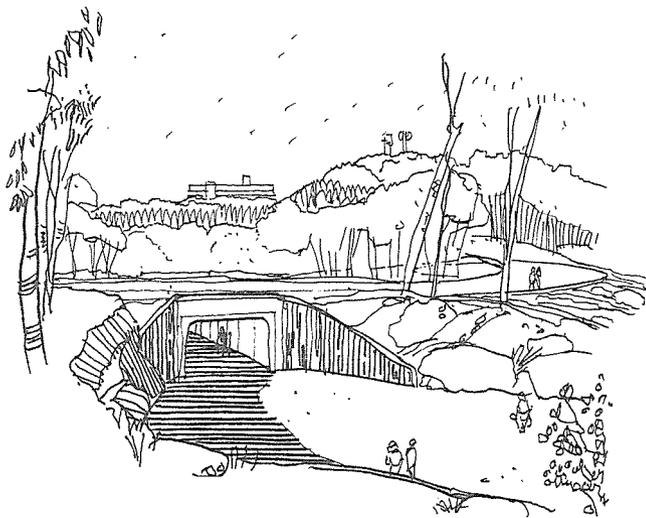




**GRIFFITH
UNIVERSITY**

**an introduction for
prospective members
of the staff of the
university**



View over the Ring Road underpass to Mt Gravatt

as existing in March 1973

Griffith University was established by an Act of the Parliament of the State of Queensland on 30th September, 1971. The Government had already, in January 1971, set up an Interim Council to guide the establishment of the University; with the proclamation of the Act, the Interim Council became the University's first Council. The Chairman of the First Council is Mr. T.C. Bray, C.B.E., and the Vice-Chairman is Mr. L.W.H. Butts, C.B.E.. Professor F.J. Willett, D.S.C., took up his duties as Vice-Chancellor of the University in March, 1973.

The University was named after Sir Samuel Walker Griffith, sometime Premier of the State of Queensland, Chief Justice of Queensland, and the first Chief Justice of the High Court of Australia.

Griffith University is located in Queensland's capital city, Brisbane, which has a population of 850,000. It is the third University in the State and the second in Brisbane. The University of Queensland, established in 1909 and with about 17,300 enrolled students, lies some eight miles to the north-west of Griffith. The James Cook University of North Queensland is in Townsville, 800 miles north of Brisbane. Griffith University will admit its first undergraduate students in March, 1975.

Site and Physical Development

Griffith University is developing a pleasantly wooded site of some 437 acres (177 hectares) on the south western slopes of Mount Gravatt in the suburb of Nathan. The site is seven miles from the centre of the city and is well placed to attract students from many of the southern suburbs. In early 1972, the University was informed that it had been granted capital funds of \$6,030,000 for the 1973-5 triennium. Physical planning of the campus began in earnest in February, 1972.

It has been decided to preserve, as far as is possible, the present nature of the site with its native flora and rugged topography. The academic buildings of the University will be constructed as a compact development in the centre of the site. In this way, construction costs and walking distances will be reduced and students and staff will have frequent opportunities to meet. A pedestrian way, which is segregated from vehicular traffic, will run between the academic and recreational areas of the University. The campus is designed for walking, and the needs of the physically handicapped are being taken into account.

In 1972 and the first half of 1973, basic site works and services were commenced and some small buildings completed. Tenders have been let for construction of the first major buildings. These are the Library (which will house the general divisions for a few years), the School of Humanities (providing interim accommodation for the Schools of Modern Asian Studies and Australian Environmental Studies), the School of Science, and the University House (catering, recreational and some commercial

facilities). Tenders have not yet been let for the construction of a lecture theatre. The University expects to occupy these buildings in the second half of 1974.

The University did not receive funds for the construction of student residential colleges or other forms of student housing for the 1973-5 triennium. It is hoped that funds will be provided for on-site student housing projects in later triennia.

Sporting and recreational facilities in 1975 will consist of a sports field, three squash courts, and a small indoor recreation area.

Teaching and Learning

In broad terms, the objective of the First Council is to create a University which will:

1. Fully discharge its responsibilities for teaching and fostering learning, while making its proper contribution to the advancement of knowledge by research, and to the service of the community by co-operative endeavours in problem solving, continuing education, and other appropriate services.
2. Be responsive to changing opportunities for effective teaching, research and service, and to the changing needs of its staff, students and supporting community.

The First Council has also adopted a number of specific academic aims and assumptions:

1. Particularly during the first year of a degree course, studies in the academic area chosen by a student should not be in isolated subjects, but should be integrated.
2. Emphasis will be placed on providing support facilities for university teachers. The University will develop the capacity to assess its own teaching effectiveness. A Centre for the Advancement of Learning and Teaching will be included in the early stages of development of the University.
3. The University should provide for a range of educational situations including conventional teaching, and both formally arranged and informal small group and individual learning. Students and staff should belong to stable academic groups. The planned size of the University is 6,000 to 8,000 students organized in groups each with maximum membership of about 1,500 staff and students.
4. The University will provide for part-time students, but the distinctions between part-time and full-time study will be minimised. It is not planned to offer external studies during the early years of the University.

In order to achieve its general and specific goals, the University has adopted a form of academic unit which is relatively comprehensive and responsible in academic matters. These units are known as "schools" and it is intended that they will be the primary bases for the teaching, research and community service activities of the University, and the basic administrative elements for academic activities. Schools do not follow the usual Australian pattern of combining several academic disciplines which have some commonality in their subject matter and modes of analysis; schools of Griffith University will be defined by a set of problems and by a particular academic theme, and the approach to problem solving and theme enunciation will be interdisciplinary.

In 1975 there will be four schools. They are the schools of Australian Environmental Studies, Humanities, Modern Asian Studies, and Science. As the University grows, and as academic and community needs alter, schools may divide to produce new academic combinations, and new schools may be created. Independent structural units, each based on a particular discipline as is the traditional academic department, are not being formed.

The Pass Degree

The degree of Bachelor of Science (B.Sc.) will be awarded in the Schools of Australian Environmental Studies and Science and the degree of Bachelor of Arts (B.A.) will be awarded in the Schools of Humanities and Modern Asian Studies.

The general form of the pass degree teaching programmes will be similar in each school, though the different nature of each school requires some detailed variation to be made. For purposes of illustrating the pass degree course, the course proposed for the School of Humanities is described here briefly. Information on degree courses in the schools is contained in separate information sheets for each of the four schools.

The unit of measurement which the University uses to assess the amount of work required satisfactorily to perform a course is termed a semester unit. The completion of a semester unit is seen as requiring about ten hours per week of an average student's time over one semester, or the equivalent of this. Thus a course requiring five hours of work per week for two semesters would also be a semester unit.

In each school, the pass degree consists of 24 semester units of work. Full-time students will normally take 4 semester units per semester, thus completing their degree in three years. Part-time students will normally take 2 semester units per semester thus completing their degree in 6 years.

In the School of Humanities, in the first full-time year, or the first two part-time years, 4 semester units will be given to a Foundation Course and 2 semester units to a Supporting Course. These courses must be successfully completed by all undergraduate students in the School.

The remaining 18 semester units of a pass degree in the School of Humanities will be given to one Main Study which will consist of an integrated set of courses within which there will be two areas of concentration. A full-time student will be required to commit himself to one concentration at the end of his first semester and to the other at the end of his second semester. A part-time student will normally make similar commitments at the end of his third and fourth semesters respectively. A Main Study will normally be commenced by a full-time student in the second semester of his first year and by a part-time student in the second semester of his second year. This is in line with the Council's decision that students will not be required to take binding decisions about their specialised study interests at the beginning of their first year.

The Foundation Course in the School of Humanities will establish an intellectual framework within which the student will be able to integrate his later studies and will be designed:

1. to break down parochialism in all the forms it takes.
2. to show that the division of university work into "subjects" is primarily an administrative convenience.
3. to show the ways in which the work of the School is related to what goes on outside the University.

The Supporting Course might be described as a general introduction to the methodology of the humanities. The course will be designed to make the student conscious of the ways of arguing and thinking that are characteristic of the humanities. In the early years of the School of Humanities, concentrations will be available in Comparative Literature, History, Comparative Cultural Studies, Communication and the Media, Italian Language and Culture and Mathematics and Logic. Integration of courses will be achieved in a variety of ways, one way proposed being a "Review Seminar."

Honours and Higher Degrees

Commencing in 1975, each school of the University will accept a limited number of students from other universities for postgraduate work towards research masters and doctoral degrees. Students who have completed the requirements for a pass degree in 1978 will be able to proceed to an additional year of study in 1979 for an honours degree.

Figures and Forecasts

The University has received funds from the Australian and Queensland Governments which will permit an undergraduate intake of about 450-500 students in 1975, and will allow this rate of intake to be maintained in the following few years. The University expects it will accept in the order of 335 full-time

students and 130 part-time students in 1975. By 1978, the University will probably have about 1,100 full-time and 500 part-time undergraduate students. The forecast intake of postgraduate students in 1975 is 19 full-time and 11 part-time students. By 1978, it is anticipated that the total number of postgraduates will be of the order of 85 full-time and 60 part-time students.

At the start of 1974, the University will have eight members of faculty of professorial status. Throughout 1974, other faculty will be appointed. By March, 1975, the number of faculty should be about 50. Early staff-student ratios are planned to be about 1:6, becoming 1:11 after four or five years.

Administration and Academic Organization

The main governing body of the University is the University Council, consisting of not more than 22 members, made up as follows: the Chancellor, the Vice-Chancellor ex officio; the Director General of Education or his nominee ex officio; four members of faculty elected by faculty; three student representatives; six members appointed by the Governor-in-Council; four members elected by Convocation, and two members appointed by the Council.

Largely as the result of adopting the school as the basic academic unit, and of the insistence of the First Council on the creation of a responsive and efficient system of governance, the organizational structure of the University is relatively "flat" – the administrative distance between the Council and the working units of the University is small.

The Council has formed a number of standing committees which advise it on policy and, in some cases, have delegated authorities – the Academic, Student Affairs, Organization, Site and Buildings, Finance, Legislation, Staff, and Library Committees. The constitutions of the committees are such that, in varying degrees, their membership includes members of the Council, representatives of interested organizational units and groups within the University, and ex officio and co-opted members from the community and the University with interest in, or capacity to assist, the committees.

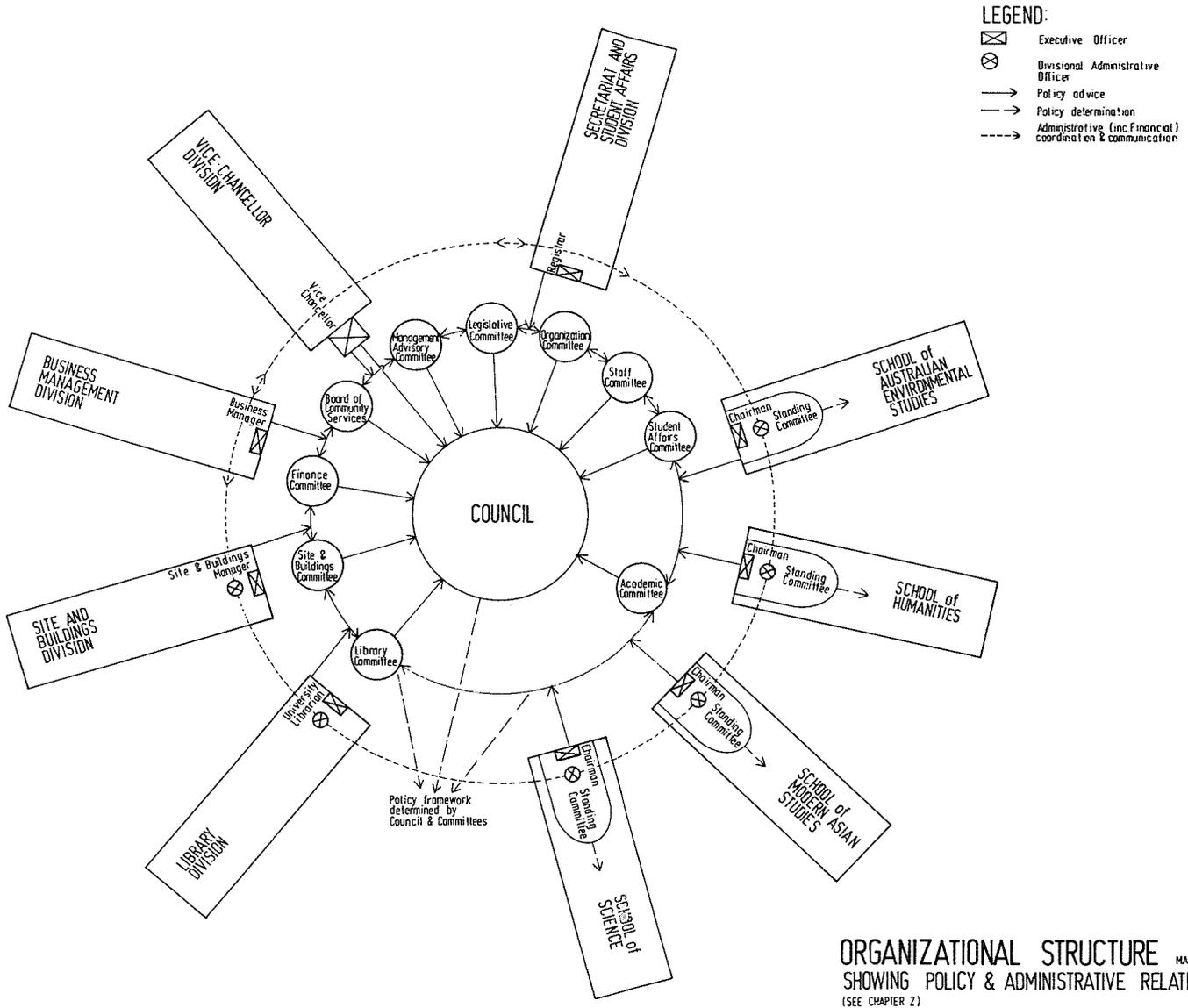
For example, the Academic Committee, which is by far the largest of the standing committees of Council, has the general task of advising Council on the academic policy of the University and on the academic aspects and implications of any business coming before it. It will consist of the Vice-Chancellor (as chairman), the Chairman and Vice-Chairman of the Council, four councillors (two of whom are not faculty), the school chairmen, three faculty from each school, six students, and the University Librarian.

The policies of the University are to be put into effect by the nine "divisions" of the University. With the exception of the

Vice-Chancellor's Division, each is headed by an executive officer, being the chairman in the case of each school. The divisions are:—

1. The Vice-Chancellor's Division – a small executive support group, with long-range planning and community relations components; also the Centre for the Advancement of Learning and Teaching.
Vice-Chancellor: Emeritus Professor F. J. Willett, D.S.C., M.A.(Cantab), M.B.A.(Melb), Hon. LL.D.(Melb), F.A.I.M.
2. The School Divisions – the basic academic units of the University concerned with teaching and research, and each headed by a chairman. Faculty and general staff, students, and others invited by the school, comprise the membership of each school.
3. The General Divisions
 - 3.1 The Secretariat and Student Affairs Division – generally responsible for the design, implementation, and co-ordination of administrative activities; the University's correspondence and records; student services.
Executive Officer: Registrar: Mr. J. Topley, B.Ed. (Qld), M.A.C.E.
 - 3.2 The Business Management Division – generally responsible for financial and resource management, and related services.
Executive Officer: Business Manager: Mr. K. See, B.Comm.(Qld), A.A.S.A., A.C.I.S.
 - 3.3 The Library Division – generally responsible for development and operation of the Library and its resources.
Executive Officer: University Librarian: Mr. S. B. Page, B.A.(Syd), A.L.A.A., A.M.I.R.T., A.L.A.
 - 3.4 The Site and Buildings Division – generally responsible for planning, design and management of the site and site works, and for maintenance of university buildings.
Executive Officer: Site and Buildings Manager: Mr. A.G. Cole, F.R.M.I.T., F.I.E. Aust.

Each Division is seen as a relatively self-contained unit, to which has been delegated considerable responsibility and authority in budgetary, staffing, and general operational matters. These are exercised within a general University policy and procedural framework. Strong administrative components are included in divisions in order to permit the effective discharge of responsibilities, and to provide readily accessible points of contact with the University-wide policy, procedural, and communication agencies.



As a means of re-inforcing the close relationship of policy-making with implementation, administrative support for standing committees of Council is given by the related divisions – e.g., the Site and Buildings Committee is supported by the Site and Buildings Division. “Central” administrative activity is therefore diminished, and is concerned more with co-ordination, communication, and reporting functions, than with directive and permission-granting activities.

All divisions generate policy proposals which flow to Council through the relevant standing committees of Council. The committee and divisional structure of the University is shown in the diagram above.

The Vice-Chancellor, the eight executive officers heading the general and school divisions, and the Chairman and Vice-Chairman of the Council, form the Management Advisory Committee of Council which meets frequently. Its purposes are to advise Council

and the Vice-Chancellor on administrative matters, to act as a medium for discussion of management proposals and for the integration of divisional activities, and to exercise a relatively limited delegated authority in administrative matters.

The Council's desire to decentralize power and authority wherever practicable, manifests itself in the organizational structure adopted for the schools. In each school there will be a school board and a school standing committee. The school board will be convened at least once in each semester by the school chairman, and will consist essentially of all faculty in the school and some student representatives.

The purposes of the school board are to inform members of the school community on school and university affairs, to act as a forum for the discussion of school policies, and to provide an opportunity for members to express views and to raise topics for discussion by the school standing committee. The school board is not a decision-making body and has no power to commit the school.

The school standing committee has a membership of sixteen, the majority being faculty and students. It is responsible for determining the policy and practices of the School toward the achievement of its academic and administrative goals, while working within the framework of academic and administrative policies set by the Council.

The school chairman, as executive officer of the school, is responsible to Council for implementing academic and administrative policies determined by Council, and by the school standing committee in conjunction with the chairman, and for ensuring that the school fully discharges its academic and administrative functions. The school chairman may be appointed from among the professors, readers and senior lecturers in the school for a period of three years with eligibility of re-appointment for a further three years. The first period of office of the first chairmen expires in 1978, i.e. three years after the commencement of teaching.

The Schools

SCHOOL OF AUSTRALIAN ENVIRONMENTAL STUDIES

Chairman and Foundation Professor

C.W. Rose, B.E.(Aero) (Syd), B.Sc.(Syd), Ph.D.(Lond), M.I.P.

Foundation Professor

A. A. Brownlea, B.Ec.(Syd), M.A.(N.E.), Ph.D.(Macq)

The School will be concerned with the relationship of man to his social, biological and physical environment. Initially, the School will focus on issues concerned with land use, urban settlement, the management of natural resources and ecosystems, man's choice of social goals, and his social and economic organization. Students will develop skills in data analysis and field work. The School will concentrate on problems of special relevance to Australia and its neighbours.

SCHOOL OF HUMANITIES

Chairman and Foundation Professor

C.F. Presley, B.A.(Wales), B.Litt.(Oxon)

Foundation Professor

A.A. Field, B.A., M.A.(CoI), Ph.D.(Qld)

Work in the School of Humanities will be focussed on human values, their variety, their development and their communication. The theory and practice of literary criticism, the visual arts and some areas of moral and political philosophy will be developed. A heightened sensitivity to other value systems and cultures will be encouraged through studies in social and cultural anthropology, linguistics and the study of languages, the arts, including music and film and the methodology of the social sciences. Students will have the opportunity of achieving a historical understanding of man's cultural development. A major field of study will develop an understanding of communications and the media.

SCHOOL OF MODERN ASIAN STUDIES

Chairman and Foundation Professor

P.Y. Ho, B.Sc.(Malaya), Ph.D.(Malaya), D.Sc.(Sing), F.I.P.

Foundation Professor

C.P. Mackerras, B.A.(Melb & A.N.U.), M.Litt.(Camb), Ph.D.(A.N.U.)

The major objective of the School is to give Australian students an understanding of, and some insights into, the developing cultures of China, Japan and Indonesia. One central theme will be the relationship between these cultures on the one hand and their relationships with Australia and other Western civilizations on the other. It is hoped to develop an appreciation of the psychology and social organization of the peoples of these Asian countries. Students will be expected to learn to speak and write modern colloquial Chinese, Japanese or Bahasa Indonesia. Students will also be required to study at least one social science in the Asian context.

SCHOOL OF SCIENCE

Chairman and Foundation Professor

R.D. Guthrie, Ph.D.(Lond), D.Sc.(Lond)

Foundation Professor

R.L. Segall, B.Sc., M.Sc.(Melb), Ph.D.(Camb)

With its primary focus centred on materials and processes, both organic and inorganic, the School of Science will integrate the traditional subject areas of Experimental Physics, Chemistry, Biochemistry and Polymer Science. The School will attempt to produce graduates who have skills in multi-disciplinary problem-solving, who will appreciate the impact of science and technology on society and the limitation of science in solving society's problems.

In the early years of the University, Schools will not offer courses in the full range of topics outlined.

Detailed information on the degree courses to be offered in each school is available in school information sheets. Basic research facilities for members of staff will be available in each school in 1975. Members of staff who need research space before that time can probably be accommodated at either the University of Queensland or the Queensland Institute of Technology.

Centre for the Advancement of Learning and Teaching

The University plans to have a Centre for the Advancement of Learning and Teaching operative by 1974. The Centre is responsible for providing co-operative specialist assistance to the University generally to improve learning and teaching. The role of the C.A.L.T. is principally to participate with faculty in the setting of course objectives, the creation of course curricula, the setting up of teaching teams, the development and some production of teaching and learning materials, and the introduction of appropriate methods of assessment of student achievement.

The C.A.L.T. will also, as its staff and resources permit,

- . provide consultative advice to all sections of the University on how best to ensure that the educational objectives of the University are achieved; in formulating such advice, the C.A.L.T. may undertake, by various means, assessment of teaching in the University;
- . undertake, stimulate, and assist, innovation in, and experiment with, learning and teaching;
- . establish facilities for the design, and some production, distribution, and maintenance of teaching materials, and provide an audio-visual production service for the University;
- . disseminate findings of relevant educational research and details of educational innovations;
- . set up and operate programmes of induction for new members of the staff of the University and, in due course, courses in university teaching.

Language Centre

The University will have a Language Centre rather than traditional language departments in order to make most effective use of the expertise of staff, and in order to meet more readily changes in the range of languages taught or in the numbers of students wishing to study each language.

The School of Modern Asian Studies and the School of Humanities will offer some courses that require ability in a language other than English; students who lack the required ability will be able to undertake language work at the Centre.

Other schools also may advise their students to acquire linguistic ability in this way.

The staff of the Language Centre will be engaged in research in various branches of Linguistics and the Centre will consequently be an academic unit in its own right. The Language Centre will be the direct responsibility of the Academic Committee of Council.

University Library

The University Library will provide support to the University's educational activities by acquiring and making available, printed and other resource materials for study and research. It is anticipated that at the time of opening it will have a reasonably good collection for undergraduate purposes. A research collection will take a considerable time to build up, and in the early years it will be necessary to make use of the resources of other libraries. It is expected that there will be a member of the Griffith University library staff stationed in at least one other university library to expedite inter-library loans.

Library policies have yet to be determined in detail, but in general there will be a greater stress on reference and information services than in many other university libraries. It is hoped to offer sophisticated bibliographic services and current awareness services to faculty.

Materials will be selected according to content rather than format, and although this means that there will still be a heavy predominance of conventional printed materials, the newer media will be well represented. A small installation of listening and viewing facilities will be included in the first stage of the library building, and this will enable experimentation in the effectiveness of audio-visual media in self-directed study within the curriculum of this university. A decision will then be made on the extent to which such facilities will be provided in later stages of the building.

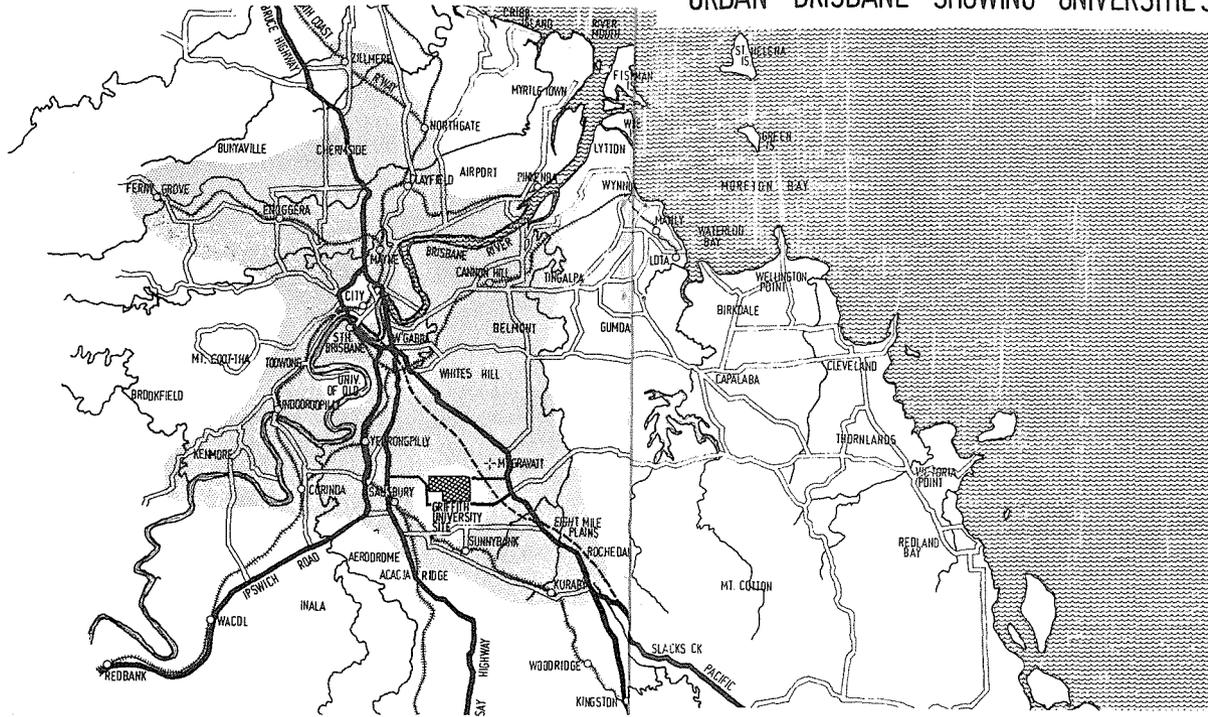
The library will have an active programme of promotion of the use of its resources, and will offer instruction, in some depth, in the techniques of using libraries and informational resources.

University Life and Recreation

The University is developing the various kinds of services that are normally provided by modern universities. Health and Counselling services are to be established before the commencement of teaching in 1975.

University House will provide catering and recreational facilities, and common rooms for both students and staff. It is hoped to establish a small commercial centre with a post office, a bookstore and a small grocery store. The University's banker, the National Bank of Australasia, will have a branch office on campus.

URBAN BRISBANE SHOWING UNIVERSITIES



The University will encourage the formation of clubs and societies to provide for cultural, sporting and religious interests of students and staff. Although sporting facilities will be limited in the early years, the University hopes to expand the range of facilities rapidly with the assistance of local community and service organizations.

The University is geographically well situated to serve as a centre of cultural, recreational and intellectual interests for a large part of the southern metropolitan area of Brisbane.

An important aspect of Griffith University will be its involvement with, and service to, the wider community. Schools of the university have plans to study community problems within their scope of interest. Also the community will be encouraged to make use of a number of university facilities, some of which the university hopes to develop in co-operation with community groups.

LIFE IN BRISBANE

Brisbane Generally

Brisbane is one of Australia's largest river ports and its third largest urban centre. The city's municipal borders enclose 375 square miles, and within that area reside nearly 40% of

Queensland's population. A chain of hills encircles the city which rises from sea level to 934 ft. at Mt. Coot-tha. Industries range from engineering, shipbuilding and motor vehicle assembly to the processing of a wide variety of rural products. Oil piped from the Moonie fields is processed at two local refineries.

Brisbane has more than 10,000 acres of parkland. A considerable portion of this area is used for sporting activities. Four codes of football are played in Brisbane in the winter while in the summer, major sports are cricket, sailing, swimming, water skiing and surfing. A first-class highway connects Brisbane with the resort city of the Gold Coast, 50 miles to the south.

Climate

The Brisbane climate is one of hot, wet and humid summer months from December to March, and pleasantly warm winters. The daily maximum temperatures during summer equal or exceed 26.7 degrees C (80 degrees F) from November to April. From May to mid-September, the mean daily temperature is 18.3 degrees C (65 degrees F). Average annual relative humidity for Brisbane is 54%. In an average year, Brisbane receives 2,740 hours of sunshine. The number of clear or nearly clear days exhibits a marked seasonal trend, ranging from three days in February to over twelve days each month from July to September. From December to March, twelve to fourteen days of rain are recorded

with the driest month, August, having an average of six days of rain only. The average rainfall for all years on record is 44.5 inches (1,200 m.m.).

Housing

It is the responsibility of each division to help with the arrival and early accommodation arrangements for new members of staff and their families. The University has no residential accommodation of its own in which new staff members can stay until they find their own permanent accommodation. Short term financial assistance with motel or hotel costs may be given initially. The University Housing Scheme provides for the University to guarantee housing loans from banks and insurance companies up to certain limits.

The University is approximately three miles within the fringe of present suburban development. A new member of staff could purchase a home in an older residential area closer to the city centre, or in new residential areas such as Sunnybank which are close to the site. A block of land within two miles of the site can still be purchased by a member of staff who wishes to build his own home. Alternatively, blocks of land of from ½ an acre to a number of acres are available to the south and within easy driving distance of the site.

In March, 1973, the average value of brick and concrete houses completed by private contractors was \$14,920, while for timber houses, the average value was \$9,667. The average cost of construction of houses in the Brisbane metropolitan area would probably be higher than the Queensland average. About \$18-25,000 might be paid for the construction of a brick veneer home of about 20 internal squares. In addition, one could expect to pay from \$8-10,000 for a block of land within reasonable distance from the site.

There are not many apartments, flats, or multiple home units in residential areas close to the site, though it is hoped that with increasing demand from students and staff for this form of accommodation, the supply will be increased.

Although the University is quite well placed for access for private vehicular transport, public transport to the site is at present poor. At least in the early years of teaching, it is not likely to be substantially improved.

State primary and secondary schools are, in general, provided in areas in which most staff are likely to live, though private primary and secondary schools tend to be few in number and closer to the city centre. Brisbane has in addition to Griffith University and the University of Queensland, the Queensland Institute of Technology and three teacher's training colleges, one of which is quite close to the Griffith site at Upper Mt. Gravatt.