice-Chancellor Professor Peter Sheehan AO
Highlights

Five-star ratings


ACU National’s NSW and ACT campuses – North Sydney, Strathfield and Canberra – received five stars for Entry Flexibility, Graduate Employment, Positive Graduate Outcomes and Staff Qualifications.

The Melbourne Campus and Ballarat Campus in Victoria achieved five stars for Entry Flexibility, Graduate Employment, Student-Staff Ratio and Positive Graduate Outcomes.

The Brisbane Campus was given five stars for Graduate Employment, Indigenous Participation, Positive Graduate Outcomes and Staff Qualifications.

Recognition

Nine Citations for Outstanding Contribution to Student Learning were awarded by the Carrick Institute for Learning and Teaching in Australian Higher Education to ACU National academic and general staff who made a significant contribution to the quality of student learning through hard work and innovation. Winners received $10,000 in prize money:

- Education Senior Lecturer Dr Carolyn Broadbent for inspiring teacher education students to build sustainable communities of learning through the ARTS Factory initiative
- Education Lecturer Ms Maya Cranitch for creating pathways to productive citizenship for recently arrived refugees through access to higher education with a supportive learning environment
- Nursing Lecturer Ms Jacqui Guy for pioneering an innovative model of experiential learning for nursing students in partnership with a healthcare system in a developing country
- Education Lecturer Mr Ed Lewis, Senior Lecturer Dr Sandi Carroll, Assistant Head of School Dr Paul White, Senior Lecturer Dr Jan Long and Senior Lecturer Ms Wendy, for excellent and sustained promotion of student learning in primary teacher education through school partnerships in the Teaching and Learning Consortium
- Arts and Sciences Lecturer Dr Vaughan Monamy for using the extensive experience gained as a practising scientist, policy maker and author to enrich and enhance teaching and to inspire learning in Environmental Science
- Education Senior Lecturer Dr Toni Noble for an innovative, influential and sustained contribution to student learning in educational psychology and to teacher education through scholarship and publication
- Arts and Sciences Senior Lecturer Dr Kathy Robinson for innovative adaptation of problem-based learning for large and diverse classes of nursing students to promote in-depth understanding of science
- Libraries Director Mr Chris Sheargold for strategic and sustained leadership in the development of a student-focused library service that demonstrably supports learning in a multi-campus university
- Psychology Lecturer Dr Gill Terrett for outstanding contribution to enhancing student learning outcomes in psychology and in the wider University community.

2007 Excellence in Teaching Awards

In 2007, Excellence in Teaching awards were presented to three lecturers within the Faculty of Arts and Sciences:

- Ms Lynne Hendrick – School of Arts and Sciences (NSW)
- Mr Roger Hillman – School of Arts and Sciences (Vic)
- Dr Vaughan Monamy – School of Arts and Sciences (NSW)

International immersion

An award-winning, pioneering model of experiential learning for nursing students in partnership with health care providers in Vanuatu paved the way for a newly introduced Faculty of Health Sciences policy on international community immersion.
Human rights in focus
ACU National formally launched its Institute of Legal Studies (ILS) with a lecture by international human rights expert Professor Cathleen Kaveny, the John P Murphy Foundation Professor of Law and Professor of Theology at Notre Dame Law School in Indiana, USA, who spoke on Hope, Solidarity and Human Rights.

A Social Justice Youth Forum, attended by approximately 300 senior students from Catholic schools, was held at the Brisbane Campus in June.

Indigenous education
Building on our record of success in providing Indigenous education, the University approved the establishment of a Centre for Indigenous Education, bringing together its three Indigenous education units with a national focus. The Centre is to pursue the objectives of a newly agreed strategy for Indigenous Education and Research, giving expression to national priorities within the context of the University’s distinctive Mission.

The Carrick Award for Teaching Excellence in Indigenous Education was won by Weemala Indigenous Education Unit Coordinator Dr Nereda White, from the Brisbane Campus, who also received the only 2007 Neville Bonner Award for Indigenous Education.

The National Indigenous Education Consultative Committee award for Indigenous elders was presented to Aunty Joan Hendricks, an elder of the Nguigi people who assists Weemala in its work.

A $20,000 postgraduate scholarship for current and new research candidates of Aboriginal and Torres Strait Islander descent was announced, kindly donated by the Pratt Foundation. It is for full-time research in any field of scholarly research within the faculties of Arts and Sciences, Education, or Health Sciences leading to a Master’s or Doctoral degree. Visit www.acu.edu.au/indigenous for more information.

A number of staff, students and friends of ACU National celebrated Indigenous Week at the University. At the Ballarat Campus, the Wautharong people were acknowledged as the traditional Indigenous owners and custodians of the land, and message sticks were discussed at weekly Mass, where a symbolic stick was blessed and installed in the Chapel. At the Strathfield Campus there was a flag-raising ceremony, and third-year education student Jennifer Hodges and first-year education student Matthew Shiels spoke on the theme Looking forward, looking back, reflecting on the development of the campus’s Yalbalnga Indigenous Support Unit.

The Flagship of Creative and Authentic Leadership, in partnership with the Batchelor Institute of Indigenous Tertiary Education (BIITE), continued to make progress in the Linking Worlds project, funded by the Australian Research Council. The project targets higher education institutes already engaged in significant work with Indigenous students. The purpose of Linking Worlds is to investigate cultural influence on educational leadership in remote Aboriginal communities, and to appreciate how an understanding of this might assist in strengthening the capacity of educational leaders to develop culturally appropriate Indigenous teaching and learning programs. This partnership also received funding from the Carrick Institute for an Excellence in Learning and Teaching Program.

The School of Education (Queensland) worked on Community-based mentoring: An exploration of a model for supporting and retaining teachers in rural and remote communities in Queensland, with activities currently centred on Springsure and Moonie.

Reviews of the Indigenous education programs in the Faculty of Education led to new programs being developed and approved. The Bachelor of Education (Primary) (Indigenous Education) was successfully revised, while the Diploma in Aboriginal and Torres Strait Islander Education was revised and renamed as Associate Degree in Indigenous Education.

The Faculty of Arts and Sciences and the Faculty of Education worked together to establish a dual degree Bachelor of Teaching/Bachelor of Arts in a mixed mode which will allow the Indigenous pre-service secondary teachers to work mainly in their own communities while studying and completing their dual degree.

“This program is all about strengthening the delivery of education across the Asia-Pacific region – at the school, university and government level – through a combination of theoretical and practical leadership training for individuals working in the sector.”

ACU National Pro-Vice-Chancellor (Research and International) Professor Peter Wilson
Supporting education in the region

ACU National was awarded $423,500 by the Commonwealth Government to help support educational leadership development in Asia through the Mastering the new basics in education leadership program. Carried out by ACU National’s Flagship for Creative and Authentic Leadership and funded via AusAID’s Australian Leadership Awards fellowship program, it included a three-day seminar in Ho Chi Minh City for Australian Leadership Awards (ALA) Fellows from Cambodia, Laos, Vietnam and East Timor.

In an agreement with Anglicare, the Australian Leadership Consortium, involving ACU National’s Flagship for Creative and Authentic Leadership and the Australian Centre for Educational Leadership at the University, developed and implemented a leadership development program for senior Anglicare executives.

Representatives of diocesan Catholic education offices, religious congregations and the School of Educational Leadership worked together to develop a framework for leadership in Catholic education. Engagement with the Catholic education community also included the Leaders Transforming Learners and Learning (LTLL) project and the hosting of an international leadership conference in Sydney with the theme Directions for Catholic Educational Leadership in the 21st Century.

The artwork pictured above, by Josephine Kiwat, is segment 14 of a collective work produced by Indigenous students from Darnley Island State School for the exhibition Home Island – Home Country, a Cairns Regional Gallery touring exhibition which was shown at the Brisbane, Melbourne and Sydney campuses. More news on exhibitions at ACU National is on page 41.

Undergraduate award full-time employment by Indigenous status

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<tr>
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<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
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<tbody>
<tr>
<td>Indigenous Australian</td>
<td>75%</td>
<td>69%</td>
<td>80%</td>
<td>69%</td>
</tr>
<tr>
<td>Other</td>
<td>82%</td>
<td>90%</td>
<td>85%</td>
<td>86%</td>
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<tr>
<td>Total</td>
<td>82%</td>
<td>90%</td>
<td>85%</td>
<td>86%</td>
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International education

International student enrolments continued to increase in 2007. Although the largest enrolments were in nursing, other fields, such as business, showed healthy growth. The largest numbers of students were from India, China, Korea and Nepal.

A new full-time study abroad and student exchange advisor position was created in 2007. Part of this role involves the development of opportunities for Australian students to spend a period of their study at one of the universities with which ACU National has an exchange agreement. A program to provide financial support for students on outgoing exchange has also been implemented.

Exchange partner institutions

ACU National has exchange agreements with universities throughout the world. For more information visit www.acu.edu.au/international.

Austria
- FH Kufstein-Tirol University of Applied Sciences

Canada
- Nipissing University, Ontario
- St Thomas University, Fredericton, New Brunswick
- Wilfrid Laurier University, Waterloo, Ontario

China
- Shanghai Jiao Tong University

Chile
- Universidad Santo Tomas

England
- University of Bradford
- University of Cumbria, Carlisle

Finland
- Rovaniemi Polytechnic

France
- ESPEME School of Business (Campuses in Lille and Nice)
- Universite Catholique de Lille Classes offered in English
- Universite Catholique de Lyon Classes offered in English

Germany – State of Baden-Wuerttemberg

The number of classes offered in English varies between institutions.

Research Universities
- Freiburg, Heidelberg, Hohenheim, Konstanz, Mannheim, Stuttgart, Tuebingen, Ulm

Universities of Applied Sciences
- Aalen, Albsig, Biberach, Esslingen, Furtwangen, Gmuend, Heilbronn, Karlsruhe, Kehl, Konstanz (pictured left), Ludwigsburg, Mannheim, Offenburg, Pforzheim, Reutlingen, Rottneburg, Stuttgart, Ulm, Weingarten

Universities of Cooperative Education (University/Company partnerships)
- Heidenheim, Karlsruhe, Loerrach, Mannheim, Mosbach, Ravensburg, Stuttgart

Universities of Music, Arts and Media
- Freiburg, Karlsruhe, Mannheim, Stuttgart, Trossingen, Ludwigsburg

Universities of Education
- Freiburg, Gmuend, Heidelberg, Karlsruhe, Ludwigsburg, Weingarten

Germany – State of Hessen

The partnerships listed below are part of the Germany–State of Queensland Agreement and relate only to students studying at the Brisbane Campus.

The programs do not require German language skills when starting the course. All courses are held in either English only or, in the first year, in English and at later stages in both English and German. German language courses are provided for non-German speakers.

- Hochschule Darmstadt
- Technische Universität Darmstadt
- University of Kassel
- Fachhochschule Frankfurt am Main
- Justus-Liebig-Universität Giessen
- Hochschule Darmstadt
- Johann Wolfgang Goethe-Universität Frankfurt am Main
- Fachhochschule Giessen-Friedberg
- Fachhochschule Wiesbaden
- Philipps-Universität Marburg
- Hochschule Fulda
Ireland
• Mary Immaculate College, University of Limerick
• National University of Ireland, Maynooth

Japan
• Hijiyama University, Hiroshima
• Kagoshima Immaculate Heart University
• Nagoya University of Foreign Studies
• University of the Sacred Heart, Tokyo
  Sophia University

Mexico
• Universidad de Monterrey
• Universidad Iberoamericana, Puebla
• Universidad Panamericana Guadalajara

The Netherlands
• The Hague University

South Korea
• Catholic University of Korea, Seoul
• Catholic University of Daegu

Sweden
• Lund University College of Health Science
  (pictured right)
• Malmo University
• University of Gavle

Turkey
• Fatih University

USA
• College of Notre Dame of Maryland, Baltimore
• Georgia College and State University, Georgia
• Nazareth College of Rochester, New York
• Regis University, Denver, Colorado
• Santa Clara University, California
• St John’s University, Jamaica, New York
• St Norbert College, De Pere, Wisconsin
• State University of New York, Oswego
• University of Massachusetts, Boston
• West Virginia University
• The University of North Carolina, Greensboro
• The University of St Thomas, St Paul, Minnesota
• The University of St Thomas, Texas

ACU National offshore teaching collaborating organisations
• Caritas Francis Hsu College, Hong Kong
• Catholic Institute of Theology, Auckland,
  New Zealand
• De La Salle University Health Sciences Campus,
  Dasmarinas Cavite, Philippines
• Institut Catholique de l’Ile Maurice
• Instituto Catholico Para Formacao de Professores,
  Timor-Leste
• Manila Doctors College, Philippines
• Notre Dame Institute of Education, Karachi,
  Pakistan
• Shanghai Institute of Health Sciences, China,
  within Shanghai Jiao Tong University
• Wellington Catholic Education Centre,
  New Zealand
• Yun Yang Medical University, China

ACUcom
ACUcom provides Group Study Abroad programs for
groups of students coming from overseas universities.
For example, 90 Italian students from Universita
Cattolica del Sacro Coure were involved in a variety
of internship programs in Melbourne, many in the
not-for-profit sector, offering benefits to both the
employers and interns. Other Italian students have
been involved in English language and Australian
culture programs. In other initiatives Group Study
Abroad programs included students coming to
ACU National from Germany, France, USA, Japan and
Korea to take part in programs tailored to meet the
specific needs of the home university.

During 2007, ACUcom also provided specific
programs in Education, such as TESOL, programs for
teachers of languages other than English (LOTE), and
Inclusive Schooling.

The international sector of ACUcom provides English
Language and Diploma Pathway programs for entry
into the University. English Language Intensive Courses
for Overseas Students (ELICOS) continued to be in
heavy demand.
Breakdown of income from fees and charges

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<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
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<tr>
<td></td>
<td>$’000</td>
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<td>$’000</td>
<td>(%)</td>
<td>$’000</td>
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<tr>
<td>Fee Paying Overseas Students</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2003</td>
<td>5,976</td>
<td>41.8%</td>
<td>8,739</td>
<td>46.5%</td>
<td>15,157</td>
</tr>
<tr>
<td>2004</td>
<td>8,739</td>
<td>46.5%</td>
<td>15,157</td>
<td>62.7%</td>
<td>19,569</td>
</tr>
<tr>
<td>2005</td>
<td>15,157</td>
<td>62.7%</td>
<td>19,569</td>
<td>69.21%</td>
<td>24,657</td>
</tr>
<tr>
<td>2006</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td></td>
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<tr>
<td>Total</td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Onshore and offshore international enrolments by level of course 2007

<table>
<thead>
<tr>
<th></th>
<th>Onshore</th>
<th>Offshore</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Overseas Resident</td>
<td>Overseas Resident</td>
<td></td>
</tr>
<tr>
<td>Higher Degree Research</td>
<td>15</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>Higher Degree Coursework</td>
<td>458</td>
<td>34</td>
<td>492</td>
</tr>
<tr>
<td>Other Postgraduate</td>
<td>67</td>
<td>54</td>
<td>121</td>
</tr>
<tr>
<td>Bachelor</td>
<td>1,571</td>
<td>205</td>
<td>1,776</td>
</tr>
<tr>
<td>Other Undergraduate</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Non Award</td>
<td>821</td>
<td>42</td>
<td>863</td>
</tr>
<tr>
<td>Grand Total</td>
<td>2,933</td>
<td>339</td>
<td>3,272</td>
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</tbody>
</table>

Source: ACU Statistical Digest 2007, Section 1 Enrolments.
Note: above figures are estimates as at 25 September 2007, in the 2006 Annual Report figures used were estimates as at 31 March 2006.