

# griffithgazette

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**Open doors.**  
**Open minds.**



**plus...**

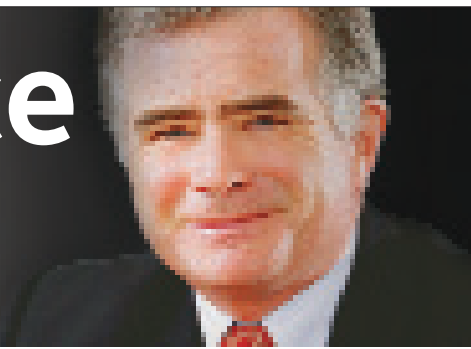
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# VC voice

Professor  
Ian O'Connor



This month the *Griffith Gazette* theme of Open Doors, Open Minds is entirely appropriate as our campuses open their doors to prospective students and their families for Open Day.

The first question in the mind of students and their parents is why choose university over an immediate place in the workforce? Because we transform lives. Right now our nation and the world is undergoing a fundamental economic transformation, and it is occurring within the context of unprecedented climatic and environmental change. For a country with a population as small as Australia's, we can never hope to compete internationally on the basis of cheap labour. Our competitive advantage must come from how we transform knowledge and that is what a university of excellence offers its students. Increasingly it is also the most valuable currency in the workplace.

The second question of course is why choose Griffith University? Because we know the future. Thirty years ago, we were the first university in Australia to have schools in what were then seen as the radical study options of Environmental Science and Asian Studies. These have gone on to be staple fare at most universities, and central to our society. Now the hot button issues of our time—water, health, security—are all available for you to study here at Griffith. We have the biggest

concentration of water researchers in Australia in our Australian Rivers Institute, we have Australia's newest Schools of Medicine and of Dentistry and Oral Health on the Gold Coast, and Australia's premier research agency recently selected us as the host of Australia's first ever Centre for Excellence in Policing and Security.

We not only offer the courses that are crucial to our futures, we are also delivering innovative ways to study them. Last month, I attended the Industrial Affiliates Program where 150 projects from current Griffith students working in industry were showcased. Along with ensuring great work outcomes for students when they graduate, work integrated learning programs like this enhance the learning students get in their Griffith course, by putting the academic theory into a practical setting. And from next year when the Griffith Honours College accepts its first cohort, it will mark the beginning of a new approach to providing enriching experiences for Honours students, unique within Australia.

Whether you are looking for ways to achieve academic excellence or the best way to enter the workforce after graduation, I sincerely hope the potential students and their families reading this Gazette give Griffith University the opportunity to help them Get Smarter. ■

# Innovative learning

Bright ideas for using technology to enhance student learning have been recognised at Griffith.

Four academics were recently announced as successful recipients of Griffith's e-learning fellowships, which are designed to encourage innovation in teaching and learning.

Over the past decade the availability of learning online has increased to become a significant component of many courses.

Jason Zagami, a lecturer from the School of Education and Professional Studies, said his submission would allow students to interact with each other through the popular Internet-based virtual world Second Life.

"E-learning has many benefits for students but a key disadvantage of this practice over the on-campus experience has been a reduction in social networking opportunities, particularly for postgraduate students," Mr Zagami said.

"My project will provide a more flexible environment in which students can build social networks and engage with the curriculum."

Mr Zagami said Second Life was an environment familiar and interesting to Generation Y, and would provide a modern learning experience where students could engage with virtual lecture theatres and interactive whiteboards.

"Hopefully the presence of Griffith in Second Life will lead to further developments for general use across the University, and provide a social forum to establish meaningful relationships and promote student retention."

Dr Debbie Heck, also from the School of

Education and Professional Studies will produce an electronic portfolio that will allow education students to reflect on their strengths and areas for improvement.

"Students will gather evidence of their development as a teacher as part of the process and seek feedback from mentors about their level of development," Dr Heck said.

"Students will be able to create a reflective portfolio that documents their learning journey, in accordance with the Professional Standards for Queensland Teachers.

"The development of this process in an electronic environment will provide flexibility and portability for students in their learning progress both at university and during their professional experience placement."

The other two successful applicants were Queensland College of Art (QCA) Director Associate Professor Paul Cleveland, who will develop myQCA—a virtual setting where QCA students can engage in scholarship and learning through peer interaction and debate—and Dr Neil Harris, from the School of Public Health, who will advance understanding of how online collaborative environments can be developed to support interactive peer learning. ■



**BRIGHT IDEAS:** Dr Debbie Heck and Dr Neil Harris have been awarded Griffith e-learning fellowships to enhance student learning.

# Growing up with Griffith

Seventh of the seventh, 1977 sounds like an auspicious day to launch a career, and it certainly was for Institute for Glycomics Professor Ifor Becham.

Professor Becham retired on July 7 2007, 30 years since the young Welshman walked into a portable office in the bush on Brisbane's outskirts and set about establishing Griffith University's molecular biology infrastructure, initial research and courses.

"As a young researcher interested in biochemistry and molecular biology it was an exciting time," he said.

"I witnessed the birth of modern molecular biology and molecular genetics at a time when people were developing completely new methods. *Nature* dubbed it the 'new biology' and it was quite revolutionary."

After completing an undergraduate degree in Otago, New Zealand, and a PhD in Leicester, UK, Professor Becham moved on to post-doctoral work in St Louis, Missouri before coming to Australia.

It was hard for a young researcher to find a position, but Griffith offered him the opportunity to grow and develop with the University.

"There were relatively few people working in the new molecular genetics in Australia, and Queensland. Methodology was poorly described and it was a matter of going to a lab to learn from someone who'd learned from someone else!"

He worked closely with CSIRO to become among the first working in DNA sequencing in Queensland.

Bacterial genetics captured Professor Becham's imagination early on, leading him to become involved in pioneering work in *E.coli* and later *Burkholderia pseudomallei*, which causes the devastating illness melioidosis in tropical and subtropical parts of the world, including northern Australia.

The fight to protect humans from *Burkholderia* infection gained unexpected attention in later years, prompted by concerns the airborne bacteria could be used as a biological weapon.

"Working with bacteria is like playing chess. They're highly sophisticated organisms which rapidly evolve and adapt and it almost feels as if there's a constant battle between the researcher and the bacteria to get a step ahead of one another," Professor Becham said.

"People in developed countries are in a privileged position, and forget that infectious disease is still humanity's greatest killer, ahead of cancer and heart disease. Bacteria have been around for about 3.5 billion years, and are very good at what they do. I'm not sure we'll ever outsmart them."

Professor Becham said he had never lost his enthusiasm or curiosity, and looked forward to seeing even more applied and clinical outcomes resulting from the fundamental genetics and molecular biology discoveries he

witnessed last century.

"I look forward to seeing more rationally designed novel antimicrobial drugs make it to pharmacy shelves."

Professor Becham moved from Nathan to the Gold Coast a decade ago, after correctly anticipating the area would become a major regional health and scientific centre as the population grew.

"There was an opportunity to create critical mass in medical research at Griffith," he said.

"It's essential that any university seriously interested in medical research—and particularly in translating this into the clinical setting—has a strong emphasis on biomedical science education and research underpinning its medical research."

He intends to continue his *Burkholderia* research into the foreseeable future, and continue to supervise RHD students, some of whom have recently gone on to win Florey and Doherty fellowships.

"I doff my cap to all of my RHD students, who've taught me as much as I've taught them," he said.

"My teaching contribution has actually given me my fondest memories. I am proud to have been a part of course and program development at Griffith, and proud of how far we've come.

"Reputation always follows a little behind reality, and I think Griffith's biomedical research achievements are now being recognised." ■



**BACTERIA BATTLER RETIRES:** Professor Ifor Becham retires after 30 years with Griffith.



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**OUT AND ABOUT:**  
HOPE4HEALTH members, all Griffith medical students, are congratulated by Professor O'Connor on the success of their fundraising efforts for a hospital in Ghana.



# Five minutes with the VC

Sara Collins sits down with Vice Chancellor Professor Ian O'Connor to see what makes the boss tick.

Since 2005 Professor O'Connor has sat in the hot seat, steering Griffith on a path of growth and opportunity. As a social scientist, Professor O'Connor is used to delving into the minds of others. We thought it was about time the shoe was put on the other foot...

**What do you enjoy most about being at Griffith?**

The wildlife... the goannas at Nathan, the cows at Logan (laughing). No, in all seriousness what I enjoy most about Griffith is the opportunity to work with incredible people making great contributions.

Griffith's strong sense of community spirit and engagement is another aspect of the job I enjoy and I am lucky enough in my role to spend a lot of time making those connections in the community.

**What are some of the biggest opportunities Griffith students can expect during their study, and after graduation?**

I think students today are looking for a university education they can get excited about, and the academics and teaching staff at Griffith are some of the most passionate people in their fields. The opportunity to learn from and work with these people, who have a clear understanding of not only present but also future issues, should be embraced.

Griffith also fosters an environment where people and their ideas are valued. The upshot is, students are looking for outcomes when they graduate and Griffith produces results. Students are exposed to learning in a practical sense, preparing them for their futures.

**Teenagers today are faced with so many options post-school. What are some of the advantages of a university education?**

Whenever I travel overseas to China, South America or the United States it is so apparent to me just how small Australia really is. To compete on the world stage successfully we need to position ourselves as a country with a highly educated and creative workforce who transform products and services. We must educate our citizens for that future—and that is the university advantage.

Universities also offer students a great experience. Classes and assessment is important—but it is the campus experience that really adds to an individual's development. At Griffith you meet the world in microcosm - students and staff from many different backgrounds. The chance to meet people from all walks of life, with different experiences and ideas can transform into lifelong friendships.

The chance to broaden your interests through learning as well as the social clubs and activities that are offered; the chance to live on-campus; the opportunity to become active in your community, all contribute to this experience.

Universities should foster leadership skills and social responsibility and prepare people to think and problem-solve. It should equip graduates with the skills to deal with the hot topics of today and tomorrow.

*We must educate our citizens for that future—and that is the university advantage.*

**CONNECTED:**  
Vice Chancellor Professor Ian O'Connor talks to Griffith students on campus.



**Griffith is unique in that it has five campuses spread through the Gold Coast-Brisbane corridor. What are the benefits of this multi-campus approach and how is each campus distinctive?**

The real benefit of Griffith's geographical layout is that our campuses are relatively small, helping deliver a personal and individual approach to learning. Because they belong to a larger organisation, each campus is equipped with the resources and infrastructure to provide an excellent university education.

The size of the campuses also lends themselves to a stronger 'community' feel, and gives students and locals a sense of pride in belonging to such an institution.

I guess describing each campus is a little bit like talking about your children: you love them all equally but for their own individual and unique identities. So if I'm limited by time this is how I would sum them up:

Gold Coast—a big part of our future, the 'Gold Coast's University'; Southbank—creative hub; Nathan—sees the bigger picture; Mt Gravatt—education, psychology and criminology programs and, research that makes a difference; and Logan—a community-focused campus.

The beauty of it is when you pull all the campuses together and take a whole-of-University perspective, Griffith covers all the issues, offering something for everyone.

**How has the university experience differed from when you were a student?**

I guess the obvious difference is that university now is much more accessible. There were far fewer students when I was at uni, which meant the student body was less socially and culturally diverse. That's actually one of the things I love about Griffith—the fact that we have students and staff from all over the world.

There was also less pressure for students to work part-time jobs than we see at the moment.

**What is coming up for Griffith that has got you excited?**

Graduation ceremonies coming up at the end of July are some of the most exciting events because of what they represent. To see our students achieve their degrees and then to imagine the possibilities that lie ahead for them is really inspiring. Hearing about the achievements of past Griffith alumni also makes me very proud.

**The nature of your role means you spend time commuting between the Gold Coast and Brisbane. What can we expect to hear playing in your car?**

Depends on who's in the car with me if I've got any control over what is played! If I'm alone it could be anything from Gregorian chanting, to Bob Dylan to Lisa Gasteen, a Conservatorium alumni of course!

If I'm in the car with my daughter—I do not control the sound system....! ■

# Planning ahead

Story Fiona Taylor

More than 3 000 financial planners will be needed across Australia in the next 12 months and Griffith is working with industry to help meet the increasing demand.

Department of Accounting, Finance and Economics Senior Lecturer, Dr Mark Brimble, says the financial services industry is forecast to grow from \$900 billion to \$1.5 trillion over the next six years.

"Demand is set to sky rocket as baby boomers head into retirement, and the financial services industry is crying out for qualified graduates to meet this unprecedented demand," Dr Brimble said.

"Griffith is the only university in Brisbane to offer a financial planning program and has been working with industry to close the gap."

The Griffith Business School recently connected industry representatives with more than 150 first, second and third year students through a financial planning student conference.

Students were able to showcase their work, be assessed by industry representatives and hear from Australia's leading financial planners.

Two new degrees designed to get students

into the industry more quickly have been launched—a Bachelor of Commerce (Financial Planning—Accelerated) and a Bachelor of Commerce (Financial Planning—Professional).

"Through the accelerated program, students study over three semesters a year, completing their degree in just two years," Dr Brimble said.

"Professional degree students complete a year of 'accelerated' study, then study part-time while completing an industry placement part-time, earning a salary and gaining industry experience for the remaining two years."

Final-year financial planning student Alice Caza said the restructure was a good move.

"The program has been challenging, but very interesting and I think the new Financial Planning (Professional) program is a really good idea. I would recommend it to anyone," Alice said.

"Being able to work while you study is great and having two years work experience behind you when you graduate is a fantastic advantage."

A Bachelor of Commerce (Accounting) is also being introduced to the accelerated and professional modes. The new programs will be offered through Griffith's Logan campus from 2008. For further information visit [www.biggerpicture.edu.au](http://www.biggerpicture.edu.au) ■



**VALUABLE EXPERIENCE:** Third-year financial planning student Alice Caza met with Australian Money Manager of the Year, and Tupicoffs Director Neil Kendell (right), at the financial planning student conference with GBS Senior Lecturer, Dr Mark Brimble.

# Practical magic

Story Sara Collins

Imagine a university course that lets you develop an electronic device that maps a batsman's strokes to identify the next Don Bradman.

Griffith's Science, Environment, Engineering and Technology Group offers exactly that.

Through the university's Industrial Affiliates Program (IAP), final-year students tackle real-life projects for external companies or university research centres.

Program Manager Carol-joy Patrick said the scheme helped students make sense of their academic learning, while responding to demand from employers for graduates with real work experience.

"Employers prefer to hire students who've already been tested in the workplace, understand workplace culture, and have delivered a substantial industry project," Ms Patrick said.

"The program also removes obstacles for students, because they can graduate with relevant industry experience and contacts."

More than 800 placements in 170 organisations have been attained over the 15 years IAP has been in existence, with the majority of students going straight from the program into employment.

"The program aims to make the experience as realistic as possible and students are required to go through a normal recruitment process—which may include two or three interviews—before they choose their placement," Ms Patrick said.

"Throughout the assignment students work on a project as they would in a normal employment situation. These projects are then showcased at the annual IAP Expo, giving students exposure to potential employers."

Bachelor of Engineering student Monica Joseph completed a project investigating the electronic metering systems required by a mining site near Emerald.

She has already had several job offers from some of Australia's largest mineral resource companies.

"IAP gives graduates clear advantages over other job applicants when speaking with potential employers," Monica said.

"After IAP I can go to interviews with real industry knowledge, and interviewers are amazed to find a graduate that actually understands the way mine site processes operate."

Ms Patrick said the beauty of the program was its inclusiveness.

"It's not just the high-achieving students who are chosen for placements, for most students it

is a compulsory part of their study program.

"This gives students who may not excel in the classroom the chance to discover hidden talents.

"There are a number of examples of students with low academic scores prior to the IAP, who have gone on to perform as the highest achievers."

The calibre of the IAP and work integrated learning (WIL) at Griffith has been recognised nationally through the awarding of a Carrick Institute grant to Ms Patrick and colleagues across Australia, for the first large-scale scoping of WIL across the university sector.

"Ultimately we hope this research will encourage a culture for work-based learning similar to that of educational institutions in America and the United Kingdom."

As a sector leader in WIL it is a strategic goal for Griffith University that the majority of its students will experience a WIL component by 2010.

"Griffith recognises that a university education must go beyond books and exams to equip students with an understanding of how their learning relates to the practical skills required for the workplace," Deputy Vice Chancellor (Academic) Professor John Dewar said.

"Through vocational and research-based learning, students gain exposure to a work environment, increasing their knowledge and potential employment opportunities post-study." ■



**HIT FOR SIX:** Vernon D'Costa hopes to identify the next Don Bradman with his electronic device that maps a batsman's strokes.

## Opinion

### Numeracy: Media hype and innumeracy

Consider the following headers or bylines found from some of the leading national and international newspapers in an online search

- Our kids can't add-up (*The Courier-Mail*)
- Alarming slip in high school numeracy levels (*Sydney Morning Herald*)
- Quality lacking in secondary schools (*The Age*)

Before you buy into these headings, take a step back to critically examine the phenomenon on which they make their assumptions. It struck me recently to hear a radio announcer claim that a test that had been developed in the 1960s and passed by most of those who sat it at that time, was failed by many students in contemporary classrooms. The figure was staggering.

But it does raise a serious question that needs to be considered by all those advocating the demise of young people's numeracy. I am sure that if many parents had to come into contemporary classrooms, they would have difficulty passing several of the assessments set for young Australians. How many over 40s could develop a website that is part of the New Basics Year 3 rich task? Imagine reporting that most adults would fail a Year 3 task if they had to come back to school....

What must be considered in all of this public debate is that times have changed, work and knowledge have changed and so has numeracy.

When I went to primary school, the curriculum was about numbers and arithmetic. We had to work in inches, feet, yards and miles; ounces, pounds and stones; or pounds, shillings and pence. Thank goodness for the metric system where everything is in base 10. Further, the impact of technology (and its affordability) has freed up the labour needs of calculating to enable learners to move to more sophisticated thinking.

Calculators and a range of other technologies allow everyone to work so much more efficiently. Imagine how difficult it would be to undertake business or economics without calculators or software programs such as MYOB; or statistics without software programs such as SPSS; or architecture or construction without CAD programs. One needs to understand the thinking behind the programs but not the need to do the tedious calculations that were once strongly a part of teaching in these areas. Focusing on the technical calculations denies the power of these tools to advance thinking about bigger issues.

The 'basic skills' reported in the media are representations of old forms of knowledge needed for very different times. In contemporary life, new forms of numeracy are needed. On almost every page of the newspaper, there are statistics of some sort. Living in a data-drenched world requires Australians to be familiar with statistics. The complexity of financial markets and their impact on daily life—mortgages, lines of credit, superannuation, HECS payments—permeate the lives of young people that were not central of previous histories. As such, the nature and demands of numeracy are changing. Testing and reporting based on old numeracies fails to identify the new and emerging numeracies of contemporary life.

Schools may not be failing to produce numerate graduates—for university or for work. Rather the societies within which we live are changing rapidly, creating new ways of knowing and learning. Numeracy, as part of these changing worlds, is also changing so perceptions of what is a numerate learner also needs to change. ■

**Professor Robyn Zevenbergen is the director of the Griffith Institute for Educational Research.**

# From dud to dux

Story Fiona Taylor



**LAW DUX:** Griffith Law graduate Scott MacNeill finished his studies top of the class.

Scott MacNeill took the long way round to complete a law degree but finished top of the class, receiving the Griffith University Law School dux award.

Scott candidly admits he didn't take the 'regular' path into university and a law career, although he certainly dreamed about it a lot.

Five years ago Scott was working as an Assistant Manager at McDonald's. Now Scott works in Brisbane as a graduate solicitor for international law firm Blake Dawson Waldron after having completed a double degree in Law and Arts (Psychology).

"Mid-way through Year 12, I entered my four QTAC preferences, and chose Law and Japanese studies, Law and Commerce, Law and Psychology (all at Griffith University), and as a fallback, a Diploma of Business at TAFE," Scott said.

"I waited with baited breath, dreaming I would score one of my top three preferences. I could picture myself learning Law and Japanese, speaking fluent Japanese to my affluent Japanese clients or opening up a successful law and accounting firm."

However reality set in. Scott was offered a place to study Business at TAFE.

"I was shattered. This was typical of my experience throughout high school. I would dream wildly and then sit back and just expect things to happen.

"I pretty much failed school, went on to fail

and drop out of the Diploma of Business and then graduated onto failing in several part-time jobs."

Before he realised, Scott was 21 years old with no job and no qualifications. And his only academic recognition was a certificate of participation in the high school Westpac Maths competition.

"About the only thing I didn't lose track of was my ability to dream. Despite having absolutely no reason to expect academic success at university I reapplied to Griffith through the mature age entry doorway," Scott said.

"Thanks to that miracle (and a reasonable score on the QTAC entrance exam) I finally got offered a place in the Bachelor of Arts and grabbed the opportunity with both hands. I also spent a lot of time pestering the law staff until they relented and allowed me to enrol in a Bachelor of Laws.

"The following year I was a law student and couldn't be happier! From my first day on, during the car trip home from uni, I would visualise myself receiving the dux award."

All Scott's dreaming came true at the annual Griffith Law School awards ceremony.

"I must thank my two kids Tyson and Taine, and my wife Tricia who provided unlimited support and guidance over my five years of study. Huge thanks also to my lecturers and Griffith for giving me the tools and support to reach this reality," Scott said. ■

## Searching for Aboriginal heroes in Queensland history

Story Deborah Marshall

The voice of Indigenous people has largely been silent in traditional Queensland history. A new study aims to redress that imbalance.

How Indigenous people contributed to the history of European settlement in Queensland is the focus of a new Griffith University study.

The study by Dr Dale Kerwin, from Griffith's Institute for Educational Research, aims to reconstruct the life experiences of Aboriginal people. It will highlight their contribution to Queensland history from the start of colonial settlement in 1824 to Federation in 1901.

Dr Kerwin said Aboriginal people were basically portrayed in a negative way as a generic group in most history books.

"Indigenous people are often seen as footnotes to Australian history," he said.

"This study aims to put Aboriginals on the same level as non-Aboriginal Australians."

Through a combination of archival records, published sources and oral histories, the project will bring to life histories and achievements of Aboriginal people.

The research includes giving identities to

the Aboriginal men who fought in the Boer War, the four trackers who helped the colonists find Ned Kelly in 1880, and to Charlie Flannagan, the first man to be hung in the Northern Territory.

Flannagan, an Aboriginal stockman, drove 20,000 head of cattle from Rockhampton to the Northern Territory. Once there, he killed a man after losing a card game. While waiting for execution, he produced a series of drawings which were the first recorded illustrations of stockmen's life in early Australia.

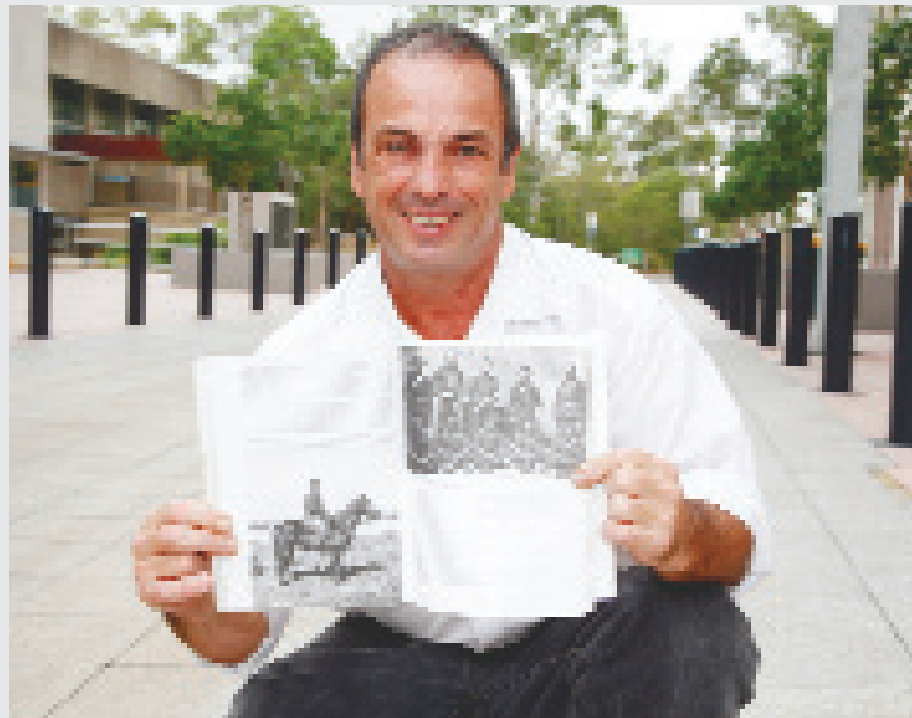
"They are wonderful, insightful drawings that are a piece of Queensland's early history," Dr Kerwin said.

"This project addresses Aboriginal peoples' demand to be accorded their rightful place in Australian history.

"It reveals the true richness and complexities of cross-cultural relations during Queensland's colonial era."

Dr Kerwin is a Goori (Aboriginal) man from Worimi Nation, New South Wales. He holds a Diploma of Primary Teaching, a Graduate Diploma of Museum Studies and Cultural Heritage Management and a Master of Philosophy. He was awarded a PhD in 2006 for his study of Aboriginal trading paths.

His research will be published in a textbook with plans to incorporate it into the Queensland School curriculum. ■



**NEW RESEARCH:** Dr Dale Kerwin is exploring Queensland's Indigenous history.

## New arts degree offers many career paths

Love the arts but not sure what career paths are available?

Griffith University has developed a new and unique Bachelor of Arts program which aims to solve that problem.

The degree will offer seven study areas with distinct career paths: Arts and Creative Industries, Film and Screen, History and Cultural Heritage, Languages and Cultures, Literature and Writing, Media and Communications, and Social Sciences.

Course Convenor Dr Jock MacLeod said the new Bachelor of Arts (BA) program was different from every other BA in Australia because it combined expertise in a study area with a signature experience in a social enterprise. The signature

experience means students will work with organisations or businesses for a social purpose or to achieve public good.

"Social enterprise organisations are directly involved in producing goods or providing services for the benefit of the community," Dr MacLeod said.

"They have explicit social and/or environmental aims with strong ethical values and profits are principally re-invested to achieve social or community objectives.

"Engagement in social enterprise offers students a combination of working to benefit the community and developing career skills, capacities and opportunities."

South-East Queensland has more than 200 social enterprise organisations such as the RSPCA, Red Cross, Salvation Army, sporting clubs, community and environmental groups, as well as social responsibility programs in large businesses such as banks.

"Employers like graduates who've worked for voluntary organisations because they recognise that students have a social conscience.

"The social enterprise aspect develops students through a commitment to social responsibility and provides them with a whole range of employability skills."

Students enrolled in the program will collate a significant employment portfolio over the three years of their degree.

In the first year this will be part of a compulsory writing course, and then as they move through their degree working with not-for-profit organisations they will expand their career and employment portfolio.

By the end of their degree, students will have a major body of work ready to show prospective employers.

The new Bachelor of Arts program will be offered from 2008, subject to university approval. ■



**DUAL PROGRAM:** Gemma Shooter will earn her Diploma of Nursing after 18 months and be well on her way to the Bachelor of Nursing.

## New options for nursing

Story Mardi Chapman

Griffith University and the Metropolitan South Institute of TAFE are trialling groundbreaking new ways of encouraging students into the nursing profession.

The School of Nursing and Midwifery at Logan and Loganlea TAFE are working together to provide more options for students interested in a career in nursing.

Typically Diploma of Nursing graduates from TAFE who want to upgrade their qualifications can articulate into the second year of a Bachelor of Nursing, but a new initiative this year aims to make the transition from TAFE to a university degree even smoother.

Dr Marion Mitchell, deputy head of the School of Nursing and Midwifery at Logan campus, said 22 nursing students were enrolled in a dual program which incorporates one university course into each semester of their 18-month TAFE diploma.

"There is a definite shortage of registered nurses in the workforce. We were looking for ways to encourage enrolled nurses to progress into the Bachelor of Nursing—a very desirable outcome for the health industry and also for them individually," Dr Mitchell said.

"This initiative supports TAFE students in a

university environment and shows them that they are already part of Griffith if they choose to complete the degree program."

Dual program student Gemma Shooter didn't need any encouragement to do her degree—it was always part of her plan—but was pleased with the potential spin-off benefit.

"I like that the program gives us an initial qualification after 18 months and with that, the chance to work as an endorsed enrolled nurse while we finish our degree."

Ms Shooter said the opportunity to support her studies by working as an enrolled nurse was particularly valuable as she may choose to complete her degree part-time rather than full-time.

Also introduced this year for Griffith's existing Bachelor of Nursing students was the opportunity to fast-track a Diploma of Nursing in just eight weeks—facilitating improved work opportunities in the health industry for the remainder of the students' degree.

The program was delivered at the Metropolitan South Institute of TAFE's Loganlea campus and Griffith University Logan campus over the summer vacation to Griffith students who had completed at least two years of their nursing degree.

Queensland Premier Peter Beattie has announced plans to expand this new model of nurse education to other institutions with the aim of increasing the number of nurses entering the workforce. ■

# Bright students, brighter futures

Demand for an education that provides more than the average experience will increase as the next generation enters university

In 2008, the Griffith Honours College will open its doors in a move to provide an undergraduate experience that is unique to Australian university students.

Honours College Project Manager Michelle Paez-Kirkland said the college would offer high-achieving students an innovative approach to teaching and learning through its specially-designed curriculum.

"Honours College students will benefit from an individual approach with modules which focus on current global issues and emerging business challenges, allowing graduates to operate in a changing environment," Ms Paez-Kirkland said.

"The modules will be designed by the Virtual Faculty, which will consist of creative academic thinkers from participating faculties and external partners, and will only be offered to those in the Honours College program.

"Students will also benefit from undertaking work experience, an internship or an international exchange which will help broaden their horizons and equip them with practical

experience."

Ms Paez-Kirkland said the college would produce highly-skilled graduates with the specialist knowledge and broad management competencies to become future leaders.

"The college will offer a well-rounded, multidisciplinary approach which will also embrace Griffith's ethos of social justice.

"Students will experience leadership skills development, exposure to a wide-range of people and practise good citizenship."

While many students know exactly the direction they would like to pursue after graduation, others may need more guidance for their future plans.

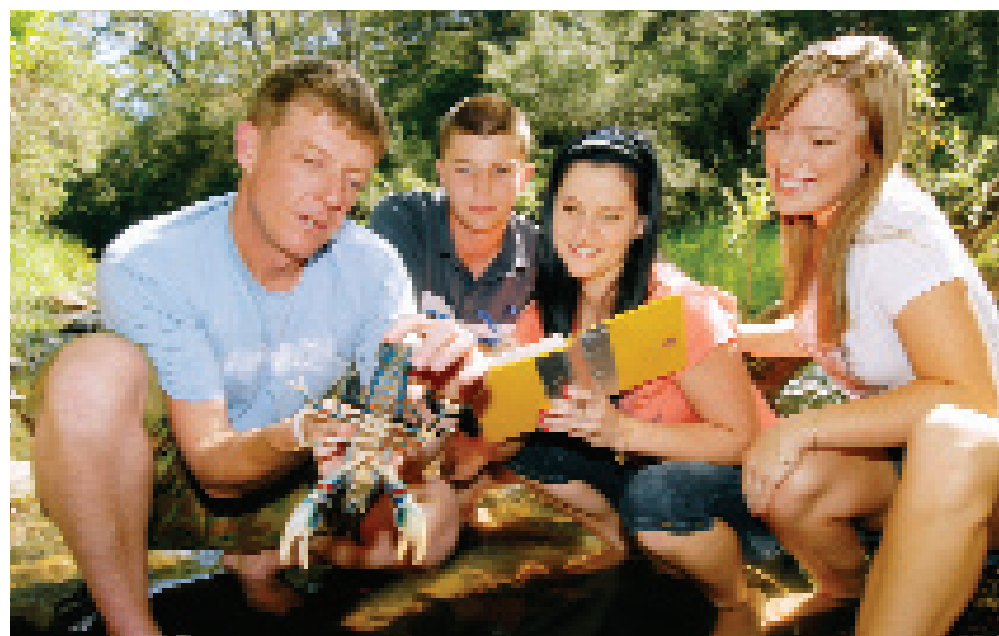
"Mentors are assigned to assist in the selection of the right experiences to maximise student success in reaching their goals."

Deputy Vice Chancellor (Academic) Professor John Dewar said the concept was conceived after research on US models where a number of public universities have provided centres of excellence.

"While other universities offer creative solutions to cater for high-achieving students, there is no Honours College style program in Australia," Professor Dewar said.

"This concept is typical of Griffith's innovation excellence in teaching and learning."

Honours College students will be high academic achievers, starting their first degree in 2008, who display leadership potential and an active involvement in the community. ■



**HANDS ON:** Honours College students will enjoy courses that offer a unique university experience.

## Fee-free degree

A university degree free of charge—what could be better?

The first cohort of Sir Samuel Griffith (SSG) Scholarship holders began their studies at Griffith this year.

Named in honour of the University's namesake, Sir Samuel Walker Griffith—a former Queensland Premier and Chief Justice, and himself a scholarship holder—the scholarships are designed to offer flexible benefits to successful applicants.

Undergraduate Scholarships and Prizes

Coordinator Michelle Trainor said the revamped format of the scholarships recognised the individual circumstances of applicants.

"We offer the choice between a bi-annual cash sum for four years or Student Contribution Charge (formerly HECS) exemption up to four years, which allows students to choose a scholarship benefit that best meets their needs," Ms Trainor said.

"To reflect a dynamic university population and the skills and talents of all students, scholarships are awarded on not only academic skills but also talents and interests, the benefits to recipients and the contribution they can make to Griffith."

Competitive surf live saver and journalism student Emma Wynne knows only too well the benefits a scholarship can provide, after she made a cross-country move from Perth to the Gold Coast to study at Griffith.

"I was lucky that I received both a Sir Samuel Griffith Scholarship—which covers the entire cost of my degree meaning I am free from a HECS debt—and a full Sports

Scholarship that comes in the form of cash, equivalent to however many credit points I am taking for that given semester," Emma said.

"It definitely comes in handy because with all the training that I do—10-12 sessions a week—I don't have as much spare time as others to be able to work a part-time job to support myself living out of home."

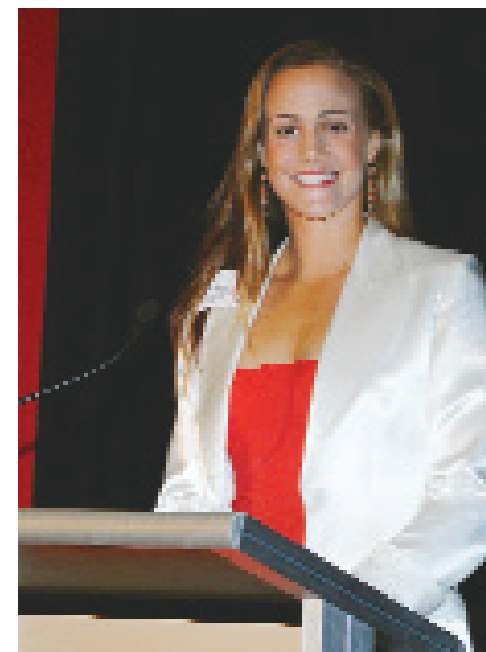
The security a scholarship offers was reason enough for law student Mitchell Houten to apply.

"It's great to feel that my future is reasonably secure and that I will be debt-free coming out of uni," Mitchell said.

"It means I will be one step ahead financially when I finish my degree, as I won't have to worry about a HECS debt."

"I also enjoy the opportunities being in this position has opened up for me, making life far less stressful and letting me focus on both my studies and a social life—something I would have less of due to having to work far more if I didn't have a scholarship."

Scholarship information can be found at [www.griffith.edu.au/scholarships](http://www.griffith.edu.au/scholarships) ■



**STRONG START:** Scholarship holder Emma Wynne, is enjoying the benefits of a HECS-free education.

# Teaching the teachers

Griffith University will play a key role in improving the standard of science taught in Queensland schools, with the announcement the University will become a hub for Education Queensland's Science Centre of Innovation and Professional Practice.

One of six providers selected statewide, Griffith will be responsible for delivering professional and course development assistance to science teachers in a total of 224 primary, secondary and special schools across four districts: Gold Coast, Logan-Albert-Beaudesert, South East Brisbane and Brisbane South.

Griffith Science Education Alliance co-chair and founder of the award-winning Science on the GO! school outreach program, Associate Professor Richard John, said teachers had embraced the opportunity to develop their science knowledge and skills.

"Many teachers are generalists, or have only limited specialist training. Teachers who can confidently teach science in the classroom are essential to engaging students in science," he said.

The funding of \$346,000 per year for three years will be drawn from a combination of state, federal, and industry sources, and will provide much-needed resources to build on the range of opportunities the Science on the GO! team has implemented for teachers.



SETTING STANDARDS: The Science on the GO! team



RARE TREATS: Kim Hamilton with finger limes and Davison's Plums.

## Go wild about native fruits

Story Jeannette Langan

Centre for Forestry and Horticultural Research student, Kim Hamilton, is working with London's Millennium Seed Bank to save Australia's unique native fruits from extinction.

Lime, which is now quite commonly available in nurseries, and the lesser-known rainforest species of Northern Queensland, Mount White Lime and Russell River Lime.

"By planting these, gardeners also help protect genetic diversity, which builds resilient species."

Project supervisor Dr Sarah Ashmore said the project was conducted in collaboration with the Royal Botanic Gardens, Kew in London and was designed to develop alternative biotechnologies for the propagation and conservation of the limes, and a variety of other native fruit seeds.

The project is part of a Queensland program, Seeds for Life, which is collecting, and conserving up to 1000 native species locally, with a duplicate collection conserved at Kew.

"Duplicating the collection is an insurance policy," Dr Ashmore said.

"Native seeds—and particularly tropical seeds—are often very perishable and short-lived—and also not amenable to standard seed storage methods. Cryogenic methods are being developed to allow conservation of as many seeds and shoot tips as possible to capture the genetic diversity of each species." ■

Many of Australia's native fruits are now considered rare and threatened in the wild, says Kim Hamilton, who has just wrapped-up her PhD study into the conservation of native fruits.

Her study focused on native citrus fruits, which are related to commercial citrus such as oranges and mandarins.

"These represent an important part of the crop gene pool for sustainable production in a changing environment of drought, climate change and pests and diseases," Kim said.

"Many people aren't aware Australia even has native citrus fruits, and automatically buy a Tahitian or Kaffir Lime tree for their gardens. There's some great native fruits like Finger

## Ancient knowledge, modern teaching

Story Jeannette Langan

A Griffith University project is addressing critically low numbers of Indigenous Australians studying science at universities nationwide, by exploring ways to 'Indigenise' the science curriculum.

The project is funded through a National Teaching and Learning Performance Fund grant. It follows research that indicates inclusive teaching practices—including modifying the university curriculum—can potentially increase enrolment and retention of Indigenous students, create a greater awareness of Indigenous issues amongst academics and non-Indigenous students, and increase enrolment of non-Indigenous students.

The project is led by Dr Chris Matthews, an applied mathematician from the Griffith School of Environment, and Ms Jo-Anne Ferreira. Dr Matthews brings a unique insight to the project, as the only Indigenous Australian lecturing in environmental science. Other team members are Dr Monica Seini, Ms Cathy Howlett, Ms Bronwyn Dillon, Ms Vivian Hauser and Dr Alison Sammel.

The team's research indicates an Indigenised curriculum has many benefits:

- Indigenous peoples, issues and knowledges are no longer invisible within the curriculum
  - The curriculum is more relevant to Indigenous peoples, and;
  - Non-Indigenous students gain insight and respect for Indigenous ways of knowing.
- Projects linking Indigenous knowledges and Western science have been initiated in Canadian universities. In the Canadian

experience, these programs have attracted Indigenous and non-Indigenous students alike. As part of this Griffith University project, an Honours student is undertaking a study in Canada on the place of Indigenous knowledges in tertiary education.

Ultimately, it is envisaged that Australian Indigenous students will be attracted into the field of science by culturally relevant curricula, despite the lack of jobs for Indigenous peoples.

However, the end product of this project is not to provide a definitive 'Indigenised' science curriculum.

The project has two main aspects: to ask Indigenous peoples, through community representatives employed in Land Councils, what they would want from a Science degree. This will help in determining how a science degree addresses the needs of Indigenous peoples and communities.

Secondly, the project seeks to gain understanding of how academics perceive the idea of Indigenising the science curriculum.

All the project members are aware of the cultural sensitivity of such a project, Dr Matthews said.

"Indigenous people have plenty of experience with scientists; usually they're either 'appropriating' their knowledge, or treating them as subjects of study. Our challenge is to identify ways of Indigenising the science curriculum so that it addresses the needs of Indigenous peoples.

"There are no losers—learning about Indigenous people and their knowledge will enrich the experience of all students." ■

## Surf science takes off

It's hard to imagine a tough day at the office for exercise scientist Danielle Loveless—not when her days involve checking out the waves and the talent in the competitive world of surfboard riding.

Miss Loveless, a PhD student in the School of Physiotherapy and Exercise Science, is studying the physiological factors that influence surfing performance.

"Ultimately my research will help design surf-specific training programs to maximise surfers' performance and help them avoid injuries. Talented surfers can have sponsors by the age of eight or ten and be on \$3.5 million contracts at the age of 17 or 18 so it's a very competitive sport," she said.

While surfing requires myriad skills and attributes including leg strength, balance, core stability, flexibility, reaction time and decision making, her research focuses on the paddling component of surfing, especially upper body strength and endurance.

"Surfing has more variables than many other sports and includes an unpredictable environment. My aim is to have the surfers in the best possible physical condition the moment they stand up on a wave—then their skill, decision-making and experience takes over."

Much of her research takes place at Surfing

Australia's High Performance Centre at Casuarina Beach in northern New South Wales, where she has access to the Australian Junior Surfing Team.

However, her testing of surfers in the research lab, in the pool, on the beach and in the gym includes recreational surfers as well as the surfing elite.

"There hasn't been a lot of research in surfing and part of my study involves finding any differences between recreational and professional junior surfers. Talent identification and fitness assessment are increasingly important in selection for development camps and teams."

Miss Loveless said Australia doesn't have the best waves in the world, yet our junior team has won the World Championships for the last two years and our open surfers continually rank high on the world championship tour.

"It has to do with the opportunities and programs we offer our kids through surf schools, local board riding clubs and the state and national surfing infrastructure. I'm keen to help move this forward by advancing the exercise science behind surfing."

Miss Loveless studied biomedical science at Griffith then did her honours in exercise science, researching strength training and cycling performance. She expects to complete her PhD next year. ■



# The big picture

In a dynamic and changing world, it is important that university courses address current issues and equip the workforce and researchers of the future with the skills and knowledge to make a difference.

In 2008, a number of new programs will be offered across Griffith University, crossing disciplines and responding to the potential need for experts. The new programs cover the hot issues of today, from water to the property boom:

- Bachelor of Science (Water Resources)
- Bachelor of Marine Science
- Bachelor of Business (Accelerated)
- Bachelor of Business (Professional—Accounting and Financial Planning)
- Bachelor of Multimedia (Interactive Entertainment)
- Bachelor of Games Design
- Bachelor of Public Health
- Bachelor of Business (Real Estate and Property Development)
- Master of Social Work

For more information on the new courses visit [www.biggerpicture.edu.au](http://www.biggerpicture.edu.au)

## Extreme makeover

Story Sara Collins

Revamping a university course is not unusual, but how often do universities redesign the classroom to go along with it?

That's what happened at Griffith with the upgrade of its multimedia lab.

With the multimedia degree now offering 11 majors, the challenge was to design a computing system that would cater for all student needs.

Complete with the latest technology, the 38 dual drive Mac/PCs provide a 'one-stop shop' for

students to access a multitude of applications with ease.

Deputy Head of Information and Computer Technology, and project coordinator Associate Professor Peter Bernus said the software was only released in June last year and although a small amount of labs worldwide were using it, none were near the efficiency of the Griffith network.

"One of the staff involved in the project researched labs all over the world and even went to Mac World in San Francisco, but in the end no

one was doing what we wanted to achieve so we basically built the system ourselves," Associate Professor Bernus said.

"The system is really cutting-edge in its seamlessness and ease of use, and most importantly it equips students with the experience that will set them apart once they enter the professional world."

Another key element of the redesign was the creation of an interactive environment which encouraged the sharing of ideas and knowledge.

"Apart from providing students with the most modern equipment available, we have also provided a space which encourages students from all levels, including undergraduates, PhD students and academics to engage with each other," Associate Professor Bernus said.

"We have incorporated couches and tables into the design of the room to foster a productive environment that inspires students to fully participate in their course."

A number of other new developments have also opened recently, including the Griffith Bridge and the new Chancellery.

To meet growing student demand on the Gold Coast campus, a bigger and better Student Centre has opened. The building is designed to offer students a comfortable space to take advantage of services such as Counselling, Careers and Employment, Welfare and Student Liaison, Health Service, Student Equity Services and the Disability Service.

Federal funding for a new science facility has also been announced. ■



**SOLID FOUNDATION:** Premier Peter Beattie and Vice Chancellor Professor Ian O'Connor lay the foundations for the Queensland Academy of Health Sciences.



**LAB LEADER:** ICT staff celebrate the launch of the revamped multimedia lab, cutting-edge in its design and equipment.

**While you spend your holidays marking exams,  
at least your home loan can take time off.**



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They're also open Saturdays 9am-12 noon (except Fortitude Valley)



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**FIRST-YEAR FUN:** Making connections with other students and staff is important for first-year students.

## First-year success

*Story* Sara Collins

The transition from high school to university study can be challenging for even the most prepared student.

Choices after high school appear endless—whether to study, work, or head overseas... just getting past the decision of where to stay for Schoolies seems hard enough. But once the decision of what to do next is reached, the challenges that come with that choice must also be faced.

While many first-year students thrive on the change of pace that university offers, others may find it all a bit overwhelming and need extra support to get through.

Director of Griffith's Institute of Higher Education, Professor Kerri-Lee Krause, has researched the first-year experience and identified two main areas where challenges lie.

"Socially the experience can be daunting as first-years are confronted by huge university campuses, different to anything experienced before," Professor Krause said.

"On an academic level, learning at university can have very different demands from school learning, even if similar subjects are being studied.

"This is not to say that all students experience the same feelings upon entering university. Many people thrive on the challenges that are thrown at them and use them as motivating factors to succeed."

Professor Krause says keeping expectations in check can help both students and university staff.

"Being proactive and informed by researching courses and attending Open Days before making choices, can be extremely

beneficial to keeping expectations in line.

"Talking to other students and using drop-in times with lecturers and tutors once at uni also helps."

To enhance the experience of first-year students, Griffith Student Services organises a range of events to support them through this transition period.

Director of Student Services Joanna Peters said the orientation and transition program at Griffith included activities geared towards addressing both the social and academic challenges faced by first-years.

"Early bird workshops are held to help students develop academic skills before they arrive. These are complemented by settling-in workshops and school orientation," Ms Peters said.

To support the social function of university and encourage socialising between staff and students, barbecues are held across all campuses in weeks three and four.

"This year more than 3700 students and staff attended the barbecues which involved various interactive stalls where students could find out more about support and development services available on campus, and activities including a tattooist, DJ, and an instant-return photo stall," Ms Peters said.

Student feedback reinforces the importance of the event, with comments including "... I made friends with other students and found that we all have the same fears and excitement about studying at uni."

Professor Krause said this social connectedness was extremely important in forming ties with a university, and students should be encouraged to make this contact through university clubs and societies, and peer-mentoring programs.

"Even having just one staff member who knows their name can sway a student's decision to continue on at university." ■

## Making their mark

*Story* Fiona Taylor

First-year marketing students have already begun to 'wow' industry, and experience some of the challenges faced by marketers—in the first semester of their study.

Four Logan-based students made a good impression on industry representatives recently and received top marks when they won both Griffith Get Marketer Challenges.

The Get Marketer Challenges were open to all Introduction to Marketing students across Griffith's Logan, Nathan and Gold Coast campuses, with students required to solve real problems for two global companies—Westfield and the Foster's Group.

More than 1000 students entered, but it was Liam Behnke, Joshua Penman, Brooke Santurini and Katherine Higgs who won the finals, \$700 and work experience with Westfield Garden City.

Group spokesperson Liam Behnke said the competitions were a great experience.

"Having the opportunity to apply what you've learnt in a real situation is so valuable—it shows the theory is relevant," Liam said.

For the first challenge, students had to identify a major multi-cultural market within Westfield, identify how to market to them and the best retail mix.

Liam said the group found 51 per cent of shoppers were of an Asian ethnicity but only a small per cent were actually spending money in the centre.

"The group then observed the target market at other shopping precincts to see where they were making purchases and included those in the recommended retail mix," Liam said.

For the second challenge the students had to develop an effective advertising concept that appealed to 18 - 25 year olds for a Foster's beverage of their choice.

Liam said the group selected the low-carbohydrate beer Pure Blonde and conducted a range of focus groups.

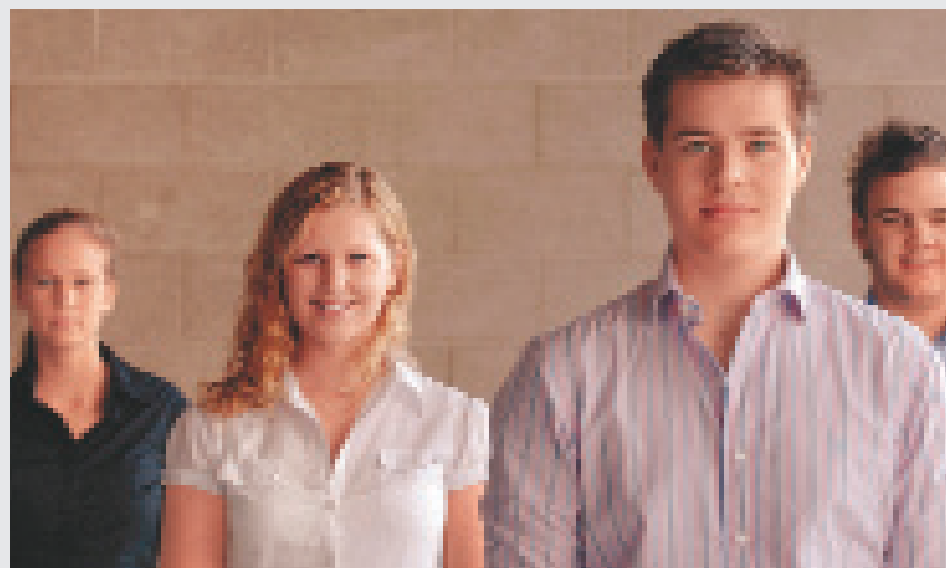
"The group found that 40 per cent of women found the product appealing. When the remaining 60 per cent were informed it was low in carbohydrates, 90 per cent said they would now consider consuming the product," Liam said.

"We highlighted this as part of the promotional activities and looked at a range of strategies to appeal to the target demographic.

"The Foster's judging panel was really impressed. They said we had looked at their target market in a way they hadn't thought of, and passed on industry advice which you just can't buy."

Westfield Garden City Marketing Manager Christine Lynas said she was also impressed.

"Seeing the high standard of marketing presentations coming out of Griffith University is definitely a very exciting prospect for the marketing world of the future," Ms Lynas said. ■



**MARKETING SUCCESS:** Katherine Higgs, Brooke Santurini, Liam Behnke and Joshua Penman put their marketing skills to the test and won both Griffith Get Marketer Challenges.



**CAREERS FAIR:** Students explore employment opportunities with leading company Holden at Griffith's Careers Fair. Held each year, the Careers Fair gives students access to employers across all industries, helping them with future job options.

## Teaching with a difference makes a difference

*Story* Deborah Marshall

Primary and secondary education students will be able to develop their skills in teaching children with a diverse range of learning abilities in an innovative collaboration between two courses offered in semester two this year.

Students who undertake 'Teaching with a Difference' will work with fourth-year special education students studying Interpersonal Psychology to mirror real-life situations in schools.

Course Convenors Associate Professor Barrie O'Connor and Dr Michael Davies said increasing numbers of special education teachers worked with regular class teachers in primary and secondary schools.

"They need to share their respective specialist knowledge to benefit the diverse

range of students they teach, using effective interpersonal and teamwork skills," Dr Davies said.

"Contemporary educational policies promote inclusive practices that require teachers to adjust curriculum, instruction and assessment to benefit the different learning requirements of students in their classes."

He said teaching to students with different needs was challenging because it undermined a simplistic view that most people learn best and can be taught in the same way.

"Those who hold such a view often marginalise students as non-cooperative. It may also challenge the earlier schooling experiences of many preparing to become teachers themselves."

Associate Professor O'Connor said regular classroom teachers could call on specialist

support to increase their skills, but some were reluctant to do so, preferring to have a student taken out of the class rather than specialist teachers come in to work alongside them.

"We seek to increase the take-up of collaborative programs. Having the disposition to confront emerging challenges and seek improved ways of teaching are among the hallmarks of committed teachers," he said.

"Students enrolled in 'Teaching with a Difference' will develop their skills for working with others—students, parents, therapists, medical practitioners and teaching colleagues to maximise learning outcomes for all."

Special Education teachers are in high demand throughout Queensland, and Griffith is one of the main providers of special education teachers in Australia. ■



**DOWN UNDER:** Brett Nerad is enjoying life as an international student

# Dream jobs

Griffith graduates are found all over the world. Here are just two of our success stories.

## The Griffith experience

American exchange student **Brett Nerad** reflects on his first semester at Griffith.

Like many travellers, I enjoy taking photos on my journeys. During a recent camping trip to Fraser Island, I wanted to capture an image of one of the island's icons, the dingo. At the end of the third day of four-wheel driving and hiking, I stretched out under a starlit sky, thinking about the picture I still hadn't taken. I dozed off and when I woke up, I was amazed by what was in front of me. At my feet was a trail of sandy dingo tracks across my beach blanket. It has been just these sorts of memories—tinged with the unexpected – that have characterised my experience at Griffith University and Australia.

From the moment I arrived at Griffith, I was ready to learn about and embrace the Aussie lifestyle. However, I didn't expect to see the extent of multiculturalism I've observed since I've been here. As well as making some great Australian friends, I've met people from all over the world. Growing up in Chicago, I'm used to a diverse population, but there is an overall mentality of sharing and celebration within the Griffith student body that I haven't experienced anywhere else. My flatmates—made up of students from Australia, Korea and Japan—are a perfect example of the Griffith cultural mix.

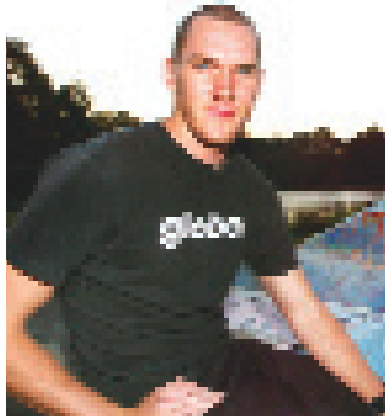
The courses at Griffith have been as academically demanding as my home college, but they emphasise student responsibility and freedom. Each class I took during first semester met once a week, and had significantly less assessment than my classes in the States. This made attendance more important, since missing a class meant missing a week, and it also placed the learning initiative on my shoulders. The fewer and more heavily weighted assignments directed my focus towards learning and thinking, rather than completing work just to sustain my grade. More importantly, the structure of the courses extended my development outside the classroom by allowing me to do what I enjoy most—travelling.

Since my exchange began at Griffith, I've had the opportunity to surf on the Gold and Sunshine Coasts. I've experienced an Aboriginal guided bushwalk in Hopevale, fished in Cooktown, snorkelled the Great Barrier Reef from Port Douglas, walked the beaches of Cape Tribulation and watched a dolphin ride the waves from Indian Head on Fraser Island. Soon, Sydney, Melbourne, Tasmania and New Zealand will be added to my list. As an English major and would-be writer, travelling around Australia has given me huge amounts of material. My vocabulary has expanded big time, because I've picked up heaps of Aussie lingo.

Before starting my exchange at Griffith, I never would have known what the 'bludging gasbag, sitting around in his stabbies was talking about, when he told his mate that a kookaburra flew out from under his bonnet while he was fixing his ute after brekkie one day'. And, speaking of brekkie, despite the many warnings I received about Australian food, I've had tons of great meals, whether grabbing Indian in West End, sushi in the city, noodles at the Buddha Birthday Festiva at South Bank or cooking on a gas stove in the sand (although I will have to pass on the Vegemite, sorry mates!).

With my exchange program half way over, I feel as though I've experienced so much, and still have so much to do. From the varied student body and international cuisine, to the teachers and awe-inspiring World Heritage sites, I'm sure the second half of my exchange will be as rich as the first. Hopefully, it will also be full of unexpected opportunities, like the one I missed dozing under the stars.

The chance to capture the much sought-after dingo photograph eluded me because I was sleeping. All I could do was take a snapshot of the paw prints, and see it as a lesson: some opportunities you work hard to create; others seem to walk right up and plant themselves at your feet. You just need to pay attention and be ready to seize them. ■



**Mike Xavier**

Bachelor of Business graduate Mike Xavier landed his dream job with surf and skate company Globe International Limited and now his days are action-packed.

"Since starting in my position as marketing coordinator I've been involved in the Global Assault, one of the largest skateboarding events in the world," Mike said.

"I also work with the best surfers on the planet on various promotional events.

"Day-to-day this involves managing the surf team which ranges from Damien Norman, a 13-year-old local up-and-comer to Taj Burrow, currently ranked second in the world.

"I have helped organise a Chocolate skate tour, two huge Globe parties and the new Globe surf movie, *Secret Machine*.

"I also worked on and attended the Globe World Championship Tour event in Fiji, voted by the top 46 surfers in the world as the best on tour," Mike said.

Mike got a job with Globe International Limited thanks to work experience performed as part of his Bachelor of Business (Sport Management and Marketing) degree.

"The work experience I did with Surfing Queensland opened up opportunities to work part-time running surfing events all across Queensland," Mike said.

"Through that I made many contacts, which I used to gain full-time employment in an industry I love.

"My attachment with Surfing Queensland exposed me to a range of experiences relevant to the industry, including being the contest director of state-level surfing competitions.

"I also got to work on possibly the biggest surfing competition in the world, the Quiksilver Pro," he said.

Majoring in sports management as part of his business degree was a natural option for the 'action sports' enthusiast but his exposure to marketing opened up his eyes to the possibilities of a business degree.



**Kate Miller-Heidke**

Since graduating from a Bachelor of Music in Opera Studies, Kate Miller-Heidke has taken the music world by storm.

Her first album *Little Eve* (Sony BMG) was a huge success when it was released in June debuting to number 11 in the ARIA Chart.

"I've been saving up my best songs so I made the album I wanted to make, with the band I've been using for years," she said.

A collection of enchanting and eclectic songs about a modern girl's life and her world, the album establishes her as one of Australia's most exciting musical talents.

The lead-up to the release of her first album has been studded with remarkable achievements. As a contemporary singer/songwriter, she received national radio airplay as well as sold out concerts around Australia. She won a Queensland Young Achiever Award - Arts (2006), Folk Alliance of Australia Patrons Choice Award (2006) and Q Song Award for her song *Apartment* (2006).

So where to from here for the popular songstress? "The next six months will be spent touring and supporting the album in Australia and setting up overseas releases for 2008."



**PRINCIPAL FOR A DAY:** Deputy Vice Chancellor (Academic), Professor John Dewar works with potential Griffith students of the future at Upper Mt Gravatt Primary School. Professor Dewar took part in the Education Queensland initiative 'Principal for a Day' as part of Education Week 2007 celebrations

# Videos explore life

The politics of identity, sex, economics and society are just some of the issues explored in a series of short videos screening at the DELL Gallery @ QCA until July 22.

First shown on ABC Television's *rage* program, *ARTIST MAKES VIDEO: art rage survey 1994-1998* features more than 80 of Australia's best known contemporary artists.

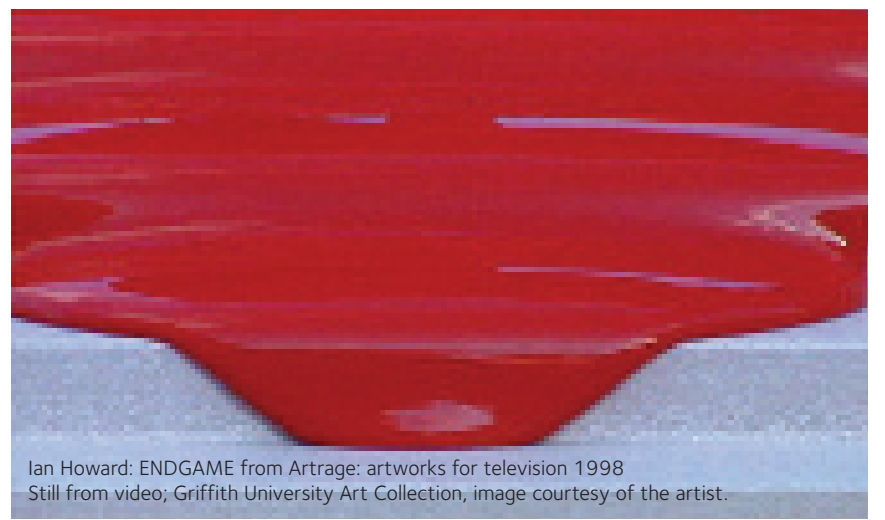
They were commissioned by independent curator, Kim Machan, to produce video works for the late night music video show.

Exhibition coordinator Jo Duke said the videos had

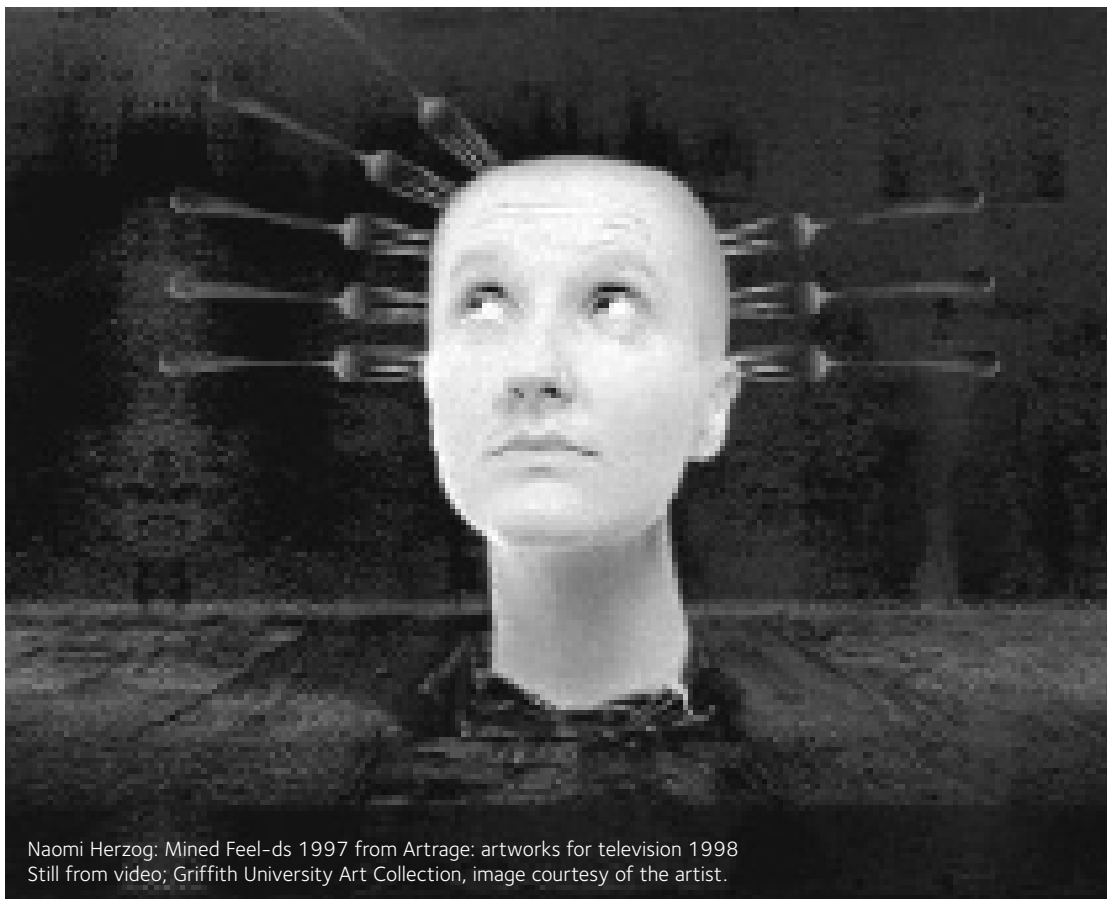
not been viewed together since they first came into people's lounge rooms in the 1990s.

"A milestone in the history of video art, some of the works explore their creators' personal lives, while others document contemporary art practice and events," she said.

Featured artists include Queensland College of Art (QCA) Deputy Director Associate Professor Jay Younger and Fine Art lecturer Robert Mercer, QCA alumnus Gordon Bennett, renowned Australian artists Dale Frank, John Gillies, Ian Howard, Susan Norrie, Mike Parr and many more. ■



Ian Howard: ENDGAME from Artrage: artworks for television 1998  
Still from video; Griffith University Art Collection, image courtesy of the artist.



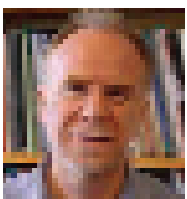
Naomi Herzog: Mined Feel-ds 1997 from Artrage: artworks for television 1998  
Still from video; Griffith University Art Collection, image courtesy of the artist.

## Movers and shakers



Chancellor of Griffith University, **Leneen Forde** was named a Queensland Great during Queensland Week celebrations in June. Ms Forde received the award for the significant role she has played in the history and development of Queensland, particularly with respect to the status of women.

**Professor Florian Mack**, from the School of Dentistry and Oral Health, has successfully defended his thesis for the degree of Dr Med Dent Habil (Habilitation)—the most senior research degree in the German system. His thesis, *Dental and prosthetic status among elderly: prevalence, related risk factors and impact on quality of life*, was based on epidemiological data from Germany's largest health survey, the Study of Health in Pomerania. Professor Mack and his colleague, Associate Professor Jeroen Kroon, are collaborating to establish epidemiological studies into the oral health status of the elderly on the Gold Coast.



**Associate Professor of Adult and Vocational Education, Stephen Billett**, was recently awarded an Associate Fellowship that will help integrate health student experiences in the clinical workplace and academic settings.

The project aims to maximise student learning experiences in the fields of nursing, physiotherapy, midwifery and human services at Griffith, Monash and Flinders Universities.

**Professor Amanda Henderson** (School of Nursing and Midwifery) and **Dr Heather Alexander** (School of Medicine) have been awarded Associate Fellowships from the Carrick Institute for Learning and Teaching in Higher Education. Their joint project will bring final year

nursing and medical students together for clinical education to encourage better communication and team work between the health professions. The team approach will improve the student learning experience and better reflect the realities of clinical practice. There are currently limited opportunities for undergraduate health professionals to learn together in clinical settings.



**Brett Freudenberg**, Taxation Lecturer in the Department of Accounting, Finance and Economics has returned to Griffith University having spent four months in the United States on a Fulbright Scholarship. The

Fulbright Scholarship is awarded to 20 Australians each year in different categories and is designed to increase the understanding between America and Australia. Based at the University of Illinois, Brett undertook in-depth research into limited liability companies (LLCs) and S Corporations, and their treatment under the US tax system. Brett's research will add to the understanding of LLCs and S Corporations, and explore whether Australia should adopt similar business forms.

Congratulations to **Dr Christine Wells**, for her win in the Queensland Premier's Awards for Health and Medical Research. Dr Wells took out the Post Doctoral Award for her work identifying novel repressors of inflammation. Chronic inflammation is a serious clinical, social and financial burden on the Australian community, affecting millions of Australians of all ages. Dr Wells' work studies the network of events engaged by macrophages—important parts of our immune system, and cellular mediators of inflammation—in response to early inflammatory events, in an effort to identify the molecular mechanisms normally engaged to switch-off inflammation.

## What's on

### Lectures and conferences

#### Friday, August 10

*Climate Change, Urgency & Responsibility*: a free public event with special guest Tom Athanasiou  
A free public seminar will be held with guest speaker world-renowned climate change author and commentator Tom Athanasiou director of Eco/Equity. The event will include a panel discussion with Athanasiou and expert members of Griffith University's own Climate Response Program. **Time:** 6pm. **Venue:** Gold Coast campus, G16 Lecture Theatre. Registrations essential by Friday August 3 on 07 5552 8447.

#### Friday, August 31 to Sunday, September 2

*Animal Law in Australasia: A New Dialogue* is the first significant animal law workshop in the region. The workshop brings together leading experts to discuss a number of critical animal law issues, focusing specifically on matters relevant to the region. The workshop is sponsored by Voiceless, the fund for animals and has been developed by Griffith Law School lecturer Steven White with a colleague from the University of Auckland, Peter Sankoff. This is an exceptional opportunity for students, lawyers and animal advocates of all types. **Visit:** [www.lawstaff.auckland.ac.nz/~psan009/Site/Workshop.html](http://www.lawstaff.auckland.ac.nz/~psan009/Site/Workshop.html)

#### Thursday, September 27 and Friday, September 28

*The 4th International Non-profit and Social Marketing Conference* will address many of the emerging issues in non-profit and social marketing, such as social entrepreneurship and social change. The conference is being run by the Griffith Business School and Department of Marketing. **Venue:** South Bank campus. **Contact:** Associate Professor Gillian Sullivan-Mort, [gillian.mort@griffith.edu.au](mailto:gillian.mort@griffith.edu.au), 07 3735 7344. **Visit:** [www.griffith.edu.au/school/gbs/insm2007](http://www.griffith.edu.au/school/gbs/insm2007)

### Concerts

#### Monday, July 23, Wednesday, July 25 and Friday, July 27

*L'Orfeo* by Monteverdi: In the mystical hallows of the grand Masonic Memorial Temple, the students of Queensland Conservatorium Griffith University will mark the 400th anniversary of one of the world's first operas. **Time:** 7.30 pm. **Venue:** Masonic Memorial Temple, 311 Ann Street, Brisbane. **Cost:** \$39/\$29 qtx 136 246 or [www.qtx.com.au](http://www.qtx.com.au)

#### Friday, August 3

Celebration Concert—Brass: Brass graduates from the Conservatorium

continue to make their mark around the world in orchestras, jazz ensembles, brass bands, schools and community organisations. Local and interstate guest alumni join forces with our current staff and students to present a "bold and brassy" event. **Time:** 7.30pm. **Venue:** Conservatorium Theatre, South Bank. **Cost:** \$20/\$10 qtx 136 246 or [www.qtx.com.au](http://www.qtx.com.au)

#### Friday, August 12

Celebration Concert—Popular Music: This free event, presented in association with South Bank Corporation, will feature the dynamic and cutting-edge ensembles that comprise the Bachelor of Popular Music course located on the Gold Coast Campus. **Time:** Pre-concert show commencing at 4.30pm, and the main event at 7.30pm. **Venue:** South Bank Parklands **Cost:** Free

#### Friday, August 17

Celebration Concert—String: With generations of string graduates who continue to build impressive careers around the world, we bring some of them together to celebrate that contribution. **Time:** 7.30pm. **Venue:** Conservatorium Theatre, South Bank. **Cost:** \$20/\$10 qtx 136 246 or [www.qtx.com.au](http://www.qtx.com.au)

#### Friday, August 24

Griffith Trio Concert 3: Mendelssohn's Trio in d minor, is balanced by music from Beethoven. **Time:** 6pm. **Venue:** Ian Hanger Recital Hall, South Bank. **Cost:** \$20/\$10/\$5 qtx 136 246 or [www.qtx.com.au](http://www.qtx.com.au)

#### Friday, August 31

i-Orpheus. As a striking contrast to Monteverdi's *L'Orfeo*, going back 400 years, Queensland Conservatorium looks into the future by presenting an experimental, interactive opera across the South Bank parklands, combining live performance with i-Pods, mobile phones and computer downloads by participants and audience. **Venue:** South Bank Parklands **Cost:** Free. **Visit:** [www.griffith.edu.au/centre/qrcr](http://www.griffith.edu.au/centre/qrcr)

#### Sunday, September 9, Tuesday, September 11, Thursday, September 13 and Saturday September 15

*Orfeo ed Euridice*. It could be argued that Gluck's *Orfeo ed Euridice* is one of the most important operas ever written. Gluck severed the traditional ties with baroque opera seria and established his philosophy of drama through music, paving the way for the great composers—Mozart certainly, but more influentially, Berlioz, and in particular Wagner. **Time:** 7.30pm. **Venue:** Conservatorium Theatre, South Bank. **Cost:** \$30/\$20/\$15 qtx 136 246 or [www.qtx.com.au](http://www.qtx.com.au)