Please find enclosed the University’s 2007 Strategic Achievements. This publication contains all the 2007 Annual Reports provided by individual Faculties, Sections and should be read in conjunction with the 2007 Vice-Chancellor’s Annual Report tabled at the May 2007 meeting of the USP Council. The 2007 Vice-Chancellor’s Annual Report catalogues highlights of the University’s strategic achievements from 2007.

The individual 2007 Annual Reports collated together in this publication follow a consistent editorial format which aims to increase the value of the individual Reports as a source of:

- consistently presented, up-to-date and relevant information to individual sections
- relevant information for the University’s internal administrative systems and committees including, for example, the Research Committee
- interesting information for existing and potential stakeholders of the University including, in the first instance, the University Council.

The content of the individual 2007 Annual Reports follows and supports the University’s broader strategic aims and objectives as stated in its Strategic Plan. Ultimately, these Reports will play a vital role in building the corporate memory of the University. This approach further supports the University’s efforts standardise its reporting and information systems and will ensure that individual Annual Reports provide consistent and relevant information for the immediate past financial year.

Each of the individual 2007 Annual Reports are divided into two separate sections:

- Part 1: Strategic Achievements
- Part 2: Academic and Research Related Activities.

Where relevant, both of these sections have been included in the 2007 Strategic Achievements.

The 2007 Vice-Chancellor’s Annual Report will be accessible on the USP website after June 2008.

Please note the 2007 Annual Reports for the following regional campuses are not included in this publication: Lautoka, Nauru, Solomon Islands, Tokelau, Tonga and Tuvalu.
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FACULTIES
Executive Summary
The School of Education (SOE) is one of the schools of the Faculty of Arts and Law (FAL) and operates within its administrative structure, the leadership of which was provided in 2007 by the Acting Dean, Dr Akanisi Kedrayate. Associate Professor Akhila Nand Sharma retained the headship of the School, ably supported by Mr Teweiariki Tearo, the Assistant Head.

The School continues to operate within the confines of its strategic plan for the triennial period 2006-2008. This is in line with USP’s vision and mission and the FAL Strategic Plan. Moreover, SOE strives to work in line with the regional directives of the Pacific Forum Basic Education Plan (FBEAP) to ensure the development and delivery of quality teacher education programmes to the USP member countries. The mission of the School is to actively promote the general mission of USP and FAL with particular reference to Pacific epistemologies and indigenous pedagogies. The School is also committed to enhancing education that is responsive to diverse and changing educational needs of the local, regional and global contexts. In accordance with these, SOE strives to strengthen partnerships with educational stakeholders so as to ‘enable Pacific peoples to own and control the nature and direction of their own education’ (SOE Support Plan, 2006:3).

To the existing organisational structure of the School, the Division of Technology, Art and Community Education (DOTACE) was established to manage mainly the technology and food and textile sections. The other divisions included Basic Education; Secondary Education; professional and continuing education; indigenous education; research and development; and publicity and marketing. It is envisioned that these divisions will be further rationalised to reflect a more professional and philosophical stance.

Teacher education remains the focal point of SOE and the School is committed to continual review of the development and delivery modes of its courses and programmes. In addition to the completion of the externalisation of the Bachelor of Primary Education, the School has also launched a number of initiatives. These include teaching English as a second language, early childhood education, special education, BEd Primary and Secondary pathway programmes for untrained teachers, and expressive arts as one of the teaching subjects in the School’s Secondary School Teacher Education Programmes. Through seminars, workshops and school visits, the School has attempted to introduce the concept of ‘partnership in teacher education’ to the relevant stakeholders, especially schools and other teacher education institutions. The secondary and primary schools in the region in particular play an important part in student-teacher appraisal and supervision. SOE reciprocates by participating in the school-staff development programmes.

Furthermore, the postgraduate programmes were rationalised and an additional pathway was created to obtain the Master of Education degree (MEd). Postgraduate students can now do MEd by coursework comprising eight courses.

In response to the need for quality deliverance of courses, SOE introduced the hybrid mode of delivering postgraduate courses in addition to the existing face-to-face and flexi-school modes of teaching. The hybrid mode of teaching comprises three modules: face-to-face incentive teaching, video-conferencing, and print, making an effective use of ICT. A number of postgraduate students who cannot attend on-campus studies have benefited from this approach. With a majority of courses already on offer via DFL mode, the School provided face-to-face and flexi-school modes of delivery at a number of USP’s
regional campuses. The School has, therefore, adopted a ‘blended’ approach of teaching and learning and most lectures use the teaching technology available at USP effectively.

Staff workloads remain high, with a combination of four teaching courses per year, postgraduate supervision and the writing of DFL courses. In an attempt to ensure a fair and equitable workload, a workload formula was devised and implemented in the School. Such an approach, it is envisaged, will better enable staff to undertake research and publication. In this regard, it was agreed to allow lecturers to engage in research and publication for two days per week. For the first time, the School staff worked on a joint publication and the first of the series on the teaching learning topic will be released early in 2008.

Several members of the staff also participated in local, regional and international conferences and workshops, while others contributed to the development of Pacific education in various consultancies. Many made contributions to the arts and education by means of publications in peer-reviewed journals and other media outlets.

Profile

A brief history of the School of Education

In 1969, the School enrolled its first students in the Diploma in Education and BA/BSC with a Graduate Certificate in Education (GCED). By 1971, SOE was the initial base for Extramural Studies offering Education 1 and Mathematics 1 as external courses towards the DipEd programme. A year later SOE moved from its location in the middle campus to its current location, adding to the facilities a science lab. By 1975, a two year Bachelor of Education in-service programme was introduced, allowing DipEd graduates to progress to a degree in education. SOE was renamed the School of Humanities (SOH) in 1986 and comprised two Departments: the Department of Literature and Language and the Department of Education and Psychology.

The Introduction of the Bachelor of Education Primary in 1999 and the four-year BA/BSc GCEd in 2003 were momentous events in the history of SOE.

Under the restructure of the University in 2006, SOH returned to its original title, the School of Education, with Associate Professor Akhila Nand Sharma as its first head. It is now located in the Faculty of Arts and Law with the Schools of Law, Social Sciences, and Languages, Arts and Media. The Psychology section of SOE has now become a department of the School of Social Sciences.

In 2007, BEd in-service programmes in early childhood and special education were introduced and approval was give to introduce pathways programmes for untrained teachers in BEd in-service teacher education programmes. Moreover, approval was received to take MEd by coursework and the inclusion of expressive arts in the teacher education programmes.

Organisational structure

In view of the restructure of USP and the establishment of SOE, a committee was set up to construct a functional and efficient organisational structure for the School. The following is a summary of the key areas identified in the SOE Support plan for the period 2006- 2008.

Vision:
The vision of the School of Education is to be a leading educational institution of excellence, upholding quality learning and quality educational services within the Pacific region and locally.

Mission:
The mission of the School is to actively promote the general mission of USP and FAL with particular reference to Pacific epistemologies and indigenous pedagogies. SOE is also committed to enhancing education that is responsive to diverse and changing educational needs of the local, regional and global contexts. In accordance with these, SOE strives to strengthen partnerships with educational stakeholders so as to ‘enable Pacific peoples to own and control the nature and direction of their own education’ (SOE Support Plan, 2006:3).
The SOE team also set up a framework of guiding principles and values that it felt was important to the development of a positive School ethos. As mentioned in the School plan, the guiding principles and themes of SOE include ethics, relevancy, accessibility and inclusiveness. Furthermore, the SOE value platform is based on a culmination of universal and Pacific values to ensure that all of its functions and services are based on a ‘firm foundation of justice and ethical practices’ (ibid: 4). The establishment of these paradigms enabled the development of a set of 13 key goals. In brief, these pertain to:

i. Academic and Administrative Structure
ii. Learning and Teaching
iii. Courses and Programmes
iv. Space and Facilities
v. Research and Publication
vi. Staff Support and Development
vii. Consultancy
viii. Partnership and Networking
ix. Marketing
x. Student Affairs
xi. Regional Students
xii. Research and Postgraduate Studies
xiii. Quality Assurance

School structure
In view of the size of SOE, a cohesive organisational framework was deemed necessary. The first level comprises four major committees. These are: Postgraduate Studies and Research, Teaching and Learning, Regional Matters and Outreach Activities, and Publicity and Social. The second level of subsidiary sections saw the formation of seven school divisions.

Division 1: Early Childhood and Special Education.
Division 2: Primary Education
Division 3: Secondary Education
Division 4: Professional and Continuing Education
Division 5: Indigenous Education, Research and Development
Division 6: Publicity and Marketing
Division 7: Technology, Arts and Community Education

In the rationalisation process of the School structure, the number of divisions was reduced to four and they have now taken a more philosophical stance rather than programme disciplines. Further, the membership of the divisions is based on ‘specific interests’ and the members of the staff can pursue their interests in different divisions.

Outreach activities
In 2007, the School introduced a ‘hybrid’ or ‘intensive’ mode of teaching that comprises three or four modules: (a) face-to-face intensive teaching, (b) print mode, (c) video conferencing and (d) face-to-face. This mode warranted network relations with the various campuses, such as the Marshall Islands and the Lautoka and Labasa Campuses in Fiji, as well as the regional teacher education institutes.

The School’s postgraduate students are employed as part-time tutors and markers. The School expects to coordinate 100-levels courses in various campuses via the hybrid mode of delivery. Moreover, some postgraduate students are jointly supervised by the School and the campus staff. The Director of the Marshall Islands Campus is the associate supervisor of two research students. The School of Education works very closely with the PRIDE and IOE, especially in the postgraduate teaching level. At the postgraduate level, in particular, IT available at the University is used effectively. Video conferencing, Internet, class shares, email attachment, and online marking and research are effectively used in teaching and thesis supervision.
Major teaching programmes
Providing quality teacher education is the core function of the School. The School provides teacher education as well as related programmes in early childhood, primary, secondary and tertiary education, both at pre-service and in-service levels. These are offered at certificate, diploma, degree and postgraduate levels, employing face-to-face, DFL, video conferencing, flexi-school, online and hybrid modes of delivery. These include:

- Certificate in Education (for untrained teachers)
- Certificate in Non-formal Education
- Certificate in Teaching of an Expressive Arts
- Diploma in Early Childhood
- Diploma in Education (secondary)
- Diploma in Educational Evaluation
- Diploma in Leadership and Change
- Diploma in Library/Information Studies
- Diploma in Special and Diverse needs
- Diploma in Teaching of English to the Speakers of Other Languages
- Bachelor of Arts in Education
- Bachelor of Arts in Expressive Arts
- Bachelor of Education (Early Childhood) – In-service
- Bachelor of Education (Primary) – In-service
- Bachelor of Education (Secondary) – In-service.
- Bachelor of Education (Special Education) – In-service
- BA/BSc GCEd (Secondary) – Pre-service
- Graduate Certificate in Tertiary Teaching
- Postgraduate Certificate in Education
- Postgraduate Diploma in Education
- Master of Arts in Education
- Master of Education
- Doctor of Philosophy in Education

Equivalent Full-Time Students (EFTS) and mode of study 2003 – 2007

<table>
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<tr>
<th>Year</th>
<th>Sub – Degree Level EFTS</th>
<th>Degree Level EFTS</th>
<th>Postgraduate EFTS</th>
<th>Level</th>
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<tr>
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<td>176</td>
</tr>
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<td>0%</td>
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<tr>
<td>% change 05-06</td>
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<tr>
<td>% change 05-06</td>
<td>-15%</td>
<td>0</td>
<td>-15%</td>
<td>-22%</td>
</tr>
</tbody>
</table>

Source: The University of the South Pacific Student Full Year Enrolment Report, 2007
As student numbers indicate, there was a slight decrease in student enrolments across the board. However, they increased at the postgraduate level. The decrease can be attributed to the increase in similar course offerings at competitor institutions such as the University of Fiji, as well as the phasing out of the School’s BEd pre-service programme. The BA/BSc GCEd programme that has replaced the BEd pre-service programme requires that students have two teaching subjects, a GPA of 2.5 and a pass in an interview. This has also resulted in a slight decline in student numbers.

**Primary Education**

**Division Head: Dr Govinda Lingam**

Since the completion of the BEd Primary externalisation project, the Division is now undertaking marketing strategies with the Marketing and Publicity Division to promote the programme and courses around the region. The Bachelor of Primary Education (in-service) programme that first began in 1996 has now been fully externalised. This means that students are able to complete the entire programme via the DFL mode. A pathway BEd programme in primary education has been introduced for untrained teachers especially in regional countries that do not have teacher education institutes.

**Secondary Education**

**Division Head: Mr Jeremy Dorovolomo**

The Secondary Division conducted student interviews for entry into the BA/BScGCED and PGCE programmes. In collaboration with the Marketing and Publicity Division, it conducted a successful induction programme for first and second year students. A number of flexi-schools were also conducted by staff of the Division.

The Bachelor of Arts/Bachelor of Science with a Graduate Certificate in Education (BA/BSc GCEd) programme is progressing well, with staff liaising regularly with students and the principals and teachers in the region.

A number of 200-level and 300-level courses were offered, employing the hybrid mode of delivery. Courses offered in 2007 included ED252 and ED334 at USP’s Lautoka and Labasa Campuses.

The Postgraduate Certificate in Education (PGCE) continues to be offered for BA and BSc graduates with two teaching subjects in their first degree. In addition to this requirement, students must also meet GPA requirements and pass in the interview. Similar prerequisites remain for entry into the BA/BSc GCEd programme.

**Professional and Continuing Education**

**Division Head: Mr Teweiariki Teairo**

The Certificate in Teaching English as a Second Language was phased out and replaced by a Diploma in Teaching English to Speakers of Other Languages (TESOL). SOE continues to offer a Certificate and Graduate Diploma in Tertiary Teaching in collaboration with CELT. A number of USP staff have successfully completed this programme. In addition, the School continues to provide 50% of the salary of a staff member located at CELT.

Programmes in expressive arts continue to be offered at certificate, degree and postgraduate levels. Currently there are four streams on offer at the certificate level: music, art, theatre and dance. At the degree level these may be taken as a specialist area of expressive arts. A postgraduate course, DG423 Contemporary Pacific Arts is offered collaboratively by SOE, PIAS-DG and the Oceania Centre for Arts and Culture.

SOE’s research plan encourages collaborative research and joint publications, as well as nurturing a research culture within the School. A postgraduate computer centre was set up at the Food and Textiles Section. Its location provides a peaceful environment in which to work. SOE staff members have now been given two days for research and publication each week.
To cater for prospective postgraduate students who do not meet current GPA requirements, an entry test was held for the first time in the second semester. This exam allows experienced professionals working in the field of education, who might otherwise not make entry into the postgraduate programme, to pursue higher levels of study. It is likely that about 30 students will graduate in April 2008, many of whom have done the qualifying exams.

Indigenous Education, Research and Development (IERD)

Division Head: Dr Unaisi Nabobo-Baba

Being a new area, much of the time of the Division was spent compiling a cohesive plan of action. The mission of this Division is to conduct and disseminate research, scholarship and debate which will contribute to the education and development of indigenous Pacific peoples. The Division brings together highly skilled individuals and respected scholars dedicated to enhancing learning processes and outcomes for indigenous peoples.

Two new courses are being developed for offer in this Division. ED457 Globalisation and Education in Small Island States is being written by Dr Nabobo-Baba, while Professor Konai Helu Thaman introduced ED461 Global Educational Initiatives in 2007.

Publicity and Marketing (PMD)

Division Head: Cresantia Frances Koya

The Publicity and Marketing Division has completed a number of successful tasks during this first year. It has set up and maintained the education web page which publishes SOE news and highlights, and provides information on courses and programmes as well as staff Profiles. It is envisaged that online student services will be made available shortly.

PMD is also responsible for promotional materials for the School including brochures and posters of programmes and courses on offer. A total of 15 brochures and one school poster were published in time for Open Day 2007 and electronic copies sent to all USP Campuses for promotional purposes. An ‘eight-minute multi-media slide show’ was also compiled and sent to the various campuses for Open Day presentations.

The Division also coordinates and organises events and activities for the other divisions and facilitates the Talanga Seminar. It is proposed that a promotional video be recorded over the next year and, when funds are available, that a school handbook and a postgraduate handbook be compiled and published.

Research, Consultancy and Other Activities

- Detailed in various sections of staff Profiles, it can be seen that a number of staff have engaged in active research projects and consultancies.
- Formal consultancies through IOE and the PRIDE project have also engaged the services of a number of SOE staff.
- The lunchtime seminar ‘Toktime’ was replaced with Talanga Seminar Series and Talanga Working Paper Series which saw a number of staff presenting research in-progress and educational ideas to USP and the wider community. Visiting scholars have also made their contributions in these sessions. The Talanga Working Paper Series allows staff to publish their papers in the SOE website.

School Highlights, Trends and Prospects:

- The School conducted a number of successful outreach projects in collaboration with the University’s Lautoka Campus. The School introduced the hybrid mode of delivery allowing students to study at their own pace. Two postgraduate courses, (ED453 and ED491) were held at the Labasa and Lautoka Campuses in Fiji. ED453 was held in the Marshall Islands successfully.
- The SOE website was set up (http://education.usp.ac.fj/). The website is maintained by the School’s Marketing and Publicity Division. The School is looking to upload online courses which will allow for more interactive class shares and discussion between students and staff, as well as discussion groups between students. It is expected that students will
now be able to make e-submissions of assignments and lecturers will be able to mark and upload grades as they come to hand. Such a system could address some of the current problems faced with assignment turnover and delays at getting DFL assignments to students before the final examinations.

• The Food and Textiles Section organised a fashion show in March which showcased the handiwork of textiles students.

• International activities: SOE staff members continue to participate internationally in their literary contribution to various art and educational forums and journals, attendance at regional and international conferences, as well as a number of local and regional consultancies. Details on the workshops and conferences appear elsewhere in this report.

• Good governance: A clear and well-defined organisational structure ensures that issues of transparency and accountability are addressed at committee, division and school levels. E-news and communication enables swift dissemination of accessible information to stakeholders and the wider community at large.

• E-counselling: The School is the process of introducing e-counselling services for staff as well as students.

Staff Listing
Dr Akhila Nand Sharma, Head of the School of Education
Senior Lecturer Bakalevu, Dr Salanieta BEd S.Pac; BEd PhD Waik.
Lecturer Deo, Bisun BA PGDipGeo S.Pac; MEd S.Aust.
Lecturer Dorovolomo, Jeremy BEd QldUT, MEd UCSQld
Senior Lecturer Ete, Igelese BMus Well; DipTchg Whitireia, MMus Auck.
Assistant Lecturer Foliaki, Vilimaka BSc S.Pac; MSc Curtin.
Lecturer Heeraman, Joyce BA WI, PGDipPsy MA S.Pac,
Lecturer Houma, Stanley BA S.Pac; MEd Waik.
Associate Dean, FAL Kedrayate, Dr Akanisi MEd Glas; PhD NE
Lecturer Koya, Cresantia Frances BA, PGDIPED, MA S.Pac.
Senior Lecturer Lewis, Gillian Marie
Lecturer Liligeto, Dr Alfred BEd MA S.Pac; MSc Lough; PhD Waik.
Senior Lecturer Lingam, Dr Govinda BA PGDipEd MA S.Pac; PhD Griff.
Lecturer Manueli, Sagaitu BEd S.Pac; MSc Lough.
Senior Lecturer Nabobo-Baba, Dr Unaisi BA PGDipEd MA S.Pac; PhD Auck.
Assistant Lecturer Naisilisili, Sereima BEd MA S.Pac.
Lecturer Phan, Dr Huy BEd DPh Syd.
Assistant Lecturer Sarai, Fulori BEd S.Pac; PGDipAppSci MCN Qld.
Associate Professor Sharma, Akhila Nand, BA S.Pac; PGDipEd Massey, MEd NE; EdD Brist.
Lecturer Taefaro, Teveteiriki BEd Melb.CAE, PGDipEd MA S.Pac
Lecturer Tiko, Lavenia BEd S.Pac; MA(Ed)
Professor Thaman, Konai BA Auck., MA Calif., PhD S.Pac.
Lecturer Thimmappa, Dr Purus BEd MEd MA Mys; PhD Baroda.
Senior Lecturer Tuinamuana, Dr Katarina BA S.Pac; MEd W'gong, PhD Edin.

Intermediate and Junior Staff
Asst. Curriculum Res. Officer Devchand, Rama
Technician Draunidalo, Luisa
Secretary Kafoa, Antoinette
Secretary Leawere, Miliakere
Clerical Officer Naidu, Lila
Technician Ram, Paras
Secretary Vakaloloma, Teresa
Graduate Assistants
Emasi Qovu
Asinate Koroi
Pauline Ryland
Tereao Rattie
Sangeena Chand

Serving the Region
Akanisi Kedrayate served on the PRIDE Management Committee and the Advisory Committee for IOE’s journal, Directions: Journal of Educational Studies. She attended a Pacific Leaders’ Virtual Forum on ‘Leadership: generational, gender and cultural issues’ on 28 February, which was organised by the Governance Programme of PIAS-DG, USP. In March, she gave the welcome address and also attended the regional conference on ‘Pacific Leadership and Development Network’ held at USP. This was also organised by PIAS-DG. At the regional meeting on ‘National Ethics’ organised by UNESCO, 11-14 April, at PTC, Dr Kedrayate chaired two sessions on ‘Collective and Individual Rights’ and ‘Research Ethics in the Pacific.’

In April, Dr Kedrayate visited the Republic of the Marshall Islands to work with postgraduate students. She gave two lectures and also assisted students in preparing their research proposals. Whilst there, she also visited the Education Department and discussed the BEd (Primary) programme with Director of Education.

Jeremy Dorovolomo presented a paper ‘Building alliances and partnerships to promote lifelong adherence to regular physical activity in children and youth in the Pacific Islands’ at the Continuing and Community Education Regional Conference, Apia, Samoa, 18-20 April 2007.

Teweiariki Teaeo was invited to give a lecture to at the Kiribati Teachers’ College, Tarawa, 12 February. His topic was ‘Teachers’ responsibilities in nation-building’. This was timed to coincide with the opening of the 2007 academic year at the college. Also in February, he delivered a public lecture (in the local vernacular), ‘Ribanakia taan ribana: challenges to and strategies for teachers’ professional development in Kiribati’ at the USP Campus, Tarawa. Teaeo’s voluntary training includes training of visual artists, focusing on the creative incorporation of indigenous Kiribatese artistic motifs. He also held informal training sessions for young people who were on work experience with various newspapers in Kiribati, focusing on basic journalistic skills and ethics. In addition, he shared ideas with local composers on Tarawa on issues such as copyright, royalties and intellectual property, and held a series of meetings with the principal and lecturers at the Kiribati Teachers’ College regarding possible areas of collaboration.

He also served on the Australian Leadership Award Scholarships Committee, on invitation from the Australian High Commission, Suva.

Teaeo designed a logo for the Kiribati Provident Fund based on traditional Kiribati artifacts and concepts of prudent savings. The following original paintings by Teaeo were reproduced, with his kind permission, in William C. Clark (2007) Speaking of Home: poetic reflections on the Pacific Islands. Otago: University of Otago:


Professor Konai Thaman is on the editorial board of Directions: Journal of Educational Studies, Pacific Asian Education, Asia Pacific Journal of Education and Contemporary Pacific, and is a member of the Re-thinking Pacific Education Initiative for and by
Pacific People (RPEIPP), the Pacific Association of Teacher Educators (PATE), and the UNESCO (Pacific) Ad Hoc Committee on the Decade of Education for Sustainable Development (DESD).

During the year Professor Thaman attended the following conferences and meetings in the USP region:

- September 17-19: Plenary paper, Meeting of the Asia Pacific Scientific Committee on Research in Higher Education. Title of paper: ‘The Role of Higher Education in Regional Development with Specific References to USP’.
- IUCN Pacific Islands Meeting, Suva, Fiji, October 18 – 19 2007.

Lavenia Savai was a member of the South Pacific Division Northern Resource Committee for the Youth.

Unaisi Nabobo-Baba undertook a consultancy for the University’s Pro Vice-Chancellor (Research and Postgraduate Affairs) to provide a Framework of Research for the Fiji Context (part of a wider Pacific Framings of Research Consultancy). She was also consultant for the Fiji section of IOE’s Sustainable Livelihood in Education Project (SLEP), funded by NZAID. She presented two papers: ‘Talanoa as a Data Collection Methodology in Pacific Research’ and ‘Research and Indigenous Pacific Peoples: The case of Fijian Vanua Research Framework (FVRF)’ at the SLEP workshop, held on 13 February at USP. She also gave an address to the Pan-Pacific Women’s Association’s reporting back session, held in the Nurses Association Building, Suva, after their 23rd International PPASEWA conference, held in Auckland, New Zealand.

Dr Nabobo-Baba was a member of RPEIPP and the Pacific Association of Teacher Educators (PATE). As qualitative researcher-2007, Dr Nabobo-Baba peer reviewed the research proposals of the College of the Marshall Islands. In February she coordinated the visits of visiting scholars Ms Tanya Samu and Ms Luama from the School of Pacific Education, University of Auckland. She also organised the visit of visiting scholar Dr Pi’ikea Clark from Massey University, New Zealand in June.

Dr Salanieta Bakalevu is a member of RPEIPP and PATE. She also continued as a member of the Accreditation Commission of the South Pacific Association of Theological Schools.

Alfred Liligeto initiated the formation and establishment of the Institute of Marovo Studies (IMS) in February 2007 which is based in Chea Village, Marovo Lagoon, Western Province, Solomon Islands.

All staff of DOTACE are very much involved in community out-reach programmes and liaising with regional countries in workshop, curriculum development, conferences, seminars, consultancies, research, advisory, training etc., as part of USP way of improving quality of life in the region.

Cresantia F. Koya was asked by the Division Coordinators Committee to develop a policy framework for Plagiarism and Dishonest Practice for SOE. The policy framework was endorsed by SOE-BOS. She also presented a proposal for a postgraduate bridging programme for SOE and a survey to gage postgraduate student needs. She was approached to conduct this survey Faculty-wide across all FAL postgraduate courses and is currently in the process of compiling initial survey results.

**Student focus**

Akanisi Kedrayate counselled and advised students and staff who had problems/needs, and chaired the Student Liaison Committee. She has regular teleconferencing meetings with Emalus Campus on student and staff matters.

Fulori Sarai oversaw the ongoing development and upgrading and sourcing of more computers and software for CAD, nutrition analysis and statistical analysis for the division at the middle campus to cater for the TE and FT students. Fulori went to Cook Islands to conduct face-to-face tutorials for students doing ED317, visiting three islands and assisting 14 students. She also
visited Lautoka and Labasa twice and helped conduct three face-to-face tutorial sessions for Laucala Campus students. She has also provided (voluntary) mentoring support for postgraduate students struggling with thesis write up.

Jeremy Dorovolomo coached USP table tennis team and organised the inter-tertiary table tennis competition at the China Club, Suva, in October. Participants from other Fijian tertiary institutions took part, with all prizes for all the categories taken by USP players.

Lavinia Tiko attended the Teachers in Education Project workshop organised by IOE. Lavinia created a network within the Ministry of Education and Fijian Affairs with regards to ECE scholarships for Fijian and Rotumans.

Sagaitu Manueli continued developing and upgrading PCs and CAD software in the Division computer lab. He mentored SOE postgraduate students in their thesis/draft write-up on a voluntary basis.

Konai Thaman supervised eight postgraduate students and examined two PhD theses of students from Victoria University, Wellington, New Zealand and the University of Canberra, Australia.

Stanley Houma participated in leadership training seminars for Solomon Islands student leaders during the mid-semester breaks. This was jointly organised with Dr Kabini Sanga and partly funded by IOE.

Quality
Akanisi Kedrayate was involved in the process of preparation for the quality audit at the Faculty, attending workshops organised by Quality Audit team and having regular meetings with the team and the Teaching and Learning team. She monitored the preparation of documents and statistics at Faculty level for the quality audit.

Salanieta Bakalevu was the School’s key quality person and coordinated its quality audit activities in 2007. Sagaitu Manueli and Fulori Sarai formulated and compiled the T&L and self review QA documents for the Technical Education Division and Food Technology and Textiles Division respectively.

Lavinia Tiko attended several relevant in-house workshops: organising and improving tutorial through audio or teleconferencing, performance management; satellite tutorial workshop. She also attended the TEP workshop organised by IOE.

Govinda Lingam attended the following training programmes:
- USP Quality Audit Training Programme 25-27 January 2007;
- Participated in the Pacific Leadership Development Network (PLDN) Consultative and Planning Meeting and Roundtable Discussion on the Status of Leadership in Education and Health Sector in the Pacific Region at USP, 13-14 March 2007;
- Coaching for Performance at USP, 16-17 April 2007;
- EDULINK ACP-EU Cooperation Programme in Higher Education: Regional Information Session for the Pacific 6 September 2007;
- Training need analysis/skills matrix and training plan workshop at USP, 20 September 2007 and

Jeremy Dorovolomo, as Head of Secondary Division, helped to build a professional community within the Secondary Division, where they discuss and give each other feedback on research activities. The Division is currently embarking on a book publication project, which has connected the School to colleagues of other campuses such as the Lautoka Campus, and to overseas academics such as Dr Greg Burnett of Otago University, New Zealand.
Teweianiki Teaero attended seminars, workshops and art exhibitions, organised by various sections of the University in areas that relate to his professional and personal interests. He also consulted widely with members of the public and government agencies, such as the Fiji Institute of Culture and Te Umwanibong (a small museum and archives in Kiribati) and village people (e.g. Nakabuta Village in Nadroga) on matters to do with Pacific arts and culture. Feedback from such consultations is fed into his Pacific arts and culture courses with a view to improving these courses and his own work as an artist.

Cresantia F. Koya presented a Talanga seminar on the results of preliminary research conducted with Katarina Tuinamuana on Plagiarism at USP and later prepared the SOE Policy on Plagiarism and Dishonest Practice in an attempt to curb growing numbers of students who are engaging in such activities in education courses.

A plan was put in place for DOTACE academic staff to be up-graded (while working) as follows:
- Mr S. Manuueli to begin PhD study in Semester II 2008
- Ms F. Sarai to begin PhD study in Semester I 2009
- Mr T. Tekerau to begin PhD study in Semester II 2009

**Distance and flexible teaching and learning**

Fulori Sarai used a lot of computer based exercises in teaching, a new initiative for 2007 as there was an increase in computers in the lab. This included the use of software for the FT313 course: SPSS software for research analysis and food works for nutrient analysis. Class shares were created for DFL courses (FT113 and FT213) where students had notes and satellite tutorial highlights posted.


Lavinia Tiko’s ECE courses were offered through DFL mode. She used audio tutorials because they were more effective compared to the other modes and she also used class shares and other devices such as emails and telephone.

Teweianiki Teaero coordinated, wrote assignments and examinations, and gave satellite tutorials for the courses ED291, ED292, ED3912, ED392. He coordinated the work of one external consultant from Australia for the major revision of ED391.

Stanley Houma coordinated flexi-school for ED192 (January) and ED292 (July) in Honiara for school leaders. This was a Ministry of Education project funded by NZAID.

Akhila Nand Sharma coordinated the writing of ED492 as an online course. It is likely that the new course will be offered in Semester II, 2008. He also conducted the first ever hybrid school (ED453) at USP’s Labasa Campus.

**Major Research Achievements**

Govinda Lingam completed a Lautoka Teachers’ College Upgrading Project funded research project on ‘Study Experiences of Beginning Teachers: A case study of beginning teachers from Lautoka Teachers’ College’. The findings of the project were presented at the NZARE Conference, 4-7 December 2007. Dr Lingam also completed a USP-funded research project on ‘Pedagogical Practices: The case of multi-class teaching’. A full length research paper was published in *Educational Research and Review Journal*.

Jeremy Dorovolomo completed a University-funded research project on ‘Rural education matters: Access to opportunities to learn in physical education and school sports in rural Solomon Islands primary and secondary schools’, worth FJ$5,894.50. His report will be published in a book by the SOE Secondary Division. He also collaborated with Dr Phil Doecke, Lecturer, RMIT University, Australia, on a research project entitled ‘Physical education in the South Pacific Island Nations: A Qualitative Overview of Curriculum Development, Teaching and Learning.’
Katarina Tuinamuana and Cresantia F. Koya are members of the joint international multi-site research project on Teacher Education for the Future carried out with the support of the Pacific Circle Consortium, and led by Professor William Greene of the Southern Oregon University, USA.

Lavinia Tiko completed her Masters programme at the Institute of Education, University of London. Her research was based in Fiji on the perception of how teachers, parents and teacher educators can facilitate the transition of children from pre-school to primary grade one. The research is also a book chapter in the School of Education’s publication project initiative for 2007 called Pacific Education: Issues and Perspectives. The book will act as reference material for students in the USP region and internationally.

Teweia Teatro conducted major research (ongoing from last year) into the Kiribati indigenous art of composing songs (kainikamaen), meanings and backgrounds of selected old songs, meanings of ancient terms and the biographies of some composers. These findings will be published in a book Te Mwamira Teuana. Australia, through AusAID’s Small Grants Scheme, has provided funding of FJ$21,000 for the preparation of the manuscript and publication of this book. Teatro researched an oral tradition of the people of Naroro Village in Nadroga, Fiji: the story of the freshwater shellfish kai, or dawe in the local dialect. This will be published as a storybook for children.

Salanieta Bakalevu began a USP-funded project, ‘Fijian Mathematics Vocabulary’. This is a collaborative study with the Fijian Teachers’ Association and the Ministry of Education.

Cresantia F. Koya completed her research on the Fiji Education Sector Programme’s Internal Assessment (IA) Initiative at a Pilot School in Suva. This was self-funded. She also began a research project within USP: ‘An examination of the postgraduate experience: a needs analysis for the development of a postgraduate bridging course’.

International Research
PCC Pacific Circle Consortium Research Project: Teacher Education for the Future, Stage 2. The Fiji team was Katarina Tuinamuana and Cresantia F. Koya (on-going Phase 2-3).

Unaisi Nabobo-Baba began an inter-university collaborative research project: with Narotam Bhindi, University of Wollongong, Australia, on the topic: ‘Workplace Spirituality’. She also began an inter-university collaborative research project with Dr Eve Coxon, University of Auckland and Dr Seu’ula Johansson Fua (IOE) on ‘Educational Aid Funding in three Pacific Countries: Focusing on Sector Wide Approaches (SWAP) in Solomon Islands, Tonga and Fiji’. The fieldwork will be done in 2008 if NZAID grants funding.

International Activities
Akanisi Kedrayate attended the Asia-Pacific Regional Conference on Guiding in Selangor, Malaysia from 2-9 June. In August, she attended the International Federation of University Women Conference held in Manchester, UK, from 8 - 16 August, presenting a paper at the Leadership workshop on ‘Effective Leadership for a Changing World’. At the same conference she facilitated a workshop and made a presentation on ‘Gendering Education’. Dr Kedrayate was a member of the Pan Pacific South East Asian Women Association (PPSEAWA).


Unaisi Nabobo-Baba attended the AERA Conference in Chicago, USA, 9-13 April. She was invited to give an address as Honoured Scholar to the Pacific and Indigenous SIG. In November, she was invited to participate in the 11th Asia-Pacific Conference on Education and Culture at the University of Southern Queensland, Toowoomba, Australia. The theme of the conference was ‘Setting new Directions for the Humanities in the Asia-Pacific region’.
Professor Konai Thaman attended and presented papers and keynote addresses at the following conferences:

- 3-5 April 2007: Keynote address, Social Policy, Research and Evaluation (SPRE) Conference, Wellington, N.Z. Title: ‘Acknowledging Change and Valuing Difference: re-thinking social dynamics for pacific societies’
- 23-26 May 2007: Plenary paper, Pedagogies and Cultures of Knowledge Conference, Singapore. Title of address: ‘Teacher education and development with specific references to Oceania’
- 1-5 August 2007: Education for Sustainable Development Symposium, Tokyo, Japan. Title of paper: ‘Learning to be: A perspective of education for sustainable development from Oceania’
- 3-7 September 2007: Keynote address, Comparative Education Conference, Sarajevo. Title of paper: ‘Nurturing relationships and honouring responsibilities: A Pacific perspective of Education and Inter-Cultural Dialogue’
- 4-7 December 2007: Keynote address, New Zealand Association for Research in Education, Christchurch. Title of Paper: ‘Re-searching and Re-thinking Pacific Education: Further Observations’
- 29 October - 4 November 2007: Keynote Address. International Geographic Union Conference, Taiwan. Title of Address: ‘Indigenising the Academy: Re-presenting and re-searching the Pacific’

Professor Thaman also attended the following meetings:

- High Level Symposium on the Alliance of Civilisations, Auckland, 24 May, at the invitation of the Prime Minister of New Zealand;
- IUCN Oceania Regional Meeting, Wellington, New Zealand. In her capacity as Vice Chair of the Commission on Education & Communication (Oceania), 20-22 July.

Professor Thaman is a member of the Joint UNESCO/ILO Committee of Experts on the Application of the Recommendations Concerning the Status of Teachers (CEART); and the UNESCO Asia Pacific Scientific Committee on Research and Knowledge in Higher Education. She is also a member of the editorial board of the Journal of Education for International Understanding.

Teweiriki Teaero was invited by the Commonwealth Foundation and the Cross-cultural Foundation of Uganda to deliver a keynote address on the Pacific perspective on ‘Culture in Development: A must for Equitable and Sustainable Transformation’ during the Commonwealth People’s Forum, 18-22 November 2007 in Kampala, Uganda. He was unable to go, however, was his paper was presented in his absence entitled ‘Weaving a Living from Living Cultures: Perspectives from the Pacific’. Electronic images of Teaero’s artwork were used, with his permission, by German artist Alfred Banze in an exhibition at the Sanggar Sanggar Kinanthi (Indonesian Art and Culture Center) in Indonesia.

Salanieta Bakalevu was a visiting researcher in IT Education at Naruto University of Education, Japan, from 16 January - 28 February.

Cresantia F. Koya attended the Pacific Circle Consortium Conference that was held in Honolulu, Hawaii from 24 – 29 June 2007. She presented two papers: ‘The Quest for Authentic Assessment’ and ‘Teacher Education for the Future: Fiji Case Study Stage 2’. She also attended the 4th International Conference on Environmental Education (ICEE) and the ACCU-ESD capacity-building workshop, both in Ahmedabad India, from 24 November - 1 December.


Purus Thimmappa Rao attended a Homi Bhaba Centre for Science Education (HBCSE) at the Tata Institute of Fundamental Research (TIFR) in Mumbai, India from 12 - 15 February.
Stanley Houma attended the NZARE conference in Christchurch in December 2007, where he presented a paper, ‘Challenges facing women school leaders in Solomon Islands’.

Lice Taufaga attended the 11th Conference on Education and Culture, University of Southern Queensland (USQ), Australia. This conference was jointly funded by USQ and University of Asia and the Pacific (UAP), Phillipines. The President of UAP, Dr Jose Maria G. Mariano, on realising that there were participants from USP (Dr Baba, Dr Durutalo and Lice Taufaga) was keen to initiate a memorandum of understanding with USP.

Alfred Liligeto was asked in July to review the book by Michael W. Scott The Severed Snake: matrilineages, making place, and a Melanesian Christianity in Southeast Solomon Islands, published by Carolina Academic Press, Durham, North Carolina, USA. He was also asked in November to be an external examiner for a PhD thesis on ‘Technology Education’ from the University of Waikato, New Zealand. He was also a member of the International Technology Education Association based in Virginia, USA.

Liviana Tabalala and Paula Jones attended the International Federation of Library Associations (IFLA) Conference held in Durban, South Africa, in August 2007. They presented a paper entitled ‘An Information Literacy Skills Package for the South Pacific’ and the presentation included a demonstration of one of the tutorials.

**Financing Future Growth**

Teweiakiri Teero, with other colleagues in the School of Education, successfully secured funding from sources outside the University for several teacher development activities, publications and teaching purposes:

1. Project Manager of ACCU Project on the Training of Untrained Teachers in Kiribati.
2. Pacific Arts and Culture Funds for the purchase of essential items/equipment needed for the development of pottery and ceramics courses at USP Laucala Campus.
3. Project Manager of AusAID’s Small Grants Scheme to fund a publication on the collection of ancient Kiribati songs.

Akhila Nand Sharma was coordinator of the Teacher Education Component of the ACCU Project.

**Good Governance**

The Faculty has been facing quite a lot of challenges since the restructure in terms of leadership and finances. It was a great loss to the Faculty when the first Dean, the late Professor Robert Hughes passed away in February, 2007.

Since February 2007, Dr Kedrayate continued as Acting Dean, Faculty of Arts and Law. Dr Kedrayate was also interim director of IOE in 2006 before Dr Sanga took up the directorship in January 2007. On his departure, she continued as interim director of IOE.

As Acting Dean, Dr Kedrayate monitors the overall budget of the Faculty on the advice of the business manager. The substantial budget deficit affected staffing and programmes in the Faculty in 2007. However, with the support of the Heads of Schools/Institutes, Business Manager and staff, the Faculty was able to continue to fulfill most of it responsibilities and cleared the deficit in 2007.

Dr Kedrayate served on the following FAL Committees (USP)

- Council
- Senate
- Senior Management Committee
- Staff Policy
- Staff Development
- FAL Executive Board (chaired)
- Pride Project Management Committee.
- Student Liaison Committee (chair)
- Space Audit Committee (Chair)
- Appointments Committee (chair)
- SOE Board of Studies
As Head of Primary Division, School of Education, Govinda Lingam has tried to encourage greater professional collaboration amongst colleagues in the Division and contributed towards the design of Peer Assessment Form.

Professor Thaman served on USP Senate, USP Council, and the USP Research & Postgraduate Committee.

Teweiariki Teaeo is a member of the following:
- Student Development Committee.
- USP Senate (when he deputised as Head of School – School of Education).
- Assistant Head of School, until the post was abolished by USP Management. He continued to work in that capacity on an honorary basis.
- SOE Postgraduate and Research Committee.
- SOE Division Coordinators’ Committee.
- Appointment Committees in various sections of the university.
- USP Arts and Culture Committee.
- Editorial Board, Directions: Journal of Educational Studies.

Unaisi Nabobo-Baba assisted in the inaugural SOE Postgraduate Symposium Organising Committee with Professor Konai Thaman and Cresantia F. Koya in October. She was also a member of FAL’s Postgraduate and Research Committee, and the SOE Research and Postgraduate Committee.

Cresantia F. Koya was Division Coordinator for the SOE Marketing and Publicity Division and served on the PRIDE Project Selection Committee, the USP NZAID Arts and Culture Award, and the FAL Student Liaison Committee.

Salanieta Bakalevu was a member of FAL’s Teaching and Learning Committee as well as the Faculty Audit team. She was also member of the SOE Research and Postgraduate Committee.

Stanley Houma is the SOE representative to the PRIDE Sub-projects Committee and the Head of the Professional Division.

Alfred Liligeto was chair of the SOE Student Liaison Committee which was initiated by the Head of School of Education to establish good governance practices in academic matters by students of the School of Education, working closely with the SOE HOS and USP Development Committee.

Paula Jones
- Liaison Librarian (School of Language Arts and Media)
- Library Advisory Committee, Pacific Theological College

Liviana Tabalala
- Liaison Librarian (School of Education)

**Community Liaison**

Akanisi Kedrayate participated in the following activities:
- served as a member of the Network for Women in Higher Education,
- gave a lecture at the Davuilevu Theological College on ‘Liberating Education’ on 12 July, 2007,
- was the Mistress of Ceremony for the opening of the Peace Garden at the Suva City Council Garden in September,
- was chief guest speaker at the Annual Prize-Giving at Sila High School and spoke on ‘Fulfilling the Purpose of Education’ on 28 November,
- does community outreach at the Prison, Hullen Home and Squatter Settlements.
Dr Kedrayate was:
• President of the Fiji Association of Graduate Women (FAWG)
• Chair of the Public Rental Board (PRB)
• President of the Fiji Girl Guides Association
• Member of the Fiji Education Forum
• Member of the Board of Governors for Adi Cakobau School
• Member of the National Council of Women.

Fulori Sarai was invited by the Assemblies of God Women’s Central Division (Fiji) to speak on ‘Women and Nutrition’. Fulori was also invited to speak to the Nakasaleka Rugby Union from Kadavu (Fiji) on ‘Nutrition and Rugby’, and monitor the team’s diet before and after the Island Zone Rugby competition, which they won. She was also invited to speak to the Under 21 Netball squad of Nadroga, (Fiji) on ‘Nutrition and Netball’. Fulori is a member of the National World Food Day Committee, the National Food and Nutrition Policy Committee and the Fiji Ministry of Education TVET Curriculum Committee member for Food and Nutrition and the ECE Task Force.

Govinda Lingam participated in the Human Resources in Health Workshop organised by the Fiji School of Medicine at Mocambo Hotel, Nadi, Fiji, 27-29 September. He presented a paper on ‘Continuing education for the health professionals: Going the distance’ at the workshop. Dr Lingam also addressed the Bainivalu Primary School, Suva, at their Diwali celebrations.

Jeremy Dorovolomo presented a paper ‘Going beyond the physical education curriculum to promote lifelong adherence to regular physical activity in children and youth in the Pacific Islands’ at the Talanga: School of Education Seminar Series in April. Jeremy also presented a paper ‘A Solomon Islands Principal’s collaborative experiences with the community’ at the Leadership Case Study Workshop, Suva, Fiji, 28-30 November and, in December, he presented a paper ‘Physical education – Selective studies’ at the Oceania Sport Education Programme Symposium, Suva, Fiji, 6-7 December. Also in December, Jeremy participated in the Teacher and Education in the Pacific (TEP) Project Regional Workshop, Suva, Fiji.

Lavinia Tiko attended workshops for teachers in Fiji with regards to the ECE National Curriculum Framework and was a member of the Ministry of Education ECE Task Force. Lavinia was also a committee member of the South Pacific Division Youth department of the Seventh Day Adventist Church. She has participated in marketing of ECE courses widely throughout Fiji, especially in the USP campuses. Lavinia was invited by the Suva and Nausori branch (ECE) teachers to shed some light on what USP is offering with regards to Early Childhood Education. She was also chief guest at the Fiji National Pre-school week, Nadi Branch, when she gave a speech on the importance of nature to children’s learning as this was the world wide theme for ECE.

Sagaitu Manueli gave a presentation to the TVET Section, Ministry of Education, Fiji, on the topic: ‘Technology Education’ – with particular highlights on innovations in the apparel and textile strand at USP.

Teweiariki Teero gave a multi-media presentation: ‘Making school leaders dispensable: an alternative perspective’ to the 99th Annual Conference of the Fiji Principals’ Association in Suva, 26 April. He was part of the School of Education, Asia Pacific Centre for UNESCO Project on Education for Sustainable Development (SOE-ACCU-ESD) with Dr A Sharma, Professor Konai Helu Thaman, Dr Unaisi Nabobo-Baba, and Dr Govinda Lingam.

He also held meetings with senior Ministry of Education officials regarding the ACCU/JICA/SOE sustainable development project on teacher education, and he reviewed a few manuscripts to assess suitability for publication for various publishers, including IPS. He is a member of an international panel of academics and teacher educators charged with the evaluation of programmes and resources at Lautoka Teachers’ College for accreditation purposes.

Teero has, in his capacity as coordinator for UU104 Pacific Worlds, successfully established good relations between the people of Naroro Village and USP, particularly the School of Education.
Unaisi Nabobo-Baba delivered a keynote address to the Fiji Principals’ Association Annual Conference at the Southern Cross Hotel, Suva. ‘Research and Indigenous Peoples: setting Agendas and Framings’ was the title of her presentation at the Fijian Teachers’ Association RFTA Session, held at the Fijian Teachers’ Association Headquarters, Suva. Dr Nabobo-Baba delivered another keynote address: ‘Peace, Young people and Fiji Today’, at the Pan-Pacific and South East Asia Women’s Association (PPSEWA) Fiji Chapter Conference on Peace and Young People, held at the Pacific Theological College, 5 September. Dr Nabobo-Baba was a member of the Lomaiviti (Fiji) Provincial Council Development Committee and one of the team of community consultants at the Lomaiviti Provincial Council Committee draft response ‘Peoples Charter for Building a Better Fiji’ in May.

Dr Salanieta Bakalevu was chief guest at the Laucala Bay Secondary School prize-giving ceremony on 28 November. She spoke on ‘Evaluating our visions’. As a voluntary member of the Accreditation Commission of the South Pacific Association of Theological Schools (SPATS), Dr Bakalevu gave advice and support for accreditation duties at various institutions. She was also member of the Constitutional Officers Commission, and the Board of Governors for Adi Cakobau School.

Cresantia F. Koya gave a presentation on ‘Why and to what extent do students plagiarise?’ at Talanga, an SOE lunch time seminar, in May. In October, Cresantia ran a workshop, Postgraduate Student Needs and Support, at the Lautoka Campus to find out more about postgraduate students’ needs and the support provided by USP for VBC and WEbcT courses. On World Intellectual Property Day, she was guest speaker at the Suva Civic Auditorium, giving an address to primary and secondary school students, and at the October UNESCO Mondialogo launch, she was also guest speaker. She also served on the Ministry of Education, Fiji’s Assessment Advisory Board.

Cresantia was a curriculum adviser to the Corpus Christie Curriculum Development Team and was on the Fiji Ministry of Education’s Internal Assessment Advisory Committee. She was also part of the Young Women’s Working Group at the Fiji Women’s Rights Movement which is responsible for the development and delivery of the Emerging Leaders’ Forum (ELF) Programme.

In May she was workshop facilitator at the Leadership, ELF Retreat, Pacific Harbour, and in October she facilitated The Dynamics of Multiculturalism workshop, ELF Retreat.

She was part of the School of Education, Asia Pacific Centre for UNESCO Project on Education for Sustainable development (SOE-ACCU-ESD).

As Head of the Marketing and Publicity Division of SOE, Cresantia F. Koya was responsible for Open Day organisation for both the School and Faculty at Laucala Campus. This involved packaging and dissemination of Faculty information to USP regional campuses and schools. She managed the SOE webpage and outreach to USP campuses via email and the dissemination of information regarding courses and programmes on offer.

Cresantia was also FAL Student Liaison Representative, a member of the SOE Student Liaison Committee, Chairperson of the SOE Open Day Committee and the FAL Open Day representative to the USP Open Day committee. With Shailendra Singh of SLAM, she was co-editor of the FAL newsletter.

Purus Thimmappa Rao, on invitation from the Director College of Foundation Studies (CFS), volunteered through the Head of the School to develop exam capacity-building competencies for CFS academic staff. This three-day workshop on Refresher Training for CFS staff on Preparation of Examinations attracted 16 CFS academic staff from ten different foundation subjects.

Sereima Naisilisili was a member of Fiji Ministry of Education TVET National Curriculum Committee, Home Economics, and a board member of Laucala Bay Secondary School, Suva.

Katarina Tuinamuana represented the University on the Fiji National Curriculum Framework Reference Group, which is part of the Fiji government’s ongoing major review and re-conceptualisation of its K-12 curriculum (AusAID and EU-funded).
Sagaitu Manueli co-authored a book on technical drawing which was endorsed by the MoE of Fiji and SPEBA.

The Food and Textiles section of DOTACE show-cased Fashion Design during Open Day.

Lice Taufaga ran a series of seminars on ‘Improving Children’s Academic Achievement from 29 April – 4 May at the Nadera SDA Church. In October she ran a Children Sabbath School seminar on ‘Effective Teaching Methods in the Sabbath School’ and is the education consultant on a volunteer basis for the Fiji SDA Church.

Alfred Liligeto was a member of the Technical Vocational Education & Training (TVET) Advisory Board of the Ministry of Education, Fiji. He was also a member of the team selected by the Ministry of Education to review FIT and TPAF courses and programme, and a member of the National Quality Framework Committee organised by TPAF. He has been a sitting member of the Fulton College Board since 2005.

**Communications and Information Technology**

Lavinia Tiko interacted with students through the USP audio tutorial, which she found helpful in the dissemination of information to students throughout USP region and also through emails and telephone.

Teweiariki Teaero used **USPNet** for many of his courses, particularly class share, video broadcast, satellite and emailing. This was in addition to the inter-active PowerPoint slides and multi-media presentations both in and outside the University.

Salaieta Bakalevu worked on a proposal for a project: ‘IT Third Country Training for Teachers in Post Primary Schools’, which is intended to be submitted to JICA for funding this year.

Cresantia F. Koya was in charge of webpage management and providing of links to regional sites related to education in the Pacific.

**Marketing and Communications**

This year marketing was done in the following areas by Lavinia Tiko: Northern: Labasa, Savusavu and Taveuni; Central: Suva and Nausori; Western: Lautoka and Nadi. Unfortunately marketing could not be done in the other USP member countries due to financial constraints.

‘Exposure ‘07’ was a fashion show organised by the apparel and design students on 8 June, 2007. While the show was a requirement for the course FT224, it was also a promotional programme for the Division of Technology and Community Education.

Cresantia F. Koya disseminated a ten-minute visual presentation of SOE and publication materials including posters and brochures on courses and programmes on offer to all member countries through the various campuses. School packages were also prepared and disseminated for the Faculty of Arts and Law on Open Day.
PART 2: ACADEMIC AND RESEARCH-RELATED ACTIVITIES

Developments in teaching
New courses in the degree programme for Early Childhood Education have been developed and delivered since 2007. New course offerings are in place and so far no ECE courses have been dropped.

Sagaitu Manuelli is writing (proposal) new 400-level technology education courses:
- TE461 Studies in Technology Education
- TE492 Studies in TVET
- TE451 Studies in Technology and Society

Teweiraki Teaero successfully negotiated with colleagues in SOE for the inclusion of UU104 as an option in several teacher education programmes. He facilitated the inclusion of expressive arts (these being grounded in Pacific cultures) as majors in SOE’s teacher education programmes. The inclusion of Pacific indigenous ways of teaching, especially the use of traditional ‘teachers’, practising artists/craftspeople and elders, site visits, studies of artefacts etc. in the teaching of UU104 and expressive arts courses legitimised and began to mainstream indigenous philosophies, processes and local experts at university level.

Other student matters
Tebania Tebakabo, an MEd graduate whose SRP was supervised by Teweiraki Teaero and Dr M.G.M. Khan of the School of Computing, Information and Mathematical Sciences, was promoted to the position of Director of Education in Kiribati weeks after his return from studies, and was later appointed to a position in the South Pacific Board for Educational Assessment.

Research
Research on Leadership in the Pacific. As part of the Governance Programme, Dr Akanisi Kedrayate undertook research on Case Study Methodology a woman leader in Fiji. This research has resulted in a case study titled ‘Leading in Dangerous Times: Fiji Nurses Champion’.

Publications

Books

Book chapters


Journal articles


**Conference papers**


Lingam, Govinda. ‘Graduate satisfaction with the theoretical component of the pre-service certificate in primary teaching’. Paper presented at the New Zealand Association for Research in Education, National Conference at Christchurch University, Christchurch, New Zealand, 4-7 December 2007.


**Professional and technical reports**


**Major original creative works**


**Other works (non-books)**


**Other matters relating to research activities**


**Research grants**

Teweiariki Teaero: ‘Collection, background research, annotation and editing of ancient Kiribati songs’, AusAID-funded. Amount awarded $21,000.00.
**Consultancy**


Akanisi Kedrayate: Review of the Lautoka Teachers’ College Diploma in Primary Education and Early Childhood Education Programmes from 28-30 October, 2007. Dr Kedrayate chaired the panel and also compiled a 48pp report. Funded by AusAID.

Akhila Nand Sharma: Review of the functions of FIT, TPAF and other TVET providers. This was a consultancy for Fiji’s Ministry of Education. The final report will be ready in March 2008.

**Staff leave and conference**

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<thead>
<tr>
<th>Name</th>
<th>Dates</th>
<th>Details</th>
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<tbody>
<tr>
<td>Bakalevu, Dr Salanieta</td>
<td>15 January – 29 February, 2007</td>
<td>Invitation as Foreign Visiting Researcher to the International Cooperation Centre for the Teacher Education and Training, Naruto University of Education, Japan. Invitation was for collaborative work in IT Education with the intention of producing a cross-cultural book for IT Education. Visited a few primary schools and observed use of IT in mathematics learning. Present a paper at the International Conference for Teacher Educators (focus on Math/Science education), Naruto University of Education, Japan</td>
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<td>Deo, Bisun</td>
<td>Study Leave</td>
<td>Study Leave</td>
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<tr>
<td>Dorovolomo, Jeremy</td>
<td>18 – 20 April 2007</td>
<td>Continuing and Community Education Regional Conference, Apia, Samoa</td>
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<td>Houma, Stanley</td>
<td>4 – 7 December 2007</td>
<td>New Zealand Association for Research in Education National Conference, University of Canterbury, Christchurch, New Zealand</td>
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<td>29 -31 November</td>
<td>ACCU-ESD Capacity Building Workshop, Ahmedabad India. Funded by ACCU-Project Project Japan UNESCO Office.</td>
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<tr>
<td>Lingam, Dr Govinda</td>
<td>4 – 7 December 2007</td>
<td>New Zealand Association for Research in Education National Conference, University of Canterbury, Christchurch, New Zealand</td>
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<tr>
<td>Nabobo-Baba, Dr Unaisi</td>
<td>15 Nov – 17 Nov 2007</td>
<td>11th Asia Pacific Conference on Education and Culture, University of Southern Queensland, Toowoomba, Brisbane.</td>
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<tr>
<td>Name</td>
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<td>Events</td>
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<tr>
<td>Sharma, Dr Akhila</td>
<td></td>
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<td>Taufaga, Lice</td>
<td>15–17 Nov 2007</td>
<td>11&lt;sup&gt;th&lt;/sup&gt; Conference on Education and Culture, University of Southern Queensland (USQ), Australia November, funded by USQ and University of Asia and the Pacific (UAP), Philippines.</td>
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<tr>
<td>Name</td>
<td>Dates</td>
<td>Event/Activity</td>
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<td>Tuinamuana, Dr Katarina</td>
<td>10 April – 2 July 2007</td>
<td>Maternity Leave</td>
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<td>Vakaloloma, Teresa</td>
<td></td>
<td>Maternity Leave</td>
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<tr>
<td>Jones, Paula</td>
<td>19 – 23 August 2007</td>
<td>IFLA Conference, Durban, S. Africa</td>
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<tr>
<td>Maebuta, Jack</td>
<td>30 Nov – 2 Dec 2007</td>
<td>The Australian and New Zealand Comparative and International Education Society Conference, The University of Auckland, Auckland, New Zealand</td>
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**Other matters**

Konai, Thaman, Akhila Nand Sharma, Cresantia F. Koya, Govinda Lingam, Teweiariki Teero and Unaisi Nabobo-Baba participated in the following:

SOE-ACCU-ESD Project development:
- One-day retreat, March 2007: Holiday Inn, Suva.
- Secondary Division Editorial Team for Book Writing Projects in collaboration with USP Lautoka Campus.

Jeremy Dorovolomo, Cresantia F. Koya, Unaisi Nabobo-Baba, Huy Phan and Stanley Houma participated in the following retreats:
- Project ‘Pacific Education: Issues and Perspectives’
- Book Editing Retreat 1: 3-day retreat - Dream Villas Fiji, Nov 9 – 11 – Capacity building and team-building workshop.
- Book Editing Retreat 2: 1-day retreat - Pacific Lagoon Resort, December 22nd 2007

Executive Summary

This was a difficult year. Following the academic restructuring of 2006 and the assumption that expansion, development and the creation of new initiatives were the order of the day, 2007 instead brought with it contraction, retrenchment and the holding in abeyance of some anticipated initiatives. Much of this rather negative experience stemmed from the need to control the Faculty’s deficit, and good progress has been made in this area, but at the cost of reduced staffing for the School and a severe reduction of the School’s recurrent budget. In spite of this negative situation, there have been some notable achievements as the reports from the separate divisions indicate.

Because of the diversity of its programmes, the School had been organised into five component divisions. These are the Divisions of Language, Literature, Performing Arts, Journalism/Media Studies, and English for Academic Purposes. Of the various initiatives introduced by these Divisions for 2007, several have achieved considerable great success. The Language Service Centre, which serves as the consulting arm for the School and is operated through the Language Division, has done extremely well. Similarly, the Pacific Writing Forum, as part of the Literature Division, continued its high level of activity in convening events and hosting guest writers. The Literature Division brought out a well-received issue of *Dreadlocks*, the School’s peer-reviewed literary journal and was co-convener of the Double-Dialogues conference in association with Deakin University. In addition to its normal activities, The Division of Performing Arts produced a short film on unplanned pregnancy and mounted a major production of Shakespeare’s *A Midsummer Night’s Dream*. The Journalism Division celebrated 20 years of journalism education at USP and continued to augment its reputation by winning international awards. English for Academic Purposes is now ready to offer LL116 Business English subject to staffing issues.

During the year several of the School’s senior academic staff left the University - Dr William Schreck, Dr Sybil Johnson and Mr Patrick Craddock - placing a strain on teaching resources. At the end of the year Dr David Whish-Wilson and Ms Sophie Rankin also announced their departures. As a result, the School has had to rationalise its offerings and will be restructuring in 2008 opting to leave music as part of SOE and restoring drama/theatre arts to the Literature Division.

Division of Journalism and Media Studies

2007 marked 20 years of journalism education at USP. The Division continued to build on the successes of the previous year and realised several key goals. Students continued to win national and international awards, the Division formed and strengthened strategic partnerships with regional organisations to enhance student and there were new developments in publications and research. The year culmination with the 2007 USP Journalism Awards Night at the Oceania Centre on 30 November, attended by staff, students, and alumni. Former USP student and award-winning journalist, Stanley Simpson, was the keynote speaker.

Over the last two decades, USP has produced over 100 graduates spread across 14 Pacific Island countries. They work in the news media/ NGO’s/ civil service and the corporate sector and by all accounts, they are making a positive contribution to media development in their countries. Former students continue to make their mark in the industry, with Shane Hussein and Stanley Simpson winning top honours at the 2007 Fiji Awards for Media Excellence. They are among alumni throughout the region who have quickly established themselves as prominent journalists.
Current students Nanise Nawalowalo and Riteshni Singh won the 2007 Ossie Award for best news report (print section) in Australia, New Zealand and the Pacific. This was the second major win for USP journalism in 2007. In October, it won the best print story and best student journalist awards at the Fiji Awards for Media Excellence. Two other students, Vani Catanasiga and Geraldine Panapasa, received a high commendation award in the same category for their story on governance and finance at USP. Both stories were published in the USP’s student training newspaper, Wansolwara. USP Journalism has now won around 15 awards and highly commended citations at the Journalism Education Association (JEA) Ossie Awards, widely regarded as the ‘Walkley Awards’ of student journalism in Australia, New Zealand and the Pacific.

USP journalism continued to form strategic partnerships with regional organisations. The Division initiated discussions with the Commonwealth Youth Programme and the Secretariat of the Pacific Community for student internships. The aim is to have top students placed in Honiara and Noumea where they will be exposed to the development work being done by these agencies. This is in line with the Division’s focus on development journalism in order to produce graduates who can assist in the growth of their countries in meaningful and tangible ways. The UNDP and SeaWeb are other partner agencies with which the programme solidified its relationships to get teaching assistance and provide fellowships for students.

An attachment scheme with Radio Australia continued by hosting a student in Melbourne, Australia for four weeks. Within USP, the Division is in discussions with the Governance Programme to introduce peace journalism, which has a place in the region. It also produced a journalism textbook in collaboration with the Faculty of Economics and Business.

Cooperation with the Fiji media industry was further strengthened. Around ten students went on short attachments with the various media in Fiji. The improvement they showed as a result of the work experience was Professoround. Journalism graduates are now employed by all the major media in Fiji, including the Fiji Times, FM96, Fiji Television and the Fiji Sun.

Profile
In line with its expansive vision, the School seeks both breadth and diversity in the design of its programmes. Arranged for administrative and academic purposes into five divisions - Literature, Language Studies, Journalism/Media Studies, Performing Arts and English for Academic Purposes - the School offers a wide range of courses in its various disciplines. Within these broad areas, students can undertake a variety of certificate, diploma, degree and postgraduate level programmes offered through a number of teaching modes both on-campus and through DFL.

In addition to Certificates in Theatre Arts and (jointly with the School of Education) Expressive Arts, the School offers Diplomas in Pacific Journalism, Vernacular Languages (Fijian or Hindi), and Pacific Language Studies. There are also a large number of choices in Bachelor of Arts undergraduate majors, including Expressive Arts, Literature, Linguistics, the combined Literature and Language Major, Media Studies (not offered in 2007), Pacific Language Studies, Pacific Literature, Pacific Vernacular Language and Theatre Arts. Minors are also available in most of these disciplines. The School offers a challenging selection of courses for its Postgraduate Diplomas in Literature, Linguistics and Pacific Media Studies and an interesting spread of staff expertise for the supervision of MA and PhD research.

Division of Language
USP is at the heart of one of the most linguistically diverse regions of the world, with approximately 200 languages spoken in its 12 Member Countries. Through its teaching programmes and research, the Division aims to develop students’ awareness of the richness and diversity of language in general and of their linguistic environment in the Pacific in particular, and to equip them with analytical skills which will enhance their understanding and appreciation of the complexity of language.

The Division has two programmes in linguistics, one in general linguistics based at the Laucala Campus in Suva, Fiji, and one in Pacific language studies, offered by the Pacific Languages Unit at the Emalus Campus, Port Vila, Vanuatu, which aims to raise awareness of Pacific Islanders about issues concerning their own languages. Of particular importance is the imparting of skills to students that will ensure the survival and development of Pacific vernacular languages. While the two programmes have different emphases, they share a platform of first year courses, which allows students to specialise in their second year.
The Division is also a centre for the teaching of languages (other than English), including French, Fijian and Hindi. In addition there is a vibrant postgraduate programme which attracts increasing numbers every year – currently including students in the Postgraduate Diploma, and six Masters and two PhD students. In 2007, the division also included a Graduate Assistant (GA), Ana Kitoilelei.

Summary of Activities

• A Hindi short story competition was held to celebrate World Hindi Day and attracted a large number of entries in both standard Hindi and Fiji Hindi, including some of very high quality.
• The Language Services Centre (LSC; see also below) has continued to provide consultancy services to the community in language and associated fields, has been very successful. Activities last year included: the English Language Upgrading Course (ELUC), non-credit courses in French, Fijian and Fiji Hindi; private tuition in French, English, and several languages of the Pacific (including Fijian and Kiribati); translations in various languages (including French, Fijian, Fiji Hindi); interpreting; IELTS preparation workshops; and various workshops on English for Special Purposes.
• The monitoring of the restructure of the Fijian Studies programme to continue develop it in line with the University’s aim to be ‘an international centre of excellence for teaching, research and consulting on all aspects of Pacific life’. Increased publicity and liaison with schools has been undertaken, as it has for the Hindi Studies programme.
• A very successful French Day was held to celebrate the Journée de la Francophonie.
• Staff continued to conduct research and to publish in locally relevant periodicals (e.g. Domodomo) and internationally prestigious journals (Oceanic Linguistics).

Division of Literature

The Literature Division in the School of Language, Arts and Media provides teaching, scholarship and research in literature, creative expression and related academic disciplines such as cultural studies. In 2007 the Division included the following teaching staff:
Dr Mohit Prasad
Dr Kavita Nandan
Dr David Whish-Wilson
Dr Som Prakash
Professor Ian Gaskell.

The expertise of the Division staff in a wide variety of areas enabled the full complement of courses to be taught including: Pacific Literature, Women’s Studies, Creative Writing, Postcolonial Studies, Genre Studies, Dramatic Literature and Cultural Studies. During the year over 500 students were enrolled in units offered and were taught in a variety of modes from face-to-face to DFL.

Along with the Pacific Writing Forum (PWF), the Literature Division organised a wide range of community outreach programmes through reading nights, literary festivals, film nights and film festivals, conferences, and the first ever national writing competition. Various commentators have highlighted the fact that the PWF and Literature Division are among a select few USP institutions providing this level of community outreach and associated awareness through the media.

The teaching staff were assisted by two graduate assistants, Jasbir Singh and Bhavna Vithal, who provided tutorial and marking assistance as required. The two GA’s also completed their required programmes in brilliant fashion.

PWF hosted delegates to the Double Dialogues ‘LIES’ Conference to a reading night on 5 July in Suva. The Double Dialogues ‘LIES’ conference was co-hosted by the School of Language, Arts and Media (SLAM) and was in Lami, 3-6 July. Professor Ian Gaskell and Dr Mohit Prasad presented papers during the conference that featured a range of presentations on the theme of ‘lies’ from disciplines such as literary theory, art history, art studies, music theory, and photography and film studies. The keynote address was by noted literary theorist and academic from Fiji, Professor Vijay Mishra, Murdoch University, Perth, Australia. Over 30 delegates attended the conference.
Dr Kavita Nandan attended the ACLALS Conference in Canada and presented a well-received paper on Indo-Fijian writing. Professor Gaskell attended the SPACLALS conference in Samoa at the end of the year. Dr Mohit Prasad presented a paper on Indo-Fijian Humor and Literature at the Centre for South Asian Studies annual symposium at the University of Hawaii at Manoa.

A number of other programmes organised under the PWF banner included staff support from the Literature Division. The Division organised information sheets for the USP Open Day and played videos of reading nights, story theatre, and other associated dramas.

**Division of Journalism and Media Studies**

The award-winning USP journalism programme started as a certificate course in 1987 and was upgraded to a full double-major degree in 1992. It is the longest running and the most diversified media programme in the region, covering instruction in print, radio, television and online. The programme is very influential in the region. To date, it has produced around 100 graduates working in 29 media organisations in nine different Pacific countries. The programme is intensely practical but differs greatly from short-term training courses in the region in that it is sustained over two (diploma) or three years (degree). It involves a broad spectrum of both professional and background studies. With students from around the region and beyond, the programme has courses including newspaper production, online reporting, radio news broadcast production and television production complete with equipment and post-production facilities.

**Division of Performing Arts**

Performance is a vital aspect of Pacific culture, especially in music, dance and theatre. In recognition of its importance, it was decided that the subject area should be given Divisional status as part of the School of Language, Arts and Media in preparation for its subsequent development. Prior to the academic restructuring, theatre arts was delivered as part of the literature section of the former department. Over several years, theatre arts has grown from a collection of unrelated courses to a properly constructed double major. It is also possible to take a six-course Certificate in Theatre Arts and a four-course minor. The approach in theatre arts is to provide students with a broad background in the subject, exploring the critical/theoretical/historical study of drama as expressed through a variety of performance media. Following the principle, however, that the best way to learn about anything is to do it, the theatre arts courses take a practical participatory approach. Designed to develop the individual’s confidence and explore his or her creativity, these courses provide opportunities for public performance through a series of productions using the media of live theatre, video and radio. In conjunction with music and visual arts, currently part of the School of Education, it is also possible for students to take a double major in expressive arts combining music, theatre and visual arts.

**Summary of Activities**

- The end of the first semester saw a production by the combined TA101/TA301 classes, showcasing story theatre pieces, short plays on social issues and individual monologues.
- The TA220 class produced a short film on unplanned pregnancy called ‘There’s Good News and Bad News.’
- Performances were generated for USP Open Day in the second semester.
- Theatre arts provided technical support for The Oceania Dance Theatre on pieces presented at the Performance Space.
- TA110 presented several Theatre for development pieces and workshops, in Raiwaqa and the Suva foreshore.
- Women’s Action for Change presented a two-day workshop for theatre arts students in the second semester.
- The major production for the year was *A Midsummer Night’s Dream* by William Shakespeare.

**Division of English for Academic Purposes**

The mission of the Division English for Academic Purposes (EAP) is to help students acquire the language and communication skills necessary for successful academic study. The learning outcomes for the course involve the acquisition by students of both specific and generic skills. These include the acquisition of academic skills that accurately meet the real learning needs of our English-as-a-second-language (ESL) students at USP. In a more general sense, it attempts to clarify for students the culture of academia, of scholarship, where ideas and statements are backed up by facts and evidence, reason, logic and research.
EAP uses a structured approach, utilising a developmental sequence - step-by-step approach - to skills acquisition in this writing-based course. Students practise the elements inherent in professional and academic writing and speaking at every step. The emphasis is on analysis, problem-solving and critical thinking, skills that can and should be transferred to their work in other disciplines. To increase the students’ level of confidence by providing success at every step, the course is modular, based on achieving delineated objectives in six assignments, including an oral seminar and a mid-semester test, plus a newly devised examination where students brainstorm, plan and write a coherent essay and an abstract.

LL114: English for academic Purposes is one of the largest undergraduate courses in the University, if not the largest. In 2007, approximately 2400 students enrolled in the course, which is taught in DFL and face-to-face modes on the Laucala and now Emalus campuses. In July there was a change of Coordinator when Dr W. Schreck resigned and his position was taken by Gillian Green. Mrs Tilisi Bryce supervises matters relating to the face-to-face students on the Laucala Campus. At about the same time as the changeover of coordinators occurred, Gillian Green was forced by events connected with the 2006 coup to relocate to the Emalus Campus where the face-to-face mode is now offered for the first time. LL114 is also taught at the Fiji School of Nursing by Catherine Brewster who adapts assessments to reflect the specialised context.

Summary of Activities
- Gillian Green and Catherine Brewster taught Academic Skills for History to first and third year history students, focusing on reading and writing skills in April.
- In March, Gillian Green took part in an experimental educational radio programme provision for Nauru by making the first of a number of planned recordings.
- Gillian Green taught in second year law on the skills of writing expository text. There have been regular liaisons with the law faculty with a view to creating a new language course to meet the needs of law students.
- Gillian Green completed the writing of LL116: English for Business Purposes after consultations with Professor M White.
- Mohammed Sameer was an IELTS examiner and teacher, taught LL122 and LL221 and also:
  a) translated the Fiji Hindi section of the Sign Language Dictionary for the Handicapped Society of Fiji
  b) is currently working on the Fiji Hindi dictionary with Professor France Mugler.

Staff Listing

Division of Language
Associate Professor, Head of Division (on sabbatical Semester I) France Mugler, MA Toledo (Ohio) PhD Mich.,
Associate Professor Paul Geraghty, BA, MA Camb., PhD Hawai’i
Senior Lecturer Robert Early, BA Well., BD Melb. Coll. of Div., MA Auck., PhD ANU
Lecturer Sophie Rankin, BA Reims
Lecturer (on sabbatical Semester II) Jacqueline Fa’anunu, BA, Occidental, MA Hawai’i
Lecturer Indu Chandra, BA Delhi, MA PhD Allahbad
Lecturer Hannah Vari-Bogiri, BA PGDipArts MEd James Cook
Lecturer Catriona Malau, BA PhD ANU
Assistant Lecturer Mohammed Sameer, BEd, MA SPac
Tutor Salesh Kumar, BA S.Pac.
GA (working on her MA in Linguistics) Ana Kitolelei

Division of Performing Arts
Professor, Head of School and Head of Division Ian Gaskell, BA Wat., MA PhD Tor.
Senior Lecturer Sybil Johnson, BA MA PhD Florida
Tutor Apete Marayawa, BEd PGDipLit S.Pac.
Division of Literature
Senior Lecturer Som Prakash, BA MA Auck., PhD Flin.
Lecturer, Head of Division Mohit Prasad, BA MA S.Pac., PhD W.Syd.
Lecturer Kavita NANDAN, BA, MA, PhD ANU
Lecturer David Whish-Wilson, BA Murd., MA UWA, PhD Murd.

Division of Journalism and Media Studies
Head of Division, Lecturer Shailendra Singh, MA Bus. Admin. GCTT S.Pac.
Lecturer Patrick Craddock, BA VUW, Grad.Dip. UA
Lecturer Charu Uppal, BSc (HEc) BSc (Ed) MS (Comm) Clarion PhD Penn U.

Division of English for Academic Purposes
Assistant Lecturer and DFL coordinator for L114 Gillian Green, BA, MA Cant, MTESOL CUNY.

Serving the Region
Language Services Centre (LSC)
The School established a Language Services Centre (LSC) in 2006. Members of the advisory board are Paul Geraghty, France Mugler and Ian Gaskell. LSC has been responding to a demand for services in a range of languages from tertiary institutions, NGOs, government departments, businesses and individuals. The services currently offered include:

- translation in various languages (including Fijian, Hindi, French, Tongan)
- interpretation: simultaneous and consecutive
- non-credit language courses, with certificates in elementary Fijian, Fiji Hindi, French
- English Language Upgrading Course (ELUC): an immersion course for beginners in English
- private tuition (English, Fijian, French, Hindi, Kiribati)
- monthly IELTS preparation workshops (International English Language Testing System)
- tailor-made workshops for tertiary institutions, business houses, NGOs, government departments (eg writing for the media, corrective pronunciation, English language upgrading skills, English for academic purposes, English for special purposes)
- examination moderation
- linguistic data checking and editing

These various services are delivered by members of SLAM’s staff, who have expertise in a wide variety of language-related fields.

To date:
France Mugler has checked translations (French to English, English to French) and conducted a workshop for Fiji TV news presenters on pronunciation/delivery.

In September, nine intermediate and secondary school students aged between 11 and 17 took part in a three-day writing workshop run by LSC. It was organised to train participants to write for the Suva-based teenagers’ newspaper, Kaila!, published weekly by the Fiji Times Ltd. The teenagers belong to an organisation called Kids Link Fiji (KLF), which comes under the direction of the Save the Children Fund, a charitable organisation. The aim of KLF is to ‘promote child rights and responsibilities, demonstrate the importance of children’s participation and be a voice for the children in Fiji’.

Gillian Green was the Centre’s ESOL consultant for the CAAF language test and the ELUC restructure. She also undertook a review of the extant English Language Upgrade Course (ELUC) and suggested that significant changes needed to be made. She and Tilisi Bryce were then contracted to rewrite the course which was completed in May. Gillian Green was also contracted to write and resource a short language skills course for Japanese learners.
Mohammed Sameer proofread Fiji Hindi translations for the Fiji Law Society.
Paul Geraghty in February translated into Fijian the Universal Declaration on Bioethics and Human Rights, and from February to June researched and wrote a 56-hour course on Culture and Tradition in the Pacific for the Diploma in Media and Journalism, Melbourne Development Institute.

Hannah Vari-Bogiri:
- UNESCO project on Endangered Languages within the Melanesian countries, 23-28 March 2006, University of PNG. Presentation: A country report on the UNESCO project on the documentation of the endangered languages in Vanuatu.
- Intensive Bislama Language Training courses for Japanese Overseas Cooperation Volunteers (JOCV) and the New Zealand High Commission.

Robert Early: Intensive Bislama Language Training courses for the JOCV and the New Zealand High Commission.

**Division of Journalism**

In Solomon Islands, former students are contributing to media development in a major way, with one starting the country’s second private newspaper and another involved in the set up of a new television company. This will enhance media services and diversity in one of USP’s member countries.

Divisional Head Shailendra Singh attended the Pacific Islands News Association (PINA) 2007 Biennial convention on 21-26 May 2007, Solomon Islands, Honiara. PINA is the main professional association of the Pacific Islands news media. It links radio and TV stations, newspapers, magazines, online services, national associations of news media practitioners and journalism schools in 23 Pacific Island countries and territories.

Shailendra Singh presented a paper on ‘Media Training and Development at USP’. The paper highlighted the achievements of the Division at USP in the 20 years journalism has been taught at USP and the programme’s evolution from a skills-based certificate course to a full, double-major degree programme that it is today. It was the first time media personnel from the region learnt in any depth about how the course was run at USP and how active the division was. While in Honiara, Mr Singh also marketed the journalism courses by distributing brochures, the student newspaper and in meetings and discussions.

Mohammed Sameer was an examiner for IELTS. He also contributed to a new Sign Language Dictionary for Fiji, proofreading the words in Fiji Hindi words and supplying additional ones.

Indu Chandra participated in the 8th World Hindi Conference which was held at the United Nations Headquarters in New York in July. She presented her paper discussing the scenario of teaching Hindi in Fiji and the associated issues and problems faced and how these are overcome here. She also highlighted some of the important factors which have enabled the preservation and propagation of Hindi in Fiji.

**Student Focus**

Within the Literature Division a teaching initiative included revising course materials for all literature courses and inclusion of more Pacific content to complement the global text.

In order to maximise coaching for students and give them practical experience, the Division of Journalism established work attachments and peer mentoring programmes with the media industry in Fiji and the University of Hawaii-based Pacific Islands Report. Students worked with experienced journalists and editors. This strategy helped overcome staff shortages and enhanced learning. Arrangements were also made with SeaWeb and UNDP to provide regular speakers on development and the environment for Friday Forums, complements teaching by staff and ensuring further exposure and learning.

The Division strives to instill a publishing culture among students and gets their work published through arrangements with Pacific Islands Report, Pacific Media Centre and the media industry in Fiji. Many student works have been published through
these outlets. Postgraduate student Sophie Foster had her paper, ‘Who let the blogs out? Media and free speech in post-coup Fiji, published in the September 2007 issue of Pacific Journalism Review, alongside that of noted academics.

The following seminars/training/guest lectures were also organised in 2007:

• August 2007: HIV and Media Training seminar at USP for journalism students (in conjunction with UNAIDS)
• June 2007: Guest Lecture by visiting NZ documentary filmmaker, Annie Goldson (in conjunction with USP Media Centre)
• June 2007: Guest lecture - Joseph Tremonti, Assist Professor, New Media Arts, Kapi'olani Community College, Hawaii

The Division of English for Academic Purposes launched the new LL114 DFL coursebook in the first semester. This brought about a significant improvement in students achievement. In 2005 the DFL pass rate had been 18%. In 2006 this was raised, by increasing regional tutorials and by inserting a new teaching guide into the Introduction and Assessment Booklet, to 41%. At the same time, the new teaching programme raised the face-to-face pass rate from 54% to 78%.

In Semester I, 2007, the new materials were made available to students. These included an entirely new coursebook containing a considerable change in teaching style, a CD of all readings and an Impatica recording of the lectures given in the teaching of the crucial 15 steps programme. At the end of the semester, the pass rate for DFL students for the first time rose over 50% to 53%. The DFL pass rate in Semester II has risen further to over 68%.

Satellite tutorials continue to be offered once a fortnight and intra-Fiji tutorial visits were made twice in Semester I to Lautoka, Labasa and Savusavu. In Semester II, visits were made to Lautoka after the appointment of an excellent regional tutor in the Labasa area meant that there was no longer such an urgent need to service Labasa. In Vanuatu, a tutorial visit was made to the Tafea Centre on Tanna Island.

Previously the University was only offering on campus classes and through DFL it offered LL171 and LL172, however all 200-level and 300-level Hindi courses are now offered via live interactive sessions (satellite) through this process students are able to interact with the lecturers and are able to discuss their areas of difficulties and the students are able to complete their diploma/degree throughout the country.

Teaching initiatives included revising course materials for all literature courses and inclusion of more Pacific content to complement the global text.

**Quality**

The Division of English for Academic Purposes has contributed concretely to the improvement in the quality of the course and the quality of its outcomes. LL114’s pass rate in 2007 improved in both semesters: in Semester I, the face-to-face pass rate reached 76% while the DFL pass rate, for the first time in the history of the course rose to over 50%. This provided evidence of the success of the new teaching programme. In Semester II, these numbers were improved upon again: the face-to-face pass rate rose to 82% and that for DFL climbed sharply to 68%. This was without sacrificing any of the quality of teaching, assessing or marking.

LL116: English for Business Purposes is intended to improve the English language acuity of business students at USP. Unfortunately, financial constraints have meant that despite gazetting that the course would be offered from 2007, the inability to staff it has meant that this did not eventuate and will also not proceed in 2008.

Ana Kotolelei was a member of the Faculty’s postgraduate students’ association and their publicity officer. She was also on the Faculty’s liaising committee.
2007 STRATEGIC ACHIEVEMENTS

The Literature Division worked to create a flexible structure for degree requirements to encourage students to enroll in a wider variety of courses in literature and to provide quality teaching.

**Professional upgrading**

Gillian Green enrolled in the PhD programme in Linguistics. The DFL Coordinator took part in the Fred Lockwood DFL workshop in early September. It was valuable to be able to meet with colleagues working in DFL in other disciplines and to examine problems and possible solutions. She also participated in the CELT workshops for DFL tutors, and was part of a DFL team presenting the LL114 approach to writing to staff from the History Department. Mohammed Sameer and Salesh Kumar took additional courses in linguistics.

**Distance and Flexible Learning and Teaching**

- The LL102 course in DFL mode included satellite tutorials and utilised USPNet and the Internet to deliver materials to students.
- LL211 was taught by Jackie Fa’anunu in DFL mode using VBC in Semester I, parallel to the face-to-face offering.
- The JN103 Media law and Ethics course is partially available online. It will be ready for full online delivery in Semester II, 2008. Other courses are also being developed for online delivery in 2008.
- For sound educational reasons LL114 will no longer offer flexi-schools over the summer months. Results of prior flexi-schools showed clearly that students did not make sustained learning. However, the new teaching programme initiated in both face-to-face and DFL modes has proved its worth.

**Major Research Achievements**

Robert Early was a collaborator with the Niuean compilers of the *Tohi Vagahau He Vagahau Niue* (Niuean monolingual dictionary), which was officially launched in Niue by the Prime Minister of New Zealand and the Premier of Niue. In contrast to bilingual dictionaries which are more widely available (giving say English-Niuean/Niuean-English equivalents), this is the first such dictionary to be published for any language in the USP region, where all the content (words, definitions, grammatical and cultural information, etc.) is in the Pacific language.

With Helen Tamtam of CELT, Robert Early, carried out an empirical survey of Vanuatu numeracy and literacy rates (for the first time ever in Vanuatu) with funding from AusAID and UNESCO. The survey tested around 3500 individual subjects in a variety of locations, and the results confirmed that these key development indicators are at the low end (38% and 40% respectively) of a large range of estimates that have been made previously. These findings have highlighted the extent of the challenge that remains for Vanuatu, and Melanesia generally, to improve basic education.


Paul Geraghty has been researching into the possibility that there is linguistic evidence for the settlement of California by Polynesians in the first millennium AD, and presented a paper on the topic as his keynote speech to the Seventh International Conference on Oceanic Linguistics in Noumea, New Caledonia, in July.

The Division of Journalism collaborated with the School of Economics on a book entitled *Development issues for Pacific Islands Media* for students of journalism, development studies and sociology. Edited by Divisional Head Shailendra Singh and Dean of the Faculty of Business and Economics, Professor Biman Prasad, the book looks at development issues specific to the region. It aims to give students a deeper understanding of these issues and explains why the media should cover them, and how it should cover them. The book is a truly collaborative effort, drawing upon the experience and expertise of around 20 authors from five universities, four regional agencies, NGOs and the United Nations South Pacific Programme. The Auckland University of Technology’s Pacific Media Centre was the minor publisher. The book is in line with the USP’s strategic goal of producing

The Division of Journalism negotiated an agreement with the Auckland University of Technology’s Journalism Department, New Zealand to jointly produce the September 2007 issue of Pacific Journalism Review. The themed edition deals with ICT and Development issues in the Pacific. The project was headed by the lead editor, Dr Charu Uppal.

France Mugler and Mohammed Sameer continued working on the Fiji Hindi dictionary project, with postgraduate students Yogeen Sharma and Rajendra Prasad. During her sabbatical France Mugler updated the Fiji Hindi dictionary, and also worked on a paper on ‘Grassroots Multilingualism in Fiji: Taveuni’s Fiji Indians’, another entitled ‘Words of Fiji’, another on the results of a survey in language use and attitudes in Fiji conducted with Jan Tent, of Macquarie University.

Jackie Fa’anunu continued to work on her compilation and translation of Tongan proverbs, particularly during her sabbatical in Semester II. The work is now nearly finished.

Ana Kitolelei conducted research for her MA in Linguistics on her home dialect of Wainunu (Vanua Levu).

Mohammed Sameer was nominated for FAL for the inaugural Vice-Chancellor’s award for excellence in research for a joint project on the Indo-Fijian diaspora with Dr Kavita Nandan.

**International Activities**

The Division of Journalism deepened and formalised cooperation with UNDP and AMIC. The two MoUs fit with the Division and USP’s strategic aim to train graduates who can contribute to the development of their countries.

The AMIC and USP Journalism partnership will promote research and a better understanding of Pacific by providing a common platform for an in-depth analysis of communication issues in the region. It aims to promote dialogue between the Pacific and the rest of Asia, encourage better understanding and promote inclusiveness of Pacific nations in pan-Asian events.

Through the USP/UNDP Journalism School ‘Friday Forum’ facilitated by Dr Charu Uppal, experts from the UN have delivered the following guest lectures at the Division.

<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker / Agency</th>
<th>Topic</th>
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<tbody>
<tr>
<td>7 September</td>
<td>Dr Waganivalu, WHO</td>
<td>Importance of media for health promotion</td>
</tr>
<tr>
<td>14 September</td>
<td>Steve Baxendale, WHO</td>
<td>WHO resources for journalists</td>
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<tr>
<td>21 September</td>
<td>Imrana Jalal, RRRT, UNDP</td>
<td>Human Rights Reporting/Media responsibilities</td>
</tr>
<tr>
<td>28 September</td>
<td>Carol Flore-Smerekstzkiak, UNDP Fiji Multi-Country</td>
<td>The Millennium Development Goals (MDGs)</td>
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<tr>
<td>5 October</td>
<td>David Smith, UNESCAP</td>
<td>TBD</td>
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<tr>
<td>12 October</td>
<td>UNDP Fiji Multi-Country Office</td>
<td>The Human Development Report</td>
</tr>
<tr>
<td>19 October</td>
<td>Charmaine Rodrigues / UNDP – Pacific Centre</td>
<td>Freedom of information in relation to development and democracy</td>
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Dr France Mugler was on attachment during her sabbatical in first semester at the Macmillan Brown Centre for Pacific Studies, University of Canterbury, Christchurch, New Zealand. During that time she worked on several research projects and presented two seminars: ‘Grassroots Multilingualism in Fiji: Indo-Fijians in Taveuni’ and ‘Words of Fiji’, about lexicographic work she has been involved in, some with USP colleagues Paul Geraghty and Mohammed Sameer, and Macquarie’s Jan Tent.
Mohit Prasad was part of a staff exchange visit to University of Hawaii at Hilo. As part of MoU secured between SLAM and the English Department at UH Hilo. Exchanges involved teachings, readings and meetings with faculty and students. In July, Dr Geraghty was invited to present a paper at the Seventh International Conference on Oceanic Linguistics. His paper was entitled ‘California dreaming: is there linguistic evidence for Oceanic speakers visiting California 1,500 years ago?’.

Dr Indu Chandra had attended an international conference which enabled her to get an idea of what other universities are doing in the field of Hindi, and informing participants about the USP’s Hindi Studies Programme.

**Financing Future Growth**

Mohit Prasad achieved regeneration of funds through publication sales from the Pacific Writing Forum and initiated talks towards the setting up of a Copyright Collecting Agency based within USP and directed by the Pacific Writing Forum with the NZ CCA.

**Good Governance**

**School Committees**

**Board of Studies**

- Professor Ian Gaskell (Head of School, Chair)
- Professor John Lynch
- Dr Paul Geraghty
- Dr Som Prakash
- Dr William Schreck
- Mr Shailendra Singh
- Dr Kavita Nandan
- Ms Apolonia Tamata
- Dr Charu Uppal
- Ms Jacqueline Fa’anunu
- Mr Mohammed Sameer
- Mrs Gillian Green
- Mr Apete Marayowa
- Dr Mohit Prasad
- Dr David Whish-Wilson
- Mr Paul Kausimae (Secretary)

**Research & Postgraduate Committee**

- Dr Paul Geraghty (Chair)
- Dr William Schreck
- Dr Kavita Nandan
- Professor Ian Gaskell
- Mr Shailendra Singh
- Mr Paul Kausimae (Secretary)

**Learning & Teaching Committee**

- Dr William Schreck (Chair)
- Ms Jackie Fa’anunu
- Professor Ian Gaskell
- Dr Sybil Johnson
- Dr Kavita Nandan
- Mr Shailendra Singh

Robert Early

- University Research and Graduate Affairs Committee, as Associate Dean of FAL
- Emalus Campus Housing Committee, Chair
- Emalus Campus Student Development Committee, Member
- School of Law Board of Studies, non-law faculty member
- School of Law Postgraduate Studies Committee as a non-Law Faculty member.
- University Research Committee and the University Postgraduate Studies Committee, representing Dean of FAL.
Hannah Bogiri
• Emalus Campus Student Development Committee, Member

Catriona Malau
• Emalus Campus Open Day Committee, Member
• Emalus Campus Computing and Internet Committee, Member

Shailendra Singh served on the Journalism Advisory Committee and the Media Centre Advisory Committee.

Paul Geraghty served on the Faculty Research and Postgraduate Committee.

Jackie Fa’anunu served on the Library committee and the committee on Teaching and Learning.

**Emalus Campus Committees**

Hannah Vari-Bogiri - Student Development Committee
Catriona Malau - Open Day Committee
Robert Early (Chair) - Student Development Committee
Robert Early (Chair) - Internet Committee
Robert Early - Computer Committee
Dr Schreck was a member of the Faculty Teaching and Learning Committee;
Gillian Green was the Faculty’s representative on the Quality Audit team.

Mohammed Sameer in Semester II was the Faculty’s representative on the Senate’s sub-committee on Teaching and Learning in English.

**Community Liaison**

Paul Geraghty was invited to address the FTA Retired Teachers Association in April, on USP’s Fijian language programme and other matters relating to Fijian studies. In August, he was invited to address the Great Council of Chiefs (GCC) Reform Committee on the history and function of the GCC, the only non-Fijian to be so consulted. He has also been instrumental in introducing to the University community the village of Korova, a community of Moei islanders who live in a small coastal settlement next to the University, and are one of the very few Fijian communities to continue the ancient traditions of barkcloth manufacture, canoe construction, and sailing and navigation. Their collaboration with the Pacific Studies Programme resulted in an open air performance of Fijian meke and creative dance in June. Dr Geraghty is a committee member of Vosa, the Fijian publications arm of the Catholic Church; examiner responsible in Fijian for the International Baccalaureate; a member of the editorial board of Domodomo, the Fiji Museum journal; chair of the panel of judges for Veisivi Volaitalanoa, the annual national Fijian language creative writing competition; a member of the Language and Culture Advisory Committee of the Fijian Trust Fund; and a member of the Fijian Affairs Board Committee on Fijian Language. He also featured regularly in interviews on Fijian-language radio and television.

Ian Gaskell directed A Midsummer Night’s Dream by William Shakespeare, 14-17 November 2007 at USP’s Performance Space. He also directed There’s Good News and Bad News, a video production on unplanned pregnancy. Community performances of theatre for development pieces were held in Raiwaqa and the Suva foreshore.

Shailendra Singh was a judge for Fiji Awards for Media Excellence. He delivered a lecture on, ‘Importance of Reporting the Environment’ at SeaWeb lecture series for journalists, in Suva.

Shailendra Singh represented the Division on the boards of the following organisations:
• Pacific Journalism Review
• Board member, Fiji Media Council
• Board member, Fiji Media Watch
Dr Charu Uppal represented the Division as advisor on the popular Fiji TV student quiz show, IQ Active.

Gillian Green, as part of a contract with the Language Services Centre, designed and resourced a short English language course requested by a Nadi business to attract Japanese to Fiji. She also outlined a possible Science Report Writing skills course for the Fiji Ministry of the Environment through the Language Services Centre.

Mohammed Sameer translated the Fiji Hindi section of the Sign Language Dictionary for the Handicapped Society of Fiji and is currently working on the Fiji Hindi dictionary with Professor France Mugler.

Mohit Prasad produced editorials on ‘Literature, Popular Culture and Transborder Policies on Movement and Migration’ (*Fiji Sun*, 2007). He was honorary communications and media consultant for Fiji Football Association, as well as reader and organiser of Writers’ Nights and other creative arts expression at the Alliance Francaise, the Defence Club, Traps Bar and Laucala Campus. He provided editing and writing services to Ba Town Council and the Fiji Sanatan Dharam Prathinidhi Sabha, and was conference convener of the Pacific Writing Forum 10th Anniversary Symposium.

Robert Early was advisor and facilitator for the Epi-Lamen language and translation project, Epi Island, Vanuatu and an IELTS examiner.

Hannah Vari Bogiri was National Coordinator for the UNESCO project on the Documentation, Preservation and Revitalization of Endangered Languages in Vanuatu (part of a project that covers the Melanesian countries). She was also a member of the Vanuatu National Language Council.

France Mugler and Paul Geraghty were interviewed for *Wansolwara* about vernacular language teaching.

The Hindi Studies section organised a Hindi short story contest on 18 September, which was related to World Hindi Day. It featured students from secondary schools as well as participants from the community at large. The feedback received was great and the target, which was to increase the interest of students and people towards studying Hindi at university level, was met. Students’ writing potential in the local Hindi literature was also developed through this contest. There was also an essay writing competition organised by the Hindi studies programme in conjunction with the High Commission of India on 10 January. There were more than 50 participants from primary, secondary and tertiary institutions and the general public.
PART 2: ACADEMIC AND RESEARCH-RELATED ACTIVITIES

Developments in Teaching
In the Division of English for Academic Purposes the teaching style of LL114 has been quite radically changed over the last three semesters and over this year for DFL. It has become more student-centred and more explanatory in style, working through a series of manageable steps which are repeatedly rehearsed until students can control them independently. The coursebook designed for DFL has now become the principal text for all students. The same was intended to be true for LL116: English for Business Purposes with a strong emphasis on group learning and team judgements. This will need to be adapted to better reflect the limitations of DFL learning, especially for students without access to resources offered by the University. Financial constraints have meant that this course is currently in abeyance.

Other Student Matters
PhD students David Healey and Hannah Bogiri continue their work on preparing extensive analytical grammars of two languages of Vanuatu, Maskylenes and Raga respectively.

Research Activities
During her sabbatical France Mugler updated the Fiji Hindi dictionary, and also worked on a paper on ‘Grassroots Multilingualism in Fiji: Taveuni’s Fiji Indians’, another entitled ‘Words of Fiji’, another on the results of a survey in language use and attitudes in Fiji conducted with Jan Tent, of Macquarie University. With Mohammed Sameer and postgraduate students Yogeen Sharma and Rajendra Prasad, she continues to work on the Fiji Hindi dictionary. France Mugler also contributed a chapter on the Gujarati language in Fiji to a forthcoming book on the Gujarati in Fiji, edited by Kantilal Jinna and Francis Mangubhai.

Robert Early: Bislama literacy survey

Hannah Vari-Bogiri
- PhD thesis: A Grammar of Raga
- Raga Dictionary

Catriona Malau
- A Descriptive Grammar of Vurës, Vanua Lava
- Vurës Dictionary

Catriona has continued managing and carrying out fieldwork for her major collaborative research project documenting the Vurës and Vera’a languages of Vanua Lava. This three-year project is funded by the German Volkswagen Foundation. As manager of this cross-disciplinary project, in 2007 Catriona hosted four international researchers: Professor Raymond Ammann, Ethnomusicologist, University of Basel, Switzerland; Katherine Holmes, Biodiversity specialist, American Museum of Natural History, New York; Dr Sabine Hess, Anthropologist, University of Heidelberg, Germany; and Stefan Schnell, Linguistics PhD student, University of Kiel, Germany. Catriona also undertook two one-week periods of fieldwork to Vanua Lava for this project.

Forthcoming Book
Research Paper

Publications

Books

Book chapters


Journal articles
Gaskell, I. ‘Documentary Deception.’ Double Dialogues. 8, (Summer, 2007) (Refereed Electronic Journal)


Conference papers


Early, Robert. ‘Literacy and language in Vanuatu’. Invited keynote address (with Helen Tamtam) at Official Opening of the Library and Literacy Week, 3 September 2007.


Early, Robert. ‘What makes a good teacher?’ Presentation to Teachers’ Lunchtime Seminar, Vanuatu Institute of Technology, 11 July 2007


Scholarly reviews


Books/Journals etc. edited


Report


Other matters related to research

List of students enrolled for PhD, Masters theses and LLB Hons degrees together with the titles of their research topics.

PhD

Setsuko Wakabayashi: ‘A Language Processing Model of Japanese L1 learners of English’

Hannah Bogiri: ‘A grammar of Raga’.

David Healey: ‘A grammar of Maskylenes’. 
MA

- Yogeen Sharma: 'Kinship Terms in Fiji Hindi'
- Roshila Singh: ‘Language Use for Interethnic Communication among Urban Fijians and Indo-Fijians in Suva: Strengthening ties for a common identity’
- Alice Aluta Rore: ‘The Linguistic Situation in Sulagwalu, North Malaita (Solomon Islands)’
- Tiraro Galo: ‘First Language Acquisition in Kiribati’
- Ana Kitorele: ‘The Fijian Dialect of Wainunu-i-caxe’
- Larry Thomas: ‘Apolosi - the Life of Apolosi Nawai’
- Sr Anna Rarasea: ‘A Critical Analysis of the Plays of Larry Thomas’
- Apete Marayawa: ‘Fijian Rituals and Ceremonies as Theatrical Performance’
- Shailesh Lal: ‘Drama from Fiji: A Postcolonial Perspective’
- Bhavna Vithal: ‘Family Life Writing’
- Rohini Lata: ‘TBA’
- Afshana Angez: ‘Teaching Shakespeare’
- Sebastien Lacrampe: ‘Aspects of Lelepa language’

Research/academic visitors

- Dr Patricia Wallace, of the Macmillan Brown Centre for Pacific Studies, University of Canterbury, Christchurch, New Zealand, briefly visited the School and the Fiji Museum to discuss her research in the reconstruction of traditional Maori technology. The School also hosted a seminar she presented on her work: ‘Adapting to the new, in order to maintain the old - as seen through traditional Maori weaving and technology’.
- Dr Hans Schmidt, Hans Rausing Endangered Languages Project. Research on languages on Nguna, Maewo, and Banks Island.

Consultancy work

Robert Early and Hannah Bogiri
Intensive Bislama Language Training. Five courses for JICA and NZ Government, F$15,000.


Staff Leave and Conference


Mohit Prasad
- South Asian Diaspora, University of Hawaii at Manoa, UH Manoa
- Invited as Pacific Writer for readings, workshops and television interviews.

Professor John Lynch and Dr Paul Geraghty: granted conference leave in July to attend the Seventh International Conference on Oceanic Linguistics in Noumea as invited keynote speakers.

Robert Early
- Seventh Conference on Oceanic Linguistics, Noumea, New Caledonia.
- Language and Literacy Week; Vanuatu Library Association, Vila, Vanuatu
- Third Austronesian Languages and Linguistics Conference, SOAS, London, funded by FAL conference fund $4000.
Catriona Malau

- Seventh Conference on Oceanic Linguistics, Noumea, New Caledonia.
- Language and Literacy Week; Vanuatu Library Association, Vila, Vanuatu

**Initiatives to improve academic work.**

In response to a request from the law faculty, Gillian Green has begun a liaison with law staff to:

a) assist with the planning of language-based modules within second year law courses;

b) provide a guide for new teachers in the faculty on teaching techniques for use with students who do not have English as a mother tongue;

c) create a course which will focus specifically on the language needs presented by the law.
SCHOOL OF LAW

PART 1: STRATEGIC ACHIEVEMENTS

Staff Listing
Head of School  Brian Opeskin
Assistant Professor   Peter MacFarlane
Lecturer   Miranda Forsyth
Lecturer   Ian Fraser
Lecturer   Anita Jowitt
Assistant Lecturer   Arthur Faerua
Assistant Lecturer   Lionel Aingimea
Assistant Lecturer   Joseph Foukona
Coordinator, USP Community Legal Centre (USPCLC)  Sunita Bois-Singh

Serving the Region
The USPCLC was nominated for the Regional Rights Resource Team (RRRT) Pacific Human Rights Awards and was recognised for its contribution to the community at the awards function on 10 December.

Changes to the Journal of South Pacific Law, including establishment of new policies for refereeing, publication in pdf and the provision of hard copies of the journal have all improved this publication.

An edition of Directions: Journal of Educational Studies, published in 2007 by the Institute of Education, was edited by Anita Jowitt. It contained articles on the teaching of law from various law staff members. This was the culmination of staff seminars on research into teaching that were held in 2006.

A team of School of Law staff members has been working on the legal aspects of Roimata Domain UNESCO World Heritage listing project. This work will continue into 2008.

The School of Law staff have also been working on the Vanuatu Carbon Credits Project which is being led by a team from Victoria University in Wellington. So far the team have provided legal advice on land law, forestry law and environmental law. A funding application for the future continuation of this project has been lodged.

In 2005 the School of Law hosted an intern, Devon Peavoy. He produced legal literacy material specifically on HIV for the Pacific Islands AIDS Foundation (PIAF). Whilst the School of Law no longer has involvement in this project it has had lasting impact. PIAF is now preparing the translation of the brochures in Pidjin, I-Kiribati, Fijian and Hindi. They are also preparing an audio programme that will be broadcast on radio and by NGOs. The legal literacy material produced is now being shared with the RRRT and distributed throughout the Pacific through their training.
Quality

• Sunita Bois-Singh was awarded the Graduate Certificate in Tertiary Teaching (GCTT)
• Joseph Foukona completed two GCTT courses.

Marketing and Communications

The USPCLC website http://legalcentre.vanuatu.usp.ac.fj/ is managed by Sunita Bois-Singh. About 45 legal literacy brochures were reviewed and updated by students and volunteers Jenny Harders and Beatrice Gikonyo under Sunita’s supervision.
PART 2: ACADEMIC AND RESEARCH-RELATED ACTIVITIES

Developments in Teaching

New offerings of courses by DFL
LAC07 Civil Courts
LA 339 Sport and the Law
Pacific Land Tenure (LA307) which was used to be part of Property Law 2 (LA302) was introduced as a course of its own in Semester II, face-to-face and online.
Ian Fraser: ‘Moodling’ in progress of LA203 and LA304.

Introduction of new or restructured academic programmes:
- Peter MacFarlane was responsible for carriage of the new Master of Environmental Law Programme and administration of the Sasakawa Peace Foundation grant.
- Miranda Forsyth and Joseph Foukona started to develop a course on intellectual property law.
- LA305 was restructured to emphasise oral skills and research skills. This was done in response to stakeholder comments that our graduates need stronger skills in this area.

Introduction of new or restructured courses:
LA339 Sport and the Law was written and offered for the first time in 2007 (Semester II).

New methods for ensuring the quality of teaching and learning (including research supervision)
Miranda Forsyth made attendance at LA206 lectures compulsory for the students on campus. This increased the standard of performance generally, and most students indicated that they liked this approach.
LA334 Legal Ethics: The introduction of ‘firms’ rather than workshop groups. Under this model each ‘firm’ maintains its own file of firm attendance, firm submissions etc. At the end of Semester I0% of the assessment was based on the work done by the firm including oral submissions and argument put by the firm in response to specific problems and fact situations.
Numerous policies were introduced by the School through the teaching and learning committee. These include policies on plagiarism, minimum marks, student consultation times and course evaluations.

Other Student Matters
- Shelvin Nand and Madonna Fong were awarded the Tony Angelo Scholarship (LLM) at Victoria University.
- Aleni Sofara, research student in LA326, had his paper accepted for presentation at the 2007 Pacific Islands Political Studies Association Conference 2007.
- Graduation prizes awarded to students:
  - Paul Yaqona – best Fiji student graduating
  - Madonna Fong – award for best student support
  - Christine Lahua – Best Ni-Vanuatu graduating student for Law Clinic
  - Andrew Bal – Best Ni-Vanuatu graduating student prize.
**Research**

Miranda Forsyth completed her PhD entitled 'A Bird that Flies with Two Wings: Kastom and State Justice Systems in Vanuatu' and submitted it to examiners in August 2007.

**Research grants**


**Publications**

**Books**


**Book chapters**


**Journal articles**

Bois-Singh, Sunita. ‘Costs and benefits of adopting and implementing new international standards for the operation and regulation of the international financial services sector in Vanuatu’ *Journal of South Pacific* (December 2007)


**Conference publications**


**Scholarly reviews and comments**


**Professional and technical reports**


**Other matters related to research activities**

Students enrolled for PhD and Masters

- Suruj Sharma, PhD: ‘Ethical Issues Concerning Corruption’
- Nakil Prasad, LLM thesis: ‘The Law Concerning Consent to Medical Treatment’
- Humphrey Marau, LLM coursework and SPR: ‘An analysis of the role of criminal law in preventing the transmission of HIV/AIDS in Solomon Islands’
- Rachel Olutimayin, LLM coursework and SPR: ‘Alternatives to Prison sentences: A consideration for Fiji’

**Academic visitors**

Alexandra George, Queen Mary College, London. Purpose: To research customary attitudes towards intellectual property in Vanuatu for a period of three weeks. He also gave a talk at the School of Law staff seminar series.

**Research grants**

Peter MacFarlane

- ‘Third Edition of Lawyer’s Responsibility and Accountability’, funded by the Faculty of Arts and Law Research Committee. Amount awarded 60,000 vatu. Project completed.
- ‘Organ and Tissue Donation’, funded by Faculty of Arts and Law Research Committee. Amount awarded 60,000 vatu. Project completed.

Peter MacFarlane and Menard H: ‘Medical Law in the South Pacific’, funded by the Faculty of Arts and Law Research Committee. Amount of awarded 65,000 vatu, status: commenced.


**Commercial consultancies**

Peter MacFarlane: UNESCO BioEthics Data Base Project, funded by UNESCO and awarded US$2500.

Miranda Forsyth (principal consultant) and Anita Jowitt: Literature Review for the Drivers of Change Project, funded by AusAID and awarded AUD$3200.

Australian Centre for Peace and Conflict Studies, University of Queensland (principal consultant) and Miranda Forsyth: ‘Customary Governance’, funded by AusAID and awarded AUD$1500.

Anita Jowitt:

- ‘Doing Business surveys, 10 countries, employment, 10 countries, transparency and accountability’, funded by the World Bank and awarded US$1634.
- *Asia Pacific Judicial Reform Handbook*, funded by UNDP Bangkok Centre and awarded US$6000.
Staff Leave & Conference:

Staff leave
Miranda Forsyth took sabbatical during Semester I.

Conferences attended
Ian Fraser: Executive Power and the Battle for Parliamentary Confidence in the Pacific Islands Conference, Emalus Campus, Vanuatu and host by the ANU SSGM Programme and USP.

Peter MacFarlane: The Australian and New Zealand North American Association Annual Conference, hosted by the Australian and New Zealand North American Association and funded by the Sasakawa Peace Foundation and UNESCO
Miranda Forsyth
- Custom and the State in New Zealand Conference, hosted by the Te Matahauriki Institute, New Zealand, fully funded.
- Conference on Empirical Legal Studies, New York University, funded by USP, FJ$4000
- Beijing, China, funded by Global Development Network (airfare and accommodation).


Anita Jowitt: Executive Power and the Battle for Parliamentary Confidence in the Pacific Islands conference, Port Vila, Vanuatu and hosted by the State Society and Governance in Melanesia Project.

Other Matters:
Arthur Faerua: Creation of Moodle platforms for law courses in my view is an initiative that all law staff involved have undertaken and it will certainly improve teaching and learning.
**Executive Summary**

**Vision**
The vision of the School is to provide high quality education across the range of its responsibilities and, where feasible, to be an internationally significant producer of research, notably in relation to Pacific Island societies.

**Mission Statement**
The mission of the School of Social Sciences is to implement the general mission of the Faculty of Arts and Law and the University in the social sciences with special regard to the following areas:

1. The provision of teaching of the highest possible quality in diverse modes of delivery appropriate to meet the needs of a student body which is highly diverse both culturally and geographically
2. The development and delivery of programmes and courses of study which
   (a) are appropriate to meet the needs of the member countries of the university,
   (b) contribute to the professional preparation of students for a variety of careers, including postgraduate study,
   (c) foster a culture of inquiry and learning,
   (d) respond to significant educational demands,
   (e) wherever possible are focused on the Pacific environment and context,
   (f) adhere to the best standards of curriculum development and planning,
   (g) provide significant flexibility as to modes of study,
   (h) encourage the inculcation of lifelong learning skills;
3. The conduct of both collaborative and individualistic research for publication. Interdisciplinary research will be a priority.
4. The creation of academic structures for the School which provide for the achievement of the strategic purposes of the School.
5. The development of consultancy in appropriate aspects of the School’s areas of expertise.
6. The identification and development of new sources of revenue for the School through appropriate entrepreneurial activity.
7. The enhancement of community service and professional engagement.

**Strategic Achievements**

- **Academic Structures**: Four academic programme divisions – History, Politics and International Affairs, Psychology, Sociology and Social Work – constitute the core of the School’s structure. The main innovation this year was establishing Pacific Policing as a separate programme within the School. Other entities of the School are the School Board of Studies and Assessment Board; the Teaching and Learning Committee; and the Research and Postgraduate Studies Committee.
- **Academic Programmes and Courses of Study**: The year saw the introduction of minor changes to programmes and courses, and new programmes and courses in history (including archaeology and heritage studies), politics and international affairs, psychology, sociology, social work, work place relations, Pacific policing and public safety, and youth in development Work.
- **Web Presence**: The School website was regularly updated on School developments, staff profiles, consultancy work, division and course information and the establishment of the Pacific Drug and Alcohol Research Network website.
• Delivery of Programmes and Courses of Study: DFL print, face-to-face and flexi-school modes of delivery were maintained and improved. Also staff participated in workshops in the use of Moodle for the online delivery of courses to be introduced in 2008.

• Strategic Planning: The School Teaching and Learning Plan was adopted. A rationalisation of courses within the School was undertaken with further rationalisation planned for 2008.

Dr Sandra Tarte, Acting Head of School

Division of Psychology

In late 2006, the Division of Psychology adopted the following mission statement indicating that it aimed to:

• Advance the study of psychology in its broadest sense as a science and profession and as a means of promoting positive mental health, education and human welfare in the region.

• Increase the diffusion of psychological knowledge through good teaching practice with an emphasis on meaningful understanding, effective application, informed discussion, useful meetings and helpful cross-discipline contact.

• Promote regional research in psychology including the improvement of appropriate research methods, research conditions and the dissemination of research outcomes.

• Improve the qualifications and efficacy of psychologists in the region by offering courses and programmes that are based on sound theory and research, are relevant and generally reflect high standards of scholarship and achievement.

• Establish, encourage and seek to maintain the highest standards of professional ethics and conduct based on the principles of respect, competence, responsibility and integrity.

• Generally encourage and facilitate a healthy interest in psychology including systematic inquiry and application of relevant knowledge to enable individuals to live fuller more productive lives while promoting psychological well-being in individuals and the public at large.

Strategic Objectives

During 2007, the Division of Psychology set out to achieve a number of strategic objectives (SOs), namely:

(i) Develop a Diploma in Counselling (to follow on from the existing Certificate in Basic Counselling). It was intended that this become the minimum or benchmark qualification for persons wishing to practice as counsellors in Fiji.

(ii) Develop a course in sport psychology (at 200-level) to become a core course in the newly developed multidisciplinary Sport Science major in the BSc programme.

(iii) Develop a course in forensic psychology (at 300-level) to broaden the current offerings to students taking psychology and to provide a specialist course for students undertaking policing studies and possibly law.

(iv) Increase the number of undergraduate courses available to students in print mode and/or in Moodle.

(v) Increase the number of students taking psychology beyond the initial undergraduate degree (ie., Postgraduate Diploma, MA and PhD candidates in psychology).

(vi) Prepare and produce promotional material for the Division of Psychology. This material to include a psychology banner, pamphlets and a promotional video.

Strategic objectives (i), (iii) and (iv) were not achieved for reasons outlined later; (ii) was achieved but subsequently had to be withdrawn due to lack of resources; while (v) and (vi) were achieved, but under difficult circumstances.

Synopsis of 2007

2007 was a difficult and challenging year for the Division of Psychology. The recently created Division began 2007 with only 66% of the academic staff of 2006 despite healthy student enrolments and the same teaching responsibilities. In February, the unexpected departure of a senior staff member left the Division with half the staff of 2006. Despite the appointment in late March of a temporary replacement, the Division had an unacceptably high staff:student ratio of 1:73 which was only marginally improved in Semester II to approximately 1:70.

These circumstances necessitate a number of emergency strategies including the assistance of a counsellor Ms Mary Montu from the Student Counselling Services to assist in maintaining the Certificate in Basic Counselling. In addition, some courses
were taught by non-psychology staff; sessional help was provided by other individuals (pro bono); four undergraduate and three postgraduate courses were suspended; new course and new programme development was suspended; and only minimal research, consultancy and presentation work was undertaken. These strategies allowed the Division to maintain the three existing programmes and keep faith with students enrolled. On a more positive note, the Division was fortunate on being able to draw on a small group of dedicated staff (contract, temporary and occasional) who collectively exhibited professionalism, determination and resilience in the face of extremely trying conditions.

While the Division of Psychology survived 2007, unless additional resources are made available during 2008, the viability of the three programmes being offered will remain extremely problematic. The irony of this situation is that the need for training in psychology and counselling has never been greater, both nationally and regionally. The present situation is also entirely inconsistent with the University’s stated priorities, goals and aspirations. Dr Roland Schultz, Coordinator of the Division of Psychology

Profile
The School of Social Sciences was instituted in June 2006 through the dissolution of the Departments of Sociology and Social Work, and History and Politics, with the addition of the Psychology unit from the School of Education. In relation to the Faculty and University at large, the School occupies the ambiguous position of providing service courses to other programmes, serving the needs of defined professional (eg teaching, social work, police) and providing programmes of both general and specific education that have no predetermined career objective. The School therefore embraces diffuse purposes with no single constituency or role, and requires a wide focus in teaching methods, research interests and the possibility of external funding.

Location and Facilities
The School is located on the Laucala Campus in Suva. Staff occupy office space in a number of buildings. The School office and staff of the History Division, the Politics and International Affairs Division and the Sociology and Social Work Division are situated in the Faculty of Business and Economics Building (formerly the School of Social and Economic Development), the Falekau Annex and the Tourism Studies offices; while the Psychology Division staff occupy offices in the Faculty of Arts and Law Building (formerly the School of Humanities). Postgraduate students have the use of a computer lab shared with the Faculty of Business and Economics. Undergraduate students use the computer labs available to the general student body.

Organisational and academic structure
The School office has two secretaries – Taraivosa Baikeirewa (who replaced Madhu Prasad) and Lavinia Hennings – and the Head of School. Dr Sandra Tarte acted as Head of School in 2007 while Dr Bruce Yeates acted as Associate Dean. The office oversees budget and administration, consultancy, website, marketing and publicity, and regional campus matters.

There are four academic programme divisions, each with a coordinator:
• Division of History – Coordinator: Professor Ian Campbell (Dr Morgan Tuimalalealiifano in Semester II)
• Division of Politics and International Affairs – Coordinator: Dr Sandra Tarte (Dr Rae Nicholl in Semester II)
• Division of Psychology – Coordinator: Dr Roland Schultz
• Division of Sociology and Social Work – Coordinator: Dr Steve Ratuva (Dr Lynda Newland in Semester I).

Staff
In 2007 there were two support and 25 academic staff. Four staff members left the School (including one lecturer who has gone on training leave to pursue PhD studies), and four new staff joined. They included a senior lecturer in sociology, an assistant lecturer in psychology, a tutor in sociology and a new secretary. The School had five Graduate Assistants in 2007 providing teaching support while undertaking Masters and PhD studies, together with a number of part-time tutors and markers. Two members of staff took sabbatical leave during the year. The Division of History employed two short-term lecturers to develop and deliver courses in archaeology and heritage studies. These positions were funded by a special grant from NZAID. The
Division of Psychology was assisted by several ‘occasional staff’ from the Student Counselling Service, School of Education, Fiji Police Force and the Fiji College of Advanced Education.

Budget constraints meant that substantive appointments could not be made to fill several vacancies in the School during 2007. This has compounded an already critical staffing situation, especially in the Divisions of Psychology and Sociology which have experienced significant staff turnover in the past two years.

**Major teaching and research areas**

All divisions reviewed and rationalised their programmes and courses of study in 2007. New programmes (including new courses) that were introduced as a result of the establishment of the School of Social Sciences were offered for the first time in 2007. These included BA majors and Postgraduate Diplomas in History, Politics, International Affairs and Social Work. Minor and new course and programme changes were made in psychology, sociology, industrial relations (now called work place relations), Pacific policing, and social work. There was a renewed Memorandum of Understanding (MoU) between the Commonwealth Youth Programme and the University to allow for a further intake of students in the Diploma in Youth in Development Work.

<table>
<thead>
<tr>
<th>Certificates</th>
<th>Postgraduate Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Development</td>
<td>Executive Leadership (Not offered in 2007 or 2008)</td>
</tr>
<tr>
<td>Basic Counselling</td>
<td></td>
</tr>
<tr>
<td>Policing</td>
<td></td>
</tr>
<tr>
<td>Youth in Development Work</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Diplomas</th>
<th>Postgraduate Diplomas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Relations</td>
<td>History (new for 2007)</td>
</tr>
<tr>
<td>Police Management</td>
<td>International Affairs (new for 2007)</td>
</tr>
<tr>
<td>Social and Community Work</td>
<td>Politics (new for 2007)</td>
</tr>
<tr>
<td>(new for 2007, replacing</td>
<td>Psychology</td>
</tr>
<tr>
<td>Diplomas in Community</td>
<td>Social Policy and Administration</td>
</tr>
<tr>
<td>Development and Social</td>
<td>Sociology</td>
</tr>
<tr>
<td>Services)</td>
<td></td>
</tr>
<tr>
<td>Youth in Development Work</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Majors in the BA</th>
<th>Master of Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>History (new for 2007)</td>
<td>History</td>
</tr>
<tr>
<td>Industrial Relations</td>
<td>Politics</td>
</tr>
<tr>
<td>(replaced by Work Place</td>
<td>Psychology</td>
</tr>
<tr>
<td>Relations in 2008)</td>
<td>Social Policy</td>
</tr>
<tr>
<td>Pacific Policing</td>
<td>Sociology</td>
</tr>
<tr>
<td>Politics (new for 2007)</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td>Social Work (new for 2007)</td>
<td>Doctor of Philosophy</td>
</tr>
<tr>
<td></td>
<td>Offered in the various disciplines of</td>
</tr>
<tr>
<td></td>
<td>the School.</td>
</tr>
</tbody>
</table>

**Research Interests**

The research interests of the staff were varied and diverse. The Research and Postgraduate Studies Committee met several times throughout the year and allocated funds totalling about $30,000 among nine staff and four postgraduate research students. The School adopted a Research Policy, to complement the Faculty Research Plan.

The *Journal of Pacific Studies*, which is edited by Professor Ian Campbell, published its final volume in 2007. It was forced to cease publication due to lack of resources after 33 years in existence.
History
Pacific early culture contact, colonial administration, and contemporary politics, indigenous politics and chiefly title disputes in Western Polynesia, Pacific migration and resettlement, Australian history - the Vietnam War, peace history, the Australian colonies’ involvement in imperial wars, biography, labour history, and the history of Christianity in the Pacific.

Politics and International Affairs
Regional cooperation in the Pacific; politics of marine resource management in the Pacific; political developments in Fiji; politics of aid; human rights; sanctions; the position of island states in the international arena; political leadership and cabinet government; e-government and e-democracy; women’s politics; media politics; political parties, elections and electoral systems (especially in Melanesia); research methods; regional and global organisations and agreements; indigenous knowledge and politics; the changing nature of social and political theorising in the age of globalisation; political institutions and political representation in the Pacific.

Psychology
Socio-cultural change and mental health; stress and coping; family dynamics; psychological applications in educational, community and managerial settings; forensic psychology; cultural psychology; abnormal and clinical psychology; health psychology; post-colonial and political psychology; psychology of religion; applied sports psychology; performance enhancement, stress and trauma healing in communities; psycho-trauma, crisis and suicide interventions; juvenile delinquency/adult offenders rehabilitation; counsellors’ training; case management.

Sociology and Social Work
International social work; community development; social policy, spirituality and social work; inter-faith dialogue; multi-faith pastoral counselling, religion and politics; cosmologies of land; gender; reproductive technologies and family planning; gender and development; employment; industrial relations; human resource management; globalisation; global shifts of production; social and political theories; migration and development; remittances; skilled migration; international migration and transnationalism; Indian diaspora; governance of migration; issues of governance; knowledge production; civil society; development in Forum Island Countries; youth issues and youth based programmes; public sector reforms; labour law; employment creation and decent work; labour and social protection; poverty and social justice.

Teaching and Learning
The Teaching and Learning Committee adopted a teaching and learning plan. In 2006, a sub-committee led by Dr Carmen Voigt-Graf began a review of the research methods courses in the school at the postgraduate level. In early 2007 the School Board of Studies agreed to adopt SO403 as a school-wide research methods course, initially on a trial basis.

In 2007 there were 2,415 undergraduate enrolments – 1,264 in Semester I and 1,151 in Semester II (not including Foundation and Preliminary enrolments). There were 129 postgraduate enrolments, including 27 research degree enrolments. For a breakdown of enrolments by programme in 2007 see Table 1 below.
Table 1: Enrolments for 2007

<table>
<thead>
<tr>
<th>Programme</th>
<th>Semester</th>
<th>Certificate and Undergraduate</th>
<th>Postgraduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>1</td>
<td>136</td>
<td>5</td>
<td>141</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>151</td>
<td>2</td>
<td>153</td>
</tr>
<tr>
<td>Politics</td>
<td>1</td>
<td>228</td>
<td>14</td>
<td>242</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>242</td>
<td>15</td>
<td>257</td>
</tr>
<tr>
<td>Policing</td>
<td>1</td>
<td>64</td>
<td></td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>68</td>
<td></td>
<td>68</td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
<td>243</td>
<td>20</td>
<td>263</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>245</td>
<td>24</td>
<td>269</td>
</tr>
<tr>
<td>Sociology and social work</td>
<td>1</td>
<td>593</td>
<td>30</td>
<td>623</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>445</td>
<td>19</td>
<td>464</td>
</tr>
</tbody>
</table>


Summary

In the 2006 Annual Report, Head of School Dr Bruce Yeates wrote that “the prognosis for growth and improvement does not bode well. The School of Social Sciences will face real challenges in relation to staffing and being able to offer the programmes and courses of study approved in 2006”. In 2007, these challenges became more acute – especially in respect to psychology and sociology – and necessitated further streamlining and course rationalization. Certain programmes remain on hold due to the lack of resources to mount them. This includes the Diploma in Counselling – planned for offer by the Psychology Division.

It looks likely that the School will need to embark on further programme adjustments in 2008 while also seeking new sources of funding to support new and existing programmes.

Profile – Division of Psychology

This Annual Report for the recently created Division of Psychology contains some material that might initially appear ‘unnecessary’. Without it, this Report would be incomplete. Its contents are also relevant to any meaningful Quality Audit and the many assumptions implicit in this procedure – a task currently being undertaken within the University.

Two common assumptions deserve to be mentioned. First, it is assumed that divisions, schools and faculties within USP typically operate on a “level playing field”. This is not so because many real differences exist between them, including: (a) differing goals, aims and priorities; (b) major differences in resource levels – both staff and other; (c) differences between requirements for professional (vocational) training and those of a more general educational or academic nature; and (d) wide variations in students numbers taught, to mention four. Second, although some variables considered in a Quality Audit are relevant across divisions and schools (ie., are generic in nature), others are idiosyncratic to the differing types of education and training undertaken. In other words, the assumption that “one size or procedure fits all” is inappropriate and misleading. Since comparisons between divisions, schools and faculties are inevitably made by central administration, it is important to compare like with like if the procedure is to be meaningful and have value.

Historical Background

Psychology at USP has experienced mixed fortunes. Initially, a number of programmes offered by USP included psychology or some of its elements as a service discipline within courses offered by other disciplines, notably education but also including medicine (for the Fiji School of Medicine). Until 2006, psychology was embedded within the Department of Education in the School of Humanities and during that period it developed its own academic identity. This was facilitated by various developments including the introduction of a Diploma in Counselling and Guidance in 1984 (renamed a Certificate in Counselling and
Discipline of Psychology

Psychology is a wide ranging discipline based on a systematic study of human behaviour. It is concerned with how individuals think, experience, feel, learn and respond to all that occurs around them. This includes mental processes and perceptions, how and what we learn directly and indirectly, how we relate to others, our feelings and motivations and how we typically respond to experiences. It also includes knowledge and skills in social communication, sources of interpersonal conflict, the development of problem-solving skills and an ability to critically evaluate information. Individuals who possess an undergraduate degree in psychology are also trained to undertake systematic investigation, information and data analysis, computer skills and clear and meaningful report writing. In brief, psychology is a discipline that integrates different areas of knowledge involving the sciences and the arts (Hayes, 1996).

The knowledge and skills provided by a study of psychology have made it a thriving academic discipline internationally and one whose graduates are sought by a wide range of employers. Application of psychological knowledge and skills informs individual and community understanding and facilitates sound professional practice over a broad range of fields and occupations. These include business and administration, education and teaching, sales and marketing, health promotion, human resource management, sport, workplace practices and areas where notions of mental health and social justice are important.

Psychology at USP manifests two additional characteristics: (i) it seeks to provide students with a cross-cultural perspective geared to facilitate a better understanding of non-Euro-western (sometimes referred to as ‘indigenous’) psychological perspectives; and (ii) it emphasises the practical application of psychological principles rather than maintaining an essentially theoretical emphasis.

Academic Programmes

To achieve the above general goals, the Division of Psychology offers programmes at the certificate, degree, and postgraduate diploma, MA and PhD levels.
These include:
• Certificate in Basic Counseling (6 courses).
• Single major (12 courses), a double major (8 courses), and a minor (5 courses) in the Bachelor of Arts programme.
• Postgraduate Diploma (4 courses), plus MA and PhD programmes.

Generally speaking, these awards contain some courses that are award-specific (eg. PS211 and PS212) as well as those of a more general nature (eg., PS101, PS102 and PS103) and relevant to other programmes (eg., education, sociology, social work, management, journalism etc.).

Courses taught
Psychology at USP is taught using two main modes: face-to-face (oc) and distance learning (print) with some courses currently being developed using Moodle – an open source learning management system.

• PS101 Introduction to Psychology (oc + print)
• PS102 Developmental Psychology (previously ED/PS151 Human Development) (oc + print);
• PS103 Research Methods in the Social Sciences I (oc)
• PS203 Research Methods in the Social Sciences II (oc)
• PS204 Psychology of Community Health (oc + print)
• PS205 Cognitive Psychology (suspended)
• PS206 Social Psychology (print)
• PS208 Study of Exceptional Individuals I (oc + print) (taught by non-psychology staff)
• PS209 Introduction to Sport Psychology (suspended)
• PS211 Introduction to Counselling and Counselling Skills (oc)
• PS212 Development of Counselling Skills (practicum) (oc)
• PS304 The Psychology of Personality (oc)
• PS305 Cross-cultural Psychology (oc)
• PS307 Working with Communities (oc)
• PS308 Differentiated Programming (oc) (taught by non-psychology staff)
• PS310 Special Topic in Psychology (suspended)
• PS311 The Psychology of Family and Interpersonal Behaviour (oc)
• PS312 Group Processes (oc)
• PS313 Careers Counselling (suspended)
• PS401 Advanced Developmental Psychology
• PS402 Advanced Cross-cultural Psychology
• PS403 Advanced Appraisal Techniques (suspended)
• PS404 Advanced Vocational Assessment, Placement and Guidance (suspended)
• PS405 Family Counselling (suspended)
• PS406 Special Topic in Psychology

KEY:
oc on-campus teaching mode
print DFL mode
suspended indicates courses temporarily withdrawn due to lack of academic staff.

During 2007, 15 undergraduate and three postgraduate psychology courses were taught. Four matters relate:
(i) Four courses had to be withdrawn due to lack of staff.
(ii) Two of the undergraduate courses (PS208 and PS308) were taught by a staff member from the School of Education
(iii) lack of psychology staff also made it necessary to temporarily withdraw three postgraduate courses (PS403, PS404 and PS405) from the Division's programme. To maintain the Postgraduate Diploma in Psychology students were advised to enroll in SO403 taught by the Division of Sociology.

(iv) While the inclusion of courses taught by non-psychology staff and the need to advise postgraduate students to enroll in SO403 might be portrayed as an admirable example of inter-discipline cooperation, it also calls into question the appropriateness of these courses for a degree and postgraduate diploma in psychology.

In summary, the Division of Psychology offers programmes at three levels (certificate, degree and postgraduate). Nineteen courses are approved across the certificate and undergraduate level courses, and six at postgraduate level. However, lack of staff resulted in the temporary suspension of four undergraduate courses (PS205, PS209, PS310 and PS313), representing 21% of undergraduate programme offerings. In addition, two courses (PS208 and PS308) or an additional 10% of courses at this level were taught by non-psychology staff. Three postgraduate-level courses (PS403, PS404 and PS405) or 50% of the postgraduate programme also had to be withdrawn for lack of staff, while one other course (SO403) offered by the Division of Sociology, was taught by a non-psychology staff member. Unless this situation is remedied very quickly, it will call into question the legitimacy of programmes in psychology at USP - the implications of which are extremely negative for this University.

**Professional Training Requirements**

To become a trained professional psychologist an individual is normally required to complete at least four years of tertiary training in an accredited and formally recognised psychology programme followed by at least two years of further study that typically includes two years of supervised practice (Pooley & Cohen, 2007). In addition to specialist knowledge, skills and supervision, the professional practice of psychology requires adherence to a strict code of ethics that include two fundamental principles: the betterment of individual, group and community life, and absence of harm.

Although courses at USP provide individuals with most of the knowledge, skills and personal insights associated with the professional practice of psychology, USP does not currently possess the resources needed to train professional psychologists as such. In other words, USP trains individuals with strengths in psychology, but not psychologists per se. Consequently, while psychology graduates at USP are socialised into a professional code of ethics, current programmes do not permit these graduates to call themselves ‘psychologists’. This professional designation requires additional formally accredited training and supervision not currently available in Fiji or in other Pacific countries – Australia and New Zealand being exceptions and possibly Papua New Guinea.

**Student Numbers**

A breakdown of students presenting for final examinations in psychology during 2007 are shown in Table 1*.

**Table 1: Psychology Students Presenting for Final Examinations in 2007 by Award Level**

<table>
<thead>
<tr>
<th></th>
<th>Certificate</th>
<th>Undergraduate</th>
<th>Postgraduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester I</td>
<td>14</td>
<td>229</td>
<td>21</td>
<td>264</td>
</tr>
<tr>
<td>Semester II</td>
<td>4</td>
<td>241</td>
<td>25</td>
<td>270</td>
</tr>
<tr>
<td>Overall Totals</td>
<td>18</td>
<td>470</td>
<td>46</td>
<td>534</td>
</tr>
</tbody>
</table>

Staff: student ratios based on examination figures: S.1 = 1:66*, and in S.2 = 67.5*.

* **Note:**

These data are based on students presenting for final examinations whereas actual student numbers taught during a semester are substantially higher (S.1 approx. 295; S.2 approx. 280 = 575 for the year), but drop prior to final examinations as students withdraw for a variety of personal and financial reasons. Consequently, staff:student ratios indicated above are conservative. Using class enrolment figures, the staff:student ratio in Semester I was approximately 1:73, and Semester II, 1:70.
Whether enrolment or examination numbers are used, staff:student ratios within the Division of Psychology are unequivocally unsatisfactory for students and academic staff and are inconsistent with the stated aspirations of USP.

Resources
To service existing awards and programmes, the Division of Psychology seeks to appoint academic staff with a sound background in general psychology plus one, two or three ‘specialist’ strengths. Current academic staff teach across a range of courses designed to provide students with reasonable depth and breadth at the undergraduate level along with basic counselling knowledge and skills for those requiring an introduction to this important sub-discipline. Although an acknowledged USP priority, limited resources (ie., in personnel, facilities and materials) have made it necessary to substantially curtail postgraduate programmes and courses in psychology.

Despite having to labour under difficult conditions and circumstances, student numbers taking psychology have remained relatively healthy. However, the 33% reduction in academic staff in 2006 compounded by a resignation at the beginning of 2007, left the Division with only half the academic staff needed to teach existing programmes. This placed a very real strain on those remaining and even with a temporary replacement, unsatisfactorily high staff:student ratios remained throughout 2007 (Table 1 refers). In addition, the convention at USP for academic staff to teach a maximum of three courses per year is routinely exceeded within the Division. For example, during Semester II, one staff member effectively taught six courses while also coordinating the Division.

According to both criteria - staff:student ratios and the number of courses taught per year- staff within the Division were and continue to be severely overloaded. In addition, specialist teaching areas and test materials lost in 2003/2004 have not been replaced. These circumstances continue to undermine the best efforts of a small, professional and dedicated group of staff.

It should also be noted that supervision of professional/vocational training requires a much lower staff:student ratio than that for conventional teaching. Although what is an acceptable ratio depends on the type of supervision required, generally speaking it should be in the vicinity of 1:5 to 1:10 (ie., one-half day per week to one day per week per student). Present resources make this requirement impossible to achieve.

Survival Strategies Adopted
To cope with the situation a number of interim strategies were adopted during 2007.
In summary, these included:
(i) the temporary suspension of some courses (two at the undergraduate level - PS205 Cognitive Psychology; PS313 Careers Counselling; and three at the postgraduate level - PS403 Advanced Appraisal Techniques; PS404 Advanced Vocational Assessment Guidance and Placement and PS405 Family Counselling).

(ii) The transfer of a high enrolment course (PS/ED252 Educational Psychology and the Teaching Learning Process) to the School of Education. While the strategy of ‘gifting’ students to another School is not desirable, the need for staff to survive made this the only reasonable option.

(iii) The temporary appointment of one part-time academic staff member for S.1, 2007. Fortunately, this was converted to a temporary full-time appointment for S.2.

(iv) Dependency on non-Divisional USP and support staff and an ‘outside’ practitioner to assist in the teaching of some psychology courses. However, because of a need to maintain professional credibility, these strategies at best provide only temporary relief; at worst, they jeopardized the status of psychology courses and programmes at USP.
(v) Temporary suspension of a number of courses and/or delays in course and programme development because of resource-strain. For example:

- Suspension of four undergraduate and three postgraduate courses;
- Use of a non-psychology academic staff member to teach two undergraduate psychology courses (PS208 and PS308);
- Use of a non-psychology academic staff member to assist in teaching PS103;
- Inclusion of a postgraduate course taught by sociology as a substitute for a postgraduate course in psychology (SO403);
- Suspension of the development of a new course in forensic psychology;
- Suspension of the development of a Diploma in Counselling;
- Suspension of the newly developed course PS209 Introduction to Sport Psychology;
- Delay in the preparation of PS103 in DFL (print) mode.

(vi) * Opportunities lost. Although difficult to quantify, current circumstances have also meant that opportunities to participate in projects sponsored by bodies like UNICEF that are potentially income generating, have had to be forgone. In other words, current circumstances preclude academic staff from engaging in activities that under more normal circumstances would be expected to earn money for the institution.

To summarise, there is a major irony in the current situation. Since the inception of a major in psychology in the early 1990’s, a need for appropriately qualified staff to provide professional psychological training as well as the training of adequately qualified psychology graduates and counsellors in the Pacific has never been greater. Yet, during 2007, the Division’s ability to satisfy this need has never been less.

Research, Consultancies and Presentations

During 2007, research, consultancies and presentations have been materially impacted by the current lack of staff combined with heavy teaching loads and a high staff:student ratio. Despite these impediments, some research, presentations and limited consultancies were undertaken.

Research

Ms Jen Puch-Bouwman: received a research grant (F$7,010) in collaboration with Dr Thimmappa and Ms J. Heeraman in 2006 for a study on ‘The experiences of expatriate academic staff at a University in the South Pacific’. This project is ongoing with completion scheduled for 2008. Collaborated with Dr K. Hassall (Division of Politics) to collect data for a study on history and identity undertaken by the Centre for Cross-cultural Research, Wellington, New Zealand.

Dr Schultz: invited to participate in an international study into Gelotophobia (fear of being laughed at) during Semester I. The sudden resignation of a staff member early in 2007 made withdrawal from this project necessary. Received a School research grant (F$3,275) to develop an instrument to measure ‘Quality of Life in Fiji’ however, teaching and administrative pressures have made progress slower than intended.

Consultancies

Dr Schultz provided limited pro bono consultancy services to the Fiji Law Reform Commission (rewriting of Fiji Mental Health Act), Fiji Police Force (forensic and staff welfare advice) and the Fiji Military Forces (selection procedures).

Presentations

- Ms Tima Tuvuki: a presentation on ‘Stress management’ for 10,000 Steps Challenge.
Conclusions

2007 was a challenging year for the Division of Psychology. However, despite major and ongoing impediments, the Division continued to provide quality teaching for its students. However, its contribution to other aspects of academic life remained restricted as a consequence of the circumstances in which it has been required to function. The irony in this situation is that the need for training in psychology and counseling has never been greater, yet the Division’s ability to satisfy this need has never been less – a state of affairs inconsistent with the University’s stated goals, priorities and aspirations.

Dr Roland Schultz, Coordinator of the Division of Psychology

Staff Listing

Division of History

Professor
Ian Campbell, BA DipEd NE PhD Adel,
Senior Lecturer
Morgan Tuimaleali’ifano, BA MA PhD S.Pac
Lecturer
Malcolm Saunders, BA, PhD Flin
Lecturer
Christine Weir BA Cam, PGCE Birm, MLitt, PhD ANU
Lecturer (part-time)
Anita Smith PhD Latrobe.
Lecturer (part-time)
Valerie Campbell
Graduate Assistant
Shashim Sharma, BA, MA S.Pac
Graduate Assistant
Setoki Qalubau, BA, PGDip S.Pac

Division of Politics and International Affairs

Associate Professor and Acting Head of School
Sandra Tarte, BA Melb, PhD ANU
Lecturer
Kylie Anderson, BA MA(Int) Flin.
Lecturer (departed July 2007)
Douglas Pacheco, BA PhD Griff.
Lecturer
Katayoun Hassall, BSc NSW, MA PhD Melb.
Lecturer
Rae Nicholl, BA, PhD Well.
Graduate Assistant
Smita Singh, BA, MA S.Pac

Division of Psychology

Senior Lecturer
Roland F. Schultz, BA MEd Adelaide, MA Psychology London, PhD UniSA
Lecturer
Gaylene Osborne Finekaso, BScSocSci Waik, CCG MA S.Pac
Assistant Lecturer
Jen Puch-Bouwmann, BA Haifa, MA Tel-Aviv, MA Nottingham
Assistant Lecturer
Tima Tuvuki, BSc Waik, MSocSci Waik
Graduate Assistant
Akisi Kasami
(Or Jonny Decatoria resigned from the University in March 2007).

Division of Sociology and Social Work

Senior Lecturer and Acting Associate Dean
Bruce Yeates, BA W.Ont., MDiv VST, MA PhD PNG
Senior Lecturer
Steven Ratuva, BA, MA S.Pac, PhD Sus.
Senior Lecturer
Lynda Newland, BA Curtin G DipM Prelim Syd., PhD Macq.
Associate Professor
Ropate Qalo, BA USP, MSocSc Birm, PhD ANU
Senior Lecturer (part-time)
Carmen Voigt-Graf, MA Berlin, PhD Syd.
Lecturer
Ashla Singh, BA MA, GC TT S.Pac
Lecturer (training leave in August 2007)
Tuinawi Rakuita, BA, MA S.Pac.
Tutor
Josua Namoce
Temporary Tutor and CYP Coordinator
Vivian Koster, BA PGDip S.Pac,
**Pacific Policing Programme**
Senior Lecturer  Ruth Lund, MEd  SydUT

**Administration Office**
Lavenia Hennings
Taraivosa Baikeirewa Cert Bus Admin (Telford), Dip Office Bus Admin (FIT)

**Division of Psychology Occasional Staff**
Limited resources made it necessary for the Division to engage a number of persons to provide occasional assistance during the academic year.

Ms Mary Montu (Counsellor with Student Counselling Services); in S.1 taught PS211 Introduction to Counselling Skills and in S.2 assisted with PS212 Development of Counselling and Counselling Skills (a supervised counseling practicum).

- Ms Joyce Heeraman (Lecturer, School of Education) taught two undergraduate courses PS208 and PS308 in Exceptionality and Special Needs.
- Ms Lorraine Meades (psychologist, Fiji Police Force); during Semester II provided *pro bono* assistance with the teaching of counseling.
- Mrs Mary Vadei (Senior Lecturer, Fiji College of Advanced Education); during Semester I was contracted to revise/rewrite PS102 Developmental Psychology for DFL (print mode) to accommodate the adoption of a new regionally-oriented text book.
- Dr Katty Hassall (Division of Politics); assisted with the teaching of PS103 in Semester II

**Areas of Responsibility**
Ms Gaylene Osborne-Finekaso (Lecturer) - mainly teaches undergraduate courses and is responsible for the academic counseling of undergraduate BA students. Ms Osborne-Finekaso specialises in social, community and health psychology and aspects of sport psychology.

Ms Jen Puch-Bouwman (Assistant Lecturer) - primarily teaches undergraduate courses. She specialises in research methods, cross-cultural psychology, mental health and post-modernism in psychology.

Ms Tima Tuvuki (temporary Assistant Lecturer) - teaches in the Certificate in Basic Counselling and in undergraduate courses. She specialises in counseling, social psychology, social and community work.

Dr Roland Schultz (Senior Lecturer) - Division coordinator with additional oversight over the Certificate in Basic Counselling and the Postgraduate programme. His areas of specialisation include human development, health and community psychology, cross-cultural psychology and research methods and teaches across the undergraduate and postgraduate programmes. Professional memberships include: American Psychological Association, British Psychological Society, International Association of Applied Psychologists, and International Council of Psychologists.

**Appointments and Departures**
February 2007 saw the sudden resignation of Dr John Decatoria who was responsible for coordinating and teaching the Certificate in Basic Counseling along with associated courses within the undergraduate and postgraduate programmes. Dr Decatoria had also been tasked to develop a Diploma in Counselling.

Ms Tima Tuvuki was appointed in late March, initially as a part-time assistant lecturer (Semester I), and then full-time for Semester II. Ms Tuvuki assumed responsibility for much of the undergraduate work previously undertaken by Dr Decatoria.
Serving the Region

Bruce Yeates is a member of the Pacific Drug and Alcohol Research Network and the Fiji Association of Social Workers. He attended two regional meetings where he delivered papers at USP’s Continuing and Community Education workshop on the role of community workers and USP’s Regional Campus Directors’ Conference, in Apia, Samoa.

Ropate Qalo is on the editorial board of Fijian Studies: A Journal of Contemporary Fiji. He attended a Pacific Council of Churches workshop in Samoa contributing to a paper entitled ‘A Theology of Hope’.

Ian Campbell is section editor and a member of the editorial board of the Journal of Pacific History and editor of the Journal of Pacific Studies. He also serves as editorial advisor on the Oxford University Press Dictionary of National Biography.

Sandra Tarte is on the editorial advisory board of Fijian Studies: A Journal of Contemporary Fiji, and also on the editorial board of Asia Pacific Viewpoint. She served on a selection panel for the Australian Leadership Awards Scholarship for 2008, and was a peer reviewer for the Australian Development Research Awards Programme.

Steve Ratuva presented a paper on human security in the Pacific at the Pacific Regional Civil Society Organisations pre-Forum meeting in Tonga. He also presented a paper on Bio-technology versus Genealogy at a UNESCO conference on biotechnology in Samoa. He was convenor of the Pacific Islands Political Studies Association conference, held in Port Vila in December. He presented a paper on civil society and capacity building approaches to a meeting of regional NGOs organised by the Pacific Islands Association of NGOs at the Forum Secretariat in July. He also presented three papers at a regional workshop organised by the Asian Development Bank on Civil Society Organisations empowerment in Nadi, Fiji.

Alumita Durutalo was part of the International Observers’ Team to the general elections in Papua New Guinea in July.

Kylie Anderson addressed the Australian Volunteers International operations country managers, in Fiji.

Carmen Voigt-Graf presented a paper at a workshop in Sydney, Australia addressing Asia Pacific Skilled Migration to Australia. She also presented papers at two other conferences – in Fujian, China and Melbourne, Australia.

Morgan Tuimalal‘ifano is co-convenor of the Pacific History Association Conference to be held in Suva in December 2008, co-hosted with the Pacific Theological College. He is also a convenor of the Pacific Roots conference to be held at USP in 2008. This is being jointly sponsored by USP, the University of New Caledonia, University of French Polynesia and the French Centre for Research and Documentation on Oceania.

Ashla Singh attended an ILO/ Japan Institute for Labour Policy and Training workshop in Bangkok, Thailand which looked at promoting decent work in global production systems in the Asia Pacific.

Anita Smith is a member of the Pacific Islands Museums Association and Australia ICOMOS National Executive Committee. She was a member of the Australian delegation to the UNESCO World Heritage Committee meeting in Christchurch and presented a paper at the Forum International du Patrimoine du Pacifique in Tahiti.

Ruth Lund was Pacific Region Policing Initiative advisor.

Roland Schultz gave a presentation to the Oceania Psychology Register Conference in Suva on ‘Social change and community health in Fiji – a retrospective study’. He also provided advice to the Fiji National Nutrition Centre and the Fiji Military Forces, as well as to the Fiji Police Force regarding the validity of psychological profile from criminal offenders. This was undertaken on a pro-bono basis. He is a member of the National Advisory Council on Mental Health and the Fiji Law Reform Commission.

Roland Schultz provided advice to the Fiji Police Force regarding the validity of psychological profile from criminal offenders. This was undertaken on a pro-bono basis.
**Student Focus**

Staff of the Politics and International Affairs Division organised and took part in a one-day workshop for politics students on conducting research, documentation and essay writing.

Sandra Tarte in collaboration with Dr Eileen Tuimalealifano, Director of CELT – organised a workshop for research students in the School. This covered all aspects of the research process and was attended by eight students.

School staff – including Bruce Yeates and Sandra Tarte – participated in a workshop organised by the Faculty of Arts and Law Postgraduate Student Association. Dr Yeates – as Acting Associate Dean – gave a presentation at the workshop on research and graduate affairs within the Faculty. At the beginning of the year, the School hosted a postgraduate student orientation.

Lynda Newland and Ropate Qalo provided teaching support (including lectures and tutorials) for inmates at Naboro Prison, who were enrolled in sociology courses. They also attended a Prison Services Seminar at the Pacific Theological College. Lynda Newland has also liaised with prison officials for prisoner access to computer facilities.

Ruth Lund was responsible for a cohort of 49 students from the Royal Papua New Guinea Constabulary (RPNGC) and visited PNG for one week to provide an intensive teaching block. Audio and visual CDs were produced for student induction to the University and the policing programmes. Students were provided with country specific legislation, policy documents and assessment tasks tailored to assist learning and application of theories to their own country. Ruth continued the Pacific Policing Coordinators’ Newsletter which is issued regularly during the semester.

**Quality**

All Divisions undertook a self-review exercise for the University’s Quality Audit. Ruth Lund and Bruce Yeates compiled the overall School response for the Audit.

Katty Hassall attended the Quality Audit Workshop, Asia-Pacific Quality Network and USP, 14-15 December 2007, USP, Fiji.

Roland Schultz was a member of the Intermediate and Junior Staff Review Working Party whose purpose was to improve procedures associates with the staff review process.

Divisions conducted meetings throughout the year to review curricular, discuss student feedback and report on courses taught. The Division of Psychology developed its own mission statement in late 2006 to provide a framework and guide for staff. This was subsequently translated into a number of strategic and operational objectives for 2007.

**Distance and Flexible Learning and Teaching**

Katty Hassall obtained a Certificate of Participation for a training course on Designing Online Learning in September and attended a half-day Moodle workshop on Online Communication and Collaboration Tools in November 2007. She also attended a half-day Moodle workshop on Assessing and Managing Your Class in November. Two of her courses are offered on Moodle, the online learning management system adopted by USP.

Sandra Tarte participated in a half-day training workshop Introduction to Moodle, in November. She plans to incorporate Moodle into her on-campus courses in 2008.

Lynda Newland offered two of her courses on Moodle in 2007. One of her courses – SO201: Society, Culture and Change in the Pacific – was videoed and DVDs of lectures were sent out to all USP Centres for use by DFL students.

Bruce Yeates used Moodle to support the on-campus teaching of SW100 Introduction to Fieldwork Practice.
The History Division expanded its DFL offerings in 2007, including heritage management and conservation, which was taught from Melbourne by Dr Anita Smith. Meanwhile Morgan Tuimalealiifano offered HY101 Pacific History 1 (Prehistory) as a DFL course for the first time in 2007. This will be further revised in 2008 to minimise overlaps with a new course, HY205 Contact and Response.

The Psychology Division contracted a staff member of the Fiji College of Advanced Education in Semester I to revise and rewrite the DFL version of PS102 Developmental Psychology to reflect a more Pacific orientation. This was completed on schedule. It is proposed to convert PS102 to Moodle in 2008.

**Major Research Achievements**

Lynda Newland was involved in two major areas of research in 2007. One continuing area of interest is Christianity and politics in Fiji. She published one paper on this topic in 2007 and two papers are currently being considered for publication. She received a small grant from the School Research Committee to facilitate her work. The second area of research has been on kava consumption in Fiji. This is part of a joint project conducted with Biman Prasad and Mahendra Reddy from the School of Economics. The team received over $20,000 in research funds for the project and the first presentation of data is expected to be in a paper presented by Dr Newland at a conference in Canberra in February 2008.

Ian Campbell took sabbatical in the second Semester II and continued his research on Tongan politics, for which he received a grant from the School Research Committee.

Sandra Tarte carried out research on Fiji’s relations with China and presented a paper on this topic at a conference in Japan. The paper will be published in 2008. She also finalised a book chapter on norms in Japan’s foreign policy, to be published in 2008 and continued her research on small island states in global politics. She will present a paper on this at the International Studies Association Conference in the US in March 2008.

Katty Hassall was a co-researcher in the World History Survey coordinated by Dr James Liu from Victoria University of Wellington, which aims to provide cultural comparisons of social representations of world history. Dr Hassall collected data for the Pacific region. This is expected to lead to a joint publication in the *Journal of Cross Cultural Psychology*. She also began research on women and corruption, for which she received a small seed grant from the School Research Committee and continued her research on Pacific countries in the United Nations. In addition she attended three workshops during the year: one on transparency and accountability in the judicial system, organised by Transparency International Fiji; the inaugural meeting of the Pacific Governance Network, and a consultation organised by USP’s Pacific Studies Programme on governance and democracy in the Pacific.

Carmen Voigt-Graf edited a special issue of the *Asian and Pacific Migration Journal* on the theme ‘The Pacific Islanders and the Rim: Linked by Migration’. This brings together several well known migration researchers in the region, including contributions on Tongan transnationalism, Niuean health workers, Pacific Island teacher migrants, I-Kiribati seafarers, Tongan migrants in Japan, and Australian and New Zealand’s relationship with the Pacific. She continued work on the project: ‘Skilled migration and the sustainability of Pacific Island education systems’ (case study countries: Fiji, Vanuatu, Cook Islands), with Siew-Ean Khoo and Robyn Iredale (both ANU). This is being funded by an Australian Research Council (ARC) grant of AUD$180,000. Work on this project started in 2004 and all fieldwork was completed in 2006.

Rae Nicholl took sabbatical in Semester I, 2007, during which she attended an intensive five-day seminar in political leadership at the Women and Politics Institute, American University, Washington DC. Dr Nicholl used her sabbatical to do further research on women in politics (including attended a session of the Norwegian Parliament where women’s representation is close to that of men). In the second part of the year, she participated in the annual conference of the New Zealand Political Science Association and chaired a panel on politics and the New Zealand media.
**International Activities**

Lynda Newland joined the Association for Social Anthropology in Oceania (ASAO) network which is based in the US and covers the US, Australia, New Zealand and Oceania. She also continued her membership with the Australian Anthropological Association. She presented papers at two international conferences and workshops: the Pacific Islands Political Studies Association conference in Port Vila and at a workshop at the Australian National University which saw the launch of a book on the 2006 Fiji elections. She also promoted the Sociology Division’s international ties through affiliating a number of international students to the School.

Roland Schultz is a member of the American Psychological Association (APA), the British Psychological Society (BPS), the International Association of Applied Psychologists (IAAP) and the International Council of Psychologists (ICP).

While on sabbatical Rae Nicholl made visits to Victoria University of Wellington, the New Zealand Parliament, the Women and Politics Institute at American University, Washington DC, and the Norwegian Parliament.

Ropate Qalo attended a United Nations Development Economic and Social Affairs conference on Re-inventing Government, in Vienna, Austria.

Steve Ratuva presented a paper titled ‘Couped up again: The anatomy of the 2006 Fiji military takeover’ in a public lecture for diplomats, foreign affairs officials, civil servants, academics and students at Victoria University, Wellington, New Zealand. Prior to that, he gave a lecture on Pacific Epistemology to a postgraduate class at Victoria University. The two presentations coincided with the launching of the book *Pacific Genes and Life Patents*, which he co-edited with Aroha Mead of University of Victoria. He was invited by the Pacific Cooperation Foundation to be keynote speaker at a seminar on the Fiji political crisis at the Central Council Chambers, Victoria University. The title of his paper was ‘Fiji at the Crossroads Again.’ In June he presented a paper on political change and security in Fiji at the Global Partnership for the Prevention of Armed Conflict in Vietnam and another presentation on Asia-Pacific security and peace cooperation in Singapore.

Sandra Tarte presented a paper at an international conference on China in Oceania at the Asia Pacific University in Japan. She also gave guest lectures to groups of visiting students from Vienna University, Austria and from the USA.

Kylie Anderson prepared the artwork for the World Ocean Day national poster and Environment Week national poster.

Ashla Singh was a member of the ILO/Japan Institute Labour Policy Training (JILPT) Asia Pacific Research Network – 2006/7. She attended an ILO/Japan Institute for Labour Policy and Training workshop in Bangkok, Thailand, on ‘Promoting decent work in global production systems in the Asia Pacific’.

Bruce Yeates, as coordinator of the Social Work Programme, is a member of the International Association of Schools of Social Work.

**Good Governance**

**School Committees**

*Teaching and Learning Committee:* Morgan Tuimaleali’ifano (coordinator), Ropate Qalo, Katayoun Hassall, Carmen Voigt-Graf, Bruce Yeates, Jen Puch-Bouwman.

*Research and Postgraduate Committee - Ian Campbell (coordinator in Semester I), Sandra Tarte (coordinator in Semester II), Roland Schultz, Bruce Yeates, Christine Weir (in Semester II).*

*Board of Studies: Sandra Tarte (acting Chair), all School staff, and student representatives*

*Assessment Board - Sandra Tarte (acting Chair), staff in divisions.*

*Marketing and Publicity: Christine Weir (coordinator), Ashla Singh, Gaylene Osborn-Finekaso*
**Senate Committees**
- Ian Campbell was a member of Senate and also served on the Senate’s Academic Standards and Quality Committee.
- Bruce Yeates was a member of Senate, Dean’s nominee to the Academic Standards and Quality Committee, and Senate representative to the Fiji School of Medicine Council.
- Sandra Tarte was a member of Senate.

**Other University Committees**
- Bruce Yeates served on the University Student Appeals Committee, the University Scholarships Committee, University Quality Audit, and the University Library Serials Review Committee.
- Gaylene Finekaso was the Faculty representative on the USP committee setting up the Sports Science Programme.
- Katayoun Hassall was Faculty representative on the Library Advisory Committee.

**Faculty Committees**
- Ian Campbell and Sandra Tarte alternatively served on the Research and Postgraduate Committee, and Bruce Yeates and Sandra Tarte served on the Executive Committee.
- Morgan Tuimaleali’ifano and Katty Hassall alternatively served on the Faculty Teaching and Learning Committee, which was chaired by Bruce Yeates.

**Community Liaison**
The School co-hosted the annual Paula Niukula Memorial lecture in April with the Ecumenical Centre for Research, Education and Advocacy (ECREA). The lecture was moderated by Sandra Tarte and presented by Professor Vijay Naidu.

Christine Weir is a member of the re-formed Fiji History Teachers’ Association and took part in a Curriculum Development Unit organised workshop.

Sandra Tarte was a member of the ECREA Executive Forum, Chair of the ECREA Staffing Committee and a member of the Faith and Society Programme Advisory Committee of ECREA. She also was a member of the Management Collective, Women’s Action for Change. In April she presented a lecture on contemporary issues in Fiji’s politics to the leadership Fiji programme.

Bruce Yeates carried out liaison work with the Fiji Social Workers’ Association and addressed the Association’s special general meeting in March. He presented a paper to the Fiji Department of Social Welfare officers’ conference on ‘Contemporary social and community work issues and social welfare in Fiji’. He also presented the opening address to the Pacific Writing Forum 10th anniversary symposium at USP in November.

Rae Nicholl gave a talk to the Fiji Association of Women Graduates (FAWG) on whether the next United States President will be a woman.

Katty Hassall served as secretary for Interfaith Search Fiji. In this capacity she organised and ran 11 monthly interfaith prayer and dialogue sessions and a workshop on women in religion in November.

Roland Schultz is a member of the National Advisory Council on Mental Health and the Fiji Law Reform Commission.

Ropate Qalo was a member of an independent panel of three that interviewed short-listed applicants for the position of Native lands Trust Board CEO. He also served as Chairman of the Ratu Sukuna Memorial School Board. Together with Lynda Newland he attended a meeting organised by the Commissioner of Prisons regarding prisoner education.

Steve Ratuva took part in a seminar on minority rights organised by the Fiji Citizens Constitutional Forum. He also presented papers at the Director of Public Prosecution’s Office (Fij) Conference.

Douglas Pacheco continued to be an editor of the School website, until his departure in mid 2007.
**Communications and Information Technology**

The School website has a section that facilitates communication between students and staff via the ‘Courses’ page.

**Marketing and Public Relations**

New brochures promoting the School and its programmes were designed for the University Open Day. These were distributed at the Open Day and also sent out to the various regional campuses.

The School of Social Sciences website was also used as a marketing tool, promoting each individual lecturer, the courses that the School offers and events that take place within the School.
PART 2: ACADEMIC AND RESEARCH-RELATED ACTIVITIES

Developments in Teaching

The introduction of new courses or the cancellation of courses

Two new courses were taught in History in 2007: HY204 Archaeology in the Pacific and HY306 Heritage Management and Conservation.

Kylie Anderson offered PL305: The Politics of Human Rights for the first time in 2007 which attracted 44 students.

Lynda Newland offered a new version of the course, SO207 The Sociology of the Family (renamed for 2008). It now incorporates more contemporary issues such as single motherhood, homosexuality, domestic violence, family planning and HIV/AIDS.

Sandra Tarte offered a new course – PL302 International Politics of Asia and the Pacific – for the first time in 2007. This replaced HP302 Politics of the Pacific Rim.

Bruce Yeates delivered the BA major in Social Work for the first time in 2007.

In the Division of Psychology there were two important curriculum developments. One was greater emphasis on non-Euro-Western psychological models and theory. The second was provision for problem-based projects within the postgraduate diploma programme. Projects undertaken at the postgraduate level were of two types: the development of specialist skills such as a semester-long training workshop in child-safe environments; and a field-based research project. The following projects were undertaken in 2007:

- comparison of chiefly and non-chiefly Fijian leadership priorities and preferences;
- a quality of life survey within a sample of Fijian and Indo-Fijian participants;
- cultural discrimination in a sample of secondary schools;
- mental skills training and the enhancement of performance in sport.

These projects generated much valuable information and data. If and when resources are available and time permits each project warrants the preparation of a research report for wider distribution.

New offerings by distance and flexible learning

Morgan Tuimalealifano offered HY101 Pacific History 1 (Prehistory) as a DFL course for the first time in 2007. This will be further revised in 2008 to minimise overlaps with a new course, HY205 Contact and Response.

The availability of resources for teaching purposes

Douglas Pacheco created a course content page within the School website for his two courses in Semester I. The most popular item of this page was the lecture notes which students referred to every week.

Any new methods for ensuring the quality teaching and learning

The School adopted a Teaching and Learning Plan in 2007 which incorporates a number of measures for monitoring and improving the quality of teaching and learning. Student on-line evaluation of courses was made available to course coordinators for the first time in 2007 and this feedback was considered at Divisional meetings.
Research

Publications

Books

Book chapters


Nicholl, Rae ‘E-democracy and political participation in Fiji.’ *Pacific Journal of Political Science* 56. 1 (June 2007).

Journal articles


Nicholl, Rae. ‘Monitoring the 2006 Fiji General Election.’ *Political Science* 56. 1 (June 2007).


**Conference Publications**


Ratuva, Steve. ‘Fiji at the Cross-roads again.’ Keynote address presented at a seminar on Fiji’s political crisis organised by the Pacific Cooperation Foundation, Wellington New Zealand.


Tarte, Sandra. ‘Fiji’s Look North Policy and the Role of China.’ Paper presented at the China and Oceania conference, Asia Pacific University, Beppu, Japan.

Voigt-Graf, Carmen. ‘A comparative analysis of Pacific Islander migration to Australia and New Zealand and the implications on labour markets in the Pacific.’ Paper presented at the Asia Pacific Skilled Migration to Australia Workshop, Macquarie University, Sydney, 19-20 April.


Scholarly reviews and comments

Encyclopedia Entries


Other Matters Related to Research Activities

List of students enrolled for PhD and Masters theses

**PhD**

- Shashi Sharma: ‘The European Union and Pacific-ACP Relations’ (GA)
- Smita Singh: ‘United States Foreign Policy in the South Pacific post 9/11: Rationale and Influences’ (GA)
- Rum’aroti Tenten: ‘Ethics: A response to religious issues within atoll mainline Protestant churches with specific reference to Kiribati Protestant Church’

**MA**

- Makereta Mua: ‘Saunoan ka ‘eake moaen (Forgotten but not lost): Rotuman Migration to Torres Strait’ (Submitted in December 2007)
- Milika Waqainabete: ‘The Role of Overseas Missions in Fiji’s Foreign Policy’ (Private student).
- Terieta Mwenwenikeaki: ‘Kiribati’s approach to regional cooperation: a case study of the fisheries sector’. (Sponsored by Kiribati Government)
- Setoki Qalubau: ‘History of the Lauan Diaspora in Ovalau’ (GA)
- Teurakai Ukenio: ‘Drug and Alcohol Abuse by Kiribati Seafarers’
- Shakila Williams: ‘The dynamics of care for people living with HIV and AIDS in Fiji’

Research/Academic Visitors

The Division of Sociology and Social Work affiliated the following academic visitors and students in 2007:

- Dr Erik Larson, Assistant Professor in Sociology, University of Macalester, Minnesota, USA
- Ms Amelia Bonea, PhD student, Monash University, Melbourne, Australia
- Mr Francois Gemenne, Research Fellow, Centre for Ethnic and Migration Studies, University of Liege, Belgium
- Mr Dominik Schieder, MA student, University of Bayreuth, Germany
- Mr Jonathan Prasad, PhD student, Lancaster University, UK
- Mr Kyle Finnegan, visitor from Dartmouth College, USA.
Research grants received

- Shashim Sharma (GA), European Union and Pacific ACP Relations, $3000
- Malcolm Saunders (staff), Biographical Dictionary of Australian Senate, $1700
- Ian Campbell (staff), Tongan Politics Update, $2510
- Katty Hassall (staff), Gender and Corruption Pilot, $500
- Lynda Newland (staff), Coup and Churches in Fiji, $700
- Christine Weir (staff), Fiji History sources in Canberra, $850
- Teurakai Ukenio (student), Drug and Alcohol Abuse by Kiribati Seafarers, $1051
- Setoki Qalubau (GA), History of Lauan Diaspora in Ovalau, $1000
- Roland Schultz (staff), Quality of Life in Fiji: Developing an appropriate measure, $3275
- Morgan Tuimalealiifano (staff), Succession to family titles and local leadership in Samoa, $3200
- Lynda Newland (staff), Determinants of kava consumption and its socio-economic impact in Fiji, $8200
- Akisi Kasami (GA), Abused men: A Psycho-Social Analysis, $2740
- Terieta Mwenwenikeaki (student), Kiribati’s Approach to Regional Cooperation: Case Study of the Fisheries Sector, $2100.

Commercial Consultancies

Tui Rakuita completed a major consultancy for the Ecumenical Centre for Research, Education and Advocacy (ECREA): ‘Living by Bread Alone: Contemporary Challenges Associated with Identity and Belongingness in Fiji’ (F$10,000).

Dr Katty Hassall completed three consultancies for the Pacific Media and Communications Facility, Melbourne Development School for the Commonwealth of Australia acting through the Australian Agency for International development of the Department of Foreign Affairs and Trade. These included Development of a Civics Module for Media and Journalism (completed 16 March 2007); Development of Political Journalism Module for Media and Journalism – Part A (completed 11 May 2007); and Civics Sessions Revision – Development of country specific civic module for Tonga, Samoa, Vanuatu and Solomon Islands (completed 19 June 2007).

Anita Smith was a trainer at the Pacific Regional Heritage meeting in New Zealand sponsored by UNESCO World Heritage Centre and New Zealand Department of Conservation and completed a ‘Thematic Study of Cultural Landscapes in the Pacific Islands’ for ICOMOS International and the UNESCO World Heritage Centre.

Carmen Voigt-Graf conducted a donor-mapping exercise for the International Labour Organisation (USD3000).

Staff Leave and Conference

Lynda Newland:
- Pacific Islands Political Studies Association conference, Port Vila, Vanuatu. Partial award from PIPSA.
- ANU workshop on the 2006 Fiji election and coup. Funded by ANU.

Alumita Durutalo: Discussant, 11th Asia Pacific Conference on Education and Culture, University of Southern Queensland, Toowoomba, Australia, November.

Carmen Voigt-Graf: Asia Pacific Skilled Migration to Australia Workshop, Macquarie University, Sydney.

Carmen Voigt-Graf (with Dr M.
Mohanty and Professor Vijay Naidu of PIAS-DG)
- 8th international conference of the Asia Pacific Migration Research Network, Fuzhou, Fujian, China,
- Workshop on Pacific Islands Migration, Metropolis Conference, Melbourne.

Steve Ratuva
• Presented a paper at Victoria University, Wellington.
• Keynote speaker at a seminar on Fiji’s political crisis organised by the Pacific Cooperation Foundation, Wellington New Zealand.
• Presented a paper at the Global Partnership for the Prevention of Armed Conflict, Asia Pacific Regional Forum, Da Nang, Vietnam.
• Presented a paper at the Global Partnership for the Prevention of Armed Conflict, Asia Pacific Regional Forum, Singapore.
• Presented a paper at the UNESCO conference on Biotechnology, Apia, Samoa.
• Presented a paper at the Pacific Regional Civil Society Organisations pre-Forum meeting, Nuku’alofa, Tonga.
• Presented a paper at the Pacific Islands Political Studies Association conference, Port Vila, Vanuatu. USP funded.

Sandra Tarte: Presented a paper at the China and Oceania conference, Asia Pacific University, Beppu, Japan. Funded by the Center for Pacific Islands Studies, University of Hawaii.

Ropate Qalo: Presented a paper at the UN Development Economic and Social Affairs (UNDESA), Vienna, Austria.
Executive Summary
The year 2007 was pivotal for the Institute of Education (IOE). Following two years without a full-time Director, Kabini Sanga was appointed on secondment from Victoria University of Wellington. We were able to re-articulate the Institute’s vision and missions statements. IOE clarified and agreed on strategic objectives. The Institute organised professional cluster groups and trialed new ways of working as a team. In addition, IOE unleashed new energies into its specialised mission areas: organising creative writing in indigenous languages, undertaking research using Pacific frameworks, writing and publishing context-embedded resource materials for Pacific schools, and providing professional and expert advice to a wide variety of stakeholders.

The year also saw IOE active in administering funded projects. Two NZAID-funded projects, the Sustainable Livelihood in Education Project (SLEP pilot) and the Rethinking Pacific Education Initiative for and by Pacific Peoples (RPEIPP) were managed, though not without administrative glitches. Further, the year saw the successful negotiation and completion of a number of new projects: TEP (ADB-AusAID), ComSec Vanuatu and Solomon Islands project (Commonwealth Secretariat), Solomon Islands study (UNICEF) and Vanuatu Literacy Training (NZAID, thru PINZ), and two USP internal AusAID projects. Professional staff also increased their participation in other professional and contract work; thereby enhancing their skills and experiences.

IOE also improved its leadership for and integration of the PRIDE project. While these were not without challenge, considerable progress was made on a number of fronts. In brief, IOE improved internal project management; institutionalised and systematised project practices, enhanced analysis of information for committee-partner decision-making, introduced new M&E guidelines and practices, and increased sub-project activities and the organisational culture within the project and within the wider IOE team. Further, IOE improved its financial management and stewardship and offered financial forecast to the end of the project in 2009. In stating these successes, it is also prudent to say that the Institute were not able to sustain expected levels of communication with stakeholder countries. The PRIDE project year ended with the 2008 plans approved by the Project Steering Committee.

Financial challenges continued to plague the Institute in 2007. IOE operated on a deficit although it improved significantly in earnings from external contract funding. The Institute’s capacity for research, particularly towards enhancing Pacific indigenous epistemologies, was strengthened, though it remains embryonic.

The team culture of IOE during the year was positive, with staff members well motivated, assuming responsibilities, demonstrating initiative and taking risks in their work.

Profile
The Institute of Education was established thirty or so years ago as a regional strategy to provide advice, training, publications and consultancy services to member governments of the University. Much good work had been done over time, resulting in the IOE being regarded as the face of education for USP in the Pacific region. Today, IOE maintains an elaborate network of educators throughout the region, connecting country Ministries of Education with each other and with other regional education stakeholders.
In recent years, donor policies, priorities and modus operandi changed, requiring IOE to work differently. IOE Fellows needed newer competencies, as funding models and university priorities changed. Institutional restructuring was demanding of the Institute’s work, staff and organisational arrangements. A combined effect of these changes was the need to rearticulate the vision and mission of the Institute.

Consequently, in 2007, considerable attention was given the re-articulating the core business of the Institute. Earlier in the year, staff of the Institute developed and agreed on the following Strategic Objectives for 2007:

• to clarify a renewed vision, mission and organisational arrangements for IOE.
• to build a new IOE team
• to effectively integrate PRIDE project into IOE-USP
• to nurture and mentor a new generation of Pacific indigenous scholars, researchers and educators.

Significant progress was made on the strategic objectives. The following vision statement was developed and agreed on.

**A Regional Hub of Excellence in the Pacific**

The five strands of the vision are:

Reflective Education that is Empowering, Focused and Sustainable:

• Reflective of Pacific indigenous philosophies, understandings, ways of being and knowing and yet is responsive to other contexts.
• Education that is relevant, purposeful and instructive in its approach to enlighten, adapt and ensure the survival and success of the Pacific communities.
• Empowering Pacific leader-scholars, educators and researchers through innovative mentoring, advice, internships, collaboration, engagements and community network.
• Focussed on strengthening Pacific approaches and processes by applying them first before engaging with other processes as appropriate.
• Sustainable in clarity of, commitment to and excellence in Pacific education.

The mission of IOE was further re-articulated, as follows:

To support Pacific peoples and their communities in providing quality relevant, sound and effective advise, research, training and publications to meet their educational needs, challenges and aspirations.

IOE’s Guiding Principles are as follows:

We are committed to building a new Institute that we can all be proud of by:

• striving for relevance and excellence,
• being innovative and creative,
• listening to and understanding the people we serve,
• putting integrity at the centre of all we do,
• being competitive, collaborative and cooperative, and performing all we do with
  • a sense of privilege
  • a sense of family
  • a sense of purpose and
  • a sense of achievement.

The staff of the Institute were organised into eight professional cluster groups: teacher education, leadership, research, school and community, curriculum, educational planning, resource development and publications, and assessment and evaluation.

Through a number of strategies, the Institute improved itself as a team, thereby enhancing the trust levels of staff, improving collaboration and increasing people’s readiness for change within an increasingly demanding university environment. While a professional development instrument was introduced with staff, the process was not completed.
Throughout the year, considerable attention was given to aligning the management of the PRIDE project with the wider IOE administration. While some degree of progress was achieved, the challenge remained. One of the successes of the integration agenda was the team-work amongst IOE-PRIDE staff. Another was the improved relationships and communication within the wider Institute.

During 2007 there was considerable mentoring of IOE staff in areas of leadership, research and project work. Early in the year, a skills-needs assessment was used, together with the staff professional development instruments to ascertain interest and map out a strategy for individuals and the team. Considerable growth and development were noted for individual IOE professional staff. Specific mentoring was also offered to some IOE staff (and SOE ones) in research, project development and academic leadership.

The Institute is made up of two groups of staff: the core IOE staff (of Fellows and administrators) and the PRIDE project staff.

The PRIDE project is the principal donor-funded project currently being managed by IOE. During 2007, there were other projects as well. These included the Rethinking Pacific Education Initiative for and by Pacific Peoples (RPEIPP; NZAID) the Sustainable Livelihood in Education Project (SLEP; NZAID), the Solomon Islands Principal programme (SIGov) and the Vanuatu Literacy training (PINZ-NZA). New projects for the year included the Teachers and Education Project (TEP; ADB-AusAID), the Commonwealth Secretariat Vanuatu and Solomon Islands project (Commonwealth Secretariat), the Solomon Islands study (UNICEF) and two USP internal AusAID projects (SuperCap and creative writing).

IOE capacity (skills, management structures and processes, funding) for project work was restrictive during the year. On the positive side, fees from project funding during the year contributed significantly to IOE revenue as compared with the previous year.

Financially, IOE saw both positive and negative pictures for 2007. In relation to the PRIDE project, funds were managed more effectively, an over-spending in the previous year was dealt with and internal scrutiny processes were improved. On the down side, IOE struggled to deal with its deficit and its management of two funded projects.

In all, IOE ended the year with satisfaction in its development of a new vision and mission statement; prudent management of the PRIDE project and the improvement of a healthy team culture and organisational environment.

**Rethinking Pacific Education Initiative by and for Pacific People (RPEIPP)**

RPEIPP’s purpose is assisting Pacific countries to re-think development and education processes which would allow them to take control of their future directions and to create the enabling environments in which all members of their communities could develop the values, attitudes, knowledge and skills cognisant of their cultural heritages, as the foundation for learning, thinking and becoming responsible and productive citizens of their communities and the global society.

Its overall goal is achieving self-sufficiency in terms of human capacity and funding and the successful indigenisation of education in the Pacific region.

RPEIPP activities are guided by the following objectives:

1. Enhancing the capability of Pacific peoples to take charge of their own development and education processes;
2. Improving the quality of education in the region by embedding Pacific values, beliefs and knowledge systems in development and education processes;
3. Building sustainability in the above processes by creating alternative funding sources.

RPEIPP activities for the year are reported on in other sections but it is important to note that SLEP and PRIDE activities in some ways reflect the importance of Pacific values, beliefs and knowledge systems.
Pacific Regional Initiatives for the Delivery of Basic Education (PRIDE) Project

**Background**
The PRIDE Project derives from the Forum Basic Education Action Plan (FBEAP), which offers a Pacific vision for education and outlines ways of translating regional priorities for basic education into effective action through local initiatives. The goal of FBEAP is to achieve universal and equitable educational participation and achievement, to ensure access and equity, and to improve learning quality and outcomes.

The Pacific Regional Initiatives for the Delivery of Basic Education (PRIDE), project number 9-ACP-RPA-001, was initiated in July 2003 with NZ$5 million provided by NZAID. The programme is also funded by the 9th EDF with €8 million in accordance with the Financing Agreement (No 9046/REG) between the European Commission, and all 15 (14+1) Pacific ACP countries signed on 27 October 2003 (Tokelau funding is drawn from the NZAID grant).

It is a decentralised programme, the University having been awarded the contribution by the Pacific Islands Forum Contribution Agreement ref. no. 9.EDF.CA.07.

**Objective**
The overall objective of the PRIDE Project is to expand opportunities for children and youth to acquire the values, knowledge and skills that will enable them to actively participate in the social, spiritual, economic and cultural development of their communities and to contribute positively to creating sustainable futures.

**Purpose**
The purpose of the PRIDE Project is to enhance the capacity of Pacific education agencies to effectively plan and deliver quality basic education through formal and non-formal means, and to improve the coordination of donors’ inputs to assist countries implement their plans. It aims to achieve the following results:

1. The development of comprehensive strategic plans covering formal and non-formal education in all Pacific ACP countries.
2. Support for implementation of each country’s strategic plan.
3. Strengthened regional capacity to support strategic planning and implementation in basic education.

The PRIDE Project is staffed by four professional and five support/administrative personnel, bringing the total to nine.

**Publications Project**
IOE publications continue to be in demand and this year a new catalogue was published and put on the IOE website. The Institute continues to publish its journal *Directions: Journal of Educational Studies*, and much work was done this year in preparation for making back issues accessible on line. Elizabeth Cass, PRIDE information specialist, has been the prime mover in this and it is expected that early next year the work will be complete.

Work is progressing on the student’s and teacher’s books to accompany *Tali Magimagi: Weaving Stories*, the book of short stories for Forms 3 and 4 which is now a set text throughout Fiji.

Rejieli Racule ran five writing workshops to train indigenous writers and produce readers in Fijian for upper secondary schools in Fiji. The 20 writers who attended learnt about creative writing and writing educational materials. The outcome was enough material for two school text books, both compiled by Rejieli. These are the *Na Cakau* books of short stories and plays, one for Forms 3 and 4 and one for Forms 5 and 6. Accompanying them are teacher’s and student’s activity books. All these were trialled this year in rural and urban schools and will be revised in 2008.

At the end of the year the PRIDE Project Pacific Education Series No. 4 book entitled *The Basics of Education: Literacy and Numeracy in the Pacific*, was published by the Institute of Education. Edited by Priscilla Puamau and Frances Pene, the book is the outcome of the fifth PRIDE Regional Workshop held in Tonga in May 2006. It contains the keynote presentations and ideas...
generated at the group discussions. In the pipeline for publication in 2008 are three more books in the series, one on teacher education, one on inclusive education and one on TVET.

The Institute also published a 116-page Teachers’ Planning Diary for 2008, with pages for dates, contacts, running records, year planner, teachers’ tips, schemes of work and a two-page spread for each week. The sale of IOE publications netted FJ$137,964.00 in 2007.

**SuperCap Project**
The Strengthening USP’s Postgraduate Supervision Capacity and Capability (or ‘SuperCap’) Project was commissioned by USP’s Office of Research and Graduate Affairs. The overall goal of the Project is to increase and strengthen the University’s postgraduate supervision capacity and address some of the constraints that limit effective supervision. It aims specifically to achieve the following:

- establish a database of internal and external supervisors at USP
- develop and provide relevant and effective training programmes for internal and external supervisors and postgraduate students
- recruit external supervisors to complement and supplement USP’s supervisory capacity and capability
- develop and implement a university-wide policy to guide postgraduate supervision at USP.

These strategies will allow the University to recruit more postgraduate students from the region in the priority research areas and to respond more positively to the emerging research needs of its member states.

**Sustainable Livelihood and Education in the Pacific (SLEP)**
Sustainable Livelihood and Education in the Pacific (SLEP) is an NZAID-funded project. This project aims to identify practices and strategies that allow Pacific people to live sustainable livelihoods within their own communities. It has been described as an innovative piece of research as it used Pacific research approaches to investigate Pacific problems. The pilot of SLEP I was successfully completed in February with the submission of the final report. Seu’ula Johansson Fua was principal researcher with assistance from Sitansiselao Manu and field researchers recruited from the Tonga Institute of Education.

**Teachers and Education in the Pacific (TEP)**
Teachers and Education in the Pacific (TEP) is an AusAID-funded project that aims to investigate strategies and practices that may assist national Ministries of Education in the improvement of teacher performance at universal basic education (UBE) level. The first phase of TEP was completed in December with a regional meeting of educational officers from USP’s 12 member countries and PNG. The meeting confirmed findings from a preliminary desk study on the status of teachers and teacher education. Seu’ula Johansson Fua was the principal researcher, Sereana Tagivakatini was an assistant researcher and Kabini Sanga was the project manager. Others that were involved in the Phase 1 – the desk study – of the TEP project were Sitansiselao Manu, Epeli Tokai and Sereima Lumelume.

**International Organisations’ Assessment Framework for Small States (IOAF-SS)**
Kabini Sanga and Bob Pollard (consultant) undertook research for the Commonwealth Secretariat (London) and developed a framework for small states to assess their memberships to international organisations. The framework was trialed in the Solomon Islands and Vanuatu and was accepted by the ComSec and announced as available for Commonwealth Small States to use.
Staff Listing
Director (on secondment from Victoria University of Wellington)

Kabini Sanga, BA S.Pac, MEd Regina, PhD Sask, GadCertEd S.Pac
Henry Elder, BA S.PAC., PGDEd S.Pac
Sereana Tagivakatini, BSc, GCEd, PGDEd S.Pac
Sereima Lumelume, FTC DipTESL Vict. MEd S.Pac
Sitaniselao Manu, BSc S.Pac., MSc Idaho, PhD Uni of BC
Rejieli Racule, BA, MA S.Pac.
Seu’ula Johansson Fua, BA, BEd, Dip Tchg Waik. MA, PhD Tor.
Frances Pene, BA Newcastle (UK), PGCE London, PGDipLing. S.Pac.
Cherry Rota
Cherry Kaake, BA S.Pac
Anjula Devi

Pride Project Team
Project Manager
John Stunnenberg, BCom, MCom Groningen
Education Advisor
Priscilla Puamau, BA, MA S.Pac., PhD Qld
Education Advisor
Epeli Tokai, BEd S.Pac., MEPA Monash
Education Advisor
Pala Wari, BEd UPNG, MEd Murd.
Information Specialist
Elizabeth Cass, BA Syd., PGDipIM-Lib NSW
Accountant
Leonaitasi Taikafa, BA S.Pac., CA Fiji
Assistant Accountant (from Oct)
Manoj Kumar, Dip Management S.Pac., DipBusSt CESA
Administrative Assistant
Marlie Rota
Office Assistant
Isireli Qionimua

Serving the Region
Attendance at regional meetings and training activities
Kabini Sanga presented a paper at PIAS-DG Pacific leadership consultation workshop held in Suva in February. In September, he presented a paper at the AusAID-PIFS regional workshop on leadership, also held in Suva, and in November, he presented a paper at the UNESCO Pacific regional symposium, held in Apia, Samoa on the ethics of knowledge production.

Seu’ula Johansson Fua was lead facilitator in a workshop for country associate researchers’ training for the Sustainable Livelihood and Education (SLEP) project which was held in February at the Laucala Campus, Suva. Sereana Tagivakatini was evaluator for the workshop.

Henry Elder participated in the following regional and national projects in the following ways:

1. As administrator of the Ministry of Education and Human Resources Development funded Solomon Islands Diploma in Leadership and Change project, Henry coordinated three flexi-schools held in Honiara which were professionally supported by staff from the School of Education.

2. As Coordinator of the NZAID-funded Re-thinking Education Initiative for and by Pacific People (RPEIPP) Henry coordinated several activities in consultation and collaboration with IOE colleagues. One was a USP students’ leadership workshop at the Laucala Campus during the mid-semester break in April. Seu’ula Johansson Fua was lead trainer in this workshop. In May, Seu’ula continued working with the USP Student Leadership programme for students from Tonga, Tuvalu and Samoa. This interest group began work on climate change and education, and drafted proposals which Seu’ula is currently working on developing.
Henry Elder also coordinated the following advocacy visits:

In April, Seu’ula Johansson Fua made a dual-purpose visit to Nauru, covering RPEIPP advocacy as well as preparatory work on SLEP. In her meetings with a good cross-section of the MOE officials and members of the community, she was able to cover a wide field involving RPEIPP, SLEP and PRIDE activities. Some issues covered focused on curriculum reform; training of teachers and youths; language, especially vernacular; relevant education and livelihood skills; values and Nauruan culture; truancy; unemployment concerns; ECCE and training of mothers. The visit revealed scope for utilising the IOE through the RPEIPP, SLEP and PRIDE projects in addressing the needs highlighted by the visit.

In mid-May, Sitaniselao Manu visited Funafuti, Tuvalu. While his visit was purposefully open he was guided by the following: to improve education stakeholders’ understanding of RPEIPP and enhance their commitment to its implementation; to discuss other IOE projects (PRIDE and SLEP) and initiatives and how they can be of assistance to Tuvalu; to listen to stakeholder views and to collect data relevant to IOE’s involvement. Sitaniselao was able to visit schools and the USP Tuvalu Campus, interact and consult with stakeholders at a half-day workshop, undertake an interview over the local radio station on the ‘Tuvaluan Language in Mathematics/Education’ and arising out of the first meeting and the broadcast undertook a public presentation on the use of the Tuvaluan language in the teaching of Mathematics; a rounding off meeting with the Education team.

Kabini Sanga visited Niue at the end of May. The programme was organised by the Director of Education and was inclusive; enabling consultation with Cabinet ministers, government officials, staff and parents of the schools and the New Zealand High Commissioner. The visit successfully accomplished a number of things, some of which were: creating a better appreciation among Niuean officials about RPEIPP and how the leadership strand and indigenous Pacific research principles and practices of the project can be meaningfully utilised; re-establishing IOE advisory contact with the Niue Department of Education; creating linkages with the new IOE vision; creating opportunities for providing specific advice on the PRIDE project; and gaining a better understanding of Niue and its educational challenges.

**Workshop for researchers**

Henry Elder collaborated with a Samoa/Tokelau ‘national’ coordinating team in implementing a values research programme for Samoa and Tokelau. In April, Seu’ula Johansson Fua was lead trainer in a workshop for associate researchers’ held in Apia. This was followed by field work involving the collection and collation of data. A draft report is now with the IOE for editing.

**Regional workshop (TEP)**

In December, Seu’ula Johansson Fua, as principal researcher for the TEP project, ran a regional workshop in Suva for national Ministries of Education officers to discuss findings from the Teachers and Education in the Pacific (TEP) Phase 1 Report. Sereana Tagivakatini, as assistant researcher, attended this workshop. Sitaniselao Manu, Epeli Tokai and Sereima Lumelume were also part of the TEP team who wrote country reports for the workshop.

**PRIDE capacity-building workshop**

In May, Sereana Tagivakatini was workshop evaluator for the PRIDE 3rd Capacity Building Workshop for National and State Coordinators which was held at the Tanoa Hotel in Nadi. In this same meeting, Sitaniselao Manu presented a paper entitled ‘Vernaculars and Mathematics in the Pacific’.

**UNESCO conferences**

Sereima Lumelume attended, as a selected representative from the Pacific, the UNESCO Regional Conference in Support of Global Literacy for East Asia, South-East Asia and the Pacific in Beijing, China. The conference focused on addressing literacy challenges, building partnerships and promoting innovative approaches. She presented a paper on the Vanuatu initiative under the PINZ (2006 – 2007) consultancy.
Also as a selected representative from the Pacific, Sereima Lumelume attended the UNESCO Institute for Lifelong Learning Conference on ‘North-South Exchange on Family Literacy’ 5 – 7 November, 2007 in Hamburg, Germany. She presented a paper on the Vanuatu Family Literacy initiative under the Polytechnics International New Zealand (PINZ).

**Publications**

While in working in Vanuatu on the PINZ consultancy, Sereima Lumelume worked with educators on a reference book for parents in Bislama to be published by IOE and funded by NZAID via PINZ. The book is entitled *Yu Mo Pikinini Belong Yu* and is edited by Leisel Masingiaow, Head of the Curriculum Development Office in Port Vila, Vanuatu.

Sereima was invited by the Children’s Literature Charitable Trust of New Zealand, NZ’s section of the International Board for Books for Young People, as a Pacific children’s story writer to contribute to the children’s anthology *Out of the Deep* published by Reeds Publishing, 2007. Her story is called *Gold Medal Winners.*

**Curriculum review**

Sitaniselao Manu was requested by Nauru’s Department of Education to assist its Curriculum Unit in reviewing the mathematics curriculum framework from Preschool up to Form 3. During this 10-day trip, Sitaniselao Manu also talked to teachers about the role(s) of their vernacular in mathematics.

**Membership of regional organisations**

Henry Elder served the PRIDE Project as a member of its Project Management and Sub-Projects Committees.

Sitaniselao Manu continued as an advisor in Form 6 Mathematics for the South Pacific Board of Educational Assessment (SPBEA). He was also a part of the Review Team for the Pacific Secondary Schools Certificate (PSSC) Mathematics Prescription.

**Consultancies**

Frances Pene took on two consultancies for PRIDE as rapporteur for two workshops, both co-facilitated by PRIDE, one in Honiara and one in Nadi, and then, with Priscilla Puamau, compiling and editing two books in the Pacific Education Series work which were outcomes of the workshops.

In early November Frances edited *Child Sexual Abuse and Commercial Exploitation of Children in the Pacific: A Regional Report* for UNICEF Pacific. Later in the month, she was rapporteur at the Nadi Regional Stakeholders’ Consultation and Planning Workshop on the Commercial Sexual Exploitation of Children and Child Sexual Abuse in the Pacific. She also compiled the report on the workshop. Save the Children Fiji contracted her for this consultancy. Other consultancy work was editing and typesetting a) a doctoral thesis about entrepreneurship in Fiji, b) the Country Reports for the Teachers and Education Project (TEP) Phase 1: Laying the Foundation, an AusAID/ADB funded project, and c) the Study Design Report on *Barriers to Enrolment, Retention and Performance in Basic Education in Solomon Islands.*

Sereima Lumelume undertook a Polytechnics International New Zealand (PINZ) consultancy in Vanuatu on raising literacy levels in the Basic Education Sector (April – June and July – August). The consultancy included capacity-building for teachers, trainers, teacher educators (pre-service education), provincial education advisers, communities and parents. IOE earned NZ$50,000 from this consultancy.

Sitaniselao Manu, with the assistance of Kabini Sanga, completed a UNICEF design study on ‘Barriers to enrolment, retention and performance in basic education in Solomon Islands.’ The proposed study is expected to commence early in 2008.
PRIDE Project

**PRIDE Benchmarks to review education plans**
The PRIDE Project’s set of benchmarks to review national education strategic plans in 15 Pacific countries went through its annual review by the PRIDE National Project Coordinators (NPCs) in May. The revised document was ratified at the Project Steering Committee meeting in November 2007.

**Regional Capacity Building Workshops**
In 2007, the PRIDE Project organised two regional workshops and collaborated on three more with regional development partners.

**Training of National Project Coordinators**
In line with the mandate to train the NPCs, the Project organised a regional meeting of the NPCs which was held in Nadi from 14-18 May. It focused mainly on policy development. Oriented as a capacity development initiative, the workshop attracted 18 NPCs/SPCs, with Palau funding an additional participant. Marlie Rota was the workshop administrator.

**Education Management Information Systems (EMIS) Workshop for Small Island States**
In the previous report year, UNIQUEST of Australia was contracted to develop an EMIS for micro-states (Nauru, Niue, Tuvalu and Tokelau) and to administer a training workshop for data managers from these countries. During this report year, a follow-up workshop was held.

This second workshop, held 23 April-4 May 2007 in Suva, focused on data entry, data auditing, data analysis, reporting and systems sustainability. Additionally, the workshop included the development of statistics digest and the analysis and reporting procedures stipulated in the draft procedures manual developed during the first workshop. All data managers from the four states attended.

**Collaborative Regional Workshops**
Two workshops were held during the report period. One was on Early Childhood Care and Education (ECCE) and the other on Advancing Inclusive Education in the Pacific.

The ECCE regional workshop focused on the theme ‘Supporting learning from 0-8 years...’ and was held in Honiara from 26-30 March 2007. A total of 39 people participated, including 14 from the host country. Participants included policy advisers and practitioners in ECCE. The workshop was collaboratively organised with four agencies – PREL, UNESCO, UNICEF, SPBEA – together with PIFS and the host country, Solomon Islands. Priscilla Puamau was a resource person at the workshop and France Pene (IOE) was rapporteur.

From the Honiara workshop, four key recommendations were prepared for submission to the November 2007 Forum Ministers of Education Meeting in Auckland.

‘Advancing Inclusive Education in the Pacific’ was the theme of the Inclusive Education workshop held in Nadi, Fiji from 1-5 October 2007. It was co-hosted by seven agencies: the Fiji Government, Pacific Islands Forum Secretariat (PIFS), Pacific Resources for Education and Learning (PREL), Pacific Regional Initiatives for the Delivery of basic Education (PRIDE), United Nations Children’s Fund (UNICEF), United Nations Educational, Scientific and Cultural Organisation (UNESCO) and South Pacific Board for Educational Assessment (SPBEA). There were 42 participants representing governments and NGOs engaging in Inclusive Education from 14 Forum countries and Tokelau at the workshop. Priscilla Puamau was the workshop coordinator, Marlie Rota was the workshop administrator ad Frances Pene (IOE) was rapporteur.
Participants acknowledged the importance of advancing awareness of the issues impacting on the education of children with special needs, both nationally and regionally, as well as identifying key strategies for wider implementation of inclusive practices, especially for children with disabilities.

The Project team also collaborated with the World Health Organisation (WHO) on a regional workshop on the theme Health Promoting Schools in the Pacific: Building Partnerships and Up-scaling Local Action (to be) held in Brisbane, October 2007. Priscilla Puamau was a resource person to the workshop.

**Participation in Other Regional Workshops**
Pala Wari attended the UNESCO-funded EFA Mid-Decade Capacity Building Workshop on Data Analysis and Production held in Nadi in November 2007.

Priscilla Puamau, wearing her Pacific Association of Teacher Education (PATE) hat, attended the UNESCO-funded seminar on the Status of Pacific Teachers held in Nadi from 19-21 November.

Pala Wari and Priscilla Puamau also attended the IOE Teacher Education in the Pacific Workshop held at the PTC, Nasese in November 2007.

**Course development and post-graduate supervision**
The Project assisted the School of Education in the development and delivery of ED492 Educational Planning in Third World Countries and the writing of this course for DFL mode. The project also assisted in the writing of new courses at the School. These included: ED302 Play in early Childhood Education; ED205 Maths, Science and Environment; ED304 Working with Infants and Toddlers; ED322 Educating Individuals with Hearing and Communicating Impairments; ED209 Educating Individuals with Vision Impairments; ED206 Art, Craft, Music and Movement; and ED321 Educational Planning for Students with learning Disabilities.

**National Support**

**Strategic Plan Development**
Most countries have made significant progress in developing and implementing strategic plans. By January 2007, thirteen countries had completed the development of new strategic plans, or had plans in place from previous years – some with help from the Project. The fourteenth country, Republic of the Marshall Islands (RMI), is completing its new strategic plan and the Federated States of Micronesia (FSM) will have a plan by December 07. Two countries with plans expiring at the end of 2006 and 2007 have started the development of their next strategic plan in consultation with the PRIDE Project, and/or with other donors. An overview of education strategic plan development is provided in Table 1.
Table 1: Overview of education strategic plan development

<table>
<thead>
<tr>
<th>Country</th>
<th>Current Status Of Strategic Plans</th>
<th>Years Expires</th>
<th>Role Of The Pride Project 2007 – 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cook Islands</td>
<td>Strategic Plan 2006 – 2010</td>
<td>5</td>
<td>2010 PRIDE provided TA support in the preparation of the five year plan</td>
</tr>
<tr>
<td></td>
<td>Strategic Plan 2006 – 2020</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Federated States of Micronesia</td>
<td>Strategic plans to be developed in all four states by end of 2007</td>
<td></td>
<td>PRIDE providing funding and TA</td>
</tr>
<tr>
<td>Fiji Islands</td>
<td>Annual Corporate Plan 2007</td>
<td>1</td>
<td>2007 PRIDE could assist if required</td>
</tr>
<tr>
<td></td>
<td>Strategic Plan 2006 – 2008</td>
<td>3</td>
<td>2008 PRIDE could assist if required</td>
</tr>
<tr>
<td></td>
<td>Master Plan 2006 – 2015</td>
<td>10</td>
<td>2015 PRIDE could assist if required</td>
</tr>
<tr>
<td>Kiribati</td>
<td>Strategic Plan 2007–2011</td>
<td>5</td>
<td>2011 PRIDE is currently providing TA in finalising and costing the plan</td>
</tr>
<tr>
<td>Republic of the Marshall Islands</td>
<td>Draft Strategic Plan 2007-2011</td>
<td>5</td>
<td>2011 Recently completed with PRIDE funding and TA</td>
</tr>
<tr>
<td>Nauru</td>
<td>Strategic Plan 2005–06</td>
<td>2</td>
<td>2006 PRIDE could assist if required</td>
</tr>
<tr>
<td>Niue</td>
<td>Strategic Plan 2005–2010</td>
<td>6</td>
<td>2010 No assistance needed</td>
</tr>
<tr>
<td>Palau</td>
<td>Master Plan 2006 – 2015</td>
<td>10</td>
<td>2015 Developed with PRIDE funding and TA</td>
</tr>
<tr>
<td>Papua New Guinea</td>
<td>(i) National Strategic Plan 2005-14</td>
<td>10</td>
<td>2014 PRIDE is currently providing funding for plan development in 21 provinces</td>
</tr>
<tr>
<td></td>
<td>(ii) Provincial Strategic Plans</td>
<td>5-10</td>
<td>2011-16</td>
</tr>
<tr>
<td>Samoa</td>
<td>Corporate Plan 2007 – 2009</td>
<td>3</td>
<td>2009 PRIDE could assist if needed Recently completed with PRIDE support</td>
</tr>
<tr>
<td>Solomon Islands</td>
<td>National Education Action Plan 2007-2009</td>
<td>3</td>
<td>2009 PRIDE providing support for a TA to complete the ten Provincial Education Plans</td>
</tr>
<tr>
<td>Tokelau</td>
<td>Tokelau Education Strategic Plan July 2005–June 2008</td>
<td>3</td>
<td>2008 PRIDE could assist if needed</td>
</tr>
<tr>
<td>Tonga</td>
<td>Corporate Plan 2004–2007</td>
<td>5</td>
<td>2007 PRIDE could assist if needed</td>
</tr>
<tr>
<td>Tuvalu</td>
<td>Tuvalu Department of Education Strategic Plan 2006 – 2010</td>
<td>5</td>
<td>2010 Recently completed with PRIDE assistance</td>
</tr>
<tr>
<td>Vanuatu</td>
<td>Corporate Plan 2002–2006</td>
<td>5</td>
<td>2006 PRIDE can assist if required</td>
</tr>
<tr>
<td></td>
<td>Master Plan 2000 – 2010</td>
<td>10</td>
<td>2010</td>
</tr>
</tbody>
</table>

**Other Assistance in National Contexts**

Through project funding, a team from PNG Department of Education visited Samoa in April 2007 to study the Sector Wide Approach (SWAP) as practised in the Samoa Ministry of Education, Sports and Culture. Lessons from this study trip are likely to assist PNG with its intention to develop a home-grown approach to donor harmonisation and rationalisation of the allocation and flow of aid funds.

In July 2007, the project funded a study visit to Tuvalu by the Tokelau education adviser and the TVET Coordinator. The objectives of this visit were to learn about the operations, implementation and experiences of the school-based foundation programme, and to share experiences of administering education in small island states. The study visit took place prior to Tokelau’s intended establishing of a Year 12 within the Tokelau school system using USP pre-tertiary DFL courses.

Funding assistance was also offered to the Samoan Ministry of Education, Sports and Culture, allowing for an Assessment Officer from Apia to visit SPBEA in Fiji to determine the impact of changes in SPBEA’s work on the Samoan assessment system. The study attachment was deemed educational, allowing the officer to learn first-hand of policies and procedures for administering examinations and information.
The Project also provided to countries on request: a critical friend to Nauru education review; an adviser to FSM, RMI and Palau on strategic development planning processes; an adviser to Kiribati on plan costing; a trainer to PNG senior staff on monitoring and evaluation; and an adviser to senior Solomon Islands education staff on policy development.

**Technical Assistance and Advice by PRIDE Staff**

Epeli Tokai provided technical assistance in the four states of the FSM to put in place processes in the development of their strategic plans. He also provided technical assistance in the Marshall Islands Ministry of Education on sub-project implementation and new sub-project proposals, and to the Kiribati Ministry of Education Youth and Sports staff on the costing of their strategic plan activities. He was also country advisor for the four states of FSM, Fiji, RMI and Palau.

Libby Cass provided technical assistance to Niue, Palau, Tuvalu, Cook Islands and Pohnpei to review their school library services and support. She also provided advice in the areas of information management for Ministries of Education and training in the use of PADDLE and other services of the PRIDE Resource Centre.

Pala Wari conducted a policy development workshop for Solomon Islands senior officers from the Department of Education and was a key resource person at the PRIDE NPC workshop in both policy development and the PRIDE Monitoring and Evaluation (M&E) Handbook. He also provided training on monitoring and evaluation to Papua New Guinea national and provincial education officers. He made some country visits to PNG, Solomon Islands, Samoa, Tuvalu and Tonga to monitor and implement PRIDE activities. Pala also coordinated the development of the PRIDE M&E Handbook. He was a member of the joint PIFS, PRIDE and Tuvalu team to assist the Education and Health sectors to prioritise their sector strategies in preparation for the donor consultation meeting. Pala is also country advisor for Papua New Guinea, Tonga, Samoa, Solomon Islands and Tuvalu.

Priscilla Puamau was country advisor for Cook Islands, Kiribati, Nauru, Niue, Tokelau and Vanuatu. She provided capacity building for senior staff of the Kiribati Ministry of Education in their review of Draft 10 of the Ministry’s Education Strategic Plan. She represented the PRIDE Project at the Health Promoting Schools in the Pacific: Building Partnerships and Upscaling Local Actions Workshop in Brisbane, the result of collaboration between WHO, PRIDE and Griffiths University. She also was an observer at the Forum Education Ministers Meeting and the PRIDE Project Steering Committee Meeting held in Auckland in November 2007.

John Stunnenberg visited the four states of FSM and Palau to set up bank accounts and financial regulations for each Department of Education since there is no USP campus in these countries. He also attended an informal donors’ meeting in Sydney and liaised with EU and NZAID as donors for the Project. He was also a key resource person at the PRIDE NPC workshop.

Leonaitasi Taukafa conducted training of finance officers in the Niue, Kiribati, Solomon Islands and Tuvalu Departments/Ministries of Education in financial acquittals. He also helped these ministries to set up their financial systems.

**Development of operating procedures for strategic education plan implementation**

A key priority for 2006-2007 for the PRIDE Project was the funding of national sub-projects in countries that had completed strategic planning for their education sector. To date, only the FSM states have not completed their state plans.

The project continued to refine its operating procedures for plan implementation, both in-house and collaboratively with NPC/SPCs at annual capacity building workshops. At the 2007 NPC/SPC workshop, procedures relating to disbursement and monitoring of sub-project funds, channels of communication, sub-project applications, the approval processes for sub-projects, and reporting systems were clarified.
Assistance to countries to implement education strategies using in-country sub-project resources

The development and implementation of sub-projects is a core feature of the Project, estimated to absorb up to 54% of the total budget. There has been a significant increase in the number of sub-projects received in 2007 compared to the previous two years. In 2005, only 11 sub-projects from nine countries were ratified at the PSC meeting. This increased slightly with 12 in 2006. However, in 2007, 31 new sub-projects were presented to the PSC meeting for ratification, a difference of 2 ½ times or a 258% increase. At the end of 2007 there were 59 approved sub-projects with 10 additional sub-projects being screened, bringing the total to 69.

Table 2: Summary of sub-project implementation status by country

<table>
<thead>
<tr>
<th>Country</th>
<th>Completed</th>
<th>Commenced</th>
<th>About to commence</th>
<th>Just approved</th>
<th>Under screening</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cook Islands</td>
<td>2</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>FSM</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fiji</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>Kiribati</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Republic of the Marshall Islands</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Nauru</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Niue</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Palau</td>
<td>1</td>
<td>-</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>PNG</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Samoa</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Solomon Islands</td>
<td>-</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Tokelau</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Tonga</td>
<td>-</td>
<td>4</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Tuvalu</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Vanuatu</td>
<td>2</td>
<td>1</td>
<td>2 (1 on hold)</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>27</td>
<td>18</td>
<td>2</td>
<td>10</td>
<td>69</td>
</tr>
</tbody>
</table>

The increase in the number of sub-projects received is due in part to the project team’s proactive action, encouraging countries to submit an indicative sub-project matrix of how they intend to utilise their remaining sub-project funds. Almost all the countries have submitted their indicative plans. The team has also improved its strategy of working with NPCs towards more effective sub-project implementation.

The 59 approved sub-projects have a combined value of F$ 6,622,968. There are ten pending proposals at the moment with a value of F$ 1,137,742. The total amount budgeted for the implementation of the sub projects is F$12,502,280. This gives a current utilisation rate of 53% at the end of 2007.

**Strengthened regional and national capacities: PRIDE Resource Centre**

A key result area in strengthening regional and national capacities of the PRIDE Project is through the establishment of an online resource centre. The main achievement of the Resource Centre in 2007 has been the ongoing development and improvement of a key planning resource for the region, the Pacific Archive of Digital Data for Learning & Education (PADDLE).
The aim of PADDLE is to develop a rich collection of material to support the strategic planning of education in each country. PADDLE supports the sharing of best practice and experience in education policy, planning and development in the Pacific.

There are currently over 350 titles available, including national education strategic and corporate plans, statistical reports and policy documents from around the Pacific. Digitisation of most of this material has been one of the significant tasks undertaken by the Information Specialist, Libby Cass. Statistics for 2007 show that more than 3,000 unique users visited the PADDLE, and over 10,000 publications were viewed/downloaded. Feedback from users has been encouraging, with one person emailing to say “I must say that I am really, really pleased to be able to go online and find so many education documents about the Pacific. The virtual library that you run is amazing”.

During 2007 all PRIDE NPC’s received training in the use of the Resource Centre and its services, including PADDLE. Orientation and training in-country was provided by Libby Cass in Niue, Palau, Tuvalu, Cooks Islands and Pohnpei.

The Resource Centre also has a portal, http://www.usp.ac.fj/pride_resourcecentre/, that provides information about its objectives, collection, services, and access. Statistics for 2007 show that more than 4,000 unique users visited the Resource Centre portal and PRIDE website, and over 30,000 pages accessed.

The Resource Centre collection has over 500 hard copy publications relevant to educational policy, planning and development. Material purchased in 2007 includes significant education publications (texts and journals) previously unavailable at USP Library. The Centre continues to collaborate closely with USP Library in the development and management of its resources. Use of the collection by USP post-graduate students and other interested researchers is growing. The Information Specialist, Libby Cass, provides research and reference assistance to all clients. In 2007, she provided USP School of Education faculty lectures with training in PADDLE and the Centre’s other information sources. During 2007, visitors and reference queries came from a variety of sources, including regional organisations (PIFS and SPC), international researchers and institutions (COL and the World Bank).

Another significant achievement has been the ongoing growth of the Network of Pacific Educators (NOPE), a mailing list and website designed to connect Pacific educators. NOPE was developed in partnership with the Institute of Education as part of the Re-thinking Pacific Education Initiative for and by Pacific People (RPEIPP).

Membership of NOPE reached 400 by the end of 2007, with user feedback being extremely positive, one NOPE member commenting, “Thank you very much for keeping us informed of what is happening in the region. The service you provide is critical to the 15 countries in the region. Please keep up the good work”.

The Centre continued to send a bi-monthly service to provide updates of additions to PADDLE and the PRIDE Resource Centre, along with education news from the Pacific. This is circulated to over 400 people via NOPE and other networks. 2007 saw significant changes to the Project’s and IOE’s ICT environment with the implementation of a server. The server saw great improvement in the project’s and IOE’s data storage and management, and improved data security. The central server will allow for more development in 2008, including shared contacts and calendars. This work was a key activity under the Project Key Result Area 3. It is a small but significant step in ensuring that IOE and PRIDE work collaboratively and constructively together.

**Student Focus**

IOE recognizes the lack of reading materials written in the indigenous languages in Pacific homes and schools. Hence Rejieli Racule organized and ran evening creative writing workshops to train and nurture writers to be confident in writing in their own languages. Twenty-five students and staff from Kiribati, Tonga, Solomon Islands, Rotuma and Fiji participated. Staniiselao Manu was twice asked by the Tongan USP Students’ Association to advise their members, particularly the new students, about challenges and available resources at USP.
In June, Kabini Sanga and Stanley Houma (SOE) co-convened a leadership internship workshop for Solomon Island students.

In April, Seu’ula Johansson Fua was lead trainer for a workshop for the USP Students Leadership Program through the RPEIPP project. The workshop was held at USP’s Laucala Campus, Suva. In May, she conducted the USP Student Leadership program phase 2, for Tongan, Tuvaluan and Samoan students. This focused on climate change. Priscilla Puamau continued to supervise two graduate students, one of them a doctoral candidate.

Sitaniselao Manu examined a Master’s thesis for the School of Education.

Seu’ula Johansson Fua continued to supervise two graduate students, one MA and one PhD student. Seu’ula completed her supervision with her MA student at the end of the year.

Quality

As quality relates to professional development, the Director administered with professional IOE colleagues, a staff annual professional development plan, involving self-planning, self-assessment, and monitoring and review by the Director.

April: Sereana Tagivakatini, Sitaniselao Manu, Epeli Tokai, Frances Pene and Kabini Sanga were the IOE core group tasked to advance the work on the IOE Vision Statement and to present it during the Internal Consultation Seminar and Report on IOE Vision for the wider USP community at the Talanoa Room, SOH Building.

Libby Cass, PRIDE Information Specialist, provided training to the School of Education faculty in resource centre services, including online databases and other information, research and reference services of the centre.

From April to August, Sereana was convenor of the internal IOE Quality Audit team to prepare the Institute’s Self Review Portfolio that was submitted to the Faculty of Arts and Law as part of the USP-wide Quality Audit.

Libby Cass, PRIDE Information Specialist provided training to Institute of Education staff in ICT, including internal management practices and policy.

John Stunnenberg was a member of some USP committees where he was able to provide input to enhance the systems used at USP, particularly in relation to project management.

Major Research Achievements

Research is one of the four key focus areas of the IOE, and is increasingly recognized as a necessary tool to lay foundations for understanding what is already there on the ground that consultancy work or interventions in the region can build on. It is premised on the understanding that Pacific peoples and cultures already have existing systems of knowledge, skills and practices that have served them well in their contexts, and which can also contribute to seeking solutions in contemporary settings.

This year the Institute continued to work on two major research activities – the Sustainable Livelihood and Education in the Pacific (SLEP) and the Teachers and Education in the Pacific (TEP) projects. Both projects are regional, involving all 12 member countries of the region. These two projects are seen by the Institute as key to furthering our understanding of practices and strategies that can be adopted to ensure that education services enable Pacific people to survive in their own communities and how teachers can improve their practices. The SLEP and TEP projects are crucial in reflecting the IOE’s revised vision of being the ‘hub of excellence in education’ for the region. The two projects strongly reflect the re-thinking education initiative philosophy that has been the intellectual force behind most projects and work conducted by the Institute in recent years. The Institute is confident that valuable, useful and authentic data will be gathered through these two projects, given the research
assignment as well as the particular research approach that the Institute has adopted for these two projects. The Institute is encouraged that both major donors in the region, AusAID and NZAID, are partners in these two research projects. The Institute is also further encouraged that all 12 USP states’ national Ministries of Education are supporting these two projects and see the benefits gained from the studies.

The Institute has put out two technical reports on the first phase of SLEP and TEP. These reports are available from the Institute. Sereana Tagivakatini was involved with Phase 1 of the TEP Project as an assistant researcher, and contributed three country reports (on Niue, Fiji and the Republic of the Marshall Islands) towards the Final Report of the first phase of the TEP Project. Other IOE contributors to this report are Sereima Lumelume, who prepared the Vanuatu and Kiribati reports, Sitanselao Manu (Solomon Islands) and Seu’ula Johansson Fua (Tuvalu, Tonga, Tokelau, Nauru and Cook Islands). These reports were presented at the TEP Conference held on 6 – 7 December 2007 at the Pacific Regional Seminary Conference Centre, Veitu, Suva.

**SuperCap Project**

Sitanselao Manu (project team leader), Sereana Tagivakatini, Seu’ula Johansson-Fua, Sereima Lumelume and Henry Elder were also involved in research-related activities via the SuperCap Project commissioned by the Office of the USP Research and Graduate Affairs, to strengthen USP Post graduate capability by establishing a database of internal and external supervisors, developing and offering training programmes for supervisors and postgraduate students to assist in implementing the university policy on postgraduate supervision.

**International Organizations’ Assessment Framework for Small States (IOAF-SS)**

Kabini Sanga and Bob Pollard (consultant) undertook research for the Commonwealth Secretariat (London) and developed a framework for small states to assess their memberships to international organizations. The framework was trialed in Solomon Islands and Vanuatu and was accepted by the ComSec and announced as available for Commonwealth Small States to use.

**International Activities**

In May, Seu’ula Johansson Fua attended a meeting facilitated by WestED to bring together universities from around the Pacific rim, including USP, the University of Alaska and the University of British Colombia, to discuss proposals for funding on Climate Change and Education in the Pacific. The meeting had a particular focus on Tuvalu and the impact of the rising sea level. The meeting was held in San Francisco, USA.

Libby Cass was elected a member of the International Federation of Library Associations and Institutions, Asia and Oceania Section Committee (IFLA RSCAO) in August 2007 and her term ends 2011. She also manages the Network of Pacific Educators (NOPE) which has a mailing list of over 400 regional and international educators. NOPE’s mission is to develop an active network of people in education and development in the Pacific and to provide a forum for discussion and information sharing. NOPE aims to:

- improve networking and communication amongst NOPE members
- provide a vehicle for information sharing and discussion on issues relating to the NOPE
- encourage the interchange of information and ideas related to education and educational development in the Pacific
- provide a forum in which to seek assistance or support for education related projects, publications, etc.

Epeli Tokai attended the UNESCO-UNEVOC/NIER Seminar on Technical and Vocational Education and Training from 23-30 January at the National Institute for Education Research in Tokyo, Japan and presented a paper entitled ‘From School to Work: Contemporary Regional Experiences’. He also attended the New Zealand Association of Research in Education (NZARE) Conference on Education in the Pacific held in Christchurch, New Zealand from 4 – 7 December 2007, at which he presented a paper entitled ‘The PRIDE Project: New approaches to the planning and delivery of education in the Pacific region’.

John Stunnenberg was involved in negotiations with the World Bank in order to secure some funding to implement activities related to PRIDE in the Pacific region.
Sitaniselao Manu attended a conference about the use of English in international education that was hosted by AIS St Helens’ Centre for Research in International Education in Auckland, New Zealand.

Kabini Sanga visited the Commonwealth Secretariat in London for consultations prior to undertaking an assignment as a ComSec expert for a project.

**Effective and Efficient Resource Management**

Staff as a resource were provided professional development opportunities, including mentoring and leadership roles, to enhance professional growth and personal motivation of the current staff.

Efforts were made to improve the utilization of the IOE Literacy Centre by staff, students and for workshops.

Efforts were also made to ensure that all IOE and PRIDE project resources, including the budget, were prudently managed.

Libby Cass was instrumental in implementing the server for IOE to improve and strengthen its information management practice.

John Stunnenberg was instrumental in introducing the Programme Codes into Banner for the EU funded projects. PRIDE is working on applying the budget amounts as well.

**Financing Future Growth**

The IOE team explored ways of enhancing the Institute’s capacity to improve its attraction and management of funded projects; thereby enhancing future financing. Re-organization into cluster groups, project teams and the creation of a project manager and administrator were a part of this strategy.

The PRIDE Project continues to receive donor funding from EU and NZAID until the end of 2009. It is hoped that the World Bank will sign an MOU in the near future with USP.

**Good Governance**

Overall, the IOE improved on its management with regular internal staff meetings, regular communication from the Director, improved staff consultation and participation, increased opportunities for personal professional development and an improved organizational culture.

Seu’ula Johansson Fua was the Faculty of Arts and Law Research and Post Graduate Committee – IOE representative and served on the School of Education Research and Post Graduate Committee.

Frances Pene served on the Senate Sub-committee on Teaching and Learning in English.

John Stunnenberg was a member of several Appointments and Tender Committees at USP.

Priscilla Puamau continued to be an executive member of the Pacific Association of Teacher Educators (PATE). She is also a member of the Fijian Education Advisory Group, an initiative of the Fijian Affairs Board.

Libby Cass was elected member of the International Federation of Library Associations and Institutions, Asia and Oceania Section Committee.
Community Liaison

Libby Cass has been President of the Fiji Library Association (FLA) since 2005. In 2007, the FLA advocated for improvements in library and archives in Fiji. She also organised with USPL the first meeting of CROP Librarians. This group hopes to achieve recognition as an official CROP working group with representation on HRD and ICT working groups. The CROP Library and Information Management working group (CLAIM) hopes that we can facilitate further development, implementation and monitoring of the Pacific Plan. It has a focus on information management and providing assistance in advancing the information management needs of the countries and territories of the region in pursuit of a broader vision.

Sereana Tagiavakatini was co-trainer for the Training of Trainers Leadership Workshop run by the Fiji Public Service Commission and held in Nasese, Suva, 28 – 30 May. She was trainer for a similar workshop run by the Fiji Prisons Service Commission at the Naboro Prison Complex near Suva from 4 – 6 June. Sereana is a Member of the Fiji Junior Internal Assessment Review Committee, Ministry of Education, Suva.

Seu’ula Johansson Fua was a contributing member to the discourse on the ‘Pacific Theology of Hope’ held by a Pacific Council of Churches group of theologians and academics. The group meets on a regular basis in Suva at the Pacific Theological College. She was also a serving member of the Accreditation Commission of the South Pacific Association of Theological Schools and was team leader in the accreditation visitation for Fulton College.

Through the Fiji Primary Schools Athletics Association (FPSAA) and in consultation with the Fiji Ministry of Education, Henry Elder coordinated the following two activities:

a) a national workshop in Suva in April for Primary School Athletics District coordinators which focused on strategic planning for the next 3 to 5 years; and

b) a coaching clinic in the Northern Division in October for sports teachers from schools on Taveuni and Qamea. The teachers covered important issues related to the proper planning and implementation of PE with the inclusion of athletics as a seasonal sporting component.

Henry also served as a member of the project management committee of the EU component of the Fiji Education Sector Project, FESP (EU), and on the Selection Justification Commission (SJC) of the Fiji Association of Sports and National Olympic Committee (FASANOC).

Communications and Information technology

Libby Cass developed and managed the Pacific Archive of Digital Data for Learning and Education (PADDLE) online and CD databases. PADDLE provides full text access to a comprehensive collection of Pacific education material. This includes publications from the participating Ministries of Education including strategic plans, education legislation, curriculum frameworks and school policies. It also contains national development plans, statistics and budget information for the fifteen Pacific countries

She also worked on the development of an online version of Directions: Journal of Educational Studies, a unique journal, providing an avenue for the publication of essays, research findings, book reviews, conference papers and critical comments by people involved in the educational sphere in the Pacific region. The online version will make all articles since 1978 available in electronic format.

Libby Cass and Seu’ula Johansson Fua continue to manage the Network of Pacific Educators, NOPE, which has a mailing list of over 400 regional and international educators.
Marketing and Communications
Throughout the year, the Director communicated to regional Secretaries/Directors of Education on the work of the Institute.

Libby Cass is editor of PACIFIC PRIDE, the Project quarterly newsletter.

Frances Pene designed a new catalogue for IOE publications and kept the IOE website updated with news of the latest IOE publications. She also contributed to the FAL newsletter.

Academic and Research Related Activities

Publications

Book Chapters


Journal Articles – refereed articles in scholarly journals
Johansson Fua, S. “Looking to the source – social justice and leadership conceptualisations from the South Pacific.” Journal of Educational Administration 45. 6 (2007) RJ

Books Edited

Conference publications


Professional and technical reports
2007 STRATEGIC ACHIEVEMENTS


**Major Original Creative Works**


**Joint Authorship**


**Other matters related to research**

Seu’ula Johansson Fua supervised two students: Malua Taise – MEd student under the School of Education completed her SRP in Samoan Teachers’ Perceptions of In-service Training and Soana A Lala – PhD candidate under the School of Education currently working on her proposal to examine Professional Development in the Tongan Education System.

**Commercial Consultancies**

Sereana Tagivakatini was assistant researcher in the AusAID – funded Phase 1 of the Teachers and Education (TEP) project and assistant facilitator of the TEP Workshop to discuss Phase 1 of the project. Fee: FJD19,800.

Sitanselao Manu and Kabini Sanga were the researchers for the UNICEF-Solomon Islands design study. Fee: FJD$25,000.

Sitanselao Manu, Sereana Tagivakatini, Seu’ula Johansson Fua, Sereima Lumelume and Henry Elder began the first stage of the ‘SuperCap’ Project. Fees: FJD$25,000

Frances Pene

• Compiling and Editing FAL Annual report for 2006. Funding agency: FAL.
• Rapporteur for the Nadi Regional Stakeholders’ Consultation and Planning Workshop on the Commercial Sexual Exploitation of Children and Child Sexual Abuse in the Pacific. She also compiled the report on the workshop. Funding agency: Save the Children Fiji. Fee: FJD 3081.64.
• Editing and typesetting of a doctoral thesis. (Private individual). Fee: FJD8,305.65.
• Editing the Country Reports for the Teachers and Education Project (TEP) Phase 1: Laying the Foundation. Funding agency: AusAID/ADB.
• Editing the Study Design Report on *Barriers to Enrolment, Retention and Performance in Basic Education in Solomon Islands*. Funding agency: UNICEF. Fee: USD1,000.00 Rapporteur at ECCE workshop in Honiara. Funding agency: PRIDE. FJD1,500.00

• Rapporteur at Nadi workshop on Inclusive Education. Funding agency: PRIDE. Fee: FJD1,500.00

• Editing and layout of *The Basics of Learning; Literacy and Numeracy in the Pacific*. PRIDE. Fee: FJD6,300.00.

• Commonwealth Secretariat project fees to the Institute were FJD$40,000. Kabini Sanga and Bob Pollard were the consultants.

Seu’ula Johansson Fua was the principal researcher for the NZAid-funded pilot of the Sustainable Livelihood and Education in the Pacific (SLEP) project in Tonga to the amount of $90,000 and for the AusAID-funded first phase of Teachers and Education (TEP) project to the amount of $195,000.

**UNESCO – UNESS Papers for Tonga and Tuvalu.**

Team Leader was Elaine Lameta and Seu’ula Johansson Fua amongst other consultants made up the remainder of the team. The consultancy assignment was funded by UNESCO’s Apia office. The Institute of Education received $US3,000 for Seu’ula’s contribution to the assignment.

**Overall Comments on Work and Progress within the Institute**

The Institute could not function without the highly commendable and much appreciated support of the administrative staff, namely, Cherry Rota, Marlie Rota, Anju Devi, Cherry Kaake and Isireli Qionimua. Under the guidance and mentorship of long-serving staff member Cherry Rota, the administrative support team ably supported the different projects, regional meetings, internal meetings and social functions of the Institute. In their own areas of responsibility the administrative staff demonstrated a high degree of professionalism and confidence, and represented both the university and IOE well, to all our visitors and stakeholders. The combined and individual levels of satisfactory performance resulted in promotions and rewards being offered to nearly all of the administrative team members.
**Executive summary**

The Development Studies program’s objective is to provide high quality postgraduate teaching and research supervision, research and publication and outreach programs for the member countries of the region. It shares the institute’s mission to be the centre of excellence in research and training in governance and development studies and the leading advocate for good governance throughout the Pacific region. Through postgraduate teaching, research supervision, staff research, publication and outreach it seeks to fulfill the strategic objectives of the Institute’s strategic plan.

In 2004, Development Studies began to reorient its teaching and research activities, not only to engage more effectively with its new institute environment, but also to embed its community and institutional relationships within its teaching and research activities. By this means the program intends to become much more engaged in the wider community and to integrate some of its teaching and research within the activities of the community. We anticipate that these changes will not only strengthen university-community ties but also enable us to produce much more informed and skilled graduates. This strategy has continued with considerable success.

**Profile**

**History**

Development Studies began as a postgraduate program at the University of the South Pacific (USP) in 1991, supported by a fellowship from the Charlton Trust and a grant of US$1 million from the Sasakawa Young Leaders Fellowship Fund, which the University invested to enable annual student fellowships. In 1997 Development Studies became a University Centre, reflecting its growing emphasis on research and community outreach. In 2003 it joined the University’s newly formed postgraduate and research Pacific Institute for Advanced Studies in Development and Governance (PIAS-DG).

**Mission**

The mission of the program is to be a transdiscipline postgraduate research program that examines how societies and people interact with accelerating global change, that enables students to engage in development projects and policy development, and that interacts by means of research, consultancies, workshops, conferences, dialogue, papers and publications with the peoples of the Pacific Islands through their regional institutions, national and local governments, NGOs and civil society organizations in order to assist processes of development and adaptation to change. Its primary focus is on the peoples of the Pacific Islands.
Teaching Goals

- To produce graduates able to assume creative leadership roles in shaping sustainable societies.
- To critically analyze ideas about economic growth, poverty and poverty reduction, gender relations, governance, civil society, social policy, regionalism, internationalism, globalization, and urbanization, and explore their relationships with development.
- To work closely with international and regional institutions, government ministries and departments, NGOs and civil society organizations in the provision of teaching, training activities, workshops and conferences.
- To enable students to undertake MAs (either as research theses or as Supervised Research Projects combined with two approved postgraduate courses) and PhD research theses that relate to their work or development interests.
- To offer students an opportunity to undertake project work as interns at a range of different development levels, which may include civil society organizations and NGOs; national ministries, departments and parliaments; regional institutions and international bodies. In this way students will also learn how to participate in shaping development policies.
- To make our teaching courses more internationally relevant and attractive.

Research Goals

- To undertake research on aspects of development that will be of value to the people of the region and beyond.
- To work closely with international and regional institutions, government ministries and departments, NGOs and civil society organizations in the generation of research and its dissemination.
- To generate linkages with other universities and institutions with similar research interests and foster dialogue through joint research, workshops or conferences.
- To generate research that is internationally relevant and sought after.
- To generate focused Program research activities in addition to individual staff activities.

General profile

- Development Studies at the University of the South Pacific is globally recognized; many of its students receive scholarships from the Sasakawa Young Leaders Fellowship Fund (SYLFF), the European Union, AusAID, New Zealand Aid, UNFPA, as well as from the governments of member countries. Students exchange schemes have operated with universities such as Massey University in New Zealand. Since 2005 Development Studies has operated a SYLFF Fellows Mobility Program that enables SYLFF fellows to undertake research or study for periods over 1 month at other universities with SYLFF status.
- Development Studies welcomes (international) students from non regional countries who wish to study its courses, whether for short periods of 6 months or one year, or for an entire program.
- Development Studies offers a one year 5-course Postgraduate Diploma in Development Studies, three courses of which are compulsory (2 are core courses, the third any Development Studies course). The remaining two elective courses can also be Development Studies courses. The Diploma is the equivalent of a 4th year Honours program, and is designed specifically to train students to undertake postgraduate research.
- Relevant elective courses may be taken from Governance and Pacific Studies programs in PIAS-DG, with whom Development Studies enjoys close teaching and research relationships, or from other University postgraduate programs in economics, history, geography, land management, management and public administration, marine studies, politics, population studies, sociology, and tourism studies, etc. in order to enhance a student’s specialty. Elective courses from postgraduate programs in agriculture, education, journalism, law, literature, and science are also possible.
- Development Studies also offers an MA by thesis (either as a 50,000 word thesis or as a Special Research Project of 30,000 words and 2 additional semester-long courses). Work on the thesis normally begins during the Postgraduate Diploma year, thereby enabling students to complete both degrees in two years. Development Studies also offers a 100,000 word PhD thesis program over a period of three years.
- Staff in Development Studies are actively engaged in research and publications. They work closely with networks of scholars in the region and internationally, for example the Globalization Studies Network, the Global Development Network, and the Oceania Development Network.
• They also liaise closely with civil society organizations, government policy makers, business, and regional and international organizations such as Transparency International, the Pacific Islands Forum Secretariat (PIFS), the UN Development Program, and the Asian Development Bank.

• They assist in gathering data, managing research programs, developing policy, and producing training workshops and specialist professional courses, for example on regionalism. Through its outreach programs, publications, public lectures and development forums, staff in Development Studies engage with the public on critical current issues.

**Major Research areas**

Development Studies staff and students carried out research in a range of areas. For student research refer to 4.3. Staff have researched and published on sexual and reproductive health (Dr Kaitani); comparative politics – the principal and agent perspective, European elections, European Union and democracies (Dr Lane), urbanization, international migration and civil society in Fiji (Dr Mohanty); social factors in renewable energy, aid effectiveness, migration and development, Pacific Plan and regional trade agreements (Professor Naidu). See publications.

**Non-State Actors (NSAs) in Fiji**

The Social Sectors Division of the European Union funded on behalf of the Fiji Forum of Non-State Actors, a project on 'Non-State Actors (NSA) Mapping in Fiji' for a period of 6 weeks in June-July. Dr Mohanty led the research team comprising himself, Professor Naidu and Ms Tagutu Raicebe (a postgraduate student). The report was submitted to the EU.

**Rural Communities**

In 2005 work began on an ecotourism project at Naisau in Tailevu to produce a cultural and natural "map" of the village area, an inventory of traditional medicines and plants on site, and detailed documentation of local diversity and environment/traditional resource management methods. The work also involves mediating with the village committee on benefits/costs, labor and responsibilities, assessing environmental capacity and the project’s environmental impact, producing an eco-tourism funding proposal for Ministry of Tourism, including a business plan, and developing a funding proposal for UNDP. This project has resulted in the publication of a report on livelihood, a business plan and a manual on eco-tourism for the village.

**Millennium Development Goals**

A critical evaluation of the Millennium Development Goals (MDGS) in the context of the Pacific Islands countries has been undertaken. This has involved a literature survey, assessment of the relevance of the MDGs and their indicators, raising issues relating to data availability an suggesting ways forward if the Pacific region is to achieve the MDGs by 2015. A 70-page paper has been accepted for publication by the Oceania Development Network.

**Students**

In 2007, the Program had 71 students (of whom 48 were Postgraduate Diploma Development Studies students) enrolled in the courses offered under the Postgraduate Diploma in Development Studies. In addition, 28 students were enrolled in the MA program in Development Studies and 5 in the Development Studies PhD program. Three students were awarded the Sasakawa Fellowship Award. At the end of the year, a total of 20 students graduated with a PGD in Development Studies and 6 with a MA in Development Studies.
Staff Listing
Professor Robbie Robertson left the position of Director of Development Studies at the end of his contract in November, 2006. Dr Miliakere Kaitani acted as Director of Development Studies until the arrival of Professor Vijay Naidu in February, 2007.

Academic staff
Vijay Naidu, BA MA S.Pac. DPhil Sus. Professor and Director
Crosbie Walsh, BA DipTeach. NZ, MA Wellington, PhD Massey, Adjunct Professor:
Manoranjan Mohanty, BSc Uktal, MA, MPhil, PhD New Delhi, Senior Lecturer
Jan-Erik Lane, BA, MA, PhD Umeå, Senior Lecturer
Miliakere Kaitani, DipEd, BA, PGDipDevSt, S.Pac, GradCert Demography, MA (Demography), PhD ANU, Senior Lecturer

Administrative staff
Executive Assistant: Kesaia Paulo, DipMgmt, BA S.Pac.

Serving the region
Vijay Naidu attended the following meetings and presented papers:

Student focus
A Postgraduate Student Seminar was organized on 23rd June 2007. The following students presented papers on their research:
David Faradatolo: “Livelihood strategies of coastal communities in the Wala lagoon of Malaita, Solomon Islands: a case study of selected villages”.
Tepola Sogotubu: “The participation of rural Fijian women in conflict resolution in Fiji”.
Selwyn Manetarai: “The impact of foreign aid on primary education”.
Karalaini Tubuna: “The role of vocational education and training institutions in human resource development in Fiji: a case study of the Fiji Institute of Technology”.
Sala Vakalala: “Religious based intervention: the effectiveness of Christianity in creating awareness on HIV/AIDS amongst its youths”.
Losana Cikaitoga: “Influence of HIV prevention strategies in the Fiji communities”.
Viri slana Naisele: “Nutritional knowledge, food habits and health attitude of Fijian women”
Viliame Gaberiel: “Displacement development: an evaluation of government’s rehabilitation program for the displaced farmers and their families in Fiji”
Fetoloai Alama: “Samoa’s private sector development strategy and its impact on the environment”.
Litia Leweniqli: “The effectiveness of government pro-poor strategies in Fiji (a focus on the welfare program)”
Evisake Buadromo: “Migration and remittances: Fiji caregivers in the US”

Sasakawa fellows:
MA SYLFF fellow Viliame Gaberiel attended a workshop on capacity building organized by the Oceania Development Network, a research arm of the Global Development Network, at the University of Papua New Guinea from 13 to 14 September.
The two Sasakawa fellows, Tagutu Raicebe and Viliame Gaberiel upon invitation from the Jadavpur University SYLFF Project Director attended the Ryoichi Sasakawa Young Leaders Fellowship Fund (SYLFF) Program’s Asia/Pacific Regional Forum in Kolkata, India from 20 to 22 November.
## Visiting Students

<table>
<thead>
<tr>
<th>Name</th>
<th>Activity</th>
</tr>
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</table>
| Donasiano Ruru                | 28 Feb – 31 July 2007  
PhD student, Victoria University of Wellington.  
Visiting scholar |
| Mary Llewellyn-Fowler         | 16 April – 4 May 2007  
MA student, Victoria University of Wellington.  
Visiting scholar |
| Scott Hook                    | July & November 2007  
Research Officer, University of Queensland.  
Visiting scholar |
| Dr Yashiko Matsuda and Dr Nigel Ewels | 10 September, World Bank                      |
| Clare Double                  | 16 October, CIVICUS, Johannesburg, South Africa                        |
| Sarah Meads                   | 8-19 October, MDS student, Victoria University of Wellington.           |
| Alok Misra                    | 24 -30 December, PhD scholar, Victoria University of Wellington.        |

### Quality

Kesaia Paulo successfully completed a BA in Management.

### International activities

Vijay Naidu is an active member of the Oceania Development Network (ODN), currently based at the National University of Samoa; DevNet, the New Zealand Network of Development Studies teaching universities as well as international development NGOs and NZAID (Wellington); and is a member of the Delhi based Global Development Network (GDN) (see under conferences).

Manoranjan Mohanty is an active member of the Asia Pacific Migration Network.


Vijay Naidu attended the following meetings and presented papers:

Manoranjan Mohanty attended the following meetings and presented papers.


Manoranjan Mohanty, Vijay Naidu and Voigt-Graf, C. joint presentation:


Manoranjan Mohanty, Vijay Naidu, Voigt-Graf, C. and Muliaina, T. joint presentation:


**Community Liaison**


Also in April, he presented a paper, “Human Rights and Social Justice: Moving beyond the Divide”, at the Annual Rev. Paula Niukula Lecture, Ecumenical Centre for Research, Education and Advocacy (ECREA), Marine Studies Lecture Theatre, University of the South Pacific, Suva.
PART 2: ACADEMIC AND RESEARCH-RELATED ACTIVITIES

Developments in teaching
While course offerings remain restricted because of staffing and student demand, Development Studies has been able to utilize the growing number of governance courses to augment its programs. With the start of a Pacific Studies postgraduate program in 2006 and possibly a Conflict Resolution program shortly, we can expect the number of augmenting courses from PIAS-DG to increase.
Meanwhile Development Studies is keen to maintain its linkages with departments and schools in the University’s new faculties, particularly the Faculty of Business and Economics and the Faculty of Islands and Oceans.

New Directions
As noted in Part 1, Development Studies has moved this year to provide courses that more directly engage students with development practitioners. In some instances the Program’s research projects are now feeding directly into its teaching activities, thereby reinforcing the nexus between research and teaching.
The Program has also created a series of documents to assist and guide students as they progress through their studies. These include the series of milestones documents that inform PG Diploma and MA students of schedules they need to complete monthly in order to perform satisfactorily. A milestones document has also been drawn up for students undertaking MA and PhD theses. Students are expected to meet at the start of each year with their supervisors to plan their work for the year, and the results of that negotiation are recorded in their milestone document. Assessment of progress for progress reports will be based on their success in meeting the milestone targets.

Dr Jan Eric Lane filled the position vacated by Dr Mahendra Reddy and has introduced courses on regionalism, rule of law and global governance.
Dr Miliakere Kaitani, Assistant Lecturer in Development Studies co-ordinated DG400: Advanced Research Methodology course and for assisted thesis students in their research and writing skills.
As of 2006, we have amended our regulations to give students more choice. Currently all students are required to take three core DS courses out of a total of five in the degree. These three are: DG400 Advanced Research Methodology, DG410 Development Theories & Alternatives, and DG412 Pacific Islands Development: Issues, Policies & Practices. The remaining two courses are elective courses.

Accordingly Development Studies has amended its Postgraduate Diploma regulations (Calendar, p.168) to read: Courses required for PGDipDS: DG400, DG410, and one other 400-level Development Studies course; plus two 400-level elective courses. (The latter, usually in the area of student specialization, must be approved by the Program.)

Research
Manoranjan Mohanty coordinated a European Union -funded joint research study on ‘NGO Mapping in Fiji’. City-ward Migration, Urban Growth and Developmental Implications in Fiji Islands (On going).

Books
Lane, J-E. Models of Public Management. 2007.
Journal Articles


Lane, J-E “Strategic Management in the Public Sector: More than an Algor” (2007)


Lane, J.-E. “Review of Edeltraud Roller: The Performance of Democracies, in Representation” 43.3


Conference Publications


Joint Publications

**Journal articles**


**Conference Papers**


**Other matters related to research activities**

**Visitors**

Mr Walter Rigamoto,
Dr Andrew Ladley,
Mr Mark Borg and Mr Ole Holtved
Dr Paul Harris and Mr Bruce Hatch.
Anne Lockley,
Associate Prof John McKinnon
Lawrence James Attree
Sam Doe
Dr Yvonne Underhill Sam

Dr Steve Darvill
Mr Takao Mochida
Leonie Smiley

Election scoping and technical mission - 9 August
22 June, (Pacific Desk) OXFAM, Australia
14-18 May, (NZAid consultant), New Zealand
10 April, (Policy and Practice Analyst) UNDP, Suva
10 April (Human Security specialist) UNDP, Suva
Senior Lecturer and Director of Centre for Development Studies, Auckland University
AusAID, Canberra
Embassy of Japan
Regional Program Coordinator, FSPI
Consultancies

Vijay Naidu
European Union –funded (5000 Euros) joint research study on ‘NGO Mapping in Fiji’.

Manoranjan Mohanty
European Union –funded (5000 Euros) joint research study on ‘NGO Mapping in Fiji’.
Executive Summary
In 2007, the Governance Programme made significant progress toward achievement of its eight strategic objectives. Academic staff engaged in research, teaching, training, and advocacy for a range of governance issues, ranging from progress toward improved regional governance through the Pacific Plan, to the proper functioning of electoral systems, improved natural resource governance, and better policy coordination for human security and stability in the region. Governance faculty were increasingly called on by media and the NGO community to comment on such important governance topics as improving the performance of economies of the Pacific Island states, the functioning of electoral systems and parliaments. Collectively, they made no less than 35 presentations in Fiji or at international meetings, and generated no less than 30 items in newspapers, internet, radio, and television. At the same time they were active contributors to academic conferences, seminars, and publications, publishing between them ten book chapters, six journal articles, and additional reports. More than 1200 participants attended 30 seminars convened at the Laucala Campus in Suva.

Profile
The Governance Programme commenced with the teaching of a graduate course in 2003. At the end of 2007 the programme included six academic staff, and two full-time administrative assistants. Seven research support staff were employed on a part-time basis. There were 36 students enrolled in either the Graduate Diploma in Governance or the Master’s Degree in Governance, and the 16 graduates from these two programmes in 2007 brought the Governance Alumni to 50.

The key strategic achievements in 2007 were:
1. Launch of the Pacific Governance Network and the Pacific Governance portal
2. Establishment of the Pacific Leadership Development Network
3. Expansion and consolidation of the graduate teaching programme
4. Establishment of a programme in Peace and Security
5. Consolidation of the Democracy and Electoral Studies programme through an additional AusAID grant
6. Establishment of a Governance Alumni Association
7. Completion of consultancies for major governmental and intergovernmental agencies – notably the World Bank, UNDP, Commonwealth Secretariat, the Pacific Islands Forum Secretariat, the Commonwealth Local Government Forum, and the Australian Electoral Commission
8. Consolidation of research links with 15 universities and agencies in the Pacific and globally
9. Collaboration with CROP agencies, University partners and Development agencies on issues of Human Security architecture for the Pacific region, regional peace architecture and capacity development in peace-building, good governance indicators, parliamentary performance, digital governance, diplomacy training, local government performance, leadership development, and electoral administration
10. Consolidation of collaboration with UNDP in a range of projects covering accountability, parliamentary performance, and peace and security
11. Convening of a major conference on the performance of Pacific parliaments, in Vanuatu, 21-23 September
12. Hosting (with Transparency International) of the Fourth Annual Siwatibau Memorial Lecture on Good Governance.
<table>
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<tr>
<th>Staff Listing</th>
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<tbody>
<tr>
<td><strong>Academic staff:</strong></td>
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<tr>
<td>Executive Director, PIAS-DG (to December)</td>
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<tr>
<td>(Senior Fellow in Governance) (to March)</td>
</tr>
<tr>
<td>Professor and Programme Director</td>
</tr>
<tr>
<td>Senior Fellow in Governance (to April)</td>
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<tr>
<td>Fellow in Governance</td>
</tr>
<tr>
<td>Peace and Security, (From August)</td>
</tr>
<tr>
<td>Research Fellow in Electoral Studies</td>
</tr>
<tr>
<td>Leadership Development</td>
</tr>
<tr>
<td>Senior Lecturer in Diplomacy (till July)</td>
</tr>
<tr>
<td>Fellow in Governance) (from July)</td>
</tr>
<tr>
<td>Fellow in Digital Governance, (May to November)</td>
</tr>
<tr>
<td><strong>Administrative and Research Support Staff</strong></td>
</tr>
<tr>
<td>Programme Assistant</td>
</tr>
<tr>
<td>Business Manager (till June)</td>
</tr>
<tr>
<td>Assistant Accountant</td>
</tr>
<tr>
<td><strong>Research Assistants:</strong></td>
</tr>
<tr>
<td>Robin Metcalf</td>
</tr>
<tr>
<td>Sereana Tamani</td>
</tr>
<tr>
<td>Arati Sudhakar</td>
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<tr>
<td>Raj Subhag</td>
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<tr>
<td>Mehnaz Ashab</td>
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<tr>
<td>Amrita Nand</td>
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<tr>
<td>Uwe Kaufmann</td>
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<tr>
<td><strong>Serving the region</strong></td>
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<tr>
<td><strong>Good Governance</strong></td>
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<tr>
<td><strong>CROP Collaboration</strong></td>
</tr>
<tr>
<td>The Governance Programme works with colleagues within USP and other CROP agencies to promote good governance within the Pacific region. At USP a major partner has been the Institute of Applied Science. Research and training focused on improving leadership in coastal villages in Fiji, notably a workshop at Vunisea, Kadavu focused on Natural Resource Governance in September.</td>
</tr>
<tr>
<td>Other collaboration is with the Journalism Programme through the development of a peace journalism elective course). CROP agency collaboration is with SOPAC, SPC, and the Pacific Islands Forum Secretariat. Principle projects with PIFS have included: Pacific Governance Network (type II initiative); Pacific Plan Office – consultation on Pacific Leaders Seminar Series; enhancing public policy on squatter issues; and participation in the Forum Regional Security Committee meeting.</td>
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<tr>
<td><strong>Good Governance Indicators</strong></td>
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<td>In July, Good Governance Indicators were released for seven Pacific countries (Cook Islands, Fiji Islands, Papua New Guinea, Samoa, Solomon Islands, Tonga, and Vanuatu). The indicators measure the quality of governance in these countries over the period 1995-2005. The indicators are constructed in such way that governance performance can be compared across countries, which should exert a degree of peer pressure on country governments. It is planned to update the governance indicators annually and to extend the indicators to as many other Pacific Island countries (PICs) as the availability of data allow.</td>
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</table>
Pacific Governance Network
The Pacific Governance Network was established at a colloquium sponsored by the Governance Programme at the Fijian Resort, Sigatoka, in December 2007. Major partners include the Forum Secretariat, participating CROP agencies, PICs, intergovernmental agencies, and NGOs. The network, which was originally called for in the initial ‘Pacific Umbrella Initiative’ resulting from the 2001 World Summit on Sustainable Development, and which now exists to foster collaboration in the context of expanding Pacific regionalism, will be simple in structure, and held together by a simple and clear statement of shared purpose - collaboration for the enhancement of governance capacities in PICs. The concept note for the inaugural Network meeting is provided as an annex. Participants agreed that an ongoing commitment and input from stakeholders was vital to the success of the network. The development of the governance network was initiated through a partnership led by the University and the Pacific Islands Forum Secretariat which evolved from the WSSD Type II initiative.

Pacific Governance Portal
The Pacific Governance Portal at (www.governance.usp.ac.fj) seeks to be a leading resource on governance information for the benefit of the people and institutions of the Pacific Islands region. It will be a portal for information, and a vehicle to promote interaction between scholars and practitioners in governance, in activities held at USP campuses and elsewhere, and linking these individuals and communities together as virtual communities sharing an interest in governance issues and challenges. This will involve further development of the font end and back end of the database, acquisition of documents, and uplifting of materials to the portal’s digital library and network. The portal is being developed collaboratively with USP’s ITS department.

Digital Governance Library
The Digital Governance Library is an important aspect of the Pacific Governance Portal. This is developing online at http://www.governance.usp.ac.fj/index.php?id=491

Third Pacific Human Development Report
The manuscript for the Third Pacific Human Development Report, with the theme ‘Governance For Human Development’, was handed to the UNDP in April.

Commonwealth Pacific Governance Programme
The Project Design Document, which the Governance Programme completed as a consultancy for the Commonwealth Secretariat, was submitted in the first half of the year.

The ‘Digital Pacific@USP’ interest group was established at Laucala Campus. It includes IT administrators from inside and outside USP, as well as faculty members having an interest in e-governance.

Graham Hassall is a member of the International Council for the Study of the Pacific islands.

Democracy and Electoral Systems
Major activities under this programme included:
1. Participation in Pacific BRIDGE Advisory Group meeting, Port Vila, 15 April (Hassall and Bolenga)
2. BRIDGE Module Scoping Mission for Vanuatu, Port Vila, Vanuatu, 6-10 August (Bolenga).
3. Observation of general elections in Papua New Guinea (1-12 June – Bolenga and Durutalo) and Kiribati 17 – 24 August (Bolenga).
Leadership Development
The leadership programme served the Pacific region through the following major initiatives:

1. Establishment of the Pacific leadership Development Network with secretariat in the Governance Programme at USP;
2. Participation in activities of the Pacific Governance Network;
3. Membership on the Emerging Pacific Leaders Dialogue Fiji Site Committee - 2009 series – (Hassall);
4. Participation in a Roundtable Discussion on the Position of Women in Pacific Politics, 22-24 September - State, Society and Government in Melanesia, Port Vila, Vanuatu (Bolenga);
5. Participation in Australian Public Service leadership training programmes, ‘Leadership and Governance in the Public Sector’ (Hassall);
6. Participation in the Fiji Public Service Commission Workshop Programme for Senior Executives, 7-10 August, 11-14 September, 26-27 September, and 26-27 November (Bibi, Borg, Hassall, Tamata);
7. Participation in the consultation about the AusAID’s new Pacific leadership programme (Bibi, Donigi, Hassall);
8. Participation in training of local government officials for the Commonwealth Local Government Forum – Pacific Project (Tipu);
9. Strategic Planning for municipal and town planners and managers, Port Vila, 28 May - 1 June;
10. Tuvalu Local Elected Leadership TOT and Councillors Pilot Seminar, Funafuti, 12 – 18 June and 19 – 20 June;
11. Tuvalu Local Government Leaders Forum for customary leaders, ministers of the state, and island secretaries, Funafuti, 7 – 8 August;

Peace and Security
Direct benefits to the region from the USP Peace and Security Studies programme include a pool of partially trained mediators and expanded appreciation of the role of mediation in conflict resolution; enhanced awareness of comprehensive security and human security issues within the PIF secretariat, within PI member countries, and within civil society Organisations.

Enhancing Public Policy Dialogue around Squatter Issues
The first workshop was held December 2005 the second in July 2006 and the third in November 2006. The workshop series on informal settlements in Fiji was a catalyst to the establishment of a community network. The workshops led to the establishment of the Peoples’ Community Network, which now has 50 settlements participating. Professor Hassall was subsequently invited to sit on the reference Group for NZ Aid scoping mission on informal settlements in Fiji.

Civil Society Engagement
USP’s engagement in peace and security research and training is widely recognised in the region, particularly by such regional agencies as PIFS, SOPAC, and UNDP, and major civil society groups, including CCF, Femlink Pacific, ECREA, and GPPAC (Pacific People Building Peace).

Pacific Peace Network
In 2007 the Peace and Security Studies Programme won a consultancy for UNDP that establishes an internet portal of use to peace and conflict specialists in the Pacific region. The project, led by Ms Kimberly Syphrett, is online at www.pacific-peace.net.

Regional Security Dialogue. USP has participated in the major peace-building activities at regional level 2004-2007 and participating faculty have an understanding of current policy issues in the field. Current networking activities with governments, civil society actors, and the peace-building community generally, have generated an expectation of formal training programmes, whether academic or professional.
**Student focus**

- All graduate programmes are taught in evenings, to maximize availability to part-time students.
- All graduate courses are supported with high quality course packs and shared folder to allow for sharing of additional materials.
- Students are given high priority in terms of consulting time and professional advice.
- Students receive regular email advisories concerning additional activities at the Institute, such as seminars, conferences, etc.
- Students are invited to several social events, particularly to mark the beginning and end of semester.
- In 2007 more courses included guest lectures, including lectures by distinguished visitors to the Institute.
- A Governance alumni association was established on 30 May 2007. The Association will promote the interests of governance practitioners/graduates; continue a network of governance practitioners across the Pacific; and initiate some form of student seminar/conference series, commencing in 2008.
- A USP Gradate Scholars Workshop was held 2-3 October for 16 PhD applicants, from Tonga, Vanuatu, Kiribati, and Fiji.
- In 2007, there were 12 full-time students, 24 part-time students in the formal programmes, and there were 16 graduates.

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<td>MA - Full Time</td>
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<td>2</td>
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<td>30</td>
<td>2</td>
<td>42</td>
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<td>36</td>
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<tr>
<td>Total number of graduates (Cumulative)</td>
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<td>4</td>
<td>13</td>
<td>21</td>
<td>34</td>
<td>49</td>
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**Quality**

In 2007 the quality of course materials was enhanced.

Course readings were enhanced through access to electronic libraries.

Course materials were provided to students on a shared computer drive.

Participation in Global Development Learning Network (GDLN) and World Bank Activities (including via AARNet and USPNet) to deliver of a teaching component covering Ethics, Governance and Leadership Programs for DG406 and DG404 in partnership with the ANU and GDLN Australia; and other sessions on Corporate governance (Pacific Leaders Virtual Forum), Anticorruption, Entrepreneurship and Doing Business (World Bank). Some of the activities were broadcast to other USP member countries.
Distance & Flexible Learning & Teaching
The Governance Program has made special efforts to improve relationships and communication with USP regional campuses concerning future collaboration. This has included attending the regional conference in Apia.

In 2007 five Courses were approved for conversion to distance format in 2008:
- DG 403 Public Financial Management
- DG 404 Ethics of Governance
- DG 407 Institutional Design and Conflict Management
- DG 406 Theories of Governance
- DG411 Governance and Governments in the South Pacific

Major Research Achievements
In 2007 major research outcomes were produced through a range of activities and subject areas, including the calculation of Good Governance Indicators, international conference participation, and an active visitors program. Specific projects included:
1. Good Governance Indicators
2. Pacific Governance Network
3. Commonwealth Pacific Governance Program
4. Natural Resources Governance Workshop
5. Pacific Regional Leadership Development Workshop, held in Suva in March
7. An international Conference on "Executive Power and the Battle for Parliamentary Confidence in the Pacific Islands", held at the University of the South Pacific (Emalus Campus), Port Vila, Vanuatu, 21-23 September, in partnership with the State, Society and Governance Program at the Australian National University;

Pacific Regional Leadership Development Workshop
A Pacific Regional Leadership Development workshop held at the USP campus in Suva March 13-14 attracted 60 participants from five countries. The workshop assessed leadership development needs across a range of sectors, with special emphasis on leadership in health and education.

Contemporary Pacific Leadership: Case Studies
The first research project of the Leadership Development program focuses on case studies of contemporary Pacific leaders. Fifteen cases were presented at a program at the USP campus open to the public during 28-30 November. A Keynote Address on Melanesian Leadership by given by Dr Misty Baloiloi, OBE, Vice-Chancellor of University of Technology, PNG, (Lae). Professor Cedric Hall, Victoria University of Wellington, New Zealand, is assisting with case-writing methodology. The 15 cases in the project are drawn from six regional countries, and from a diverse range of leadership scenarios: from local chiefs to national leaders, law reformers and civil society activities, to public servants and educationists. The participants and their topics are as follows:
- Stanley Houma (SOE) – Learning from traditional leadership – a case of ‘Iki’oa Maitani’ohu – Oroha Chief and Priest (Solomon Islands);
- Govinda Lingam (SOE) – The way educational leadership should be: Insights from Kaivata High School (Fiji);
- Sione Fakaosi – Lapaha Village Council – Improved governance and good leadership (Tonga);
- Jeanette Bolenga – The Chief, the Priest and the Prime Minister, Father Doctor Walter Hayde Lini Guiquin (Vanuatu);
- Laitia Tamata – Traditional leadership in a Fijian Community that is known for its division – uniting and leading traditional woes: Ratu Varani Rayawa (Fiji);
- Rae Nicholl – Imrana Jalal – Human Rights Activist (Fiji);
- Jeremy Dorovolomo (SOE) – A Solomon Islands Principal’s collaborative experiences with the community (Solomon Islands).
George Bopi – Nambawan Super Limited and its leader, Leon Buskens – against the gloom and bust scenarios is getting things right (PNG)
RD Pathak and Bernadine Van Gramberg – Managing the MBA Program at USP (Fiji)
Franck Boivert – Rugby Legend - Waisale Serevi (Fiji)
Akanisi Kedrayate (SOE) – Kuini Lutua: Leading during dangerous times (Fiji)
Sarah Garap – Transformative leadership – Where are the Fr. Louis Ambanes? (PNG)
Kabini Sanga – Ruth Basi - an extra-ordinary trail blazer (Solomon Islands)
Bikenibeu Paeniu – Tuvalu Falekaupule Trust Fund – a unique and innovative partnership approach (Tuvalu)
Hamidan Bibi – Leadership influence in rural development of Fiji (Fiji) These are to be developed for publication in book form in the first half of 2008.

Commonwealth Local Government Forum

- Two case studies on local level leadership were prepared for the Commonwealth Local Government Conference held in March 2007 in New Zealand. A Fiji Case Study on Leadership in Local Government Authority (Municipal Councils) was written by the Manager of the Leadership Program, and a second, on ‘Challenges to leadership in Papua New Guinea’, was written by Joe Ketan.
- Research on an “Urban Governance Index” was undertaken for the Commonwealth Local Government Forum and the Fiji Urban Governance Campaign;

PIFS/UNDP/USP 2007 Human Security Architecture for the Pacific region


This project included a number of discrete but connected seminars: The Role of Women in Crisis Prevention, Human Security, and Peacebuilding in the Pacific Region (April 24-25); The Role of Civil Society in Promoting Crisis Prevention, Human Security, and Peacebuilding in the Pacific Region (April 26-28); and Building Partnerships for Crisis Prevention, Human Security, and Peacebuilding in the Pacific Region (April 30-1 May).


UNDP/PIFS/FSPI/CLGF/USP “Traditional Leadership in Contemporary Pacific Governance”

This is a collaborative project with UNDP, CLGF, FSPI, PIFS, and USP, is undertaking research on the status of traditional leadership in contemporary Pacific Governance.

International Activities

In 2007 the Governance Program Faculty consulted/collaborated with the following agencies:

**Australian National University**
- Collaboration on the “Pacific Update” seminars on Fiji and Papua New Guinea with the Australian National University.
- Collaborated in planning the conference “Executive Power and the Battle for Parliamentary Confidence in the Pacific Islands”, (Emalus Campus), Port Vila, Vanuatu, 21-23 September.

**Commonwealth Local Government Forum**
- Participation in Fiji Good Urban Governance Campaign. Participation on the “Fiji Good Local Governance campaign” steering group. (Hassall and Duncan)
- Participation on the Commonwealth Local Government Forum Pacific Project Technical Advisory Panel. (Duncan and Hassall)
• Four PIAS-DG staff participated in the Commonwealth Local Government Conference 2007, held in Auckland 26-29 March (Duncan, Hassall, Bibi and Tipu) contributed to the conference in a number of ways. On 25th March Prof. Hassall made a brief presentation on the Governance program’s activities in local government research and training at a Commonwealth Local Government Research Colloquium and on 28th March Feue Tipu presented a paper on “The state of local governance in the Pacific”. The Research paper prepared by the Commonwealth Local Government Forum for the Conference, “Delivering development through local leadership in the Commonwealth”, included boxes by Joe Ketan “Challenges to leadership in partnership in Papua New Guinea, and Hamidan Bibi “Strategic Leadership in Fiji”. The conference was attended by approximately 600 participants from all continents, and was a valuable opportunity for PIASDG to establish new relationships with academics and institutions engaged in research on local government.

• Consultancy to construct a “Urban Governance Index” for Fiji (Tamata, Tipu, Hassall, Tamani)

Commonwealth Secretariat
• Consultancy to deliver the Project Design Document for the Pacific Commonwealth Governance Program completed by April; Representatives came from the Commonwealth Secretariat to launch the Program at the Pacific Governance Network meeting at Sigatoka, December 2007.

East West Center
• On-going discussion of mutual interests in diplomacy training, Pacific Islands Governance and Leadership, and participation in the United Nations program “Reinventing Government”.

King’s College, London
• Consultation with the Conflict, Security and Development Group at the School of Social Science and Public Policy at King’s College London (Dr. ‘Funmi Olonisakin, Director), on the outlines of a collaborative, comparative project on peace and development in Africa and the Pacific Islands. The project envisages three “Development Dialogue” components: Parliament and the governance of human security; Generating Peace Leadership in vulnerable societies; and Securing Prosperity through regional integration.

Monash University
• Collaboration as a participating researcher in an Australian Research Council Large Grant Application “Parliamentary Careers: Design, Delivery and Evaluation of Improved Capacity Building” lead by Assoc. Prof. Ken Coghill, Monash Governance Research Unit, Monash University. (Hassall)

Pacific Financial Technical Advisory Centre
• PFTAC staff participated in teaching sessions in the graduate course Public Financial Management (DG403).

Pacific Islands Political Studies Association
• A number of Governance staff are members of PIPSA and participated in the December 2007 conference in Port Vila.

PIANZEA – Pacific Islands, Australia and New Zealand Electoral Administrators Network
• Feb 20-22 Ms Bolenga ran a Voter Registration Workshop for Melanesia in Port Vila, Vanuatu
• PIANZEA Network Workshop on Electoral Systems, Port Vila, 19-20 April (Hassall and Bolenga).

Emerging Pacific Leaders Dialogue
• Membership on the Emerging Pacific Leaders Dialogue Fiji Site Committee - 2009 series – (Bibi, Hassall);

United Nations Development Program
• Delivery of the 3rd Pacific Human Development Report
• Participation in activities of the Pacific Sub-Regional Office, notably in the fields of parliamentary performance, Public Sector Ethics, and Peace and Security.
**UNESCO – Samoa Office**
- Consultancy for UNESCO regarding “Pacific Parliamentary Website Enhancement” (Borg, Hassall)
- Participation in Fiji National Ethics Meeting, Suva, Fiji – Pacific Theological College, 11-12 April (Hassall)

**United Nations University Comparative Regional Integration Studies (UNU-CRIS) (Belgium)**
- The Governance program is bidding as a partner with the Belgium-based United Nations University Comparative Regional Integration Studies for an ACP-EU EDULINK grant to study regional integration; and with a Monash University ARC large grant application on “Parliamentary Careers: Design, Delivery and Evaluation of Improved Capacity Building”.

**United Nations – Department of Economic and Social Affairs**
- Participation in the 7th Global Forum on “Reinventing Government”, UN Headquarters in Vienna, Austria, 26-29 June (Hassall).

**United Nations University of Peace**
- In 2006 the Peace and Security Studies Program signed Memorandum of understanding with the United Nations University for Peace (Costa Rica) establishing a partnership to develop and deliver graduate studies in peace at USP.

**World Health Organization**
- Coordination of a PROLead workshop for leadership in the health field for WHO (Bibi).

**World Bank**
Global Learning Development Network
Pacific Virtual Leaders Forum - first three sessions in the Pacific Leaders’ Virtual Forum in May and June; Second round on Anti Corruption strategies, understanding corruption, practical strategies for investigation and prevention, and designing anti corruption strategies: Peter Larmour, 26th July, 9th August & 23rd August.

**Effective and efficient resource management**
The Director of the Governance program consulted with other sections of the University to make improvements in financial administration:
1. with the Business Manager of FAL about methods for improving tracking of consultancy payments.
2. with the Planning and Development Office about harmonizing monthly financial reports.

**Financing Future Growth**
In 2007 The Governance program operated on grants from the European Union, AusAID and NZAID. Additional funding came through consultancies. The principal grants were:
- EU – “Transforming Our Communities through Good Governance”. This project ended on 15 April 2007. This follows approval of 12 months extension by EU last year.
- The NZAID MOA 2005-2007 provided NZ$300,000 each of the three years.
- AusAID MOA 2006-008 provides AUD $300,000 per year.

**Good Governance**
- Good Governance Indicator for PICs (Indices for seven Pacific Island Countries for the period of 1995-2005 were launched by Professor Ron Duncan at the ANU Fiji Update in 2007; indicators were explained at a few workshops and conferences in a few Pacific Island Countries; the new indices including the new numbers for 2006 will be completed in the early 2008)
• Implementation of a pilot program in “Natural Resources Governance”. This consisted of a workshop on “Natural Resources Governance” developed and run in collaboration with the Institute of Applied Science. 33 participants attended the first workshop, held in Kadavu, 30 July – 3 August). A booklet and DVD describing the program were also produced and disseminated.

Democracy and Electoral Systems
• Research on party politics in Melanesia and Kiribati, Electoral Systems in the Pacific; indigenous governance systems.
  (Bolenga)
• Consultancies undertaken included a Civics Module for FIT; Solomon Islands Electoral Commission Graduate Trainee Program Supervision; Forum Secretariat Land Management and Conflict Minimization research for Vanuatu.
• Observation of general elections in Papua New Guinea (Bolenga, Durutalo) and Kiribati (Bolenga)
• BRIDGE Module Training Scoping Missions in Vanuatu and Kiribati (Bolenga)
• BRIDGE Module Workshops - Voter Registration Workshop for Melanesia (Bolenga)
• PIANZEA Network Electoral Systems – February and April in Port Vila, Vanuatu (Bolenga)

Peace and Security Studies

2007 Human Security Regional Policy Development.
• Two of the three workshops “The Role of Women in Crisis Prevention, Human Security, and Peacebuilding in the Pacific Region” (Nadi, April 24-25) and “The Role of Civil Society in Promoting Crisis Prevention, Human Security, and Peacebuilding in the Pacific Region” (Nadi, April 26-28), involved mostly civil society partners, while a third, “Building Partnerships for Crisis Prevention, Human Security, and Peacebuilding in the Pacific Region” (Suva, April 30-1 May), was principally for government representatives.
• All three workshops assisted Dr. Kennedy Graham (Law School, University of Canterbury, N.Z.) refine a draft ‘regional human security policy’ which was presented to the annual meeting of the Forum Regional Security Committee in Nadi in June.
• The proceedings were published at http://regionalcentrepacific.undp.org.fj/Files/Publications/Human%20Security%20Report.pdf

Government of Tonga
October-December - Ms. Syphrett consulted with the Tongan Government’s Adviser to the Prime Minister on Reconciliation and Civic Education, Viliame P. Afeaki, on the possibility of delivering a mediation “train-the-trainer” program. Mr. Afeaki has requested capacity building activities in conflict resolution and peace building early in 2008.

Government of Solomon Islands
October-December - Ms. Syphrett consulted with the Permanent Secretaries for Peace and Reconciliation, and Women, about capacity building activities in peace-building, for delivery in early 2008.

Forum Regional Security Committee Meeting
The Peace and Security program has been in constant consultation (2004-2007) with the Forum Secretariat and other agencies about the establishment of Human Security/Political Integrity indicators and Track II activities, training workshops, and a formal course in peace-building. These have focused on the human security agenda being developed through the process.

“Enhancing Public Policy around Squatter Settlement Issues”
This was a series of three workshops convened as an ‘early intervention’ exercise on a problem that is experienced throughout the region and which, if not adequately addressed, has the potential to destabilise communities at some point in the future. The first two-day closed-door workshop for official policy-makers on ‘Enhancing Policy Dialogue for Solutions to Squatter Settlements in Pacific States’, held December 12-13 2005 at the Lagoon Resort, Deuba, provided invited policy-makers from relevant Ministries of the Fijian Government the opportunity of a focused discussion and sharing of experience around the
techniques of, and prospects for, effective engagement with multiple stakeholders around the complex issues of squatter settlements, urbanization, migration and housing. The invitation was accepted by 10 ministries and agencies. Workshop outcomes were circulated to workshop participants and fed into second and third workshops in the series held in 2006. The workshop series stimulated those present to establish a network to improve coordination of squatter upgrading activities. The report of the third workshop is attached to this report.

**Pacific-Peace.net**
In 2007 the Peace and Security Studies program bid successfully to design and build a “peace portal” for the Pacific region. This is online at www.pacific-peace.net.

**Leadership**
Recent and current Leadership Development sub-program projects include:

- online materials at [www.governance.usp.ac.fj/project_networks/leadership](http://www.governance.usp.ac.fj/project_networks/leadership)
- a “Pacific Leadership Development Network” (60 participants from 5 countries at its meeting 13-14 March);
- “Case studies” project involving 16 authors
- executive development training programs for the Fiji Public Service Commission and participation in similar programs outside USP (Australia and New Zealand School of Government; the Australian Public Service’ Pacific Leadership Development Program, ProLEad (for WHO); Emerging Pacific Leaders Dialogue 2009; and
- hosting of the Suva section of Global Development Learning Network (GDLN) and World Bank Activities via AARNET and USPNet.
- Coordination of a PROLead workshop for leadership in the health field for WHO.

In 2007 Ms. Bibi and Prof. Hassall delivered a phase one of an Executive Leadership Program to the USP Students Association (USPSA). This first phase aimed at improving the effectiveness of the USPSA as an independent organisation looking after the needs of all students at the University’s Laucala Campus focused on USP as a learning organisation; revisiting the USPSA Vision, Mission, Goals and Objectives; Team Building and Bonding; Empowerment; and effective Communication Skills.

**Community liaison**

**Virtual Programs**
An increased number of video broadcast session on leadership and governance in various sectors of the Pacific region were held via USPNet and AARENT in partnership with World Bank Global Development Learning Network and ANU which benefited staff, students and the public at large.

**CCF Video Launch**
On 4th April the Governance program collaborated with CCF in hosting the first public screening of “STRUGGLING FOR A BETTER LIVING: SQUATTERS IN FIJI”, a documentary commissioned by CCF and produced by SPC regional media centre.

**VSOB Centennial Celebration**
On 25 July the Leadership Development Program and the QVSOB Centennial Celebration Committee presented a public lecture on the topic Challenges that face indigenous leadership – which style is best for modern Fiji?” Invited panellists were former Vice President of Fiji Ratu Joni Madraiwiwi; Pro Vice Chancellor of USP Dr Eci Nabalarua; economist and former USP academic Dr Wadan Narsey, and current SVS student Samisoni Mati.

**PIASDG Seminar Series**
PIASDG’s seminar series have increased in number and in attendance since their commencement in 2004. In 2004 7 events drew 400 participants; in 2005 18 events drew 500 participants; Seminars in 2006 attracted approximately 1000 participants. 21 Seminars in 2007 attracted 500 participants.
22nd February – “Community participation in post-disaster damage assessment in Fiji”, Ms. Kirstie Méheux, PhD Candidate, Macquarie University Australia.

1st March - “Strengthening effectiveness of aid delivery in Teacher Education: A Fiji case study”, Mr. Donasaiano Ruru, PhD Candidate, Victoria University of Wellington, New Zealand

8th March – “A General Principal -Agent Model of Politics”, Professor Jan-Erik Lane, Senior Lecturer, PIASDG, USP

22nd March –“TUNING IN: The Impact of Television News on Fiji Communities”, Mr. Dale Hermanson, MA thesis, Development Studies Program PIASDG USP

29th March –“Affirmative Action in Fiji: A Focus on the Implementation of the Centre of excellence”, Mr. Tomasi Rayawa, MA thesis, Development Studies Program PIASDG USP.

5th April – “Pacific Observatory for Women, as both a tracking station and catalysing agent for increasing Pacific women’s representation in politics, parliaments and public life”, Ms. Jane Sloan, a recipient of an Australian Government Endeavour Professional Award and a visitor to Pacific Studies Program PIASDG USP.

12th April – “Impact of the Reconciliation, Tolerance and Unity Bill on the 2006 Elections and the December 2006 Crisis in Fiji”, Ms. Mosmi Bhim, MA student, Governance Program, PIASDG USP.

19th April – “Australian Vision - a Suitable Case for Correction or an Adjusted ‘View from Afar’”, Dr. Chris Griffin, Senior Lecturer, School of International, Cultural and Communities Studies, Edith Cowan University, Perth Australia.

7th June – “Four months in Ra: Preliminary notes on a small cane community”, Dr. Chris Griffin, Senior Lecturer, School of International, Cultural and Communities Studies, Edith Cowan University, Perth Australia.

14th June – “Inheritance and Intrigue: Identifying a new Head of State in Samoa”, Dr. Morgan Tuimaleali'ifano, Senior Lecturer, School of Social Sciences, USP, Chair – Elise Huffer.

21st June – “My dream for the Pacific into the second decade of the 21st Century” Peter Donigi, Fellow, Governance Program, PIAS-DG.

Friday 6th July – “Powerful Cultures: Indigenous and Western Conflict Transformation Processes in Peace-building” Ms Mneesha Gellman, Rotary World Peace Fellow and a Masters Student in International Relations – Peace and Conflict Studies at the University of Queensland

26th July – “Strengthening effectiveness of aid delivery in teacher education: Preliminary research findings of a Fiji case study”, Mr Donasaiano Ruru, PhD Candidate, Victoria University of Wellington, New Zealand.

2nd August – “Tourism and poverty Alleviation in Fiji: examining the impact of Coral Coast tourism on village livelihoods”, Ms Milicent Kado, Masters of Arts Scholar at the Centre for Development Studies, PIAS-DG, USP.

23rd August – “Who is the Boss? Who makes the decisions? The Minister or the Permanent Secretary?”, Rt. Hon Bikenibeu Paeniu, Distinguished Visitor, PIAS-DG.


4th October – “Political Parties in Melanesia: A comparative examination of political party development in Papua New Guinea, Solomon Islands, Fiji and Vanuatu”, Ms Jeanette Bolenga, Governance Program, PIASDG and Dr Alumita Drutalo, School of Social Sciences.

5th October – “Cool Schools: Peer Mediation Program for Primary and Secondary Schools in Fiji”, Ms Yvonne Duncan, Manager and Trainer Cool Schools Primary and Secondary Training Project for Fiji.
11th October – “Two Round System of Election: An examination of the Two-Round System (TRS) of election in Kiribati”, Ms Jeanette Bolenga, Governance Program, PIASDG.

8th November – “Arts and Culture in Fiji”, Ms. Adi Mere Ratunabuabua, Principal Cultural Development Officer, Department of Culture and Heritage.

**Communications & Information Technology**

The Governance program has used ICTs in the following innovative ways in 2007:

   a. Pacific Leaders Virtual Forum Series topics included:
      i. Leadership: generational, gender and cultural issues (28 Feb); Leadership: generational, gender and cultural issues (7 March);
      ii. Conflict and resolution in the Pacific Island States (Presented by State Society and Governance in Melanesia Project) 11 April, 26 April, 9 May, 23 May;
      iii. “Public Utilities: delivery and pricing”: 30 May, 6 June;
      iv. Fisheries Management in the Pacific Region: 13, 20 and 27 June;
      v. Anti Corruption Strategies: practical implementation” presented by Peter Larmour on 11, 18, 25 and 31st July;
      vi. Aspects of Leadership (Bruce Hill and Ravi Corea) - 10 October; “Management versus Leadership: What is the difference”; Practical Leadership in a SME environment (17 October); vision and mission and social cause (24 October), and Working with People - Emotional Intelligence (31 October).
   b. Catalysts of change - World Bank Global Development Learning Network video conference dialogue session with Ong Keng Yong, Secretary General of ASEAN, 21st December.
3. Pacific Governance Portal was established at www.governance.usp.ac.fj
4. The Governance program established the “Pacific Governance Network” to promote good governance in the region, to allow for timely and accurate data collection, and to foster expertise in governance practices within the Pacific region. The Network is one of 14 “Type II Initiatives” for the Pacific region anticipated by the World Summit for Sustainable Development.
5. The Governance program convened the Fourth Annual Savenaca Siwatibau Memorial Lecture on Good Governance, (May 2nd) in collaboration with Transparency International – Fiji Chapter. Mr Samuela Yavala of the Fiji Institute of Technology lecture on “Good Governance in Sports” was relayed via video link to the University of Victoria, Wellington and to the Australian National University. DVD copies of the presentation and panel discussion were forwarded to all USP campuses.
7. The Governance program produced a DVD about a workshop on Governance of Natural Resources.

**Marketing and Communication**

**PIASDG Student information evening and end of year party**

Friday, 16th November

Promoting wider understanding of the principles of good governance is one of the key goals of the Governance program at USP. Exploring the use of mass media is thus a significant undertaking. USP Governance Alumni decided in July 2007 to establish the Governance@radiopasifik program. Training took place between July and September with Shirley Tagi, manager of Radio Pasifik.
Media Coverage

Governance Program staff have established a high public profile in an effort to raise public awareness of governance issues.

Media coverage obtained in 2007 included:

Print

7. “Chiefs leadership no more”, Fiji Times, July 26 (about QVS seminar)
8. “Leadership ‘must be practised”’, Fiji daily Post, 10 August.
9. “cultivating future Pacific leaders”, Fiji Sun, 19 August (Bibi)
10. “Challenges facing indigenous leadership”, USP Beat 7:11. 13 August (QVS Seminar)
11. “Garment industry struggles despite advantage: Duncan”, Fiji Times, September 4, p.13

Internet


Radio

1. The Pacific Leadership Development Workshop, Radio Fiji News, 6 July 2007 (Hassall);
2. The Pacific Leadership Development Workshop, Radio Fiji News, 8 July 2007 (Hassall);
3. “The Reconciliation Bill”, Fiji Broadcasting Commission, 29 July 2007 (Hassall);
4. “Role of traditional leaders to be examined as part of Pacific Plan”, Radio New Zealand International, 11 October (Hassall) also reported as PAC – PACIFIC PLAN: RNZI PACNEWS 3: Tues 11 Oct 2005;

Television

2. ECREA workshop on rethinking good governance, democracy and prophetic leadership, Fiji One News, March 15.
4. QVS leadership seminar, FijiOne News, July 26th.
5. Future of democracy in Fiji, FijiOne News, December 7th.
Other matters

The eight key objectives of the Governance program:

The Governance Program at the Pacific Institute of Advanced Studies in Development and Governance (PIAS-DG) seeks to become the leading centre of excellence in research and training in governance studies as well as a leading advocate for good governance throughout the Pacific region. It has eight objectives:

1. To undertake research of governance and establish databases relating to governance;
2. To undertake research to see how governance may be improved in the countries of the Pacific region and to understand how improved governance will impact on social and economic development, poverty reduction, gender discrimination and the environment;
3. To establish a new academic journal that will be used to disseminate research and promote discussion of governance issues, and ensure that good governance remains topical;
4. To provide services for all levels of society in Pacific countries to assist in the improved understanding of governmental processes and business relations, so that there is heightened expectations of service from the public private, and not-for-profit sectors;
5. To create good governance indicators and monitor improvements in governance;
6. To train undergraduate and graduate students to undertake political, legal, economic, environmental, administrative, industrial, and social responsibilities in a manner that will help them contribute fully to the social and economic development of their countries;
7. To provide non-degree training to improve the capacity for and effectiveness of public service at all levels of government in Pacific countries; and
8. To provide training aimed at improving the capacity and the institutions for improved governance in the corporate and not-for-profit sectors.

Academic and Administrative contributions to the University Community and to scholarship:

i) Duncan is editor of Pacific Economic Bulletin, published by Asia Pacific Press, The Australian National University, Canberra, and Asian-Pacific Economic Literature, published by Blackwell Publishing

ii) Duncan is a Member, Australian Foreign Minister’s Aid Advisory Council (since 1998) February 15-19, attended the inaugural meeting of the Pacific Land Development Program Steering Committee that has been set up by AusAID, Canberra

iii) Duncan and Hassall served on the University Senate

iv) Hassall was the PIASDG representative on the Faculty of Arts and Law Committee for Teaching and Research

v) Hassall was PIASDG’s focal point to FAL for the Quality Audit.

vi) Hassall is a member of University Council (2006-8).
PART 2: ACADEMIC AND RESEARCH-RELATED MATTERS

Other student matters
Avinash Kumar obtained an “Australian Leadership Award” to commence PhD studies at ANU.

Governance graduates are obtaining jobs at UNDP, Forum Secretariat, and those in public service are gaining promotions on the basis of their diplomas and degrees.

Research

*Book Chapters:*

Duncan, R., & Nakagawa, H., PICs chapter for ESCAP Economic and Social Survey of Asia and the Pacific 2007.


*Journal Articles*


Conference publications

Professional and technical reports


Videotapes and Films

General Websites
www.governance.usp.ac.fj

Other matters related to research activities
List of students enrolled for PhD theses together with the titles of their research topics.

The following students commenced PhD studies in 2007:

a. Hamidan Bibi (Leadership in Sports in the Pacific Islands);
b. Feue Tipu “LOCAL GOVERNMENT: IN SEARCH OF A WORKABLE AND EFFECTIVE MODEL”.

Research/academic visitors:
1. Emele Duituturaga (Pacific Governance Network)
2. Laitia Tamata (Natural Resource Governance, Urban Governance Indicators)
3. Leon White (Pacific Islands Governance Portal)
4. Bikenibeu Paeniu - “Who is the Boss? Who makes decisions? The Minister or the Permanent Secretary?”
6. Jonathan Schultz, PhD scholar, Political Science, University of Melbourne, fieldwork on “Processes of policy making in Australia towards the Pacific States”.

In 2007 research was undertaken for the Forum Secretariat, the Commonwealth Secretariat, the World Bank, UNDP, and the Commonwealth Local Government Forum. These projects included:

1. Good Governance indicators
Dr. Haruo Nakagawa undertook three fieldtrips collecting data for the analysis of good governance indicators: Solomon Islands (18/9 – 25/9); Tonga (26/10 – 2/11); and Vanuatu (29/11 – 9/12).

2. Local Government
Prof. Hassall was invited to become a member of the inaugural editorial board of the Commonwealth e-journal on Local Governance and Development, under the auspice of CLGF. Hosted at the University of Technology, Sydney e-Press website.
3. **Strengthening Village Governance**

The Governance Program is working with Professor Bill Aalbersberg and Mr Alifereti Bogiva from the USP’s Institute of Applied Science on a project aimed at strengthening governance in Fijian coastal villages. The importance of including traditional governance, traditional knowledge and environmental management in governance at the village level is becoming increasingly evident. In the Fijian context, Fijian laws do not cover villages and the old Fijian by-laws are not well known and enforced. There is therefore need for research into how traditional and modern systems of governance might be combined to advance individual and community well-being. The project’s goals are:

- To create awareness on Village Governance to selected Fijian villages and existing community project
- To examine Village Governance issues necessary to improve village resource management and village planning activities
- To document Lessons learnt to assist management of IAS projects and services made available to interested parties (stakeholders).
- To discuss development opportunities to improve livelihood for all.

4. **Commonwealth Pacific Governance program**

In April the Governance program coordinated thematic papers (Property rights; Access to information; Parliamentary and Electoral Systems; and Development and strengthening of anti-corruption institutions) for Commonwealth Pacific Governance Program three-day planning meeting held in April to assist the Commonwealth Secretariat in the development of its Pacific Governance Programme (CPGP).

**List of research grants received during 2007**

**Democracy and Electoral Systems**


**Commercial Consultancies in 2007**

<table>
<thead>
<tr>
<th>Client</th>
<th>Project</th>
<th>Amount in FJD</th>
<th>Consultants</th>
</tr>
</thead>
</table>
| Commonwealth Secretariat        | Commonwealth Pacific Governance Program | 93,400       | Jeannette Bolenga  
Mark Borg  
Ron Duncan  
Graham Hassall |
| Pacific Islands Forum Secretariat | Economic Survey           | 14,000        | Ron Duncan    |
| UNESCO                          | Parliamentary Website Enhancement |               | Mark Borg  
Graham Hassall |
| UNDP                            | Pacific-Peace.net              | 69,000        | Mark Borg  
Graham Hassall  
Kimberly Syphrett |
| Public Service Commission – Fiji | Executive Development Program | 2000          | Hamidan Bibi  
Graham Hassall |
| Commonwealth Local Government Forum | Urban Indicators Project      | 20,000        | Laitia Tamata  
Sereana Tamani  
Graham Hassall  
Feue Tipu |
<table>
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<tr>
<th>Faculty of Arts and Law</th>
<th>Supervision of Solomon Islands Electoral Commission Graduate Trainee Program</th>
<th>5000</th>
<th>Bolenga</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Bank</td>
<td>World Bank - Economic Growth and Integration of Small States to the World Economy</td>
<td>20,000</td>
<td>Ron Duncan Haruo Nakagawa</td>
</tr>
<tr>
<td>Total Consulting income in 2007</td>
<td></td>
<td>116,000</td>
<td></td>
</tr>
</tbody>
</table>

Staff Leave & Conference
Conference participation and papers (other than those noted elsewhere in this report):
1. ‘Challenges for providing effective parliamentary assistance’, UNDP Pacific Islands Parliamentary Assistance Roundtable, 4-5 September, Nadi (Hassall)
2. Fiji Economic Update – co-convened with Australian National University, Suva, 3 July, and Lautoka, 5 July
3. ‘Challenges and Opportunities for Public Managers’, Australia and New Zealand School of Government, Pacific Executive programme, 10 September, Canberra (Hassall)
4. ‘Panel Discussion on Democracy, Good Governance and Prophetic Leadership’, ECREA-Theological Schools Panel Discussion Series: Faith and Practice: Pacific Theological College, Suva, 14 March (Hassall)
5. Launch of documentary, struggling for a better living: squatters in Fiji, co-hosted by the Citizens’ Constitutional Forum and the Pacific Institute of Advanced Studies in Development and Governance, Wednesday, 4 April 2007
6. 5th PIANZEA meeting, Port Vila, Vanuatu, 16-18 April, 2007
7. Fiji National Ethics Meeting, Suva, Fiji – Pacific Theological College, 11-12 April (Hassall)
10. Women, Peace and Human Security Consultation, Nadi, 24-25 April
11. USP Regional Campus Directors Annual Conference, Apia, Samoa, 18-19 April
12. Pacific Planner’s Forum, 26-27 April – Nadi (Hassall)
13. Second Pacific Regional Workshop on Urban Management, Nadi, 23-25 April
14. PIANZEA Network/BRIDGE Electoral Systems Workshops 16-20 (Bolenga)
16. Pacific Leadership Programme Consultations (PIFS and AusAID, Suva, 14-15 June) (Hassall, Bibi, Donigi, Tamata)
17. Free Speech, the Publication of Opinion and its Limitations, Laitia Tamata, Research the Methodist Church in Fiji’s Publication Committee at the Epworth Hall: 18 July
18. 30 August contribution to session on ‘Key civic education concepts and how they can be integrated into the primary school curriculum’ at a Workshop to integrate Citizenship Education concepts into subject syllabuses of the School Curriculum convened by the Department of Education’s Citizenship Education Project. (Hassall, Bibi)
19. The Citizenship Education project is an ongoing project of the Ministry of Education with technical and financial support from the Government of New Zealand and the Fiji Multi-Country Office of the United Nations Development Programme. The project which is component of the overall Fiji Good Governance Programme.


22. 9th Technical Advisory Panel Meeting, Raffles Tradewinds Convention Centre, Suva, Fiji Islands, 12-16 November, which includes two workshops ‘Local Government and Traditional Governance System Interaction in Pacific Island Countries’, Local Government and Traditional Governance Workshop, Lami, 16 November (Hassall); and Workshop on ‘Effective Local Government Legislation’. Centre for Local Government, University of Technology, Sydney and Commonwealth Secretariat, 15 November.


Staff Listing

Associate Professor, Acting Director  Elise Huffer, BA Calif., MA Toulouse, PhD Aix-Marseille
Senior Fellow     Frank Thomas, BA Hons McG, MA Oregon, PhD Hawai`i

Staff movement:

Former Acting Director   Elise Huffer, resigned in December.
Part-time Programme Assistant  Lalita Sharma was replaced by Susan Mani.

Serving the region

Elise Huffer presented a paper on ‘Pacific Ethics’ at the Fiji and Samoa national ethics meeting sponsored by UNESCO. The meeting was held in Apia, in April.

Elise Huffer attended the UNESCO roundtable on Intangible Cultural Heritage held in Nadi in November.

Working Group

Elise Huffer was actively involved in a Pacific Conference of Churches forum seeking to develop a Pacific Theology of Hope. The initiative has brought together a core group of regional scholars from different backgrounds and horizons in a bid to examine themes such as ethics, epistemology, symbolism and hermeneutics in the Pacific. The discussion group, led by Aisake Casimira of the PCC, brought together staff of the Pacific Theological College, the Pacific Regional Seminary, the South Pacific Association of Theological Schools, and of different programmes of USP. The objective was to set a course for a relevant and engaged Pacific theology in the future.

Public Seminars:


‘Pacific Observatory for Women, as both a Tracking Station and Catalysing Agent for Increasing Pacific Women’s Representation in Politics, Parliaments and Public Life’, by Jane Sloan. 5 April, Molikilagi Bure, Laucala Campus.

‘Culture in Fiji’, by Adi Meretui Ratunabuabua, Department of Culture and Heritage. Molikilagi Bure, Laucala Campus. 19 September.

IPS Publications

The new titles (see below) included the work of 16 USP staff members.

Two book launches were held during the year; the first in conjunction with Asia Pacific Press of ANU (co-publisher of From Election to Coup) and the second in collaboration with the Oceania Centre for the Arts.
An upgraded and re-designed IPS Publications website was completed and launched during the year. The site enables online purchasing of IPS titles, and is linked to the USP Book Centre.

An agreement was reached with Google for all IPS Publications titles to be included in searchable format with Google Book Search. This will be completed in 2008.

A full-colour catalogue for 2007 was printed in January and 3800 copies were distributed world-wide during the year.

An agreement was reached with Island Business magazine by which it would publish a regular review of an IPS book, written by a relevant expert (arranged by IPS Publications). Nine such reviews were published in 2007.


IPS Publications cooperated with the Pacific Writers Forum to distribute ‘Writing the Pacific’.

**New titles**


The following titles from the backlist were reprinted:

*Knowing and Learning: An indigenous Fijian approach*

Unaisi Nabobo-Baba

*Traditional Medicine of the Marshall Islands*

Irene J. Taafaki, Maria Kabua Fowler & Randolph R. Thaman

*Nai Vola ni Wai Vakaviti*

Wainimate

A writing workshop was held for the Institute of Marine Resources.
Student focus

Performance Art

‘Mara-i-wai: Lost At Sea’, was a postgraduate student project under the supervision of Elise Huffer. The three day programme featured meke from the Korova Community, creative dance choreography, original music and painting. This was a combined effort by the DG409 students led by Jakki Loeta-Ete, with assistance from Letila Mitchell of the Pacific Arts Alliance.

Major research achievements

Frank Thomas was awarded a grant by FAL to carry out the first phase of a project on cultural resource management and historical ecology in Kiribati.

Frank Thomas took part in an archaeological project at Bourewa, near Vusama Village (SW Viti Levu), as part of a team of USP (Pacific Studies, School of Geography) students under the direction of Patrick Nunn (School of Geography). The Fiji Museum, overseas scholars, and Earthwatch volunteers also contributed.

Elise Huffer coordinated a three-country study on matrilineal land tenure. The country researchers were Joel Simo and Anna Naupa for Vanuatu; Kristina Stege for the Republic of the Marshall Islands and Ruth Maetala for Solomon Islands. The edited volume, with an introduction by Elise Huffer, is being published by the Pacific Islands Forum Secretariat.

International Activities:

Several international student groups were hosted, including University of Wisconsin, Stevens Point, SIT Study Abroad Programme, and the University of Vienna.

Elise Huffer was invited to present a paper on Peace in the Pacific by the Institute of Peace Studies of the University of Hiroshima.

Elise Huffer was sponsored to attend a roundtable meeting on Extractive Industries organised by CIRAD in Montpellier on September 5th.

Elise Huffer co-organised a workshop and dialogue session on the theme of ‘Democracy and Governance in the Pacific: Where from, Where to?’ with Dr Malakai Koloamatangi of the Centre for European Studies of the University of Canterbury, Christchurch. The December event was the second part of a project which brought together 15 Pacific scholars who wrote papers on different aspects of the theme from a theoretical and applied perspective. The dialogue brought together nine of these scholars in three panel sessions which were followed by talanoa with invited participants from government, civil society, international and regional organisations and academia.

Elise Huffer led two workshops: 1) women in politics and 2) women and land, at the 10th SPC Triennial Conference on Pacific Women held in May in Noumea, New Caledonia.
PART 2: ACADEMIC AND RESEARCH-RELATED ACTIVITIES

RESEARCH

Publications:


Book Reviews:

Other matters related to research activities

Visitors
Matti Eräsaari from the Dept. of Sociology/Social and Cultural Anthropology at the University of Helsinki, was hosted to work on his PhD focusing on the movement of people in Fiji between urban and rural areas.
Executive Summary

This report highlights the accomplishments of the Faculty and staff of the Faculty of Business and Economics (FBE) during the 2007 calendar year. In terms of the student numbers, the Faculty is the largest academic unit at USP.

The Faculty of Business and Economics (FBE) came into existence on 1 January, 2006. FBE was created out of three Departments and a stand-alone Masters of Business Administration programme that previously were part of the School of Social and Economic Development. These units were upgraded to the status of ‘Schools’ when FBE was created. Professor Jeffery Born was appointed the foundation Dean and served until 14 December 2007. The Faculty would like to record its appreciation to Professor Born for his leadership of the Faculty for two years. Professor Biman Prasad was appointed as the new Dean and took his appointment on 21 December 2007. This report has some of the information that was reported in 2006 annual report for information and continuity.

FBE Vision, Mission and Values

Vision
Over the next decade the Faculty of Business and Economics will become the thought leader in global management practices that are environmentally, culturally, and socially responsible.

Mission
The Faculty of Business and Economics seeks distinction in the creation and distribution of knowledge in research, teaching, and consultancy. Specifically, we are committed to becoming the intellectual centre of excellence in Pacific-based public and private sector management education and scholarship. To achieve solutions to common problems within the region, we will build regional and international networks with business and government.

Values
- We are committed to the belief that organisations can serve their stakeholders while preserving and enhancing the physical and social environment.
- We are committed to producing graduates who can readily assume responsibility in business and government and who can rapidly contribute to organisational performance.
- We are committed to maintaining high academic, professional and ethical standards for all our students.
- We respect and value the diversity of our students and faculty members, and we are dedicated to ensuring that all are welcomed into our community.
- We are committed to serve as a role model for how organisation can achieve success with good governance and ethical decision-making in a context of transparency, integrity, excellence, and engagement.

The remainder of this report provides an overview of the Faculty’s accomplishments in 2007. Please do not hesitate to contact the Dean or the Dean’s Office if you desire additional information about FBE or if you would like to explore how the Faculty might be able to meet your unique programmatic or consultancy needs.
Profile
History
The Faculty was created on January 1, 2006 and includes four schools: School of Accounting and Financial Management, School of Economics, School of Management and Public Administration, and the Graduate School of Business. Previously these units were part of the School of Social and Economic Development (SSED). Departments from SSED were used to create FBE in its entirety, as well as providing a significant portion of the newly created Faculty of Arts and Law (FAL) and Faculty of Islands and Oceans (FIO).

Location/Facilities
The Faculty and staff of FBE occupy most of the office space contained in the FBE (formerly SSED) Building. In addition, the Graduate School of Business (GSB) occupied two stand alone building convenient to the location of FBE Building. However, December 2006 GSB moved to a new location at the Statham Street Campus at Suva Point. While the Faculty did not use the vacant buildings in 2007, it expects to fully utilise it in 2008.

Organisational Structure
FBE is one of four Faculties at USP. The Faculties and their associated Centres are the units that offer virtually all of the undergraduate and graduate degrees and programmes at USP.

FBE currently consists of four Schools; Accounting and Financial Management (SOAFM), Economics (SOE), Management and Public Administration (SOMPA) and the Graduate School of Business (GSB). The first three Schools are directed by a Head of School; Associate Professor Arvind Patel, Professor Keith Maunders (May 2007- July 2007) (Professor Biman Prasad, and Associate Professor Narendra Reddy, respectively. GSB is led by the Director, Professor James McMaster.

The four Schools are supported by the Office of the Dean. In addition to the Dean, FBE was aided by two Academic Associate Deans; Professor Michael White (Teaching and Learning until 14 December 2007) and Associate Professor Mahendra Reddy (Research). In addition to these academic positions, the Office of Dean has an Administrative Assistant; Titilia Tuinaceva, a Financial Officer; Andrew Irabu, and a Personnel Officer; Emily Ralifo.

Staffing and Employment
FBE has a total of 51 full-time faculty members, 23 full-time tutors, five research or graduate assistants, one senior staff member, 20 intermediate and junior support staff and six hourly personnel. GSB augments its full-time teaching faculty with as many as three visiting Professors in any particular trimester. The full-time employees are deployed as follows:

<table>
<thead>
<tr>
<th>School/Unit</th>
<th>Teaching Faculty</th>
<th>Tutors</th>
<th>RA/GA</th>
<th>Sr. Staff</th>
<th>I&amp;J Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOAFM</td>
<td>15</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>SOE</td>
<td>19</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>SOMPA</td>
<td>12</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>GSB</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Dean’s Office</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>FBE Total</td>
<td>51</td>
<td>23</td>
<td>5</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>
The 51 teaching faculty are distributed as follows:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>8</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>6</td>
</tr>
<tr>
<td>Senior Lecturers</td>
<td>9</td>
</tr>
<tr>
<td>Lecturers</td>
<td>18</td>
</tr>
<tr>
<td>Assistant Lecturers</td>
<td>10</td>
</tr>
<tr>
<td><strong>FBE Total</strong></td>
<td><strong>51</strong></td>
</tr>
</tbody>
</table>

**Enrolments**

The University maintains a large number of enrolment statistics which are extremely detailed. Rather than reproduce these here, and as in 2006, we have opted to present a variety of summary statistics. In general, these data reveal a rise in courses offered by the Schools that comprise FBE.

**Enrolment by School**

There was an overall decline in enrolment by less than 1%. The enrolment in 2007 declined modestly in the Schools of Accounting and Financial Management, and Economics. This was due to the enrolment policy of putting caps in some of the large enrolment courses.

These figures below do include courses offered during the summer and winter breaks via flexi-school methods. Flexi-school offerings will be highlighted in a separate section at the end of this chapter. These figures, however, do not include foundation course figures. The foundation programme is offered by a separate unit even though the faculty and schools over see the quality.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>SOAFM</td>
<td>7765</td>
<td>7781</td>
<td>7467</td>
<td>-4 %</td>
</tr>
<tr>
<td>SOE</td>
<td>6804</td>
<td>7180</td>
<td>6795</td>
<td>-5.3%</td>
</tr>
<tr>
<td>SOMPA</td>
<td>5092</td>
<td>5430</td>
<td>5851</td>
<td>+7.7%</td>
</tr>
<tr>
<td>GSB</td>
<td>1013</td>
<td>1029</td>
<td>1216</td>
<td>+18.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20674</td>
<td>21420</td>
<td>21329</td>
<td>-0.42%</td>
</tr>
</tbody>
</table>

**Enrolment by School and Level**

Courses offered by FBE are consistent amongst the most popular and highly enrolled at USP. Enrolments in FBE grew more rapidly than the overall enrolment at USP. With a limited array of offerings, compared to the other faculties, FBE served nearly 40% of all students at USP in 2007. The crush of large class sizes presents a host of challenges to virtually every staff member within the Faculty.

Enrolments at the 100-level were down by 12.9 % in FBE. The largest decline was in the Schools of Economics and Accounting. At the 200-level the largest decline was in the School of Accounting, however, overall the 200-level numbers went up with the bulk of the increase coming from the School of Management and Public Administration. The total enrolment at the undergraduate level courses in the Faculty declined by a modest 1.9%. This could be attributed to enrolment caps in the School of Accounting and Financial Management.
Enrolments at 300-level grew by over 14.1% in 2007 compared to 6% 2006, a reflection of strong enrolment growth at USP in prior years. Graduate level enrolments grew strongly at the Masters level and this is mainly due to the enrolments in the new Master of Commerce Programme by course work.

<table>
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>SOAFM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100-level</td>
<td>3409</td>
<td>3350</td>
<td>3096</td>
<td>-12.7%</td>
</tr>
<tr>
<td>200-level</td>
<td>2663</td>
<td>2450</td>
<td>2281</td>
<td>-16.9%</td>
</tr>
<tr>
<td>300-level</td>
<td>1674</td>
<td>1758</td>
<td>1758</td>
<td>+16.1%</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>7746</td>
<td>7758</td>
<td>7758</td>
<td>-4.3%</td>
</tr>
<tr>
<td>Graduate</td>
<td>19</td>
<td>23</td>
<td>48</td>
<td>+108.6%</td>
</tr>
<tr>
<td>SOE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100-level</td>
<td>3781</td>
<td>3880</td>
<td>3272</td>
<td>-15.6%</td>
</tr>
<tr>
<td>200-level</td>
<td>1561</td>
<td>1737</td>
<td>1826</td>
<td>+5.1%</td>
</tr>
<tr>
<td>300-level</td>
<td>1397</td>
<td>1500</td>
<td>1500</td>
<td>+7.0%</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>6739</td>
<td>7117</td>
<td>7117</td>
<td>-5.8%</td>
</tr>
<tr>
<td>Graduate</td>
<td>65</td>
<td>63</td>
<td>92</td>
<td>+46.0%</td>
</tr>
<tr>
<td>SOMPA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100-level</td>
<td>1853</td>
<td>1958</td>
<td>1808</td>
<td>-7.6%</td>
</tr>
<tr>
<td>200-level</td>
<td>1737</td>
<td>1879</td>
<td>2120</td>
<td>+12.8%</td>
</tr>
<tr>
<td>300-level</td>
<td>1335</td>
<td>1444</td>
<td>1719</td>
<td>+19.0%</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>4945</td>
<td>5281</td>
<td>5647</td>
<td>+6.9%</td>
</tr>
<tr>
<td>Graduate</td>
<td>147</td>
<td>149</td>
<td>204</td>
<td>+36.9%</td>
</tr>
<tr>
<td>GSB</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1013</td>
<td>1029</td>
<td>1216</td>
<td>+18.1%</td>
<td></td>
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<tr>
<td>FBE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100-level</td>
<td>9043</td>
<td>9388</td>
<td>8176</td>
<td>-12.9%</td>
</tr>
<tr>
<td>200-level</td>
<td>5961</td>
<td>6066</td>
<td>6228</td>
<td>+2.6%</td>
</tr>
<tr>
<td>300-level</td>
<td>4426</td>
<td>4702</td>
<td>5365</td>
<td>+14.1%</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>19430</td>
<td>20156</td>
<td>19769</td>
<td>-1.9%</td>
</tr>
</tbody>
</table>

Student Success

*Undergraduate Student Pass Rates by School*

The 2006 academic year has generally seen an improvement in the average pass rate across the school with SOAFM showing a 5.5% increase in pass rate in its undergraduate courses. It appears that the Faculty is well on the way to meeting the goals set forth by the Pro Vice-Chancellor Academic, Dr Eci Nabalarua.
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>SOAFM</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>64.5%</td>
<td>70.1%</td>
<td>76</td>
<td>+5.5%</td>
</tr>
<tr>
<td><strong>SOE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>74.6%</td>
<td>74.7%</td>
<td>75</td>
<td>+0.3%</td>
</tr>
<tr>
<td><strong>SOMPA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>83.6%</td>
<td>82.4%</td>
<td>79.9</td>
<td>+2.5%</td>
</tr>
<tr>
<td><strong>FBE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>72.9%</td>
<td>75.0%</td>
<td>76.9</td>
<td>+1.9%</td>
</tr>
<tr>
<td><strong>2005</strong></td>
<td>64.5%</td>
<td>70.1%</td>
<td>76</td>
<td>+5.5%</td>
</tr>
<tr>
<td><strong>2006</strong></td>
<td>74.6%</td>
<td>74.7%</td>
<td>75</td>
<td>+0.3%</td>
</tr>
<tr>
<td><strong>2007</strong></td>
<td>83.6%</td>
<td>82.4%</td>
<td>79.9</td>
<td>+2.5%</td>
</tr>
<tr>
<td><strong>Change(2006-2007)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Goal</strong></td>
<td>64.5%</td>
<td>70.1%</td>
<td>76</td>
<td>+5.5%</td>
</tr>
<tr>
<td><strong>SOAFM</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100-level</td>
<td>65.9%</td>
<td>67.9%</td>
<td>76</td>
<td>+8.1%</td>
</tr>
<tr>
<td>200-level</td>
<td>57.1%</td>
<td>71.4%</td>
<td>68</td>
<td>-3.8%</td>
</tr>
<tr>
<td>300-level</td>
<td>73.8%</td>
<td>72.8%</td>
<td>74</td>
<td>+1.2%</td>
</tr>
<tr>
<td><strong>SOE</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>100-level</td>
<td>70.8%</td>
<td>74.5%</td>
<td>78.9</td>
<td>+4.4%</td>
</tr>
<tr>
<td>200-level</td>
<td>75.7%</td>
<td>72.0%</td>
<td>69.3</td>
<td>-2.7%</td>
</tr>
<tr>
<td>300-level</td>
<td>84.0%</td>
<td>78.6%</td>
<td>77.5</td>
<td>-1.1%</td>
</tr>
<tr>
<td><strong>SOMPA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100-level</td>
<td>76.1%</td>
<td>74.4%</td>
<td>61.5</td>
<td>-12.9%</td>
</tr>
<tr>
<td>200-level</td>
<td>83.0%</td>
<td>84.9%</td>
<td>88.1</td>
<td>+3.2%</td>
</tr>
<tr>
<td>300-level</td>
<td>94.5%</td>
<td>89.9%</td>
<td>90.3</td>
<td>+0.4%</td>
</tr>
<tr>
<td><strong>FBE</strong></td>
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</tr>
<tr>
<td>100-level</td>
<td>70.0%</td>
<td>72.0%</td>
<td>72.1</td>
<td>+0.1%</td>
</tr>
<tr>
<td>200-level</td>
<td>69.5%</td>
<td>75.7%</td>
<td>75.1</td>
<td>-0.6%</td>
</tr>
<tr>
<td>300-level</td>
<td>83.5%</td>
<td>79.9%</td>
<td>80.6</td>
<td>+0.7%</td>
</tr>
</tbody>
</table>

**Programmes**

The Schools that make up FBE offer and support a wide variety of certificate, diploma and degree programmes (all the way through and including the PhD). In 2007 FBE has offered its own programme called Bachelor of Commerce. All new students are being enrolled in this programme instead of the Bachelor of Arts Programme.

**Staff Listing**

The list below only includes staff in the Faculty office. Staff listing for individual schools are provided within their respective reports after the overall faculty report.

**Senior Staff**

Jeffery A. Born                                      Dean, FBE (until 14 December, 2007)
Biman C. Prasad                                      (21 December, 2007)
Barbara Hau’ofa                                      Publications Officer

**Intermediate & Junior Staff**

Titilia Tuinaceva                                     Administrative Assistant
Marjorie Bola                                         Personal Secretary - Dean
Alitiana Ravoua                                       SNR Clerk Typist
Nilesh Lal                                            Clerk Assistant
Serving the Region

Teaching

First and foremost, FBE serves the region through its offerings of certificate, diploma and degree programmes. Enrolments in the Faculty are largest of any at USP. FBE has the smallest number of full-time teaching faculty (excluding tutors). The many activities involved in successful teaching; preparation, actual lecture time, preparing examinations, assessment, etc. account for the lion-share of staff time. The Faculty consistently has the largest class sizes across the University – whether face-to-face instruction or through DFL modes.

The situation with respect to staff-student ratio has not changed from 2006 and has remained almost the same for 2007. The observations made in 2006 are reproduced in the next few paragraphs.

The Faculty have the highest student-staff ratio of any of the four faculties. This ratio is computed by dividing the number of full-time equivalent students by the number of full-time equivalent faculty (which includes tutors). The Faculty student-staff ratios are double those of the next highest Faculty at USP. The Faculty student-staff ratio is more than double the average for business and commerce faculties in Australia.

FBE provides a significant amount of face-to-face teaching in the region. These courses are delivered at a number of campuses and centres in Fiji and elsewhere (e.g. Samoa, Tonga, the Cook Islands, the Marshall Islands, and Kiribati) using a ‘flexi-school’ approach. Briefly, these courses are offered in much shorter time period (usually four and half weeks) with students meeting virtually everyday.

The Faculty Graduate School of Business has been offering a part-time MBA programme in a number of regional countries including Cook Islands and Samoa. In 2008 it is planning to offer courses in Vanuatu.

Consultancy

A number of Faculty members provide significant service to the region through consultancy. These consultancies come in two basic forms: taught programmes and applied research, and community engagements through NGOs and government organisations.

Policy Analysis and Formulation

The Head of School Professor Biman Prasad, Associate Professor Mahendra Reddy, Associate Professor Jayaraman Dr Sukhdev Shah, Rup Singh and other staff in the School of Economics routinely provide formal and informal advice to governments around the region based on the results of their research findings. For example, Professor Prasad is very active in regional groups designed to deal with natural disasters and he frequently invited to attend conferences in the region and around the world on this topical area.
Student Focus
In the Faculty’s first two years of the formation (2006-2007) virtually all of the activities undertaken by FBE were designed to help improve student success. The Faculty has undertaken a number of initiatives designed to directly or indirectly improve the academic experience of all of its students. These initiatives were at the core of FBE’s budget request that was part of the Triennial Budget submission to Council in May, 2006. The highlights of that request were:

1. Building a new management education classroom facility
2. Equalising teaching loads
3. Preparing for increasing future enrolments
4. Regionalised face-to-face teaching at the 100-level
5. (New) Hotel Management Programme

Subsequently the Faculty’s initial budget requests were reduced and a revised budget request was put through to the University Grant Committee (UGC). The UGC ultimately endorsed USP’s request for funding, but at reduced levels. Internal allocations of funds have allowed the Faculty to pursue some of the student focused needs that was identified in its original Triennial Budget submission.

Buildings and Teaching Space
GSB was relocated to the Statham Street Campus. Unfortunately the Faculty did not use the spaces vacated by GSB in 2007 but renovation work has already began and the vacant space will be used for lecture rooms.

Additional Faculty
The Faculty continues to try to increase the number of teaching faculty. FBE received some additional budget funds for 2007 and hired additional faculty staff.

Enrolment Caps
Enrolment caps were introduced in 2006 and 2007 to rationalise the work load as well as improve student pass rates. The high student-staff ratio has been a concern for FBE for the last two years. Enrolment caps were not very popular amongst students and many who wanted to enrol in 2007 complained about the implementation of caps. The increase in budget for the Faculty for 2008 should provide it with some additional teaching staff but this may not be enough to bring down the student-staff ratios.

New Programmes
The Faculty had planned to form a Division of Hotel Management within the School of Management and Public Administration in 2007 but this was not undertaken for various reasons. The SOAFM has fulfilled a long-standing desire to launch a comprehensive programme in Financial Management. This programme was to have commenced in 2007 but due to resource constraints it has been deferred to 2008.

Quality
FBE is committed to continuous improvement in its programme offerings and other services to students, faculty and staff. As part of its process of preparing to offer BCom and MCom degrees, each School reviewed its entire curriculum. A significant number of new offerings have been developed recently with the launch of the Official Statistics programme by the School of Economics in 2005 and the approval of the financial management programme in 2006.

Student evaluation of Faculty and tutor performance has long been a part of the Quality Assurance tradition in the Departments that became the Schools of FBE. The Faculty continued this tradition in 2007 with each School making use of its own feedback instruments. The Faculty Teaching Learning Plan which incorporates individual school teaching learning plans has been prepared in 2007. These plans will be used to improve the quality of teaching and learning in 2008. In 2007, FBE also prepared itself for the quality audit in 2008.
Distance and Flexible Learning and Teaching

FBE meets the needs of a significant number of students through its DFL and flexi-school offerings. In 2006 and 2007 approximately one quarter of undergraduate EFTS were met through DFL offerings. The Faculty continue to make progress in efforts to develop new DFL offerings of classes in the three schools that serve undergraduate students.

FBE does need to increase the number of 300-level courses that are developed for DFL and flexi-school offerings. The school of Economics has the highest number of DFL offerings including those at 300-levels. DFL offerings have been supplemented with flexi schools in the region. FBE combines this to ensure that many of the regional students can complete their full degrees or at least the bulk of their courses.

Research Achievements

Research output for 2007 has been very good. The Faculty staff published 52 Journal articles and six books. Majority of the publications came from the School of Economics which has been the leading School in terms of research. The School of Accounting has had staffing difficulties and much of their time is spent on teaching leaving little time for research. In 2008 the Faculty expects address some of these constraints. The Faculty research committee has been very active in 2007 and has provided mentoring to young researchers in the Faculty. The total research budget for the Faculty was fully utilised in 2007 as opposed to 2006.

The Faculty was allocated $150,000 for funding of research proposals submitted by FBE academic staff. This amount fell short of meeting the Faculty Research Committees’ (FRC) activities in 2007. A total of $87,054 was used for funding of research proposals, $21,000 was used to fund capacity building workshops, $40,000 was used to purchase econometric softwares and $4000 was used to finance the travel for visiting Professor, $2000 was used to fund Faculty seminars. These commitments resulted in a total commitment of $154,054. The shortfall of $4,054 was met from Faculty’s general funds. Table 1 provides details of the research proposals approved by the Faculty.

<table>
<thead>
<tr>
<th>Staff Name</th>
<th>Research Topic</th>
<th>Research Funding(F$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nacanieli Rika</td>
<td>Pilot Study of Two Provincial Councils</td>
<td>3,845</td>
</tr>
<tr>
<td>Filipo Tokalau</td>
<td>Globalise or Smile/Tourism Fiji</td>
<td>2,318</td>
</tr>
<tr>
<td>Mr N Gounder</td>
<td>Education &amp; Democratic Values in Fiji</td>
<td>3,000</td>
</tr>
<tr>
<td>Mr Jesse Verebalavu</td>
<td>Fiji Women in Fish Industry</td>
<td>3,000</td>
</tr>
<tr>
<td>Professor Biman Prasad</td>
<td>Kava Consumption and its socioeconomics impact in Fiji</td>
<td>12,500</td>
</tr>
<tr>
<td>Dr Mahendra Reddy</td>
<td>Food Consumption Differences Amongst Fiji House</td>
<td>5,418</td>
</tr>
<tr>
<td>Arti Prasad</td>
<td>Exchange Rate Risk and International Trade: Empirical Evidence from PNG</td>
<td>2,000</td>
</tr>
<tr>
<td>Gyaneshwar Rao</td>
<td>Ethanol Production From Sugar</td>
<td>1,466</td>
</tr>
<tr>
<td>Gurmeet &amp; Mahendra</td>
<td>TV Advertising in Fiji</td>
<td>3,880</td>
</tr>
<tr>
<td>Seone Lolesio and Biman Prasad</td>
<td>Tonga’s WTO Accession</td>
<td>4,100</td>
</tr>
<tr>
<td>Filipo Tokalau</td>
<td>Infrastructure &amp; Tourism Development in Bua</td>
<td>4,000</td>
</tr>
<tr>
<td>Neelesh Gounder</td>
<td>Measuring the Effect of Foreign Aid on Growth</td>
<td>2,678</td>
</tr>
<tr>
<td>Jagjit Singh</td>
<td>Religious Belief &amp; Work Ethics</td>
<td>5,200</td>
</tr>
</tbody>
</table>
### Capacity Building

As part of the FRC’s effort to develop capacity of staff to undertake rigorous quantitative analysis for research and publication, the FRC organised two five-day intensive course on time series modelling. The first course was offered by Professor Paresh Narayan of Deakin University and the second was offered by Mr Rup Singh. Both the courses proved very popular amongst staff. The first was attended by 25 staff while the second offering was attended by 10 staff.

In line with University policies, staff members also attended local, regional and international conferences where they were able to present their research papers amongst their peers. The University provides a maximum of $4000 per three year contract which is quite restrictive for highly productive staff and thus an impediment for capacity building.

### Research Seminars

The research committee organised a number of seminars in collaboration with the respective Schools. The list of seminars are provided in Table 2 below. A total of seminars were facilitated in 2007. Most of it was presented by Faculty staff while some were from visiting academics.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rup Singh</td>
<td>Demand for Money in Developed &amp; Developing Country</td>
<td>3,350</td>
</tr>
<tr>
<td>Dr Atishwar Pandaram</td>
<td>Customer Services at the Airports</td>
<td>5,940</td>
</tr>
<tr>
<td>Doreen</td>
<td>Examination of the Sugar Industry Reform</td>
<td>1,618</td>
</tr>
<tr>
<td>Dr Gurmeet Singh</td>
<td>Small Holder Agriculture Farmer &amp; Marketing</td>
<td>3,997</td>
</tr>
<tr>
<td>Ms J Narayan</td>
<td>FTIB and its Role in ICT Development</td>
<td>1,000</td>
</tr>
<tr>
<td>Pritesh Narayan</td>
<td>Examination &amp; Evaluation of Industrial Relations</td>
<td>2,711</td>
</tr>
<tr>
<td>Sudesh Kumar</td>
<td>Exploring the Impact of Diversity Management</td>
<td>2,722</td>
</tr>
<tr>
<td>Rafia Naz</td>
<td>E-governance for Improved Public Sector</td>
<td>4,000</td>
</tr>
<tr>
<td>Gaya Prasad</td>
<td>Linking Attitude to Business Performance</td>
<td>3,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$87,054</strong></td>
</tr>
</tbody>
</table>
### Table 2: Faculty of Business and Economics Seminars, 2007.

<table>
<thead>
<tr>
<th>No</th>
<th>Presenter</th>
<th>Title</th>
<th>Date</th>
</tr>
</thead>
</table>
| 1  | Dr K.L Sharma  
    Chaired by: Professor Keith Maunders | High-Value Agricultural Products of the Fiji Islands: Performance, Constraints and opportunities | 5 September, 2007 |
| 2  | Dr Anand Chand | A theoretical understanding of global commodity chain paradigm with empirical evidence from the Fiji garment industry | 9 May, 2007 |
| 3  | Professor Hans Gullestrup | Co-housing project in Denmark: How 25 families can live together (plus or minus) | 23 August, 2007 |
| 4  | Dr Saia Kami | Searching for Knowledge through empirical economics: The need for congruence between theory and data | 28 March, 2007 |
| 5  | Dr S.V.Subbaiah  
    and Mr. Sunil Kumar | Cultivation of Rice in Fiji: Problems and Economic significance | 13 June, 2007 |
| 6  | Associate Professor Rukhmani Gounder | Output Volatility and Economic Vulnerability in the Pacific: Cross-Country Evidence | 27 August, 2007 |
| 7  | Associate Professor Rukhmani Gounder | Private Savings Behaviour in Fiji: Some Empirical Results | 31 August, 2007 |
| 8  | Dr Chandra Dulare | Revitalising the Fiji Economy: interest rate and exchange rate options | 27 August 2007 |
| 9  | Sunil Kumar | Intra-Household inequality and poverty among semi-urban indo-Fijian households | 2 October, 2007 |
| 10 | Dr Ravi Prasad | Introduction to cyber crime and combat strategies | 4 April, 2007 |
| 11 | Dr Anirudh Singh | Making it Right: A Sequel to Silent warriors. | 24 October, 2007 |

### International Activities

As reported in the 2006 annual report, FBE entered into a significant new MoU with the Waikato Management School (WMS), University of Waikato in Hamilton, New Zealand and FBE has continued to work on some of the focus areas identified by the MoU. The Faculty actively participated in joint academic conference organised by WMS in Vanuatu in 2007. Many of the staff in various schools are also engaged in international activities, research consultancy and advisory service. Professor Biman Prasad is a member of the Asia Pacific Forum on Environment and Development and also is a resource person for World Trade Organisation (WTO) for the Asia Pacific region.

### Effective and Efficient Resource Management

- FBE has largest student/faculty ratio of any Faculty
- FBE student/faculty ratio is double the next highest Faculty ratio
- FBE student/faculty ratio is double the Australian University average
- The average enrolment in FBE classes is the highest of any Faculty
- Approximately 65% of FBE undergraduate classes have enrolments > 100
- FBE has the smallest budget of any Faculty
- FBE courses have the lowest cost per students of any of the Faculties
- FBE has the smallest equipment budget of any Faculty
- FBE has smallest number of full-time teaching faculty of any Faculty
- FBE has the smallest operating budget of any Faculty.
Financial Future Growth
FBE staff continued to do consultancy and attract externally funded research. These funds have come from Global Development Network, UNESCAP and other research organisations.

Equal Opportunities
In 2007 the Faculty continued the practice of ensuring that in its recruitment, a diversity of people and skills was looked at. Particular attention was paid to attracting women academics and the Faculty is pleased to note that it is increasing female teaching staff. In addition the Faculty is doing its best to train and retain regional academic staff.

Good Governance
The current internal structure provides an opportunity for the Dean and its management to have an open and transparent discussion on all matters relating to the Faculty. The structure comprises of the Executive Committee of FBE. The Executive Committee met regularly and almost every fortnight in 2007. The Executive Committee consists of the Dean as Chair, Head of SOAFM, Head of SOE, Head of SOMPA, Director of GSB, Associate Dean – Teaching and Learning, Associate Dean – Research, FBE Administrative Assistant, and FBE Financial Manager. All policy discussions and decisions are made within FBE Executive Committee.

FBE is also served by a Board of Studies. FBE is the only faculty with a faculty wide Board of Studies amongst the four faculties. The Board consists of the Dean, Associate Dean – Teaching and Learning, Head of SOAFM, Head of SOE, Head of SOMPA, Director of GSB, a member from outside the faculty and a representative from DFL, and elected members from each of the four schools within the Faculty (Professor R.D. Pathak, Professor Bill R. Rao, Professor Mick White, and Associate Professor Mohit Kolay). The Board met twice in regular session and twice in special session in 2007.

Community Liaison
A number of faculty members in FBE make contributions to the popular press here in Fiji and across the region. They undertake these efforts through invited opinion articles or making themselves available to reporters for quotes. The Faculty encourages this activity with the provision that Faculty clearly identify that the views they are providing are their personal views and that they do not necessarily reflect the views of USP. Amongst the Faculty, members of the School of Economics would appear to be the most active contributors to public debate over economic policy proposals in Fiji and across the region. This has helped not only the Faculty but the University to make its presence felt in the region.
Executive Summary
The School of Accounting and Finance perceives its mission as two-fold: to meet the region’s needs for personnel in accounting, banking and finance at the professional and paraprofessional level; and to undertake applied research and consultancy in the fields of accounting, banking and finance. Accounting, finance and banking are professional disciplines. The programmes offered are geared to preparing graduates to make efficient and effective financial decisions in both the public and private sectors.

The School’s objective is to provide a wide variety of courses for accounting, finance and banking to allow students to specialise in a number of disciplines including entry into professional bodies. The School incorporates within the standard theories and concepts of accounting, finance and banking, the local business practice, legal requirements and cultural complexities to provide a balanced understanding of economic events measurement and reporting in the Pacific Region.

Profile
The School of Accounting and Finance was established in the early 1970’s (Discipline of Accounting as it was known at that time) in response to shortage of professionally qualified accountants and a push by the establishment of the Fiji Institute of Accountants Act. The School added the banking programme in 1992 in response to demands by the banking industry for programmes in banking and related disciplines. Most recently the School has added the finance programme at the undergraduate level and the Masters in professional accounting at the postgraduate level. While the Masters in professional accounting was offered in 2007, the undergraduate finance was delayed due to resource constraints. In 2007, the University went through major reorganisation which has led to the creation of the Faculty of Business and Economics and the establishment and renaming School’s to what is now called the School of Accounting and Finance. The undergraduate degree is now labelled as Bachelor of Commerce. The School currently offers three two major disciplines of study which include accounting and banking and plans are underway to start the finance discipline in 2009.

The School is the largest in the Faculty of Business and Economic and produces the largest number of graduates from USP. The School comprises of 32 full-time positions and employs many part-time professionally qualified personnel to provide a good balance between theory and practice. The School offers 29 undergraduate and postgraduate courses and also offer postgraduate research degrees at Masters and Doctoral level. The School’s teaching commitments are extremely high in comparison to other disciplines with the School registering the highest number of student enrolments. The School offers all its core 100-level and 200-level accounting courses through the extension mode, and students are able to complete the Diploma in Accounting through the DFL mode.

Staffing
The School’s staffing position during the year continued to improve, especially at the lower rank levels. There was a number of resignations during the year. The continued high demand for accounting academics makes it difficult to recruit and fill many vacant positions.
Several new appointments were made in 2007. The School was able to recruit the services of Professor Keith Maunders from the University of Hull. Dr Gyorgy Komarami joined as senior lecturer from University of Hungry and specialises in finance. Mr Dharmend Naidu, Ms Charlotte Taylor, Mr Naibuka Saune and Mr Pranil Prasad as tutors.

There were a number of staff departures in 2007. Mr Lyndon Lyons and Mr Simon Sims left for Australia. Dr Kamaljeet Sandhu joined University of Victoria in Australia. Professor Keith Maunders has left for six months but is returning in July 2008 for a 12 month appointment. Mr Mohammed Irfaq, Mr Avinesh Prasad and Mr Shyman Reddy joined the private sector and Mrs Kananeabogi left to join a consultancy firm. Mr Naibuka Saune went on study leave to undergo his Masters degree at University of New South Wales.

Staff Listing

Professor of Accounting WHITE, Professor Michael
Professor of Banking SHARMA, Professor Maya
Professor MAUNDERS, Keith
HOS/Associate Professor PATEL, Arvind
Senior Lecturer FULCHER, Peter
Lecturer AMANI, Monovi
Lecturer KANAENABOGI, Lusiana
Lecturer RIKA, Nacanieli
Lecturer SHAH, Krishn
Lecturer TIMITI, Uriam
Assistant Lecturer VARMA, Veer
Assistant Lecturer MATAFAHI, Psila
Assistant Lecturer TUISEKE, Nathaniel
Assistant Lecturer KUMA, Clayton
Lecturer KOMAROMI, Gyorgy
Tutor NAIDU, Dharmendra
Tutor PRASAD, Pranil
Tutor RAM, Shymal
Tutor SAUNE, Naibuka
Tutor TAYLOR, Charlotte
Tutor SINGH, Asha
Tutor PRASAD, Acklesh (On leave)
Tutor TAVITE, Siata
Tutor VEITUNA, Tevita
Tutor HARIKISHAN, Vikash
Tutor RAJU, Sherlin Krishna
Tutor REDDY, Shyman
Tutor TUILOA, Masilina
Secretary BENTLEY, Gloria
Secretary MANUCA, Joy Asenaca
Clerk Typist NADAN, Regina

Serving the Region

The School of Accounting and Finance took an active role in educating financial managers throughout the region. In addition to offering many courses through the DFL mode, the School conducted flexi-school in most regional member countries. The School makes extensive use of USPNet to deliver many of its courses to remote locations.
**Student Focus**

The School had worked closely with its student group, engaging in the USP Open Day, meeting student representatives on a continuing basis and meeting regional student representatives to address specific problems. The School promoted its new Master of Commerce degree, especially the professional stream and response to the programme was very encouraging. Twenty-eight students enrolled in the programme. The School has not found much success in promoting the accounting student society which has established in 2005. Attempts are being made to revive the society.

**Quality**

Campus course enrolments over the School’s curriculum showed a slight decrease from 2006 figures. The School continued to face staffing shortages and the problem was acute at the senior levels. However, the School was able to offer all core undergraduate courses and three postgraduate courses. Student numbers continued to increase in AF302 (Information Systems). Other core accounting courses also continued to register high student numbers. Staff members are to be congratulated for the dedication and perseverance in sustaining the curriculum and providing high quality accounting and banking education over a period with high staff-student ratio.

Postgraduate enrolments increased as a result of the new Master of Commerce degree. However, the School was not able to offer a full compliment of postgraduate courses. As a result many students could not study full-time.

Student’s performance continue to show slight improvements compared to 2006. While the School registered higher pass rates in both, the face-to-face and DFL modes, the results for students performance through DFL mode was some what lower. The reasons for less than normal pass rates cannot be easily identified. School has implemented some revised teaching models and results appear promising.

The School continues to produce high quality accounting and banking programmes. Responses from the labour market clearly indicate that our approach in delivering the curriculum is entirely appropriate.

**Distance and Flexible Learning and Teaching**

The School offers all 100- and 200-level core accounting courses through DFL mode. The School registered very high student enrolments in all its distance education courses and makes extensive use of class share and satellite tutorial facilities. The only significant activity conducted during the year was the revision of AF101 (Introduction the Accounting and Financial Management I). The updated new version will be introduced in Semester 1, 2008.

**Major Research Achievements**

Mr Pranil Prasad, Mr Naibuka Suane, Ms Charlotte Taylor and Mr Dharmend Naidu have been investigating corporate governance behaviour patterns in Fiji and have produced excellent research work. Some of the research work will be presented in the forth coming American Accounting Association’ International Accounting Conference in San Diego. Mr Naca Rika is investigating the relationship between leverage and profits in the state owned enterprises.

Professor Michael White continued to work on the issue of the relevance of International Accounting Standards to Fiji, and the Fiji Institute of Accountants strategy towards the adoption of these standards.

Dr Patel is working on audit evidence evaluation and factors affecting electronic commerce business failures and success. He has also been involved in factors that impact upon performance in first year university accounting and has some work published in the area of distance education. He has also been involved in looking at corporate governance and fraud and forensic accounting and has published some research in this area.

Professor Sharma is involved in research relating to banking regulation, banking operating costs and bank profits.
**International Activities**
Mr Naca Rika, Mr Nathaniel Tuiseke, and Ms Masilina Tuisolia presented paper at the conference in Sydney on accounting within the Fijian culture. Dr Gyorgy Komorami presented a paper at the international on finance in Hungary.

**Effective & Efficient Resource Management**
The School continued to operate under financial constraints. The School produces the highest number of graduates at the lowest cost University-wide. This however, comes about as a result of staff dedication and goodwill. Staff teaching loads are very high in comparison to other teaching units thus affecting staff research output. The School and the Faculty are planning to address these issues in the coming year.

**Financing Future Growth**
The School continued to fund many activities from staff member’s consultancy funds. Journal subscriptions, computer peripherals and other items are often funded from consultancy funds. The School has been lucky to be conducting a major consultancy for the Fiji Government in the past. While the balance of consultancy funds is not healthy, prudent financial management allows the School to meet all its emergency needs. The ability of the School to continue to grow and retain or improve the quality of delivery is going to entirely depend on the level of funding that the University will be allocating to the various programmes.

**Equal Opportunities**
The School continued to strive for the cause of equal opportunities. The School attracted many more female students into the programme. Female students were twice the number of male students. There were seven female members on the full-time positions and many more were employed on part-time basis. The School strives for a policy of non-discrimination in accordance with University and international best practice.

**Good Governance**
The School is well aware that its courses and graduates play an important role on good governance and as such many of its courses strive to relate the theoretical and conceptual topics to the underlying foundations of good governance.

**Community Liaison**
Professor White represented the University on Fiji Institute of Accountant’s (FIA) Accounting and Auditing Standards Committee. He chaired the FIA’s surveillance panel, South Pacific Stock Exchange panel of judges for the Annual Report Award and the Diocese of Polynesia Finance Committee.

Mr Naca Rika was continued to serve on FIA’s Education and Membership Committee. He also severed on FIA’s surveillance panel.

Arvind Patel continues to serve as the Senior Treasurer of the USPSA. He was also appointed as a member of the advisory committee of the School of Commerce at Fiji Institute of Technology, as a board member of South Pacific Stock Exchange and a member of FIA’s Professional Development Committee.

**Communication & Information Technology**
The School continued to maintain its website. Class share was also extensively used to post educational materials for the benefit of remote students.

**Marketing and Public Relations**
The School was engaged in actively marketing its new Masters of Commerce in accounting programme and has attracted many students in 2007. The marketing was mainly conducted through the newspapers and through personal contacts at key organisations.
**Commercial Activities**

The School engaged in many commercial activities through the USP Solutions. Professor White, Mr Naca Rika, Mr Monovi Amani and Mr Clayton Kuma continue to conduct the Financial Management Reform Programme training for the Fiji Government. Professor White, Mr Naca Rika and Arvind Patel also conducted workshops for the Auditor General’s Office. Dr Arvind Patel conducted a workshop for the Training and Productivity Authority of Fiji.

**Other Matters**

This report would be incomplete without acknowledging staff successfully completing formal degrees. Ms Charlotte Taylor, Mr Pranil Prasad, Mr Naibuka Saune completed their Bachelor of Commerce degree. Mr Prasad who joined the School in January 2006 received gold medals in the undergraduate category for School of Accounting, School of Economics and Faculty of Business and Economics for the year 2006 and Mr Naibuka Saune received the Vice-Chancellor’s gold medal for overall best student.
PART 2: ACADEMIC & RESEARCH-RELATED ACTIVITIES

**Journal Articles**

**Working Papers**
Shah, K., (2007). Paper on comparative study of Vanuatu, Kiribati and Fiji on how arrest, seizure of vessels (including sister ship, or associated ownership), and other pre-emptive remedies are a powerful tool in securing and enforcing claims of third parties.
Executive Summary

The School of Economics is one of the four Schools that make up the Faculty of Business and Economics. Following the restructuring of the School of Social and Economic Development, the School made excellent progress under the previous Head of School, Professor Biman C. Prasad. The School is envied both within the Faculty and the wider University community given its track record in the core areas of teaching, research and publication. In the Faculty, the School stands tall in terms of research and publication. With respect to its contribution to the stock of human capital in the Pacific region, it continues to perceive its mission in terms of meeting the demand for professional economists, teachers of economics and those that need understanding of economics together with other disciplines in the region. More specifically, the School has been able to broaden the range of its teaching, research, consultancy, and community activities and thus continues to maintain its position as a leading contributor to the region’s policy analysis for economic development and welfare. In 2007 for example, the School added on new courses to complete the offering of the ‘Official Statistics’ programme in response to the needs of the regions statistical offices and a general objective of improving the collection and dissemination of statistics and information to stakeholders in the region. As evident from enrolment numbers, the programme is gradually becoming popular in the region.

The School has an establishment of 30 positions. However, temporary tutors and markers are hired to complement the increasing student numbers in the school. It offered courses for doing major and minor in economics leading to Bachelor of Commerce degree. Students also do their major in economics for Education (BEd) and Bachelor of Science (BSc) degrees. The School offers courses in economic theory, applied economics, statistics and econometrics at undergraduate and postgraduate levels. Major teaching and research areas are: micro and macroeconomics, monetary economics, public finance, econometrics, economic development and planning, agricultural economics, international trade, environmental and resource economics, economics of tourism, and economic history of the South Pacific.

Table 1: List of Staff in School of Economics for 2007.

<table>
<thead>
<tr>
<th>Professor and Head of School</th>
<th>Biman Prasad</th>
<th>Lecturer</th>
<th>Roger Fouquet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>Bhaskara Rao</td>
<td>Assistant Lecturer</td>
<td>Emalini Nakabea</td>
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<td>Associate Professor</td>
<td>Azmat Gani</td>
<td>Assistant Lecturer</td>
<td>Rup Singh</td>
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<td>Associate Professor</td>
<td>Mahendra Reddy</td>
<td>Assistant Lecturer</td>
<td>Foizia Nisha</td>
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<td>Associate Professor</td>
<td>Tk Jayaraman</td>
<td>Assistant Lecturer</td>
<td>Arti Prasad</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>K L Sharma</td>
<td>Tutor</td>
<td>Nalini Lata</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>Jagjit Singh</td>
<td>Tutor</td>
<td>Yenteshwar Ram</td>
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<tr>
<td>Lecturer</td>
<td>Sunil Kumar</td>
<td>Tutor</td>
<td>Neelesh Gounder</td>
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<tr>
<td>Lecturer</td>
<td>Gyaneshwar Rao</td>
<td>Tutor</td>
<td>Baljeet Singh</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Jese Verebalavu</td>
<td>Tutor</td>
<td>Sanjesh Kumar</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Mike Holmes</td>
<td>Graduate Research Assistant</td>
<td>Rajhneal Deo</td>
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</table>
Serving the Region

The School offers its courses by various modes: on-campus face-to-face and DFL mode by using course materials and video tapes. EC101, EC102, EC201, EC202, EC203 and EC301, EC302, EC303, EC304 and EC307 and OS101, OS102, OS202 were offered through distance mode and attracted a large number of students at USP’s regional campuses. EC304 was offered via DFL for the first time and over 100 students enrolled for the course. The School also offers winter/summer schools face-to-face on the request of Centres. In 2007, a total of six courses in economics and official statistics were offered via summer and winter school both in Fiji and the region. Staff members in their field of specialisation undertook research projects on various problems and issues confronted in the regional context. In 2007, the School made a number of proposals for further extending its research into the region. The Head of School and other staff have continued to engage in regional meetings, continue to provide consultancy services to various regional organisations and have served on expert groups of regional organisations. Some are also serving as regional resource persons to the international organisations such as UNESCAP and WTO.

Student Focus

Staff members give orientation and counselling to new students for their studies at USP during their visits to the regional campuses for summer courses and for tutorials. This included giving handouts on requirements for major/minor in economics, course-sequences and offerings on-campus and distance mode. Staff also participated in public seminars at USP’s regional campuses in making people aware about the University’s role in the region. The School in 2007 also focused on improving the services to the students. Furthermore, it committed itself to reducing the size of tutorials. It made some temporary appointments to provide more tutorial support to the students especially at the first year levels. The School supported a very vibrant Economics Students Association which organised several activities and made representations to the Head of School on issues affecting economics students.

Quality

The School makes efforts to get feedback from students verbally and in writing during the course and at the end of semester. Also, as part of this strategy, the School ensures that class representatives are appointed for each course taught on a face-to-face mode. The class representatives are asked to provide regular feedback on class delivery. This helps staff to monitor quality of course offerings and the performance of the students. Many staff members have been able to publish in international refereed journals and the quality of research output is usually measured using this yardstick. However, the quality of both teaching and research could be improved further if funding model within the University is geared towards high demand courses such as economics to reduce the staff-student ratio.

Distance and Flexible Learning and Teaching

The School continued its effort in developing courses for DFL and are pleased that six 300-level economics courses were offered through the distance mode in 2007. These courses are: EC301 (Monetary Economics), EC302 (Public Finance), EC303 (Econometrics), EC304 (Development Economics), and EC307, (Environmental and Resource Economics) and EC308 (Economics of Tourism). On the requests from the regional campuses, the School offered flexi-schools in Labasa, Lautoka, the Cook Islands, Vanuatu and Kiribati. As part of capacity building for junior staff and people working in the industry, the School, in collaboration with the Faculty Research Committee offered a two five-day intensive course in applied econometrics.

The School is now planning to offer EC311 via DFL. With this offering, it will be now possible to do all economics undergraduate courses via DFL.
Major Research Achievements
Research output of the School of Economics is exemplary. In 2007, the research output has further increased. The junior staff members in the School including, Rup Singh, Baljeet Singh, Nilesh Gounder, Yenteshwar Ram, Arti Prasad and a number of postgraduate students are working with Professor Bill Rao, Associate Professor Biman Prasad, Associate Professor Mahendra Reddy, Associate Professor Azmat Gani and Associate Professor Jayaraman on a number of research projects. TK Jayaraman pursued his research on currency reform and management in the South Pacific. Professor Biman Prasad is working on a wide range of development issues including privatisation and public sector reform, trade policy reform and WTO issues. Associate Professor Gani is working on issues of governance and technology issues in Fiji and the South Pacific. Sunil Kumar is enrolled in the PhD programme and researching on poverty in Fiji and spent a year at the University of Queensland in 2006. A number of refereed journal articles were published by staff of the School in 2007. Of these many were published in top ranked economic journals, such as the Applied Economics. This is an excellent achievement given the workload and staff student ratio in the school. Staff continued to attract research grants from international organisations such as GDN, WTO and UNESCAP.

International Activities
Staff members in the School actively participate in international conferences by presenting their research papers. Some staff members have continued to represent the University and the School on regional meetings and delegations to international meetings. Professor Biman Prasad serves as a regional resource person to the WTO’s Regional Trade Policy Course (RTPC). He is a member in the Asia Pacific Forum on Environment and Development (APFED) and continues to serve the region in that capacity. Associate Professor Mahendra Reddy has been invited in a number of international conferences including serving as a resource person for Global Development Network. Professor Prasad was the first recipient of the University of Otago Ratu Sir Kamisese Mara fellowship. He spent three months at the University of Otago in 2007.

Equal Opportunities
The School sees equal opportunities policy within the context of University policy which provides equal opportunities to students in dealing with them in lectures, tutorials, consultation and in counselling matters without discrimination on the basis of gender, race, religion, physical disabilities, etc. For staff recruitment, again the School adheres to University policy and ensures that all applicants are treated equally for consideration and the School has special emphasis on gender equality.

Good Governance
The School maintains collegial atmosphere and all decisions are taken in consultation with staff members in the School meetings and in 2007 held six meetings. A series of working papers of the School is run for disseminating research findings to local and international audience. The School adhered strictly to University wide policies of transparency and accountability in dealing with both staff and students.

Staff actively participated in the School and the University administration.

Community Liaison
A number of staff members participated actively in a variety of community services. Professor Bill Rao, Biman Prasad, T.K. Jayaraman and Sukhdev Shah, Azmat Gani, Mahendra Reddy participated in several panel discussions on current economic issues in Fiji. Some staff members also gave seminars in the School which was open to public. Also, some staff members are regular writers in local newspapers and give commentary on economic issues to local, regional and international media. Staff members also provide their consulting services to various national, regional and international organisations. Staff also attended a number of international conferences.
Table 2: School of Economics Internal Seminars

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<tr>
<th>No</th>
<th>Author</th>
<th>Title</th>
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<tbody>
<tr>
<td>1</td>
<td>Dr K.L Sharma</td>
<td>High-Value Agricultural Products of the Fiji Islands: Performance, Constraints and opportunities.</td>
</tr>
<tr>
<td>4</td>
<td>Dr Saia Kami</td>
<td>Searching for Knowledge through empirical economics: The need for congruence between theory and data.</td>
</tr>
<tr>
<td>5</td>
<td>Dr S.V.Subbaiah and Mr Sunil Kumar</td>
<td>Cultivation of Rice in Fiji: Problems and Economic significance.</td>
</tr>
<tr>
<td>6</td>
<td>Visiting Associate Professor Rukhmani Gounder</td>
<td>Output Volatility and Economic Vulnerability in the Pacific: Cross-Country Evidence. Private Savings Behaviour in Fiji: Some Empirical Results</td>
</tr>
<tr>
<td>8</td>
<td>Dr Chandra Dulare</td>
<td>Revitalising the Fiji Economy: interest rate and exchange rate options</td>
</tr>
<tr>
<td>9</td>
<td>Sunil Kumar</td>
<td>‘Intra-Household inequality and poverty among Semi- urban indo-Fijian households</td>
</tr>
<tr>
<td>11</td>
<td>Dr Narendra Prasad</td>
<td>Social Policy in Small States</td>
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</tbody>
</table>

Communications and Information Technology
Staff members are encouraged to make full use of USPNet for reaching distance students. Currently, the technology is used for tutorials for students enrolled through DFL. The use of USPNet intensifies towards the end when demand for more tutorials by the course coordinators based at the Laucala Campus increases. The School also ensured that all its staff and students have access to proper computer facilities and other accessories for effective teaching, learning and research.

Marketing and Public Relations
The School promotes its academic activities through the University’s Open Day, participation and presentations by staff in national and regional meetings. Active participation by some staff in the discussion of critical economic issues in the region and advocating policies that needs to be pursued by regional governments. Staff also made an attempt to visit schools in Fiji and the regional campuses for providing career opportunities in economics for school leavers. Seminars are also arranged at the regional campuses with wider audience including parents for economics education. The School organised a very successful open day programme in 2007 and was presented a prize for being one of the best organised for the open day. It has also upgraded its website and this is now regularly updated. It contains Schools working papers, articles, news and all other course details.

Commercial Activities
The School encourages members to undertake consultancies in accordance with university policies. A small number of staff members did consultancy work in 2007. Staff in general have not been able to take up consultancies due to the teaching responsibilities in view of increasing numbers of students.
PART 2: ACADEMIC AND RESEARCH-RELATED ACTIVITIES

Developments in Teaching
The School of Economics continues to expend its Official Statistics programme by adding and offering new courses as the first batch of student progress in their studies. Plans are under way to offer some of the Official Statistics course via DFL in 2008. Staff in 2007 worked on this front to prepare DFL materials. School staff have been encouraged to respond to any student feedbacks they receive earlier in the semester. They have been encouraged to make tutorial attendance more meaningful through targeted work that also contributes towards assessment. Research supervision has been more targeted with senior members working very closely with postgraduate students.

Research and Publications
The School is a trend-setter in the Faculty when it comes to research and publication. Following a change in leadership in 2004, a research strategy was put in place including mentoring of junior staff by senior members and promotion of joint research. A direct result of that has been a sudden increase in publications in refereed journals.

Books

Journal Articles
**Book Chapters**


**Working Papers**


Feature Articles
Executive Summary
The School of Management and Public Administration is committed to excellence in teaching, research and publications. Through teaching, Staff and student research, publications, projects and outreach it seeks to contribute to the overall mission of the University. The School has initiated the first time offering of BCom and MCom in Management and Public Administration - a joint effort of all Schools in the Faculty of Business and Economics. The School continued with efforts to contribute to the development of the region by offering Postgraduate Diploma in Management and Public Administration through USP’s Lautoka Campus, as well as offering a number of summer schools throughout the region. The School has also initiated PhD programme in different areas of management and public administration.

Profile
The School of Management and Public Administration contributes to the overall mission of the University through undertaking teaching, research and consultancy projects aimed at understanding and providing solutions to the regional problems and help contribute to the development of the region.

The objectives of the School are derived from the Faculty of Business and Economics mission:

(i) To be a provider of top quality management education in the Pacific region.
(ii) To be a facilitator for efficient and effective management practices in the Pacific in both the public and private sector through providing training, consultancy and research.
(iii) To promote accountability, transparency, and business ethics in the public and private sector in the Pacific through training, consultancy and research.
(iv) To facilitate cooperation and joint participation of public and private sector management and NGOs.

Courses offered and duration
Undergraduate courses
The School of Management and Public Administration is one of four schools within the Faculty of Business and Economics. The teaching of the School ranges from undergraduate, postgraduate and doctoral. The undergraduate programmes offered by the school include: Certificate in Management Studies, Diploma in Management Studies, BCom and MCom in Management and Public Administration. School has developed new DFL course MG316 (Comparative Employment and Industrial Relations) for BCom.

Graduate courses
At the postgraduate level, the School is the largest contributor to the Postgraduate Diploma and MCom programme run by the Faculty of Business and Economics. During 2007 Semester II, the School had maximum registration in postgraduate courses within the Faculty. Four students have been admitted to PhD programme. The School has developed number of new courses for new MCom programme, in particular, MG410 (Consumer Behaviour), MG411 (Project Management), MG412 (Supply Chain management) and MG406 (E-Commerce). The School has maintained its focus of providing cross-disciplinary perspectives to students, with the specific purpose of providing them with a repertoire of skills demanded by employers in today’s ever-changing work environment.
Research Programme
The key areas of Research are:
• Corporate Planning
• Entrepreneurship and Small Business Management
• Service Management & Customer satisfaction
• Total Quality Management
• Managerial Effectiveness
• Leadership
• Cross-Cultural Management
• E-Governance
• Public Sector Reform
• Corporate Culture
• Managerial Ethics
• Management of Technology
• Industrial restructuring and labour market flexibility
• Creativity and innovation management
• Social Marketing
• International Marketing
• Electronic marketing
• Consumer Behaviour
• Advertising

Staff Listing

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
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<tbody>
<tr>
<td>Professor</td>
<td>Dr Raghuvar Dutt Pathak</td>
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<tr>
<td>Asso. Professor and HOS</td>
<td>Dr Narendra Reddy</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>Dr Gurmeet Singh</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>Dr Ravi S. Prasad</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>Dr Anand Chand</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>Dr Ram Reddy Reguri</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Sirisena Tennakoon</td>
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<tr>
<td>Lecturer</td>
<td>Subhash Appana</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Dr Atishwar Pandaram</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Dr Desmond L Amosa</td>
</tr>
<tr>
<td>Assistant Lecturer</td>
<td>Benedito Waqaliti (on leave)</td>
</tr>
<tr>
<td>Assistant Lecturer</td>
<td>Jashwini Narayan</td>
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<tr>
<td>Tutor</td>
<td>Naolah Pitia</td>
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<td>Tutor</td>
<td>Barry Ilaisa</td>
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<td>Rafia Naz</td>
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<td>Lina Petaia</td>
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<td>Tutor</td>
<td>Alka Ashwini Nand</td>
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<td>Graduate Assistant</td>
<td>Sudesh Kumar</td>
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<td>Graduate Assistant</td>
<td>Jone Lako</td>
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<tr>
<td>Secretary</td>
<td>Iliana Nasedra</td>
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<tr>
<td>Secretary</td>
<td>Neeta Pratt</td>
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</tbody>
</table>
Serving the Region
The School continues to offer the Postgraduate Diploma in Management and Public Administration and MCom at USP’s Lautoka Campus. MG406 was offered for students at the Lautoka Campus. The School also continued with its offering of summer school courses in a number of regional campuses.

Student Focus
The School through its course delivery is providing cross-disciplinary perspective to students with the purpose to increase the employability of USP graduates by providing them with skills demanded by employers in the ever-changing work environment.

Students of management and public administration are encouraged to work in mixed groups; whose membership represents not just Fiji but all USP’s member countries. This fosters cooperation and widens the range of companies they can access together. Regional students are also encouraged to do research projects on companies from their own home countries. The School continues to put emphasis on developing local cases, which are more appropriate to the understanding of the regional context for discussion in the classroom. For example, MG206 students are introduced to a mode of learning through action. Using the theme ‘Display and Market’, students are provided with proper guidance to convert a feasible idea into a viable product. The same product was then displayed in the School bazaar organised for marketing the products by the students under the guidance of the course lecturer and tutor. Over 50 innovative products were exhibited in the corridor of old Graduate School of Business building. Response from visitors and students from Faculty and USP was very encouraging. Associate Dean (Research) Dr Mahendra Reddy and Head School of Management and Public Administration Dr Narendra Reddy acted as judges to select three best displays.

The School of Management and Public Administration is continuing its Business Studies Programme. The School has recently restructured the programme to respond to the expectations of employers, thus making it more focused in terms of preparing students for meeting the challenges of 21st century business environment.

Quality
The School of Management and Public Administration actively participated in the University’s Quality Audit. Dr Gurmeet Singh represented the School And attended programmes and presentations organised by Quality Audit team. Dr Singh was also awarded a certificate by UNESCO and IIEP for distance course on ‘External Quality Assurance: Options for higher education managers’.

Distance and Flexible Learning and Teaching
The School for the first time offered MG316: Comparative Employment and Industrial Relations as a DFL course, thus making it possible for students to complete some 300-level courses by distance learning. This course has been written by Dr Anand Chand.

Summer schools offered by the School during the year 2007-2008 included: MG311 (Total Quality Management) in Lautoka by Atishwar Pandaram; MG314 (Public Sector Management) in Labasa by Subhash Appana; MG309 (Strategic Management) in the Cook Islands by Narendra Reddy; and MG315 (Industrial Relations) in Samoa by Anand Chand.

Major Research Achievements and International Activities
Following are the major research achievements and international activities of staff from the School.
PART 2: ACADEMIC AND RESEARCH-RELATED ACTIVITIES

Publications and Research

Books

Journal Articles
**Book Chapters**


**Working Papers (2007)**

‘The Paradox of Power Sharing: Participative Charismatic Leaders have Subordinates with more instead of less Need for Leadership’ has been prepared as a working Paper Number 13 from School of Management and Public Administration, FBE, USP.

**Feature Articles**


**Effective and Efficient Resource Management**

The School continued with its resource management strategy by continuing to assist other departments in resource management by lending its services of faculty members. Dr Narendra Reddy and Dr Ravi Seva Prasad from the School taught Strategic Management and Project Management in MBA programme during 2007. The School continued to efficiently utilise its resources.

**Financing Future Growth**

Increased enrolments to the School assisted not only the School in financing its own growth but also contributing substantially to the growth of the University.

**Equal Opportunities**

The School of Management and Public Administration continued to provide equal opportunities to its staff. Students irrespective of their backgrounds and place of origin, enjoy the same access to all staff. Students can interact with faculty members during the class hours and in faculty rooms during consultation hours.

**Good Governance**

The School continued to maintain the collegial atmosphere and all decisions were taken in consultation with staff members during staff meetings. The School maintains a record of all these meetings and makes it available to all faculty members.

**Community Liaison**

Like every year, the School participated during the University Open Day on Friday 14 September, 2007. Mrs Naolah Pitia, Ms Rafia Naz, Ms Lina Petaia and Ms Jashwini J Narayan under the leadership of Dr Gurmeet Singh from School took the lead in arranging the programme in an innovative way using displays and posters. Large numbers of students from the various secondary schools in Fiji participated enthusiastically in this orientation programme and expressed keen interest in joining programmes offered by the School of Management and Public Administration.
Marketing and Public Relations
The School organised several seminars throughout the year.

- The School organised a guest lecture on the topic, ‘Co-housing Project in Denmark: How 25 families can live together (plus or minus)’ by Professor Hans Gullestrup Aalborg University, Denmark.
- Dr Ravi Siva Prasad presented seminar on the topic ‘Introduction to Cyber Crime and Combat strategies’. Dr Ravi Siva Prasad also presented seminars on ‘Introduction to Cyber Crime’ at the Police Academy, Republic of Fiji Police Force in Suva and ‘Cyber crime, social and cultural implications’ at the Indian High Commission, Suva.

Commercial Activities
Dr Reddy presented a public seminar on time management at the Alafua Campus, Apia, Samoa. He also conducted workshop on negotiating skills for senior managers and public service officers in Tuvalu. This was funded by the EU. Dr Ravi Siva Prasad also conducted workshops on Project Management for Small and Micro Finance Organisation, Finance Ministry, Government of Fiji. He also conducted Advanced Project Management Workshop, for the Training and Productivity Authority of Fiji (TPAF), Government of Fiji.
Executive Summary

The year 2007 was a most successful one for the Graduate School of Business, MBA Programme. MBA enrolments were at a record high level and increased by 34% from 2006.

In January 2007, the Graduate School of Business was relocated to the Statham Campus, ICT Park. This move has provided the MBA Programme with a very substantial increase in office space for its activities. The MBA Programme now occupies a large two storey building in the centre of the ICT Park Campus. The MBA building includes a newly refurbished lecture theatre, computer laboratory, audio visual seminar room, student common room, IT equipment room, a reception and staff offices as well a conference room with seating capacity of 80 persons. The building was refurbished and equipped with latest audio visual equipment and high quality furniture. In 2007, the MBA Programme was taught in four locations; Suva, Nadi, Rarotonga in Cook Islands and the Alafua Campus in Samoa.

The year commenced with a very successful orientation programme that was managed by MBA graduate Ms Hamidan Bibi. This week long programme provided intensive training on computer software, library resources, research methods and graduate study techniques. The programme was ranked highly by the participants and they found it very valuable introduction to graduate studies. Each participant received a comprehensive manual of educational material and there were many interactive activities to assist students to get to know each other.

In February 35 students commenced the MBA Programme in Rarotonga with financial support from the Government of Cook Islands. The Graduate School of Business allocated $60,000 to develop the facilities for MBA teaching at the Cook Islands Campus. Campus Director Mr Rod Dixon arranged for the provision and furnishing of a lecture room for the MBA students and for equipping it with computers, photocopier and audio visual equipment and furniture. Also 25 students received their MBA degrees at the December Graduation ceremony in Samoa having successfully completed their MBA studies undertaken over a two year period at the Alafua Campus.

Continuing with its policy established in previous years, the MBA Programme employed visiting international Professors to teach some of the courses. In first trimester Professor Sally Stewart from Edinburgh, Scotland taught Business Economics in Suva and in Rarotonga. In second trimester Dr Cristanna Cook from the University of Maine taught Marketing, E-Commerce, and Quantitative Business Analysis in Suva. Professor Keith Maunders, a former Professor of Accounting at the Central European University, taught Accounting for Decision Making in Cook Islands and in third trimester Professor Jan Nowak from the MBA Programme, Central European University in Budapest, Hungary, taught Marketing in the Cook Islands. Dr Roberto Ridolfi, former head of the European Union Delegation in Suva, taught an MBA course on Managing Development Projects.

Professors from the Faculty made important contributions to the MBA Programme. Professor Narendra Reddy taught Strategic Management to the MBA students at the Alafua Campus and South Pacific Business Environment to 25 students undertaking the course in Nadi in the conference room of the Tanoa International Hotel. Professor Mahendra Reddy taught Quantitative Business Analysis in first trimester and Dr Ravi Prasad taught Operations and Quality Management and Project Management. Dean of the Faculty of Business and Economics Professor Jeffery Born taught Finance to the MBA students in the Cook Islands in third trimester. Ms Susan Shandil taught HRM in Nadi and Dr Colin Ash from Faculty of Science and Technology taught Management Information Systems in Suva and Nadi. The core MBA staff members Professor James McMaster, Professor
Mohit Kolay, Ms Carol Frodey and Mr Feue Tipu taught courses in all the locations and also undertook delivery of many short executive courses.

Two new MBA courses were approved by the Senate in 2007. These are E-Marketing for Managers, and Services Marketing and Management. These courses were developed by Ms Carol Frodey and Dr Cristanna Cook.

In second trimester Professor Mohit Kolay took leave without pay and taught a series of courses at a university in Germany. USP MBA graduate Ms Helen Chandra joined the team to assist with student administration, marketing and public relations. She was responsible for designing the marketing programme and commissioning the radio and television advertisements. Ms Letila Fong joined our staff to head up the IT services. She is responsible for managing computer lab and staff IT services and looking after all the audio visual equipment and conference room management.

In 2007 a range of donors provided scholarships for full-time students. These included the Commonwealth Secretariat, AusAID, the Fijian Affairs Board and the governments of Kiribati, Samoa and Tonga.

During the year, the MBA staff strengthened the relationship with the private sector through addressing professional groups and conducting executive management training short courses. Professor McMaster addressed the Fiji Employers Federation on the potential role of business incubators in Fiji and he was appointed by the National Centre for Small and Micro Enterprises Development to chair a committee on business incubator development in Fiji. In July Professor McMaster addressed the Fiji National Provident Fund Executives and managers at a Corporate Governance Workshop on the topics of Board-CEO-Management relationships and project risk management. In November, Professor McMaster participated in the International Labour Office Tripartite Technical Meeting on Decent Work: Pacific Island Countries held in Nadi.

Professor McMaster and Helen Chandra visited many of the embassies in October and November and met with the ambassadors to brief them on the MBA Programme and to seek their support for allocation of scholarships for the programme. The details of the executive training courses are recorded in a later section of this report.

**Research and Conference Papers**

Professor James McMaster presented two papers at the Third Annual Conference of the Asia Pacific Academy of Business in Society: ‘Communities and sustainable development’ Port Vila, Vanuatu, 25-27 June, 2007. One paper reported the findings of a research project on the ‘Impact of Internet and Website Marketing on Backpacker Accommodation in Fiji, Tonga and Samoa’. The other paper was entitled ‘Role of Business Incubators and their Relevance to Pacific Island Economies’.

The Asia Pacific Academy of Business in Society (APABIS) was initiated by Professor Juliet Roper and the Waikato University Management School in 2005, with the endorsement of its European counterpart, the European Academy of Business in Society (EABIS). The aim of the organisation is to provide a platform for business, NGOs, governments and academia to work collaboratively toward the understanding and establishment of a sustainable role for business in the societies of the Asia Pacific region. The Port Vila, Vanuatu, conference, organised jointly by the University of Waikato, Management School and USP, was the first full conference to be held by APABIS.

Professor Jeffery A. Born, Professor James McMaster and Ms Anna Baukje de Jong, prepared a research report that analyses the costs and benefits and rate of return on investment of MBA graduate studies at USP. Professor Born presented a conference paper on this project in Thailand in November entitled ‘Graduate Management Education in the South Pacific: Some Preliminary Findings’. This study uses data collected in the MBA Tracer study undertaken by Anna.

Professor McMaster undertook a research project with Professor Ron Duncan on the ‘Impact of ICT on University Education in Small Island States: The Case of the University of the South Pacific’. The findings of this research project will be published in 2008 as Chapter 8 in a World Bank publication.
Professor McMaster continued to undertake research on the development of national single window trade portals with Professor Jan Nowak. Their paper on ‘The Evolution of Electronic Trade Facilitation: Towards a Global Single Window Trade Portal’ was published by the Central European University, School of Business in Budapest, Hungary.

Ms Carol Frodey attended two parallel run conferences in early 2007 in the USA. One was the Tertiary Teaching and Learning Conference (TLC) and other was the Conference on Applied Business Research (ABR), both run by the Clute Institute for Academic Research. Ms Frodey presented a paper with a colleague at the ABR conference titled: ‘Pure Fiji Export Limited: A Skin Care Company in Harmony with Nature and Culture’. During the conference, she was encouraged to submit it for refereed consideration for inclusion in *The International Journal of Business Case Studies*. The paper has been accepted for publication during the second quarter of 2008. Ms Frodey continues to work on developing business case studies of regional companies and is completing development and writing up of a model for evaluating and implementing service quality in organisations. She also spearheaded the development and approval of an MBA course on Managing Services, during the year.


Professor Kolay is also writing a textbook on *Accounting for Managers*, to be published by Macmillan India Limited.

**Grants and Consulting Projects**

Professor James McMaster received a grant of $72,000 from the Republic of China (Taiwan) to undertake a project in 2007 entitled: ‘Training Small Business Managers and Entrepreneurs in to the use of the IFC World Bank SME Business Toolkit’ at www.smetoolkit.org. This project was expanded to cover more activities and countries by a grant received from the European Union (EU) Management Development Programme that contributed $240,000 and by funding from the Pacific Islands Forum Secretariat (PIFS). It was developed at the request of the participating countries after trialling the World Bank SME toolkit with country representatives at the EU-funded Regional Small Business Development Conference held at the Graduate School of Business, USP in Fiji in September, 2006. This project was undertaken in collaborating with the Private Sector Programme managed by the PIFS, Private Sector Development Unit.

In 2007, workshops were conducted in Samoa, Tonga, Fiji, FSM, Palau, Tuvalu, PNG and the Cook Islands. The purpose of the workshops was to provide the SME support organisations with the knowledge and some tools to help build the business community. A broader purpose is the development of business capability profiles across the Pacific so that the business capability weaknesses by country and the whole region can be identified for future capability building programmes.

The objectives of this project were:

1. To train people responsible for helping SMEs – referred as business development managers (BDM) – in each country to understand the fundamentals of a successful business. To enable them to appreciate what resources processes and culture needed to reduce SME risk and ensure growth constraints are removed.

2. To train SME economic development agencies in the use of tools for assessment of a business against an ideal or ‘best practice model.’ This is a software tool that automates assessments, enables identification of capability weaknesses or gaps, automates report writing and drives through re-measurement of a continuous improvement programme.

3. To enable economic development agencies to aggregate the assessments to give a regional and cluster view of capability gaps and needs so that strengthening the whole SME sector is possible through the appropriate supportive programmes.

4. Introducing the business development managers to solution tools found on the web such as The World Bank’s toolkit found on www.smetoolkit.org and the Australian site www.business.gov.org.
5. Build a Pacific understanding of business capability by conducting the programme across Samoa, Tonga, Fiji, FSM, Palau as a first phase and comparing capabilities with New Zealand’s Maori and other Pacific island groups.

The workshops involved:

- Taking participants through a best practice model of an SME and using a tool that converts the best practice model into a series of audits
- Conducting actual assessments on companies in the area. This provides real interactive case studies and feedback on the capability of the local community
- Developing action plans and complete reports for building business capability
- Training participants in the use of solutions tools found on the net and available for use such as the World Bank SME toolkit.
- Aggregating all the work of the workshop to develop a capability profile of the region and discuss possible solutions for the region
- Benchmarking one region with another to get a view of business capability across the Pacific.

**Country Workshops conducted in 2007**

**Samoa:** The workshop was well organised with participants from across business and tourism sectors. In particular the banks were represented and showed a desire to integrate the business fitness work with their own risk assessment work. Facilities in the University lab were good with adequate internet. Confidence of business future was encouraging.

**Tonga:** Tonga would have liked stronger participation from the business development sector. The business environment demonstrated that it was in need of significant confidence boosting. Indications were there that business was at an unacceptably high risk to being often on the point of bankruptcy. The business environment was an issue and the family demands on business a handbrake for growth.

**Fiji:** There was excellent attendance, 22 people successfully participated vs. a budgeted 15 participants. The assessment of 25 companies was an excellent effort and gave a reasonable profile of business in Fiji. Again, community demand on cash surpluses was seen as an inhibitor to growth. The micro finance and development banks were participants who again saw the benefits of the assessment approach and an integration of activity.

**Cook Islands Business Toolkit Training:** 12-15 June 2007. This workshop received very strong private sector support and received excellent feedback.

**Tuvalu:** The programme provided training on the World Bank SME toolkit and developing a small business plan, cash management and budgeting, challenges in managing a family business, and identifying potential products for export. The participants were owners of small businesses including motor cycle hire and repair shop, bakeries, retailers, joinery, and petrol station.

**PNG Business Toolkit Training:** This workshop received very strong private sector support and received excellent feedback.

**FSM:** Following is a report on the above workshops that were conducted at the College of Micronesia - Pohnpei Campus, FSM in June. The key objective of the workshop was to train participants on using the Business Diagnostic Toolkits in the assessment of SMEs. The toolkit will assist businesses to identify areas of weaknesses and strengths within their businesses. Additionally, the toolkit can also assess businesses on a sectoral level, providing the government with a snapshot of how the different sectors are performing. Among the attendees to the four-day workshop were micro-finance loan officers, a representative from the FSM Development Bank and members of the Private sector and the Director of the Pohnpei Business Development Centre. In addition to the toolkits, the programme included a session on country branding. Participants in the branding session included members of the public as well as those of the private sector.

**Palau:** Participants at the four-day workshop included counsellors from the Small Business Enterprise Centre and representatives from a few private enterprises who find business assessment an important part of their work. The programme was very similar to that of the FSM. The first few days of the programme was spent on intensive training of participants on the software. Case studies were also discussed so that participants could have a picture of the capabilities of the software. The rest of the programme was spent with participants conducting assessments of businesses.
European Union Funded Management Development Programme 2007: Activities and Outputs

Graduate School of Business academics, Professor James McMaster and Feue Tipu were responsible for the implementation of the EU-funded Management Development Programme. The following activities were successfully completed under this programme.

Activity 1: Training Small Business Managers and Entrepreneurs in to the use of Business Toolkits.

In line with the framework of the Pacific Plan, which calls for cooperation between the regional organisations in the delivery of services and maximising available resources, the Pacific Islands Forum Secretariat and the Graduate School of Business, Faculty of Business and Economics will collaborate in the implementation of the activity. The countries that have requested assistance for training in the use of the business toolkit are: Tonga, Samoa, Fiji, FSM, Palau and PNG (Lae and Kokopo/Rabaul). The MDP component has focus only on funding the countries that have signed the 8th EDF.

Activity 2: Pacific Centre for Entrepreneurship and Trade Conference Room Refurbishment

The Pacific Centre for Entrepreneurship and Trade was established at the Graduate School of business, at USP’s Statham Street Campus. This decision was made after a feasibility study was commissioned by the Graduate School of Business, funded internally by USP. During 2007, the conference room was fully refurbished and is in regular use for meetings, training programmes, MBA activities and national and regional conferences.

Activity 3: USP Master of Business Administration Programme EU Scholarships.

This has been a highly successful project. It has involved providing a part-time MBA programme to 20 senior managers at the University’s Alafua Campus in Samoa. All the students successfully completed the programme by June 2007. The EU/MBA scholarships enabled the students to undertake the Master of Business Administration programme on a part-time basis in Samoa rather than leave their families and undertake the programme overseas. The performance of the cohort students was excellent as demonstrated by the high proportion of ‘A+’ and ‘A’ grades awarded by the professors. This project involved face-to-face delivery of the MBA programme in a dedicated classroom/computer laboratory at the Campus. EU funding was used to outfit the classroom with computers and audio visual equipment. The facilities were intensively used by the students. The performance of each student was continuously evaluated with a range of assessment instruments. Students also evaluated the course and reported favourably on the value of the course for their current work performance and future career path. Twenty part-time scholarships were awarded to students in Samoa in order to study the MBA programme by DFL. A 100% pass rate was accomplished by this group.

Activity 4: MBA Tracer Study

One of the activities of the Human Resources Development Programme funded under the 8th EDF and implemented by USP was to commission a study to trace the MBA graduates over the lifetime of the programme. In 2007, the USP MBA programme embarked on the first MBA graduate tracer study since the programme’s establishment in 1995.

The objective of the study was to evaluate the impact of USP’s MBA degree on the MBA graduates’ career paths and to assess the graduates contribution to the socio-economic development of the Pacific Island Countries. In addition, the study provides MBA graduates an opportunity to rate the quality of the MBA programme and USP’s student services.

The target group for the tracer study included 476 MBA graduates of the MBA programme since the first enrolments in 1995. Due to a large number of graduates changing employment and residence since their graduation, an extensive search was conducted to update the contact information of the graduates. To carry out the tracer study, a questionnaire was designed. 369 of the 476 graduates were located and the majority was forwarded the questionnaire via email. The response rate achieved was 50%.
**Activity 5: Executive Programme on ‘Result Oriented Leadership’ Vanuatu.**
Client: Public Service Commission, Vanuatu Government. The Seminar was held from Monday to Friday, 7 – 11 May, 2007, Port Vila, Vanuatu for director generals, directors, human resource officers and financial managers. This week-long course for senior civil servants in Vanuatu achieved the learning outcomes that were part of the course design. This course provided hands-on training in corporate planning techniques and policy analysis and leadership. The senior civil servants undertook a series of exercises related to their own department’s corporate plan. The exercises were designed to improve their skills in planning and policy analysis.

**Activity 6: Samoa Institute of Directors Capacity Building Project**
The Samoa Institute of Directors received funding of $60,000 approved by the EU and administered through USP, was utilised for capacity building and training activities in corporate governance. The EU grant was successfully applied by the Samoa Institute of Directors to undertake the training and capacity development activities.

**Activity 7: Tuvalu Management Negotiation Skills Development Seminar**
The Management Negotiation Seminar was conducted by Professor Narendra Reddy and Feue Tipu at the request of the Tuvalu Government. Negotiation has been identified as a core competency that has been neglected for a long time. The seminar was a collaborative initiative between the Management Development Programme and the Tuvalu Government with funding support provided by the European Union. This course has greatly improved the negotiation skills of all the participants and demonstrated by the course evaluation.

**NZAID-funded, Cook Islands Policy Analysis Training Programme, July 2007**
Professor James McMaster designed and delivered a Policy Analysis Course for the Government of the Cook Islands from 23-27 July 2007 and USP’s Cook Islands Campus. The objective of the course was to introduce senior civil servants in the Cook Islands to the field of public policy analysis and to provide practical training in policy analysis techniques. This course provided participants with an introduction to the tools used to analyse policies and a discussion of the political, economic and cultural elements that affect this analysis. The goal of the course was to ensure that the participants understand the basic economic principles used to evaluate different public policy proposals.
Executive Summary
This Report highlights achievements of the Faculty of Islands and Oceans (FIO) in 2007, particularly those that are leading towards meetings its overall goals and objectives.

FIO was created in 2005 by a decision of the USP Council and started its first year of operation on 1 January, 2006. Being a completely new entity comprising units from former schools and other sections of the University, it was essential to the future success of the Faculty in meeting its vision, mission and objectives to ensure that its structure, learning and teaching programme as well as its research agenda were appropriate and adequately supported.

The Faculty institutionalised a multi-disciplinary Pacific focus and therefore the drive for excellence in the study of things Pacific, especially in terms of awareness-raising of the scientific understanding of Pacific Islands environments and their sustainable development, increasing understanding that is relevant to the Pacific region, sponsoring innovation and creativity, increasing capacity in science, social science and technology, and the critical importance of linking all these to the management of island, marine and human resources in the Pacific region.

The Faculty’s vision of education and training, research and services to the community in its sphere of competence over the next three years is:

To become a world-renowned centre of excellence in terms of the scientific understanding, sustainable management and development of our islands, and their ocean and human resources.

The central purpose and key role of the Faculty in contributing to the overall development of the USP region is defined as:

Responding to the needs of Pacific Island communities through relevant teaching and learning, research, community outreach and other services. The Faculty will achieve this through an inter-disciplinary, high quality and Pacific-oriented approach which seeks to:

• Equip our students with the necessary knowledge and skills to meet evolving challenges, with the means to achieve the most appropriate responses for island development in a rapidly globalising world,
• Assist Pacific peoples to manage their resources in a responsible, sustainable and equitable manner,
• Focus on meshing the synthesis of Pacific perspectives and values with emerging global issues and models as a basis for appropriate development strategies, and
• Foster and strengthen partnerships with relevant stakeholders.

The guiding principles governing the Faculty’s work programme and activities include the following:

• Think Pacific,
• Establish a reputation for excellence in research and teaching about Pacific Islands,
• Engage and excite our students,
• Embrace and respect our diversity,
• Innovation and strategic thinking driving growth,
• Flexibility, efficiency and dependability characterise our delivery methods,
• Accountable to our stakeholders, transparent in our decision-making and demonstrate good governance in all our activities,
• Build partnerships to eliminate duplication, encourage effective cooperation and ensure efficiency in resource utilisation,
• First choice for studies and services, and
• Foster the development of original creativity and innovation in all fields.

For further information about FIO’s programmes of study, research and services contact the Office of the Dean or the heads of schools, departments, and centres directly.

Profile
Location
Except for the Oceania Centre for Arts and Culture and those units located outside Fiji, all the remaining units and staff of the Faculty are located at the Lower Laucala Campus in Suva, Fiji. One of the top priorities for the Faculty is securing funds for the construction of a multi-purpose building to house all staff, laboratories and teaching space.

Organisational Structure
The Faculty is made up of the following academic units and centres:
• School of Agriculture and Food Technology
• School of Geography
• School of Marine Studies (including the Institute of Marine Resources)
• Department of Land Management
• Department of Tourism and Hospitality
• Pacific Centre for the Environment and Sustainable Development
• Centre for Oceania Arts and Culture

The above units are supported by the Office of the Dean and the Associate Dean (Teaching and Learning) and Associate Dean (Research and Graduate Affairs). The Faculty Management Team comprising all Heads of units meets on a monthly basis to deal with policy issues affecting the Faculty.

The Faculty’s Teaching and Learning Committee and the Research and Graduate Affairs Committee are responsible for managing the academic and research programme of the Faculty respectively. They are chaired by Dr Kesaia Seniloli (Associate Dean Teaching and Learning) and Professor Patrick Nunn (Associate Dean Research and Graduate Affairs).

Staffing

<table>
<thead>
<tr>
<th>Academic/comparable</th>
<th>Tutors</th>
<th>J &amp; I</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Agriculture and Food Technology</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>School of Marine Studies</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>School of Geography</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Department of Tourism and Hospitality</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Department of Land Management</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Institute of Marine Resources</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Centre for Oceania Arts and Culture</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Centre for the Environment and Sustainable Development</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Alafua Campus</td>
<td>6</td>
<td>34</td>
</tr>
<tr>
<td>Dean’s Office</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>56</strong></td>
</tr>
</tbody>
</table>
The teaching staff complement comprises:

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>5</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>5</td>
</tr>
<tr>
<td>Senior Lecturers</td>
<td>13</td>
</tr>
<tr>
<td>Lecturers</td>
<td>24</td>
</tr>
<tr>
<td>Assistant Lecturers</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>52</strong></td>
</tr>
</tbody>
</table>

**Enrolments**

The Faculty recorded an increase of 6% in its (EFTS) enrolment in 2007 compared to 2006. This is important given that the other Faculties recorded declines in student enrolments. Except for Tourism and Hospitality, all other academic units of the Faculties experienced an increase from 2006.

**Enrolment by school and department**

<table>
<thead>
<tr>
<th>School</th>
<th>2007</th>
<th>2006</th>
<th>2007 as % 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Geography</td>
<td>387</td>
<td>383</td>
<td>101</td>
</tr>
<tr>
<td>Department of Land Management</td>
<td>151</td>
<td>127</td>
<td>119</td>
</tr>
<tr>
<td>Department of Tourism &amp; Hospitality</td>
<td>184</td>
<td>203</td>
<td>91</td>
</tr>
<tr>
<td>School of Agriculture &amp; Food Technology</td>
<td>210</td>
<td>192</td>
<td>110</td>
</tr>
<tr>
<td>School of Marine Studies</td>
<td>168</td>
<td>134</td>
<td>126</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,099</strong></td>
<td><strong>1,037</strong></td>
<td><strong>106%</strong></td>
</tr>
</tbody>
</table>

**Enrolment by school and level**

<table>
<thead>
<tr>
<th>School</th>
<th>2007</th>
<th>2006</th>
<th>2007 as % 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Geography</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100-level</td>
<td>125</td>
<td>117</td>
<td>107</td>
</tr>
<tr>
<td>200-level</td>
<td>145</td>
<td>135</td>
<td>108</td>
</tr>
<tr>
<td>300-level</td>
<td>103</td>
<td>116</td>
<td>89</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>375</td>
<td>368</td>
<td>102</td>
</tr>
<tr>
<td>Graduate</td>
<td>15</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>Department of Land Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100-level</td>
<td>42</td>
<td>46</td>
<td>92</td>
</tr>
<tr>
<td>200-level</td>
<td>62</td>
<td>52</td>
<td>120</td>
</tr>
<tr>
<td>300-level</td>
<td>44</td>
<td>25</td>
<td>176</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>148</td>
<td>123</td>
<td>121</td>
</tr>
<tr>
<td>Graduate</td>
<td>2</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Department of Tourism and Hospitality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>6</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>100-level</td>
<td>60</td>
<td>90</td>
<td>67</td>
</tr>
<tr>
<td>200-level</td>
<td>55</td>
<td>60</td>
<td>92</td>
</tr>
<tr>
<td>300-level</td>
<td>54</td>
<td>49</td>
<td>111</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>169</td>
<td>198</td>
<td>86</td>
</tr>
<tr>
<td>Graduate</td>
<td>9</td>
<td>5</td>
<td>180</td>
</tr>
</tbody>
</table>
### Student Success

Student pass rate (SPR) is defined as the pass rate of equivalent full-time students (EFTS) enrolled. It is the percentage of course EFTS with ‘passing’ grades as compared to the total course EFTS for which grades have been determined.

Pass rates for the Faculty at the diploma and 100-level courses have continued to improve over previous years with 200-level, 300-level and graduate courses maintaining about the same level between 2005 and 2006.

Average 2006 pass rates for the various units in FIO are summarised below:

<table>
<thead>
<tr>
<th>Programmes</th>
<th>100-level</th>
<th>200-level</th>
<th>300-level</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Geography</td>
<td>78.8</td>
<td>80.1</td>
<td>82.7</td>
<td>87.7</td>
<td>88.3</td>
</tr>
<tr>
<td>Department of land Management</td>
<td>87.7</td>
<td>80.1</td>
<td>82.7</td>
<td>87.7</td>
<td>88.3</td>
</tr>
<tr>
<td>Department of Tourism and Hospitality</td>
<td>82.7</td>
<td>80.1</td>
<td>82.7</td>
<td>87.7</td>
<td>88.3</td>
</tr>
<tr>
<td>School of Agriculture and Food Technology</td>
<td>87.7</td>
<td>80.1</td>
<td>82.7</td>
<td>87.7</td>
<td>88.3</td>
</tr>
<tr>
<td>School of Marine Studies</td>
<td>88.3</td>
<td>80.1</td>
<td>82.7</td>
<td>87.7</td>
<td>88.3</td>
</tr>
</tbody>
</table>

### Programmes

The schools and departments of FIO offer certificate, diploma and degree programmes. In addition, the Faculty also offers postgraduate studies including Masters and PhDs.

### Staff listing

The full list of staff deployed in schools, departments and centres is provided in their individual reports. The following staff members are located in the Dean’s Office:

- Pa’olelei Luteru: Dean
- Patrick Nunn: Associate Dean (Research & Graduate Affairs)
- Kesaia Seniloli: Associate Dean (Teaching and Learning)
- Kolinio Boila: Finance Manager
- Vijendra Kumar: HR Officer
- Vijaya Naiker: Administrative Assistant
- Vere Bakani: Personal Secretary – Dean
- Melinda Garry: Clerical Officer
Serving the Region
Given that it performs (or aspires to) a disproportionately large number of the key core activities of the University, the Faculty considers its role in this area as pivotal and essential to fulfilling its vision and mission. This is especially so given the developing nature of countries served by USP. The Faculty’s obligation to give advice, be involved in a number of strategic forums, and consultancy should not be underestimated. Given that most of the priority areas of the Pacific fall under FIO, it is imperative that the Faculty is in constant contact with relevant government ministries and the private sector to articulate our capabilities and expertise.

The Faculty has and continues to argue that services should be included as the third pillar of the Internal Funding Model (IFM) when calculating funds to be made available to faculties. The decision to integrate the Institute of Research, Extension and Training in Agriculture (IRETA) and the Institute of Marine Resources (IMR) as part of the School of Agriculture and Food Technology (SAFT) and School of Marine Studies (SMS) will further contribute to strengthening the capacity and responsiveness of the Faculty to requests from the Faculty’s stakeholders.

Student Focus
The Faculty’s Teaching and Learning Plan sets out the priority areas for attention as well as highlighting the strategies proposed for attaining the goals and targets set for the Faculty including student affairs. Individual plans at the school/department levels have also been finalised and will guide the activities and work programme of these units.

In an effort to improve performance and experience of the Faculty’s students has instituted the following measures: increase and improve retention rates; recruit quality and qualified staff; provide effective and efficient academic support for students; adopt flexible and efficient teaching methods and technologies; provide appropriate mentoring of students; participate in decision-making by sitting on Faculty committees. For postgraduate students, the Faculty has promoted relevant, practical and multi-disciplinary research in areas of importance to the region.

Buildings and Teaching Space
Additional instructional space was made available towards the end of 2007 with the move by the Institute of Justice and Applied Legal Studies (UALS) to the main Laucala Campus. However, more computer space is needed and will be a priority for the Faculty in 2008.

New Programme
Senate and Council approved the institution of the Certificate in Sustainable Fisheries in 2007. New courses and structural changes to the Bachelor of Agriculture (BAgr) programme were also approved in 2007 and will be offered from 2008.

Quality
Internal review of the Faculty’s courses and programmes to ensure quality and high standards is an ongoing process. This exercise has resulted in a number of programmes being streamlined and the introduction of a number of new courses.

Student evaluation of staff teaching performance is an integral and central part of the process of quality assurance within the Faculty. Peer review also provides another avenue for monitoring quality in teaching and the Faculty Teaching and Learning Plan is the framework upon which to critically evaluate our success in achieving quality in our activities.

The Department of Tourism and Hospitality was audited by the World Tourism Organisation (UNWTO) and a ‘full certification of the department’ was awarded. This is a major achievement and highlights the high quality of work undertaken by one of FIO’s academic units. The Faculty also participated fully in the preparatory work for the academic audit of the University in 2007/8.
**Distance and Flexible Learning and Teaching**

As in previous years, the Faculty continues to offer a significant number of its courses through the DFL mode. In line with a Council decision, all schools and departments within FIO are working towards making available all their courses through DFL mode as soon as possible. In 2007, EFTS from distance learning mode increased by 15% compared to 2006 figures. This is in line with the Faculty’s plan to continue to make its presence felt in member countries.

**Research Achievements**

In line with its vision statement, FIO is adopting a horizontal approach to its research agenda. To this end, the Faculty had identified four main thematic clusters for research and seed funding is provided to encourage activities in these areas. However, research in individual discipline areas of expertise is also encouraged and promoted.

The Faculty allocated just under F$150,000 towards the funding of research proposals from both staff and students as well as for equipment in 2007. In addition, over F$51,000 was used for a new computer lab to cater to both undergraduate and postgraduate students. The list of proposals approved by the Faculty is given in Table 1 below.

**Table 1: Approved Research Proposals**

<table>
<thead>
<tr>
<th>Recipient</th>
<th>Research Topic</th>
<th>Funding (F$)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shirleyen Bala</td>
<td>Post larval reed fish capture, culture and Release for restocking of coral reef fisheries</td>
<td>480</td>
</tr>
<tr>
<td>Sevanaia Sakai</td>
<td>The Sustainability of Indigenous Tourism in Developing countries</td>
<td>2,377</td>
</tr>
<tr>
<td>Ashneel Ajay Singh</td>
<td>Antimicrobial properties of noni, green tea, black tea, citrus and tamarind against histamine producing bacteria in <em>rastrelliger brachyosoma</em></td>
<td>1,970</td>
</tr>
<tr>
<td>Serupepeli Tagivakatini</td>
<td>Village governance in relation to coastal resource Management</td>
<td>2,000</td>
</tr>
<tr>
<td>Jeanne de Mazières</td>
<td>Spatial modeling of reef fish communities</td>
<td>1,920</td>
</tr>
<tr>
<td>Tony Heorake</td>
<td>Changes in patterns of marine-resource (shellfish) Exploitation during the earliest period of human</td>
<td>600</td>
</tr>
<tr>
<td>Ane Ioran</td>
<td>Occupation of Bourewa, southeast Viti Levu Assessment of the value and status of bio-diversity in isolated atoll societies. A case study of Kirimiti atoll, Kiribati</td>
<td>2,024</td>
</tr>
<tr>
<td>Make Movono</td>
<td>The impact of live rock harvest on seven fish Families</td>
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<td>Qalo Lesi</td>
<td>Sustainable livelihood in Suva squatter settlement A case study of squatter settlements in Nasinu</td>
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<td>Sulieti Havea</td>
<td>The biogeography, current conservation status and prospects for conservation and sustainable use in Tonga – case study of Ha’apai group</td>
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<tr>
<td>Eberhard Weber</td>
<td>International competitiveness seafarers from Kiribati – A social vulnerability approach</td>
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</tr>
<tr>
<td>Patrick Nunn</td>
<td>‘Radiocarbon dating in the Pacific’; ‘Reconnaissance geoarchaeology of the Rove-MomiCoast, southwest Viti Levu’; ‘Human bone dating from the Bourewa site, Southwest Viti Levu’; ‘Mapping vanished islands in the Cook islands, Kiribati and Solomon Islands’; ‘Investigations of early human settlements and environments in Southwest Viti Levu, Phase 3’</td>
<td>31,612</td>
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Susan Pohler  | Bioeroding sponges in USP countries, their Distribution, role as reef health indicators and faunal composition’;  | 800  
Ken Mackay  | ‘Community based marine turtle conservation’;  |  
Dawn Gibson  | ‘The challenges and training needs of indigenous owned small medium tourism enterprises in Fiji: Case studies of indigenous owned budget accommodation in the Yasawa and Mamanuca Groups in Fiji.’  | 13,150  

Total  |  

The Faculty was also successful in securing eight fully-funded postgraduate scholarships from ACIAR to support research in marine studies (five scholarships) and agriculture (three scholarships), totalling over AUD$445,000.

**Capacity Building**

As in previous years, Faculty members attended conferences and workshops where they presented papers and held discussions with their peers. The participation of staff at these conferences is an important part of capacity building within the University and additional funding should be sourced for this purpose.

**International Activities**

The Pacific Centre for Environment and Sustainable Development (PACE-SD-SD) took the lead in preparing the Regional Education for Sustainable Development (ESD) Action Plan for the implementation of Pacific Education for Sustainable Development Framework. The Plan was endorsed by the Forum Education Ministers’ Meeting held in Auckland, New Zealand from 26-28 November, 2007.

Overseas student groups from the US, Germany and Australia visited the Faculty during 2007. This is a good way of strengthening ties and links with overseas institutions as well as enhancing a better understanding of different cultures and values amongst students.

The Faculty hosted a number of major international events in 2007. Staff members within the Faculty are involved in consultancy activities as well as providing advisory services where required.

**Effective and Efficient Resource Management**

The effective and efficient management of scarce resources available to the Faculty is of high priority. During 2007, part of the overall restructuring within the Faculty resulted in savings from salaries, in particular Alafua Campus. The key challenge for the Faculty in the first 18 months of its existence was to build a cohesive and functional structure that will deliver on the promise of relevance and quality in all of its activities within an environment of dwindling resources.

Unlike the other three faculties, FIO has had to carry a disproportionate burden of the University-wide restructure especially in terms of support services for students and staff. Efforts were also made to ensure that all externally funded activities were properly costed to ensure that the Faculty was not subsidising these activities.

**Financial Future Growth**

The Faculty in 2007 put together a number of project proposals for external funding. A decision regarding these proposals is expected towards the middle of 2008. In recognition of the importance of attracting additional external resources, the Faculty funded a part-time person to assist in putting together proposals for potential aid funding.

Efforts were also made locally to attract support in key areas such as tourism and the environment. Prospects for the future look bright and every effort will be made to secure more external funding.
Equal Opportunities
Equal opportunity is practiced within the Faculty especially in its recruitment of new staff to keep a gender balance. In 2007, one of the two Associate Deans and two of the heads of department were females. Attracting and retaining quality regional staff is also of top priority.

Good Governance
The Faculty Management Team (FMT) is the executive arm of the Faculty. It meets on the first Friday of every month to discuss issues of importance to the Faculty in an open and fair manner. Decisions by the Senior Management Group (SMG) are transmitted through meetings of the FMT and individual heads are expected to communicate the same to their staff members.

Community Liaison
Various units of the Faculty carried out community liaison through a number of avenues. For example, PACE-SD-SD works through community outreach projects and training courses as well as with government officials and the general public during workshops/conferences and meetings. Industry advisory boards and groups also provide another avenue for linking with the community.
Executive Summary
In many ways 2007 was a productive year for PACE-SD. The Centre’s involvement in postgraduate teaching and regional training, community relevant research activities, regional and international networking and corporate capacity building both in terms of staff appointment and major project development to ensure the viability of the Centre – all achieved substantial progress.

In research, focus has been on applied or action research with direct links to village communities, local government agencies (Suva City Council (SCC), provincial councils) and the urban community and also the private sector. An Unsaid-funded community-based climate adaptation implementation project is seen as an innovative approach to village community capacity building to reduce the vulnerability of six selected communities in Fiji. Another practical research approach to managing the problem of solid waste has been the optimisation of composting of green and biodegradable waste, an approach now adopted by the SCC for the management of its market waste, as a joint project with PACE-SD. The final area of focus has been on innovations in education to promote sustainable development in the Pacific region. As part of the UN Decade of Education for Sustainable Development, PACE-SD has been involved in a major Education for Sustainable Development (ESD) mainstreaming project at USP and promoting a new action plan.

PACE-SD is extensively networked within USP, the Council of Regional Organisations of the Pacific (CROP) agencies, UN organisations and the global environmental change network. START-Oceania Regional Secretariat is also based with PACE-SD providing many synergies for the Centre’s environmental outreaches in the region. The Centre has also established a long lasting visiting young scientists’ programme with the Universite de Technologie de Troyes, France in the area of modern waste management approaches with a focus on industrial ecology and design for sustainability.

Profile
PACE-SD was established in August 2001 in recognition of the need for USP to develop a more focussed and collaborative approach to environmental education, research, consultancy and capacity in the Pacific Islands region. Since its establishment, the Centre has consistently moved from dream to reality and from promise to performance. The key challenge for the Centre would be to fully implement the Centre’s Strategic Plan with the support of the FIO and the University.

Staff Listing
Core Staff
Director    Professor Kanayathu Koshy
Secretary   Olivia Ah Tong
Fellow    Melchior Mataki
Fine Lao (from November 2007).

Project-based staff: 
Aliti Koroi, Rodney Lui and Leone Limalevu, Tony Weir, and Patrina Dumaru.
Visiting staff:
Damien Evrard (French student on work placement from the Universite de Technologie de Troyes)
Professor Peter Blaze Corcoran (visiting Professor from Florida Gulf Coast University).

Serving the Region
The Centre has over the past year strengthened its position as an equal partner with other regional groups, particularly in ESD, Integrated Solid Waste Management (ISWM) and Climate Change. For these thematic areas, PACE-SD has been involved in nearly all the regional discussions organised by various regional organisations and key stakeholders. For ESD in the region, PACE-SD on behalf of USP played a central role in coordinating regional discussions that culminated in the development and approval of the Pacific Regional ESD Framework and Action Plan by Forum Education Ministers in November 2007.

PACE-SD is presently developing a postgraduate training in ISWM in partnership with the Pacific Regional Environment Programme (SPREP). This new postgraduate course which will be the first of its kind for the Pacific is designed to fulfil the capacity building aspects of the Solid Waste Management Strategy for the Pacific region. In terms of climate change, PACE-SD and USP has been the only provider of university accredited training on climate change, climate variability and extreme events in the region. In 2007, a new postgraduate course in climate change impacts and adaptation was developed by PACE-SD and offered in 2008. This new course, which will be offered as a hybrid of face-to-face and DFL, was also prepared in response to plans within the Pacific Islands Framework for Action on Climate Change to strengthen human capacity to identify, analyse and implement cost effective adaptation measures as well as greenhouse gas reduction measures and the creation of a pool of informed resource persons conversant with the development of practical steps in climate change adaptation tools and methods. PACE-SD in collaboration with the United Nations University (UNU) developed a web-based Environmental Impact Assessment/Strategic Environmental Assessment (EIA/SEA) course at the postgraduate level discussions are currently at an advanced stage with the USP’s Department of Land Management to offer it as a joint postgraduate course.

Student Focus
PACE-SD and IAS jointly coordinated and offered one of the most popular and successful training courses on community based conservation, the Pacific Islands Community-based Conservation Course (PICCC). In addition, Professor Kanayathu Koshy and Melchior Mataki gave guest lectures or supervised student projects in undergraduate courses (GE10, GE304 and MS205) and postgraduate courses (ES405, DG419, DG411, CH 451 and CH423). They have also given guest lectures on environment and sustainable development themes to visiting student groups from Germany, United States of America and Australia.

In 2007, PACE-SD developed a good working relationship with the Econsian Society which is a USP environment focus group made up of students and friends from the Pacific. The Society was involved in the composting pilot and outreach programmes in Fiji, and were an integral part of the Centre’s USP Open Day activities. Final year engineering students from the Faculty of Science and Technology designed and constructed composting equipment for the USP-based compost pilot. PACE-SD continued its on-going joint co-ordination of the Chemistry Outreach to Schools (COTS) programme and its environment projects.

Quality
As part of FIO, all new courses were taken through the Faculty’s Teaching and Learning Committee and subsequently to the relevant USP committees for quality assurance purposes. In 2007, the new climate change course developed by PACE-SD (FI414) was taken through this process.

The Centre has a Strategic Plan which sets out the overall mission and goals; and outlines the work programmes and activities that were carried out in 2007. The Strategic Plan was developed internally but scrutinised and validated by the PACE-SD Advisory Committee.
**Distance and Flexible Learning and Teaching**

In 2007, PACE-SD was involved in the preparatory work into the development of FI414 course materials for MOODLE.

**Research Achievements**

The major research achievements for 2007 were in three of the thematic areas of PACE-SD which were waste management, climate change and education for sustainable development. In waste management three major projects were implemented and produced very good outputs, and of significance to USP member countries.

Firstly, PACE-SD successfully completed a pilot project on composting putrescible and organic wastes at USP without the use of animal manure. The success of this project is further evidenced by the heightened interest by various stakeholders to learn more about composting and the successful funding support of a follow-up project on ‘composting high moisture organic wastes from the Suva Market’ by the British High Commission. In addition, plans are underway to regularise composting in Laucala Campus. Lessons learnt from this project also have regional implications as USP member countries strive to improve their solid waste management practices, especially the management of organic-based wastes which dominate their solid waste streams.

PACE-SD in partnership with the Universite de Technologie de Troyes, France carried out an applied research project with the aim to adapt and apply the Design for Sustainability (D4S) methodology developed by Delft University of Technology (the Netherlands) for the United Nations Environment Programme (UNEP) to the situation in Fiji and in Small Island Developing States (SIDS) in the Pacific. A key outcome of D4S would be for industries to take environmental and social concerns as a key element in their long-term product innovation strategy. Fiji-based Asia Pacific Management (APM), owners of the Wai Tui brand, partnered with PACE-SD to be a case study while USP’s Division of Engineering staff also provided technical support for this project.

On climate change, research was carried out by research assistant of the Climate Change Adaptation in Rural Fijian Communities Project (CCARFCP) towards his Master of Arts degree. The primary objective of the research project was to develop a simplified vulnerability and adaptation assessment methodology and apply it to the six rural communities of CCARFCP. The first output of this project has been the development and application of the Integrated Assessment and Action Methodology for Climate Change and Sustainable Development. A second postgraduate student started in November 2007 and the research focus was on developing a suitable monitoring and evaluation framework for community-based adaptation work.

The two major ESD projects: (i) Mainstreaming ESD at USP to enhance education based capacity building for sustainable development in the Pacific Island Countries and (ii) Development of a regional ESD Action Plan for the Pacific. The ESD mainstreaming project was part of a five-year project which started in late 2006, funded by the Asia-Pacific Cultural Centre (ACCU) for UNESCO. This is a networked project within USP with the Department of Education (DoE) and the Centre for Community and Continuing Education (CCE) as major partners. There are three major components for this project: Component 1: teacher education led by DoE; Component 2: sustainability education led by PACE-SD and Component 3: community empowerment led by CCE.


**International Activities**

Global Change System for Analysis, Research and Training (START) Oceania Secretariat is housed by PACE-SD. The Secretariat makes valuable contribution to the region in the area of global change awareness building, research, and networking and information dissemination. With the appointment of a new Programme Assistant, Rodney Lui, the past year has been one of consolidation and refocusing responsibilities to better serve the region by enhancing the quality and range of services.
provided. This vibrant network has been kept alive through regular dissemination of information electronic medium and the publication of the science-policy newsletter, the *Oceanic Waves*.

USP is now recognised as a collaborating centre for UNEP’s global publication, the Global Environmental Outlook (GEO). This has been possible through the effort of PACE-SD which prepared the Pacific region’s contribution for the fourth and latest GEO-4 report. GEO-4 is an authoritative publication on global environmental changes such as climate change, land degradation and the loss of biodiversity and suggests choices available to policy makers and practitioners to address the challenges accompanying global environmental changes. In October 2007, PACE-SD and SPREP coordinated the Pacific launch of the GEO-4 report during the 8th Pacific Islands Conference on Nature Conservation and Protected Areas in Papua New Guinea (PNG).

For the UN Decade of Education for Sustainable Development (UNDESD), PACE-SD is one the seven regional centres of expertise (for the Pacific) endorsed by the United Nations University and the Asia-Pacific Cultural Centre for UNESCO.

PACE-SD is one of the founding members of a broad international network of higher educational institutions called University Consortium of Small Island States (UC-SIS). It was formed in 2005 to promote Environment and Sustainable Development of Island Nations.

**Effective and Efficient Resource Management**
As a small Centre, with limited core staff and meagre operational budget from the central pool of funds, the Centre was able to carry out its work within existing resources. However, the reduction of financial resources from the University meant that not all activities planned for 2007 were completed. Prudent financial management, funds from on-going and new projects taken up by Centre in 2007 assisted in meeting its staffing and equipment requirements.

**Financing Future Growth**
As a non-teaching section of USP, the Centre is grateful for the funding support provided to meet the salaries of the core staff and the limited contribution for its operating expenses. It is important to note that the growth of the Centre will not be dependent entirely on funds sourced from projects. Consequently, central funding especially for the core staff should be retained throughout the life-time of the Centre.

**Equal Opportunities**
Staff members are recruited based on the recruitment policies of USP. Among the staff listed in this document there are three females and eight are males.

**Good Governance**
As a Centre designed to promote multidisciplinary research, team teaching and collaborative initiatives, it is strongly guided by the principles of accountability, openness and transparency. The broad direction for the activities of the Centre in 2007 were guided by PACE-SD strategic plan and emerging issues of significance to the Pacific region - all within the mandate of the Centre.

**The Centre Advisory Committee:**
The committee met twice in 2007 (July and December). The committee deliberated on a number of operational issues like the financial support needed from USP and other donor agencies, maintenance and improvement of USP’s liaison with member countries and other CROP agencies in areas of mutual interest.
Centre Staff Meetings:
Frequent staff meetings were held to keep all staff abreast with the Centre’s activities and ensure effective and two-way communications between the Centre management and the rest of the staff.

Community Liaison
Community liaison was carried out through the community outreaches of the projects (CCARFCP and USP composting pilot) and training course (PICCC) carried out by the Centre. In addition, PACE-SD also liaised with government officials and members of the public during national and regional workshops/conferences and meetings.

Communications and Information Technology
All staff members have access to computers and telephones. The Centre and its affiliated environmental network START-Oceania has its own websites frequently updated by the Centre staff.

Marketing and Public Relations
In conjunction with the START-Oceania Secretariat, Oceanic Waves newsletter forms an important communication product of PACE-SD. All major activities and in particular projects undertaken by the Centre are regularly featured in Oceanic Waves. PACE-SD also developed specific brochures for composting, ESD, MEA capacity building, ESD awareness building and biodiversity conservation training which were distributed to visitors, participants of its workshops and training and members of the public during the 2007 USP Open Day. Moreover, the Centre’s liaison with regional governments and other CROP agencies and participation in regional and international meetings had given the Centre the opportunity to promote PACE-SD and USP.

Commercial Activities
New projects undertaken by the Centre in 2007, have budgetary allocations for the staff-time. These include the:

- Memorandum of Understanding (MoU) with UNEP for the development of a review paper of integrated environmental assessment in the Pacific. The MoU with UNEP to contributed to the GEO-4 report and the pilot project on composting high-moisture organic waste from the Suva market funded by the British High Commission,
- NIREUS Project for the Training of Environmental Lawyers, and
- Pacific Youth Forum funded by the British High Commission.
PART 2: ACADEMIC AND RESEARCH RELATED ACTIVITIES

Developments in Teaching
Unlike teaching sections of the University, PACE-SD focuses on postgraduate teaching and specialised training in environment and sustainable development areas. This focus has been clearly articulated in its Strategic plan, and 2007 has been the baseline for new developments in connection with teaching at the postgraduate level.

PACE-SD has been involved directly with postgraduate training through PICCC and MS415 and MS416 (the latter two courses have been discontinued and replaced with a new course - FI414). Two new postgraduate courses in ISWM and EIA/SEA are currently being developed and should be offered from 2009 onwards. In addition, two new postgraduate courses on protected areas are being jointly developed with IAS, SPREP and the International Centre for Protected Landscapes (ICPL). All these courses have been developed or presently being developed with financial assistance from the USP-ACCU project which is coordinated by PACE-SD and the Darwin Initiative. The multidisciplinary nature and practitioner-based approach of these new courses dictated the involvement of multiple partners in their development. The ISWM course is jointly developed by PACE-SD, SPREP and the Universite de Technologie de Troyes and the overall coordination of course development was provided by PACE-SD.

Other Student Matters
The PICCC received excellent reviews from former course participants during the 8th Pacific Islands Conference on Nature Conservation and Protected Areas in Alotau, PNG. Most of the former PICCC participants are still engaged in conservation work and also hold senior conservation positions in national, regional and private agencies.

Research
The Centre’s in 2007 research activities was focused on three major areas, climate change, waste management and education for sustainable development.

As part of the CCARFCP which focused on piloting climate change adaptation implementation in rural Fijian communities, two postgraduate students are presently researching innovative aspects of vulnerability and adaptation assessment processes; and monitoring and evaluation framework for community-based adaptation within the contexts of the project. The research on vulnerability and adaptation processes is nearly completed as it was based on the initial assessments, and outputs of this study has been used to frame the engagement process with rural communities and elicit suitable adaptation options to improve the resilience and adaptive capacity of the six rural communities. Subsequently, a full paper based on it has been submitted for peer-review and will be published by the IPCC. The second postgraduate student whose research was focused on developing and testing a suitable monitoring and evaluation framework started in November 2007.

In 2007, PACE-SD has also conducted three applied research projects relating to integrated solid waste management. The three projects are:

(i) Piloting of Green and Putrescible Waste Composting at USP.
(ii) Characterisation of Solid waste at the Suva Market, and
(iii) Adaptation of D4S methodology to Fiji and other SIDS. This project was led by a student on work-placement with PACE-SD from the Universite de Technologie de Troyes in France.
**Publications**


iii) Articles in three issues of Ocenic waves, Vol9, Issues 1, 2 and 3, ISSN: 1812-3821, also www.usp.ac.fj/start.

**Newsletter Articles**


**Staff Leave and Conferences**

**Workshops/Conferences/Papers Presented**

Mr Melchior Mataki

i) Climate Change and Pacific less developed countries – the case of the USP region. *International Conference on Climate Change and Sustainable Development*, 7-8 May 2007, University of Copenhagen, Copenhagen, Denmark.


vi) The International Conference on Sustainable Livelihoods and Resource Management in Small Islands, 22-23 August 2007, Copenhagen, Denmark. University of Copenhagen funded.

vii) The 8th Pacific Islands Conference on Conservation and Protected Areas, 22-26 October 2007, Alotau, PNG. UNEP funded.

Professor Kanayathu Koshy


iii) IPCC Regional Meeting, 17-22 June 2007, Nadi, Fiji.


v) 20th Meeting of START Scientific Steering Committee, 17-19 September 2007, Ottawa, Canada.

Other Research Matters

Masters students
i) Leone Limalevu
ii) Heena Lal (Division of Chemistry and PACE-SD)
iii) Joslin Singh (Division of Chemistry and PACE-SD)
iv) Chandar Singh (Division of Chemistry and PACE-SD)

New Grants
i) Piloting the composting of high moisture organic waste from the Suva market - FJ$27,743, British High Commission, Suva, Fiji.
i) Development of a Review Paper on Integrated Environmental Assessment and Reporting in the South Pacific – FJ$21,000, UNEP.
iv) ESD Mainstreaming at USP – USD$32,000 per year for 5 years since 2007 (on-going).

Academic Visitors:
i) Professor Peter Blaze Corcoran, visiting Professor from Florida Gulf Coast University. He worked with PACE-SD on ESD initiatives including producing a book publication on youths and ESD (to be completed in 2008).
i) Mr Damien Evrard (French student on work placement from the Universite de Technologie de Troyes). Mr Evrard adapted and applied D4S in partnership with PACE-SD and local Fijian company (APM).

Other Matters
PACE-SD represents USP in a number of important regional and international environment and sustainable development fora and has contributed substantially to improving the University’s global profile in these areas.

Overall Comments
PACE-SD is pleased about its achievements during 2007 in all priority areas such as teaching and training, research, networking and corporate capacity building. As a small Centre, the staff are extensively networked and keeping all the partners fully briefed and engaged has never been easy but are very grateful for the understanding shown by other sections of the University, in particular, IAS, CROP agencies (the Pacific Islands Forum Secretariat, SPREP, the Secretariat of the Pacific Community and the Pacific Islands Applied Geoscience Commission (SOPAC)), UN system bodies (UNEP, UNESCO, UNU and UNDP), Global change Networks such as START (Washington) and APN (Japan) and University of Waikato in New Zealand and University Consortium of Small Island States (UC-SIS).

For the first time PACE-SD developed a new Climate Change course which will be offered in Semester I, 2008. A new conservation course will be offered in 2008 in collaboration with IAS. A third new course on EIA/SEA will be offered in collaboration with the Department of Land Management.

The AusAID-funded community-based climate adaptation implementation research project is a very innovative approach to community capacity and resilience building to address the ravages of future climate variability and change. Equally important is the Centre’s engagement in the UN Decade of education for sustainable development for which PACE-SD continues to be the centre of excellence in the region.
Executive Summary
The vision, mission, and values of the Faculty of Science and Technology (FST) have been agreed by the Faculty as follows.

Vision
FST aspires to become the prime provider of environmentally and socially responsible scientists and technologists, trained to an international standard, who will make a major impact on the wealth creation and well-being of the Pacific region.

Mission
FST seeks to achieve distinction in the creation and distribution of knowledge. We are committed to becoming the intellectual centre of excellence in Pacific-based research, consultancy and education.

Values
• We are committed to the belief that we can serve our stakeholders while preserving and enhancing the physical and social environment.
• We are committed to undertaking research and providing education which is at an internationally recognised standard.
• We are committed to producing graduates who can readily assume responsibility in industry, commerce, education and government and who can rapidly contribute to wealth creation and wellbeing in the region.
• We are committed to maintaining high academic, professional and ethical standards for all of our students and other stakeholders.
• We respect and value the diversity of our students and Faculty members, and we are dedicated to ensuring that all are welcomed into our community.
• We are committed to achieving success through good governance and ethical decision-making processes in a context of transparency, integrity and engagement.

The Faculty comprises three schools each having a number of related divisions. The Institute of Applied Sciences (IAS) is integrated into the Faculty but is managed and governed with an appropriate level of independence. Administrative and technical support structures have been put in place and refurbishment and rebuilding of the Faculty’s offices, five laboratories (three of which are new) and a state-of-the art postgraduate seminar/conference room was completed in early 2007.

The Faculty trialled a newly developed staff workload allocation methodology and established a workload review group. A distance and flexible learning (DFL) Coordinator was appointed to oversee work with regional campuses.

The Faculty enrolled 2,246 full-time equivalent students, a 5% drop over 2006, started 12 new PhD programmes with IAS, attracted F$3.6 million in external research funding and F$91,000 from consultancies. Faculty staff including IAS published 65 peer reviewed research papers, six books, 56 conference papers and 35 technical reports.

Dr Kifle Kahsai replaced Professor Linton Winder as Associate Dean for Research. Overseas research collaborations have been extended and a joint symposium on renewable energy was held with the Korean Maritime University. Industrial Liaison
Groups have been established for all the Faculty’s Schools and Faculty ran UNESCO-funded workshop for science teachers from throughout Fiji between 5-7 December, which was attended by 65 teachers and three senior staff from the Curriculum Development Unit from Fiji’s Ministry of Education.

Profile
The Faculty is located at USP’s Laucala Campus, is a key provider of high quality undergraduate and postgraduate courses, research and professional support for the Pacific region. FST has been structured into three large Schools with component subject divisions and incorporates IAS through which much of FST’s consultancy and contract research is directed. The Faculty employs 94 academic staff from tutors to full professors, 18 research associates, 45 technical staff, and 25 administrative staff. The Faculty is managed through an executive committee chaired by the Dean and comprising the Associate Deans for Learning and Teaching and for Research and Consultancy, the Heads of School, the Director of IAS, the Faculty Finance Manager and the Dean’s Executive Assistant.

The Faculty’s Learning and Teaching Committee oversees all teaching and learning and related quality matters and reports to the executive and to Academic Standards and Quality Committee (ASQC). Research and postgraduate matters are handled by the Faculty’s Research and Postgraduate Committee which reports to the executive and to the URC. Each of the schools has a School Board comprising the Division Coordinators and other representatives. Student Liaison and other minor and ad-hoc meetings complete the structure to allow two-way communication of policy and information. A Finance Manager and Human Resource (HR) Officer complete the management structure and each function is supported where appropriate by administrative or secretarial staff. The Faculty executive committee meets monthly and four school board meetings are scheduled throughout each year. Divisional meetings are held frequently. A Faculty OHS Committee was established and a programme of audit and training initiated.

The Faculty’s schools offer a wide range of undergraduate and postgraduate courses in biology, chemistry, computing science, information systems, mathematics and statistics, physics, sports science and electrical, electronic engineering, mechanical and manufacturing engineering.

<table>
<thead>
<tr>
<th>Division</th>
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<tbody>
<tr>
<td><strong>School of Biological, Chemical and Environmental Sciences</strong></td>
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<tr>
<td>Biology</td>
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<tr>
<td>Chemistry</td>
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<td>Technical staff</td>
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<tr>
<td><strong>School of Computing, Information and Mathematical Sciences</strong></td>
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<td>Computing Science</td>
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<tr>
<td>Administrative staff</td>
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</table>
The Faculty supports and is committed to internationally recognised research which meets the needs and aspirations of Pacific Island communities. FST has identified research priority areas which respond directly to the needs of the Pacific and has established research groups in the areas of: of environmental engineering and renewable energy, environmental science, biodiversity and conservation, natural resources and food science, communication, computer networking and security and software engineering and internet computing. An open research group also exists to capture high quality individual research.

IAS undertakes consultancy and research activities which support the sustainable development of our region. The Institute has an internationally accredited Analytical Unit which conducts a wide range of chemical and microbiological analyses of food, water and soil.

During 2007 the Faculty supported research with grants and scholarships totalling about F$365,000. The majority of the Faculty’s consultancy work is carried out through IAS however additional work within the region in renewable energy, software development and routine testing was also carried out. Equivalent full-time student enrolments (EFTS) by mode of teaching, location and level are shown in the following table.
<table>
<thead>
<tr>
<th></th>
<th>Bachelor level EFTS</th>
<th>Postgraduate level EFTS</th>
<th>Total EFTS</th>
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<td>2007 as % of 2006</td>
<td>81%</td>
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<td>2007 as % of 2006</td>
<td>93%</td>
<td>90%</td>
<td>102%</td>
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</tbody>
</table>
### Staff listings

#### General Office - Administration

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretary</td>
<td>Bainivalu, Arieta</td>
<td></td>
</tr>
<tr>
<td>Cleaner</td>
<td>Bola, Seruwaia</td>
<td></td>
</tr>
<tr>
<td>Executive Assistant</td>
<td>Colawai, Taina</td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>Gardiner, Derek BSc DSc Lond., PhD Camb. BSc DSc Lond., PhD Camb.</td>
<td></td>
</tr>
<tr>
<td>Associate Dean, Learning &amp; Teaching</td>
<td>Jokhan, Anjeela</td>
<td>BSc PGDip MSc S.Pac., PhD Brist.</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>Kahsai, Kifle</td>
<td>BSc PGDipChem MSc S.Pac.</td>
</tr>
<tr>
<td>Accounts Clerk</td>
<td>Narayan, Prem</td>
<td></td>
</tr>
<tr>
<td>Messenger/Duplicator Operator</td>
<td>Waqalevu, Iosefo</td>
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</tr>
<tr>
<td>Associate Dean, Research &amp; Consultancy</td>
<td>Winder, Linton</td>
<td>BSc PhD S’ton.</td>
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</table>

#### School of Biological, Chemical and Environmental Sciences

##### Administration

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<tr>
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<th>Name</th>
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<tr>
<td>Senior Lecturer</td>
<td>Bonato, John BSc DipEd NSW MPhil S.Pac</td>
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<tr>
<td>Secretary</td>
<td>Cama, Taraivini</td>
<td></td>
</tr>
<tr>
<td>Tutor</td>
<td>Chandra, Anand BSc PG DipChem MSc S.Pac</td>
<td></td>
</tr>
<tr>
<td>Head of School</td>
<td>Maata, Matakite BSc PhD S.Pac., MSc Cant.</td>
<td></td>
</tr>
<tr>
<td>Cleaner</td>
<td>Maharaj, Amar</td>
<td></td>
</tr>
<tr>
<td>Cleaner</td>
<td>Makadre, Miriama</td>
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<tr>
<td>Gardener</td>
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<tr>
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<tr>
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<tr>
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##### Technical

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<td>Laboratory Technician</td>
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<tr>
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### Academic

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<td>BSc MSc Jahang. PhD Manc.</td>
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<tr>
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<td>Ali, Sadaquat</td>
<td>BSc MSc PhD S.Pac.</td>
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<tr>
<td>Lecturer</td>
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<tr>
<td>Tutor</td>
<td>Chandra, Anand</td>
<td>BSc PGDipChem MSc S.Pac.</td>
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### School of Computing, Information and Mathematical Sciences

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<td>Prasad, Savita</td>
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<tr>
<td>Senior Lecturer and Head of School</td>
<td>Vanualailai, Jito BSc S.Pac. ME Ryukyu , PhD Kobe</td>
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#### Academic

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<td>Ahmad, Nesar</td>
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<td>Ali, Ashehad</td>
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<td>Ayoade, John</td>
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<td>BSc PGDipCS S.Pac.</td>
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<td>BSc PGDipMathematics S.Pac.</td>
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School of Engineering and Physics

Administration

Cleaner
Head of School
Cleaner
Clerk / Typist
Secretary

Technical

Senior Technician
Laboratory Technician
Laboratory Technician
Technician
Laboratory Technician
Chief Technician
Senior Technician
Technical Supervisor

Chandra, Subash BA PGDip S. Pac, ME PhD Osaka
Dai, Sharlene BMath Hebei, PGDipCS Hebei PhD Auck.
Devi, Rita BSc PGDipComScience S. Pac.
Gupta, Surendra BSc MSc Agra LLB PhD Meerut
Havea, Robin BA Atenisi, MSc Waik, PhD Cant.
Hola, Maletino BSc PGD S. Pac.
Khan, M G M BSc Cal., MSc MPhil PhD Alig.
Khan, Nazim BEd PGDipMath S. Pac.
Khatri, Kalpesh BSc PGDipComp S. Pac.
Kumar, Dinesh BA PGDipCS S. Pac.
Li, Zhenquan (Jan) BSc Hebei, PhD S.Qld
Malinin, Dmitry MSc Belarusian, PhD St Petersburg
MoArthur, Roshni BSc S. Pac., MSc Sus., PhD Open(UK)
Mnukhin, Valeriy PhD Moldovian Academy of Science
Nand, Niraj BSc S. Pac.
Prasad, Avinash BSc PGD S. Pac
Prasad, Vvinesh BSc S. Pac.
Raghuvayya, Krishna BSc PGDip MSc S. Pac.
Ram, Rinel BSc S. Pac ME Japan
Rao, Dinesh BEd PGDipMaths S. Pac.
Reddy, Muni BSc PGDip MSc S. Pac, PhD Waik.
Schutz, Marko MSc PhD Goethe
Sharma, Anuraganand BSc S. Pac.
Sharma, Bibhya BSc PGD MSc S. Pac.
Singh, Ronal BSc S. Pac.
Singh, Shaveen BSc S. Pac.
Staudemeyer, Ralf MSc Humboldt
Sutaria, Mitesh BA S. Pac.
Totaram, Rajneel BSc S. Pac.

School of Engineering and Physics

Administration

Cleaner
Head of School
Cleaner
Clerk / Typist
Secretary

Technical

Senior Technician
Laboratory Technician
Laboratory Technician
Technician
Laboratory Technician
Chief Technician
Senior Technician
Technical Supervisor

Chand, Sunil
Garimella, Sitaram BSc MSc And., DrRerNat Mainz
Maharaj, Dharmendra
Ravai, Iona
Volau, Martha

Buadromo, Viti
Cawanibuka, Joape
Deo, Amit
Laava, Lafeta
Lal, Avinesh
Lal, Radesh BTech PGDipEng S. Pac
Li, Robert
Prasad, Shiu BSc S. Pac
Chief Technician [Electronics]  Singh, Duke
Laboratory Technician  Singh, Neil
Laboratory Technician  Singh, Sanjay

Academic
Senior Lecturer  Ahmed, Rafiuddin M PhD IIT Bombay ME BIT(Ranchi) B.Tech J.Nehru U.
Lecturer  Aung, Than BSc Rangoon, MSc Liv., PhD Flin.
Senior Lecturer  Bansal, Ramesh MBA I.Gandhi Nat.Open, ME Delhi, PhD IIT Delhi
Lecturer  Deo, Ravi BSc PGDipPhysics S.Pac.
Assistant Lecturer  Jannif, Nayzel
Senior Lecturer  Kan, Kiu BEng PhD R.M.I.T.
Lecturer  Kumar, Ajal BSc PGD MSc S.Pac
Senior Lecturer  Kumar, Sushil PhD B’tullah, MSc BSc Agra
Assistant Lecturer in Physics  Kumar, Vickal PGDip in Physic BEd S.Pac.
Professor  Onwubolu, Godfrey BEng Benin, MSc PhD Aston
Lecturer  Prasad, Uma BSc Ban., MSc Waikato
Senior Lecturer  Ramachandran, Visagaperuman BSc Ceyl., MSc Essex, PhD City
Assistant Lecturer  Reddy, Hamendra BTech, PGDIPEng S.Pac
Temporary Lecturer  Sharan, Roneel BSc S. Pac
Lecturer  Sharma, Alokanand BTech S.Pac. ME PhD Griff.
Senior Lecturer in Physics  Singh, Anirudh BSc S.Pac. PGDip Monash, MSc Auck., PhD Leic.
Lecturer  Singh, Ravinesh BSc Massey
Lecturer  Wood, Michael BEng PhD Syd

2007 Departures
Batiri Hughes
Shivendra Kumar
Michael James Heads
Subash A Chandra
Prakash Narayan
Kiu Hing Kan
Mani Naiker
Pawan Rekha Lal
Ralf Colmar Staudemeyer
Roshni Devi McArthur

Dmitry Malinin
Marko Schutz
Katy Maree Soapi
Sunil Rajesh Prasad
Linton Hugh Winder
Art Whistler
Timothy John Markwell
Varunesh Ashvindra Rao

Staff Arrivals in 2007
Katy Maree Soapi
Timaima Racule
Ron Vave
Nazim Faruk Khan
Deepak Divashkar Prasad
Atul Kumar Raturi

Shonal Singh
Tazil Mohammed
Arti Reddy
Varunesh Ashvindra Rao
Levi Ravoka Taukete
Preetika Anand
Serving the region
The Faculty’s research groups are directed to develop a Pacific regional focus. Consultancy by its very nature provides further opportunities to contribute to the region. The Faculty has taken on contract work involving wind turbine generators, software development and calorific valve testing.

In order to improve student experience and improve pass rates, tutorial visits were made to the Solomon Islands, Vanuatu, Kiribati and Tonga for 100-level biology and chemistry courses. New DFL courses in chemistry (CH204), engineering (EN106) and a complete suite of information science courses, and 100- and 200-level computer science courses were developed for delivery using the Moodle platform. The new Sports Science Programme recruited 15 students but due to popular regional interest is expected to expand in 2008.

IAS plays a major role in serving the region. Senior laboratory staff also assisted in training of national water laboratory staff from the region under contracts from the Pacific Islands Applied Geoscience Commission (SOPAC) and the World Health Organisation (WHO).

Student focus
A state of art the seminar/conference room has been created from two old workshops which have been relocated to the School of Engineering and Physics. This new facility is primarily for postgraduate teaching but may also be booked for other activity. Work was also carried out on the refurbishment of two cool rooms and fume cupboards in undergraduate and research labs.

The Faculty-based Induction/Orientation Day introduced in 2006 continued to make new students welcome and introduce them to staff, Schools and some aspects of Faculty function and expectation. The event also helped the students to meet colleagues and make new friends. Student mentoring/guidance was established for the first time in 2007 with mixed results and will be revised in 2008.

Quality
A number of initiatives have been introduced to address quality issues across the Faculty. Much of this work arises through the Faculty Teaching and Learning Committee, chaired by the Associate Dean (Teaching and Learning) Dr Anjeela Jokhan, which was established in 2006 with the following terms of reference:

1. Receive and act on annual subject review
2. Set standards for staff workload and teaching observation
3. Share best practices
4. Set up Learning and Teaching forums
5. Approve new courses, programmes and course changes
6. Collate Faculty Learning and Teaching Plan
7. Monitor Faculty quality matters
8. Prepare annual FLTC report to the ASQC
9. Assist in the development of DFL courses
10. Respond to issues raised in course evaluation questionnaire to improve course delivery
11. Develop better methods of analysis of performance and develop appropriate training for staff
12. Carry out programme and course reviews in the Faculty

The Faculty’s Peer Observation of Teaching (POT) policy which involves all staff in two observation sessions per year with the purpose of improving teaching and sharing best practice is well established and reports from the exercise are fed into the Faculty appraisal process. The Faculty also introduced a staff workload model in 2007 aimed at providing a mechanism for equitable and transparent allocation of teaching and to provide a valuable management tool. An appraisal system is now fully implemented across the Faculty.
**Distance and Flexible Learning**

Dr Anirudh Singh was appointed as DFL Coordinator to oversee all DFL and flexi-school related work. All 100-level courses are now offered through DFL (either as print or online).

The School of Computing, Information and Mathematical Sciences (SCIMS) successfully developed all its 100-level Mathematics and statistics courses into print-mode distance learning materials. The School was also successful in converting 75% of its computing science and information systems courses to online materials managed via Moodle. SCIMS was also actively involved in flexi-schools, which were held in Vanuatu, Kiribati, Tonga, Marshall Islands, Lautoka and Nadi. This is a reflection of the School’s on-going commitment to regional students. CH204 was offered on DFL in Semester II.

**Major research achievements**

1. During 2006, the Faculty reviewed the application procedure for university-provided research funds. The simplified, streamlined and responsive application process developed in 2006, based on a research application form with guidance notes, was successfully used in 2007.

2. Four applications were received in 2007 for a large grant research projects based on the development of cross-faculty research groups to cultivate collaborative and supportive research activity in the faculty. Two projects were selected worth FJ$40,000 each.

3. The molecular laboratory which was funded jointly by USP and NZAID started operation in its molecular systematics project. The project is based around a strong and equitable partnership with the Allan Wilson Centre, based primarily at Massey University, New Zealand. The projects continued funding for PhD and masters students. The total fund was FJ$200,000.

4. The Darwin initiative Insect Conservation project is continuing with major focus in Fiji’s insect inventories for nature conservation in conjunction with the University of Sussex, UK, USP and partners in Fiji and Vanuatu. The total fund for this project was F$600,000.

5. The Natural Products Group received a grant of US$32,200 from the Republic of China (Taiwan) Development Assistance programme for research work on ‘biodiscovery’ in the area of marine natural products.

**International activities**

The Head of SCIMS, Dr Jito Vanualailai participated in the August 2007 Telecommunication ICT Policy and Regulation Meeting for the Pacific, held in Auckland, New Zealand. The Australian Government recommended to the Pacific Island Forum Secretariat Taskforce on Regional Approaches to ICTs in the Pacific that an ICT Regional Resource Centre be located at the Faculty of Science and Technology. The concept of the ICT Resource Centre arose as an outcome of the ITU-APT-PITA Joint Regulatory Forum for the Pacific countries and the Telecommunications Regulatory Practices Programme held from 17 - 21 July, 2006 in Suva, Fiji.

The Faculty attended the USP-KMU (Korean Maritime University) Symposium on Renewable Energy which was held at USP on 21 August, 2007. A MOU has been established with KMU and research student visits have been initiated.

Extensive international research collaboration exists with universities in Australia, New Zealand, United States, India, United Kingdom and Germany. Staff and graduate students have attended a number of international conferences during the year in Hawaii, India, Sri Lanka, Malaysia, Australia, Papua New Guinea, Japan, Canada, Italy, New Zealand, USA, Russia, Tahiti, Spain, China, Thailand, Austria, Brussels, and Czechoslovakia.
Effective and efficient resource management

<table>
<thead>
<tr>
<th></th>
<th>2006 (F$)</th>
<th>2007 (F$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finances allocated to FST</td>
<td>10,911,484</td>
<td>11,589,000</td>
</tr>
<tr>
<td>Actual finances used</td>
<td>10,972,492</td>
<td>11,261,349</td>
</tr>
<tr>
<td>Under / (over) expenditure</td>
<td>(61,008)</td>
<td>327,651</td>
</tr>
</tbody>
</table>

According to the draft financial results for the year ending 31 December 2007, the Faculty was again very effective in the usage of its financial resources resulting in the end of year balance of 3%.

Preliminary financial results for the Faculty for 2007 showed an under spending of F$327,651 or 3%. This was mainly due to savings made from vacant positions that were not filled during the year. The restriction made by the University towards the end of the year (in order to reduce the budget deficit for the University as a whole) stopped the Faculty from using these funds to undertake major research projects.

The Faculty budget increased by 6% compared to 2006 resulting from the new resource allocation method through the IFM model. This shows the amount of resources that the Faculty contributes to USP through its teaching and research programmes and is the direct reflection of the importance of such courses in the region.

The introduction of workload assessments during the year also contribute in controlling staff costs and the usage of temporary tutors and markers kept to a minimum. General and equipment expenses were kept within budget during the year.

Financing Future growth

From the Faculty’s trading activities, IAS contributed F$102,165 towards the University’s budget in 2007. Although the Institute is facing challenging economic environment, its income generating activities strengthened by prudent financial discipline in the Faculty along with other Faculty-based consultancy will form the basis of alternative sustainable sources of funding. During the year, IAS budget and reporting structure was improved to show line expenditure according to the University’s financial reporting structure. Financial discipline aimed at cost recovery where possible for all externally funded research projects and consultancy and data integrity measures have been put in place by the Faculty to ensure adherence to the University’s accounting procedures.

Equal opportunities and Good Governance

The Faculty endeavours to follow principles of good governance in all aspects of its work. Transparency, communication, equality and respect for human rights are constantly reviewed and followed in all aspects of the Faculty’s work, particularly in its management. Equal opportunities principles are followed in all activities from appointments and promotions to staff development and research funding. An appraisal policy is in place and a staff workload model has been established and reviewed. Documents of all major committees are available to all staff on the Faculty web pages, the management structure permits a two-way flow of information and senior staff attended many school committees and boards, there is always more to be done here. All HR procedures are adhered to in respect of appointments and promotions and in dealings with staff matters and problems. Elements of good governance are not specifically included in the curricula but impact in, for example ‘Research Ethics’ taught in EN400 and debated in the animal ethics committee.
Community Liaison
Outreach to the community is an important aspect of the Faculty’s work not only to inform the public of new research and findings but also to improve the appeal of science and technology to the next generation of undergraduates whom the region relies on for future wealth creation and wellbeing. Industry liaison groups have been established for each of the Faculty’s schools. Research developments are reported through the University’s marketing department and appearance in the media. The Faculty also makes its many research seminars open to the general public. Contribution from the Division of Chemistry and Chemical Society of the South Pacific in terms of its activities with the local youth groups and communities on UNESCO funded projects such as composting and integrated waste management.

Communications and Information Technology
Each of the Schools has School Boards comprising the Division Coordinators and other representatives. Student Liaison and other minor and ad-hoc meetings complete the structure and allow two-way communication of policy and information. All major committee papers are posted on the Faculty website and are available to all staff.

The use of Moodle as a platform for DFL and face-to-face teaching is well established in SCIMS and is being encouraged in the other schools. The official website of the Faculty contains up-to-date information about the Faculty and its schools and staff. It also carries important information on the Faculty’s research and teaching activities.

Marketing and Communications
Dr Jito Vanualailai was appointed as the marketing officer and works with a cross-faculty group to promote the interests and achievements of the Faculty. Brochures and posters describing the Faculty’s Schools, research, teaching and learning have also been produced and the website updated.
Developments in teaching

New programmes

A number of existing undergraduate courses in each of the Schools have been revised and new courses to support the Sports Science programme have been developed by SCIMS. The revised Bachelor of Engineering Technology (BEtech) programme will be implemented in Semester I, 2008. It will be a 24-unit programme where students will be doing four units per semester for six semesters (or three years), and will be extended to professional Bachelor of Engineering (BE) degree by the addition of a fourth year. Shared teaching between engineering and physics in the new school is also now being realised subject overlap eliminated.

SCIMS has improved its majors provision in computing science (CS), information systems (IS) and Mathematics. As a result, students will be able to choose between software engineering or data communication and networks streams from Semester I 2008. A significantly increased number of industry based projects in IT are being undertaken by students.

Postgraduate courses across the Faculty have been completely revised to establish named postgraduate diploma programmes which include Faculty-wide courses in generic research topics. SCIMS recorded its highest number of postgraduate students in Semester II 2007, with almost 60 registered students. This increase is mainly due to the focused CS and IS postgraduate programmes which are being offered for the first time this year. About 50 of the students are enrolled in these programmes.

The School of Computing, Information and Mathematical Sciences (SCIMS)

The beginning of the academic year 2007 saw the implementation of new undergraduate programmes in computing science, information systems and mathematics.

- IS333 Project Management (131 students)
- ST201 Statistical Inference (7 students)
- ST203 Time Series Econometrics And Index Numbers (15)
- MA161 Discrete Mathematics I (128 students)
- MA262 Discrete Mathematics II (18 students)

The rest of the new courses will be phased in from Semester II 2007 onwards.

New postgraduate courses are being taught for the first time in Semester I 2007.

- CS427 Mobile Communication (16)
- IS421 Knowledge Discovery in Databases (6)
- IS431 IT Project Management (27)
- IS432 IT Project (14)
- ST491 Special Topic In Statistics (6)

The CS and IS courses are part of the new professional masters: Master of Computing and Information Systems and Master of Information Systems (MIS). The large numbers in MA161, IS333, CS427, IS431 and IS432 are a good indication of the strong support of the new programmes. The School is also beginning the accreditation process with the Australian Computing Society to accredit its new master’s programmes.

Teaching and Learning

- Throughout 2007, the Faculty has put a number of procedures and practices in place to support and develop the teaching and learning functions. Much of this has been handled through the Faculty Teaching and Learning Committee. A staff/student liaison committee was established and the Faculty orientation day for new students was is now a regular event. Mentors were allocated to all first year students and they will continue to have these mentors during their programme at USP.
• Examination moderation procedures have been revised and adopted University-wide.
• New course outlines for the Faculty have been standardised
• Peer Observation of Teaching is in place and linked to appraisal.
• As part of FST’s effort to improve pass rates, extra tutorials are organised for students identified as under performing by Week 5 of the semester.

Other student matters
The following graduates were awarded the following medals and prizes at the April 2007 Laucala Campus graduation:
• For the most outstanding Master of Science thesis: Gold Medal and the South Pacific Distillery Prize of FJ$250, Ashehad Ashween Ali.
• For the most outstanding Bachelor of Science graduate: Gold Medal and the Orica Fiji Limited Prize of FJ$750, Gordon Vikash Chandra.
• For the most outstanding graduate with a major in:
  • Biology: Gold Medal and the John Gibbons Prize of FJ$250, Sunil Kumar Singh.
  • Chemistry: Gold Medal and the Total (Fiji) Limited Prize of FJ$250, Sujlesh Sharma.
  • Computing Science: Gold Medal and the Hewlett Packard Prize of FJ$250, Gordon Vikash Chandra.
  • Environmental Studies: Gold Medal and the Total (Fiji) Limited Prize of FJ$250, Maria Lavon Talei Gwilliam.
  • Information Systems: Gold Medal and the Graphic Systems Prize of FJ$250, Gordon Vikash Chandra.
  • Mathematics: Gold Medal and the USP Book Centre Prize of FJ$250, Shonal Singh.
  • Gold Medal and the Fiji Fish Company Prize of FJ$250
  • Rajeshwar Prasad, PGDCS
  • Ronal Rajeshwar Singh, PGDCS
  • Ravita Devi Prasad, PGD PH

Research
The Associate Dean (Research and Consultancy) Dr Kifle Kahsai has oversight of this important area of the Faculty’s operation and is responsible for the devolved research budget amounting to about FJ$365,000 in 2007. The Faculty is committed to internationally recognised research which meets the needs and aspirations of Pacific Island communities. This is reflected by the number of postgraduate students enrolled in the Faculty and huge number of research papers published in internationally recognised journals by FST academic staff.

FST reviewed the University’s policy guidance on research and re-organised its research infrastructure accordingly in 2006. The Faculty-orientated structure that was developed in 2006, continued to grow in 2007 and brought academics together to work within the multidisciplinary ‘research groups’.

FST established an animal ethics committee (AEC) to ensure that any scientific studies conducted follow internationally recognised protocols and standards. The Faculty recognises the importance of the ethical treatment of animals. The procedure established by FST is under consideration by URGAC to establish an animal ethics policy and procedure to be followed across the university.

Research Groups
The seven research groups which were formed in 2006 continue to facilitate, initiate, develop, and coordinate high-quality scientific research of an international standard in 2007. Each group is led by a group leader, who acts as a facilitator in research meetings which develop projects, discuss research proposals and seek external funding.

The Faculty has deployed over $300,000 of research funds to support the following project areas from the focused research groups, either as masters student support, Graduate Assistantships, or small grants; two more substantial grants of $40,000 for:
Biodiversity and Conservation:
2. Comparative study of the establishment and organisation of epiphytic microbial communities on Enteromorpha and Ulva species.
3. Uniclonal aggression within and among local populations of the invasive ant, Tapinoma melanocephalum in Viti Levu, Fiji.
4. Morphological and molecular characterisation of root knot nematode (Meloidogyne spp.) Diversity in Fiji.
5. Economic Impacts of Marine Protected Areas.
6. Spatial relationships between forest birds and habitats in degraded and non-degraded forest.
7. A comparative study of bird abundance and diversity in non degraded and degraded mid-altitude rainforests of the Viti Levu southern highlands.
8. A behavioural and phylogenetics study of the honeyeaters of Fiji.
10. Quantifying the Dominance of Wasmannia auropunctata and its effect on crop production in subsistence gardens in the Solomon Islands.
12. Investigation into the use of taro seeds as a source for propagation and conservation.
13. Taxonomy, phylogenetics and biogeography of the Fijian longhorn beetles (Coleoptera:Cerambycidae)

The Biodiversity and Conservation group organised a one-day series of research seminars given by postgraduate students enrolled in the Masters and PhD programmes. The event highlighted the diverse current (proposed and on-going) research projects undertaken by postgraduate students in the field of biodiversity and conservation in the FST, which contributes to conservation efforts to manage and conserve the unique biodiversity in the Pacific region. It involved a diverse range talks on topics related to conservation and management of endangered species, community based conservation and molecular techniques involving phylogenetics and reproductive science and marine conservation.

Natural Resources & Food Science:
1. Exposure to cadmium and arsenic via leafy vegetables in Fiji.
2. Levels of persistent organic pollutants (POPs) and polybrominated dipheyl ether (PBDEs) in freshwater mussels (Batissa violacea) in Fiji rivers and seawater shellfish Anadara antiquate in Fiji coastal waters.
3. Investigating the agrochemical potential of metabolites from Fijian Marine Fauna.
4. Investigating the potential of biodiesel in Fiji: Facilitating Sustainable Production in the Fiji Region.
5. Study of the effects of cooking and refrigeration on the Nitrate-nitrogen concentration in Fiji’s vegetables using flow injection analysis.
6. Effect of Pacific carbohydrate foods on endurance capacity in soccer players in Fiji.
7. Isolation and Characterisation of bioactive compounds from marine actinomycetes.
8. Characterisation and modification of starches extracted from local sources and their blends with some synthetic polymers.

The Natural Resources and Food Science (NRFS) research group completed the research on the levels of folates (vitamin) in some selected Fijian vegetables. This project is part of Ms Riteshma Devi’s MSc thesis. The research found higher levels of folates in long beans, Chinese cabbage and bele. This work has been already published online (2007) by an International Journal (Food Chemistry) and the journal hardcopy will be published in 2008.
The research study on antioxidant activity by the NRFS group is being continued and the antioxidant properties of a wide selection of Fijian fruits, vegetables and other readily available Fiji foods have been also published during 2007.

The project on pesticides in Fiji vegetables was continued in 2007. A paper was presented at a seminar in Canberra, Australia titled ‘Chemical Control of Taro Beetle Infestation in the South Pacific Region’. The project is currently looking at the use of two pesticides, bifenthrin and imidaclorpid, in controlling the tano beetle infestation in the South Pacific, which is affecting the taro yields in the Pacific region.

The group also received a grant of US$32,200 from the Republic of China (Taiwan) Development Assistance programme for research work on ‘biodiscovery’ in the area of marine natural products. The research assistant Ms Mayuri Chandra spent three months at the Laboratoire de Pharmacochimie des Substances Naturelles IRD/University of New Caledonia (UNC), under the supervision of Dr Sylvain Petek and was trained in the study of Pharmacochemistry and Chemotaxonomy of Marine Sponges of the Dysidea species. The sponges of this species produce very interesting bioactive natural products, which have potential for pharmaceutical development as medicines. Ms Chandra’s attachment at IRD/UNC in Noumea was supported by the French Embassy in Suva, Fiji.

The NRFS group also continued with the study of Fijian essential oils. A French PhD scholarship was awarded to the research assistant Ms Kirti Patel to study at the Institute de Chimie des Substances Naturelles (ICSN) at the Centre National de la Recherche Scientifique (CNRS) located in Gif-sur-Yvette in France for the period 2006/2008. A paper on the essential oils study was published in 2007.

**Environmental Engineering & Renewable Energy:**

1. Characterization of fuel woods and forestry residues as biofuels.
2. Wind characteristics and resource assessment around Laucala Bay, Suva, Fiji.
3. Assessment and analysis of wind resource data in Fiji.

**Communication, Computer Networking & Security:**

1. Application and evaluation of RFID adoption in the South Pacific.
2. Investigation of the variation of Earth’s fair-weather electric field with other atmospheric parameters.
3. Mobile Phone Based Intelligent Home.

**Software Engineering & Internet Computing:**

1. Determination of the optimal allocation for testing resource of a modular software based SRGM.
2. Development of mobile net-pay for mobile commerce systems.

**Environmental Science:**

1. Association of urban and terrestrial runoffs to the water quality of Sigatoka River Catchment, Fiji Islands.
2. Mechanistic studies of ligand substitution reactions on hexacyanoferrate(i) and their applications as analytical tools.
3. Monitoring and adsorptive removal studies on nephrotoxic metal load in major soft water bodies in Viti Levu.
6. A study of atmospheric deposition of nutrients and flux measurements in Fiji.
7. The effect of aerosols on the surface UV-B radiation due to varying ozone concentration.

The Environmental Science group reported that research projects Nos. 3, 4 and 5 are progressing well in their overall experimental set ups, collection and analysis of data and are expecting final results in 2008. The group also reported that the samples, for the study of the natural radioactivity of soils of Fiji, have been completed and the results will be presented to the group for further review of the project.
Open Research Group:
2. Characterisation of chitosan based hydrogels for biomedical applications.
3. Some error correcting codes related to finite groups.

Research funding and its allocation
During 2006, the Faculty reviewed the application procedure for university-provided research funds. The simplified, streamlined and responsive application process developed in 2006, based on a research application form with guidance notes, was successfully used in 2007.

The guidance notes include detailed information on what funding may support, and provides guidance on important aspects of the assessment criteria: scientific excellence within a thematic priority area; matched funding; projects that are demonstrably collaborative; track record of research team; and alignment with USP research strategy.

Two large research projects were selected each worse FJ$40,000 from the applications received from the research groups in 2007. The two research projects area:
1. Chemical and biological monitoring of selective heavy metal species in inland, coastal waters and soil samples in Viti Levu, Fiji and their bioremediation studies.
2. Custom Building of an Ion mobility Spectrometer (IMS) for Environmental Pollution Studies in the Pacific.

Research funded in 2007
1. Monitor adsorptive study.
4. Unicolonial aggression within and among local population of the invasive ant, Tapinoma Melanocephalum in Viti Levu, Fiji.
5. Spatial relationships between forest birds and habitat in degraded and non-degraded forest.
6. A comparative study of bird abundance and diversity in non-degraded and degraded mid-altitude rain forests of Viti Levu Southern Highlands.
7. Comparative study of the establishment and organisation of epiphytic microbial communities on Enteromorpha and Ulva species.
8. Environment chemistry.
9. A behavioural and phylogenetics study of honeyeaters of Fiji.
10. Investigating the use of taro seeds as a source for propagation and conservation.
11. A study on habitat, biology and behaviour of Papilio schmetzi herrich-schaffer.
12. Quantifying the dominance of wasmannia auropunctata and its effect on crop production in subsistence gardens in Solomon’s Island.
13. Prevalence of aspirin resistance among non-kava and kava drinking populations of Fiji Islands.
14. Exposure cadmium and arsenic via leafy vegetables in Fiji.
15. Synthesis is molecular receptor.
16. Agrochemical metabolism.
18. Effect of Pacific carbohydrates foods on endurance capacity in soccer players in Fiji.
19. Wind characteristics and resource assessment around Laucala Bay, Suva, Fiji.
20. Mobile phone based intelligent home.
21. Fuelwoods electrical power.
22. Investigation of the variation of Earth’s fair-weather electric field with other atmospheric parameters.
23. Assessment and analysis of wind resource data in Fiji.
24. Role of sediments in nitrogen cycling in the tropical estuaries - Rewa river estuary, Fiji.
25. Monitoring for persistent organic pollutants (POPs) in ambient air, soil and sediments from Fiji.
26. Characterisation of chitosan based hydrogels for biomedical applications.
27. Determination of the optimal allocation for testing resource of a modular software based SRGM.
28. Application and evaluation of RFID adoption in the South Pacific.
29. Intelligent user guide T Table.
30. Development of Mobile NetPay Commerce Systems
31. Interactive mega-algorithm.
32. Transportation of fine suspended sediments in Suva Lagoon.
33. Numeric scheme mass conservation.
34. Study of the effect of cooking.
35. Water purification using seed.
36. Mechanistic studies of ligand substitution reactions on haxacyanoferrate(i) and their applications as analytical tools.
37. Association of urban and terrestrial runoffs to the water quality of Sigatoka river catchment, Fiji Islands.
38. A study of atmospheric deposition of nutrients and flux measurements in Fiji.
39. Studies on adsorptive removal of nephrotoxic heavy metals from aqueous solutions and contaminated natural waters.

Postgraduate students

• The development of an active and growing postgraduate provision at PhD level is considered essential for the academic development of the Faculty. In 2007, two PhD scholarships were offered (and appointed). Additionally, from externally funded projects, two additional PhD positions have been established (and offered).
• The Faculty currently has relatively few staff with experience of PhD supervision, or students currently enrolled. To support the expansion of PhD study, training sessions were given for both staff and students involved at PhD level by the Dean of the Faculty.
• The Faculty has conducted a detailed review of its postgraduate diploma programmes. Following this review, the Faculty felt that the needs of the region would be better served by a series of carefully focussed ‘named’ postgraduate diplomas with clear professional relevance:

The proposed postgraduate diplomas are intended to:
• provide students with a clearly focused and professionally oriented range of postgraduate diplomas programmes;
• provide professional-level training in scientific and technological areas of regional importance;
• provide students with knowledge which relate to the activities of the FST Research Groups;
• provide students with knowledge of the university’s priorities and research agenda and familiarity with the research application and management process
• prepare students more effectively for masters and PhD study.

The new postgraduate diploma programmes are:

School of Biological, Chemical & Environmental Sciences:
1. Biotechnology
2. Food Science and Nutrition
3. Chemistry
4. Food Chemistry
5. Natural Products
6. Biodiversity and Conservation
7. Environmental Biology
8. Environmental Chemistry
9. Environmental Geoscience
School of Computing, Information & Mathematical Sciences:
1. Communications and Security Science
2. Computer Network Systems
3. Enterprise Information Systems
4. Pervasive and Internet Systems
5. Software Engineering Systems
6. Advanced Mathematics for Teachers
7. Applied Mathematics
8. Pure Mathematics
9. Statistics
10. Statistics and Mathematics
11. Operations Research
12. Operations Research and Mathematics

School of Engineering & Physics:
1. Electrical and Electronic Engineering
2. Mechanical and Manufacturing Engineering
3. Communications
4. Electronics and Communications
5. Renewable Energy
6. Environmental Physics

Externally funded projects
Individual successes have been achieved in securing substantial research funding from external sources in 2006. This funding continued to serve some of the research area of the Faculty in 2007. However, a more strategic approach is needed to maximise funding potential.

1. A molecular laboratory started operation in its molecular systematics project. The laboratory was funded jointly by USP and NZAID. The projects are run in collaboration with Massey University, New Zealand and funding continued for PhD and masters students. The total fund was F$200,000.
   Research team: Tamara Osborne, Arti Reddy, Mereoni Gonelevu, Mere Gounder, Richard Winkworth, Peter Lochhart (Massey), Bill Aalbersberg (IAS).
2. The Darwin initiative Insect Conservation project is continuing with major focus in Fiji’s insect inventories for nature conservation in conjunction with the University of Sussex, UK, USP and partners in Fiji and Vanuatu. The total fund for this project was F$600,000.
   Research team: Richard Winkworth, Clare Morrison (IAS), Alan Stewart (Sussex University), Hilda Waqa, Sunil Prasad, Presly Dovo (Vanuatu).
3. The Natural Products Group received a grant of US$32,200 from the Republic of China (Taiwan) Development Assistance programme for research work on ‘biodiscovery’ in the area of marine natural products.

Consultancy
The majority of the Faculty’s consultancy is carried out by the Institute of Applied Science (IAS). Work since May 2007 includes:
• One specialist training course in weed taxonomy (in the problematic group Asteraceae) with NZAID Landcare colleagues conducted for 12 Fiji participants, and a follow-up for participants from outside Fiji is planned for 2008.
• Biodiversity surveys into southern Lau and to the Naukauvadra range for the end of 2007 and first half of 2008 has been secured.
• Assessment and Evaluation of Generation Efficiencies for FEA has been carried out by a Faculty staff member.
Faculty Research Committee Membership 2006
Dr Kifle Kahsai, Associate Dean, Research & Consultancy (Chair)
Ms Marieta Suliana (Secretary)
Professor Bill Aalbersberg (IAS)
Professor Sotheesawaran (SBCES)
Dr Colin Ash (SCIMS)
Dr K.V.S. Rama Rao (SEP)
Associate Professor Jito Vanualailai (SCIMS)
Dr Matakiite Maata (SBCES)
Associate Professor Sitaram Garimella (SEP)

Research outputs

International publications from sourced from Web of Science with USP address and peer reviewed research papers


Books

Conference Papers


**Professional and Technical Reports:**


**Postgraduate students**

**Master of Science (MSc) student projects in progress or submitted during 2007**


3. Adrian Chetty: Study of the effects of cooking and refrigeration on the nitrate-nitrogen concentration in Fiji’s vegetables using flow injection analysis.

4. Aman Singh: Analysis of a self excited induction generator (SEIG) for wind/small small hydro in an isolated power system.


6. Anuraganand Sharma: Clustering of data mining (completed in 2007).


11. Denise Chand: Wind characteristics and resource assessment around Laucala Bay Road.

12. Dinesh Kumar: Animating facial expressions with facial action coding system (FACS).


15. Hemendra Reddy: Control of photovoltaic (PV) system using high performance pulse width modulation (PWM) converter for electricity Generation Plants.


17. Isaac Rounds: Conservation, management and Ethnobiology of Sago (Metroxylon vitiense) in South-East Viti Levu (completed in 2007).

18. James Porakari: Analysis of coconut oil and its residues as alternative fuel source.


20. John Fasi: Quantifying the dominance of Wasmannia auropunctata and its effect on crop production in subsistence gardens in Solomon Islands.


23. Kalpesh Khatri: Web services based netpay micro payment system.

24. Kavita Ragini: Isolation and characterisation of bioactive compounds from marine actinomycetes.


29. Loriza Shazmin Rafi: Determination of the optimal allocation for testing resource of modular software based on SRGM.


31. Mayuri Chandra: Detection, Isolation and characterisation of biologically active natural products in selected in marine and terrestrial organisms.

32. Mere Savya Valu Tabudravu: Spatial relationships between forest birds and habitats in degraded and non-degraded forest.

33. Mere Yabaki-Gounder: A behavioural and phylogenetics study of the honeyeaters in Fiji.


35. Mohammed Tazil: Analysis of a Doubly-fed induction generator.


38. Niharika Singh: Simplication of an existing mass conservative streamline tracking system.


41. Radhika Singh: Investigating the potential of biodiesel in Fiji: facilitating sustainable production in the Fiji region.

42. Ranjani Devi: Miscibility and biodegradation studies of poly (lactic acid) blends. (submitted for examination).

43. Ravita Prasad: Assessment and analysis of wind resource data in Fiji.

44. Reema Prakash: Stress physiology of Enteromorpha flexuosa and Enteromorpha intestinalis (Chlorophyta) as an indicator of the environmental stress in the intertidal zones.
46. Rita S Devi: Net based net pay micro payment system.
47. Riteshma Devi: Folic acid (Vitamin B9) levels in some selected cooked and uncooked Fiji foods. (completed)
50. Rohitesh Kumar: To isolate and characterize the cytotoxic components of the Fijian sponge.
51. Rosalene Sharma: Use of taro seeds as a source for propagation and conservation.
53. Rusiate Ratuniata: Economic Impacts of Marine Protected Areas.
55. Sainimili Vaubula: Characterisation and modification of starches extracted from local sources and their blends with some synthetic polymers.
56. Saleshni Devi: Absorption of phosphates and nitrates by industrial waste from sewage.
58. Sheik Azid: Mobile phone based intelligent home.
60. Shymal Chandra: Portal-based Netpay infrastructure for temporary non-netpay supporting vendors.
61. Sofia Shah: Study of Heavy Metal Accumulation in Scleractinian corals of Viti Levu, Fiji Islands.
63. Sunil Singh: Distribution and characterisation of root knot nematodes from the Fiji Islands.
64. Sunita Lata: Association of urban and terrestrial runoffs to the water quality of Sigatoka River, Fiji Islands.
65. Tokaua Tekabu: Some error correcting codes related to finite groups.
66. Tuikolongahau Halafihi: Catalytic kinetic method for the determination of nitrite and its application in water and vegetables samples in Fiji.
68. Vincent Vishant Lal: Monitoring for persistent organic pollutants (POPs) in ambient air, sediment and soil in Fiji Islands.
71. Viola Lesi: Determining the folate content of commonly consumed Fijian foods using the microbiological method using the tri-enzyme extraction method.
72. Vipra Kumar: Inhibition of primary colonizers by marine surface associated bacteria.
PhD student projects in progress or submitted during 2007

1. Ashveen Nand: Characterisation of Chitosan based hydrogels for biomedical applications.
3. Bibhya Sharma: Artificial Neural networks and the lyapunov method to solve the findpath problem.
7. Neetu Bansal: Mechanistic studies of ligand substitution reaction on hexacyanoferrate (ll) and their applications as analytical tools.
8. Pradeep Chand Deo: Somatic embryogenesis and transformation in taro (*Colocasia esculenta* var.esculenta).
10. Salsabil Nusair: Internet congestion control and security.
11. Tamara Osborne: Landscape genetics and phylogeography of the Fiji platymantids.
13. Vimlesh Chand: Chemical and Biological Monitoring of Selective Heavy Metal Species in Inland Coastal Waters and Soil Samples in Viti Levu (Fiji) and their Bioremediation Studies.

Staff conference attendance

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<tr>
<th>Name</th>
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<th>Location</th>
<th>Fund source</th>
<th>Amount $F</th>
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<td>Rats, Humans &amp; their Impacts on Islands Conference</td>
<td>Hawaii</td>
<td>2479.75</td>
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<td>Dr Nesar Ahmad</td>
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<td>Ms Nikita Mahendra</td>
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<td>Sarawak, Malaysia</td>
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<td>Ms Claire Morrison</td>
<td>Biodiversity Extinction Crisis: A Pacific Response</td>
<td>Sydney, Australia</td>
<td>External Funding</td>
<td>10 – 12/07</td>
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<td>Alivereti Naikatini</td>
<td>8th Pacific Island Conference on Nature Conservation and Protected Areas</td>
<td>Alotau, Milne Bay, PNG</td>
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<td>Okinawa, Japan</td>
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<td>Dr Dhana Rao</td>
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<td>Melbourne, Australia</td>
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<td>4th ASM Conference on Biofilms</td>
<td>Quebec, Canada</td>
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<td>Dr Jagjit Khurma</td>
<td>Polymer Blends 9th European Symposium</td>
<td>Parlemo, Italy</td>
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<td>9 – 12/09</td>
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<tr>
<td>Dr Surendra Prasad</td>
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<td>Dr Surendra Gupta</td>
<td>7th International Conference of Computational and Mathematical Methods in Science and Engineering (CMMSE)</td>
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<td>Workshop on Optimization and its Applications &amp; 40th Annual Convention of Operational Research Society</td>
<td>New Delhi, India</td>
<td>Self funded</td>
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<td>Krishna Raghuwaiya</td>
<td>Joint Meeting of AMS – NZMS 2007</td>
<td>Wellington, New Zealand</td>
<td>$1825</td>
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<td>Avinesh Prasad</td>
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<td>Dr Muni Reddy</td>
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<td>Dr John Ayoade</td>
<td>International Design Engineering Technical Conference &amp; Computers and Information in Engineering Conference</td>
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<td>Dr Dmitiry Malinin</td>
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<td>Dr Valery Mnukhin</td>
<td>Symposium on Algebraic Geometry and its Applications (SAGA 2007)</td>
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<tr>
<td>Dr Colin Ash</td>
<td>European &amp; Mediterranean Conference on IS: EMCS’ 2007</td>
<td>Valencia, Spain</td>
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<td>Dr Sharlene Dai</td>
<td>2007 International Conference, Sigma Image Technology and Internet Based Systems</td>
<td>Shangai, China</td>
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<td>Dr Zhenquan Li</td>
<td>XXVI WASET International Conference</td>
<td>Bangkok, Thailand</td>
<td>$4000</td>
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<td>Dr Ramesh Bansal</td>
<td>International Conference on Advances in Energy Research</td>
<td>IIT Bombay, India</td>
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<td>Dr Sushil Kumar</td>
<td>India Science Congress</td>
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<td>International CAWSES Symposium</td>
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<td>Dr Atul Raturi</td>
<td>7th Meeting of the Global Forum on Sustainable Energy</td>
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<tr>
<td>Prof Godfrey Onwubolu</td>
<td>The 2nd International Workshop on Inductive Modelling (IWIM07)</td>
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<td>Dr Sitaram Garimella</td>
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<tr>
<td>Dr Than Aung</td>
<td>21st Pacific Science Congress</td>
<td>Okinawa, Japan</td>
<td>$4000</td>
<td>12 – 18/06</td>
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</table>

**Overall comments and work in progress**

Following restructuring of the Faculty, administrative support has been deployed to provide secretarial and clerk support for each School, secretarial and administrative support for the Research and Postgraduate and the Learning and Teaching offices. Similarly technical staff have been organised to support laboratory work in the three Schools and to provide resource needs information to Division Coordinators and Heads of School. Considerable effort by all staff has been channelled into preparations for the 2008 quality audit. The Faculty continues to manage well within its allocated budget but needs to find further resources to replace equipment and maintain infrastructure.
Executive Summary

The year 2007 was a challenging one. In addition to the continuing adjustments to the position of institutes like the Institute of Applied Sciences (IAS) within the restructured University, the political situation in Fiji and resultant reaction of the international community added further dynamics to IAS operations in 2007. Many IAS projects are jointly implemented with the Government of Fiji or through aid funding and these were negatively impacted by the political events.

The Institute continued to integrate into the Faculty of Science and Technology (FST) with additional joint research and teaching activities. The sound financial management of the Faculty by the Dean has enabled ongoing support of the IAS Director and Herbarium posts and increased research funding. At the same time, however, the University raised its surcharge of Institute income from 5% to 10%.

With this backdrop it is especially pleasing to report a very successful year for IAS. Its trading account showed a profit of around $350,000 for the year, nearly wiping out the deficit which had accumulated over previous years due mainly to changing University policies, large salary increases and the weak US dollar. Income was about $1,600,000 and $2,000,000 was received in project funds. In spite of the weaker Fiji economy, nearly all regular users of the Institute’s analytical services maintained their levels of commitment. IAS also raised laboratory charges by about 20% to account for inflation over the three previous years, although implementation was delayed from 1 January, 2007 to 1 August to minimise customer reaction. IAS has taken several measures to increase its financial strength. These include:

- freezing staff positions classed as USP academic comparable
- hiring necessary project staff to consultancy contracts (which carry less fringe benefits than comparable staff)
- use of more hourly-paid staff, especially for laboratory work
- increasing contracting out staff at consultancy rates to carry out projects run by partner organisations
- increasing ability to fund IAS project activities under regional projects such as the Coral Reefs Initiative for the South Pacific (CRISP) and the Global Environment Facility (GEF) Small Grant Programme.

The Natural Products Unit continued its major collaborative projects with the University of Utah under a US National Cancer Drug Discovery Grant and with Georgia Tech University and Scripps Institute of Oceanography under the International Cooperative Biodiversity Grant. In both projects marine samples are collected, extracted and analysed for active compounds. Collaborative projects in this field also continued with Showa Pharmaceutical College, Japan, in search of anti-diabetic drugs and University of Perpignon, France, for anti-malarial drugs. Terrestrial samples are also being collected for the University of Illinois (Chicago) and marine samples for the University of Aberdeen. A collaborative agreement was also signed with the University of Queensland, Australia. A major international pharmaceutical company from Spain, PharmaMar, also worked with IAS to collect marine samples in Fiji. Under these collaborative arrangements several novel chemicals with interesting activity have been discovered and are undergoing additional study. Two IAS staff also enrolled for their Masters degrees part-time using DNA techniques to study the taxonomy of a genus of sponges and soft corals.

In the Food Unit, the major achievement was the completion of the three-year Fiji Total Diet Study. This involved determination of the average weekly intake of pesticides, heavy metals and iron in Fiji foods. This was achieved by determining levels in major...
food groups and the weekly intake of these food groups. Pesticide levels were negligible and most heavy metals much below ‘safe’ levels.

The total arsenic intake was close to the tolerable weekly level, due mainly to high natural levels in fish. The arsenic in fish, however, is mainly of the less-toxic organic form. Iron intake was much lower than recommended, in concern with high anemia levels in Fiji. The Food Unit also conducted several food safety training workshops in the region and an analysis of the food technology facility in Papua New Guinea for the Secretariat of the Pacific Community (SPC).

The Food Unit recently has also focused on contaminants called persistent organic pollutants (POPs) controlled under the Stockholm Convention. The laboratory was one of six worldwide chosen by the United Nations Environment Programme (UNEP) for development as a regional centre of excellence in POPs analysis. Internal and external training was completed in 2007 and also a project detecting POPs in air with the EU expert laboratory in the Czech Republic. A US$600,000 regional proposal to assist several Pacific countries has been submitted to GEF.

The international accreditation of the Analytical Unit underwent its first three-yearly complete review in July 2007, which resulted in a renewal of its accreditation and expansion of the range of analyses under this accreditation. The sample registry system was also computerised. The Unit performed more than 12,000 analyses on 3,000 samples submitted. A large number of these were on environmental samples especially effluent management and baseline water quality. A number of water and food samples were analysed for safety, both for internal consumption and for export purposes.

Senior laboratory staff also assisted in training of national water laboratory staff from the region under contracts from Pacific Islands Applied Geoscience Commission (SOPAC) and the World Health Organisation (WHO). The Quality Unit also prepared a quality manual for these laboratories and trained staff in their use. Similar training and manual development were also done for the new central health laboratory in Fiji. External calibration of equipment was performed for several laboratories in Fiji.

The Herbarium continued to upgrade its existing collection of nearly 100,000 vouchers of Pacific plants. A total of 210 new vouchers have been mounted in association with the Allen Herbarium of Landcare New Zealand its database has been improved to be more user friendly and allow more information to be stored. Two visiting botanists from the Allen Herbarium have carried out specialist taxonomy training in Mosses and Liechens, and Asteraceae for 25 pupils from various institutions based here in Fiji. They have also verified previous plant identifications for the two groups of plants in the collection. A major project for 2007 was a month-long expedition to the northern Lau group in Fiji. Due to their isolation, many of the islands had not previously been studied for their plant biodiversity. More than 100 plants were recorded for the Lau group for the first time, a few of which may be new to science. Documentation of proposed sites of national significance was also achieved.

Dr Clare Morrison and Nunia Thomas conducted a frog survey of highland areas of selected islands in the Solomon Islands (Kolobagara, Makira, Tetepare) during October, 2007. This work completed the survey of the major islands of the Solomon Islands started in 2005. The major purpose of this survey was to collect ecological data and photograph Solomon Island frog species for a field guide to the frogs of the Solomon Islands.

The ongoing Herbarium work on the unique biodiversity of the Sovi Basin in central Viti Levu, Fiji helped provide Conservation International the data to convince the owners of Fiji Water to make a multi-million dollars commitment to conservation of the Sovi Basin as well as of the Nakauvadra Range watershed in Ra Province. IAS will assist the assessment and management planning for this added area starting in 2008. Under two separate projects funded by the UN Darwin Initiative, graduate students are also being trained in the taxonomy and conservation of the birds and insects of Fiji.

The work of the Environment Unit continued to expand in scope. Its existing skills developed through its work in environmental impact assessment and community-based resource management were in 2007 expanded to work in climate change adaptation, economic evaluation of resources and marine managed area science.
IAS is leading implementation of a project on climate change adaptive to coastal change and water resources in six villages in Fiji. Action plans have been developed with each community and are starting to be implemented. The focus will be on low-cost sustainable responses communities can undertake rather than high-cost ‘hard’ infrastructure options. IAS is also part of an international effort to study the resilience of mangroves and coral reefs in Fiji to climate change under a contract from WWF. It is also funded to train youth in the region to understand climate change and teach others through the use of drama and demonstration projects.

IAS staff members were also involved in studies related to the evaluation of changes brought about through its community-based management work. In the i qoliqolis studied, fisheries resources were found to be worth approximately US $1 million, with other services such as coastal protection and tourism adding even more to the value. In a second study it was found the value of the coral reef resources increased significantly through the use of marine managed areas (MMAs). A third study confirmed this and found that households in communities which had MMAs had twice the income compared to comparable households in villages without MMAs. This later study was lead by an international team under The Nature Conservancy.

Via several projects IAS has been studying more about the science of MMAs. It has studied fish movement around protected areas by acoustic tagging and also larval movements. A graduate student is also studying effectiveness of protected areas using protocols developed by the US National Oceanographic and Atmospheric Administration (NOAA). In August a NOAA team conducted a training workshop on its methods and also helped the Fiji Locally Managed Marine Area scientists develop an action plan for MMA research in the region. Some of these methods were trialled in a follow-up workshop in Kadavu on networking of MMAs.

The IAS study which found negative effects from the live rock harvest, has encouraged the main exporter to discontinue live rock harvest in the Coral Coast area. IAS has assisted in developing protocols for communities to work with the company to plant artificial substrate on reefs which within a year acquires the properties of the natural material and can be sold back to the company.

Another alternative income project in tourism interpretation was completed, with two tourism sites upgraded and a new village ‘Garden Tour’ opened. Two more tours have been developed and will be completed with IAS assistance and government funding.

IAS worked with USP’s Centre for Environment and Sustainable Development to deliver the Pacific Island Community-based Conservation Course for the fourth time in 2007. Twelve participants from seven countries were trained. Previous course graduates are playing an increasing role in regional conservation under community-based adaptive management. In Fiji this work continued to grow. IAS has decentralized its approach by training provincial teams to carry out the work. Three provinces, Kadavu, Macuata and Cakaudrove were assisted by IAS staff to receive F$50,000-60,000 from the Global Environment Facility Small Grant Programme to carry out this work. In 2007 new regions establishing marine management efforts included north Viti Levu (Nakorotubu district in Ra) and the northern Lau group. More than a third of the in-shore marine area in Fiji is now under effective management through the FLMMA work.

Profile
IAS interfaces the University’s expertise and facilities with the relevant needs of USP member countries. Especially, it makes the scientific resources of the University available to regional organisations, governments, businesses, and the people of the region.

The Institute was established in 1977 (then named the Institute of Natural Resources) at the Laucala Campus with a full time staff of one, using the facilities and space provided by the science teaching departments at the University. IAS has now grown to around 25 full-time staff and its own laboratories and scientific equipment located at the Lower Laucala Campus. A vast majority of IAS work is now performed by IAS staff. IAS is also the consulting arm of the Faculty of Science and Technology; its help makes the academic expertise of its teaching staff available to the outside world. The Institute also works with other
schools, institutes and individual departments at USP on inter-disciplinary projects that require a wider range of skills than those usually found in scientifically trained staff. It also works with other regional organisations in areas of mutual interest.

Another role of IAS is to organise short technical and scientific training courses that cannot be met through the normal teaching programme of the University. In addition, there are often several visiting scientists, graduate students or exchange staff from various overseas universities or organisations using the Institute as a base for their research work at any one time. IAS also sponsors many local postgraduate students to assist in its work and develop local capacity. The Institute is primarily self-financing both through fees charged to its clients and project funding. The activities of the Institute are carried out through project units working around a core facility, the Analytical Services Laboratory. The project areas are not fixed and are designed to change as the needs of the region and staff interests change. At present, the Institute is focusing on five main project areas: environmental assessment, food science, water quality, marine natural products and community-based resource management.

In addition, IAS markets the facilities of the South Pacific Regional Herbarium and manages consultancies in any area of expertise that can be provided by the science teaching staff.

**Staff Listing**

Little changed from 2006; the only senior departures were assistant project managers Ms Batiri Thaman-Hughes and Mr Ritesh Raju. Ms Thaman-Hughes has very successfully lead the day-to-day operation of the integrated coastal management project in Fiji and Mr Raju lead the work in association with Scripps Oceanographic Institute in the US seeking natural products from the *Actinomycetes* spp. bacteria.

Neither of these positions was directly filled as knowledgeable existing staff took over responsibilities for their projects. Ms Kathy Soapi was hired 50% time to assist the natural products section while completing her PhD from a UK university (taking over responsibility from Dr Jioji Tabudravu who left in 2006). Ms Bale Tamata also returned as head of Environment Unit upon submission of her PhD thesis at the University of Wollongong.

The Institute is increasing making use of consultants to assist in specific projects in the Environment Unit and hourly-paid staff in both that unit and the Analytical Unit. This strategy reduces staff costs versus hiring people as academic comparable staff with generous salary and leave packages. Mr James Comley, a former collaborator from Coral Cay Conservation, is a consultant in marine science and Mr Akuila Sovatabua has returned to IAS as a community governance consultant.

Postgraduate students Reema Singh, Lanieta Veileqe, Lavenia Volavola, Hilda Waqa, Nunia Thomas and Isaac Rounds were all awarded their MSc degrees and Akuila Cakacaka and Lice Movono are having their theses examined. Mr Exsley Talouburi accepted an MSc offer from University of Tasmania. Former MSc student Mr David Boseto is pursuing his PhD in Texas in the US and Mr Luke Mani in France.

Staff Mr Klaus Feussner and Ms Mereoni Gonelevu are working on marine taxonomy projects for their part-time MSc studies and Herbarium Senior Technician Mr Alifereti Naikatini has nearly completed his MSc. Mr Isoa Korovulavula and Ms Patrina Dumaru are both enrolled in part-time PhD studies at Australian universities while continuing to work at IAS.

**IAS Staff (December, 2007)**

**Administrative**

<table>
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<tr>
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<th>Position</th>
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<tr>
<td>Professor Bill Aalbersberg</td>
<td>BA (Cornell), PhD (UC Berkeley)</td>
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<tr>
<td>Ms Apiame Cegumalua</td>
<td>BAppSc (Queensland)</td>
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<tr>
<td>Ms Aisha Khan</td>
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</tr>
<tr>
<td>Ms Reena Sagar</td>
<td></td>
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<tr>
<td>Mr George Reece</td>
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Technical
Dr Clare Morrison PhD (Griffith)
Dr Gilianne Brodie PhD (James Cook)
Ms Mereoni Gonelevu BAppSc (West Sydney)
Mr Isoa Korovulavula MSc (Queensland)
Mr Usaia Dolodolotawake MSc (NSW)
Mrs Bale Tamata MSc (Queensland)
Mr Marika Tuivawa MSc
Mr Girish Lakhan MSc
Mr Klaus-D. Feussner Masters, CTA
Mr Waisea Votadroka MSc (Auckland)
Mr Alifereti Tawake MSc
Mr Semisi Meo MSc
Mr Mukesh Sharma MSc
Mr Ron Vave MSc
Mr Sakiusa Fong MSc
Ms Jaya Balram BSc (NSW)
Mr Alivereti Naikatini PGD
Ms Sese Gukivuli ODILT
Mr Riaz Ali ODILT
Ms Anjila Nand ODILT
Ms Akata Ratuwalesi
Ms Mili Talei
Mr George Reece

Postgraduates
Mr Akuila Cakacaka
Ms Ashika Dayal
Ms Kara Fong
Mr Isoa Koroiwaqa
Mr Rohitesh Kumar
Ms Shristi Kumar
Mr Vincent Lal
Ms Liku Movono
Ms Kavita Ragini
Mr Rusiate Ratuniata
Mr Isaac Rounds

Mr Ron Simpson
Ms Ilaitia Tamata
Mr Seru Tagivakatini
Mr Exsley Taloiburi
Ms Nunia Thomas
Mr Ron Vave
Ms Lanieta Veileqe
Ms Lavenia Volavola-Tawake
Ms Hilda Waqa
IAS Advisory Board 2007 - 2008
Mr Robin Yarrow (Chair)
Professor K. Koshy (Director, PACE-SD)
Professor Bill Aalbersberg (Director, IAS)
Professor Derek Gardiner (Dean, Faculty of Science and Technology)
Dr Pa’o Luteru (Dean, Faculty of Islands and Oceans)
Dr Milika Sobey (Head, Biology)
Dr Kenneth MacKay (Director, IMR)
Mr Aleki Sisifa (Secretariat of the Pacific Community)
Ms Asenaca Ravuvu (UNDP)
Ms Banuve Kaumaitotoya (Ministry of Industrial Relations, Labour, Environment and Tourism)
Ms Litia Mawi (Ministry of Women and Social Affairs)
Ms Elizabeth Erasito (National Trust)
Ms Premila Kumar (Consumer Council of Fiji)
Ms Kesia Tabunakawai (WWF Pacific)
Ms Frances Ligalevu (Fiji Trade and Investment Board)
Dr Esther Williams (Acting Vice-Chancellor)
Mr Kevin Davis (Director, Finance)
Ms Cristelle Pratt (SOPAC)

Serving the Region
Expanding the work of IAS in the region is a major strategy. Practical considerations make it difficult for the Analytical Unit to receive samples from outside Fiji (even outside Viti Levu). Therefore this expansion has been mainly in training and project work of the Environment Unit and Herbarium. Increasingly the services of the quality unit are assisting the region.

Following up on the 2002-2004 United Nations Food and Agriculture Organisation (FAO) project on food analysis in Fiji, Solomon Islands, Vanuatu, Samoa and Tonga, IAS assists a number of laboratories in providing advice on analysis and quality assurance. Vitamin A activity of traditional foods from Micronesia and Solomon Island have been analysed to encourage consumption of healthier cultivars.

Through collaboration with SOPAC and WHO, IAS is assisting several regional countries to improve their water quality laboratories. Two training courses covering the southern and northern Pacific were conducted and follow-up country visits were made.

The Institute has also assisted Fiji, Cook Islands, Kiribati and Tonga to participate in the FAO-WHO study of contaminants in human milk.

IAS is also playing a leading role in assisting communities to manage their marine resources using locally-managed marine areas. The IAS experience has been documented in training manuals that are in wide usage. A training video for socioeconomic monitoring was filmed in 2007. Assistance is being provided to Solomon Islands, Vanuatu, Kiribati, Tuvalu, Marshall Islands and Samoa to set up similar programmes. An associated Learning Network has been established with data mainly from Fiji, Papua New Guinea and the Philippines being used to help understand under what conditions this approach is most successful.

The Herbarium continues to support biodiversity conservation in the region. The Solomon Islands plant collection of 27,000 vouchers is being stored on an interim basis and catalogued. Conservation research in 2007 took place outside of Fiji in Vanuatu and Solomon Islands.
**Student Focus**
IAS has the view that it should take a major role in developing the skills of potential staff members and regional research workers. It therefore supports Postgraduate Research Awards for students who achieve their MSc degree while helping IAS carry out its project work. In 2007 about 20 postgraduate students were being supported via IAS funding and working on projects in a variety of areas.
Mentoring postgraduate students is a critical task and Dr Clare Morrison continues in this role in the conservation area. Mr James Comley of Coral Cay Conservation has assisted in marine science and statistical analyses.

The Herbarium continues to host students from secondary and tertiary institutions, about 150 in 2007. Students from the Biology and Geography Departments use the facilities for project work involving plants.

**Quality**
IAS is a leader at the University and the region in the adoption of a modern quality management system, following the International Standards Organisation (ISO) protocol 17025 for Analytical Laboratories. This includes detailed documentation of all activities as Standard Operating Procedures, internal and external audits and both an internal and external Quality Committee. The IAS Laboratory also participates in many international proficiency tests. IAS has a strong commitment to quality in all of its work as the key to its continued success.

In 2007 a full audit resulted in the renewal of the official accreditation of the IAS laboratory by International Accreditation New Zealand for the laboratory overall and its food and water analyses and the range of analyses was extended. This achievement is the first of its kind in the region for such a laboratory and the result of many years of hard work. IAS is now in a position to advise other laboratories on quality management which in 2007 it did for several water laboratories and the Fiji Ministry of Health Laboratory.

**Distance and Flexible Learning and Teaching**
IAS is currently working on the development of a postgraduate diploma in protected area management associated with its Pacific Island Community-Based Conservation Course which will be delivered via DFC mode. This is being done jointly with PACE-SD and SPREP. The UK-based Darwin Initiative is funding this effort.

**Major Research Achievements**
Research results mainly focused on natural products work, food analysis, taxonomy and studies on marine managed areas.
In the area of natural products chemistry many new chemical structures have been discovered which fight diseases such as malaria, diabetes and cancer. These have been sourced from marine invertebrates, trees and micro-organisms. Further work will be needed to determine if these have any commercial potential.

Taxonomy studies continue to find species new to science. This includes several new freshwater fish species in the Solomon Islands, soft corals in Fiji, new plants in the Lau group of Fiji and a number of families of organisms from Santo in Vanuatu.
About 400 freshwater specimens have been collected from Tetepare Island in the Solomon Islands and are being identified at IAS.

Vegetation ecology research associated with the PABITRA programme has resulted in the biodiversity baseline survey data being compiled and analysed for two PABITRA core sites (Sovi Basin and Wabu Forest Reserve) and three sets of long term vegetation monitoring plots established in two principal vegetation types for Fiji - lowland rain forest, 200-500m a.s.l (at Sovi Basin) and upland rain forest, 650m – 800m a.s.l (Wabu Forest Reserve). Additional work for the next 2 to 3 years to finalise the plant list and accurately compile measurement data would be ongoing. Currently the development and facilitation of the conservation and protection strategy of the two areas is well underway with relevant partners both locally and internationally.
In late 2007 the owners of Fiji Waters made a multi-million dollar contribution to conserve the Sovi Basin and Nakauvodra watershed and IAS will play a major role in the development and implementation of their management plan.
A study was conducted on the distribution and abundance of the Fijian ground frog, *Platymantis vitianus* and the cane toad, *Chanus (Bufo) marinus* on Viwa Island, Tailevu. The major findings included the macro and microhabitat preferences of the Fiji ground frog (fruiting tree forests, other closed forests, leaf litter on the forest floor) and the cane toad (plantations and fruiting tree forests near waterbodies) and the spatial relationship of the two species on the island. In general, they prefer the same habitat type but are found in different areas on the island within these habitats. The results suggest that cane toads may not be having a severe detrimental effect on the frog populations. This study also provides baseline data on the abundance and distribution of frogs and toads on Viwa Island before the proposed cane toad eradication project commences.

Another MSc study was on ‘distribution, conservation status and ethnobiology of *Metroxylon vitiense* (sago palm) in Fiji’. The major finding is that the sago palm populations are greatly threatened by habitat loss through human habitation and development and the demand for its leaves for the thatching of visitor bures or lodge in the tourism industry. The protection of a wild population is urgently needed.

Dr Clare Morrison and Ms Nunia Thomas conducted a frog survey of highland areas of selected islands in the Solomon Islands (Kolobagara, Makira, Tetepare) during October 2007. This work completed the survey of the major islands of the Solomon Islands started in 2005. The major purpose of this survey was to collect ecological data and photograph Solomon Island frog species for a field guide to the frogs.

Fiji has become a global focal point for locally-managed marine areas (LMMAs) and IAS is leading or participating in a number of research studies related to this work. These include:

- analysis of preferred methodologies in evaluating MMA effectiveness
- cost-benefit analysis of MMA initiatives
- evaluation methods of economic values of coral reefs
- relationship between MMAs and poverty reduction
- community perceptions of MMA benefits
- comparative effectiveness of ‘science-based’ MMAs and ‘community-based’ ones
- analysis of the effects of the live rock trade
- analysis of effectiveness of different approach to nutrient reduction in sewage and pig waste
- mapping of benthic habitats by both traditional knowledge and GIS
- studies on appropriate methods for networking of MMAs

The live rock study looked at sites where live rock had been harvested versus unharvested sites. With a careful project design good evidence was obtained that live rock harvest results in reduced fish numbers for most species and less healthy substrate. This will hopefully promote a policy review to minimise the removal of reef substrate from Fiji and substitute it with the export of cultured artificial rock.

Through its climate change adaptation study, possible ‘soft’ measures for coastal protection are being evaluated. The partnership with New Zealand to develop a village waste management system has completed its design which treats ‘greywater’ at source and ‘beachwater’ via a wetland.

In 2007 the Fiji Total Diet Study was completed. By analysing major food eaten in Fiji and determining their weekly consumption, the average weekly intake of several contaminants and iron was determined. Results showed low levels of cadmium, lead and mercury in the diet and very low levels of pesticides. Arsenic levels were much higher but mainly of the less-toxic organic form found in fish. Iron levels on average were about 60% of recommended daily intake, in agreement with high anemia incidence in Fiji.
A study on the presence of organic contaminants in the atmosphere (16 polyaromatic hydrocarbon – PAH, 9 organochlorine pesticides and 7 polychlorinated biphenyls – PCB) was completed for three sites on Viti Levu, Fiji. Results were similar to clean (background) sites in Europe. PCB levels were higher on the western side whereas lindane levels (a pesticide) was higher in Suva. PAH levels were about 20% higher in Suva.

The Environment Unit also carried out research to determine the economic value of the inshore fishing areas of Fiji. Valuation methods ranged from solely the commercial value of the living organisms to include other direct and indirect uses. Initial results gave a total economic value ranging from FJ$6,000 - $12,000 per hectare of reef area.

**International Activities**
IAS has a large and expanding range of international collaborators:
- WHO – food and water safety
- UN Chemicals – persistent organic pollutant analysis
- Research Centre of Excellence for Environmental Chemistry and Ecotoxicology (RECETOX) (Czech Republic) – atmospheric pollution
- FAO/WHO Global Environment Monitor System (GEMS) – total diet studies
- University of Wollongong – coastal management
- University of Rhode Island – coastal management
- Florida Institute of Oceanography – MMA studies
- Scripps Institute of Oceanography – marine microorganisms
- Marine Biotechnology Institute (Japan) – marine microorganisms
- Georgia Institute of Technology – drug discovery
- Showa Pharmaceutical College – drug discovery
- University of Illinois – drug discovery
- University of Aberdeen – drug discovery
- Bristol Myers Squibb – drug discovery
- PharmaMar (Spain) – drug discovery
- University of Utah – drug discovery
- University of Montpellier – antimalarial drugs
- University of Queensland – arsenic pollution of water, drug discovery
- Environmental and Science Research (NZ) – food contaminants
- New Zealand Water Authority – waste management
- University of Hawaii – food research, biodiversity studies
- Landcare (NZ) – taxonomy and herbarium curation
- Massey University – molecular genetics

**Effective and Efficient Resource Management**
The IAS Strategy has been to seek strategic partnerships in order to share resources. In terms of staffing this has resulted in shared staffing positions with SOPAC, the World Wildlife Fund, Conservation International, Nature Fiji and the Ministries of Tourism, Fijian Affairs and Fisheries and Forestry. In 2007 an additional joint position for regional taxonomic capacity building under the PACINET programme located at IAS was supported by IAS, SPC and SPREP. IAS is also making increasing use of consultants and hourly-paid staff to reduce the escalating costs of permanent staff.

The Fiji LMMA Network which IAS helped create unites several NGOs and four government departments in community-based resource management work in which joint groups plan and carry out community workshops. This initiative has received several international awards for its effectiveness in joint conservation work with communities, NGOs, government agencies and the private sector. The model received a very positive external review in 2007 and is being increasingly used in the region.
Financing Future Growth
IAS is conscious of the great challenge in making its operations self-financing. This is especially so given a total staff of about 50 people with an annual salary commitment of over $1,000,000.

IAS expansion in environmental areas since 2000 has been largely funded by two US foundations, Packard and MacArthur. Although their funding commitment was assured for at least a decade, IAS is aware of the need to expand its funding base. The strategy is to explore funding from other foundations; from international United Nation agencies such as FAO, WHO, the Global Environmental Facility (GEF) and the UNEP; and from bilateral donors through partnership with government departments. It has been suggested by the IAS Advisory Board that the Institute should move toward larger grants that cover an entire programme of several related projects as a preferred approach to seeking project-level funding. Strategies are being developed to do this. The next European Union funding round (2008 – 2011) will include 30 million Euros for natural resource management and the Director was part of a regional team to develop a framework for this project, which should include project activities for USP and IAS.

The US$2 million award from the MacArthur Foundation in 2004 for institutional strengthening, 75% of which is used as an endowment, is already providing funds to expand IAS work. Funds were used in 2007 to expand the IAS work in the region and refurbish training and staffing facilities.

Equal Opportunities
The IAS Advisory Board for 2007-2008 reflects the University policy to achieve a 50% female participation. This has already been achieved in staffing and senior management. In project work IAS continues its work in gender perspectives in its community-based resource management.

Good Governance
IAS continues to pioneer the use of participatory techniques and adaptive management to assist communities adopt good governance practices in developing, implementing and monitoring resource management plans. It continues to work with the USP Governance Programme to study how Fijian villages can best govern themselves and in developing case studies in environmental governance. The need for more effective village governance has been highlighted as one of the major needs for, among other things, better coastal management. The other needs are sub-regional master planning and a special coastal commission to provide permits for activities near the coast. Efforts were made in 2007 to set up mechanisms of cooperation with Fiji government to achieve these ends.

The LMMA Network seeks to determine factors that promote success in conservation projects and best practice in this kind of work. Several governance factors are being studied to see how they affect project success.

Community Liaison
The number of communities where IAS is working on marine conservation expanded from 131 to 150 in 2007. The project work involves regular visits to these communities to discuss the implementation of their marine resource management plans and also to assist in biological and socioeconomic monitoring. These projects also include alternative income generation. In 2007 workshops were also held which allowed community members from different places to meet and discuss their resource management work and how to make it more effective. Four districts were also assisted to obtain around $50,000 each from the GEF Small Grant Programme.

Communication and Information Technology
The main IAS communication to the outside world is through its website that provides information on IAS’ services and activities. IAS also publishes a newsletter twice a year in the USP Beat. It makes extensive use of information technology in its database on the Herbarium collections and in its LMMA Learning Network.
Marketing and Public Relations

Marketing is important for IAS and outreach is often done through presentations at relevant professional meetings. Ultimately in small countries like Fiji, IAS believes quality is the most productive marketing tool. For the region the strategy of working through USP campuses will continue to be explored. With accreditation of the IAS laboratory a special effort was made in 2007 to expand the client base. An internal committee has been set up for marketing and a number of activities undertaken. The IAS Advisory Board has also made helpful suggestions. For public relations a number of project findings are written up as IAS Technical Reports but it is recognised more effort needs to be expended to publicise IAS’ many successes.

The marketing team has advertised through:

- publication of services in *USP Beat* and the *Fiji Times*
- the IAS Open Day for both potential and current customers and partners/stakeholders
- letters written to customers on range of available services
- fliers and advertisement leaflets were faxed or mailed to potential and current customer.

Commercial Activities

The main commercial activities of IAS are done by its Analytical Laboratory and through environmental impact assessments and consultancies undertaken by the environment and Herbarium Units. These totalled more than $1,600,000 in 2007 compared to $1,300,000 in 2006.

Major funding for IAS staff and activities also comes from project work. A list of projects for 2007 is given in Figure 2.

**Figure 2: List of IAS Project Applications for 2006/2007**

<table>
<thead>
<tr>
<th>Project</th>
<th>Agency</th>
<th>Applicant</th>
<th>F$ Value/Years</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Marine Resource Management</td>
<td>Packard</td>
<td>IAS</td>
<td>$600,000/3</td>
<td>Approved (renewed 2006)</td>
</tr>
<tr>
<td>2. Foundations of Success</td>
<td>Packard/MacArthur</td>
<td>IAS</td>
<td>$300,000/3</td>
<td>Approved (renewed 2007)</td>
</tr>
<tr>
<td>4. Conservation Capacity Building</td>
<td>MacArthur</td>
<td>IAS</td>
<td>$300,000/3</td>
<td>Approved (renewed 2007)</td>
</tr>
<tr>
<td>5. Fiji ICM</td>
<td>Packard</td>
<td>IAS</td>
<td>$400,000/2</td>
<td>Approved (renewal 2007)</td>
</tr>
<tr>
<td>6. Total Diet Study</td>
<td>NZAID</td>
<td>IAS/GoF</td>
<td>$200,000/2</td>
<td>Completed 2007</td>
</tr>
<tr>
<td>7. Tourism Interpretation</td>
<td>NZAID</td>
<td>IAS/GoF</td>
<td>$200,000/2</td>
<td>Completed 2007</td>
</tr>
<tr>
<td>8. ICBG</td>
<td>US Govt.</td>
<td>IAS/Georgia Tech/Scripps</td>
<td>$1,000,000/4</td>
<td>Year 2*</td>
</tr>
<tr>
<td>9. Institutional Strengthening</td>
<td>MacArthur</td>
<td>IAS</td>
<td>$3,500,000</td>
<td>Ongoing (Trust Fund)</td>
</tr>
<tr>
<td>10. Village Governance</td>
<td>AusAID</td>
<td>IAS/PIAS-DG</td>
<td>$52,000/1</td>
<td>Approved (renewed 2006)</td>
</tr>
<tr>
<td>11. Molecular Genetics</td>
<td>NZAID</td>
<td>IAS/Massey/Land Care</td>
<td>$500,000/3</td>
<td>Year 2*</td>
</tr>
<tr>
<td>12. Village Waste System</td>
<td>NZAID</td>
<td>IAS/NIWA/ESR</td>
<td>$800,000/3</td>
<td>Year 2 *</td>
</tr>
<tr>
<td>Project Description</td>
<td>Funding Body</td>
<td>Institution</td>
<td>Budget</td>
<td>Year/Status</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------------------</td>
<td>-------------</td>
<td>--------</td>
<td>----------------</td>
</tr>
<tr>
<td>13. POPs Analysis</td>
<td>GEF</td>
<td>IAS</td>
<td>$1,000,000/2</td>
<td>Proposal Submitted</td>
</tr>
<tr>
<td>14. Protected Area Effectiveness</td>
<td>NOAA</td>
<td>IAS</td>
<td>$100,000/2</td>
<td>Year 2</td>
</tr>
<tr>
<td>15. PICCC</td>
<td>Darwin</td>
<td>PACE/IAS/Wales</td>
<td>$500,000/3</td>
<td>Year 2*</td>
</tr>
<tr>
<td>16. Climate Change Awareness</td>
<td>APN</td>
<td>IAS</td>
<td>$80,000/2</td>
<td>Year 2</td>
</tr>
<tr>
<td>17. Climate Change Adaptation</td>
<td>AusAID</td>
<td>PACE/IAS</td>
<td>$500,000/3</td>
<td>Year 2*</td>
</tr>
<tr>
<td>18. Water Quality Monitoring</td>
<td>NZAID</td>
<td>SOPAC/IAS</td>
<td>$100,000/3</td>
<td>Year 2*</td>
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<tr>
<td>19. Coral Reef Science</td>
<td>Fr. Govt.</td>
<td>CRISP</td>
<td>$200,000/3</td>
<td>Year 2*</td>
</tr>
<tr>
<td>20. Enhanced LMMA Capacity</td>
<td>Packard</td>
<td>IAS/LMMA</td>
<td>$500,000/2</td>
<td>Year 1</td>
</tr>
<tr>
<td>20. Pesticide Analyses</td>
<td>Taiwan</td>
<td>IAS</td>
<td>$75,000/2</td>
<td>Approved</td>
</tr>
<tr>
<td>21. LMMA University</td>
<td>Packard</td>
<td>IAS</td>
<td>$160,000/2</td>
<td>Approved</td>
</tr>
<tr>
<td>22. Climate Change Resilience</td>
<td>WWF</td>
<td>IAS</td>
<td>$90,000/2</td>
<td>Approved*</td>
</tr>
</tbody>
</table>

NZAID: New Zealand Agency for International Development  
GEF: Global Environment Facility  
NOAA: National Oceanographic and Atmospheric Administration (US)  
URI: University of Rhode Island  
NIWA: National Institute for Water and Atmospheric Research (NZ)  
GoF: Government of Fiji  
ICBG: International Cooperative Biodiversity Group  
WHO: World Health Organisation  
RNHP: Regional Natural Heritage Programme (AUS)  
CI: Conservation International  
ESR: Environmental and Science Research (NZ)  
WWF: World Wildlife Fund  
PICCC: Pacific Island Community-Based Conservation Course  
APN: Asia Pacific Network  
CRISP: Coral Reef Initiative for the South Pacific  
LMMA: Locally-Managed Marine Area  

*IAS is subcontracted
PART 2: ACADEMIC & RESEARCH-RELATED ACTIVITIES

Developments in Teaching

The Institute of Applied Science has not normally been involved in undergraduate teaching except for an occasional guest lecture or for relieving purposes but as it integrates more closely with FST, IAS are being asked to assist more undergraduate teaching. The Director taught part of the organic chemistry course and several IAS staff contributed lectures to Biology courses.

In addition, there are about 20 postgraduate students sponsored by IAS whose research is part of the Institute’s projects. For such students, regular group research meetings are held to discuss findings in the areas of food chemistry, natural products chemistry, conservation and coastal management. Other outside postgraduate students perform some of their experimental work in the IAS laboratories. Increasingly, overseas students are doing attachments with IAS related to its coastal management work. Through its training courses, IAS staff are also involved in teaching. People taking the training courses are often USP staff, government officials and/or community and business people.

Every two years IAS and PACE-SD collaborate to offer the Pacific Island Community-based Conservation Course (PICCC). This was offered for the fourth time in 2007 with 12 attendees from seven Pacific countries. Many graduates from previous courses have become environmental leaders in their home countries. In 2007 this course was also developed for delivery by DFL in 2008.

IAS in association with SOPAC and WHO held a week-long training in water analyses at IAS for 20 people from eight Pacific countries. Follow-up training in water safety kits was conducted in Cook Islands, Tonga and Vanuatu.

Other Student Matters

Isaac Rounds, Nunia Thomas and Hilda Waqa received their MSc degrees in conservation biology and taxonomy. Lavenia Volavola-Tawake and Lanieta Veileqe both completed their masters in topics related to coastal management. Reema Singh’s MSc thesis on microbial contamination of fish was also approved. Several other students have submitted their masters thesis and are awaiting the examiner reports or working on corrections.

Luke Mani and David Boseto, both from Solomon Islands, have started overseas PhD studies as part of IAS collaborations. Hilda Waqa-Satiti is pursuing for PhD at USP under a Darwin Initiative grant. Isoa Korovulavula and Patrina Dumaru have begun part-time PhD studies at Australian universities while continuing to work at IAS. Bale Tamata, Head of the Environment Unit, returned to IAS in September having submitted her PhD thesis at the University of Wollongong. Former student research Katy Soapi has also submitted her PhD thesis in the UK and is working part-time in the Natural Products Unit.

Vincent Lal, MSc student in the Analytical Unit, received a prestigious Australian award for a five-month attachment to government laboratories there.

Ron Simpson, MSc student in the Environment Unit, travelled to Germany on a grant to study chemical ecology. He also attended a young environment leaders conference in Samoa. Patrick Fong was nominated for a similar training in Japan. Make Movono was chosen for an environment training course in Geneva.

Research

Research results mainly focused on natural products work, food analysis, taxonomy and coastal management and studies on marine managed areas. In natural products many new chemical structures have been discovered which fight diseases such as malaria, diabetes and cancer. Further work will be needed to determine if these have any commercial potential. Ten further new compounds from the red alga *Calliophycus serratus* were isolated. These contain four novel carbon skeletons, providing the first example of diterpene-benzoic acid and ditrepene-phenol moieties in macroalgae. Two new hydroxylated...
conjugated fatty acids were obtained from the green alga *Tydemania expeditionis*; both had moderate activity against a variety of cancers. A glycolipid of novel structure, neogonioside, was isolated from the red alga, *Neogoniolithon laccadinicum*. Two novel naphthopyrones were isolated from the Fijian echinoderm *Comanthus parvicirrus* and were found to be strong inhibitors of a mechanism that leads to cancer development and inflammation in the human body. Extracts from the plants *Anocolosa lutea* and *Dolicholobium latifolium* were found to have very strong anti-malarial activity.

Fiji has become a global focal point for locally-managed marine areas (LMMAs) and IAS is leading or participating in a number of research studies related to this work. These include:

- analysis of preferred methodologies in evaluating MMA effectiveness
- cost-benefit analysis of MMA initiatives
- evaluation methods of economic values of coral reefs
- relationship between MMAs and poverty reduction
- community perceptions of MMA benefits
- comparative effectiveness of ‘science-based’ MMAs and ‘community-based’ ones
- analysis of the effects of the live rock trade
- analysis of effectiveness of different approach to nutrient reduction in sewage and pig waste

The live rock study looked at sites where live rock had been harvested versus unharvested sites. With a careful project design good evidence was obtained that live rock harvest results in reduced fish numbers for most species and less healthy substrate. This will hopefully promote a policy review to minimize the removal of reef substrate from Fiji and substitute it with the export of cultured artificial rock.

The poverty alleviation study showed that LMMA work with communities increased income, luxury goods, fish catch, alternative livelihoods, governance mechanisms, community participation, benefits to women, health, social cohesion and cultural traditions. The average income from 200 households surveyed with MMAs was a staggering double of 100 households in villages with no marine management initiatives. In a parallel study it was determined that fish catches had increased US$64,000 in two years after the marine protected area had been declared.

A major total diet study for Fiji was completed and the results analysed. The main purpose was to determine the average weekly intake of heavy metal and pesticide food contaminants. Iron was also studied as a nutrient due to the high incidence of iron-deficiency anemia in Fiji. Results were obtained by dividing intakes into 11 food groups and estimating the daily consumption of each food group. The levels of the different chemicals were determined by analyses of the most widely-consumed foods in each group. Many foods were also analysed by a New Zealand laboratory which confirmed the quality of the IAS data.

Results showed that pesticide contamination was minimal, only one in 35 food samples contained any detectable organochlorine or organophosphate residues. Mercury, lead and cadmium totals were all less than 20% of permissible total weekly takes which showed that on average these are not a health problem. Total arsenic levels were high, close to permitted weekly intakes. However, more than 60% of this intake was from fish, which contain mainly less-toxic organic arsenic. Iron intake was low, less than 60% of the recommended daily intake, supporting recent findings of 50% anemia levels in segments of the Fiji population.

A study on the presence of atmospheric organic contaminants (16 polyaromatic hydrocarbon – PAH, 9 organochlorine pesticides and 7 polychlorinated biphenyls – PCB) was completed for three sites on Viti Levu, Fiji. Results were similar to clean (background) sites in Europe. PCB levels were higher on the western side whereas lindane levels (a pesticide) was higher in Suva. PAH levels were about 20% higher in Suva.
In graduate research a GIS study of coastline changes along the coral coast of Fiji showed that there was little average change in coastlines, some were extending and some were receding. This indicates, at least for the fringing reef environment of this area, localised efforts were more important than the effects of sea-level rise.

A study was conducted on the ‘distribution and abundance of the Fijian ground frog, Platymantis vitianus and the cane toad, Chanus (Bufo) marinus on Viwa Island, Tailevu’. The major findings included the macro and microhabitat preferences of the Fiji ground frog (fruiting tree forests, other closed forests, leaf litter on the forest floor) and the cane toad (plantations and fruiting tree forests near waterbodies) and the spatial relationship of the two species on the island. In general, they prefer the same habitat type but are found in different areas on the island within these habitats. The results suggest that cane toads may not be having a severe detrimental effect on the frog populations. This study also provides baseline data on the abundance and distribution of frogs and toads on Viwa Island before the proposed cane toad eradication project commences.

In 2007 a major biodiversity study was organised for the northern Lau group in Fiji and the results are now being evaluated and written up. Overall, 12 mammal species, eleven reptiles, 47 bird, 13 butterfly, 339 plants and 333 fish taxa were recorded. Prior to a study only 219 plants were known from the northern Lau groups and a few species believed new to science were collected.

Reference List

Books


Book Chapters


Journal Articles


**Conference Publications**

**Papers delivered at Conferences**


Tuiwawa, M. Vegetation ecology in PABITRA island forests – Species/area curves to determine minimum sample plot size. 49th International Association of Vegetation Science Conference, Massey University, Palmerston North, New Zealand. 12-16 February, 2007.


**Professional and Technical Reports**


Comley, J., Vave, R., Cakacaka, A., Meo, S., Tawake, A., Leopold, M and Lecchini, D. 2007. CRISP – IRD/USP Workshop. An Examination of the Effectiveness of Different Taxonomic Survey Intensities Represented by Indicator Fish Species used in


Research/academic Visitors

**January**
- Professor M. Jaspars, Univ. Aberdeen

**February**
- Dr M. Weber, UC Berkeley
- Eusake Sasaki, Asahi Shimbu newspaper
- Tim Reeves, Environment Consultant
- Ayani Suzuki, JICA

**March**
- Dave Leslie, Landcare NZ
- Tepa Suasesi, SPREP

**April**
- Chiara Bellati, FAO
- Nic Conner, NZAID

**May**
- Professor P. Lockhart, Allan Wilson Centre, NZ
- Professor C. Payri, IRD Noumea, New Caledonia
- Howard Foster, Environment consultant
- Eddie Stice, Environment consultant
- Walt Smith, Walt Smith International
FACULTY OF SCIENCE AND TECHNOLOGY

June
Suliana Siwatibau, Environment consultant
Brendan Barnett, Turtle Island Resort
Terra Lawson-Remer, New York University

July
T. McLennachan and Professor P. Lockhart, Allan Wilson Centre, NZ
Jo Nawalowalo, Chairman Kadavu Council
Ian Laban, Dr John Lone, Dr Mike Gilson, International Accreditation NZ,
Les, Australian Calibrating Services.

August
Profs. T. Snell and K. Bowman, Georgia Inst. Technology, Atlanta, USA
C. DeExiguilor, PharmaMar, Madrid, Spain
Andrew Fenemer, Landcare NZ
Sarah Eminhizer, Duke University
Paul Eastwood, Environment consultant
John Parks, US National Oceanographic and Atmospheric Administration
Ger Bergkamp, IUCN

September
Pip Cohen, World Fish Centre
Aizono Kenji, JICA
Shinha Tamio, JICA
Saso Fumaki, JICA
Peter Johnston, Environment consultant

October
Saleem Ali, University of Vermont

November
Scott Hooke, Environment consultant
James Bell, University of Victoria, Wellington

December
Rikki Dunsmore, US Marine Protected Area Centre

Research Projects and Grants

- Genetic Systematics and SPRH Upgrading Project, Landcare Research (NZAID), F$350,000 (2006-2008).
- Frogs of Solomon Islands (Conservation International), US$8,500 (2007).
Commercial Consultancies

Api Cegumalua

- Agriculture Marketing Authority (board member), F$1000
- Trade Standard Advisory Council (council member), F$204
- Fiji Meat Industry Board (board member), F$3000
- UNIQUEST, Pty Ltd, Uni. of Queensland, Brisbane, Australia (Institutional Strengthening Project for the Fresh Produce Development Agency, Papua New Guinea), A$9,476

Api Cegumalua, Arun Pande, Sese Gukivuli, Mereoni Gonelevu, Kara Fong

- Ministry of Health, Public Health Services, (Training of Health Inspectors), F$13,900

Api Cegumalua, Girish Lakhan, Arun Pande

- SOPAC/PWD (Water Safety Plan/Micro Risk Assessment Workshop) at IAS, USP.

Api Cegumalua, Girish Lakhan, Arun Pande

- SOPAC/PWD (Micro Risk Assessment Training) at PWD Depot, Wailoku, F$2,700

Arun Pande

- SOPAC/WHO (Water Analysis/Monitoring Training in Vanuatu), $5,500

Ashika Dayal

- SOPAC/WHO (Water Analysis/Monitoring Training in Tonga), $5,200

Mereoni Gonelevu, Girish Lakhan, Arun Pande, Usa Dolodolotawake, Sese Gukivuli, Kara Fong

- Ministry of Health, Public Health Services (Training of Laboratory Technicians), $12,000

Mereoni Gonelevu, Usa Dolodolotawake, Girish Lakhan, Arun Pande, Professor Bill Aalbersberg, Kara Fong

- SOPAC (Preparation of Standard Procedure Manual), $20,000

Mereoni Gonelevu, Usa Dolodolotawake, Girish Lakhan, Arun Pande, Professor Bill Aalbersberg, Kara Fong

- SOPAC (Training of Lab Technicians from the Pacific Region), $10,000

Mereoni Gonelevu, Professor Bill Aalbersberg, Kara Fong

- SOPAC (Coordination of Water Proficiency Programme Asure Quality Services, NZ, $5,000

Semisi Meo

- WWF South Pacific (Development of the Macuata Qoliqoli Management Plan), $2,400

Sese Gukivuli, Meron Konelevu, Arun Pande

- Coca Cola Amatil (Calibration of Instrument and Equipment), $450

Sese Gukivuli, Mereoni Gonelevu

- Koronivia Research Station (calibration of Instrument and equipment), $450

Alifereti Tawake, Ron Vave, Ron Simpson, Pio Radikdeke

- FSPI AFD Coral Farming Monitoring and Reporting for Moturiki, Fiji, $9,000

Usa Dolodolotawake

- SOPAC/WHO (Water Analysis/Monitoring Training in Cook Islands), $5,600
## List of postgraduate students and MSc titles

### Natural Products

<table>
<thead>
<tr>
<th>Name</th>
<th>Project Description</th>
<th>Status</th>
<th>Supervisor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rohitesh Kumar</td>
<td>Isolation and characterisation of cytotoxic compounds of the marine sponge, *Neopetrosia* spp.</td>
<td>Research begun</td>
<td>Prof Bill Aalbersberg</td>
</tr>
<tr>
<td>Kavita Ragini</td>
<td>Isolation and characterisation of bioactive compounds from marine *Actinomycetes* spp.</td>
<td>Research begun</td>
<td>Prof Bill Aalbersberg</td>
</tr>
<tr>
<td>Klaus-D. Feussner</td>
<td>A survey of the biodiversity of the benthic marine genus *Sarcophyton* collections made in Fiji waters between 2001 and 2005</td>
<td>Research nearly completed</td>
<td>Dr P. Aldersdale, Darwin, Dr D. Skalamera</td>
</tr>
<tr>
<td>Mereoni Gonelevu</td>
<td>Phylogenetic relationships of the genus *Cribrochalina* (Porifera: Demospongiae: Nuphatidae van Soest) using morphological and molecular systematics.</td>
<td>Research begun</td>
<td>Professor Bill Aalbersberg, Dr Peter Lockhart (Massey University, New Zealand)</td>
</tr>
</tbody>
</table>

### Microbiology

<table>
<thead>
<tr>
<th>Name</th>
<th>Project Description</th>
<th>Status</th>
<th>Supervisor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shistri Kumar</td>
<td>Prevalence of pathogenic bacteria in shellfish and the effectiveness of closed water depuration system with biofilter on removal of total heterotrophic bacteria.</td>
<td>Writing up</td>
<td>Dr Dhana Rao, Dr Mohammed Hatha</td>
</tr>
<tr>
<td>Ashika Dayal</td>
<td>Risk Assessment, Growth and Heat Resistance of Salmonella in whole Liquid eggs in Suva, Fiji.</td>
<td>Writing up</td>
<td>Dr Dhana Rao, Prof. Bill Aalbersberg</td>
</tr>
<tr>
<td>Viola Lesi</td>
<td>Determining the folate content of foods using the microbiological assay method with tri-enzyme extraction.</td>
<td>Writing up</td>
<td>Professor Bill Aalbersberg, Dr Dhana Rao</td>
</tr>
</tbody>
</table>

### Environment

<table>
<thead>
<tr>
<th>Name</th>
<th>Project Description</th>
<th>Status</th>
<th>Supervisor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akuila Cakacaka</td>
<td>Effects of Before and After Closure on Marine Reserved Areas. Case Study: Muaivuso, Fiji</td>
<td>Completed and approved for graduation.</td>
<td>Dr Milika Naqasima</td>
</tr>
<tr>
<td>Lavenia Tawake</td>
<td>Coastal Processes and Their Impacts on Coastal Erosion: A Case Study of Votua in the Coral Coast, Sigatoka, Fiji Islands.</td>
<td>Completed and approved for graduation.</td>
<td>Dr Susan Pohler and Dr Paula Vanualailai</td>
</tr>
</tbody>
</table>
Lanieta Veileqe  The application of GIS and remote sensing on integral coastal management (Case study: The Sigatoka Coral Coast).
Status: Graduated.
Supervisors: Dr James Terry, Dr G. Gennady and Dr Wolf Forstreuter

Make Liku Movono  The Impact of Live Rock Harvesting on Fish Abundance and Substrate Composition, Case Study: Coral Coast
Status: Completed and submitted for examination.
Supervisor: Mr Ed Lovell and Professor Jim Reynolds

Ron Simpson  Assessing the Reliability of Community Indicator Species as a Means of Measuring MPA Effectiveness
Status: thesis write up
Supervisor: Professor Bill Aalbersberg, Victor Bonito and James Comley

Rusiate Ratuniata  Economic Impacts of Marine Protected Areas.
Status: In the final stages of data collection and starting data analysis and thesis write-up.
Supervisor: Professor Bill Aalbersberg and James Comley

Isoa Koroiwaqa  Effectiveness of Community-Based Tourism in Environmental Conservation.
Status: Proposal approved but waiting for Supervisor to be appointed.

Seru Tagivakatini  Village Governance in relation to Coastal Resources Management: A case study of Namada Village (Nadroga) and Navukailagi Village (Gau)
Status: Field Research
Supervisors: Dr Tamarisi Yabaki and Professor Bill Aalbersberg

Herbarium

Alivereti Naikatini  MSc thesis: Monitoring comparative spatial and temporal variation in The land-birds of Vago-Savura Forest Reserve, a native lowland rainforest in South East Viti Levu, Fiji.
Status: Completed
Supervisors: Dr Craig Morley and Dr Dick Watling

Hilda Waqa-Sakiti  PhD study: Taxonomy, phylogenetics and biogeography of the Fijian long-horned beetles (Coleoptera Cerambycidae)
Supervisors: Professor Bill Aalbersberg, Dr Alan Stewart (Sussex Uni.)
Dr Mary Morgan Richard (Massey Uni.)
Dr Steve Trenwick (Massey Uni.) and Dr Steve Lingerselter (Mission Institute, Washington D.C.)

Isaac Rounds  MSc thesis: The distribution, conservation status and ethnobiology of Metroxylon vitiensis in Fiji
Status: Completed and graduated 2007.
Supervisor: Dr Craig Morley and Prof Randy Thaman

Nunia Thomas  MSc thesis: The distribution and abundance of the Fijian ground frog, Platymantis vitianus and the cane toad, Chanus (Bufo) marinus on Viwa Island, Tailevu.
Status: Completed and graduated 2007.
Supervisor: Dr Craig Morley and Dr Clare Morrison
Staff Leave & Conferences

- Ritesh Raju is on study leave for PhD studies at UQ in Brisbane.
- Hilda Waqa-Sakiti, Hemipteran Taxonomy Workshop conducted by Dr Mike Wilson, Entomology Curator, Cardiff Museum, Wales at USP Suva, 26 March - 5 April, 2007.
- Isoa Korovulavula and Sakiusa Fong, Pacific Socio-economic Monitoring Meeting, CATD, Nadave, Fiji, 4-5 May, 2007.
- Hilda Waqa-Sakiti, Molecular techniques by at Massey University, NZ by Dr Steve Trewick, Lecturer, Massey University, New Zealand, 5-16 June, 2007.
- Hilda Waqa-Sakiti, Coleopteran taxonomy and field sampling techniques conducted by Mr Darren Mann, Curator, Oxford University, UK at USP, Suva, 23 June - 3 August, 2007.
- Hilda Waqa-Sakiti, Curatorial techniques in Entomology by Mr Darren Mann, UK, 23 August - 14 September, 2007.
- Isoa Korovulavula, Alifereti Tawake, Sukulu Rupeni, James Comely, Sakiusa Fong and Semisi Meo, Communicating Science to Action - CI-MMAS Workshop. USP, Suva Fiji, 6-7 December, 2007.
CAMPUSES
Executive Summary

Limits on growth
Student registrations at the Cook Islands Campus in 2007 totalled 862 with an additional 87 students undertaking summer schools over the 2007/8 summer period. The major areas of studies were management, accounting, education and business administration.

Table 1 Course registrations – Cook Islands USP Campus 1998 - 2007

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>221</td>
<td>228</td>
<td>252</td>
<td>293</td>
<td>328</td>
<td>665</td>
<td>571</td>
<td>730</td>
<td>623</td>
<td>862</td>
</tr>
</tbody>
</table>

The 2007 enrolment total of 862 represents a 38% increase on 2006 figures, but has been inflated by the current MBA enrolment – 34 postgraduate students taking six courses a year. In real terms, 2007 enrolment figures represent just a 5% increase on 2006 undergraduate and pre-degree enrolments.

Accordingly, for the third year in succession, the Cook Islands Campus experienced slow growth or decline in undergraduate enrolments, entirely attributable to the failure of faculties to supply teaching staff for requested flexi-schools. While seven winter schools were offered at the Campus in 2005, none were offered in 2007. Overall, summer and winter school enrolments fell from 45% of total enrolments in 2005 to 16% of total enrolments in 2007.
Table 2 - Course registrations Cook Islands by mode of delivery

<table>
<thead>
<tr>
<th>Year</th>
<th>In-semester</th>
<th>Summer/ winter schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>427</td>
<td>144 (25%)</td>
<td>571</td>
</tr>
<tr>
<td>2005</td>
<td>399</td>
<td>331 (45%)</td>
<td>730</td>
</tr>
<tr>
<td>2006</td>
<td>418</td>
<td>205 (33%)</td>
<td>623</td>
</tr>
<tr>
<td>2007</td>
<td>722</td>
<td>140 (16%)</td>
<td>862</td>
</tr>
</tbody>
</table>

The trend, represented in Figure 2, represents a serious decline in USP services to the Cook Islands. Despite a year of deliberation by the Flexi-School Working Group, the situation appears unlikely to improve.

This centrally imposed limit on growth raises significant issues for the Cook Islands Campus, given that:

- the current Cook Islands Advisory Committee is committed to raising participation in university education to 15% of all Cook Islanders by 2015
- under the new Internal Funding Model, future funding for The Cook Islands Campus will be linked in large part, to student enrolment.

New campus development - ‘Are Marama Nui

During 2007, progress continued on plans for a new campus to be built on 15 acres of land at Tuikatoti, in Taitumu, gifted for this purpose by Papa Tangaroa Kainuku and Mama Ngamata Teamaru of Ngati Kainuku. The lease was ratified by the Cook Islands Land Court in December 2006.

Architects Pacific Ltd., completed a Campus Master Plan in April 2007. A key component is the ‘Are Marama Nui or ‘House of Enlightenment’, a traditional place of learning. The Cook Islands Cabinet in August 2007, agreed to source the $5.8 million required for campus construction - contingent on USP implementing a successful International Pacific Studies Programme during 2008.

International Pacific Studies programme

An International Pacific Studies Programme, developed for the new campus, aimed at the international study-abroad market, was trialled during May 2007 with 15 students from Malaspina University College, Vancouver Island studying two Pacific studies courses taught over five weeks by Professor Ron Crocombe and Gerald McCormack, and credited by their home institution.
During April 2007, Boston University completed their Cook Islands programme with 31 students undertaking a one-week field visit to the Cook Islands Campus. The Campus also assisted in developing a study programme for one week field visits by 120 international students from Auckland and Canterbury universities in New Zealand.

**Existing Campus Development**

During 2007, renovations were made to the 30 year-old campus buildings. These included construction of a verandah on the eastern side of the teaching block to provide additional student space; and redesign of the entry and administration area to increase access, including disability access.

Additional funding is required for redesign of the west entry, installation of a disabled toilet, construction of an arts work area, and extension of the existing computer laboratory.

**In-country scholarships**

During 2007, the Cook Islands Government accepted the view that full fee paying scholarship awards be given to those completing qualifications in-country as well as those completing their studies off-shore. In consequence, 17 full awards were provided to students completing the MBA award in-country and 10 to students completing the BEd (Primary) – all of the latter in the outer islands.

**MBA Postgraduate studies in-country**

During 2007, 34 Cook Islands graduates and senior managers completed the first half of their MBA award. The course was delivered by retired professors recruited internationally and delivered face-to-face at the Cook Islands Campus. An MBA room has been fully equipped at the Takamoa Campus to provide 24-hour access to study facilities for MBA students. The current cohort will complete their degree in late 2008. It is proposed that a second cohort of 34 students commence studies in January 2009.

**Hospitality training**

During 2007, the Campus Director Rod Dixon worked with the Department of National Human Resources Development, to help revitalise the Cook Islands Hospitality and Tourism Training Centre (HTTC) as a fully accredited, industry led, independent training provider.

A tripartite arrangement has been developed between (1) HTTC (newly constituted as an Independent Training Provider); (2) Wellington Institute of Technology delivering Level 2 - 5 hospitality training; and (3) USP delivering degree (Level 6 - 8) training in hospitality management.

The new arrangements have been approved and funded by the Cook Islands Government. USP has undertaken to develop degree (Level 6 - 8) training in hospitality management providing recognition of the HTTC qualification and permitting HTTC graduates to ‘staircase’ to in-country USP degree level Hospitality Studies.

**Success through Sport**

During 2007, the Campus collaborated with SENZ Cook Islands to offer pathways to further study for young people who left senior school early. In 2007, 24 young men and women graduated from the SENZ programme with the New Zealand National Certificate in Sport Level 2. The majority have proceeded to employment or further studies at secondary or tertiary institutions such as Mt Albert Grammar, Kings College, the Manakau Institute of Technology and USP. SENZ proposes to extend its operations to Aitutaki (2008) and Mangaia (2009) where student drop-out rates among young males are particularly high.

**Outer Islands**

During 2007, USP Cook Islands Campus offered a full on-island Form 7 for Araura College, Aitutaki. As part of this initiative Telecom Cook Islands provided an expanded broadband capacity to Araura College to allow faster Internet and email connections between USP and Araura students.
Results from the first offering were mixed with some students achieving pass rates of 100 or 60% but an overall pass rate of just 44% - indicating significant room for improvement.

For the first time, in 2007, total outer islands enrolments totalled 264 or 31% of all enrolments. The Campus would like to acknowledge the pioneering work of Ms Kerry-Anne Bourke in outer islands course delivery. Ms Bourke resigned at the end of 2007 to return to Australia.

**Cook Islands Campus - Outer Islands enrolments 2007**

<table>
<thead>
<tr>
<th>Island</th>
<th>Sem 1</th>
<th>Sem 2</th>
<th>Summer Schools January 2007</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aitutaki</td>
<td>56</td>
<td>56</td>
<td>11</td>
<td>123*</td>
</tr>
<tr>
<td>Atiu</td>
<td>14</td>
<td>26</td>
<td>7</td>
<td>47</td>
</tr>
<tr>
<td>Mangaia</td>
<td>21</td>
<td>27</td>
<td>10</td>
<td>58</td>
</tr>
<tr>
<td>Manihiki</td>
<td>-</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Mauke</td>
<td>5</td>
<td>11</td>
<td>-</td>
<td>16</td>
</tr>
<tr>
<td>Mitiaro</td>
<td>7</td>
<td>7</td>
<td>-</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>103</strong></td>
<td><strong>131</strong></td>
<td><strong>30</strong></td>
<td><strong>264</strong></td>
</tr>
</tbody>
</table>

* includes 52 Araura enrolments in USP’s Form 7 Foundation Programme

**Primary teachers near to completing awards**
The BEd (Primary) implementation programme continued with the offering, in January 2007, of ED216 Science and Social Science as a summer school on Aitutaki and Rarotonga, with a total enrolment of 34, including 30 from the outer islands (11 teachers from Aitutaki, 10 teachers from Mangaia, seven teachers from Atiu, two teachers from Manihiki and four teachers from Rarotonga). The pass rate was 97%.

In Semester I, 2007, 30 teachers undertook one or more courses related to their BEd (Primary) programme; in Semester II 2007, 27 teachers continued their BEd studies; and in January 2008, 30 teachers undertook the summer school in ED316 on Aitutaki and Rarotonga.

On current predictions, the first teachers will graduate in mid to late 2008 with another 12 in 2009 and the rest in 2010-2011. A recent development has been the new enrolment of a further 20 teachers in the programme, including a further four into the outer islands. Significantly of the first teachers expected to graduate, nine are outer island teachers. (A total of 34 outer island teachers are now enrolled in the degree).

**Early Childhood Education (ECE)**
The Ministry of Education and USP are collaborating to ensure that all ECE teachers in the Cook Islands have a certificate or diploma in ECE by 2010. There are currently 38 enrolments in the Certificate in Early Childhood Education with a further three teachers enrolling in the Diploma of Early Childhood Education. The Ministry of Education has provided leadership with tutoring, administrative and fee support (with funding assistance from the PRIDE Project).

**Police Training**
In May 2005, the first cohort of 12 Cook Islands police officers commenced studies towards the USP degree in Police Management. In the following 20 months, the officers successfully completed 67 courses or an average of just over five courses each. A problem with fee payments resulted in all officers becoming inactive in their studies. One of the cohort was awarded an Australian Leadership Award and in 2007 successfully completed a Masters of Transnational Crime Prevention at
the University of Wollongong, Australia. Discussions are underway with the new Police Commissioner on the resumption of police training through USP.

**Research**
In late 2007, Cook Islands Campus Director Rod Dixon and Jean Mason of the Cook Islands Library Museum were awarded $10,000 in research funding to develop an image bank of Cook Islands artefacts in overseas collections. The funding was fully expended in November/December 2007, with major image purchases from the British Museum, the Field Museum of Chicago, Te Papa, the Auckland Museum, and the University of London. The images have been stored in an image bank and will be copied to CD for distribution to artists and schools. These comprise some of the images being collected for a major publication on Cook Islands art by USP/CILMS scheduled for 2010.

The Campus was also closely involved in the establishment, during 2007, of the Cook Islands Research Association, in association with the Ministry of Cultural Development, the Ministry of Education, the Cook Islands Library and Museum Society and the National Council of Women. The CIRA held its first three day research conference at the USP Campus in February, 2008.

**Pacific Arts Association conference**
In 2007, the Campus successfully bid to host the 2010 Pacific Arts Association conference in Rarotonga. The Pacific Arts Association is an international organisation devoted to the study of all the arts of Oceania and includes representation from the British Museum, Musée du Quai Branly, Paris, Cambridge University Museum of Anthropology and Archaeology, Metropolitan Musuem, New York, Musée de l’Homme, Paris, Rijksmuseum voor Volkenkunde, Leiden.

**Art and design**
During 2007, Auckland University of Technology (AUT) agreed to collaborate with USP Cook Islands to provide a Masters in Art and Design for nine students (all established Cook Islands artists) and a Certificate Level 4 in Computer Graphic Design for around 20 students in 2008 to be followed by a foundation entry level programme in art and design targeting the outer islands and commencing in 2009. The Masters programme will help provide trained lecturers for the proposed new campus’ USP Pacific Arts programme; the Computer Graphic Design Certificate will provide entry level training for young graphic artists, while the proposed foundation course is designed to help stimulate art in the outer islands, branding each island differently for tourism development.

**USP art room equipment**
In 2007, USP Cook Islands campus was successful in bidding for $35,000 in aid funding to equip an art room for accredited and community arts programmes. The equipment purchased includes software for computer graphic design as well as traditional art room equipment. Provision has been made for disabled artists (accessible easels, etc) and as part of this initiative the computer lab is being reconfigured and re-equipped as an IMac lab.

**Energy Audit**
During 2007, an energy audit was carried out by the Campus’ IT officer Ngateina Rani. The intention of the audit was to identify whether electricity consumption within the campus could be significantly reduced from its current monthly total of approx. 2,000 kWh units. The audit was carried out in compliance with Australian and New Zealand standard AS/NZS 3598:2000. Timer switches were identified as the best means to control air-conditioning units, refrigerators, microwaves and office equipment continuously left on standby. An awareness campaign was implemented to bring campus staff and students in line with energy saving initiatives. The recommendations have resulted in a 33% monthly reduction in electricity kWh use or a $700 reduction in monthly costs. The total implementation cost of the full recommendations will be up to $6,000 while annual savings are expected between $6,000 and $11,000.

One unnoticeable benefit as a result of reducing electricity consumption is the reduction in greenhouse gas emissions, estimated at between 8 to 10 tonnes annually.
Profile

Background
The Cook Islands comprise 15 islands scattered over an area of nearly 2 million square kilometres of Pacific Ocean. Pending the development of USPNet communications with the outer islands, USP services are offered on Rarotonga (population 9,424) and to those islands with regular air services allowing delivery of course materials and tutor visits – viz, Aitutaki (population 1,743), Mangaia (739), Atiu (600), Mauke (469), Mitiaro (226), Tongareva/Pehrhy (351) and Manihiki (497).

Pukapuka with a population of 662 and Rakahanga (158) together with Nassau (72) and Palmerston (48) have no regular air services and remain largely unserviced by USP. There are no USP sub-centres in the Cook Islands as for larger countries like Tonga and Vanuatu. However, honorary USP agents (mainly school principals) have been appointed in each of the islands served by USP as the Campus’s first point of contact with students.

Challenges

Small population size, minimising opportunities for economies of scale
A limiting factor to the growth of the USP Cook Islands Campus is the small population size (approximately 7,017 people in the working age population, and declining). As a consequence, few opportunities exist for economies of scale. Despite a strong ‘cultural’ preference for face-to-face teaching, student numbers have made this preferred mode of delivery economically difficult to sustain.

To counter this problem, sizeable cohorts of 15 students or more have been developed to allow cost effective face-to-face teaching. Increased tutor support has helped ensure the higher retention and pass rates needed to maintain cohorts in economically sustainable numbers. There has been a concentrated effort to provide frequent summer and winter schools that build and sustain momentum, with cohorts proceeding to completion of awards in a timely manner. Until 2006, summer and winter school enrolments had grown to represent almost half of total USP annual enrolments.

Between the summers of 2004 and 2005, in addition to normal semester courses, the Campus provided 24 summer/winter schools to a total of 483 students. 22 schools were conducted on Rarotonga with a further eight held conjointly in the outer islands. This significant expansion of the number of summer and winter schools permitted four entry points a year to distance students and the possibility of completing a degree by distance ‘in-country’ in five years or less.

The first Cook Islands students to complete a degree entirely in-country (Ms Taggy Tangimetua, Government Statistician) graduated in April, 2005. The second, (Mr Joe Ngamata, Manager, Rarotonga International Airport) graduated in August, 2005. The third (Mr Tangi Tereapii) graduated in April 2006. The fourth and fifth Mr Nooroa Tupa and Mr Tevai Matapo graduated in 2007.

The speed of in-country graduations has been slowed by the inability of USP departments to supply teaching staff to service the summer and winter school programme. Overall, summer and winter school enrolments fell from 45% of total enrolments in 2005 to 16% of total enrolments in 2007. If USP is to meet the in-country training needs of the Cook Islands, a new or reinvigorated approach to summer and winter school delivery is required.

The low level of articulation from Form 7
Currently, there appear to be three main pathways from secondary to tertiary studies in the Cook Islands. These are (i) selection for scholarship from Tereora College’s Form 7 (NCEA Level 3) (ii) leaving school for work; combining work and study; then subsequently applying for a scholarship and (3) travelling to New Zealand to undertake high school and university studies privately. The numbers of students successfully pursuing the first pathway (from Form 7) appears to be declining. The number of students pursuing the second pathway appears to be increasing.
The Campus has been trialling the provision of Form 7 and degree level courses to students in the outer islands who have chosen not to proceed to the national college for Form 7. Current provision includes the Mangaia College trial, the Araura College (Aitutaki Island) trial of the full USP’s Form 7, and the ongoing outer islands English programme.

**Low male participation**

Despite an almost equal gender division in the broader Cook Islands population, the majority of the University’s DFL students are female.

During 2007, the Campus maintained its collaboration with SENZ Cook Islands in trailing a ‘Success through Sports’ programme which seeks to attract young men and women into tertiary education and training through sports.

**Competition from NZ providers**

Constitutionally, the Cook Islands remains in ‘free association’ with New Zealand. This provides Cook Islands students with the freedom to enrol in any New Zealand institution under the same conditions as any other New Zealand citizen.

The Cook Islands special status also allows New Zealand institutions to collect EFTS from the New Zealand Government for Cook Islands student living in the Cook Islands and enrolled in a distance programme. Currently there is an organised presence in the Cook Islands by the Open Polytechnic of New Zealand (business and computing, electrical trades training), Whitireia Polytechnic (business and computing), Unitec (trades training) and Weltech (hospitality training). At the same time, the Department of National Human Resource Development is attempting to develop accredited local training providers and rationalise unnecessary duplication in the small Cook Islands training market.

USP’s Cook Islands Campus has sought to maximise USP’s comparative advantage (its pre degree ‘bridging’ capacity, its ability to deliver certificate, diploma and degree courses to completion and in a timely manner to students whose preference is to remain at home and at work while completing formal qualifications). Comparative advantages also currently exist in local infrastructure (USP Campus), local tutoring, VBC lectures, online courses, online and email services through USPNet; and importantly, face-to-face teaching through frequent summer and winter schools. All these advantages are under challenge from, among others (a) online provision by overseas institutions, and (b) lower airfares allowing more frequent tutor visits from New Zealand providers, (c) the inability of USP departments to adequately service summer/winter schools programmes.

The Campus has also sought to develop partner relations with overseas institutions, for example a tripartite arrangement between the Cook Islands Hospitality and Tourism Training Centre, a New Zealand provider and USP to deliver Levels 1 – 8 training in hospitality. The Campus is also in discussions with AUT on a triangular relationship between USP Cook Islands, AUT and Manukau Institute of Technology that would allow Cook Islanders resident in either New Zealand or Cook Islands to combine studies in all three locations. If fully developed, this could help ensure a steady flow of Pacific students from Auckland to the proposed Pacific Studies Campus in Rarotonga. It is hoped that similar arrangements can be developed, in turn, with institutions in areas of major Cook Islands concentration in Australia.

Key to this proposal will be arrangements for the automatic recognition of credits between USP and New Zealand and Australian institutions providing not only a seamless educational transition for students moving backwards and forwards between Cook Islands, New Zealand and Australia but opportunities for USP students to do part of their degrees in New Zealand and Australia; as well as opportunities for New Zealand and Australian students to complete part of their studies at USP.

**Staff Listing**

*Members of Cook Islands USP Advisory Committee 2006*

- Tevai Matapo  Chair
- Frances Topa  Apera, Manager, Department of National Human Resource Development
- Stuart Davies  CEO, Telecom Cook Islands
2007 Strategic Achievements

Garth Henderson  Director of Aid Development
Joan Rolls-Gragg  Artist and Entrepreneur
Poko Matapo  Director, School of Nursing
Pae Puna  Former Public Service Commissioner
Taggy Tangimetua  Government Statistician and MBA student
Michael Tavioni, Ta’unga
Angeline Tuara,  Entrepreneur
Maara Tetava,  Deputy Police Commissioner
Vaine Wichman,  Economist and Entrepreneur

Staffing - Administration
Campus Secretary/Accounts Clerk/Exams Officer  Shona Aviu
Banner Operator/Receptionist/Stores Clerk  Lina Brothers
Campus Director  Rod Dixon

Staffing – Casual
Outer Islands Travelling Teacher (resigned December 2007)  Kerry-Anne Burke
Part-time Library Officer (from September, 2007)  Jean Mason and Awhina Cresswell

Student Focus
In an effort to improve services to students during 2007, the Campus:

i) continued to employ a casual student services officer to, inter alia, maintain, on a weekly basis, a database of enrolled students and monitor tutorial attendance, submission dates of assignments, assignment marks, test marks and other data that might be helpful in (a) identifying early signs of academic difficulty and (b) devising strategies for academic support,

ii) maintained a ten day rule for response and where possible resolution of student enquiries,

iii) continued using air envelopes to ensure next day delivery of assignments and notices to outer island students, (where possible, outer islands students are given expedited treatment in the allocation and delivery of course materials),

v) increased the number and duration of local tutorials and the number of tutorial visits to students in the outer islands; (during 2007, an increasing proportion of face to face funding was again allocated to student tutorials in the Outer islands),

vii) assisted in counselling and orientation of Cook Islands students proceeding to on-campus studies at Laucala and Emalus Campuses

ix) undertook individual counselling designed to ensure that all extension students are enrolled in specified programmes and working to complete awards in a timely manner

x) maintained a split work shift – with two staff (Secretary and Clerk) working from 8am – 4pm and the remaining staff (Director and casual Student Services Officer) working between 11am – 8pm – to allow extended opening hours and increased library, computer and tutorial access for students.

Library relocation
As part of the redevelopment of the existing USP Takamoa Campus, the USP Library has moved to an area inside the adjacent Cook Islands Library and Museum Society (CILMS) building. The hours of opening of both libraries have been extended to 8pm Monday to Friday with Saturday morning opening. USP computers have been located in the CILMS building with a wireless bridge connecting users to the USPNet satellite dish.

Student loans scheme
Cook Islands campus has worked with the Bank of the Cook Islands to operate a student loan scheme to assist students taking several courses a year.
**Effective and Efficient Resource Management**
The Centre worked actively in 2006 to increase the number of students proceeding through their programmes in cohorts to ensure the economic viability of face to face tutoring and summer school offerings.

**Financing Future Growth**
A Pacific Studies Programme has been developed for the proposed new Cook Islands campus, aimed at the international study-abroad market, taking maximum advantage of the programme’s location in the cultural and environmental context of the Cook Islands.

**Equal Opportunities**
**Infrastructure inequality** - The Campus remains concerned that, despite the substantial technological communications infrastructure available to the USP Campus in Rarotonga, it will remain unable to deliver audio and intranet facilities to students in the outer islands. The Campus has proposed the construction of VSAT earth stations in the outer islands as part of the proposed *USPNet* upgrade and will further explore the possibility of a closer working relationship with EduNet. In late 2006, the CEO of Telecom Cook Islands Mr Stuart Davies implemented a TCI initiative to increase bandwidth to Araura College on Aitutaki Island in support of the USP Form 7 studies in the outer islands. This was implemented by TCI in February, 2007.

**Male participation**
Gender equality remains an issue with less than 35% of the Centre’s enrolments being male students. During 2007, USP Cook Islands continued to address this issue with a successful collaboration with SENZ (Cook Islands) which offers pathways to further studies for young people (particularly young men) who left senior school early. In 2007, 24 young men graduated from the SENZ programme with the National Certificate Level 2 in Sports and the majority have proceeded to employment or further studies.

**Disability access**
Many facilities at USP Cook Islands campus are now wheelchair accessible with the major urgent need being for funding for a disabled toilet for which the ramp has already been built.

**Community Liaison**
The Campus maintained USP agents in all the major outer islands of the Cook Islands. In addition, the Campus Director and local tutors regularly visited the outer islands for consultations on local training needs. During 2007, programmes were provided to all islands except Rukapuka, Nassau and Rakahanga.

**Computing for Mamas and Papas**
During the year, several courses were held providing computer, email, internet, power point and excel skills to senior citizens.

**Arts**
A successful *tapa* workshop was funded in Mangaia and plans are underway for additional workshops on Atiu and Mangaia.

**Donations**
Two computers that were surplus to requirements were donated to the Cook Islands Library and Museum Society as public access points to computerised Cook Islands Land Court records.
Communications and Information Technology
During 2007, the Campus’s Computer Laboratory provided 31 functioning workstations available exclusively for student use. The Campus currently has 40 operational networked computers providing ‘always on’ Internet and email access to students and staff. The computers are allocated as follows:

- 15 for Student Laboratory
- 12 in MBA room
- 4 for Student use in the Library
- 5 for administration and teaching staff
- 1 for Booknet
- 1 for system server
- 1 for Video Broadcast Room audiographics

A wireless bridge was installed to link the main system to the relocated library space. In 2007 the Campus will install wireless capacity in the MBA room and central foyer. As part of a new initiative in the arts, the current PC labs will be re-equipped as an IMac lab and the existing PC computers relocated to the teaching rooms. This will increase the number of computers dedicated to student use to 41.

Marketing and Public Relations
The Centre continued to make extensive use of local TV and newspapers to market courses to the public.

The Centre made a substantial input into the Cook Islands Career Expo, 2007.

Commercial Activities
The Campus’s main commercial activities relate to the hiring of classrooms and the computer suite and the sale of IPS publications. The sale of IPS publications nets little profit, as prices are kept low to ensure affordability. The Centre continues to examine opportunities for future commercial activity. In 2007, the Centre was successful in bidding for NZAID in-country funding of $38,000 to ensure participation by outer island teachers in the BEd Primary upgrade.
EMALUS CAMPUS

Teaching And Learning

Achievements

1. Whilst there was a significant decline in student enrolment numbers in 2007, the Campus was able to strengthen the following areas in teaching and learning:

   (i) 100% tutorial support for all DFL courses (print and online) was offered through the DFL Centre: 'one tutor appointed per course' policy finally achieved and to be maintained in 2008. There was also increased tutorial support hours for all DFL courses in English language, mathematics, sciences, economics, accounting/banking and management.

   (ii) For the first time in Vanuatu, about 10 local markers were approved to mark student assignments and local tests, a good 90% in CFS subjects.

   (iii) The placement of the LL114 Coordinator (and marker) at Emalus Campus was a major development for DFL Centre and SOL.

2. More than 71 students graduated with postgraduate, degree, diploma and certificate qualifications at the Emalus Campus Graduation on 14 December.

Areas for Improvement

1. Consolidated effort has been made in 2007 and to be continued in 2008 to retain and increase student enrolment numbers by 2009.

2. More effort and resources will need to directed to:
   - increasing face-to-face teaching by (a) seeking Faculty’s support to relocate or appoint more academic staff at fulltime Tutor basis at Emalus for DFL studies, or (b) increasing tutorial support using part-time tutors;
   - increasing and expanding student access to library resources and online materials.

Research

Achievements

1. Research undertaken by staff during the year:
   Robert Early of Pacific Languages Unit (PLU) was a collaborator with the Niuean compilers of the Tohi Vagahau He Vagahau Niue (Niuean monolingual dictionary), which was officially launched in Niue by the Prime Minister of New Zealand and the Premier of Niue. In contrast to bilingual dictionaries which are more widely available, this is the first such dictionary to be published for any language in the USP region, where all the content is in the Pacific language.
Robert Early (with Helen Tamtam of CELT)
For the first time ever in Vanuatu, an empirical survey of Vanuatu numeracy and literacy rates was carried out, with funding from AusAID and UNESCO. The survey tested around 3500 individual subjects in a variety of locations, and the results confirmed that these key development indicators are at the low end (38% and 40% respectively) of a large range of estimates that have been made previously. These findings have highlighted the extent of the challenge that remains for Vanuatu, and Melanesia generally, to improve basic education.

Robert Early: Bislama literacy survey


Catriona Malau (PLU): A Descriptive Grammar of Vurës, Vanua Lava, Vurës Dictionary. She has continued managing and carrying out fieldwork for her major collaborative research project documenting the Vurës and Vera’a languages of Vanua Lava. This three year project is funded by the German Volkswagen Foundation.

2. More than 10 students (Canada, Fiji, France, Solomon Islands, Tahiti and Vanuatu) were enrolled in PhD, Masters and postgraduate certificates and diploma programmes during the year:

   PhD: Hannah Bogiri. ‘A grammar of Raga’.
   PhD: David Healey. ‘A grammar of Maskylenes’.
   LLM: George Gray, Barbara Jackson, Philip Kanairara, Humphrey Marau, Tetuahuri Richmond and Steven Tahi
   MA: Sebastien Lacrampe. [Aspects of Lelepa language].
   GCTT: Naomi Bolenga, Sunita Bois-Singh, Joseph Foukona, Annette Theophile, Eric Natuivi, Lidcha Nanuman and Vomarand Botleng

**Area for Improvement**
Further attention needs to be taken to monitor more closely the support and resources provided to postgraduate students to enable them to carry out their research and successfully complete their courses and programmes.

**Student And Staff Support**

**Achievements**

1. Services provided for students have been fully integrated by the end of 2007, with the merge of DFL and SAS staff under the Student Academic Support Services section. It is responsible for providing a higher and consistent level of service/support for admissions, registration, assessment, graduation and the creation and maintenance of student records for all students on Emalus Campus and the Learning Centres, irrespective of their modes of study.

2. The Emalus Campus Library implemented the following initiatives in 2007:

**Reference Desk Service**
A reference desk service was introduced mid-year with service provided in two one hour sessions daily. It has gained popularity and has increased communication between library staff and users, and is proving to be a worthwhile service.

**Emalus Campus Legal Research Skills and Information Literacy Programme**
A legal research and information literacy series of lectures, produced and taught by the previous law librarian in 2006 was resurrected, fine tuned and expanded by the new Law Librarian, Dianne Thompson in 2007. This was merged with the ILP modules and offered through one hour lectures each week to both staff and students. Each lecture covered a specific topic and the series during 2007 which is intended to continue in 2008, covered:
(i) Information Literacy Skills: resources at the Emalus Library, accessing the Emalus Library website and catalogue, untangle the web: using the Internet to find information, evaluating information sources, citing your sources

(ii) Legal research skills; introduction to legal research methods, primary legal research, sources of law, constitutions, legislation & treaties, PacLII, researching case law, articles as a source of law, guide to using Lexis, guide to using Westlaw, advanced guide to using the Internet, research in the real world - a primer for final year students

**Wireless Access**

Wireless access for students around the campus is now in place and working very well, both in and around the classrooms and offices in the upper part of the campus as well as in some areas in the Halls of Residence. This is a positive and welcomed development and to be expanded in 2008.

**Physical Facilities**

(i) Further development of facilities for DFL students and activities were carried out through:

- the upgrade of Santo computer lab, and creation of new IT Lab at Penama Centre
- successful negotiations with Malampa Provincial Government Council for the establishment of the ‘USP Malampa Centre’ in Norsup, Malekula. The facilities were renovated and handed over by the Nouméa-based French Army.

(ii) General expansion of and improvement to current space on Emalus Campus:

- Extension to the Emalus Campus Library funded by NZAID
- Renovations to the offices in the IT section
- Work on the new wing for academic staff in the School of Law

**Training, development and conferences undertaken by staff during 2007:**

- Sunita Bois-Singh (SOL) and Naomi Bolenga (SAS) graduated with the GCTT in December 2007.
- Henry Boe (Finance) and Dalsie Bani (SAS) undertook training in Banner Payroll and HR Leave Management System respectively, on Laucala Campus in November.
- Pauline Molisa (DFL) was on Laucala Campus in December for training attachment on (i) quality documentation with CFS and (ii) assessment with SAS.
- Catriona Malau- Seventh Conference on Oceanic Linguistics, Noumea, New Caledonia. Language and Literacy Week; Vanuatu Library Association, Vila, Vanuatu
- Robert Early - Seventh Conference on Oceanic Linguistics, Noumea, New Caledonia. Language and Literacy Week; Vanuatu Library Association, Vila, Vanuatu
- Third Austronesian Languages and Linguistics Conference, SOAS, London, funded by FAL conference fund $4000.

**Areas for Improvement**

Attention would be required to ensure that the following are progressed in 2008:

1. that the Legal Research and Information Literacy series be taught on both Emalus and Laucala Campuses and that measures are taken to integrate it more fully into the compulsory teaching programme. Issues that relate to skills development need to be reconsidered across the law curriculum particularly in the context of online distance learning, and legal research skills and information literacy.

2. There is a need for increased indoor as well as outdoor sitting and study space for students with the provision of additional power outlets given the increasing number of students with laptops on Campus.

3. Internet access and speed continues to be a major issue particularly for students and staff in the Centres and other Campuses, in accessing law resources available on the Emalus Library website. Primary and secondary law materials made available from the Emalus Library site have been inaccessible for most students studying around the region.
Constituent and External Relations

Achievements

1. The Pacific Islands Legal Information Institute (PacLII) has developed into an invaluable resource for regional and international stakeholders and general community. Key outputs in 2007 included:

- 2,070 new judgments uploaded to the website in the period January to end November 2007
- 496 new pieces of Legislation uploaded during the same period above. These included one set of consolidated legislation for PNG and a number of indexes.
- Training in use of PacLII and other legal databases provided in Vanuatu, Kiribati, Fiji, Australia, Cook Islands, Solomon Islands and Samoa to a range of participants including members of the judiciary, government law officers, legal professionals, students, Parliamentary staff, media professionals and members of the public.
- Orientation and awareness conducted during visits in each of the above countries and at a number of conferences, including the Australasian Parliamentary Librarians Conference in New Zealand; Pacific Legal Drafters Forum in Vanuatu; PILON conference in Kiribati; AusAID Criminal Justice Strengthening Conference in Australia; the Pacific Judges Conference in Tonga; Pacific Regional Conference on Law and Civil Society in Vanuatu; PacINET conference in Solomon Islands and the UNDP Pacific Parliaments conference in Fiji.
- A Sentencing Database, which will build an electronic searchable repository of case law, legislation, treaties and other material relating to sentences imposed by the Pacific courts continues to be developed and was introduced to the Chief Justices of the Pacific Region at their conference in November
- The Pacific Law Portal was renamed the Pacific Legal Gateway. It is a centralised web page offering access to legal content and applications for Pacific Island countries, and free access to some commercial legal databases for senior government lawyers. A six month trial has been launched in Vanuatu, Fiji, Samoa and Solomon Islands.
- The development of an Environmental Law database to support a new Environmental law course at USP.
- Collaborative work has been undertaken with the Pacific Judicial Development Programme to publish their training materials on PacLII
- Launch of the PacLII Intranet.

2. Strengthened relationship and partnerships with the Ministry of Education and secondary schools in Vanuatu has resulted in:

- the increased delivery of USP school-based programmes, with a record school-based registration in 14 schools throughout the country. All nine francophone senior secondary schools enrolled their Year 12/Year 13 students in LLP13 and/or LLF11.
- a record achievement in francophone Year13 ‘second chance’ programme at DFL centre from which three (out of 15) former successful students obtained a scholarship to study in University of New Caledonia (UNC) in 2008. From end of 2007 year exams, a further record of nine students out of 20 (seven in social sciences and two in science) were admitted into Yr14 or DAEU programme at lycée LAB!

3. A record number of CCE programme/course were offered throughout the USP Centres in Vanuatu, mainly in English, basic book-keeping and IT courses. This included a francophone training in IT with French University of Limoges (C2I) in close collaboration with Agence Universitaire de la Francophonie (AUF);

4. USP Open Day continues to be a key public relations event with a very jubilant Open Day for Emalus Campus which began with a very colourful march throughout Port-Vila town up to the Campus, with generous sponsorship from business houses.

5. Launching of popular Seminar series named ‘Spotlight on Current Issues’, including a seminar on sensitive monopolistic Telecom Industry which drew overwhelming participation;

6. Participation in projects during the year:

- Hannah Var-Bogiri:
  (i) UNESCO project on Endangered Languages within the Melanesian Countries, 23-28 March 2006, University of PNG. Presentation: A country report on the UNESCO project on the documentation of the endangered languages in Vanuatu.
(ii) Intensive Bislama Language Training courses for Japanese Overseas Cooperation Volunteers (JOCV) and the New Zealand High Commission.

- Robert Early:
  (i) Intensive Bislama Language Training courses for Japanese Overseas Cooperation Volunteers (JOCV) and the New Zealand High Commission.
  (ii) Advisor and facilitator, Epi-Lamen language and translation project, Epi Island, Vanuatu.

**Area for Improvement**
The creation of a database and the development of links and contact amongst the USP Alumni in Vanuatu.

**Governance, Administration and Management**

**Achievements**

1. Professor John Lynch (PVC Regional) and Jean Pierre Nirua (Director, DFL Centre) represented Emalus Campus at the Regional Campus Directors Conference at Alafua Campus, Samoa in April.

2. The different sections of the Campus undertook a self-review exercise between May-July as part of the University-wide Quality Audit preparations and the submission of the USP Performance Portfolio.

3. A Review of the Emalus Campus was carried out in July which specifically focused on Finance, Students, HR, Community Services, Property & Facilities and General administration. Marica Tabualevu was appointed as the Interim Campus Manager from November 2007, consequent to the resignations of the Campus Secretary and PVC (Regional), to be responsible for the campus administration and the implementation of the recommendations of the Emalus Campus Review Report 2007.

4. The review of 60 I&J and PHP staff performance was carried out by the Staff Review Committee in December.

5. A milestone for the year was the signing of the Emalus Campus Agreement 2007 between the Acting Vice-Chancellor and Registrar and the President and Secretary of the Staff Union on Emalus Campus in December. The Agreement regulated the terms and conditions of the staff in Vanuatu, which was based on local public service conditions, to USP standards.

6. The relevant sections have begun to develop online services for Banner Payroll and HR Leave Management System from September, to be implemented in 2008.

7. During the year, resignations were tendered from Ala Nwgele (Campus Secretary), Alick Terry (Works Supervisor), Robyn Blake (Director PacLII), David Hill (Assistant IT Manager, PacLII), Maria Manwo (Cleaner) and Professor John Lynch (PVC Regional). At the end of 2007, there were a total of 115 staff at Emalus Campus, 29 academic and comparable, 40 junior and intermediate and 45 permanent hourly paid and casual staff.

8. Staff representation was maintained in 2007 for the different committees within Emalus Campus and the University.

**Areas for Improvement**

Much attention is still necessary in the following areas:

1. Compliance to Financial and HR policies and procedures
2. Availability of financial information and better understanding of financial reports for more informed decision making
3. Review of staffing structure of DFL Centre, Finance, Community Services and ITS following the recent restructuring of Student Services and General Administration.
4. Assessment of teaching, learning and recreational space and facilities for both staff and students
5. More focused planning for staff development and training
6. Better planning, implementation and monitoring of campus developments and activities
7. Improved support and cooperation across the Sections for Campus developments, projects and initiatives.
Executive Summary
The year 2007 represent another successful year for USP Kiribati Campus. In its core business of providing education for students of Kiribati, student enrolments grew 45 percent from the previous year, and for the first time the number of students studying at the Campus exceeded 1,000. A significant increase was also observed in far-way Christmas (Kiritimati) where close to 50 students enrolled.

Recognising the need to improve the English Language skills for its students, the Campus added an extension to its building to house the new English Language Education Unit. Staffed by an AVI volunteer with experience in the teaching of English as a second in Japan, Zimbabwe, and Eastern Europe, the Unit will serve as a drop-in centre for students needing assistance with English as well as providing local teaching for language courses. The establishment of the Unit has given the Campus the capacity to teach key English language courses such as EL001 and LL114 in-country with depending on lecturers from Laucala Campus.

Other important achievements for the year were:
- The Campus Strategic Plan 2008-2011 was launched in August 2007;
- The Campus Continuing and Community Education Operation Plans was completed in 2007;
- A Planning and Development Officer was added to the staff structure of the Campus to assist the Director in planning and development, including dealing with aid donors;
- The Campus website (http://www.usp.ac.fj/kiribaticampus) was launched in September; and
- A re-organisation of the staffing structure of the Campus was carried out to ensure that all key areas of operations and interests are adequately covered.

Profile
The USP Kiribati Campus had its humble beginnings in 1976 in a small room at the Government’s secondary school, King George V School. It was later relocated to its present location at Teoraereke, South Tarawa in 1979. In 2005, in a university-wide restructuring, the name changed from ‘Centre’ to ‘Campus’. The Kiribati Campus services a wide geographical area of over two million square kilometres in which the islands are widely dispersed. Kiritimati (Christmas) Island in the eastern part of the country, where there is a growing student numbers, is about 2,000 kilometres away from Tarawa, and to get there one has to exit the country to catch the weekly Air Pacific service from Nadi.

The Kiribati Campus is one of the five main tertiary training providers in Kiribati; the other four - the Kiribati Teachers College (KTC), Kiribati (formerly Tarawa) Technical Institute (KTI), Kiribati School of Nursing, Marine Training Centre (MTC) and Fisheries Training Centre (FTC) are all Government-owned specialised training institutions, and are also located on South Tarawa. Since its establishment the Campus has enjoyed good patronage from government and the general public resulting in a steady growth in enrolments and activities.
**Student Enrolment**

In 2007 the Campus recorded total student enrolments of 4,120. The breakdown by programme is detailed in Table 1 below.

<table>
<thead>
<tr>
<th>Course Level</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary</td>
<td>46</td>
<td>206</td>
<td>1,574</td>
</tr>
<tr>
<td>Foundation</td>
<td>1,293</td>
<td>1,786</td>
<td>1,757</td>
</tr>
<tr>
<td>Degree</td>
<td>920</td>
<td>812</td>
<td>769</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Vocational</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>17</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,276</strong></td>
<td><strong>2,821</strong></td>
<td><strong>4,120</strong></td>
</tr>
</tbody>
</table>

By headcount, the number of students studying at the USP Kiribati Campus totalled 1,122 in 2007.

As can be seen from the above table, student enrolments in 2007 represented an increased by 45% over enrolments in the previous year. This big increase came on the back of a massive six-fold increase in preliminary courses enrolments as four secondary schools in the country opted for the preliminary programme for Form 6 students. Three of these schools are outside South Tarawa. The 2007 enrolments also entailed two significant firsts: First, the Kiribati Campus is registering a cohort of postgraduate students for the first time, and second, a significant number of students from far-away Kiritimati (or Christmas) Island were enrolling in USP courses.

With the number of schools switching from SPBEA Form 6 and 7 certificate courses in favour of USP’s pre-degree programmes increasing from three to seven in 2007, the Campus realised that there is a clear need for the support to the schools to be strengthened. To this end, a re-organisation of staff responsibilities was undertaken which resulted in the provision of staff support to the locally-based Coordinator of College of Foundation Studies. The appointment of the Coordinator in 2006 was a major factor in the increase in the number of schools opting for USP Pre-degree programmes. Present indications are that more schools would switch to USP courses in the future as there is a shared perception among principals and managers of church secondary schools that USP pre-degree courses provided a better platform for their students to compete for scholarships for studies outside Kiribati, and for better performance at university level. Other often-cited attractions/advantages of USP pre-degree programmes included significant reductions in the costs of courses following the introduction of school-based Foundation and Preliminary programmes; and the fact that USP courses came complete with course materials and textbooks. With more schools adopting preliminary courses for Form 6, pressure has been put on the Campus to facilitate church schools’ request to the Ministry of Education for the official recognition of the Certificate in Preliminary Studies as a Form 6 qualification. This is of critical importance in view of the current practice in the ranking of students for AusAID and NZAID scholarships which is based on results from SPBEA’s Pacific Secondary School Leaving Certificate (PSSC), which students sit at the end of Form 6. Dialogue with the Ministry of Education has been initiated by the Campus and the Churches Education Directors’ Association of Kiribati (CEDAK), and is continuing.

**Continuing and Community Education Programme.**

Continuing and Community Education (CCE) is the vocational and developmental education programme run by the USP Kiribati Campus, often in response to identified national and community needs. In 2007 Continuing and Community Education attracted a total of 556 enrolments as detailed in Table 2 below:
### Table 2: Continuing and Community Education Enrolments, 2007

<table>
<thead>
<tr>
<th>Course</th>
<th>Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiribati Computer Certificate Stage 1</td>
<td>157</td>
</tr>
<tr>
<td>Kiribati Computer Certificate Stage 2</td>
<td>113</td>
</tr>
<tr>
<td>Kiribati Computer Certificate Stage 3</td>
<td>108</td>
</tr>
<tr>
<td>Master Pacific Islands Class 6</td>
<td>52</td>
</tr>
<tr>
<td>Master Pacific Islands Class 6 Engineer</td>
<td>36</td>
</tr>
<tr>
<td>Master Pacific Islands Class 5</td>
<td>33</td>
</tr>
<tr>
<td>Bridging English (for Fourth and Fifth Form leavers)</td>
<td>57</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>556</strong></td>
</tr>
</tbody>
</table>

The Kiribati Computer Certificate is a three-stage computing course designed by the Campus in response to needs of local employers. A similar course is offered by the Kiribati Institute of Technology (KIT), but Kiribati Campus’ course has an edge because it caters for the requirements of employers in the country, whilst bearing a regional brand. The Master Pacific Islands Class 6, an SPC-designed course for mariners. The course is in two parts, navigation and engineering, and is a basic requirement by the Ministry of Transport for skippers of small inter-island ships. The Master Pacific Islands Class 5 is a course one stage up from Class 6, and it is a useful platform for mariners seeking to advance their career. A consultancy report by NZAID consultants has recommended that USP Kiribati Campus handed the course to the Marine Training Centre to run from 2008. The Bridging English course is a course conducted during the Christmas school break targeting Forms 4 and 5 leavers with the objective of improving their English language skills so that they are able to handle courses in the next stage of their study. Initiated in 2006 in response to requests from parents and students, the course continued to be very popular.

In 2007 the CCE programme generated around $50,000 in income for the Campus.

The Campus’ Continuing and Community Education Operational Plan which was completed in November 2007 outlined the direction in the Campus’ CCE Programme from 2008. The CCE Operational Plan is directly linked to the following strategic goals of the Campus:

- 8.1.2: Increase student retention and performance
- 8.1.3: Expand the provision of relevant Continuing Education and Community outreach activities
- 8.4.1: Continue to respond to the needs of the Government and the people of Kiribati
- 8.5.2: Increase income by diversifying funding strategies

The Operational Plan has identified the following courses to be developed in 2008:

- English language learning
- Computer studies
- Digital photography
- Project management and strategic planning
- Cooking
- Office competencies
Buildings and Facilities

Except for the Campus Library which was built in the 1990s, most of the Campus buildings are pre-fabricated timber constructions built in 1998 and they are getting old and in need of major maintenance and refurbishment. Teaching and learning space, which had remained unchanged since the buildings were first completed, is now grossly inadequate in the face of massive increase in student numbers over the years. The Campus has negotiated for the use of additional classrooms from the neighbouring Government Junior Secondary School, however, the Campus has had to pay for its use.

Facilities are also inadequate to cater to the number of students studying at the Campus. The Campus has been trying its best to provide more equipment and facilities, but because of limited financial resources very little progress has been achieved. In 2007, 14 new computers were provided through the University Equipment Fund administered the ProVice-Chancellor (Regional), but these were only enough to replace old and broken computers rather than increase the stock of computers for students’ use.

Kiribati Campus was one of the campuses earmarked for expansion by the University. drawings for the new campus have been prepared by an Australian firm of architects, and these have subsequently been accepted by both the University and the Kiribati Government. The latter has undertaken to provide $2 million of the costs of the expansion, while both have agreed to jointly seek the balance of the costs from aid donors. A Government working committee on the new campus, made up of the different Ministries of the Government of Kiribati and chaired by the Office of the President, has been meeting several times during the year. The new campus will provide additional teaching, learning (including classrooms and labs) and administrative space as well as hosting a centre for the study of sustainable development in atolls and small states which the Kiribati Government has strong interests in.

Other Factors

Strengths

The USP Kiribati Campus is recognised by the National Government and the wider community of Kiribati as the premier tertiary institution in the country. As part of the USP community, the campus is able to access the resources and expertise of USP to enhance its position as the leading educational institution in the country.

Kiribati is politically stable and there is strong support from the National Government for the vital role (higher) education plays in achieving the strategic objectives of the country. The National Government has committed AUD$2 million special allocation for the enhancement of US’s operations in Kiribati. The government scholarship programme continues to grow and this is expected to continue into the future.

Kiribati has a relatively high population with 40% of the population less than 20 years old. With approximately 2000 school leavers per year and only 500 new jobs each year education and training has a vital role to play in the future development of the economy.

A vital strength of the Kiribati Campus is the access and use of the USPNet communication system employed by USP for its regional campuses. This allows DFL to take place allowing the students to learn in their home environment at a reasonable cost. It allows the different parts of USP to communicate effectively and to the benefit of all USP staff and students.

Weaknesses

The Campus faces difficulties in accessing funds to continue its operations and ongoing development. The Campus continues to experience increased student enrolments with no corresponding increase in staff, resources or teaching space. Many academic staff members are faced with an increasing administrative role, which reduces the time available for teaching activities and their ability to undertake research or consultancies.
The isolation of the Kiribati Campus has a profound impact on the on-going professional development of staff and the educational opportunities for students. It is difficult to attract international staff and students to enhance the teaching, learning and research aspirations of the Campus. The DFL mode of teaching and learning is not a culturally supported system of learning due to the tradition of Kiribati students having a teacher available to them face-to-face in the high school setting. Many students do not have a conducive home study environment such as adequate lighting, quiet study area, computers other equipment needed to support DFL. Better results are attained for the students when they are able to complete their units face-to-face.

The students are also unable to access all the academic/student services, cultural, social and sporting opportunities offered at the main campus while they are studying at the Kiribati Campus. These aspects are a major part of university life and add to the experience of undertaking tertiary education at a world class institution.

Isolation also impacts the operation of the campus internally. Kiribati is spread over a large geographical area which makes for substantial challenges to provide services to the outer islands. The delivery and administration of educational programmes to remote areas without a reliable line telephone, internet access or posta and freight service is a major challenge.

The result of this distance (which is partly bridged by USPNet) is many Kiribati students find it difficult to adapt to life as a tertiary student both on campus and in Suva and take longer to settle into the routine. The result is a lower success rate than would otherwise be expected.

For staff, the isolation of Kiribati Campus from the main campus is just as dramatic. Staff members are unable to deal face to face with other staff members and develop their skills, exchange ideas or seek advice. Campus staff members are not readily able to attend staff training and development sessions or engage in social activities with other staff members employed in the same roles. Academic staff members are unable to discuss teaching and learning issues as readily or engage in research projects. Staff members are unable to influence the operations and decisions of USP as staff members located on the main campus.

A Kiribati Campus Feasibility Study written in October 2004 noted that anecdotal evidence indicates that standards of written and spoken English and the literacy and numeracy skills generally of students exiting the school system have fallen in recent years. English language skills are a major concern for the National Government and the Campus and will be a major focus of this strategic plan.

**Opportunities**

The presence of a reasonably-equipped educational institution on each island in Kiribati in the form of a Junior Secondary School (JSS) has presented the Campus with the opportunity to have an educational point of contact on each island, and to improve its student support in the outer islands. With regards to the former, the Campus has already changed its point of contact in outer islands from Island Council clerks to Principals of JSS, who are deemed to be more conversant with the requirements of the Campus in the outer islands being educators themselves. This will allow for the expansion of the continuing and community education programme to the outer islands.

The establishment of Junior Secondary Schools (JSS) has resulted in a need for postgraduate teaching programmes to compliment the KTC teaching diploma and a series of teacher professional development workshops to up grade their skills.

The English Language Education Unit (ELEU) of the Kiribati Campus, which was established with the recruitment of two AVI English Language specialists, will, in addition to providing English Language support to Campus students, be developed and conduct tailor made programmes on a commercial basis for international, regional and local institutions and private citizens. Initial discussions have been held with AusAID and NZAID into supporting numerous projects they have underway. The ELEU will develop a long term sustainable centre of English language education excellence that will impact on all levels of the operation of the Kiribati Campus. There is currently no other local institution providing this service within Kiribati.
There is also a shortage of trained accountants and a need for upgrading the management/governance skills both in the public and private sectors. This will provide opportunities for the campus to provide both degree and vocational courses in accounting and allied areas.

There is a national and USP support for the establishment and development of the Centre for Research and Sustainable Development in Atolls and Small Island (CRSDASI). This would focus the research of USP into issues relating to atolls and small islands in areas such as environment, marine biology and sustainable development at the Kiribati Campus and represent a possible centre of excellence with the focus on the peculiar circumstance and prospects of atolls and the very small island states.

**Threats**

The greatest threat to the operation of the Kiribati Campus is the declining levels of literacy and numeracy amongst the student body. Other threats are:

- The isolation of the campus as the campus attempts to attract international students and to retain staff
- The increasing competition for funding support and other resources from the Kiribati Government, USP and international donors
- Deterioration of the campus infrastructure
- The availability and access to IT resources by the students.

**Staff Listing**

The Staff Listing of the USP Kiribati Campus as at 31 December 2007 is:

- **Director**   Dr Ueantabo Neemia MacKenzie. BA MA, S.Pac, PhD W’gong
- **Assistant Lecturer**   Dako Nating BSc PGDipMS MSc S.Pac
- **Coordinator, College of Foundation Studies**   Selaphina Ioakim. BEd S.Pac
- **Programme Assistant**   Matana Anterea. B.Ed (S.Pac).
- **USPNet Operator/IT Manager**   Torote Kauongo. B.Sc (S.Pac)
- **Campus Accountant**   Teaoia Matatia. B.A (S.Pac)
- **Library Officer**   Teewata Rokete.
- **Campus Secretary**   Taarai Tauaa Yan
- **Course Materials and Despatch Clerk**   Abiteka Buraua
- **Banner Operator**   Kamerea Tekawa
- **Credit Controller**   Kaetinteang Kautu
- **Receptionist/Assistant Banner Operator**   Beiataake Iotua
- **Student Records Clerk**   Karibaiti Atauea
- **Student Service Support Assistant**   Keaa T aom
- **IT/Communication Technician**   T ekiau Kamauti
- **Library Assistant**   T eangiraoi T ebuka
- **Course Materials/Despatch Assistant**   Angite Ieita
- **Maintenance Officer**   T ion T ofinga
- **Gardner**   Atenati O’Connor
- **Campus Driver/Mechanic**   Ribantaai
- **Security**   Teoatai Aata
- **Night Watchman**   Teingabwa Itamaera
- **Groundsman**   Temani Mariano
- **Cleaner**   Tekouea Beia
- **English Language Coordinator (AVI)***   Dr Elaine Lopes
- **Planning and Development Officer (AVI)**   Matthew Kohler

* AVI stands for Australian Volunteers International.
Student Focus

Like any other part of the University, staff of the Kiribati Campus considered students to be of central importance to the operation and activities of the Campus. A university campus is nothing without its students. Recognising this fact, the Kiribati Campus Strategic Plan has set itself the key objective, among others, of increasing student retention and performance.

This objective is to be achieved by:

(i) Improving students’ access to USP courses: One of the constraints to students’ access to USP courses in Kiribati is the fees, which are getting expensive each year relative to personal incomes. Fees for a standard 100-level course is equivalent to a monthly salary of a middle-level public servant. It was for this reason that the Campus accepted payment of fees by instalments. To facilitate this arrangement and to ensure that students do not abuse this privilege, the Kiribati Campus created the position of Credit Controller within the Accounting section with the responsibility of administering student agreements, following up on late and outstanding payments, and collecting long overdue debts.

(ii) Improving support to outer island students: In 2007 the number of students doing courses from the outer islands (including Christmas islands) increased drastically as three school located in outer islands chose to do USP preliminary courses. This increase has necessitated a restructuring within the Campus which resulted in the establishment of a team of staff dedicated to serving the needs of outer island students and ensuring that course materials are delivered to the students on time, and their assignments and tests are received and dispatched as soon as they are received. A system has been established at the Campus where satellite tutorials are recorded and sent to students in the outer islands.

(iii) Provision of more facilities: The Campus continues to improve and provide facilities for students’ use. In 2007 14 new computers were provided which replaced old and out-of-order computers in the two students computer labs. In addition, outdoor study space were provided with the building of three large round tables in different under-the-shade location on the campus.

(iv) English Language Skills: Students at the Kiribati Campus face many challenges when they decide to undertake tertiary studies. The main challenge for many students is their inadequate English language skills level. These challenges can result in many students underperforming and not realising their full potential. In 2007 the Kiribati Campus set up its English Language Education Unit to address the long-standing need by Kiribati students for a facility dedicated to helping students with their English Language skills. Staffed by AVI English Language specialist with experience teaching English as a foreign language in Japan, Zimbabwe, and Eastern Europe, the Unit has at the end of 2007 helped close to 180 students. The Unit has given the Campus the capacity to conduct flexi-schools in EL001 and LL114 without the need for lecturers to come from the Laucala Campus.

Quality

One of the key strategic goals of the University, which was adopted by the Kiribati Campus in its Strategic Plan 2008-2011 is to assure the quality and relevance of programmes and their delivery. Quality teaching and learning are central to the mission of the Kiribati Campus, and the Campus is committed to providing an environment that enhances teaching and learning. The campus will promote and deliver programmes that meet the human development needs of Kiribati and include Kiribati’s and Pacific course content and instructional approach.

The Kiribati Campus will achieve this by:

(i) Introduction of a Campus teaching and learning committee to coordinate all teaching and learning activities: The Teaching and Learning Committee of the Kiribati Campus was established in September 2007. Chaired by the Centre Lecturer and comprising of the Coordinator of CFS, Programme Assistant/Coordinator of CCE, English Language Specialist, student representative, and Centre Secretary. The Committee reports to the Director (who can attend the meetings as ex-officio) and Campus Senior Staff Group. The idea of excluding the Director from the membership of the Committee is a deliberate one designed to ensure that the Committee is independence and is not influenced by the Director.
The Committee met twice in 2007 and has been instrumental in the identification of flexi-school courses according to students’ needs, the evaluation of tutors’ performances (which resulted in some tutors’ contracts not being renewed), and selection of tutors for Semester I, 2008.

(ii) Developing a student feedback survey on teaching courses materials: Some progress was made in this area in 2007, especially in identifying the means and mechanism for students’ evaluation and feedback on courses and the performance of their tutors. It is hoped more will be done in this important area in 2008, and the Teaching and Learning Committee will not receive and review feedback, but be able to implement change where required.

(iii) Identifying and disseminating effective teaching strategies: A system was put in place where tutor’s workshop are conducted at the beginning of the Semester. The Campus’ English Language and Education Unit and the Coordinator, CFS have been given the responsibility for conducting tutors’ workshops.

(iv) Introducing a Kiribati Campus Excellence in Teaching Award: This suggestion was approved by the Teaching and Learning Committee and the Senior Staff Group in 2007 and will be implemented for the first time at the end of the 2008 academic year.

(v) Matching the course and programmes we offer to the human resources and training needs of Kiribati, and consulting with Government ministries and relevant stakeholders on how these could be met: As part of the Ministry of Internal and Social Affairs’ efforts to strengthen the capacity of its officers in the outer islands, the Campus worked closely with the Ministry of Internal and Social Affairs in matching the certificate and diploma courses to the training requirements of the Ministry. The result of this consultation was that certain qualifications have now been recognised as required qualifications for categories of Local Government staff.

In its effort to improve the quality of its services and staff performance, the Campus initiated in-house training workshops. A series of in-houses training workshops within different sections and for all staff were carried out for one and half hours on Friday afternoons between September and November.

**Financing Future Growth**

Mindful of the limitation of the recurrent budget to fund future growth, the Kiribati Campus embarked on two initiatives in 2007 which were aimed to lay the foundation for a broader financial resource base necessary to fund the future growth of the Campus. The two initiatives are: (i) setting of a planning and development section responsible for sourcing funds from aid donors. Staffed by an AVI volunteer, the section has had some successes in sourcing funds under resident diplomatic missions’ small grants. The section is currently working on a project document for the Christmas Island Study Centre. (ii) Formulation and implementation of a new Continuing and Community Education Operation Plan. Review and

**Good Governance**

In recognition, and in order to facilitate the changes that the USP Kiribati Campus is going through since 2006, plans for reforming the Advisory Committee to be more strategically linked to the new objectives of the Campus were initiated with the ProVice-Chancellor (Regional) and key stakeholders in the country in 2007. It is important that the advice and support of the Committee is sought on a number of policy matters including capital development issues, Continuing and Continuing Education and programmes to reinforce the commitment of the Committee as an integral member of the Campus work team and its advisory role in ensuring the Campus meets the national educational and human resources development needs of Kiribati.

The composition of the Committee also needs to be carefully made to ensure that all needed expertise and influences are sourced and made available for the continuing operation of the Kiribati Campus as a centre of excellence, committed to students’ success and to serving the educational, professional and other needs of the people and the Government of Kiribati.
The related activities intended to facilitate the changing role of the Advisory Committee includes the following:

- to review the committee’s composition taking into account the academic and professional needs of the Campus and the government
- include committee members from the Office of the President, the Ministry of Education, Youth and Sports and the Ministry of Finance and Economic Development
- extend the normal membership of the committee to include a student representative
- to conduct workshops for committee members on the University Strategic Plan 2006-2010 and the Campus Strategic Plan 2008-2011
- to review the tenure and conditions of membership in the Committee with a view to induce stronger participation and commitment
- to review the terms of reference and regulations governing the operation of the Committee

**Community Liaison/Public Relations**

The USP Campus continued to run its weekly programme throughout 2007. Through these programme, the Campus was not only communicating to its students important events (including reminders on tests, examinations and other students matters), but also informed the general public about the Kiribati Campus and USP in general.

As is often the case every year, the annual Open Day was well-attended by students from senior secondary schools, who participated in a number of activities for the day including Oratory Contests, Poetry and Essay Competitions and Careers Expo. The Open Day was opened by the President of Kiribati, H.E Anote Tong, on the day his appointment as Chancellor of USP was announced publicly in Kiribati.

Another important achievement in the area of Community Liaison and public relations for the campus was launching of the Kiribati Campus’ web site in August 2007.

With 2007 being the year of the General and Presidential Elections, the Kiribati Campus through the Director played a prominent role in preparing and educating the people on the election process. The Director was the moderator and chair of two national debates – in August before the general elections and presidential elections. Both national debates involved representative from the main political parties and were televised. DVDs of the debates were distributed to all the islands of Kiribati.

In 2007 the Director ended his terms as Chairman of the Board of Directors of the national airline, Air Kiribati and as director to the national fisheries company, Central Pacific Producers Ltd. He served in these two Government-owned companies for four years from 2003. He continued to serve in another statutory corporation as Deputy Chair of the Broadcasting and Public Authority.

In 2007 the Director was asked by the Kiribati Association of Non-Governmental Organisations (KANGO) to conduct a week-long workshop on policy analysis. The workshop was attended by over 30 representatives from different NGOs in the country.
Executive Summary

USP’s Campus Labasa purports to be a dynamic professional institution committed to excellence in student services, community field-based programmes and initiatives through the incorporation of both multi-modal teaching and learning. Labasa Campus must constantly demonstrate its value to the community through its modern communication facilities such as the USPNet and also maximising the University’s presence through face-to-face teaching and learning.

The year 2007 had been a challenging one for the Labasa Campus. The Campus continued to strengthen its commitments in establishing a university presence in the Northern Division of Fiji and consistently seeking new horizons of opportunities. Despite the political events of 5 December 2006, the Campus recorded an increase of 67% enrolment in a postgraduate diploma programme. This was possible through an effective partnership between the Campus and the School of Education at Laucala Campus which eventuated in the offering of a hybrid-mode to postgraduate students in Northern Fiji.

The Northern Division has more than its share of challenges in bringing higher education to its rural residents - vast areas that cannot be reached by surface roadway or terrestrial telephone lines; rugged mountains and inaccessible hinterland and coastal areas. Generally, the Northern Division is characterised by pockets of population spread over a large geographical area. The rural students in the Northern Division are unwilling to leave their rural settings to pursue education after high school. Even a move within the Division to attend lecture or tutorial in Labasa or Savusavu is perceived as too jarring or disruptive to family life.

In its efforts to bridge the 'tyranny of distance' between the Campus and remote communities, the establishment of the Savusavu Centre in December 2004 became an excellent example of Labasa Campus’ unwavering determination and commitment. Immediately after the establishment of the Savusavu Centre, new areas of opportunities have been identified and have generated significant amount of interest amongst community leaders, hoteliers, organisations and businesses. Another milestone was achieved when the Centre was connected to USP’s video conference and satellite facilities in October 2007.

The Centre continues to provide IT training for Namale Resort and Jean - Michel Cousteau Fiji Islands Resort in Savusavu, cementing a long-term professional relationship with USP. Various cohorts were established in remote areas and thus strengthened our commitment to face- to-face mode of teaching. Since its inception in 2004, the Savusavu Centre is totally self-funded and has been generating its own operational fund through its CCE programme.

The Labasa Campus also strengthens its financial activities through its CCE (national) IT programme and flexi-school to help sustain its general operation. While there was a slight drop in flexi-school student numbers as compared to 2006, there was a significant increase in postgraduate diploma enrolments.
The IT programme is a self-funded project provided by the Campus to improve and broaden understanding in the use of available commercial software. The main aim of the course is to prepare students and adults for the IT related job market within and outside the North. The Campus also complemented various organisations and government departments in the North for initiating and facilitating community-based programmes reflected in government policies. Also among others, Government statuary organisations like TFL, FSC, NLTB and FEA frequently enrols in IT programmes.

Since its establishment in March 2000, the Labasa Campus had successfully maximised its presence in the North through its vigorous community outreach programmes. One of its on-going tasks was to bring the awareness of its existence in Vanua Levu and specifically, the opportunities available through DFL to various remote communities. In its effort to expand its operation in Vanua Levu, Taveuni and the outlying islands, Labasa Campus continues to seek a closer working relationship with key people and organisations in the North especially with government and local authorities.

**Profile**

The USP is very conscious of a large population in the North and theoretically poses a lot of scope for economic and social development. With a population of 160,000 and a catchment age of 18 to 40, the theorised enrolment figure for the Campus can reach an optimal level of 3,000. There is always a great scope for future development if USP and Fiji Government are willing to make a joint commitment to the Vanua Levu Community regarding the establishment of a permanent home of the University in Labasa.

The Campus Advisory Group (CAG) through its Chairman had been instrumental over the years in pushing for the establishment of the permanent home of the University in the North to USP Senior Management Group and the Fiji Government. The CAG has also made a few presentations to the Prime Minister’s Office in support of establishing a campus in Labasa culminated in a dinner organised by the then Minister for Information at Parliament House to mount support amongst prominent politicians and prominent community leaders from the North in 2006. The government’s ‘look North policy’ is a clear indication of its encompassing economic and social policy for Vanua Levu, which can be explored by USP in terms of the USP’s future development in the North.

In 1998, the Distance Education Committee and the Senate approved and gave the green light for the establishment of the USP Labasa Campus, Vanua Levu. The USP over the years had expanded its operations in Vanua Levu through its DFL and CCE programmes.

Work on the Charan Jeet Singh Building began in November 1999. Prior to the establishment of Fiji Centre (Northern), Labasa College was used as the main Sub-Centre for Vanua Levu. The Principal Labasa College was appointed as a coordinator for USP Fiji Centre in Labasa. He was also responsible in the general supervision of Fiji Centre’s Library collection, exam supervision, and enrolment coordination. Same arrangements were made with Savusavu Secondary School and Lekutu Secondary School. To date there are 33 exam centres around Vanua Levu, Taveuni, Qamea and Rabi.

On 27 March 2000, Dr Samuela Bogitini formally began with Fiji Centre Northern as its first Director. The three Intermediate and Junior staff was appointed in October 2000. In 2000, USP Fiji Centre (Northern) started off with 918 enrolments. A significant increase of 46% was recorded 2001, 42% in 2002 and a marginal increase of 7% in 2003. There was a notable decrease in DFL students in 2004 and in 2005 mainly after the devastating effects of Cyclone Ami in 2003. However, there has been a significant increase in mature age entry particularly in BEd Primary (in-service) and in 2007 Labasa Campus had the highest enrolment in ED217 surpassed both Lautoka and Laucala. The Campus enrols more than 100 new students every semester. To date, Labasa Campus has experienced a steady growth in student enrolment especially in the undergraduate and postgraduates diploma programmes and has emerged as one of the largest Campus in the USP region.
## Multi Modal Delivery

### VBC Courses Semester I 2007

<table>
<thead>
<tr>
<th>Department</th>
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<th>Course Taught Semester II</th>
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<tr>
<td>SOG</td>
<td>GE303</td>
<td>TS213</td>
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<tr>
<td>SOH</td>
<td>LL211, LL307</td>
<td>LL206, LL272</td>
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<td><strong>TOTAL</strong></td>
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### Internet Courses Semester II 2007

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<th>Department</th>
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<td>LA112, LA113, LA202, LA204, LA206, LA208</td>
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### Face-to-face and Flexi-school

Please note a good number of students who travel all the way from Savusavu and Bua to attend and as far away as Viti Levu to attend flexi-school in Labasa.

### VBC courses

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<td>2007</td>
<td>87</td>
</tr>
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From 2003 to 2005 a significant number of students were enrolled in VBC courses. There was a notable decline in enrolment figures in 2007 may be is a result of progressive phasing out of the VBC mode. It was also noted that in 2003 and 2004 a good number of students were keen to complete their programmes as it was not available to the print mode.
### DFL 2007 Regional Continuing Education Programme, Semester I 2007

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Total No. of Students enrolled</th>
<th>Passed</th>
<th>Failed</th>
<th>EX</th>
<th>I Result</th>
<th>Total</th>
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### Regional Continuing Education Programmes, Semester II 2007

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<tr>
<td>UEW001</td>
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<td>1</td>
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<tr>
<td>UEY001</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>21</strong></td>
<td></td>
<td></td>
<td></td>
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<td><strong>21</strong></td>
</tr>
</tbody>
</table>

### National Continuing Education Programmes in IT and Short Computer Courses

<table>
<thead>
<tr>
<th></th>
<th>Trimester I (No. of students enrolled)</th>
<th>Trimester II (No. of students enrolled)</th>
<th>Trimester III (No. of students enrolled)</th>
<th>Flexi (No. of students enrolled)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advance Cert IT</strong></td>
<td>Labasa 16</td>
<td>6</td>
<td>8</td>
<td>18</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Savusavu 10</td>
<td>9</td>
<td>2</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td><strong>Cert in IT</strong></td>
<td>Labasa 6</td>
<td>6</td>
<td>10</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Savusavu 1</td>
<td>3</td>
<td>1</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td><strong>Short Courses</strong></td>
<td>Labasa 13</td>
<td>22</td>
<td>8</td>
<td>48</td>
<td>91</td>
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<tr>
<td></td>
<td>Savusavu 13</td>
<td>12</td>
<td>6</td>
<td>7</td>
<td>32</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td><strong>59</strong></td>
<td><strong>58</strong></td>
<td><strong>35</strong></td>
<td><strong>98</strong></td>
<td><strong>244</strong></td>
</tr>
</tbody>
</table>

Labasa Campus generated a total amount of $73,548.00 while Savusavu Centre generated the total amount of $49,178.00 with a total of 244 students altogether for 2007. Overall, the IT programme generated the total amount of $122,726.00 in 2007.
### Summary of Distance Education Programme for Semester I, 2007

<table>
<thead>
<tr>
<th></th>
<th>No. of students</th>
<th>No. Passed</th>
<th>No. Failed</th>
<th>EX</th>
<th>I Result</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary</td>
<td>32</td>
<td>19</td>
<td>4</td>
<td>9</td>
<td>-</td>
<td>32</td>
</tr>
<tr>
<td>Foundation</td>
<td>66</td>
<td>46</td>
<td>14</td>
<td>6</td>
<td>-</td>
<td>66</td>
</tr>
<tr>
<td>Vocational</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>Degree</td>
<td>711</td>
<td>477</td>
<td>103</td>
<td>87</td>
<td>44</td>
<td>711</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>11</td>
<td>11</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>11</td>
</tr>
<tr>
<td>Total academic enrolment</td>
<td>792</td>
<td>522</td>
<td>122</td>
<td>104</td>
<td>44</td>
<td>826</td>
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</table>

### Summary of Distance Education Programme for Semester II, 2007

<table>
<thead>
<tr>
<th></th>
<th>No. of Students</th>
<th>No. Passed</th>
<th>No. Failed</th>
<th>EX</th>
<th>No. Result</th>
<th>I Result</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary</td>
<td>18</td>
<td>14</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>18</td>
<td></td>
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<tr>
<td>Foundation</td>
<td>50</td>
<td>21</td>
<td>19</td>
<td>6</td>
<td>4</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>Vocational</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>-</td>
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<td>-</td>
<td>6</td>
</tr>
<tr>
<td>Degree</td>
<td>649</td>
<td>394</td>
<td>106</td>
<td>31</td>
<td>113</td>
<td>5</td>
<td>649</td>
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<tr>
<td>Postgraduate</td>
<td>31</td>
<td>24</td>
<td>7</td>
<td></td>
<td></td>
<td>31</td>
<td></td>
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<tr>
<td>Total academic enrolment</td>
<td>754</td>
<td>406</td>
<td>130</td>
<td>38</td>
<td>124</td>
<td>5</td>
<td>754</td>
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### 30-Week Course (2007)

<table>
<thead>
<tr>
<th>Courses Offered</th>
<th>Total No. of students enrolled</th>
<th>Passed</th>
<th>Failed</th>
<th>EX</th>
<th>I Result</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>AG 212</td>
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<tr>
<td>HU103</td>
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<td>Total Enrolled</td>
<td>5</td>
<td></td>
<td></td>
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</table>

### Flexi-school 2007/8

<table>
<thead>
<tr>
<th>Course</th>
<th>Student No.</th>
<th>Lecturer</th>
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<tbody>
<tr>
<td>ED252</td>
<td>33</td>
<td>Dr Huy Phan</td>
</tr>
<tr>
<td>MG314</td>
<td>27</td>
<td>Mr Subhash Appana</td>
</tr>
<tr>
<td>EL001</td>
<td>21</td>
<td>Ms Jiupili Ralulu</td>
</tr>
<tr>
<td>ED459</td>
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<td>Dr Huy Phan</td>
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<tr>
<td>Total</td>
<td>113</td>
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</table>
Enrolment trend since 1999

Course enrolments by Course Type

<table>
<thead>
<tr>
<th>Courses</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
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<tbody>
<tr>
<td>Pre-Degree Studies (D)</td>
<td>132</td>
<td>133</td>
<td>149</td>
<td>793</td>
<td>843</td>
<td>752</td>
<td>418</td>
<td>274</td>
<td>178</td>
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<tr>
<td>Pre-Degree Studies (AF)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Continuing Ed (regional)</td>
<td>30</td>
<td>31</td>
<td>52</td>
<td>82</td>
<td>120</td>
<td>82</td>
<td>76</td>
<td>53</td>
<td>33</td>
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<tr>
<td>DFL</td>
<td>908</td>
<td>918</td>
<td>1,616</td>
<td>2,302</td>
<td>2,532</td>
<td>1,236</td>
<td>1,582</td>
<td>1,500</td>
<td>1,327</td>
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<tr>
<td>Face to Face</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>18</td>
<td>30</td>
<td>7</td>
<td>42</td>
</tr>
<tr>
<td>Flexi School</td>
<td>7</td>
<td>141</td>
<td>102</td>
<td>58</td>
<td>150</td>
<td>152</td>
<td>154</td>
<td>239</td>
<td>113</td>
</tr>
<tr>
<td>Continuing Ed (national/IT AC)</td>
<td>0</td>
<td>0</td>
<td>84</td>
<td>90</td>
<td>65</td>
<td>100</td>
<td>115</td>
<td>140</td>
<td>78</td>
</tr>
<tr>
<td>Continuing Ed (National/SC)</td>
<td></td>
<td></td>
<td>111</td>
<td>221</td>
<td>310</td>
<td>145</td>
<td>160</td>
<td>192</td>
<td>166</td>
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<td>Grand Total</td>
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<td>1,223</td>
<td>2,125</td>
<td>3,540</td>
<td>4,038</td>
<td>2,485</td>
<td>2,535</td>
<td>2,405</td>
<td>1,937</td>
</tr>
</tbody>
</table>

Staff listing for 2007

Director
Dr Samuela Bogitini

Campus Lecturer
Wili Evu Suluma

Administrative Assistant
Prem Sinha

Student Officer
Sainimere Qionimua

Clerical Officer Accounts
Ahmed Shah

IT Coordinator
Etika Vulavou

Cashier
Sushila Devi

Secretary
Unaisi Bicinivalu

Despatch Officer
Semi Drecala

Librarian
Mukesh Chand

Banner Operator
Loata Niumataiwatu

Receptionist
Lilyanne S-Jamieson

Office/Assistant- Assignment
Ana Voliti

Janitor
Alena Vudikaria

Driver/Mailman
Praneel Abinesh Chand

Assistant Manager – Savusavu Centre
Sairusi Lui
### Non Academic Temporary Staff – Labasa Campus and Savusavu

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Assistant – Savusavu</td>
<td>Ravinesh Chand</td>
</tr>
<tr>
<td>Library Assistant – Labasa</td>
<td>Torika Matakece</td>
</tr>
<tr>
<td>Filing Clerk – Labasa</td>
<td>Tirisa Adimaiverata</td>
</tr>
<tr>
<td>Clerical Assistant – Savusavu</td>
<td>Vasenai Seveikau</td>
</tr>
<tr>
<td>Janitor – Savusavu</td>
<td>Salote Tawake</td>
</tr>
</tbody>
</table>

### USP Labasa Campus Advisory Committee

Members of the Northern Advisory Committee consist of:
- Mr Sitiveni Rabuka (Former Prime Minister) - Chair
- Campus Director - Secretary
- Commissioner Northern
- Mr Subrail Prasad (Labasa Rural Advisory Authority)
- Senator Ratu Waisea Katonivere (Tui Macuata)
- Dr Brij Lal (Divisional Education Officer Northern)
- Mrs Helen Jaduram (Business & Charitable Organisations)
- Mr Peni Naulu (Mayor, Savusavu Town)
- Ratu Viliame Tagivetua (Chairman Native Land and Fisheries Commission)
- Adi Sainimili Dyer (former Senator)

### Serving the Region

Since its establishment, Labasa Campus has provided the Northern communities with various options and other possibilities to broaden avenues of choices to many students. While its main focus is providing efficient services to its DFL students there are various areas within the local communities where Labasa Campus has provided immediate services to accommodate various needs. The CCE (national) programme comprises of the Advance Certificate in Information Technology and the various certificates in computer courses. The two computer programmes prepare local people to acquire relevant and marketable skills and also assist in the upgrading of skills, gaining promotion and even as stepping stone for greener pastures outside Labasa.

The Campus clearly has demonstrated its diversified roles in its commitment to the cultural, political and economic development in the North. From time to time, the Campus Director or his representative is normally invited to attend various culturally significant functions. The community also look to Labasa Campus to obtain relevant and updated information on various programmes and other opportunities available outside USP. Generally, it has become a community resource centre for career, guidance and counselling to parents, school leavers and members of public who seek general and specific information regarding higher education.

The establishment of audio-visual and electronic modes of learning at the Campus has greatly expanded its services and offerings. The use of latest technologies to deliver courses through Internet and video broadcast presentations has greatly accelerated the completion rate of programmes for local students. The availability of courses delivered through USPNet, face-to-face and summer school significantly, have reduced the completion rate and costs involved. It is anticipated that with full utilisation of technology available in future, shared teachings and learning can be implemented amongst the regional campuses.
**Student Focus**

Student focus means the ability of the Campus to facilitate diverse services available to students through the optimal usage of resources and technologies available. This is a great challenge to the Campus particularly when more than about 30% of the students reside outside Labasa. Given the physical terrain of Vanua Levu and significantly, the geographical distance of students, the Campus re-organised its service so that it can be more responsive to the needs of remote students as well. A database for all remote students is created each semester to assist in monitoring of students progress.

The Savusavu Centre was officially opened on 26 November 2004 by former Prime Minister and Chair of the Labasa Campus Advisory Group, Sitiveni Rabuka. The Centre currently has the 64k data line. This includes 24-hour internet access for students, accessing USP students’ electronic record, the banner. Students can also access to full library services, Internet base courses such as computer science, IT, law courses offered via Internet and the newly installed VBC and satellite facilities. There are four computers dedicated for online and postgraduate students and two computers for student kiosk. There is also provision for students counselling via telephone and online. The Campus has 15 computers in its computer lab, which are all connected to the Internet.

In order to respond to the needs of remote students, library loans are extended to three weeks for remote students. Tutorial visits were organised at the beginning and in the middle of the semester. The first visit was mainly for students’ academic preparation such as essay writing workshops, reading and writing skills and time management. It is also during such a trip where Campus staff is able to ascertain students’ general performances through face-to-face student feedback. In addition, the Campus provides general face-to-face tutorial support during such trips.

To get a holistic picture of the Campus’s services, query forms are available to document and analyse the frequently asked questions and other related issues during pre-enrolment, post enrolment and exams. These queries were analysed and appropriate flyers and information was sent to students to clarify and address any doubts. Flyers are also disseminated to District Education Offices, DO’s office and Provincial Offices.

Quality time is spent on student counselling. There are three counselling stages (pre-enrolment, early counselling and face-to-face) adopted to fulfil these integral aspects of enrolment. Students were counselled at various counselling centres with the assistance of local head teachers and school principals. Normally, the Director and the Campus Lecturer took three trips around Vanua Levu to counsel students with the assistance of Provincial and District Administrators. Counselling is also conducted via postal and telephone.

**Marketing & Public Relations**

To demonstrate its commitment to better serving the people of the North, the Campus has established closer working relationship with district administrators and various organisations in the North. Establishing a strategic alliance with key institutions and organisations has strengthened our network system and has created a sense of ownership amongst the local population of diverse communities. In the eyes of our local population, the USP has become more and more a community-based university.

**Library Service**

The library is based at USP Labasa Campus, with an area of 119 square meters, seats 35 readers and currently houses approximately 3,000 volumes. Of significance is the Pacific collection, a valuable collection of materials on the Pacific Islands, prescribed text, general collection, reference materials, supplementary readings, serials, and audiovisual material.

The library’s objectives are achieved through providing excellent library and information service, resources and facilities for students and staffs to facilitate their learning. There is an integrated library system, Athena introduced in the year 2006. The library system and the operation comply with the international standards. Athena provides a strong base of easy searching, fast cataloguing, and streamlined circulation and inventory. Also library users are trained during orientation, how to access electronic search and other library resources.
During counselling, students were encouraged to form their own study groups and also to select their own study group coordinators. The existence of these small groups has assisted a lot in obtaining relevant information regarding student needs. This also provides opportunities for voicing students’ common concerns and needs.

A group of student volunteers was formed to update the Campus on students’ queries and also to assist current perceptions of students towards the Campus. This had greatly assisted to get the insider knowledge and understanding of students’ needs and interests.

New and continuing students were introduced into DFL. They were shown and assisted on how to use machines and computers and particularly how to access into Internet and email. Normally the first Friday of the semester was set aside for students’ email and Internet sessions. Special orientation sessions were also organised for VBC students.

Tutorial support by local tutors was conducted every week. Visiting tutors from Suva were also requested to conduct tutorials in Labasa. In the table below is the list of local tutorials that were offered at Labasa and Savusavu.

<table>
<thead>
<tr>
<th>Semester I 2007</th>
<th>Semester II 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Labasa</strong></td>
<td></td>
</tr>
<tr>
<td>AFF01, AF101</td>
<td>AF102</td>
</tr>
<tr>
<td>AGF &amp; 100 LEVEL, AG 200/300 LEVEL</td>
<td>AG 100 LEVEL, AG 200/300 LEVEL</td>
</tr>
<tr>
<td>ECF02, EC101</td>
<td>ECF03, EC102, EC201, EC203</td>
</tr>
<tr>
<td>ED151/255/319/353</td>
<td>ED153, ED252, ED355 and BEd Primary Courses</td>
</tr>
<tr>
<td>BEd Prim. Courses</td>
<td>GEF01, GE101</td>
</tr>
<tr>
<td>HYP01/F01/101</td>
<td>PLF01, HY102</td>
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<td>GEF02, GE102</td>
<td>LA112, LA113</td>
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<td>LA110, LA111</td>
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<td>MG101, MG202, MG204</td>
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<tr>
<td>IS121</td>
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</tr>
<tr>
<td>ISF21</td>
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</tr>
</tbody>
</table>

| Savusavu       |                  |
| MG201, MG206   | ED217, ED316     |
| SOF01, SO100   | MAP11, MAF12, MAF21 |
| EC202          |                  |

| **Savusavu**   |                  |
| ED216, ED215, ED217, ED319, ED334, ED191, ED255, ED292, ED391 |                  |
| AFF01, AF100   |                  |
ECF02, EC100

MAP11, MAF11, MAF21, MA101

GEP01/GEF02, GE102

**Nabouwalu**

LL114, ED215

ED215

**Visiting Tutors Semester I, 2007**

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<tr>
<th>Course</th>
<th>Visiting Tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td>AF100, AF101, AF201, AF208</td>
<td>Asha Singh</td>
</tr>
<tr>
<td>EC100, EC101, EC 202</td>
<td>Jese Verebalavu</td>
</tr>
<tr>
<td>ED101, ED201</td>
<td>Lavenia Tiko</td>
</tr>
<tr>
<td>ED215</td>
<td>Dr Sala Bakalevu and Lice Taufaga</td>
</tr>
<tr>
<td>ED255</td>
<td>Frances Koya Vakauta</td>
</tr>
<tr>
<td>LL114</td>
<td>Artila Devi</td>
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</table>

**Visiting Tutors Semester II, 2007**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Visiting Tutors</th>
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</thead>
<tbody>
<tr>
<td>AFF02</td>
<td>Dharmendra Naidu</td>
</tr>
<tr>
<td>ED252, ED359</td>
<td>Dr Huy Phan</td>
</tr>
<tr>
<td>ED253, ED355</td>
<td>Frances Koya Vakauta</td>
</tr>
<tr>
<td>MG101, 105,202, 203, 316</td>
<td>Subhash Appana</td>
</tr>
</tbody>
</table>

**Quality**

While there has been consistency in growth in student number over the years the Campus has also put in place various initiatives to meet the demands of modern day services. Three supervisors were internally appointed to facilitate the new organisational structure approved by HR. In late 2007, the Campus began to put in place mechanisms and guidelines in all areas of services provided. Staffs are also aware of specific tasks and specified turn around time for all service related activities. The front office was restructured to reflect the nature of services they engage with daily.

To be conscious of the demand of the modern working culture of our clients, regular staff briefings and round the table discussions are conducted to improve on staff customer service. The Campus Director and Lecturer organised various sessions on Quality Control Cycle on a few occasions with the purpose of improving communication and co-ordination of information on various critical areas our operation.
The Campus has adopted a flexi-time approach to maintain the effectiveness of its service. The Campus library opens till 6pm on weekdays throughout the semester. It also opened on Saturdays to cater for remote students. The front desk is opened on Saturday from 9am to 1pm for remote students.

The Campus has designed an organisational strategy whereby individual students are appropriately counselled and guided towards the completion of their programme during enrolment. After enrolment students were formally informed to make appointments with Campus Director and Campus Lecturer for structuring of their programmes. Also during community outreach programme (specifically for remote students), students are advised to meet the team at their various Centres for further clarification and consultations.

**Quality time for Exam supervisors**
Regular visits by the Campus Director and Centre Lecturer to remote exam centres outside Labasa has been a major contributing factor in the maintenance of the quality of our services. The AA often updates and conducts regular communication to all examiners. The Bucalevu Exam Centre in Taveuni was shifted to Somosomo District School in Semester II, 2007.

**Distance & Flexible Learning & Teaching**
With the full operation of USPNet and especially the increase online speed from 512 to 1024Kbps that provide lectures, videoconferences and tutorials at the Campus, students now have the opportunity to access face-to-face teaching through VBC and Internet. The Campus operational image has significantly shifted from the traditional concept of distance learning to the Distance and Flexible Support Centre. There has been a significant increase in student enrolment for VBC course over the years.

**Effective & Efficient Resource Management**
The Campus computer lab is located at the second floor while the main office, library, satellite, and lecture rooms, video broadcast room are on the second floor. The current office space is one of the main restrictive factors to its future growth and development.

Labasa Campus has over the years invested heavily on expensive equipment and machines. There are also measures in place for the safety and protection of these expensive items. Labasa has two computer Labs. The IT Computer Lab has 30 computers specifically used by students who enrolled for its Continuing and Community Education Programme such as the Advanced Certificate in Information Technology, other computer short courses and also for student internet and e-mail access.

The JICA Lab has 21 PCs (with standard application software) one printer and one multimedia computer donated in 2003 by JICA for the improvement of the quality and quantity of computer courses and specifically used for Internet and VBC courses.

In 2007, Labasa Campus received 10 computers through the Office of the Pro Vice-Chancellor (Regional) to replace the old LEO computers that were purchased in 2000. Savusavu Centre received six new computers from the same fund.

After an in-house training conducted by HR on June 2006, staff were guided to prepare their job descriptions and familiarise themselves with the different forms available for staff. They are also advised on the effectiveness of individual offices and their productivity in general. As a new Campus, staffs are encouraged to be flexible to changes and consequently adopt a multi skilled approach.

In the year 2007 staffs were despatched for various training, staff development and also were encouraged to work on their minimum qualification requirements (MQR).
### Staff Name
<table>
<thead>
<tr>
<th>Staff Name</th>
<th>Position</th>
<th>Current Development &amp; Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wili Suluma</td>
<td>Assistant Lecturer</td>
<td>Completed Master of Science Degree at Curtin University, WA via on-line.</td>
</tr>
<tr>
<td>Prem Sinha</td>
<td>Administrative Assistant</td>
<td>Graduated with PGCM - May 2007 Will be graduating with PGDM in May 2008-02-05 MBA in Dec 2008</td>
</tr>
<tr>
<td>Ahmed Shah</td>
<td>Clerical Officer – Accounts</td>
<td>5 days training with Finance @ Laucala Campus</td>
</tr>
<tr>
<td>Sainimere Qionimua</td>
<td>Student Officer</td>
<td>Pursuing Diploma in Management Studies at USP</td>
</tr>
<tr>
<td>Loata Niumatalawal</td>
<td>Banner Operator</td>
<td>Pursuing Diploma in Management Studies at USP</td>
</tr>
<tr>
<td>Etika Vulavou</td>
<td>IT Coordinator</td>
<td>Is pursuing his Post Grad Certificate in Tertiary Teaching</td>
</tr>
<tr>
<td>Ana Voliti</td>
<td>Office Assistant/Assignments</td>
<td>Pursuing studies on her Diploma in Office Administration at Fiji Institute of Technology</td>
</tr>
<tr>
<td>Lylanne S Jamieson</td>
<td>Receptionist/Clerk Typist</td>
<td>Pursuing studies on her Certificate in Management Studies in USP</td>
</tr>
<tr>
<td>Mukesh Chand</td>
<td>Library Officer</td>
<td>Pursuing studies on his Diploma in Librarianship at USP</td>
</tr>
<tr>
<td>Sairusi Lui</td>
<td>Assistant Manager – Savusavu Centre</td>
<td>Pursuing studies towards his BA Management &amp; Public Administration and Information System</td>
</tr>
</tbody>
</table>

### Temporary Staff

<table>
<thead>
<tr>
<th>Staff Name</th>
<th>Position</th>
<th>Current Development &amp; Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ravinesh Chand</td>
<td>Library Assistant Savusavu</td>
<td>Pursuing studies on his Certificate Librarianship at USP</td>
</tr>
<tr>
<td>Torika Matakece</td>
<td>Library Assistant Labasa</td>
<td>Completed her Certificate in Librarianship is now pursuing further to Diploma In Library /Information System</td>
</tr>
<tr>
<td>Vasenai Seveikau</td>
<td>Clerical Assistant</td>
<td>Pursuing studies on her Diploma in Office Administration at Fiji Institute of Technology</td>
</tr>
</tbody>
</table>

The Campus vehicle was replaced with a new one which is used to transport staff during enrolments and counselling throughout Vanua Levu. Also in the delivering of course materials and exam papers to remote centres. With new initiatives and programmes recently initiated in collaboration with other departments visiting lecturers are in a better position to teach face to face and meet their students often.

### Financing Future Growth

In line with the Campus Development Plan, there is a potential to expand its offerings. The Social Science Augmented Foundation Programme had been shelved temporarily because of lack of office space. The Fijian Affairs Board had agreed to sponsor 20 qualifying Fijian and Rotuman students.

### Equal Opportunities

Labasa Campus strives to maintain ethnic and gender balance in recruitment of staff in accordance with the University recruitment guideline. The Campus is also aware of the mobility of working people today as people have the tendency of moving to Suva. Also in the context of Labasa the reality is becoming clearer that people are moving away from Labasa especially the best-qualified people.
The table below shows the analysis of ethnic and gender composition of students for Semester I 2007

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>236</th>
<th>48%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>258</td>
<td>52%</td>
</tr>
<tr>
<td><strong>Total No. Students</strong></td>
<td>493</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Semester II 2007**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>234</th>
<th>49%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>243</td>
<td>51%</td>
</tr>
<tr>
<td><strong>Total No. Students</strong></td>
<td>477</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Good Governance**
The Campus Procedures Manual outlines rules and regulations of the Campus guided by the University’s Regulations. Transparency and accountability underpin the Campus’s operations. Daily briefings and weekly staff meetings with the purpose of creating a feed back culture is part and parcel of the Campus’s routine. This in return has strengthened professional relationship amongst staff and consequently led to improved performance. Developing a healthy and cordial relationship with the various departments and schools at Laucala Campus that deal directly with Labasa Campus is considered as of paramount importance. Also, direct consultation and communication with USP management regarding various issues has been part and parcel of the Campus’s existence. The future relevance of Labasa Campus may be partly determined by its ability to build and maintain good and professional relationship with all its stakeholders.

**Community Liaison**
Community liaison was an integral aspect of the Campus’s activities in 2007. Every opportunity is made to market products and programmes to schoolteachers, school leavers and civil servants. Various visits, community awareness and marketing were also extended to major hotels around Savusavu, by the Manager Savusavu Centre. The Director, Centre Lecturer and the Manager Savusavu Centre from time to time conducted visits and marketing to specific institutions, departments and hotels.

Various awareness programmes were conducted to bring the awareness of the use of computers as an essential tool for effective management system. Various heads of department, district officers and members of the private sectors and NGOs, attended these sessions.
Community and Professional Engagement for 2007
The table below lists various activities hosted and facilitated by Labasa Campus.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 April 2007</td>
<td>Guest at the Macuata Soqosoqo Vakamarama Meeting</td>
</tr>
<tr>
<td>24 May 2007</td>
<td>Seaqaqa Central College Staff Development</td>
</tr>
<tr>
<td>16 July 2007</td>
<td>Savusavu ‘Leadership Workshop’ by Dr Ahkilanand Sharma</td>
</tr>
<tr>
<td>19 July 2007</td>
<td>Community Outreach programme with Lavenia Tiko from Early Childhood Education in Taveuni</td>
</tr>
<tr>
<td>17 August 2007</td>
<td>Advisory Committee Meeting</td>
</tr>
<tr>
<td>3 October 2007</td>
<td>Invited Guest Speaker at the Fiji Principal Association Annual Conference, Khatriya Hall, Labasa</td>
</tr>
<tr>
<td>21 September 2007</td>
<td>TVET Education Workshop</td>
</tr>
<tr>
<td>1 November 2007</td>
<td>Invited Guest Speaker at the Fiji Head Teachers Association Annual Conference, Khatriya Hall, Labasa</td>
</tr>
<tr>
<td>26 November 2007</td>
<td>Consultation with the Wainunu Mata Ni Tikina and Turaga Ni Yavusa for Leadership Workshop Awareness at Wainunu, Bua</td>
</tr>
<tr>
<td>14 -18 May</td>
<td>Taveuni school visit and tutorial by Campus Lecture</td>
</tr>
<tr>
<td>29 November 2007</td>
<td>Chief Guest at the Prize Giving Ceremony, Seaqaqa Central College</td>
</tr>
<tr>
<td>2 December 2007</td>
<td>Macuata Annual Provincial Meeting</td>
</tr>
</tbody>
</table>

Communications & Information Technology
The Labasa Campus and Savusavu Centre have full video facilities with the increased speed from 512 to 1024Kbps that provide lectures, video conferences and tutorials. The Savusavu Centre has the current speed of 64Kbps. In addition, video broadcast courses (VBC) were offered through USPNet and Moodle for the first time in Semester II, 2007. The Campus also offered a trimester Advance in Information Technology programme. Regular computer short courses are offered as part of the Campus’s Continuing Education Programme with modules on Internet and email as highly in-demand package.

Marketing & Public Relations
Marketing and public relation are part and partial of our existence and this year. USP Labasa Campus hosted its marketing by inviting all the head teachers and principals in all the schools around town and introducing and the Campus has made every effort to fulfill its ambition to the various communities in Vanua Levu. The Manager Savusavu Centre has secured good corporate relationship with a number of key hotels in Savusavu through marketing and community outreach.

Other Matters
In terms of future development of the USP in the North, there is a lot of demand for higher education in the North especially when there are more then 500 students from Vanua Levu who are attending fulltime classes at Laucala. The ‘look North policy’ can also be explored by USP in terms of higher education in the North. Higher education is needed in the North to re-engineer various forms of development so that the North and USP will jointly realise this full development potential. The USP through its diverse programmes should provide motivation for development in the North.
Executive Summary

Strategic achievements

The Mission of USP’s Marshall Islands Campus is to provide quality educational services and support for students enrolled in USP academic programmes whether by DFL or face-to-face, and to plan and implement Continuing Education programmes and projects that meet the national development objectives of the Republic of the Marshall Islands (RMI) Government and people.

In 2007, the Campus engaged in an audit of its academic and administrative quality as part of the University-wide quality audit process. Based on this, a new Four-Year Campus Plan was developed to provide the key goals and strategic direction for its activities 2008 – 11. An Action Plan for 2008 was developed as part of this process. All three documents were submitted to the University in August 2007, with the Annual Plan updated in January 2008.

Following the construction activity which improved library, academic and administrative facilities and increased the size of the campus by 80% in 2006, no major physical improvements to the current facilities were made during 2007, other than the modification of the small student tea room to accommodate the office of the Assistant Accountant. Planning for the new campus facility requested by the RMI Government went ahead. The Office of the Attorney General settled the extension of the lease agreement for the proposed site which locates the Ministry of Education and RMI-USP and during the period 6 – 9 August an architect from the firm Irwin Alsop, Melbourne visited Majuro to have the meetings and undertake the site visits necessary for the preparation of the master plan, which was received in mid September. Discussions with the RMI Government on the next steps for this initiative continued until the general elections in November and will resume in 2008.

Country initiated programmes with face-to-face support in official statistics, geospatial science (geographical information systems), and Bachelor of Education in Early Childhood Education continued throughout the year with excellent cooperation and support from the respective departments, schools and faculties of the University. The courses in the Official Statistics programme were intensified through a US$67,000 TA from the Asian Development Bank.

Continued integration of the RMI-USP programme with the USP campus and the College of Foundation Studies (CFS) was achieved, with 27 RMI-USP Foundation students being enrolled on Banner and assessed entirely by the CFS for the first time since the programme’s inception in 1996. The outcome has been encouraging with a 68% pass rate in Semester I and a 60% pass rate achieved in Semester II, 2006. The programme for RMI-USP students was expanded to include CSF12 and ISF21.

New student enrolments declined in 2007. Course registrations were 510, but the number of students completing the semester (396) was seen to be at 82% of the course completions in 2006 – in some cases this reflects the inability of students to pay fees, while in other cases students withdrew because of their inability to meet the demands of the courses. However, the percentage of passing grades at the degree level improved overall at all levels both in flexi-schools and Semesters I and II, with an overall average of 61%.

Collection of student fees also improved, with all but three late withdrawals failed to make payments. Much of the improved performance is due to the campus’s administrative staff who work as a team to provide outreach into the community and to support each student individually until they become fully independent and self motivated higher education students.
Another major achievement in 2007 was the commencement of a cultural project to revive traditional clothing mat weaving and the completion of Unu in Aeln Majl the Marshallese version publication of Taafaki, I, Maria Kabua-Fowler and RR Thaman Traditional Medicine of the Marshall Islands: the women, the plants, the treatments. Published by IPS Publications in September 2007, this book complements the 2006 English version. Distribution to schools, teachers and other institutions of three educational posters of medicinal plants was also undertaken, with presentations made to student teachers and staff at the College of the Marshall Islands. All 2007 cultural projects were funded by an award from the New Zealand Arts and Culture Fund.

Profile
The Government of the Republic of the Marshall Islands became a full member of the University in 1990. The USP Marshall Islands Campus was first established in 1993. The Minister in Assistance is a member of the University Council. In 2007, Campus Director reported directly to the Vice-Chancellor through the Pro Vice-Chancellor (Regional), Professor John Lynch who managed and supported University Campus in the region until his retirement in December. At the local level the Campus Director consulted regularly with the Minister in Assistance, stakeholders and held three meetings with the Campus Local Advisory Committee, which comprises members of the government, education and general community.

2007 Marshall Islands Campus Staff

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Director</td>
<td>Dr Irene J. Taafaki</td>
</tr>
<tr>
<td>Campus Lecturer</td>
<td>Differentiated Position</td>
</tr>
<tr>
<td>Academic Programmes Assistant</td>
<td>Ms Yolanda McKay</td>
</tr>
<tr>
<td>USPNet Technician</td>
<td>Mr Dohsis Lokot</td>
</tr>
<tr>
<td>Accounts Clerk</td>
<td>Mr Donson Heine</td>
</tr>
<tr>
<td>Campus Secretary/CFO and Library Assistant</td>
<td>Mrs Lydia Tibon</td>
</tr>
<tr>
<td>Banner Operator and Admissions Coordinator (6/07)</td>
<td>Miss Sharla deBrum</td>
</tr>
<tr>
<td>(6/07)</td>
<td>Miss Noatia Siofilisi</td>
</tr>
<tr>
<td>Receptionist/Junior Clerk</td>
<td>Ms Dianna Lomary</td>
</tr>
<tr>
<td>Groundsman/Security</td>
<td>Mr Alefaio Semese</td>
</tr>
<tr>
<td>Cleaner/garden</td>
<td>Mrs Herine Betwell</td>
</tr>
</tbody>
</table>

The funds available in the differentiated campus lecturer position were used to support face-to-face teaching in geographical information systems, early childhood education, information systems and management.

To further accommodate the on-going changes in procedure and paper work associated with Admissions and Registrations, the position description of the Banner Operator was further developed at the campus to include Admissions and Registrations Coordination.

The appointment of Donson Heine as Trainee Accountant has done much to ensure the campuses compliance with USP’s Financial Procedures. In 2008 his salary was partially funded by the National Training Council and in June-July he spent a month’s attachment with the Finance Department, Suva receiving training in all management accounting departments.

Serving the Marshall Islands
The Marshall Islands Campus continues to serve the human resource requirements of the country in focussed ways through initiatives that target specific development needs. During 2007, Campus continued to receive direct scholarships from the Government of Australia to enable eight continuing students register for in courses in BEd ECE, and from ADB for six students from EPPSO and other agencies receive face to face courses in the Certificate in Official Statistics. AusAID scholarships were also made available for a small group of staff from Nitijela to continue courses in the Certificate in Law. By December 2007, ten students were enrolled in the Masters in Education programme. In 2007 discussions took place with NOAA regarding funding for a Masters in Marine Protected Area Management to be implemented at the sub-regional level and based at the Campus.
A project was developed and submitted to the National Training Council to train unschooled youth in literacy and numeracy and funded for implementation in 2008. Another project to train novice weavers at the National Vocational Institute was approved by the Ministry of Education for submission to the PRIDE Project, and a young canoe builder project submitted to the Office of Planning at USP. Both these are expected to be funded in 2008.

At the Government’s behest the Campus began familiarising itself with standards and processes for WASC Accreditation through participation in a WASC (Senior) workshop, and at the regional level the Campus Director was appointed by the PVCR to serve as Chair of a Working group to develop a pre-semester orientation, now known as Success@USP for regional campus students.

**Student Enrolments and Registrations**

Without counting the 27 RMI-USP students, enrolled for the first time on banner in 2006, overall student enrolments increased in 2006 by 25 or 21% over 2005.

**Student Choice of Programmes: 2004 –7**

<table>
<thead>
<tr>
<th>Level of Programme</th>
<th>Programmes</th>
<th>Number of students actively registered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2004</td>
</tr>
<tr>
<td><strong>Continuing Education Certificate Programmes</strong></td>
<td>Early Childhood Education</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Disabilities Studies</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Community Workers Certificate</td>
<td>5</td>
</tr>
<tr>
<td><strong>Vocational Certificate Programmes</strong></td>
<td>Law</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Library and Information Studies Librarianship</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Teaching English as Second Language</td>
<td>2</td>
</tr>
<tr>
<td><strong>Preliminary</strong></td>
<td>Social Science</td>
<td></td>
</tr>
<tr>
<td><strong>Foundation Certificates</strong></td>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>(includes RMI-USP from 2006)</td>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Computing Studies (1)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>French Studies</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Geographical Information Systems</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Geospatial Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management Studies,</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Official Statistics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Policing</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Youth in Development (1)</td>
<td>1</td>
</tr>
<tr>
<td>Degree Level Diploma Programmes</td>
<td>Accounting</td>
<td>4</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------</td>
<td>---</td>
</tr>
<tr>
<td>Banking</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td></td>
<td>19</td>
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<tr>
<td>Educational Administration</td>
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</tr>
<tr>
<td>Geographical Information Systems</td>
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</tr>
<tr>
<td>Library Information Studies</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Management and Public Administration</td>
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</tr>
<tr>
<td>Management Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Policing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Studies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Baccalaureate Programmes</th>
<th>B.AG</th>
<th></th>
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<th>7</th>
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</tr>
</thead>
<tbody>
<tr>
<td>B.E.D Primary</td>
<td></td>
<td>4</td>
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<td>1</td>
</tr>
<tr>
<td>B.E.D Secondary (Math and CS)</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>BA Accounting</td>
<td></td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>BA Accounting and Financial Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
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<tr>
<td>BA commerce</td>
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<td></td>
<td>1</td>
</tr>
<tr>
<td>BA Banking and Information Systems</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BA Economics</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>BA Education &amp; Geography</td>
<td></td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>BA Environmental Studies</td>
<td></td>
<td></td>
<td></td>
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<td>1</td>
</tr>
<tr>
<td>BA Education and Marine Affairs</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>BA Geography</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>BA Geography &amp; History Politics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>BA Geography and Official Statistics</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
### Student Choice of Programmes: 2007

DFL courses in which the Marshall Island Campus students were enrolled for in 2006 – this includes students enrolled at RMI-USP Joint Education Programme (EFNSS and EFNS):

- **Continuing & Community Education**
  - UEP001
  - UEP002
  - UEP003
  - UEW001

- **Preliminary**
  - LLP13

<table>
<thead>
<tr>
<th>Postgraduate Programmes</th>
<th>8</th>
<th>5</th>
<th>10</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>PGCE</td>
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<td>2</td>
<td>2</td>
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</tr>
<tr>
<td>PGDED</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>GCTT</td>
<td>6</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>M.ED</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>USP CAMPUSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA History Politics and Information Systems</td>
</tr>
<tr>
<td>BA Management</td>
</tr>
<tr>
<td>BA Management &amp; Land Planning</td>
</tr>
<tr>
<td>BA Management &amp; History Politics</td>
</tr>
<tr>
<td>BA Pacific Policing</td>
</tr>
<tr>
<td>BA Population Studies and Demography</td>
</tr>
<tr>
<td>BA Sociology</td>
</tr>
<tr>
<td>BA Tourism</td>
</tr>
<tr>
<td>BED in Service</td>
</tr>
<tr>
<td>BED Early Childhood Education</td>
</tr>
<tr>
<td>BSc. Biology and Chemistry</td>
</tr>
<tr>
<td>LL.B</td>
</tr>
</tbody>
</table>
• **Foundation**
  - LLF11
  - MAF21
  - ISF21
  - CSF12
  - AGF01

• **Full time, Augmented Foundation (RMI-USP)**
  - LLF11
  - AFF01
  - AFF02
  - BIF02
  - BIF03
  - CHF02
  - CHF03
  - ECF02
  - ECF03
  - GEF01
  - GEF02
  - HYF01
  - MAF11
  - MAF12
  - PHF02
  - PHF03
  - PLF01
  - S0F01
  - S0F02

• **Vocational**
  - HUC11
  - HUC14
  - LAC05
  - LAC07

• **Degree**
  - AF101
  - AF102
  - IS323
  - ED101
  - ED103
  - ED353
  - ED201
  - ED202
  - ED203
  - ED205
  - ED334
  - ED301
  - ED300
  - GE101
  - GE102
  - GE304
  - GS301
  - GS211
  - IS121
  - LA110
  - LA111
  - LA113
  - LA201
  - LA202
  - LA203
  - LA204
  - LA205
  - LA206
  - LA208
  - LL114
  - MA101
  - MA221
  - MG101
  - MG201
  - MG206
  - OS102
  - OS101
  - PP101
  - PP202
  - ED355
  - ED451
  - ED453
  - ED459

**Student Focus**
The Campus library is now four times larger with a dedicated office for the processing of books and the Marshall Islands Collection. A new section - Climate Change Collection - was added in 2007. It is well-maintained and stocked and in 2006 was furnished with a 'library in a box', funded through the University Library by the Government of China (Taiwan), and automated storage and check out system using Athena software. A visit from the University Librarian in 2007 advanced the process of entry of all books into the Athena system. It is hoped that it will be completed in 2008.
Students have 24-hour access to the computer lab comprising ten computers. Five additional computers were received from DFL funds during 2007 – as part of the systematic removal of obsolete hardware. Where possible motherboards are upgraded to expand the life of computers – however the logistics and cost of sending computers to Suva for refitting computers makes this an expensive and time consuming exercise.

Face-to-face courses were provided in both semesters in Foundation Information Systems (CSF12 & ISF21). In Semester I students enrolled in ED101, ED201 and ED203 received four weeks of instruction to support their print-based studies as well as in Semester II for students enrolled in ED202, ED205 and ED451. Local tutorials were provided for students in certificate and degree level Law, English for academic purposes, management, accounting, agriculture, Mathematics, early childhood education, information systems and pre-tertiary English. Regular contact and advising, encouragement and notification of all audio and video tutorials as well as face-to-face teaching and the provision of intensive courses during both the winter and summer inter sessions combine to be helpful to student success in their coursework.

The Campus continued to organise flexi-schools using donor funding as well as the USP DFL fund supporting the face-to-face efforts of small campuses. The number of flexi-schools courses was increased by three in 2007, with 14 courses. Flexi-school course registration totalled 99 students, RMI-USP provided face-to-face instruction to 30 students enrolled in five to nine courses, while 42 students enrolled in one or more courses in Semester I and 50 students enrolled in one or more courses in Semester II.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Description</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC100</td>
<td>Introduction to Economics</td>
<td></td>
<td>Filipo Tokalau</td>
</tr>
<tr>
<td>ED402</td>
<td>Curriculum Design &amp; Evaluation in Higher Education</td>
<td></td>
<td>Dr. Robert Hogan</td>
</tr>
<tr>
<td>LL108</td>
<td>Introduction to Children’s Literature</td>
<td></td>
<td>Artila Devi</td>
</tr>
<tr>
<td>GS211</td>
<td>Remote Sensing I</td>
<td></td>
<td>Dr. Caleb McClennen</td>
</tr>
<tr>
<td>LLP13</td>
<td>Pre – Tertiary English</td>
<td></td>
<td>Patrisia Kuridua</td>
</tr>
<tr>
<td>AF100</td>
<td>Introduction to Accounting &amp; Financial Management to the non – specialist</td>
<td></td>
<td>Pasila Matafahi</td>
</tr>
<tr>
<td>LLP13</td>
<td>Pre –Tertiary English</td>
<td></td>
<td>Patrisia Kuridua</td>
</tr>
<tr>
<td>GS211</td>
<td>Remote Sensing I</td>
<td></td>
<td>Dr. Caleb McClennen</td>
</tr>
<tr>
<td>OS102</td>
<td>National Accounts &amp; Allied Statistics I</td>
<td></td>
<td>Rup Singh</td>
</tr>
<tr>
<td>ED459</td>
<td>Advanced Educational Research</td>
<td></td>
<td>Dr. Unaisi Nabobo</td>
</tr>
<tr>
<td>LLF11</td>
<td>Communication &amp; Study Skills</td>
<td></td>
<td>Patrisia Kuridua</td>
</tr>
<tr>
<td>OS101</td>
<td>Official Statistics &amp; National Statistical System</td>
<td></td>
<td>Dr. Saia Kami</td>
</tr>
<tr>
<td>GS301</td>
<td>Geographic Information System II</td>
<td></td>
<td>Dr. Nick Rollings</td>
</tr>
<tr>
<td>IS121</td>
<td>Information Systems I</td>
<td></td>
<td>Rajneel Totaram</td>
</tr>
</tbody>
</table>

Certificate in Official Statistics Programme

In June 2006 funding from ADB was made through the Economic Policy and Planning Office (EPPSO) to begin the first phase of this programme. The programme for the Marshall Islands comprised the following courses (IS121, OS101, OS102, MA101, PD101, EC103 and EC100 and MG101). It started off with seven students out of which four are expected to complete by July 2008. The second phase of this programme was launched in June 2007 with a grant of US$67,000 from ADB for face-to-face delivery of a pilot programme. Five students additional were enrolled in the programme from RMI Government and NGO’s. The
funding of ADB and the support from USP’s School of Economics and EPPSO has been key to the successful implementation of this pilot initiative, which if successful, may be replicated in other countries in the Pacific. The proposed completion date is July 2008.

Certificate in Geospatial Science Programme.
Nine students are in this programme at present and have passed four out of the six required courses (IS121, GS201, GS211, GS301, GE103 and GE102). GS211: Remote Sensing I was offered for the second time to enable some students who missed the January - February period’s session to catch up as well as getting prepared for GS301 during the November - December period’s session. This programme is also proposed to be completed by mid 2008.

BEd Early Childhood Education
This four-year programme started off with 11 students (all Ministry of Education teachers), ten are under AusAID scholarship and one funded by the Ministry of Education. Out of 11 commencing students, seven now remain in the programme. This group is now working towards the completion of their second year (200-level) courses. All the courses that have been completed so far were taught through a combination of print and face-to-face mode, with the Ministry of Education supporting both beginning and pre-examination tutorials conducted by Early Childhood Specialist Anne Qoronalau.

MED
Of the first cohort of students admitted into a Masters in Education programme via DFL, five have now completed their course work and claimed their PGDE and met the necessary pre-requisite grade to proceed with their MED. Four students submitted an expression of intention to complete their Masters Thesis by the end of 2007, and another received an AusAID scholarship to continue studies at the Laucala Campus. Nine new students were accepted into the programme in 2007 and by the end of the year a total of 12 students remained active at various levels of completion.

Table 1. 2007 Summary of Enrolment (Actual Course Completions) & Pass Rate

<table>
<thead>
<tr>
<th></th>
<th>Pre-degree # of students/% pass rate</th>
<th>Vocational # of students/% pass rate</th>
<th>Degree # of students/% pass rate</th>
<th>Continuing Education # of students/% pass rate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexi-School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Grades for 11 LL108 And 1 x ED402 students not included (pending at 2/18/08)</td>
</tr>
<tr>
<td>January - February</td>
<td>Preliminary = 5/100%</td>
<td></td>
<td>100 level = 21/29%</td>
<td></td>
<td>Grades for 3 MED students pending completion of thesis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>200 level = 8/75%</td>
<td>300 level = 12/92%</td>
<td></td>
<td>Grades for 4 GIS students still not recorded on Banner at 2/18/08</td>
</tr>
<tr>
<td></td>
<td>400 level = 4/100%</td>
<td>600 level = 4/100%</td>
<td>Pending</td>
<td></td>
<td>Grades for 3 x CECE still not recorded on Banner at 2/18/08</td>
</tr>
<tr>
<td>Semester I*</td>
<td>Preliminary = 2/50% Foundation = 15b/67%</td>
<td>3/67%</td>
<td>100 level = 8/88%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>200 level = 17/59%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>300 level = 12/92%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>600 level = 3/67%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pending</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>400 level = 5/100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexi-School</td>
<td>Preliminary = 13/31% Foundation = 1/100%</td>
<td>4/100%</td>
<td>100 level = 10/90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June - September</td>
<td></td>
<td></td>
<td>200 level = 4/100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pending</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>400 level = 5/100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester II</td>
<td>Foundation = 70/59%</td>
<td>4/100%</td>
<td>100 level = 11/45%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>200 level = 15/67%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>300 level = 2/50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>400 level = 4/100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5/Pending</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2007 STRATEGIC ACHIEVEMENTS

USP CAMPUSES

Table 2. January – February 2007 Flexi school: Overall pass rate: 78%

<table>
<thead>
<tr>
<th></th>
<th>Enrolled</th>
<th>WD</th>
<th>Total</th>
<th>Pass</th>
<th>Fail</th>
<th>EX</th>
<th>I/IP</th>
<th>% Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Degree 100 Level</td>
<td>27</td>
<td>6</td>
<td>21</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>11</td>
<td>29%*</td>
</tr>
<tr>
<td>Degree 200 Level</td>
<td>9</td>
<td>1</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>75%</td>
</tr>
<tr>
<td>400 Level</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td><strong>7</strong></td>
<td><strong>38</strong></td>
<td><strong>21</strong></td>
<td><strong>1</strong></td>
<td><strong>5</strong></td>
<td><strong>11</strong></td>
<td></td>
</tr>
</tbody>
</table>

Note: *Grades not available on Banner: - 100 Level- LL108 (11 students have pending grades)

Table 3. Semester I 2007: Overall pass rate: 68%

<table>
<thead>
<tr>
<th></th>
<th>Enrolled</th>
<th>WD</th>
<th>Total</th>
<th>Pass</th>
<th>Fail</th>
<th>EX</th>
<th>I/IP</th>
<th>% Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Ed.</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Preliminary</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>50%</td>
</tr>
<tr>
<td>Foundation</td>
<td>173</td>
<td>23</td>
<td>150</td>
<td>101</td>
<td>30</td>
<td>18</td>
<td>1</td>
<td>67%</td>
</tr>
<tr>
<td>Vocational</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>67%</td>
</tr>
<tr>
<td>Degree 100 Level</td>
<td>24</td>
<td>16</td>
<td>8</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>88%</td>
</tr>
<tr>
<td>Degree 200 Level</td>
<td>26</td>
<td>9</td>
<td>17</td>
<td>10</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>59%</td>
</tr>
<tr>
<td>Degree 300 Level</td>
<td>12</td>
<td>0</td>
<td>12</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>92%</td>
</tr>
<tr>
<td>MED 600 Level</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>*</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>250</strong></td>
<td><strong>54</strong></td>
<td><strong>196</strong></td>
<td><strong>133</strong></td>
<td><strong>39</strong></td>
<td><strong>20</strong></td>
<td><strong>4</strong></td>
<td><strong>68%</strong></td>
</tr>
</tbody>
</table>

Pending completion of Masters Theses

Total number course registrations 510
Total number of RE registrations  = 396,
Students passing all courses = 244, Total number of students withdrawing = 114,
Total EX’s = 41,
Overall pass rate:61.62% at Feb. 18 08 (results for 36 students unavailable at February 18, 2008)
### Table 4. June - September Flexi school: Overall pass rate: 58%

<table>
<thead>
<tr>
<th></th>
<th>Enrolled</th>
<th>WD</th>
<th>Total</th>
<th>Pass</th>
<th>Fail</th>
<th>EX</th>
<th>I/IP</th>
<th>% Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary</td>
<td>19</td>
<td>6</td>
<td>13</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>31%</td>
</tr>
<tr>
<td>Foundation</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Degree 100 Level</td>
<td>10</td>
<td>0</td>
<td>10</td>
<td>9</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>90%</td>
</tr>
<tr>
<td>Degree 200 Level</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>400 Level</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
<td><strong>9</strong></td>
<td><strong>33</strong></td>
<td><strong>19</strong></td>
<td><strong>7</strong></td>
<td><strong>3</strong></td>
<td><strong>4</strong></td>
<td><strong>58%</strong></td>
</tr>
</tbody>
</table>

*400 Level- ED459 (2 Students not available grades on Banner)

### Table 5. Semester II 2007: Overall pass rate: 59%

<table>
<thead>
<tr>
<th></th>
<th>Enrolled</th>
<th>WD</th>
<th>Total</th>
<th>Pass</th>
<th>Fail</th>
<th>EX</th>
<th>I/IP</th>
<th>% Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Ed.</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>*</td>
</tr>
<tr>
<td>Foundation</td>
<td>88</td>
<td>18</td>
<td>70</td>
<td>41</td>
<td>19</td>
<td>10</td>
<td>0</td>
<td>59%</td>
</tr>
<tr>
<td>Vocational</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Degree 100 Level</td>
<td>19</td>
<td>8</td>
<td>11</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>45%*</td>
</tr>
<tr>
<td>Degree 200 Level</td>
<td>21</td>
<td>6</td>
<td>15</td>
<td>10</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>67%</td>
</tr>
<tr>
<td>Degree 300 Level</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>50%</td>
</tr>
<tr>
<td>MED</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>147</strong></td>
<td><strong>36</strong></td>
<td><strong>111</strong></td>
<td><strong>65</strong></td>
<td><strong>25</strong></td>
<td><strong>13</strong></td>
<td><strong>8</strong></td>
<td><strong>59%</strong></td>
</tr>
</tbody>
</table>

*The following Grades have not been entered on Banner at February 18, 08
*Continuing Ed. - (2 UEP001& UEP002 and 1 UEW001 Students)
*100 level- (5 LL114 Students)

### Table 6. November - December 2007 Flexi-school: Overall pass rate: 33%

<table>
<thead>
<tr>
<th></th>
<th>Enrolled</th>
<th>WD</th>
<th>Total</th>
<th>Pass</th>
<th>Fail</th>
<th>EX</th>
<th>I/IP</th>
<th>% Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree 100 Level</td>
<td>16</td>
<td>4</td>
<td>12</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>50%*</td>
</tr>
<tr>
<td>Degree 300 Level</td>
<td>10</td>
<td>4</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td><strong>8</strong></td>
<td><strong>18</strong></td>
<td><strong>6</strong></td>
<td><strong>2</strong></td>
<td><strong>0</strong></td>
<td><strong>10</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Grades not yet available on Banner for these courses:- 100 Level- IS121 (4 students) 300 Level- GS301 (6 students)

**Requests for reconsideration of grades:** At the end of every semester students are encouraged to apply for reconsideration of course grade if they feel their coursework or final examination was not properly assessed.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of Request</th>
<th>Course</th>
<th>Grade</th>
<th>Changed Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>200701</td>
<td>1</td>
<td>ED355</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>200703</td>
<td>1</td>
<td>MA221</td>
<td>D</td>
<td>Pending</td>
</tr>
</tbody>
</table>
2007 Graduates

Lola Shutz  Certificate Library Information Systems
Tapukitea Lolo Rokolekutu  Certificate in Civil Law
Hilary Kobaia  Certificate in Pacific Policing
Melanie Khelegadi  Diploma in Early Childhood Education
Saity Anien  Diploma in Early Childhood Education
Billy Kendall  Diploma in Early Childhood Education
Jorelik Tibon  Diploma in Management Studies
Kia deBrum  BA – Education/History Politics
Lawrence Edwards  LLB (RMI USP Student)
Ribecca Domingo  BA – Management (RMI USP Student)
Natalie Nimmer  Graduate Certificate in Tertiary Teaching
Arvind Prasad  Graduate Certificate in Tertiary Teaching
Vijenti Mala  Graduate Certificate in Tertiary Teaching
Alanso Elbon  Postgraduate Diploma in Legal Practice

RMI-USP: Preliminary and Foundation Programme
The USP Campus in the Marshall Islands also provides management oversight of the RMI-USP Joint Education Programme. This programme was established at the request of the RMI government in 1996 to prepare indigenous Marshallese students for the vigorous demands of tertiary education, in particular university studies. The Programme is a partnership in education between the Republic of the Marshall Islands (RMI) and USP.

In 2007, all foundation assignments and examinations were marked in Fiji and students were enrolled on the University’s Banner Data Base system. This now provide the RMI Government and USP with a true comparison of exit results with other students in the USP region.

In 2007, of the 50 preliminary level students enrolled in the programme in 2006, 20 (40%) passed five or more subjects enabling them to move on to foundation in 2007. An additional nine students were offered the opportunity to study at the pre-foundation level.

At the foundation level, 30 students were enrolled in Semester I and 20 in Semester II (14 in Foundation Science and 16 in Social Science). The number of students enrolled in Foundation Science increased by 100% over 2007.

Table 7. Semester I 2007 Rmi USP Joint Education Programme: Overall Pass Rate: 68%

<table>
<thead>
<tr>
<th></th>
<th>Enrolled</th>
<th>WD</th>
<th>Total</th>
<th>Pass</th>
<th>Fail</th>
<th>EX</th>
<th>I/IP</th>
<th>% Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Social Science</td>
<td>90</td>
<td>5</td>
<td>85</td>
<td>61</td>
<td>14</td>
<td>9</td>
<td>1</td>
<td>72%</td>
</tr>
<tr>
<td>Foundation Science</td>
<td>73</td>
<td>12</td>
<td>61</td>
<td>38</td>
<td>16</td>
<td>7</td>
<td>0</td>
<td>62%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>163</td>
<td>17</td>
<td>146</td>
<td>99</td>
<td>30</td>
<td>16</td>
<td>1</td>
<td>68%</td>
</tr>
</tbody>
</table>

Table 8. Semester I1 2007 Rmi USP Joint Education Programme: Overall Pass Rate: 60%

<table>
<thead>
<tr>
<th></th>
<th>Enrolled</th>
<th>WD</th>
<th>Total</th>
<th>Pass</th>
<th>Fail</th>
<th>EX</th>
<th>I/IP</th>
<th>% Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Social Science</td>
<td>39</td>
<td>7</td>
<td>32</td>
<td>24</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>75%</td>
</tr>
<tr>
<td>Foundation Science</td>
<td>39</td>
<td>8</td>
<td>31</td>
<td>14</td>
<td>12</td>
<td>5</td>
<td>0</td>
<td>45%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>78</td>
<td>15</td>
<td>63</td>
<td>38</td>
<td>15</td>
<td>10</td>
<td>0</td>
<td>60%</td>
</tr>
</tbody>
</table>
Over the course of the two semesters in 2007, 22 students sat examinations in seven or more subjects. 15 students or 68% of the group passed seven or more subjects, qualifying them for University entrance. Of the remaining students, two will continue with their studies at the foundation level in 2008.

To date 167 students have graduated from RMI-USP with seven or more subjects, qualifying them for university admission.

**RMI-USP Staff listing 2007**

<table>
<thead>
<tr>
<th>Name</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masilina Sefeti</td>
<td>Biology/Math</td>
</tr>
<tr>
<td>Arvin Prasad</td>
<td>Geography/Economics</td>
</tr>
<tr>
<td>Fereti Sefeti</td>
<td>Physics/Math</td>
</tr>
<tr>
<td>Vijenti Nand Prasad</td>
<td>Chemistry/Biology</td>
</tr>
<tr>
<td>Tapukitea Rokolekutu</td>
<td>History/Sociology</td>
</tr>
<tr>
<td>Patrisia Yavala Kuridua</td>
<td>English</td>
</tr>
<tr>
<td>Peter Dimu</td>
<td>Accounting/Economics</td>
</tr>
</tbody>
</table>

The Campus Director and Principal of RMI-USP participated a WASC, Senior Workshop on the Science of Learning at Cal. Poly, Pomona, California 27-29 September 2007. This was the first opportunity to become familiar with WASC, learn about some of its accreditation standards and meet administrators and teachers engaged in accreditation. The project worked on was the design of the pre-semester orientation for first year university students – a concept that was of considerable relevance and interest to other participants.

Following the legal final processing of the 2006 MOU between the University and the RMI Governments, contracts of all RMI-USP were renewed, reviewed and approved by the Office of the President, and submitted to the University in December 2007.

**Quality**

The Marshall Islands Campus strives for quality in terms of administrative services to students, face-to-face instruction, tutorials and facilities. The Campus is open to students from 8am – 8pm daily and from 10am – 2pm on Saturdays. Students may also work at the Campus between 8pm and 8am with special permission enabling students to have adequate access to the library and computer lab.

Careful attention is paid to advising as well as the information services provided to students, which combines to encourage their completion of course requirements. This practice of encouragement has enabled both the RMI-USP programme and Marshall Islands Campus to achieve a steadily higher overall pass rate Campus administrative staff readily worked additional hours to ensure students were served well.

Quality is also a value that is reflected in the physical environment of the Campus.

**Distance & Flexible Learning & Teaching**

As a Campus for DFL, the Marshall Islands Campus both receives and initiates DFL programmes. In 2007 students at the Campus engaged in all modes of delivery including video conference lectures for MED students and audio tutorials. Face-to-face courses continue to be popular mode of delivery in the Marshall Islands. In 2007, 85 students (30%) studied coursework the face-to-face mode, while 285 (70%) enrolled in print or on-line courses. The experience with audio tutorials continued to be disappointing – with ‘click to meet’ difficult to access, microphones did not work well and tutorials were often cancelled at the last minute.
Turnaround time and the quality of feedback from Laucala and Emalus Campus-based lecturers continued to be raised as an issue of concern for students.

**Major Research Achievements**

In 2007 the Marshall Islands Campus was involved in three research projects:

1. **Cultural and Natural Resource Management in High Density Islands**
   The Campus Director worked with Dr Caleb McClennan (GIS consultant) and John Bungitak, Director of the RMI Environmental Protection Agency on the preparation of a paper discussing the Cultural and Natural Resource Management of Majuro. The paper will be part of a symposium organised by Dr Godfrey Baldacchino, Canada Research Chair (Island Studies), University of Prince Edward Island, at an International Symposium in Malta in July 2008.

2. **Traditional Marshallese Medicine**
   The first half of 2007 was devoted to the review and edit of the Marshallese version of the publication on traditional medicine. The book was published by IPS in September.

3. **Marshallese Weaving**
   In 2007, the Campus received funds from USP through the New Zealand Arts and Culture Fund of US$19,300 to implement a project involving the rediscovery and appreciation of traditional weaving patterns and the training of a new generation of weavers so that they learn the skill of weaving and incorporate traditional designs into modern Marshallese mat-making.
   In designing this project, the Campus collaborated closely with Maria Kabua-Fowler, traditional leader and activist and implementation was supported by the Marshall Islands Visitors Authority and Marshall Islands Resort.
   Two master weavers were enabled to study and replicate the traditional weaving patterns found on mats held in the Bishop’s Museum collection, on mats in photographs from the deBrum Collection and also from the very earliest drawings of Marshallese designs from the 1817/1824 drawings of Chamisso from the Kotzebue (Russian) Expedition. The deBrum and Chamisso photographs and drawings were obtained under this project.
   New weavers were trained at a workshop held in November 2006. As a result of this training 24 mats – of varying quality were produced. A second training was held from July through to September, 2007. Under the supervision of the expert weavers, the experienced weavers learned new skills in pounding *maan* (pandanus fibre), dyeing using local dyes, fine weaving and incorporating the traditional designs into their mats. The training of younger, less experienced weavers is now in the planning stage and will take place in early 2008.
   Mission Pacific, the only local film production company was contracted to prepare the script and video. Filming has begun – capturing the weaving of experts and experienced weavers. Because of scheduling it was agreed that the film will be available in time for the South Pacific Arts Festival in 2008.
   The first day-long public exhibition of Marshallese Mats was held at the Marshall Islands Resort in April 2007. The success of the event was well publicised locally and regionally, and a second exhibition and auction is now planned for March 2008.
   The Bishop Museum agreed to a free limited license to use the photographs of the mats in its extensive collection which enabled colour photocopies of some of the finest *jaki ed* to be mounted as part of the 17 April exhibition.
   Following the exhibition and auction 50 black and white photographs of the deBrum collection depicting women and men wearing clothing mats were purchased and framed. In addition some prints of the earliest European drawings of Marshallese mat and tattoo designs have also been purchased. Permission to display and professional reproduction of photographs of the deBrum collection (taken by Joachim deBrum in the 19th century) has been granted. The frames for the permanent exhibition of these photographs and drawings are to be ordered from overseas if they cannot be found locally. Frames have been purchased and are ready for mounting. These photographs will be displayed at the March 2008 exhibition. Once space becomes available, a permanent exhibition will be mounted.
A second Exhibition and Silent Auction will be announced this November for 2008 and a year-long training of novice weavers will commence in August 08. This will include awards for excellence and persistence in learning a new skill for the weavers trained under this project - with donations for the awards again coming from the community.

**International Activities**

Irene Taafaki:
- 4-07: Apia, Samoa  *Building Alliances with Cultural Leaders on a Cultural Restoration Project. Continuing and Community Education Conference.*
- 9/07: Kwajalein Cultural Center: Marshallese Traditional Medicine
- 1/07: Guest Speaker: Native Hawaiian Center of Excellence (NHCOE) Inaugural Kekuni Blaisdell, M.D. Lectureship and Conference Oahu, Hawaii January 24 - 27: Research on Traditional Healing Practices: Thoughts, Processes, and Considerations
- 1/4/07: Presenter: Native Hawaiian Health Scholarship Programme, Papa Ola Lokahi, Honolulu, Hawaii. Learning from Research into Marshallese Traditional Medicinal Knowledge

Lydia Tibon:
- 11/07: Participant: Annual Meeting of the Pacific Archivists and Librarians Association and training workshop on disaster management for libraries

**Effective & Efficient Resource Management**

The USP Campus continues to be a cost-effective way to delivery tertiary education in the Marshall Islands. The Campus Director and staff managed the delivery of services to 370 students in 2007.

Following the December 2006 audit by KPMG, the Campus received its audit report on February and responded. All follow up actions proposed the Campus were implemented, including the installation of BookNet by USP Bookshop in December 2007, which has greatly facilitated improved record keeping of course materials and texts. The presence of a Trainee Assistant Accountant has greatly improved record keeping and the timely preparation of reports. While training (which includes academic course work and attachment) the Trainee Accountant is supervised by the Campus Secretary. Monthly meetings with campus finance staff ensures proper management and continued implementation of audit recommendations.

**Financing Growth**

During 2007, efforts continued to finance the positions of Continuing and Community Education Coordinator and a Campus Lecturer for English. The latter position is essential if students are to be able to meet the increasing English language standards required by the University. These efforts will continue in 2008.

Apart from the funding received from the New Zealand Arts and Culture Fund for the Weaving Project, the campus was awarded $25,600 for a pilot project to train out of school youth in basic literacy. This project will be implemented Semester I 2008. However four proposals were prepared and submitted as follows:
- PRIDE: Novice Weaver Training, $39,303 (pending MOE final approval)
- PLANNING OFFICE: Canoe Building Project $19,305 (pending funding availability)
- AUSAID: HUMAN RIGHTS GRANT: $71,270 (pending decision/possible re-submission)
- US AMBASSADORS CULTURE FUND: $40,240.00 (pending decision in 5/2008)

**Equal Opportunities**

Student enrolments at the Campus are generally gender balanced in most programmes.

**Good Governance**

Three meetings of the Campus’s Local Advisory Committee took place during 2007 on February, June and August. An appreciation lunch for the Chair, Hon. Minister Witten T. Philippo was arranged for 21 December.
**Community Liaison and Engagement**
During 2007, the Campus Director Dr Taafaki served on the following:
- National Focal Group: Global Environment Facility Small Grants Programme
- TVET Steering Committee
- National Board Pacific Open Learning Network – planning undergraduate and postgraduate studies for members of the RMI Health Sector
- National Climate Change Task Force
- Minister in Assistance’s monthly consultative and information sharing group of offices under the Office of the President

**Other participation and engagement**
15 August  Climate Change Planning: Chief Secretary’s Conference Room
27 – 29 September  Science of Learning Workshop (WASC) Cal. Poly, Pomona, CA
6 – 10 October  Guest speaker Kwajalein Cultural Center and Ebeye Women’s Clubs
11 October  Dinner – Presidents Residence for Heads of States (Nauru, Tuvalu, Solomon Isl., Palau, Kiribati) Opening Marshall Islands Convention Center
19 October  Prioritising Projects for Financial Support from the GEF Medium Grants, Chief Secretary’s Conference Room

Campus Secretary, Lydia Tibon participated in a National Workshop on Disaster Risk Reduction from May 31 – June 1.

**Visitors to the Marshall Islands campus included**

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 February</td>
<td>Dr. Richard Bush</td>
<td>Public Administration and Policy Analysis, Southern Illinois University (Consultant to MIGNOS)</td>
</tr>
<tr>
<td>7 February</td>
<td>Dr. Steven Malmberg</td>
<td>VP for Academic and Student Affairs, College of the Marshall Islands</td>
</tr>
<tr>
<td>7 February</td>
<td>Sr Dorothy Nook</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>8 February</td>
<td>Anne Grimes</td>
<td>Office of Public Diplomacy – US Department of State</td>
</tr>
<tr>
<td>8 February</td>
<td>Helen Reed-Rowe</td>
<td>Deputy Chief of Mission, US Embassy, Marshall Islands</td>
</tr>
<tr>
<td>9 February</td>
<td>Eva Gonnerman</td>
<td>Integrated Forestry Expert, SPC</td>
</tr>
<tr>
<td>26 February – 2 March</td>
<td>Meghan Combos, Willi Kostler</td>
<td>NOAA-Micronesian Conservation trust-Re: MPAs post grad training and Micronesia Challenge</td>
</tr>
<tr>
<td>14 March</td>
<td>Eric T Miller</td>
<td>Nathan Associates (consulting contract for the FORUM) Trade and Investment Policies and PACER and PICs</td>
</tr>
<tr>
<td>22 March</td>
<td>Mary O Ensico</td>
<td>Regional programme Officer AusAID – presentation to students and campus tour</td>
</tr>
<tr>
<td>06 July</td>
<td>NZ Team</td>
<td></td>
</tr>
<tr>
<td>26 July</td>
<td>Don Patterson</td>
<td></td>
</tr>
<tr>
<td>1 August</td>
<td>UNDP Charmaine Rodriguez</td>
<td>Pacific Regional Legislative Strengthening Expert</td>
</tr>
<tr>
<td>7-8 August</td>
<td>David Moody</td>
<td>Irwin Alsop, Architects, Melbourne Master Plan for the new campus</td>
</tr>
</tbody>
</table>
The RMI-USP Programme and the USP Campus held its fourth University Open Day on 14 September. Visitors and potential students enjoyed the displays, demonstrations and dances performed throughout the day. The opening ceremony was addressed by President Kessai H. Note, and attended by the Ambassador of the United States, Mr Clyde Bishop and the Japanese Chargé d’Affairs.

Communications & Information Technology
The Marshall Islands Campus continues to access the resources of the University through the communications and information technology at its disposal. Although Semester I presented both staff and students with technical challenges, overall bandwidth and services have improved substantially. Access to telephony via USPNet was made available in May 2007 and has greatly eased communication with the main campuses and the region (apart from Labasa and the Cook Islands).

Internet access is relied on for almost all communications with the main campuses – averaging 60 incoming and the same number of outgoing messages a day. The new MIS online service greatly assists advising – as academic histories and transcripts are now easily available for review.

The Campus continued to service WHO IT Project and worked with the Ministry of Health to install a ten-seat computer lab for staff training at the Majuro Hospital.

Staff Leave, Development & Conferences:
Campus Director, Dr Irene Taafaki took annual leave in January and conference leave in September. She also attended the Continuing and Community Education Conference and Regional Campus Director’s Conference in Apia, Samoa in April.

The Academic Assistant and Programme Coordinator took month maternity leave from June - September.
Executive Summary
The USP Niue Campus roll continued to decline in 2007 owing to a number of factors most of which are not new although some small pathway changes towards the revival of the preliminary and foundation studies might eventuate in 2008. These changes however, might bring with it new challenges for science offerings and to provide equipments for the laboratory that was once shared with Niue High School.

Campus Overview
History
It goes without saying that the Campus has come a long way since the inception in 1972. Students that have taken and completed their USP course of studies continued to have stability and impact in the workplaces compared with graduates of other tertiary institutions. Moreover, it has brought home a reality that foundation studies programme of the University is far more advanced than those preparatory studies offered elsewhere and hence the reason small pathways in Niue is beginning to emerge in that direction.

Governance (Advisory Committee)
The advisory committee met four times in 2007 during and discussed issues of concern to the Campus. Falling rolls, pass rates, course completion, student sponsorship and support have been a going concern of the advisory committee. These concerns are reflected in the Niue Campus Support plan for 2008 – 2011 and the 2008 work plan.

As a result of those meetings, the USP pre-degree studies offering is to be revived through the student sponsorship with the support of the human resource development programme of the Niue Government. This support is to begin in 2008 onwards justified as it were upon the need to provide choices to Niue High School Year 11 and Year 12 students. It is also the realisation that the USP foundation study programme is far more advanced than preparatory studies that are being offered elsewhere is the turning point towards the revival.

The Minister for Education is very much instrumental in making the turn around as are other members of the advisory committee.

Planning Context
Country needs
It is not easy to plan towards fulfilling the needs of a country without the available and necessary resources. For in the case of Niue, major challenges arising out of a migrating population, dependency, natural and human made disasters, cycle of funded projects, capital inhibition, and high cost of providing and maintain the services all of which will continue unabatedly.

Given these challenges, the Campus continued to administer the study programmes of the University consistent with the mission to: “maintain, advance and disseminate knowledge by way of teaching, research, and consultancy and to provide appropriate levels of education and training that are responsive to the well-being and needs of the communities in the region”.
Towards this end, Niue had four graduates in 2007 all of whom took foundation and other courses at the Niue Campus prior to enrolling for degree studies at the Laucala Campus. Three of these graduates are employed in government services while one resumed her employment at the Niue Campus.

**Enrolment Trends**
In 2007, there were initially 55 students enrolled in various study programmes. However, eight students withdrew consequence of a salary adjustment policy of the national government which affected job security and the ability of the students to pay the course fees. In essence, 44 students remained enrolled in 2007 at the Niue Campus which on a per capita basis represents 3.6 percent. Of the 44 students, 17 recorded pass grades, three with results still outstanding, and 24 had grades below the pass mark.

**Other Factors**
There is but one tertiary education institution in Niue but enrolment does not reflect this factor. It therefore remains to be a challenge to the Campus administration in a four-year planned period.

**Campus Director as USP Representative**
The Campus Director Maru Talagi continued to represent the University in Niue which at most time is involved with community work, sports development, and horticulture development albeit private in nature and focus.

**Campus Mission**
Given the statistics for 2007, the consultation and counselling mission was somewhat affected by factors beyond the control of the Campus administration as student results and performance were below expected levels.

**Teaching and Learning**
Teaching and learning in 2007, using the DFL mode continued with the assistance of local tutors when needed by students. Satellite tutorials were, on the whole affected by technical problems. However, students were able to directly contact course coordinators through the Campus internet.

**Research**
The Campus Director Maru Talagi continued to research in Niue’s edible land crabs in 2007.

**Student and Staff support**
The Campus staff in 2007 continued to take study programmes, with one completing a degree course. The Campus Net Operator continued to tutor MAP11, MAP12, MAF21 courses and with good pass rates.

**Constituent and External relations**
The Campus was under the control of the Pro Vice-Chancellor, Professor John Lynch up until his retirement at the end of 2007. It is to be recorded the appreciation of Niue Campus for his support towards the bid for replacement computers, and an emergency 40KVA power generator.

**Governance, Administration and Management.**
There was no change in the administration at the Niue Campus in 2007. However, the Office Manager and Net Operator had delegated authority in the absence of the Director.

**Financial Implication**
There was no change to the 2007 budget although overspending was recorded in other accounts was recorded with particular increases in fuel and electricity costs.
Introduction and Overview

The Centre for Educational Development and Technology (CEDT) was established in the academic re-organisation that took place during 2005/6. In January 2007, its first Director took up post. In the early months of 2007 the main task for the Director was to turn the aspirations the University had for the Centre (improving student achievement and mainstreaming DFL) into a strategic and operational direction. This was achieved by writing a dynamic CEDT strategic plan which identified the core areas of work for the centre and recognised that the growth and integration of the centre would come through developmental project work around the focus areas of CEDT’s work. In the plan the core areas of CEDT’s work are identified as:

1. Policy, advice and advocacy on student-centred learning and teaching and appropriate educational technology for all modes of study.
2. Continuing professional development (CPD) for all teaching and learning staff at USP
3. Development, design and delivery of courses
4. Student support
5. Research, monitoring and evaluation and participation in the professional communities of practice.

In order to align the work of the Centre with faculties and other university departments it was necessary to create a CEDT Board. The CEDT Board terms of reference, membership and its relationship to other boards and university committees was agreed by the University Senate and Council and the first Board met on 23 July, 2007. During this process, it was established that CEDT would be represented on each of the Faculty Teaching and Learning Committees. The CEDT Board met three times in 2007.

During 2007 the three departments of CEDT (Distance and Flexible Learning Centre (DFLC), Centre for Excellence in Teaching and Learning (CELT) and Continuing and Community Education (CCE)) continued to operate as three separate departments; with two of the departments – DFLC and CELT – working to greater interdependence around the core areas of work. This has proved much more difficult to achieve with CCE largely due to it being a self-funding unit and its lack of staff – in particular suitably qualified and experienced staff.

CEDT has during 2007 defined the vision, scoped the project and leads and coordinates the university-wide implementation of Moodle. Moodle is the learning management system USP has adopted. The adoption and application of Moodle affords the opportunity for the University, supported by AusAID-funding, to look at quality issues in learning and teaching. The title of the project ‘Moodle @ USP: Bringing Excellence in Teaching and Learning’ reflects this. However it should be stressed here that the project involves all the academic and academic support units and CEDT manages and coordinates this. Another project of this kind – which whilst having critical deliverables – also reflects the cross university partnership method of working of CEDT and the organizational development of CEDT is ‘Success@USP’ a project established to develop an induction course for DFL students, the need for which was established at the Regional Campus Directors meeting in 2007.
The design and development of flexible learning resources and courses

2007 saw a major growth in the number and range of course materials that were designed, developed and supported. The move into developing Moodle and more online course components has been a major activity particularly as DFL methodologies are being used on-campus – the mainstreaming of DFL. There has been a wider use of a range of media in course development and this has supported the CEDT approach towards developing ‘hybrid’ courses – i.e. courses which use a range of appropriate technologies and media.

Educational Resources: design and development:

The 2007 DFL Handbook listed 396 courses on offer over the year throughout the USP region. These included:

- Informal and certificate courses available through Continuing and Community Education (CCE);
- Preliminary and foundation courses through the College of Foundation Studies (CFS);
- English Language Study Skills: EL001 through the Centre for Excellence for Learning and Teaching (CELT);
- Vocational courses in library studies and law;
- A wide range of degree level courses from all faculties including arts, humanities and science;
- An expanded selection of postgraduate courses in education, governance and law.

DFLC staff worked on the ongoing design, development and maintenance of these courses and the preparation of courses for Semester I, 2008.

The following courses were worked on during 2007. This number does not exactly match the DFL 2007 course offers as the Centre works one semester ahead (i.e. 2007 work is actually Semester II, 2007 and Semester I, 2008).

<table>
<thead>
<tr>
<th>Unrevised (Introduction &amp; assignments booklet revised and updated):</th>
<th>238</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Adjustments:</td>
<td>57</td>
</tr>
<tr>
<td>Major revisions:</td>
<td>25</td>
</tr>
<tr>
<td>New:</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>343</td>
</tr>
</tbody>
</table>

In addition DFLC embarked on a major project with the School of Law to migrate, update and revise more than 40 online courses that are not included in the above figures.

Educational resources: Learning Management Systems (LMS):

Whilst the final decision to have a single university-wide LMS was not implemented until 2007 in May 2006 the then DFLC committee adopted the policy of rationalising the use of online learning and adopted Moodle on the understanding that it was to become the learning management system for USP. Since that date DFLC staff has been involved in migrating courses from other systems e.g. WebCT and EaSOL/Edison. WebCT was phased out (end of Semester I, 2007) while the process of migrating and redesigning courses for the School of Law will continue into 2008.

By Semester II, 2007 there were 60 active courses running in Moodle. These include DFL and campus base courses where Moodle is being used as a learning tool and for student support:

- Faculty of Arts and Law: 25 courses
- Faculty of Islands and Oceans: 10 courses
- Faculty of Business and Economics: 2 courses
- Faculty of Science and Technology: 23 courses
Continuing professional development (CPD) for all teaching and learning staff at USP

CEDT offers a range of professional development activities:

- Support to individual academics around designing and developing courses
- Workshops on teaching and learning methodologies relevant to USP and open to all university staff.
- Workshops on teaching and learning methodologies requested by faculties/schools and tailored to their needs e.g. using peer observation for FST.
- Ongoing engagement with a faculty or school e.g. the CEDT fellowship scheme; providing ongoing support with e.g. peer observation for FST; or redesigning the suite of SOL courses – learning in practice.
- Teaching and supporting the GCTT

An indication of the extent of CEDT activity is reflected in the table below.

<table>
<thead>
<tr>
<th>Type of Training</th>
<th>Description of Training</th>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FST Tutor Training</strong></td>
<td>This workshop was presented in two parts: assisting tutors to reflect and identify their challenges as tutors for on-campus courses, and helping them develop a selection of tutoring skills in overcoming these challenges and in motivating and assisting learning.</td>
<td>16</td>
</tr>
<tr>
<td><strong>Intensive one-week training in effective tutoring for Laucala Campus tutors</strong></td>
<td>The title, (and focus) of this workshop was <em>Effective Tutoring</em> for tutors in various disciplines. In the week a range of topics and skills were examined and developed (motivation, critical thinking, problem-solving, reflection, information literacy, effective powerpoint presentation) and teaching methods (role-play, innovativeness, group methods) practiced and learned. The workshop was an opportunity to gain knowledge and skills in helping students meet learning objectives in effective and innovative ways.</td>
<td>20</td>
</tr>
<tr>
<td><strong>Peer Observation Training FST June</strong></td>
<td>The Peer Observation Training (POT) Workshop was developed for the FST, which wanted to include peer training as a part of the teacher evaluation process. Faculty administration and teaching staff participated in the training which covered methods for evaluating peer performance as well as strategies for improving teaching. Pre-meeting, observation, and post observation meeting were described and then simulated and the teachers taught how to write their observations. Methods included discussions, PowerPoint, demonstrations, and role play, as well as the provision of non-judgmental feedback.</td>
<td>35</td>
</tr>
<tr>
<td><strong>Media Training</strong></td>
<td>A full day of training was provided for the Media Centre. The first part was presentations training and delivery to classes. The workshop covered development and delivery of PowerPoint presentations, as well as teaching methods. The workshop also provided training on staff development and conflict resolution.</td>
<td>35</td>
</tr>
<tr>
<td><strong>Teaching skills in print booklets</strong></td>
<td>These booklets cover the topics of: Critical Thing, Problem-Solving Methods, Motivational Methods and Student-Centred Methods. They are primarily developed as stand-alone study booklets but can also be used as onsite resource materials at regional Campuses.</td>
<td>4</td>
</tr>
<tr>
<td><strong>DFL Course Development Workshops (run 8 times)</strong></td>
<td>These workshops addressed skills and teaching and learning issues focused on creating print materials for DFL students.</td>
<td>100+ (including special workshops for CFS; CCE and educators in Suva &amp; Vila and PTC)</td>
</tr>
</tbody>
</table>
Assessment in DFL courses (conducted twice & once in Samoa)

These workshops addressed issues in assessing students and how to improve practice. (This workshops was also carried out in Samoa but no record of participant numbers was kept.)

24 participants

Doing applied research at USP

This workshop addressed approaches for academics to conduct applied research on teaching and learning practices.

15

Moodle Workshops (16 sessions)

Workshops offering training, development and support in relation to Moodle were run throughout the year. These covered Beginners and Advanced topics including:

- Designing online learning
- Teaching online
- Online communication and collaboration
- Assessing and managing your class in Moodle
- ITS Moodle Helpdesk

approximately 170 participants from Laucala and Emalus campus

Running satellite tutorials

Two workshops on how to run satellite tutorials were run with a visiting expert Liz Burge.

34

Total number of workshops offered = 37
Total number of participants = 453+

CEDT offers the Graduate Certificate in Tertiary Teaching (GCTT) in partnership with the School of Education. The GCTT is a part-time programme which explores various approaches to teaching, learning, assessment, evaluation, curriculum planning and development in higher education. To the certificate takes two semesters and is based in the practice of professional lecturers and tertiary teachers. The objective is to develop the professional competence of lecturing and tutoring staff. That is it is a work based learning programme. The programme is offered to USP academic and teaching staff, and the University pays the fees for USP staff. The numbers involved in 2007 are represented in the table below.

<table>
<thead>
<tr>
<th>Week</th>
<th>Semester I</th>
<th>Semester II</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED401</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>4</td>
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<td>9</td>
</tr>
<tr>
<td>ED403</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

In 2007 the following numbers of USP staff took the GCTT courses.

<table>
<thead>
<tr>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
</tr>
<tr>
<td>ED401</td>
</tr>
<tr>
<td>ED402</td>
</tr>
</tbody>
</table>
Following discussions at ASQC and a small-scale survey of faculty opinion on how to increase the take up of the GCTT among USP academic and teaching staff was undertaken – CEDT plans to have a review of the GCTT programme in 2008. The view of all faculties was this was a valuable course but it could not be made compulsory.

CEDT also supports individual academic and tutoring staff on a one to one basis. Statistics was not kept in 2007 but it is hoped to capture this in 2008. The kind of support would be working with individual academics on all aspects of course development and delivery.

In 2007, CEDT introduced the CEDT fellowship. The first CEDT fellow was appointed in 2007 and is from the School of Law. The fellowship scheme was introduced to improve quality in learning and teaching by enabling an individual academic to have time out from their teaching load to work on activities that will develop quality learning in their faculty or school. It is hoped to continue this in 2008 if CEDT has the resources. The 2007 CEDT fellow is working on the development of teaching law at USP using appropriate technology. In 2007 CEDT developed the concept of the ‘USP hybrid’ course. A hybrid course is one that uses appropriate technology mixes, but in the case of USP privileges inter-activity, the facility of learners to talk to learners and tutors to talk to students.

**Student support**

CEDT (CELT) offers support to learners through academic study skills, English and communication skills, and maths and numeracy skills. CELT is responsible for the ELSA (English Language Skills Assessment); EL001 English Language Skills and they run a drop-in centre for students support. (Drop in sessions is available daily for all students needing one-on-one or small group assistance with English, Academic and Maths skills at Laucala, Alafua and Emalus campuses.)

<table>
<thead>
<tr>
<th>ELSA: No. of sittings:</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of students</td>
<td>3,005</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EL001: Laucala on-campus</th>
<th>292</th>
</tr>
</thead>
<tbody>
<tr>
<td>DFL: Lautoka</td>
<td>112 in total</td>
</tr>
<tr>
<td>Emalus</td>
<td>8</td>
</tr>
<tr>
<td>Laucala</td>
<td>10</td>
</tr>
<tr>
<td>Alafua</td>
<td>85 in total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Flexi-school: Emalus (July)</th>
<th>321</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laucala (July)</td>
<td>108</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maths Learning Enhancement:</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive Maths refresher (intensive &amp; semester-long</td>
<td>45</td>
</tr>
<tr>
<td>- sponsored</td>
<td>10</td>
</tr>
<tr>
<td>- CELT</td>
<td>10</td>
</tr>
<tr>
<td>- MBA students</td>
<td>108</td>
</tr>
<tr>
<td>Learning Enhancement workshops</td>
<td>12</td>
</tr>
<tr>
<td>Drop-in consultations</td>
<td>10</td>
</tr>
<tr>
<td>AIMS test</td>
<td>10</td>
</tr>
</tbody>
</table>
### Academic and Study Skills

**Academic, Study & Learning skills workshops:**
- Laucala (5-16 March: 12 topics)
  - (August: 16 topics; 28 sessions)
- Guest sessions (Halls of residence & courses)
  - Alafua (X10 Sem 1)
  - (X6 Sem 2)
  - Emalus (X3 Sem 1)
  - (X4 Sem 2)

**Academic English for Tertiary Students (Aid)**
- Senior Peer Mentoring: Sem 1:
  - Sem 2: 20 mentors

**Drop-in: Laucala**
- Alafua
- Emalus

**Print Study Guides**
- DVD: *Presenting Effectively*
  - (Other miscellaneous CELT videos being put on website)

<table>
<thead>
<tr>
<th>ED401</th>
<th>Laucala</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vanuatu (Flexi-school July)</td>
</tr>
<tr>
<td></td>
<td>Kiribati (Flexi-school November)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ED402</th>
<th>Laucala</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Marshall Islands (funded flexi-school January)</td>
</tr>
<tr>
<td></td>
<td>Emalus (flexi-school August)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ED403</th>
<th>Laucala (online)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Now migrated to Moodle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Size 1</th>
<th>Size 2</th>
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<tbody>
<tr>
<td></td>
<td>201</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15-22</td>
<td>446</td>
</tr>
<tr>
<td></td>
<td>10-15</td>
<td>300+</td>
</tr>
<tr>
<td></td>
<td>96</td>
<td>?</td>
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<tr>
<td></td>
<td>?</td>
<td>100+</td>
</tr>
<tr>
<td></td>
<td>200+</td>
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<td>59</td>
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<tr>
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<td>40-50</td>
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<td></td>
<td>23</td>
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<tr>
<td></td>
<td>1</td>
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</tbody>
</table>

### ED01:
- Laucala
  - Vanuatu (Flexi-school July)
  - Kiribati (Flexi-school November)

<table>
<thead>
<tr>
<th>ED02</th>
<th>Laucala</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Marshall Islands (funded flexi-school January)</td>
</tr>
<tr>
<td></td>
<td>Emalus (flexi-school August)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ED03</th>
<th>Laucala (online)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Now migrated to Moodle</td>
</tr>
</tbody>
</table>

CEDT (DFLC) staff have had a student support role in relation to WebCT (phased out after Semester I, 2007) and Moodle. In 2007 they supported the WebCT and Moodle Help Desks providing advice and assistance for students using WebCT/Moodle. At the beginning of each semester DFL staff provided basic orientation and training in WebCT/Moodle at Laucala Campus by request from teaching staff for students using these systems for their studies.

In partnership with the regional Campuses, and following discussions at the RCC, CEDT is project managing and participating in the development of a new induction programme for all DFL students. This project was scoped in 2007 and development will take place in 2008 (Success@USP).

CCE offers four non-credited courses and the Basic Preparatory Programme. Enrolment in the certificate in disability and community workers certificate continue to show very poor results. Below is the enrolment data and figures of certificates issued in 2007.
### The Basic Preparatory Programme

#### SEMESTER I, 2007

<table>
<thead>
<tr>
<th>Campus</th>
<th>CCE001</th>
<th>CCE002</th>
<th>CCE003</th>
<th>CCE004</th>
<th>CCE005</th>
<th>CCE006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cook Islands</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiji</td>
<td></td>
<td></td>
<td>3</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Kiribati</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Marshall Islands</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nauru</td>
<td>20</td>
<td>24</td>
<td>15</td>
<td>10</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Niue</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Samoa</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Solomon Islands</td>
<td>9</td>
<td>9</td>
<td>4</td>
<td></td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>Tokelau</td>
<td>2</td>
<td></td>
<td></td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Tonga</td>
<td>6</td>
<td></td>
<td>3</td>
<td>18</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Tuvalu</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Vanuatu</td>
<td>66</td>
<td>1</td>
<td>53</td>
<td>41</td>
<td>54</td>
<td>45</td>
</tr>
<tr>
<td><strong>TOTAL ENROLMENT</strong></td>
<td>109</td>
<td>35</td>
<td>77</td>
<td>81</td>
<td>83</td>
<td>55</td>
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</table>

#### SEMESTER II, 2007

<table>
<thead>
<tr>
<th>Campus</th>
<th>CCE001</th>
<th>CCE002</th>
<th>CCE003</th>
<th>CCE004</th>
<th>CCE005</th>
<th>CCE006</th>
<th>CCE007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cook Islands</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiji</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Kiribati</td>
<td>2</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Marshall Islands</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nauru</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Niue</td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td>Samoa</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solomon Islands</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
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<tr>
<td>Tokelau</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Tonga</td>
<td>2</td>
<td>1</td>
<td></td>
<td>3</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Tuvalu</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Vanuatu</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>24</td>
<td>2</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL ENROLMENT</strong></td>
<td>15</td>
<td>10</td>
<td>11</td>
<td>49</td>
<td>7</td>
<td>17</td>
<td>21</td>
</tr>
</tbody>
</table>
The total certificates awarded in 2007 are eleven. The Head of CCE was tasked, following concern expressed at ASQC to develop quality assurances processes for the Basic Preparatory Programme and to align the courses with the CFS courses. These courses will be withdrawn in 2008 Semester II until this is achieved.

**Certificate in Early Childhood Education**

| 2007 Statistics |
|------------------|------------------|------------------|------------------|
| Course           | UEP001 | UEP002 | UEP003 |
| Campus/Semester  | I     | II    | I     | II    | I     | II    |
| 1 Alafua         | 1     | 5     | 2     | 4     |
| 2 Cook Islands   | 3     |       |       |       |
| 3 Fiji Islands   | 46    | 59    | 30    | 37    | 36    | 41    |
| 4 Kiribati       | 1     | 1     |       |       | 1     |
| 5 Marshall Islands | 1    | 1     | 2     |
| 6 Nauru          | 2     |       |       | 1     |
| 7 Niue           | 2     |       |       |
| 8 Solomon Islands | 9   | 9     | 5     | 8     | 8     | 8     |
| 9 Tokelau        | 3     | 1     |       | 1     |
| 10 Tonga         | 3     |       | 3     | 3     |
| 11 Tuvalu         | 3     | 1     | 2     | 3     | 3     | 2     |
| 12 Vanuatu       | 4     |       | 1     |       | 1     |
| Total Students   | 75    | 85    | 47    | 57    | 48    | 57    |

**TOTAL ENROLMENT SEMESTER I: 170**
**TOTAL ENROLMENT SEMESTER II: 199**
**TOTAL CERTIFICATES ISSUED 2007: 199**

**Certificate in Disability Studies**

| 2007 Statistics |
|------------------|------------------|------------------|------------------|
| Course           | UED001 | UED002 | UED003 |
| Campus/Semester  | I     | II    | I     | II    | I     | II    |
| 1 Lauca          | 3     | 2     | 6     | 1     | 4     |
| 2 Lautoka        |       | 1     |       | 3     | 2     |
| 3 Solomon Islands | 1   | 1     |       | 1     |
| Total Students   | 4     | 1     | 3     | 7     | 4     | 6     |

**TOTAL ENROLMENT SEMESTER I: 11**
**TOTAL ENROLMENT SEMESTER II: 14**
**TOTAL CERTIFICATES ISSUED 2007: 14**
Certificate in Working with The Community.

2007 Statistics

<table>
<thead>
<tr>
<th>Course</th>
<th>UEW001</th>
<th>UEW003</th>
<th>UEH001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus/Semester</td>
<td>I</td>
<td>II</td>
<td>I</td>
</tr>
<tr>
<td>1 Cook Islands</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Labasa</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Laucala</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4 Lautoka</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Kiribati</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Marshall Islands</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Nauru</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>8 Solomon Islands</td>
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</tr>
<tr>
<td>8 Tuvalu</td>
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<td></td>
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</tr>
<tr>
<td>9 Vanuatu</td>
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<tr>
<td><strong>Total Students</strong></td>
<td><strong>7</strong></td>
<td><strong>6</strong></td>
<td><strong>7</strong></td>
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</table>

2007 Statistics

<table>
<thead>
<tr>
<th>Course</th>
<th>UEY001</th>
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</thead>
<tbody>
<tr>
<td>Campus/Semester</td>
<td>I</td>
</tr>
<tr>
<td>Cook Islands</td>
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</tr>
<tr>
<td>Laucala</td>
<td>1</td>
</tr>
<tr>
<td>Vanuatu</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Students</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

**TOTAL ENROLMENT SEMESTER I:** 8  
**TOTAL ENROLMENT SEMESTER II:** 14  
**TOTAL CERTIFICATES ISSUED 2007:** nil

Staffing

Staffing is a major issue for CEDT. A training report was produced in 2007 following a high level skills audit. During 2008 a more detailed skills audit will be carried out. However it is clear that there is a major need to up-skill staff particularly in the area of skills for quality teaching and learning.

In DFL senior staffing is problematic. A very experienced Senior Instructional Designer (SID) was appointed in 2006 but resigned after serving only one year. Attempts to recruit another SID early in 2007 failed to find a suitable replacement. The post has however been occupied very successfully throughout 2007 on an acting basis by an existing DFL Instructional Designer.
# CEDT Staffing List 2007

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications</th>
<th>Role</th>
<th>Contract</th>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lentell, Helen</td>
<td>BA Hons, MSc PGCE, Cert. Public Sector Management</td>
<td>Director</td>
<td>Jan 07 – Jan 09</td>
<td>ACODE 43 &quot;Benchmarking&quot; Adelaide</td>
</tr>
<tr>
<td>Rastamayik, Sarasa</td>
<td></td>
<td>Admin Assistant</td>
<td>(retired 07)</td>
<td></td>
</tr>
<tr>
<td>Inia, Evonne</td>
<td>Cert. Desktop pub (FIT)</td>
<td>Clerk/Typist</td>
<td>Acting P.A till Dec 08</td>
<td>undertaking courses at USP under Cert. in Management Studies</td>
</tr>
<tr>
<td>Molbhala, Kitana</td>
<td>Cert. Clerk/Typist (FIT)</td>
<td>Clerk/Typist</td>
<td>Permanent</td>
<td></td>
</tr>
<tr>
<td>O’brien, Konora</td>
<td></td>
<td>Communications Assistant</td>
<td>Permanent</td>
<td>Undertaking BA in Literature/Language (USP)</td>
</tr>
<tr>
<td>Bochali, Ativete</td>
<td>Cert. Computing IT5 Microsoft user specialist CISCO (FIT)</td>
<td>Communications Assistant</td>
<td>Jan 07 – Dec 10</td>
<td></td>
</tr>
<tr>
<td>Sulaka, Anaseni</td>
<td></td>
<td>Cleaner</td>
<td>Permanent</td>
<td></td>
</tr>
<tr>
<td>Elliott, David</td>
<td>Cert. of Attainment in computing skills beginners (Casual) Cleaner</td>
<td>Casual Cleaner</td>
<td>Ending Mar 08</td>
<td>Computer skills for intermediate (CCE)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Centre for Excellence in Learning and Teaching (CLET)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuamasakialio, Eileen</td>
<td>BA, GCEd, MA, PhD.</td>
<td>Director</td>
<td>Renewed to Dec 2008</td>
<td>Benchmarking ACODE</td>
</tr>
<tr>
<td>Hogan, Robert</td>
<td>BA, M.Sc, Ed.D</td>
<td>Senior Lecturer</td>
<td>Leaving March 2008</td>
<td></td>
</tr>
<tr>
<td>Cox, Robin</td>
<td>MA App Linguistics, DipTESOL, Cert. TESL, BA, TOEIC (Beta), TOEFL (beta), FCE, Prof 100 (QUT)</td>
<td>Senior Lecturer</td>
<td>To end 2009</td>
<td></td>
</tr>
<tr>
<td>Boulton-Lewis, Gillian</td>
<td>TCONS, BA, HAB, (Met) of QM, MEd (CCAF), FCE, Prof 100 (QUT)</td>
<td>Senior Lecturer</td>
<td>(July 2007): Leaving July 2008</td>
<td></td>
</tr>
<tr>
<td>Muralidhar, Sundari</td>
<td>BS, DASE, BedSt Med</td>
<td>Lecturer</td>
<td>Leaving May 2008</td>
<td></td>
</tr>
<tr>
<td>Vakamocesar, Louise</td>
<td>BA, MEd.</td>
<td>Assistant Lecturer</td>
<td>Mid Contract</td>
<td>2 conferences and some USP leadership training</td>
</tr>
<tr>
<td>Verevnikov, Vladimir</td>
<td>BA, Cert TEFIL, PGIDE (T)</td>
<td>Tutor</td>
<td>PGIDE (T) undertaken as staff development at USP</td>
<td></td>
</tr>
<tr>
<td>Kumar, Rina</td>
<td>BEd, MEd (TESL), Cert.</td>
<td>Tutor</td>
<td>Till June 2009</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dip. Vocational studies (FIT)</td>
<td>Secretary</td>
<td>renewed or renewed annually</td>
<td></td>
</tr>
<tr>
<td>Durazi, Vaswani</td>
<td>-</td>
<td>Clerk Typist</td>
<td>Renewed to July 2008</td>
<td>Currently undertaking courses in Dip. Management (USP)</td>
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<tr>
<td>Continuing and Community Education (CCE)</td>
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<td></td>
</tr>
<tr>
<td>Netef, Neil</td>
<td>BA, MA</td>
<td>Head, CCE</td>
<td>Jan 06 – Dec 08</td>
<td>ECE Regional WShop in Honors, World Forum in ECE, KL, Malaysia</td>
</tr>
<tr>
<td>Tuwagwa, Usani</td>
<td>BED (ECE); Cert.ECE; Cert. in Primary Teaching</td>
<td>PT Coordinator CCE</td>
<td>Jan 06 – Dec 08</td>
<td></td>
</tr>
<tr>
<td>Mutulwa, Lulu</td>
<td></td>
<td>PT Coordinator CDS</td>
<td>Jan – Dec 08</td>
<td>Moodle training</td>
</tr>
<tr>
<td>Uluku, Kolmo</td>
<td></td>
<td>Jan – Dec 08</td>
<td>Moodle Training</td>
<td></td>
</tr>
<tr>
<td>Kumar, Amitha</td>
<td>BSc, Comp A1, MELSTI</td>
<td>ICT Coordinator</td>
<td>May 07 – May 10</td>
<td>How to write DFL courses, Train the trainers moosei workshop; DFL workshop on assessment.</td>
</tr>
<tr>
<td>Philetega, Ronald</td>
<td>Dip. Graphic Design (FIT)</td>
<td>Electronic Publisher</td>
<td>May 07 – May 10</td>
<td>Moodle for beginners type 3 and Vista Professional 2003</td>
</tr>
<tr>
<td>Okechukwu, Lilian</td>
<td>Dip. IT (Ontu)</td>
<td>Project Assistant</td>
<td>Jan – May 08</td>
<td></td>
</tr>
<tr>
<td>Varela, Rosa</td>
<td>AFSS (USP)</td>
<td>Project Assistant</td>
<td>Jan – May 08</td>
<td>Currently enrolled in BA Tourism</td>
</tr>
<tr>
<td>Distance and Flexible Learning (DFL)</td>
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<tr>
<td>Feneke, Ifeoma</td>
<td>BA (Civile), MIA (USG), PhD (ChE)</td>
<td>Head, DFL</td>
<td></td>
<td>A/痛 2014</td>
</tr>
<tr>
<td>Hazluman, Valentine</td>
<td>BR, M.Ed.Tech. (USG)</td>
<td>Acting Sr. ID</td>
<td>April 07 – April 10</td>
<td>ACODE 44 &amp; Leadership Training</td>
</tr>
<tr>
<td>Name</td>
<td>Degree/Qualifications and Institutions</td>
<td>Position</td>
<td>Employment Dates</td>
<td>Notes</td>
</tr>
<tr>
<td>---------------------</td>
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<td>--------------------------------------------</td>
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<tr>
<td>Roberts, David</td>
<td>Cert (Ulamby), BA (Macq.), M.Ed., Ed.D. (Aust.)</td>
<td>Instructional Designer (visiting – Aliah)</td>
<td>Jan 08 – Jan 09</td>
<td></td>
</tr>
<tr>
<td>Korell, Thomas</td>
<td>M.A., Ph.D. (compl. Thesis submitted; awaiting examination)</td>
<td>Instructional Designer</td>
<td>May 06 – May 09</td>
<td>Moodle Trainings</td>
</tr>
<tr>
<td>Dewi, Silvia</td>
<td>BSc (Unila), MSc (Twente, Netherlands)</td>
<td>On-line Instructional Designer</td>
<td>(resigned)</td>
<td></td>
</tr>
<tr>
<td>Gibson, Andrew</td>
<td>MA (Dundee), PGDip (info lab studies), MSc. (Robert Gordon)</td>
<td>Instructional Designer (temp)</td>
<td>(resigned)</td>
<td></td>
</tr>
<tr>
<td>Kwon, Jinso</td>
<td>BA, PGDipl. Eng., M.A. (Seoul)</td>
<td>Instructional Designer</td>
<td></td>
<td>Moodle Trainings</td>
</tr>
<tr>
<td>Khan, Muhammad</td>
<td>Trade (Cert Graphic Design) BA (S.Pac)</td>
<td>Testprocesser</td>
<td>May 06 – May 09</td>
<td>Moodle for beginners type 3 and Viste Professional 2003</td>
</tr>
<tr>
<td>Taffine, Altamira</td>
<td>Taffine, Altamira</td>
<td>Instructional Designer</td>
<td>Mar 07 – Mar 10</td>
<td>Undergrad. Prof. Dev. Cert. Madison Distance Education.</td>
</tr>
<tr>
<td>Loguill, Myriam</td>
<td>BA, PGDipl. (App. Lab, S.Pac) M.Ed. (Assis) M.Ed. (USQ)</td>
<td>Instructional Designer (temp)</td>
<td>Resigned Feb 08</td>
<td></td>
</tr>
<tr>
<td>Morton, Rekowina</td>
<td>BA, PGDipl. (App. Lab, S.Pac) M.Ed. (USQ)</td>
<td>Instructional Designer</td>
<td>Jan 04 – Jan 11</td>
<td>Moodle Trainings and Web publication, ITT</td>
</tr>
<tr>
<td>Nareen, Neilan</td>
<td>BA (S.Pac), M.Ed. (USQ)</td>
<td>Instructional Designer</td>
<td>Feb 08 – Feb 11</td>
<td>Moodle Trainings and Web publication, ITT</td>
</tr>
<tr>
<td>Nampier, Ivan</td>
<td>BA (Con/Fac, PGDipl. Com (USP) B.Ed. (PNG), PGDipl. (TESOL), M.Ed. (Monash)</td>
<td>Course Development Assistant Instructional Designer</td>
<td>Oct 07 – Oct 10</td>
<td>Moodle Trainings and Print workshops Developing On-line courses, FSM</td>
</tr>
<tr>
<td>Paggi, Ivy</td>
<td>BA (Con/Fac, PGDipl. Com (USP) B.Ed. (PNG), PGDipl. (TESOL), M.Ed. (Monash)</td>
<td>Course Development Assistant Instructional Designer</td>
<td>Oct 07 – Oct 10</td>
<td>Moodle Trainings and Print workshops Developing On-line courses, FSM</td>
</tr>
<tr>
<td>Rioska, Anthony</td>
<td>PGDipl. (Dordel), MA (Debra University), M. Ed. (California)</td>
<td>Instructional Designer (resigned 17)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richard, Aidan</td>
<td>LDP (Qld), LL.M (QUT)</td>
<td>CEDT Fellow (30' CEDT from July- Dec. 07)</td>
<td></td>
<td>Viste Professional 2003</td>
</tr>
<tr>
<td>Saksawat, Manthit</td>
<td>Cert. Desktop Publishing</td>
<td>Testprocessor</td>
<td>Permanent</td>
<td>Moodle for beginners type 3 and Viste Professional 2003</td>
</tr>
<tr>
<td>Samphati, Samnade</td>
<td>Cert. Desktop Publishing</td>
<td>Testprocessor</td>
<td>Permanent</td>
<td>Moodle for beginners type 3 and Viste Professional 2003</td>
</tr>
<tr>
<td>Seng, Promita</td>
<td>BA (S.Pac)</td>
<td>Testprocessor</td>
<td>Permanent</td>
<td>Moodle for beginners type 3 and Viste Professional 2003</td>
</tr>
<tr>
<td>Takasawa, Hitak</td>
<td>BA, PGDipl. (ID), B.C.E. MA (S.Pac)</td>
<td>Instructional Designer</td>
<td>Permanent</td>
<td>Moodle for beginners type 3 and Viste Professional 2003</td>
</tr>
<tr>
<td>Taitwai, Amo</td>
<td>BA, PGDipl (ID), B.C.E. MA (S.Pac)</td>
<td>Instructional Designer</td>
<td>Permanent</td>
<td>Moodle for beginners type 3 and Viste Professional 2003</td>
</tr>
<tr>
<td>Vannaporn, Magorn</td>
<td>Cert. in Graphic Design (ITI)</td>
<td>Senior Electronic Publisher</td>
<td>May 06 – May 09</td>
<td>Moodle for beginners type 3 and Viste Professional 2003 and Management in Dev. Prog. (1PA)</td>
</tr>
<tr>
<td>Whelan, Bob</td>
<td>BA (Snowier), M.S. (Gen. Med.), PhD (GNY)</td>
<td>Instructional Designer</td>
<td>Jan 06 – Jan 09</td>
<td>Moodle training</td>
</tr>
<tr>
<td>Wukat, Bored</td>
<td>BS (USQ), PGDipl. Ed Tech (USQ)</td>
<td>Course Development Assistant</td>
<td>Mar 07 – Mar 08</td>
<td>Moodle for beginners type 3 and Viste Professional 2003 and Management in Dev. Prog. (1PA)</td>
</tr>
<tr>
<td>Keru, Milialene</td>
<td>Cert. in Desktop Publishing</td>
<td>Secretary</td>
<td>Permanent</td>
<td>Attending VIS computer courses offered internally</td>
</tr>
<tr>
<td>Ernst, Valereta</td>
<td>Cert. in Desktop Publishing</td>
<td>Secretary</td>
<td>Feb 08 – Feb 09</td>
<td>Attending VIS computer courses offered internally</td>
</tr>
</tbody>
</table>
Three IDs have resigned and left USP during late 2006 and during 2007. Due to the pressure of developing Moodle courses with the School of Law in Emalus, one ID has been temporarily placed in Vanuatu as part of the Moodle project. A lecturer from the School of Law was appointed to a 50% CEDT fellowship to assist with liaison and course design and development at Emalus Campus. A temporary ID was recruited from Canada for the Moodle project and took up her position in November 2007.

A highly experienced volunteer Instructional Designer worked for most of the year at Alafua Campus, Samoa, and did valuable work on curriculum review and course development with the School of Agriculture.

2007 has been a great year for the progression of local regional staff to higher substantive positions as CEDT reaps the benefits of the sustained training and development approach adopted by the Head of DFL.

In 2007 the staffing of CEDT (CELT) in the provision of learner support was stretched – especially with regard to the ELSA testing and providing language support to learners on EL001. The university is aware that language support is an area of great need and that the university should be doing more integrating language support into the mainstream and providing ongoing support to our students who are studying in their second, third or even fourth language.

In the first semester of 2007 due to a resignation at the end of 2006 we did not have a lecturer for ED401 and this was therefore taught by the Director of CELT. A Senior Lecturer, 50% funded by the School of Education, joined CELT in the second semester.

In 2007, CCE at Laucala had 15 staff of which three are full-time, five on annual contract and seven on six-monthly contracts. The CCE secretary became the personnel assistant to the CEDT Director and the Media and Public Relations Officer resigned. Lautoka and Alafua campuses have full-time CCE Coordinators. Kiribati, Emalus in Vanuatu, Honiara in the Solomon Island and Tuvalu have CCE matters handled by their administration staff. CCE matters in Niue, Cook Islands, Tonga, Tokelau, Nauru and the Marshall Islands are handled by the Campus Directors. Presently CCE staff in the regions have a reporting line through to the Head of CCE but this is not working as well as it ought.

**Training professional development for CEDT staff**

Professional development activities for 2007 took various forms including formal external courses, in-house training and informal mentoring and peer group buddy systems.

**Formal external:**

Three staff (CDAs) graduated from the University of Southern Queensland, Australia, with Postgraduate Certificates in Online Education and Education Technology.

One ID completed modules for a Distance Learning Certificate from the University of Wisconsin, USA.

One ID completed and submitted her PhD with the University of Auckland, New Zealand on Fijian epistemology and Pacific knowledge repositories and dissemination and learning styles.

The Senior Electronic Publisher successfully completed two modules of the Management Development Programme at TPAF.

The Head of DFL and the Acting SID attended the Australasian Council for Open Distance and E-learning inaugural Learning Technologies Leadership Institute in Queensland, Australia.
Two CDAs attended Moodle Developer and Teacher Certification workshops at the 2007 Moodle Moot in New Zealand. The Director of CEDT and CELT attended ACODE 45 on 'Benchmarking Professional/Staff Development for the Effective use of Technologies for Learning and Teaching'. Adelaide 22-23 November

**In-house:**
The following workshops were undertaken by various DFLC staff:

- Online Learning Design – conducted by Flexible Learning Network NZ
- Applied Learning Design – conducted by Flexible Learning Network NZ
- Improving Assessment in DFL: conducted by visiting consultant ID
- Web Design – TYPO3: conducted by ITS
- Microsoft Visio: conducted by ITS
- Microsoft Visio: conducted by DFLC staff
- Developing DFL print materials: conducted by DFLC staff
- Beginners Moodle: conducted by DFLC staff
- Advanced Moodle: conducted by DFLC staff
- Using Impatica: conducted by DFLC staff
- Improving graphics: conducted by DFLC staff
- MS Office Suite – Develop your skills: conducted by DFLC staff

**Informal:**
Mentoring and buddy systems are in place at all levels of staffing to enable continuous on the job training, skill sharing and performance improvement is in place for DFL staff.

**Conference Attendance:**
CCE was represented at the World Forum session on Teacher Education around the world and the activities of the Pacific Preschool Council, in Kuala Lumpur, Malaysia by the CECE Coordinator. CECE Coordinator also attended the Pre-School regional workshop in Honiara Solomon Islands.

Assistant lecturer in CELT attended the Third International Conference on Pedagogies and Learning, USQ, Brisbane, 27-28 September

Helen Lentell attended the 12th Cambridge international Conference on Open and Distance Learning, September 2007.

Louise Vakamocea attended the Third International Conference on Pedagogies and Learning, USQ, Brisbane, 27-28 September.


In 2007, CEDT was successful in its partnership bid to EDULINK. EDULINK aims to foster capacity building and regional integration in the field of higher education through institutional networking, and to support a quality higher education system that is relevant to the needs of the labour market and consistent with African Caribbean and Pacific socio-economic development priorities. The bid: ‘Staff Improvement in Distance Education for Caribbean, African and Pacific Universities’ (SideCap) aims to assist HEIs in the participating regions to create more flexible, open, high-quality learning environments by upgrading the skills of distance teaching staff, and by designing online course materials adapted to the ACP context. The work will commence in 2008.
Research, Publications, Conferences, Consultancies

Publications

Lentell, HM; Reflections on the meaning of quality in open and distance learning


Research

In 2007, CEDT established a research committee, which includes in its membership representation from the regional campuses. The CEDT research committee is represented on the university wide research committee, and in 2007 the CEDT representative was Robert Whelan. The CEDT Research Committee met formally twice in 2007 (10 May was the inaugural meeting and 6 September). At the first meeting it was agreed that all CEDT supported research would have policy and/or practice based implications relevant to the work of CEDT as defined in CEDT’s strategic plan for 2007-2010. At the beginning of the year CEDT was a member of the FAL research group, and sought funding through this avenue for any research undertaken. However the Pro Vice-Chancellor (Research) decided that in order to secure the research funding for CEDT it would henceforth be funded from university research wide resources that were held in the budget of Pro Vice-Chancellor (Research).

The research active interests in CEDT during 2007 relate to e learning and multiple intelligences. The research outputs in 2007 were:


• Development of website with 11 country reports; Web-based survey on ICT in education; site visits to Vanuatu, Samoa, Tonga, Lautoka, Solomon Islands. Principal researcher Robert Whelan.


Conference Presentations


Consultancies

- DFL staff adapted the materials for the Practitioner Research and Evaluation Skills Training (PREST) in open and distance learning for online use in Moodle. This project was funded by the Commonwealth of Learning (COL) and the Hewlett Foundation.
- A DFL staff member conducted training for the Pacific Theological College
- CELT had a WHO Consultancy on the trial teaching of POLHN 029 to FSM students and students based in Samoa

Serving the University in the Region
CEDT is able to support the regions through the production of study materials for DFL study, by training and professional development activities for regionally based staff, by offering CCE courses and supporting the satellite tutorial service.

As has been reported above 343 courses went through CEDT in 2007. A special project between 'Moodle@USP Bringing Excellence in Teaching and Learning' enabled CEDT to locate an instructional designer in the Emalus Campus and to appoint a CEDT fellow in the SOL. An instructional designer volunteer was placed in Samoa to assist and support the SOA redesign and develop their courses.

The ELSA is administered regionally & partially marked in Alafua & Emalus. EL001 was offered in DFL and flexi-school mode in the regions and ED401 was offered in flexi-school mode in Emalus and Kiribati campuses, ED402 in flexi-school in the Marshall Islands and Emalus campuses.

CEDT manages the satellite tutorial service. In Semester I 2007 there were 714 tutorials and in Semester II there were 779. Detailed information is presented below.

Satellite Tutorials by faculty/department and semester 2007

<table>
<thead>
<tr>
<th>Faculty/Department</th>
<th>Semester 1 2007</th>
<th>Semester 2 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Foundation Studies</td>
<td>HPF02, HPP04, LLF11, LLP13, S0P01, S0F02, BIF02, CHF02, CHP02, LLP13, CSF21, AFF01, BIP02, ECF02, GEF02, GEP01, LLP21, PHP02, PHF02, TEP02, TEF02</td>
<td>CHP03, CHF03, PLF01, PLP01, LLP11, CSF12, BIF03, S0P01, LLP13, AFF02, ISF21, S0F02, ECF03, GEP02, GEF01, TEF03, PHP03, PHF03, BIP03, LLP21</td>
</tr>
<tr>
<td>Continuing and Community Education</td>
<td>UED001/003/003, UEP001/002/003, CCE001/002/003/005/006, UEH001, UEW001/003, UER001</td>
<td>CCE001, CCE003, CEE004, CCE005, CCE006, CE007, UED001, UED002, UED003, UEP001, UEP002, UEP003, UEF001, UER001, UER002, UEW003, UER001</td>
</tr>
<tr>
<td>Faculties of Arts &amp; Law</td>
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<td></td>
</tr>
<tr>
<td>School of Education</td>
<td>ED260, EDC51, ED201, ED292, ED360, ED216, ED101, ED215, ED391, ED191, ED201, ED207</td>
<td>ED252, ED217, ED102, ED254, ED205, ED103, ED316, ED291, ED318, ED209, ED153, ED151, ED253, ED392, ED192, ED354, ED202</td>
</tr>
<tr>
<td>School of Law</td>
<td>LAC01, LAC09, LAC08, LAC05</td>
<td>LAC07, LAC06, PDL0, LAC04, LAC02, LAC03</td>
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<tr>
<td>School of Language Arts &amp; Media</td>
<td>LL325, LL114, LL122, LL141/142, LL307</td>
<td>LL102, LL124, LL114, LL141, LL162, LL161, LL108</td>
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<tr>
<td>School of Social Science</td>
<td>S0201, S0100, SE100</td>
<td>S0207, S0102, S0204, S0303</td>
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<tr>
<td>History</td>
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<td>HY102, HY202</td>
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</table>
### Faculty of Business & Economics

<table>
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<tr>
<th>School of Accounting and Finance</th>
<th>AF100, AF101, AF208, AF201</th>
<th>AF102, AF108</th>
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<tr>
<td>School of Economics</td>
<td>EC101, EC102, EC201, EC202, EC305</td>
<td>EC304, EC201, EC102, EC302</td>
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<tr>
<td>School of Management</td>
<td>MG201, MG206</td>
<td>MG316, MG101, MG202, MG105</td>
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</table>

### Faculty of Islands and Oceans

<table>
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<tr>
<th>School of Agriculture and Food Technology</th>
<th>AGF01, AG131, AG164, AG172, AG273, AG251, AG124, FT124</th>
<th>AG112, AG113, AG350, AG221, AG112, AG164, AG172</th>
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</thead>
<tbody>
<tr>
<td>School of Geography</td>
<td>GE102, GE201, GM101</td>
<td>GE101, GE205, GE202, GE304</td>
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<tr>
<td>Department of Tourism</td>
<td>TSemester I06, TSemester II07</td>
<td>TSemester I08, TSemester I07, TSemester II13</td>
</tr>
<tr>
<td>Library Courses</td>
<td>HUC11, HU103, HUC12, HUC13, HU205</td>
<td>HUC14, HUC11, HUC15, HU104</td>
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### Faculty of Science & Technology

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<tr>
<th>Mathematical Science</th>
<th>MA211, MA161</th>
<th>ST130, MA161, MA101</th>
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</thead>
<tbody>
<tr>
<td>Biological Science</td>
<td></td>
<td>BI104</td>
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</table>

**TOTAL COURSES** 714 779

The quality of satellite tutorials is monitored as tutorials are conducted. A system check is always done before each class and likewise each class is monitored for the whole hour when the class is in session. This is recorded in a log book. The quality is determined by the reception to and from the centres and the quality of notes delivery to the centres. Technical problem at the centres mostly arise from equipment wear and tear. The equipment needs to be monitored and serviced locally as it is one of the major causes of difficulties in the centres, and leads to poor pedagogical usage of the facility. Increases in network bandwidth would allow for enhancement.

A volunteer ID, David Roberts, was located in Alafua Campus, Samoa, in 2007 and worked with course and curriculum review and development with the School of Agriculture. He organised and facilitated SAFT two day retreat to develop a needs based Operational Plan and five year Strategic Plan. He organised and facilitated three day Regional Workshop on DFL for SAFT. This was supported by the Commonwealth of Learning and was attended by the Director of CEDT and the Head of DFLC.

A special project to migrate and revise the School of Law online courses has meant that DFL staff have made several visits to Emalus Campus during 2007 to hold meetings, workshops and training sessions with Faculty and ITS staff. An ID is now based in Vanuatu as part of the Moodle project and a new development server has been installed at the Emalus campus.

CCE serves the region through partnerships. In 2007 CCE entered into a partnership with Cook Island Campus and the Ministry of Education in the Cook Islands to trail the Certificate in Early Childhood Education.

DFL and CCE conducted one DFL Course Development training for DFL and Government staff at Emalus Campus, Port Vila, Vanuatu. CCE also assist the Sanma Pre School in Santo Vanuatu conduct CECE workshop for Pre School Teachers in Sanma Province. The workshop was attended by over 140 participants.
CCE also serves the region particularly Fiji by being member of two national steering committees, i) the Fiji National Pre-School Advisory Committee; ii) National Council for Employment & Training. Ten meetings were attended by the rep on the Pre School Advisory Committee and three by the rep on the National Council for Employment & Training.

The senior staff of CEDT participated in the RCC 2007 at Alafua Campus; the Director of CELT undertook visits to the Emalus Campus and Santo Learning Centre in July to review the CELT presence.

Members of staff from POLHN were invited to attend Moodle workshops. A member of DFL staff sits on the Pacific Theological College Distance Education Advisory Board and a workshop on developing distance materials was conducted for them.

DFL staff ran workshops in Vanuatu for teachers and writers of community education materials on developing DFL print materials.

Two DFLC staff contributed to the ICT in Education in the Pacific Region: one-day conference with workshop. Part of the Pacific Internet Society Annual Conference 2007, Honiara, August 2007. 100 participants. Keynote speaker, Jimmy Rogers, SPC.

The e-observatory research project, led by Robert Whelan, is collecting valuable information on ICT and education throughout the region and making this available on a website. Robert was also key in establishing an Education Special Interest Group (SIG) in the Pacific Internet Society: to advance the needs of educators and educational institutions in the Pacific with respect to technology-based distance learning.

More than one hundred (100) community liaison meetings were held in 2007 in Suva, Lautoka, and Labasa, in Port Vila Vanuatu, Samoa, Solomon Islands mostly by CCE senior staff. These liaison meetings were held between international inter-governmental agencies, regional inter-governmental organizations, donor aid agencies, embassy officials, regional inter-governmental and non governmental officials, government and non government officials, business houses, high schools and colleges, and community organisations. CCE staff conducted over 10 marketing campaigns among schools in Suva, Lautoka and Ra in 2006.

**Resource Management**

During 2007, CEDT reviewed the spatial working environment. Given the role of CEDT in the University - with a greater emphasis on course development across the University and professional development and training for USP staff, (in particular in the new technologies of leaning), we need to redesign and reconfigure the working environment to make our staff more efficient and effective. With the support and advice of Rodney Yee, Masi Meke (architect) designed a new floor plan for the third floor of the Communications Building. This project has gone no further given lack of funds.

**Quality**

The primary concern of CEDT is to improve student experiences and learning at USP. This will be achieved through developing high quality and appropriate educational resources (the mainstreaming of DFL), accredited professional development for academic and teaching staff and providing critical underpinning student support for all modes of study. A revolution has taken place world wide in the way that learning in higher education takes place. A focus on learning outcomes as opposed to teaching; the use of learning technologies; the use of re-usable educational resources; a concern with the competence of academic staff to teach; the development of certificated or licensed academic professional competence among lecturers; a focus on the scholarship of teaching in higher education – with an emphasis on research and evaluation of practice. Responding to the changing role and responsibility of the university in the modern world by building an academic and educational culture of teaching excellence is the core business of CEDT.
Executive Summary
College of Foundation Studies in 2007 continues to uphold its mission of preparing students for degree level studies at USP and other tertiary institutions. The outcome every year is seen in the increased enrolments throughout the 12 member countries and the graduating students. The number of schools offering foundation and preliminary studies through the schools at Year 13/Form 7 level keeps increasing with the first school in Fiji doing the same. A historical account was the directive from the Ministry of Education in Vanuatu for all Franco-phone schools to start taking the English courses offered at both preliminary and foundation levels. This is a national demand and the College was prepared to respond immediately with the relevant preparations.

The College started in its new location at Grantham Plaza, Raiwaqa at the beginning of the academic year in 2007. The challenges of the changing environments included deploying resources and upgrading the premise to accommodate the needs of the College. This was a platform that further strengthened the ‘team’ efforts from the staff. The continuing objective in the year was to ascertain improvements and developments in various aspects of the College functions to achieve a benchmark of credibility within the University, the region and internationally.

The closure of the Suva Augmented Foundation Programme allowed the College to focus more closely on DFL students by means of monitoring teaching, learning, communication, attendance, delivery, course materials and multi-modal technologies. The identified weaknesses would be used as stepping stone for dialogue and improvements. Instantly, the College improved the delivery of consignments to the region by directly handling its own mails/consignments and gaining access to monitoring system for tracking of mails by TNT courier agency. This has proved efficient and effective.

The College also participated in the training and preparation for the External Academic Quality Audit of the University. This has been an effort to refocus on quality issues and to continue to develop itself in alignment with the University Strategic Plan 2006-2010. The opportunity to participate in this exercise provided assurance of effective processes and practices. It was also an exercise that allowed the staff to see the role of the College within the bigger picture of the University in totality.

Profile
The College establishment at this stage of its development has been called to respond to the wider demands of the region as a whole. With the University’s mission to assist the member countries in the provision of quality education at all levels, The College envisaged an opportunity through the school based programme to reach out and provide services to secondary schools who have seen this programme as an appropriate advantage to gain invaluable and sustainable benefits. This programme continued to provide prescriptions and syllabi, teaching/learning materials and relevant assessment mechanisms for schools to offer both foundation and preliminary levels. The schools were to teach the programme and provide the relevant staff and resources. The overall partnership between the schools and the College provided the opportunity for staff training in various strategies as well as assessment procedures. This has established an environment that proved high standard of sustainability for both students and teachers in the pathways of preparing high intellectual and capable citizens in the region.

The services for the regional countries included participation of College Staff in Educational Curriculum consultancies in various subject areas. There is a general acceptance to use the Foundation Programme as a benchmark for the preparation of students at the final year of secondary schooling which can be pivotal as a stage one year at tertiary education.
Location:
The College was located at Grantham Plaza, Grantham Road, Raiwaqa. Five tutors were based in the five large campuses in the Solomon Islands, Kiribati, Vanuatu, Tonga and Samoa. Science technicians were placed in the Faculty of Science and Technology laboratories in Laucala Campus and the course development team was based at the Centre for Educational Development and Technology (CEDT) at Laucala Campus.

Teaching provisions at both face-to-face mode and DFL were all provided within the facilities at Laucala Campus. Students also had access to the Library, computer and science laboratories, Student Academic Services and various recreational activities.

Student Enrolment

![Graph showing the enrollment trend from 1998 to 2007.](image)

![Graph showing total course enrollment by year.](image)
### Courses Offered

<table>
<thead>
<tr>
<th>Semester I</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIP02 Preliminary Biology A</td>
</tr>
<tr>
<td>CHP02 Preliminary Chemistry A</td>
</tr>
<tr>
<td>GEP01 Preliminary Geography A</td>
</tr>
<tr>
<td>HYP01 Preliminary History A: The Pacific and World War II</td>
</tr>
<tr>
<td>LLP13 Pre-Tertiary English</td>
</tr>
<tr>
<td>MAP11 Elementary English</td>
</tr>
<tr>
<td>MAP12 Preliminary Mathematics A</td>
</tr>
<tr>
<td>MAP13 Preliminary Mathematics B</td>
</tr>
<tr>
<td>PHP02 Preliminary Physics A</td>
</tr>
<tr>
<td>SOP01 Preliminary &amp; Cultural Anthropology in the Pacific</td>
</tr>
<tr>
<td>TEP02 Preliminary Technology</td>
</tr>
<tr>
<td>AFF01 Basic Accounting A</td>
</tr>
<tr>
<td>AGF01 Foundation Agriculture</td>
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<tr>
<td>BIF02 Foundation Biology A</td>
</tr>
<tr>
<td>CHF02 Foundation Chemistry A</td>
</tr>
<tr>
<td>ISF21 Computer Literacy</td>
</tr>
<tr>
<td>ECF02 Foundation Microeconomics</td>
</tr>
<tr>
<td>GEF02 Pacific Islands Geography</td>
</tr>
<tr>
<td>HYF01 Introduction to Pacific History</td>
</tr>
<tr>
<td>LLF11 Communication &amp; Study Skills</td>
</tr>
<tr>
<td>LLF21 Communication &amp; Language</td>
</tr>
<tr>
<td>MAF11 Foundation Mathematics A</td>
</tr>
<tr>
<td>MAF21 Basic Mathematics for Foundation Social Science</td>
</tr>
<tr>
<td>PHF02 Foundation Physics A</td>
</tr>
<tr>
<td>SOF01 The Study of Society &amp; Culture</td>
</tr>
<tr>
<td>TEF02 Introduction to Technology A</td>
</tr>
</tbody>
</table>

### Preliminary

- Biology: BIP02
- Chemistry: CHP02
- Geography: GEP01
- History: HYP01
- English: LLP13
- Mathematics: MAP11, MAP12, MAP13, PHP02
- Anthropology: SOP01
- Technology: TEP02

### Foundation

- Accounting: AFF01
- Agriculture: AGF01
- Biology: BIF02
- Chemistry: CHF02
- Computer Literacy: ISF21
- Microeconomics: ECF02
- Geography: GEF02
- History: HYF01
- Communication: LLF11, LLF21
- Mathematics: MAF11, MAF21
- Physics: PHF02
- Society: SOF01
- Technology: TEF02
<table>
<thead>
<tr>
<th>Preliminary</th>
<th>Semester II</th>
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<tbody>
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<td>BIP03</td>
<td>Preliminary Biology B</td>
</tr>
<tr>
<td>CHP03</td>
<td>Preliminary Chemistry B</td>
</tr>
<tr>
<td>GEP02</td>
<td>Preliminary Geography B</td>
</tr>
<tr>
<td>PLP01</td>
<td>Preliminary Politics : New Forces in the Pacific</td>
</tr>
<tr>
<td>LLP13</td>
<td>Pre-Tertiary English</td>
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<tr>
<td>MAP11</td>
<td>Elementary English</td>
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<td>MAP12</td>
<td>Preliminary Mathematics A</td>
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<td>MAP13</td>
<td>Preliminary Mathematics B</td>
</tr>
<tr>
<td>PHP03</td>
<td>Preliminary Physics B</td>
</tr>
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<td>SOP01</td>
<td>Preliminary and Cultural Anthropology in the Pacific</td>
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<tr>
<td>TEP02</td>
<td>Preliminary Technology</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>AFF02</td>
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<tr>
<td>PHF03</td>
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<td>SOF02</td>
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<tr>
<td>TEF03</td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>Pouvalu, Emily</td>
</tr>
<tr>
<td>Chand, Savin</td>
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<tr>
<td>Devi, Saleshni</td>
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<td>Duaiwe, Semi</td>
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<tr>
<td>Lata, Aruna</td>
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<tr>
<td>Lolesio, Seone</td>
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<td>Manuelli, Louisa</td>
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<td>Narayan, Vimlesh</td>
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<td>Sela, Susan</td>
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<td>Tekerau, Tokireti</td>
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<td>Wojcik, Robert</td>
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<td>Tamata, Apolonia</td>
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<td>Anthony, Regina</td>
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<td>Biliomaria, Veena</td>
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<td>Havea, Sela</td>
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<td>Ledua, Titilia</td>
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<td>Leena Dutt</td>
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<td>Manoa, Fulori</td>
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<td>Manu, Sereana</td>
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<td>Singh, Priyatma</td>
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<td>Sharma, Viren</td>
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<td>Aru, Carol</td>
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<tr>
<td>Ioakim, Selafina</td>
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<td>Nuku, Lisiate</td>
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<tr>
<td>Peniop, John</td>
</tr>
<tr>
<td>Seulgee Samuelu</td>
</tr>
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</table>
Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgina Veilaveyaki</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Lupeti Fihaki</td>
<td>Administrative Assistant (Operations)</td>
</tr>
<tr>
<td>Pradeep Prakash</td>
<td>Clerical Officer</td>
</tr>
<tr>
<td>Maria Iroa</td>
<td>Personal Assistant</td>
</tr>
<tr>
<td>Veniana Baleicakau</td>
<td>Receptionist/Front Office Assistant</td>
</tr>
<tr>
<td>Katarina Foliaki</td>
<td>Educational Technologist</td>
</tr>
<tr>
<td>Ethelwyn Varea</td>
<td>Electronic Publisher</td>
</tr>
<tr>
<td>Mohammed Hussein</td>
<td>Electronic Publisher</td>
</tr>
<tr>
<td>Akata Kafoa</td>
<td>Office/Despatch Assistant</td>
</tr>
<tr>
<td>Maleli Uluimoala</td>
<td>Office/Despatch Assistant</td>
</tr>
<tr>
<td>John Rigamoto</td>
<td>Mail/Office/Despatch Assistant</td>
</tr>
<tr>
<td>Semiti Vakataukai</td>
<td>Photocopy Assistant</td>
</tr>
<tr>
<td>Sokoveti Lomaca</td>
<td>Cleaner</td>
</tr>
<tr>
<td>Meli Salele</td>
<td>Cleaner</td>
</tr>
</tbody>
</table>

Serving the Region

The preliminary and foundation study programmes continued to be offered through the DFL mode throughout the member countries in the region. Face-to-face delivery continued in the Republic of the Marshall Islands and Tuvalu on specific arrangements with the specified countries and the University. The special arrangement in partnership with secondary schools in the special programmes in the region continued to function within an accreditation system with positive affirmation of standards required by the University in its pre-degree programme. The main contributions from the College included the provision of course materials for each of the 26 courses offered each Semester. The College undertakes the assessment responsibilities in line with the University machinery and other consultation assistance with teaching and learning. There is ongoing deliberation throughout the semesters to facilitate teaching and learning outcomes within this arrangement.

One of the historical break-through in the education system of the University is the inclusion of Franco-phone schools from Vanuatu in the study programme provided by the College. The key areas of assistance were the English language courses at both preliminary and foundation levels. This has also caused the establishment of an office for ‘second chance’ students in Emalus Campus for Francophone students.

Flexi-school was found to be a popular means of face-to-face teaching provisions in the region during the summer vacation. Flexi-schools were offered mainly in LLP13 (English for Academic Purposes) and LLF11 (Communication and Study Skills) in Kiribati Campus, Nauru campuses, Emalus Campus and other sub-centres in Vanuatu and Cook Island Campuses. Mathematics and computing were offered in Kiribati and Emalus Campus.
Student Focus
Continuing intensive use of USPNet in teaching. Because of the diversity of situations ranging from student profile, accessibility, availability, time, language and resources throughout the region, there was a vigorous training of staff in use of multi-modal delivery with some acquiring the ‘blended mode’ where a course can be taught face-to-face through tutorial visit for one week, video conferencing for two weeks, audio tutorials using audio-graphics and e-beam fortnightly and a local tutor taking students through with scheduled teaching packages in course materials. The course material packages included supplementary materials in tapes, CDs and DVDs.

Teaching materials were provided online through class shares where students had access to lecture notes, guidelines, powerpoint slides and so forth. The use of student kiosks for communication and reporting of performance was found effective at personal level.

Online enrolment and registration allowed for sorting students’ programme of study through consultation in order to achieve timely estimation of course materials and for classes to begin on time.

Quality
Alongside the vigorous preparation for the overall academic quality audit of the University was the assessment of the communication network from the Raiwaqa location. There was insufficient networking connection from Raiwaqa as well as limited telephone linkage to guarantee efficient communication with Laucala Campus as well as the regional campuses that are the majority of the clients receiving the services of the College. The University IT Section in its investigation identified areas of upgrading and a special effort was directed towards the improvement of both the intra-net and Internet connections from Grantham Plaza Offices. There was also a scheduled plan to complete a new cabling system and telephone connections to be launched early 2008. The improvement in the communication system enables efficient communication and links within Suva and other regional and maritime campuses.

The established procedures and practices within the College operations reassured continuity and consistency by focusing in the documentation of all its activities and functions. This was also an opportunity to map out linkages between functional sections as well as development steps to build the pathways for improvements. Members of staff were included to participate in documenting their own areas of responsibilities. This was a learning process in which all members of staff realised their roles in quality development as well as producing outcomes on which they as a team took pride in its fulfilment.

Monitoring of students’ performance as well as staff delivery of responsibilities called for a machinery that could reach all students in the region including those in the remotest parts of the provinces. The continuing use of technology through satellite, the banner system, teleconferencing, e-mails and postal notes were widely used. Diversity in time zones, climatic conditions, flight variations and power supplies for electricity remained to be the constraining challenges. However, the blended use of these technologies were found to be of great assistance in improving communication to enable effective monitoring of distant learners.

Distance & Flexible Learning and Teaching
The use of various tools for teaching continued to be monitored in effectiveness for learning. The creation of DVDs and CDs containing lectures, tutorials and laboratory practicals were initiatives to ensure accessibility and the provision of a more flexible tool in teaching. This provision was not only used as supplementary materials but they became effective revision materials. These were in addition to teaching by audio and video conferencing. Where the campus does not have the capacity to record audio/video tutorials, the extra tapes, CDs and DVDs were kept as reference for students. Feedback from students were encouraging especially in language, technology, biology, chemistry.
Communication remained the biggest constraint in delivery of services. The instability and unreliability of flight and boat services caused the College to look into various means of communication especially with the provision of teaching/learning materials. There was an attempt to place materials on the ‘server’ within the College website but the continuity of electrical supplies in the region as well as the limitation in the bandwidth resulted in short-term placements on website. On the receiving end, it also saw the limitations in allowance for downloading of documents and printing of quality resources. Other means of delivery on continuous trial include scanning of documents to destinations that have access to the relevant equipment. All in all, various attempts are being made to use diverse means of communication in delivery modes by use of various tools and technologies have yet to realise the full capacity and effectiveness.

**Community Liaison**

The College continued in numerous ways to liaise effectively with the community within the University and the region at large.

(i) College website: As there was a continuing flow of enquiries into the programmes, admission requirements, activities, fees, teaching and delivery modes and various issues concerning the College, it was found necessary to create a website for the College within the University website. This site contains all relevant information about the College, its roles, responsibilities and strategic activities towards quality teaching and learning at this level.

(ii) Community Outreach: The College continued to participate in Careers’ Expo’ activities in partnership with the Ministry of Education in Fiji. Display and promotional booths were installed in various areas of show case in Savusavu, Ba, Rakiraki, Nausori and Suva districts. Promotion brochures in all subject areas were the main source of information provided by the staff that participated.

(iii) University Open Day: The College was assigned a designated area within the University Campus in Laucala. Staff provided displays and activities for visiting school students and the public in general. Similar display booths were also mounted in campuses around the region in Solomons, Vanuatu, Kiribati, Tonga and Samoa. The rest of the campuses received promotional materials to be included in the Open Day activities provided.
COMMUNITY SERVICES

Executive Summary

The Community Services is responsible for the provision of support services in the areas of accommodation, catering, sports and recreation, health, counselling (including chaplaincy) and security. These services aim to promote and maintain the welfare and well-being of students, staff and other members of the University community.

A new position, CRC Coordinator was established and the Coordinator was recruited in mid-March 2007. The CRC hall was used for various types sporting activities all throughout the year and was one of the venues for the 2007 tertiary games. The CRC team also organised the 10,000 steps challenge for 12 weeks for all University staff.

The Counsellors completed their first year in the new office space, next to the Office of the Provost. A full-time secretary was also appointed which assisted the counsellors in providing support services to both students and staff of the University.

During the year, the Halls of Residence had its procedures and processes reviewed by the University’s Business Change Team and a number of recommendations were made.

The Catering Food Services experienced another busy year providing catering services through the Food Court, Southern Cross Takeaway, Tree Tops Café, Statham Street Cafeteria and special catering requests.

The Security had its operation revised with appointments of Team Leaders to assist the Head of Security daily operation and also introduced vehicle clamps as a way of enforcing parking regulations on Laucala campus as well as generate income for the section.

Provost Office

Staff Listing

Mr Filimone Fifita  - Provost
Ms Maria Talouli  - Secretary
Ms Pisila Khan  – Staff Housing Officer

Accommodation Services

Executive Summary

In 2007, the University’s Business Change team was involved in the review of the Halls of Residences’ operations and processes. Part of the review impacted on staffing and rosters. The unit operated with an acting Manager, four full-time Student Housing Officers who were scheduled to cover weekday night shifts and two of whom also covered weekend shifts, with a part-time Student Housing Officer covering hours after midnight over weekends. The Clerical Assistant resigned to migrate in June and the acting Secretary undertook the tasks of both positions with student assistants contracted to provide front counter services during business hours.
Another result of the review saw the Halls handyman relocated to the Property & Facilities Department so that all maintenance requests had to be directed to that unit. In addition and at the end of Semester I, the Halls cleaners were pooled with the P&F cleaners and the cleaning operations managed by the Business Change team.

The First Hall continued to be used for student accommodation except for ‘C block’ which was reserved for the Fiji Rugby Union high performance camps. When the arrangement ended mid-way through the first semester, the rooms were allocated to Public Service Commission sponsored students.

A ‘resident satisfaction survey’ was re-introduced after a number of years and the form re-designed by the Business Change team. The survey was conducted before the end of each semester. The team also introduced a ‘settling in survey’ in March. Feedback received from all surveys was analysed by the Business Change team and used to recommend changes as part of their review process.

**Serving the Region**
The Unit provided accommodation services for 23 participants of the UNESCO Science Teachers Workshop hosted by USP in December.

**Single Students Occupancy**
The occupancy level in the single quarters was 100% in Semester I and 90% in Semester II.

**Table 1: Level of Occupancy of Single Rooms in Semesters I and II**

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of beds Available</th>
<th>Semester I</th>
<th>Semester II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No. of beds Occupied</td>
<td>Percentage of occupancy</td>
</tr>
<tr>
<td>2003</td>
<td>729</td>
<td>729</td>
<td>100</td>
</tr>
<tr>
<td>2004</td>
<td>697</td>
<td>730*</td>
<td>102*</td>
</tr>
<tr>
<td>2005</td>
<td>675</td>
<td>697</td>
<td>100</td>
</tr>
<tr>
<td>2006</td>
<td>687</td>
<td>675</td>
<td>100</td>
</tr>
<tr>
<td>2007</td>
<td>699</td>
<td>699</td>
<td>100</td>
</tr>
</tbody>
</table>

* Extra beds were provided to cater for additional students who needed to stay on campus.

**Married Quarters Occupancy**
All 33 married quarters were occupied throughout the academic year while 10 units continued to be occupied during the long break.
**Student Focus**
The Housing Officers and residential assistants were fully committed to the welfare of the residential students through:
- Welcome and induction upon arrival
- Monthly area/Hall meetings to discuss issues concerning residency
- Regular Hall visits to check facilities and interact with residents
- Assisting sick residents and monitoring their recovery
- Close supervision and monitoring
- Organising and facilitating social, recreational, educational and cultural programmes for resident participation, including the annual integrated dance item performed at the USP Open Day
- Participation in community service projects in Suva which included visits to Old People’s Home, orphanages and School for the Blind – either to do clean up work or present items donated by residents.

**Student Discipline**
During the year 30 cases of policy violations were investigated and referred to the Student Development Committee.

**Staff Listing**

**Accommodation Services**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting Manager</td>
<td>Dorothy Browne</td>
</tr>
<tr>
<td>Student Housing Officer</td>
<td>Charlie Kapuvai</td>
</tr>
<tr>
<td>Student Housing Officer</td>
<td>Remesio Cama</td>
</tr>
<tr>
<td>Temporary SHO</td>
<td>Rajesh Tahal</td>
</tr>
<tr>
<td>Temporary SHO</td>
<td>Spencer Robinson</td>
</tr>
<tr>
<td>Part-time SHO</td>
<td>James Dominiko</td>
</tr>
<tr>
<td>Acting Secretary</td>
<td>Christine Zoing</td>
</tr>
<tr>
<td>Clerical Assistant (resigned in June)</td>
<td>Sofia Buksh</td>
</tr>
<tr>
<td>Matron</td>
<td>Makereta Ciriduadua</td>
</tr>
<tr>
<td>Linen Room Assistant</td>
<td>(1)</td>
</tr>
<tr>
<td>Laundromat Attendant</td>
<td>(1)</td>
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<tr>
<td>Cleaners</td>
<td>(13) – Semester I only</td>
</tr>
<tr>
<td>Resident Assistants</td>
<td>(27)</td>
</tr>
</tbody>
</table>
COUNSELLING SERVICES

Executive Summary
The Counsellors work was somewhat hampered by the loss of a conference room and waiting area which was essential for meetings, group work and privacy for clients. However, with the provision of the use of USPSA's conference room and Orange Lounge the counsellors were able to carry out its training activities/meetings with sponsors/group work.

Serving the Region
- Government representatives from USP's member countries as well as representatives from donor countries visited the Counselling Centre during the year to meet with their students and to discuss the various needs with the counsellors. The counsellors are usually the students' first point of contact during times of emergencies/crisis and the counsellors are relied on to follow through with any problems regarding students.
- The Counselling Centre experienced another successful year in their proactive programmes, especially the HIV/AIDS training of peer educators and their work among students both on and off-campus. In this respect, the Counsellors acknowledge the funding
- and support provided by the Fiji Government, Secretariat of the Pacific Community, UNFPA, WHO and departments within USP.

Student Focus
- The Counselling Centre staff is invariably involved in the orientation programmes for new students run by cultural groups, NZAID, AusAID, FAB, and faculties/departments within the University.
- A week long awareness programme on HIV/AIDS, reproductive health, alcohol and drug abuse was held in April and September 2007.
- The Halls of Residence and the Centre staff combined their efforts to provide training for all residential assistants and student volunteers in reproductive health and HIV/AIDS during the first semester.
- A number of Government sponsors met with the Counsellors to follow-up of their students' progress during the year. The FAB mentoring group met regularly with the counsellors.
- A number of religious leaders also visited the Centre to discuss
- the welfare matters of their members/or to seek assistance for them.

Quality of Service
- This is reflected in the variety of clients seeking assistance from the Counselling Centre during the year - government sponsors, community agencies, non-government organisations, UN Agencies, parents, students and staff of USP.
- The feedback on every aspect of service rendered by the counsellors has been highly complimentary.

International Activities
- The Centre is represented on the student exchange scheme and is involved in activities that assist and promote these activities.
- Assistance was given to the Pacific Studies Programme in the welcome and orientation of visiting students attached to the Programme.

Equal Opportunities
The Centre’s service is open to all students and staff and is free and confidential.
Community Liaison

- On-going collaboration with the Ministry of Fijian Affairs in Mentoring of their sponsored students.

Meeting with parents on issues of concern over their child’s
- health and welfare.
- Maintain working relationship with the Ministry of Health, Secretariat of the Pacific Community, UNFPA, etc. in HIV/AIDS and mental health.

Coordinating the awareness programmes of the Cancer Society.
- Blind Society, diabetes and other welfare groups on campus.

Marketing and Public Relations

- Distribution of pamphlets on Centre activities.
- Membership on National Education and Health Committees
- Speaking Engagements in schools – religious bodies, non-government agencies etc.

Counselling Centre Staff

Counsellors: Mary Montu and Laisiasa Wainikesa
Secretary: Eleanor Seruvatu
Executive Summary
The medical and health services provides:
• general outpatient care to staff, students and dependants, through the Medical Centre on-campus, and two medical clinics in central Suva;
• referral facility for further investigations, specialist consultations or hospitalisation;
• an emergency after-hours facility through the residences of the University’s medical officers;
• medical examinations for employment, medical reports, medical boards and advice for administrative and academic staff.

Serving the Region
Provision of a coordinated, referral and advisory facility in respect of health issues for staff and students at the University regional campuses.

Student Focus
The medical services continued to provide full clinical care, medical counselling and health education advice to students and dependents through the campus Medical Centre.

Quality of Service
Improvements in administrative protocols for referral of staff and students to private clinics and other medical facilities.

Effective & Efficient Resource Management
• Implemented more efficient and cost-effective referral protocols for staff and students;
• Implemented controls in respect of prescriptions, investigative procedures and other ancillary medical services to provide a more cost-effective service.

Staff Listing
Medical Officers: Dr John Fatiaki and Dr Taoruru Tebana
Medical Sister: Sister Salaseini Boletawa
2 part-time Nurses: Tima Nabati and Anna Rogers
SECURITY SERVICES

Executive Summary

Team Leaders were appointed at the beginning of the year to supervise and manage operations on a shift to shift basis resulted in a much improved and quick turn around in the service provided the section.

Quality of Services

- Vehicle clamps were introduced to enforce parking regulations at Laucala Campus.
- Improved services for safety of all staff, students, visitors and the security of all USP properties and equipment, as a result of ongoing training.
- Continued to provide a visible, reassuring and readily accessible presence to the USP communities.

Student Focus

- Continued to assist students in managing and dealing with any security related issues.
- The regular patrols and visibility of security officers on campus has given students a sense of a safe and secure environment.

Effective and Efficient Management of Resources

- Reviewed and improvised sections operations resulting in the appointment of Team Leaders and the awarding of cash awards to Team Leaders on a monthly basis and staff members on a quarterly basis in recognitions of the service, contribution, performance and the execution of their duties.
- First aid and OHS training were conducted for the officers.

Staff Listing

Head of Security  Mr Rasigatale James Southey
Security Officers (34)
Temporary Officers (15)
COMMUNITY RECREATION CENTRE

Executive Summary

- From 14 May to 3 August, the biggest challenge for USP staff was the Air New Zealand/USP 10,000 steps challenge. The idea behind this was to get staff out of the office during tea and lunch breaks and walk, and encouraging all participants walk at least 10,000 steps each day. Pedometers were issued every morning to measure the number of steps and collected back in the evening. The winner was awarded a return ticket to Auckland as a reward making the most physical change.

- The students access the Fitness Centre from Monday to Friday 7.30am to 3.30pm, Saturday and Sunday 8am to 5pm. The Dynex II (software) controls all membership and stops entry when required. If students need full access to the Centre, they are required to pay an extra fee and access to the Centre is only during semester. There were a handful of students caught exchanging membership and they were banned from the fitness Centre for the rest of the Semester.

- There had being a vast increase in the sales of community and alumni membership of the Fitness Centre with their fees covering, access to the swimming pool, squash court fees plus aerobic session at the gymnasium hall.

- A focus group was gathered in June to discuss the services and facilities that CRC was currently providing. Their participation and comments were noted and implemented which resulted quality service and customer friendly environment.

- Continuous staff training has taken place during the work time at the Fitness Centre and other sections of CRC, There is being a great improvement in staff knowledge in using Dynex 2 software in the Fitness Centre.

- Stock is controlled by stock taking every morning and evening of each day.

- CRC continues to support the All-Rounder Scholarship programme and USP Sports Club throughout the year, with increasing numbers of students interested to apply for the scholarship and joining different sports also making the most of the facilities included in the programme.

Serving the Region

- During the year, CRC had worked closely with the Faculty of Islands and Oceans and Air Fiji in providing swimming pool facilities for training staff. The same was done for the ED184 and ED183.

- Tony Lafatanoa a consultant from New Zealand was based at the Fitness Centre to work with the fitness and testing of the All-Rounder Scholar recipients on a two monthly basis.

Student Focus

- On-going enrolment during all year round shows a great amount of interest in use the facilities provided by CRC - not only the use of the Fitness Centre but also the squash court, swimming pool, tennis and gym hall. More and more students are getting involved in USP’s sports clubs and have access to the equipment and facilities through their training sessions.

- CRC also continued to provide a study area at the verandah shop after renovations were done.

- ‘Nakauvandra’ opened from 4.30pm to 6.30pm from Monday to Friday with one of qualified fitness instructors supervising the correct use of equipment.

- USP sports had a great year with teams in different sports such as rugby, soccer, netball, volleyball, touch rugby, athletics, squash, tennis and basketball participated in the local league competition. Also, 90% of the Fiji inter-tertiary games 2007 were won by USP’s sports teams.

- CRC also provided physiotherapy clinic for not only the USP Sports students but all students at the Laucala Campus.
Quality of Service

• With the help of Dynex II software CRC improved the relationship with customers and keeping updated with the expiry dates of the clients. The continuous welcome phone calls to randomly picked clients had improved the service provided by the Centre. Clients were also reminded about their expiry dates via email.
• Fitness Centre had delivered a number of programmes through the same membership fee such as the squash courts, swimming pool and fitness classes from the Lesmill group, New Zealand.
• The website was updated with photos, newsletters and accompanying information to reflect the new business.
• The fitness instructors have produced a friendly environment and safe place to train with their welcoming nature and willingness to help any client.

Effective and Efficient Resource Management

• Staff undertook on-the-job training which provided skills to enable them to work in other areas of CRC.
• The Dynex II software has meant that staff can keep accurate inventories of the stock available and sold.
• Installation of an eftpos machine in the Fitness Centre where staff were taught how to operate and produce summary at the end of each day.
• Shift float audits implemented to provide security to the reconciliation of the daily sales. Assistance from the Finance section resulted in an accurate reconciliation system of the daily sales.
• Maintenance was undertaken in areas requiring urgent attention to provide quality and safe facilities.
• The squash court walls was repainted and the floor re-surfaced before the Fiji inter-tertiary games in October.
• The roof of the verandah shop was replaced and telephone and eftpos installed in the shop.

Commercial Activities

• A holiday programme was implemented for children aged 5 to 12 years at beginning of the year. Forty children participated in the programme.
• The swimming pool was hire to Fiji Air for their safety training.
• Implementation of fitness classes within the Fitness Centre taken by the fitness instructors, adding education, variety and value to members.
• Letters advertising the Fitness Centre hours and facilities was sent around to all the local hotels in Suva, with the intention of creating some business from casual attendance.

Staff

Coordinator, CRC  Daisy Terry
Office Administrator  Kelera Tuqovu
Sports Coordinator  (1)
Rugby Coaches  (2)
Sales Assistant  (1)
Client Services Officer and Sales Assistant  (1)
Part-time Client Services Officers  (4)
Cleaners  (3)
Recreation Assistant  (1)
Pool Attendant  (1)
Fitness Instructors  (4)
CATERING SERVICES

Executive Summary

• The Catering Food Services plays an essential role in providing the University community (students, staffs and visitors) food and catering services through its various food and beverage outlets at Laucala Campus, namely the Foodcourt, Southern Cross Takeaway, Treetops Café De’grill and Statham Street Campus cafeteria.

• The special events at the University such as graduation, orientations, seminars, workshops and meetings organised by faculties, departments and sections continues to be catered by the section.

• The new set up in the Foodcourt was maintained and continued to be well received by customers.

• The section struggled to remain financially viable even though the cost of food, equipment, utilities, maintenance and labour increased considerably over the years.

• The section had been trying to develop a strategic plan where catering needs of the University community would be clearly identified considering the stiff competition from vendors around Laucala Campus.

• Quality audit became a part of the section’s guiding line for planning and understanding the department’s role and its objectives.

Quality Service

• The Foodcourt’s operating hours were extended to allow customers greater flexibility.

• Breakfast, lunch and dinner menus provided customers with variety of choices and wider selections, including new items added to the existing menu.

• Greater variety of snacks and local fruit selection were also made available at the Foodcourt.

• At Treetops a different service was provided to include breads and rolls e.g. focaccia, pitta, wraps, salads and brewed coffee and also ice-cream.

• Preferred suppliers were identified to provide meat, poultry, root crops, bakery and vegetables, where quality and freshness were given high priority.

• The Foodcourt serving area was rearranged at no additional cost to allow for more space and smoother flow of customers.

• Repairs and improvements were completed using the limited resources in the kitchen and the serving area under OHS compliance.

• The section spent a significant amount in hygiene and healthcare services, HACCP and safety equipments, to ensure a hygienic environment.

• A computerised record keeping and ID card scanning was one of the improvements that were made to allow residential students flexibility in services and control in their purchases.

Effective and Efficient Resource Management

• Staff training and development was given high priority in 2007 where the section engaged the expertise of the HR Department to conduct training for all staff in their specific area of work especially their training needs analysis and the skills/knowledge matrix.

• Job rotations equipped staff to be more flexible to perform other roles, thus benefiting the section through reduced labour costs and also an advantage to staff to become multi-skilled.

• Portion control, wastages and pilfering were brought under tighter controls.

• Regular checks and servicing were carried out on all equipment and appliances. Freezers and coolers were monitored and randomly checked for correct temperatures. Fire extinguishers were checked yearly unless there was a need for inspection.

• Perishable items were ordered every second day to avoid spoilage, also reducing the need for bulky storage and ensuring quality and freshness.
Student Focus
• The wide ranging needs of students from various cultural and religious backgrounds were considered before offering the different choice of menus.
• Takeaways for residential students were re-introduced.

Serving the Region
• The regional participants attending workshops and conferences on-campus were catered by the section.
• Also catered for Fiji Rugby Union High Performance Unit camps held on-campus.

Commercial Activities
• Outside catering activities increased significantly where the section’s services were sought by business communities, corporate organisations, sporting bodies, religious groups and individuals, thus generating additional income.
• Special catering to the University community also continued to generate additional income.

Staff Listing
• All casual and temporary staff were made redundant.
• Staff turnover was very high compared to the previous.
• Despite the movement of staff creating vacancies that were not filled, the section was still able to provide efficient services internally and externally with limited resources.

Current Staff
Assistant Catering Manager  Mr Noa Niubalavu
Assistant Cost Accountant  Mr Riaz Ali
Assistant Supervisor  Mr Yogesh Maharaj
Accounts Clerk  Mr Samson Garisau
Assistant Chef/Supervisor  Ms Milika Vakalala
Staff/Dining Hall Supervisor  Ms Savaira Vakarau
Clerk Typist  Ms Sainimili Talikai
Cooks  (10)
Assistant cooks  (2)
Kitchen hands  (8)
Food and beverage attendants  (15)
Cleaners  (3)
Stores  (3)
Total Staff  48
International Activities

The University has continued to receive substantial development assistance from a number of donors in support of the University’s strategic activities. Much of this support is given in the form of project grants to the University. The aid budget for 2007 amounted to F$22.1 million.

In 2007, the New Zealand Government was the University’s largest donor with continued strong support provided by the European Commission and the Government of Australia. The table at the end of this report sets out the aid contributions to the University in 2007. The donors listed have longstanding relationship with USP, though only Australia and New Zealand contribute annually to the recurrent budget.

<table>
<thead>
<tr>
<th>Source</th>
<th>2007 Funding (FJ$ ’000)</th>
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<tbody>
<tr>
<td>AusAID</td>
<td>5,364</td>
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<tr>
<td>NZAID</td>
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<tr>
<td>European Commission</td>
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<tr>
<td>France</td>
<td>218</td>
</tr>
<tr>
<td>Taiwan-ROC</td>
<td>199</td>
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<tr>
<td>UN</td>
<td>184</td>
</tr>
<tr>
<td>Foundations</td>
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</tr>
<tr>
<td>Others (include Japan, USAID, Commonwealth Secretariat, International Oceans Institute (IOI), Private)</td>
<td>363</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22,126</strong></td>
</tr>
</tbody>
</table>

NZAID

NZAID contributed NZ$4 million to USP in 2007; 65% of the annual grant (NZ$2.6 million) was allocated to the recurrent budget while the remaining funds are distributed amongst the strategic programmes of Centres/Campus development and improvement, Pacific Arts and Culture and Governance.

The University’s 2005 – 2007 MoU with NZAID expired at the end of 2007 and negotiations are continuing in 2008 for a new agreement for the next triennium.

In addition, NZAID continued to support the Pacific Legal Information Institute (PacLII) project. The project is part of the combined efforts of NZAID and USP in supporting and making more effective, Pacific judiciaries and law reform in the Pacific for improved Pacific governance. NZAID further agreed that its contribution to PacLII from July 2007 to December 2010 would be AUD$300,000 per financial year.
Australia
New arrangements were successfully negotiated with the Government of Australia providing further support for two additional projects in 2007.

- Electoral Studies Project: the three year project commenced in June 2007 in the amount of AUD$985,130 with the balance of funding to be incorporated into any new MoU between USP – Australia for the 2009-2011 triennium.
- Teacher Education in the Pacific: this project was completed within the July – December 2007 period to the amount of AUD$136,811.

These projects were incorporated in addition to the five strategic programmes of governance, Pacific Islands Legal Information Institute (PacLII) Project, improvements to student achievement, applied research & postgraduate activities, and institutional strengthening and planning that are part of the current MoU 2006-2008 between the Government of Australia and USP.

The amount of F$125,000 was provided by the Government of Australia in 2007 to implement and manage a project on climate change adaptation in Fiji through the Pacific Centre for Environment and Sustainable Development (PACE-SD).

The Australian Government approved F$40,000 funding in June 2007 for the University implement a pilot-project, Partners in the Advancement of Children’s Education (PACE), to develop and provide education and training in basic IT skills within the communities in the west of Fiji.

European Commission
The European Commission continued to support the PRIDE Project in 2007 with a F$4.2 million contribution.

In addition, six project concept papers were submitted for consideration under the EU’s 10th EDF Regional Programme and targeted the areas of economic development, environment and sustainable development and human resource development, and spanned a range of strategic areas including biodiversity conservation (including a Pacific Centre for Conservation and Development), entrepreneurship and trade, building public/private capacity, intra-regional labour mobility, and horticulture production for the tourism industry. The University is still awaiting the outcomes of these submissions.

Japan
Final details for the basic design of the Japan-Pacific ICT Centre were finalised in 2007 with the construction of the Centre to commence in early 2008. This project funded by the government of Japan is expected to cost F$30 million.

In August 2007, the University submitted a proposal titled ‘ICT for Human Development and Security’ to the Government of Japan for consideration. The proposal will complement the proposed construction of the Japan-Pacific ICT Centre and will be considered under its technical cooperation programme in addressing the training needs in ICT for Fiji and the member countries of the University.

Through the Japanese based organisation, Asia-Pacific Network for Global Change Research (APN), a project on ‘Understanding Environmental Decision-making in the Rural Pacific Islands’ was approved for funding to the University. The project commenced in June 2007 and is being implemented through the School of Geography.

France
Through the French Pacific Fund, the following four projects received assistance from in November 2007 in the amount of 87,000 Euros:
1) 20 000 for Shrimp Culture.
2) 17 000 for Waste Management.
3) 30 000 for Environmental Research.
4) 20 000 for the Oceania Centre for Arts and Culture (OCAC).
This was in addition to the F$218,616 approved in May 2007 mainly in the staff and student scientific exchanges, teaching of the French language and support for the Journalism programme. A new Memorandum of Understanding (MoU) between the University of French Polynesia (UFP) and USP was signed in mid-October 2007. The new five-year agreement between the two institutions aims to enhance cooperation through staff and students exchanges in the three priority areas as outlined in the cooperation seminar between USP and higher education and research institutions from the Pacific French territories in June 2007.

Taiwan/Republic of China
The Taiwan/Republic of China approved support for the following four projects in October 2007 for funding in 2008 to the total amount of US$123,700:

- Developing a Modern and Accurate Tropical Cyclone Database for the South Pacific Region – US$29,500
- Pesticide Residues in Imported Foods in the Pacific – US$44,200
- Improving Access to Library Materials in the Pacific – US$25,000

Foundations
In 2007, joint funding from MacArthur and Packard Foundations to the amount of F$2.47 million enabled the Institute of Applied Sciences (IAS) to continue its pioneering work in assisting communities to sustainably manage and monitor their marine resources over the next four years.

New Initiatives and Funding Opportunities
A proposal was also sent to the Sasakawa Pacific Islands Fund in September 2007 for a project titled ‘Leadership Pacific – USP Students: Potopoto a Niumui Project’ from USP’s Institute of Education. This proposal provides an opportunity for USP students who have undertaken the Leadership Pacific Programme offered by the University to extend their learning by demonstrating leadership in the traditional context within their communities.

Following the submission of two proposals to the Ambassadors Fund for Cultural Preservation through the US Embassy in Suva in March 2007, a project on documenting and preserving key cultural materials at an archaeological site in Fiji was approved for funding in August 2007.

In addition, a submission was made to the US Government in November 2007 to further the work currently done by USP on turtle conservation in the region.

The University is awaiting the outcome of a proposal submission to the German Academic Exchange Service (DAAD) for experts to provide assistance to develop a programme in maritime management in the region. This initiative is in partnership with the Secretariat of the Pacific Community and stakeholders from USP’s member countries.
## Financing Future Growth

### Aid Budget 2007

<table>
<thead>
<tr>
<th>Bilateral Funding</th>
<th>Multilateral Funding</th>
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<td><strong>AusAID</strong></td>
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<td>Governance Programme</td>
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<td>Tourism Programme</td>
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<td>PacLII</td>
<td>Management Development Prog</td>
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<td>391,850</td>
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<td>Improved Student Achievement</td>
<td>Employment &amp; Labour Studies</td>
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<td>Electoral Studies Prog</td>
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<td>CTA Workshop-Samoa</td>
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<td>Special Projects</td>
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<td>PACLII</td>
<td>Mac Athur Foundation</td>
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### 2007 Strategic Achievements

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<th>Sections</th>
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<td>International Conference-secretarial</td>
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<td>Natural Product Development</td>
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<td>Acquaculture</td>
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<tr>
<td>Marine Microbial ecology</td>
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<td>Political Science</td>
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<tr>
<td>School of Engineering-exchange</td>
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**Total Private Funding** 2,644

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<th>Sections</th>
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<td>Improve Access of Marine Lit</td>
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<td>Biodiscovery: Marine Natural Product</td>
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<td>Training Small Business Managers</td>
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<td>Japan</td>
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<td>APN CAPABLE</td>
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**Total Japanese AID** 68,837

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**Total USAID** 45,355

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#### SUMMARY OF AID BUDGET

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<tr>
<th>Source</th>
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<td>Bilateral Funding</td>
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<td>Multilateral Funding</td>
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<td>Foundations</td>
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<tr>
<td>Total Aid Budget 2007</td>
<td>22,125,675</td>
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</table>

#### Aid Budget to USP in 2007

- **USAID** 6,651,941 (24%)
- **NZAID** 2,726,247 (12%)
- **EU** 6,222,116 (22%)
- **UN** 3,183,028 (11%)
- **Commonwealth Sec** 76,414 (0%)
- **Japan** 68,837 (1%)
- **Taiwan ROC** 69,637 (2%)
- **USA** 45,355 (1%)
- **NZAID** 69,645,757 (32%)
- **IOI** 218,616 (1%)
- **Private** 2,644 (0%)
- **Foundations** 72,254 (12%)

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**2007 Strategic Achievements | USP**
**Internet Quota System**

ITS was requested to put in place a system that would log, monitor and control Internet access by staff and students using the USP Laucala Campus network due to excess charges incurred on its own set budget. March 2007 saw students being given quotas for Internet access.

Since the system went live, average reductions in Internet access costs of about $20,000 per month (20%) has been achieved. There has been increased awareness of responsible student usage of the Internet and the decrease in the abuse of internet privileges. Subsequently, ITS has noticed improved utilisation of USP’s computer room resources for academic purposes.

**Telephony Billing upgrade and Integration**

Working with the Finance Section, ITS planned and developed a more efficient telephony monitoring process which is now available on MIS-Online.

Telephones bills for each extension under each vote code is provided to fund controllers and financial managers for their monitoring and scrutiny to ensure the telephones as a resource are used wisely and not abused.

As part of the billing process, the system also caters for Banner integration whereby departmental telephone vote codes are directly debited of their charges. This is also in support of the University’s IFM funding model and move towards devolution of various central funds.

ITS also installed a GSM gateway to reduce cost of calls to mobiles. The total estimated benefits from the combination of these initiatives are conservatively estimated at $10,000 per month.

**Wireless Access Point Deployment**

ITS continued to deploy wireless access points throughout Laucala Campus and the region. This will improve access to USP’s Laucala Campus network for students and staff. In campuses which experienced rising water tables, wireless access pointed provided a more robust and low maintenance option. In areas of difficult terrain for cabling, wireless access points provide valuable bridges for the Local Area Network (LAN). Cook Islands, Alafua and Emalus campuses now have wireless access points.

ITS also assisted in the USP laptop subsidy project through FNPF and Exceed – using new technology to improve learning.

**USPNet Enhancement Roadmap**

Considerable work was put into the completion of USPNet roadmap with Gilat Satellite Company. This involved the extension of Multi-VSAT Access projects to Emalus and Alafua campuses, the upgrade of the satellite bandwidth to 7.5MHz and the re-dimensioning of satellite bandwidth and technology to parallel USP’s needs, and the deployment of the Gilat VSAT Telephony Solution.
Generally the following have been achieved:

- Multi-VSAT sites help ‘tailor’ the Gilat solution to USP requirements by improving the levels of service in large campuses with congested networks.
- Upgrading satellite bandwidth has improved levels of service across the whole region.
- New satellite technology makes much more efficient use of expensive satellite spectrum.

**Banner Operating System (OS) and Hardware Platform Upgrade**

ITS commenced the ground work in the migration of Banner from an Open VMS Operating System to the open source operating system Linux and an appropriate hardware platform. This is a two-year project which should be completed by the end of 2008.

Major deliverables of the project are as follows:

- Guaranteeing business continuity of the USP core administration systems by replacing the Banner operating system and hardware platform which are being phased out and no longer supported by manufacturers.
- Improving Banner performance by using latest server technology and architecture to host Banner operating system.

**DFL Workflow Project**

Development of a DFL workflow system to improve efficiency of the course development process within USP. This will support student teaching and learning processes and will also improve the accuracy, quality and speed of the USP course development processes within DFL/CEDT.

**Alafua Campus New PC Lab**

The installation of 20 new computers in a new computer lab at the Alafua Campus will boost the number of computers available to students. The new lab will improve student/computer ratio therefore improving learning opportunities.

**Alafua Campus PABX**

Installation of a PABX for Alafua Campus replacing current old and faulty PABX which has no more capability for expansion.

The project in terms of tender evaluation, acquisition, planning for installation and implementation spanned most of 2007. The new PABX will improve telephony services to USP’s Alafua Campus and thereby improving the quality of services and professionalism provided to the public by the University. It will also remove the high operational and maintenance costs of old PABX system.

**CFS Raiwaqa PABX**

ITS commenced the scoping and installation works for the new PABX System for the College of Foundation Studies (CFS) late 2007. The PABX System will provide CFS with adequate capacity and also integrate with the rest of the USP telephony network.

**Halls of Residence Inventory Module on MIS Online**

ITS worked with Halls of Residence to develop and implement an inventory module for the Halls of Residence. This module will also used by the Physical Planning and Facilities section. The purpose of this project was to improve the administration of the Halls of Residence by developing a tool to manage its inventory and to improve cost efficiency as a result of managing its inventory.

**Banner Payroll – Regional Rollout Implementation**

The Deployment of Banner HR/Payroll tasks to the Emalus and Alafua campuses had HR and Finance offices working with ITS.
With the two campuses converting to online Payroll processing procedures, ITS oversaw the consolidation of HR data and therefore standardising HR processes which included the online leave management system. Also achieved was the efficient consolidation of Payroll data into Finance. Generally, there will be efficiency gains and better reporting on HR/Payroll information.

The implementation saw salary tables for Alafua and Emalus campuses for all pay categories being setup, programmes tested, including interface to Finance and also training of staff from both campuses.

**Savusavu Campus ICT Refurbishment**
Refurbishment of the Savusavu Centre to enable audio and video conferencing services as well as installation of new computer lab and cabling.

ITS saw to the installation of new audio conferencing system based on USPNet CTM, the installation of new Video Conferencing facility using Polycom PVX Software Codecs and the installation of a new Postgraduate PC Lab and assorted cabling infrastructure.

The audio conferencing system, video conferencing and labs at the Centre are fully functioning.

**Online Student Course Evaluation Survey**
ITS developed a new Online Course Evaluation Survey for students at the University’s three main campuses in Laucala, Emalus and Alafua. The work involved the development of an online survey form on the Student Online System (SOLS) with an enhanced prompting mechanism to improve student response. There is also an online tool that will allow for a more efficient and robust reporting mechanism for schools allowing for quicker feedback on quality of course delivery.

The survey is critical for the quality assurance plans for the year and the Quality Office are joint sponsors of the survey along with Planning and Development Office.

**PIASDG Governance Portal**
The portal was re-vamped by ITS to support the governance programmes and initiatives conducted through the PIAS-DG office by improving accessibility and visibility of programmes. To further support this, a new server sourced, was installed and commissioned for dedicated PIAS-DG applications.

**PIASDG PeaceNet Portal**
Developed a web portal for PIAS-DG’s Peacenet programme. This is an application and support the Institute’s regional education and governance programmes.

**JICA – Regional ICT Centre Project**
Resumption of the JICA-funded regional ICT Centre based at the Laucala Campus. The role of ITS is to provide technical and planning assistance to the Planning and Development Office. This includes the development of plans for the project meetings with the JICA team on the recommencement of project. Old proposals were re-evaluated and adjustments made to PDO/DVC office and proposals was sent to the JICA team.

**World Bank – GDLN Project**
This is a World Bank project in collaboration with PIAS-DG and ITS as coordinators and technical advisors. The project if implemented will enhance USPNet and supplement its facilities however it is primarily to deliver GDLN courses and projects. GDLN will provide funding, resources and technology to improve facilities at the regional campuses. The initial feasibility has been completed together with a business case proposal. Both reports have been put together by the GDLN teams and now being evaluated by USP.
‘One Laptop Per Child’ (OLPC)
ITS is working with OLPC New Zealand and Foundations of the Peoples of the South Pacific International (FSPI) for the deployment of the technology ‘one laptop per child’ in the Pacific region. The project is targeted in improving learning experiences for under-privileged children between 6-12 years old.

An initial agreement for USP to form partnership with OLPC NZ/Auckland University and FSPI has been reached. There has been on-going discussions with SOE for them to look at relevant content and how best to package content for children geared for success. There is also continuing discussions for SPC, Forum, USP, FSP and OLPC NZ to work together on this UNDP initiative.

IOSN-PIC (UNDP Asia Pacific)
The forum for the promotion of open source software, content and solutions and driven by UNDP to benefit developing nations is headed by USP. ITS on behalf of USP has taken on the role of coordinator and fund controller of the project.
USP works with SPC, SOPAC, PICISOC on open source projects and activities. Activities such as ‘Software Freedom Day’ are to raise community awareness of open source solutions. Special school visits are also carried out. Various primers have been developed and these are available on the IOSN website. The group also organises training in open source, the recent one was held in November 2007 in Tonga for Linux administration.

The funding from UNDP Asia Pacific ended 31 December 2007, however USP will continue as the coordinating body to ensure all funds committed for projects are used and deliverables furnished.
In 2007, the Library consolidated its plans on ‘taking the library network forward’. To complement the Library’s Triennium Submission and Strategic Plan: 2006-2010: Taking The Library Network Forward, each section drew up an action plan for the year, defining objectives, key performance indicators and timelines. The Library regulations were revised and updated to take into account new trends and activities.

The Library has continued to focus on developing library services that are responsive to its users’ needs throughout the region, are modern and of a high quality. With the Library’s mission of “providing equitable regional access to excellent library and information services, resources and facilities” in mind, it has gradually moved from providing print to online resources since 2005. The Library noted that this is also a worldwide trend among academic universities. The Library participated fully in the quality audit activities and is pleased with the initial positive assessment of its services by the interview panel.

**Reader Services**

Registered borrowers totalled 9799. The categories were undergraduate 8464 (86%), postgraduate 775 (8%), staff 460 (5%), external borrowers 1 title 25 (0.28%), external borrowers 5 titles 31 (0.32%), external borrowers Pacific Collection 18 (0.20%) and institutions 18 (0.20%).

Loans from the General Collections totalled 73,336 comprising undergraduate 55,554 (76%), postgraduate 9870 (13%), staff 5272 (7%), external borrowers 1 title 72 (0.16%), external borrowers 5 titles 344 (0.79%), external borrowers Pacific Collection 18 (0.05%) and Institutions 2206 (3%). Loans from the Closed Reserve and Pacific Collections totalled 22,667: Semester I, 10997 (49%) and Semester II, 11,670 (51%). The grand total for loans was 105,802.

In 2007, 2,303 questions were treated as ready reference and 1,274 as reference queries. social sciences apart from education, was the top subject area followed by education, natural sciences.

There were 145 Inter-library Loan requests of which 114 were from faculty and staff. 82 requests were filled by Libraries Australia, 35 by Infotrieve, 19 from the Library’s own collections and nine were unfilled.

Changes were made to the library fine structure in 2007. No changes have been made for more than 10 years. The rationale was to encourage borrowers to return books on time, thus ensuring optimal access to the books.

The Ask-a-Librarian service was reinstated in August 2007. Only 12 queries were received as the link was removed from the USP homepage. This has now been rectified.

There were 2,010 participants in the Information Literacy Programme (ILP), comprising undergraduate 1917 (95%), postgraduate 81 (4%) and staff 12 (1%). The programme was promoted through the All Staff/Students email service, Library news and via liaison librarians. Additionally, walk-in sessions were advertised on the library notice boards. The revised modules which incorporated the standardised format approved by the USP Marketing and Communications Office were loaded on the library webpage in early May 2007.
The 2007 Authors’ Tea took place on 16 August with Pro Vice-Chancellor (Research) Dr ‘Ana Taufe’ulungaki, as the chief guest. It was a successful event, with a big attendance and more than 180 items from 82 authors were displayed.


Pacific Collection
An order was made for the National Archives of Fiji to produce the microfilms of the Fiji Times. The first set for the year 1987 had been received. More sets of subsequent years are expected to be received as soon as they are done. As in previous years, the collection also benefited from donations from many sources and through depository arrangements.

In line with the move towards the provision of online resources, the ‘Links to selected websites related to the Pacific’ at http://www.usp.ac.fj/index.php?id=4207 continues to be developed. 158 authors completed the ‘Permission for Internet Access’ forms for the USP Library Digital Theses. The Digitisation Assistant has been spending about half of her time scanning and OCR-ing the theses. Downloading of articles from online databases is another project that the Pacific Collection has carried out in 2007.

Loans totalled 17,879; a decrease 12.4% decrease against 2006 (20,421). This could be the result of increased availability and access to online Pacific resources. There is also a notable decrease in the use of AV materials, mainly lecture video-tapes and DVD. As usual, students make up the bulk of users (85.9% of the total), with staff accounting for 8.7% and external borrowers making up 5.4%. October was the busiest month in the Pacific Collection with 2,868 issues followed by May (2,774 issues), March (2,588 issues) and August (2,177 issues). December, as usual, was the quietest with 127. Average monthly issues: 1,489. 172 major queries were recorded in 2007, of which 59 were via email. Basic queries requiring brief answers including telephone queries were not recorded. Staff and postgraduate students browsed through the collection on 149 occasions in 2007; a decrease of 32 %.

Serials
The Library expanded its subscription to the ISI Web of Knowledge in January 2007 with the inclusion of Science Citation Index Expanded (SCIE) and the Arts & Humanities Citation Index (AHCI) to our existing subscription covering Social Science Citation Index (SSCI), with assistance from the Planning & Development Office and the Office of the PVC (Research) and support from the Faculty Deans. Included in the 2007 subscription are back files for 2001-2006 SCIE and AHCI.

In October 2007, the Serials Review Working Group, comprising the Associate Deans, Serials Librarian, CEDT and chaired by the University Librarian, completed a major review of current library subscriptions which resulted in the cancellation of 165 journals with effect from 2008. The majority of these titles are still available to USP staff and students through one or more of the following databases: EBSCOhost, ProQuest, HINARI, AGORA. The savings will be used to pay for new subscriptions from 2008 as recommended by faculty. These include IEEE All Society Periodicals Package, JSTOR, and 15 individual subscriptions. The Working Group also agreed that from 2008, the Library will pay document delivery costs for recently published articles that are requested from cancelled titles which are embargoed (publication is delayed) in EBSCOhost or ProQuest.
The statistics for online database usage showed a huge increase, more than doubling in some instances:

<table>
<thead>
<tr>
<th>Online database usage</th>
<th>2007</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>• EBSCOhost</td>
<td>3,517</td>
<td>2,489</td>
</tr>
<tr>
<td>• ISI Web of Knowledge portal</td>
<td>3,247</td>
<td>849</td>
</tr>
<tr>
<td>• ProQuest</td>
<td>68,576</td>
<td>33,234</td>
</tr>
<tr>
<td>• ScienceDirect</td>
<td>8,519</td>
<td>3,206</td>
</tr>
</tbody>
</table>

The Section also integrated the 17 shelves of serial titles from the previous IJALS collection, which was transferred from the Lower Laucala Campus Library to USP Library in November 2006, into the Periodicals Collection. Catalogue records and holdings for all serial titles held in the law sections of the Periodicals Collection (180 shelves) and Pacific Collection (30 shelves) were updated on Spydus.

**Acquisitions and Gifts & Exchange**

The Acquisitions budget for the USP Library at Laucala Campus which also includes the allocation for the 21 campus/centre libraries remained F$1.69m (the same since 2005). The Alafua Campus Library’s budget was cut from F$80,000 in 2006 to F$12,000 in 2007. As a result, the Alafua Campus Library could not purchase monographs, and cancelled subscriptions. A compromise was reached after discussions whereby the USP Library diverted F$8,000 from its Acquisitions Budget and the Faculty of Islands and Oceans contributed a further F$8,000. However, the amount is still inadequate for the Library’s needs.

The Library continues to receive gifts and donations from individuals and organisations and from deposit arrangements with the Fiji Government, regional and international organisations and UN agencies.

**Cataloguing**

The section managed to improve on its productivity with a total of 10,437 items catalogued and surpassed last year’s total. 373 titles were deselected and discarded. The consolidated effort of all cataloguers is acknowledged despite the various technical setbacks experienced throughout the year. It is hoped that a number of these technical problems will not appear with the new system upgrade due to be implemented in 2008. The section continued to rely heavily on ITS Bibliofile as the primary source of its imported records during the year.

Subscribing to ClassWeb and Cataloguer’s Desktop was significant in as far as original cataloguing was concerned. These online resources have allowed heavily used cataloguing documentations and resources to be easily and conveniently accessed from the Library’s PCs thus boosting performance. However, training in their usage in order to fully utilise the functions they offer is necessary and ongoing.

Original cataloguing is required for most Pacific material and non-print items that are received. As in previous years, the problem has always been the shortage of skilled and experienced professionals to carry out this task. This year was no different, with the work divided amongst the two professional librarians in the section. Except for original cataloguing of new serial titles, all other serial cataloguing tasks, became the responsibility of the Serials section at the beginning of the year.

As the ISBN Agency for the South Pacific, the Library, through the Cataloguing Section continued to provide this free service to publishers within the region. For the year a total of 646 ISBNs was issued and 16 new publishers were registered. A total of 78 CIP (Cataloguing-in-Publication) catalogue entries were provided for publications from the various publishers.

The indexing of South Pacific serials was suspended as it has not been possible to fill the position.
**Education and Training**

The Diploma in Library & Information Studies and Certificate in Basic Skills in Library/Information Studies, offered through the Faculty of Arts and Law, continue to be popular and highly successful. In 2007, there were 218 enrolments in the programmes. There were 143 passes and 65 failures, and two incomplete results. Thirty-one graduated with the Certificate and eight with the Diploma.

Low enrolments in HUC11 and HUC15 during the second semester meant a low teacher-student ratio, thus more time spent with individual students. Coordinators made extensive use of class shares to post tutorial materials and/or exercises. This was done to ensure students were aware of what would be covered during tutorials in order to prepare effectively. Face-to-face tutorial sessions also included practical demonstrations/sessions and Laucala Library tours to familiarise students with topics and issues covered.

**Systems Section**

The Systems Section currently supports 10 servers, 15 Windows terminals, and 45 workstations in the main Library and 20 servers located at various USP centres and campuses throughout the region.

2007 was a year for re-investment in library technology, seeing over a dozen workstations that had come off of warranty being replaced and the completion of the procurement and planning phases of the Spydus upgrade project to take place in 2008. The Main Library’s core system, Spydus, encountered a serious hardware problem that degraded system performance and negatively impacted all areas of Library operation during parts of May and June. Close cooperation between the Systems team, ITS, and the hardware vendor, Datec, were required to resolve this issue and return the system to normal operations.

This issue, however, highlighted to all of USP that the Spydus system is critical to the operation of not only the main Library, but USP itself. As a result, funds were allocated to facilitate the upgrade of the Spydus system to a new hardware platform running the current version of the Spydus package as soon as possible. 2007 saw the completion of the planning and procurement phases of the upgrade process. 2008 will see training, commissioning, and testing completed with a planned go-live date in the first half of the year.

It was a busy year for the Digitisation unit. Scanning of materials has continued and Greenstone implemented. The planned launch of the USP online thesis collection will be launched in 2008.

The Systems Section continues to host the PRIDE program’s PADDLE Greenstone collection. A significant update to the PADDLE collection is planned for early 2008.

**Pacific Islands Marine Resources Information Systems (PIMRIS)**

During 2007, a total of 64 new items were added to the PIMRIS General and Reprints collection. Serial issues subscribed for PIMRIS were added to PIMRIS Periodicals collection.

A usage survey was undertaken in June 2007 in order i) to assess the usage of the library by the USP Lower Campus students and staff as well as by external users; ii) to analyse the purpose of the visit to the library (general statistics and statistics by users categories; iii) to draft the recommendations aimed at improving library services and to apply the results of analysis for planning of the library budget. Results of survey analysis and recommendations were submitted to University Librarian, Head of School of Marine Studies and Dean of FIO in July 2007.

The PIMRIS Library has received a new PC from the Main Library to be used as Coordinator PC, another PC was purchased by the School of Marine Studies for PIMRIS to be used as a user PC. New server, computer and scanner are purchased for PIMRIS in frameworks of Taiwan/ROC project (server will host the Moana database).
Two issues of the PIMRIS Newsletter (combined issue for January-September and December issue) were published and distributed across the region to more than 150 recipients. It is also available online in PDF format from PIMRIS website.

PIMRIS is carrying out a special project aimed at improving access to Pacific marine literature with funds from Taiwan/Republic of China. Activities include:

i) surveying the state of regional fisheries and marine libraries and identifying their training needs;

ii) migrating Moana data from DBTextWorks software to Greenstone and creating the demo-version of Moana-Greenstone for presentation at the PIMRIS Steering Committee Meeting;

iii) purchase of six sets of hardware (PC/Scanner/Printer) for regional fisheries libraries;

iv) financial support to three PIMRIS participants from regional fisheries departments to attend PIMRIS Steering Committee in Suva.

PIMRIS is providing assistance to the library of the Fiji Fisheries Department in digitising documents and other related material for adding full-text documents to Moana database as well as to the local departmental database.

The Joint 13th PIMRIS Steering Committee/IAMSLIC Pacific Islands Regional Group meeting was held in Suva from 15-16 November. A total of 22 PIMRIS and PIRG members, observers and invited guests from seven Pacific countries and Australia attended the meeting. A workplan consisting of six standing orders, 28 recommendations and 12 actions resulted from the meeting which was followed by a one-day Training Workshop in Marine Information Management. Plans are underway for the 2008 IAMSLIC Conference to be held at the Laucala Campus in September 2008.

The PIMRIS Coordinator conducted ILPs for students of MSemester II03 and MSemester II05. PIMRIS continues to contribute abstracts to ASFA (Aquatic Sciences and Fisheries Abstracts). This year 22 records were prepared by PIMRIS.

**Oceania Sport Information Centre**

OSIC celebrated its 10th Anniversary in August 2007. A special Anniversary Report will be issued by OSIC.

OSIC received 2516 requests for information in 2007, a substantial increase over 2006. It is interesting to note that requests from sporting organisations (1054) outnumbered the total requests from students (818). This could be attributed to the fact that we have focused most of our efforts on promoting OSIC to the sporting organisations this year. A number of individuals from the region also sought assistance for research projects. The introduction of a Sports Science programme at the USP has also contributed to research use along with students and staff from the Fiji Institute of Technology, Sports Science Programme and Fiji College of Advanced Education (FCAE).

The OSIC Coordinator was involved in a number of regional workshops in 2007. He was involved in a Sports Education Program in Tonga for about 30 teachers. It was based on the Oceania Basic Athletics Education Program. The participants received a number of valuable resources and have continued to utilise OSIC to access additional information. He also attended the AUSPIN Workshop at the NSW Institute of Sport located at the Sydney Olympic Park, the ONOC Annual General Assembly inPago Pago, American Samoa and the Sports and HIV Workshop held in Suva. New contacts were established and resources were obtained for the collection through these workshops. He was also involved in teaching on the USP Sports Education Programme at the Faculty of Science and Technology.

A major event for the year was the OSEP Symposium which was held to initiate dialogue amongst sports education providers in the region. The organising committee comprised of representatives from the Library including OSIC, OSEP and FASANOC. The symposium was highly successful. The onus is now on the stakeholders to create a network of all the major providers so that courses could be streamlined to meet the needs of the students.
Regional Libraries Section
This section provides support, especially in the technical services area, to the 21 campus and centre libraries in the network. The following objectives were identified in its 2007 Action Plan: Increase productivity in physical processing of library resources, Increase Athena/system reliability, Enhance Digital Library In A Box accessibility, enhance effectiveness in regional communication and dialogue, standardise regional libraries operational policies and procedures, Increase the effectiveness of Library Staff. The targets were successfully achieved.

The total allocation for Acquisitions was F$265,000 for the 21 campus and centre libraries. Of the F$265,000, F$225,000 (84.91%) was allocated for monographs and non print media; F$40,000 (15.09%) for serial subscriptions.

Digital-Library-in-a-Box Project
The project began in November 2005 under the Campus Development and Improvement Strategy. The aim was to complement library holdings and provide a digital quick reference for select campus libraries. Servers were purchased for seven campus libraries: Kiribati, Marshall Islands, Nauru, Niue, Solomon Islands, Tokelau, and Tuvalu. Digital information will be downloaded and stored in these local servers so that regional users will have access to high quality electronic resources through the local area network without having to rely on Internet connections, which are still very limited in some of the campuses. The project also provided funding for Laucala Campus-based Library staff to travel to the campus libraries. These visits have been very important as staff have been able to obtain first-hand information about the needs and constraints of the libraries visited, put in place procedures to streamline library operations throughout the region, and develop closer working relationships with staff and students in the countries visited. The second phase was carried out in 2007 with the project extended to the Alafua, Emalus and Tonga Campuses. It will be implemented for the Cook Islands Campus in 2008.

Athena Integrated Library System
USP has nine Athena servers deployed at various campus and centre libraries (Alafua, Solomon Islands, Marshall Islands, Lautoka, Labasa, Tuvalu, Niue, Tonga and Kiribati) beginning in 2003 with funds from Taiwan/ROC. The objectives are to improve core library services and to develop an integrated library and information network between all the libraries in the system. This will result in greater efficiency and improved access by users. Most of the implementations are ongoing. Tasks such as the retrospective conversion of the catalogues (involving searching and downloading of records using the ZMARC search and updating of holdings), stocktaking, barcoding of the collection, the loading of borrower records, etc. must be completed before Athena is fully operational at these campuses. Staff capacity in the regional libraries are limited so follow-up visits by the USP Library will be needed to complete the project and to implement Circulation. Meanwhile, Athena’s vendor has announced that it will no longer develop the software. The Library will have to review the future of library technology in USP’s smaller libraries in 2008.

Implementation of Koha at the Nelson Memorial Public Library, Apia, Samoa
In 2006, the USP Library entered into an agreement with the UNESCO Office for the Pacific States (Samoa) to conduct a pilot implementation of koha (an open source library management system developed in NZ) at the Cook Islands National Library. Following training by the NZ-Based developed and the successful implementation in Rarotonga, UNESCO Pacific approached USP Library again in 2007 to implement a similar project at the Nelson Memorial Public Library in Apia, Samoa. The work for both projects was carried out by the Library Systems Manager. The Samoan koha catalogue will be publicly launched in early 2008. Unesco Pacific is interested plans to implement koha across the Pacific.

RMI Nitijela (Parliament) Library
The Learning Resources Coordinator at the USP’s Lautoka Campus spent five weeks at the RMI Nitijela (Parliament) Library to assist with its organisation and development. UNDP had sought the assistance of a volunteer as they could only provide an airfare and a subsistence allowance in Majuro. The project was jointly facilitated by the RMI-USP Campus, the Lautoka Campus, and the USP Library.
**Greenstone Workshop 25-29 June 2007**
UNESCO Pacific and USP Library co-sponsored an advanced regional Greenstone workshop from 25-29 June. This was the third Greenstone workshop co-sponsored by UNESCO Pacific and USP. Greenstone is open-source software for organising digital library collections. The trainers came from NZ and participants from Fiji, Marshall Islands, Palau, and Samoa.

**School Library Assistants Training Programme, Samoa**
The Alafua Campus Librarian participated in the programme that was sponsored by the Samoan Ministry of Education, Sports and Culture and the USP Alafua Campus Continuing and Community Education. Funding was provided by PRIDE. The programme trained assistants to work in school libraries. Sessions were on customer service, fiction in secondary schools, finding information and working with teachers.

**Information Literacy Programme, Emalus Campus Library**
Victoria York, former Reader Services Librarian at USP Laucala, was at the Emalus Campus Library from July to November 2007 on a scholarship from Rotary International. Vicky is developing the Information Literacy Programme at Emalus Campus, Vila and will also help to tutor Emalus Library students this semester.

**Emalus Campus Library**
2007 was a busy year for the Emalus Campus. The major focus of this year is to improve, expand, upgrade and enhance existing services and facilities, and most of the aims of the library have been reached to some degree. Shelf space improved very slightly when a major cleanup was carried out in July. Rarely used items and materials deemed fit for weeding were removed and discarded. Seating space for users continues to be a major concern in 2007, but work to expand library space is underway and should be completed and ready for use in 2008. Funding of 65,000,000 vatu for the extension was previously confirmed by the Vanuatu Government to facilitate the introduction of the DAEU programme but this has been withdrawn. Discussions and negotiations continue.

A reference desk service was introduced mid-year. With a number of limitations, this service is provided in only two sessions daily. It opens for one hour in the morning and one hour in the afternoon. It has gained popularity, has opened further communication between library staff and users, and is proving to be a worthwhile service.

A legal research and information literacy series of lectures, produced and taught by the previous law librarian in 2006 lapsed when he left. It was resurrected, fine tuned and expanded by his successor. These were merged with the ILP modules compiled by a visiting Rotary scholar in the four months she spent at Emalus. Power point presentations of notes for these lectures and handouts have been placed on the Emalus Campus Library website and are now available online for students around the region. Students feedback was extremely helpful. With the increase in students studying law online, issues that relate to skills development need to be reconsidered across the law curriculum particularly in the context of online distance learning, and legal research skills and information literacy is included in this review.

Loans from the General Collection totalled 7042 (staff 686, students 6211, external borrowers 145) and from the Reserve Collection 1,548. There were 52 incoming Inter-Library Loan requests and four outgoing requests. A total of 823 items were added to the collections: General non-law/Fiction 672, Law 151.

Wireless access for students around the Campus is now in place and working very well, both in and around the classrooms and offices in the upper part of the Campus as well as in the Halls of Residence. An increased number of students now own laptops and for a while this posed another problem whereby there were not enough tabletops for students to use their laptops on and so they resorted to sitting on the library floor. Additional power points were put along one section of the exterior wall of the library and these have helped ease that issue.

The current library server is due for replacement, having faltered regularly in recent months. This new Digital-Library-in-a-Box server will be utilised to strengthen and optimise access to library resources. It will also be used to complement library holdings and provide a digital quick reference for selected digital resources.
Internet speed is the major problem students and staff in some centres and campuses face in accessing law resources available on the Emalus Library website. Primary and secondary law materials made available from the Emalus Library site have been inaccessible for most students studying around the region. The slow speed of Internet makes it impossible for such resources to be accessed, thus students miss out on these very valuable resources. It is recommended that a university wide review be made into addressing the issue of Internet speed that is preventing regional students from accessing online resources from various websites e.g. online law resources available from the Emalus Library website.

**Alafua Campus Library**

The major challenge was balancing the greatly reduced budget whilst maintaining services and access. Hours of opening were also reduced to four evenings a week, and closed during weekends. There was also greater dependence on the electronic databases that are available from the USP library homepage but unfortunately due to an access problem this proved challenging due to the Internet access problems.

The Library absorbed the Information Networking Department (IND) that provided information to students and the Agricultural Liaison Officers around the region, previously maintained by IRETA. The first stage of the integration took place during the long vacation of 2006 when 2400 documents were sorted to determine what would be added into the collection either through monographs (339) or periodicals (511). Library staff received training on using the Procite database which is used to organise the documents, kept in seven filing cabinets in the library workroom.
The University has significantly increased the budget allocation towards research. This has been further enhanced by funds from aid donors and funds secured individually by staff members. These efforts are made to achieve a balance between teaching, learning and research.

A goal of USP is to promote an active research culture amongst its undergraduate students as well as expanding its postgraduate studies and building the research capacity and growth of regional staff.

Research funds received from Donors 2003–2007

<table>
<thead>
<tr>
<th>Year</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
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<tbody>
<tr>
<td>Total Research fund from donors</td>
<td>$2,500,309</td>
<td>$2,710,280</td>
<td>$5,485,261</td>
<td>$2,710,608</td>
<td>$3,509,475</td>
</tr>
</tbody>
</table>

Source: Planning and Development Office, USP

Strategic Objectives

USP is committed to undertaking research that benefits its member states, capitalising, in particular, on its contextual advantages as the premier tertiary institution of the region and to becoming an indispensable source of new knowledge that is internationally recognised and contributes to the well-being of Pacific communities. The strategic goals, stated in the current strategic plan, emphasise the promotion of more and better research and linking it better to teaching and consultancy.

A Research Strategy was adopted in 2004 and the research priority areas identified, all of which highlight the needs of USP’s member countries. The new Strategic Plan 2006–2010 outlines the research goals to which the four Faculties have aligned Research Support Plans. At the beginning of 2006, the academic restructure devolved operational management of research to the Deans of Faculties and heads of research sections like Institutes. The conduct of research at USP is guided by a number of documents:

- The USP Biodiversity policy, which guides biodiversity research and bio prospecting
- The Consultancy policy
- Information on research permits in the USP region. Key policies are also being developed and are undergoing the consultation and approval processes. They include the:
  - Research Policy
  - Research Ethics Policy
  - Research Ethics Handbook and Protocol of Research Engagements with Pacific Communities
- Revision of the Research Permits in the Region document
- Intellectual Property Policy
- Template for reporting research outcomes
- Guideline for the appointment of Graduate Assistants
• Guideline for research funding applications
• Benchmarks and Indicators for Research
• Redrafting the Masters degree regulations (approved by Senate 8 August 2007)
• Regulations for the presentation of theses
• Redrafting the PhD regulations

Challenges of research management at USP
Research at USP is both exciting and challenging. The excitement comes from the opportunities available through its Pacific contexts to create new knowledge that will not only be internationally recognised but that can make a difference in the lives of its Pacific peoples.

The challenges emanate too from its context in the following manner:

• the vastness of USP’s geographical context and diversities found within it
• the continuing lack of recognition of Pacific world views, values, beliefs and knowledge systems, and therefore, the failure to value Pacific research frameworks, methodologies, and approaches particularly in relation to social and cultural aspects
• the absence of a Pacific framework for pure and applied science research that is aligned to the hypothesis-driven approach to scientific study that is recognized internationally
• the relative lack of financial resources to provide adequate support to all research programmes
• the limited human capacity, in terms of numbers, skills and experience, in many priority research areas, particularly among Pacific researchers and scholars
• the still fragile mechanisms for the coordination and management of research university-wide and within research units
• the need for more robust policies and processes to assist with coordination, oversight, promotion and facilitation of research and graduate affairs within the University
• the still largely fragmented approach to research across the University
• the still fragile communication linkages and relationships with its Pacific communities and member states.

Research training policies and processes
Training for students and supervisors is ongoing within Faculties and research sections, complemented by CELT or organised by ORGA.

Postgraduate programmes
For postgraduate-level studies, USP offers: Graduate Certificates, Postgraduate Certificates, Postgraduate Diplomas, Professional Diplomas, Masters Degrees and Doctor of Philosophy.

Postdoctoral studies
USP is currently prioritising the promotion of a research culture in which regional academics and researchers will develop to their full potential through postdoctoral studies.
Research priorities and research groups
Research and publication are a contract requirement of employment for academic staff members. Research areas that are of importance to our member countries include:

(a) Pacific Island environments and sustainable development (e.g. energy, biodiversity, climate change, resource management)
(b) Pacific (small) island economies and economic development
(c) Pacific societies and cultures
(d) Pacific governance, law, and security
(e) Pacific education and human resource development
(f) Science and Technology of relevance to the Pacific region
(g) Research into students’ progress and achievements
(h) Interface between Pacific and global knowledge.

Highlights In 2007
The Recipients of the 2007 (Inaugural) Vice-Chancellor’s Prizes for Research

Vice-Chancellor’s Prize for Research Excellence
Associate Professor Dr Joeli Veitayaki, Faculty of Islands and Oceans
For his research into sustainable development in coastal communities in the Pacific Islands, specifically the Mositi Vanuaso Initiative. This is a critical issue for all Pacific Islands, and is being pursued in an innovative and culturally-appropriate way in this project.

Vice-Chancellor’s Prize for Best Research Publication
Associate Professor Dr T.K Jayaraman, Faculty of Business and Economics
For his book chapter

This represents the current thinking on a topic that Dr Jayaraman has largely developed himself. It is a topic that is key to the future of Pacific Island nations. He is a prolific writer and engaged many students and staff in his work.

Vice-Chancellor’s Prize for Best Student Research
In 2007 this prize will be awarded to two people; both receive $500.
(a) Ms Riteshma Devi, Faculty of Science and Technology
For her MSc research on Folic acid levels in Fiji foods.
(b) Ms Millicent Kado, Faculty of Arts and Law
For her MA research on poverty and the tourism industry in Fiji.