

PREPARING FOR THE FUTURE

A History of Griffith University

1971-1996



Noel Quirke



PREPARING FOR THE FUTURE

A History of Griffith University

1971-1996

Noel Quirke

First published in 1996 by Boolarong Press
With Griffith University, Nathan
Copyright © Griffith University

This book is copyright. Apart from any fair dealing for the purposes of private study, research, criticism or review, as permitted under the Copyright Act, no part may be reproduced by any process without written permission. Inquiries should be addressed to the Publishers.

All rights reserved.

National Library of Australia
Cataloguing-in-Publication data

Quirke, Noel, 1941- .
Preparing for the future: a history of Griffith University
1971-1996.

Includes index.
ISBN 0 86857 864 9 (Griffith University).

1. Griffith University – History. 2. Universities and colleges – Queensland – Nathan – History. I. Griffith University. II. Title.

378.9431



BOOLARONG PRESS
35 Hamilton Road, Moorooka, Brisbane, QLD 4105

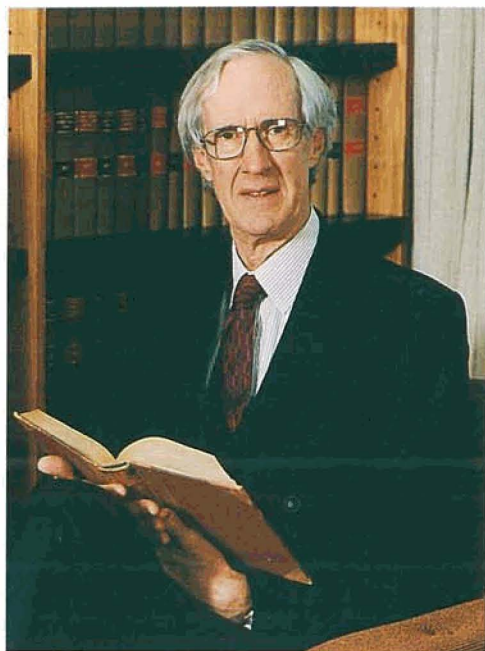
Design and phototypesetting by
Ocean Graphics Pty Ltd, Gold Coast, QLD
Printed and bound by Watson Ferguson & Co., Brisbane
Colour separations by CMYK, Gold Coast



Contents

Foreword	iv
Vice-Chancellor	vii
Preface	ix
Chapter 1	
In the beginning	1
Chapter 2	
And then there were students	16
Chapter 3	
Gamesmanship	34
Chapter 4	
Changing of the guard	47
Chapter 5	
The transforming years	64
Chapter 6	
Charting new courses	81
Chapter 7	
Present and future	97
Appendix A:	
Former Members of the Council	103
Appendix B:	
Members of the Council 1996	105
Appendix C:	
Professorial Appointments and promotions	107
Endnotes	110
Index	118

Foreword



The Chancellor, Chief Justice John Macrossan

It is a pleasure to take advantage of the opportunity to write a foreword to Dr Quirke's history of Griffith University's first 25 years. The pleasure is increased for me, having been part of Griffith's governing body, its Council, for 14 of those 25 years, witnessing the march of events and enjoying a view from the centre stage.

Dr Quirke's history will be of great interest to all associated with Griffith, but the appeal of its narrative will extend beyond that single community. It will provide opportunities for thoughtful contemplation and provocative comparisons for persons interested in academic affairs in our capital city, throughout our State and elsewhere in the Commonwealth.

Accepting that the pace of change has increased markedly in recent times, a proposition which it has become commonplace to utter, it does still provoke wonder to look back at Griffith's origins. Twenty-five years ago there was only one university for all of Queensland. Out of the concerns that a single university might become too large if left for the future to grow and serve all of the State, the need for a second university was accepted. So Griffith's charter came to be written.

The planning group and the Interim Council had the confidence and vision to produce something quite different - not just a mere duplication of the accustomed order, however valuable that had been and would continue to be. Griffith was thus devised as a true alternative. Consider for a moment the scope of the original four schools, a scope which is sufficiently conveyed by the titles applied to them, and consider how strikingly different this new institution would have seemed to conventional thought of the time. Those four schools were Australian Environmental Studies, Humanities, Modern Asian Studies and Science. Queensland, with all its virtues, was not at the time regarded as a centre of innovation and thus the original academic constitution must have seemed all the more remarkable.

The years that followed reflected the University's efforts to consolidate and establish a secure and respected place within the community. This was to be undertaken without sacrificing its important elements, while evolutionary factors were welcomed, adapting the institution in ways that seemed

appropriate. It is probably true to say that the essential character of this University has by degrees revealed itself and could not have been completely accurately predicted.

With a total student enrolment of only about 3,500 at the halfway mark after its first 13 years, and continuing through as a single-campus institution until as recently as 1989, it now, in 1996, has an enrolment of some 20,000 established in five campuses at Brisbane and the Gold Coast, with planning for a further campus under way. The original innovative academic courses have now been underpinned by very many additions, including strong professional establishments in law, commerce, business and engineering. The shifting boundary in Australia's binary system between what was once viewed as technical and practical training on the one hand and more heavily academic pursuits on the other has influenced all of the post-secondary institutions and Griffith amongst them. We teach now in the expanded university fields of Education, Nursing and Hotel Management, to take examples. But still a balance has been retained with more traditional fields and always with the important activity of research. A great deal has been added to Griffith without sacrifice of important elements.

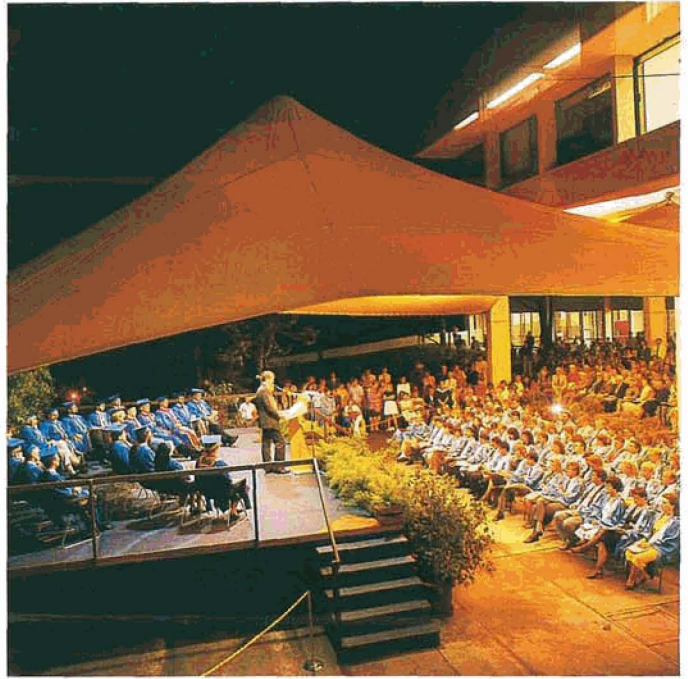
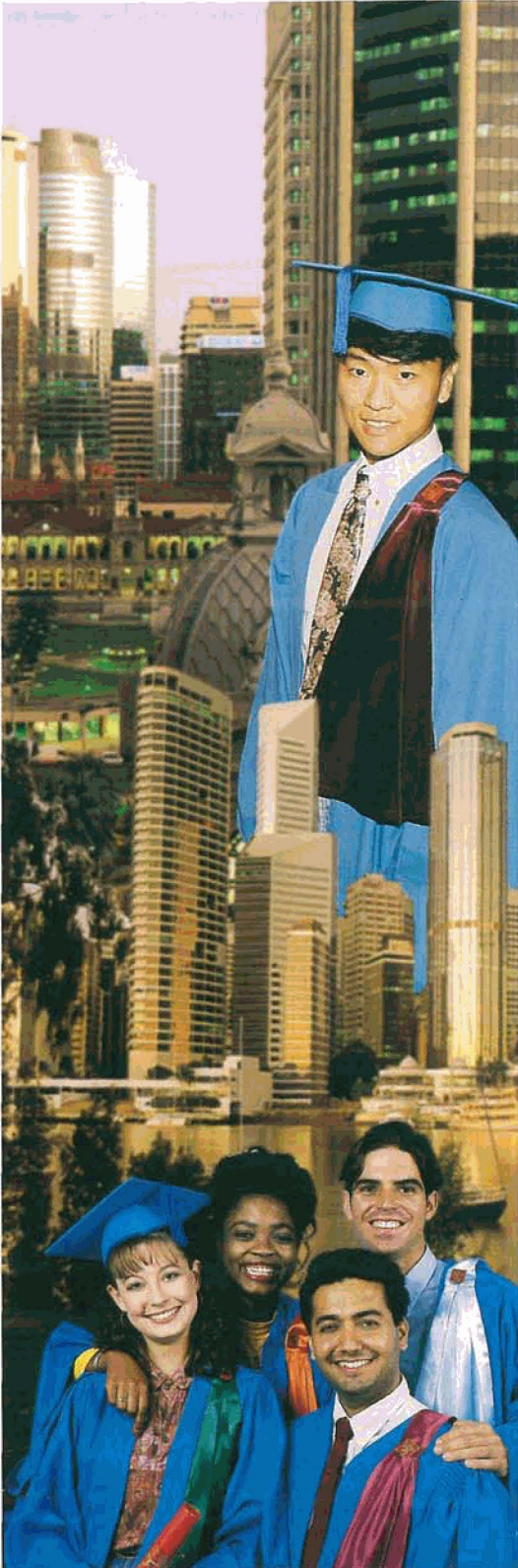
Throughout all of the changes this University has not lost sight of two concerns. There is the need to serve the community by training our students for the assumption of socially useful roles and satisfying employment. Then we have not overlooked the other need to cater for the aspirations of all who should be offered the advantage of university education. That is, equity considerations are kept well in view.

We are now looking ahead in an academic world poised, as it always seems to be, on the verge of a fresh challenge. This time it is the need to confront the opportunities of the new technology while continuing to respond to the demands of the University's mission. The familiar world of distance education as it presently exists may, in the future, be only a small part of a widespread system of delivery of education. Griffith will meet this challenge, too.

While it is a work of history that Dr Quirke has produced concerning itself with our past, it is a history which can give us confidence to meet the future. While we remain confident, we cannot exactly predict. Who would dare to offer some precise picture of the way Griffith will look in another 25 years?

All associated with Griffith have been stimulated by the contact they have enjoyed and are left proud of their University and pleased if they can remain associated with it for part of its continuing forward journey.

John Macrossan AC
September 1996

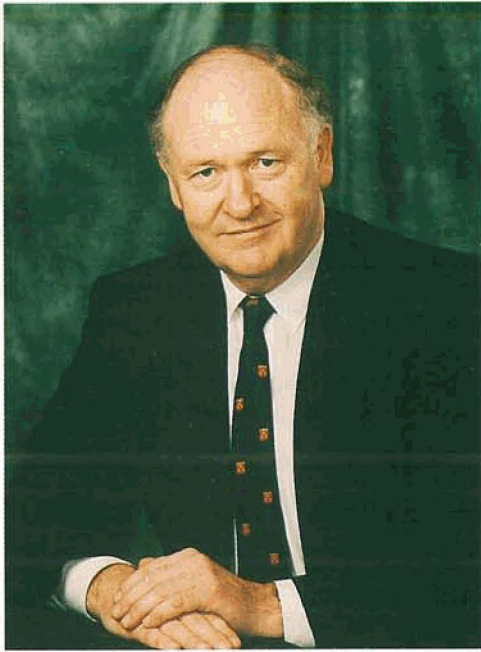


Griffith graduation ceremony at the Undercroft, Nathan



Griffith University Mace

Comment



From the Vice-Chancellor, Professor Roy Webb

This history of our University provides a perspective on developments in Australian university education in a more general sense. For as well as charting the history over 25 exciting years of the third university to be established in Queensland, Noel Quirke's story reflects the transition from fairly selective and restricted entry to Australian university education to a level of access more accurately described in international terms as "mass" university education.

Griffith has enthusiastically played its part in this change. In doing so we have taken the opportunity to participate in a wide range of courses and professions, we have maintained our commitment to defining new curriculum and employment areas, we have established

contact with new communities to support and service, through amalgamations and the creation of new campuses, and we have established a leading reputation for our equity programmes.

We have tried to foster in our own University life those qualities which are perhaps the most important preconditions of a peaceful and prosperous global society, qualities which Karl Popper characterised collectively as the Open Society: openness to ideas, whether old or new; openness to other cultures; openness to new technologies in teaching and research; openness to our own communities which still largely pay our way through government grants; openness to the interplay of sometimes competing and sometimes complementary developments in the established categories of knowledge (disciplines); and openness to each other as members of the academic community of staff, students and graduates.

Everyone who has the interests of Griffith at heart should hold us to these ideals. For in responding to the plausible and often legitimate pressures and representations of governments, interest groups and individuals it is all too easy for a university to surrender its claims to universality in the interests of partiality.

In recent times the debate about whether growth and wider access are necessarily at the expense of quality has been reactivated. This is mainly a response to the fiscal consequences of mass

education and is linked to the debate about the extent to which user-pays principles should apply to higher education.

Whatever emerges from the Federal Government review of the funding of higher education which is taking place even as our twenty-fifth Anniversary history goes to press, one thing can be stated with confidence: the history of Griffith contradicts the argument that growth and equitable access are inimical to the advancement of quality. The performance of Griffith University, in teaching and research, has more than kept pace with its growth, as was recognised in the awards of the Committee for the Advancement of Quality in Higher Education over the period 1993-95.

Griffith University, with its highly advantageous location in the Brisbane-Gold Coast region, looks to an exciting future as it extends its reach internationally, particularly in the Asian and Pacific region. International collaboration in teaching and research, itself an ancient tradition of universities as colleges of frequently itinerant scholars, will be a significant force contributing to the development of the global society. Openness to these opportunities will be a hallmark of successful universities of the future.

Roy Webb

September 1996

Preface

This account of the first 25 years of Griffith University is not intended to be a definitive or, indeed, even a comprehensive history. Rather, it is a sketch of the creation and evolution of a major tertiary institution which tries to portray some flavour of the vibrancy and continual sense of striving for the ideal and for relevancy which marks Griffith University. Hopefully, it also signposts for further research many of the issues, personalities and events which defy adequate description and analysis in the time and space available here.

Research for the project was based primarily upon archival material and files kept in General Registry at the University. These sources have been bolstered by interviews with many key figures involved in the development and growth of the University. I have had more than generous support from the Chancellor and Vice-Chancellor and unlimited access to archival material. I am in debt to all of those who shared their experiences and their insights of Griffith with me for this history. In particular, I thank those who wrote to me to explain technical or scientific issues. For those who read and critically commented on drafts or parts of drafts, I thank them all for their essential assistance.

I am grateful to all the many academic and general staff who assisted me in finding and often interpreting documents, events and issues. There are too many names to mention but I tested the patience of the staff in General Registry, in External Relations and in the Vice-Chancellor's office and I am grateful for their help and patience. As always, my wife, Terry, supplied a bountiful measure of coffee and encouragement.

Noel Quirke

In the beginning

On 10 May 1965 the Queensland Government decided that:

in accordance with the Prime Minister's Committee on Tertiary Education, a University College be established in Brisbane on grounds which will be sufficiently large to enable it to develop at a later stage into an autonomous institution.¹

A Committee was set up to recommend a site for what was to be a subsidiary College of The University of Queensland. The Committee comprised Sir James Holt, Co-ordinator General, Mr G K D Murphy, Mr E C J Muir and three representatives of The University of Queensland, the Vice-Chancellor Sir Fred Schonell, Lieutenant Colonel G E Gehrman, and Professor J H Lavery. Forty-one sites were considered and 21 were inspected. The location of the sites ranged from Redcliffe, Strathpine and Aspley in the north, to Moggill, Centenary Estates and Inala in the west, and Capalaba, Woodridge and Toohey Forest at Mt Gravatt to the south of the city. Albert Shire Councillor and later Queensland Cabinet Minister, Mr Russell Hinze, offered to donate land at Beenleigh if the University was located there. The Speaker of the House and member for Redcliffe in the State Parliament, Mr Jim Houghton, said the University should be sited in the Pine Rivers Shire.² However, despite these pressures, on 20 September 1965 Cabinet authorised the Land Administrative Commission to negotiate with the Brisbane City Council to acquire a section of the Mt Gravatt Cemetery Reserve, 10 minutes south of the city, as a site for the establishment of the second university institution in the Brisbane metropolitan area.³ The Lord Mayor, Alderman Clem Jones, assured the university authorities of Brisbane City Council support.⁴ The University of Queensland was keen to proceed with a University College at the chosen site with full autonomy as soon as practicable. Plans were made to make the first appointment for the University College in 1969 and to start with Arts, Commerce and Education, to be followed by Science in the second triennium. The University of Queensland Vice-Chancellor, Sir Fred Schonell, said that students could choose subjects from any or all of the four disciplines as the University wished to "foster the interrelationship of courses".⁵ However, a year later the Universities Commission dashed hopes of an early start by refusing to fund the second campus at Mt Gravatt. Funds were found to support expansion at Townsville University College and the creation of new Colleges of Advanced Education (CAEs) at Toowoomba and Rockhampton instead.⁶ In 1967 the Senate of The University of Queensland hoped to start the new University College in 1970 and named the planned institution Griffith University College.⁷ In September 1969 it unanimously resolved that the new university should be autonomous from the start and that the State Government should be asked to appoint an Interim Council to carry out the necessary planning. Press statements by the Acting Vice-Chancellor, Professor L J H Teakle, and



Sir Samuel Griffith

the Deputy Chancellor, Mr A S Gehrman, in April 1970 pressured the Government to act.⁸ In May 1970 the Vice-Chancellor, Professor Zelman Cowen, officially requested the State Government to appoint a Council, independent of The University of Queensland, to establish the new university.⁹

Coincidentally and fortuitously, in June 1970 Mr (later Sir) Theodor Bray had just retired as Joint Managing Director of Queensland Newspapers, publishers of the Brisbane *Courier-Mail* newspaper. He was already a member of the Australia Council but sought a challenge for his retirement years. The State Minister for Education in the Bjelke-Petersen Government, Mr Alan Fletcher (later Sir Alan), told Ted Bray that the Queensland Government had, after considerable procrastination, decided actively to plan a second university, to take the strain off The University of Queensland. He asked Bray to head a Planning Committee for the venture. Initially

Ted Bray declined as he knew little about universities "except what I had learned as the father of five graduates of The University of Queensland". Eventually he accepted the job when the Minister promised him he could choose the members of what became known as the Interim Council. The Minister's brief to Ted Bray was simply, "To plan a second university institution in Brisbane".¹⁰ Cabinet did stipulate, however, that it would like the new university, in line with the previous decision of the Senate of The University of Queensland, to be named after Sir Samuel Griffith, former Queensland Premier, Chief Justice of Queensland and Chief Justice of Australia.¹¹

It was appropriate that Sir Samuel Griffith should have been chosen for this honour. As a Queensland Parliamentarian and Premier he had been associated with events leading to the creation of The University of Queensland. As Premier, in 1877 he had supported the idea of establishing a university "conducted on American principles, giving scientific and practical instruction . . . useful for developing the mineral and agricultural resources of the colony". There had been considerable antagonism to the creation of a university in Brisbane. It was only by persuading the people of Queensland that the new University would not "recreate an old world Oxbridge within a society whose needs demanded something quite different" that the University Act was passed. The University of Queensland commenced its tertiary life in the old Government House in 1909, and was popularised as "The People's University".¹² It is ironic that Griffith University was created to provide a practical and more relevant alternative to that offered by The University of Queensland when that university itself had been created to provide an alternative to the perceived irrelevance of an Oxbridge education.



Interim Council 1971 (Photo courtesy Queensland Newspapers)

The Interim Council of 13 members first met on 22 January, 1971, chaired by T C Bray. The original Council members were:

Mr T C Bray (Chairman)	Managing Director
Mr L W Butts (Vice-Chairman)	Solicitor
Mrs G M Budtz-Olsen	Principal, Women's College, The University of Queensland
Mr N M Gow	Chairman, Chamber of Commerce
Mr A Petfield	Chairman, Chamber of Manufacturers
Mr S Schubert	Chief Engineer, Department of the Co-ordinator of Public Works
Mr A Sewell	Auditor-General of Queensland
Mr W Wood	Chairman, Board of Advanced Education
Professor W J Campbell	Education, The University of Queensland
Professor S Lipton	Statistics, The University of Queensland
Professor C F Presley	Philosophy, The University of Queensland
Professor G E Roberts	Architecture, The University of Queensland
Professor P Mason	Physics, Macquarie University, Sydney

Ted Bray was determined that the Interim Council, which would potentially evolve into the preliminary governing body of the University, would represent the wider community. It was deliberately constituted by Bray to have a slight preponderance of "Town" over "Gown" membership. Bray was conscious that businesspeople made decisions every day and the new University would need people willing to make difficult decisions in a limited time frame.¹³ Neil Gow also saw the need for a small Council which could be effective in its deliberations and decision making. The Interim Council was such a group, he recalled, and benefited by the Chairmanship of Sir Theodor Bray, whom he said was an extremely effective Chairman.¹⁴



Sir Theodor Bray

The Council was encouraged, but not coerced, to consider the site at Nathan, selected by the State Government in 1965. Other sites were considered, including the space above the Roma Street Railway yards in the city centre. This central site would have given the new institution a high physical profile in the community, but Bray later wrote that "the attraction of the Nathan bush land with its wealth of native flora, especially the Grass Trees (*Xanthorrhoea*), was irresistible".¹⁵ There are still some who feel that, for visibility, image and public relations reasons, the Roma Street site would have been more suitable than the more isolated Nathan location.¹⁶

The University of Queensland, in addition to making professorial talent available to the Interim Council, provided office space, library resources and other facilities at the St Lucia campus until alternative premises could be found. The Vice-Chancellor, Professor

Zelman Cowan, loaned Ted Bray his Personal Assistant, Mr John Topley, to be Secretary to the Interim Council. Topley had been involved in researching the literature of higher education worldwide. Zelman Cowan never got his assistant back. Topley later became the first Registrar of the new University.¹⁷

Over the Christmas holiday period of 1970 John Topley was able to guide Ted Bray through the literature available on new universities set up in the United Kingdom, Australia and the United States since the Second World War, in preparation for the first Council meeting in January. Immediately after the meeting Topley and Bray set out on what Bray described as "a voyage of discovery" to visit numerous Australian universities and, later, universities overseas. They spent considerable time with Professor Peter Karmel, who was then Vice-Chancellor of Flinders University in Adelaide. Karmel had set up Flinders University and the University of Papua and New Guinea in Port Moresby. Planning for Flinders University in the early sixties was conditioned by the pioneering patterns of teaching and academic organisation of new universities being created in Britain at that time. Seven new universities were opened between 1961 and 1965. Deliberately designed to cater for a broad socioeconomic spectrum in the community, they challenged the perceived narrow elitism of the traditional universities. Flinders University was modelled primarily on Sussex University, the first of the new "red brick" universities.

Karmel exerted a considerable influence over the format of Griffith. He suggested that, in the light of the United Kingdom experience and of Macquarie and La Trobe Universities, Griffith should organise its studies in schools instead of the traditional faculties and departments. This academic structure was

ultimately adopted by the Council.¹⁸ Karmel also advised Bray that four years was a suitable time frame to set up a new university. Consequently, one of the earliest decisions of the Interim Council was to commence teaching in 1975.

Bray also visited Sir Henry Basten, then Chairman of the Universities Commission, to negotiate Federal funding support. Universities were at that time jointly funded by the Commonwealth Government and the State Government. With the Queensland Auditor-General, Allan Sewell, serving on the Interim Council, Bray also had access to Sir Gordon Chalk, the State Treasurer, who provided some seeding funds for the planning phase of the new University.¹⁹

The information gained by Ted Bray and John Topley during their period of study and travel determined the foundation philosophy and ethos for Griffith. There was, of course, considerable early committee discussion, which could be heated at times before decisions on policy and its implementation occurred. But the framework, within which specific details of courses and internal administration would evolve, was established by the Interim Council long before a Vice-Chancellor or academic staff were formally appointed to the University. One of the very first decisions of the Interim Council, in March 1971, was to confirm that Schools would be the key grouping at Griffith and that there would not be a Professorial Board. Initially, the Interim Council operated with two main committees, an Academic Committee and a Finance Committee, "the former being the main academic governing body of the University".²⁰

There was also feedback and input from other sources. For instance, Zelman Cowen organised an important conference in which distinguished scholars and administrators from other universities advised the committee. One of the participants was Sir John Crawford, Vice-Chancellor of the Australian National University, whose advice was invaluable and whom Ted Bray labelled "the wisest man I ever met".²¹

Griffith was planned and began teaching in the climate of social change and heightened expectation of the seventies. This was the decade when terrorists hijacked airliners in Europe and the Middle East and Olympic athletes were gunned down in Munich. It was the decade of Vietnam and of protest. In Australia, Labor gained government in 1972 under Prime Minister Whitlam and was sacked by the Governor-General, Sir John Kerr, in 1975. The Queensland Premier, Joh Bjelke-Petersen, banned street marches in 1977. The Hilton Hotel bombing in Sydney in 1978 brought the fear of terrorism home to Australians. It was a politically volatile decade. Natural disasters also seemed to dog Australia in that decade. In January 1974 Brisbane experienced the worst flooding since 1893, which caused flood damage to 7000 homes, \$200 million damage and 12 deaths by drowning. Cyclone Tracey demolished Darwin on Christmas Day, 1974.²²

Behind the news headlines there were also important changes in attitude and behaviour. Relationships between men and women, labelled the "new permissiveness", redefined mores in sexual conduct. There was a burgeoning consciousness of Australia as a multi-racial, culturally diverse country. There

was a growing tolerance of abortion and homosexuality and the increasing influence of the Women's Movement. Prime Minister John Gorton had established an Australian Council for the Arts and a Council for Aboriginal Affairs. Censorship of books and films was dismantled. There was a recognition of the need for planning for the environment. It was, to quote Donald Horne, "a time of hope and a time of threat".²³

The early years of Griffith University reflected the volatility of the society in which it was created as well as the deliberate individuality and trail-blazing ethos of its founders. The socioeconomic and political environment in which Griffith was created and began operating had not existed before and has not been seen since. It seems unlikely that it could have been born or survived at any other time.²⁴

The Interim Council determined that Griffith University should "offer an alternative university experience to that already available in Queensland".²⁵ It was argued that the dominant organising principle for the academic work of the traditional university, the discipline, and its concomitant departmental administrative structure, precluded a common view of the functions and role of the University as a whole and militated against "common policies about the objects and processes of education".²⁶ The Interim Council was determined that this should not happen at Griffith. Peter Mason and Val Presley were particularly anxious to break down traditional disciplinary boundaries and focus on academic themes or problems.²⁷ Sir Zelman Cowen later described the fundamental philosophy and academic organisation succinctly:

It is enough to say that the notion that man is to be educated "because he is a man" is one which was warmly espoused by those who fashioned the academic design of this University . . . [so] . . . the University decided to develop an alternative to the conventional academic organisational unit of the discipline based department . . . to adopt, as its basic academic element, a multi-disciplinary School which would not have subordinate departments, but which would be given coherence by a broadly defined set of problems or a theme.²⁸

The Interim Council planned for an initial intake of 400 students, 100 for each of the four Schools.²⁹ In order that students should belong to "stable academic groups within a university capable of providing adequate formal and informal educational situations", the Council planned for an eventual capacity of between 6000



Professor John Willett

and 8000 students with not more than 1500 combined staff and students in any one School.³⁰

There was also a view on the Interim Council that everybody in the community should have access to the University if they wished and could benefit from attending. It was decided that at least 10 per cent of the University intake should be mature-age students who might not have formal entrance qualifications. Entry for these students would be decided by interview. It was determined that degree courses should take account of employment goals for students but also reasonable requirements of professional registration bodies. It was believed that students should not be required to make binding long-term decisions about their course structure in their first few months at Griffith. A common foundation course, with link and supporting courses, was designed for first-year students. Prerequisites in the traditional universities varied, often creating anomalies in selection procedures, so the whole concept of prerequisites was reassessed and it was decided that none would apply, except in the School of Science where a partial mathematical prerequisite was eventually accepted. This was a trail-blazing policy for any university at the time and it was acknowledged that it would create a very demanding teaching environment and some risks in credibility.³¹

While the planning continued with monthly meetings of the Council and often more frequent meetings of sub-committees, the Vice-Chairman, Mr L W Butts, a retired senior partner in a major Brisbane legal firm, drafted a Bill to establish the University. Some universities which had intended to follow in the Sussex model had failed to maintain their original philosophical aims. La Trobe University was one such and, after Professor Karmel's departure, Flinders University diluted its commitment to being radically different from established Universities. Drafting the university statutes using one specific university model was seen by the Interim Council as a significant cause of regression. Consequently, each Griffith statute was based on a study of the statutes of all Australian universities and then drafted and written with Griffith in mind.³² This was a slow process. Until legislation was passed the Interim Council could not employ staff and there was an urgent need to appoint a Vice-Chancellor. There was also an obvious need to hire general and academic staff. It was a tribute to Mr Butt's thoroughness that there was only one minor amendment to the draft he submitted to Parliament. After some traumatic last-minute delay the Queensland Parliament enacted legislation creating Griffith University on 21 September 1971.

Passage of the legislation, and Royal Assent, allowed for formalisation of the first general staff appointments to the Secretariat of the new Council. Mr John Topley was appointed Deputy Registrar (to be Acting Registrar), Mr J S Fairbairn and Mr K G Window were appointed Administrative Officers and Miss A. Chesters was offered a position as secretary.³³ The appointment of a Vice-Chancellor, however, had first priority and advertisements had been placed worldwide before the University legally existed. There was discussion in Council about the desirability of appointing a non-academic Vice-Chancellor, but the academics on Council defeated this move.³⁴

Professor John Willett was appointed the first Vice-Chancellor of Griffith University in November 1971. Willett had flown Swordfish aircraft for the Royal Navy during the the Second World War and was credited

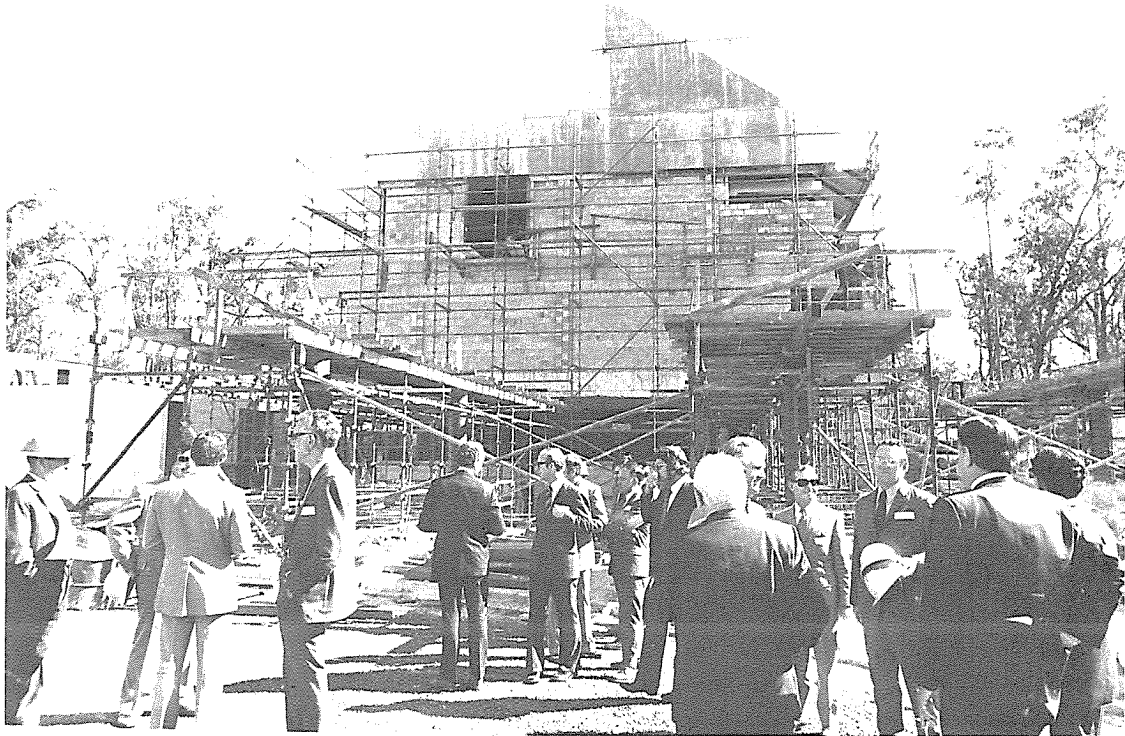
with having been part of the team which critically disabled the German battleship Bismarck. He was awarded a Distinguished Service Cross (DSC) for his Navy service. He had set up the first School of Business Administration at Cambridge in opposition to Cambridge traditionalists who felt that a "business" course was definitely *infra dig* for Oxbridge.³⁵ He had come to The University of Melbourne from the United Kingdom to establish the Masters degree in Business Administration. He was an organisational theorist and builder who saw a great personal and academic challenge at Griffith. Ted Bray personally appealed successfully to the Chancellor of The University of Melbourne, Sir Robert Menzies, to release Willett to commence duties at Griffith in 1972.³⁶

By late October 1971 the academic and administrative structure of the new University was taking shape. The first Griffith University Council now replaced the Interim Council. Some aims and assumptions were also being articulated as University policy rather than as discussion points. Griffith's aim to be different included adopting alternative terminology. "Faculty", in the American tradition, was used to describe academic staff. Griffith claimed to be the first university to describe non-academic staff as General Staff. "Course" was used instead of "subject" and "program" instead of "course". Terminology was designed to be part of the process of socialisation of all staff into an alternative culture. Gradually key principles and structures emerged. There were to be four Schools. They were initially described as follows:

1. School of Modern Asian Studies: concerned with the development of commercial, industrial and cultural contact with Asian Societies.
2. School of Australian Environmental Studies: to foster understanding of
 - the nature of the Australian environment;
 - the interrelationship of its parts;
 - the laws or processes by which the parts influence one another.
3. School of Humanities: concerned with values, their development and their communication.
4. School of Science: concerned with all aspects of Science, one area of which was to be "Material and Civilization".³⁷

The principle of interdisciplinarity became part of the culture of the academic thrust, and it was decided that the proposed foundation course for all students in each School would be compulsory. The possibility of having only one degree course was considered and abandoned in favour of Bachelor of Arts and Bachelor of Science degrees as three-year full-time degree courses, with an additional year for an honours degree.³⁸

The Council also defied tradition on another important issue. Students had been involved in the planning committee from the beginning, albeit students borrowed from The University of Queensland until Griffith got its own. When the first Griffith University Council was created, in October 1971,



Early construction at Nathan

provision was made for four student representatives. The Government objected to this startling development, but Ted Bray stood his ground and eventually got three students on to the original Council.³⁹ Concern for students was very high among the founders. University statutes provided for a separate Board of Community Services and a Student Representative Council (SRC). This structure was intended to combine the needs of the staff/student community with adequate student autonomy. John Topley described the University as being student oriented, participatory for students and with a governance which involved students.⁴⁰

When the Interim Council was formed the State and Federal Government shared responsibility for tertiary education and fees were still payable by students. By 1974 the Federal Government had taken over prime responsibility for tertiary education, which was now free for those who qualified academically. Sir Zelman Cowen later said that Griffith University was "born in expansive days: expansive in terms of anticipated growth and demand for places, in terms of opportunities for well educated graduates, in terms of anticipated resources".⁴¹

Procurement of senior staff for the proposed Schools was the next urgent item for the new Griffith Council. Griffith has been farsighted throughout its history in hiring excellent academic and administrative staff. It was fortunate, initially, that a slowdown in tertiary expansion overseas in the early seventies had left a pool of young, talented and enthusiastic academics in the marketplace. It was also true that a new, innovative university was not necessarily a good career move for established

academics or administrators, so those who came to Griffith came with a strong commitment to the University. Consequently, Griffith reaped many extremely talented academics and administrators at the same time as it gained professorial staff with experience and a commitment to addressing the tertiary education problems of the future. When established, the Schools would come under the academic direction of a Chairman of the School Board. Some positions virtually selected themselves, such as that of Professor Val Presley, a foundation member of the Interim Council, as foundation Chairman of the School of Humanities. Val Presley had come to Griffith from the Philosophy Department of The University of Queensland where he had also been President of the Staff Association. Professor R D (Gus) Guthrie was appointed first Chairman of the School of Science. Gus Guthrie had been at Sussex University for 10 years when interviewed in England by John Willett in 1973. He was committed to the Sussex approach to higher education on which Griffith based its philosophy. Professor Ho Peng Yoke became foundation Chair of the School of Modern Asian Studies (MAS). For such a new academic enterprise it was felt that an established Asian scholar was essential. Son of a Chinese warlord, Ho Peng Yoke had grown up in Singapore and survived the wartime Japanese occupation. He was fluent in Mandarin, Cantonese, Japanese and basic Malay, and came to Griffith from a professorial post in Kuala Lumpur. Professor Calvin Rose came to the School of Australian Environmental Studies (AES) as its foundation Chairman from the CSIRO, the Australian Government research organisation. Through his work in the CSIRO and in overseas academic posts, particularly in the United States, Calvin Rose anticipated a need for academically trained graduates in environmental areas which were then only beginning to impinge on social and academic consciousness worldwide.⁴²

With the academic emphasis on interdisciplinarity and a common foundation course, there was deemed to be a need for a Centre for the Advancement of Teaching and Learning (CALT). This centre was established to be a specialist support to the Schools in designing courses and monitoring effective teaching methods, in helping staff to cope with the new cross-disciplinary ethos of the University, in developing curricula, in organising teaching teams and in the circulation of information about educational methods and processes.⁴³ Dr Robert Ross was appointed Director of CALT. Deputy Chairmen to each School were also appointed: Professor Andrew Field to Humanities, Professor Arthur Brownlea to AES, Professor Colin Mackerras to MAS and Professor Robert Segall to Science.

Peter Karmel had strongly urged Ted Bray not to have a "God Professor, one man who's head of a School". Instead he recommended having "several Professors and don't let any one become a 'God' because that's fatal in a University". Ted Bray and the Interim Committee took this advice to heart and made sure that there were two foundation professors in each School.⁴⁴

Humanities and Science consciously attempted to provide alternative course structures to the ones common at traditional universities. For instance, Professor Mason, who was instrumental in planning the science course, believed that a School of Science "should concern itself quite considerably with the social function and the social position of science".⁴⁵ The first Chairman, Professor "Gus" Guthrie, however, with his experience at Sussex University, took a less radical viewpoint, maintaining that the

credibility of a Griffith Science degree would rest to a considerable extent on its acceptance by professional scientific organisations. He sought to create a balance between catering to the scientific profession and dealing with science and technology in society.⁴⁶

Ted Bray “unashamedly” takes credit for starting the school of Modern Asian Studies. As Managing Editor of the *Courier-Mail*, he had thrown the weight of the newspaper behind a concerted effort to educate the people of Brisbane to accept the idea that Australia was geographically part of Asia. There were no modern Asian studies offered in Australia other than a postgraduate course at the Australian National University. Consequently, Ted Bray said, “If we do nothing else in this university, we will teach Asian studies and we will cultivate good relations between Asia and its neighbours around the Pacific Rim”.⁴⁷ This was translated into a degree course by Professor Ho Peng Yoke and Professor Colin Mackerras.

Australian Environmental Studies was so near the academic cutting edge in the early seventies that the primary challenge for the first Chairman, Professor Calvin Rose, was to determine what actually constituted the field of environmental studies. Professor Rose admitted that they started with a blank sheet of paper and, initially, whatever they did actually became Environmental Studies. The evolution of Australian Environmental Studies at Griffith from this beginning into an internationally respected leader in its field is one of the Griffith success stories.⁴⁸

Although the University was scheduled to open with four Schools, John Willett was planning additional Schools as early as July 1973. He wrote to the Minister for Labour, Mr Clyde Cameron MHR, notifying him of Griffith’s intention to propose a School of Social and Industrial Administration (SIA) during the 1976-78 triennium. Willett told the Minister that he did not intend creating a “typical commerce or business school” but wanted to see an emphasis on labour relations, organisation, history and philosophy, social welfare and public administration. The Vice-Chancellor also asked the Minister for his personal and financial support for a Trade Union Centre or Institute at Griffith.⁴⁹ Willett’s thinking was obviously committed to expansion even at this early stage.

Griffith submitted plans for a Medical School to the Australian Universities Commission Medical Schools’ Committee in March 1973. A 600-bed hospital was planned on a site adjacent to the University campus, and it seemed logical to try to combine the University and the hospital. John Willett stressed that, if approved, the Griffith Medical School would “emphasise training for family medicine, community health and general practice rather than for hospitals and research”.⁵⁰ It was intended that the Griffith program would complement and provide an alternative to The University of Queensland Medical School by challenging the paradigm that medicine must be based on physics and chemistry. Griffith had no success in this endeavour and government support for a program in community-based medicine was promised to James Cook University in Townsville. Subsequently this promise was broken.⁵¹



After touring the campus, Architect Robin Gibson (centre) discusses site planning with Queensland Governor Sir Colin Hannab (L) and the Vice-Chancellor.

In May 1973 the Steering Committee for the 1976-78 triennium submission proposed a variety of possible new schools. These included further studies in the School of Humanities in American, Slavonic, Russian, Middle East and Indian Studies. Willett rejected these suggestions, considering them potentially damaging to the University just then.⁵²

In May 1974 a Steering Committee, chaired by Professor Robert Segall, presented a final report into the feasibility of creating a School of Quantitative Analysis and Operational Research in the 1976-78 triennium. This Committee considered setting up an applied mathematics school "in the best traditional sense" and justified its suggested departure from Griffith orthodoxy because the steering committee were "unanimous in the conviction that mathematics must be studied at Griffith University".⁵³ The

Academic Committee agreed that the establishment of two new Schools appeared to be the best method of encouraging growth without placing too much pressure on the initial four Schools and "simultaneously allowing for the introduction of a greater degree of professionalism in courses offered by Griffith University as a whole". In July the Academic Committee recommended to Council that a School of Social and Industrial Administration should become operational in 1979 but rejected the proposal to establish a School of Quantitative Analysis and Operations Research on the basis that it would not reflect Griffith's interdisciplinary philosophy, and "a School defined by mathematics would tend to be of a specialist nature and want to develop a high degree of mathematical expertise as a goal in its own right".⁵⁴ The difficulty of reconciling Griffith's academic philosophy and the professional accreditation and orientation of courses existed from the earliest days of the university.

Planning for the future did not preclude comprehensive, detailed and often vigorous debate over the common foundation course for the first cohort of students. As staff were recruited in 1974 to begin teaching in 1975, this discussion often became very heated. Science was the most contentious area, where the place of maths and organic chemistry in the first-year course led to very vigorous discussion between Gus Guthrie, Robert Segall and newly appointed Science staff members Roger Holmes, David

Doddrell and David Pegg. Kevin See, Business Manager, who worked in the adjoining thinly partitioned office, in the University's temporary home in Evans Road, Salisbury, vouched for the level of conflict. However, a compromise was drafted and, despite professional differences, the participants were able to socialise closely after-hours. Distinctions between general and academic staff were consciously minimised. This sort of interchange generated a camaraderie and a great sense of participation among new staff, as often people were required to turn their hand to many roles. The "Evans Road Mob" felt, and were, special to the University.⁵⁵

Much of the creation of a sense of family and united purpose that existed during Griffith's formative years must be credited to Mrs Jean Willett. Mrs Willett almost nightly for months entertained prospective appointees at the Willett home in Kenmore. Thirty or 40 people at the Willett home for steak and kidney pie and plenty of general and academic discussion was not abnormal. Many wives will testify to being press-ganged into helping and were themselves often nominated to be hosts at such dinners. Jean Willett was a central pivot around which academics from different universities and disciplines interacted. Through her personality and drive she proved a catalyst for integration and cohesion between all sections of the University. When the University opened for teaching, students were often paid to help in the kitchen. They were introduced to the new staff members and many lively impromptu discussions ensued.⁵⁶

In 1972 many key administrative and general staff were appointed. Mr S B Page, the first University Librarian, came to Griffith from The University of Queensland, where he had been Deputy Librarian, and began the enormous task of creating the University Library. Orders for some 4000 books had been placed by the end of 1972. Kevin See had been Deputy Bursar of The University of Queensland when he came to Griffith to be the first Business Manager. Mrs Gem Cheong started in the University as a clerk before eventually taking charge of the Secretariat. She is currently Registrar of The University of Newcastle. The first and present Curator of Grounds, Mr Colin Phillips, was also appointed in 1972. He occupied the first building on campus, the Curator's residence, in May 1973.

It was recognised as early as 1973 that Griffith University initially would not be in a position to spend large sums on the installation of computers. That there would be a need for computing facilities in almost every area of the University in the foreseeable future was also very clear. The Council, therefore, negotiated a cooperative venture in computing with The University of Queensland, whereby Griffith University had access to the computer facilities available at the Prentice Computer Centre at The University of Queensland campus at St Lucia. Both Griffith and The University of Queensland obtained funds in the 1976-78 triennium for this purpose.⁵⁷ While Griffith now has its own computer facilities, there are still joint ventures, including a super-computer, which is operated by Griffith on behalf of all Queensland universities.

The organisational structure of the University was divided into nine divisions. The Vice-Chancellor's Division included a small executive support group with long-range planning and community relations

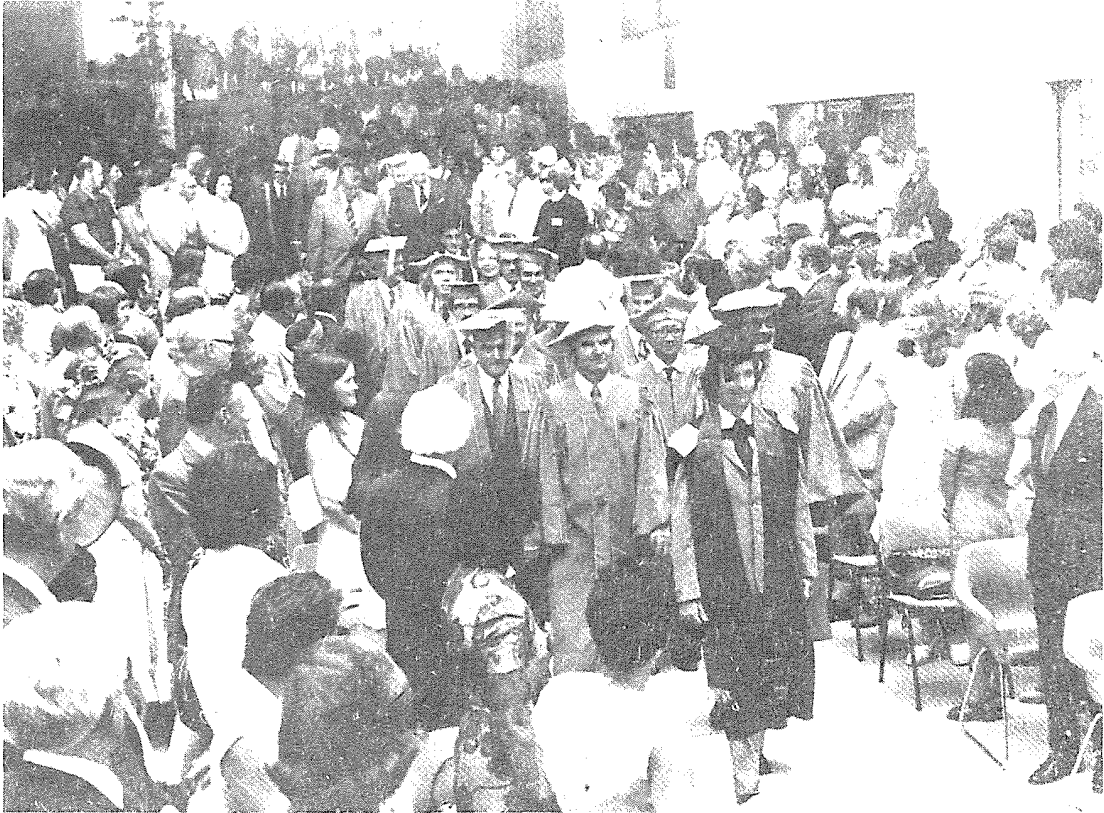
components. The four academic Schools each formed one division, led by their respective Chairmen. The first general divisions were as follows: Business Management Division, headed by Mr Kevin See; the Library Division, headed by Mr Sidney Page; the Secretariat, headed by the Registrar, Mr John Topley; and the Site and Buildings Division, headed by Mr Alan G Cole.

Between 1965 and 1970 the Co-ordinator General's Office had commissioned a site plan by University of Queensland Architect Mr James Birrell. Funds were made available for site development and on Birrell's recommendations some drainage and access roadworks, including a section of the Ring Road, were constructed. In early 1972 a site planner, Mr Roger Johnson, was appointed. Johnson was engaged to prepare a master plan for the University on the 177 hectares of bushland at Nathan. This plan involved retention of trees, limitations on building heights and a variety of penalties for damage to the environment. It was envisaged that the University would hardly be noticed in the surrounding bush with the priority given to preserving the integrity of the site. Even now the University blends with the bush so well that it is hard, without aerial photographs, to appreciate its extent. When the site was planned and under way, Johnson resigned to resume teaching at the Canberra College of Education. He returned to Griffith from time to time and maintained links with the University. Alan Cole, building and site manager at The University of Melbourne, was asked by John Willett, who had known him in Melbourne, to write a specification for a building and site manager at Griffith. Having done so, he was asked by Willett to apply, and he was appointed in June 1973. It was Alan Cole's job to see that the campus had buildings ready to cater for staff and students in 1975. A matter of high priority was that building design allow for intercommunication and access, in keeping with the philosophy of the University, as well as suitability of design for its physical environment. Gus Guthrie recalls a very hectic trip to Australia from Britain to help design the first science building. His students in Sussex never quite believed that he had been to Australia and back between lectures in one week.⁵⁸

For building purposes, the Interim Council assumed a growth rate at the undergraduate and postgraduate levels of approximately 400 equivalent full-time student units (EFTSUs) per year, in the initial teaching years. When Alan Cole became Site and Buildings Manager in 1973, planning on the site was following the vision established by Roger Johnson. It was essential that the Library-Humanities building be ready for teaching in 1975 or the opening of the University would have to have been deferred. The contractors for the building went into liquidation in October 1974. Allan Sewell (later Sir Allan Sewell), Griffith Councillor and Queensland Auditor-General, had insisted at the contract stage that the contractor's holding company guarantee the job. This was a most unusual procedure but it allowed John Willett, Alan Cole and Kevin See to execute some deft negotiation and to deal directly with the liquidator and the subcontractors to ensure completion of the building. The building was ready on time but the finishing touches were being completed as the guests of honour arrived for the official opening. Allan Sewell is owed a great debt by Griffith and the Commonwealth for his refusal to award a contract for \$3.5 million to a \$2 company without a holding company guarantee.⁵⁹

The University operated from various locations between 1971 and 1975. Initially located at The University of Queensland, Sir Charles Barton, State Co-ordinator General, later made space available in the newly built Executive Building in the city. Ted Bray was grateful for this offer because he was able to be independent of the State Education Department. The next location was at Sherwood Road, Toowong. Finally, the University moved to Evans Road, Salisbury, until the campus at Nathan was ready for occupancy. In December 1973 a Local Advisory Group was formed made up of residents from local suburbs. In keeping with its community-based philosophy, this committee was intended to advise the Vice-Chancellor on issues affecting the local community. It was also designed to assist in placing students in local accommodation, catering, if possible, for local continuing education needs, making university resources, such as the library and sporting facilities available locally, and integrating local and university chaplaincy and medical and social welfare advice.⁶⁰ All the planning was beginning to come together physically and intellectually by the end of 1974, but the real test would be when the core of the University, its students, arrived early the following year.

And then there were students



The first academic procession of the Griffith University Council at commencement of teaching celebration, 5 March, 1975.

Griffith celebrated commencement of teaching with an official opening ceremony on 5 March 1975. Sir Theodor Bray, who had earlier been awarded a CBE for services to journalism, was knighted for services to tertiary education in January 1974. Finally, he was able to see the vision he had developed in 1970 materialise into bricks and mortar, students and staff. The University conferred its first degree, an honorary Doctor of Griffith University, on the Governor, Air Marshal Sir Colin Hannah, who officially opened the University. The Registrar, Mr John Topley, carried Sir Samuel Griffith's dress sword in the first Griffith academic procession. It was claimed that there were nearly as many security guards as students, staff and guests present at the opening ceremony due to the presence of the State Premier, Sir Joh Bjelke-Petersen, and the Prime Minister, Mr Gough Whitlam. Politically, both these men had been at loggerheads for some time and security forces anticipated student protests against the

State Premier. Both the Premier and the Prime Minister paid tribute to Sir Samuel Griffith, including some verbal jousting about Sir Samuel Griffith's judgements in relation to appeals from the High Court of Australia to the Privy Council, which was the subject of their current disagreement. The Vice-Chancellor, Professor Willett, in enunciating his vision for Griffith, said that the University should not be a "slavish handmaid of the status quo, a factory fitting out men and women to serve the community within present values and organisations".¹ Even on this formal occasion, the Vice-Chancellor was pulling no punches about his intention to challenge contemporary academic orthodoxies.

From over 2000 applicants, 451 students were enrolled in the first Griffith cohort. Of these, 46 were part-time students and there were nine Masters and nine PhD candidates. The student body was divided nearly evenly between males and females. There were five overseas students, four from New South Wales, one from Victoria and one from Canberra. The University started with a total of 87 staff, of whom 42 were academics. There were five buildings on campus: University House, the Library-Humanities building, a Science building, squash courts, and a curator's residence.² On the day before the official opening, books were still being moved on to newly erected shelves, academics and general staff were moving the minimum resources necessary into their offices, and cement was still being poured. For the Council and the staff who had been involved in the planning and development of the University up to that time there was a great sense of accomplishment, achievement, satisfaction, and not a little relief, to see their dream become a reality.

The original cohort of students began their studies with a common foundation course for their particular School. Unlike other universities, students did not have options of choosing an academic smorgasbord from various disciplines in isolation from each other. At Griffith 80 per cent of the degree course was prescribed for students.³ Australian Environmental Studies began with a major segment on "Environment and Society" and a parallel, smaller segment on "Human Ecology". Humanities focused on questions of values implicit in society, religion, science and the arts. Science students could expect



The Vice-Chancellor, Professor John Willett, Prime Minister Gough Whitlam and Queensland Premier Sir Joh Bjelke-Petersen at the University commencement ceremony, March 1975.

to be provided with a grounding in some basic aspects of science, team working and problem solving, as well as a suggestion of topics from which they would choose their main area of study. Modern Asian Studies (MAS) concentrated on the development of studies in the cultures of China, Japan and Indonesia. The MAS foundation course was specifically designed to “break down parochialism in all the forms it takes and to show the ways in which the work of the School is related to life outside the University”. It introduced students to Asian societies and cultures, Asian relations with the West, and Australia’s role in Modern Asia. Modern Asian Studies also included a language component.⁴

There was no student residential accommodation available on campus in 1975, although Council had plans to build student residences at the earliest opportunity. Due to the demography of the local area, which catered mainly for young families, it was thought unlikely that householders within 2 to 3 miles would take lodgers. Public transport was scarce despite cooperation from the Brisbane City Council, so student accommodation on campus was seen as an urgent priority to avoid a campus uninhabited by students once classwork ended.⁵ Government funding for student accommodation was scarce at best and generally non-existent, so the prospect did not look good. To cater for the first students the Registrar made radio and television appeals for accommodation and solicited staff volunteers for a proposed doorknock in the area to find accommodation.⁶ Some students banded together to rent very basic housing accommodation in what was then bushland to the south of the campus.⁷

The Board of Community Services (BCS) and the Griffith University Union of Students (GUUS) also came into operation. The GUUS operated under the provisions of a Statute of the University Act, requiring the creation of a Student Representative Council (SRC). The function of the Board, which had been created by a subordinate statute of the University Act, was to advise Council on the provision of services to staff and students, including buildings and facilities. The Board took responsibility for catering, liquor licences, and the University bookshop, pharmacy, post office, banking, child care and other businesses on campus. The Board also had the responsibility for University welfare needs and providing recreational, sporting and cultural facilities and equipment. For administrative purposes the BCS came under the Business Management Division until 1992, when, after an administrative review, the Office of Community Services was created.⁸ In time, a draft constitution was formulated for GUUS by Doug Fraser, one of the early postgraduate students, which was approved by Council. GUUS was charged with looking after student affairs, including political and social activities and student representation on University committees where appropriate. Lloyd Hancock, the first Chairperson of GUUS, worked closely with his executive and with Council in getting the Union off the ground satisfactorily.⁹

Unlike most other universities, where students paid a Student Union charge, Griffith students paid a combined Community Services/GUUS charge. Griffith Council determined the proportions of the charge allocated to the Board and the GUUS annually, in consultation with the GUUS. The Board was made up of five students nominated by the GUUS, two academic staff appointed by the faculty staff association, two general staff appointed by their association, two specialists co-opted by the Board



GUUS Meeting 1975 (Photo courtesy Sian Lewis)

and two members appointed by Council. In 1976 the Council allocated 18.8 per cent of the Student contribution to the GUUS. This was increased to 33.3 per cent in 1977 when the GUUS constitution came into force.¹⁰ Mrs Molly Budtz-Olsen, the Principal of Women's College, The University of Queensland, a foundation member of the Griffith University Council, was adamant that the executive of the Students Union, which

changed annually, had neither the time nor the expertise to operate businesses on campus. The Business Manager, Kevin See, also saw value in some services being managed centrally. The Council was not unaware of the sometimes imaginative use of Student Union funds by some student bodies in the prevailing radicalism of Australian campuses. There was also a perceived need, in the egalitarian organisational structure of Griffith, for an holistic approach to community activities and facilities.¹¹ Where possible, differential scales of charges were introduced for students and staff using the same facilities, but the logistics of this became difficult and the practice was soon discontinued. The University had a high capital investment in buildings such as University House and the Hub Building which was available to the whole University community.¹² Naturally, there have been attempts by GUUS Presidents and committee members to gain a greater proportion of the student contribution from time to time, sometimes with considerable trauma and publicity, but, although the proportion of funds allocated by Council between the Board of Community Services and the GUUS has varied from time to time, essentially, the original structure remains today. The relationship between the Board of Community Services, and the GUUS and their relations with the central University authority was part of the whole Griffith experiment.

Mr Kevin See, the Business Manager, worked very closely with the Vice-Chancellor and other Divisions to ensure money was available for the right project at the right time. This sometimes involved considerable ingenuity and investment perspicacity, which was abundantly available on Council, and was used with great skill by Kevin See.¹³

The translation from planning to implementation challenged all the Schools. Small-group teaching and a problem-solving orientation in an interdisciplinary environment tested the ingenuity as well as the academic skills of staff and those students, in all Schools, who were unused to working in an interdisciplinary environment. Calvin Rose, Chairman of Australian Environmental Studies, had to start

from scratch. From his own experience in the United States and Australia, especially in the field of soil physics, he believed that the sciences did not have enough information or skills to deal with environmental problems. Problems such as the effect of pesticides in agriculture, soil erosion, and a myriad environmental issues are now familiar academic research and teaching subjects, but in 1975 they were new areas of study, especially at the undergraduate level. Rose was faced with designing a course which would take a quantitative approach and provide a "saleable skill" for the person and society at graduation.

The second foundation Professor at AES, Arthur Brownlea, saw Griffith as the next stage in the interdisciplinary approach he had been attracted to at Macquarie University. He had pioneered medical geography at Macquarie and had been involved in the first environmental impact studies in New South Wales. The United States experience of Brownlea and Rose in universities in California and Wisconsin also provided some of the material for the academic paradigms developed at AES. Calvin Rose and Arthur Brownlea very quickly agreed that AES came together around four key concepts: a systems approach to environmental concerns; an evidentiary base for the study of environmental problems; a strong data base involving field work, analysis and statistics; and a strong interdisciplinary linkage between the social and the natural sciences.¹⁴ Council discussed the wisdom of naming each degree with a specialised name, such as Bachelor of Environmental Science, but this was rejected in favour of the single BSc offered by the Schools of Science and Australian Environmental Studies.¹⁵

The School of Modern Asian Studies (MAS) was also at the academic cutting edge. Prime Minister Whitlam had pioneered diplomatic interchange with China in the early seventies and this had been expanded by Malcolm Fraser when he became Prime Minister.¹⁶ China was still a closed shop but Japan was a major trading partner for Australia, and Indonesia was its closest neighbour. The logic of providing Asian Studies was inescapable, as Ted Bray had insisted from the start. Language teaching, however, proved a difficulty at first. Initially there was a separate Language Centre at the University to cater for language requirements across Schools. Asian languages were not readily learned by many students and took a disproportionate amount of student time, so there was considerable discussion and adaptation in finally determining the structure and priority of language in Modern Asian Studies, especially in the foundation course.¹⁷ The huge workload, including the learning and adaptation curve experienced by all staff at the Schools for some time after the University opened, was described by Pat Noad, the Administrator of the School of Humanities, as "akin to a Spitfire trying to do the work of a Jumbo Jet".¹⁸

The start of teaching demonstrated the difficulties of interdisciplinary teaching. Some young academics found the intellectual exposure of interdisciplinarity and group teaching threatening. The need to justify one's theories and teaching methods in a critical multi-discipline environment without the support structures available in departmental models was not always comfortable for academics trained in, or used to, the private and clublike procedures and evaluations conducted within disciplines in traditional universities. There was not always a clear definition of just what was wanted or expected from or by

staff or students. Tensions created by experimentation developed into questions about the efficacy of the fundamental academic premises of the University. As early as September 1975 the Standing Committees of the Schools of Humanities and Science were both concerned that there were "vital academic issues needing to be clarified as soon as possible for clear identification of separate goals and processes in respect to academic planning of degree courses".¹⁹ The Vice-Chancellor and the Chairmen of the four Schools devoted considerable time to clarifying these issues.

These and other teething problems required re-assessment of the core function of the School system. Dr David Doddrell, Chairman of the Academic Committee, in response to various complaints, identified problems with the interaction of the various policy-making organs with each other. Willett became so concerned about this that in July 1976 he wrote to David Doddrell expressing concern that some Schools were in real difficulties over their management structures and that this was hampering academic progress. Considerable animosity developed between the Schools and the Academic Committee. The latter was described, at one stage, as "a body of generally unsympathetic people who frequently cause embarrassment by their examination of proposals for course structure, content and assessment".²⁰

The question of assessment was a thorny one which had been the subject of debate since *pre-teaching* days. The Academic Committee took the view that there should be no publication of grades or grading of results other than pass or fail. The scientists, among some others, wanted a relative grading system, and eventually a limited grading system was introduced. These sort of debates took enormous time and energy and even the participants can now sometimes look back with amusement on the apparent triviality of some of these debates from today's perspective.²¹ However, the importance of these discussions in Griffith's history should not be discounted. The social, political and educational environment in the sixties and seventies was seen by many as becoming less accommodating, and often less relevant, to the changing needs of society. Griffith was established to be an alternative educational institution and the symbolic importance of addressing the validity of any or all established educational practices was seen to be part of its mandate. It was clear from the beginning that the process of reviewing and restructuring, as befits any large organisation, would be an ongoing process and, indeed, continues today.

The first Deputy Chancellor of Griffith University Council, Mr L T W Butts, who had drafted the Griffith University Statutes for legislation in 1971, died in late 1975. Mr (later Sir) Allan Sewell, Queensland Auditor General, who also had been a founding member of the University Interim Council, was elected Deputy Chancellor. The Chancellor had attempted to keep the original balance between "Town" and "Gown" on Council but also made rigorous efforts to balance Council to represent as broad a community base as possible. One such representative on Council was Mr (later Sir) Jack Egerton, a prominent Trade Union leader. Sir Theodor Bray had significant difficulty persuading the Premier, Sir Joh Bjelke-Petersen, to permit the inclusion of Jack Egerton, but regarded the effort as worthwhile.²² The Griffith University emblem was based on Sir Samuel Griffith's coat of arms. At one stage the Council

suggested that there should be a University motto, but the Vice-Chancellor was opposed to the idea. Professor Willett, presumably somewhat tongue-in-cheek, tendered a suggested motto to the Council but when it was disclosed that the proposed motto was a quotation from Chairman Mao's "Little Red Book", the suggestion was dropped.²³

Student radicalism was the norm rather than the exception at nearly all Australian universities during the seventies. Griffith was no exception, although demonstrations, marches and anti-establishment behaviour of all types were just as frequent and often better patronised at The University of Queensland. Ted Bray recalled that because the School of Humanities had established a course in the study of Marxism they got the reputation in some quarters of being a Communist university. Ted Bray's attitude was summed up in his reply to a Supreme Court Judge, who complained that he was "running a communist university out there", when he said, "Well, if we are, that may be a good thing in contrast to some other universities". There is no evidence that there was more student activism at Griffith than at any other Australian university, but there was enough to satisfy Ted Bray, who believed ". . . any university that did not have student demonstrations wouldn't have a heart and a soul and real spirit".²⁴

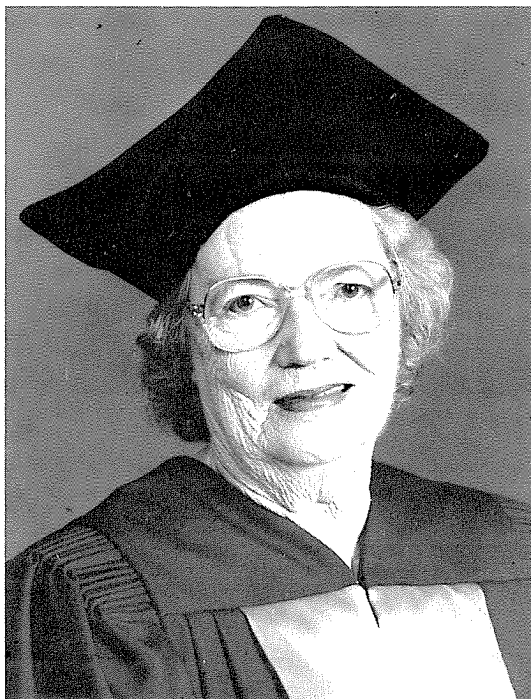
The ethos and culture of preservation and enhancement of the environment, cultivated as a fundamental precept by the planners, was foreign to most Queenslanders and, indeed, to most Australians at the time. Community perceptions, fed by images of Woodstock and Nimbin, were largely suspicious of "Greens and Hippies". No doubt this imagery was compounded by a few students living communally, without facilities, in largely derelict houses south of the campus. There were



Griffith students protest against Queensland Government ban on street marches (Photo courtesy Sian Lewis)

protests which included some violent clashes with police. It is likely that there was some drug usage. But, again, there was little of this that was not happening at universities around Australia.

The Griffith Union of Students newspaper, *Griffithi*, was not very different from similar student publications. In early 1976 it addressed abortion, assessment procedures, gay liberation, tertiary allowances and, interestingly, despite its growing radical reputation, the activist lobby complained in the paper of student apathy.²⁵ Professor Willett believed that the most active and largest student group on campus was a student Christian body, the Christian Union.²⁶ However, many Griffith students in those first few years felt that they were different. Sian Lewis, a foundation student, an activist, and later President of the Griffith University Union of Students, emphasised the sense of student importance, even ownership, which existed among students on campus. She recalled that John Willett visited her local High School in her final year promoting the University as problem-oriented, a university of the 20th century, interdisciplinary and prepared to challenge authority. She found the concepts stimulating and his charismatic exposition of them exciting. She became committed to Griffith before teaching began. There were committees set up for almost every conceivable purpose, she recalled, and students were represented on almost all of them. While she wrote pejoratively in the student paper about “token” student representation on committees, she also remembers that there was a real sense of students belonging and having a stake in all aspects of the University administration. As a young 18-year-old undergraduate and student politician she had a direct telephone line to the Vice-Chancellor and assumed that she “could barge up to his office at any time and see him”. Generally she could.²⁷



*Student and later Deputy Chancellor of the University,
Miss Patience Thoms*

Mature-age students were a significant proportion of the student body in those early years and the experience and variety of these students played a vital role in the Griffith mosaic. Felicity Shea was in the first cohort of students. She lived locally with her young family having earlier qualified as a teacher. The philosophy, approach to teaching and relevance of the subjects offered by Griffith appealed to her in a way that the more inflexible and structured alternatives had not. After graduation she joined the publishing company Jacaranda-Wiley as an editor and in time became General Manager, Editorial and Production. She attributed her success in part to the training and skills she received at Griffith.²⁸ Griffith opened similar opportunities to others. Miss Patience Thoms OBE had retired as Women’s Editor of the *Courier-Mail* in 1975. She was Chairperson of the Brisbane College of Advanced Education and held

positions as Chairperson of the Queensland Board of Film Review and President of the Australian Federation of Professional Australian Women. She was attracted to Griffith by the promise of a community of scholars, students, lecturers, mature students and general staff participating, on an equal footing, in the academic life of the University. She had been involved with campaigns waged by the *Courier-Mail* to alert Queenslanders to the importance of Asia. She also wanted to learn Chinese and saw Griffith as reaching out to people who had not had an opportunity for tertiary education. Miss Thoms attended a number of GUUS meetings but became quite impatient with some of their more radical views and after graduation directed her attentions to the Council level. She was elected to Council by the University Convocation in 1981, became Deputy Chancellor from 1988 to 1992 and was awarded an Honorary Doctorate of Griffith University in 1990.²⁹

Chui Lee lived locally in Sunnybank. She was attracted to the prospect of learning her native Chinese language which Griffith offered her as part of a degree course. She enrolled in the School of Modern Asian Studies and took the four-year combined teachers course offered in cooperation with the Mt Gravatt Campus of the Brisbane College of Advanced Education. She saw the campus at Nathan as exciting but not particularly radical. The Griffith aim to be different and alternative she saw positively.³⁰ On the more extreme side of the radical coin was Bryan Law, Chairperson of the GUUS in 1984, who regarded Griffith, despite its alternative ethos, as an institution that performed its educational role solely to maintain a social system which, he claimed, oppressed the weak and disadvantaged.³¹ Between the various extremes of social and political thought were a great body of mature-age students – housewives, unionists, business people and secretaries. Their one unifying element was an unusual loyalty to Griffith which in most cases lasts even to the present.

When questioned on the degree or extent of staff or student radicalism on campus at the time, most of those interviewed suggest that, while political and social radicalism on campus was active and strong, it was by no means excessive or particularly subversive for its time. They were more inclined to the view that the real radicalism at Griffith was the innovation and change that was taking place in academic teaching and course structures for the first time in Queensland and in the administrative organisation of the University. One of the features of the University was the close association between academic and general staff. There was, possibly as a consequence, a strong bond and an acknowledgement that each learned and benefitted from this different relationship. There may not have been a model democracy at Griffith in those very early years but there certainly was participation by all in the process of operating the University.³²

Professor Willett, in welcoming the 1977 student intake, stressed the University's expectation of widespread student participation in University governance but warned students of their concomitant responsibilities. He acknowledged that there was an inevitable degree of "participatory bureaucracy" at the University as an inevitable offshoot of extensive participation, but claimed it was responsive to students' needs.³³



Griffith Christmas Party, 1978. Marshall Lean, Phil Van der Kley, Allan Perrott, Peter Fallon (Photo courtesy Jill Van der Kley)

place in the common room for lunch. Conversation could be either stimulated or constrained by such an august presence. However, this was part of the exciting culture of Griffith's early years which extended into after-hours social activities. There were parties and balls at which the whole University would congregate, often fortified by a locally aged "Chateau Griffith". At a function to mark the retirement of a member of AES, the winner of the "door" prize, Don Abel, of Science, was presented with a car door on stage by the Vice-Chancellor.³⁴ There were children's Christmas parties and even Winter Solstice parties in the Hub.³⁵ The sense of community was very high in those years when low numbers permitted acquaintance with just about everybody on campus. By May 1975, Griffith University's first convocation elected officers for the coming year. Simon Rigg, Administrator of the School of Science, was elected first President of Convocation. Clubs and societies which catered for a multitude of interests were well patronised. These included an Art Club, a Chess Club, the Christian Union, the Mimosa Creek Film Group, the Griffith Marxist Group, the Anarcho-Syndicalist Group, the International Club and many more political, sporting and social groups.³⁶

Student radicalism and staff-student egalitarianism was only part of the equation. The sense of excitement and innovation continued in lectures. Multi-disciplinary lectures could be fiery sessions, with teachers often taking different, even opposite, positions on issues, with the need for students to take sides. The concept of challenging and arguing with the teacher was a totally new and very stimulating one for most students.³⁷ As a potent example of interdisciplinarity in action, perhaps this was the real manifestation of Griffith's "differentness" in those early years. The great academic debates of the era

The sense of ownership and belonging, and indeed long loyalty to Griffith demonstrated by the earliest staff and students, was also a facet of an egalitarianism which was manifest in shared common rooms, disregard for titles and use of given names between staff and students. Griffith rejected the hierarchies and academic structures of some universities by a demonstration of common purpose through this sort of practice. Students, initially, could be surprised to find themselves discussing social, political, economic and academic topics with staff in the common room. Social as well as academic interdisciplinarity was quite effective at some levels. Staff as well as students could be disconcerted to find the Vice-Chancellor daily taking his

were played out in microcosm at Griffith, in public, with school-leavers and mature-age students embroiled in the urgency and the excitement of challenging accepted academic precepts. It was heady stuff indeed.

Many of the early student cohorts at Griffith were the first children of their families to attend university and many were the first women to do so. Griffith, therefore, was not just an academic exercise but part of the whole socioeconomic experiment of a "no fees" tertiary sector. Griffith students, then and now, represented a wide cross-section of the community, socially and economically. There is no doubt that there was a strong and vibrant student body at Griffith which complemented the innovations being attempted by the staff in the classrooms and research labs. A strong sense of social justice and a willingness to commit wholeheartedly to extending academic innovation to social change was evident. A comparative study of 315 of the original Griffith students and 588 University of Queensland students from the Faculties of Arts, Commerce/Economics and Science was carried out in 1975. The study showed that 31 per cent of Griffith students "expected that the courses would be concerned with the problems of society" as against only three per cent of The University of Queensland students. Thirty-five per cent of The University of Queensland students named "a desire to get training for a job" as a major expectation compared with only 13 per cent of Griffith students. Forty-four per cent of The University of Queensland students were women compared with 52 per cent at Griffith. The study noted that "almost certainly Griffith is the first Australian university in which over 50 per cent of the student population are women". This study concluded that although there was very little overall difference between the two groups in social characteristics, educational background, religious affiliation and domicile, there were marked differences in attitude and expectations between the two groups.³⁸

In an information leaflet for prospective students for 1976, John Willett described the University as "a place that has high ambition, first class people, limited resources and its fair share of human weaknesses".³⁹ The limited resources he spoke of were to become even scarcer after 20 May 1976. Malcolm Fraser became Prime Minister in late 1975, with a mandate to rectify the perceived excesses of the Whitlam era. The funding future for all Australian universities became uncertain, but for one as young and vulnerable as Griffith, the paring by the so-called Canberra "Razor Gang" was particularly unfortunate. Until May 1976, when cuts were announced, long-term planning had aimed at achieving a student population of 8000 EFTSU before the turn of the century. In the shorter term, planning was based on 2000 EFTSU for 1979. Amended estimates now anticipated a reduction to 1350-1400 EFTSU in 1979. There was also talk of re-introducing fees, but this was deferred for a few years. The planned growth of the University was stunted by economic reality, but staff morale remained high.⁴⁰

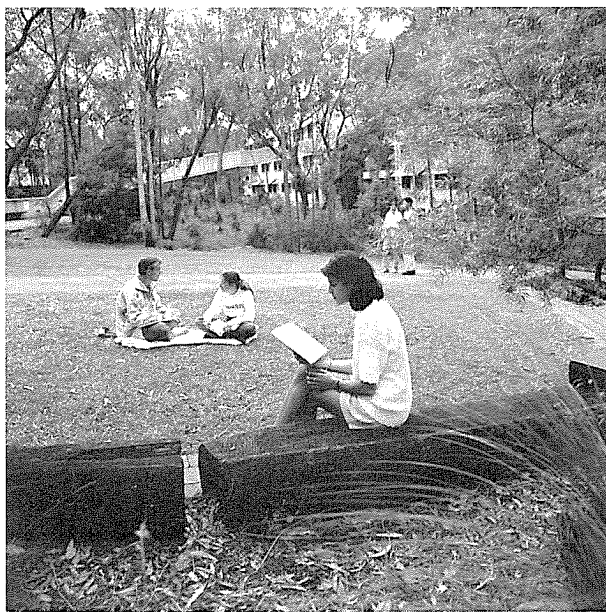
John Willett also referred to high ambition and first-class people. Although innovation in teaching took a great deal of time and effort in the earliest years, there was a very strong research culture at Griffith from the beginning. Gaining research grants was difficult. The University of Queensland was seen as a rival in research endeavour and the scientists, especially, worked feverishly to compete with the older institution. It was said that Griffith was so imbued with the second-University syndrome that it "became

more Cambridge than Cambridge". There was such a strong imperative to publish to establish a research reputation at the university that harassed researchers sometimes claimed that "Einstein would not have got tenure at Griffith because of gaps in his publication record"!⁴¹

Work by David Doddrell, now at The University of Queensland, Robin Bedall, now at James Cook University, and David Pegg on nuclear magnetic resonance was in the very forefront of such research in the seventies. Griffith cooperated in shared equipment with The University of Queensland and with the Queensland Institute (now University) of Technology. The Brisbane Nuclear Magnetic Resonance Centre, located at Griffith, was funded by all three institutions. The Brisbane Surface Analysis Centre at The University of Queensland was similarly funded. A Peptide Sequencer facility was funded jointly by The University of Queensland, Griffith University and the Queensland Institute for Medical Research.⁴² Max Standage, who arrived at the University in 1976, wanted to initiate an experimental laser physics and spectroscopy research program but there was no equipment available. He and Bill MacGillivray formed their own research team and got an Australian Research Council grant to support research in laser spectroscopy.⁴³ In December 1975 Council established, albeit on a small scale, a Science Policy Research Centre within the School of Science. Dr Jarlath Ronayne, who had come to Griffith from The University of Manchester in 1974, became part-time Director of the Centre. Dr Ronayne also acted as consultant to the Australian Science and Technology Council and later accepted a post as Head of the School of History and Philosophy of Science at the University of New South Wales. In later years he was appointed Vice-Chancellor of Victoria University of Technology.⁴⁴

From the outset the School of Science developed a very strong reputation in Australia and abroad for the quality of its staff and research projects. Research in areas of Immunology, Laser Physics and Laser

Spectroscopy, Nuclear Magnetic Resonance Spectroscopy, Organic Chemistry, Biochemistry and Science and Technology and Society were just a few of the fields in the science area in which early research gained Griffith University an excellent research reputation. This was often done on a shoestring with a "can do" attitude.



Students relax on the Nathan campus

Dr Angela Arthington began a long and successful career in water ecology and associated areas with research on lakes at Stradbroke, Moreton and Fraser Islands. The Australian National Parks and Wildlife Authority encouraged research by Dr Arthington and Roly McKay, Curator of fish in the Queensland Museum, into the effects

of fish species specific to Australia on the ecosystem. This was followed in the early eighties by major grants for work on tilapia. The sad death of Dr Sabath, foundation ecologist in AES, through illness, was remembered by a series of seminars, the first of which was given by eminent British ecologist Professor Sir Richard Southwood.

Overseas interest, such as that from Loy Keng-foo and Dr Lee from Nanyang University, Singapore, who visited AES with a view to setting up an Environmental Studies program at Nanyang, demonstrated the success AES was having in creating a new academic field of study. In late 1978 the work of AES was again recognised when Professor Rose and Dr D W Connell were invited by the Australian Science and Technology Council to prepare a position paper on environmental research and development in Australia.⁴⁵ This all helped to establish the credibility of AES in its formative years when it was effectively defining the field of environmental science.

Comalco and the Utah Foundation both donated funds to the School of Modern Asian Studies to support a major conference on the Japanese Economy and Australian-Japanese Economic Relations. Humanities Professor Andrew Field's global reputation and publishing record brought acclaim to that School, while research projects by younger academics such as Dr David Saunders, Dr Ian Hunter and Dr Albert Moran were to bear fruit later. The Australian Research Grants Committee for 1977 allocated \$17,150 to Professors Rose and Brownlea for research into soil conservation in the Darling Downs, \$9000 to Professor Colin Mackerras for a book-length chronology on China from 1842 to the present day, and the balance of a respectable \$94,000 total to Professors Doddrell and Pegg, Guthrie, Holmes, Segall and Masters and Doctors Jenkins and Smart in Science.⁴⁶

Professor Colin Mackerras and Dr Eddie Fung accompanied a group of 18 MAS students to China in January 1977. Colin Mackerras, who visited China annually, was accompanied by John Willett in 1979. The Vice-Chancellor was prepared to allocate scarce monies for exchange visits as an indication of the importance he put on Asian links with Griffith. Exchanges started at that time with Beijing Foreign Studies University and Sun Yat Sen University continue today. The importance of those early China links are inestimable, although the focus of the original School has now expanded and developed into the Faculty of Asian and International Studies with a large business component. The University now has over 60 exchange or cooperation agreements with overseas universities.⁴⁷ These agreements link Griffith's faculties with many cultures and nations around the world.

Individual Schools also had their own identities and priorities. In Humanities there was an early Eurocentric concentration on the great academic debates in structuralism, post-modernism and semiotics, to name a few. Science had serious concerns with the implementation of interdisciplinarity in a manner which would satisfy foundation philosophical precepts and professional accreditation. In Modern Asian Studies the problems involved in incorporating language in foundation courses and in creating an overall culture and emphasis for the School presented continuing challenges. In Australian Environmental Studies establishing credibility within an academic framework took most of its energy,

although AES rapidly gained a very strong reputation for its innovative work. Throughout the University the demands imposed on staff to make interdisciplinarity and team teaching work made designing and developing curricula a continuous but challenging and stimulating problem.⁴⁸

The Centre for the Advancement of Learning and Teaching (CALT) was designed and designated to help with these problems. In 1971 and early 1972 the Academic Committee had sought information on centres concerned with monitoring university teaching standards. Discussions were held with personnel from the Education Research Unit at the Australian National University and the Tertiary Education Research Centre at the University of New South Wales on the role and function of a CALT. CALT was formally created by Council in June 1973. The Centre's main function was initially defined in terms of support for students and staff in coming to grips with interdisciplinarity and team teaching and in coordination and standardisation of courses, where appropriate. Much of the specifics of its functions were left to the Director, Dr Bob Ross. CALT was deliberately placed within the Vice-Chancellor's Division so that it would be seen to receive the "strong support of the Council and the Executive Head of the University".⁴⁹ CALT had no formal authority but its presence through representation on nearly all academic committees was pervasive. It was the single important academic entity which had a permanent Director. It was in a powerful but, in some ways, a vulnerable position.

In August 1975 Council approved a new definition of the functions of CALT which would give it a much broader mandate, allowing it to choose themes and structures for courses, outline the contents of courses and match them against the aims and objectives of the University.⁵⁰ These were very exciting days for the early CALT staff. There was a sense of returning to first principles in tertiary education and having a unique ability to influence what would happen in tertiary education in the future. CALT was performing a central role in the structure and monitoring of courses at Griffith, albeit not always with the enthusiastic support of the academic staff.

The University awarded its first earned degree, a Master of Arts in the School of Humanities, to Peter Carl Mayer in March 1976. In April 1976, the Council approved a working party to prepare documentation to allow the appointment of professorial staff in a proposed new School of Social and Industrial Administration, but it soon became a casualty of Commonwealth Government economic cut-backs and its implementation was deferred until 1980. Council member, the Hon. Mr Justice Dunn, chaired a Working Party to examine appointing a Pro Vice-Chancellor, although it was not until 1980 that Professor R D Guthrie was appointed the first Pro Vice-Chancellor at Griffith. Council approved the creation of an Institute of Biography by Professor Andrew Field in the School of Humanities. Schools started designing their honours degree programs. The University maintained a quota of not less than 20 per cent of overall places for mature-age students. In 1977 the Vice-Chancellor was able to say that mature-age students were performing very well. Indeed, a study of the progress of mature-age students after one year indicated that they performed as well as students who had entered directly from school.⁵¹ In the mid-eighties access for mature students was additionally facilitated by part-time

degree programs. For a variety of reasons, the local pool of mature-age students began to dry up around this time.⁵²

Academic stimulation, however, was not all that Griffith offered. On 30 May 1975, just a few months after teaching started at Griffith, an audience of more than 250 people packed out room 003 for a public forum, chaired by Professor Val Presley, on "The Artist and His Role in Society". This community involvement in a debate on abstract painting underpinned the founders' commitment to the community and to art as a part of the educational process.⁵³

Professor Presley was conscious that the trend towards early specialisation in schools and universities could restrict students' opportunities to "exercise their imagination although they are at a time of life when they most want to do this". As early as 1973, Professor Presley and the Vice-Chancellor had initiated planning for a Griffith University Creative Arts Workshop to cater for this deficit. By 1975 the workshop concept had become the Queensland Film and Drama Centre (QFDC). The name was arrived at because of funding imperatives from government and the wishes of an anonymous private donor who wished to support a Centre which would promote excellence in film and theatre and would spread its interests state wide. Professionally equipped arts studios were built and have since been used by local and visiting artists and by community groups including schools, sporting associations, disabled groups and community television groups.⁵⁴ Workshop courses were conducted at nights and on weekends from 1973 to 1979. They attracted people in the outside community from throughout Queensland and Northern New South Wales on to the campus and, conversely, they went out to schools and other community groups.⁵⁵ A further example of the University's commitment to community service through the arts was the establishment of a Griffith Cultural Association, which led to the appointment of a full-time Community Arts Officer from 1983 to 1987 to operate off-campus arts activities through the Centre.

Robin Gibson, the University's first architect, was authorised to plan corridors and spaces in buildings where Griffith art purchases could be hung. These artworks were planned to be visible throughout the University and the wider community rather than in a gallery environment. They are prominently displayed throughout the university today. Griffith art purchases are selected to reflect debates in contemporary society which are also part of the intellectual ethos of the University. To maintain and broaden community involvement, the University has supported and funded regular travelling exhibitions from its collection throughout the State.⁵⁶

In 1976 Griffith became the first university in Australia to appoint artists in residence with the engagement of David Perry (film), Algis Butavicius (drama) and Ian Hamilton (experimental visual arts). These were just the first of a full range of visual artists, musicians, film-makers, photographers, writers and many others, including international and indigenous artists, who have brought their talents to the University annually from 1975 onwards. In 1978 Dr Margriet Bonnin was appointed Director of the Centre which was renamed Griffith Artworks in the late eighties. In August 1978 the aim of the Centre



Architect Robin Gibson's prize winning designs show the clean lines of early buildings at Nathan in harmony with the environment.

was defined as endeavouring to "bring together the many different elements of the University community into a productive relationship which would promote film, drama and the visual arts in Queensland".⁵⁷ The Centre assisted the Vice-Chancellor's Concerts Committee and the GUUS in music endeavours and, from 1987 to 1995, ran a weekly lunchtime concert program on several campuses. An integral part of the University since 1975, Griffith Artworks developed a wide reputation as a radical innovator at the cutting edge of the visual arts scene, but also as an innovator in the electronic and performing arts. For students and community it added another essential perspective to an already potent academic and intellectual mix. It became part of the Queensland College of Art (QCA) in 1996.

Facilities and resources to match the small but still growing University were also appearing. Despite the slowdown in growth in universities Australia-wide, the Australian Environmental Studies building, designed by John Simpson, was completed in July 1976, the cinema in 1977 and the second science building, like the first, designed by Blair Wilson, in 1978. Building for the central lecture theatres also began in 1979 and was completed in 1980. The architects of the library, Robin Gibson and Partners, won the first national award for library design in 1979.⁵⁸ Alan Cole, the Site and Buildings Manager,

was released in mid-1977 to assist Professor Peter Karmel to set up the new Tertiary Education Commission which was to replace the Universities Commission and the Colleges Commission. With the slowdown in university growth at the time, Cole elected in 1978 to take a position in private industry. He was replaced by Mr Sam Ragusa who had joined the University in 1975 as Site Maintenance Manager.⁵⁹

In February 1978 Griffith sent its first graduates into the community. At the first graduation ceremony on 25 February 1978, Sir Theodor Bray claimed that the University had gained national significance. The research achievements in Science, the growing reputations of AES and MAS and the strong reputation earned by Humanities attested to this claim. The quality of graduates was still unknown, he said, and it was "up to the first graduates to establish a reputation future generations would be proud to follow".⁶⁰ It was a heavy responsibility which the first graduates shouldered well. In 1980 the *Courier-Mail* traced the post-graduation careers of a small number of this group. Their employment range included a high school physics teacher, a departmental store buyer, a publicity officer in a government department, and a television technician.⁶¹ While this was neither an academic study nor a representative sample, it did include students from all Schools and traced the beginnings of Griffith's now distinctive contribution to Australian graduate careers and employment.



Incoming Chairmen of the four Schools in 1978: Dr Des Connell (AES), Professor Jim Jackson (MAS), Dr David Doddrell (SCI) and Mr Leon Cantrell (HUM)

In 1978 new Chairmen were elected to the four Schools. Dr David Dodrell became Chair of the School of Science. Dr Des Connell replaced Professor Calvin Rose at Australian Environmental Studies, Professor Jim Jackson headed Modern Asian Studies and Mr Leon Cantrell was appointed to Humanities. The first stage of the University's life had been negotiated safely and batons were being passed for the next stage of Griffith's evolution.

Gamesmanship

Two major events marked the growth of Griffith over the following four years. They were the opening of the fifth School and the building of the Games Village on campus at Nathan for the XII Commonwealth Games, held in Brisbane in October 1982. These markers in Griffith's progress were to some degree reliant on each other and both were primarily initiatives of Professor John Willett.

In 1974 Professor Arthur Brownlea and the Vice-Chancellor prepared a paper which was adopted by the University Council as the basis for establishing the fifth School. This was supported in principle by the Universities Commission. In March 1976 the plan was floated again, but was put on hold after the Fraser Government higher education funding cuts of May 1976. John Willett then wrote that there was no possibility of a fifth school being established for at least three years.¹

By 1978 the financial rigours of the Fraser Government had imposed one-year budgeting on universities, which limited long-term planning. Nevertheless, in April 1978 Council, on the Vice-Chancellor's recommendation, resurrected planning for a School of Social and Industrial Administration (SIA) and a possible sixth school to be introduced in 1985-86. Professor Willett expected that "it was unlikely that the University would, in the next 20 years, establish schools in the areas of Medicine, Law, Architecture or Engineering" but was examining the possibility of creating a School around a theme or problem area which would "provide graduates who met a need in the community".² The enthusiasm for regenerating plans for a fifth school was based largely on a jump in enrolments from 1197 in 1977 to 1610 in 1978. This increase in enrolments was not matched in 1979 when enrolments remained static at 1617.³ The Vice-Chancellor also assumed that an approval, in principle, for a School of Social and Industrial Administration to commence at Griffith in 1979, agreed to by the Universities Commission in 1974, was still operative. This was to create some tension with the Universities Commission in 1979. Nevertheless, a Steering Committee was set up chaired by the Deputy Chancellor, Sir Allan Sewell, with authority to set up the School in 1979.

Information was sought from Business and Economics Schools and Faculties in The University of Melbourne, Macquarie University and The University of New South Wales. Close liaison and consultation eventually took place, primarily with the School of Economic and Financial Studies at Macquarie University, where a team was set up under Professor N T Drane to help prepare a course structure for the proposed new school at Griffith.⁴ By August 1978 Professor David Limerick and Dr Terry Cummins at the Graduate School of Business Administration, The University of Melbourne, were asked to prepare an outline of the foundation course for SIA, on a consultancy basis.⁵



Former Prime Minister Gough Whitlam and Professor John Willett (1980)

By September 1978 the University had produced a handbook and informed Schools and other institutions that the School would open in 1979. Professor Willett had gained approval from Council for \$70,000 seed money, but then the Commonwealth Tertiary Education Commission (CTEC) deferred a decision on funding the School. High Schools had to be informed that the School would not now open in 1979. Relations between the University and the Commission, which previously had been very good, became strained. Eventually, in November, approval was given for a School of Social and Industrial Administration to open in 1980.⁶

Professor David Limerick became the first Chairman of the new School. He had been recruited to the University of Melbourne from the University of Witwatersrand, South Africa, in 1978.⁷ The School mission was to "design and implement programs of study alternative to those offered by Faculties or Departments of, for instance, Commerce in more traditional

universities" and added that, "in addition to commercial, industrial and governmental enterprises, the School will address itself to trade union, welfare and social organisations".⁸

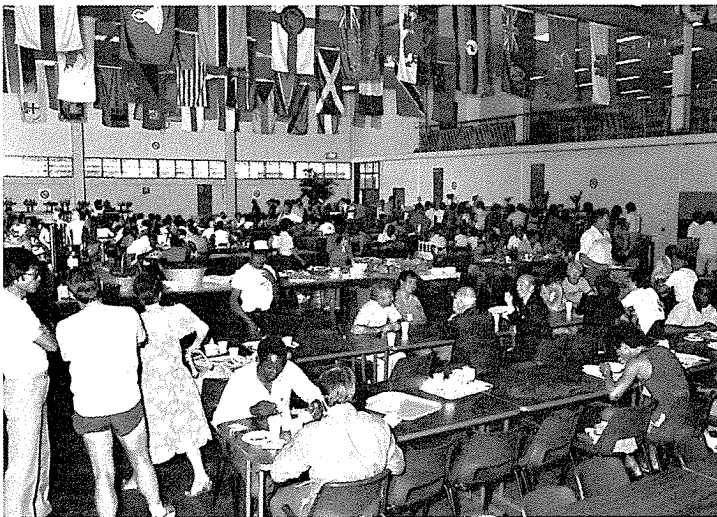
As part of its approval for starting SIA, CTEC had insisted that Griffith University liaise and consult with other institutions and sectors to avoid unnecessary duplication. Professor Limerick was able to neutralise potential opposition from The University of Queensland and from the Queensland Institute of Technology (QIT) by meeting with both institutions and explaining that the new courses at SIA were intended to be complementary to Commerce, Accounting and Economics at the older institutions. The School opened for teaching in 1980 and it was located in the Science building until permanent accommodation could be built. Sir Robert Mathers, a Brisbane businessman and a member of the Griffith Council, was closely involved in setting up this School. As an employer, he regarded Griffith SIA graduates very highly.⁹

The idea that Brisbane might host the Commonwealth Games had begun with the then Lord Mayor of Brisbane, Alderman Clem Jones, in 1962. Clem Jones took a gamble in 1974 by deciding to build the Queen Elizabeth II sports stadium on a 36-hectare site at Nathan, adjoining Griffith University, to



Flags of the 45 competing countries line the Ring Road into the Games Village.

student accommodation at Griffith and for students at the Technical and Further Education College at Mt Gravatt. It would also provide staff accommodation for the Queen Elizabeth II Jubilee (QEII) Hospital which was then in the process of construction opposite the University. As a result of the discussions that took place that evening, plans were developed and put to the State Government. In his submission to the Universities Commission in 1977 for the 1978-80 triennium, the Vice-Chancellor had floated the possibility that Griffith might be able to come to a suitable arrangement to provide accommodation for the Games and simultaneously benefit the University down the track.¹¹ Agreement was reached in September 1978 that the State Government would provide \$10 million plus 27.5 per cent of the cost of a Games Village, 27.5 per cent would be received from the Commonwealth, five



The dining hall in The Hub

per cent from the Commonwealth Games Foundation, and the University was granted approval by the State Government to raise a debenture issue to fund the remaining 40 per cent of the cost. The University contribution was to be repaid from subsequent rental income. Griffith's traditional relationship with senior State Government figures helped enormously in this venture. Sir Gordon Chalk, State Treasurer, Sir Allan Sewell, Auditor-General, and Sir Leo Hielscher,

enhance Brisbane's chances of obtaining the 1982 Games. In July 1976 Brisbane was declared Host City for the XII Commonwealth Games in 1982.¹⁰

Griffith's involvement stemmed from a discussion which took place at a New Year's Eve function at the University in 1976, between Professor Willett and State and Commonwealth Government Ministers. Professor Willett persuaded the politicians that locating the Games Village at Griffith would fulfil a need for

per cent from the Commonwealth Games Foundation, and the University was granted approval by the State Government to raise a debenture issue to fund the remaining 40 per cent of the cost. The University contribution was to be repaid from subsequent rental income. Griffith's traditional relationship with senior State Government figures helped enormously in this venture. Sir Gordon Chalk, State Treasurer, Sir Allan Sewell, Auditor-General, and Sir Leo Hielscher,



The Village Post Office, which provided service 7 days a week

who became Under Treasurer, had been involved with the creation of the University from its earliest days. Sir Leo Hielscher realised Griffith's need for student accommodation and was able to support the opportunity that the Commonwealth Games presented to provide this accommodation. The Chairman of the Australian Commonwealth Games Foundation, Sir Edward Williams KBE, turned the first sod on construction of the Commonwealth Games Village at Griffith University in February 1979.

The proposed village needed to accommodate the Games athletes and officials and provide for catering and dining facilities, and postal, banking, shopping, service and communications needs. The residential complex provided for 700 average-size bedrooms designed to Commonwealth Games standards. Construction began on the Hub Building to provide for catering and dining, recreation, medical and associated services. Planning was geared to provide the immediate needs of the Games and the long-term requirements of university student accommodation on campus. These imperatives were not always compatible but compromise solutions were usually found. The Village was completed in 1980 and the agreement with the State Government provided for its use by students and staff of Griffith and by staff, including nurses, from the QEII Hospital and the nearby TAFE College, until vacated in August 1982 for the Games. Other University areas were also designated for Games use. Australian Environmental Studies provided a press centre, a firearms store and a typing pool, while a science lecture theatre became a police muster room.¹²

The total cost of the project was \$7 million. Sam Ragusa, University Site and Buildings Manager, and also Manager of the Commonwealth Games Village project for the University, noted in 1981 that, "if such action were not taken, it is unlikely that student accommodation could have been provided at Griffith University".¹³

There were, inevitably, dislocations and hitches in a project of such magnitude. Student and staff dislocation for the period of the Games was anticipated and planned well in advance to cause minimum dislocation. Access to library facilities for postgraduate students and some staff caused problems. The Chairperson of the Griffith University Union of Students (GUUS), Bill Blackwood, wrote in June 1981 of widespread complaints from students, but the concerns were about anticipated rather than actual problems and the GUUS cooperated closely with organisers to solve these potential



The Prime Minister, Mr Malcolm Fraser, talks to athletes in the dining hall during his visit to the Village.



Her Majesty, Queen Elizabeth II, accompanied by the Village Mayor, Steve Grieve, walks through the Village after lunching with official guests and athletes and stops to talk along the way.

problems.¹⁴ In the months just prior to the Games, GUUS and the Black Protest Committee sought to use the campus as headquarters for a black protest centre. The State Government and the University Council refused accreditation to the GUUS and the Black Protest Committee and, although there were low-key protests and some dissension within the GUUS about the issue, the Games went ahead relatively uninterrupted by protest.¹⁵

A major hitch, however, was an underestimation by the Commonwealth Games organisation about the numbers of athletes and officials expected. The original estimates of 1650 athletes and officials blew out to 1800 and then to 2500. Although additional residences at the Mt Gravatt CAE were made available, even this would be insufficient for athletes and officials. At Nathan, Sam Ragusa, the Vice-Chancellor and the Commonwealth Games Project Officer saw that there would be an urgent need for another building. They estimated that it would cost \$2 million. In July 1981 the Games Foundation and the University jointly approached the Commonwealth Government seeking funds for a building which would serve as Games accommodation in the first instance and then could be converted to house Griffith's new School of Social and Industrial Administration. Approval was eventually gained from the Commonwealth to fast-track the

construction of an extra building at Griffith. This building was completed just a few weeks before the Games were scheduled to start.¹⁶

The Commonwealth Games athletes and officials took up residency at the Games Village on Monday, 20 September 1982. The 2107 athletes and officials had every facility necessary and plenty of entertainment, ranging from first-release movies in the University cinema, to open-air artists, discos and bars. Following a formal luncheon with the Chancellor, Her Majesty Queen Elizabeth II and the Duke of Edinburgh toured the Games Village.¹⁷

The Commonwealth Games of 1982, dubbed the "Friendly" Games by the media, were completed successfully with minimal disruption to the University. Griffith gained residences which it might never otherwise have received and a building for the SIA much sooner than it would otherwise have done. The balance sheet definitely favoured Griffith. A less tangible benefit was that Griffith's name became known throughout Australia and the world. Sam Ragusa later wrote that one important benefit for the University was that government officials at Local, State and Federal level were made aware of the existence of a second university in Brisbane.¹⁸

The corporate nature and subsequent management of the residences was also a part of the growth and evolution of the University. At its September 1979 meeting the Council determined that the management of the housing village should be conducted "at arms length" from the University proper and that "the necessary precautions should be taken to ensure that the University's assets and powers of overall management were protected". It was decided to create the Nathan Housing Company to manage the accommodation. This decision to devolve responsibility for the collegiate development within the residences to a separate corporate entity was due to the requirement to house external tenants from the TAFE colleges and the QEII hospital. In the period immediately after the Games, occupancy rates for the residences gave cause for concern. It was not until 1988, when student numbers had increased sufficiently at Nathan, that places at all the residences were consistently filled. In that year it was decided that an additional residence containing a further 72 rooms would be constructed in response to the now growing demand for places. The addition of the Mt Gravatt campus to the University, in 1990, added a further 194 dormitory places to Griffith residences. It was decided then to wind up the Nathan Housing Company and to conduct the management of the residences through the Business Management Division. The Office of Community Services, following its creation in 1992, became responsible for residences under its Director, Mr Dennis O'Brien.¹⁹

The opening of the fifth School held the seeds of change at Griffith. Previously staff had come with a commitment to the philosophy of Griffith. Although there were some notable exceptions among staff and students, there was an orthodoxy within which the University operated. The fundamental principles of interdisciplinarity, a common foundation course, team teaching, a problem-solving approach, commitment to an alternative methodology to traditional university practices and organisation, a more egalitarian structure and a high level of participation by all staff in decision making were principles



Right to left: Sir Theodor and Lady Bray with Professor Willett and Mrs Jean Willett at the Games Village, 1982.

which were generally accepted throughout the University although implemented variously within the Schools. However, the creation and teaching of courses had to be centrally justified by each lecturer, or team, in a lengthy and sometimes frustrating process which involved the Academic Committee and CALT.²⁰ Natural attrition and the addition of new faces on staff who had not been a part of the creation phase, and were thus less

prepared to accept the frustrations attendant upon total commitment to the Griffith philosophy, diluted the original sense of core unity in some measure. Many of the second-generation staff hired for the original four Schools were unfamiliar with interdisciplinarity or team teaching and were not necessarily committed to them to the same degree as the foundation staff. With recruitment of staff for SIA the previous insistence on staff commitment to foundation principles was sometimes missing. General Secretary to the University, Gem Cheong, who was very involved in staff selection for SIA, noted a lack of emphasis on interdisciplinarity and a concentration on economic theorists.²¹

A comparative study of the structures and functionings of The University of Queensland and Griffith University staff, conducted in parallel with the study of students previously cited, indicated this trend quite early in the life of the new university. The study, conducted in 1975 by Professor John Western and Ernest Roe, of the Department of Sociology and Anthropology at The University of Queensland, showed that there were marked differences in identification with the foundation philosophy between academic staff appointed before 1975 and those appointed after teaching commenced. Approximately 33 per cent of the earlier group identified very strongly with the foundation philosophy while only five per cent of the later appointments did so.²²

Professor Gus Guthrie had discussed the likelihood of a gradual dilution of commitment to the foundation philosophy with the founders at the planning stage. The Sussex experience dictated that there was little likelihood of the foundation philosophy maintaining its purist vision beyond five years. He thought that Griffith did well to maintain so much of its foundation philosophy for so long. Professor Guthrie served as the first Pro Vice-Chancellor of the University and deputised for Professor Willett from time to time. In 1982, Professor Guthrie, who resigned to take up a position as Secretary General of

the Royal Society of Chemistry in the United Kingdom, was named the first Griffith Professor Emeritus by the Council of the University. He was later appointed Vice-Chancellor of The Sydney University of Technology, a position from which he retired in 1996.²³

Many of the early appointments were young overseas academics. Lecturers such as Dr David Saunders, Dr Nicholas Zurbrugg and Dr Ian Hunter, in the School of Humanities, brought to Griffith a strong Eurocentric ethos which included the important Paris and London debates and the ideological perspectives of the sixties. There was also a strong sense of the ideological changes occurring in Australia from lecturers such as Lyndall Ryan and Geoff Dow – a political appreciation of local context.

Malcolm Bradbury captured some of the essence of the School of Humanities when he wrote of a visit to Griffith, thinly disguised as “A University in Northern Australia”, in the following terms:

the department I went to was severe, up to date, not even called a department . . . many of the Faculty had been imported from British and American Universities of the late 1960s and the 1970s, and bore the imprint of that heady, urgent and transformative season. They knew their structuralism and their semiotics, their hegemonic paradigms and late Althusserian revisionisms. Their students (mostly fresh from the sheep-stations) read Lacan and Cixous, and wrote essays comparing early to late Foucault . . . Yet, wandering through the institution one day, I found – like some alternative government, waiting to take over if the prevailing regime was toppled – a major institute of literary biography . . . and strange matters were discussed: how to assess evidence, construct structured narrative and explore the psychology of creation.²⁴

Some academics, such as Dr Lyndall Ryan, appointed to Humanities in 1977, found it very exciting and volatile, but she also had reservations and concerns. She found Griffith’s organisational structure bureaucratic rather than democratic. Lyndall Ryan was interested in Aboriginal affairs and Australian history but made little headway in gaining access to the curricula for these study areas until 1979 when Humanities first offered Australian Studies as part of the degree program.²⁵ Nonetheless, successful team teaching could generate confident teachers. Concentration on teaching in the early years did not mean that research was neglected. During this period Humanities at Griffith laid the foundations for what is now an internationally recognised reputation as one of the leaders in the field of Australian Studies, Cultural Studies and Film and Media.

The appointment of teaching staff from overseas, which was very evident in the foundation appointments, changed to a gradual process of Australianisation in the late seventies and early eighties. An important influx of appointments in the late seventies brought staff who were committed to the ethos and culture of Griffith but who brought new priorities, new talents and new agendas.

Dr Nancy Viviani, a graduate of the Australian National University in International Relations came to Griffith from Harvard, in 1978, to set up a Centre for the Study of Australian Asian Relations (CSAAR)



Professor Colin Masters accepts a cheque for \$25,000 from then Foreign Affairs Minister, Mr Bill Hayden, for the Centre for the Study of Australian-Asian Relations (CSAAR).

in the School of Modern Asian Studies. CSAAR's work involved research on contemporary policy problems in Australia's relations with Asian countries. In 1979 Dr Viviani concentrated her research on the study of Vietnamese migration to Australia. The study looked at Australian Government policy on Vietnamese entry to Australia and on Vietnamese settlement in Australia. Another stream of research was carried out in the Centre by Professor Colin Mackerras and Dr Edmund

Fung on Australia's diplomatic relations with China. Other areas of research were Australian-ASEAN relations, and industrial relations with Japan.²⁶ The commitment of academic staff to interdisciplinarity and the general principles of Griffith, including a strong sense of the need for an alternative to traditional academic structures and pedagogy, was not in question; but priorities included broadening the teaching and research base of the University and this impacted, however marginally, on the original culture of the University. The Centre still continues its work in assisting the public and private sectors with research programs as diverse as regional security in Asia and the Pacific, the nuclear future in Asia, Asian perceptions of Australia, Asian communities in Australia and a variety of similar projects in the Australia-Asian sphere of interest.²⁷

Scientists such as Ian Lowe had European experience but Australian nationality. They came to the School of Science stimulated by Griffith's effort to provide relevant courses for the next century. Professor Lowe retains his commitment to meeting the challenge posed by problems involved in educating tertiary students to cope with an ever more rapidly changing world. James Walter came to Griffith in 1979 to teach biography in the Institute of Modern Biography, originally established by Professor Andrew Field. In 1980 he published a major biography of Gough Whitlam. Subsequently, Australian Studies became a priority in Australian universities and James Walter was appointed to the first Chair in Australian Studies at Griffith in 1987.²⁸

Strict adherence to the foundation philosophy and the implementation of this philosophy in the formative years at Griffith could, in itself, be a limiting orthodoxy which manifested itself in different ways in different Schools. In the enthusiasm and commitment to an alternative philosophy, dissenting voices could be, and sometimes were, isolated.²⁹ Consequently Griffith was not without its critics as it grew and developed its distinctive culture.

Dr Ross Fitzgerald, a high-profile academic and an extrovert individualist, came to Griffith from the University of New South Wales where, he said, Griffith was regarded as very *avant garde*. Fitzgerald worked oppositionally and individually outside the Humanities structure. He was critical of what he saw as a "dissonance between stated aims and reality" during the alleged egalitarianism of the early years.³⁰ To be outside the mainstream orthodoxy in Humanities could be a somewhat Siberian experience. An American academic in Humanities, Professor Hiram Caton, who described himself as a refugee from the academic dislocations of the sixties overseas, felt obstructed from exercising a leadership role by a system he described as academic nihilism.³¹ Professor Andrew Field was critical of what he saw as the primacy of managerial values over academic imperatives. He commented that "evasion of the things that a university should stand for" was his primary impression of those years.³² The Griffith structure which seemed to allow no leadership role for the professorial body could indeed be a cause of frustration, especially for those who did not fully subscribe to the mainstream orthodoxy.

One senior female academic was the subject of an incident in which Griffith was accused of intellectual suppression and discrimination. Mrs Ann Moyal was appointed to head the Science Policy Research Centre within the School of Science in 1977. Ann Moyal was not a retiring personality and was by her own admission forthright and demanding in relation to resources and assistance for the Centre. She clashed with the Chairman of the School of Science, Professor David Doddrell, over a minor matter involved in marking student assignments. Professor Willett backed his Chairman. She was reprimanded by Council and felt she had to resign. Ann Moyal thought that she was never accepted and she, in turn, never accepted Griffith. While the episode may appear as a storm in a teacup, it was costly and disruptive both in personal and organisational terms.³³

After the Commonwealth Games, despite the difficulties and hesitations over the SIA, the Vice-Chancellor continued to look ahead. A submission to the Tertiary Education Commission for the 1982-84 triennium, prepared in early 1980, included plans for a Special Studies Centre in Applied

Psychology and in Computing Studies and a much larger-scale development in Fisheries. These proposals prompted a concerned reaction from The University of Queensland which argued that Fisheries, in particular, would duplicate programs already in place in its Zoology Department.³⁴ A Fisheries centre eventually went to the University of Tasmania, but not before a considerable amount of planning and



Dr Des Connell, Chairman of School of AES, welcomes TV personality Harry Butler, who accepted a position as honorary fellow of AES in 1981.

research had been completed by AES. Psychology and associated health programs were still some time in the future for Griffith. Computing Studies was considered in various forms over the following few years and, in 1984, Council agreed to a proposed degree in Computing and Information. This program was to be designated a Bachelor of Informatics. There were doubts as to whether "Informatics" would be readily understood by potential students and employers, so, in agreeing to the name, Council also insisted on a strong emphasis on explaining the program.³⁵

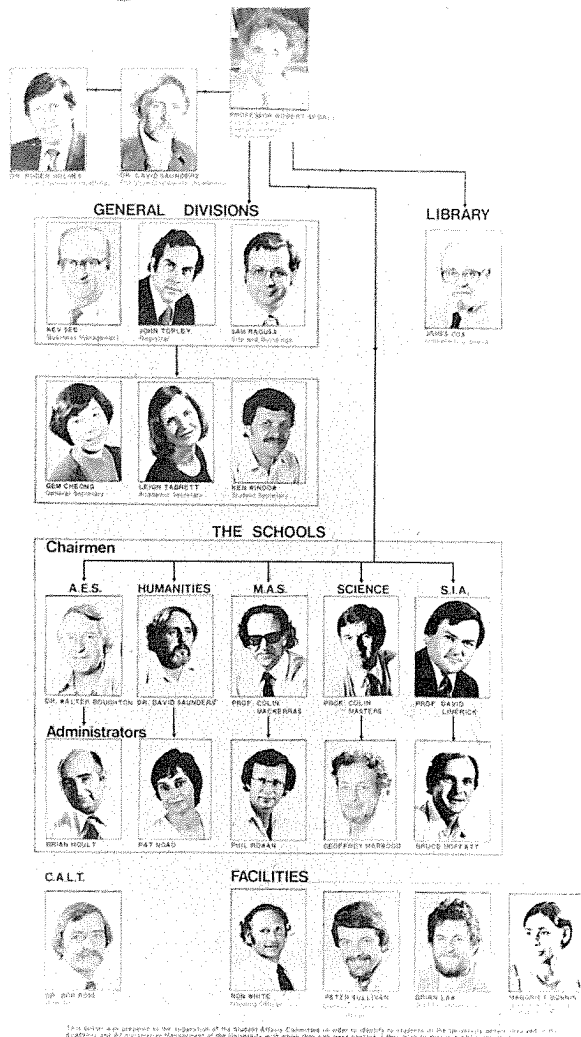
The general staff also gained a new wave intake in the late seventies and early eighties. Leigh Tabrett left teaching to take up a position in the Academic Secretariat, working in the area of accreditation of courses. She became very closely involved with some of the major organisational issues at Griffith and is now Director, Office of Higher Education, State Government Department of Education. There was, she said, a very strong management ethos and a success-oriented culture emanating from Professor Willett's leadership. There was an emphasis on good management processes and a strong sense of corporate values which was not threatened by a disregard of status.³⁶ Pat Noad, foundation Administrator, School of Humanities, felt that the very highly decentralised early model would run into problems when expansion and growth became realities. David Limerick stressed that growth, starting with SIA, strained the early management system.³⁷

Professor Willett had frequently mentioned his intention to retire after a limited time at the helm of the University he had done so much to develop. His health was not good and in August 1982 he tendered his resignation.³⁸ In announcing his resignation he acknowledged he was a builder and said that "there was no place at the University for a man who thought that in 10 years he had created his own monument".³⁹ He has been described as a chameleon, all things to all men, without any of the negative or pejorative connotations associated with that description. Mrs Jean Willett thought that her husband would have appreciated this description. He was an initiator of change and would not have wanted Griffith to remain static.⁴⁰ He was a pragmatist who saw the need for change and may have accepted it but declined to be a part of it.

The resignation of John Willett led to a period of difficulty within the University. The suddenness of his decision caught the University unawares. An early search for a new Vice-Chancellor proved fruitless and Professor Willett was persuaded to stay on as Vice-Chancellor for a year. Once John Willett had resigned, his hand on the helm was never as firm as previously. Professor Robert Segall, one of the foundation Professors at the School of Science, was appointed Acting Vice-Chancellor in late 1983.⁴¹

During this interregnum, which lasted over two years, the University went through a period of introspection. The strong identification of Griffith with the first Vice-Chancellor over so many years left a perceptual vacuum on the Nathan campus. The Registrar at the time, John Topley, described the situation as "unstable equilibrium".⁴² This would have been the case regardless of who was appointed Acting Vice-Chancellor. The anomie, or possibly ennui, which existed during this period demonstrated

GRIFFITH UNIVERSITY



University Officers 1983

what might the University envisage for the future? It is a worthwhile assessment of the initial operating period of the University from some of those who participated in the process.⁴⁴

John Willett's paper took the Chaucerian line "Day-Spring mishandled cometh not again" as the starting point in exploring whether the initial assumptions upon which the University was created were themselves mistaken or whether they had been since mishandled. He concluded that Griffith had not wholly succeeded nor had it wholly failed. The jury was still out as to the success or failure of most of the University's initial aims.

just how much the University had been associated with John Willett's ideas and personality. It was said of Professor Willett that in all facets of Griffith University "not a sparrow fell but he shot it".⁴³

The social, political and educational environment in which the University had been created was changing. There was a change of government in Canberra in 1983. The University was heading into new educational waters and new talents and perspectives would be needed.

In March 1984 a reconstituted Selection Committee was appointed to search for a Vice-Chancellor. By coincidence, a series of six symposia, "Reflections on the Second Decade", also began its first session at the University on 14 March 1984. The symposia took place between March and May 1984 and included papers from Professor Willett and a cross-section of the University community. The broad theme of the symposia was: What has been the experience of the University in these early years, and

Robert Segall, then Acting Vice-Chancellor, questioned the validity of the sacred icon of Griffith interdisciplinarity, suggesting that, while the general educational climate had moved away from the disciplinary mould, which may have been excessive, "Griffith shouldn't try to make some sort of orthodoxy out of interdisciplinarity". Dr David Saunders, Acting Pro Vice-Chancellor (Academic), revealed his view that Griffith catered for many first-generation students who had little "sense of the mystique of university traditions or the confidence to learn without pedagogy, without careful routines and careful preparation", and that the class element could alter the foundation equation. Dr Bob Ross, Director of CALT, lamented a lack of zeal in communicating the goals of the institution to new staff and ensuring those goals were met.⁴⁵

Leigh Tabrett identified problems in the perceptions and values of new staff as a major organisational problem when she warned that in future large numbers of staff who had not participated in the process of developing the values and systems at Griffith could be alienated. With some foresight she also indicated that there would be organisational problems for the new Vice-Chancellor in the relationship between Centre and Divisional power, saying, "there is a particular dilemma here about how to generate action in an organisation where much of the initiating capacity is vested in the component divisions".⁴⁶

It was very clear that all participants in the symposia were conscious of the need for changes and modifications to the initial assumptions about the University. However, despite rumblings of change and some concerns about the economic and political climate in the future, all levels of University staff showed enormous commitment, support and enthusiasm for its uniqueness. There was still a very strong sense of common enterprise and agreement that the distinctive features of Griffith should not be lost, even if there was not always agreement about how that uniqueness should be defined or attained. The basic tenet – the need for Griffith to remain an alternative to the traditional universities – was hardly in dispute. There was an emerging consciousness, however, that there were now many more avenues through which it might be achieved.

Perhaps the best assessment of the first 10 years of Griffith University and its legacy for the new Vice-Chancellor was stated by Professor Willett at a Public Lecture in the School of Management at Singapore National University in October 1984. He said:

*. . . Griffith has, I believe, proved in 10 years that it can do well in the things it initially set out to do. The real test lies further on in time; whether the University can learn and continue to adapt to a fast changing world. It will fail if all it has done is to create a new, minor orthodoxy. Griffith has been an innovative institution, but innovative within the 1000-year tradition of academic excellence. I see no sign yet of comfortable middle-age relaxation. Heresy and scepticism are alive and well in Brisbane.*⁴⁷

Changing of the guard



The Vice-Chancellor Professor Roy Webb and Mrs Heather Webb arrive at Griffith 1985.

In June 1984 Professor L R Webb was appointed Griffith's second Vice-Chancellor, to commence in early 1985. At the time of his appointment Roy Webb was Pro Vice-Chancellor, Chairman of the Academic Board, and Truby Williams Professor of Economics at The University of Melbourne. He had a distinguished academic career which included appointments as Visiting Professor at Cornell University and Senior Tariff Policy Advisor to the Government of Malaysia for the United Nations Conference on Trade and Development. He had served for 10 years on the Advisory Board of the Institute of Applied Economic and Social Research and was on the Board of the University of Melbourne's Graduate School of Management. He had served as an Editor of *The Economic Record* and as President of the Victorian Branch of

the Economic Society of Australia. He was a member of the Fulbright Committee and later its Chairman. The University of Melbourne conferred the title Professor Emeritus on him in 1985. He is a Fellow of the Academy of the Social Sciences in Australia. Professor Webb told the *Courier-Mail*, in July 1984, that "Griffith is one of a small number of universities earmarked for growth . . . [and] . . . had the potential to cater eventually for about 10,000 students".¹ He could not have envisioned just how much growth was looming or how soon it would occur.

Sir Theodor Bray gave Council notice of his intention to retire early in 1985. He had been instrumental in creating the University and had presided over its first 14 years. It was a unique achievement for a man in his retirement. Sir Theodor had been a very active and, at times, interventionist Chancellor. He had been awarded the degree of Doctor of the University in 1977. He prided himself that, except

when overseas on University business, he had attended every meeting of the University Council since 1970. With the exception of the Works of Art Committee and the Students Affairs Committees, he had served on every Committee of the Council. Sir Theodor and Lady Bray had invariably made themselves available at social functions of the University. Lady Bray had been a founding member and staunch supporter of the Griffith Women's Association. It was difficult for many, especially the foundation and early staff of the University, to envisage Griffith University without Ted Bray. In November 1984 Sir Allan Sewell, Deputy Chancellor, was elected the second Chancellor of Griffith University. At the first Council meeting in February 1985 Mr Justice John Macrossan was elected Deputy Chancellor.²

The departure of Professor Willett and Sir Theodor Bray clearly marked the end of an era for Griffith. They had left their mark on the institution they had created and there could be no doubt that they were both driving forces behind the foundation culture, ethos and direction of Griffith University. Although there was room for debate about specific areas of University operation, including some of its basic precepts, there was no doubt that they had created an alternative organisational and academic environment to that in traditionally established universities. Just how far their vision could, or should, extend unscathed into the future remained to be seen.

When Professor Webb took over the Vice-Chancellorship in January 1985, he inherited a university placed between a visionary and idealistic past and a rapidly advancing *realpolitik* environment for



The changing of the guard. Left to right: Sir Allan Sewell, Sir Theodor Bray, Lady Bray and Lady Sewell.

higher education in the future. Nor was his task made easier by the lengthy interregnum that had existed before his selection and appointment. He saw a need not to impose a blueprint on the structure he inherited but to build on the structures that already existed and to broaden and strengthen the appeal of the University's programs to students and employers while, at the same time, enhancing the University's reputation in the scientific and scholarly community. This he did incrementally. A concern of the new Vice-Chancellor was to preserve Griffith's distinctive academic structure, broadening the scope for interdisciplinary teaching and research and avoiding discipline-based departmental structures. It also became clear in 1985 that the principle of one major undergraduate degree per Division was not sustainable, and CTEC made it clear that they would not support it financially. This conclusion required a reassessment of the organisational structures of the University which the Vice-Chancellor addressed over the following years.³

In the educational environment of the sixties and seventies there was greater scope for universities to design courses in which educational and philosophical principles received the most emphasis and the employer response less emphasis. What Sir Zelman Cowen had earlier described as "the notion that man is to be educated 'because he is a man'" was economically more difficult to attain in the 1980s than when the University had been planned. The "oil shock" and subsequent economic developments and dislocations had forced a priority in higher education, worldwide, on vocational imperatives. In addition, the employment market was much more difficult than when Griffith University's purpose was originally designed in the early seventies. In these circumstances the Vice-Chancellor assessed the University as having too few courses to appeal widely to its clients – school leavers, mature-age students and employers. He also saw a need to increase the number of professional courses available, in order to provide links with the professions and increased job prospects for graduates from professional courses. There was, in general, a need to increase the number of courses with high levels of demand, professional or non-professional, from students and from employers. In his view, there was a case for adverse comparison with institutes of technology which had a high vocational focus, and the older universities with their professional emphasis, including law, medicine and veterinary science. Consequently, the subsequent directional thrust by the University towards International Business, Microelectronics, Nursing, Psychology and other professionally based courses, as well as towards professional recognition for courses at Griffith, can be assessed in the light of Professor Webb's understanding of the need to enhance the relevance and practicability of courses while building on the legacy of the past.

It became evident to the new Vice-Chancellor that there was under-involvement of senior academic staff, especially professors, in Griffith's management and governance process. There had been a sentiment at the University which militated against the appointment of senior professorial staff. One School had replaced a foundation professor with two lecturers. Roy Webb created the environment in which professors were encouraged to assume leadership roles in the University. Over the next few years the Vice-Chancellor initiated a significant number of professorial appointments, gaining many highly talented academics for the University. As part of this process, new chairs in Australian Studies,



Queensland Industry Minister Mr Rob Borbidge with the Vice-Chancellor, Professor Rob Webb, Professor Barry Harrison and Professor Roger Holmes after Mr Borbidge launched Australia's first School of Microelectronic Engineering at Griffith University in 1989.

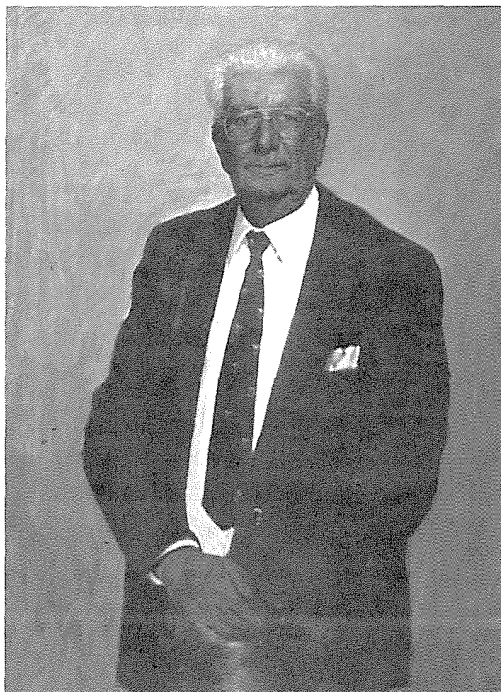
International Business, Economics, Japanese, Women's Studies (which was the first in Australia), Technology Management, Microelectronics, Marketing, Nursing, Environmental Engineering, Film and Media Studies, Organisational Development and Artificial Intelligence were either proposed or supported by him. By 1995 the ratio of professors to other academics at Griffith was on a par with that of other similar Australian universities.⁴

Some important staff changes had also occurred before the Vice-Chancellor's appointment. The foundation Librarian, Mr S B Page, had retired in 1983 and was replaced by Mr Jim Cox. Sid Page had been Griffith University Librarian since 1972. Professor David Limerick relinquished his Chairmanship of the School of Social and Industrial Administration to Dr Peter Coaldrake in July 1984. Dr Coaldrake had been the first PhD graduate of the School of AES and founder of the Griffith Postgraduate Students Association.⁵ Professor Coaldrake, now Deputy Vice-Chancellor of the Queensland University of Technology, had experienced the pioneering ethos of Griffith as a postgraduate student in the late seventies, had taught in other universities, including overseas, and returned to Griffith as lecturer, and later Dean. He was in a useful position to comment on Griffith's position in the tertiary marketplace. There was no reason, he thought, that any institution should remain static. He now regards Griffith as having been successful in reformulating its original mission to achieve status and relevance in a changing educational environment.⁶

Professor David Lim replaced Professor Colin Mackerras as Chairman of the School of Modern Asian Studies in July 1985. Professor Lim had come to Griffith from Monash University in 1981 where he had been a Senior Lecturer in economics. He was one of a number of academics who came to Griffith in the late seventies and early eighties from more traditional university backgrounds. Coming from an environment where, he said, his Dean had not even known who he was, David Lim was surprised at the overall informality and casual first-name basis between staff and students. It was necessary for the University, he said, to move to meet the rapidly evolving and changing needs of industry and the professions more closely. Later, as a consequence of the introduction of International Business Relations to MAS, he was a key figure, with the Vice-Chancellor, in the change of MAS to Asian and International Studies as part of this process. He refers to earlier efforts to be "maximally" different from higher education competition in Brisbane and increasing recognition of the need to be more influenced by external factors, moving towards the middle ground and differentiation only if it is helpful in a market context. He was Pro Vice-Chancellor (Quality Advancement) from 1994 to 1996.⁷

Humanities commenced a part-time Bachelors degree program in 1983 focusing on Australian Studies. This program was designed to attract part-time mature-age students who, by the mid-eighties, had fallen off as a percentage of total student intake. This became a very successful and innovative program and the academic quality of its course offerings came to be regarded as a model of its type. Associate Professor David Saunders, then Chairman of the School of Humanities, instigated this quasi distance-education program and, most importantly, was able to recruit new staff for the program.⁸

Women's issues also took a step forward, in response to Commonwealth Affirmative Action Legislation in late 1984. Griffith was one of the institutions chosen by the Hawke Government to be part of its pilot affirmative action program. This action had been strongly supported by Acting Vice-Chancellor Robert Segall. Ms Sharmila Mercer was appointed the first Affirmative Action Officer at the University. The provision of a child-care centre became part of the Council's agenda, although it did not become operational until 1986. Griffith staff were achieving a high profile in the community with appointments such as Lyndall Ryan's to Chair the Queensland Committee on Discrimination in Employment.⁹ A Women's Studies course which was proposed as a component of a BA degree in the School of Humanities in June 1985, under the label "Women, Gender and Society", came under fire. Most women's or gender studies came in for criticism of some sort in universities around Australia and it would have been surprising if in conservative Queensland it had not evoked the same reaction, but the course went ahead after considerable debate.¹⁰ Dr Judith Allen came to Griffith in 1985 as the initial co-ordinator of this course. She was appointed to Australia's first Chair in Women's Studies in the Griffith School of Humanities in 1990.¹¹ With the support of the Faculty and the encouragement of the Vice-Chancellor, the Australian Institute for Women's Research and Policy (AIWRAP) was later established. Initially directed by Professor Allen, it is now under the direction of Professor Rosemary Pringle.¹²



Sir Allan Sewell

In early 1986 Professor Webb urged Neal Blewett, Minister for Health, to consider Griffith in the Government's response to recommendations in the Kerr White Report on public health and tropical medicine. The Kerr White report had recommended the establishment of an Epidemiologic Surveillance Unit in Townsville and designated the Queensland Institute of Medical Research as a major site for research in tropical diseases. Following the breakup of the Sydney School of Health, the Vice-Chancellor encouraged the formation of a School of Health at Griffith. Roy Webb urged the Minister to consider the interdisciplinary and multidisciplinary problem-solving strategies of Griffith's culture in teaching and research. He noted that the Kerr White report had emphasised these strategies.¹³ Griffith did not attain this objective, but it did eventually see the successful outcome of an earlier initiative of Professor Arthur Brownlea. With the strong support of the Pro Vice-Chancellor (Academic), Professor Colin Masters, a

consortium degree, Master of Public Health, was devised after eight years of negotiation in collaboration with The University of Queensland and the Queensland University of Technology. This degree has developed a strong reputation as a model of its type.

The University experienced a 15 per cent growth in student numbers in 1986. There were 4491 students enrolled which represented 3450 EFTSUs. These students could expect a shift in emphasis in the nature of Griffith's course offerings. Professor Colin Masters publicly stressed that universities needed to address market demands for skilled graduates. An increased level of media reporting served to inform the public of the added range and depth of Griffith's academic accomplishment.¹⁴

The School of Social and Industrial Administration offered a Graduate Diploma in Administration for professional managers and people with expertise in management. The course was offered over three years with two years coursework and one research year. It was offered to a limited enrolment of 30 in 1987. Professor David Limerick, course co-ordinator, aimed to distinguish this course from the standard MBA course by providing a specifically business-government perspective for students. The accountancy stream at SIA gained full accreditation for its graduates from the Australian Society of Accountants, allowing graduates to qualify immediately for associate membership of the Society. The provision of law courses for business and administration students in 1986 had assisted the process of accreditation.¹⁵

Modern Asian Studies was reported by the *Courier-Mail* as a “training ground for men and women involved in trade, cultural and political dealings with Asian countries”.¹⁶ Professor Hugh Dunn, retired diplomat and former Ambassador to China and now honorary Professor at MAS, became founding editor of the Australia-China Council newsletter *Action China*, which was published in MAS in April 1986.

The National Occupational Health and Safety Commission made a special grant available to Professor Arthur Brownlea in AES to assess the need for industrial hygiene education. Professor Brownlea’s early and notable contribution to the University as a foundation Professor in AES and in proposing the collaborative Masters degree in Public Health was followed by further pioneering research and teaching work in environmental and community health. He developed a health ecology stream and later became the first head of the School of Occupational Health and Safety. His wide interests, which more recently involved research in genetic modification and gene therapy, make him a real pioneer in the ecological health field and a major personality in Griffith University from its foundation to the present. He retired in mid 1996.¹⁷

Proposals for undergraduate technology degrees were modified on the basis of the Vice-Chancellor’s concern that Griffith offerings in this field should not be regarded by engineers, lawyers and accountants as a relatively “soft” option with limited employment relevance. Out of this process came a masters degree by coursework in technology management rather than a general undergraduate course in technology. The course, the first of its kind to be designed in Australia, has been influential in curriculum areas in other universities. Dr Ron Sampson, of the Queensland Innovation Centre, assisted with the design of the course and was appointed as the foundation Professor of Technology Management.

A 1986 survey of Griffith graduates indicated that only six per cent of 1985 graduates were unemployed and looking for full-time work. This was an improvement on 1984 and compared favourably with the general graduate unemployment rate.¹⁸ There was a need for the University to increase still further the range of programs it offered. New course initiatives included establishing a unique undergraduate degree in International Business Relations, offered in a new School of International Business Relations within the restructured Division of Asian and International Studies (AIS) in 1989. Professor Bruce Stening, now at the ANU, was appointed the first Professor of International Business. It was Australia’s first integrated undergraduate degree program offering a preparation for business careers within a context of Asian languages and studies. Traditional Australian commerce programs were heavily Eurocentric. International Business Relations recognised Australia’s Asian and Pacific setting. This course was the first significant teaching initiative since the introduction of the part-time course in Humanities in the early eighties. It gained wide support and praise, including endorsement in 1991 by the Minister for Foreign Affairs and Trade, Senator Gareth Evans. He said that this Griffith University program was a first in Australia and would “be of great benefit to organisations and companies seeking to expand . . . in Asia”.¹⁹

International Business Relations (IBR), now International Business (IB), also responded to a need to recruit good students to MAS on the one hand, and the burgeoning demand for business and commerce studies on the other. Conceived in discussions about these matters between the Vice-Chancellor and the Dean of MAS, Professor Lim, it was designed to attract students with a vocational interest in commerce studies and an interest in Asian languages and studies to a new undergraduate course which, for the first time in Australia, integrated the two areas. This course was, in the Vice-Chancellor's opinion, a test case of Griffith's willingness to regain its innovative momentum. It led to a greatly increased impetus in other faculties in course innovation, driven largely by a willingness of the Vice-Chancellor to support new initiatives with appropriate funding. Nevertheless, there were difficulties in gaining support from some quarters. The Vice-Chancellor had to reinforce the efforts of the Deans and step in at a personal level and debate the need for new courses in meetings of staff in both Asian studies and environmental studies.²⁰

Initiatives taken in 1986 foreshadowed the need to be competitive and outwardly focused. Mr Greg Cameron was appointed Manager – Research Liaison and, in collaboration with the Secretary of the Research Committee, formed an Office of Research. This office was to liaise between industry and the University with the intention of generating consultancies and joint research projects. Ms Val Rolley was

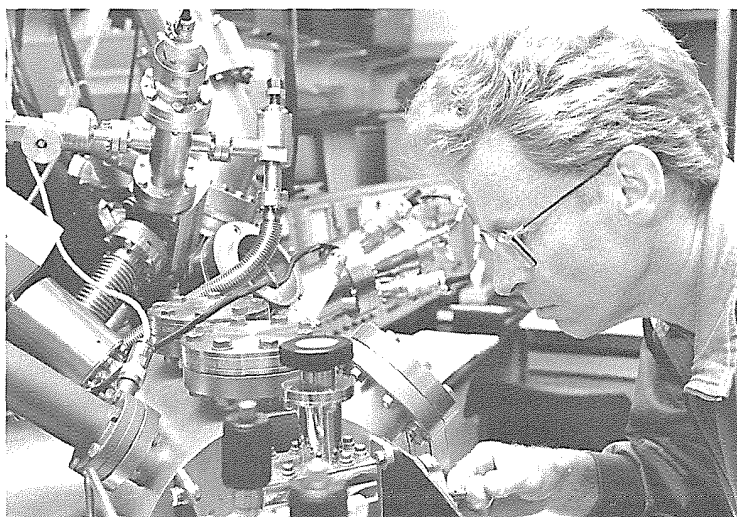


Members of the inaugural Executive of the Griffith Alumni Association meet with the Vice-Chancellor, Professor Roy Webb, prior to their first meeting in 1987. Left to right: Evan Edwards, Diana Langley, Felicity Wisbart, Mrs B J Mulherin, Professor Webb, Derek Bains, Denise Bond, Bernadette Roberts, Gordon Perkins, Laurence Quinlivan.

appointed to co-ordinate and facilitate the establishment of an alumni association. In 1986 the Vice-Chancellor wrote that "The notion that higher education institutions should be both publicly funded and increasingly competitive is one that requires more careful interpretation than it appears to be receiving at present".²¹ Changes were being foreshadowed in the Australian higher education field and the University had to be prepared.

By late 1986 Griffith was gaining a higher public profile and the community was being made aware of a variety of new course offerings at the University and of its research achievements. One of those involved in both research and the establishment of new courses was Professor Roger Holmes, Dean of the School of Science. Professor Holmes's research, including his work on alcohol metabolism was rewarded with a personal Chair in mid-1986. His period as Dean saw the introduction in the School of Science of new courses in Biotechnology, Genetics, and the Philosophy of Science in addition to new concentrations in Microelectronics, Microbiology, Physiology and joint programs in Science and Computing.²² By 1988, the School of Science had become part of the Division of Science and Technology. A School of Microelectronic Engineering had been introduced by 1990 which offered Bachelor degrees in Microelectronic Engineering and Microelectronic Technology, the first degrees of their type to be offered in Australia.²³ Professor Barry Harrison became the first Professor of Microelectronic Engineering and Head of the School.

Following a lengthy debate, it had become clear that the interests of the University would be better served if Informatics were to be transferred from Commerce and Administration (CAD) to the new Division of Science and Technology. An Australian Software Quality Research Institute was formed in the re-named School of Computing and Information Technology (CIT). Professor Geoffrey Dromey, who had earlier been appointed to the first Chair in Informatics, became the first head of CIT.²⁴



Dr Sverre Myhra of Griffith's Faculty of Science and Technology examines a new \$1.2 million x-ray facility unique to Australia housed at Griffith.

Dr Ron Quinn and his research team in Science attracted international interest in their research into the isolation of chemical compounds from marine life, research which could potentially lead to the discovery of drugs for use in the treatment of disease.²⁵ A \$45,000 Australian Research Grants Scheme (ARGS) grant was received by scientists Dr Sverre Myhra, Dr Peter Turner and Associate Professor Roger

Smart in 1987 to develop the first Australian scanning tunnelling microscope, a new microscope capable of scanning individual atoms, to be built in the Science School.²⁶

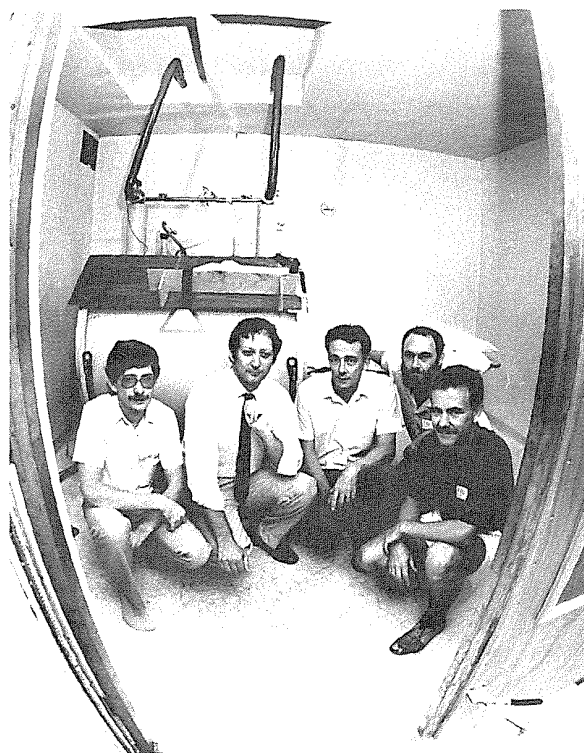
Humanities was reaping the rewards of earlier research by young academics with publications by Associate Professor Tony Bennett, Dr Ian Hunter, Dr James Walter, and Dr John Hutchinson, who had given the first lecture in Humanities at Griffith.²⁷ Occupational research in aquaculture was being carried out jointly by Dr Angela Arthington of AES and Mr Alex Anderson, a QIT biochemist. Early in 1987 a team under the leadership of Dr Arthington was awarded \$200,000 by the Queensland Water Resources Commission to investigate the impact of a new dam and weir development on water and fish life in Southern Queensland. Dr Arthington was appointed the first Director of a new Centre for Catchment and In-Stream Research (CCISR). The Centre was one of 12 such Centres established around Australia with funding from the Australian Water Research Advisory Council to address problems of water management. CCISR is still directed by Professor Arthington. It has expanded to include five major research programs led by senior staff of the Faculty in the fields of ecology and management of rivers and dune lakes (Professor Arthington), the ecology of streams, riparian systems and coastal wetlands (Dr S E Bunn), population genetics and conservation of aquatic organisms (Dr J M Hughes), ecotoxicology and water pollution (Professor D W Connell) and soil erosion, sediment and pollutant transport (Professor C W Rose).

Members of CCISR also undertake consulting work for Federal, State and Local Government agencies on environmental issues and management options and serve on Federal and State advisory panels and steering committees.²⁸

Major grants exceeding \$850,000 were allocated to Griffith from the Australian Research Grants Scheme, the National Health and Medical Research Council and the Marine Sciences and Technologies Grants Scheme for 1987.

Dr Margaret Gardner, a lecturer in the School of Administration, was awarded the only Queensland Fulbright Scholarship for study in the United States in 1987. In 1994 Professor Margaret Gardner was appointed Pro Vice-Chancellor (Equity) at the University.

In 1987 the work of Dr Galloway, Dr Doddrell, Dr Irving, Dr Brooks, Dr Brereton,

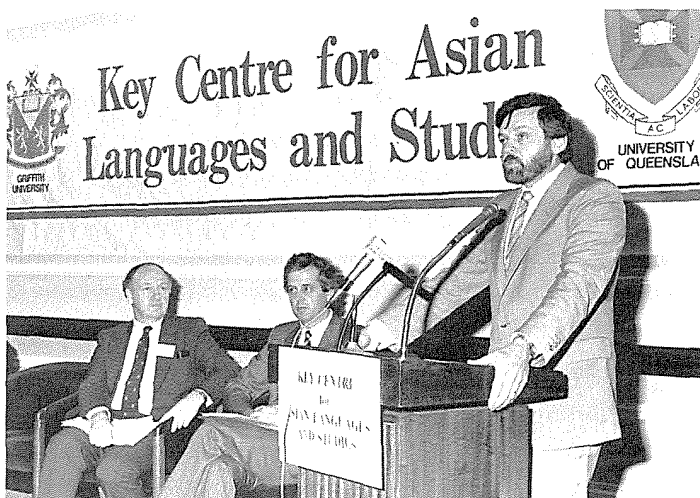


The magnetic resonance equipment at the Mater Hospital and the researchers who worked on its development. From left Dr David Galloway, Professor David Doddrell, Dr Michael Irving, Dr Bill Brooks and Dr Ian Brereton. (Photo courtesy Queensland Newspapers)

Dr Pegg and Dr Bedall on Magnetic Resonance Spectrometry achieved a significant breakthrough in developing rapid methods to test the success of cancer treatment. Topically, but separately from the controversial Fitzgerald Inquiry which was investigating police corruption in Queensland, research into police and prosecution in Queensland was begun by Dr Mark Finnane and Dr Stephen Garton, historians in the School of Humanities.²⁹ A combined Griffith and QUT Arts/Law course was scheduled to commence from the beginning of 1988. The course allowed students to combine studies in Law and Japanese. The Law component was studied at QUT and the language study at Griffith's School of MAS.

Not every initiative met with unqualified approval. In April 1988 the State branch of the Australian Medical Association complained about scarce resources going into a Griffith plan for a Chiropractic master's degree as "an appalling misuse of public facilities".³⁰ Griffith had been approached by the chiropractic profession with the support of the then Minister for Health, Mike Ahern, to open a chiropractic course at the master's level. Said to be the first in the world in a university, the course was well advanced in the planning stages when opposition emerged from the medical profession. The opposition resulted in the course being cancelled. Despite these occasional setbacks, Griffith was consciously projecting an image of mainstream relevancy to the community, yet with its own distinctive mark and style.

The Division of Asian and International Studies jointly with The University of Queensland's Department of Japanese and Chinese Studies also won significant funding from the Commonwealth Government for a Key Centre for Asian Languages and Studies.³¹ New degree courses in Nursing, Applied Behavioural Sciences and Aviation were in the academic melting pot for Griffith over the next few years. With new course offerings available or in the pipeline, Griffith took the first step in marketing its courses to full-fee-paying students by sending a delegation to the International Education and Career Development Exhibition in Singapore in December 1987.³²



Federal Education Minister Mr John Dawkins opens the Key Centre for Asian Languages and Studies at Griffith University December 1988.

In August 1986, without warning, the Federal Government introduced a Higher Education Administration Charge (HEAC) of \$250. Griffith Council wrote to the Minister objecting to the charge but to no effect. Griffith experienced a slowing down in enrolments as a consequence. Enrolments totalled 4689 EFTSUs for 1987, an increase of 198 on the previous year but considerably down on the 15 per cent increase in 1986.

Increasingly, it was Commonwealth and State Government Higher Education policies and their implications which became the Vice-Chancellor's major priority. The binary system came under threat. Some Colleges of Advanced Education (CAEs), especially the multi-purpose metropolitan Institutes of Technology, were involved in research and some supervision of higher degree students and aspired to offer their own Doctorates. The Australian Vice-Chancellors' Committee (AVCC) opposed this intrusion of the CAEs into what was previously a university prerogative. The Western Australian Minister for Education announced that the Western Australian Institute of Technology would be renamed the Curtin University of Technology.³³ There was what the Minister for Education, Senator Susan Ryan, called a "cacophony of demands" for private institutions in higher education. The most contentious proposal was that announced by the Premier of Queensland, Sir Joh Bjelke-Petersen, of an agreement between the State Government and the Bond Corporation for the construction of the first Australian private tertiary institution on the Gold Coast, to be called the Bond University of Applied Technology.

Professor Webb had predicted the emergence of private funding and more competition in higher education. He repeated this in a speech at a University of Queensland graduation ceremony and, in commenting on the proposal for Bond University, became the first Vice-Chancellor in Australia to publicly support the creation of a private university. With a degree of understanding which is common today, but was rare in 1986, he also noted the need for research funds to be found from industry in increasing amounts which could, to some degree, inhibit total academic freedom in research.³⁴

An editorial in the *Australian* newspaper in July 1986, charged that Griffith and Murdoch Universities, which had begun about the same time, had trouble reaching sufficient size to provide the "breadth and depth of studies which justify the description of a university". Professor Webb and Professor Peter Boyce, Vice-Chancellor of Murdoch University, jointly reacted against the charge. The Vice-Chancellors pointed out that both universities, in 1986, averaged 4500 students, that many English universities, including Sussex, had become established with fewer students and that many Australian universities had also taken many decades to reach 5000 students.³⁵ The fact that it was necessary to defend the size of the University was an early warning that small might not always be advantageous, however beautiful it may be.

In July 1986 the Australian Committee of Directors and Principals in Advanced Education claimed that the 21-year-old binary system was outdated, increasingly irrelevant and inefficient. They proposed that future arrangements should be based upon a single higher education sector comprising the entire range of higher education institutions. By August 1987 John Dawkins had replaced Susan Ryan as Minister in charge of an expanded "super department" of Employment, Education and Training (DEET). A Policy Discussion Paper on Higher Education (Green Paper) was released in December 1987 as a basis for consultation and community comment. It was anticipated that a policy document (White Paper) would be issued in 1988. The rationale for a comprehensive review of higher education was based in part on the need for a more highly trained and better-educated workforce for the Australian economy which would have less dependence on traditional primary product exports in the future and

more on higher value-added production. This drew attention to a need for concomitant and coordinated spending on research, development, education and training.

The Green Paper proposed a "Unified National System" which would combine the university and college sectors with the aim of increasing graduate levels and developing a more skilled population to meet foreseeable economic needs. It also meant a high degree of centralisation and control of higher education in the interests of national economic priorities. The Australian Vice-Chancellors' Committee expressed concern at the increased scope for political influence in the higher education sector through the establishment of the proposed National Board of Employment Education and Training which would answer to the Minister and recommend policy.³⁶ It was feared this would considerably reduce the policy-making independence of the universities.

Funding for institutions within the Unified National System was dependent on where the institution ranged within particular criteria. At least 2000 EFTSUs were needed to become part of the system. 5000 EFTSUs would "justify a broad teaching profile" and some specialised research activity. 8000 EFTSUs were regarded as a base for a relatively comprehensive involvement in teaching and research. Institutions which fell short of these criteria would have to consider strategies to achieve minimum EFTSUs or consider amalgamation with other institutions.³⁷ Institutions were given until 1991 to achieve their target ranges. Griffith had just under 4500 students in 1987. It was in a similar position to Flinders University, in Adelaide, and Murdoch University in Western Australia.

It became clear to the Vice-Chancellor that "Griffith's position depended very much on growing as rapidly as possible. With the arrival of the Green Paper this need has been underlined dramatically".³⁸ He invited input from the University community to a Working Party, chaired by himself, to devise Griffith's response to the Green paper. By 1991 Griffith was expected to be very close to the 5000 EFTSU cut-off point and had a broader research base than required for that profile. The Vice-Chancellor invited the various University Divisions to consider the advantages that might be gained from amalgamation with smaller institutions.³⁹ In an assessment of the Dawkins Green Paper, Professor Webb wrote that "Without the artificial barriers of the previous binary system, there is no longer any structural reason for universities and CAEs in close proximity to remain as separate entities, particularly where existing facilities are contiguous".⁴⁰

The Griffith response to the Green paper recognised the need for higher education to contribute to the social and economic welfare of the nation and to the development of a more skilled and flexible workforce, but identified as a weakness the over-reliance in the Dawkins proposals on education as a tool to solve economic ills. Griffith also did not accept the proposition that quality of research was necessarily linked to institutional size.⁴¹

The Vice-Chancellor initiated discussions with the State Education Minister, Brian Littleproud. He suggested discussions with other local institutions with a view to developing formal links with such

institutions. Professor Webb wrote that “the University believes strongly that the consolidation and development of regional affiliations and loyalties should underpin any moves towards rationalisation of the higher education system in Queensland to produce a smaller number of larger institutions”.⁴² The future profile of Griffith, and even its survival, could depend on how the University Council and the Vice-Chancellor reacted to the Dawkins plan. The new directions in teaching and research which Professor Webb had initiated or encouraged placed Griffith in a better position to move within the criteria set by the Commonwealth Government.

The release of the White Paper in July 1987 held few surprises. Griffith deplored the absence in the White Paper of the earlier Dawkins commitment to specific student growth targets and there was concern within the Council and the academic ranks of the University about the implications for research of possible mergers with CAEs. Griffith applied to join the new Unified National System.

Despite the Dawkins White Paper provisions, there were those who argued for a smaller “boutique” university profile which might have been able to maintain a greater individuality and separate vision than would be possible if amalgamation with other institutions took place. Sir Theodor Bray was just one of a number of people, academic and non-academic, who publicly took this view.⁴³ However, it was also realised that once the Dawkins plan was implemented, amalgamations were inevitable for some institutions.⁴⁴

After the introduction of the Unified National System, higher education became even more competitive in its approach to attracting the best students and research funds. This required strategic planning and a clear vision of the direction the University should take to be in a position to compete successfully in the future. With the support of the Chancellor and the Council, the Vice-Chancellor had positioned the University to be able to grow in this new environment. Professor Webb also saw the need for locational commitment and support in the future and the Brisbane-Gold Coast Corridor became Griffith’s natural demographic territory.⁴⁵ Coincidentally, one of the items in the Vice-Chancellor’s earliest Council meetings was bringing to Council’s notice strong support on the Gold Coast for a College of Advanced Education (CAE). The Gold Coast CAE opened in 1986. As early as March 1985, Professor Webb indicated to the Commonwealth Tertiary Education Commission and the State authorities that Griffith had an interest in participating in planning for the facility at the Gold Coast.⁴⁶

A furore arose, in 1988, as the amalgamation issue was gaining momentum, over the sale of condoms on university campuses as part of the battle to fight the spread of AIDS. The Premier, Joh Bjelke-Petersen, insisted that the Act which prohibited the sale of condoms from vending machines be enforced, against the wishes of his Health Minister, Mr Mike Ahern. Police tore out condom vending machines on the Griffith and The University of Queensland campuses prompting the expected student outrage. In June 1988, 400 students protested about a proposed income tax levy to recover a substantial proportion of the cost of tertiary courses, during a visit by the Education Minister, John Dawkins, to the campus.⁴⁷ These diversions were certainly not specific to Griffith student protest, and,



Griffith's first full-fee paying students enrolled in 1988.

although intense, seemed wan compared to the seventies. As Professor Colin Mackerras said, somewhat sadly, the wonder was that there were no marches and protests of the scale that had occurred in the seventies.⁴⁸ It was clear that the mood of the students and of the community had moved considerably since the foundation days of Griffith.

The public profile of Griffith academics was also increased in the late eighties and into the nineties. Dr Nancy Viviani was appointed by the Federal Government to lead a review of the Australian/ASEAN economic co-

operation program. In 1988 foundation professor at MAS, Ho Peng Yoke, was appointed Director Designate of the prestigious Needham Research Institute at Cambridge University. Chinese language teaching materials prepared for secondary schools, entitled, *Hanyu: Chinese for Beginners*, gained international recognition. Co-authored by Peter Chang, Alyce Mackerras and Yu Hsiu Ching, the teaching materials were sold to a number of overseas countries.⁴⁹

Professor Ian Lowe heightened public awareness of issues involving the environment, society and the future. He was appointed Director of the Commission for the Future in 1988. He subsequently chaired the Queensland Conservation Council for three years and later the Commonwealth State of the Environment Council. Professor Pat Weller, Director of the Centre for Australian Public Sector Management (CAPSM), was one of a number of Griffith academics who contribute to the political life of Queensland through appointments to advisory positions to government inquiries, commissions or instrumentalities, or to the bureaucracy. CAD's Associate Professor, Glyn Davis, served as Director-General of the Office of the Queensland Cabinet, and as a member of Prime Minister Paul Keating's Republic Advisory Committee. Associate Professor Brian Head, after serving as Dean of the Faculty of Humanities, was appointed Cabinet Secretary to the Queensland Cabinet and then followed Professor Peter Coaldrake as Chair of the Queensland Public Sector Management Commission.⁵⁰

Mr Jonathan Dawson, senior lecturer in Media Studies, gained recognition for his film and television work. Mr Dawson later collaborated with Ross Fitzgerald and, from time to time, with Pat Laughren and Owen Johnson in television, films and documentaries based on Ross Fitzgerald's books. The topics



Professor Max Standage explains laser science to Univations visitors at Expo '88.

involved ranged from "Red Ted and the Great Depression" about "Red Ted" Theodore, the Queensland Premier, to a recently screened ABC television documentary "The Legend of Fred Paterson". Based on the life of Australia's only communist member of Parliament, this documentary was selected for showing at the Australian Week Film Festival in Dublin in July 1996.⁵¹

In 1987 the Vice-Chancellor had initiated an organisational restructuring of the University which would more readily cope with changes of the kind associated with the Dawkins reforms. The University had to anticipate expansion. In March 1988 Council approved the establishment of five academic Divisions, within which would be Schools as required. They were the Division of Administration (ADM), previously SIA, a Division of Australian Environmental Studies (AES), a Division of Humanities (HUM), a Division of Asian and International Studies (AIS), previously MAS, which now included a School of Asian Studies and a School of International Business Relations, and a Division of Science and Technology (SCT), previously Science, which contained Schools of Science and Computing and Information Technology.⁵² The Division of Administration name was again changed by Council in 1988 to the Division of Commerce and Administration to reflect more accurately its role.⁵³ This restructuring was in direct response to the internal need to be more competitive and outwardly focused and to external pressures imposed by the Dawkins reforms. It was part of the Vice-Chancellor's aim to take the University into the nineties in a strong position to cope with the changing educational climate. John Willett had advocated relevance and change during the socioeconomic, political and educational

environment of the seventies and now Roy Webb was taking the University into a changing socioeconomic, political and educationally more rationalised climate of the nineties.

1988 was a watershed year for Brisbane as it hosted "World Expo 88". The eyes of the world were on Brisbane and on its facilities and resources. Queensland's universities were a part of the year-long celebrations. Griffith, with The University of Queensland and James Cook University of North Queensland, joined, at the suggestion of Sir Llew Edwards, Expo Director, in a combined Expo Pavilion named Univations 88. Brisbane is said by some to have come of age as a major metropolitan city in 1988. Griffith University had been in existence for 13 years at the start of Expo. It, too, was facing its test of maturity as it contemplated amalgamation with other institutions which would place it in the major league of Australian universities. It was now well placed to face this latest test.



Combined universities graduation ceremony on the riverbank stage at Expo '88.

The transforming years

The challenge facing the Council and the Vice-Chancellor in 1988, while the White Paper was being digested throughout Australian tertiary institutions, was whether Griffith could stand alone as an institution. This was by no means clear. If amalgamation was necessary, or desirable, it would be imperative to determine what amalgamations would be viable and suitable for Griffith's future needs. Professor Webb considered that Griffith probably did not have a competitively viable future as a separate single-campus university under the Unified National System, so amalgamations were essential.¹ Central to Griffith's aims in negotiations would be its claim to be the logical provider of higher education to the south-east corridor between Brisbane and the Gold Coast. It was desirable that any proposed amalgamation would support Griffith's position as a major university in the Unified National System and would enhance Griffith's academic profile in the longer term.

The process of negotiating and implementing the amalgamation of other tertiary institutions with Griffith University was the subject of extended debate in Council. Meetings of Council often ran very late as the Council came to grips with the implications of amalgamation for the University and then wrestled with the specifics of each merger. Each decision in relation to a proposed amalgamation had its own drama. The issue was driven personally by the Vice-Chancellor in consultation with the

Chancellor. Overall, the process involved a rapid and cataclysmic change for the University from a single-campus University with less than 5000 students in 1986 to a multi-campus University approaching 20,000 students in 1996. Internally, the University was forced to alter its focus to cater for expansion and to adapt to the needs of a more pragmatic, competitive and commercially-oriented community. Market orientation of tertiary



Professor Webb and Mrs Webb, Chief Justice Macrossan and Mrs Macrossan, Sir Allan Sewell and Lady Sewell with the Governor Sir Walter Campbell at a Griffith Graduation Ceremony in 1988.

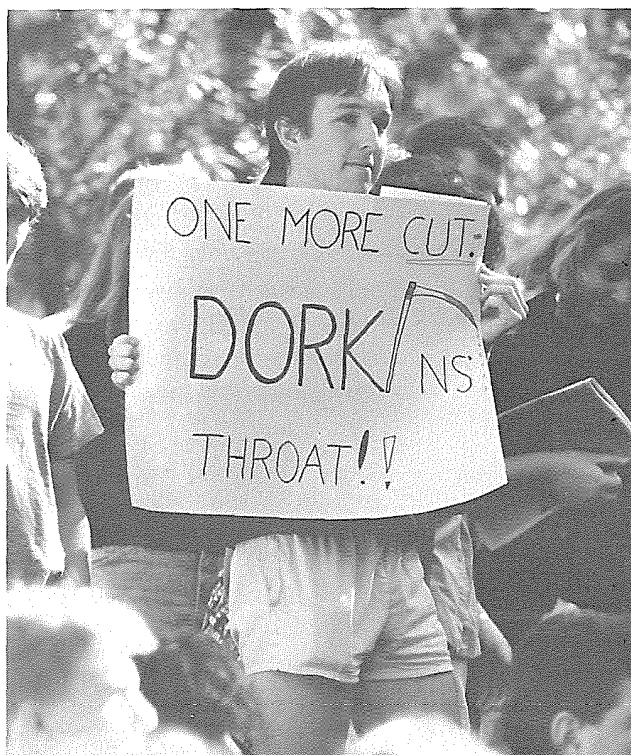
courses was inevitable in the prevailing climate regardless of management decisions in any one university, according to one senior academic.²

In March 1988 Mr Justice John Macrossan replaced Sir Allan Sewell as Chancellor. Ms Patience Thoms was elected Deputy Chancellor. Sir Allan Sewell, who was awarded the degree of Honorary Doctor of the University on his retirement, had been a member of Council since the foundation of the University, having joined the Interim Council in January 1971. His official and unofficial contributions to the growth of Griffith, especially his financial and administrative acumen, had been of inestimable value to the University.



Minister for Education Mr John Dawkins is the focus of media and students' attention at a student-organised debate in July 1988.

Mr Justice Macrossan, who was elevated to the position of Chief Justice of Queensland in April 1989, came to the Chancellorship at the start of the amalgamations, having been a Council member since 1983 and Deputy Chancellor since 1985. He took office at a crucial time in the development of Griffith University. The University was at a crossroads and decisions taken by the Council about amalgamation with other institutions would shape the University for decades into the future. The abrupt transition which Griffith underwent as a consequence of the events of the following few years could well be described as "The Transforming Years". The whole character of the University was changed and the transformation equalled any past, or possibly any future, direction taken by the University in terms of significance for Griffith. The Chancellor and the Vice-Chancellor would, inevitably, have to lead the University through revolutionary times. They, with the University Council, would be involved in difficult, demanding and inventive decision making.



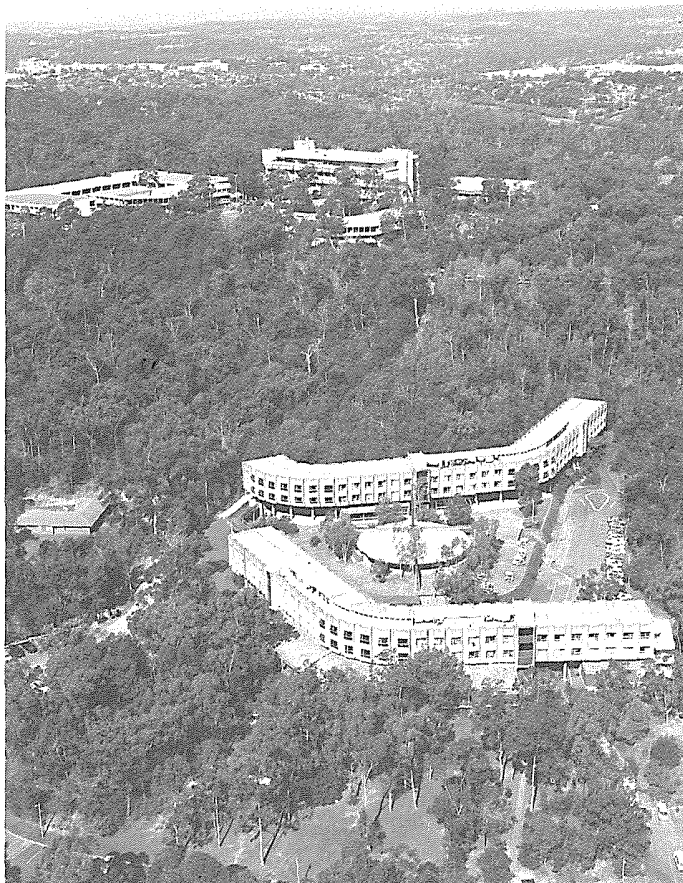
Student reaction to Dawkins' reforms (Photo courtesy Queensland Newspapers)

After the Dawkins White Paper was published, the State Government initially proposed a University of South East Queensland, involving Griffith University, the new Gold Coast College of Advanced Education (GCCAE), the Queensland Conservatorium of Music (QCM) and the Brisbane College of Advanced Education (BCAE). The proposal envisaged a federation with a Board to direct the operation of the new university. This concept was opposed by most of the proposed constituent institutions, including Griffith, and was later withdrawn. The BCAE consisted of four campuses which had amalgamated in 1982 and in June 1988 made its own bid for university status. The Mt Gravatt campus, which was located close to Griffith, had been part of the amalgamation.³

Gatton Agricultural College, between Brisbane and Toowoomba to the west, was an example of an institution considered too small to stand alone. The Vice-Chancellor and colleagues in environmental studies campaigned energetically for Gatton College to join with Griffith, but its Council decided instead to join with The University of Queensland.⁴

Council had to decide whether to support amalgamation with all or part or none of the BCAE and there were strongly held differing viewpoints which called for resolution. Council meetings sometimes did not disband until after midnight. There was a proposal, which was supported by Professor Webb, for amalgamation of Griffith with the BCAE as a whole. There were, however, real concerns at Griffith that amalgamation with the BCAE multi-campus institution, with its 10,000 students, would engulf Griffith and cause a consequent distortion of balance, loss of identity and dilution of research reputation. The Chancellor strongly shared these views but did not oppose a suitable amalgamation and, in due course, supported an amalgamation with the adjoining Mt Gravatt campus. If, however, amalgamation with the whole of the BCAE was the only alternative then he would prefer no amalgamation.⁵ Council rejected amalgamation with the BCAE.

The Mt Gravatt campus of the BCAE in 1988 was primarily, but not exclusively, engaged in teacher training. Amalgamation with Mt Gravatt seemed logical and sensible and the staff at Mt Gravatt voted



Mt Gravatt Campus

overwhelmingly for amalgamation with Griffith.⁶ After considerable manoeuvring and negotiation carried out between Griffith, the Commonwealth Government, the State Government and the BCAE, State Cabinet approved a merger between the Mt Gravatt campus and Griffith University. Agreement was reached on the merger in late 1989 and the Mt Gravatt campus of the BCAE officially became the Mt Gravatt campus of Griffith University in January 1990. This amalgamation brought Griffith student enrolments to 7500.⁷ Important as this was in relation to the size criterion for institutions laid down in the White Paper, it was especially important in bringing to Griffith a major professional area, teacher education, with its large cross-section of community support and interaction.

The new Griffith campus had started as the Mt Gravatt Teachers Training College in 1969 and it was officially opened by the Premier of Queensland in April of that year. The foundation Principal of the College was Mr Andy Nimmo. The College began with an enrolment of 469 students. Approximately two-thirds of these students trained for teaching posts in primary schools and the balance in secondary schools, special schools and TAFE Colleges. The first graduation ceremony for Mt Gravatt College was held in the Brisbane City Hall on 12 December 1969. In July 1972, Mt Gravatt Teachers' College became Mt Gravatt College of Advanced Education, an autonomous body corporate reporting to the State Board of Advanced Education. A Governing Council was established under the Chairmanship of Judge V M Mylne.

During the seventies all teachers for TAFE, manual arts and special schools were trained solely at Mt Gravatt. A part-time Bachelor of Education was established in the seventies and external studies were made available to enable teachers to extend their basic training. Australia's largest funded educational research project, the Mt Gravatt Reading Scheme, was developed at the College in the late seventies. After the establishment of Griffith University a joint program between the University and the College

was introduced to allow undergraduates in bachelor's degrees enrolled at the University to undertake studies for a teaching diploma at Mt Gravatt.

In 1982, the year in which the College was amalgamated with the three other Brisbane Colleges of Advanced Education, its halls of residence were used as a second Commonwealth Games Village. In 1987 the College established a School of Leisure Studies offering courses in sport studies, recreation management and outdoor education.⁸



Mr Tom Hynd, Industry Minister Mr Rob Borbidge, Director of GCCAE, Dr Grabam Jones, Education Minister Mr Lin Powell, Mines and Energy Minister Ivan Gibbs, Mr Doug Jennings MLA and Mr Peter Hobart, Chairman GCCAE Council, celebrate aquisition of the new GCCAE site at Parklands 1988.

A proposal that the Gold Coast CAE might consider becoming a College of Griffith University was made to the Gold Coast shortly after the release of the Dawkins White Paper. The Council of the Gold Coast CAE was strongly opposed to the provisions of the Dawkins White Paper which forced it to merge with another institution to gain admission to the Unified National System in order to maintain funding. The Bjelke-Petersen Cabinet had established the Gold Coast CAE (GCCAE) in 1985 and it commenced classes in February 1987. The Education Minister, Lin Powell, had asked Mr Peter Hobart to Chair the Council of the new CAE. Mr Hobart had already demonstrated his commitment to education on the Gold Coast by serving on the Board of The Southport School and All Saints Anglican School. The new CAE was temporarily located in the old Surfers Paradise State School and sometimes

used the Hoyts Theatre for lectures while its permanent home was being prepared. The Council and its Director, Dr Graham Jones, had no doubt that they were developing a well-recognised tertiary institution. Its courses were geared to local needs with an emphasis on business and hospitality in what was a major tourist area.

The Gold Coast was expanding and the population was increasing rapidly. The CAE Council had support from the State Government and the Local Government Authority but not, Mr Hobart said, from Canberra. The GCCAE was just a few hundred EFTSUs short of the 2000 needed to be included in the Unified National System. Mr Hobart and Dr Jones asked Mr Dawkins personally for an exemption but were refused. Once it was clear that the GCCAE could not remain independent negotiations with other institutions and with Griffith eventually led to agreement that the GCCAE would become a University College of Griffith University in November 1989.⁹

The negotiations leading to the amalgamation were onerous and exhaustive.¹⁰ It was not until August 1989 that the Gold Coast Council entered “these exclusive and detailed negotiations with a very positive affirmation of its desire to consummate a productive and mutually beneficial University College relationship with Griffith University”. Even then there were hurdles to be negotiated, including the nature and degree of Gold Coast representation on the Griffith University Council. The Gold Coast



Gold Coast Campus



Auditorium of the Conservatorium Building, South Bank, Brisbane

was allocated two seats on the Griffith Council: no other amalgamated institution achieved such representation. The Memorandum of Understanding also included a clause which allowed for a review of the arrangement no sooner than 10 years after amalgamation date.¹¹ There was a weekend meeting of both Councils on Sunday 22 October 1989 to hammer out final details. A different decision made at this juncture would have made for a different kind of combined institution.¹²

The Gold Coast-Griffith merger became the subject of heated debate in the House of Representatives when the Local Member for Moncrieff, Mrs Kathy Sullivan, castigated Mr Dawkins in Parliament during the debate on the Higher Education Bill for delaying funding to the GCCAE. She implied that Mr Dawkins had deliberately delayed release of funding for the GCCAE pending the outcome of a State election in Queensland.¹³

The Queensland Conservatorium of Music, or the "Con" as it was known, had a longer history. Moves to found a conservatorium in Brisbane had begun in 1948 but were delayed because of arguments about whether the Conservatorium should be under the control of The University of Queensland or function as a separate institution. In 1953 the South Brisbane Town Hall, in Vulture Street, was purchased and renovated to accommodate a proposed School of Music. A Committee, chaired by the Director-General of Education, was formed to oversee the organisation and staffing of the School. However, there was disagreement again about a number of issues and it was not until 1955 after a meeting was held with the Premier, the Hon. Vince Gair, that agreement was reached and Cabinet approved the creation of the Queensland Conservatorium of Music. It was to be under the control of the Minister for Public Instruction and independent of The University of Queensland. The "Con" was officially opened by the Premier of Queensland, the Hon. Vince Gair, on 16 February 1957. The Conservatorium became a College of Advanced Education in 1971 and was removed from the administrative control of the Department of Education. In 1974 it became one of the first CAEs in Australia to offer degree courses. Bachelor of Arts (instrument, vocal or composition) and Bachelor of Arts (music education) Divisions were established. The Conservatorium moved to a new building at Gardens Point, between the Botanic Gardens and QIT, in 1975.



Student Shan Deng, winner of the Conservatorium Bach prize

The "Con" was threatened with amalgamation by the "Razor Gang" cuts of the seventies, but after public outcry from all sections of the community, the proposal was abandoned. This episode was a measure of the place of the Queensland Conservatorium of Music in the affections of the Queensland community. It had built its own unique identity over some decades. In 1982 the Conservatorium celebrated its silver jubilee and in its report of activities stated:

It must be realised that the Conservatorium is a unique organisation with a unique position in Queensland in relation to its purposes, problems and modes of operation.¹⁴

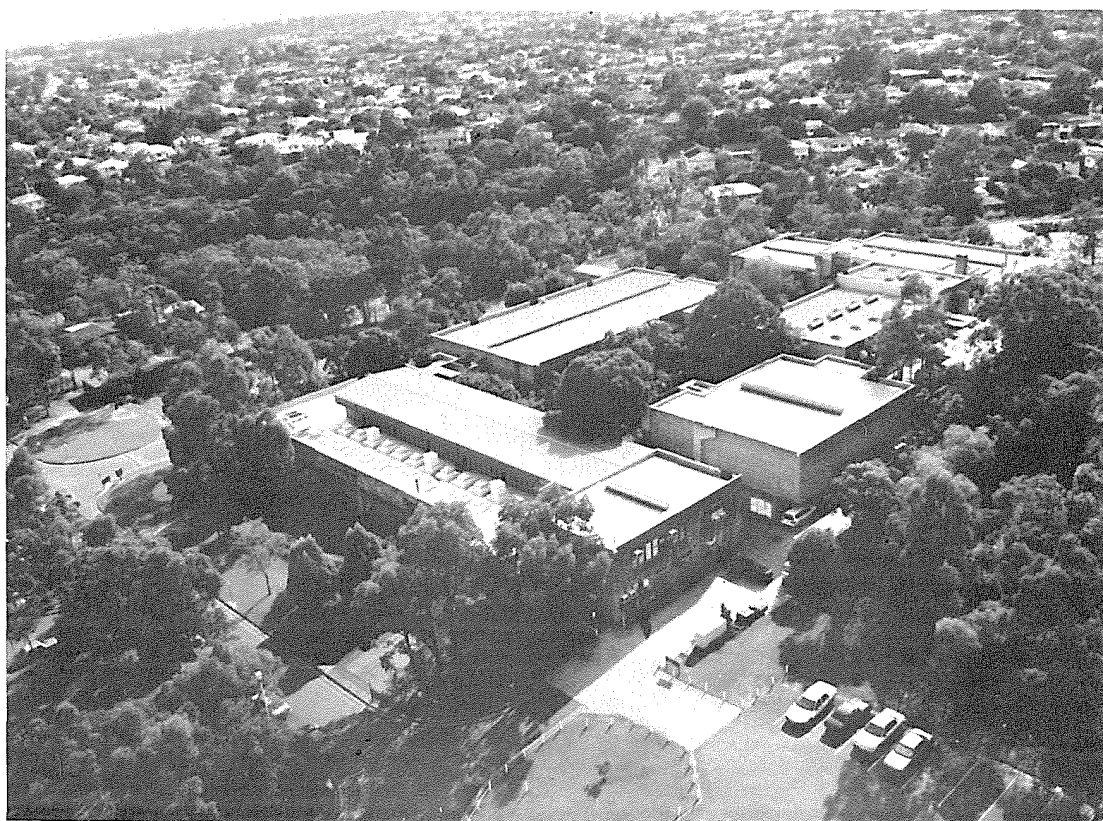
It was clear that the Dawkins plan for higher education would not meet with enthusiasm within the "Con". Shortly after the publication of the Green Paper, the Vice-Chancellor had written to the Conservatorium inviting its consideration of the possibility of becoming a College of Griffith University. For a considerable period the Conservatorium resisted the apparent inevitability of amalgamation. When it became clear that no exceptions to the provisions for entry to the Unified National System would be allowed, the Conservatorium approached the Queensland University of Technology and The University of Queensland in turn before returning to discussions with Griffith. A new Director of the Conservatorium, Anthony Camden, had arrived only to find his institution's independence threatened by Dawkins' policies. Like all music schools in Australia, the "Con" had considerably fewer than the 2000 EFTSUs required for membership of the Unified National System and needed to find a compatible amalgamation partner.¹⁵

The Chairman of the QCM Council, Mr Justice Thomas, stated the QCM view succinctly when he said, "The Queensland Government . . . gave in to the Commonwealth threats to withhold funds and agreed that our independence had to be sacrificed".¹⁶ Negotiations eventually led to amalgamation of the QCM with Griffith University in December 1990. The University, however, retained the Conservatorium's name and, as much as possible, its identity. Although the Conservatorium was loath to lose its autonomy and independence, it acknowledged that Griffith University was a benevolent and concerned partner with no wish to damage the reputation or identity of the "Con".¹⁷

The Queensland College of Art (QCA) posed quite different problems and challenges in amalgamating with Griffith in 1991. The QCA was by far the oldest of the institutions to be amalgamated, having a

history dating back to 1881. It was also unusual as an amalgamation partner in that it remained part of the Technical and Further Education System (TAFE), despite providing the first degree courses in Australia in that sector.¹⁸

Joseph Augustus Clarke offered the first classes in Art to be conducted in Queensland in 1881 in the School of Arts in Ann Street. Clarke died in 1890 and Richard Godfrey Rivers became Art Master. With the development of Technical Education in 1898, the School of Arts became linked with the development of technical education. The University of Queensland and the Central Technical College (CTC) were created early in the new century and both were located in the Old Government House and its Domain. The CTC had the dual role of training students in the applied arts as well as teachers in arts subjects. David Seibert, Deputy Director (Resources), wrote that the school at that time was “wrenched away from the control of artists, the Art School was subordinated to the role of teaching teachers and the fundamentals of drawing”, and for the next 23 years barely kept its head above water through technical education aimed primarily at the trades. Following a chequered and sometimes tenuous existence through the war and post-war reconstruction, the College of Art was created in 1971 when the Central Technical College ceased to exist. Mr Alan Warren was appointed its first Principal in 1971. The QCA moved to its current location in Seven Hills in 1974. From the beginning space and facilities were inadequate for the increased staff and students.¹⁹

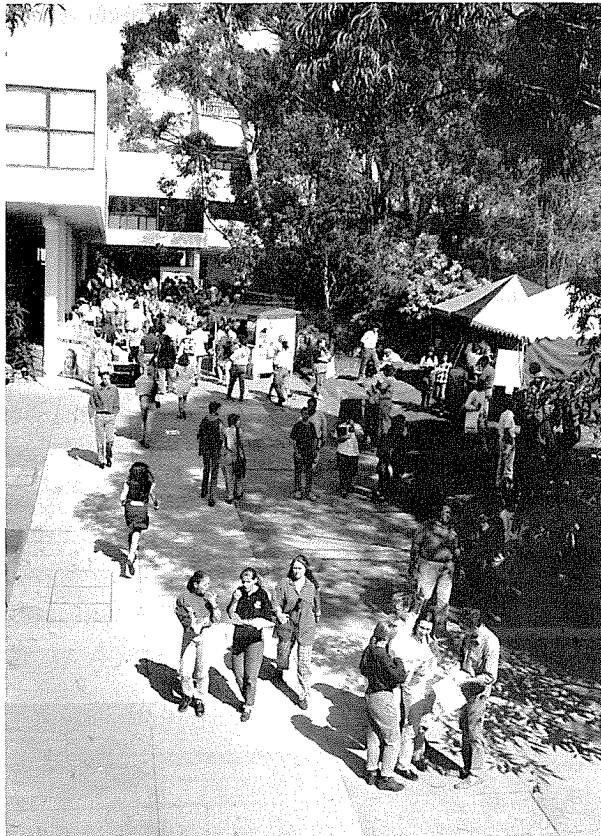


Queensland College of Art Campus

The QCA was primarily a responsibility of the State Government's TAFE authority. The Commonwealth Government would not fund the degree or postgraduate students while the QCA was part of the TAFE system. The Queensland Government had to decide its future. Professor Webb indicated to the State Education Minister, Paul Braddy, in February 1990 that Griffith was interested in some form of affiliation with the QCA. Discussions took place, but there were concerns among staff and students that in extracting the College of Art from the TAFE system there might be fractionalisation with a consequent disappearance of the QCA as a recognisable entity. The Minister set up a Working Party on Art Education to advise the Minister on the transfer from TAFE of higher education art courses in Brisbane and Townsville. The Working Party was chaired by Professor Geoffrey Parr, Head of the School of Art, University of Tasmania. In September 1990 the Parr Working Party recommended to the Minister that the QCA become the responsibility of Griffith University. The Minister endorsed the recommendations of the report and the QCA became a College of Griffith on 1 January 1992. David Siebert wrote that "Staff were extremely pro-active – openly lobbying for amalgamation with Griffith University . . . the College has advanced light years since its amalgamation with Griffith . . .".²⁰ The transfer of the QCA to Griffith did not include the land or the building in which it was located. The agreement stipulated that Griffith would endeavour to relocate the QCA before 1995. This was to be an ongoing problem for the Vice-Chancellor, the Griffith Facilities Manager, Sam Ragusa, and the Provost and Director of the QCA, initially Associate Professor Colin Crisp and then Professor Ian Howard.²¹ ✕



Nathan Campus



Open Day Nathan campus

By the time that the QCA joined Griffith major changes were already in train at Nathan. The restructuring of Schools into Divisions and their associated Schools in 1987 now needed re-evaluation as the amalgamations added to the range of course offerings available at Griffith and new administrative and organisational challenges emerged. Academic Divisions were renamed Faculties in 1992 and more Schools were created within the Faculties to cater for new or amended academic structures as the need arose.

Signing agreements or contracts with merging institutions did not automatically guarantee their smooth passage. With almost concurrent amalgamation of four institutions some problems in implementation were bound to arise. Of major concern on the Nathan Campus were the implications for the University, its culture and ethos, its philosophy, its image and its future in

assimilating such diverse institutions. These concerns had their counterparts among members of the newly amalgamated institutions. The impact of the new Colleges on the research profile of the University initially worried some academics in faculties at Nathan. The philosophical and economic underpinnings of the Higher Education White Paper flagged greater access by a wider spectrum of society to higher education. An emphasis on marketable skills and innovative and entrepreneurial ability would impact on the "boutique" University concept still preferred by some of the staff at Nathan. The challenge for Griffith was to balance all of the sometimes contradictory demands on the University while assuring its viability, credibility and status in the future.

The amalgamation with Mt Gravatt proceeded, for the most part, smoothly. Problems were small and relatively few in the context of the overall changes being effected in the University. Amalgamation negotiations sometimes went so close to deadlines that agreements were reached before effective procedures were in place to ensure a totally smooth transition. Nevertheless, the geographical proximity of the Mt Gravatt campus and the level of joint endeavour which already existed helped to bed down this amalgamation. The Division of Education presented few problems and many expanded opportunities for the University. After some negotiation, the School of Physical Education and Leisure Studies at Mt Gravatt became a School of Leisure Studies within the Division of Health and Behavioural

Sciences in January 1990. By 1992 the Faculty of Health and Behavioural Sciences included separate Schools of Leisure Studies, Nursing and Applied Psychology. A School of Occupational Health and Safety started in 1994.²²

The QCA had been without a permanent Director for some time prior to amalgamation. Associate Professor Colin Crisp, of the Division of Humanities, was appointed Acting Director of the QCA until a permanent Director could be appointed. Colin Crisp reported an immense reserve of goodwill towards Griffith, "not least because it is seen as offering the College university status without loss of identity".²³

Professor Ian Howard was appointed Provost and Director of the College in 1993. Professor Howard described the state of relations between the QCA and Griffith in 1996 as having moved from a siege to a colonising mentality as the QCA moved out from its own campus for the first time and contributed to course design and areas of fine arts in other campuses. He is very enthusiastic about the QCA amalgamation with Griffith and saw his major problem when he arrived as continuing the job of adjusting from a TAFE to a university culture and in developing a research profile and ethos at the College. Griffith had employed all the QCA staff who wanted to transfer to the University and this had left QCA somewhat overstaffed. However, natural attrition was gradually eliminating this problem. The amalgamation was, he said, cooperative and mutually beneficial now and would be even more so when the QCA moves to a new building.²⁴



Provost and Director of the QCA Professor Ian Howard unpacks art works from the Hanoi-Brisbane Exchange Exhibition.

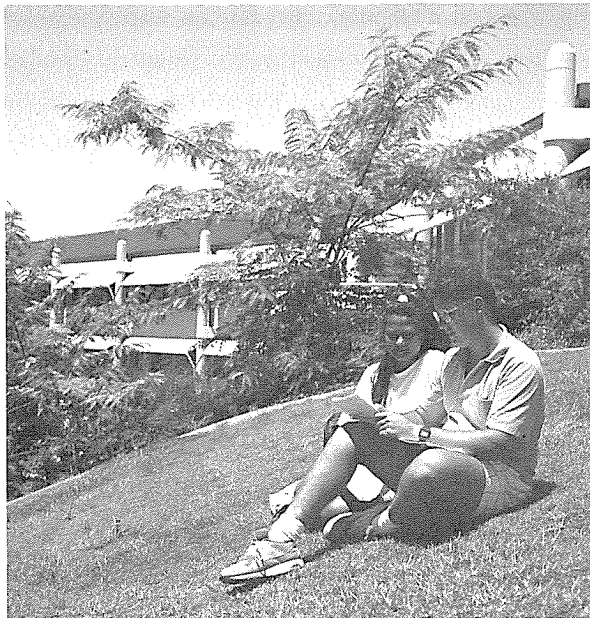
Since amalgamation the QCA has established strong links with artists and art institutions in Vietnam, supported by the Chancellor and Vice-Chancellor. Exhibitions, artists and students have been exchanged between institutions, culminating recently in the biggest exhibition of Australian art ever in Vietnam. Staff are also active in projects involving Indonesia, the Philippines, Japan and Taiwan. A recent QCA documentary, "The Art of Place" was shown on SBS Television in 1996 and internationally on ABC TV.²⁵

The adjustment by the Conservatorium of Music to being a part of the University was more complex. The "Con" had been supported by a very committed group in Brisbane. For many years it was seen, with some justification, as an oasis in a Queensland cultural desert. Any tinkering with the "Con" was interfering with a Brisbane icon. Griffith was also establishing itself as a major University within the Unified National



HRH The Duchess of Kent, patron of the QCM, delivers the Occasional Address at the QCM graduation ceremony after being conferred with the degree Honorary Doctor of the University in 1992.

System and had its own need to establish its new identity. The relationship experienced some difficulties in adjustment despite the large degree of budgetary and organisational devolution granted to the Conservatorium, consistent with the University's usual arrangements, and despite the pride the University expressed in having the Conservatorium as part of the University. Increasingly, however, staff and students at the QCM were pleased to have University status, enhanced academic opportunities and the financial backing of Griffith.



Students relax on the Gold Coast Campus at Parklands

The Gold Coast amalgamation impacts directly on Griffith's future as the primary supplier of higher education in the growing Brisbane-Gold Coast corridor. The Gold Coast CAE's concentration on specific community vocational needs and its lack of research funding had left it little scope to develop a research culture. In 1992 only 15 per cent of staff at the Gold Coast had PhDs. The original Director of the GCCAE, Professor Graham Jones, left in 1991 to become Professor of Mathematics Education at the Illinois State University. Professor Michael Irving was appointed Pro Vice-Chancellor and Director in 1992. Michael



Ibi Repcsik (right) University Graduation Co-ordinator, is joined by John Scott, Lisa Kelly and Sue Bird in preparation for another graduation ceremony.

Irving had been a Senior lecturer in the School of Science at Griffith when he left to become Dean of Health Sciences at the Canberra College of Advanced Education in 1982. For the Gold Coast campus to be academically viable it needed a broader course profile and research credibility. Professor Irving, with strong support from other University officers, such as Professor Roger Holmes, then Pro Vice-Chancellor (Research), and Dr Ron King, set about ensuring this. By 1996, 50 per cent of the Gold Coast academic staff held Doctorates.

Space to expand at the Gold Coast was an issue which occupied the Griffith Council and the Gold Coast Advisory Council at some length. In 1995 student numbers at the Gold Coast were in excess of 4000 and decisions had to be made about whether to undertake an expensive building program on the Parklands site or to acquire a supplementary site in the general area. Griffith Council examined the possibility of acquiring what had been the Sundale Shopping Complex in Southport near Surfers Paradise. Initial investigations were promising, but the final cost estimates were excessive and the estimated completion time unsuitable for the urgent needs of the University. Consequently the Griffith Council decided to develop the existing campus. This requires a huge financial contribution from Griffith's capital reserves and borrowings to the extent of \$50 million. This commitment to the Gold Coast campus will have consequences which will inevitably be deeply felt within the constituent parts of the University structure.²⁶

Despite some administrative tensions and hiccups, Griffith is successfully transforming itself into the Gold Coast's public university. There is increasing recognition that being part of the larger multi-campus University can help with the challenges of a rapidly expanding population and the increased competition in higher education on the Gold Coast. Expansion in courses and increased quality and status of research at the Gold Coast campus could not have been achieved without the financial and academic support of the broader University.

Expansion in student numbers in a multi-campus environment compelled the University to move away from the relatively simple graduation ceremonies which had been held in the Undercroft on the Nathan



Hong Kong Graduation Ceremony. (Photo courtesy of Ibi Repcsik)

campus. The last of these took place in 1989 when five graduation ceremonies were held there. In 1995 there were 13 graduation ceremonies which took place mostly at the Performing Arts Centre in Brisbane, but also at the Conservatorium of Music, at sites chosen by the College of Art and at the Gold Coast. Another innovation, representative not just of expansion but of the current international ethos of Griffith, has been four graduation ceremonies held in Hong Kong since the initial ceremony in 1992. These offshore graduation ceremonies, in addition to allowing Hong Kong and other Asian families to participate in an important University ceremony, represent part of the links formed overseas in an era of fast growth of overseas student numbers. The Chancellor and the Vice-Chancellor have attended all of these graduations and have also visited and maintained contact with Griffith's associated institutions in Taiwan and Vietnam. This is an essential part of modern Griffith.

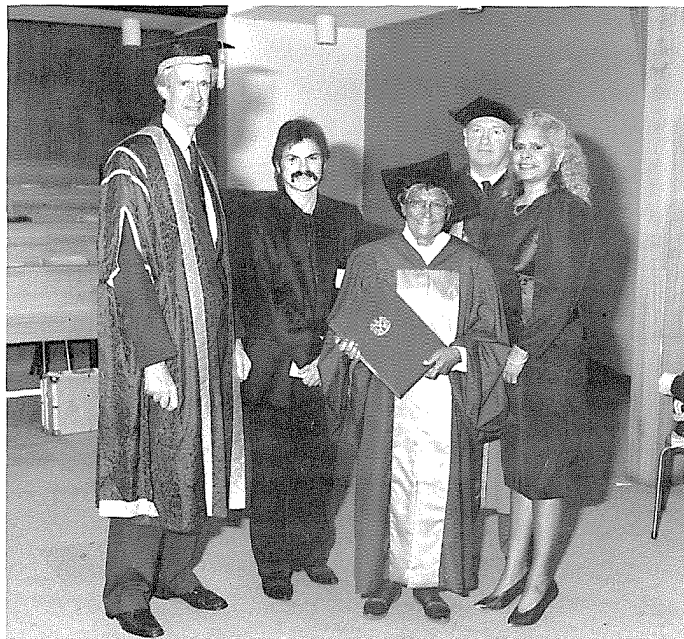
Professor George Kearney was appointed Griffith's first full-time Deputy Vice-Chancellor in 1990 as the amalgamations were taking effect. Professor Kearney came to Griffith from James Cook University in Townsville where he had been Pro Vice-Chancellor (Humanities and Social Sciences). His responsibilities included key staffing delegations and chairing the Academic Committee, responsibilities formerly divided between the Pro Vice-Chancellor (Academic), Professor Colin Masters, and the Pro Vice-Chancellor (Staffing), Associate Professor Ian Barham, who were shortly to retire from the University.



Deputy Vice-Chancellor Professor George Kearney and Professor Lee Esaki, leader of the Japan Association of National Universities Delegation, discuss a 200-year-old Samurai ceremonial helmet, part of Griffith's art collection, during the delegates' visit to Griffith.

Expansion due to amalgamation also required that new links be forged between all campuses and that initiatives commenced prior to amalgamation be integrated in the expanded University. It was the Vice-Chancellors' perception in 1985 that Griffith's standing was better interstate and internationally than in the local context of Brisbane and Queensland. In particular, Griffith's standing in the business world needed improvement. The increase and broadening of course offerings had addressed this problem, but to project the improvement into the

community, business and government, other measures were necessary. An Information Office was created and the *Griffith Gazette* started publication to replace the original University paper, which had been discontinued in 1981. Further work on an Alumni Association was proposed and encouraged by the Vice-Chancellor and supported financially by the University.²⁷



The late Oodgeroo of the Tribe Noonuccal (Kath Walker), activist, writer and poet, with the Chancellor, Vice-Chancellor and family after being conferred with the degree Honorary Doctor of the University in 1989.

Creating a multi-campus University involved administrative reassessments and restructuring to suit the level of expansion. When Professor Webb arrived in 1985, there were three administrative divisions: Secretariat, headed by the Registrar, John Topley, Business Management, headed by Kevin See, and Facilities, run by Sam Ragusa.

The amalgamations, and other developments, which took place in Griffith between 1988 and 1991 emphasised the need for administrative reassessment. In 1991 the Council of the University approved the Vice-Chancellor's proposal for a restructuring of the central

administration by combining the three previous administrative divisions into a single structure called University Administration.

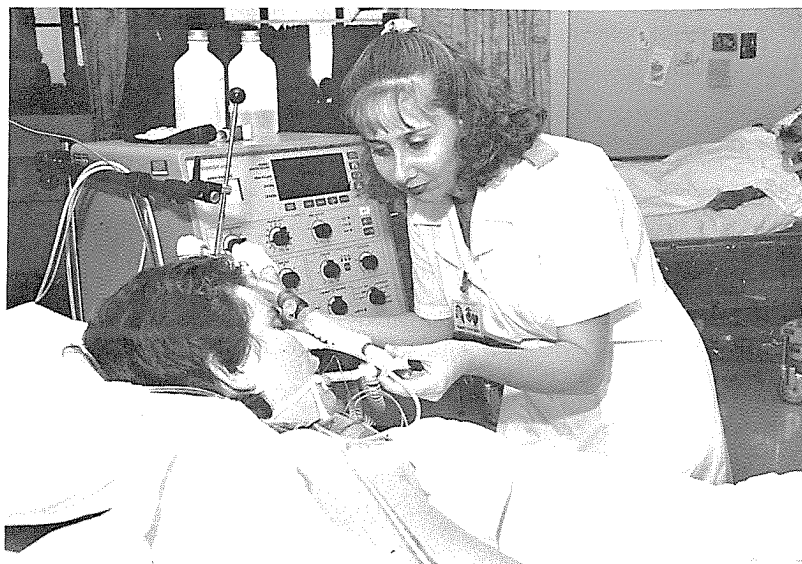
There were several reasons behind this change. As the University grew in size and as the complexity of business increased dramatically, it was no longer efficient for a chief executive officer personally to co-ordinate the work of the various parts of the central administration. This pointed towards a unitary structure headed by a career administrator, a model which was becoming increasingly common in Australian universities. At the same time, a restructuring offered the opportunity to establish a "flatter" management structure within central administration. Thirdly, the Vice-Chancellor wanted to achieve a higher profile for certain components of central administration which he saw as of increasing importance for the University. These were: the Office of Human Resource Management, the International Centre, the Office for Research and University Relations.

The outcome was a unitary structure consisting of nine offices headed by a Pro Vice-Chancellor (Administration). The choice of the title Pro Vice-Chancellor was deliberate in signalling both the relationship of the position to the Vice-Chancellor's Office and emphasising the position's co-ordinating role. In January 1992 Colin McAndrew was appointed the University's first Pro Vice-Chancellor (Administration). He came to the University with many years of administrative experience at Flinders University, the University of New England, Monash University and The University of Melbourne.

In the relatively short period since 1992, there have been several quite significant changes to University Administration as a part of continuing evaluation of its role and efficiency. The nine offices have been reduced to six as a result of amalgamations and transfers of functions. For example, the Office for Research has become the Office for Research and International Projects, while the International Centre and the Office of University Relations have been amalgamated to form the Office of External Relations under the direction of Mr Mal Bryce, a former Deputy Premier of Western Australia. External Relations now reports to the Pro Vice-Chancellor (Information and International Services).²⁸ The concept, which the Vice-Chancellor concedes is his third attempt to "get this one right", is to place External Relations, in all its aspects, in the "information age" environment of telecommunications, internet and information services.²⁹

Colin McAndrew is conscious that there are no perfect administrative structures which will suit all organisational needs, but he regards the best structures as those which suit the people in the organisation and he believes that administration exists primarily to support the academic structures in the University as effectively as possible. There is no doubt that revitalised administrative structures were required after amalgamation, and many University Councillors with experience in major businesses saw the need for the University's Divisions to have a more streamlined access to the Vice-Chancellor. However, seeking the most efficient system is a continuing process.³⁰

Charting new courses



Princess Alexandra Hospital intensive care nurse Tracey Simes attends Griffith University studying a nursing diploma course.

Following the mergers with other institutions, the University needed to look at measures which would best serve the University and its now wider communities into the next century. Although the social, economic and higher education environment had changed since the seventies, the demand for skills appropriate and relevant to changing community needs had to be addressed. Initiatives to

achieve this had begun in the middle to late eighties with the establishment of courses such as International Business, Microelectronics and plans underway for Nursing Studies. Other changes came about as a result of amalgamations, such as the assimilation of Education and Leisure Studies from Mt Gravatt, and Business and Hotel Management, Education and the Arts at the Gold Coast, and Music and Art at the QCM and the QCA. Additional post-amalgamation initiatives increased the emphasis on professionally oriented and accredited courses such as Law at Nathan and Civil Engineering at the Gold Coast. These courses were complemented by Justice Administration, Environmental Engineering and Theology. In 1985 there were 11 undergraduate and 13 postgraduate courses offered by Griffith. In 1996 there are 127 undergraduate and 161 postgraduate courses available at the University.¹

Griffith became involved in Nursing education in response to a proposal from Dr Michael Irving, then a member of the School of Science at Nathan. In 1988 the Pro Vice-Chancellor (Academic), Professor Colin Masters, chaired a University Planning Committee to set up a nursing program, and Griffith greeted its first nursing students in 1991. Professor Margaret Dunlop was appointed foundation

Professor of the School of Nursing. There were discussions regarding whether Nursing should be physically or organisationally located within the strong biomedical research areas in the Division of Science and Technology. The Vice-Chancellor proposed that Nursing and Applied Behavioural Sciences be combined in a new Division of Health and Behavioural Sciences. In June 1989 Council approved the establishment of the academic Division of Health and Behavioural Sciences with Professor Arthur Brownlea as interim Dean. Professor John O’Gorman was later appointed foundation Dean, and in 1992 he established the school of Applied Psychology within the Faculty.²

The creation of the School of Justice Administration was an initiative which combined a response to contemporary community requirements with student and employer needs. It was established as a cross-Faculty, interdisciplinary undergraduate teaching program in 1991, taking just 12 months from the conception of the idea to its implementation. The School began in the Faculty of Education as a consequence of that Faculty’s long interest in the professional and educational needs of the police force, which pre-dated amalgamation with Griffith. This interest was driven primarily by Dr Mervyn Hyde, with the support of the Dean of the Education Faculty, Professor Phil Meade, who had taken part in discussions on police education when Mt Gravatt was part of the BCAE.

Following the publication of the Fitzgerald Report (1989) into police and political corruption in Queensland, discussion about this issue was reactivated in the Faculty of Education. Among other things, the Report had recommended enhanced police training. The reform agenda set out by the Report strongly influenced the thinking of the foundation members of staff, and the ideals embodied in the Report, particularly a police organisation free from corruption and oriented toward problem solving and community service, had a significant influence on the academic development of the School. The



Professor Phil Meade, Dean of Education, Deputy Police Commissioner David Blizzard and Professor Roy Webb discuss the introduction of Justice Administration courses at Mt Gravatt campus.

research and teaching activities of the School were broadly conceived, centring on the study of justice in society through the study of institutions involved in delivering justice in the community. Professor Ross Homel, a criminologist and part-time Commissioner of the Queensland Criminal Justice Commission, was recruited as Foundation Professor of Justice Administration. Since coming to Griffith in 1992, Ross Homel has been involved in research which includes crime prevention, violence, criminal justice processes, alcohol and crime, and statistical methods in the social sciences. The School moved into the Faculty of Humanities in January 1996.³

An innovative Bachelor of Biomedical Science was offered in the Faculty of Science and Technology from the start of 1991. This course was one of a number of initiatives in SCT designed to create “boutique”, high-entry-level courses, drawing numbers away from overloaded, more general courses. It was also part of a strategy designed to provide alternative entry paths to medicine. When Griffith’s second proposal, in the early nineties, for a medical course with a graduate entry was rejected, the graduate entry idea was taken up by The University of Queensland, Sydney University and Flinders University.



Griffith Bachelor of Science – Aviation graduate Julie Dill co-pilots a Cessna 421 10-seater passenger service between Newcastle and Brisbane, 1993.

In 1990 the Vice-Chancellor commenced negotiations for the first degree in Australia to combine university education with “out sourced” aviation instruction. There were already some aviation degrees but the Griffith model, now widely adopted around Australia, was based on parallel study programs. In Griffith’s case, the Division of Science and Technology made credits available in its Science and Technology degrees for aviation study and the flying instruction was provided by the Royal

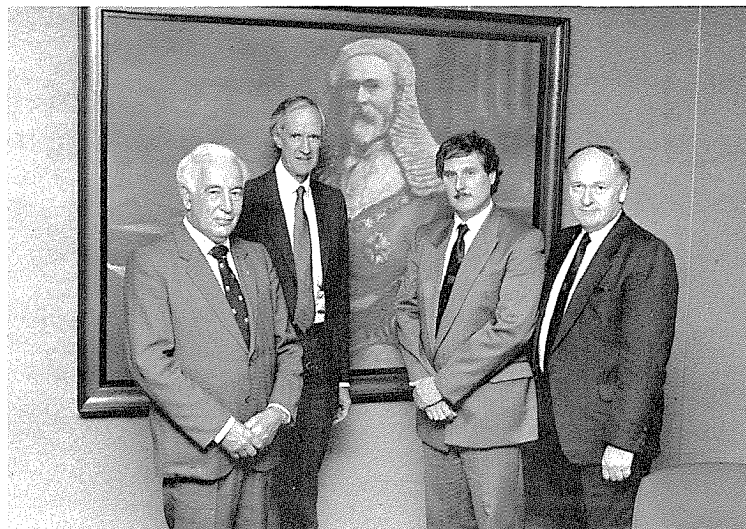
Queensland Aero Club. Students were required to achieve the normal University academic entrance requirements and were responsible for their own flying instruction costs.

A School of Environmental Engineering was formed within the Division of AES in 1990, introducing Australia’s first fully integrated Bachelor of Environmental Engineering. Students started in the School in 1991. Professor Philip Jones, an outstanding scholar and communicator, came from Canada to be the first Professor of Environmental Engineering. Professor Jones died after a long illness in 1994. A

University-wide Graduate School of Environmental Science and Engineering was also formed. AES became the Faculty of Environmental Sciences. Griffith's Master of Environmental Education degree, offered for the first time in 1991, was also an Australian first. Designed for teachers, national park rangers, government officers and others involved in environmental education, the course was just one more indication of how far environmental studies had come and how successful they had been since beginning at Griffith in 1975.

Despite the marked increase in the establishment of professional courses in the late eighties, Griffith still did not have a Law School, although the matter had been raised from time to time in discussions between the Chancellor and the Vice-Chancellor. Some proposals were made for a move in the direction of a general legal studies course, but the Chancellor and the Vice-Chancellor strongly favoured a rounded qualifying law degree which would achieve professional recognition for its graduates. When these matters were first raised, Commonwealth authorities were restricting the number and size of Law Schools and Griffith's entry was barred.

The issue was pushed aside by amalgamation matters for some time. When the Chancellor initiated further discussion with the Vice-Chancellor, the regulatory environment had altered. Murdoch University and other universities were establishing Law Schools and receiving approval as part of the Commonwealth's "profiles" process. In the Chancellor's view, professional recognition of Griffith's accounting degree and the establishment of a civil engineering course at the Gold Coast were appropriate developments which should be accompanied by a professional law course.⁴



Sir Zelman Cowen, Chief Justice Macrossan, Professor Sampford and Professor Webb at the opening of the Griffith University Law School.

In March 1990, the Chancellor, the Vice-Chancellor and the Dean of the Faculty of Commerce and Administration, Professor Patrick Weller, commenced discussions on establishing a Law Faculty. As a consequence, Professor Webb asked Sir Zelman Cowen, then retiring as Provost of Oriel College, Oxford, to advise on setting up the proposed Law School. Sir Zelman Cowen envisaged integrated law courses which would work in

close co-operation with other academic areas. With the strong support of all Deans, it was agreed that such integrated law courses which would combine Law and the Environment, Law and Public Policy,

and other integrations agreed by the Faculties, should be established. The result would be a major advance on the combined or merely parallel degrees offered elsewhere, and would ensure that, in entering law education, the University built on its existing strengths. An Advisory Council was formed which was chaired by Mr Justice John Byrne of the Queensland Supreme Court. Sir Zelman came from Melbourne regularly to participate.⁵ By October 1990 Council had resolved to establish a Division (later Faculty) of Law and a degree of Bachelor of Laws (LLB) for introduction in 1992.⁶

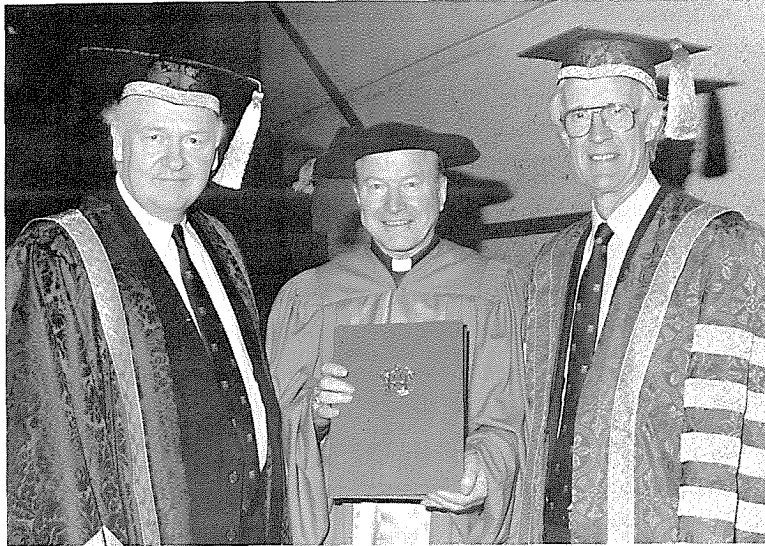
Professor Charles Sampford was appointed foundation professor and Dean of Law in 1991. The Law Faculty attracted high-quality students and major funding from government and professional sources.⁷ The level of this funding and feedback from leaders in the field of law indicated that the integrated approach taken by the University had been recognised and that Griffith law graduates would be strongly in demand in the community. The nature of the Griffith law degree maintains, in a different age and in a different way, the individuality and distinctiveness that was planned and admired by the founders. The first student cohort from the Law School will graduate in this the 25th Anniversary year of the University.



Students at the Gold Coast campus

In June 1994 Professor Sampford resigned to take up the Directorship of the National Institute for Law, Ethics and Public Affairs (NILEPA) and Professor Stephen Parker became Dean. NILEPA was created to promote the application of ethical, legal and political philosophy to current legal problems and to seek solutions to national problems via a combination of ethical standard setting, legal regulation and institutional reform. In keeping with these ideals and aims the NILEPA Advisory Board included many eminent Australians and was initially chaired by Mr Justice Tony Fitzgerald and then by Sir Anthony Mason. NILEPA contributed to a variety of ethical and legal projects, including gaining grants for work in Public Sector Ethics, consultancy to government, establishing an Ethics Education Consortium and conference planning.⁸

Discussions between the Brisbane College of Theology (BCT) and the University were initiated in 1985 following an approach to the Vice-Chancellor on behalf of the BCT by Mr Angus Edmonds, Principal of Emmanuel College at The University of Queensland. Formal negotiations commenced when Rev. Professor James Haire, Principal of Trinity Theological College, joined the Board of Emmanuel College and was prompted by Angus Edmonds to pursue the issue. The Brisbane College of Theology had been established in 1983 to provide tertiary study in theology and the Christian ministry. It was a co-

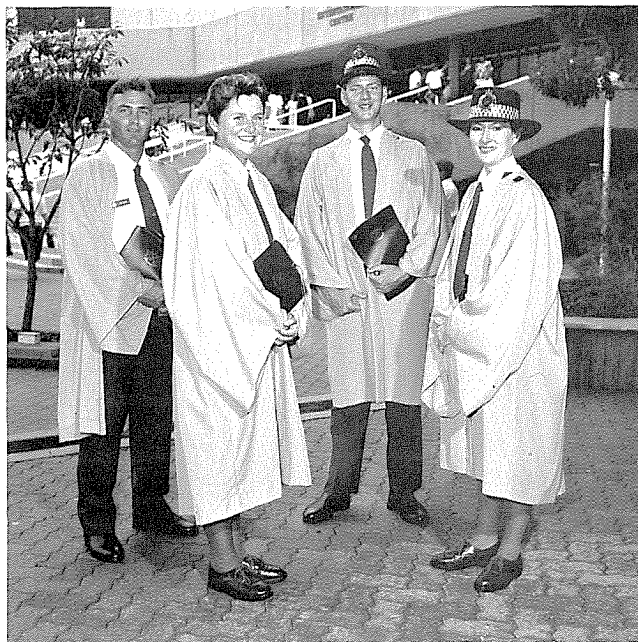


Archbishop John Bathersby with Vice-Chancellor Professor Roy Webb and Chancellor, Chief Justice, John Macrossan, after being conferred with the degree Honorary Doctor of the University in 1994.

careers and other teaching and research opportunities. After some years of dialogue, the churches and the BCT agreed on an affiliation agreement between the College and the University. This was signed at St Francis Anglican Theological College on 13 October 1991.⁹ In March 1994 the University Council approved the establishment of a School of Theology as a joint venture of the BCT and the Faculty of Humanities at Griffith. Rev. Professor James Haire, Dean of the Brisbane College of Theology,

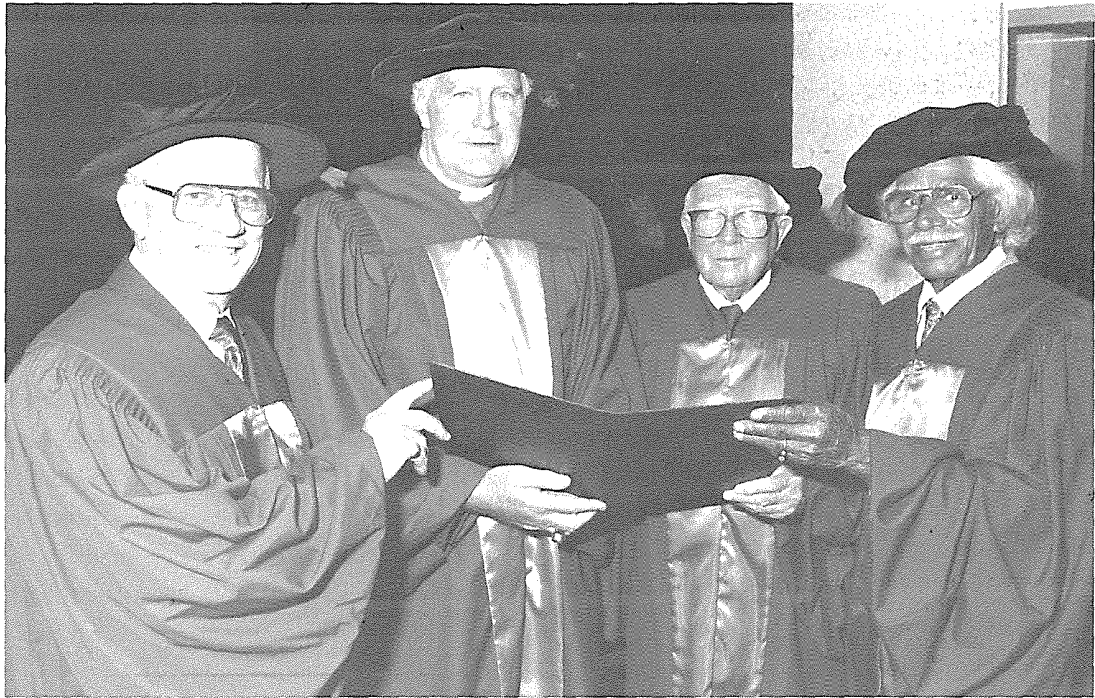
operative venture between the Pius XII Roman Catholic Seminary, St Francis Anglican Theological College and Trinity Uniting Church Theological College. The Vice-Chancellor, with Associate Professor Wayne Hudson and Professor Arthur Brownlea providing active support, was of the view that here was an historic opportunity to link a Queensland university to major churches with a view to providing professional preparation for church

was appointed Adjunct Professor and first Head of the School of Theology.¹⁰ The BCT gained access to the University community and to its facilities with links to universities worldwide. The University broadened its academic profile and gained a new group of highly qualified scholars and postgraduate research students.



Police graduates

Television Open Learning was launched by the Commonwealth Government in 1991. On the initiative of the Dean of Humanities, Professor Tony Bennett, Griffith University became involved in a pilot program as one of the consortium of five universities offering first-year units through ABC national television and



Archbishop Peter Hollingworth and former Senator Neville Bonner are congratulated by Sir Leo Hielscher and Sir Theodor Bray after being conferred with Honorary Doctorate degrees of the University in 1993.

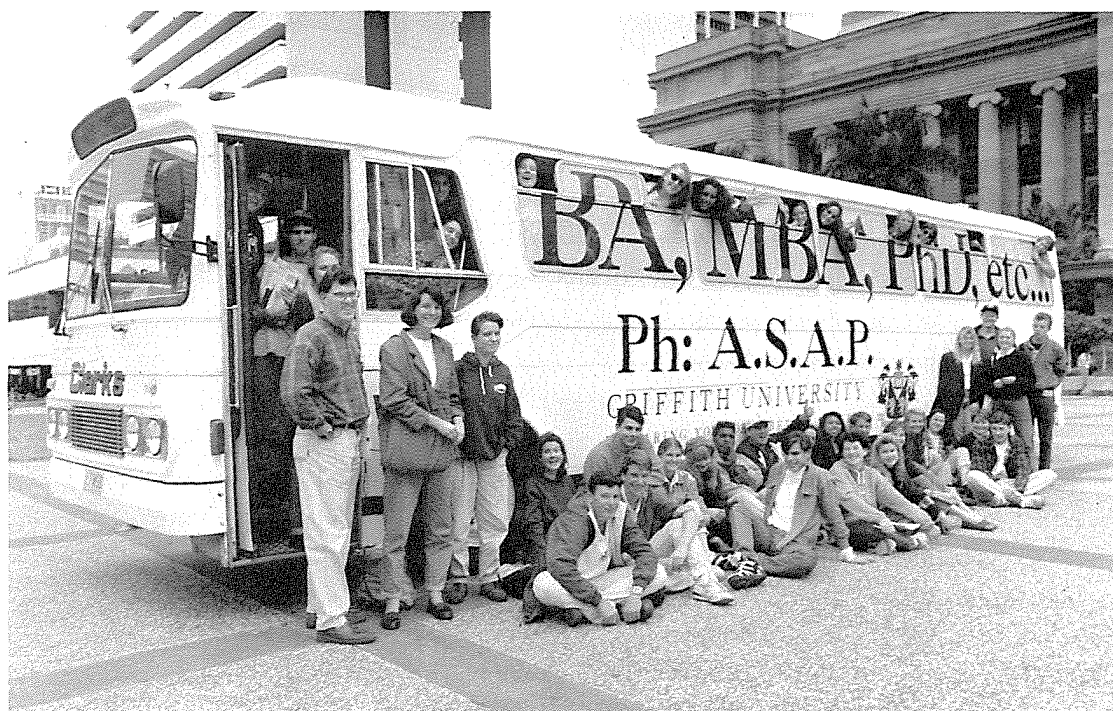
independent learning materials. The Faculty of Humanities became Faculty host for the project. Professor Bennett headed a project team which developed an Australian Studies unit, "Images of Australia", which was supported by a 13-part television series, an information booklet, a study guide and a prescribed text. In 1992 this series won the Minister for Foreign Affairs Prize, which was part of the Japan Prize, offered by Japan's leading broadcaster NHK. A Centre for Open Learning was established in the Faculty of Humanities in 1993. In 1996 Griffith University Open Learning offered 26 units at undergraduate and postgraduate level. Open Learning is currently becoming a component of a much larger unit, Griffith Flexible Learning Services, being established to take advantage of more modes of delivery and increased flexibility in teaching and learning, under the direction of Associate Professor Gillian Whitlock.¹¹

At the Gold Coast, course offerings were expanded to include Applied Psychology, Exercise Science and Civil and Construction Engineering in addition to its core courses in Business, Hotel Management, Education, the Creative Arts, Nursing and Applied Science. The Faculty of Business and Hotel Management on the Gold Coast campus, under its Dean, Professor Paul Ryder, contains the Schools of Applied Psychology, Accounting, Finance and Legal Studies, Management and Marketing and Tourism and Hotel Management. The School of Business and Hotel Management addresses the industry needs of the local community. In keeping with the emphasis of the original Gold Coast CAE on business and hospitality, a Bachelor of Hotel Management degree was established in 1990 which remains the

only Australian degree specifically tailored to the corporate hotel sector. The School also offers a double Bachelor of Arts (Japanese) with the Bachelor of Hotel Management. In January 1996 Dr Beverley Sparks took over as Head of the School from Mr Mike Davidson. The School won the Queensland Tourism Award for Industry Education in 1993, 1994 and 1996.¹²

The design of courses also had to take account of the educational framework in which students were admitted to the tertiary system. In 1990 Professor Viviani, who had been appointed to a Chair at the ANU in Canberra in 1988, returned to a Chair at Griffith. She was appointed to make recommendations to the Education Minister on a replacement system for the Tertiary Entrance (TE) score. The TE score had become a very controversial method by which Queensland's school leavers were graded for tertiary entrance. Professor Viviani's report led to the adoption of the current system of tertiary selection in Queensland. Professor Webb's comments on the difficulty of the task illustrate both the challenge and his ideal when he wrote, "Professor Viviani will not expect to produce a system which perfectly rewards merit and offsets socioeconomic and other systemic disadvantage. She will deserve our congratulations, however, if she creates a context within which these aims can be pursued openly and persistently". Professor Viviani's report was delivered to the Minister in July 1990 and came into operation for school leavers in late 1992. The long-term efficacy of the system will no doubt be evaluated in the future.¹³

In Professor Webb's opinion, Griffith courses have not just provided graduates for existing jobs but have helped to create jobs in key developmental areas such as international business, technology

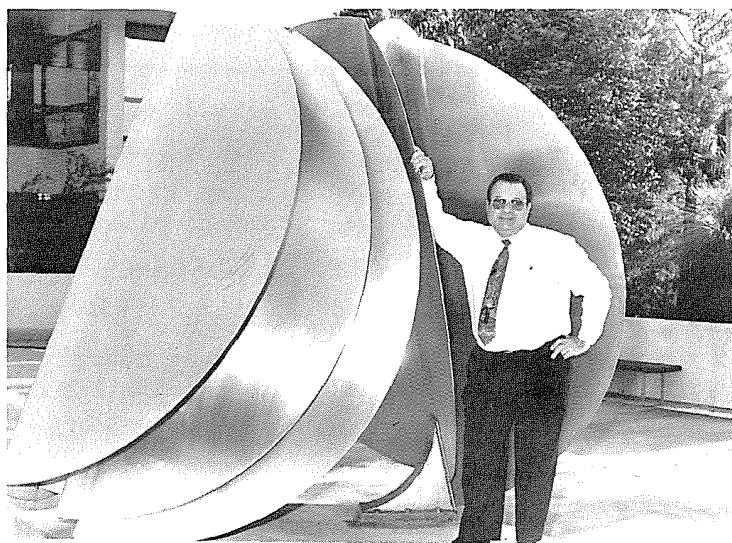


Secondary students surround Griffith's promotional bus in King George Square, Brisbane, 1993.

management and environmental engineering, where Griffith innovations had been followed by other institutions.¹⁴ This trend has continued. Like most institutions, Griffith is more readily able to identify new opportunities, as part of its policy of growth and diversification, than it is to identify courses and subjects that should be deleted or reduced in scale. The intention of the Vice-Chancellor to broaden and strengthen the appeal of the University's programs to prospective students and employers has to a great extent been fulfilled by the range of undergraduate courses available now to students. However, the Vice-Chancellor was less concerned with the sheer number of courses than with the relevance and market attractiveness of those that were offered. As growth tapers off, more attention will need to be paid to review, renovation and replacement.¹⁵

By 1995, expansion in courses, schools and faculties had been accompanied by an increase in buildings at Nathan and on the Gold Coast. There was, however, always a lag in space provision. The University received several major capital grants but they were not enough to dispel concerns about their being "too little, too late". The Technology building, the first major building on the Nathan Campus since the Commonwealth Games in 1982, was completed in 1987. In 1990 the Northern Lecture Theatres 1 and 2 were completed, as was a new Asian and International Studies building and Health Sciences building. The Library Plaza was completed in 1991, and in 1992 the University Centre building was finished and was opened by the Duchess of Kent. It was renamed the Bray Centre in honour of the founding Chancellor at a ceremony which Sir Theodor Bray, now 90, personally attended, as he does many University functions. In 1992 Information Services moved into a major extension of the original Library building. This whole complex was renamed the Willett Centre in 1995, for the founding Vice-Chancellor, who passed away in September 1993. A second Child Care Centre and the Graduate School of Management and Law School building were ready for occupation in 1993. The Languages and Applied Linguistics building opened in 1994. On the Gold Coast, the Nursing and Sciences building and Education building were on line in 1991 and the Link Building in August 1995. The Engineering building was completed in early 1996. Total expenditure on building works for the Gold Coast for 1995 and 1996 totals \$32 million. Further building works planned for the Gold Coast for commencement in late 1996 or 1997 totals \$10 million. Some of the Mt Gravatt campus buildings needed extensive remedial work and maintenance after amalgamation, and \$10 million was spent on the buildings in the first three years after amalgamation. The University took possession of a new \$38 million building for the QCM at South Bank in central Brisbane in June 1996. The search for a site and funding for a new permanent home for the QCA goes on. A \$28 million package for a building at New Farm, involving the co-operation of the University, the State Government, the Federal Government and the Brisbane City Council was close to finalisation when the change of State and Federal governments in early 1996 caused plans and commitments to be reviewed. The scale of operations for Facilities Management at Griffith University is now vast. In February 1996 the Facilities Director, Sam Ragusa, was responsible for \$130 million in capital projects.¹⁶

Since its selection as the preferred site for Griffith University, maintaining the environmental integrity of the campus at Nathan had been a high priority for Roger Johnson, the site planner, Alan Cole, Site and Buildings Manager and Sam Ragusa who has been Facilities Manager since Alan Cole resigned in 1978. The 225 hectares at Nathan and Mt Gravatt contain species of rare flora and fauna. The 26-hectare Gold Coast campus, although not as botanically significant, contains bushland areas with distinctive flora and fauna. Fifty-four hectares have been allocated to build a new campus at Logan. This is a very exciting prospect for the University and will also pose environmental challenges of a different kind – half the site is below the 100-year flood line. Nathan hosts the very rare *Eucalyptus Baileyana* and *Eucalyptus Planchoniana* and some *Eucalyptus Baileyana* also inhabit the Mt Gravatt Campus. There are other rare plants, including the *Xanthorrhoea* (Grass Tree) which is profuse on the campuses. There are 73 species of native birds, arboreal mammals such as sugar squirrels, greater gliders and possums, reptiles and insects as well as 60 species of butterfly sharing the spaces with resident students.¹⁷ There are stringent and specific penalties for damage to the environment through



Facilities Director Mr Sam Ragusa gives perspective to a Griffith sculpture entitled *Genesis* (1976) by artist Nevil Matthews.

construction or wilful damage. Any contractor who damages a tree is liable to a \$300 penalty.¹⁸ There have been protests when students or staff determined that damage was being done to the campus environment.¹⁹ The University Council has also been constrained by conservation considerations when planning for future development on the Nathan Campus. The imperatives of development and conservation occasion similar concerns to those in the wider community.

The need for a review of all aspects of the University's computing policy was identified by Acting Vice-Chancellor Robert Segall in 1984. In March 1985 Professor Webb formed the view that Griffith should no longer rely on the Prentice Computer Centre at The University of Queensland for its computing needs. He formed the Griffith University Computing Review Committee, chaired by Dr Alan Knight, to identify and propose solutions to computing problems likely to be faced by the University over the following five years. The Review Committee targeted a number of tertiary institutions in Australia and North America for inspection of their computing environments. Mr Jim Cox, the second University Librarian, Dr Knight and Mr Fairbairn, Secretary to the Committee, inspected a number of institutions in North America for this purpose. The report of the Review Committee was exhaustive and formed the

basis of subsequent expansion in information services. The Vice-Chancellor had seen in other universities how difficult it was to bring traditional "hard copy" libraries together with already well-established computing centres, to begin to form the modern "electronic library". He determined that Griffith's fledgling computer centre, the Interim Computer Support Unit (ICSU), under the direction of Dr Peter Turner, would begin life in the Vice-Chancellor's office and then be transferred when the time was ripe to the newly formed Information Services Division. Jim Cox was an enthusiastic supporter of the plan and became the first Director of Information Services. He retired to return to the United States in 1989.²⁰

In 1989 Dr Brian Cook was appointed as Director of Information Services and University Librarian. After his appointment the Vice-Chancellor transferred audio-visual services to the information services portfolio, and integration of library, computing and audio-visual services proceeded at a rapid rate. Griffith was the first university in Australia to bring the library and computing services together as a converged entity.

In recent times technology has altered immensely the ability of information services to deliver up-to-date information direct to students and academics. In 1974 the Library staff totalled 14, with 19,000 books, 1000 serial titles and a budget of \$305,000. In 1994 there were 129 library staff, including 26 professional librarians, 517,000 books and 6986 serial titles. The total information services budget for 1996 exceeds \$17 million. However, the statistics do not represent adequately the change in culture between early library services and the current comprehensive information services which now link campuses. Now, Griffith is considered to be at the forefront in this highly specialised and technologically-driven area. Amalgamations placed heavy demands on information services, and since 1990 there has been a sequence of transitions in this area. Networking information services across all campuses required a greatly increased emphasis on staff training and new technology. All new buildings were specifically designed and wired to support integrated information services.

The introduction of this service approach, which has not been without its own hiccups and lags, has provided Griffith with a very strong international reputation in this field which is evidenced by visits from information services experts from other parts of Australia and from overseas. Griffith is co-ordinating a project with the National Library, Canberra, the National Library of New Zealand, the United Kingdom Higher Education sector and the Research Libraries Group in North America to develop an upgraded document-delivery system for the Australian Vice-Chancellors Committee. In 1992 Dr Cook was appointed Pro Vice-Chancellor (Information Services) and in 1994 International Services was added to his portfolio. This was followed by University Relations in late 1995.

Information Services participated with the School of CIT in a successful bid for a Supercomputer, which is shared with all Queensland Universities and is located at Griffith. New library systems have been introduced and these remain an ongoing priority for information services. After years of delay, all records have been made machine-readable and the libraries at Griffith, The University of Queensland

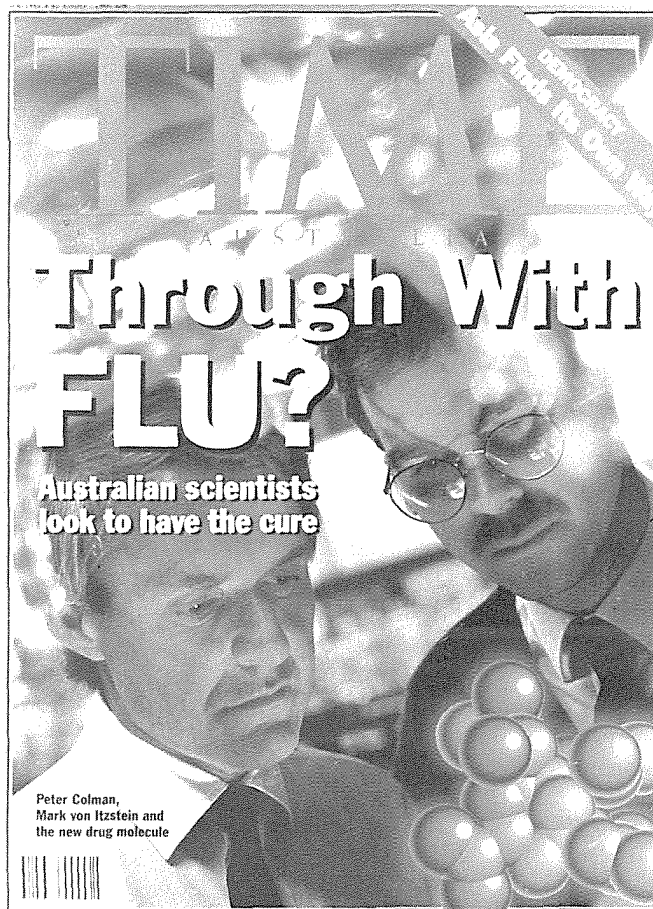
and QUT have been electronically linked. Information Services now operates on a client-focus philosophy which encourages users to bypass the traditional library and to interact directly with the information source required. Part of this service helps clients use the Internet most effectively. Brian Cook has emphasised collaborative management structures to ease this transition and to allow Information Services to dovetail with University goals.²¹

In 1992 the Griffith Institute for Higher Education (GIHE) was established as the successor to CALT. The GIHE was set up to function as a teaching, research, professional development and consultancy unit within the Faculty of Education. Professor Phil Meade, Dean of Education, welcomed the Institute as a way of renewing emphasis on pedagogical skills within the university sector. GIHE, headed initially by Associate Professor Neil Dempster and then by Professor Paul Ramsden, followed the original aim of the founders to provide teaching and learning support to the faculties. It replaced CALT in providing the teaching support services needed in the post-amalgamation environment, and was itself placed in one of the newly amalgamated areas.²²

The University also facilitated the attendance at lectures by members of the University of the Third Age (U3A). This process allowed members of U3A to “audit” over 100 selected lectures without payment of fees, sitting for examinations or attending tutorials.²³

In 1993 Council approved the creation of the Graduate School of Management (GSM) under the leadership of Professor David Limerick. This School grew out of a progression which began in 1988 when the Faculty of Commerce and Administration first established a Master of Business Administration degree. Later an MBA degree was established and offered as a cross-Faculty cross-campus degree. The GSM was established to host the MBA and other management degrees. In 1995, under its Acting Director, Dr John Forster, there were 400 MBA students, of whom 24 per cent were international students and 76 per cent Australian. It has strands in Tourism and Hotel Management on the Gold Coast Campus, in International Business (AIS) and in many other faculties. An MBA Board is drawn from all participating faculties.²⁴

The research culture of the University was set up by the very high research quality and culture of appointments of 1973 and 1974. Foundation appointments such as those of Professor Gus Guthrie and Professor Robert Segall in Science, Professor Andrew Field in Humanities, Professor Colin Mackerras and Professor Ho Peng Yoke in MAS, Professor Calvin Rose and Professor Arthur Brownlea in AES, to name just a few, were soon followed by names such as Doddrell, Ronayne, Standage, Pegg, MacGillivray, Quinn and many others in Science, Arthington, Connell and Parlange in AES, Hunter, Zurbrugg, Bennett, Walter and Finnane in Humanities, Viviani and Lim in MAS – just a few of the many who increased the research culture and reputation of the University. Over the following years there was significant success in many fields including collaborative ventures with the other Brisbane universities already mentioned. As the need for government funding became more competitive the University provided assistance for researchers in the optimum method of presenting and scaling grant



Griffith University science graduate Dr Mark von Itzstein makes the cover of Time Magazine in June 1993. Pictured here with CSIRO's Dr Peter Coleman, Dr von Itzstein heads a research team at Monash University which has designed a drug with the potential to cure influenza. Mark von Itzstein graduated with honours in 1981 and completed his PhD three years later.

applications and in broadening perspectives to large-scale projects which might attract private funding.

By 1990 research at Griffith needed strategic direction and close administrative oversight to cope with the amalgamation of outside institutions with different research backgrounds. Pro Vice-Chancellor (Academic) Professor Colin Masters could no longer be expected to do this job on a part-time basis along with his other duties, and the same applied to Professor Colin Mackerras and other Chairs of the Research Committee. There was a need to ensure that research quality and effort across all campuses was co-ordinated in order to increase the research quality of the University as a whole. Roger Holmes, now Vice-Chancellor of the University of Newcastle, was appointed Pro Vice-Chancellor (Research) and subsequently Deputy Vice-Chancellor (Research), reporting directly to the Vice-Chancellor.

This was done at just the right time as the Federal Government's quality assurance plan was introduced a year later. In 1990 less than 35 per cent of academic staff at the University held PhD's. Professor Holmes introduced staff development programs, involving a Pro Vice-Chancellor (Research) presence on selection committees, encouragement for staff to improve their own qualifications and an emphasis on research quality in promotions and tenure decisions. In 1995 just under 50 per cent of academic staff held PhDs. Additional initiatives were the creation of research centres, multi-media research and especially the establishment of the Office of Research and International Projects under its Director, Dr Ron King, in 1992. Research-grant-writing workshops were set up to enhance the quality of grant applications.²⁵

This was done with the support of the Deans and the staff generally, perhaps to some extent because the Vice-Chancellor introduced dollar incentives in the research area and in Faculty budgets.

Amalgamations were bedded down relatively smoothly from the perspective of the Pro Vice-Chancellor (Research) Roger Holmes, and came into the Griffith research profile with enthusiasm. Education and Humanities have increased their research profiles and Michael Irving has achieved significant success at the Gold Coast. QCA, an institution relatively new to research, has increased its research profile under its new Director, Professor Ian Howard, and the specialist research of the QCM adds its stature to Griffith. The University has adjusted and adapted the traditional language of research to embrace the new areas of the performing and visual arts. Original pictures, sculptures, films, scores and musical performances have all been included in an expanded concept of research and professional practice.

A centre for cardiovascular research, named the Rotary District 9600 Centre for Cardiovascular Research, was launched in 1991, in recognition of the support of the Rotarians. The Queensland Pharmaceutical Research Institute (QPRI), an allied centre of Griffith University within the Faculty of Science and Technology, was established by Griffith University in December 1990 to provide a vehicle for collaborative research between industry and academia and brings together researchers with special expertise in drug discovery for the purpose of engaging in industry-oriented research and development. This enables Queensland to participate in the growth of the pharmaceutical industry – an industry which is expected to earn Australia some \$2 billion a year in exports by the year 2000.²⁶

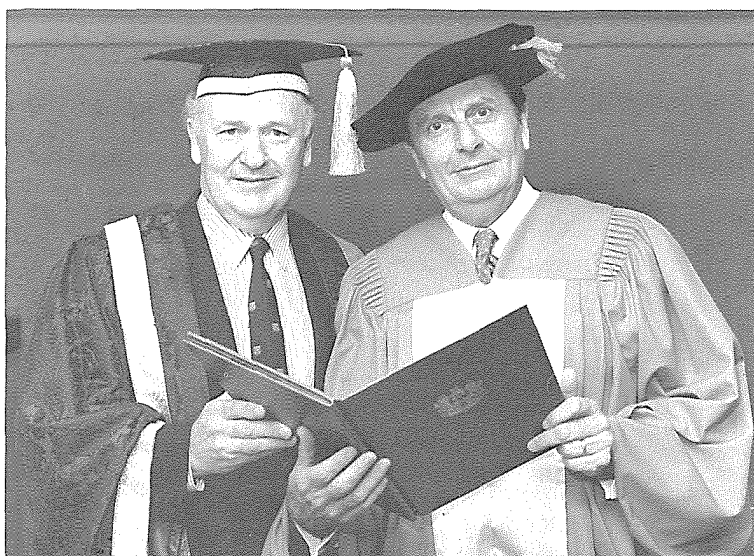
In 1993, a joint venture worth \$10 million involving QPRI and Astra Pharmaceuticals Pty Ltd, a subsidiary of the giant Swedish pharmaceutical firm Astra AB, was signed. Astra pledged to invest the



QPRI Director, Professor Ron Quinn, explains the importance of Australia's marine and rainforest resources in the development of new drugs.

money over five years in a venture to screen natural products from Queensland's reef and rainforests to discover new pharmaceutical products. This natural-product, drug-discovery program is conducted in collaboration with the Queensland Herbarium, which collects plants for the project, and the Queensland Museum, which collects marine species for the program. This sort of innovative enterprise advanced the research profile of the University and generated immediate value to the community in terms of the employment of highly trained graduates in a reversal of the usual "brain drain" scenario. Currently there are 31 people employed on the QPRI-Astra project.²⁷

Professor Ron Quinn, who already had an international reputation in the field, headed QPRI, which aimed at creating a significant pharmaceutical industry in Queensland. In addition to the natural-product, drug-discovery program with Astra AB, the QPRI is currently involved in projects as diverse as the identification of



Professor Webb with Honorary Doctor of the University, Barry Humpbries

migraine genes for therapeutic treatment, development of metal phosphine anti-tumor drugs, natural-product synthesis, natural-product combinatorial synthesis, organic synthesis, nuclear magnetic resonance (NMR) studies of helical hairpins from the diphtheria toxin, and amoebapore proteins. Along with other ventures in other faculties, centres of research excellence give Griffith a positive and successful profile.²⁸

The Federal Government, through the Department of Employment, Education and Training, established the Australian Key Centre for Cultural and Media Policy in July 1995. Located at Griffith University, it is jointly managed by Griffith, the Queensland University of Technology and The University of Queensland. The Centre was established to develop an innovative national program of teaching and research in cultural and media policy. It aims to establish a theoretical, organisational and institutional basis for an ongoing nationally co-ordinated provision of high-quality teaching, research and consultancy activities. It approaches its work from an interdisciplinary perspective in order to enhance the practical relevance and applicability of its research and teaching. The work of the Centre relates



Queensland Premier Wayne Goss launches a new joint venture company specialising in microelectronic research between Griffith University and the multinational corporation Hitachi Data Systems.

directly to Griffith's 1995-1997 Area of Research Excellence in "Cultural and Media Policy Studies" and correlates with Griffith's Mission and Research Plan, especially in the areas of innovation, interdisciplinarity and internationalisation. Responsibility for the Centre's programs lies with a Management Committee, chaired by Professor Tony Bennett of the Faculty of Humanities, Griffith. Projects include research on culture; cities and

citizenship; Australian cultural consumption; museums and citizenship; indigenous cultural policy; research, ethics and training; journalism and citizenship. The quality of research and teaching programs of this and other Key Centres can only add significantly to the reputation and prestige of Griffith.²⁹

The research accomplishments of the University are now impressive. The cumulative effect of strategically gearing the already formidable research efforts of the University to quantification by government was recognised in 1995 with Griffith being ranked equal 10th out of a total of 36 ranked universities and just behind the main capital city universities.³⁰

Present and future

Throughout its history the Griffith University Council has been fortunate in the initiative, experience and commitment of its members. The Chancellors, Sir Theodor Bray, Sir Allan Sewell and Chief Justice John Macrossan, have been able to call on members with wide community expertise and leadership in nearly all areas of industry, commerce, the professions, government and the bureaucracy in addition to the faculty, general staff and student representation on Council. The “bottom line” in a University is not as clearly defined as it is in corporate board rooms. There were periods when the issues of car parking and fees seemed to take up an inordinate amount of Council time. More recently, under the leadership of the Chancellor, better management and timing of meetings and effective use of Council members on sub-committees has ensured more efficient and streamlined Council meetings. Mr Norm Fussell, currently Deputy Chancellor, Sir Leo Hielscher, who has been involved with the University since “it was in swaddling clothes”, Clive Hildebrand, who also came on to Council in 1988, Lady Hickey, Mr Peter Hobart and Her Honour Judge Patsy Wolfe are “external” members who currently contribute valuable expertise and constructive criticism. Clive Hildebrand, for instance, was able to lend his engineering experience when course structure and prerequisites were being discussed for the Environmental Engineering course. All members note a need for balance between efficiency and academic and democratic freedom and a current need for a restructuring which will allow the Vice-Chancellor more time to focus on strategy. These are crucial times for a Council which must now assess decisions in the context of tens of thousands of students and budgets of hundreds of millions of dollars.¹

One series of decisions involved the Chancellor, the Council of the University and the Vice-Chancellor and his staff in a bid to purchase the financially troubled Bond University on the Gold Coast. Griffith’s interest in acquiring Bond University dated from 1990. This was not motivated by a takeover mentality or by any antipathy towards the existence of Bond University. Professor Webb’s support for the establishment of Bond University in the mid-eighties has been noted previously. Rather, Griffith’s interest was triggered simply by the fact that the assets of the troubled Bond were on the market, at first in a discreet almost private manner, then openly.

Professor Webb saw the acquisition of the Bond University campus as an important strategic move for Griffith, both in terms of consolidating the role of Griffith as a major multi-campus University serving the dynamic Brisbane-Gold Coast corridor, and also as an opportunity to create a first in Australian higher education – a public/private university. The model for this latter vision was Cornell University in the United States which is both a public land grant university and also, simultaneously, a private Ivy League university. Notwithstanding this mix, students graduate with a Cornell degree whether they



The Council 1996. Front row left to right: Ms Alison Harris, Mr Neville Bonner AO DUniv, Lady Hickey, Chief Justice the Honourable John Macrossan AC – Chancellor, Professor Roy Webb OMRI – Vice-Chancellor, Associate Professor Peter Healy – Representative Dean [Acting].
 Second Row: Ms Kathy Corbiere, Dr Brian Cook – Pro-Vice-Chancellor (Information and International Services)*, Mr Clive Hildebrand, Professor George Kearney AM – Deputy Vice-Chancellor*, Her Honour Judge Wolfe, Mrs Yvonne Bain AM, Ms Lisa Kelly.
 Third Row: Sir Leo Hielscher, Mr Eduardo Roca, Mr Colin McAndrew – Pro-Vice-Chancellor (Administration)*, Ms Ulla Greenwood*, Mrs D Eda Phillips, Associate Professor Mervyn Hyde AM.
 Fourth Row: Ms Bernadette Roberts, Professor Margaret Gardner – Pro-Vice-Chancellor (Equity)*, Professor Max Standage – Deputy Vice-Chancellor (Research) [Acting]*, Ms Bonnie English, Ms Margaret Buckridge, Professor David Lim – Pro-Vice-Chancellor (Quality Advancement)*, Mr Trevor Schramm, Professor Ian Howard – Provost and Director, Queensland College of Art*.
 Fifth Row: Professor Michael Irving – Pro-Vice-Chancellor and Director, Gold Coast*, Ms Helen Taylor, Mr Peter Hobart DUniv, Mr Gary Fenlon, Mr Frank Young, Mr Norman Fussell – Deputy Chancellor, Mr Rodney Mugford
 Rights of audience and debate

have studied through the public or private components of the University. Professor Webb believed that Griffith and Bond could be combined to create a powerful institution which would itself be the forerunner of developments in Australian higher education as the distinctions between public and private universities become less marked. The Council shared this vision.

An expression of interest was first lodged in 1993 when Bond University was being discreetly marketed by Turnbull and Partners Limited, and again in September 1995 when the property was openly marketed by Jones Lang Wootton, in conjunction with KPMG Peat Marwick as receivers, on behalf of the Long Term Credit Bank of Japan.

At each point it was necessary to decide on the desired outcome, and there were many discussions involving the Vice-Chancellor, the Chancellor and other Council members from time to time to decide on the approach to be adopted and the limit of any offer to be made. Since it was a competitive situation with a number of interested parties, it was necessary to observe the highest degree of confidentiality and at the same time proceed effectively.

There were numerous meetings involving representatives from the Council, including the Chancellor, the Deputy Chancellor, Mr Norm Fussell, Sir Leo Hielscher, Mr Clive Hildebrand and Mr Peter Hobart. Nationally eminent advisers with expertise in law, mergers, financing and public relations were engaged to assist. Clear title was not available and the shaping of the bid was correspondingly difficult. The bid developed by the group had to receive the backing of Council reached in the course of meetings which, because of the confidentiality inherent in the situation, had to be delicately handled. The eventual bid was not successful and, for business reasons, the details cannot be explicitly stated, although newspapers and other sources speculated extensively.²

Anticipating and planning for the likely higher education needs of the community in the Brisbane-Gold Coast Corridor was one of the major challenges facing the University in the late nineties. Building a new campus in Logan City was the start of this process. Logan City, situated 25 minutes south of Brisbane City and 35 minutes north of the Gold Coast, is one of the fastest-growing areas in Australia. It lies astride the Brisbane-Gold Coast Corridor with the southern suburbs of Brisbane to its north and the northern extremities of the City of the Gold Coast to its south. Logan and its surrounding areas have attracted significant numbers of interstate settlers into Queensland in recent years. The population in and around Logan more than trebled between 1973 and 1986. The proportion of the population under 19 years of age was approximately 40 per cent in 1993. The need for provision of increased higher education resources was clear. In 1993 the State Government and the Commonwealth Government discussed plans for three new university campuses to be developed in the South-East of the State by the turn of the century. A Sunshine Coast University College to the north of Brisbane was opened in 1996. A second university campus for The University of Queensland in the Brisbane-Ipswich corridor was scheduled for 1998. The third campus was planned in the Brisbane-Gold Coast corridor.³



Education Minister Mr Bob Quinn, Professor Webb and former Premier Mr Wayne Goss at the sod-turning ceremony at the new Logan Campus in 1996.

Discussions took place between Griffith University and the relevant State, Commonwealth and local authorities in late 1994 and a Commonwealth-State-Griffith University working party was set up to examine the provision of higher education in the Brisbane-Gold Coast corridor. In June 1995 the Working Party recommended that planning for an additional campus in the Logan area should commence immediately.⁴

The Vice-Chancellor chairs a Task Force to undertake academic planning for the new campus. Local involvement was encouraged with local authorities invited to participate in the work of the Task Force and input requested from health providers, TAFE authorities and local schools. The State Government established a Working Party, with University representation, to select a site for the campus.⁵ In October 1995 the Vice-Chancellor was able to announce that the State Government had selected a site at Meadowbrook close to the Logan Institute of TAFE and the Logan Hospital. The area was well served by rail and road transport. The new campus was scheduled to open in 1998 with 450 students.⁶

The University aims to offer exciting, innovative courses on the new campus and courses relevant to Logan City and the Central Corridor area. The Task Force has decided to focus on the following areas in academic planning for the new campus.

1. Business (especially small business and enterprise management)
2. Health (including human services and oral health)
3. Food Science (including aquaculture, horticulture, food processing and nutrition)
4. Communications
5. Information Technology.⁷

There are aspects of the community-centred focus and local relevancy in planning for the Logan campus that are reminiscent of the planning which inspired the founders of the University in 1971. The Logan campus continues the Griffith tradition of relevance and innovation in courses offered for students and of close community involvement in the University. It will maintain the tradition of offering a broad higher education choice to a large cross-section of the community in its catchment area.



Sir Samuel Griffith's great-granddaughter Deborah Hay shows Sir Samuel's regalia and a piano returned to the family after restoration by Griffith University.

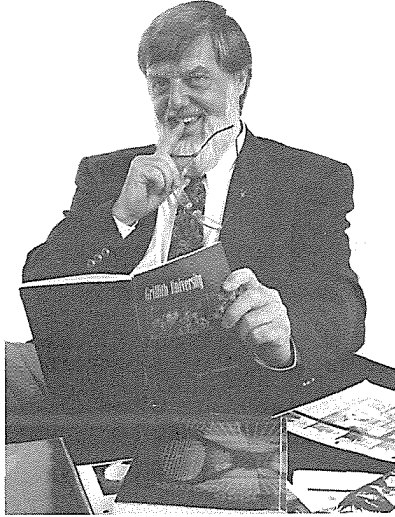
In the 25 years since Ted Bray was asked by Sir Alan Fletcher to supervise the creation of Brisbane's second university, Brisbane has, to quote a much used phrase, "come of age". Part of that coming of age has been the growth and development of Griffith University. Griffith is now an integral part of the Queensland higher education profile. It has contributed to the evolution of its city and State to the extent that there are few areas of industry, agriculture, government or the arts in which Griffith University has not, through its graduates or its research, made a mark or added to the vibrant mosaic that makes up the present culture of Queensland. In 1975 Sir Theodor Bray and Vice-Chancellor John Willett presided over the opening of an institution which was intended to provide an alternative to the perceived stagnation in some areas of contemporary higher education. In doing so they also made an indelible mark not only on the shape of higher education in Queensland but also on the future direction and culture of the city and the State. The culture of the University in the seventies was very much a product of how Ted Bray and John Willett, and the many

others who were involved in the creation of the University, gauged the deficiencies and needs of contemporary higher education in Brisbane. They were people for their time. The shape of the institution was dictated by the social, economic, political and educational issues of their era, and as these imperatives changed, so did the University.

In March 1995 Professor Webb had been Vice-Chancellor of Griffith for 10 years. When Professor Brian Wilson, Vice-Chancellor of The University of Queensland, retired in late 1995, Professor Webb became Australia's longest-serving Vice-Chancellor. In a tribute to mark his 10th anniversary, the Chancellor, Chief Justice John Macrossan, said that during his Vice-Chancellorship Professor Webb "through his own ideas and encouragement of the ideas of others, has been critical to the emergence of Griffith as a major university within the Australian higher education system".⁸ Nobody would cavil at the veracity of the Chancellor's remarks. The determination of the founders to create an institution which would provide a practical and relevant higher education for the youth of Queensland regardless of the dictates of established orthodoxy has been an aim that the current Chancellor and Vice-Chancellor have in common with the founders of Griffith University. Yet, as the social, political, economic and educational environment has changed, alternative assessments and approaches to those of the seventies have been needed. In 25 years Griffith University has not only expanded and matured, it has moved beyond the expectations of its founders. But in its capacity continually to innovate while adapting to change, it has successfully built on their ideals.

Biographical note:

Noel Quirke



Noel Quirke is a freelance historian. He took a first class honours and a PhD in history at The University of Queensland. He has lectured and tutored at The University of Queensland and at the Australian Catholic University. He also tutors a course on Irish Nationalism, part-time, in the Griffith University Open and Flexible Learning program. Dr. Quirke published a 10-year history of John Paul College, Daisy Hill, Logan City, in 1992 which generated an interest in education. This was followed in 1994 by a 75-year history of the Presbyterian and Methodist Schools Association. He has completed preliminary research for a centenary history of Brisbane Boys' College due in 2002.

Noel Quirke was born in Ireland and educated at Blackrock College, Dublin. He is married with three adult daughters. He lives on the Gold Coast.

Former Members of the Council

1977-1980	Mr W F Abrahams	1975-1976	Mr D R Fraser
1984-1986	Dr M L Alexander	* 1988-1989	Mr H D J Fraser
1984-1991	Mr N D Alford	1989	Mrs J M Gamin
1985-1988	Mr D N Arthy	1994	Ms Gloria Garr
1984-1990	Mr R W L Austin	1992-1994	Mr T Gatfield
1988	Mr D Baines	1977-1980	The Very Rev Ian George
1982-1985	Ms C R Baram	1975-1976	Mr C Gilmour
1986-1988	Mr A S T Bee	1971-1978	Mr N M Gow
1994-1996	Ms S Bennett	1986-1988	Mr M G Goodin
1982-1985	Mr R R Bible	1991-1994	Mr D G Hall
1984-1986	Mr L S Blundell	1976-1984	Mr W L Hamilton
1991-1993	Ms C H Bond	1975-1977	Mr L McL Hancock
1984-1986	Ms D A Bond	1982-1984	Mr G M Harwood
1992-1996	Mr Neville Bonner AO DUniv	1992-1994	Mr I L Hawke
1971-1985	Sir Theodor Bray	1988-1990	A/Prof B W Head
1977-1982	Mr J F S Brown	1982-1984	Dr P M Healy
1977-1980	Dr C P M Brown	1985-1988	Mr I T Henderson
1975-1988	Mrs D M Buckley	1992-1993	Ms S L Hocking
1980-1982	Dr K B Bucknall	1979-1980	Mr K B Hockings
1988-1990	Ms M Buckridge	1980-1982	A/Prof R S Holmes
1971-1977	Mrs G M Budtz-Olsen	1980-1982	Mr C B Hoult
1987-1988	Dr M C Bullbeck	1990	Mr R J B Howard
1976	Mr T Burton	1988-1989	Mr I H Howard-Smith
1988-1989	Dr D E Butler	1975-1988	Mr M A Howell
* 1971-1975	Mr L W H Butts CBE	1976-1977	Dr T J Hundloe
1971-1973	Prof W J Campbell	1981-1982	Mr A Iwanow
* 1978-1985	Sir Gordon Chalk	1992-1994	Ms T B Iwinska
1994	Ms Emma Chalmers	1992-1994	Ms V Kassabian
1989-1991	Mr P R Charlton	1988-1990	Mr R C Kidman
1991-1994	Ms J Chester	1983-1984	Mr B J Law
1977-1980	} Dr O P Coaldrake	1978-1980	Mr G P Lee-Manwar
1986-1987		1994-1996	Ms E Lietzow
1986-1988	Mr H N Coltman	* 1971-1975	Prof S Lipton
1992	A/Prof C Crisp	1986-1988	Prof I Lowe
1993-1995	Ms Carol Davis	1985-1988	Mrs I E M MacCallum
1990-1992	MS E A De Lacy	* 1971-1977	Prof P Mason
1980-1982	Mr P Doilibi	1978-1988	Sir Robert Mathers
1988-1990	Sister Angela Mary Doyle, RSM	1988-1990	Ms J Mayes
1988	Mr M Dutton	1994-1996	Mr D Mayocchi
* 1975-1983	The Hon Mr Justice J D Dunn	1985	Ms M J McInnes
1984	Mr J S Edwards	1994-1996	A/Prof M McMeniman
1973-1975	Sir John Egerton	1982-1983	Ms J U McPhail

1989	Mr R I McQueen	1980-1982	}	Emeritus Prof R L Segall
1982-1984	Mr B A Moffat	1984		
1988-1990	Mr B Moon	* 1971-1988		Sir Allan Sewell
1986-1988	Mr D E Morgan	1994		Ms Renate Sitte
1986-1988	Mr R P Morley	1975-1977		A/Prof R StC Smart
1982	Dr J M Mula	1990-1992		A/Prof M C Standage
1985-1986	Dr S Myhra	1993-1994		Ms F M Stevens
1982-1983	Mrs L M Nishizawa	1990-1992		Mr A C Stewart
1975-1977	Ms P M Noad	1980-1981		Ms S V Stratford
1988-1989	Mr W A C O'Donohue	1989-1992		Ms M Stringer
1990-1992	Mr K C Officer	1984-1986		Mr B R Stump
1992-1993	Mr M C Olding	1980-1982		Ms M L Tabrett
1975-1978	Mr I Olsson	1988-1990		Mr J A Tainton
1984-1985	Prof J-Y Parlange	1977-1979		Mr M F J Taylor
1991-1992	Mr Francis J Peach	1977-1980		Dr D V Thiel
1978-1988	Mr A J Peel	1980-1994		Miss P R Thoms
* 1971-1972	Sir Arthur Petfield	1988-1990		Ms W Tyson
1992-1996	Prof D Power	1990-1991		Ms K M Turner
1971-1975	} Emeritus Prof C F Presley	1994-1996		Prof J Walter
1985-1987			1975-1976	Dr J S Ward
1982-1984	Prof J A Rickard	1992-1994		Mr R S Warry
1980-1984	} Dr S C Rickson	1988		Emeritus Prof B H Watts
1991-1992			1994-1995	Ms V Westacott
1989-1991	Ms B J Roberts	* 1971-1984		Emeritus Prof F J Willet
1971-1972	Prof G E Roberts	1986-1987		Mr K P Williams
1975-1978	Prof J Ronayne	1978-1984		Mr N Williams
1980-1984	Prof C W Rose	1984		Mr P H Williams
1986-1988	Ms E M Ross	1992-1993		Mr S Williamson
1976-1980	} Prof R A Ross	1975-1977	}	Mr K G Window
1986-1994				
1982-1984	Dr L Ryan	1990-1992		Mr T P Wood
1994-1996	Mr R Sanders	1971-1975		Mr W Wood
1977-1980	Dr G D Saunders	1985-1986		Ms A Wrighton
1993-1994	Mr S Savage	1977-1980		Mrs E Wylie
1971-1977	Sir Sydney Schubert			

* Deceased

Members of the Council 1996

Chancellor

The Chief Justice the Hon John Macrossan AC

Deputy Chancellor

Mr Norman Fussell (See also "Members appointed by the Governor-in-Council").

Vice-Chancellor

Professor L Roy Webb OMRI

Members appointed by the Governor-in-Council

Mrs Yvonne Bain AM

Mr Gary Fenlon

Mr Norman Fussell (See also "Deputy Chancellor")

Sir Leo Hielscher DUniv

Mr Clive Hildebrand

Her Honour Judge Wolfe

Director-General of Education or Nominee

Mr Frank Young

Deputy Director-General (Corporate Services)

Three members who are members of the senior faculty staff of the university, elected by the senior faculty staff of the university

Ms Margaret Buckridge (EDN)

Ms Bonnie English (QCA)

Associate Professor Mervyn Hyde AM (EDN)

One member who is a member of the junior faculty staff of the university, elected by the junior faculty staff of the university

Mr Eduardo Roca (AIS)

One postgraduate student of the university, elected by the postgraduate students of the university

Ms Kathy Corbiere (HUM)

One full-time undergraduate student of the university, elected by the full-time undergraduate students of the university

Mr Rodney Mugford (LAW)

One part-time undergraduate student of the university, elected by the part-time undergraduate students of the university

Ms Lisa Kelly (CAD)

Two members who are members of the general staff of the university, elected by the general staff of the university

Ms Alison Harris (CAD)

Mr Trevor Schramm (EDN)

Three members of convocation, elected by the members of the convocation roll

Mrs D Eda Phillips

Ms Bernadette Roberts

Ms Helen Taylor

Up to two members appointed in accordance with section 8(3) of the Griffith University Act 1971

Vacant

Two members of the advisory council of the Gold Coast University College of Griffith University, elected by the advisory council

Lady Hickey

Mr Peter Hobart DUniv

Professorial Appointments and Promotions

<i>Name</i>	<i>Main Study Area</i>	<i>Date of Appointment</i>
Gus Guthrie	Chemistry	6.4.73
Ho Peng-Yoke	China Historian (Chinese Science)	15.4.73
Calvin Rose	Environmental Science	12.5.73
Arthur Brownlea	Environmental & Community Health	1.1.74
Andrew Field	Literature	1.1.74
Robert Segall	Physics	1.1.74
Colin Mackerras	China Historian (Culture & Minorities)	1.1.74
Robert Ross	Applied Learning and Teaching	3.7.74
Val Presley	Philosophy	1.10.75
Jim Jackson	Geographer (South East Asia/Malaya)	1.10.75
Colin Masters	Biochemistry	1.1.76
Hiram Caton	Politics & History	1.2.76
Jean-Yves Parlange	Applicable Mathematics	28.12.77
David Limerick	Organisational Behaviour	2.9.79
John Rickard	Operations Research	31.8.80
David Lim	Economics	1.1.81
David Doddrell	P Chemistry	1.10.83
Patrick Weller	Political Science	7.9.84
Lee Parker	Accounting	1.7.85
Geoff Dromey	Informatics	17.1.86
Roger Holmes	P Biochemistry	1.6.86
David Pegg	Physics	3.11.86
James Walter	Australian Studies	2.11.87
Barry Harrison	Microelectronic Engineering	15.12.87
Ferdinand Gul	Financial Management/Accounting	8.7.88
Colin Raston	Chemistry	31.8.88
Duc-Tho Nguyen	Economics	12.1.89
Ron Sampson	Technology Management	1.11.89
Phil Meade	Education	1.1.90
Helen Hardacre	Japanese Studies	24.1.90
David Ingram	Applied Linguistics	24.2.90
John O'Gorman	Psychology	30.4.90
Margaret Dunlop	Nursing	4.6.90
Graham Jones	Education	1.7.90
Julie James Bailey	Film and Media	1.7.90
Judith Allen	Women's Studies	7.8.90
Paul Pritchard	Computing Science	1.1.91

Robin Shaw		Marketing	23.1.91
Nancy Viviani		International Politics	18.2.91
Philip Jones		Environmental Engineering	26.2.91
Charles Sampford		Law	6.3.91
Alan Knight	P	Chemistry	2.4.91
Bruce Stening		International Business	20.5.91
John Bain		Teaching and Learning	1.7.91
Rodney Topor		Computing Science	22.7.91
Ralf Buckley		Environmental Science	30.7.91
Errol Iselin		Accounting	23.9.91
Royce Sadler		Education	9.10.91
Richard Smith		Education	1.1.92
Peter Brosnan		Industrial Relations	2.1.92
Peter Freebody		Literacy	2.1.92
Ross Homel		Justice Administration	3.2.92
Michael Irving		Biochemistry	10.2.92
Paul Ryder		Business & Strategic Management	10.2.92
David Moss		Italian Studies	6.5.92
Tony Bennett	P	Cultural Studies	6.5.92
Aynsley Kellow		Environmental Policy	1.7.92
Roger Kitching		Ecology	1.7.92
Max Standage	P	Physics	8.9.92
John Stevenson		Post Compulsory Education and Training	13.10.92
Des Connell	P	Environmental Chemistry	3.11.92
Ian Howard		Visual Arts	23.11.92
Dubravka Cecez-Kecmanovic		Information Systems	30.6.93
Kuldip Paliwal		Communications & Information Engineering	26.7.93
Paul Ramsden		Teaching and Learning	21.9.93
Stephen Parker		Law	1.1.94
Margaret Gardner		Industrial Relations	1.1.94
Robert Elson		Indonesian History	1.1.94
Angela Arthington		Freshwater Ecology	1.1.94
Ian Lowe		Environment and Energy	1.1.94
Des Power		Special Education	1.1.94
Ron Quinn		Chemistry	1.1.94
Sandra Buckley		Japanese Studies	20.6.94
Lokman Mia		Accounting	1.8.94
Thomas Muller		Marketing	8.8.94
Greg Gass		Exercise & Sport Science	23.9.94
William MacGillivray		Atomic Physics	1.1.95
Andrew Nesdale		Applied Psychology	8.1.95
Rosemary Pringle		Women's Studies	24.1.95
Mark Dadds		Clinical Psychology	1.2.95
William Halford		Clinical Psychology	6.2.95
Yew Chaye Loo		Civil Engineering	14.2.95
Ken Tucker		International Business	23.3.95
Sandra Berns		Law	3.7.95
John Dewar		Law	6.7.95
Richard Mizerski		Marketing	25.9.95
Anne McMurray		Nursing	11.12.95

O Yul Kwon	Korean Studies	28.12.95
Bill Hogarth	Mathematical Modelling	1.1.96
Mark Finnane	History	1.1.96
David Thiel	Radio Engineering	1.1.96
Roger Willis	Physiology	1.1.96
Simone de Haan	Music	1.2.96
Allan Hodgson	Banking and Finance	1.2.96
Greg Bamber	Management	17.6.96

P = Personal Chair

Endnotes

Chapter 1

- 1 Cabinet Decision No. 7807, 10.5.1965 included in Cabinet Submission No. 7159 (copy 15) Minister for Education, Mr J C A Pizzy, to Cabinet 16.9.1965. Griffith History Documents (hereafter GHD), GU Archives.
- 2 "Albert Shire Puts in Claim for University", *Courier-Mail*, 29.8.1965.
- 3 Cabinet Decision No. 8161. GHD.
- 4 "Council Look at Open Spaces?" *Courier-Mail*, 19.9.1965.
- 5 "Early Moves at New University", *Courier-Mail*, 3.10.1965.
- 6 "State's \$68m on Education but Mt Gravatt Varsity Setback", *Courier-Mail*, 22.9.1966.
- 7 "New Varsity College to be Named 'Griffith'", *Courier-Mail*, 14.4.1967.
- 8 "University Need for Mt Gravatt in 1975", *Courier-Mail* 6.3.1970, "Delay on University", *Courier-Mail* 28.4.1970.
- 9 Malcolm Thomis, *A Place of Light and Learning: The University of Queensland's First Seventy-five Years*, Brisbane, University of Queensland Press, 1985, pp. 263, 291-292, 358.
- 10 Transcript of interview by Miss Patience Thoms, OBE, DUniv, with Sir Theodor Bray, CBE, DGU, 27.7.1992 (hereafter Thoms interview), monograph; T C Bray, *My Second Career*, author interview with Sir Theodor Bray, 15.1.1996, St Lucia, GHD.
- 11 Thoms interview with Bray, p. 4.
- 12 Thomis, pp. 3-32.
- 13 Author interview with Sir Theodor Bray, 15.1.1996, GHD.
- 14 Author interview with Mr Neil M Gow, Brisbane, 25.4.1996, GHD.
- 15 Bray, *My Second Career*, p. 10.
- 16 Author interview with John Topley, 13.1.1996. Topley and others still hold the view that the Roma Street site would have served the University better. GHD.
- 17 Thoms interview with John Topley p. 4.
- 18 Thoms interview with Bray and Thoms interview with Topley, 13.5.1993; author interview with John Topley, 22.1.1996, GHD.
- 19 Thoms interview with Bray p. 6.
- 20 Interim Council Organisation Committee Paper, Proposed School Structure, File BA2, General Registry, GU.
- 21 Author interview with Sir Theodor Bray, 15.1.1996, GHD.
- 22 *Courier-Mail*, 1970-1979, Queensland Newspapers archives, Brisbane.
- 23 Donald Horne, *Time of Hope: Australia 1966-72*, Sydney, Angus and Robertson, 1980; Frank Crowley, *Tough Times: Australia in the Seventies*, Sydney, Heinemann, 1986.
- 24 Author interviews with Professor Colin Mackerras, Brisbane, 8.2.1996, Professor Peter Coaldrake and Associate Professor David Saunders, Brisbane, 23.2.1996 GHD.
- 25 Submission to the Australian Universities Commission, Triennium 1973-75, 1.11.1971, File NA1, General Registry.
- 26 J W Willett, "New Concepts for a University", public lecture at National University of Singapore, School of Management, 20.10.1984, File A94/0001, General Registry, GU.
- 27 Thoms interview with Topley, p. 8.
- 28 Address by Sir Zelman Cowen, Governor-General, on the 10th Anniversary of the Formal Establishment of Griffith University at Griffith University, 14.10.1981, File GH125, General Registry.
- 29 Submission to Universities Commission 1973-75, p. 9. General Registry.
- 30 *Ibid.*, p. 5.
- 31 Thoms interview with Professor Calvin Rose (undated), p. 11; author interview with C Rose, Griffith University, 5.2.1996, GHD.

- 32 Author interview with John Topley, 5.4.1996, GHD.
- 33 Finance Committee report to Council, 22.10.1971, File NA1, Document 10, General Registry.
- 34 Author interview with John Topley, 22.1.1996, GHD.
- 35 Author interview with Mrs Jean Willett, 1.2.1996, GHD.
- 36 Thoms interview with Bray, pp.11-12 and author interview with Mrs Jean Willett, Brisbane, 1.2.1996, GHD.
- 37 Academic Structure, Academic Committee, 0086/71, File BA2(1), General Registry; author interview with John Topley, 22.1.1996, GHD.
- 38 Griffith University – Academic Structures, Griffith University Council document (0085/71), File A94/0001, Academic Structure and Policy, General Registry.
- 39 Thoms interview with Bray, p. 28.
- 40 Author interview with John Topley, 22.1.1996, GHD.
- 41 Address by Sir Zelman Cowen, Governor-General, on 10th Anniversary of the Formal Establishment of Griffith University at Griffith University, 14.10.1981, File GH125, General Registry.
- 42 Submission to the Australian Universities Commission, Triennium 1973-75, File NA1, General Registry.
- 43 Files A94/0001 and 94/0002, Submission to Australian Universities Commission for 1976-78, File NA2(1), General Registry; Thoms interviews and author interviews with foundation personnel and Councillors, GHD.
- 44 Thoms interview with Bray, p.16.
- 45 Thoms interview with Professor Val Presley, 21.10.1993, GHD.
- 46 Author interview with Professor Gus Guthrie, 4.3.1996, GHD.
- 47 Thoms interview with Bray, p. 5.
- 48 Author interview with Professor Calvin Rose, 5.1.1996, and Thoms interview, p. 8.
- 49 Willett to Cameron, 26.7.1973, BA2(1), General Registry.
- 50 Author interview with Professor Arthur Brownlea, 19.3.1996, GHD.
- 51 "Submission on School Plan", *Courier-Mail*, 16.3.1973.
- 52 Report of Steering Committee, "New Schools at Griffith", 21.5.1973, BG25, 1a, General Registry.
- 53 Report of Steering Committee, 13.5.1974, BA2(1), General Registry.
- 54 Academic Committee minutes 9.7.1974, BA2(1), General Registry.
- 55 Author interview with Professor David Doddrell, 9.4.1996.
- 56 Author interview with Mrs Jean Willett, Brisbane, 1.2.1996, John and Jan Topley, 22.1.1996, Kevin and Carmel See, 7.2.1996, David and Pauline Dodderell, 9.4.1996. Sian Lewis, President of the GU Union of Students in the late seventies, remembers being introduced to some very daunting and high-profile academics with dishcloth in hand and subsequently taking part in some very stimulating exchanges. Interview with Ms Sian Lewis, Brisbane, 8.2.1996, GHD.
- 57 Submission to Universities Commission, 1976-78, p. 15, General Registry.
- 58 Author interview with Professor Gus Guthrie, 4.3.1996, GHD.
- 59 Thoms interview with Alan Cole, GHD.
- 60 Willett report 0017/74, File BA2(1), General Registry.

Chapter 2

- 1 *Great Griffith Gazette*, Issue 2, Vol. 3, March 1975, GU archives.
- 2 Griffith University Statistics, 1982, University Asset Register, 1995, Schedule of Properties 11-4, 11-5, and 1975 Annual Report, General Registry.
- 3 Author interview with Mrs Gem Cheong, Newcastle, 1.3.1996, GHD.
- 4 Griffith University, 1975 Admissions Guide for Applicants, Sian Lewis papers.
- 5 Griffith University, Submission to Australian Universities Commission for Triennium 1976-78, File NA2(1), General Registry.
- 6 *Great Griffith Gazette*, Vol. 2, No. 8, November 1974, GU archives.
- 7 Author interview with Mr Jonathon Richards, Student, 1975, 26.2.1996, GHD.

- 8 Board of Community Services Files 94/0781, 94/1951, 94/1952, University Act 1941, S2.8 Board of Community Services.
- 9 *Great Griffith Gazette*, Vol. 3, Issue 4, May 1975.
- 10 Statute 2.8, Board of Community Services, File 94/1952, General Registry; article, "Bill Abrahams, Community Services Officer", *Great Griffith Gazette*, Vol. 4, Issue 14, 7.10.1976.
- 11 Author interview with Mrs M Budtz-Olsen, 28.2.1996, and with Mr Kevin See, 7.2.1996, GHD.
- 12 Author interview with Kevin See, 7.2.1996, and Sian Lewis, 12.4.1996, GHD.
- 13 Thoms interview with Alan Cole; author interview with K See, 7.2.1996, GHD.
- 14 Author interview with Professor A Brownlea, 19.3.1996, GHD.
- 15 Author interview with Professor Calvin Rose, Brisbane, 5.2.1996, GHD.
- 16 Author interview with Professor Colin Mackerras, Brisbane, 8.2.1996, GHD.
- 17 Thoms interview with Professor Colin Mackerras, GU archives.
- 18 Author interview with Ms Pat Noad, 27.2.1996, GHD.
- 19 School of Science Standing Committee minute, 3.3.1975, File A94/0001, General Registry.
- 20 Academic Organisation, correspondence, reports and minutes, File BA2(2) 1974-77, General Registry.
- 21 Author interview with Professor David Dodderell, 9.6.1996, GHD.
- 22 Thoms interview with Bray, July 1992, GU archives.
- 23 Author interview with Leigh Tabrett, 5.2.1996, and John Topley, 22.1.1996, GHD.
- 24 Thoms interview with Bray, 27.7.1992, GU archives.
- 25 *Griffith*, Vol. 2, No. 3, May 1976, Sian Lewis papers.
- 26 Author interview with Emeritus Professor Colin Masters, 15.2.1996, GHD.
- 27 Author interview with Sian Lewis, 8.2.1996, GHD.
- 28 Author interview with Felicity Shea, 30.4.1996, GHD.
- 29 Author interview with Patience Thoms, 7.2.1996, GHD.
- 30 Author interview with Chui McDonald, 14.4.1996, GHD.
- 31 Don Margetson (ed.) Griffith University Symposia: Reflections in the Second Decade, March - May 1984, GHD.
- 32 Author interviews with Professor Peter Coaldrake, 23.2.1996, Associate Professor D. Saunders, 23.2.1996, Professor C. Masters, 15.2.1996, Mrs Gem Cheong, Newcastle, 1.3.1996, GHD, GU archives.
- 33 "Participation in Management" address to 1977 students by Vice-Chancellor, Professor John Willett, *Great Griffith Gazette*, 7.3.1977.
- 34 Telephone conversation with Don Abel, 12.4.1996.
- 35 Author interview with John Fairbairn, 13.2.1996, GHD.
- 36 *Griffith Gazette* Vol. 8, Issue 2, 1979.
- 37 Author interview with Ian Kimber, Brisbane, 8.2.1996, GHD.
- 38 John Western and Ernest Roe, "Social Characteristics and Expectations of Students at a New and an Old University", paper delivered at the 7th Annual Conference of the Australian Association for Research in Education, Brisbane, November 1976; author interview with Leigh Tabrett, 5.2.1996, GHD.
- 39 Griffith University, Information for prospective applicants, 1975-76, Sian Lewis papers.
- 40 Submission to the Australian Universities Commission for 1978-80 Triennium, File NA4, Doc. 17(a); fees reference NA3, 40(ii), General Registry.
- 41 Author interview with Professor David Dodderell, 9.4.1996, GHD.
- 42 AVCC Presentation to Task Force on Higher Education, p. 7, A94/0048, GU archives.
- 43 Author interview with Professor Max Standage, 22.2.1996, GHD.
- 44 Author interview with Professor Colin Masters, 17.2.1996, GHD.
- 45 *Great Griffith Gazette*, Vol. 5, Issue 3, 9.9.1978.
- 46 *Great Griffith Gazette*, Vol. 3, Issue 13, 9.12.1975, GU archives; author interview with Professor Calvin Rose, 5.2.1996, and Professor Angela Arthington, 28.4.1996.
- 47 Author interview with Professor Colin Mackerras, 8.2.1996, GHD, GU archives.

- 48 Author interviews with Professor Leon Cantrell 15.3.1996, Pat Naad, 26.2.1996, Professor Hiram Caton, 25.3.96, GHD.
- 49 File BG330(1), General Registry.
- 50 *Ibid.*, 1254/75.
- 51 Submission to the Australian Universities Commission 1978-80 Triennium, File NA4, General Registry; author interview with Professor Calvin Rose, 5.2.1996, GHD.
- 52 Author interview with Associate Professor David Saunders, 23.2.1996, GHD.
- 53 *Great Griffith Gazette*, Vol. 3, Issue 5, June 1975.
- 54 "Review of the Queensland Film and Drama Centre", November 1986, General Registry.
- 55 *Great Griffith Gazette*, Vol. 2, and Vol. 3, Issue 2, 1975.
- 56 "Review of the Queensland Film and Drama Centre", November 1986, General Registry.
- 57 Review of the QFDC, 1986.
- 58 University Asset Register, 1995, Facilities Archives. "Library is a Winner", *Courier-Mail*, 30.8.1979.
- 59 Thoms interview with Alan Cole, undated, GU archives.
- 60 "First Griffith Degrees", *Courier-Mail*, 26.2.1978.
- 61 "Jobs for the Graduates", *Courier-Mail*, 22.7.1980.

Chapter 3

- 1 Report to Council, April 1976; memo, Willett to Chairmen of Schools, BG25(1), General Registry.
- 2 Minutes of Advisory Committee, File BA2(4), General Registry.
- 3 Number of Students by Gender 1975-1995, prepared by Planning and Statistics, 11.3.1996; Willett, Report to Council, November 1978, BA2(4), General Registry.
- 4 Correspondence Walker-Willett, Macquarie University and other universities, BG25(2), General Registry.
- 5 BG25(2), General Registry.
- 6 *Ibid.*
- 7 Author interview with Professor David Limerick, 4.3.1996, GHD; Willett, Report, The School of Social and Industrial Relations, November 1978, File BA2(4) 3a, 3b, General Registry.
- 8 *Ibid.* p.2.
- 9 Author interview with Sir Robert Mathers, 18.4.1996, GHD.
- 10 A report by S Ragusa and R Spark, on Griffith University's involvement with the XII Commonwealth Games, Brisbane, 1982, File JG20, General Registry.
- 11 Griffith submission to the Universities Commission for 1978-80 Triennium, File NA4, General Registry.
- 12 *Ibid.*, pp.3-5.
- 13 S Ragusa, "Accommodation for students normally resident in the Village", File JG20, General Registry.
- 14 Memo Bill Blackwood, Chairperson GUUS, to Chairman Academic Committee, JG20, General Registry.
- 15 *Courier-Mail*, 28-29.6.1982.
- 16 Accommodation for Students, JG20, General Registry.
- 17 Life at the Commonwealth Games Village, Griffith University, 1982, Booklet; Impact of the Commonwealth Games, JG20, General Registry.
- 18 *Life at the Commonwealth Games Village, Griffith University*, 1982, Brisbane, Griffith University, 1982, p. 46, General Registry.
- 19 Dennis O'Brien, Director, OCS, to author 30.5.1996, GHD.
- 20 Author interview with Leigh Tabrett, 5.2.1996, GHD.
- 21 Author interview with Gem Cheong, 1.3.1996, GHD.
- 22 John S Western and Ernest Roe, "The Practitioners of Higher Education", in Gross E and Western J J (eds), *The End of a Golden Age*, Brisbane, University of Queensland Press, 1981.

- 23 Author Interviews with Gem Cheong and Professor Gus Guthrie, GHD; "Griffith Professor Honoured", *Courier-Mail*, 7.4.1982.
- 24 Malcolm Bradbury, "The Telling Life", E Homberger and J Charmley (eds), *The Troubled Face of Biography*, London, Macmillan, 1988, p. 137.
- 25 Author telephone interview with Professor Lyndall Ryan, Flinders University, 14.3.1996 GHD.
- 26 Author telephone interview with Professor Nancy Viviani, 13.3.1996; author interviews with Professor James Walter, 2.2.1996, and with with Professor Ian Lowe 6.3.1996, GHD; *Great Griffith Gazette*, November 1979, p. 3.
- 27 CSAAR information booklet and information newsletter, GHD.
- 28 Author interviews with Professor James Walter, 2.2.1996 and Professor Ian Lowe, 6.3.1996, GHD.
- 29 Author interview with Leigh Tabrett, 5.2.1996, GHD.
- 30 Author interview with Associate Professor Ross Fitzgerald, 12.3.1996, GHD.
- 31 Author interview with Professor Hiram Caton, 25.3.1996, GHD.
- 32 Andrew Field, Letter to author, 30.4.1996, GHD.
- 33 Author interview with Ann Moyal, 5.4.1996, GHD, Ann Moyal, *Breakfast with Beaverbrook*, Sydney, Hale and Iremonger, 1995, Ch. 13; Brian Baker, "Science Policy under the Whip", in Martin, Baker, Manwell and Pugh (eds) *Intellectual Suppression*, Sydney, Angus and Robertson, 1986, pp. 79-86; *Great Griffith Gazette*, Vol. 5, Issue 13, 7.11.1977, and Vol. 5, Issue 14, 25.11.1977.
- 34 TEC Submission 1982-84, NAB, General Registry.
- 35 Council Minutes 2/84, 6.3.1984, p. 11, GU archives.
- 36 Author interview with Leigh Tabrett, 5.2.1996, GHD.
- 37 Author interview with Professor David Limerick, 4.3.1996, GHD.
- 38 Council Minutes 10/82, General Registry.
- 39 "A Good Professor, Bad Actor", *Courier-Mail*, 4.8.1982.
- 40 Author interview with Mrs Jean Willett 1.2.1996, and telephone conversation, 29.3.1996, GHD.
- 41 Author telephone interview with Professor Lyndall Ryan, 14.3.1996, GHD; Lyndall Ryan was a member of both selection panels to appoint a Vice-Chancellor to replace Professor Willett.
- 42 Author interview with John Topley, 5.4.1996, GHD.
- 43 Author interview with Leigh Tabrett, 5.2.1996, GHD.
- 44 Don Margetson (ed.), "Griffith University Symposia: Reflections in the Second Decade", a record of six symposia held at Griffith University between 14 March and 23 May 1984, GHD.
- 45 *Ibid.*, pp. 49-55.
- 46 *Ibid.*, pp. 13-14.
- 47 J. Willett, *Public Lecture*, "New Concepts for a University", delivered at the School of Management, Singapore National University, 21 October 1984.

Chapter 4

- 1 Council Minutes 10/84, Confidential Minutes 0450/84, 0411/84, "New Vice-Chancellor for Griffith", *Courier-Mail*, 13.7.1984, GU archives.
- 2 Council Minutes 1/85, p. 4, GU archives.
- 3 Professor Webb to author, May 1996, GHD.
- 4 *Ibid.*
- 5 Council Minutes 11/82 -12/82, 2/84, GU archives.
- 6 Author interview with Professor Peter Coaldrake, 23.2.1996, GHD.
- 7 Author interview with Professor David Lim, 8.2.1996, GHD.
- 8 Author interview with John Topley, 5.4.1996, GHD.
- 9 Council minutes 14/84, 16/84, 17/84, GU archives.
- 10 "Women's Studies Courses Are Unshamedly Biased", *Courier-Mail*, 3.6.1985.

- 11 *Ibid.*
- 12 Various articles in the *Courier-Mail* relating to this issue on 20.6.1985, 22.8.1985, 10.10.1985, 12.10.1985, 25.10.1985, 30.10.1985, 2.11.1985, 6.11.1985 and 14.11.1985. Council Minutes 11/85, GU archives.
- 13 Webb to Blewett, 8.5.1986, A94/0048, General Registry.
- 14 *Courier-Mail* clippings, 4.10.86, 10.10.86, 25.10.86, 27.10.86, 29.10.86, 18.11.86, 23.11.1986, 25.11.1986, 2.12.1986; *Griffith Gazette* May 1986 - February 1987.
- 15 "Master Course with a Difference", *Courier-Mail*, 10.9.1986 and 15.9.1986.
- 16 "Opening the Door to Asia", *Courier-Mail*, 14.9.1986.
- 17 Author interview with Professor Arthur Brownlea, 19.3.1996, GHD.
- 18 *Griffith Gazette*, 10.9.1986.
- 19 *Ibid.*
- 20 Professor Webb to author, May 1996.
- 21 "From the Vice-Chancellor's Desk", *Griffith Gazette*, July 1986.
- 22 *Griffith Gazette*, 7 May 1986.
- 23 *Griffith Gazette*, 2 May 1990.
- 24 *Ibid.*
- 25 "Griffith Professor Aims for Simplicity", *Courier-Mail*, 25.3.1986.
- 26 *Griffith Gazette*, 6 May, 1987.
- 27 *Griffith Gazette*, June, July and September 1986.
- 28 Managing Queensland Rivers, Research Leaflet No. 1, September 1994, CCSIR, GHD.
- 29 *Courier-Mail* clippings, 13.3.1987, 1.4.1987, 21.4.1987, 8.5.1987, 12.5.1987, 9.6.1987, 18.8.1987.
- 30 "Chiropractor Course Slated", *Courier-Mail*, 23.4.1988; *Griffith Gazette*, 2 August 1987.
- 31 *Griffith Gazette*, Vol. 3, No. 2, 9 March 1988, Vol. 3, No. 5, 8 June 1988, 2 October 1991.
- 32 *Griffith Gazette*, Vol. 2, No. 9, September 1987 and Vol. 2, No. 12, December 1987.
- 33 J D Sekhon, "Universities See CAE Doctorates as Threat" the *Australian*, 12.2.1986.
- 34 Address by Professor L R Webb at the graduation ceremony of The University of Queensland, 12 August 1986, A94/0048, General Registry.
- 35 Professors Roy Webb and Peter Boyce, Letters, the *Australian*, 28.7.1986.
- 36 Hanby, AVCC to Vice-Chancellors, 1.10.1987; Media Release, Brian Wilson, A94/0048, General Registry.
- 37 *Higher Education: A Policy Discussion Paper*, (Green Paper), circulated by the Hon. J S Dawkins, Canberra, 1987; *Higher Education: A Policy Statement*, (White Paper), circulated by the Hon J S Dawkins, Canberra, July 1988.
- 38 Professor Webb to author, May 1996, GHD.
- 39 Vice-Chancellor to Deans, Directors, CALT, 22.1.1988, A94/0049, General Registry.
- 40 "From the Vice-Chancellor's Desk", *Griffith Gazette*, Vol. 3, No. 1, 3 February, 1988.
- 41 Griffith University: Comments in Response to the Higher Education Discussion Paper, March 1988, A94/0049, General Registry.
- 42 Webb to Littleproud, 15.1.1988, A94/0049, General Registry.
- 43 "Big Is Not Beautiful", letter to editor from Sir Theodor Bray, *Courier-Mail*, 30.11.1988; "Amalgamation a Backward Move", letter to editor from Geoff Dow, *Courier-Mail*, 17.11.1988; "Griffith Staff Oppose Amalgamation: Survey", letter to editor from Ian Lowe, *Courier-Mail*, 8.11.1988.
- 44 Author interview with Professor Ian Lowe, 6.3.1996, GHD; also Ian Lowe, "Our Universities Are Turning Us into the Ignorant Country", *Frontlines*, UNSW Press, Sydney, 1994.
- 45 Author interview with Professor James Walter, 2.2.1996, GHD.
- 46 Council Minutes 2/85, 3/85, GU archives.
- 47 "Uni Students Urge: Make Firms pay", *Courier-Mail*, 18.6.1988.
- 48 Author interview with Professor Colin Mackerras, 8.2.1996, GHD.
- 49 *Griffith Gazette*, 11 June and 9 July 1986, 9 September 1987.
- 50 CAPSM Annual Report 1993/94; Professor Ian Lowe to author 17.6.1996; Associate Professor Glyn Davis to author, 18.6.1996.

- 51 *Griffith Gazette*, 11 June 1986, September 9, 1987; "Dublin Audiences to See Red", *Sunday Mail*, 12.5.1996.
 52 Report on restructure, Ian Barham and Leigh Tabrett, 27.8.1987, BG5, Council Minutes 3/88, General Registry.
 53 Council minutes 16/88, General Registry.

Chapter 5

- 1 Professor Webb to Malcolm Alexander, 25.10.1988, BH6(1) 24(i), General Registry.
 2 Author interview with Professor Nancy Viviani, 13.3.1996, GHD.
 3 File BH6(1), Mt Gravatt Amalgamation Matters, General Registry.
 4 File BH6(1), Mt Gravatt Amalgamation Matters, General Registry.
 5 Chancellor to author, 12.6.1996, GHD.
 6 Mt Gravatt Amalgamation matters, BH6(1) 42(c)-44, General Registry.
 7 *Ibid.*, and 94/1809, BH6(2), General Registry.
 8 History of Mt Gravatt Campus, Faculty of Education publicity material archives, GHD.
 9 Author interview with Mr Peter Hobart, Gold Coast, 20.1.1996, GHD.
 10 File 94/1807, Gold Coast Amalgamation Matters, General Registry.
 11 Gold Coast Amalgamation Matters, 94/1807 BH5(1), 94/1808 BH5(2), A94/1814, A94/1815, General Registry.
 12 Hobart to Littleproud, 21 August 1989, Hobart to Chancellor, Hon. Mr Justice J M Macrossan, 27 October 1989, File 94/1807, General Registry.
 13 Extract from Hansard, Grievance debate speech by Mrs Kathy Sullivan on Higher Education Bill, Item 59, File 94/1807, General Registry.
 14 Report of Activities, 1982 Silver Jubilee Year, QCM, 1982, QCM archives.
 15 QCM – Proposed Amalgamation 94/1806 BH3(1), General Registry.
 16 *Ibid.*, 27(i), Press Statement.
 17 Author interview with Mr Ian Hanger QC and Mr Justice Thomas, Brisbane, 11.4.1996, GHD.
 18 QCA Amalgamation matters, 94/1817 BH25(1), General Registry.
 19 David Allan Siebert, "The Queensland College of Art, Griffith University: Past Present and Future", 25.6.1995 Conference paper; Siebert, "The Queensland College of Art, Griffith University: 113 Years of Achievement in Art and Design Education", May 1994; Isabel Mary Goodwin, Central Technical College, Art Branch Notes, 8.7.1995, archives, QCA archives, GHD.
 20 Report to the Minister for Education and the Minister for Employment, Training and Industrial Relations from the Working Party on Art Education in Queensland, October 1990, 94/1818, General Registry.
 21 Memo, Sam Ragusa, Facilities Manager, to Vice-Chancellor, 24.10.1990, 94/1818, General Registry.
 22 Minutes and correspondence, Faculty of HBS, 94/0585, General Registry.
 23 Crisp to Vice-Chancellor, 14.2.1991, 94/1819 (46), General Registry.
 24 Author interview with Professor Ian Howard, QCA, Brisbane, 14.2.1996, GHD.
 25 *Ibid.*
 26 Peter Hobart, Colin McAndrew, Chief Justice Macrossan to author, June 1996, GHD.
 27 Professor Webb to author, May 1996.
 28 Colin McAndrew to author 17.6.1996, GHD.
 29 Professor Webb to author, May 1996. GHD.
 30 Author interview with Colin McAndrew; 15.2.1996, Clive Hildebrand, letter to author, GHD.

Chapter 6

- 1 Information from Academic Administration, 31.5.1996.
 2 Faculty of Behavioural Sciences and its Schools, BG40(1), Council Minutes 12/89, General Registry; *Griffith Gazette*, Vol. 3, No. 11, 9 November 1988.

- 3 Overview of the School of Justice Administration, provided by the School of Justice Administration, GHD.
- 4 Chancellor to author, 12.6.1996, GHD.
- 5 Author telephone interview with Sir Zelman Cowen, 6.3.1996, GHD.
- 6 Council Minutes, 14/90 1.10.1996, GU archives.
- 7 Law Faculty, 94/0953, Central Registry.
- 8 NILEPA, Overview of the Institute, GHD.
- 9 Author telephone interview with Angus Edmonds, 4.6.1996; Professor Webb to author, May 1996, GHD.
- 10 "Theology as an Agent for Change", papers presented at the launch of the School of Theology, Faculty of Humanities, 28 March, 1996; Academic Committee Meeting Minutes 5/92, 4.6.1992; Statute 14.2, Griffith University; Brisbane College of Theology Handbooks; Theological Studies Board minutes, 1/96. GHD.
- 11 Jill Weber, notes prepared for Seminar on Open Learning, QUT, 1996, GHD.
- 12 Queensland Tourism Awards Submission by School of THM, Griffith University, *School of Tourism and Hotel Management News*, 1996 Vol. 1.1, GHD.
- 13 *Griffith Gazette*, 2 May 1990.
- 14 "From the Vice-Chancellor's Desk", *Griffith Gazette*, 2 October, 1991.
- 15 Professor Webb to author, May 1996, GHD.
- 16 University Assets Register; author interview with Sam Ragusa, 6.2.1996, GHD.
- 17 Griffith University Design Standards, Appendix to Section 25.0, Construction Activities and Environmental Site Management, General Registry and Facilities.
- 18 *Ibid.*
- 19 Author interview with Sam Ragusa, 6.2.1996, GHD.
- 20 Griffith University Computing Review, Report of the Committee appointed in 1985 to Review Computing at Griffith University.
- 21 Author interviews with Dr Brian Cook 26.2.1996 and with Dr Malcolm Campbell, 17.1.1996, GHD.
- 22 Author interview with Margaret Buckridge, 12.3.1996; *Griffith Gazette*, 4 November 1992.
- 23 USA Newsletter, September 1995, Christmas Newsletter 1995, and 1st Newsletter 1996, GHD.
- 24 Author interview with Dr John Forster, 23.2.1996, GHD.
- 25 Author telephone interview with Professor Roger Holmes, Vice-Chancellor, University of Northern Territory, 25.3.1996, GHD.
- 26 QPRI General Information, supplied by Director, 3.6.1996, GHD.
- 27 Author interview with Professor Max Standage, 4.3.1996, GHD, *Griffith Gazette*, July-December 1991.
- 28 *Ibid.*
- 29 Key Centre for Cultural and Media Policy, Activities and Services Publication, Griffith University; Annual Report, Australian Key Centre for Cultural and Media Policy 1995, GHD.
- 30 National Committee for Quality Assurance in Higher Education – 1995 Quality Review Round.

Chapter 7

- 1 1995 Quality Performance Review.
- 2 Author interview with Sir Leo Hielscher, 17.4.1996; letter to author from Mr Clive Hildebrand, 27.4.1996, GHD.
- 3 Colin McAndrew, PVC(A) to author 17.6.1996, GHD.
- 4 Proposal for a University Campus at Logan City, File 94/3546(1), General Registry.
- 5 Report of the Commonwealth-State-Griffith University Working Party on the Provision of Higher Education in the Brisbane-Gold Coast Corridor, File 94/3546(22), General Registry.
- 6 File 94/3546, General Registry.
- 7 *Ibid.* Media Release 16.10.1995.
- 8 *Ibid.*
- 9 *Griffith Gazette*, 16 March, 1995.

Index

- Abel, Don, 25
Aboriginal Affairs, 41
Academic Committee, 5, 12, 21, 29, 40, 78
Academy of the Social Sciences in Australia, 44
Accreditation, 44, 52
Action China newsletter, 53
Administration, Division of, 62, 79
 Change to Commerce and Admin (CAD), 62
Affirmative Action legislation, 47, 51
 Officer appointment, 51
Ahern, Michael, Minister for Education, 57, 60
AIDS, 56
Albert Shire, 1
All Saints Anglican School, Gold Coast, 68
Allen, Professor Judith, 51
Alumni Association, 54-55, 79
Amalgamations, 59-60, 64-77
 Brisbane College of Advanced Education, 60-61, 66-68
 Gold Coast campus, 60, 64, 66-70,
 implementation, 74-77, 79, 80
 Mt Gravatt campus, 59-68
 post-amalgamation, 81
 Queensland College of Art, 72-73
 Queensland Conservatorium of Music, 66, 70-72
 Anarcho-Syndicalist Group, 25
Anderson, Alex, 56
Applied Behavioural Sciences, 57, 82
Applied Mathematics, proposed School of, 12
Applied Psychology, 43, 82, 87
Architecture, possible School of, 34
Art Club, 25
Arthington, Professor Angela, 27, 56-57, 92
Artificial Intelligence, 50
Asian and International Studies (AIS),
 School of, 28, 51, 53-54, 57, 89, 92
 Division of, 62
 name change, 75
Aspley, 1
Assessment, 21
Astra AB, Pharmaceuticals, 94-95
Audio-Visual Services, 91
Australian Broadcasting Commission (ABC), 75, 86-87
Australia-China Council, 53
Australian Committee of Directors and Principals in Advanced
 Education, 58
Australia Council, 2, 6
Australian-ASEAN relations, 42
Australian Key Centre for Cultural and Media Policy, 95-96
Australian Environmental Studies (AES), School of, iv, 8, 10, 11,
 16, 19, 20, 25, 28-29, 32, 37, 43, 44, 50, 53, 84, 92
 building, 31
 Division of, 62, 83
Australian Institute for Women's Research and Policy (AIWRAP), 51
Australian Medical Association (AMA), 57
Australian National University (ANU), 5, 11, 29, 41, 53, 88
Australian Research Council, 27
Australian Research Grants Scheme (Committee), 28, 55-56,
Australian Science and Technology Council, 27
Australian Society of Accountants, 52
Australian Studies, 41-42, 51, 87
 Chair of, 49
Australian Universities Commission, 11
Australian Vice-Chancellors' Committee (AVCC), 58, 59
Australian Water Research Advisory Council, 56
Aviation, 57, 83

Bain, Mrs Yvonne, 98
Bains, Derek, 54
Barham, Professor Ian, 79
Barton, Sir Charles, 15
Basten, Sir Henry, 5
Bathersby, Archbishop John, 86
Bedall, Robin, 27, 57
Beijing Foreign Studies University, 28
Bell curve, viii
Bennett, Professor Tony, 56, 86-87, 92, 95
Binary System, v, 58-59
Biomedical Science, Bachelor of, 83
Biotechnology, 55
Bird, Sue, 77
Birrell, James, 14
Bjelke-Petersen Government, 2, 68
Bjelke-Petersen, Sir Joh, Premier, 5, 16-17, 21, 58, 60
Black Protest Committee, 38
Blackwood, Bill, 37
Blewett, Neal, Minister for Health, 52
Blizzard, Deputy Police Commissioner David, 82
Board of Community Services (BCS), 8, 18, 18, 37
Bond Corporation, 58
Bond, Ms Denise, 54
Bond University of Applied Technology, 58, Bid for, 97, 99
Bonner, Neville, 87, 98
Bonnin, Dr Margriet, 30, 45
Borbidge, Rob, Industry Minister, Premier, 50, 68
Boughton, Dr Walter, 45
Boutique University, 60, 74
Boyce, Professor Peter, 58
Bradbury, Malcolm, 41-42
Braddy, Paul, Education Minister, 72
Bray, Lady Rosalie, 40, 48
Bray, Sir Theodor, 2-5, 8, 10, 11, 15, 16, 21, 22, 32, 39, 40,
 47-48, 60, 87, 97, 101
 Bray Centre, 89
 Knighthood, 16
 Retirement, 44, 45, 55
Brereton, Dr Ian, 26, 56
Brisbane Chamber of Manufacturers, 3
Brisbane City, iv, ix
Brisbane College of Advanced Education (BCAE), 23, 66-68, 82

- Brisbane College of Theology (BCT), 85-86
 Brisbane-Gold Coast corridor, viii, 60, 64, 76, 97, 99-100
 Brisbane City Council, 1, 18, 89
 Brisbane Nuclear Magnetic Resonance Centre, 27
 Brisbane Surface Analysis Centre, 27
 Brooks, Dr Bill, 26, 56
 Brownlea, Professor Arthur, 10, 20, 28, 34, 52, 53, 82, 86, 92
 Bryce, Mal, 80
 Buckridge, Ms Margaret, 98
 Budtz-Olsen, Molly, 3, 19
 Buildings, construction, 13, 16, 30, 34, 36, 41, 66, 79, 89
 Bunn, Dr S, 56
 Business and Hotel Management, 81, 87
 Business Management Division, 14, 18, 39, 79
 Butavicius, Algis, 30
 Butler, Harry, 43
 Butts, L W, 3, 7, 21
 Byrne, Mr Justice John, 85
- Cambridge University, 7, 27
 Camden, Professor Anthony, 71
 Cameron, Clyde, 11
 Cameron, Greg, 54
 Campbell, Professor W J, 3
 Campbell, Sir Walter, 64
 Capalaba, 1
 Canberra College of Advanced Education, 14, 76
 Cantrell, Professor Leon, 32-33
 Caton, Professor Hiram, 43
 Central Lecture Theatres, 31, 89
 Central Technical College, 72
 Centre for Australian Public Sector Management (CAPSM), 61
 Centre for Cardiovascular Research, 84
 Centre for Catchment and In-Stream Research (CCISR), 56
 Centre for the Advancement of Teaching and Learning (CALT) 10, 29, 40, 46, 92
 Centre for the Study of Australian-Asian Relations (CSAAR), 41-42
 Chalk, Sir Gordon, 5, 36
 Chang, Peter, 61
 Cheong, Mrs Gem, 13, 40, 45
 Chess Club, 25
 Chesters, Miss A, 7
 Child Care Centres, 80
 Chiropractic degree, 57
 Christian Union, 25
 Chui Lee, 24
 Cinema, 31
 Civil and Construction Engineering, 81, 87
 Clarke, Joseph Augustus, 72
 Coaldrake, Professor Peter, 50, 61
 Cole, Alan, 14, 31, 32, 90
 Coleman, Dr Peter, 93
 Colleges of Advanced Education, 1, 58-59
 Colleges Commission, 32
 Comalco, 28
 Commerce and Administration, Division of, 61
 Faculty, 84, 92
 Commission for the Future, 61
 Computing and Information Technology (CIT), School of, 51, 58, 90
 Commerce and Administration, v
 Committee for the Advancement of Quality in Higher Education, viii
 Common rooms, 25
 Commonwealth Games, 34-40, 43
 Village, 34-40, 68
 Commonwealth Games Foundation, 37
 Commonwealth State of the Environment Council, 61
 Commonwealth Tertiary Education Commission (CTEC), 32, 35, 43, 49, 60
 Communications, School of, Logan, 100
 Communism, 22
 Community Arts Officer, 30
 Community medicine, 11
 Computers, 13
 Computer Information Technology (CIT), School of, 55
 Computing Review Committee, 90
 Computing Studies, 43
 Concerts Committee, 30
 Condom, protest, 60
 Connell, Professor Des, 28, 32-33, 43, 52, 92
 Convocation, 24, 25
 Cook, Dr Brian, 91-92, 98
 Co-ordinator of Public Works, Dept of, 3
 Corbiere, Ms Kathy, 98
 Cornell University, 47, 97
 Council for Aboriginal Affairs, 6
 Council of Griffith University, iv, 7-9, 11-14, 16, 18, 19, 20, 24, 27, 29, 34, 35, 39, 41, 44, 47, 51, 59-65, 80, 82, 86, 97-99, see also Interim Council
 Amalgamations, 64-77
Courier-Mail, 2, 11, 24, 32, 47, 53
 Cowen, Sir Zelman, 2, 4, 5, 6, 9, 49, 84-85
 Cox, Jim, 50, 90-91
 Crawford, Sir John, 5
 Creative Arts courses, Gold Coast, 87
 Creative Arts Workshops, 30
 Crisp, Associate Professor Colin, 73-75
 Commonwealth Scientific and Research Organisation (CSIRO), 10, 93
 Cultural Studies, 41
 Cummins, Dr Terry, 34
 Curtin University of Technology, 58
- Davidson, Mike, 88
 Davis, Professor Glynn, 61
 Dawkins, John, Minister for Employment Education and Training, 57-60, 62, 65-66, 68-71
 Dawson, Jonathan, 61
 Deans, 54
 Debentures, 36
 Dempster, Associate Professor Neil, 92
 Department of Employment, Education and Training, 58
 Dill, Julie, 83
 Distance Education, 51
 TV Open Learning, 86, see also flexible and open learning
 Divisions, see also Griffith, new 1987, 59, 62, 79-80
 Doddrell, Professor David, 13, 21, 27, 28, 32-33, 43, 56, 92
 Dow, Geoff, 41

- Drane, Professor N, 34
 Drome, Professor Geoffrey, 55
 Drug usage, 23
 Dunlop, Professor Margaret, 81
 Dunn, Mr Justice, 29
 Dunn, Professor Hugh, 53
- Economic Record*, The, 47
 Economics, Chair of, 50
 Economic Society of Australia, 47
 Edmonds, Angus, 85
 Education, Division of, 74
 Education, Faculty of, viii, 82-3, 92, 94
 Education, Gold Coast, 87
 Education Research Unit, 29
 Education, State Department, 15, 44
 Edwards, Evan, 54
 Edwards, Sir Llew, 63
 Egerton, Sir Jack, 21
 Einstein, Professor Albert, 27
 Emmanuel College, 85
 Engineering, 34, 73, 75
 Enrolment, see Griffith
 Environmental Engineering, 81, 83, 97
 Chair of, 46
 Environmental Sciences and Engineering, Faculty of, 84
 English, Ms Bonnie, 98
 Epidemiologic Surveillance Unit, Townsville, 52
 Esaki, Professor Lee, 78
 Evans Road site, 13, 15
 Evans, Senator Gareth, Minister for Foreign Affairs and Trade, 53
Eucalyptus Baileyana, 90
 Exchange visits, 28
 Exercise Science, 87
 External Relations, ix, 80
- Facilities, Division, 79
 sequence of construction, 89 see also sites and Building
 Faculties, naming of, 73
 Fairbairn, John, 7, 90
 Fallon, Peter, 25
 Federation of Australian Professional Women, 24
 Fees, 9, 25, 57, 60
 Fenlon, Gary, 98
 Field, Professor Andrew, 10, 28, 29, 42-43, 90
 Film and Media Studies, 41, 61
 Chair of 50
 Finance Committee, 5
 Finnane, Professor Mark, 57, 92
 Fisheries, study of, 40, 43
 Fitzgerald, Associate Professor Ross, 43, 61
 Fitzgerald, inquiry into corruption, 57, 82
 Fitzgerald, Mr Justice Tony, 85
 Fletcher, Sir Alan, 2, 101
 Flinders University, 4, 7, 59, 80, 83
 Food Science, 100
 Forster, Dr John, 92
- Foundation Courses, 6, 8, 10, 12, 13, 17-18, 20, 28
 radical, 24
 Foundation Philosophy, 5-7, 10, 11-17, 21, 28-29, 40, 42,
 44-46, 50
 Foundation Professors, 10, 11, Appendix 3,
 Fraser, Doug, 18
 Fraser Government, 34
 Fraser, Malcolm, 20, 26, 38
 Fulbright Committee, 44
 Full-fee paying students, 61
 Funding, 5, 9, 26, 29, 34, 36, 54-55, 58-59, 68
 Fung, Dr Eddie, 28, 42
 Fussell, Norm, Deputy Chancellor, 97-99
- Gair, Vince, Premier, 70
 Galloway, Dr David, 26, 56
 Gardner, Professor Margaret, 56, 78
 Fulbright Scholarship, 56
 Garton, Dr Stephen, 57
 Gatton Agricultural College, 66
 Gehrman, G E, 1, 2
 Genesis, sculpture, 90
 Genetic modification and gene therapy, 53
 Genetics, 55
 Gibbs, Ivan, Mines Minister, 68
 Gibson, Robin, 12, 30, 31
 Gold Coast CAE, 60, 66, 68, 75, 87
 enrolments, 69
 Gold Coast CAE Council, later Advisory Council, 68-69, 77
 Gold Coast Griffith Campus, v, 69, 76-77, 81, 89
 flora and fauna, 90
 Gorton, Sir John, 6
 Goss, Wayne, Premier, 95, 99
 Government House, old, 2, 72
 Gow, Neil, 3
 Graduate Diploma in Administration, 48
 Graduate School of Environmental Science and Engineering, 84
 Graduate School of Management (GSM), 92,
 Grass Trees, 4
 Green paper, 58-59
 Greenwood, Ms Ulla, 98
Griffithi, 23
 Griffith Artworks, 30-31
 Griffith Cultural Association, 30
Griffith Gazette, 79
 Griffith Institute for Higher Education (GIHE), 92
 Griffith, Sir Samuel, 2, 16-17, 21, 84, 101
 Griffith University,
 administrative structure, early, 8
 alternative courses, 10
 as alternative, iv, 2, 8, 42, 46
 Creative Arts Workshop, 28
 Chaplaincy, 15
 Charter, iv
 Convocation, 24
 Divisions, 13, 14, 46
 egalitarianism, 19, 25, 39, 43
 enrolment, iv, 6, 14, 16, 26, 34, 52, 57-58, 67, 81
 environment, 14

- Faculties, 66
 informality, 51
 loyalty to, 25
 mace, vi
 Medical School, 11
 Postgraduate Students Association, 47, 50
 University Act, 7, 18,
 Griffith University Union of Students (GUUS), 17, 18, 19, 24, 31,
 37-38
 Chairperson, first, 18
 Charges, 18, 19
 funding, 19
 Statute, 18
 meeting, 18
 Griffith Women's Association, 48
 Guthrie, Professor Gus, 10, 11, 12, 14, 28, 29, 40, 92
 First Emeritus Professor, 41
- Haire, Rev. Professor James, 85-86
 Hamilton, Ian, 30
 Hancock, Lloyd, 18
 Hannah, Sir Colin, 12, 16
 Harris, Ms Alison, 98
 Harrison, Professor Barry, 50, 55
 Harvard University, 41
 Harwood, Geoffrey, 45
 Hawke Government, 51
 Hay, Deborah, 101
 Hayden, Bill, Foreign Affairs Minister, 42
 Head, Associate Professor Brian, 61
 Health ecology, 53
 Health, School of, 44, 52
 Logan campus, 100
 Health and Behavioural Sciences, Faculty of, 82
 Healy, Associate Professor Peter, 97
 Hielscher, Sir Leo, 36-37, 97-99
 Her Majesty, Queen Elizabeth II, 38, 39
 Hickey, Lady Barbara, 97-98
 Higher Education Administration Charge (HEAC), 53
 Hildebrand, Clyde, 97-99
 Hinze, Russell, 1
 His Royal Highness, The Duke of Edinburgh, 39
 Hitachi Data Systems, 95
 Hobart, Peter, 68-69, 97-99
 Honorary Doctorate, first, 16
 Hong Kong graduations, 77-78
 Ho Peng Yoke, 10, 11, 61, 92
 Hollingworth, Archbishop Peter, 87
 Holmes, Professor Roger, 12, 28, 45, 55, 76, 93-94
 Holt, Sir James, 1
 Homel, Professor Ross, 83
 Horne, Professor Donald, 6
 Hotel Management, v, 78
 Houghton, James, 1
 Hoult, Brian, 45
 Howard, Professor Ian, 73, 75, 98
 Hub Building, 19, 25, 36-37
- Hudson, Associate Professor Wayne, 86
 Hughes, Dr M, 56
 Humanities, School of, iv, 8, 10, 12, 14, 16, 20, 28, 29, 32, 41,
 43, 44, 51, 53, 56, 57, 61, 62
 Faculty of, 66, 83, 86, 87, 92, 94-95
 Humphries, Barry, 95
 Hunter, Associate Professor Ian, 28, 41, 92
 Hutchinson, Dr. John, 56
 Hyde, Associate Professor Mervyn, 82, 98
 Hynd, Tom, 68
- Illinois State University, 76
 Inala, 1
 Industrial Hygiene education, 53
 Informatics, 44, 55
 Information Office, 79
 Information Services, 90-92
 Information Technology, 62, 100
 Institute of Modern Biography, 29, 42
 Interdisciplinarity, 8, 10, 12, 19, 20, 25, 28-29, 39-40, 42, 46,
 49, 52, 82, 95
 Interim Council, iv, 2-10, 14, 16, 65
 student representatives, 9
 International Business, 49, 92
 Chair of, 50, 53
 International Business Relations (IBR), 47, 49, 54
 International Business Relations, School of, 53, 62, 81
 Name Change to International Business (IB), 54
 International Centre, 80
 International Club, 25
 International Relations, 41
 International Students, 92
 Internet, 80
 Interregnum, 49
 Irving, Professor Michael, 56, 76, 81, 94, 98
- Jacaranda-Wiley, 23
 Jackson, Professor Jim, 32-33
 James Cook University, Townsville, 11, 27, 63, 78
 Japanese, Chair of, 50
 Jenkins, Dr Ian, 28
 Jennings, Doug, 68
 Jones, Alderman Clem, 1, 35
 Jones, Professor Graham, 68, 69, 76
 Jones, Professor Philip, 83
 Johnson, Owen, 61
 Johnson, Roger, 14, 90
 Justice Administration, 81-83
- Karmel, Professor Peter, 4, 5, 7, 10, 32
 Kearney, Professor George, Deputy Vice-Chancellor, 78, 98
 Keating, Paul, Prime Minister, 61
 Kelly, Ms Lisa, 77, 98
 Kent, HRH Duchess of Kent, 76, 89
 Kerr, Sir John, 5
 Kerr White Report, 48
 Key Centre for Asian Languages and Studies, 57

- King, Dr Ron, 76, 93
 Knight, Dr Alan, 90
 KPMG Peat Marwick, 99
- Labour Government, 1972, 5
 Land Administrative Commission, 1
 Langley, Diana, 54
 Languages, 20
 Lasers, 27
 La Trobe University, 4, 7
 Laughren, Pat, 61
 Lavery, Professor J H, 1
 Law, integrated course, 84
 Law, courses, 49, 81,
 Law, School of, 34, 84-85, 89
 Law, Faculty of, 84
 Law, Bryan, 24, 45
 Lean, Marshall, 25
 Lee, Chui, 22
 Lee, Dr, Singapore, 28
 Legal Studies Course, 84, 87
 Leisure Studies, School of, 74, 81
 Lewis, Sian, 19 (p), 23
 Librarian, 50, 90, see also Page and Cox,
 Library, 4, 13, 14, 31, 37, 89, 91
 Library Division, 13, 14
 Lim, Professor David, 50, 54, 98
 Limerick, Professor David, 34-35, 44, 45, 50, 52, 92
 Link Building, Gold Coast, 89
 Lipton, Professor S, 3
 Littleproud, Brian, Education Minister, 59
 Logan Campus, v, 90, 99-100
 Logan City, 90, 99
 Logan Hospital, 100
 Logan Institute of TAFE, 100
 Lowe, Professor Ian, 42, 61
 Loy Keng Foo, 28
- Mackerras, Alyce, 61
 Mackerras, Professor Colin, 10, 11, 28, 42, 45, 51, 61, 92, 93
 Macrossan, John, Chief Justice, Chancellor, iv, 60, 64, 75, 77,
 79, 84, 86, 97-99, 101
 Deputy Chancellor, 48,
 Chancellor, 65
 Amalgamations, 64-77
 Macrossan, Mrs Marjorie, 64
 MacGillivray, Professor Bill, 27, 92
 Macquarie University, 4, 20, 34
 Macquarie University School of Economics and Financial
 Studies, 34
 Magnetic Resonance Spectrometry, 56-57
 Manchester University, 27
 Mao, Tse-tung, 22
 Marine Sciences and Technologies Grants Scheme, 56
 Marketing, 50
 Marxism, 22
 Marxist Group, 25
 Mason, Professor P, 3, 6, 10,
 Mason, Sir Anthony, 85
 Mass education, vii
 Master of Business Administration (MBA) 52, 92
 Master of Public Health, 52
 Masters, Professor Colin, 26, 42, 45, 52, 78, 81, 93
 Mathers, Sir Robert, 35
 Matthews, Nevil, 90
 Mature-Age students, 6, 23, 24, 25, 29-30, 51
 Mayer, Carl, 29
 McAndrew, Colin, 80, 98
 McKay, Roly, 27
 Meade, Professor Phil, 82, 92
 Meadowbrook site for Logan campus, 100
 Medicine, School of, 34, 75, 83
 Mercer, Ms Sharmila, 51
 Mergers with CAEs, 55
 Menzies, Sir Robert, 8
 Microbiology, 55
 Microelectronics, 49, 55, 81, 95
 Chair of, 50
 microelectronic engineering, 55
 microelectronic technology, 55
 Modern Asian Studies, School of, iv, 8, 10, 11, 18, 20, 24, 28,
 32, 51, 53, 54, 61
 name change, 62
 Moffatt, Bruce, 45
 Monash University, 51, 80, 93
 Moran, Professor Albert, 28
 Moyal, Mrs Ann, 43
 Mt. Gravatt (CAE) campus, 24, 36, 38-39, 66, 67
 history, 67, 68-74
 Mt. Gravatt Griffith campus, 59-61, 67, 71-77, 82, 89
 flora and fauna, 90
 Mt. Gravatt Cemetery Reserve, 1
 Mt. Gravatt TAFE College, 62
 Mugford, Rodney, 98
 Muir, E C J, 1
 Mulherin, Mrs B J, 54
 Multiculturalism, 5
 Multidisciplinarity, 25, 52
 Munich, 5
 Murdoch University, 58-59, 84
 Murphy, G K D, 1
 Murray, viii
 Myhra, Dr Sverre, 55
 Mylne, Judge V M, 67
- Nanyang University, Singapore, 26
 Nathan campus, vi, 4, 9, 14, 15, 24, 27, 30, 31, 34, 44, 73,
 74, 85, 89
 flora and fauna, 90
 Nathan Housing Company, 39
 National Board for of Employment Education and Training, 59
 National Health and Medical Research Council, 56
 National Health and Safety Commission, 49
 National Institute for Law, Ethics and Public Affairs, 85
 National Library, Canberra, 91
 National Library of New Zealand, 91
 National Occupational Health and Safety Commission, 53

- Newcastle University, 13
 Nimbin, 21
 Nimmo, Andy, 67
 Noad, Ms Pat, 20, 40, 44-45
 Nuclear magnetic resonance, 27, 95
 Nursing, v, 57, 74, 81-82, 87
 Chair of, 50
 Nursing and Applied Psychology, 74
- O'Brien, Dennis, 39
 Occupational Health and Safety, School of, 53, 74
 Office of Community Services (OCS), 18, 39
 Office of External Relations, 80
 Office of Human Resource Management, 80
 Office of Research and International Projects, 80, 93
 Office for Research, 80
 Office for University Relations, 80
 O'Gorman, Professor John, 82
 Oodgeroo of the Tribe Noonuccal (Kath Walker), 79
 Open and Flexible Learning, 86-87
 Open Society, vii
 Organisational Development,
 Chair of, 50
 Oriel College, Oxford, 84
 Oxbridge, 2, 8
- Page, S B, 13, 14, 50
 Parker, Professor Stephen, 85
 Parlange, Professor Jean-Yves, 92
 Parliament, State, 1, 7
 Parr, Professor Geoffrey, 73
 Part-time degree programs, 30, 51
 Patterson, Fred, 62
 Pedagogy, 42, 46, 92
 Pegg, Professor David, 13, 27, 28, 57, 92
 Performing Arts Centre, Brisbane, 77
 Perkins, Gordon, 54
 Perrot, Allan, 25
 Perry, David, 30
 Petfield, A, 3
 Phillips, Colin, 13
 Phillips, Mrs D Eda, 98
 Physical Education and Leisure Studies, School of, 74
 Physiology, 55
 Pius XII Roman Catholic Seminary, 86
 Planning Committee, iv, 2
 Police training, 81-82, 86
 Policy Discussion Paper(s) on Higher Education (see Green Paper
 and White Paper) 58
 Popper, Karl, vii
 Post-modernism, 28
 Powell, Lin, Education Minister, 68
 Prerequisites, 7
 Presley, Professor C W, 3, 6, 10, 30
 Prime Minister's Committee on Tertiary Education, 1
 Princess Alexandra Hospital, 81
 Pringle, Professor Rosemary, 51
 Professional recognition, 49, 84
 Professional Registration, 6
 Professors, creation of new chairs, 49-50
 Ratio of, 50
 Professorial Board, 5, 43
 Promotional Bus, 88
 Protest, 5, 22, 60-61, 66
 seventies, 5
 student, 22
 staff, 23
 Commonwealth Games,
 Psychology, 44
 Public Health, 53
 Public Health and Tropical Medicine, 52
- Quantitative Analysis and Operations Research Schools, 12
 Queen Elizabeth II Sports Complex, 35
 Queen Elizabeth Jubilee Hospital, 36-37, 39
 Queensland Board of Film Review, 24
 Queensland Cabinet, 2, 61, 67, 99
 Queensland College of Art, (QCA), 31, 68-77, 81, 89
 history, 71-72
 Queensland Committee on Discrimination in Employment, 51
 Queensland Conservation Council, 61
 Queensland Conservatorium of Music, 66, 68-77, 81, 89
 history, 70-71
 Queensland Criminal Justice Commission (CJC), 83
 Queensland Film and Drama Centre (QFDC), 30
 Queensland Government, 1, 2, 4, 30, 36-39, 56
 Queensland Herbarium, 94
 Queensland Innovation Centre, 53
 Queensland Institute for Medical Research, 27, 52
 Queensland Institute of Technology (QIT), 25, 35, 70
 Queensland Museum, 26, 94
 Queensland Newspapers, 2, 3
 Queensland Pharmaceutical Research Institute (QPRI) 94-95
 Queensland Public Sector Management Committee, 61
 Queensland University of Technology (QUT), 27, 50, 52, 57, 71,
 92, 95
 Combined Arts/Law course with Griffith, 57
 Queensland Water Resources Commission, 56
 Quinlivan, Lawrence, 54
 Quinn, Bob, Minister for Education, 100
 Quinn, Professor Ron, 55, 92, 94
- Ragusa, Sam, 32, 37-39, 45, 73, 79, 89, 90
 Ramsden, Professor Paul, 92
 Redcliffe, 1
 Registrar, 4, 7, 14, 16, 18
 Repcsik, Ibi, 77, 78
 Research, 26, 27, 32, 49, 55-56, 59, 76, 77, 92-93
 Alcohol metabolism 55
 biochemistry, 27
 biomedical, 82
 Committee, 54, 93
 cardiovascular, 94
 culture, 26, 52
 immunology, 27
 liaison, 50

- Office of, 50
- organic chemistry, 27
- liaison, 54
- laser physics, 27
- QCA
- QCM
- QPRI
- quality assurance, 93
- spectroscopy, 26, 27
- genetic modification and gene therapy, 49
- Needham Research Institute, Cambridge, 61
- post-amalgamation 67, 93-94
- private and business funding for, 58
- Residences, student, 15 see also University residences
- Resources, development of, 2
- Restructuring, 21, 62, 73, 79-80, 97
- Rigg, Simon, 25
- Ring Road, 14, 36
- Rivers, Richard Godfrey, 72
- Roberts, Ms Bernadette, 54, 98
- Roberts, Professor, G E, 3
- Roca, Mr Eduardo, 98
- Rockhampton CAE, 1
- Roe, Ernest, 40
- Rolley, Ms Val, 54
- Roma Street Station, 4
- Ronayne, Dr Jarleth, 27, 92
- Rose, Professor Calvin, 10, 11, 19, 28, 33, 56, 92
- Ross, Professor Robert, 10, 29, 45-46
- Rotary District 9600, 94
- Rowan, Phil, 45
- Royal Queensland Aero Club, 83
- Royal Society of Chemistry, London, 41
- Ryan, Professor Lyndal, 41, 51
- Ryan, Senator Susan, 58
- Ryder, Professor Paul, 87
- Sabath, Dr, 27
- Sampford, Professor Charles, 84-85
- Sampson, Dr Ron, 53
- Saunders, Associate Professor David, 28, 41, 45-46, 51
- Schools, iv, 5, 8, 9, 10, 12, 14, 16, 17, 18, 19, 21, 29, 31, 32, 40, 42, 73
 - Chairmen of, 10, 32
 - Foundation Schools, iv, 4-6, 28
- Schonell, Sir Fred, 1
- Schramm, Trevor, 98
- Schubert, Sir Sidney, 3
- Science and Computing, 55
- Science and Technology (SCT), Division of, 55, 62, 82, 83, 92, 94-95
- Science in society, 27
- Science Policy Research Unit, 27, 39, 43
- Science, School of, iv, 7-11, 16, 19, 21, 25, 27, 32, 37, 42, 55, 81, 92
 - building, 31, 35 see also research, Faculty of, 74, 84-85
- Science with Aviation, 83
- Scott, John, 77
- Secretariat, 13, 14, 44
- See, Kevin, 13, 14, 19, 45, 79
- Segall, Professor Robert, 10, 12, 28, 44-46, 51, 90, 92
- Semiofics, 28
- Sewell, Lady, 48, 64
- Sewell, Sir Allan, 3, 5, 14, 21, 34, 36, 52, 97
 - Retirement, 65
- Shan Deng, 71
- Shea, Felicity, 22
- Sherwood Road site, 15
- Siebert, David, 72, 73
- Simes, Tracey, 81
- Simpson, John, 31
- Singapore National University, 46
- Single degree proposal, 20
- Site and Buildings Division, 14, 17, 31, 37, 79
- Small Business courses, Logan, 100
- Smart, Professor Roger, 28, 55-56
- Social and Industrial Relations School (SIA), 11, 12, 29, 34, 35, 38-40, 43, 44, 50, 52
- Southwood, Sir Richard, 28
- Sparks, Dr Beverley, 88
- Spectrometry, 52
- Spectroscopy, 25-26
- Sports Studies, 68
- Staff radicalism, 23
- Staff-Student interaction, 25
- Standage, Professor Max, 27, 62, 92, 98
- Stening, Professor Bruce, 53
- St. Francis Anglican Theological College, 86
- Structuralism, 28
- Student radicalism, 24, 25
 - participation, 24
- Student Representative Council (SRC), 9, 17
- Sullivan, Mrs Kathy, 70
- Sullivan, Peter, 45
- Sunshine Coast University College, 89, 99
- Sun Yat Sen University, 28
- Sussex University, 4, 10, 11, 13, 40, 58
- Sydney University, 75, 83
- Sydney University of Technology, 41
- Tabrett, Ms Leigh, 44-46
- Taylor, Ms Helen, 98
- Teakle, Professor L J H, 1
- Technical and Further Education (TAFE) Institutions, 36-37, 39, 67, 72, 75
- Technology Management, Chair of, 50, 53
- Tertiary Education Research Centre, 29
- Tertiary Entrance (TE), 88
- The Australian*, 58
- Theodore, Red Ted, Premier, 62
- Theology, School of, 86
- The Southport School, 68
- Thomas, Mr Justice, 71
- Thoms, Miss Patience, 23, 59
 - Honorary Doctorate, 24
 - Deputy Chancellor, 24, 65
- Tilapia, 28
- Time Magazine*, 93

- Toowoomba CAE, 1
 Topley, John, 4, 5, 7, 9, 14, 16, 44-45, 79
 Tourism and Hotel Management, 87, 92
 award, 88
 Townsville University College, 1
 Trade Union Institute, proposed, 11
 Trade Union Organisations, 35
 Trinity Uniting Church Theological College, 86
 Turnbull and Partners, 99
 Turner, Dr Peter, 55, 91
- Undercroft, vi, 77
 Unified National System, 59-60, 64, 68, 69, 71, 75
 Uninations, 62
 Universities Commission, 1, 5, 11, 32, 34, 36
 University Administration Division, 79-80
 University College at Mt. Gravatt, 1
 University House, 16, 89
 University of California, 20
 University of Melbourne, The, 8, 13, 34-35, 47, 80
 Graduate School of Business Administration, 34
 Graduate School of Management, 47
 masters degree in business administration, 8
 University of New England, 80
 University of New South Wales, 27, 29, 34, 43
 University of Papua and New Guinea, 4
 University of Queensland, 1, 2, 4, 8, 9, 11, 13, 15, 26, 27, 35,
 40, 52, 57, 58, 63, 70, 71, 83, 95
 Gatton College, 66
 Ipswich campus, 99
 Japanese and Chinese Studies Department, 57
 Medical School, 11
 Philosophy Department
 Prentice Computer Centre, 13, 90
 Senate, 1, 2
 Sociology and Anthropology Department, 40
 Uninations, 63
 University Act, 2
 Women's College, 17
 Zoology Department, 43
 University of Southeast Queensland (proposed), 66
 University of Tasmania, 43, 73
 University of the Northern Territory, 93
 University of the Third Age (U3A), 92
 University of Wisconsin, 20
 University of Witwatersrand, South Africa, 35
 University Residences, 15, 18, 37
 funding for, 18, 36-39
 User-pays principle, vii
 Utah Foundation, 28
- Van der Kley, Phil, 25
 Van der Kley, Jill, 25
- Vice-Chancellor's Division, 13, 27
 Victoria University of Technology, 27
 Vietnam War, 5
 Vietnamese Migration to Australia, 42
 Viviani, Professor Nancy, 41-42, 61, 88
 Von Itzstein, Dr Mark, 93
- Walter, Professor James, 42, 92
 Warren, Alan, 72
 Water ecology, 27
 Webb, Mrs Heather, 47
 Webb, Professor Roy, Vice-Chancellor, vii, 47-49, 50, 51, 52,
 53, 54-55, 57-58, 64, 72, 73, 77, 79, 80, 82, 83, 84, 85,
 86, 88, 89, 90, 93, 95, 97-101
 Amalgamations, 64-77
 Weller, Professor Patrick, 61, 84
 Western Australian Institute of Technology, 58
 Western, Professor John, 40
 White paper, 58-60, 64, 66-68, 74
 White, Ron, 45
 Whitlam, Gough, 5, 16-17, 20, 26, 35, 42
 Whitlock, Associate Professor Gillian, 87
 Willett, Mrs Jean, 13, 40, 44
 Willett, Professor John, 7-10, 11, 12, 14, 16, 18, 19, 21, 22,
 23, 24, 25, 26, 28, 29, 30, 31, 34, 35-36, 40, 43, 44, 45,
 48, 62, 101
 Retirement, 44-46
 Willett Centre, 89
 Williams, Sir Edward, 37
 Wilson, Blair, 31
 Wilson, Professor Brian, 101
 Window, Ken, 7, 45
 Wishart, Felicity, 54
 Wolfe, Her Honour Judge Patsy, 97-98
 Women, as students, 26
 Women Gender and Society course, 48, 51
 Women's Studies, 47-48, 51
 Chair of, 50, 51
 Wood, W, 3
 Woodridge, 1
 Woodstock, 21
 World Expo 88, 62-63
- Xanthorrhoea, 4, 90
 X-ray, 55
- Young, Frank, 98
 Yu Hsiu Ching, 61
- Zurbrugg, Dr Nicholas, 41, 92