

The background of the slide is a photograph of a modern building at night. The building has a prominent glass facade on the left side, which is illuminated from within, showing a grid of structural elements. To the right of the glass section, there are several balconies or cantilevered floors, some of which are also lit up. The building's architecture is angular and modern. In the foreground, there is a sidewalk with some trees and streetlights, and a few people can be seen walking. The sky is a deep blue, suggesting twilight.

Strategic Plan 2013–2017

Vision, mission and values

Vision

Our vision is to be one of the most influential universities in Australia and the Asia–Pacific region.

Mission

The mission of Griffith University is to engage in outstanding scholarship that makes a major contribution to society and to produce groundbreaking research. Students will be provided with an excellent education and the capacity to use knowledge gained to exercise influence and make meaningful lifelong contributions to their communities.

Statement of values and commitments

In pursuit of our vision and mission, the University is committed to:

- » Rigorous standards of scholarship
- » Positively influencing our communities through our teaching, research and scholarly activities
- » Recognising our location in the Asia–Pacific and deepening our engagement with the region
- » Bringing disciplines together to address the key issues of our time
- » Promoting the respect of individual rights and ethical standards
- » Participatory decision making and problem solving
- » Contributing to a robust, equitable and environmentally sustainable society
- » Recognising and valuing diversity
- » Recognising the unique place of First Peoples in Australian history and culture, and enabling their continued contribution to the nation



Sir Samuel Griffith Centre | Nathan Campus

Our history

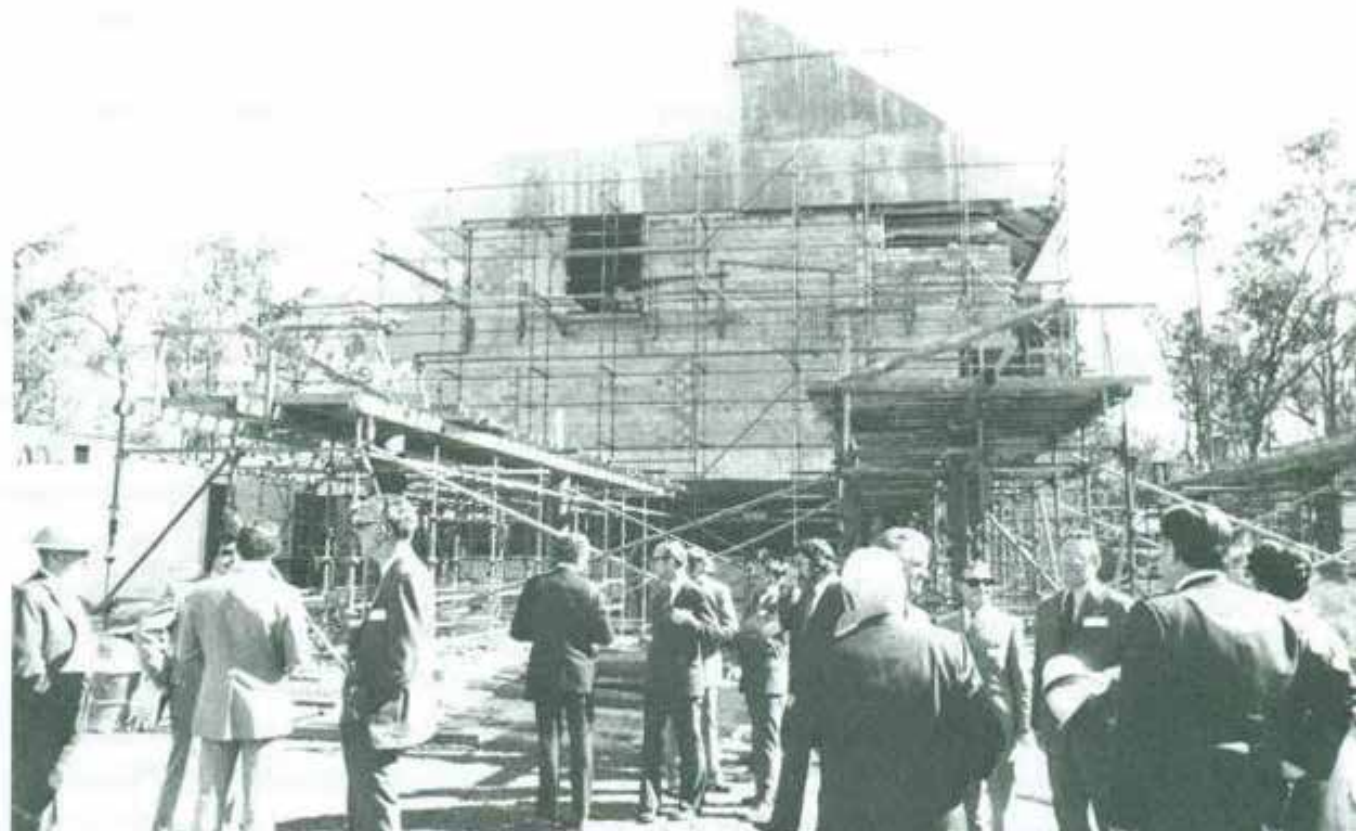
The founders of Griffith aimed to establish a different type of university – interdisciplinary, international, student-centred, deeply engaged with the Asian region and open to the community. These characteristics shaped our history.

The competitive and regulatory forces of the time meant our academic profile was restricted to important, but niche areas — environmental sciences and sustainability, biotechnology, quantum physics, humanities and the study of Asia. In this first phase, Griffith was operating in a narrow sphere of influence, without the chance to offer professional programs, such as law and engineering, so important to attracting an academically broad student cohort. Foundation programs were essential to developing depth and strength.

The University entered its second decade with one campus and fewer than 5,000 students. But the changes driven by the Dawkins revolution in 1988 saw Griffith expand dramatically. Mergers took place with the Mt Gravatt campus of the Brisbane College of Advanced Education, the Queensland College of Art, the Queensland Conservatorium of Music and the Gold Coast College of Advanced Education, adding to Griffith's size, strength and diversity.

No university more successfully or enthusiastically embarked on so many amalgamations and invested so heavily in its physical and human capital. New, purpose-built facilities for the Queensland College of Art and the Conservatorium co-located these prestigious, state cultural institutions in the creative heart of Brisbane at South Bank.

Criminology and psychology added to the Mt Gravatt campus and the University started a new campus at Logan. The Gold Coast campus was transformed from three buildings, a car park, 1,800 students and a small number of enthusiastic staff into the University's largest campus – a research powerhouse in its own right. Nathan grew in depth and research reputation.



At its 30th anniversary, Griffith looked very different from its origins – larger, multi-campus and multi-cultural. The University began the first decade of the new millennium with a steady focus on its growth and on improving its research and teaching performance.

Griffith's 40th anniversary in 2011 was a coming of age. It celebrated the institution having grown from:

- » A small, single-campus university to one of Australia's largest multi-campus universities
- » A largely mono-cultural community to a community of staff and scholars from over 130 countries
- » Four niche programs to a comprehensive program profile
- » A fledgling research profile to ranking in the top five per cent of universities in the world

In 2012, Griffith commenced planning for the next stage of its development. The strategic direction statement *Griffith 2020* was the culmination of a University-wide consultation process. The Griffith University Council formally adopted the statement in August 2012.

This Strategic Plan gives effect to *Griffith 2020*.

Griffith 2020: Overarching goals

The essence of the *Griffith 2020* agenda is to further develop our position as a university of influence.

It places students and innovative teaching practices at the centre of what we do. It reflects our contemporary emergence as a powerful and respected international research institution focused on the sciences, the environment, the arts, society, public policy, health, education and other spheres. It recognises Griffith's commitment to engagement with the Asia-Pacific region through most areas of the University's research and teaching.

The *Griffith 2020* strategy is characterised by:

- » Placing students at the centre of our educational activities to ensure that our programs, processes and campuses are responsive to student needs
- » Delivering an excellent educational experience that allows our students to develop their potential and become influential graduates
- » Broadening and deepening our research areas of international excellence and achieving benchmarked performance and impact in these areas
- » Continuing to focus and grow our campuses
- » Deepening our engagement with the Asia-Pacific region

We will implement this strategy by continuing to selectively invest resources.



To further develop Griffith as a university of influence, there will be five high-level goals:

- » To provide an **excellent educational experience** to attract and retain students who, regardless of their background, will succeed at university and become graduates of influence
- » To continuously **improve our research performance** and, through our research, deliver social dividends
- » To attract and retain **excellent staff** who, through their teaching, research and professional support, will positively contribute to Griffith's development as a university of influence
- » To be a **sustainable** university
- » To enhance our **engagement with the Asia-Pacific region** and to consolidate our reputation as one of Australia's most Asian-engaged universities

Our aspirations for the future are a logical progression on three decades of development, particularly the decade past. We will continue to do what we do well, in a sharpened and focused way.



Gold Coast

Our comprehensive campus, with particular strengths in health, environment, biomedical sciences and engineering. Co-located with the Gold Coast University Hospital, and the 2018 Commonwealth Games village, it is the most exciting education precinct in Australia.

Nathan

Home to our world-class expertise in the environment, humanities, law, business and government, languages, Asia, physics and the emerging bio-sciences.



South Bank

Excellence in the creative and performing arts, and postgraduate and executive education in business and law.



Mt Gravatt

A leader in its focus on prevention and intervention in critical social issues and the base for our social science teaching and research, including education, psychology, criminology and suicide prevention.



Logan

A national showcase of social inclusion in higher education through innovative partnerships, industry engagement and program pathways, with a strong focus on community health and education.

Our campuses

Griffith is a network of campuses, each with distinct character and focus and a sizeable student load, with specialised areas of teaching and research strength and distinctive communities.

Griffith will continue to differentiate its campus profiles, play to the strengths of each, and present a unique value proposition for each campus to its local community.

Each of our campuses will be deeply engaged with its local community and will contribute to its educational, economic, social and cultural vitality.



Students

GOAL 1. To provide an excellent educational experience to attract and retain students who, regardless of their background, will succeed at university and become graduates of influence.

The Griffith Experience – influential graduates

Education can transform the lives of individuals and communities and Griffith will provide an educational environment that enables students to achieve to the best of their abilities, and to make a significant contribution to the world as influential graduates. The University will be measured by the quality of its graduates irrespective of their social, economic or educational backgrounds at the point of enrolment. We will deepen and broaden the connection with our alumni during the life of this plan.

We will promote a culture of teaching excellence through an integrated strategy that fosters student-centered, innovative and future-focused learning environments; that supports staff to be scholarly, evidence-based and collaborative in the improvement of their practice; and that aligns teaching policies, practices and systems. The commitment of Griffith staff to facilitating the success of our students will be recognised and rewarded.

The need will continue for Griffith to be a university of substantial scale in order to support the depth and breadth of its scholarly activities. It is anticipated that the University will continue to grow to meet the demand for a Griffith education. The rate of growth will be determined through the annual planning process taking account of the changing external environment.

Griffith will offer a broad range of programs in line with student demand. The long-term vision is for a university in which many of our programs can be studied in either online or on-campus modes, and where students may also opt to study in a flexible way, and with the option to mix their modes of study.

Griffith will prepare work-ready graduates who are in strong demand by employers. We will ensure that Griffith students receive a high-quality academic and co-curricular experience that facilitates their academic success, their career outcomes and their role as graduates of influence. We will provide an internationalised curriculum that contributes to the development of cross-cultural understanding, in addition to content that draws on current international literatures and world best practice.

As a research-intensive university our academic programs will be enhanced by research-informed teaching.

The Griffith Experience will be characterised by:

- » A high-quality, student-focused learning experience
- » A vibrant, interactive campus experience that builds connections between students and staff, and between students, including between domestic and international students
- » A transformational Griffith Experience that builds students' self-confidence, employability, and capacity to apply their skills and knowledge to a range of contexts through one or more, for-credit learning experiences, including:
 - » Work-integrated learning
 - » Service learning
 - » A research project/practicum
 - » An international study experience

To make Griffith an attractive place to study, we will ensure our pedagogy, systems, processes and campuses draw on international best practice, and support student success. We will continue to invest in our human capital and our campuses including our physical and information infrastructure. We will continue to place students at the centre of our educational agenda.

This will impact on the programs we offer, the total educational experience we provide, including our campus and co-curricular experiences, and the systems, processes and modalities we develop. We will refine Griffith's strategic sports direction.

Student access and equity

Griffith has a long-standing tradition of providing access to students who did not previously have an open path to a university education. This includes students who are first in their family to study at a university, students from low socio-economic status (SES) backgrounds and mature age students. Griffith has been a national leader in outreach programs, such as Uni-Reach, that encourage students from low-SES backgrounds to aspire to university study. It has a national reputation in its support programs for students with a disability.

The University has an extremely strong national track record in the recruitment, retention and success of Aboriginal and Torres Strait Islander students, and lists the highest number of undergraduate enrolments and graduations of any Australian university. The GUMURRII Student Support Unit will continue to lead the University's work in this area. The Griffith Council of Elders also plays an important role in encouraging Indigenous people to aspire to attend university. The *Griffith University Reconciliation Action Plan* expands on Griffith's commitment to enhancing participation and success of Aboriginal and Torres Strait Islander students.¹

A key element of this Strategic Plan is to ensure that we recruit and support the academic success of Aboriginal and Torres Strait Islander students and other groups who, because of their backgrounds, have had low participation in tertiary education.

¹ Our targets and strategies are consistent with the recommendations of Professor Larissa Behrendt's report "Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People – Final Report".

| Goals | Targets |
|---|---|
| 1. Scale | |
| Griffith will be a university of a size sufficient to support a comprehensive range of programs across a network of differentiated campuses | To meet student enrolment targets set in the planning process |
| | To increase domestic postgraduate coursework student load by 2% per annum |
| 2. Flexibility of study | |
| To increase Griffith's online delivery | To grow Open Universities Australia load |
| | To commence at least 4 major programs fully online and to increase the number of programs available online each year |
| 3. Participation | |
| To attract able students from diverse backgrounds to study at Griffith: | |
| a. To improve the participation rate of low SES students | a. To exceed the national average for low SES student participation rate among commencing students by 2017 |
| b. To improve the participation rate of Aboriginal and Torres Strait Islander students | b. To continue to exceed the national average for Aboriginal and Torres Strait Islander student participation rate among commencing students by 2017 |
| c. To attract students from around the world | c. To maintain international student load between 20 and 25% |
| 4. Retention | |
| To improve student retention | To exceed the national average for retention by 2017 |
| To improve the retention rate of low SES students | To exceed the national average for low SES student retention rate by 2017 |
| To improve the retention rate of Aboriginal and Torres Strait Islander students | To continue to exceed the national average for Aboriginal and Torres Strait Islander student retention rate by 2017 |
| 5. Teaching quality | |
| To improve teaching quality | To achieve national ranking in top third for CEQ Good Teaching by 2017 |
| | To reduce the proportion of courses with SEC mean satisfaction scores below 3.5 to less than 10% in all academic groups by 2017 |
| 6. Student satisfaction | |
| To improve student satisfaction with their university experience | To achieve national ranking in top third for CEQ Overall Satisfaction by 2017 |
| 7. Work-ready graduates | |
| To prepare work-ready graduates with the capacity to play an influential role in the world | To ensure that all students experience at least one of the following by 2017: <ul style="list-style-type: none"> • Work-integrated learning • Service learning • A research project/practicum • An international study experience |
| 8. Graduate success | |
| To improve graduate success | To exceed national average for graduate success by 2017 |
| 9. Student contributions | |
| To increase student contribution to their communities | To increase the number of students participating in curricular and extra-curricular voluntary activities |

External benchmarks and reference points

- » Australian Graduate Survey – Course Experience Questionnaire (CEQ)
- » Australian Graduate Survey – Graduate Destination Survey (GDS)
- » First Year Experience Survey
- » International Student Barometer (ISB)

The *Academic Plan*, the *Equity and Diversity Plan*, the *Internationalisation Strategy* and the *Development and Alumni Plan* outline the detail regarding strategies for implementation regarding Goal 1.

Research and research training

GOAL 2. To continuously improve our research performance and, through our research, deliver social dividends.

Griffith University aspires to be a leading research-intensive university in Australia and the Asia-Pacific region, with focused areas of research excellence. We are achieving this through core support for University research centres and institutes that undertake outstanding thematic and interdisciplinary research. This is underpinned by a program of investment in 12 Areas of Strategic Investment (ASIs), targeted at development and expansion of world-leading research.

We are investing in a culture of research quality and performance across the institution.

The University has four key research objectives for the period 2013–2017 to:

- » Consolidate world-class research strength through our selected ASIs
- » Demonstrate research of international standing in all our discipline areas
- » Maintain a culture of research quality and performance that is well supported by infrastructure (physical and electronic) and resources (financial and human)
- » Maintain our core commitments as a university to innovation, bringing disciplines together, and undertaking socially relevant research which provides demonstrable community benefit.

Our primary strategy is the selected ASIs. By 2017 we will have developed areas which are acknowledged as internationally excellent (top 200) and a small number that are considered world-leading (top 20). ASIs are benchmarked against relevant top-200 institutions and report on performance annually.



We will continue the pursuit of innovative solutions to providing research infrastructure and equipment to support our world-class research.

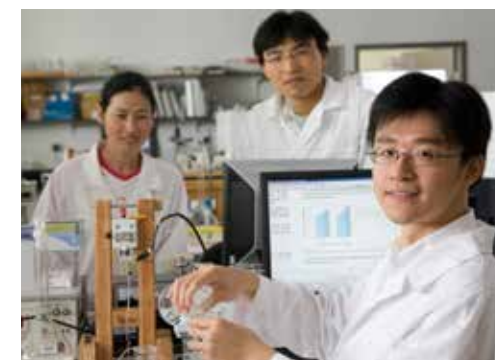
We will continue our commitment to research focused on delivering social dividends through translation and impact, support of interdisciplinary research, and the public intellectual role of our academics.

We will focus on the promotion of a culture of research excellence and performance through an integrated strategy that addresses recruitment and appointment processes; workload management; academic staff review and planning; research grant application, development and processing; early researcher mentoring; attention to the highest ethical standards; research performance data management, dissemination and reporting; support of Aboriginal and Torres Strait Islander researchers and research leadership; and strategic management and review of research centres and institutes.

Maintenance of our current research momentum will see Griffith firmly entrenched in the upper echelon of Australian universities on most performance indicators (research income, publications and creative outputs, HDR enrolments, load and completions, research performance ratings and university rankings) by 2020.

Griffith will continue to benchmark against the leading global research universities and, by 2020, expects to consistently achieve top-350 world university status and potentially, top-100 in the Social Sciences.

| Goals | Targets |
|--|---|
| 1. Research income | |
| To increase research income | To increase external research income by 10% per annum |
| 2. Research publications | |
| To increase the number and quality of research publications | Quantity – To achieve an average growth in Publication Points of 5% per annum over the period 2013–2017 |
| | Quality – To achieve an average growth in citations of 5% per annum for those disciplines where citation data are relevant |
| | Quality – To maintain or increase the number of Field of Research Codes in ERA at or above world standard |
| 3. Research training | |
| To increase the number of higher degree research (HDR) commencements and completions | To increase HDR commencements and HDR completions by 5% per annum |
| 4. Research intensity | |
| To increase the proportion of staff who are research active | To be a university in which 70% of academic staff are research active by 2017 |
| 5. Research benefit | |
| To support uptake of research outcomes through technology transfer and enterprise activities | To maintain income from contract and commercial research, technology transfer and enterprise at greater than 15% of the research income total |
| 6. Research dissemination | |
| To increase research availability through open access to research findings | To maintain open access to journal publication at or above sector norms |
| To identify and disseminate the impact of research outcomes | To develop and annually update University research impact register |



External benchmarks and reference points

- » Excellence in Research for Australia (ERA) outcomes
- » International rankings
- » Areas of Strategic Investment (ASIs) will be benchmarked annually against leading international institutions

The *Research Plan* outlines the detail regarding strategies for implementation regarding Goal 2.

Staff

GOAL 3. To attract and retain excellent staff who, through their teaching, research and professional support, will positively contribute to Griffith's development as a university of influence.

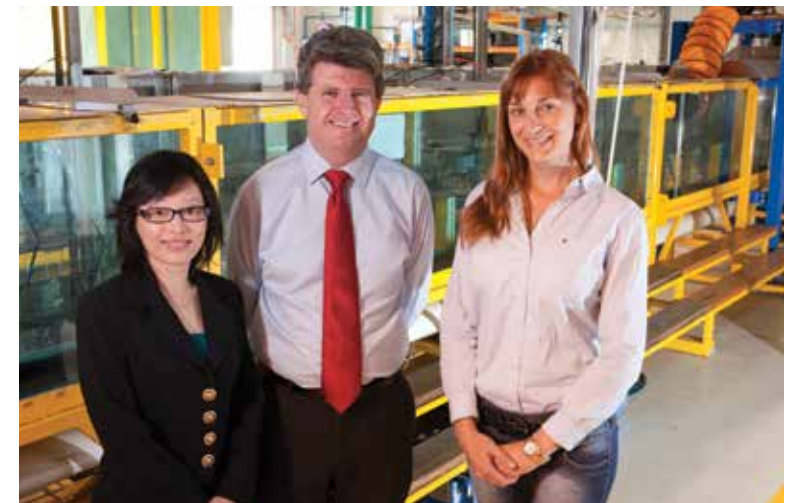


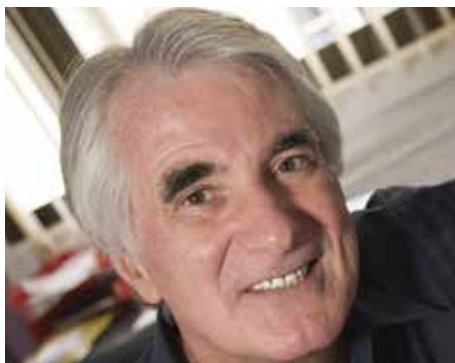
A key strength of the University is its staff. Attracting and retaining committed and talented staff allows us to fulfil our goals as a university of influence. We will enable our academic staff to play to their strengths and ensure that they are rewarded for excellent performance. We will develop our own pipeline of new academic talent, and provide clear and rewarding career pathways and professional development. As a high-performance organisation, Griffith will be characterised by strong performance management and enhancement systems. We will achieve this through an integrated strategy that addresses recruitment and appointment processes; workload management; academic staff review and planning; and professional development of our staff.

We will support our academic and administrative leaders and managers to succeed in increasingly complex and demanding roles. We recognise their strategic contribution to achieving the University's goals and to sustaining and retaining our staff. We will enhance the performance, learning and well-being of our leaders through proactive professional and organisational development.

General staff will be valued for their professional skills and recognised for the major contribution they make to the effective operation and advancement of the University. The University will continue to develop its campuses to create a first class physical environment, and will work to create a culture in which staff feel a sense of belonging and pride.

Griffith's approach emphasises teamwork, excellence and equity. Our staff work across discipline and organisational boundaries to achieve great outcomes. We are proud of our scholarly achievements and our recognition as an employer of choice. We will continue to implement our staff policies in relation to equity.





| Goals | Targets |
|---|---|
| 1. To improve the effectiveness of performance management and review systems for academic and general staff | To ensure that all staff, due for annual performance review, have participated in the process each year |
| 2. To support University leaders and senior managers with appropriate professional development opportunities and activities | To increase the proportion of University leaders and managers who have participated in at least one professional development activity each year |
| 3. To give staff the opportunity to provide feedback about their working environment, engagement and satisfaction | To ensure that all groups and divisions implement strategies, appropriate to the element, to assess staff attitudes and engagement at least every three years |
| 4. To increase the proportion of females in senior academic positions | 40% of level D and E academic staff to be female |
| 5. To improve the proportion of female Senior Administrators (HEW Level 10 and above) | 50% of all University's Senior Administrators (HEW Level 10 and above) to be female |
| 6. To increase the number of Aboriginal and Torres Strait Islander staff in academic and general staff positions | To increase by 5% per annum the number of Aboriginal and Torres Strait Islander staff in academic and general staff positions |

The *Equity and Diversity Plan*, *Academic Work@Griffith* and staffing policies outline the detail regarding strategies for implementation regarding Goal 3.

Sustainability

GOAL 4. To be a sustainable university.

To achieve our aspirations of influence we need to be a sustainable university—economically, socially, and environmentally.

To be genuinely sustainable and secure over the long term, we must flourish in an intensely competitive, globalised higher education market. We will achieve adequate resources by growing the income derived from our operations, from philanthropy and the value of our intellectual property. We will look for partners to share costs and opportunities for growth. We will align our resources with our priorities and use resources as efficiently as possible.

A new Sustainability Policy, adopted by the Griffith University Council in October 2011, underpins the University's commitment to embedding sustainability across all elements of the University. A detailed *Sustainability Plan 2013–2015* has been developed to address sustainability through governance, human resources, teaching and learning, research, community engagement and campus operations. The University's dynamic environment, serving rapidly growing communities from the Brisbane CBD to Northern New South Wales, imposes particular pressures and responsibilities. Our five campuses, individually and together, exemplify how the University unites the principles of sustainability with the practical demands of providing first-class physical facilities for our staff, students and local communities.

Principles of sustainability are reflected in our provision of world-class educational facilities across all of Griffith's campuses. These principles also inform our corporate, operational and workforce policies and practices and management of our financial security. Economic efficiency and environmental sustainability are equally reflected in building design, as well as in energy and water use and waste management, focused on constraining per capita costs and resource use while maintaining high-quality services.

Griffith hosts the Australia and New Zealand sub-regional secretariat of a United Nations global partnership on waste management and the secretariat for Australasian Campuses Towards Sustainability Inc (ACTS), promoting best practice in operations, curriculum and research, and community and business partnerships. We were the first Australian university to offer an Environmental Science degree in 1975 and now offer some 40 teaching programs and courses centred on sustainability, with integrated graduate and postgraduate programs, and a comprehensive sustainability research profile. A core principle of the *Griffith 2020* agenda to selectively invest in research of international excellence embraces areas such as climate change, sustainable tourism, coastal management and water science.

| Goals | Targets |
|---|--|
| 1. To operate as a sustainable organisation | To ensure the financial security of the University each year To grow the quantum and proportion of income from philanthropy |
| 2. To achieve or exceed best practice in environmentally efficient operations, and to be an exemplar to the community | To reduce waste to landfill and increase recycling by 5% per EFTSL per year To maintain water and electricity consumption at or below sector average To identify sustainable transport strategies for each campus To include principles of sustainability in the design of all new Griffith building developments |
| 3. To enhance our reputation for research related to sustainability | To expand our portfolio of research projects relating to sustainability |
| 4. To develop high quality teaching programs relevant to sustainability | To increase the proportion of degree programs with significant content related to sustainability |

The *Budget*, the *Development and Alumni Plan* and the *Sustainability Plan* outline the detail regarding strategies for implementation regarding Goal 4.

Griffith University was established over 40 years ago with a strong focus on the Asian region as one of its founding principles. We were the first university to develop and offer a degree in Modern Asian Studies and many of our discipline areas are heavily engaged in Asia-relevant research. In our short history we have forged successful partnerships with some of the region's premier institutions.

We have established significant research collaboration with key institutions, particularly in China, with partnerships in environment/water sciences, nanotechnology, material science, medical sciences, languages and applied linguistics, disaster management, and the creative and performing arts.

Given this historical commitment, Griffith is ideally placed geographically and intellectually to capitalise on the dramatic shift of cultural, political, economic and strategic influence to the Asian region in recent years.

To this end, the University has adopted the document *Griffith University in the Asia Century* which sets out key strategies to enhance our engagement with the Asia-Pacific region and to consolidate our reputation as one of Australia's most Asia-engaged universities. The document identifies a number of indicators against which we will monitor and track progress. An annual score card will be developed.

| Goals | Targets |
|---|--|
| 1. To provide Griffith students with Asia-capable skills and knowledge | To increase by 5% per annum the number of Griffith students undertaking a study experience in Asia, including exchanges |
| 2. To increase research engagement, attract research funding and demonstrate the impact of collaboration with researchers in Asia | To increase by 5% per annum the number of publications co-authored with scholars based in Asia |
| 3. To coordinate, enhance and project the depth of Griffith's Asia-engagement nationally and internationally | To increase visibility of Griffith as an Asian-focused institution as measured by website, social media and media coverage analytics |



Engagement with the Asia-Pacific region

GOAL 5. To enhance our engagement with the Asia-Pacific region.

Implementation of the Plan

The *Strategic Plan* is underpinned by two Core Activity Plans (*Research Plan* and *Academic Plan*) and by a number of Key Supporting Plans (*University Budget*, *Capital Management Plan*, *Information Technology Plan*, *Sustainability Plan*, *Internationalisation Strategy*, *Equity and Diversity Plan* and *Development and Alumni Plan*).

This Plan will be implemented through four main activities:

1. University-wide implementation plans in research (*Griffith Research Plan*) and learning and teaching (*Griffith Academic Plan*), and other specific plans.
2. The Griffith Planning Cycle, which links plans to group and divisional plans and to the University budget, supported by a strong evidence base to planning and decision making.
3. Tailored indicators and differentiated targets for schools/departments and research centres.
4. A programmatic cycle of reviews and improvement plans at academic and divisional levels, programs and courses to promote ongoing enhancement in performance.





Griffith Health Centre | Gold Coast Campus



Reporting on our progress

This Plan identifies the key performance indicators (KPIs) and the main implementation strategies for each area of the University. In order to monitor our progress in implementing this plan, our performance will be measured and reported upon in four ways:

1. University-level key performance indicators and targets outlined in this Plan. Progress will be reported annually to Council.
2. Tailored 'staircase' indicators for schools, departments and research centres—these will be used to analyse and report performance, to sharpen focus on areas in greatest need of improvement, and to set future targets in the light of known strengths and capacity to contribute to the core objectives of the University.
3. Selected external benchmarks of performance drawn from national and international data sets.
4. Benchmarking performance of Areas of Strategic Investment against world-class standards.



Sir Samuel Griffith (1845 – 1920)

Griffith University is named after one of the most significant figures in the Federation of Australia. Sir Samuel Griffith served as Premier of Queensland twice, and Attorney-General and Chief Justice of Queensland, before being appointed as the first Chief Justice of the High Court of Australia. Among his many accomplishments, he is recognised as the author of Queensland's original criminal code and the central contributor to the drafting of the Australian Constitution. A recipient of a university scholarship himself, Sir Samuel was a lifelong advocate of government support for education. He introduced the *State Education Act 1875* which made provision for free primary education and was actively involved in the preparations for the state's first university in 1877. It is fitting therefore that the State Government chose to establish South East Queensland's second university in his name in 1971.



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