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# Students@UniSA

A newspaper for students of University of South Australia

April/May 2003

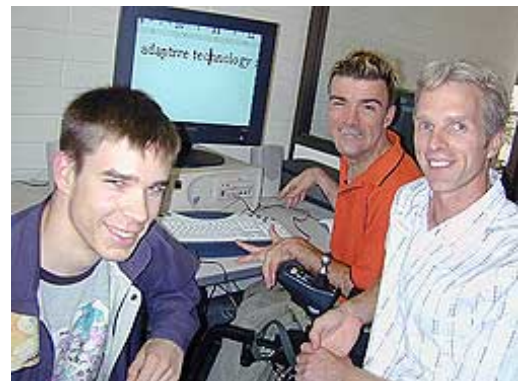
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### New IT facilities to help students with disabilities

Second year multimedia student, John Willanski, is severely dyslexic. He also writes short stories in his spare time, and while he jokes that being a writer and a dyslexic is one of the 'cruellest ironies' you could imagine, John has not let the language-based learning disability stop him from achieving his academic goals. [Full story](#)



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## Mum's the word, or is it daughter?

It's your first day back at Uni, after a year of study you think you've found the right mix of hair gel, latte and intellect.

Without warning your earth shatters around you, the screech doing the shattering – your mother. It's your worst nightmare, showing true multitasking proficiency she is wiping the latte moustache from your lip and answering the normally unanswered lecturer's questions. You sink into your seat and immediately think of a degree change.

[Full story](#)

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**Editor/web author:** [Charlotte Knottenbelt](#), ph (08) 8302 0578

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## Cartoon



Signs to ignore.

Cartoon by Ben Arman

### Calling all aspiring cartoonists

Want the chance to have your cartoons published, and win a voucher to spend at the students association's U-Shop?

Email your cartoons about student life (or life in general) as jpeg files to [unisa.news@unisa.edu.au](mailto:unisa.news@unisa.edu.au) or post to:

**Editor, Students@UniSA**

Marketing and Development Unit

GPO Box 2471

Adelaide SA 5001.

You could win a \$50 voucher to spend on art supplies, books, magazines, or any of the other fine merchandise available at U-Shops on all UniSA campuses.

Competition is open to all UniSA students.

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## Garlic

by [Amelia Walker](#)

I never liked the taste of garlic  
it's raw, socially shameful.  
It breathes through your skin  
the day after  
gutsy, pungent  
and just plain not nice.

Garlic words are confronting  
hard to take  
and garlic kisses?  
No thanks!

That was before I tasted garlic  
from your lips  
raw, gutsy, pungent  
not *nice*...

We rolled garlic round  
the inside of your mouth  
and mine  
like a foreign word  
delighted in its sting  
the way children delight  
in obscenity.

Later I sucked garlic  
from the holes of your neck.

## Poetry competition

Fancy yourself as a modern-day Wordsworth or TS Elliot? Or perhaps you're of the Dorothy Porter or Jewel schools. Whatever your poetry style, don't let it go unread – send it in to the

*Students@UniSA* poetry competition. Some of the best entries will be published, with one winning a \$50 book voucher, donated by the kind people at Imprints Booksellers. The competition is open to all enrolled UniSA students. Entries for the next issue close on Friday June 27, and should be emailed to [unisa.news@unisa.edu.au](mailto:unisa.news@unisa.edu.au)

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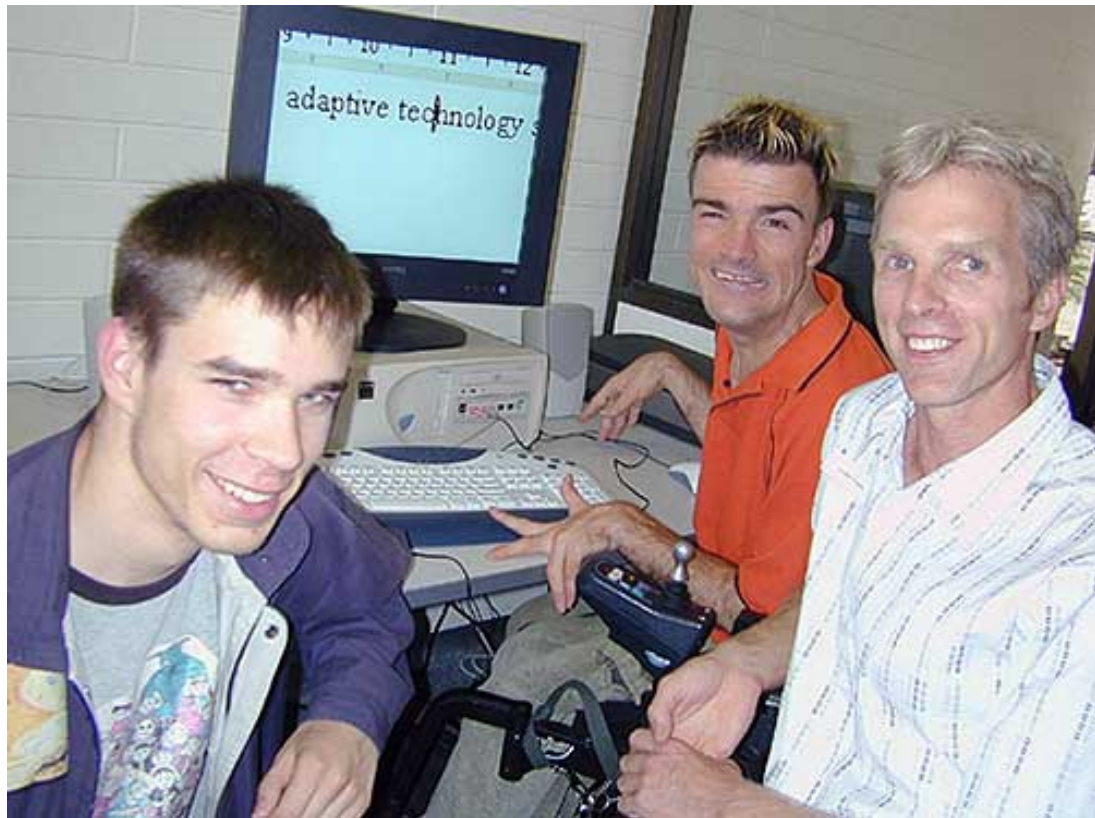
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## New IT facilities to help students with disabilities

by [Charlotte Knottenbelt](#)



Second year multimedia student, John Willanski, is severely dyslexic. He also writes short stories in his spare time, and while he jokes that being a writer and a dyslexic is one of the 'cruellest ironies' you could imagine, John has not let the language-based learning disability stop him from achieving his academic goals.

And why should he? Cultural luminaries from Leonardo da Vinci, Albert Einstein, and Hans Christian Anderson to Whoopi Goldberg and Tom Cruise have all shown that dyslexia needn't be a barrier to success.

UniSA is aiming to make learning easier for John and other students with disabilities with the introduction of adaptive technology suites on all metropolitan campus libraries this semester.

With 20 inch adjustable LCD non flickering monitors, zoom text and speech recognition software, ergonomic furniture, and the ability to interact with Braille-reading devices (amongst many other features), the suites are designed to be broadly accessible and adaptable to students' individual needs.

And they've got it right, according to John, who was at the launch of the adaptive technology suites at the Magill library on March 14.

"I've been a bit of a pioneer in using some of these programs, and I've found them to be very effective for me, so it's good to see that the university is making them accessible to students in need of extra support," he said.

Despite the success stories, it's no secret that people with disabilities have not always been well catered for by educational institutions. John says he's been heartened to notice a gradual shift in the facilities and support available to students with disabilities, due in no small part to the introduction of equal opportunity and equity policies, along with advances in technology.

"The level of support has been growing steadily. When I was at high school there was not that much support, and at primary school there was even less, so it's a good trend," he said.

*The adaptive technology suites can be used by Unisa students with disabilities who are registered at Learning Connection. For more information, contact Stephen Manson on (08) 8302 4736 or email [Stephen.manson@unisa.edu.au](mailto:Stephen.manson@unisa.edu.au)*

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## Learning on borrowed time

[by Michèle Nardelli](#)

TPV – they are three little letters but they carry enormous weight. They are defining, they put your life on hold, they mess with your mind. And there is a striking incongruity in what they represent. Temporary Protection Visa – if protection is only temporary how do you ever feel safe?

But despite the psychological difficulties of life without a sense of future, two Afghan asylum seekers have found some solace in education. Given their experiences, their passion to learn and to give something back to the world is truly humbling.

For Abdul and Ali entry into the Bridging Program at UniSA is something special. Perhaps their only complaint is that under the Centrelink conditions of their special benefit they can only study part time, and time in Australia is something they may be short on.

Abdul says having lost time in escaping Afghanistan and spending five and half months in Curtin Immigration Detention Centre, there is a sense of urgency about his access to education. He finished his one-year English language education course in just eight months and wrapped up the year 11 high school program in six months. When he completed year 12 it looked like things had come to a dead end. Not qualifying as a local student and unable to pay the fees required of a regular international student he thought he might be stymied. The same was true for Ali.

“When I passed year 12 I was thrilled and then really sad because I didn’t think I could do anything with it,” Ali said.

But keen to foster their education, UniSA has sponsored both young men to study bridging programs in 2003.

If someone told you Ali had lived in Australia for six or seven years you wouldn’t question them – his facility with English is astounding. Expressive, with a wide and often even colloquial vocabulary, it is

hard to believe this 22-year-old has been here just over three years. He is strikingly bright and enormously mature with a goal to one day to design beautiful buildings. His brother murdered by the Taliban, Ali's decision to flee Afghanistan in 1999 came in an instant.

As the Taliban entered his village he organised to get some cash from the till of the family's general store and literally ducked out the back door of his family home. He hasn't seen anyone from his family since and only recently had contact with one of his other brothers.

Both young men are thrilled to be studying at university – for Ali who only completed eight years of religious schooling at home and Abdul whose progress to higher education was interrupted by the Taliban regime – this is an important opportunity.

“My studies are in computing but ultimately I would like to become a nurse,” Abdul says. “People need nurses in Australia and in Afghanistan – there we have one doctor for every 5000 people. Being a nurse would mean I could really help my people.”

Yet as they sit in their lecture theatre, as they talk to people and joke or smile, the uncertainty haunts them, like a dull ache. In the past two weeks both young men have been informed that their three-year TPV has expired. And so they wait. Ali likes to believe that the Australian Government will be mindful of the longstanding persecution of the Hazara people in Afghanistan and the instability of the new government in his homeland. He is sure if he returns that he will be lucky to make it alive to reunite with his family. Abdul is quietly cynical – “when you have seen what I have, one more trouble or trauma is no surprise”.

Both young men have been changed by their experience. Ali has a burning desire for a peace he has never known in his lifetime – he says he has thought long and hard about humanity, equality and peace.

“If people use religion to justify things that are clearly wrong – things that cause harm and conflict – it degrades the religion,” he says. “Right now I want to make my own way in the world – working out my values and living by them. My way is to respect everyone as a human being.”

Abdul spends his time studying, working for the Afghan Multiethnic Association and playing a little soccer. He keeps to himself – it is hard to begin relationships when you just don't know how long you will be hanging around.

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## Moonlighting with meaning

by Noel Towell

As the academic year begins in earnest, many UniSA students find themselves wondering how to meet the mounting cost of studying and having a life. It's not easy, we know.

Austudy is only 150 bucks a week and that Sportsgirl clobber isn't getting any cheaper. You might even have to buy the odd text-book. If you've got a rich daddy or a trust fund then fair enough, but for most, gainful employment just can't be avoided. Sooner or later, most will have to smarten themselves up, swallow their pride, take their parents advice and get a job.

But it's not as simple as that. Not only do you have to find an employer willing to take you on, but you also have to convince them to tailor your work hours around study requirements. This is rarely what they want to hear. Then you have to make it sound convincing when an exam or assignment makes a bogus sick call necessary.

Traditionally, students have turned to the hospitality industry where the after-hours work leaves daytimes free to attend lectures and tutes. However increasing numbers are looking beyond waiting tables and finding work in places not usually associated with undergraduate workers. *Students@UniSA* spoke to some of our students who eschew the tag of 'student bum' to get

their impressions of life in the workforce.

## Radio days

### Nicki Barnet



When not studying Journalism at Magill, Nicki works behind the mike at radio station Triple M.

**Job description:** “Presenting Triple M Sportsnet which are hourly updates including sport, weather and radar locations. Paneling can range from putting interstate shows to air and adding local station IDs to playing the music for Skyshow and outside broadcasts.”

**Best bit:** “Working at such a vibrant place with great people and heaps of opportunities.”

**Worst bit:** “The hours I used to sit in the studio paneling by myself on Saturday nights. I don’t do that shift anymore.”

## A fair cop

### John Clover



Magill student John Clover's other gig is as a police constable at the Parks patrol base.

**Job description:** "I'm a general patrol officer which means we respond to everything from domestic disturbances, fights, sudden deaths, robberies and high risk incidents. Whatever it is, we're generally the first police to get there."

**Best bit:** "I get to work in a team orientated environment where my colleagues and I help each other out continuously. I also enjoy catching criminals and doing a job that helps our community as a whole."

**Worst bit:** "The paper work."

## Bar room boys



These guys are (from left) Jason Morris, Noel Wilson, Kristien Ottewill and Ben Kluzek. When they're not cracking the books at City West or Magill, they're mixing the cocktails and pulling in the punters at the Royal Oak Hotel in North Adelaide. *Students@UniSA* spoke to Noel Wilson.

**Job description:** "Barman, waiter, serving drinks, serving food and keeping people happy."

**Best bit:** "The jazz and the crew."

**Worst bit:** "The jazz, sometimes."

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## Mum's the word - or is it daughter? by [Damien Rowett](#)

It's your first day back at Uni, after a year of study you think you've found the right mix of hair gel, latte and intellect.

Without warning your earth shatters around you, the screech doing the shattering – your mother. It's your worst nightmare,

showing true multitasking proficiency she is wiping the latte moustache from your lip and answering the normally unanswered lecturer's questions. You sink into your seat and immediately think of a degree change.

This would be the nightmare of many students when faced with the possibility of studying with their mother. For Nicole Baldwin though it is clearly not the case.

"It's great having mum studying as well, we help each other out a lot. We bounce ideas off of each other, meet for lunch, hang out, it's great," Nicole said.

The mother and daughter duo are studying the four year Bachelor of Applied Science in Occupational Therapy at City East. Nicole is in her third year, her mother Ruth in her second.

Nicole having started a year earlier has been a definite bonus for



the mother of four as she has been able to help her with vital tips for getting back into study.

“Nicole has been great, she has helped me with advice on getting back into study, where I should go for journal articles, using the computers, writing academically and just generally what to expect next. It’s all the little things that I would have had to have learnt normally but with her there I have been able to fast track it,” Ruth said.

The help is not one sided though.

“Well she helps me with last year’s work and I help her with my years of experience as a nurse.”

Ruth has worked for the past 25 years as a registered nurse, an occupation that has provided an avenue into occupational therapy.

“I am currently working in rehab hospitals with physios and OTs, I have been doing this for the last 10 years and it is really where my interest for occupational therapy formed. I want to be involved in getting people back into the community,” Ruth said.

Her work experience also provided valuable advice for Nicole as she sought a career direction during high school.

“I originally wanted to get into social work or psychology but I thought that maybe I would get too emotionally attached to the client. Mum told me about occupational therapy, which I had no idea about, and it seemed like a good idea because it helps the client both physically and emotionally to get back to doing the activities and occupations they really value,” Nicole said.

With both women studying and maintaining part-time work the mother and daughter rarely get a chance to see each other, apart from on campus.

“It’s good because we meet for lunch a couple of times a week. I work at a restaurant 30 hours a week, as well as study, and mum studies, works two days a week and runs a family on top of that. We hardly see each other except for at Uni. She also pays for my lunch sometimes so that’s a bonus,” Nicole said.

After successfully studying the same degree the two students aren't looking too far into the future but haven't ruled out working together somewhere down the track.

“Of course we would look at that if it came up, it would be fun to work together. I am doing a paediatrics placement at the moment and mum said she might want to get into that field too, so who knows.”

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## IT licence broadens horizons



A special program offering students the chance to obtain an internationally recognised IT 'licence' will be extended following a successful pilot this year.

Last month 24 students from UniSA's Division of Business and Enterprise were presented with International Computer Driving Licences (ICDL), and from 2004 the intention is to open the program to all commencing students in the Division. Ultimately the plan is to make the program available University wide.

Originally developed in Europe, the ICDL is now being taught in more than 90 countries, and boasts 1.8 million licence holders across the world.

It gives students accreditation for existing skills, as well as rounding off their abilities by teaching them new skills. The program consists of seven modules including basic IT concepts, file management, word processing, spreadsheets, databases, and presentations.

ICDL holder Kerrie Tobin said the main motivator for her was the fact that the licence was internationally-recognised.

“I want to live and work overseas, so it’s great to have something like this that is recognised by computer societies the world over,” she said.

For Keith Loh, it was a chance to consolidate skills and learn some of the finer points of programs he was already familiar with.

“I thought I knew a lot about programs like Word already, but I ended out learning a lot of really useful functions that I wasn’t aware of before,” he said.

*The ICDL is endorsed by the Australian Computer Society. For more information on the program at Unisa contact [cathryne.benoy@unisa.edu.au](mailto:cathryne.benoy@unisa.edu.au)*

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## Worried about war?

In response to the outbreak of war in Iraq, UniSA is offering a range of support services for students through Learning Connection offices on each campus.

On-campus Iraqi students have been offered individual appointments with international student advisors, while on-campus international students who are affected can access free international telephone lines to call family and friends overseas.

Counselling services – and referrals to support services from outside of the university – are also available to those who need them. To make use of the services, drop into your local Learning Connection office.

UniSA's Vice Chancellor, Professor Denise Bradley, says that she would like to reiterate the University's commitment to harmony between different races and groups.

"We have an opportunity to demonstrate how people from many cultures with different views, religious affiliations and racial backgrounds can work and live together in harmony, peace and respect for each other," she said

"These principles and values are the foundation for our policies on anti-racism and our Equal Opportunity Discrimination and Harassment Complaint Procedures."

For full details on the Anti-racism policy visit [www.unisa.edu.au/admininfo/policies/corp/c21.htm](http://www.unisa.edu.au/admininfo/policies/corp/c21.htm)

Equal Opportunity Discrimination and Harassment Complaint Procedures

[www.unisa.edu.au/admininfo/policies/corp/discrimn.htm](http://www.unisa.edu.au/admininfo/policies/corp/discrimn.htm)

Vice Chancellor's statement on promoting peace and harmony  
[www.unisa.edu.au/news/media2003/210303.htm](http://www.unisa.edu.au/news/media2003/210303.htm)

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## New student ombud appointed

[by Charlotte Knottenbelt](#)

Associate Professor Anne Simpson has been appointed as the new student ombud at UniSA.

Prof Simpson replaces Roger Windle, who has acted in the role since its establishment last year.

She has come back from semi-retirement as an adjunct researcher in the Centre for Literacy, Policy and Learning Cultures to fill the position.



"I would only have come back for this kind of position," she says.

"I've had 25 years experience working in higher education, and I get a great deal of satisfaction from putting that experience to use and seeing disputes resolved."

With a background in teacher librarianship and language and literacy, stints as acting Dean of Students and Head of School on her CV, as well as having travelled to various overseas educational institutions, Prof Simpson is well aware of the sorts of issues that she'll be dealing with.

"From what I can tell talking to other ombuds, because of the trend towards more offshore and non-English speaking students, there are going to be more issues relating to those areas."

“Our own university has a commitment to equity and diversity, and as it becomes larger and more complex it can become harder for some students to navigate their way through that.

“I want to be confident that we don't have students walking away frustrated because they're lost in a maze of policy.”

For the record, if you do have a grievance, the initial step you should take is to contact the lecturer involved or head of school. Another avenue is to contact a student advisory officer at the UniSA Students Association. If your grievance can't be resolved through these channels, then it might be time to think about contacting the ombud.

*For more information about the student ombud, visit the website at [www.unisa.edu.au/ombud](http://www.unisa.edu.au/ombud) or phone the ombud office toll free on 1800 600 067.*

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## Making sense of war through art

by [Charlotte Knottenbelt](#)



While students the world over were protesting against the imminent war on Iraq, UniSA visual arts Masters student Beverley Southcott was trying to make sense of her own thoughts on war through her art.

Southcott's photographic exhibition, *Bridge*, took a metaphorical look at what it must have been like for her father – an airforce maintenance fitter in WW2 who spent time working on the Burma Railway as a POW – returning home after the war.

"There wasn't much debriefing to speak of, and war veterans were pretty much expected to get on with it," she says. "They weren't encouraged to talk about their experiences ... and I think this kind of silence had a big effect on many families."

Southcott used her father's old work place – an engineering firm which is about to be pulled down to make way for apartments – as inspiration, photographing cracks in the walls, deteriorating paint and no entry signs. It's confronting and stark, but the art is not without hope, with the title work, *Bridge*, signifying a journey of healing.

"The exhibition explores the bridge as a concept for reconciliation and the development of mutual respect between cultures and nations," she says.

"The visual metaphors signify a passage from war, human pain, suffering and sorrow through to a place of understanding, growth and forgiveness. My father did suffer atrocities as most prisoners of war did, but after the war he was involved in business with the Japanese where hospitality and respect was given and

exchanged.”

*Bridge was on show last month at Nexus Multicultural Art Centre.*

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## Win \$3,000 in Richard Baker Senate Prize

Want to win \$3,000? Got something to say about the Australian Senate? If you answered yes to these questions then you may want to consider entering the Richard Baker Senate Prize.

Students of any discipline are being invited to enter the award, named in honour of the first President of the Australian Senate. The \$3,000 prize will be awarded for the best essay, article, thesis, dissertation, book or piece of journalism relating to the Australian Senate.

Entries may be unpublished, or if they have been published, must have been not more than two years prior to the closing date, and entries may be submitted by their authors or nominated by another person. Entries may be submitted electronically, as hard copy, or in the case of film, video and sound recordings, in a format approved by the judging panel.

The closing date is July 31 this year. For full details on entry conditions visit [www.aph.gov.au/Senate/dept/index.htm](http://www.aph.gov.au/Senate/dept/index.htm) and for further information contact Wayne Hooper by email [wayne.hooper@aph.gov.au](mailto:wayne.hooper@aph.gov.au) or phone (02) 6277 3078.

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## Awards roundup

A bevy of awards was handed out to some of UniSA's most athletic students at the USASA Sport and Recreation Awards on March 22:

### Male Athlete of the Year

Paul Black (gymnastics)

### Female Athlete of the Year

Chloe Henderson (touch)

### Team of the Year

Australian University Games Cricket Team (Martin Baker, Michael Burdelof, Ben Cameron, Akilesh Harsh, Patrick Hosking, Hamanshu Juneja, Usman Khan, Kashif Majeed, James Polulach, Simon Redfern, Matthew Skeen, Muhammad Sheikh, Kim Wyles and Tim Lane)

### Recreation Athlete of the Year

James Bradley (rugby union)

### Manager of the Year

Perce Drummond (judo)

### Club of the Year

Cricket

### Sport Achievement Award (male)

Michael Drummond (judo)

### Sport Achievement Award (female)

Esther Nutt, Hockey

### Club Letter Awards

Phillip Bowley (waterski), Richard Cuthbert (hockey), Tim Earl (tae kwon do), Daniel Habib (scuba), Jodie Hinder (scuba), Nicholas Kral (judo), Kevin Stone (hockey), Lisa Thurston (volleyball), Scott Tremethick (scuba), Scott MacIntyre (waterski), Fiona Wildman

(hockey), Andrew Wilson (hockey), Steven Wilson (hockey).

## **Sports scholarships**

Table tennis Commonwealth Games medallist Tammy Gough was awarded a Gold Scholarship worth \$1,000 at the USASA Awards night, while triathlete Jane Cashen and hockey player Donna Patrick won the \$700 Silver Scholarships. Breanna Hargrave (athletics) and Christina Papageorgiou (soccer) won the Bronze Scholarships, worth \$500 each.

## **Design award**

Industrial design student Thomas Oliphant was recently awarded first place in the SHONAN World design awards, in the 'bicycle with a safety device' category.

Tom will receive the equivalent to 50,000 Japanese Yen. The competition, run over the internet, was truly international, with winners coming from China, Canada, Mexico, the UK, USA, Taiwan, Japan, Lithuania and France.

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## Guidelines for contributors

Students@UniSA is produced by the Marketing and Development unit for current students at the University of South Australia. It is a magazine-style, four page publication, with three issues a year (in 2002, April/May, Aug/Sept, and Oct/Nov). It is also published on the internet, where extra articles that don't fit in the hard copy publication are published. It aims to communicate with UniSA's student body, containing stories that highlight student achievement and endeavour, promote developments in student services, and inform students of relevant opportunities that exist both within the University and in the wider community. There is also space for poetry, cartoons and artwork.

**Unsolicited submissions** are welcome, but publication is not guaranteed. Normal editorial rights to cut copy apply. It is recommended that you contact the editor to discuss your idea first - it may not be suitable, or there may already be someone working on a similar story.

**Word limits:** Articles can be anywhere from 100 to 600 words.

**Deadlines:** The deadline for contributions is the 25<sup>th</sup> of each month before publication (eg: for the August/September issue, deadline is July 25). Distribution is on the 15<sup>th</sup>.

**Timing** is of utmost importance. Consider when the article you are writing may appear in the publication. For example you may want to publicise something happening in early August – but the August/Sept edition doesn't come out until the 15<sup>th</sup> and the deadline is July 25. In some cases correct use of tense (with the distribution date in mind) will overcome some timing issues, in others you might need to consider trying to get your article in a more regular publication such as Entropy or UniSANews. A good rule of thumb is to think

ahead – or write something that doesn't date.

**All articles must be approved** by the people quoted in the article.

**Photographs** are used with the permission of the photographer. If you are sending in a photo, please include a caption of the people in the shot, along with the photographer's name, making sure you have permission from the photographer. If emailing photos, ensure they are sized appropriately (about the size it should be published) and at least 300 dots per inch, in jpeg or tiff format.

**Advertisements** are booked through KRL media ph: 8231 5433  
fax: 8212 1238 email: [krl@katron.com.au](mailto:krl@katron.com.au)

**In-kind payment:** Student contributors are offered book vouchers (varying in amount dependant on length/type of contribution) as a token of thanks, only if and when contributions are published.

Submissions should be sent via email, marked attention to the editor, to [unisa.news@unisa.edu.au](mailto:unisa.news@unisa.edu.au), or charlotte.knottenbelt@unisa.edu.au, or post to the editor, Students@UniSA, Marketing and Development Unit, GPO Box 2471 Adelaide SA 5001.

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## **Students@UniSA editorial and management policy**

*Students@UniSA* is a publication produced by the University of South Australia for its current students.

It aims to communicate with UniSA's diverse student body, containing articles that highlight student achievement and endeavour, promote developments and initiatives in student services, and inform students of relevant opportunities that exist both within the University and in the wider community.

It also aims to promote the goals of the University and promote an image of the University as progressive, flexible, international and relevant.

*Students@UniSA* publishes stories at its discretion, written by students and staff in a vibrant manner, consistent with journalistic style of the newspaper and its aims.

*Students@UniSA* is not designed as a platform for student debate of matters of University policy for which there are other existing – and more regular – mechanisms and forums. In particular *Students@UniSA* does not seek to duplicate the important role played by the Students Association's own newspaper and publications which are forums for both student advocacy and reflection of student culture.

In 2002 *Students@UniSA* will be a four page publication produced four times a year (February/March, April/May, August/September and October/November), and distributed as a stand-alone publication and as an insert to *UniSANEWS*, the University's staff publication. It is also published on the internet.

*Students@UniSA* is managed by the Marketing and Development Unit of the University.

As a measure of commitment to continued improvement regular readership surveys will be conducted.

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