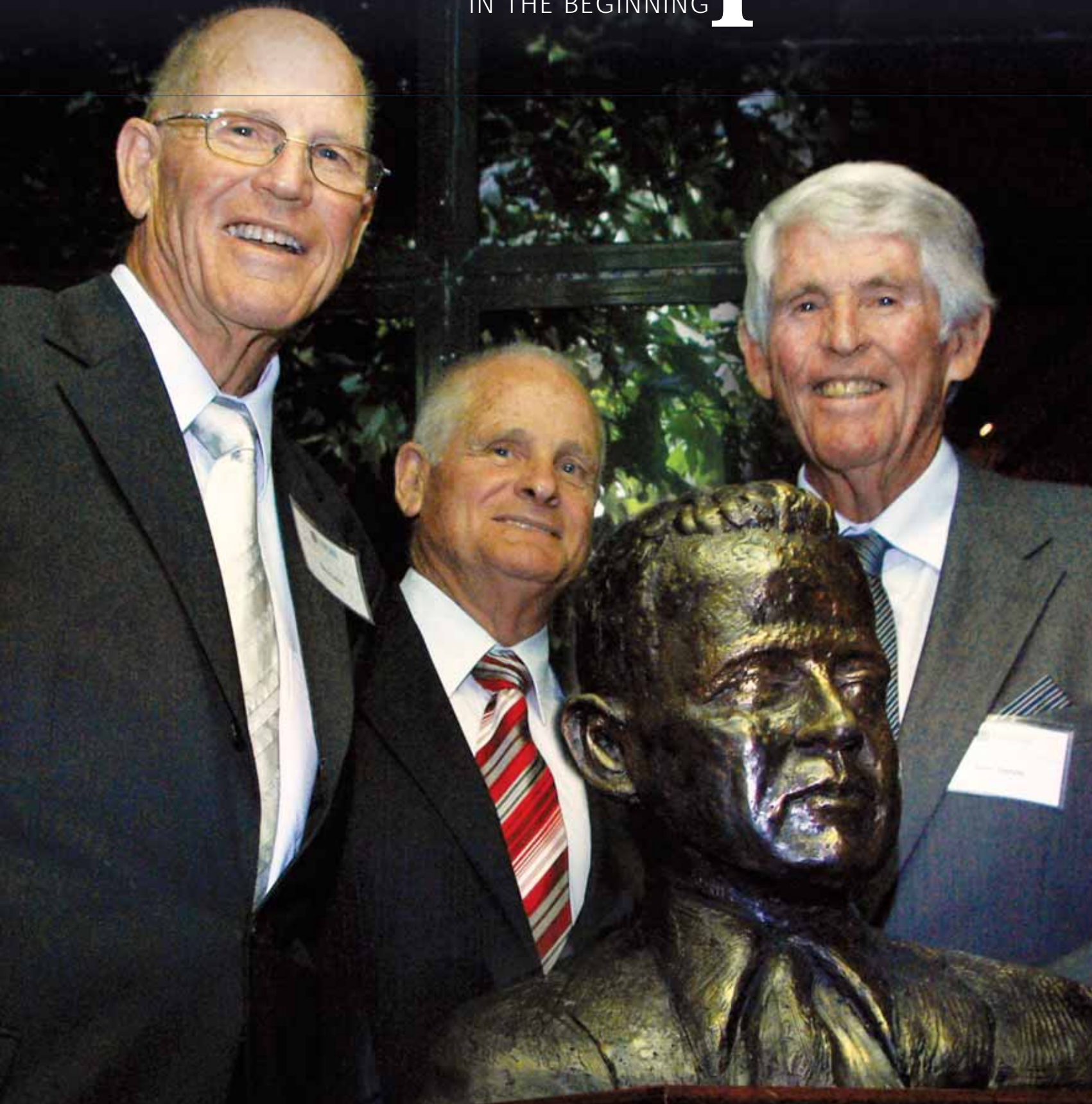




THE UNIVERSITY OF
NOTRE DAME
A U S T R A L I A

In Principio

IN THE BEGINNING





Professor Celia Hammond

Vice Chancellor's Report

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As Vice Chancellor, I have been asked on a number of occasions over the past year to give speeches, presentations or prepare pieces for publication. Some of these have been for internal University purposes, others have been for wider audiences. It is always a privilege to be able to represent Notre Dame. Because of the clear and wonderful mission of Notre Dame, determining the subject matter of these pieces is never difficult. However, I do find it challenging to ensure the "delivery" of the subject matter does justice to it!

Given this background, it is not surprising that my attention was caught by a recent newspaper article in which the journalist criticised Australian Vice Chancellors for their boring speeches, their inability to be inspirational, their lack of rhetorical flair and their apparent lack of guts or conviction about the civic and ethical purpose of universities.

I make no claim to being a great orator. Nor do I make claim to the skill of being able to craft and deliver inspirational addresses with a rhetorical flourish. However, I am very proud and happy to publicly declare that I have the conviction, "the guts" and the passion about the ethical and civic purpose of Notre Dame.

Notre Dame's legal and canonical mandate is to provide university education within a context of Catholic faith and values.

The University's vision and mission is based on this mandate and on the fundamental principles of Catholic education, which seeks to provide students with a holistic education; an education of all aspects of the human person; the intellectual, the social, the physical, the professional, the moral, the cultural, the spiritual and the religious.

We want our students to gain knowledge and professional skills. We want our students to 'pass exams' and 'get a job'.

However, we also want more for and from our students.

We want them to grow, develop and mature as people and to reach their potential as individuals in our world.

We want them to learn and respect and hopefully adopt Christian values in all that they do.

We want them to learn how to think, how to reason, how to make decisions and judgments which are based on principles beyond focusing on what will best satisfy them.



Vice Chancellor Professor Celia Hammond with Year 12 students who were attending a special presentation to formally acknowledge their success in being offered a place in the Fremantle Campus' Early Offer Program.

We want them to be sensitive to recognising ethical dilemmas and issues when they appear – and we want them to have the skills to be able to make ethical judgments.

We do not underestimate the responsibility we embrace, and there are many ways in which we try to fulfil our legal mandate and carry out this mission.

We have a unique admissions process, which assesses applicants against a broad range of criteria, including academic capability, personal commitment to their chosen studies, leadership and/or community engagement.

We offer an excellent compulsory undergraduate core curriculum of philosophy, theology and ethics, which is designed to provide a sound liberal arts base for all of our students.

We provide our students with opportunities to engage in a broad range of social justice experiences, volunteer activities and immersions for students.

We encourage students to become involved in the ever increasing range of sporting, cultural and social clubs being opened on our campuses.

We have thriving campus ministry teams and campus ministry activities.

We have established strong advisory boards for all of our professional degrees and we employ professional practitioners to teach in all of our schools.

We employ academic staff of the highest quality to deliver strong and relevant courses.

We have a staff body which takes pride and delight in the learning, the growth and the development of each student.

We have created physical environments on each of our three campuses which are both beautiful and functional and help to reinforce the sense of 'community'.

The beauty of any vision or mission in this ever changing and imperfect world, is that the quest to fulfil a vision or mission is never completed: there will always be new challenges, new opportunities and different ways of doing things. In Notre Dame's case, we are seeking to build on our firm foundations over the next three to five years by:

- Actively pursuing opportunities for our staff to engage in relevant and important research activities and encouraging them to do so.
- Establishing vital Academic and Enabling Support Centres designed to provide additional academic pathways and support so that every student who comes to Notre Dame has every opportunity to flourish.
- Developing and building new facilities on all campuses, particularly Sydney – to ensure that we have the capacity to serve our increasing student population.
- Strengthening our IT systems, by establishing new facilities and improving existing ones.

I hope that our students, alumni, staff, friends, donors and the wider community who share in our mission, will continue on this journey with us.



PERSONAL REFLECTION

**Reverend Father John Neil OP,
University Trustee, Sydney Campus Chaplain.**

In July 1988 I went to Perth to begin work on what has become The University of Notre Dame Australia. My business card declared me to be the Director of the Planning Office. It was a grandiose title since the office consisted of an experienced secretary and myself!

I had just completed 25 years at Blackfriars Priory School, Adelaide, including 17 years as headmaster. In May of that year, I had delivered a paper at a conference in Melbourne sponsored by the National Catholic Education Commission titled *Catholic Universities – The Complete Educational Challenge*. To understand how I came to speak on this topic and make the journey to Perth, I need to go back to my adolescence in Sydney.

Born in 1932 and following a Catholic schooling, at 15 I began working in Sydney. Unbeknown to me, informal discussion had begun in 1945 about the possibility of a Catholic university. It would be sponsored by Archbishop N T Cardinal Gilroy and be directed by the Congregation of Holy Cross that had founded the American University of Notre Dame in Indiana.

By 1949, the preliminary negotiations had become public knowledge. There was division within the Catholic community and vocal opposition from the leaders of other churches. Though discussion continued in Sydney until 1954 the project didn't proceed.

A personal good that came from this proposal was my more systematic reading of the origin of universities. I became aware that historic centres of learning and teaching – Bologna, Paris, Oxford and Salamanca to name a few – came into existence out of the Catholic mind of Europe. The seeds of a good idea were sewn in my mind and a romantic passion began to grow.

In 1955, I entered the Novitiate of the Dominican Order and studied philosophy, theology, church history and canon law. When the Order was founded in 1216, St Dominic sent his initial 14



Deputy Prime Minister Julia Gillard and Vice Chancellor Professor Celia Hammond.

companions to the emerging universities. They were there first as students and later as teachers, seeking a conversation between faith and reason.

I was ordained to priesthood in 1960 and on completion of my studies was assigned to the School in January 1963. Particularly after becoming headmaster in 1972 and teaching European history to public examination students, the dream of Catholic higher education came into focus again.

From 1972 to 1988, I spent terms as chair of the South Australian Commission for Catholic Schools and as a member of the National Catholic Education Commission. These positions gave me the opportunity to engage with Church people and political leaders about the historic role of the Church in the origin and life of the great universities of Europe, England and the rest of the world.

This is how I came to be in Perth in July 1988 and begin my role in the fulfilment of an idea that had its origin almost 40 years before.

It has been an intense experience. It has encompassed the whole range of human emotions and involved demanding, rational endeavour and endurance. It has also allowed me to play a role on the same stage as some intellectual and organisational superstars.

What has been achieved so far is beyond my original dreaming. What remains to be done is to be a university worthy of the name; a Catholic university where faith and reason in constant conversation have become the culture, inspired by the complete humanity and divine Spirit of Jesus Christ.

At the end of this year, I complete my term as a trustee of the University, a responsibility to which I was elected in 1994. I am deeply grateful for the opportunity to have played a role in this noble endeavour.

DEPUTY PRIME MINISTER AND WA PREMIER VISIT THE FREMANTLE CAMPUS

Deputy Prime Minister Julia Gillard visited Fremantle Campus in July to meet with Vice Chancellor Professor Celia Hammond. The Vice Chancellor took the opportunity to show her the site of the new education building and the newly completed Information Technology (IT) Server Room and Data Centre in St Teresa's Library building.

The University received funding for the new IT facilities as part of the Federal Labor Government's Better Universities Renewal Funding (BURF) which was announced in the 2008–09 Budget as a one-off \$500 million initiative. Some capital funding was also received for the education building from the Commonwealth Department of Education's Capital Development Pool.

It was the Deputy Prime Minister's first visit to Notre Dame and Professor Hammond said that it was an important opportunity to discuss where the University was placed in relation to the Government's education reforms and changes to tertiary education funding from 2012.

Another special visitor making his first trip to the Campus was Western Australia's Premier, the Honourable Colin Barnett MLA. Chancellor Dr Michael Quinlan and the Vice Chancellor were pleased to inform the Premier of the important developments on all University campuses, particularly Fremantle and Broome. The Premier, who in previous times as Education Minister in WA had supported the granting of low interest loans to the University, was pleased to see the developments on the Fremantle Campus.

FIRST FULL INTERNATIONAL AID SCHOLARSHIP AWARDED

The University has awarded its first full International Aid Scholarship on the Sydney Campus to a student from Phnom Penh who wants to make a difference on return to her country.

Cambodia's Penh Rasmey Som is in her first year of nursing at the Sydney Campus and says her main goal is to use her training to help people.

"Being awarded this scholarship is an amazing opportunity for me. It is a bridge to my future and without it I couldn't reach my goal of making a change and helping people back home," said Ms Som.

"I love studying nursing, being at the University, learning new medical terminology and being part of the Notre Dame community."

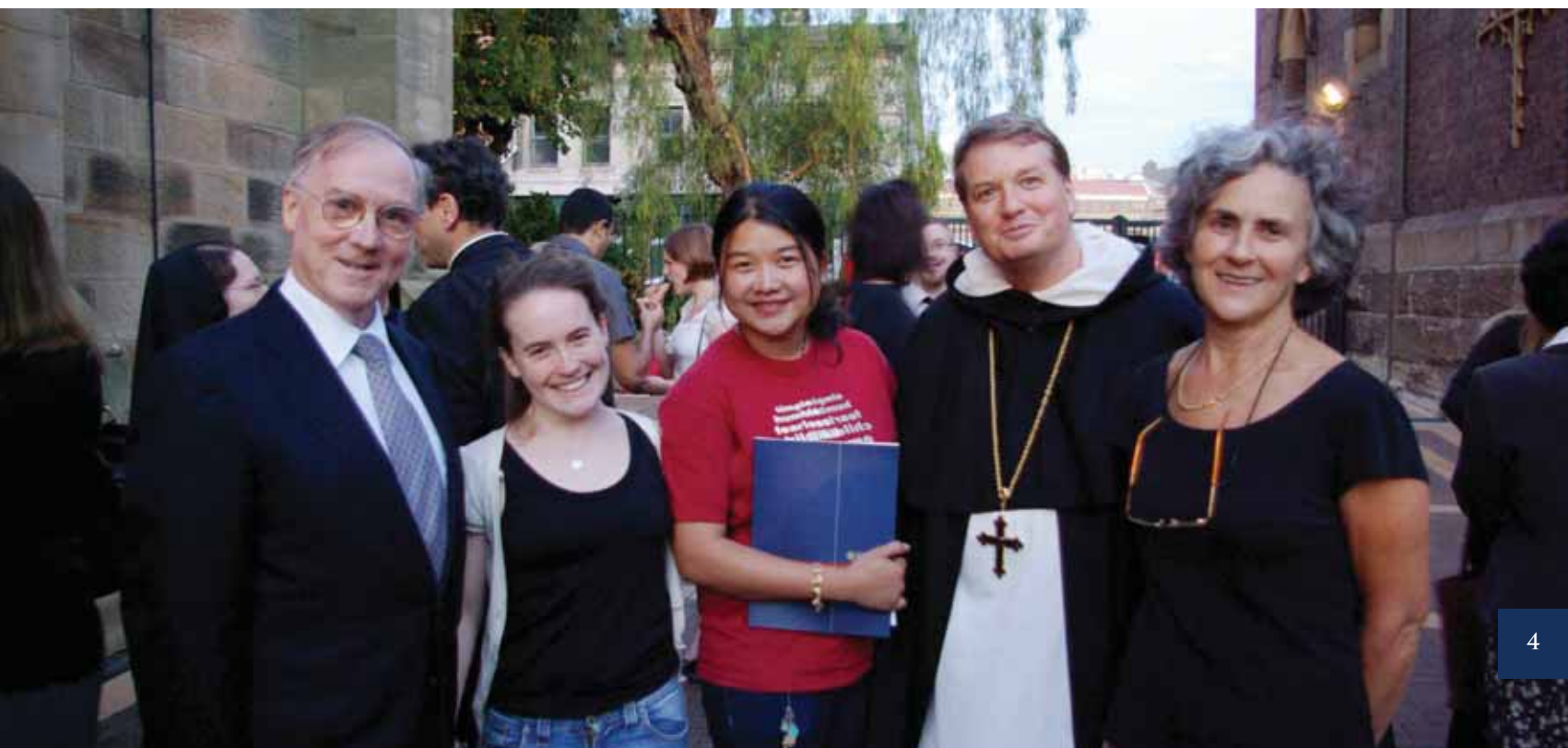
Ms Som moved to Australia four years ago after a chance meeting in Cambodia with her sponsor parents, David and Patricia Watkins, who saw her potential. She received a scholarship to study at Kincoppal-Rose Bay, School of the Sacred Heart for Years 9–12.

Upon graduating she expressed a desire to study nursing at Notre Dame and as her family had no resources to support her, she required a scholarship.

Dean of Nursing Professor Margot Kearns said the University was very happy to assist Rasmey with her studies and she has proven to be a solid student.

"Rasmey has settled into Notre Dame and is enjoying her studies and new friendships. Her natural, caring disposition will be much appreciated by her patients," said Professor Kearns.

Deputy Chancellor, Terry Tobin QC; Katie Tobin; International Aid Scholarship recipient, Penh Rasmey Som; Bishop Anthony Fisher OP and Bernadette Tobin at the Sydney Campus 2009 Prize Giving Evening.



OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING ACKNOWLEDGED

The Australian Learning and Teaching Council (ALTC) awarded Notre Dame academics three *Citations for Outstanding Contributions to Student Learning* in July this year.

Established in 2004 by the Australian Government, ALTC is an independent organisation dedicated to improving the student learning experience by supporting quality teaching and practice.

Citations are awarded to academic and professional staff who have made long-standing contributions to the quality of student learning and improving the overall student experience.

More than \$2 million was presented to 206 individuals and teams at ceremonies held in August as part of the Australian Government's commitment to quality learning and teaching, with each citation worth \$10,000.

The successful Notre Dame recipients were; Associate Professor Shane Lavery (School of Education, Fremantle), Dr John Rees (School of Arts & Sciences, Sydney) and members of the School of Arts & Sciences Aboriginal Youth and Community Wellbeing Team: Professor Neil Drew, Ms Kate Mugliston, Professor Peta Sanderson, Dr Dawn Darlaston-Jones, Associate Professor Dylan Korczynskij and founder of the program, Mrs Maria Morgan.

The School of Arts & Sciences Aboriginal Youth and Community Wellbeing Team citation was *'for authentic and compassionate approaches to cultural learning and engagement with regional and remote Aboriginal communities in Western Australia consistent with University values and mission'*.

The team is a multidisciplinary group working in partnership with remote Aboriginal communities to stimulate the passions and commitment of students for social justice and reconciliation.

Dean of the School of Arts & Sciences, Fremantle, Professor Drew said that they were very proud to receive the award.

"We are grateful for the public acknowledgement by the ALTC. It is a tremendous recognition of the wonderful things that can be achieved as a result of a genuine partnership between Indigenous and non-Indigenous people in pursuit of practical reconciliation through education.

"In this program we live and learn together - walking alongside one another for shared learning. I am very grateful that we have been invited so fully into the lives of some extraordinary people from the Aboriginal communities in the East Kimberley. This program has been life changing and even life defining for participants. My thanks also to the University for its unwavering support of this important work," said Professor Drew.

Mr John Rees lectures in Politics & International Relations and is the Internship Coordinator for the School of Arts & Sciences in Sydney. He has been acknowledged for his contribution to student learning by engaging and motivating students to move from opinion-based to knowledge-based learning of Australian and world politics.

Mr Rees' citation was *'for inspiring students through high-level teaching and communication practice and for motivating students to link knowledge-based learning to their vocational futures'*.

Associate Professor Shane Lavery's citation was *'for sustained leadership and commitment to developing a service-learning culture as an embedded and integral part of the Secondary Teacher Education Formation Program'*.

Associate Professor Lavery is the Coordinator of Postgraduate Education on the Fremantle Campus. Since its inception six years ago, this service-learning program has been highly successful with both students and community partners.

Vice Chancellor Professor Celia Hammond said the success of the staff in this year's ALTC awards was a significant acknowledgement.

"On behalf of the University, I congratulate our three successful nominees for this national recognition of their outstanding achievements. All three citations reflect the commitment Notre Dame's staff have to providing excellent teaching, and challenging and diverse educational experiences for our students."

- i) Professor Neil Drew, Kate Mugliston, Professor Peta Sanderson, Dr Dawn Darlaston-Jones, Associate Professor Dylan Korczynskij
Absent: Founder of the program, Maria Morgan
- ii) Dr John Rees
- iii) Associate Professor Shane Lavery





Fr Gerry Conlan OMI addressing the eConference participants in November.

TECHNOLOGY BREAKS DOWN DISTANCE, CONNECTS CULTURES AND WELCOMES ALL FAITHS

The Fremantle and Broome campuses facilitated local participation in an international eConference to mark the close of year-long celebrations of St Paul's life and mission. People all over the country joined in what has been called a landmark event for the Australian Church.

Called *Paul – The Man, the Mission and Message for Today: igniting his purpose and passion*, the eConference featured a live webcast of presentation and question panel sessions from highly regarded biblical and media scholars, including Father Brendan Byrne SJ, Sister Michele Connolly RSJ and Father Richard Leonard SJ.

The University joined with participants from places as far and wide as the Parramatta Diocese (NSW) to Alice Springs, Thursday Island, Wellington (New Zealand), the Philippines, Peru, USA, Canada and Malta.

Prime Minister Kevin Rudd offered a message of support to the conference saying "the Year of St Paul eConference ... will enable Catholic Dioceses across Australia to join together in reflecting on the legacy of one of the most important, yet elusive, figures in Church history.

"I trust the conference will facilitate a productive exchange of ideas for those who share in the Catholic tradition in Australia and that it will benefit the communities you represent across the nation."

Fremantle Chaplain Father Gerry Conlan OMI said the eConference provided a unique opportunity for people to learn from and be

nourished by the life of St Paul and because of the access to resources that would normally be shared by only a few, it was bigger than St Paul.

"eConferences will slowly transform our understanding of Catholic to a new level in terms of breaking down distance, connecting cultures and welcoming people of all faiths," he said.

"Local gatherings that joined together for the wide-spread community event were very important, because it is through dialogue that the Holy Spirit can nurture into life the seeds planted by the instruments of Fr Brendan, Sr Michele and Fr Richard.

"I would go further than the Prime Minister and suggest that this eConference is bigger than the Australian Catholic community and in the true spirit of St Paul invites all people to the table."

Following the success of the initiative another eConference was held in November. Called *St Luke Come to the Table*, it was an exploration of the Gospel according to Luke.

Broome Coordinator of the Core Curriculum Dr Carmel Posa SGS, in partnership with the local Diocese, led the local gathering while in Fremantle Dr Angela McCarthy and Sr Clare Sciesinski PBVM led an enthusiastic group. Sr Clare will be lecturing at the University on St Paul in 2010. The eConference was an initiative of Sydney's Broken Bay Institute and the Australian Catholic Bishops Conference.

INDIGENOUS SOPRANO, ACTOR AND AUTHOR DEBORAH CHEETHAM DELIVERS THE 2009 NULUNGU LECTURE

Since her international debut in 1997, Ms Cheetham has performed in theatres and concert halls around the world. A graduate of the NSW Conservatorium of Music she was a recipient of the 2006 Australia Council, Aboriginal and Torres Strait Islander Arts fellowship. She is currently doing a PhD at the Victorian College of the Arts and Music.

Following is an edited version of Ms Cheetham's lecture she delivered in August.

'Til the Black Lady sings in company

"Thank you. I would like to take a moment to acknowledge that we are gathered on Yaru land. I would like to pay my respects to the Yaru elders both past and present and thank them in accepting and welcoming me to their beautiful country.

Tonight I want to talk to you about closing the OTHER gap - and that is the gap of knowledge of Indigenous culture that still exists for many non-Indigenous Australians. Close that gap and then we will really start to see a change. I believe that if you change expectations you change outcomes.

I can't remember a time when singing wasn't a part of my life.

The earliest memory I have is of me leaning up against my mother in church. It's the evening service and I am probably wearing my pyjamas. Fortunately I am young enough to get away with this outrageous fashion statement. She is singing a hymn and if I close my eyes I can almost hear her voice: 'Jesus is calling the wanderers yet, why do they roam? Love only waits to forgive and forget home weary wanderers, home'. And so long before I found my own voice, singing became a central part of my life.

Why opera? Well, it's quite simple. I fell in love with opera when I was just 14. It was the 17th of February, 1979. I sat in the concert hall of the Sydney Opera House – row L, seat 23 – and Dame Joan Sutherland sang as she waltzed into my life as the Merry Widow. I knew right then I wanted to do THAT!

The journey I've taken to be here with you tonight has not always been along the elite and narrow path of the classical singer.

My ancestors come from the once rich, green land of the Yorta Yorta nation, embracing both sides of the Murray River, 250kms north of Melbourne. We call the Murray "Dhungala" and it has been home to the Yorta Yorta people for more than 60,000 years.

My grandfather James Little came to Yorta Yorta country from Wallaga Lake in the early 1930s and married a local girl. Her name was Frances McGee. They had seven children, the youngest Monica, is my mother while Colin, Betty, Freddie, Ernest, Madeline and the eldest Jimmy are my uncles and aunties.

It has taken me more than 40 years to gather this knowledge because in 1964, at just three weeks of age I was taken from my mother Monica and given to a white Baptist family from Sydney.

So you see the voice that I can recall from my childhood was that of my adopted mother, nursing me in church. But all my life, voices of my ancestors have been calling to me from the banks of the Dhungala. It's just that for almost 40 years I couldn't hear them.

The journey back to the home of my ancestors from being a white Baptist ABBA fan to gay Koori opera singer has been such a long one that at times I felt I would never get there.

It was years before I had the nerve to come out – as an opera singer that is. I used to think 'Well who would ever consider a black Madame Butterfly'? I didn't really seem to fit the bill – short, black and weighing under 55 kilos – well, it was some time ago – I kept my dreams to myself until one night at the opera in Sydney I heard and saw African-American soprano Leona Mitchell sing the role of Tosca. That moment changed my life.

Still there wasn't an Indigenous role model – well, not one that I knew of. I hadn't heard of the great Queensland tenor Harold Blair at that stage and still there was no Aboriginal soprano to look up to. Secretly I think my white Baptist family were rather hoping that I would model myself a little more on Yvonne Goolagong rather than Yvonne Kenny.

For the past 20 years I've pursued my career as a freelance classical soprano. It is a long journey full of challenges and rewards. In all that time I've been the only Indigenous classically-trained soprano making a living from this profession. Now that doesn't make any sense to me.

When you define opera, it's really little more than the telling of stories through song and dance, costume and makeup. Indigenous Australians have been doing that for about 60,000 years so it doesn't make any sense to me why there shouldn't be more Aboriginal opera singers. We're built to sing acoustically. We've been doing it in the desert and the forest and alongside the river for thousands and thousands of years.

What if Australian Indigenous voices became the new sound in opera around the world? What if there was a way to encourage young Indigenous singers and musicians to tell their stories through the medium of opera?

These questions weighed on me for a long time. So in July 2007 I began a project designed to address the under-representation of Indigenous Australians in the world of classical vocal music. I decided that I would write an opera that would demand an Indigenous cast, working on the principle that if I build it they will come. And they have.

Since mid-2007 The Wilin Centre for Indigenous Arts and Cultural Development has assisted me in developing a National Talent Identification program, which is designed to identify Indigenous talent in areas of the performing arts where we are under-represented.

This talent identification program leads directly into Australia's first intensive training course for Indigenous singers wishing to pursue a career in the world of opera.



Developing a career in opera is a long, slow process. It's an elite pursuit.

It is a demanding and all-consuming profession with many, many layers of knowledge to acquire before the career can begin in a meaningful way.

These points in themselves are NOT reason enough to prevent Indigenous men and women from taking this path – but the weight of expectation could be.

It is my goal to change that expectation.

Australian Indigenous voices can and will become the new sound in opera around the world.

I have and will continue to encourage young Indigenous singers and musicians to tell their stories through the medium of opera. It's happening already. Indigenous opera is coming and cannot be stopped.

I have encountered some amazing people on my journey towards creating Australia's first Indigenous opera. Amazing people with beautiful voices, voices that have gone unheard, lost to Australia and in some cases the world.

In just 12 months I have found my entire lead cast. The opera is called Pecan Summer and it revolves around the central character Alice who witnesses the walk-off from Cummeragunja Mission in 1939.

I chose the story of the Cummeragunja walk-off for its obvious dramatic content. The land had been taken, the wages were taken, the children were taken, but more than 150 men and women of the Yorta Yorta nation would not allow their dignity to be taken. The exodus of Yorta Yorta people from their homeland and the inevitable and unending search for identity are of an epic scale perfectly suited and deserving of an opera.

I say that I chose this story but in truth, it actually chose me. Less than a month into the process of researching the story I made a startling discovery. The Aboriginal grandparents I never knew actually took part in the walk-off and were well-known to the elderly people I was interviewing. Suddenly I had a family that stretched beyond the limits of my knowledge. I had a chance to close the gap. People were telling me how much I reminded them of my grandmother Francis and how she has been a singer with a beautiful voice known to one and all. Suddenly I had a past that linked up with my present and my future and I just happened to be writing an opera about it. What are the chances!

The walk-off became a march that would lead directly to the 1967 referendum which, in time - rather more slowly than we'd hoped – led to that apology to the stolen generations on 13th of February, 2008.

In the lead up to the apology many Australians asked themselves what would this actually mean, for themselves, for Aboriginal Australians in general and for the members of the stolen generations. Would the symbolism of this apology have any lasting affect, would it bring about any real and meaningful change to the lives of those most affected?

Well, I can tell you what it meant to me. To have the truth of one's existence recognised is no small thing. It was no small thing to me. This scene now forms the final act of Pecan Summer, which will have its premier in Melbourne in October 2010.

Every child born is a blank cheque. If we can continue to change non-Indigenous Australia's perceptions and expectations of what Indigenous achievement looks like, if we can grow the knowledge and understanding of our cultures and our capabilities in the broader Australian community, then and only then, can we ever hope to close the gap of expectation.

One thing is for sure. I will not give up and it certainly won't be over until the black lady sings in company!"

Fremantle



GALVIN FAMILY HONOUR THEIR PARENTS

As part of the celebrations at a Benefactors' Gala Dinner held in November on the Fremantle Campus, John, Jim and Tony Galvin representing the Galvin family, major donors to the University, unveiled a bust of their late father Roy Galvin.

The gift of the bust to the University was in honour of their parents Roy and Amy Galvin. The Galvin family made a significant gift in 2004 to establish the Medical Library within the new School of Medicine.

Chancellor, Dr Michael Quinlan shared some of the history of their family with guests explaining the determination of Roy and Amy to give their three sons John, Jim and Tony the best educational opportunities. Jim qualified as an engineer and joined Roy and John in the family business, while Tony qualified as a doctor.

The bust of Roy Galvin is the work of the noted Western Australian sculptor Robert Hitchcock.

VALE DR BECKY ABILDSKOV HOUCK December 1950 – September 2009

In late September the University was informed of the death of Dr Becky Abildskov Houck, a beloved faculty member of the University of Portland. Dr Houck was an important part of the development of the Study Abroad Program between the University and the University of Portland.

In the winter of 2005, Dr Houck and faculty member Father Tom Hosinski accompanied 20 Portland students to the Broome Campus to establish the first winter term Portland Study Abroad program. Dr Houck was so taken with the potential of the program and the environment that she returned in 2007 with another group for a second winter term.

The longer-term objective was to see this program jointly taught and thanks to Dr Houck's dedication and enthusiasm, this year the program was delivered by the University and Portland academics for the first time. Dr Houck was a long-time supporter of the relationship between the University and Portland and the success of this pioneering program in Broome is testament to her dedication.

EXHIBITION RAISES AWARENESS AND CONSCIOUSNESS OF GLOBAL POVERTY

The Fremantle Campus hosted a nationwide travelling exhibition highlighting the United Nation's Millennium Development Goals and the promise by governments around the world to eradicate extreme poverty and hunger by 2015.

The exhibition entitled: Blueprint for a Better World – The Millennium Development Goals and You, is the result of collaboration between Caritas Australia and AusAID (Australia's Agency for International Development). It comprises photographs, stories and contributions from Caritas local partners, showing how aid money is being distributed to relieve poverty.

Professor the Honourable Kim Beazley AC, a former leader of the Federal Parliamentary Labor Party, officially launched the exhibition at the University, supported by Caritas Australia CEO, Mr Jack de Groot.

Vice Chancellor Professor Celia Hammond was delighted that Notre Dame was hosting the Caritas exhibition.

"This exhibition hopes to bring attention to the issue of world poverty and to challenge and engage all of us to tackle world poverty," she said.

In his introduction, Mr de Groot explained the exhibition was aimed at increasing the public's awareness of the importance and unique contribution Australian NGOs (non-government organisations) and the Government are making in empowering communities to overcome poverty.

"The world's poor are caught in a trap with the economic slowdown slashing their income, the food crisis imperilling their day-to-day existence and climatic changes further destabilising lives and economies," he said.

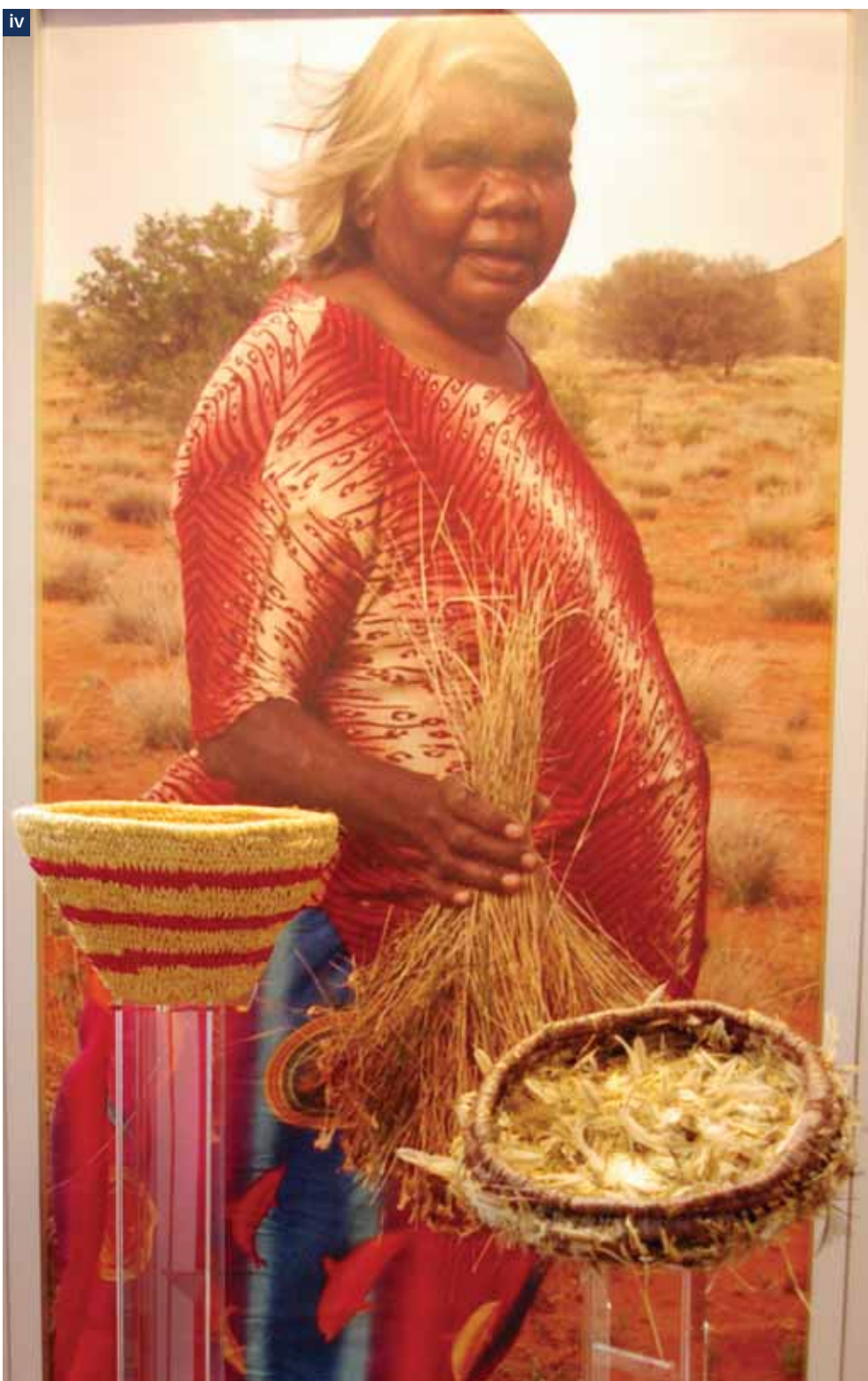
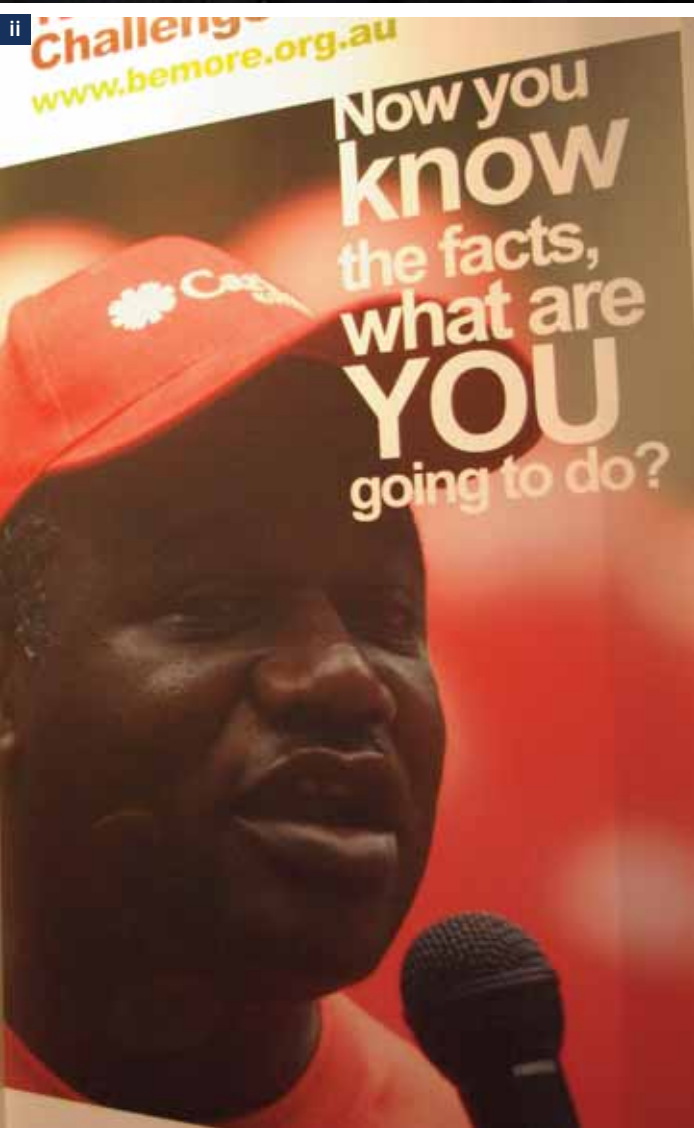
Professor Beazley, in his opening address, said the exhibition was not about fundraising but about consciousness-raising.

"This exhibition is not asking us to put our hands in our pockets for this or that project. It is changing consciousness," said Professor Beazley. "It is about bringing on to the Australian agenda this critical issue of dealing with global poverty."



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i) Jack de Groot and Professor Kim Beazley
ii-iv) Images from the exhibition.



CENTRE FOR FAITH, ETHICS AND SOCIETY OFFICIALLY OPENED

The Centre for Faith, Ethics and Society was officially opened by Adjunct Professor, the Most Rev Anthony Fisher OP at the University's Broadway site on 22 October.

The Centre's purpose is to promote the study of Catholic intellectual tradition and moral tradition, with a particular focus on faith and ethics – and their application and integration into broader life.

Bishop Fisher welcomed the new Centre as a sign of Notre Dame's willingness to engage the community in research. In his opening speech the Bishop gave an account of Catholic ethics as remedying polarisation in society. He reminded those gathered that Catholics have the oldest and largest education system in the world, with over 200,000 schools and over 1,000 universities – an institution Catholics invented.

"The Catholic Church looks to higher education institutions to make a difference in the world according to the Gospel of Jesus Christ," he explained.

Bishop Fisher referenced the most recent encyclical letter from Pope Benedict XVI, *Caritas in Veritate*: "The Pope teaches that academic research into the challenges of the physical environment, such as climate change or of the social environment, such as the global financial crisis, must go hand-in-hand with

moral evaluation. This requires us to bring both faith and reason to the task so as to engage the various academic disciplines in a harmonious, interdisciplinary whole. Wisdom – the principal resource of the University – will reclaim the unity of knowledge."

Vice Chancellor Professor Celia Hammond said this exciting development is one which lies at the heart of the University's mission to be a truly great Catholic university.

"Given the University's commitment to the complementarity of faith and reason, the use of reason in context of the Catholic tradition will ground the Centre's capacity to contribute positively to public debate and social issues," said Professor Hammond.

Associate Professor Sandra Lynch is the Centre's founding director and says it will facilitate student engagement in the ethical dimensions of their prospective professions.

"Our aspirations are also for the development of a research culture which guides practice and contributes to the distinctive character of Notre Dame but also to ethical debate in the wider community."

A seminar series and a number of other initiatives are planned for early 2010.

Centre enquiries: Associate Professor Sandra Lynch at slynch@nd.edu.au or (02) 8204 4185.



Associate Professor Sandra Lynch and Bishop Anthony Fisher OP at the opening.

NEW DEGREE COMMENCES

The newly introduced Bachelor of Philosophy degree now offers Sydney students an all-round education in the history of philosophy and various philosophical disciplines including major topics and thinkers in contemporary philosophy.

Students will have the opportunity to develop high-level critical thinking skills, linguistic ability and the ability to defend a reasoned point of view.

The Bachelor of Philosophy is a three-year degree comprising 24 semester length units, with students typically undertaking four units each semester.

For more information please contact the Sydney Prospective Students Office on (02) 8204 4404 or at sydney@nd.edu.au



FORMER WALLABIES CAPTAIN DELIVERS INSPIRATIONAL SPEECH AT INAUGURAL ALUMNI DINNER

“Love what you do, not what you did” encourages former Wallabies captain John Eales.

Mr Eales, now a Senior Lecturer at School of Arts & Sciences in Sydney and a former captain of the Australian Wallabies rugby team was the guest speaker at the Campus inaugural alumni dinner.

He shared his experiences as a sportsman with former students and staff of the University particularly encouraging the alumni to “follow their hearts and not rest on their laurels”.

“Find mentors,” he said. “Surround yourself with people who will tell you what you need to hear, not what you want to hear – and I know at times this can be challenging.”

Vice Chancellor Professor Celia Hammond responded in her address by encouraging students and alumni to strive for humility, self-awareness and authenticity and to take up the challenge of developing talents and gifts for the service of all.

“This night is a celebration of the pioneering spirit of our first graduates,” she told the assembled alumni.

Professor Hammond said while most people won’t get the opportunity to lead the Wallabies, from Mr Eales they can still learn the main elements of striving for great heights and making the most of their talents, as he has done.

Sydney Campus Alumni Manager Trish Egan said the dinner was a great way for students who have graduated to reconnect with each other.

“Tonight is an important opportunity for our alumni to reunite and to reflect on their time at Notre Dame,” said Ms Egan.

THE CHALLENGES OF BIOETHICS THE FOCUS FOR INTERNATIONAL CONFERENCE

Is there an absolute truth or are we hostage to moral relativism and technological imperialism?

This question and many more were raised at the 17th annual Association of Southeast and East Asian Catholic Colleges and Universities (ASEACCU) Conference hosted by the University’s Sydney Campus.

The theme of the conference was Building a Culture of Life: Catholic Higher Education and the Challenges of Bioethics.

In late August academics, university leaders and a contingent of students from across Southeast and East Asia joined Notre Dame students and staff. They discussed developments in bioethics and medical technology and Church teachings for balancing progress with faith and ethics.

Topics covered at the conference included: Tradition and the Critique of Consequentialist Bioethics, Challenging Secularism: Bioethics, Culture and Collaboration, Culture of Life and the Mission of Catholic Higher Education and Is Bioethics an American Plot?

Academic papers probed the pros and cons of current bioethical wisdom and its relation to Western and Eastern values. Cultural difference was carefully debated in the light of the Church’s universal ethic.

Sydney Campus Deputy Vice Chancellor Professor Hayden Ramsay reflected that “for many and in particular the students, this event will be a key moment in their university experience, introducing them to Australian university life and finding similarities with our countries and cultures within the Catholic family. Notre Dame Sydney was very proud to host this event.”

CARDINAL PELL BLESSES AND OPENS NEW TEACHING FACILITY

Sydney’s new teaching facility, Canavan Hall, was blessed by His Eminence Cardinal George Pell on 15 October.

The building is named after the Executive Director Emeritus of Catholic Schools, Brother Kelvin Brian Canavan AM, in honour of his work, support for Notre Dame and long-standing contribution to Catholic education in Australia.

Constructed in the 1880s, the building was first built as a brick works and later used as a warehouse and furniture display centre. A \$1 million refurbishment commenced in February this year and classes have been held in the building since July. It comprises two large lecture theatres, four seminar rooms, a performing arts space and a recreational/physical education teaching area.



Brother Kelvin Canavan and Cardinal George Pell

What will you be when you grow up?

**By Professor Lyn Henderson-Yates,
Deputy Vice Chancellor, Broome Campus**

While I was living in Perth in the mid-1990s and studying for my masters degree, I went to buy a train ticket. When I passed my (mature-age that is!) student card across, the man serving me looked at it, looked at me and said with a twinkle in his eye and a slight curving of the lips: "and what will you be when you grow up?" .

This humorous question took me back to my childhood growing up in my home town of Derby. As with most people's childhoods, mine was simple but challenging with fun moments in between.

We moved a lot, living in a number of different homes, some more challenging for my Aboriginal mother and Aboriginal stepfather than others. When I was 12 we moved six miles out of town to where my stepfather's relatives lived.

There was no house, no shelter from the sun and night air, no cooking, bathing or toilet facilities – just a large boab tree. So we went bush and cut down tree trunks to make the frames for the two large tents erected on either side of the boab tree. We children slept in one tent, with the second becoming the kitchen where mum and my stepfather slept.

Mum cooked on a 44 gallon drum and our toilet was an old tin structure – a hole dug in the ground with a drum placed over it. Needless to say, going to the toilet in the hot midday sun, with dozens of flies glued to you, wasn't a pleasant experience.

There was no running water so we carted our water home from a bore. We didn't have electricity, so kerosene lamps became our night lights. It was always a wonderful feeling watching mum and my stepfather light the lamps at sundown.

We didn't own a car so if we ran out of food and had the money, as the eldest of eight children I cycled into town and picked up what mum needed. There were days I moaned and groaned, as it was a long, hot and thirsty ride.

Our home was a five minute walk from the local rubbish dump. As children we loved this because we never knew what we would find when we went "shopping". Once I found a pair of low-heeled sling-back shoes. They were pink with orange dots. I thought they were beautiful and fell in love with them straight away. It was the late 1960s and I was almost 13. Imagine my excitement when I found that they were a perfect fit. My first pair of high heels!

I showed them to mum and proudly said I was going to wear them to school the next day. My mother, being a very insightful woman, responded by cautioning me not to wear them. But I was in love, so I wore them. To get to school we had to walk barefoot through the bush and past the rubbish dump. Walking in as ladylike a fashion as I could and feeling quite glamorous, off I went to school in my new high heels.

When I got to school, a very popular non-Aboriginal girl came up to me and said loudly: "they're my shoes! My mum threw them out at the rubbish dump!" Naturally, my heart sank, but being defiant, I said "no, they're not. My aunty in Perth bought them for me and sent them up. I've got her letter to prove it" .

After this highly embarrassing incident I threw off the shoes, banished them under my desk and never wore them again. It was back to bare feet.

We eventually left our home around the boab tree and moved into a native welfare house. One day a lady from the Native Welfare Department spoke to my mother and said a good career path for me would be to train as a secretary.

I didn't know what a secretary was or what they did, but I remember being amazed at this suggestion. A secretary! It sounded very prestigious and important. I felt excited, scared and thrilled all at the same time.

When I was 14 my sister and I went down to Perth to stay with my father's non-Aboriginal sister and her husband (my father had drowned in the Fitzroy River when I was two). This wonderful family cared for us with much love and affection. They instilled in us that we could do anything in life and whatever happened we must always be proud of our Aboriginal identity. We had so much to learn in Perth.

Going to high school was a totally foreign experience for us – we had to learn to wear a school uniform, shoes and socks. The next 12 months passed in a daze as we became familiar with catching buses to and from school, attending a school with hundreds of non-Aboriginal students while barely seeing or mixing with any Aboriginal students, where school sirens went off, food could be bought from tuck shops and that life was scheduled around clocks and watches.

My aunt always said one of the greatest challenges was getting us to understand the importance of time and that we needed to be at the bus stop on time to catch the bus because amazingly, it wouldn't wait for us.

I went onto study to be a secretary, where to my great surprise I found the profession was not to my liking, although I did graduate. I knew then I would never be satisfied as a secretary for the rest of my life.

I returned to Derby, married and had two children. In 1978, I entered the Derby Boab Festival representing the Holy Rosary School and won the title of Boab Queen, the first Aboriginal young woman to do so since competitions first began in the mid 1960s.

My prize was a trip to Europe. I was 21 and left my two-year-old daughter at home with my mother-in-law for the six week trip of a lifetime which included London, Paris, Rome and Spain. It was October, the weather was turning and I froze for the whole trip.

That same year I began working at the school as an Aboriginal teaching assistant. Although the school's role was to educate primary school children, it was beginning to emerge as a leader in Aboriginal teacher education. The school was led by a strong and visionary leader, St John of God Sister Leone Collins.

Sr Leone was determined that not only would the school educate children but it would also provide support for Aboriginal teaching assistants who wanted to become teachers. It was her firm belief that Aboriginal people, with the right opportunity and support, could qualify as teachers and be leaders in Aboriginal education.

My first step was to enrol in a university bridging course as an external student. Along with seven other Aboriginal teaching assistants, we began external studies towards a Diploma of Primary Teaching.

Finding a place to study was difficult. A teacher, who lived in a small house on the school grounds, suggested studying in his house while he was at school. He left at 7.30am and we arrived and spread our books in his lounge. We packed up our things, tidied his lounge and left before he got back from work at 3pm.

As young mothers, many of us brought our children with us. My 18-month-old son was with me while my six-year-old daughter was in school. We did this for almost five years. It was hard as we didn't have air conditioning, computers, phones or library resources, but we did have each other. Eventually we graduated and began working as classroom teachers. Sr Leone's vision was realised.

In a few years, I left for Perth. My children were enrolled in Catholic secondary schools while I worked part time at the Catholic Education Office. I decided to return to university to gain my Bachelor of Education and the following year my Master of Education.

I taught for four years as deputy principal at Clontarf Aboriginal College and then took time off to think about commencing a Doctor of Philosophy. In the meantime I was offered a job as a lecturer and eventually program manager at Curtin University in the Centre for Aboriginal Studies.

Seven years later I left to take up an Assistant Dean's position on our Broome Campus and earlier this year became Deputy Vice Chancellor.

For every positive experience I have had in life, there have been individuals guiding and supporting me; there have been organisations who have believed in the need to provide the bridges and pathways to help me and other Aboriginal students reach our goals.

Without strong visionaries and without courageous individuals and organisations offering all people and communities the chance to grow and reach their potential, the ability to change one's personal circumstances and that of their family, is severely limited.

We must remember and believe that you and I can be the mothers, the fathers, the aunts and uncles – the Sr Leone's of the world. That we too must put out our hand to help someone cross the bridge that lies between a life of disadvantage and hardship and one where great possibilities exist and can be realised.

i) Me at the Colosseum in Rome - 21 years old.

ii) Holding one of my brothers with my sister next to me and other brothers behind me.



Fitzroy Crossing Alcohol Restriction Evaluation



Using a long-term research project into the alcohol issues of a Kimberley town has meant the University's Nulungu Centre for Indigenous Studies is fulfilling a role as a barometer of social behaviour, a vital information tool and a socially-conscious community member.

When the Nulungu Centre for Indigenous Studies was opened on the Broome Campus almost 18 months ago, Professor Patrick Dodson spoke of the importance of having a university-based, Kimberley-focused research institute that would "build inclusive structures and provide a welcoming environment for diversity and the nurturing of knowledge".

A sound example of the value of research currently being completed by Nulungu is the two-year *Evaluation of the effects of alcohol restrictions in Fitzroy Crossing relating to measurable health and social outcomes, community perceptions and alcohol related behaviours*. The design and completion of this project is also an example of community-engaged, evidence-based research that is an outcome of the University's continuing actions toward Reconciliation.

Located 400kms north-east of Broome on the banks of the Fitzroy River, the town of Fitzroy Crossing is in Bunuba Country. Fitzroy Crossing's exponential development as a service town was forged in the early 1970s when the provision of equal wages saw hundreds of Indigenous people forced off cattle stations throughout the Fitzroy Valley that they had worked upon for almost a century.

Since that time, Fitzroy Crossing has also become home to many Walmajarri, Wangkatjunka and Gooniyandi people. It has also been the focus of sustained negative media attention due to the layered effects of poverty, lack of investment in the people of the region and internalised community violence fueled by substance abuse.

Despite this, Fitzroy Crossing communities have created their own representative organisations dealing with culture, law, women's issues, community and cultural health, employment and training. Fitzroy Crossing residents have also created businesses providing food, fuel and transportation for their people. Majority Indigenous

interests also manage the two licensed venues serving alcohol in the town.

Prior to October 2007, the majority Indigenous-owned Crossing Inn voluntarily instigated a range of restrictions to deal with growing community dependence on alcohol and the multiplier affects of increased public and domestic violence, self-harm and suicide. Regardless of these self-imposed provisions, Fitzroy Crossing remained a town besieged by entrenched substance abuse and the effects of associated anti-social behaviour. Beyond its media reputation as a place of despair, regionally Fitzroy Crossing is also recognised as a town with strong Indigenous leadership.

At the Women's Bush Meeting of 2007 held in the Fitzroy Valley, local Aboriginal women decided to approach the Director of Liquor Licensing to apply a restriction on the sale and purchase of alcohol in the town. Building on the findings of Coroner Alistair Hope's February 2008 report into the suicide of 22 youths in the Kimberley, Fitzroy Valley women mobilised other Indigenous male and female leaders to restrict the impact of alcohol upon their communities through restricting take-away sales.

On 27 September, 2007, the Director of Liquor Licensing announced his decision to restrict the sale of packaged liquor in Fitzroy Crossing. From 2 October, 2007, the following restriction would be in place for six months: the sale of packaged liquor, exceeding a concentration of ethanol in liquor of 2.7 per cent at 20 degrees Celsius, is prohibited to any person, other than a lodger (as defined in Section 3 of the Act).

Once implemented, Indigenous leaders worked in collaboration with the Drug and Alcohol Office (DAO) to ensure appropriate monitoring and evaluation of the restriction was undertaken.

Marninwarntikura Women's Resource Centre CEO June Oscar and Nindilingjarri Community Cultural Health CEO Maureen Carter – key community leaders – approached the Nulungu Centre head Professor Lyn Henderson-Yates to complete the evaluations. Working closely with them she was joined by community health researcher David Yates plus University researchers Professor Helen Parker, Dr Fiona Farrington and the DAO's Grant Akesson to develop an evaluation framework.

Six months on, in May 2008, the Director of Liquor Licensing decided to continue the restriction indefinitely based on the initial positive findings of the research project.

In January 2009, the research team was joined by Nulungu Researcher Steve Kinnane. To date, Nulungu have completed evaluation reports at three, six and twelve month intervals. The twelve month evaluation was launched by the Minister for Mental Health, Graham Jacobs, in Fitzroy Crossing on 28 July, 2009 and the final 24 month evaluation will be released in May 2010.



Images from the Kurnangki Community.

The evaluations are compiled from quantitative data and qualitative data gathered through one-on-one or small group interviews. Quantitative data is provided to the DAO by various agencies and businesses and examines alcohol consumption, alcohol-related hospital emergency presentations, alcohol-related criminal behaviour, domestic violence reporting and severity, resident mobility, health and wellbeing and commercial impacts. Qualitative data examines these same issues through a range of qualitative questions aimed at providing a series of narratives from a diverse range of community groups. These qualitative interviews are conducted across a range of communities both within Fitzroy Crossing and throughout the Fitzroy Valley.

In this manner, qualitative views can be examined for patterns of behaviour in regard to impacts of the restrictions and the cross referenced against changes in the quantitative data. Being regionally-based, Nulungu has been able to review this material from an experienced local perspective, while upholding appropriate investigative rigor in regard to the evidence.

The findings of the twelve month review revealed:

- reduced severity of domestic violence
- reduced severity of wounding from general public violence
- reduced street drinking
- a quieter town
- families being more aware of their health and being proactive in regard to their children's health
- reduced humbug and anti-social behaviour
- increased effectiveness of services already active in the Valley
- generally better care of children and increased recreational activities
- a reduction in the amount of alcohol being consumed by Fitzroy and Fitzroy Valley residents.

However, this report also found the liquor restriction did not stop the occurrence of domestic violence or alcohol abuse, neglect of children and other anti-social and criminal behaviour associated with alcohol and other drugs.

Negative impacts of the restriction included:

- increased mobility to obtain alcohol in Derby and Broome
- increased prevalence of people leaving children in the care of grandparents to drink at local licensed venues and also to travel to other towns to obtain alcohol
- increased pressure on heavily dependent drinkers and their families who are paying substantially more for alcohol
- ongoing divisions within the town about the restrictions, though this is reducing
- a general sense that there has not been the expected follow through of targeted government services to deal with the problems of alcohol dependence
- an impact on some local businesses which have seen a downturn based on people choosing to shop in other towns (partly) related to obtaining full-strength alcohol.

The evaluation research reveals the negative and positive impacts of a measure created to provide a window of opportunity for Fitzroy Valley residents to be less affected by substance abuse and associated anti-social behaviour.

Through this research Nulungu is fulfilling Professor Dodson's challenge to provide collaborative, yet professional inclusive structures enabling Indigenous communities, in partnership with government and the University, to respond to their circumstances utilising evidence-based research.

In recent months Nulungu has engaged Research Coordinator Bruce Gorrington to enhance its ability to deliver sound research outcomes for the people of the Kimberley. Nulungu's current success is based on open dialogue with its research partners, in particular with the community organisations and groups that are involved in and informed by its research.

From here on, the goal is to sustain these relationships by completing research relevant to the people of the Kimberley within the University's commitment to Reconciliation.

The Nulungu Centre for Indigenous Studies (NCIS) on the University's Broome Campus was officially launched by Bishop Saunders of the Broome Diocese on 21 August, 2008. (Further information is available at www.ndcis.org.au)

Arts & Sciences

SCIENCE STUDENTS TAKE ONCE IN A LIFETIME JOURNEY INTO KIMBERLEY ECOLOGY

By Associate Professor Dylan Korczynskij

During the 2009 north-west dry season a group of biology students and staff from the Fremantle Campus and the University of Portland (UP) converged on the Broome Campus to learn more about Western Australia's unique tropical north.

Associate Professor Katie O'Reilly (an avid ornithologist from UP) and I (plant ecologist) collaborated to provide the academic direction for this once in a lifetime journey into Kimberley ecology.

The Broome Campus provided the perfect base for the group. A range of natural environments were easily accessed allowing the classroom to frequently spill into the outdoors.



Footprints from the past

At very low tide the intertidal rocky shores at Gantheaume Point are exposed to reveal evidence of a fauna that roamed the Dampier Peninsula more than 100 million years ago. Preserved footprints in the Broome sandstone tells a story of intense dinosaur traffic, including enormous long-necked plant eaters (an ecologically equivalent to giraffes) to carnivorous upright bipeds. To picture this ancient landscape dominated by conifers, cycads, and ferns was certainly a stretch of the imagination, but to run your hand across these giant prints certainly helped.

A life in salt

The students quickly learnt that while it's hard to beat a day by the water, when among the mangroves, it's quite a different kettle of fish. In small groups the students worked to collect information to describe the ecological relationships that exist within a mangrove forest. Encumbered with sensitive scientific instruments the group worked their way along the environmental gradient from the ocean to land collecting data as they went. The difficulty of this seemingly straightforward task can only be appreciated with experience. Having navigated through the dense stems of white mangrove (*Avicennia marina*) the students were then faced with a climbing frame-style challenge presented by the waist-high prop roots of a second species, *Rhizophora stylosa*. These roots

support the plants in this dynamic marine environment, while the upward growing peg roots (a definite tripping hazard!) provide access to sufficient oxygen to keep the submerged root system alive. Despite having lost a shoe or two to the sucking mud and getting caked in it, the students walked away with a sound understanding of the range of adaptations employed for a life in salt.

Mixing cannons and birds in the name of conservation

A highlight of the five week experience (particularly for our resident ornithologist) was a three night stay at the Broome Bird Observatory, on the far side of the picturesque Roebuck Bay across from Broome's township. Roebuck Bay is an internationally significant feeding ground for migratory shorebirds and renowned for having the greatest diversity of such species on the planet. Each year vast numbers of birds arrive in August and September from distant Arctic breeding grounds thousands of kilometres away, only to leave the following year to complete their round trip.

We had organised in advance for our group to assist the Observatory staff in a range of research and monitoring projects consistent with their dedication to the conservation of these birds. Under careful guidance students used mist nets to trap and process (measured, weighed, tagged, etc.) resident birds of the pindan vegetation surrounding the Observatory.

However, it was an intense day of cannon-netting that left the greatest impression. On a quiet stretch of beach, a 50m long net lay disguised amongst the flotsam and jetsam at the high tide line. As the encroaching water line drove the wading birds higher up the beach three projectiles were remotely launched, dragging the huge net into the air and over the unsuspecting birds. With military-style precision 67 volunteers sprung into action working tirelessly into the late afternoon until the 345 captured Curlew Sandpipers, Red-capped Plovers, Red-necked Stints had been processed and released to safety. It was a mammoth task!

In five weeks the students had been exposed to an amazing array of opportunities aligned with their common interest – biology. Our group of budding enthusiasts had certainly made the transition to experienced biologists and in the winter of 2011 we hope to do it all again!



Business

IF WE CAN THANK THE GLOBAL FINANCIAL CRISIS FOR ANYTHING, IT'S FOR AN UPSURGE IN THE DISCUSSION AND INTEREST IN ECONOMICS

It's simply a question of economics. That was just one of the topics discussed at the 22nd Conference of the History of Economic Thought Society (HETSA) held at the Fremantle Campus School of Business in July. The conference attracted leading domestic and international scholars in the field of intellectual history to trace the trajectory and dwell upon the wisdom of the theoretical frameworks developed by the great economists of the past.

Learned papers were presented on the giants of the economics discipline, ranging from Adam Smith to John Maynard Keynes and the more controversial points raised in the ensuing exchanges were strenuously contested. Papers were also presented on the wider philosophical, religious, scientific and social movements that defined the context in which these economists developed their views.

"If we have anything to thank the global financial crisis for, it is the increased level of interest from the general public in economics," said conference attendee Ron Manners. Mr Manners is the West Australian businessman who established the Mannkal Economic Education Foundation, a conference sponsor and scholarship provider.

"The media and politicians tell us excess debt can be cured with more debt but attendees at the HETSA Conference heard that this can only make things worse. According to the Austrian Economic School of Thought, the solution comes from more savings, investment and productivity."

Mr Manners was very impressed by the speakers and the discussion they stimulated. The scholarly tone of the proceedings was struck early thanks to the keynote address by Sussex University's Donald Winch. Considered a legendary figure in the discipline of intellectual history, Winch is generally regarded as the leader of the Sussex three (alongside John Burrow and Stefan Collini) who together revolutionised this discipline by promoting the contextual approach that is now so closely associated with the so-called Sussex School of Intellectual History.

Other speakers included University of Sydney's Peter Groenewegen, arguably Australia's finest historian of economic thought, Jeremy Sheamur of the Australian National University, who, as a young man, had the great honour of acting as Karl Popper's research assistant and is now a leading authority on Friedrich von Hayek and David Harper (New York University) who recently inherited Ludwig von Mises's famous seminar that has been running at NYU since the 1940s.



Business students Tom Parker and Garth Jeffery with Ron Manners.

The HETSA conference was the first of a number to be organised by the historians of economic thought attached to the School of Business in Fremantle. The conference was sponsored by the Mannkal Economic Education Foundation, the Economic Society of Australia (WA branch) and Notre Dame.

The Mannkal Foundation both subsidised the conference and provided scholarships for undergraduate and honours students from the five WA universities to attend the conference.

The Mannkal Economic Education Foundation also provides annual scholarships for one or two students enrolled at Fremantle. The scholarship involves the recipient undertaking a directed research project in an area relevant to economic and libertarian concepts. It also funds eligible recipients to attend the Liberty and Society Conference overseen by Sydney's Centre for Independent Studies.

Lis Costa and Alyce Casseta were awarded this scholarship in 2007 and undertook a research project called Heritage Listing: Who Bears the Cost? In 2008 Jason Pasqua was awarded this scholarship and did a research project on the Efficient Release of Public Land in Western Australia. Neal Kok's 2009 project was called Capturing the Regulator: A case study of the regulation of the Western Australian gold industry.

The Mannkal organisation financially supports a range of units offered within the economics major on the Fremantle Campus. The most innovative of these units is entitled the History of Austrian Economics, which was delivered in both semesters of 2008 and has continued in 2009.

Members of the public interested in enrolling in this unit or any of the other units supported by the Mannkal Foundation should contact the School of Business, Fremantle.



Education

Members of the Notre Dame Review Committee: Glenda Cain, Professor Bruce Shortland-Jones, Dr Christina Van Staden, Professor Michael O'Neill and Associate Professor Maureen Mears. Absent: Professor Richard Berlach

TEACHING LANGUAGE AND LITERACY

By Associate Dean Professor Richard G Berlach and Literacy Coordinator Glenda Cain.

In response to state and national literacy initiatives, Fremantle's School of Education has undertaken to review its early childhood and primary language and literacy offerings.

Teaching literacy is very much at the forefront of the Australian educational agenda. Much has been written over the last few years about poor literacy standards of not only Australian school children but also of those who teach them. Numerous reports seem to have reached agreement regarding why such a situation may have arisen. The report of the 2005 National Inquiry into the Teaching of Literacy found that "direct and explicit phonics instruction" were lacking in the teaching of literacy. The same report insisted that a "key objective of primary teacher education courses (should be) to prepare student teachers to teach reading".

In 2006, the WA Literacy and Numeracy Review recommended that "phonological awareness, phonics, reading, writing, viewing, spelling and grammar" should be explicitly taught in schools. The report also found new graduate personal literacy standards to be of concern. The English document currently being prepared as part of the national curriculum indicates many students "need attention to fundamentals like phonological and phonemic awareness and sound-letter correspondences as well as the development of skills in using semantic and syntactic clues to make meaning".

This year's report of the Inquiry into the Adequacy of Services to meet the Developmental Needs of Western Australia's Children recommended "students be provided with systematic direct instruction in synthetic phonics so that they can master the essential alphabetic code-breaking skills required for foundational reading proficiency". The report further recommended the Department of Education and Training "consider imposing requirements for kindergarten and primary teachers entering the profession to have completed a mandated literacy teaching program".

A closer examination of these key reports reveals two common themes. Firstly, recent approaches to the teaching of language and literacy seem to have fallen short of providing children with some of the basic building blocks required for becoming effective readers. Hence, an explicit, balanced approach addressing all areas

of literacy acquisition is required. Secondly, teacher education courses need to ensure to a greater degree that graduates are conversant with the mechanics of language and know how to impart it to students.

In response to these significant challenges, this year the School of Education undertook to review its suite of early childhood, primary language and literacy units. The review committee, chaired by literacy expert and retired Curtin University academic Professor Bruce Shortland-Jones, produced a comprehensive report containing 16 recommendations, 15 of which were adopted as the basis for restructuring the language and literacy units. The new units, emphasising a robust but balanced approach to teaching language and literacy, will be implemented at the beginning of 2010.

The School of Education is confident its early childhood and primary graduates will be at the forefront of creating a comprehensive, informed and integrated literacy program for children. The School offers a unique literacy emphasis in which teacher education students will:

- complete at least five units of study in the language and literacy learning area
- experience units focusing on content and pedagogy as these relate to phonological awareness, spelling, grammar, writing, viewing and oral literacy
- be expected to reach a stipulated benchmark in terms of personal literacy standards. Those who are faltering will be given extra assistance to enable them to reach the benchmark
- complete 32 weeks of practicum experience culminating in industry-ready practitioners with excellent personal literacy and literacy teaching skills
- complete an action research project during one ten week practicum that will address a specific literacy need identified in conjunction with the classroom teacher.

The School of Education is proud of its early childhood and primary courses and the graduates it produces. We believe with a further emphasis on literacy our graduates will be even better prepared to teach in the discipline that underpins learning in all other areas, namely, that associated with the acquisition of effective communication skills.

Health Sciences

ENHANCING CANCER SURVIVORSHIP

As a result of improved treatment, people with cancer are surviving longer, but with improved survival rates there is an increasing recognition of the need to manage the lingering side effects of cancer and its treatment. This year, staff at the Fremantle Campus have been trialling a multi-modal rehabilitation program aimed at enhancing breast cancer survivorship.

Exercise physiologist and chief investigator, Dr Fiona Naumann, says the program was designed to offer post-cancer patients a comprehensive mind-body rehabilitation program combining exercise and counselling sessions.

“The program offers participants a positive next step following treatment. It allows participants to establish a healthy lifestyle, resolve issues and develop strategies to move forward with their life,” says Dr Naumann.

The multi-professional team led by Dr Naumann (Health Sciences) brought together expertise from a number of the University's schools to design and implement the trial. The team includes: Professor Martin Philpott, Helen Wilson (Counselling), Professor Helen Parker and Fiona Farrington (Health Sciences), Associate Professors Diane Arnold-Reed and Tom Brett (Medicine), Associate Professor Beth Hands and Professor Max Bulsara of the University's Institute of Health and Rehabilitation Research. Seed funding for the project was provided by the Prendiville-Fogarty grant.

This random control trial examined the effectiveness of a multi-modal rehabilitation program over 20 weeks on a range of physical and psychological measures of 34 breast cancer survivors. For the first eight weeks, participants were randomly allocated one of four rehabilitation groups: exercise, counselling, combined exercise and counselling or usual care. For the remaining 12 weeks, all participants completed the combined exercise and counselling program.

Dr Fiona Naumann with program participants in the rehabilitation gym.

Initially, there were no significant differences between any group on key measures, such as physical characteristics, cancer stage, treatment, fitness, strength, flexibility, depression, fatigue and quality of life measures. However after eight weeks, significant improvements were found in fitness, strength and flexibility and in reduced depression symptoms in the two exercise groups. In addition, quality of life significantly increased for the combined modality group compared to the others. Those participating in counselling alone or combined modalities showed significantly reduced fatigue. By the end of the 20-week trial, when all groups participated in the combined exercise and program, catch-up results were evident.

Overall, exercise alone resulted in improved physical function and reduced depression whereas counselling alone resulted in reduced fatigue. However, the combined group showed the most improvement in quality of life and fatigue compared to the single modalities. For breast cancer survivors, at least, this suggests a rehabilitation program addressing both mental and physical health brings the greatest benefits.

One of the participants involved in the program says it was a life changing experience and she doesn't know where she would be now without it.

“When you agreed to take me into the program, I was sad, afraid and defeated and didn't see a way to fix myself,” says the participant. “The breast cancer survivor program made me see there were people who understood my dilemma and who had techniques to help me overcome my fears and uncertainties, especially towards the future. Beating breast cancer saved my life, but this program gave me back my life.”

With the support of HBF, the team is currently planning an extension of the study to include other cancers in order to see whether similar benefits are present. The original research team has been broadened to include Claire Woolfitt (Fremantle GP Network), Suzanne Jenkins and Anne Pickering (Counselling) and Dr Caroline Bulsara (The University of Western Australia).



FREMANTLE LAW GRADUATE RECOGNISED NATIONALLY

A Notre Dame law graduate was named 2009's Australian Young Lawyer at the 36th Australian Legal Convention held recently in Perth.

Matthew Keogh, 28, graduated from the University's Fremantle School of Law in 2004 and was nominated for the Australian Young Lawyer Award by the Young Lawyers Committee (YLC) for his significant contribution to the profession and the wider community over a number of years, particularly through his involvement in the Law Society of Western Australia and legal policy development.



Mr Keogh's work with the Law Society has been to provide service and benefit to the profession and the community at large through his involvement on their council and committees. Mr Keogh is the Deputy Convenor of YLC as well as its representative on the Society's Education Committee, which is responsible for the Society's Quality Assured Continuing Professional Development program. He is also a member of the Society's Access to Justice Committee and Equal Opportunity Committee, which is currently investigating bullying in the law profession.

School of Law Dean Associate Professor Jane Power said Mr Keogh's obvious commitment to providing a service and benefit to the profession and the community at large is to be commended.

"His involvement in so many committees in addition to his own legal work demonstrates a commitment to community service that was evident even in his Law School student days," she said. "He is well-deserving of this award."

Achievements referred to in Mr Keogh's nomination include his work for charitable fundraising events such as the Inaugural Young Lawyers Charity Lunch which raised funds for the Chief Justice's Youth Appeal and Beyond Blue, his work with Starick Services and the Supported Accommodation Assistance Program State Advisory Committee, which assists victims of family and domestic violence.

Mr Keogh said he was delighted with the national recognition.

"I am very honoured to have received such a national award and be recognised in this way. In my view, the award honours not just my work but the work that many young lawyers do for the profession and the wider community and serves as an encouragement to all young lawyers to offer their skills to the community where they are needed."

i) Law Council of Australia President John Corcoran presenting the award to Matthew Keogh.

ii) Second year law student, Jarmila Sterbova, receiving her award from Professor Gerard Ryan.

SYDNEY LAW SCHOOL CELEBRATES INAUGURAL PRIZE GIVING

The Sydney School of Law held its inaugural prize giving ceremony earlier in 2009 to honour students who had excelled in their studies in the 2008 academic year.

Staff, families, friends and prize sponsors gathered in St Benedict's Church, Broadway to see students awarded for both their academic achievement and outstanding contribution to student life and community.

The School of Law was established in 2006 and School of Law Dean, Professor Gerard Ryan, congratulated the students and told them success doesn't come without hard work.

"Many of you have faced and overcome enormous challenges in your lives and to achieve the results that you have is outstanding," said Professor Ryan. "Through providing quality teaching within a caring and supportive environment we mean to enable each student to develop their talents to the best of their ability."

Guest speaker for the evening was Commonwealth Ombudsman Professor John McMillan who spoke of his experience as a staff member at the University of New South Wales law school in its foundation years. He also commented on the rapport that exists between staff and students within the School of Law community at Notre Dame.

"Notre Dame's small class sizes and interaction with teachers is ideal. As a result, students in the first few years of this foundation law school will have a unique educational experience," said Professor McMillan.

Prize sponsors for the inaugural event were the New South Wales Bar Association, LexisNexis (Butterworths), Thomson Reuters (Lawbook Co) and Oxford University Press.



UNIVERSITY RECEIVES \$22 MILLION FROM FEDERAL BUDGET

The University has successfully attracted Commonwealth support to develop two new medical clinical schools with collocated research facilities to support the Sydney School of Medicine. The two new facilities will be located in Werribee, Western Melbourne and Auburn, Western Sydney.

Allocated \$22.8 million from the Health and Hospitals Infrastructure Fund, the project is called: Clinical medical education and best practice in ambulatory care for the Werribee region of Victoria and Auburn region of NSW.

In Werribee, the University will build clinical training and research facilities at the Mercy Werribee Hospital. The facility will support the clinical training of 80 medical students. In Auburn, the University will build clinical training and research facilities to support 35 students who will train at the new Auburn Hospital and at St Joseph's Hospital, which is operated by St Vincent's and Mater Health.

Vice Chancellor Professor Celia Hammond said that hospital partnerships were very important to the University and built on an excellent foundation which has already been established at the University's Medical School in Sydney.

"The University has engaged in extensive community consultation with the Victorian Government and the Victoria University," says Professor Hammond. "This project will also provide a much needed boost to the local communities."

Executive Dean of Medicine Professor Julie Quinlivan says one reason the project was funded was because it portrayed a new vision in clinical training and research that focused on patient care in the community.

"The new clinical school facilities will include community rehabilitation and ambulatory care skills training rooms as well as intensive skills-based training facilities," Professor Quinlivan says.

"The functional brief links training and research and will enable the University to advance its research agenda in health and rehabilitation.

"We are pleased at the personal interest displayed by the Deputy Prime Minister Julia Gillard and the Minister for Health Nicola Roxon in the project. Both have visited the Werribee site since the funding announcement and are very interested in the model of community health research being developed."

SYDNEY MED STUDENT IS NAMED A CHAMPION OF GENERAL PRACTICE

A second year medicine student from the Sydney Campus has been awarded the 2009 Medical Undergraduate Student Bursary by the Royal Australian College of General Practitioners.

Anita Smith was awarded the bursary for her essay on "How can rural GPs fill the gap in wide open spaces".

Dr Kathryn Kirkpatrick, Chair of the National Rural Faculty presented the bursary to Ms Smith at an annual dinner as part of GP '09 – The Conference for General Practice in October.

In presenting the award, Dr Kirkpatrick said Anita Smith's essay "demonstrates a clear understanding of the role and importance of rural GPs in remote communities and the limitations the current shortage of GPs has in providing appropriate levels of healthcare outside capital cities.

"Her essay also addressed the issues of recruitment and retention of rural GPs, proposing a range of incentives (financial and non-financial) and greater advocacy of general practice as a challenging and rewarding career beginning at a university level.

"Advocacy at the community level is also proposed to improve the perception and understanding of the role a GP plays. Finally Ms Smith suggests 'rural GPs need to advocate at a government, university and medical association level, as well as through community reinforcement, so that they are able to fill the gaps that are present in the wide open spaces of Australia'."

Ms Smith says she is honoured to be selected as the recipient of the bursary.

"Not only was it such a privilege to be able to represent Notre Dame, but it was a remarkable opportunity to be able to express my thoughts on the ways that the health needs of all Australians can be improved," she says. "As a second year medical student, I am passionate about the future of the Australian health system. With more voices and advocacy we can pave the way so that the gaps in the 'wide open spaces' of Australian health can be filled."

The 2009 Medical Undergraduate Student Bursary is offered to a medical student who is a member of a rural health student club at an Australian university.



Anita Smith

Nursing



PALLIATIVE CARE: RHETORIC OR CARING STRATEGY? By Professor Selma Allix, Dean of Nursing, Fremantle

A long-debated issue in health care has centred on end-of-life decisions. In Western Australia this was recently highlighted by the case of quadriplegic Christian Rossiter who became a human face in the euthanasia debate and the drafting of the Voluntary Euthanasia Bill 2009.

Within the Catholic context and believing life is a gift from God, can we truly support such a human initiative? Yet, end-of-life issues and the suffering people endure is a confronting reality for all healthcare professionals with the added dimension of ethical dilemmas thrown in for Catholic healthcare workers.

What is our response to this dilemma? In conjunction with their collaborating partners, Catholic hospitals in Western Australia have taken a lead in developing a guide to planning future healthcare based on the WA Government's legal framework for those considering their health needs and treatment preferences. It is envisaged these guidelines will be endorsed and implemented shortly.

As a University providing our students with the environment to discuss highly ethical and morally-challenging issues, I believe we have the responsibility to provide our students with the foundation knowledge to deal with confronting situations in clinical areas.

Knowledge of palliative care could be the strategy that bridges the gap. In my experience, palliative care is often misunderstood by students and some see it as euthanasia with another name. It is important to therefore, explain the difference between the two.

According to Stedman's Medical Dictionary palliative care is "therapy that alleviates symptoms but does not cure the disease". Whereas euthanasia as defined in the Draft Voluntary Euthanasia Bill 2009 as "the deliberate administration of a drug or combination of drugs to an applicant...in concentrations that will and is intended to cause the death of the applicant or the withholding or withdrawing of medical treatment from an applicant knowing that death will either result or occur more quickly".

Having considered the definitions, it is evident that the imperative to enlighten our students within a Catholic context solely rests with us. With this in mind, the School of Nursing has commenced the Bachelor of Nursing (Palliative Care Major).

This course began in February 2009 with support and guidance from the St John of God Hospice (Murdoch) palliative care team. Students choosing this pathway will undertake eight units, across their three years which can include communication skills, palliation pharmacology, disease processes, caring for complex wounds and ostomies, counselling skills and clinical practicum experiences from community to acute palliative care settings.

Students are currently enrolled in the first year of this course and there is a keen interest from applicants due to start in 2010.

The School of Nursing has been fortunate to win a grant from the Palliative Care Curriculum for Undergraduate Students (PCC4U) team based in Queensland to undertake a project that will streamline the curriculum and ensure structured assessments align with the objectives of the course. The report from this project will be available in early 2010.

Notre Dame has also implemented a significant strategy in this area by appointing Professor Jane Phillips as the Chair of Palliative Care at our Sydney Campus. Given the impetus and the support from the University it is easy to foresee the University and nursing schools will not allow palliative care to remain rhetoric but will fulfill its *Object* of truly preparing our students to work in their chosen professions.

New Chair of Palliative Care, Sydney, Professor Jane Phillips.



Philosophy & Theology

THE VALUE OF AN INTERNATIONAL PERSPECTIVE

By Dr Matthew Ogilvie

Dean of Philosophy & Theology, Fremantle

I began writing this article 10,000 metres above the Pacific, on my way to a conference in Dallas. Whether it was travel fatigue or the disorientation of travelling through multiple time zones, I found it hard to reflect on my overseas experiences which I had been asked to write about.

Provisionally, I opened my Bible and saw this passage: "A much travelled man knows many things, and a man of great experience will talk sound sense. Someone who has never had his trials knows little; but the travelled man is master of every situation. I have seen many things on my travels, I have understood more than I can put into words." *Sirach 34: 9-11, New Jerusalem Bible.*

Am I the master of every situation? Unlikely! But I've found that my overseas experience has been a blessing because from it I've gained fresh perspectives, new insights and life-long friends. The real honour though comes from being able to share this experience and influence students – our leaders of tomorrow.

My immersion in different cultures gives me multiple perspectives on situations, so I can question and resolve issues from two or more different points of view. In terms of skills that I try to pass on to students, overseas experience helps us think and act outside our comfort zone. It gives a new set of problem-solving skills and makes you adaptable, more able to deal with the unfamiliar.

One profound experience I have shared with students has centered around meeting people from both sides of terrorist attacks. I have met New York firefighters who lost friends at the World Trade Centre on 9/11. Their story gave a very human face to this tragedy. As part of my study fellowship in the Middle East, I have visited and spoken with convicted terrorists. I listened to their story, objectives and their motivations.

Sharing both these experiences with students challenges their preconceived view of the war on terror.

Travel also has the great potential to develop invaluable cultural skills. I don't mean sitting on a beach being served drinks with umbrellas by staff who speak your language. I mean immersing oneself in another culture – living as a local offers a perspective which cannot be gained from a tourist experience.

That sort of experience helps you make the leap from simply speaking the verbal language to living out the cultural language of another people. While that has obvious benefits in being able to relate to people from other cultures, I have found that experiencing foreign cultures offers a clearer, more critical perspective on your own.



As a university educating tomorrow's leaders, I believe having lecturers with international experience is critical for a number of reasons. If Australia is to be a genuinely multicultural society – and not just a gathering of diverse ethnic groups who misunderstand and fear each other – we need social leaders who are comfortable with relating to and thinking like other cultures. Our multicultural society and the unity of the nation is threatened if too many citizens labour under a mono-cultural worldview.

My Notre Dame colleague, senior lecturer Dr Glenn Morrison, put it very well when he said international and cross-cultural experiences help us avoid the "totality of the same".

Dr Matthew Ogilvie is the newly appointed Mary Prindiville Professor of Theology and Dean of the School of Philosophy and Theology, Fremantle Campus. He spent 6 ½ years working at Boston College, Massachusetts and University of Dallas, Texas. He has also travelled to the Middle East as an Academic Fellow of the Foundation for the Defense of Democracies.

Campus Ministry

NOTRE DAME CHILDREN'S DAY CELEBRATIONS

Celebrating family was the theme of this year's inaugural Notre Dame Children's Day, an initiative introduced by Vice Chancellor Professor Celia Hammond. Held on the Fremantle and Sydney campuses, an invitation was extended to all staff to bring their children and grandchildren to the campuses for a day of fun and activities.

The focus of the day was a special Mass attended by staff and visitors. A highlight for many of the children was being actively involved in the Eucharist preparations and leading the very enthusiastic singing!

Given the success of the day, there are now plans to extend an invitation to the wider Notre Dame community next year.



Student Life

STUDENT MENTORING PROGRAM LAUNCHES ON SYDNEY CAMPUS

Feeling comfortable with their surroundings, having the opportunity to meet fellow students and becoming familiar with the various resources available, are all important in the success of a new student making a positive transition into university life.

At the Sydney Campus the Student Life Office is helping make that happen with the introduction of the Student Mentor Program.

“Successfully introduced to the Fremantle Campus in February 2006, we are about to embrace this program and launch it on the Sydney Campus in Semester 1, 2010,” explains Ms Bronwen Jones, Manager of Sydney’s Student Life Office.

Dave McLean, who is the Fremantle Student Life Office manager, has been pleased with the response to the program and the support students have been able to access.

“This year saw a record number of Fremantle mentors trained and a record number of new students took up the opportunity to participate,” Mr McLean said. “In addition to the success of the program itself, the Student Life Office has seen some other great benefits.”

He said there has been an increase in the use of the academic support program and counselling. The Mentor Program offers the opportunity to promote important Student Life Office services early in the semester giving students a head start.

Mentors are recruited from all schools and assigned new students within their school. There is a conscious effort to connect students with mentors from similar backgrounds, like matching international students with an international mentor and assigning mature-aged students a mature-aged mentor.

A key requirement of all mentors is to participate in an intensive training session before the beginning of semester. The session

outlines the significance and purpose of the program and the level of commitment expected of a mentor.

Typically a mentoring group will consist of a mentor with four to eight new students whom they meet at a link-up lunch at the beginning of semester. After this initial meeting most communication then happens via an online and email program. For the first eight weeks of University, new students receive a weekly email from their mentors on specific topics like how to get connected and how to access support resources.

The recruitment of mentors began in Sydney in October with their training scheduled over the summer holidays.

Sydney School of Education student Megan Selwood is enthusiastic about assisting the student support.

“I am keen to be an online mentor for someone because I remember what it was like for my first semester of uni and how beneficial it would have been to have someone to speak to and to ask advice.”

School of Arts & Sciences and Education student Frances Attard agrees.

“Having come from a large university previously, where disappearing and being lost in a sea of people left me feeling alienated, I feel as though I have really been accepted and welcomed into the Notre Dame community and I would like the chance to help other students settle in and feel as happy as I do.”

Ms Jones says expressions of interest on the Sydney Campus so far indicated that many new students will be taking up the offer of help from a mentor.

“As the Sydney Campus and our student numbers grow, we feel that it is a very opportune time to launch this program and reaffirm one of the University’s *Objects*: to provide pastoral care for its students!”

Student Life Office Manager Bronwen Jones (centre) with students from the Sydney Campus discussing the Mentoring Program.





Alumni & Development

Sarah Linton, Manager, Alumni and Development, Fremantle shares the latest news.

CELEBRATING COMMUNITY SPIRIT AND GENEROSITY THE INAUGURAL BENEFACTORS' GALA DINNER

Over 100 of Notre Dame's major benefactors from the University's Fremantle, Broome and Sydney communities came together for a wonderful evening of celebration and acknowledgment at the University's Benefactors' Gala Dinner, which was held on the Fremantle Campus on Friday 6 November.

In addition to paying tribute to the exceptional generosity of our benefactors, who have given in excess of \$100,000 over the years, the purpose of the evening was to celebrate the partnerships between our donors and the University and was based on shared values and a deep commitment to the growth of Notre Dame.

Before the dinner, guests were welcomed at a champagne reception which saw the unveiling of the bust of Roy Galvin by the Chancellor and members of the Galvin family (see article page 9).

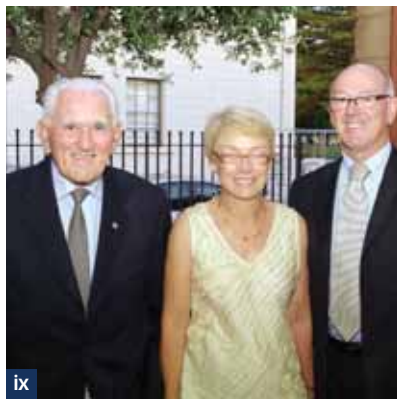
Speaking at the dinner, Vice Chancellor Professor Celia Hammond said, "We have invited you all here tonight to say thank you for the vital part you have played in the development and growth of Notre Dame. Your generous gifts, your support, your interest and your association are an essential part of Notre Dame.

"Because of these gifts, this support, this interest and this association, I am able to tell you that: the University currently has enrolments of nearly 9,000 students in three campuses spread around the Australian continent; that we play an important role in the education of seminarians, teachers, nurses, lawyers, accountants, physiotherapists, counsellors and doctors; that we have played and continue to play an important role in Indigenous education in the Kimberley and that our newly opened Nulungu Centre has attracted close to \$800,000 in research funding in its first year; and that we have building projects underway on each of our three campuses.

"All our donors have given generously to assist the University with its ceaseless and necessary building programs; to establish scholarships for students; to fund vital research; and given unrestricted gifts which have helped the University to address its most urgent needs.

"Like other excellent universities worldwide, Notre Dame must augment its funding from a diverse range of sources in order to continue its vital role of high-level teaching, scholarship and research. Today, the donations of time, expertise and money from alumni, friends, foundations and corporations, are important in adding more to the quality of education that our students experience. This inaugural event provided a wonderful opportunity to say thank you for this support and for the University to recognise and engage with donors whose continuing involvement and support of the University is unwavering.

"We are deeply grateful for the generous support of all who have made significant contributions to help the University to grow and develop to where it is today. With relations between the community and the University growing ever stronger, we look forward to hosting many more celebrations."

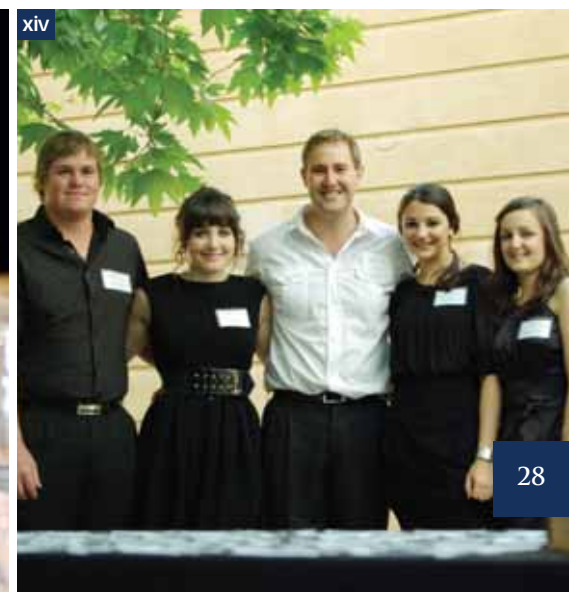


Guests at the Gala Dinner

- i) Professor Bernard Pearn-Rowe, Dr Patricia Kallis and Professor George Kallis
- ii) Jim and Gay Galvin, Monsignor Michael Keating
- iii) Peter and Debra Prendiville
- iv) Tina D'Orsogna and Professor Celia Hammond
- v) Tom and Maria D'Orsogna
- vi) Denis and Ann Cullity
- vii) Gina Rinehart and Dr Peter Tannock
- viii) Malcolm and Tonya McCusker
- ix) Pat Sweeney, Denis and Fiona Reynolds
- x) Gerty Ewen and June Bremner
- xi) Michael and Mary Ann Wright
- xii) Fr Jim Scannell and Helen Ryan
- xiii) John and Helen Court

Student helpers

- xiv) Ian Skinner, Katherine Masarei, Matthew Thickett, Kelly Barron, Hannah Montefiore



SCHOOL OF MEDICINE INAUGURAL ALUMNI COCKTAIL EVENING

The School of Medicine, Fremantle, honoured its first cohort of graduates at the first Alumni Cocktail Party for the Class of 2008 on Friday 4 September.

Approximately 40 medicine alumni embraced the opportunity to stay involved with one another, increasing their personal and professional networks and shared experiences of what being a doctor is really like with their peers and professors.

During the evening a Medicine Alumni Representative Committee was formed. Whether you are five minutes or 5,000 kilometres away, the Medicine Alumni and School of Medicine, Fremantle look forward to providing you with a variety of opportunities to reconnect and share your expertise over the coming years.

Mark your calendars! Reunions for the classes of 2008 and 2009 will be held in September 2010. If you are interested in helping us reach out to your peers and encourage their attendance please contact alumni@nd.edu.au



Elizabeth King (current student), Elizabeth Jaskolski (2008), Jonathan Chambers (2008), Aaron Kent (2008), Laura Summerlin, Peter Garnett, Eboney Doherty (2008).

COUNSELLING ALUMNI FUNCTION

Counselling alumni gathered in Fairweathers Bar on Friday 23 October and enjoyed an evening of networking and catching up with one another. Associate Professor Martin Philpott, Coordinator of Counselling, welcomed guests and provided a clear vision of the Counselling Program's future direction and how it is addressing the needs of counsellors.

Several graduates were invited to speak, including Marieke Ledingham (Master of Counselling 2007), Gabriele Bucher (Bachelor of Counselling, Bachelor of Applied Psychology 2007) and Angela Harris (Bachelor of Counselling, Bachelor of Applied Psychology 2002), who provided a taste of the diversity of career paths they have taken since graduating.

The occasion was a huge success and one for all counselling alumni to mark on their calendars for October 2010.



BRETT IONN

Bachelor of Nursing 2005

After graduating, I spent three four-month rotations at the Alice Springs hospital accident and emergency department and medical ward as well as time in Alpururulam (Lake Nash), a two-nurse post 650kms north-east of Alice.

On leaving the hospital, I was hired by the Central Australia Remote Health Services to work in Ntaria (Herrmansberg) and back in Alpururulam for about a year. Then I worked with the remote clinic, Anyinginyi Health, in Tennant Creek before going to the Cape York Peninsula, at the top of Queensland. I travelled to the Gulf side community of a town called Kowanyama and had a wet season stay in Lockhart River.

I left the Cape at the end of 2008 and travelled across northern Australia from Thursday Island all the way down to Fremantle where I now work for an agency doing fly-in fly-out of Perth for four to six week stints with Top End Remote Health. I work in remote places like Pine Creek, Borrooloola and Yirrkala in East Arnhem Land.

These remote clinics are hard work and it's a struggle to retain nursing staff but it allows for a large degree of autonomy, well outside of the scope of general nursing practice as you might well be the only nurse for 200kms in one direction and 400kms in the other.



JAMES GRIFFIN

Bachelor of Arts

Politics and Communications 2008

I studied a Bachelor of Arts in Politics and a specialisation in interactive media on the Sydney Campus. I have a great interest in politics, so while studying I also developed and managed a national award winning website which utilised social media tools. The site encouraged young Australians to be aware, participate and engage in the political process, particularly issues and policies facing youth during the 2007 Federal Election.

Also during my degree I completed an internship with the NSW Shadow Treasurer, Mike Baird MP. This experience gave me the motivation and contacts which played a large part in securing my first job working at a bipartisan Australian government, investor relations and public affairs consultancy in Sydney.

Currently I am working with two veterans of the communication sector. Their organisation sits in a very niche area of communications, digital media, risk management and government relations. Most newspapers are now accessible on line, which means news cycles are no longer 24 hours but hourly. Journalists are increasingly relying on the internet as a research tool which has increased the risks posed by incorrect information or information leakage occurring on this medium. We monitor and analyses conversations for our clients occurring in social media and provide strategic advice to a range of companies, government representatives, not-for-profit and community-based organisations.

The seemingly strange combination of my Arts degree being politics and interactive media had in fact put me in good stead to interpret and leverage the events unfolding in the communications industry around the world, like the increase in web based news.

EMMA RILEY

Bachelor of Physiotherapy 2008

In November 2008, after completing physiotherapy, I packed my bags and took off for Nepal in search of new experiences and inspiration. After attempting to settle in during one of Nepal's biggest religious festivals, I started volunteering with the Self-help Group for Cerebral Palsy (SGCP).

I began in the therapy program with the locally-trained therapists in one-on-one treatment sessions. This was very rewarding and I learnt a lot about providing therapy in another culture with different attitudes to disability and the role of family. I also had many skills to offer in terms of assessment and analysis, time organisation and evidence-based practice. In conjunction with SGCP and other allied health volunteers, I provided in-house workshops on communication, educating and empowering family, as well as clinical reasoning and documentation. This all confirmed the value of my education and its strong grounding in principles and theoretical background as the best way to prepare graduates for any situation.

Another exciting experience in Nepal was going on the Out-Reach Program. This program involves 13 individuals selected from rural areas who are trained and given on-going support in providing therapy services, education and advice for families with children affected by cerebral palsy and similar conditions. The children were amazing, overcoming seemingly impossible challenges and flourishing as a result, despite living in a rural location.

I was so inspired I have organised to return there in the next couple of years to assist enhancing the skills of the out-reach therapists. For anyone considering going overseas to volunteer their services, I highly recommend the experience.

KIM BEURS

Diploma of Education 2004

Since graduating I have had the invaluable experience of working at John Curtin College of the Arts as the Year 12 Coordinator.

Over the past five years I have taught physical education, health education, design and technology and upper school senior science. I have worked with gifted and talented students, colleagues, parents and other members of the broader school community to build and maintain partnerships that support Year 12s in their ambitions and goals.

As a result of my work with students and in particular Student Services, I have developed the valuable skills required to support their pastoral care and to advise in the areas of course choices, which ultimately lead to career planning.

I have enjoyed the success of a range of school-based events and projects including the Year 12 ball, dance productions, tours, Shave for a Cure day and elections of year committee representatives.

My connection with the students both as mentor and my involvement in extra curricular activities have been career highlights to date. Teaching is hugely rewarding and I am excited to be doing something I love.

Kim was nominated for a 2009 National Excellence in Teaching Awards (NEiTA). Teachers are nominated by school councils, parents and students. The awards are open to all practising teachers in early childhood education centres, primary and secondary schools in Australia and New Zealand.



THE UNIVERSITY OF
NOTRE DAME
A U S T R A L I A

The University of Notre Dame Australia was established by an Act of the Parliament of Western Australia, on 21 December, 1989, and by a Canonical Statute of the Archdiocese of Perth on 2 July, 1991.

Its founding partner was the University of Notre Dame in the United States.

The objects of The University of Notre Dame Australia specified in its Act of Parliament are:

- a) The provision of university education within a context of Catholic faith and values and
- b) The provision of an excellent standard of –
 - i) teaching, scholarship and research
 - ii) training for the professions and
 - iii) pastoral care for its students

The University has campuses in Fremantle and Broome in Western Australia, and in Sydney, New South Wales.

InPrincipio

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