

Vice Chancellor's Report to Council

Tuesday 6 May 2008

Griffith's great strength in Asian studies figured prominently this month. Professor Michael Wesley's opening address to the 2020 summit reflected most positively on Michael and the University. April was also the month when I announced with the Queensland Premier, the Honourable Anna Bligh, the launching of the *China-Australia Future Dialogues*. The dialogues, a collaboration between GU and PU, were officially announced during the premiers visit to China. It is a key partnership to encourage a bilateral dialogue between Australia and China on Asia's future. The initiative focuses on the region's future and Australia and China's roles and challenges in the next 10 – 20 years and will explore issues such as regionalism, energy security, and economic stability. Griffith Asia Institute Director, Professor Michael Wesley initiated the proposal which is based on a series of three linked initiatives - an annual Asia Leader's Lecture, an annual second-track Dialogue, and an annual Emerging Leaders' Dialogue. The Queensland Government and Griffith University will financially support the dialogues for the first three years (Attachment 1).



The Chinese and Queensland Government delegation in China for the official announcement regarding the China-Australia Future Dialogues

Professor Michael Wesley was one of a number of Griffith staff, Council members and alumni who contributed to the 2020 summit. Professor Julianne Schultz co-chaired the *Towards a creative Australia* session. Our strong representation is evidence of Griffith's role as a thought leader in the community. The full list of Griffith participants is set out later in my report.

The Nathan campus was host to the local 2020 summit on Saturday 5 April. The Moreton summit, co-chaired by Professor John Dewar and Graham Perrot the Member for Moreton, was attended by more than 300 participants from the local community as well as Griffith staff and students. (Attachment 2) Our academics acted as facilitators for the 10 topics while students from the Griffith Honours College were involved as scribes. The key messages from the Moreton summit were forwarded to the Prime Minister's Office for transmission to the National 2020 Summit. The next step, in early May, will be a session hosted by Griffith REVIEW which will feature the contributors to Griffith REVIEW who were invited to the National Summit, as well as delegates from Griffith and participants from the Moreton 2020 Summit.

As foreshadowed at the March Council meeting, the new Government has commenced the process of elaborating the policy setting for the education revolution in the tertiary sector. Two major reviews are now under way. On 13 March the Deputy Prime Minister and Minister for Education Julia Gillard MP announced a Review of Australian Higher Education which will examine and report on the future direction of the higher education sector, its fitness for purpose in meeting the needs of the Australian community and economy and the options for ongoing reform. By the time of Council, the University will have responded to a call for preliminary information seeking key issues for the sector. The Review Panel will provide its report on priority action by the end of October 2008, and final report by the end of the year.

In addition to the above Review, the Minister for Innovation, Industry, Science and Research, Senator Kim Carr, announced late January a wide ranging review of Australia's national innovation system to be conducted by an expert panel chaired by Dr Terry Cutler. Griffith University is preparing its submission to the Review which should be concluded later this year. (Copies of the submissions will be provided to Council.)

This year I am prioritising the improvement of internal and external communication. We have replaced the *Griffith Gazette*, which was published every two months for both internal and external audiences with the fortnightly online newsletter *GNN* (Griffith News Now). *GNN* is focused on an internal audience of staff, students and Council members. Interactive elements including polls, competitions and story submissions have been well received and encouraged involvement from the Griffith community.

In mid-May we will launch our flagship magazine which is focused on the external community. I have also commenced a board room lunch series in Brisbane and the Gold Coast. In the last two months I have hosted the first events in a series of eight boardroom luncheons in Brisbane and the Gold Coast which bring leaders from business, industry and government to our table to explore major issues impacting on the world - and more importantly, discuss the teaching and learning underway at Griffith that is addressing these issues. Our first event in Brisbane, in partnership with the Centre for Economic Development of Australia, saw Professor Michael Wesley, Director of the Griffith Asia Institute, delivering a lively speech on Australia's profoundly changing international environment. Just last week our state treasurer and Griffith alumnus, the Honourable Andrew Fraser, delivered a similarly engaging discussion on why Queensland is now the national economic epicentre. These important stakeholder engagement strategies will continue with events focusing on climate change adaptation, urban cities, social inclusion, and at our very next event I will lead discussion personally on Australia's current skills shortage, and the role higher education plays in driving innovation and solving the world's most difficult problems.

Our ongoing commitment in developing our engagement in the Asian region was evident not only in the success of my recent trip to China, but by the third visit in 12 months of His Excellency Ir.Rachmat Witoelar, Minister of Environment of the Republic of Indonesia and Ministry representatives to the University. He launched the Centre of Excellence for Sustainable Development for Indonesia to be established at Griffith, Nathan Campus (CESDI). The Centre will extend into the heartland of Indonesia, with Griffith providing intensive training for Indonesian Government staff at a central, district and provincial level and a range of initiatives to assist the nation develop sustainability and to mitigate the impact of climate change on the region. The Indonesian Consul General in Sydney, Mr Sudaryomo Hartosudarmo, and Vice Consul General in Sydney, Mr Fery Iswandy were present for the opening of the Centre.

Mr. Witoelar met with Dr Peter Davey, Acting Director of CESDI and Professor Cordia Chu, Director of the Centre for Environment and Population Health and also made a presentation to Griffith School of Environment students about the events leading up to the United Nations Framework Convention on Climate Change (UNFCCC) - Bali in December 2007, the signing of the Kyoto Protocol, and the challenges and outcomes associated with this historical event.



Left to Right: Mrs Daisy Joyce Indra Aswandy, (State Minister for the Environment), His Excellency Ir. Rachmat Witoelar, (Minister for the Environment for the Republic of Indonesia with Professor Ian O'Connor and Dr Peter Davey from Griffith University



His Excellency Ir. Rachmat Witoela with Professor Ian O'Connor

A number of professorial appointments have been made since the March Council meeting. Details are attached. (Attachment 3)

At the December Council meeting Council noted the *Griffith 2015: Implementing the Vision* paper which outlined a number of actions. See attached *Table of Actions* document outlining progress against actions for noting. (Attachment 4)

Updated progress against the KPI's are attached to this report. (Attachment 5)

Research

National Climate Change Adaptation Research Facility (NCCARF)

Professor Jan McDonald from the Griffith Law School is interim director of NCCARF and has made significant progress in terms of establishing the Facility. We are currently recruiting for five positions including having done an international search for the Director position. Interviews are being held at the end of April for this position. A national call has been announced for a series of networks focusing on a range of issues to do with climate change adaptation that will be managed by the Facility.

External Grants

- A grant of \$450,000 to Dr Joe Tiralongo, Institute of Glycomics from the Association for International Cancer Research for a study entitled, "Development of novel glycosyl- and sialyl-nucleosides as inhibitors of cancer cell surface sialylation".
- Queensland Smart State Fellowship (category 1) for \$300,000 over three years to Dr Paula Brough, School of Psychology 'Healthy Workplaces': An intensive organisational health and performance program"
- Queensland Smart State Fellowship (category 2) for \$150,000 over three years to Professor Alfred Lam, School of Medicine, "Unravelling the mystery of the nature of thyroid cancer"

ARC 2009 Discovery Applications and Peer Review

103 applications for ARC Discovery Projects were submitted by Griffith University this year. This represents a small decline in the number of Discovery applications in comparison to 2007 (9 less). The reduced number of applications occurred primarily in Arts, Education and Law (down from 22 to 19) and Griffith Health (down from 18 to 13). However, the reduced number of applications in the Health area has been off set by an increase in the number of NH&MRC applications this year (total number submitted in 2007 was 31 compared with 47 submitted this year). Of course, the most important issue to consider will be our success rate in NH&MRC and ARC which will be known in the final quarter of this year.

Table 1 below shows the total number of applications submitted by each Group.

Arts, Education and Law	19	18%
Griffith Business School	18	17%
Griffith Health	13	13%
Science, Environment, Engineering & Technology	53	51%
Grand Total	103	100%

NHMRC Project applications for 2009 funding

A total of 47 applications were submitted in the recent NHMRC Project Grant round. This was a significant jump in the number of applications submitted over the previous year (31).

This year an additional number of schemes organised for their applications to be submitted through the NHMRC Project Grant application process. Schemes using this process included:

The Cancer Council
The National Heart Foundation Grants-in-Aid
The Priority-driven Collaborative Cancer Research Scheme
The Department of Health and Ageing

35 applications were submitted from the Health Group
12 applications were submitted from the SEET Group

Internal Granting Schemes

Griffith University Postdoctoral and Research Fellowship Scheme closed on 7 April 2008 with sixty five applications submitted compared to thirty two applications last year.

Learning

Griffith Honours College

The Griffith Honours College accepted its first intake of students in 2008 with a total of 134 students currently having membership of the Griffith Honours College.

The Griffith Honours College is designed for outstanding students and will provide enriching experiences as they attend to their undergraduate degree studies. Many of these experiences will be exclusive to Griffith Honours College students and will give students the skills in high demand by employers such as:

- Leadership
- Teamwork
- Global perspective
- The development of research and industry skills

Students have been surveyed to gain their perceptions about the Griffith Honours College. All students reported that Orientation activities made them feel part of the Griffith University community. Orientation activities included: getting to know your colleagues, understanding your learning style, understanding how to learn at University and self and team leadership. A special welcome breakfast was also arranged for Honours College students and they each received a quite distinguishable laptop bag so they could easily recognise each other. Being able to approach Griffith Honours College students carrying the laptop bags makes them feel less alone in the new University environment. They reported that the top four reasons for them joining the Honours College are to:-

1. have the opportunity to mix with like minds
2. access to an academic mentor
3. access to additional support and professional development activities
4. be recognised as a member of a high achieving group

Many reported that being offered membership of the Griffith Honours College was a strong influence on them coming to this University.

Student Services Orientation Activities

Some 2660 students attended workshops, training sessions, and talks conducted by Student Services through pre-orientation and orientation, and early weeks of semester. Student feedback on these sessions was very positive with over 90% of students who attended rating them as *excellent* or *good* and having a *very positive* or *positive* impact on their transition to university.

Student Services staff also trained 180 mentors for central and faculty peer mentoring activities across the University, and recruited and trained Share Housing Project Volunteers and Student Partners to work with students as first point of contact for service provision. Averaged evaluations from these sessions showed that 92% rated the training as *excellent* or *good* and 96% said the impact the training would have on them would be *very positive* or *positive*.

Student Services staff also addressed Honours College academic mentors and virtual faculty at Gold Coast and Nathan, and participated in the Honours College Orientation via the 'What is Mentoring' session and panel discussion about support services.

Orientation and Transition Support

Up and Running BBQs for Commencing Students

By Weeks 3 and 4 many commencing students are just starting to find their feet and settle in – but may have some questions about services and supports available to them. For this reason the University runs a free BBQ for all commencing students at each campus with staff from support and development services and from Schools attending. Around 3 300 students and staff attended the 2008 “Up and Running at Griffith” BBQs which offered not only a free lunch but also activities and prizes for participation.

Staff from Student Services, Library and Learning Services, Campus Life, Student Administration, International Centre, Gumurrii Student Support Unit, and the Student Guild, joined academic and professional staff to answer questions and ensure new students felt confident and comfortable in their new learning environment. Some Schools took the opportunity to align some other transition activities for their own program cohorts with the BBQs under the theme of “Up and Running”.



*Transition Support for Students from Equity Groups
Uni-Key*

Each year commencing students from equity backgrounds are offered a special transition support program called Uni-key. The program provides campus tours, guest lectures, transition workshops and mentoring by later year students in the same discipline areas. In 2008 there are 272 students being assisted by 50 mentors through Uni-Key. Participants are most positive about the experience of Uni-Key – commencing students feel supported and engaged while later year students develop and extend their leadership and mentoring skills.

Uni-Start

2008 sees the third year of the Uni-Start admission and scholarship application process, with commencing students enjoying early confirmation of their place at Griffith, and targeted resources in the form of a “start-up kit”, and other benefits such as photocopy funds. Around 350 students commenced at Griffith in 2008 under the Uni-Start scheme.

Uni-Start students also have access to Uni-Key assistance, via group pre-orientation activities and ongoing mentor support throughout their first semester at university.

Notetaking Network

Once again students have been trained and deployed to assist other students through Student Services' Notetaking Program. In 2008 198 commencing students took part in the training and from this group, and from students in later years of their programs, 45 students are now currently assisting 24 students with disabilities across 52 courses.

Celebrating Teaching at Griffith Gala Evenings

On the 18th and 19th of March, the University held its Celebrating Teaching at Griffith Gala Evenings at South Bank and the Gold Coast. The evenings are dedicated to celebrating Griffith teachers who demonstrate a commitment to excellence in teaching, and who have been recognised for that commitment both nationally and within the University. In particular, recipients of the following award schemes were recognised:

- The Carrick Australian Awards for University Teaching;
- The Carrick Fellowships;
- The Griffith Awards for Excellence in Teaching;
- The Faculty Learning and Teaching Citations; and
- The Griffith E-Learning Fellowships.

The Prime Minister's Australian University Teacher of the Year, Associate Professor Keithia Wilson, and our other Carrick Award winners, Professor Bruce Burton, Dr Ann McDonnell and members of the Deaf Student Support Service were celebrated and showcased on film at both events, highlighting Griffith's success in these prestigious national awards.

Over 160 people attended the South Bank event and 70 people the Gold Coast event, including staff, representatives from partner schools and government departments and family and friends of the recipients, making both events very successful.

Learning and teaching website

The reconstructed Learning and Teaching website <http://www.griffith.edu.au/learning-teaching> represents a huge work investment over quite some time to assemble and present information primarily for staff, but also for students and the general public. The site brings together guides and pointers to activities happening across the University, including the key strategies incorporated in the Academic Plan 3, and the processes and events for recognising and rewarding excellence in teaching.

Building Career Capability

Recruitment and Careers Fairs

Each year, Recruitment and Careers Fairs are conducted by the Careers and Employment Service, Student Services on campus at Nathan and Gold Coast. Exhibitors at the fairs are large companies and government departments recruiting final year students for graduate positions in the year after graduation, and major professional bodies. This year, Nathan and Gold Coast fairs were bigger than ever with 79 organisations exhibiting at Gold Coast and 109 at Nathan, a total of 127 organisations. Purpose-constructed, and fully enclosed air-conditioned tents were built at Nathan to accommodate the huge demand from exhibitors and at the Gold Coast, the fair occupied the Link walkway, balcony, Koala Café and Activities Centre.

Making Employment Happen

This career development program aims to assist students to begin preparing for their graduate careers from their first year at Griffith and is embedded by way of a lecture into the lecture schedules of courses accounting for large numbers of first year students. In Semester one, the program is being delivered into courses accounting for 3,500 Griffith first year students.

Career Focus

After a pilot program conducted in 2007, the Careers and Employment Service, Student Services in conjunction with the Griffith Business School (GBS) is embedding a formally assessed career development module into first year courses covering all degree programs offered by the GBS in Semester 1. The module aims to provide students with the tools to help them establish their career direction and employability from the first year of their degree.

Health and Well-Being

Course Related Vaccination and Serology Screening

Staff from the Health Service at Gold Coast and Nathan have liaised with Griffith Health Schools including Nursing, Medicine, Dentistry and Oral Health and Physiotherapy & Exercise Science to provide access to course related serology screening and vaccination. An estimated 500 students have been seen within the Health Service and commenced vaccination and/or serology screening. In addition to this, staff from the Health Service at Gold Coast liaised with Queensland Health and facilitated the screening of 200 students for Tuberculosis, which is a course requirement for students commencing studies within these Schools.

People: Staff

Achievements

Centre for Quantum Dynamics Director Professor Howard Wiseman has been elected a Fellow of the Australian Academy of Science. Professor Wiseman was recognised for his recently cited work on quantum measurement and control theory.

2020 summit

As mentioned at the beginning of my report Griffith staff and alumni were strongly featured in the participant list for the Prime Minister's 2020 Summit in Canberra. Those staff and Council members who took part were:

Dr Mohamad Abdalla, Key Centre for Ethics, Law, Justice and Governance
Dr AJ Brown, Griffith Law School
Ms Cheryl Desha, Griffith School of Engineering
Mr Graham Dillon, Gold Coast Advisory Council member
Professor Ross Guest, Department of Accounting, Finance and Economics
Professor Anna Haebich, Centre for Culture and Public Ideas
Emeritus Professor Ian Lowe, School of Biomolecular and Physical Sciences
Professor Lorraine Mazerolle, Centre of Excellence in Policing and Security
Professor Marilyn McMeniman, Pro Vice Chancellor (Arts, Education & Law)
Ms Zoe Rathus, Griffith Law School
Mr Garry Redlich, Council member
Dr Julianne Schultz, Editor, Griffith Review
Dr Anne Tiernan, Centre for Governance and Public Policy
Professor Swee-Hin Toh, Multi Faith Centre
Professor Pat Weller, Department of Politics and Public Policy
Professor Michael Wesley, Griffith Asia Institute

Staff Flu Vaccination

The Staff Flu Vaccination program is being delivered across all five campuses / seven sites, from 8 - 18 April and 1100 staff have booked to take advantage of this initiative, promoting health and wellbeing. This program has been offered by Griffith University for the past four years and is jointly delivered by staff within HRM and the Health Service.

People: Students

Achievements

Griffith Law students have just topped the world's best students in the moot for the field of international commercial arbitration — an area of law vital to the increasingly global business sector. Final year students Eammon Atkinson and Mathew Shelley won the Vis East International Commercial Arbitration Moot Competition held in Hong Kong, beating more than 50 international teams, from England, America, Germany and Italy. (Attachment 6)



Left to Right: A/Professor Mike Robertson (Head, Griffith Law School (GLS), Ms Therese Wilson (GLS), Peter Swan, Suzannah d'Juliet, Eammon Atkinson, Mathew Shelley, A/Professor Justin Malbon (GLS) and Professor Paula Baron (Dean GLS)

Griffith also participated in the Vis International Commercial Arbitration Moot Competition held in Vienna, with students Suzannah D'Juliet and Peter Swan also performing well, placing fifth overall out of more than 200 teams and receiving individual honourable mentions.

Graduates reap the rewards of work integrated learning

I am pleased to report some exciting outcomes for our first cohort of International MBA Work Integrated Learning students. Our recent graduates have found employment in diverse areas including the Environmental Protection Agency in Melbourne and Maritimo Offshore Gold Coast, makers of luxury pleasure craft. While one of our students has been contracted to complete the work started in her placement with the Queensland Police Service (HRM), another has taken with him the business knowledge and skills gained from Griffith in both his undergrad and Masters degrees to set up a business venture in Vanuatu. Another, our first IMBA WIL student to undertake an overseas work placement will be joining his placement organisation, Procter and Gamble in Dubai, working full-time in the marketing division.

People:

Griffith Honour Plaques

Griffith University prides itself on the many Griffith alumni and staff who have made significant contributions to the University and the wider community. The University has recently introduced the development of showcasing plaques in honour of these many outstanding individuals. We want to bring these outstanding individual achievements to the attention of our current staff and student population and will be displaying the plaques across the numerous campuses.

Physical facilities and information resources

Physical Facilities

A detailed report on Capital and Minor Works across the University is attached. (Attachment 7)

Information Services

Information Services Website Redevelopment

The overarching goal of this project is to design and implement an Information Services website (intranet and extranet) that is presented according to users' needs and expectations and is independent of organisational structure. Specifically, the project will:

- Introduce unification across the INS web presence
- Differentiate between internal and external audiences
- Improve the user experience in relation to consistency and orientation
- Create user centred navigation and functionality
- Use single authoritative sources of information and eliminate duplication

There were a number of triggers for initiating this project, the most important being the University's Web Collection Enhancement project, which requires all University elements to adopt the overarching Information Architecture with associated templates and standards as well as the transfer of all web content to the new Content Management System.

Responses to numerous satisfaction surveys indicate a high level of dissatisfaction with the Information Services website, specifically with the ease of navigating through the website and the currency of information (see the results of the 2006 Rodski survey available via the Library Catalogue). Similarly, the 2005 review of Information Services made a recommendation 'that INS review and improve their communication practices to ensure that all clients are aware of the array of service available through INS, including changes, improvements, and range of services'.

The project is well underway with a number of service websites in production including the:

eLearning Support site at: <https://intranet.secure.griffith.edu.au/elearning-support>

Web Publishing site at: <https://intranet.secure.griffith.edu.au/web-publishing>

MobileSync site at: <https://intranet.secure.griffith.edu.au/mobilsync>

Launch of a new Text Matching Service (SafeAssign)

Text matching capability has been made available with the introduction of the Blackboard SafeAssign product into Learning@Griffith. Academics now have the choice to offer SafeAssign to students through their courses in Learning@Griffith. Support information has been developed and is available via the Learning@Griffith Support web site and a number of information sessions have been provided for academic staff.

Launch of Library Proxy service

The Library Proxy service was launched in January to provide more seamless access to digital library resources from both on and off campus. Library users no longer need to know about, install and run the VLINK Virtual Private Networking software to access digital resources from off-campus - they just click the link, enter their S number if requested, and connect. Information Services has already changed over 100,000 links to 'proxy enable' our library collection.

Informit TVNews

Information Services has established a subscription to the new Informit TVNews database from RMIT Publishing. The searchable and browsable database indexes all free-to-air news, current affairs and documentary programs on Australian television from 1970 to current programs and also provides streaming video with sound for each program. Each program has a stable and permanent URL for linking from Learning@Griffith.

University Engagement

Development and Alumni

The Hong Kong alumni network has been reinvigorated with the first major Hong Kong Alumni and Friends networking function to be held on Saturday May 17 at 6pm in Sung Rooms I and II at the Sheraton Towers.

Griffith Business School (GBS) Alumni Network

Professional Women's Network (PWN): "Money – It's Not What You Make, But How You Manage It That Counts!"

The Chifley at Lennon's provided the perfect backdrop for the first PWN breakfast and networking event for 2008. Over 90 guests were treated to some practical advice on managing money.

Speaker Cathy McGuane (Executive Manager - Marketing and Business Development, Teachers Union Heath and best selling author of the Financial Fitness series) presented some valuable facts and figures on the debt we carry, with particular reference to the issues facing women, who are often dependent upon others for their financial security.

Guests were also able to take advantage of an excellent networking opportunity.

MBA/GBS Alumni cocktail function: "Against all odds"

Michael Searle, Managing Director of the Jetstar Gold Coast Titans addressed the 2008 MBA / GBS Alumni cocktail function on Wednesday 16 April. He shared his insights into success and how through resilience and unwavering resolve, and despite the odds, the Titans secured their place in Rugby League history.

The event was held at Sea World on the Gold Coast, and incorporated an awards ceremony recognising the achievements of our highest performing MBA students, culminating with the Chancellor's Award for Academic Excellence.

Celebration of the Memorandum of Understanding between Griffith University and Southside Health Service District

As previously advised a Memorandum of Understanding between Griffith University and Southside Health Services District was signed by Professor Allan Cripps, Pro-Vice Chancellor (Health) and Ms Gloria Wallace, General Manager, Southside Area Health Service. An event to celebrate the memorandum of understanding was held on 10 April at the Logan Hospital.

For Council's information, the main objectives of the MOU are to:

- Improve communication between the two organisations particularly with respect to the delivery of health services, practices and programs to meet the needs of the local community.
- To collaborate in order to foster creativity in resolving problems and identifying solutions.
- To support staff and students to undertake training, higher education and research which will enable them to provide quality evidence based care, and improve health outcomes.
- To explore opportunities to build workforce development and capacity.
- To explore and implement health service delivery models which enhance the continuum of care.

Griffith University-Metropolitan South Institute of TAFE (MSIT) Partnership Committee

A meeting of the Partnership Committee was held on 7 April at the Logan campus of Metropolitan South Institute of TAFE.

Adult Tertiary Preparation (ATP) Program

To date there is 45 students enrolled in the Griffith Enhancement Modules (GEMS) program for Semester One and a further 105 ATP students located on Logan campus.

Kiribati AusAID

Kiribati Australia Nursing Initiative is progressing well. There are currently 21 Nursing students enrolled in the Diploma of Nursing, a further 4 students in the Diploma of Community Welfare and a Kiribati Nurse Educator in the post registration degree program. All students are progressing well. The next cohort of 34 students are due to arrive at Logan campus in August.

Curriculum Renewal Day

A Curriculum Renewal Day was held on the Logan Campus on Friday, 4 April. This was attended by the 10 Principals of the *Enable* Group. The *Enable* Group consists of principals of 10 Logan High Schools with the purpose to:

- Position Logan, Albert and Beaudesert District schools as schools of choice in their neighbourhood;
- Offer quality educational programs that promote achievement now and through entry to the workplace;
- Hold and enact high standards of behaviour, learning and leadership in each school by using living values.

Discussions revolved around new curriculum approaches, curriculum enrichment opportunities and partnership opportunities. The Group envisaged working with the University to raise the quality of teaching through initiatives such as Days of Excellence, tutoring, mentoring and E-learning. The Group also discussed issues surrounding raising aspirations within the schools for both teaching staff and students.

An *Enable* Head of Department Network has also been established and will be meeting on the Logan campus throughout the year. At each of these meetings, a Griffith University academic will be invited to share their knowledge about current trends in their discipline.

Sustainability and the Griffith Business School

The Griffith Business School launched its 2008 Sustainability Series in March with "Tesco goes green: putting strategy into practice" featuring Abi Rushton, Head of Ethical and Sustainable Sourcing, Tesco, UK. An audience of over 80 were in attendance to hear Abi speak. The event also featured a panel of experts including Dr Jeremy Taylor, Manager Procurement Policy, Queensland Government Chief Procurement Office, Department of Public Works, and Dr Dale Miller – Lecturer with the GBS Department of Marketing.

Six other events are planned for 2008. Our next "Climate Change and Sustainable Tourism" will be held on Thursday, 29 May 2008 from 5:30pm at the Gold Coast Convention and Exhibition Centre, Broadbeach. The seminar will feature a key note address by Professor Ralf Buckley, Director of the International Centre for Ecotourism, Griffith University. Professor Buckley will be supported by a panel of experts including Mr Stewart Moore, CEO of EC3 Global.

Northern Chapter of Australian Universities Community Engagement Alliance

A meeting of the Northern Chapter of Australian Universities Community Engagement Alliance will be held on Logan campus on 2 May. The chapter is currently working as the organising committee for the National Conference to be held at the University of Sunshine Coast and Fraser Island from 8-11 July 2008.

Multi Faith Centre

In the first quarter of 2008, the Multi-Faith Centre (MFC) organized or co-sponsored a number of major events and activities to promote interfaith dialogue for a culture of peace. Well attended by members of diverse faith and multicultural communities, as well as by university staff and students, the following events also strengthened partnerships between the MFC and an increasing number of faith, multicultural and educational institutions or organizations.

- Asia-Pacific Interfaith Symposium focusing on the theme of Women, Faith and a Culture of Peace.
- The annual Commencement Service 2008 jointly organized by the MFC and the University Chaplaincy on 11 March
- The MFC co-organized with the Buddhist Peace Fellowship a dialogue forum entitled Compassion and Solidarity for the Burmese Sangha and People: an Update on the Situation in Burma.

- The MFC co-sponsored a multi-faith and multicultural concert with 13 other faith, interfaith, educational and multicultural communities and groups on Australia's National Harmony Day.
- The MFC collaborated with Trinity Theological College and the Griffith Islamic Research Unit to present a Christian-Muslim dialogue on the theme of "Faith in a Plural Society".

In February, the MFC Director, Professor Toh was invited by Foreign Minister Stephen Smith to serve on the Australian delegation to the 4th Asia-Pacific Interfaith Dialogue for Peace and Cooperation in Phnom Penh, Cambodia (April 3-6, 2008). Professor Toh delivered a plenary paper focusing on the role of education in promoting interfaith understanding, co-chaired a workshop session and organized the multi-faith prayer ceremony inclusive of nine different faiths and spirituality traditions.

In March, the MFC received a \$30,000 grant from Multicultural Affairs Qld under its multicultural assistance program (2008/09) to conduct a year long In-service Development Training Program in Interfaith Understanding and Dialogue.

International

Griffith University hosted 20 International Delegations between 7th February and 7th April. Some of the highlights are as follows:

China

Chinese Centre for Disease Control and Prevention (China CDC)

On 16-20 March a delegation from the China CDC, led by Director-General, Dr Wang Yu, visited Griffith to discuss research collaborations, capacity building and academic exchanges. Professor Cordia Chu, Director of Griffith's Centre for Environment and Population Health (CEPH) coordinated the visit, which included tours of Griffith's Eskitis and Gycomics institutes; visits to several Queensland government departments; and meetings with the Honourable John Mickel, Minister for Transport, Trade, Employment and Industrial Relations and the Policy Advisor of The Honourable Stephen Robertson, MP Minister for Health. Dr Wang Yu delivered a well-received public lecture and was presented with an Adjunct Professorship by Vice Chancellor and President, Ian O'Connor.

Chinese Academy of Sciences (CAS)

On 21 February a delegation led by Dr Wang Tingda, CAS Supervisor assigned by the Chinese Central Government, visited Griffith to discuss the joint research laboratory in Eco-Environmental Science developed by Griffith's Centre for Forestry and Horticultural Research and CAS's Institute of Soil Science in Nanjing and Research Centre for Eco-environmental Science in Beijing. A proposal to develop a joint PhD Scholarship Program, (two joint Griffith/CAS PhD scholarships each year for 3 years for qualified CAS PhD candidates in areas of Environmental Science and Biotechnology, jointly supervised by the Griffith and CAS researchers) was also discussed. Talks also touched on a proposed joint Centre of Research Excellence: Australia - China Centre for Biogeochemical Cycles (or Molecular Biogeochemistry) and Climate Change (ACC-BCCC or ACC-MBCC), to be based at Griffith and funded jointly by the CAS, Griffith and the Australian and Chinese governments. The Australian component of the ACC-BCCC would be headquartered at Griffith and have the potential to become an ARC Centre of Excellence or a major Centre of Excellence funded jointly by the state and federal governments, industry partners and universities. These proposals are being discussed in detail with Prof. Lesley Johnson, Mr Thomas Toh and Prof. Zhihong Xu who visited CAS Headquarters, CAS Graduate University and relevant CAS research institutes on 18-24 March.

Sun Yat-sen University

On 24-25 February Professor Biao Wang, Dean of Faculty of Science at Sun Yat-sen University, China, visited Griffith to discuss a possible 2+2 undergraduate program in Micro-electronics. Professor Wang proposed that articulation arrangements would be in place by September, for the start of the 2nd semester in China, when he plans to send 10 full fee-paying students to Griffith with an additional student to transfer on a fee waiver (as the Civil Engineering agreement is structured), and 20 students in 2009. The Sun Yat-sen students are excellent academic candidates and Professor Wang is particularly interested in Griffith English Language Institute's (GELI) 10-week English language program.

Wuhan University

On 6 March Professor Li Gang and Professor Fang Qing, both Vice Deans of the School of Information Management, Wuhan University visited Griffith to discuss further cooperation between the two universities

and to learn about Management programs, particularly in the area of Information Management. Wuhan School of Information Management is ranked number 1 in China. Wuhan hopes to establish staff exchange and then student exchanges once academic relationships are established with individual staff members from Griffith's schools of ICT and Business (Marketing, Logistics and Supply Chain Management, Business Informatics and Wuhan's School of Information Management). Professor Jun Jo of Griffith's school of ICT will visit Wuhan in April this year to seek out potential areas of collaboration.

Indonesia

Ministry of Environment (MOE)

On 22 February a delegation from the Ministry of Environment (MOE), Republic of Indonesia, visited Griffith University in a follow up to the visit by the Minister for Environment, Indonesia, His Excellency Ir. Rachmat Witoelar (February 2007). The purpose of the visit was to further implement the CESDI MOU signed in 2006 between MOE and Griffith and the 'Plan of Operation' agreement signed in 2007. Discussions centred on the Master of Environment AusAID Leadership Fellows program; the joint universities initiative signed at the Bali meeting with the University of Kent (UK), Yale (US), Twente (Netherlands), IUS (Netherlands) and NTU (Singapore) to establish an East-West Centre as per the University of Hawaii model; the possibility of getting funding for a deforestation project and climate change; and the possibility of a short course to be organised later in the year.

Ministry of Health, (MOH) and Indonesia University of Indonesia

On 25 February a delegation led by Professor Dr Sudijanto Kamso, Dean for Academic Affairs, School of Public Health, University of Indonesia with Mr Muhamad Yani, Aceh and Nias Rehabilitation and Reconstruction Agency (BRR), Tsunami Reconstruction Commission, Jakarta, visited Griffith with 54 students from the University of Indonesia who undertook a 2-week Capacity Building International Short Course in Public Health, coordinated by Dr Peter Davey, Deputy Director, Centre for Environment and Population Health (CEPH), Griffith School of Environment. The short course is part of a project which has resulted from an MOU signed between Griffith the MOH and the University of Indonesia, in April 2005, for the purpose of Post-Tsunami capacity building. Accompanied by Dr Peter Davey, the delegation met with Associate Professor Clyde Wild, Acting PVC and Dean (Academic) for Science, Environment, Engineering and Technology (SEET).

Other visits:

Other institutions that visited Griffith during this period included delegations from:

- Australian Education International (AEI), Body Scholarships Tour, Vietnam, 6 March 2008
- Australian Education International (AEI), Korea, 26 March 2008
- Austrade, New Delhi, India, 3 March 2008
- Backpackerlinjen, Norway, 14 February 2008
- Council of Local Authorities for International Relations (CLAIR) Japan, 10 March 2008
- Duksung Women's University, Korea, 22 February 2008
- Gahdah Mada, Indonesia University (UGM), Indonesia, 7 February 2008
- Frankfurt University of Applied Science, Germany, 28 February 2008
- Keele University, United Kingdom, 25 March 2008
- Kanagawa University of Human Services, Japan, 3 March 2008
- Montana Tech of the University of Montana, USA, 7 April 2008
- Soka Women's College, Japan, 28 February 2008
- Tokoha Gakuen University, Japan, 26 March 2008
- University of International Business and Economics (UIBE), China, 25-28 March 2008.

Griffith English Language Institute (GELI)

Enrolments

In March, GELI delivered English language [ELICOS] to over 650 students across its three centres. This was a 64% increase in Brisbane and 62% for the GC over corresponding course in 2007.

HELP

The English Higher Education Language Program (HELP) is now being offered to international students studying Griffith degrees in Semester 1, 2008. The English HELP Coordinator has been working closely with GIHE to promote the program and to develop understanding of the academics in identifying students at risk who would benefit from English HELP and understanding the advantages that the HELP program offers.

IELTS Test Centre

Tests continue to fill very quickly especially just prior to the start of each semester. John Paul College are expecting to implement the use of IELTS as an exit test at the end of their programs for international students. Canberra has given approval for these tests to be conducted at John Paul College by staff from GELI. The first test would be conducted at our Mt Gravatt Centre.

IELTS Testing Capstone Project

A funding proposal has been put to IELTS Australia (owned by IDP) for a project to deliver the IELTS test free of charge to graduating international students in order to gain valuable statistical data on their English level at departure from University studies, and their pathways to the University.

Overseas Projects

GELI's contract with Qatar Petroleum continues to gain momentum with over 77 instructors now employed under the contract. Three GELI staff members attended the recent Arabia TESOL Conference in Dubai and Resources Managers visited the Higher College of Technology in Al Ain to research their usage of language teaching software. GELI is sending a Language Instructor to deliver professional development in teaching training for English teachers at our partner university in Chengdu.

Aviation English

17 Pilots have signed for ALITE testing in Australia and assessor training has been conducted for internal and external assessors to qualify them for conducting ALITE testing.

Marketing and Admissions

International student commencements at Griffith University have once again grown in semester 1, 2008. A 29% increase in applications has led to a record 23% increase in student commencements, representing 3342 new international students from 142 countries.

The Academic Groups have all experienced growth in new international students this semester with Arts, Education and Law enjoying 26.5% growth, Griffith Business School 21% off an already large base, Health 24% and Science, Environment, Engineering & Technology 23%.

Media Analysis

The January to February 2008 period saw Griffith University secure a 38% increase in press items from 454 last period to 625 in January/February. Broadcast coverage experienced a 41% decrease, with 839 hits compared to 1425 in the last report. All universities monitored reported a lower volume than was recorded last period — corresponding with the Christmas/New Year break where the majority of media talent was on leave.

Media

- Griffith's leadership in work-integrated learning was profiled in a front page feature in Australian Higher Education Section. Carol-Joy Patrick and student Tim Barton were interviewed for the article. (Attachment 8)
- The work of the Institute for Glycomics was profiled in a four-page feature in the Gold Coast Bulletin. The Institute also received more than 50 hits, including international coverage on almost every continent for their work defusing the bird flu virus. Press ranged from The Australian to Daily India.
- Professor Ron Quinn, Director of the Eskitis Institute for Cell and Molecular Therapies was profiled in a double-page spread in Q Weekend magazine. (Attachment 9)
- Campus Review published an opinion piece by Professor Ian O'Connor and Gavin Moodie on social inclusion. (Attachment 10)
- Professor Lorraine Mazerolle was interviewed or quoted about the launch of the ARC Centre of Excellence in Policing and Security by numerous media outlets including: The Courier Mail, Southern Star Springwood, Brisbane Times, Radio National, 4BC, ABC 612, ABC Radio News, and ABC News Radio. The Centre's launch was also reported in The Age Online, The Sydney Morning Herald Online, AAP Newswire and the Australian Financial Review.

- Coverage of the signing of the China-Australia Future Dialogues Memorandum of Understanding was received in The Courier-Mail, AAP Newswire and Brisbane Times.
- Professor Michael Wesley's (Griffith Asia Institute) appointment as one of only two Queenslanders on the steering committee for the federal government's 2020 Summit was reported in Age (p1), Australian Financial Review (p32), Radio National, The Courier-Mail (p2), Burnie Advocate (p16), ABC 612 Brisbane and Brisbane Times.
- Professor Scott Baum from the Urban Research Program made headlines in national, metropolitan and suburban radio and print media with his national study on relative deprivation in Australian cities and towns. Coverage included Age, Sydney Morning Herald and The Courier-Mail.
- Professor Ross Guest (Department of Accounting, Finance and Economics) was interviewed extensively about his research into the Baby Bonus. Coverage was received in Australian, Sydney Morning Herald, West Australian, Sunday Times, Sunday Telegraph, Sunday Mail Adelaide, Daily Telegraph, Sunday Territorian, Radio National, ABC 666 Canberra, ABC Central Australia, ABC News Radio Canberra, ABC 702 Sydney, 2SM Sydney, 2GB Sydney, ABC 936 Hobart, 2LM Lismore, 3AW Melbourne, ninemsn news, ABC News Australia, Easy Listening 846 AM Cairns, 6PR Perth and ABC Darwin.
- Professor Anna Haebich had an opinion piece about the Federal Government's apology to the Stolen Generations published on ABC Online and was quoted in The Southern Star, Springwood. Professor Haebich's new book Spinning the Dream, Assimilation in Australia 1950-1970 was reviewed in The Courier Mail, The Age and on SBS Radio. Professor Haebich also wrote an opinion piece on a similar topic for ABC Unleashed.



Bligh helps forge new link with China

Steven Wardill

STATE POLITICAL CORRESPONDENT

PREMIER Anna Bligh has followed in the footsteps of Nelson Mandela and Bill Gates with a speech to China's historic Peking University.

Ms Bligh was at the university to witness an agreement with Griffith University to hold Australia-China Futures Dialogues.

The three-pronged dialogues involve an annual leaders lecture likely to be known as the Tom Burns

Lecture, an annual dialogue on Asia's future and an emerging leaders' forum.

Griffith Asia Institute director Michael Wesley said the initiative would provide an avenue for building a future-oriented partnership between China and Australia.

"Griffith Asia Institute, together with Peking University, will be responsible for planning and running the dialogues," he said.

In her first keynote speech on the international stage since becoming

Premier, Ms Bligh spoke of the need to build better relationships with China and tackle climate change.

The university rarely invites foreigners to make addresses but Ms Bligh was greeted with a giant welcome sign and her speech was broadcast on state television.

Ms Bligh told the audience of 200 students and teachers that Queensland and China's fortunes were intimately linked. "Coal is China's main energy source and coal is Queensland's biggest industry," she said.



Summit to harness insight for future

By LEE STEHBENS

SOUTHSIDE residents have been urged to voice their opinions on Australia's future and help find solutions to national problems by attending a summit at Nathan.

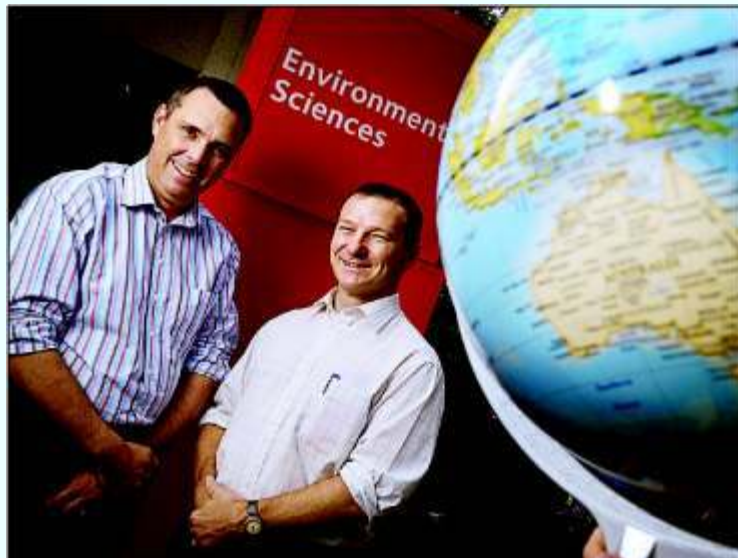
Griffith University deputy vice-chancellor, academic, Professor John Dewar and Federal Member for Moreton Graham Perrett will host the summit at the campus on April 5.

The summit is one of many planned around the country ahead of Prime Minister Kevin Rudd's Australia 2020 summit at Parliament House on April 19-20.

Mr Rudd's get-together will unite 1000 leading Australians to debate and develop long-term solutions across 10 critical areas, including: the economy, economic infrastructure and the digital economy, sustainability, rural industry, health, social inclusion, indigenous people and services, the arts, governance and national security.

"We see this as a great opportunity for locals to have their say as well as Griffith students," Prof Dewar said.

"These areas are critical to our future and people should come along and take part."



BW138307

■ Looking ahead to the summit . . . Griffith University deputy vice-chancellor Professor John Dewar, left, and Federal Member for Moreton Graham Perrett.

Griffith University students will be invited to attend and the university's academics will also take part.

Professor Michael Wesley, who is director of the Griffith Asia Institute - has been selected to take part in the Parliament House summit.

Prof Wesley will share his expertise on national security.

Mr Perrett asked local families, business owners, community groups, young people

and senior citizens to attend the local summit.

"We want to harness and harvest your great ideas to make Moreton and the rest of Australia a better place into the future," Mr Perrett said.

The southside conference outcomes will be passed on to the Canberra summit for consideration.

The Griffith summit runs from 2-5pm on April 5 at the Northern Theatre 1.

PROFESSORIAL APPOINTMENTS

The following professorial appointments have been made since my last report to Council in March 2008:

Associate Professor Glen Shaw

The School of Public Health is delighted to welcome Associate Professor Glen Shaw who was recently appointed to the position of Associate Professor in Environmental Health. Associate Professor Shaw has extensive experience in environmental health investigations and research projects. He has developed extensive collaborative links in environmental health, both with national and international researchers, and with relevant health authorities in Australia and internationally.

Professor Theunis Oberholzer

The School of Dentistry and Oral Health will welcome Professor Theunis Oberholzer in mid June 2008 as Professor of Restorative Dentistry and Director of Clinical Operations. He joins Griffith from the International Medical University, Kuala Lumpur Malaysia where he is currently Professor of Dentistry and Coordinator of Clinical Dentistry. Prof Oberholzer has been actively involved in research, didactic and clinical training of under graduate as well as post graduate students throughout his career in academia.

Griffith 2015: Implementing the Vision

Actions	Responsible Officer	Timeline	Progress
Achieving the vision: strategic investment to achieve international prominence			
1. The Vice Chancellor announces Griffith areas of strength by end April 2008.	1. VC	April 2008	Executive Group identified a long list of potential areas of strengths. Expressions of interests have been developed and will be considered by EG by the end of April. On schedule
2. The development and expenditure plan for each area is agreed (end June 2008).	2. VC	June 2008	Group Pro Vice Chancellors will be asked to develop expenditure plans as soon as areas of strength have been announced
3. Griffith areas of strength report progress against agreed criteria (July 2009, 2010, 2011). A major review of the performance of each area is conducted in its fourth year (2012) and continuing funding is subject to performance.	3. Group PVCs	2009-2011	
Implementing the vision: distinct campus value propositions			
1 a) Council endorsed the focus of each (except Nathan, see below). Campus Provosts to develop elaborated statements	1. Campus Provosts to develop drafts to be approved by EG	31 May 2008	Gold Coast and Logan Campus 1) A working party comprising representatives from each of the academic groups and administrative managers has been formed to discuss a draft Campus Statement. After input from the working party, the statement will be tabled at the GC Local Issues meeting for further campus input prior

Griffith 2015: Implementing the Vision

Actions	Responsible Officer	Timeline	Progress
<p>1 b) The focus of Nathan campus to be articulated in campus provost's task force report is received. Statement to Council</p>	<p>1b. DVC (A) for EG and May Council consideration</p>	<p>May Council</p>	<p>to submission to EG.</p> <p>Mt Gravatt and Southbank Campus The Provost is currently developing a statement for Executive Group consideration.</p> <p>Nathan Nathan Task Force report is being finalised, and likely to go to June or July Council. TF Report will contain statement of campus focus/value proposition.</p>
<p>2. The academic profile of each campus be reviewed to determine the future of programs on the campus and the areas to develop. The review to be conducted by the Deputy Vice Chancellor (Academic) with campus provosts and academic group pro vice chancellors.</p>	<p>DVC (A)</p>	<p>December 2008</p>	<p>Academic profile of campuses will be aligned with campus profiles progressively, once profiles have been agreed.</p> <p>2) Meetings are underway with Heads of Schools/Departments to discuss the academic profile of the campus. A report from the Provost's Office will be delivered to the DVC (A) on the academic profile of the GC by September 2008.</p>
<p>3. The capital program to be aligned with campus futures.</p>	<p>3. VC</p>	<p>on-going</p>	

Griffith 2015: Implementing the Vision

Actions	Responsible Officer	Timeline	Progress
<p>4. Pursue co-investments on campuses consistent with Griffith's ethos and strategy.</p>	<p>4. Campus Provosts</p>	<p>on-going</p>	<p>Gold Coast & Logan Campus 4) A range of co-investments have been agreed with partner organisations:</p> <ul style="list-style-type: none"> - Gold Coast Innovation Centre (State Government, Gold coast City Council) - Smart Academy (Education Queensland) - Griffith University Village (Campus Living). <p>Other co-investment opportunities currently being explored are:</p> <ul style="list-style-type: none"> - Opportunities that arise from the co-location of the GC University Hospital with the campus - Commercial opportunities in the new Science & Engineering building - Griffith Knowledge Precinct <p>Mt Gravatt Campus Pursuing philanthropic interest in an AISPAP (Australian Institute for Suicide research and Prevention) building at the Mt Gravatt campus. Tennis Centre</p>

Griffith 2015: Implementing the Vision

Actions	Responsible Officer	Timeline	Progress
5. Distinctive campus strengths and identity to be promoted by External Relations.	5. Director, ER	on-going	Nathan: Part of the Nathan redevelopment plan. Council is considering option for the redevelopment of student accommodation
Implementing the vision: staff			
1. Review Academic Work @ Griffith to facilitate the designation of focussed teaching promotions and career tracks.	1. DVC (A)	July 2008	Preliminary work has been done to identify options for further development of Academic Work @ Griffith.
2. Create a new category of appointment of teaching focussed appointments.	2. DVC (A)	July 2008	A new category of teaching focussed appointment will be created, consistent with existing policies and EB, for internal advertisement in 2008.
3. Modify promotion criteria to facilitate the promotion of highly regarded teacher/scholars – professional teachers to the highest level of the academic scale.	3. DVC (A)	July 2008	Promotion criteria will be reviewed as part of implementing the next phase of Ac Work @ GU.

Griffith 2015: Implementing the Vision

Actions	Responsible Officer	Timeline	Progress
<p>4. Groups to consider teaching focussed appointments in each School department and recommendations for the promotion of highly regarded teacher/scholars.</p> <p>5. Groups to revise their staffing plan to take account of the designation of Griffith areas of strength and campus profiles.</p> <p>6. Groups to establish different performance expectations in their areas of focus.</p>	<p>4. Group PVCs</p> <p>5. Group PVCs</p> <p>6. Group PVCs</p>	<p>Ongoing</p> <p>July 2008</p> <p>December 2008</p>	
Implementing the vision: student experience			
<p>1. Establish and resource a Forum for Student Success, involving the relevant senior managers, to develop and implement a quality assurance/enhancement framework for monitoring-feedback-action to enhance the student experience re:</p> <ul style="list-style-type: none"> - teaching and learning - student support - student administrative services - facilities and resources 	PVC (LSO)	<p>forum - august 2008,</p> <p>framework December 2008, implement 2009</p>	<p>1. Forum for Student Success. The Forum has been established and will take place on Friday 20th June. Participants will include the Heads and Directors and significant other staff of those areas that play a pivotal role in determining student success. The Forum will be held twice each year and will focus on ways of increasing cooperation between areas to identify and tackle issues that relate to student outcomes. Areas will be asked to complete</p>

Griffith 2015: Implementing the Vision

Actions	Responsible Officer	Timeline	Progress
<p>2. Increase the focus on student evaluations of teaching in staff annual appraisals and promotions, ensuring development of annual personal action plans for enhancing quality in learning and teaching</p>	PVC (LSO)	by December 2008	<p>“homework” prior to the Forum in which they will collate and review data relating to their performance outcomes.</p> <p>2. Increased Focus on Student Evaluations All courses that fell in bottom 20% of evaluations last year were reviewed prior to semester 1 with a view to remediation. The DVC (A) has produced a paper that specifies the expectations regarding the use of SET and SEC data in performance appraisals.</p>
<p>3. Ensure that annual program monitoring process includes a review of student feedback re: the program and its courses (including SEC) to identify areas for improvement and to develop action plans for enhancing quality in learning and teaching</p>	PVC (LSO)	by December 2008	<p>3. Ensure consideration of student feedback in Annual program monitoring process. A Working Group of Learning and Teaching Committee is working on the annual program monitoring and review process to ensure that this is integrated within the overall quality assurance and enhancement process for learning and teaching, and</p>

Griffith 2015: Implementing the Vision

Actions	Responsible Officer	Timeline	Progress
<p>4. Conduct a review of student sports, recreation, social and food/beverage services across all campuses identifying key areas for change to enhance the student experience.</p> <p>5. Increase the focus in the Careers Service on building relationships with employers and developing a more personalized approach to assisting students in finding employment</p>	<p>PVC (LSO) and DVC (A)</p> <p>PVC (LSO)</p>	<p>by December 2008 implement 2009-2010</p> <p>action plan by August 2008, implement by December 2009</p>	<p>includes data from student feedback. The PVC (LSO) is working with the Deputy President of Academic Committee and the Director of QPS to ensure accessibility of SEC data for the annual program monitoring process.</p> <p>4.Review of student sports, recreation, social and food/beverage services across all campuses We are in the process of determining how best to proceed with this review.</p> <p>5. Increased focus on Careers Service The PVC (LSO) is working in partnership with the Head of the Careers Service to establish a working group to examine how best to increase careers and employment activities at Group and School levels, in addition to those offered centrally. This area will also be a focus of the Forum for Student</p>

Griffith 2015: Implementing the Vision

Actions	Responsible Officer	Timeline	Progress
			Success.
Implementing the vision: resources			
1. Re-invest the Strategic Development Fund.	1.VC	on-going	Forty million allocated in forward budget for areas of strategic investment
2. Seek private investment in campus development consistent with profile.	2. VC	on-going	Recommendation on accommodation to May Council
3. Implement Griffith Enterprise .	3. DVC (R)		3. Senior project officer appointed to assist in implementation; Chair of board appointed and invitations issued to external parties to join the board (3 acceptances received to date); Interviews held with short listed candidates for director position and negotiations currently occurring with preferred candidate
4. Review the budget performance funds.	4. VC	1 July 2008	Internal budgetary analysis commenced.
5. Adopt the next phase of the capital management plan to cover the	5. VC	31 July 2008	Agreed by Council.

Griffith 2015: Implementing the Vision

Actions	Responsible Officer	Timeline	Progress
<p>period 2008 – 2010.</p> <p>6. Extend development and alumni programs.</p>	<p>6. Director, D&A</p>	<p>December 2007</p> <p>on-going</p>	<p>Restructure of Development and Alumni A Development and Alumni Co-ordinator has been assigned to each Academic Group to provide targeted approaches to deliver strategic outcomes</p> <p>The Raisers Edge The Raisers Edge is a client relationship management system designed specifically for fundraising and alumni management. The system has been updated with a Griffith University Database Administrator undergoing full training. The system allows for receipting, potential and existing donor tracking and alumni database management.</p> <p>Total Alumni in Raiser's Edge prior to consultancy -18,446 Total Alumni in Raiser's Edge after consultancy - 23,347 Total Increase in Alumni in Raiser's Edge - 4,901</p>

Griffith 2015: Implementing the Vision

Actions	Responsible Officer	Timeline	Progress
			<p>Alumni Newsletter A redesign of the Alumni e-newsletter is underway with region specific editions. A communications plan outlining editions is being developed with China, Macau and Hong Kong scheduled for release on 30 April followed by Oceania on 7 May. The newsletters will include articles relevant to their region on the following:</p> <p>Welcome by the VC Asia-pacific Centre for Franchising Excellence Life Skills Update details Links to recent event photo galleries Positions Upcoming events including cocktail party date claimers Latest Alumni benefits</p> <p>Giving to Griffith On the completion of the Peoplesoft upgrade a project taskforce incorporating HRM, FBS and INS</p>

Griffith 2015: Implementing the Vision

Actions	Responsible Officer	Timeline	Progress
			<p>will be established to develop a project timeline for launch to staff in 2008.</p> <p>Netcommunity Netcommunity is a complimentary system to Raisers Edge and allows: Interactive Website Management Personalised Direct Mail and eMarketing Advanced Online Giving Options Complete Membership Management Integrated Advocacy Coordinated Team Fundraising Events and Campaigns</p> <p>Meetings have been held between Development & Alumni, INS and Blackboard to progress the potential installation of Netcommunity on completion of the Peoplesoft upgrade.</p>

Griffith 2015: Implementing the Vision

Actions	Responsible Officer	Timeline	Progress
Implementing the vision: planning			
<p>1. Review of strategic plan and key performance targets.</p> <p>2. Groups to develop differentiated targets for teaching and research performance for each school and department that articulate with university targets. These will be embedded in Group operational plans</p> <p>3. Targets and performance indicators for Griffith areas of strength agreed and reported.</p>	<p>1. DVC (A)</p> <p>2. Group PVCs</p> <p>3. VC</p>	<p>October 6 Council</p>	<p>Draft to October meeting, finalised at December Council.</p> <p>In progress. To be implemented in the 2009 Operational Plan</p> <p>On finalisation of work plans for Areas of excellence.</p>
Actions	Responsible Officer	Timeline	Progress
Implementing the vision: communication - projecting profile and distinctiveness			
<p>1. Complete "The Brand project" to identify what at Griffith University is distinctive, relevant and valued.</p>	<p>1. Director, ER</p>	<p>31 March 2008</p>	<p>1. The second stage of the brand project has been completed and awaiting endorsement from the VC and Executive Group. ER Director and Peter Singline from Brand DNA will present on the Brand Essence/ Brand Values and next steps at the May Council meeting.</p>

Griffith 2015: Implementing the Vision

Actions	Responsible Officer	Timeline	Progress
<p>2. Launch comprehensive strategic communication, marketing and industry engagement to communicate our areas of strength and promote campuses.</p>	<p>2. Director, ER</p>	<p>30 June 2008</p>	<p>2. The Communication, Marketing and Industry Engagement Strategy is in its second draft. Outcomes from the Brand project need to be incorporated before it is ready for approval in June</p>
<p>3. Promote the international positioning of Griffith by seeking opportunities to forge partnerships that enhance reputation such as our relationships with Peking University and other prestigious partners.</p>	<p>3. PVC (Int)</p>	<p>on-going</p>	<p>Griffith International is working with Charles University, CAS, and Peking University on strategic linkages.</p>

Report to Council on Griffith University Strategic Plan 2006-2010

The University's *Strategic Plan 2006-2010* contains goals, indicators and targets for the University for the remainder of the decade. These reflect a number of considerations:

- There are a limited number of goals, indicators and targets in order to focus energies and resources;
- They continue to give expression to the University's 'top 10' ambition;
- The targets are stretch targets. Progress towards their achievement will lead to significant improvements in University performance;
- They are important and relevant, in that they affect the University's funding, prestige and reputation; and
- Each goal is expressed in a way that is measurable at different levels of the University.

This Report updates the University's performance against its KPIs for 2007 and 2008, so far as data is currently available. As discussed at the Council Retreat, there are stretch targets aligned with the Griffith Project goals. Late this year I will present for Council's approval new KPIs and targets aligned with the 2015 agenda.

I will continue to provide Council with a report on the preceding year's performance in May and December of each year, so that Council can monitor the University's progress towards the targets in the Strategic Plan as new data becomes available.

Ian O'Connor
Vice Chancellor

Strategic Plan 2006-2010: Report to Council on Performance Indicators as at May 2008

This document describes and reports on the performance indicators used to assess the achievement of the goals of the *Griffith University Strategic Plan 2006-2010*. Where possible and relevant, it shows historical data for each of the indicators from the period 2002 and the projected performance for each indicator based on the targets set out in the *Plan*. 2004 has been used as the base year for most indicators. These are noted in the Report where relevant.

1.0 Research Indicators and Targets

1.1 Research Outputs

(updated November 2007)

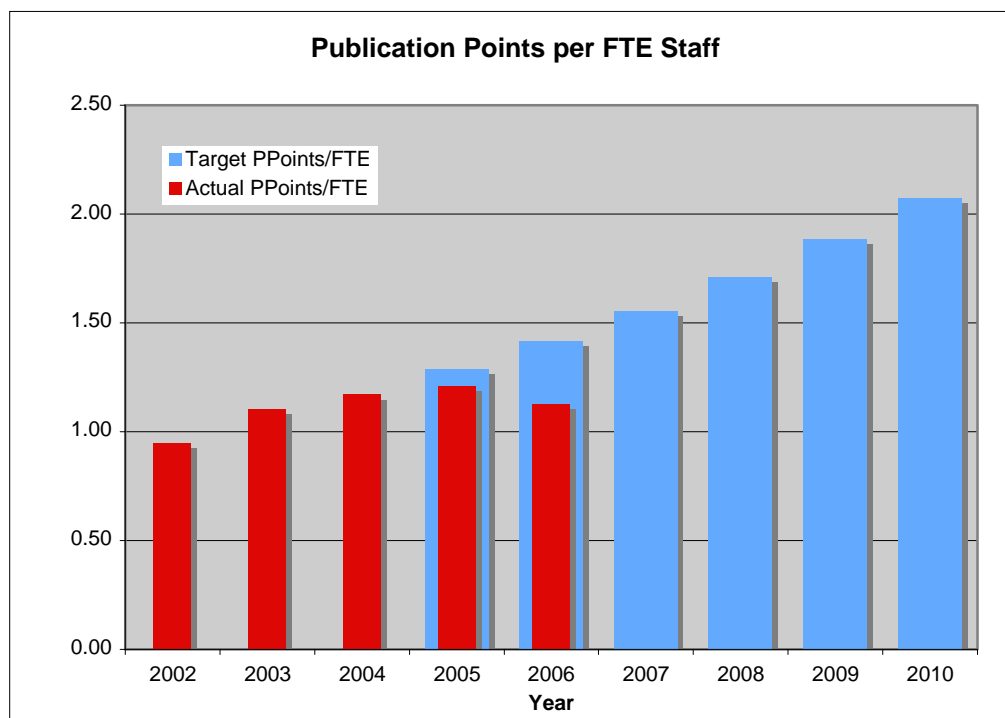
Target: To increase quality research outputs by Full time equivalent (FTE) staff by 10% per annum.

Definition: Research outputs per staff FTE is calculated as 'Publication Points' divided by staff FTE in each year. Publication Points are reported in the annual Australian Government Higher Education Research Data Collection (HERDC). Staff FTE is taken from the annual Higher Education Staff Data Collection and includes only full-time or fractional full-time academic staff with a 'research only' or 'teaching and research' function.

Indicators:

Year	2002	2003	2004†	2005	2006	2007	2008	2009	2010
Actual Publication Points	857	1,026	1,167	1,269	1,218				
Actual FTE Staff	903	929	997	1,050	1,082				
Actual PPoints/FTE	0.95	1.10	1.17	1.21	1.13				
Target PPoints/FTE				1.29	1.42	1.56	1.71	1.89	2.07
Actual % Increase		16.4%	6.0%	3.3%	-6.9%				
Target % Increase				10.0%	10.0%	10.0%	10.0%	10.0%	10.0%

† Base year for target projection



Comments: The 2006 results confirmed a trend that first appeared in 2005 – a major reduction in conference papers. This is a natural outcome of the Research Quality Framework (RQF) environment where quality is more valued than quantity. These results indicate that staff in many fields now regard lesser quality conferences as non-preferred outlets for their research outputs (-35.7%). At the same time, books, chapters and especially refereed journal articles, have all increased strongly (books +46.4%; chapters, + 10.6%; journal articles + 7.2%). This is encouraging as it indicates the University's strategic direction is being followed by staff. Therefore, the 4% drop in weighted publications (6.9% drop in weighted publications per staff FTE), while at first glance appears to run contrary to the KPI target is in fact a positive sign of a growing awareness of the importance of quality publications outlets. Preliminary results indicate that Griffith is again on track in 2007 to record more high quality journal articles with possibly up to a 20% increase in Thompson ISI publications. The next nationally comparable data from DEST will be available in the second half of 2008. We will review targets once the ERA Framework is known.

1.2 International Linkages

(updated November 2007)

Target: To increase international linkages by 10% per annum.

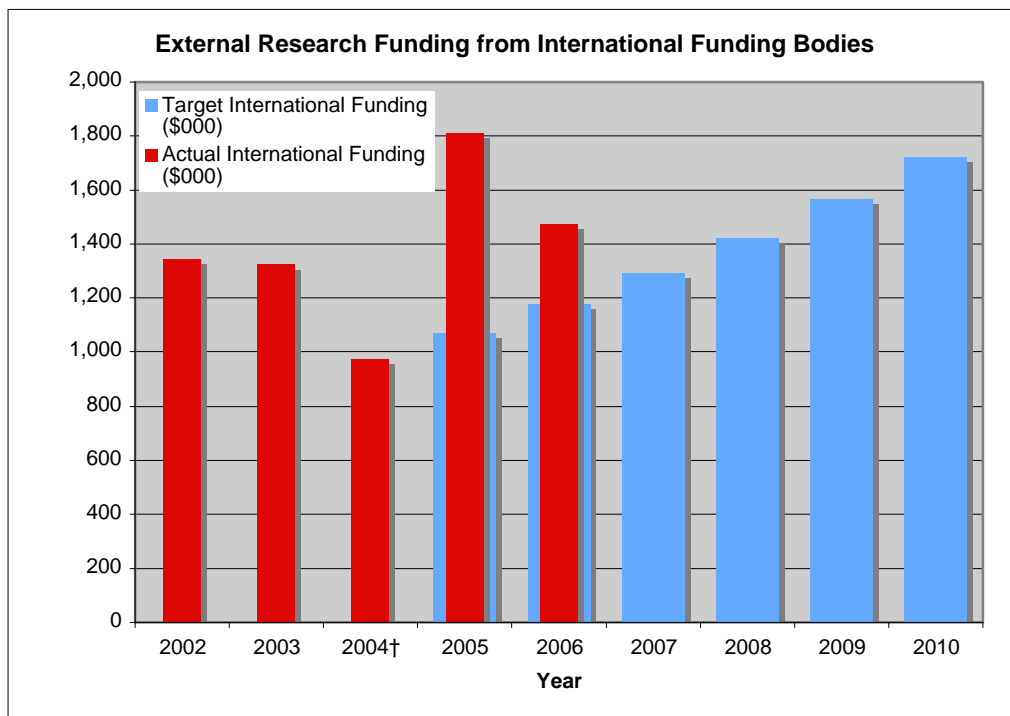
Definition: The assessment of achievement in International Linkages will be based on the following measures:

1. Invitations to give keynote addresses at international conferences
2. International research visitors
3. Funding from overseas funding agencies
4. International research collaborations with duration at least one year, but without direct funding to Griffith
5. Editorial Board memberships of international journals

Indicators:

Year	2002	2003	2004†	2005	2006	2007	2008	2009	2010
Actual International Funding (\$000)	1,343	1,323	972	1,810	1,474				
Target International Funding (\$000)				1,069	1,176	1,293	1,423	1,565	1,721
Actual % Increase		-1.5%	-26.6%	86.2%	-18.5%				
Target % Increase				10%	10%	10%	10%	10%	10%
% Over Target				69%	25%				

† Base year for target projection



Comments: The interim proxy measure for this indicator is external research funding from international funding bodies (including international government research institute and foundation and higher education competitive and contract research grants, excluding industry). The indicator is 25.4% (\$296,000) above target in 2006 but fell by 18.5% from the 2005 figure which was 69% above the target for that year.

1.3 External Collaborations

(updated November 2007)

Target: To increase external collaborations by 10% per annum.

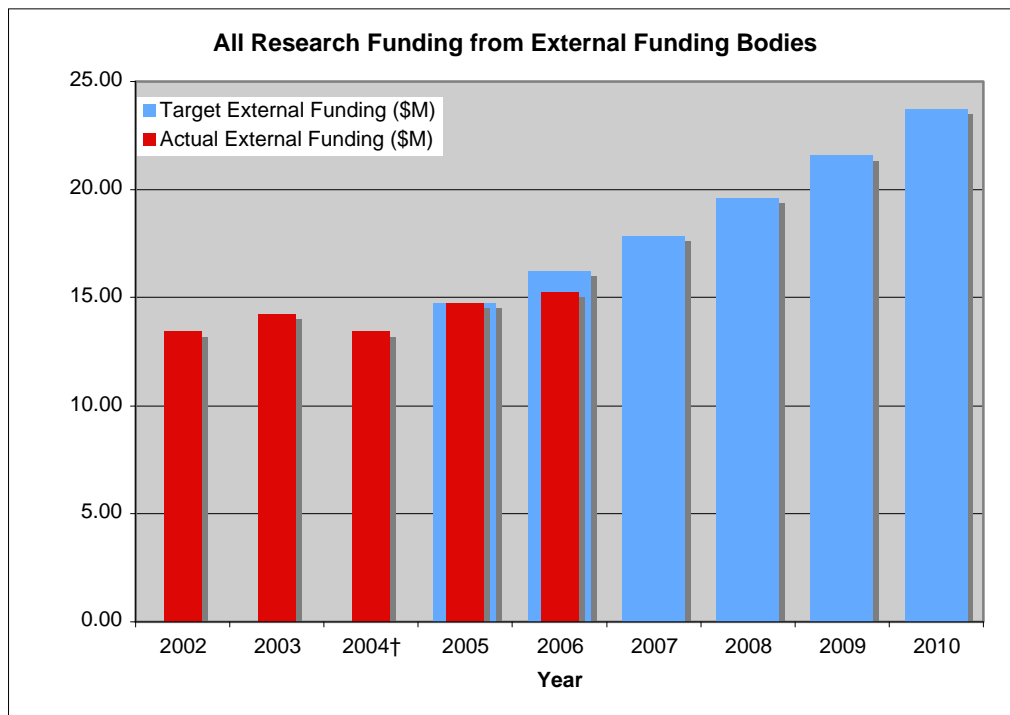
Definition: The assessment of achievement in External Collaborations will be based on the following measures:

1. Collaborative projects with other institutions and/or industry that bring external funds to Griffith
2. All external research collaborations with duration at least one year, but without direct funding into Griffith.

Indicators:

Year	<u>2002</u>	<u>2003</u>	<u>2004†</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Actual External Funding (\$M)	13.41	14.25	13.39	14.73	15.25				
Target External Funding (\$M)				14.73	16.21	17.83	19.61	21.57	23.73
Actual % Increase		6.3%	-6.0%	10.0%	3.5%				
Target % Increase				10%	10%	10%	10%	10%	10%

† Base year for target projection



Comments: The External Collaborations research performance KPI is still being developed and mechanisms are being built for its data collection. At present, the interim proxy measure for this indicator is external research funding from national and international funding bodies (including industry and competitive contract research grants). The indicator increased by 3.5% into 2006 but fell short of the University target for the year by 5.9% (\$960,000).

1.4 Research Income

(updated April 2008)

Target: To increase external research income per FTE staff by 25% per annum.

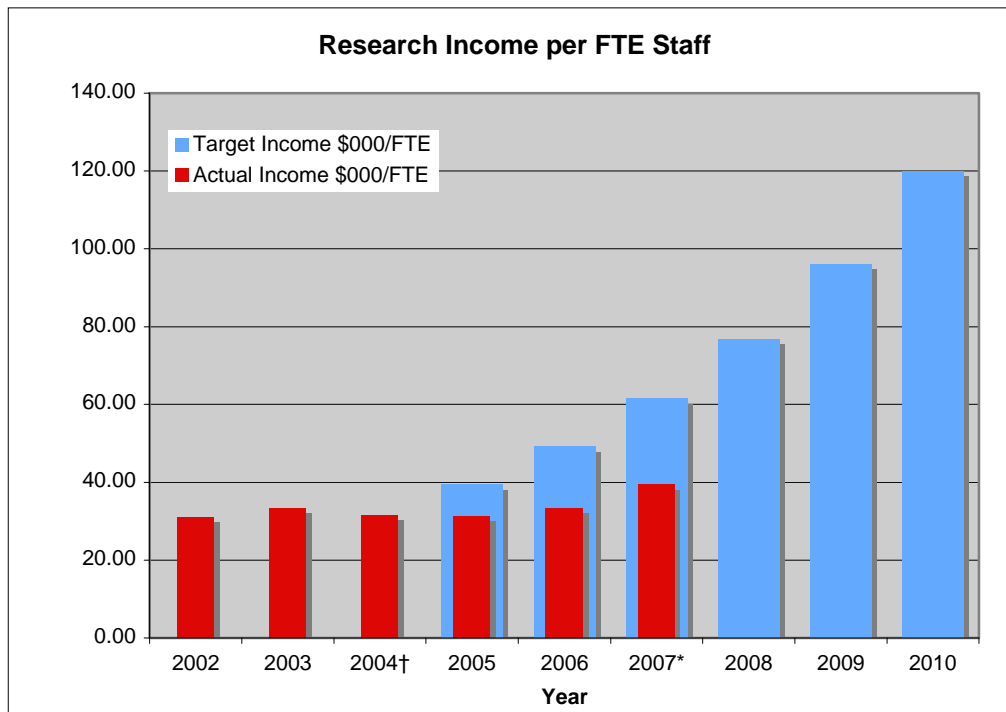
Definition: This indicator is calculated as Research Income divided by staff FTE in each year. Research Income is reported in the annual Australian Government Higher Education Research Data Collection (HERDC). Staff FTE is taken from the annual Higher Education Staff Data Collection and includes only full-time or fractional full-time academic staff with a 'research only' or 'teaching and research' function.

Indicators:

Year	2002	2003	2004†	2005	2006	2007*	2008	2009	2010
Actual Income \$M	\$27.9	\$30.9	\$31.3	\$33.0	\$36.0	\$42.5			
Actual FTE Staff	903	929	997	1,050	1,082	1,081			
Actual Income \$000/FTE	\$30.9	\$33.3	\$31.4	\$31.4	\$33.3	\$39.3	\$76.7	\$95.9	\$119.9
Target Income \$000/FTE				\$39.3	\$49.1	\$61.4	\$76.7	\$95.9	\$119.9
Actual % Increase		7.5%	-5.5%	-0.1%	6.0%	18.1%			
Target % Increase				25.0%	25.0%	25.0%	25.0%	25.0%	25.0%

† Base year for target projection

* Provisional figures



Comments: The University's research income (2006) as reported via the Higher Education Research Data Collection (HERDC) was \$36.0 million, an increase of 9% over the 2005 figure. This represents a firming of the growth shown for 2005. Most of the increase in 2006 was due to growth in Australian Competitive Grant income, primarily Australian Research Council and National Health and Medical Research Council project grants, and 'Other Public Sector' income, split equally between Commonwealth, State and Local governments. This percent increase reflects a turnaround to positive growth, and shows encouraging trends towards growth in major competitive grant income. The Office for Research has provided early figures for 2007 research income which reveal that income has increase by 18% in 2007.

1.5 Research Higher Degree Completions

(updated April 2008)

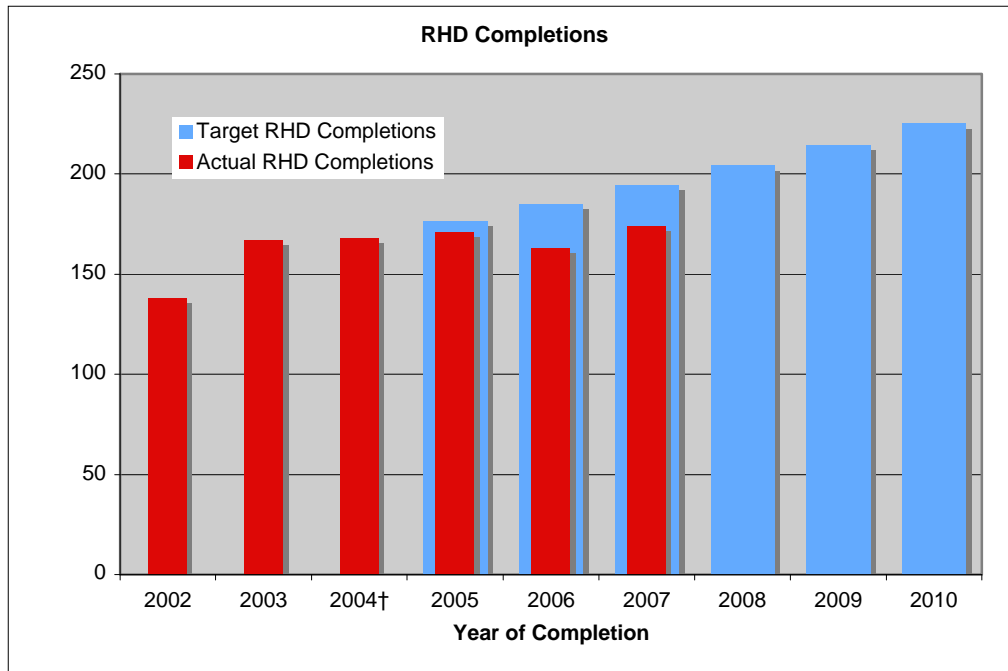
Target: To increase RHD completions by 5% per annum.

Definition: RHD completions are taken from the annual Higher Education Student Data Collection.

Indicators:

Year of Completion	2002	2003	2004†	2005	2006	2007	2008	2009	2010
Actual RHD Completions	138	167	168	171	163	174			
Target RHD Completions				176	185	194	204	214	225
Actual % Increase		21.0%	0.6%	1.8%	-4.7%	6.7%			
Target % Increase				5%	5%	5%	5%	5%	5%

† Base year for target projection



Comments: RHD completions have been at a high level and consistent over the last four years. There has been a shift in completions from shorter research master completions to PhD completions. Average completion times are remaining consistent and at an acceptable standard. Achievement of targets will require increased RHD enrolments, particularly for domestic students, and increased numbers of staff involved in RHD supervision. RHD completions have risen by 6.7% in 2007.

1.6 Income from Commercialisation of Intellectual Property

(updated April 2008)

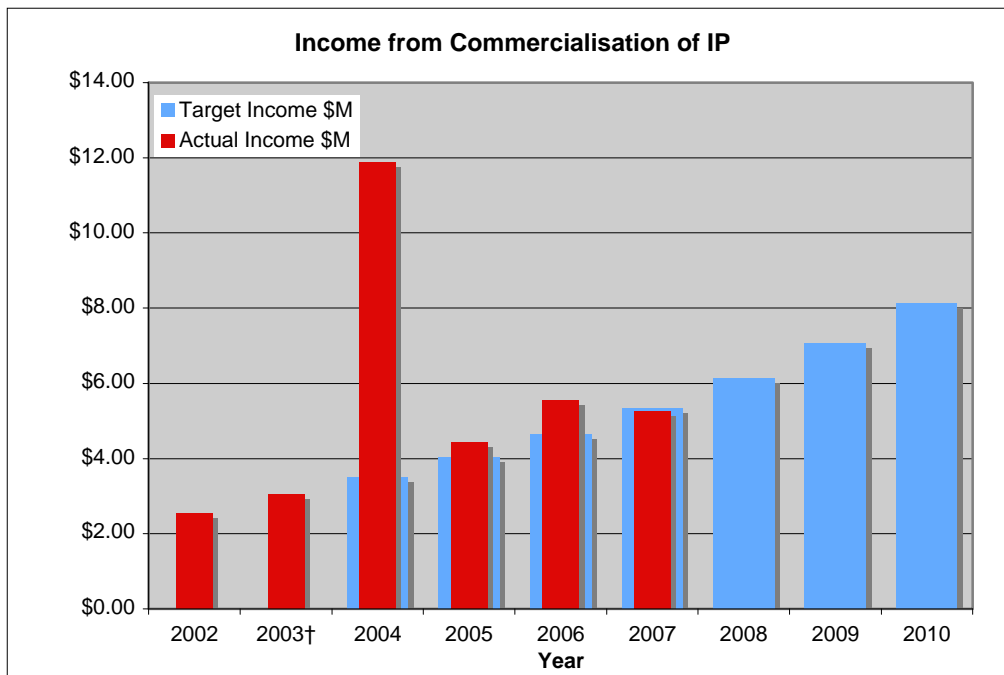
Target: To increase income from commercialisation of IP by 15% per annum.

Definition: This indicator is defined as the projected income from research contracts and consultancies written in a given year.

Indicators:

Year	2002	2003†	2004	2005	2006	2007	2008	2009	2010
Actual Income \$M	\$2.56	\$3.05	\$11.87	\$4.42	\$5.56	\$5.26			
Target Income \$M			\$3.51	\$4.04	\$4.64	\$5.34	\$6.14	\$7.06	\$8.12
Actual % Increase		20%	289%	-63%	26%	-5%			
Target % Increase			15%	15%	15%	15%	15%	15%	15%

† Base year for target projection



Comments: Since the establishment of the Office for Commercialisation in 2003, the University has achieved significant growth in commercial income. For the period 2001-2003 total commercialisation income was \$9.4 million, however this has grown to over \$15.24 million for the period 2005-2007. The 2004 income is unusually high as a result of income relating to one particular project, making it impractical to use that year as the base year for the performance indicator targets. The targets have therefore been reset using 2003 as the base year. Target income was exceeded for the three years 2004 to 2006 with the number of successful project bids jumping from 244 in 2005 to 318 in 2006 a 30% increase. Within this framework, actual income from commercialisation of IP is above the revised target in 2005 and 2006 and grew by almost 26% (\$M 1.14) in 2006. In 2007 although income fell by 5% it remained at just \$80,000 (1.5%) below the strategic target for the year.

2.0 Learning Indicators and Targets

2.1 Comprehensive

(updated April 2008)

Target: To be a university of 42,000 enrolled students (just over 30,000 equivalent full-time students) by 2010. Sub-targets:

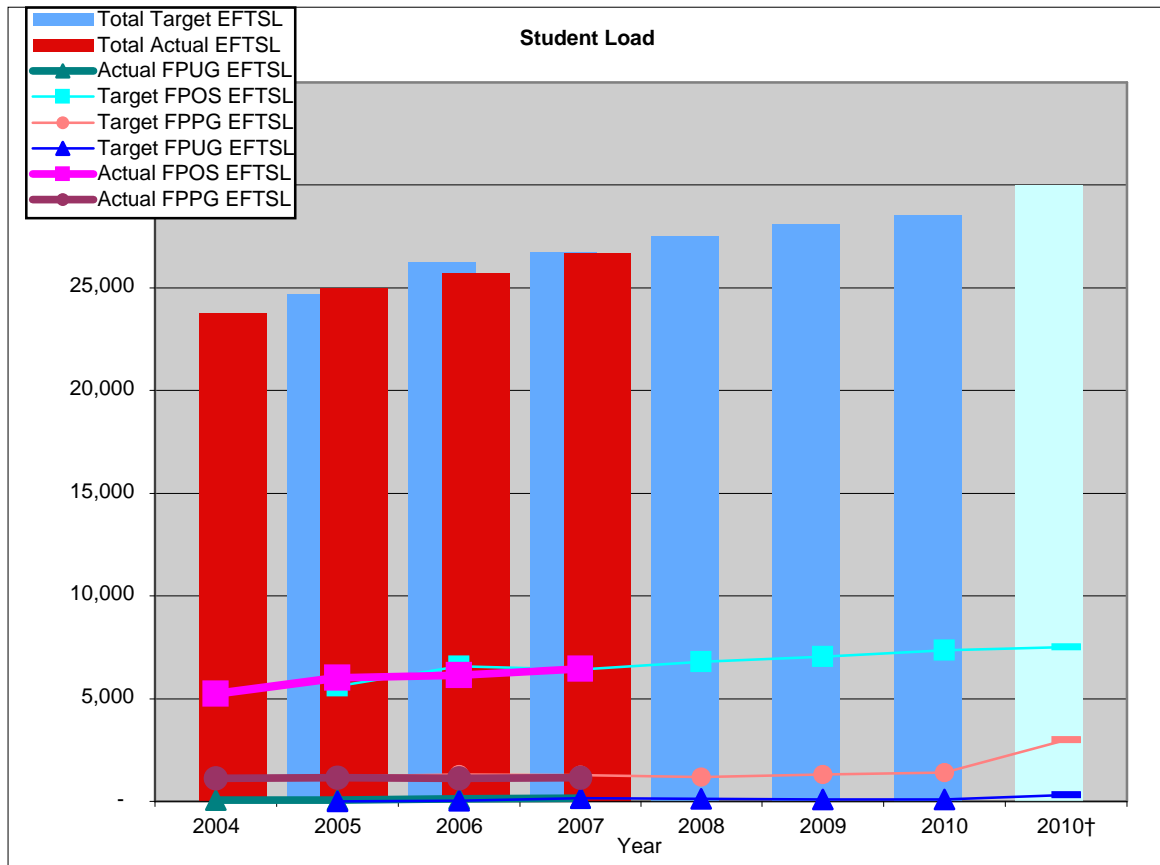
- Domestic fee-paying postgraduates – 10% of total load;
- International students – 25% of total load;
- Domestic fee-paying undergraduates – 1% of total load.

Definition: Student Enrolments and Student Load (Effective Full-time Student Load - EFTSL) as provided to the Commonwealth Government in the biannual submissions of data for the Higher Education Student Data Collection, are used as the reference measure for this indicator.

Indicators:

		2004	2005	2006	2007	2008	2009	2010	2010†
Actual	Government Supported	16,190	16,812	17,426	18,099				
	Domestic RHD	747	765	777	780				
	Fee Paying Overseas	5,247	6,008	6,137	6,467				
	Fee Paying Postgrad.	1,109	1,156	1,122	1,139				
	Fee Paying Undergrad.	71	74	130	141				
	Other (Non-award, etc.)	390	175	136	67				
Total Actual EFTSL		23,754	24,991	25,728	26,693				
Target	Government Supported		16,843	17,370	17,992	18,555	18,762	18,782	
	Domestic RHD		745	771	785	792	804	819	
	Fee Paying Overseas		5,599	6,569	6,418	6,784	7,047	7,370	
	Fee Paying Postgrad.		1,215	1,314	1,282	1,196	1,304	1,416	
	Fee Paying Undergrad.		12	36	162	111	100	90	
	Other (Non-award, etc.)		311	210	96	67	66	67	
Total Target EFTSL			24,725	26,270	26,735	27,505	28,082	28,543	30,000
Actual	FPOS as % of Total	22.1%	24.0%	23.9%	24.2%				
	FPPG as % of Total	4.7%	4.6%	4.4%	4.3%				
	FPUG as % of Total	0.3%	0.3%	0.5%	0.5%				
Target	FPOS as % of Total		22.6%	25.0%	24.0%	24.7%	25.1%	25.8%	25.0%
	FPPG as % of Total		4.9%	5.0%	4.8%	4.3%	4.6%	5.0%	10.0%
	FPUG as % of Total		0.0%	0.1%	0.6%	0.4%	0.4%	0.3%	1.0%

† Strategic 2010 Target



Comments: Progress towards student load targets is reviewed each year as part of the University's planning and budget process. The targets shown above for 2005 to 2007 are the budget targets for those years. The 2008 to 2010 targets are taken from the University Budget 2008 – 2010. The strategic University targets for 2010 are set out on the right hand side of the table and graph. The actual 2007 student load is final data for the year based on enrolments to the end of December 2007.

2.2 Excellence: Retention

(updated April 2008)

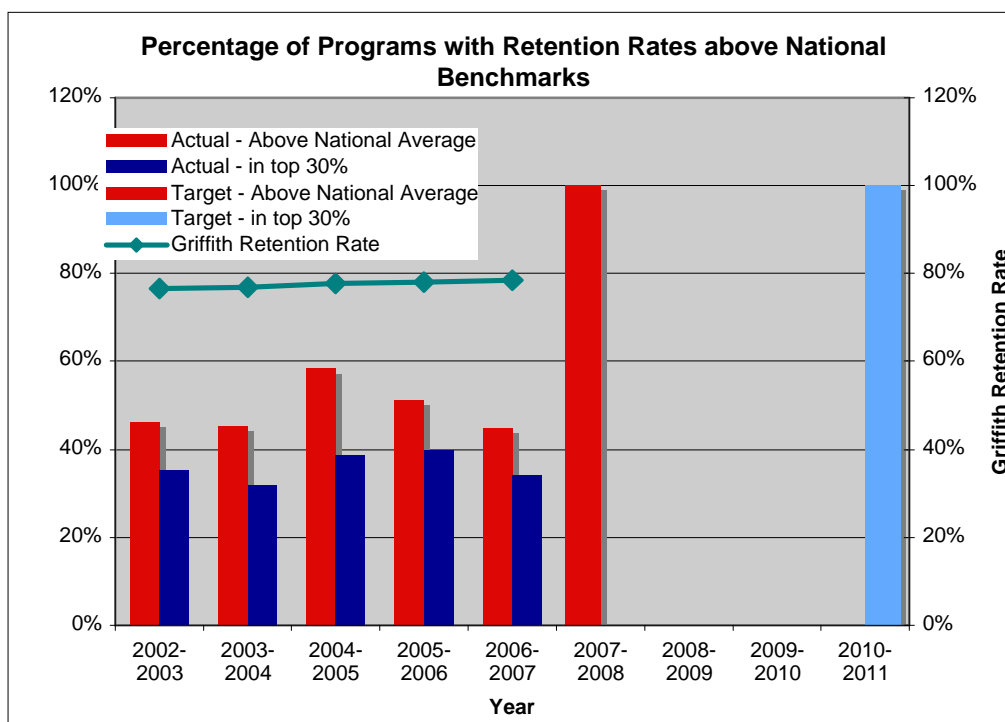
Target: Retention rate for each program to be at the national average by Field of Education for that program by 2007, and in the top 30% by 2010.

Definition: The retention rate is the proportion of all non-international non-graduating bachelors pass degree students enrolled at a census date in semester one of a year (the base year) who are also enrolled in any program at a census date in semester one of the next year. Only Griffith programs with an enrolment of at least 20 students in the base year are included in the calculation.

The retention rate for each program is compared with the national average retention rate for the broad Field of Education (FOE) of the program. The number and per cent of programs for which the retention rate is at or above the national average for the FOE is reported. The Griffith rates are similarly compared with the lowest rate for the top 30% of the institutions' rates.

Indicators:

University Target Areas	Actual					Targets	
	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2010-2011
Griffith Retention Rate	76.5%	76.9%	77.7%	78.0%	78.4%		
% of Programs above National Average	46.3%	45.4%	58.5%	51.3%	44.9%	100.0%	
% of Programs in top 30%	35.3%	31.9%	38.8%	40.0%	34.2%		100.0%



Comments: About 45% of Griffith programs had retention rates above the national average for the years 2002-2003 and 2003-2004. This increased to 58.5% in 2004-2005 but has fallen away over the last two years so that once again about 45% of Griffith programs had retention rates above the national average in 2006-2007. The percentage of programs with retention rates in the top 30% nationally increased from 32% in 2003-2004 to 40% in 2005-2006, but also fell again in 2006-2007. The raw retention rate for Griffith bachelors degree students has risen every year since 2002-2003. The fall in the Performance Indicator figures in the last two years is due to national retention rates increasing faster than the retention rates for Griffith students. This has been particularly so in the broad fields of education of 'Health', 'Management & Commerce' and 'Society & Culture'.

2.3 Graduate Success

(updated April 2008)

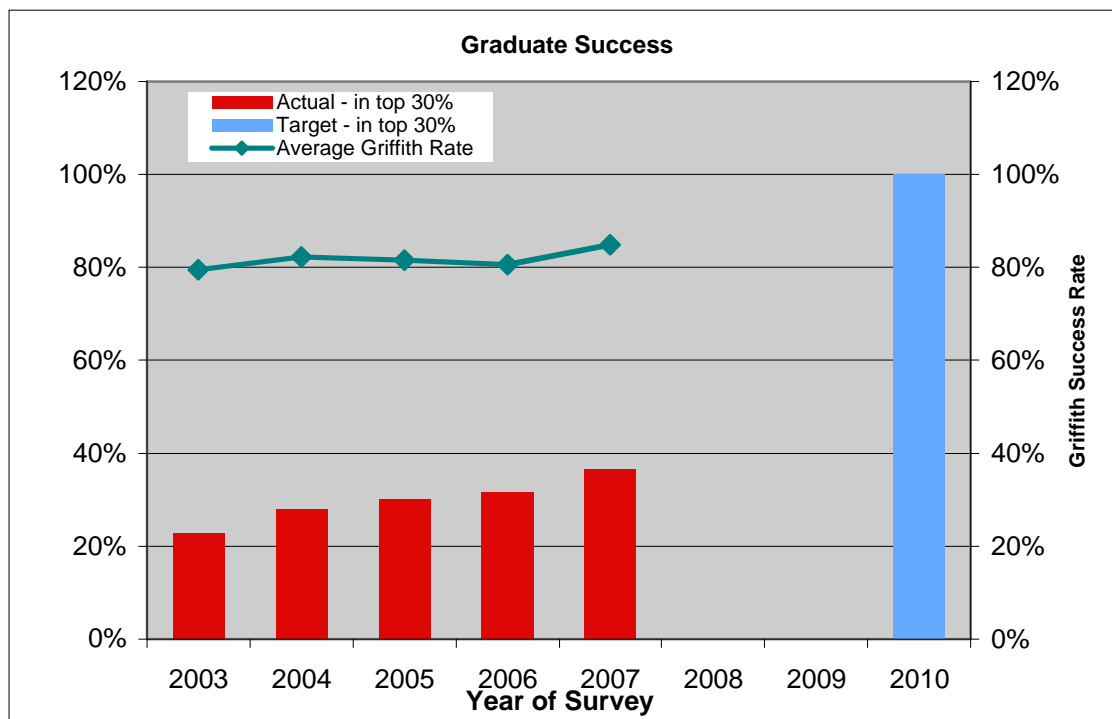
Target: To be in the top 30% nationally by 2010 for each program by Field of Education (FOE) for the proportion of graduates who are in full-time work or have proceeded to further study.

Definition: Graduate Success (GS) is defined as the proportion of non-international bachelors pass degree respondents to the annual Graduate Destination Survey (GDS) in full-time study or available for full-time work (A) (i.e. excluding graduates who were not available for full-time work) who reported in the GDS that they were in full-time study or full-time work (S) (i.e. $GS = S/A$). The Griffith University data set is limited only to programs with at least ten respondents to the GDS in the year of analysis.

The graduate success rate for each program is compared with the lowest rate for the top 30% nationally of institutions' graduate success rates for the broad FOE of the program. The number and per cent of Griffith programs for which the graduate success rate is at or above the cut-off rate for the top 30% of institutions for the FOE, is reported.

Indicators:

	Actual					Target
	2003	2004	2005	2006	2007	2010
Average Griffith Employment/Study Rate	0.79	0.82	0.81	0.81	0.85	
Griffith UG Programs (>= 10 GDS responses)	83	75	93	95	93	
Griffith UG Programs in top 30% Nationally	19	21	28	30	34	
% of Programs in top 30% Nationally	22.9%	28.0%	30.1%	31.6%	36.6%	100%



Comments: The latest available data for this indicator relates to students who completed their degree in 2006 and were surveyed in the Graduate Destination Survey in mid 2007.

The data for the last four years show an improvement in this indicator each year, rising from 22.9% of Griffith bachelors degree programs being in the top 30% nationally in the 2003 survey to 30.6% in the 2006 survey. The actual success rate for the University also increased from .81 in 2006 to .85 in 2007.

2.4. Distinctive: Research-based Learning

(updated April 2008)

Target: 70% of programs to have identifiable research-based learning component by 2010.

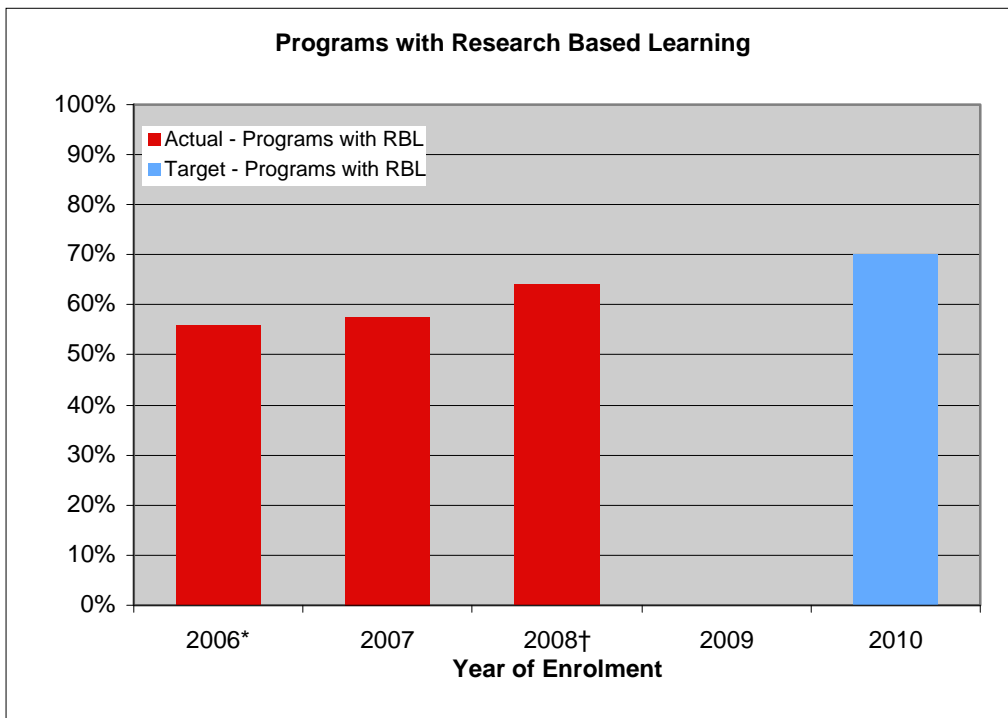
Definition: For the set of Bachelors pass degrees, the proportion of those programs which in a period have at least 20% of student course enrolments in courses with a recognised research based learning component.

Indicators:

Year	Actual			Target
	2006*	2007	2008†	2010
Bachelors Degree Programs	213	228	231	
Programs with Research Based Learning	119	131	148	
<i>% of Programs with Research Based Learning</i>	55.9%	57.5%	64.1%	70.0%

* 2006 Data is only available for the second half of the year.

† Preliminary data for semester 1/2008.



Comments: Provisional data for semester 1, 2008 shows that 64.1% of Bachelors pass degree programs meet the criteria for research based learning. This is well above the final figure for 2007 (57.5%)

2.5 Distinctive: Work integrated learning

(updated November 2007)

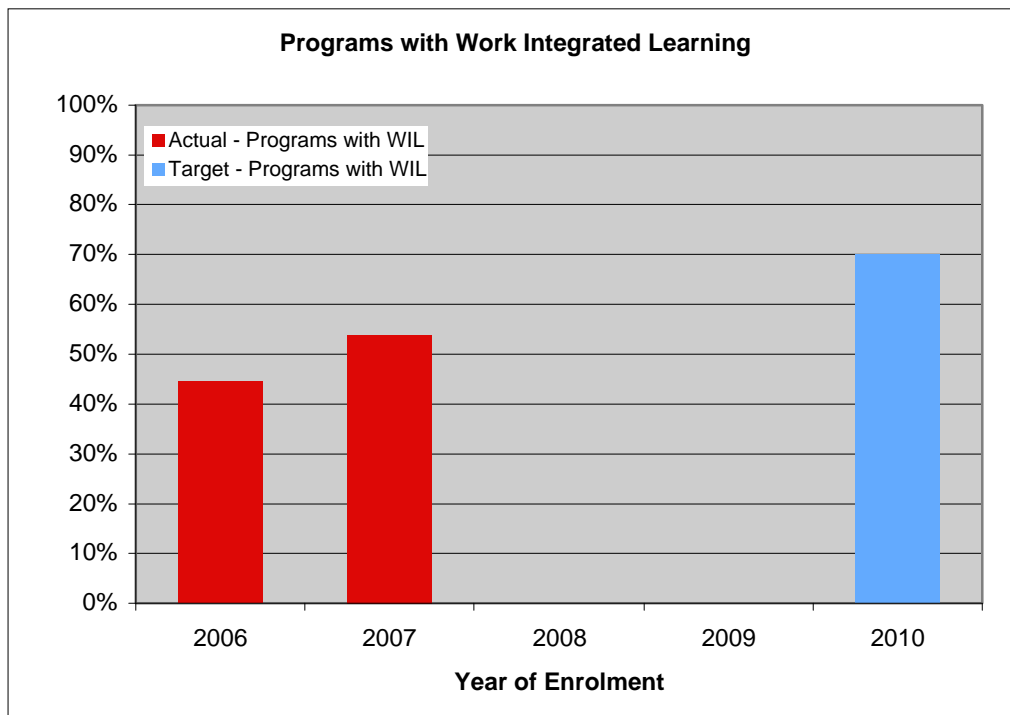
Target: 70% of programs to have identifiable work-integrated learning component by 2010.

Definition: For the set of Bachelors pass degrees, the proportion of those programs which satisfy the work-integrated learning criteria issued by the Learning and Teaching Committee, as reported by the Academic Groups.

Indicators:

Year	Actual		Target
	2006*	2007	2010
Programs for which data is available	128	145	
Programs with Work Integrated Learning	57	78	
<i>% of Programs with Work Integrated Learning</i>	<i>44.5%</i>	<i>53.8%</i>	<i>70.0%</i>

* 2006 Data is only available for the second half of the year.



Comments: Data for 2007 shows that 53.8% of Bachelors pass degree programs meet the criteria for work integrated learning. This is substantially above the figure for semester 2/2006.

3.0 Staff Indicators

3.1 Agreed Workforce Plans

Definition: The number of Groups with a workforce plan agreed with the Vice Chancellor, designed to strengthen strategic capabilities of the Group, covering recruitment, retention and mentoring.

Indicators: Each Group PVC has agreed a Strategic Workforce Plan with the Vice Chancellor. Staffing Plans are updated in Group Operational Plans.

3.2 Excellence Embedded in Staffing Policies

Definition: The extent to which reward and recognition of excellence is embedded in staffing policies and processes, such as promotion, annual performance reviews, and access to research funds and study leave.

Indicators: Progress on achievements against this indicator will be reported to Council on a regular basis as information becomes available.

3.3 Research Active Staff

(updated November 2007)

Target: A minimum of 70% of all Full-Time/Fractional-Full-Time Research Only and Teaching & Research Academic Staff to be Research Active.

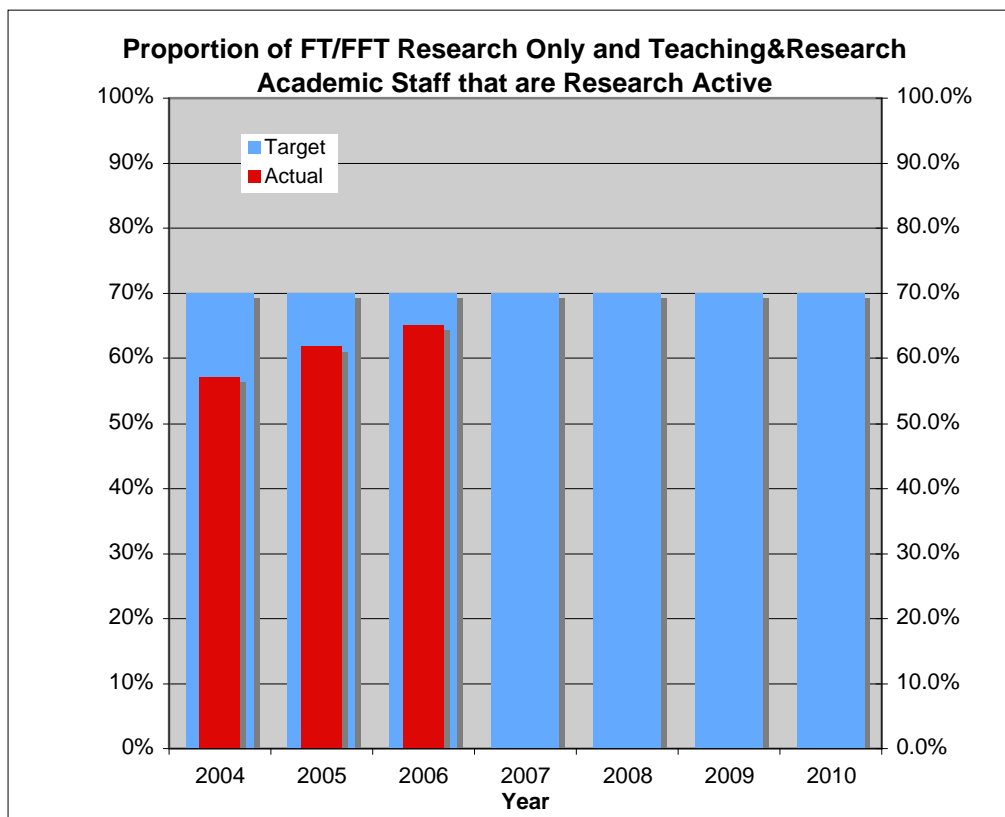
Definition: Academic staff members with at least three outputs from the following categories over three consecutive years, with at least one output from the first category.

1. Named in a DEST category publication
2. Named on a project that received external research income (as included in the HERDC income return)
3. Principal supervisor of a RHD student

NOTE : Creative and Performing Arts publication data has not been included

Indicators:

	Actual			Target
	2004	2005	2006	
% of Research Active Staff - Active	57.0%	61.8%	65.0%	70.0%



Comments: The latest available data shows that 65% of Full-Time/Fractional-Full-Time Research Only and Teaching & Research Academic Staff are research ‘Active’, five percentage points below the University target. If this indicator continues to improve at the same rate as it has over the last three years the University will meet the strategic target of 70% research active staff by 2008.

3.4 Proportion of women and staff from culturally and linguistically diverse backgrounds in senior management positions (updated April 2008)

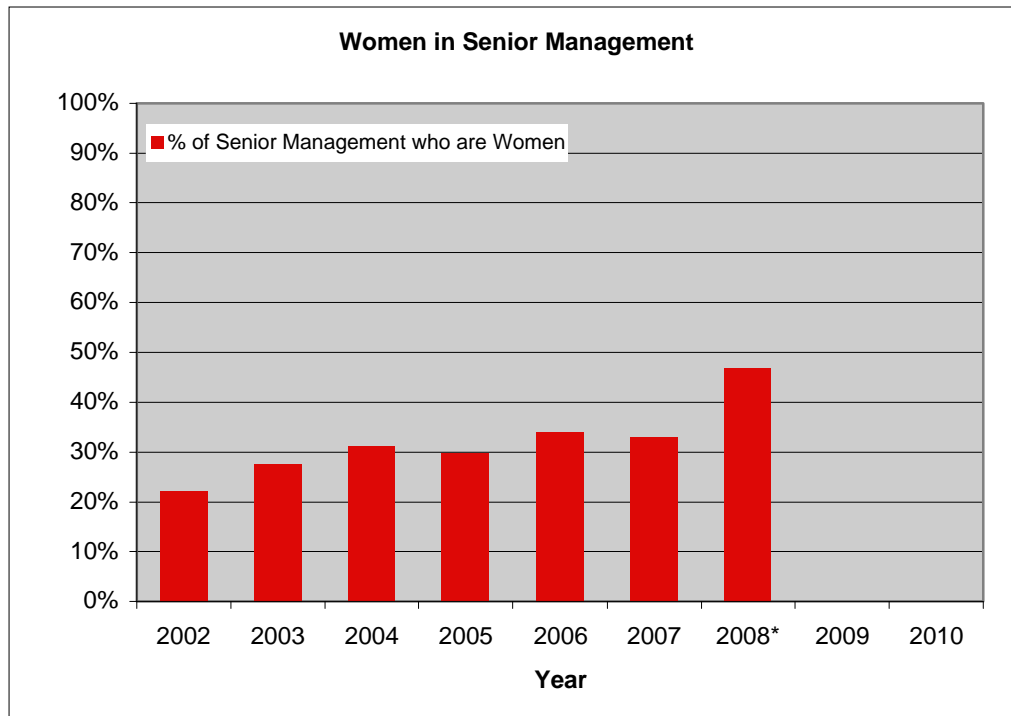
Target: Continuous improvement in the proportion of women and the proportion of staff from culturally and linguistically diverse backgrounds in senior management positions.

Definition: This data is taken from the annual return of statistical staff data to the Commonwealth Government. Senior management includes the senior executive of the University together with Deans, Heads of Schools and Departments, and Directors of major administrative elements and research centres. For the second component of the indicator the University is currently implementing a system to capture data on staff from culturally and linguistically diverse backgrounds, and the first data for this indicator will not be available until mid 2008.

Indicators:

Year	Actual						
	2002	2003	2004	2005	2006	2007	2008*
Women in Senior Management	17	21	24	28	31	29	30
Persons in Senior Management	77	76	77	94	91	88	64
<i>% of Senior Management who are Women</i>	22.1%	27.6%	31.2%	29.8%	34.1%	33.0%	46.9%

* Preliminary 2008 data; excludes Research Centre directors



Comments: Preliminary data for 2008 shows that 47% of senior management positions in the University are currently held by women. For technical reasons, this data does not yet include Research Centre Directors. This, together structural change within the University over the last year, is the cause in the fall in the figure shown for the total number of staff in Senior Management positions.

4.0 Student Indicators

4.1 Quality: Median OP's by program

(updated April 2008)

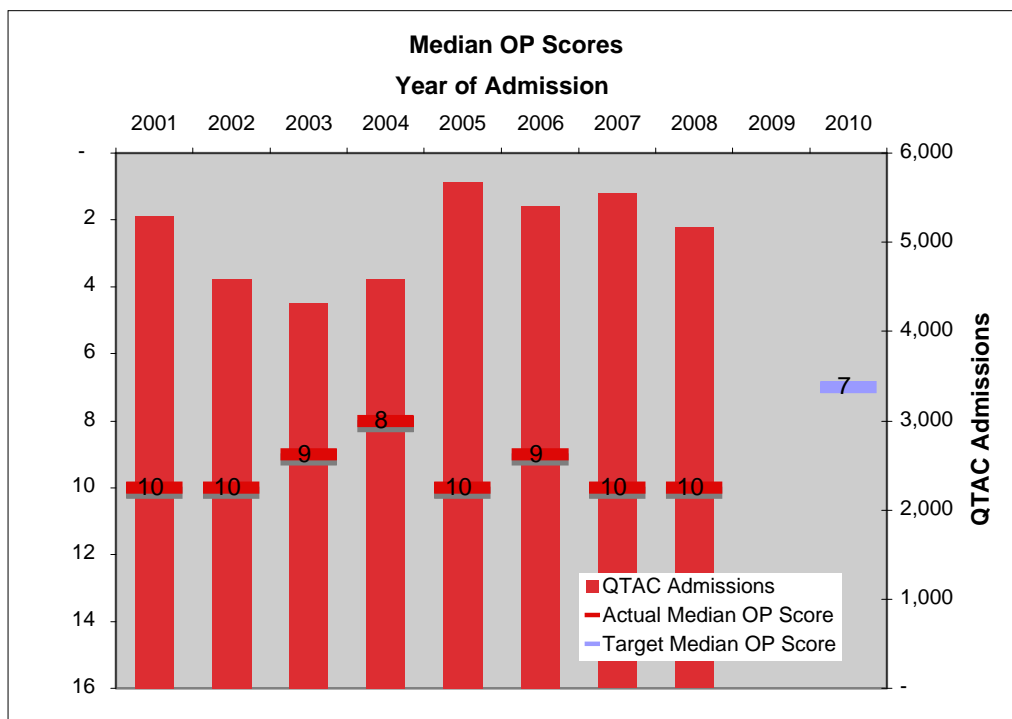
Target: A provisional target of a median OP score of 7 by 2010 has been set for the whole University.

Definition: The median OP score is calculated for all bachelors degree students admitted through QTAC, using the students' natural OP or the OP equivalent of their initial QTAC Base Rank. The calculation is not based on the students' potentially adjusted 'offer' OP score.

Indicators:

	Actual								Target
	2001	2002	2003	2004	2005	2006	2007	2008*	2010
QTAC Admissions	5,295	4,586	4,322	4,583	5,678	5,406	5,550	5,168	
Median OP Score	10	10	9	8	10	9	10	10	7

* Preliminary figures for 2008



Comments: The median OP for the University lifted from OP 10 to OP 8 between 2002 and 2004, but fell again to OP 10 in 2005 and improved to OP 9 in 2006. In 2007 the median fell again to OP 10, due to demand issues across the sector.

Preliminary data for 2008 shows the overall University median was unchanged at OP 10 with a drop in QTAC admission numbers. Median OP scores improved at the Gold Coast (from OP 10 in 2007 to OP 9 in 2008) and at Mt Gravatt (OP 10 to OP 9), and were unchanged at Nathan (OP 12). Final comparable 2008 QTAC admissions data will not be available until June.

4.2 Quality: Student success in external scholarships or awards (initial data November 2006)

Target: For Griffith students to be awarded thirty eight prestigious external awards or scholarships over the ten year period to 2010.

Definition: Prestigious external awards or scholarships are those which generally have the following characteristics: open to all Australian universities; provide for attendance at a high ranking overseas university, in particular in the UK or the USA; and focus on excellence in learning and leadership.

Indicators:

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Actual - Awards (cumulative 2001-2010)	5	8	12	12	14	18				
Target - Awards (cumulative 2001-2010)										38



Comments: This indicator is based on a strategy adopted by Educational Excellence Committee to promote applications by Griffith Students for awards and scholarships in three categories:.

Category 1– Prestigious External Scholarships - University wide application

Category 2– Prestigious External Scholarships - Discipline Specific (In a small number of cases the scholarship may be for study in Australia)

Category 3 – Discipline Specific External Scholarships of interest

Operational targets for numbers of applications and successful outcomes have been set against identified award schemes in each category and the University performance indicator is set as the total number of successful outcomes in categories 1 and 2.

Griffith students have been awarded 18 category 1 and 2 scholarships between 2001 and 2006. Ten of these are Churchill Fellowships awarded to QCGU students.

4.3 Quality: Quality of RHD applicants

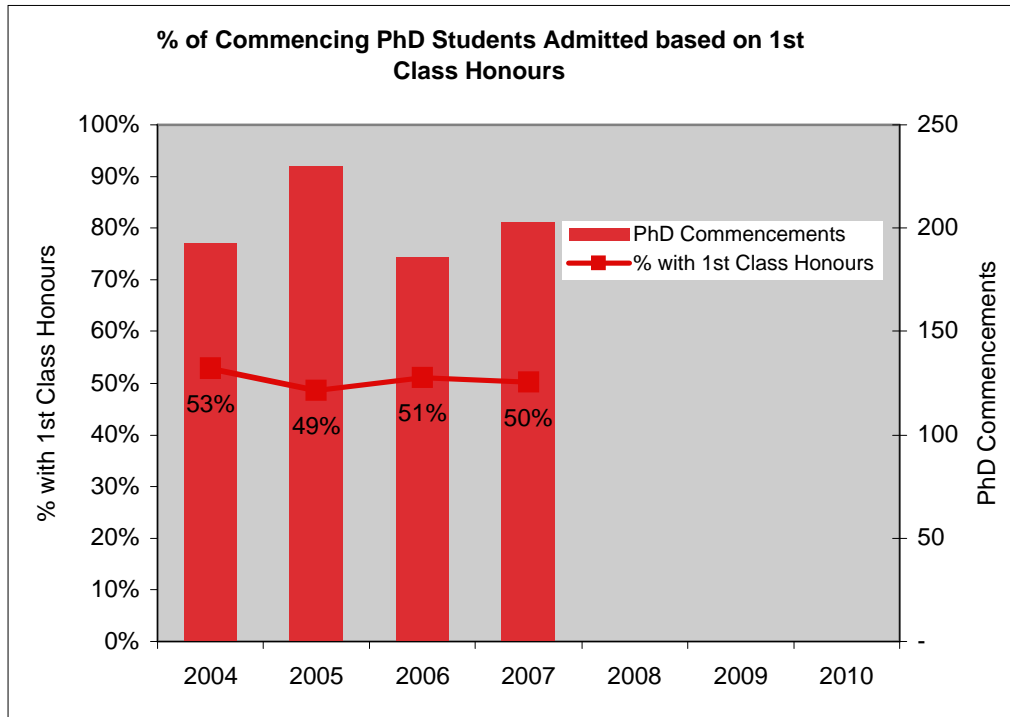
(updated April 2008)

Target: Consultations are under way to establish targets for this.

Definition: The percentage of commencing PhD students admitted based on a 1st class honours degree or equivalent.

Indicators:

	2004	2005	2006	2007
PhD Commencements	193	230	186	203
PhD Admissions based on 1st Class Honours	102	112	95	102
% of PhD Admissions based on 1st Class Honours	53%	49%	51%	50%



Comments: Data for 2007 shows that 102 students were admitted to the PhD program based on a 1st class honours degree, the same number as in 2004. The percentage of commencing PhD students admitted based on a 1st class honours degree or equivalent has been steady at around 50% for the last three years.

4.4 Diversity: Access and participation rates of students of low socio-economic status

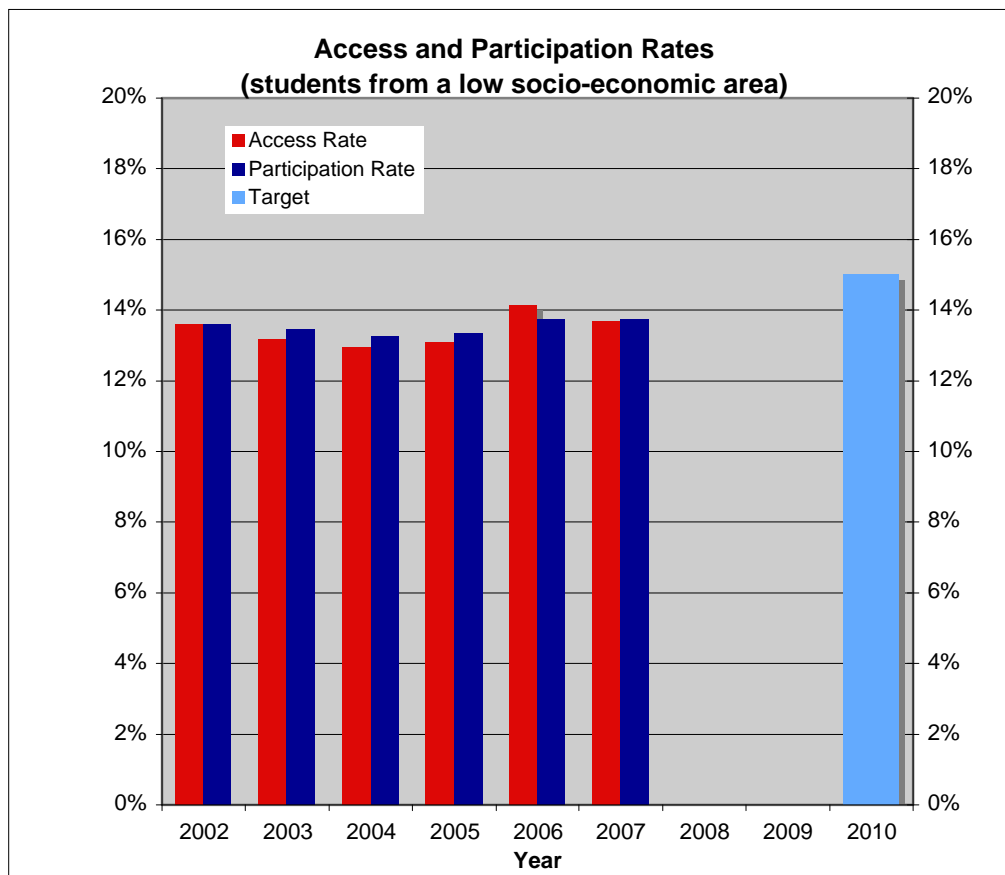
(updated November 2007)

Target: Access and participation rate of 15% for low SES students.

Definition: Socio-economic status (SES) is defined by the postcode of a student's domicile. The access rate for low SES students is the ratio between the number of commencing low SES students and all commencing students. The participation rate is the ratio between the total number of low SES students and all students.

Indicators:

Year	Actual						Targets
	2002	2003	2004	2005	2006	2007	2010
Access Rate	13.6%	13.2%	13.0%	13.1%	14.1%	13.7%	15.0%
Participation Rate	13.6%	13.4%	13.3%	13.4%	13.7%	13.8%	15.0%



Comments: The Access Rate for low SES students fell by 0.4% to 13.7% into 2007, which is still higher than it was for the period 2003 to 2004. The Participation Rate increased by 0.1% into 2007 to be at 13.8%, the highest level for six years.

4.5 Diversity: Retention and success rates of Indigenous students

(updated April 2008)

Target: Retention ratio of 0.95 for Indigenous students.

Definition: The ratio respectively of the retention rate and success rate of indigenous students to the retention rate and success rate for other students. The indicator is calculated for bachelors pass degree students.

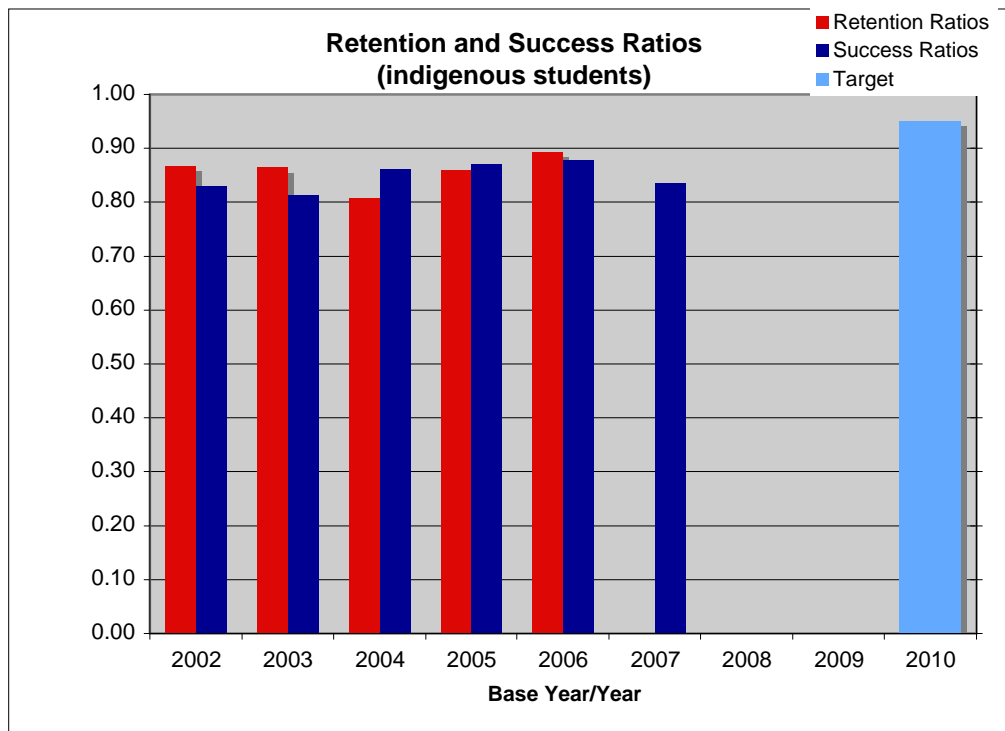
The retention rate is the proportion of all non-international non-graduating students enrolled at a census date in semester one of a year (the base year) who are also enrolled in any

program at a census date in semester one of the next year. The retention rate is reported in terms of the base year.

The success rate is the ratio between the student load for all courses for which students obtained a pass grade and the total student load for all courses for which students were assessed.

Indicators:

Base Year/Year	Actual						Targets
	2002	2003	2004	2005	2006	2007	2010
Retention Ratios	0.87	0.86	0.81	0.86	0.89	0.89	0.95
Success Ratios	0.83	0.81	0.86	0.87	0.88	0.84	0.95



Comments: The methodology for calculating this indicator has been changed for this report to include only bachelors pass degree students. This now shows the 2006 Retention Ratio at 0.89 to be at the highest level for the last five years. The Success Ratio increased gradually from 0.81 to 0.88 for the between 2003 and 2006, but fell to 0.84 in 2007.

4.6 Diversity: Graduate outcomes of students from non-English speaking backgrounds

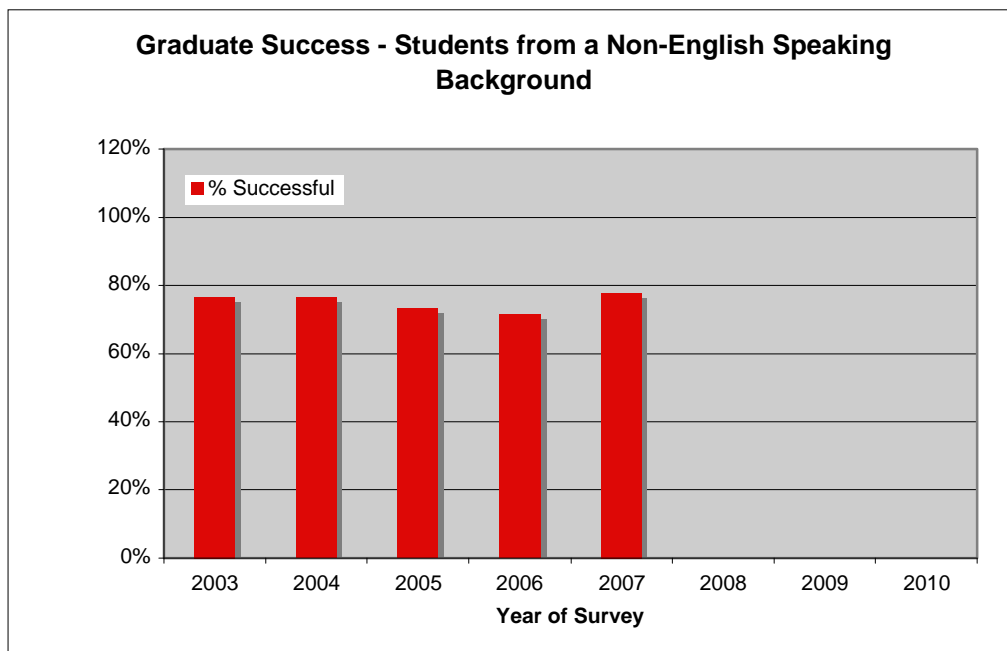
(updated April 2008)

Target: Continuous improvement in Graduate success for students from non-English speaking backgrounds.

Definition: Graduate Success (GS) is defined as the proportion of non-international bachelors pass degree respondents to the annual Graduate Destination Survey (GDS) in full-time study or available for full-time work (A) (i.e. excluding graduates who were not available for full-time work) who reported in the GDS that they were in full-time study or full-time work (S) (i.e. $GS = S/A$). Only students from non-English speaking backgrounds are included in the calculation for this indicator.

Indicators:

Year of Survey	2003	2004	2005	2006	2007
NESB respondents Seeking FT Work/Study	265	259	334	341	310
Successful NESB respondents	203	198	245	244	241
% Successful	76.6%	76.4%	73.4%	71.6%	77.7%



Quality Planning & Statistics

18 April 2008



Fifth Annual Vis (East) Arbitration Moot



■ Final round Panel Chairman Doug Jones (centre) with the successful final round advocates from Griffith University, Matthew Shelley (left) and Eammon Atkinson (right). Photograph by Hew Dundas.

■ Winners of the inaugural 'Spirit of the Moot' Award, from Waseda University, Japan, with Chartered Institute of Arbitrators East Asia Trustee and former President, Colin J. Wall (far left). Photograph by Hew Dundas.

The Fifth Willem C. Vis (East) International Commercial Arbitration Moot was conducted in Hong Kong from 3-9 March 2008. Fifty-two teams from 13 countries argued throughout the week over a mock dispute relating to an international wine transaction.

The Moot is an annual international arbitration competition, of which Chartered Institute of Arbitrators (East Asia Branch) is principal sponsor and underwriter and Chinese University of Hong Kong is host. East Asia Branch committee member, Louise Barrington, is Director of the Vis (East) Moot.

The Moot is based around resolution by arbitration of a problem involving the United Nations Convention on International Sale of Goods (CISG), with awards given for both oral argument and written submissions. The participating students present their arguments to panels of arbitrators who judge and score their performances.

The week of oral arguments

was the conclusion to months of preparation by the teams, during which they each prepared written memoranda for both the Claimant's and the Respondent's cases.

The final was argued on Sunday the 9th, between Griffith University, Queensland, Australia and Albert-Ludwigs Universität of Freiburg, Germany. The four finalist advocates were all outstanding. Griffith, arguing for the Respondent, ultimately carried the day in a close final round and were declared winners of the 2008 David Hunter Award for the team prevailing in the oral arguments.

Other major awards were:

- Gautam Sood (Loyola Law School Los Angeles, USA) won the Neil T. Kaplan Award for best individual Oralist;
- Albert-Ludwigs Universität, Freiburg, Germany, won the Eric Bergsten Award for the best Claimant Memorandum;
- Hofstra University School of Law, USA, won the Fali Nariman

Award for best Respondent Memorandum.

Over 120 professionals from more than 20 countries freely gave up their time to spend a few days or the full week in Hong Kong acting as Moot arbitrators.

Louise Barrington says this was the biggest Vis East Moot to date, and one of the most exciting final arguments since the competition began. "Both the Griffith team and its opponent Freiburg were tested by the penetrating questions of the arbitral tribunal, chaired by Doug Jones, a partner at Clayton Utz in Australia. Ingeborg Schwenzer of Germany and Mike McConville of Chinese University of Hong Kong also sat on the panel. Everyone deserves a huge hand for their efforts this year", says Barrington.

The Sixth Willem C Vis (East) International Commercial Arbitration Moot will take place in Hong Kong from 23rd to 29th March 2008.

John Cock

CAPITAL AND MINOR WORKS REPORT

PHYSICAL RESOURCES

Gold Coast Campus

The internal fit-out of the Activity Centre (G07) gymnasium is 90% complete.

Work on installing shelters with a map box at both ends of the Griffith Bridge is still delayed and is now expected to commence in early April.

Logan Campus

New audio visual equipment has been installed in Community Place (L04) room 1.01 and Information Services (L03) room 3.05.

The Windtree has been refurbished. Installation of the switching controls is still to occur.

A coil in Chiller 5 has been replaced.

Nathan & Mt Gravatt Campuses

The following major projects are were completed in February/March.

Replace ceiling tiles to Willett Centre 3 levels (old side)

Refurbish Physics laboratory level -1 Science 2 building

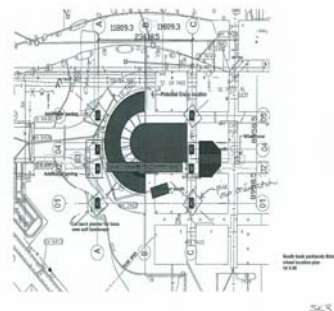
Refurbish ensuites to Residential Advisors flats in Bellenden Ker College

Rectification of defects to new surface to outdoor Basket/Netball courts

South Bank Campus

There are 3 major projects currently being undertaken, these are: Music walk project; Arbour stair project and Liveworm re-furbishment project.

SouthBank Parklands and SouthBank Corporation have engaged a Contractor to erect and operate a 60 meter high "Big Wheel" in the Parklands up near the Russell Street forecourt (see pictures below). It is proposed that pole driving will begin next week and continue for two weeks, which could cause noise and vibration issues with QCGU. It is planned that the wheel will be operational by the beginning of May 2008 to coincide with the 20 year Expo 88 celebrations.



EMERGENCY MANAGEMENT

The Emergency Management Plan has been rewritten. The updated version will be released in May.

Capital Works

Eskitis Institute for Cell and Molecular Therapies (N75), Nathan campus:

The project is now complete and occupied by the Users. Rectification of defects is continuing and will be completed by the official opening on 24th April 2008.

Glycomics Expansion (G26), Gold Coast campus:

The external scaffold has now been removed and the external façade works are nearing completion. The scheduled Practical Completion will be mid May 2008.

The cost impact of the site shut down due to noxious fumes is nearing completion. Once this complete we will have a better idea of the funds available for the Lecture Theatre fitout.

Smart Water Research Facility (G51), Gold Coast campus:

The design of the building and fitout has undergone final review and the Total Project Sum offer expected from the D&C Manager by the end of April.

Possession of the site has been granted to allow the D&C Manager to undertake early bulk excavation and foundation works.

Refurbishment of the Information Services & Graham Jones Centre buildings (G10/G18), Gold Coast campus:

The first stage of the four stage project is complete, Stage 2 is nearing completion and Stage 3 is underway with completion due by end of May. The expected completion date of all stages is the end of June / early July this year.

Mt Gravatt Tennis Centre & Sports Facilities (\$3.58m):

The Total Project Sum submission will be submitted next week.

The type of surface to be used for the tennis courts has been resolved and the surface will be the same as the State Tennis Centre at Tennyson. This will ensure the attraction of Tennis Queensland tournaments.

MINOR PROJECTS

Centre of Excellence for Policing & Security Level 3 Social Sciences (M10), Mt Gravatt campus (\$0.69m)

Since Practical completion in January 2008, the foyer upgrade works to Levels 2 and 3 have been completed.

The upgraded foyers have lifted the appearance of the building dramatically.

Upgrade of Video Conferencing Facilities, all campuses

A prototype test of the video-conferencing between campuses was held on Friday 8 February between Logan and South Bank campuses. The VC was very pleased with the facilities demonstrated. Work is now progressing on the Bray centre and Chancellery 'board room' style video-conferencing facilities.

Mt Gravatt campus – Water Main

The last stage of this project is new enclosure to the pump. This is currently being designed and prices can be obtained during May.

Mt Gravatt – Refurbishment of Pool Change Rooms

This project is nearing completion with final cleaning and minor works only still to be done.
The two 45,000 litre in ground rain water tanks are already half full following recent rains.

Gold Coast – Bridge Shelter Structure

The shelter is currently being erected and will be completed within two weeks.

This shelter structure will incorporate a prototype for a new style of information sign. If this new sign element proves to be satisfactory, then it is intended to use it on all campuses when replacement of existing signs is necessary.

Relocation of Gumurrii to Level -1, Patience Thoms (N06)

Approval has been given to proceed with the refurbishment of the old Multi Media Lab areas in Patience Thoms to accommodate the Gumurrii facilities currently housed in the demountable building behind the Willet Centre.

This will be a temporary home for Gumurrii until a permanent location is determined in a central campus location as part of the Nathan campus revitalisation project.

The extent of the refurbishment will comprise general repairs, repainting, replacement of some carpet and the provision of a tea preparation area.

Nicola Collier-Jackson

Director

10 April 2008



Business to back internships

Guy Healy

BUSINESS stands ready to help finance a widespread expansion of paid internships for university students with the promise of easing skill shortages and turning out more employable graduates.

All students — not just those in medicine, law or engineering, where work placements are familiar — would be offered internships under an ambitious plan devised by Universities Australia with industry backing.

“A national internship scheme would have multiple benefits in line with the new Government’s agendas, including to help address the skills shortage, improve productivity and social inclusion, by lifting income support for students,” UA chief executive Glenn Withers said.

Later this week the UA is expected to release a final report on the proposal, which would extend work experience to students in arts, social science and the enabling sciences such as maths.

Internships would be likely to take place in the first semester of the final year, with the student being paid at least a minimum wage and having the work credited to their degree, the HES understands.

Business and industry inevitably would have more say in curriculum as so-called work integrated learning reached into the sector, according to Carol-Joy Patrick, project spokeswoman for the first large-scale study of WIL, funded by the Carrick Institute.

This could be contentious but Ms Patrick said once academics had been exposed to WIL programs they came away impressed with the greater engagement in learning of the students involved.

The UA internship venture would require money from government as well as business and industry.

Before he became prime minister,

Kevin Rudd expressed interest in a national internship scheme for all graduating students, Professor Withers told the HES.

Mr Rudd told a Labor Party-convened national manufacturing round table last September that if the ALP won government an extension of internships from the professions where they are already familiar “was a possibility”.

At the round table Mr Rudd heard that internships could help better use the student workforce to respond to skill shortages, better connect studies to the real world, improve workforce productivity and help resolve the difficulties of international students in finding jobs relevant to their professional careers, Professor Withers said.

As for private sector support, Mary Hicks, of the Australian Chamber of Commerce and Industry, said she believed industry stood ready to pay student interns “some sort of minimum wage”.

“Certainly some employers would be interested in paid interns, while others would be motivated by giving back to the community,” said Ms Hicks, ACCI education and training director.

She said the ACCI fully supported a broader internship scheme.

“Potentially this is an option in every discipline in every university,” she said. “Work integrated learning already has very strong results in vocational education, but there’s nothing systematic or co-ordinated at universities.”

She suggested the Government could trial work placement models to see which worked best for the various professions and the disciplines.

The Australian Industry Group also came out in support of internships.

AIG chief executive Heather Ridout said so-called “sandwich graduates”

— those who had combined work and learning — were the most sought-after graduates.

The UA plan coincides with the Carrick-funded study of vocational or WIL organised for undergraduates by their universities.

At a cost of just \$294,000, Carrick has commissioned Griffith University, Queensland University of Technology and Swinburne University of Technology universities to do a national scoping study of WIL, with 19 universities already signed up to take part.

Ms Patrick, who also heads Griffith’s collaborative industrial affiliates program, told the HES that universities faced growing pressure from business and students for an education that turned out job-ready graduates. Students expected more from their increasingly expensive degrees, and business was responding to skills shortages by assigning real projects to students on work placements, she said.

Ms Patrick said there was “phenomenal interest in WIL as universities are saying: ‘We need to engage our students more with the real world’, (while) industry is saying: ‘You are still not getting it, there’s only so far you can go within universities equipping students with graduate skills.’”

She said the skills shortage meant “everyone has to be ready to do more, quicker, so when a graduate walks into an organisation now the chances of them becoming a team leader within their first year is much higher, especially in engineering and mining”.

Universities had begun to pay more attention to generic skills demanded in the workplace, such as communications, teamwork and problem-solving.

And institutions increasingly were coming to realise that work-integrated learning was an obvious way to inculcate those skills. Ms Patrick said.

LEARN ON THE JOB

How existing internships work

Accounting: One day a week for a semester, or five days a week for three to four weeks. Some employers pay, some don’t.

Law: One day a week for a semester. Not likely to be paid.

Engineering: Three to six-month compulsory placements. Engineering students are paid up to \$45,000 depending on how senior they are.



Hi-tech, but deli brings bacon

Guy Healy

IF student internships came with income attached, Tim Barton, 21, probably could afford to give up his paid work at the supermarket.

Not that you'll get any complaints out of Barton.

He's too busy and, anyway, he seems to enjoy the time management challenge posed by study, internship and work.

A self-confessed geek, he is in his fifth and final year of a double degree in micro-electronics and information at Griffith University.

His degree involves a compulsory 14-week internship, which he's doing at a Brisbane-based technology company, Grabba.

There, he's adapting USBs and the ethernet to allow personal digital assistants to access the internet directly. It's a project that forms part of

his degree. But when the *HES* caught up with him at Grabba at 11am on Monday, he had already put in half a day's work at his local IGA supermarket.

Starting at 6am, he had hung 1200 "specials" tickets on produce, which made a change from his usual role as a shelf-stacker and deli-worker.

A full-time student, Barton usually puts in 12 to 17 hours per week at the IGA — and has done since mid-2004 — to pay for his education and car.

Wouldn't it be better if income and education dovetailed in the form of paid internships?

That's one of the selling points of a new plan, devised by Universities Australia with industry support, to expand and finance work placements for students.

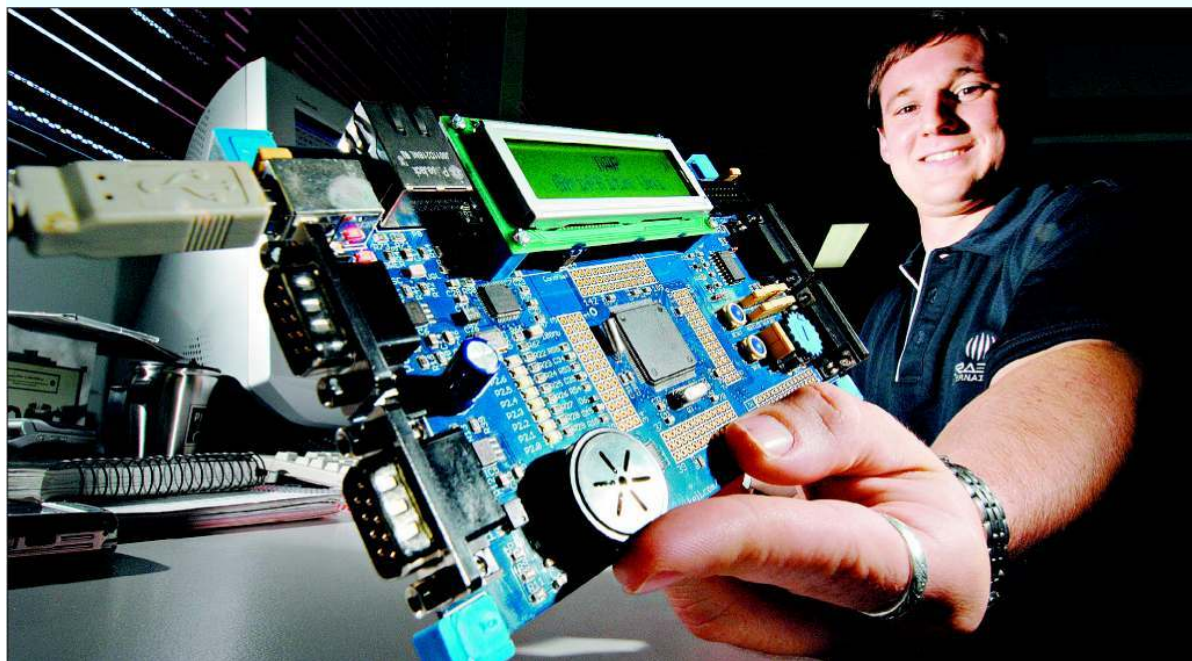
Asked whether a paid internship would make a difference, Barton seems bemused.

"It would make things easier," he concedes. "But I don't sit around here wishing I was being paid. I have worked for all but one semester of my degree and this counts to my degree."

He is one of a long line of Griffith students to work at Grabba under the university's industrial affiliates program. And although he is not paid he is getting valuable experience that ties in with his education.

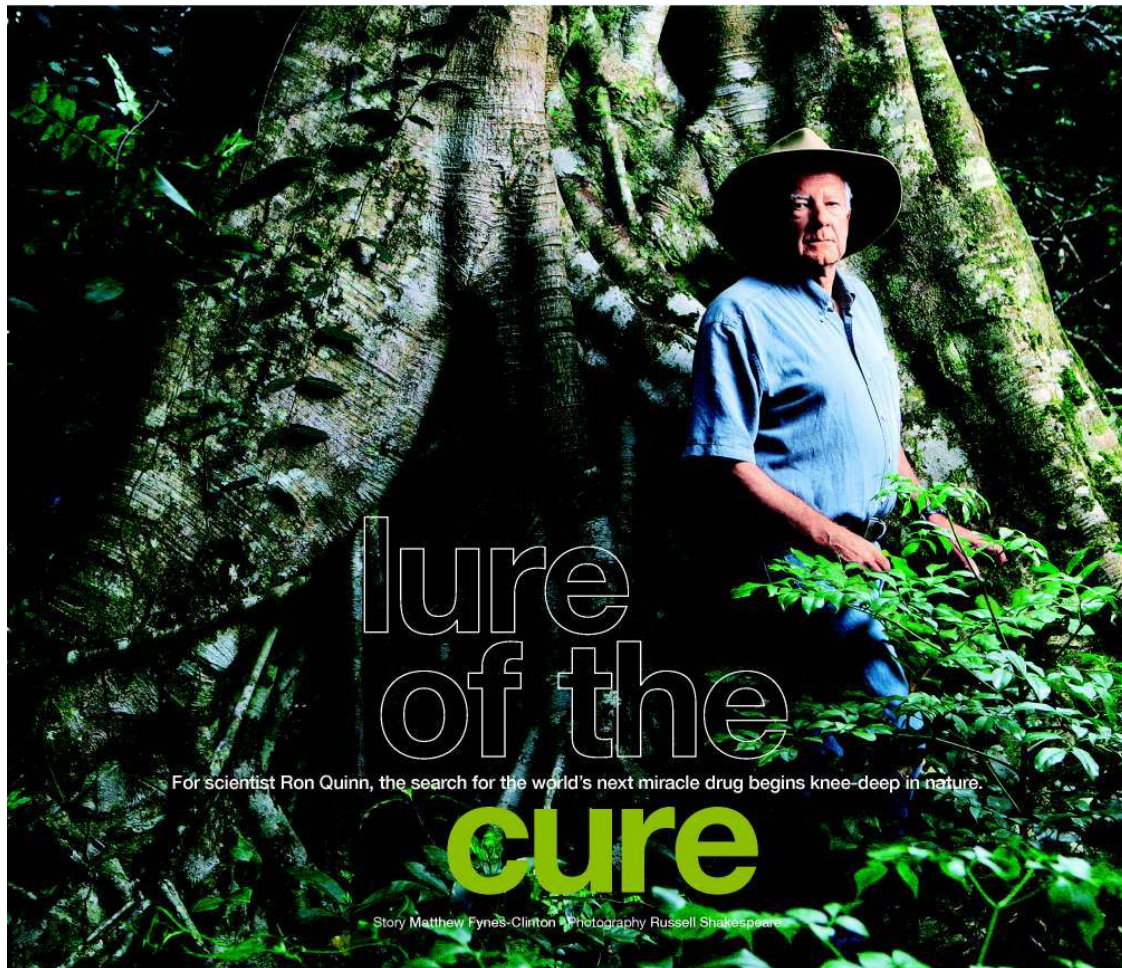
His challenge at Grabba is to come up with a technical solution that the company can translate into a successful product, keep track of milestones, submit status reports, present regular seminars at Griffith and do the basic R&D. He's also expected to learn the crucial soft skills so valued by industry: how to communicate, work in a team and solve problems.

As for time management, there seems little doubt that Barton has risen to the challenge.



Best way to boost skills: Griffith University student Tim Barton, who is on work placement with Grabba International in Brisbane, shows off some of his handiwork

Picture: Lyndon Mechielsen



In the heart of the ancient forest, Ron Quinn is enveloped by giant moss-clad pine trees, looping vines, spectacular orchids and, on this overcast morning, the melodious crack of the eastern whipbird. "It's the quiet, isn't it?" he says of World Heritage-listed Lamington National Park, south-west of Brisbane. "The peacefulness of it."

But then his small brown eyes begin to narrow, looking past all that is to all that could be. "This," he says, "is a repository, a chemical factory in our back yard. We know the protein world in us is similar to the protein world here. So if an aberration in some gene for us is disease, maybe the corresponding one out here in the natural world offers the solution to it."

After spending the past 15 years combing Queensland's rainforests and seabeds for potential cures to devastating ills – cancer, heart disease, stomach ulcers, Alzheimer's disease – chemistry professor Quinn, 63, can laugh at his Hollywood-inspired moniker, "Medicine Man". He believes the 1992 film of that name, starring a ponytailed Sean Connery as a biochemist who stumbles across a cancer-curing wildflower in the Amazon jungle, is a little heavy on the dressing. "He [Connery's character Dr Robert Campbell] has got a bit of technology that we'd love to have. He puts a plant

sample in this machine and suddenly knows its entire chemical structure. I wish it were as simple as that."

The key divergence between fantasy and reality is that Quinn's journey of discovery generally unfolds within the laboratories of Griffith University's Eskitis Institute for Cell and Molecular Therapies in Brisbane. His plant samples are collected under contract by taxonomists from the Queensland Herbarium, while marine scientists from the Queensland Museum gather ocean creatures and vegetation, predominantly chemical-rich sponges and algae. Then, backed by 33 staff and millions of multinational pharmaceutical dollars, the Eskitis director sets about screening extracts from the samples – or more accurately, fragments of extracts – in a "high-throughput" robot. They're endeavouring to score "hits" against a designated target, be it a cancer-causing enzyme or a malaria-carrying parasite.

At the machine's maximum capability – 120,000 extract fragments a day – the process is, admits Quinn, akin to playing lotto or bingo. "Critics see it as the needle in the haystack," he says, "or the fishing expedition."

Yet 200 years ago, all drugs came from nature. Scientists learnt to improve their structures, leading



to "adapted natural drugs" such as aspirin from the willow tree. The next step was to replicate nature, in

"synthetic versions of natural drugs" such as codeine, ultimately progressing to designed-from-scratch molecules, or what we know as "synthetic drugs". The antidepressant Prozac is one example.

Now, Quinn says, with new global drug approvals plummeting to an all-time low of 20 a year, the industry is turning back to the future – a horizon dubbed bio-prospecting. Already, there've been some eye-catching nuggets: the chemistry of the Caribbean sponge guiding the development of AZT, the first approved treatment for HIV in the late 1980s; and the paclitaxel molecule, isolated from the bark and needles of the Pacific yew tree, widely used as a chemotherapeutic agent against ovarian, breast and lung cancer. Other impressive breakthroughs include artemisinin, an anti-malarial drug treatment from the wormwood shrub *Artemisia annua*; and digoxin, a heart medication drawn from the foxglove plant.

THE REWARDS FOR A BLOCKBUSTER MEDICINE

are dizzying. Last year, the world's number one prescription drug, Lipitor, which inhibits cholesterol, notched sales of \$13.5 billion. Lipitor is a synthetic version of a class of drugs known as statins, whose cholesterol-lowering properties were originally derived – like penicillin – from fungus. No such luck for Quinn ... yet. Still, he and his team are inching closer to their dream.

The second tier of the Eskitis screening regime involves isolating the active compounds, or molecules, from the hits among the plant and marine extracts. Two such compounds, says Quinn, have delivered "exciting prospects" – one in the treatment of cancer and the other targeting "respiratory illness" – although for now he won't say much more.

"I don't think there's espionage in the industry," he says, "but security's high. You're marketing a compound that leads to a drug. If that molecule structure gets out early, then the opposition or another company can start the same program. They might even get to the market before you do. So the whole industry is about the patent protection and in-house knowledge of the compounds."

What he is prepared to disclose is that, crucially,

The process is, admits Quinn, akin to playing lotto. "Critics see it as the needle in the haystack, or the fishing expedition.

creating synthetic versions of both molecules has proved successful – facilitating supply for mass production. Some natural products, because of complex structures, are too difficult and costly to synthesise on an industrial scale. In other words, to capitalise on their properties you have to keep going back to the source – perhaps a specific range of trees, or patch of reef – a form of vandalism that has raised the ire of conservationists.

Quinn says that within his operation, at least, this never happens. "We've had that criticism of razing the forest. We don't do that. We collect 100-gram samples only. So it's small, and it's collected by people who work for the state government.

"Also, the fact that people are out there in the field for us has been a positive, in that while they've been observing they've actually found communities and populations of endangered species that they didn't know existed. Consequently, in some cases, they've come off the endangered list."

Since linking with Quinn in 1993, the Queensland Museum has identified 1500 new species of marine invertebrate, and the Queensland Herbarium around 50 previously undescribed plant species. Primary samples of all species collected are kept by both public bodies – thus growing their knowledge and libraries – with subsets supplied to Quinn's team to examine for therapeutic agents.

So far, Eskitis has paid \$9 million for the survey work. It has built a catalogue of 20,000 samples from various parts of 9000 plants (thought to represent the bulk of the state's flora) and 8000 samples from 3500 Queensland marine species, in addition to material from Tasmania, Papua New Guinea and China. In total there are 45,000 samples – and millions of compounds. Quinn says all this biological sleuthing is not to be confused with a focus on traditional native **Greater good** ... Quinn says 10-15 per cent of royalties from marketed drugs will be shared with the Queensland public.

medicines. But occasionally, a visitor knocks on his door with a tale too alluring to ignore.

Quinn first met John Watson, a former chairman of Western Australia's Kimberley Land Council, in the late 1980s. Watson had had the top of a finger bitten off by a crocodile, but explained to Quinn how a time-honoured Aboriginal remedy stopped the pain. "The bark of the *Barringtonia acutangula* [a mangrove tree] is chewed to a paste and then put on the wound," Quinn says. After isolating the active compound, tests confirmed an analgesic potency 200 times that of morphine. Says Quinn: "We entered into a 50-50 partnership with the local indigenous community, showed that the compound worked in mice and established a patent.

"Again, it's been a slow thing for this particular product, but the community is setting up a biotech



company and the plan is moving along towards a prescription therapeutic.”

Sweden's AstraZeneca, one of the world's largest pharmaceutical corporations, had poured \$100 million into an exclusive licensing deal with the Eskitis Institute. The collaboration, begun in the early 1990s, will further develop the two promising cancer and respiratory compounds – hopefully into drugs inside ten years. However, Quinn says that in light of the exclusivity arrangement “mutually” ending last year, Eskitis is also working on projects with another Swedish concern, Innate Pharmaceuticals.

He advises that ten to 15 per cent of royalties earned on marketed drugs will be shared with the Queensland public – guaranteed. “That proportion goes back to the owner of the plant or marine animal,” he says, “and that's the state.”

AS HE STEPS OUT FROM THE LAMINGTON FOREST

– just one of the many areas to have been trawled by the Herbarium's collectors – Quinn remarks on

his abiding frustration. “We get lots of hits,” he says, “hits on almost every [disease or illness] that we've looked at. But an active molecule needs to be selective – you don't want it targeting proteins other than the one involved in the disease. Also, if it binds to plasma, the body can't see it and it won't have any effect on you. Toxicity and side-effects can also be a problem. So a lot of our work gets so far, then dies off. There's a very high attrition rate.”

Nonetheless, it's a fact that evolutionary pressures have led organisms to generate billions of diverse compounds to attract, to repel ... to enhance their survival. Quinn, a grandfather of five, inhales this silently pulsing world and nods in reverence. “There's roughly the same number of genes in any of these plants as there are in you,” he says. “There are as many proteins and enzymes. They're doing as much as we're doing, just different things.

“There's a harmony between us and them, which we're only beginning to grasp.” ■



Social inclusion: a watershed in equity

Social inclusion is important for any university and is likely to be part of university compacts – along with teaching and research. By Ian O'Connor and Gavin Moodie.

Federal Labor's Australian social inclusion agenda launched by Deputy Prime Minister and Minister for Education Julia Gillard is likely to have major implications for the Australian Government's equity policy. Yet it has been largely overlooked by higher education so far, possibly because the policy was released by the then deputy leader of the opposition only two days before the last federal election, and since then higher education has been concerned with issues specific to the sector.

Setting the scene

Janie Percy-Smith that notes the term social exclusion originated in the social policy of the French socialist governments of the 1980s to refer to a disparate group of people living on the margins of society and, in particular, without access to social insurance. Economic and social cohesion was adopted as an objective of the European Union as title XVII of the Maastricht Treaty, signed in 1992. The European Union adopted social exclusion as a euphemism for poverty because some member states would not acknowledge that poverty existed in their countries, and it now reflects a more limited concern with labour market exclusion.

However, social exclusion is importantly different from poverty and disadvantage. Previous and current equity policies are concerned with individuals' status, whereas social inclusion is concerned with their experiences. Poverty is mainly concerned with the distribution of resources and disadvantage is about the interaction between lack of material resources and the provision of social services and supports. In contrast, social exclusion is necessarily a relational

concept – groups and individuals are socially excluded from other groups and individuals, and society as a whole. Social exclusion is also a process or set of processes rather than a static condition and, moreover, a set of processes largely outside the control of the individual.

The Blair Government made the amelioration of social exclusion a high – and heavily funded – priority in 1997 with the establishment of an interdepartmental Social Exclusion Unit in the Prime Minister's office, which in June 2006 was restructured as the Social Exclusion Taskforce in the Cabinet Office. The South Australian Government established a social inclusion initiative in 2002 and Gillard cites the Victorian Government's connecting communities program as another example of a social inclusion program, although this may be stretching the concept a little far.

Federal Labor's social inclusion policy seeks to give all Australians the opportunity to:

- secure a job
- access services
- connect with others in life through family, friends, work, personal interests and local community
- deal with personal crisis such as ill health, bereavement or the loss of a job
- have their voice heard.

Federal Labor's election policy includes as social exclusion the provision of universal preschool education for all four-year-old children; changes to the Job Network and the Disability Employment Network; substantial changes to vocational education and labour force programs federal Labor calls Skilling Australia; extending Jobs, Education and Training (JET) Child Care fee assistance; a national employment strategy for those with a disability or mental



illness; the Home Interaction Program, which will help parents in disadvantaged communities to prepare their children for school; action on homelessness; and closing the digital divide.

Gillard says: "We need to respond to the geography of social exclusion and directly work within those communities that have been historically disadvantaged or which a new sense of community needs to be fostered." Labor's social inclusion policy thus differs from previous Australian government policies in basing interventions on local communities – much smaller geographic units than even state programs. Labor seeks to integrate programs in different portfolios for each community – what it calls co-operative and joined action by all the levels of government'.

Education appears in federal Labor's social inclusion policy mainly as a contribution to human capital development, which would be achieved by integrating education closely with training, employment services and income support. The policy notes that teenage unemployment is still at an unacceptable high of 18.5 per cent, and above 20 per cent in four out of ten regions across Australia. But Gillard notes that employment participation of males aged 15 to 24 years with a post-school qualification is 24 per cent higher than their counterparts without such a qualification. In her speech releasing the policy, Gillard says that:

"Labor recognises that education is critical to social inclusion. The fact is that school completion rates among low socio-economic groups in Australia are far too low. If we're going to compete with other nations we simply have to get more young people from disadvantaged backgrounds to complete 12 years of schooling and go on to further education and training."

Social inclusion is encompassed within the sixth topic for the upcoming 2020 summit, with strengthening communities and supporting families.

Social inclusion and higher education

Higher education has hardly featured in social inclusion policy in Europe, the UK or Australia, presumably because the policy concentrates on or at least starts with the most marginalised: the abused, homeless, people engaged in the criminal justice system, the unemployed and those with disabilities and poor health. However, engagement in higher education is of increasing importance in the age of mass higher education and globalisation.

Engagement in higher education

Social inclusion is usually considered as a duality: a person, group or community is either included or excluded from a society. However, there are levels of engagement in society. A person without literacy and numeracy is excluded from many key activities in a modern industrialised society, although as Victoria University strategist Conor King reminded us in a recent issue of *Campus Review* (22.01.08), they would have been part of the large majority in medieval societies. A person with only primary education is less excluded than the illiterate and innumerate, but remains excluded from much employment and many other opportunities to participate in modern Australian society.

In the previous age of elite higher education, not to participate in higher education was to be excluded from the elite, but it did not mean exclusion from the mainstream of society which also did not participate in higher education. But in an age of mass higher education, not to participate in higher education is to be excluded from medium and high- status occupations and therefore from medium and high income, as Alan Wagner pointed out in the 1998

OECD report on 'Redefining tertiary education' and in subsequent articles. It also excludes people from the highest level of engagement in society – from society's sophisticated cultural and political conversation and therefore from a level of political engagement, influence and power.

Figures extracted last year from the 2006 census by Bob Birrell and Daniel Edwards from Monash University's Centre for Population and Urban Research show that 47.7 per cent of 18 to 20 year olds are not participating in any form of education

Birrell and Edwards note that only half of the young people not engaged in education are working full time. Most of the rest are working part time (22 per cent), are unemployed (11 per cent) or are not in the labour force (13.5 per cent). These risk being the missed generation unless strenuous efforts are made to engage them in further education.



Importance of locality

One may argue that each locality needs a minimum participation in higher education to participate fully in society. At its most basic, regions without doctors, dentists, lawyers and a range of other professionals do not have access to their services. But they are also impoverished by their lack of social and cultural capital contributed by professionals. We are familiar with the suburbs in our cities which have access to health, legal and other services, but whose professionals live in other suburbs. Their access to more elaborate services including higher education is by commuting to another suburb, usually in another

part of the city. These drive-in drive-out localities don't suffer the level of exclusion of remote fly-in fly-out communities, but they are less engaged than the wealthier suburbs which include sophisticated services and service providers.

Analysts of social inclusion note that indicators of exclusion are strongly associated with locality. Last year the University of Sydney's Tony Vinson examined for Catholic Social Services Australia and Jesuit Social Services the performance of each Australian postcode by 25 indicators of social, health and economic disadvantage. He finds that disadvantage is remarkably concentrated geographically: just 1.7 per cent of postcodes and communities across Australia account for more than seven times their share of top rank positions of each indicator of disadvantage. Furthermore, Vinson found a high correlation between each indicator of disadvantage. The different strands of disadvantage interlock and are highly interdependent, "so that progress in overcoming one limitation, say, unemployment, can be inhibited by related factors like limited funds, poor health, inadequate training or having a criminal record," writes Vinson.

Vinson ranks each Australian postcode by level of disadvantage. The second and third most disadvantaged postcodes in Queensland are Woodridge and Kingston, which are in the immediate locality of Griffith's Logan campus. We are already positioning Logan as the community

engagement campus, but the concept and policy of social inclusion may focus our efforts and give them contemporary political salience. The director of Griffith's strategic research program in the social and behavioural sciences, Ross Homel, and colleagues established the Pathways to Prevention project in Inala within Griffith's region, which Vinson ranks as the ninth most disadvantaged suburb in Queensland.

A quick survey found that all but one member of Innovative Research Universities Australia is located in a region with at least three postcodes among the 25 per cent most disadvantaged in their state. Most regional and new generation universities will find the same, and some Group of Eight universities such as Monash University and the universities of Melbourne, Queensland and Sydney are near some of the most disadvantaged localities in Australia. Other universities may wish to form partnerships with highly disadvantaged communities some distance from their main campus.

Levels of action

Social inclusion is fruitful in considering levels of action: the engagement of the individual, the family, the group and the local community in society. But it does not consider what level of society an individual, family or group may engage with. In this age of globalisation – which many social inclusion theorists posit as an important dynamic of exclusion – the level of society one engages with is significant.

A person, family, group or community who sees their cultural, social and economic circumstances connected with the international world – who is engaged with the global community – is clearly more empowered than one who does not understand let alone influence the global forces that affect them.

We may therefore posit a role for higher education in giving people, groups, localities and regions the capacity to engage at the highest level of society at the local, regional, national and international levels. And for that engagement to be at the highest level both conceptually and geographically, the university must offer high-level coursework and research programs and must be engaged with international research.



Social inclusion will be important for Australian higher education and will therefore be important for each university. Presumably social inclusion will be, with teaching and research, one of three main topics included in each university's compact proposed by the Australian government. Social inclusion will require a reconceptualisation of the existing policy on equity in higher education, which the former Department of Employment, Education and Training established over 15 years ago with 'A fair chance for all'. There has been little if any work on the implications of social inclusion for higher education. The minister is receptive to ideas from universities and elsewhere. Higher education therefore has an opportunity to shape a policy that will be important to higher education for several years into the future.

In this story:

- Social exclusion is different from poverty and disadvantage and it is a relational concept
- Education appears in the ALP's social inclusion policy mainly as a contribution to human capital development
- Research shows nearly 48 per cent of 18 to 20 year olds are not participating in any form of education
- Postcodes indicate disadvantage and several Go8 universities border these localities.

Ian O'Connor is vice-chancellor of Griffith University and Gavin Moodle is Griffith University's principal policy adviser. Reference available on request

In the previous age of elite higher education not to participate in higher education was to be excluded from the elite, but it did not mean exclusion from the mainstream of society.

TYPE OF EDUCATION INSTITUTION ATTENDING, 18 TO 20 YEAR OLDS, 2006		
Educational situation	Number	%
Still at school	50,789	6.9
Technical or further educational institution (incl TAFE colleges)	108,238	14.8
University or other tertiary Institutions	211,953	28.9
Other	12,288	1.7
Not attending	349,369	47.7
Total	732,637	

Source: Birrell and Edwards from ABS, Census of Population and Housing, 2006



LABOR FORCE STATUS OF 18 TO 20 YEAR OLDS, NOT ATTENDING ANY FORM OF EDUCATION, 2006		
Labor Force Status	Number	%
Employed, worked full-time	165,374	48.0
Employed, worked part-time	76,047	22.1
Employed, away from work	18,987	5.5
Unemployed, looking for f/t work	31,995	9.3
Unemployed, looking for p/t work	5,676	1.6
Not in the labour force	46,521	13.5
Total	344,600	

Source: Birrell and Edwards from ABS, Census of Population and Housing, 2006

