



Academic Plan

Implementing our vision

2011–2013

Message from the Deputy Vice Chancellor (Academic)

Griffith University aims to be a national leader in learning, teaching, and the student experience, with an international reputation for excellence in higher education. We are committed to offering degree programs of a high standard that are relevant and attractive to future students, and that produce graduates who will become leaders in their discipline.

The Academic Plan 2011–2013: Implementing Our Vision outlines the ways in which we intend to achieve these outcomes. We have seen some excellent results recently in student perceptions of their university experience and in student retention. The Plan recognises that we have the right strategies in place and over the next three years we need to focus on the quality of their implementation across the University. Every staff member has a part to play in determining Griffith's success.

The Plan specifies the goals, targets and strategies relating to the scale of the University, ways in which we will attract excellent students from diverse backgrounds, and provide them with a learning experience that enables them to succeed. Importantly, the Plan recognises the distinctive qualities of the Griffith graduate and the need to ensure that these are reflected in the curriculum. It highlights the strategies that we need to use to ensure that our graduates are highly attractive to employers. Finally, the Plan specifies the supporting strategies needed, in terms of facilities, resources, and systems, to enable staff and students to succeed in achieving their potential.

Most importantly, we want staff, students and alumni to feel valued and respected, and to be proud to be members of their Griffith community.

Professor Susan H Spence
Deputy Vice Chancellor (Academic)



Implementing our vision

Learning and teaching quality, academic standards and student success are of fundamental importance to Griffith University. We want to recruit the best possible students from diverse backgrounds, to retain them and ensure that our graduates leave university being well prepared for work or further study. We also want them to regard their experience at Griffith with enthusiasm. Our reputation depends upon having academic programs that are of relevance and interest to future students, providing excellent teaching, setting and maintaining appropriate academic standards, and ensuring a positive student experience. In turn these factors will drive student demand to study here. Our aim for continuous improvement in learning and teaching outcomes is driven not only by external imperatives, but is inherent to our existence as a university.

Academic Plan 3 (2008–2010) identified key strategies aimed at enhancing student success and the student experience, goals which remain equally valid today. Our new Academic Plan (2011–2013) recognises that we have the right strategies in place and, while enhancing some aspects of these, it puts a focus on implementation, rather than a change of direction. Several strategic reviews have emphasised that Griffith University is on the right track with its academic initiatives, but now needs to emphasise high-quality implementation.

The new plan also recognises the significant achievements that Griffith has made in enhancing learning, teaching and student success. Some of the highlights of these achievements include having:

- Introduced exemplary first year experience initiatives that have been recognised through a national Australian Learning and Teaching Council award
- Developed a rigorous quality enhancement system for review and improvement at school, program and course levels
- Developed an online system for student evaluations of courses and teaching
- Introduced blended learning advisors and curriculum consultants in each group to work with staff to enhance the curriculum

- Established the Griffith Honours College
- Revised the Griffith Graduate Attributes to more accurately reflect the unique qualities of our graduates
- Developed a coherent framework for recognising and rewarding excellent performance in learning and teaching
- Clarified the characteristics of good practice in learning and teaching in the Principles to Promote Excellence in Learning and Teaching Practices at Griffith University
- Achieved significant progress in embedding work-integrated learning within our academic programs, and
- Developed systematic strategies to encourage and support talented students from equity backgrounds to achieve entry to the University and to study effectively after admission.

Griffith is fortunate to have many exceptional teachers. Our teaching staff has achieved outstanding recognition in the national awards, citations, fellowships and grants schemes over the past few years. Furthermore, Griffith received very positive feedback from the 2008 audit by the Australian University Quality Agency, in relation to its systems and processes. It has been pleasing to see an improvement in student retention rates over the past two years. Also, Griffith has performed extremely well in terms of attracting students from equity backgrounds to study at the University.

Despite these achievements, we cannot become complacent and there remains a good deal of work to be done to ensure we excel in learning, teaching and the student experience. Universities are entering an era of increasing accountability regarding their performance in research, teaching, student outcomes, social inclusion and contribution to the community. During the life of this plan, we will negotiate targets with the Commonwealth Government for our achievements in these areas, through the process of compacts, and our performance on these indicators will influence our success in obtaining performance-based funding. Over the next three years, our performance in comparison to other universities will become more transparent, and more visible to the public.

Griffith's 2011-2013 Academic Plan specifies the approach that we need to take in dealing with the challenges that we will face over the next few years. Although the academic plan focusses mainly on enhancing our performance in learning, teaching, and student outcomes, it also addresses issues relevant to our social inclusion and research agendas, and the development and support of our academic workforce.

Griffith University has a clear strategy for achieving its goals in learning, teaching and student success, based on a student lifecycle model reflecting the stages of student interaction with their university – from initial contacts, through to orientation, first year, ongoing study, the final year experience, graduation and status as an alumnus.

It proposes a student-centred success approach designed to assist students to achieve their potential. In addition, the University aims to provide a staff-enabling culture that supports its staff to create this high-quality, student-centred experience.

Every staff member in the University has a role to play in determining Griffith's success, regardless of his or her position. Staff need to know where they fit in the University's strategic directions - what is expected of them, what type of professional development they need to help them to perform their roles, and be recognised when they are doing a good job. We need to recruit and retain the best possible staff and support them in their developing careers. At Griffith, we value high-quality teaching, we value our staff, and most importantly we value our students.

Figure 1. Key Strategic Planning Framework and Quality Enhancement Processes Associated with Academic Plan 2011-2013.





Griffith University's Academic Plan outlines the strategies that will be used to achieve its key performance indicators (KPIs) in learning, teaching, student success, and academic staffing, as specified in the University's Strategic Plan 2009–2013. As such, the goals and targets outlined in the University's Strategic Plan cascade down into the Academic Plan, and its key foundation documents, as shown in Figure 1. In turn, the group and division strategic and operational plans align with the University's academic and research plans.

The focus of this Academic Plan is on the implementation of strategies designed to enhance our performance in delivering a high-quality learning, teaching and student experience. In order to do so, we need to ensure that the strategies are implemented rigorously, and that we receive feedback rapidly about the impact of our interventions. This requires an efficient and effective quality enhancement system driving the Plan, Implement, Review and Improve (PIRI) cycle processes across all areas of the University – academic, administrative and support. A key task for the University over the next three years is the refinement and further development of the Data Warehouse in consultation with stakeholders to ensure that accurate and user-friendly data are available to support the planning and review processes.

The quality enhancement processes operate at multiple levels, cascading down through the University, with the alignment of plans so that everyone is playing their part in helping the University to achieve its goals. The Plan, Implement, Review, and Improvement cycles operate at multiple levels including:

- The University
- Groups/Divisions
- Academic Elements (Schools) and Administrative/ Support Areas
- Program
- Course
- Individual staff members.

Griffith is well positioned to take on the challenges in relation to enhancement in learning and teaching. One of its key initiatives has been the introduction of the Staircase system to provide groups and schools/departments with accurate and timely data about their contribution to the performance of the University on key performance indicators relating to research, learning, teaching and student outcomes. This mechanism has been valuable in engaging staff with the data, and all schools have developed action plans based on the Staircase KPI data (and aligned to their group operational plans) to drive improvements in their programs and courses.

Goal 1: To be a University of Sufficient Scale to Offer a Comprehensive Range of Relevant Programs

Griffith is the dominant university in the Brisbane–Gold Coast corridor and aims to consolidate this position, by attracting talented students from diverse backgrounds, not only from local areas but from across the country and abroad.

The University has gone through a decade of very rapid growth and will continue to make a strong contribution to Government targets for increasing the proportion of young people with a bachelor degree, and increasing participation by students from low socio-economic backgrounds. However, although Griffith aims to continue to grow, albeit at a slower rate than the past 10 years, we will need to ensure that future expansion is carefully controlled and distributed across our campuses so that the necessary staff, facilities and resources are available.

Growth is anticipated to be strongest at the Gold Coast campus, given the community demand and likely increase in participation rates in higher education. Again, the rate of growth will be limited by the availability of space, physical facilities and staff resources.

Each of our campuses has a unique identity, with a key part to play in Griffith's development into a world-class university. Although Griffith is now of sufficient scale to offer a comprehensive range of relevant programs, we must acknowledge that a full range of programs is not possible at each campus. While the Gold Coast campus is now able to offer a broad range of programs across the key discipline areas, other campuses specialise in specific discipline areas.

The Logan campus is strongly linked to the educational needs of its local community offering programs in a range of key disciplines, with a strong professional focus. Mount Gravatt programs emphasise Education and the Social and Behavioural Sciences. Nathan campus, in contrast, hosts a broad range of programs such as Environmental Studies, Humanities, Asian Studies, Business, Science, and Nursing. We will ensure that academic program development aligns with these campus profiles, and builds on the strength of each campus.

International students are an important component of our student body. We will aim to retain our international student load at 25% but will seek to achieve a more balanced distribution of international students across discipline areas and country of origin.

Although domestic undergraduate student demand in 2010 was extremely strong, we cannot become complacent in such a competitive market particularly when the caps on Commonwealth-funded places are removed in 2012. To retain and enhance our position in domestic and international markets we need to ensure that we offer programs that students want to study, and become more effective in marketing Griffith and our programs within Australia.

We must also support and enhance our partnerships with schools, the Vocational Education and Training (VET) sector and institutions such as QIBT and Open Universities Australia in order to facilitate student transition into Griffith.

Over the next three years, Griffith also needs to invest significant effort in the recruitment of students into domestic postgraduate coursework programs. This is an area in which Griffith needs to grow. It is important that we develop strong and relevant postgraduate coursework programs in areas of demand, partly for reputational reasons but also to provide an additional pathway to higher degree research candidature. Finally, we must remember that we have a limited amount of resources in terms of staff and space, and these need to be allocated into areas of high student demand. This will mean ensuring that we do not continue to allocate our valuable staff and physical resources in supporting courses and programs with very low enrolments, unless these are of demonstrable strategic value.

Strategies to achieve our goals and targets in this area are:

Goal	Targets
1 Griffith will be a university of a size sufficient to support a comprehensive range of relevant programs across a network of differentiated campuses.	To be a university of 40,000 enrolled students by 2013, including: <ul style="list-style-type: none"> • 25% international student load • 40% increase in domestic postgraduate coursework student load over the period 2009 to 2013
1.1 Ensure that we provide academic programs that are attractive to students, ensuring relevance of content and flexibility of delivery in the program planning and approval process	
1.2 Continue to build and maintain pathways that facilitate entry for strongly performing domestic and international students and build strong relationships with pathway partners	
1.3 Enhance the recruitment and marketing for our programs, including optimisation of the 'future students' website, implementation of the Client Relationship Management system, and improving the student enrolment system	
1.4 Develop marketing strategies that emphasise the strengths of Griffith's programs, recognise campus differentiation, and market segmentation	
1.5 Identify and implement strategies to maintain the international student ratio at 25% and create a better balance of international students across discipline areas	
1.6 Ensure academic program development aligns with Griffith campus profiles	
1.7 Implement the Griffith postgraduate coursework strategy See intranet.secure.griffith.edu.au/work/strategic-planning/key-university-documents/	
1.8 Reduce the number of courses with low enrolments, specifically those with less than 15 enrolments at postgraduate level and less than 25 enrolments at undergraduate level, unless of strategic importance	



Goal 2: Attracting Excellent Students from Diverse Backgrounds

Griffith's success depends on its ability to attract talented students both locally and from around the world. We want to excel not only in attracting a high proportion of first preferences from domestic applicants, particularly those with strong OPs, but also to be a destination of choice for postgraduate and international students. As part of its social inclusion agenda, the University will also aim to recruit talented students who may not have had traditional schooling experiences but have the capacity to excel educationally when given appropriate support and opportunity.

The University's domestic undergraduate student recruitment strategy focusses on maintaining and enhancing close partnerships with key schools in our catchment areas. These relationships include credit pathways, guaranteed entry, and bonus schemes for high-performing students who successfully complete extension programs that introduce them to university study. Further elements of the strategy include an attractive scholarship scheme and a highly successful Honours College.

The Griffith corridor is extremely diverse in terms of its ethnic and socio-economic composition and Griffith has an exemplary record for its programs that aim to build the aspirations of young people to participate in tertiary study, and to create pathways that facilitate the transition to university.

In line with the Bradley agenda, Griffith takes seriously its obligation to promote social inclusion in higher education and to increase participation in tertiary studies of Indigenous students, students of low socio-economic status and students with a disability. Griffith will continue to establish alternative pathways to facilitate the entry of talented individuals into university study. Such pathways will include access through Open Universities Australia, QIBT, and our VET sector partners.

A further goal for Griffith is to ensure that our international students enter the University with strong academic and English language standards, at a level that enables them to succeed in their studies.

Strategies to achieve our goals and targets in this area are:

Goal	Targets
2 a To attract excellent students	By 2013, Griffith to enrol 15% of all OP1 to 8 eligible students applying to Queensland universities
2 b To improve the participation rates of students from equity backgrounds, including low socio-economic (SES) and Indigenous students	Exceed national average for participation of students from equity backgrounds, and specifically low SES and/or Indigenous backgrounds by 2013 (and reach the Government's target of 20% by 2020 for low SES student participation)
Strategies	
2.1 Maintain and expand scholarship support for high-achieving students	
2.2 Expand on-campus and other introductory academic experience programs (such as GriffEng, GriffChem) to support and attract high-performing students	
2.3 Implement guaranteed entry, bonus schemes and credit pathways for achievement of preparatory experiences	
2.4 Expand innovative and inclusive educational pathways with Griffith Connect partner schools, VET institutions, and other partners, particularly QIBT and Open Universities Australia, including articulation pathways from diplomas and associate degrees	
2.5 Maintain support for the Griffith Honours College	
2.6 Expand partnerships with schools with high proportions of students from low SES and/or Indigenous backgrounds, with an extension to Uni-Reach, to develop further pathways and supportive interventions to enhance aspirations towards tertiary study	
2.7 Expand scholarship schemes to enable university study among students from equity groups	
2.8 Ensure that our international students enter the University with strong academic and English language standards, at a level that enables them to succeed in their studies	

Goal 3: An Excellent Student Experience

Our reputation as a top-quality university is dependent upon providing an excellent student experience. Our students need to receive high-quality teaching, be supported in their learning by appropriate assessment strategies, and have a positive overall university experience that enables them to complete their studies successfully and to graduate with the skills and knowledge that make them highly employable or well prepared for further study.

The global character of the University finds expression through our diverse student body, in which over 120 nationalities are represented. We will ensure that our international students are equipped with the language and study skills to participate fully as active members of our learning community.

We will encourage and support all our students to benefit from the cultural diversity present on our campuses, and to seize opportunities to study or work overseas in order to develop their capacities for inter-cultural competence and global citizenship.

As part of its social inclusion agenda, the University will also need to find ways to optimise the learning outcomes of students who come to the University from non-traditional pathways and who, despite their strengths, may require specific forms of support to assist them to achieve their academic goals.

Strategies to achieve our goals and targets in this area are:

Goal	Targets
3.a To improve retention of students	To exceed national average for Retention by 2013
3.b To improve the CEQ Overall Satisfaction indicator of Griffith graduates	To exceed national average for Overall Satisfaction by 2013
3.c To improve CEQ Good Teaching scale responses from Griffith graduates	To exceed national average for Good Teaching by 2013
3.d To improve the retention rate of students from equity backgrounds, including low SES and Indigenous students	Exceed national average for retention of students from equity backgrounds, and specifically low SES and/or indigenous backgrounds by 2013
Strategies	
3.1 Continue to enhance the quality of the first year experience, specifically: <ul style="list-style-type: none"> Enhanced orientation and engagement activities Support for and continued implementation of the role of the first year advisor in all programs Early identification and support for students at risk Ensuring excellent teachers in first year Providing activities and support to enhance participation, sense of belonging and sense of purpose in relation to university study Support and expand mentoring programs for students 	
3.2 Enhance the quality of the student experience beyond first year, specifically: <ul style="list-style-type: none"> Development of specific strategies for enhancing student engagement in university life Increased opportunities for positive interactions with staff and other students Establishment of a 'senior year experience' in all undergraduate programs 	
3.3 Review the design and content of all Griffith's academic programs to ensure relevant content, active learning, theory-practice links, appropriate assessment for learning strategies, and clear coherent program structure, as part of annual and five-yearly review processes	
3.4 Translate Griffith's Principles to Promote Excellence in Learning and Teaching into practice (see Figure 3), and in particular: <ul style="list-style-type: none"> Enhancement of the quality of assessment practices Considering Learning and Teaching Principles in decisions relating to staff appointments, probation promotion and performance appraisal Ensuring professional development of staff is aligned with the Principles Supporting peer review of teaching 	

Goal	Targets
3.5 Ensure implementation of data-driven, quality enhancement processes relating to learning and teaching, with a Plan, Implement, Review and Improvement (PIRI) approach at multiple levels within the University including: <ul style="list-style-type: none"> • Academic element reviews (informed by CEQ data from the Staircase) • School action plans (informed by Staircase data, including CEQ) • Program reviews (annual and five-yearly) • Course reviews • Teaching feedback and evaluations • Staff annual reviews 	
3.6 Further develop distinctive, flexible, innovative learning environments which accommodate diverse student needs, such as the following where appropriate: <ul style="list-style-type: none"> • Creating tailored online environments to enhance the flexibility of the learning experience • Increasing access to library resources through increasing the proportion of the collection available in digital form 	
3.7 Ensure implementation and evaluate effectiveness of Griffith's English language strategy to enhance the student experience of international students. See intranet.secure.griffith.edu.au/teaching/english-enhancement-strategy	
3.8 Provide targeted academic support for students from low SES and/or Indigenous backgrounds, particularly to facilitate the transition to university during first year	
3.9 Expand schemes such as Uni-Start and Uni-Key to support students in their university studies	
3.10 Provide informed advice for students about program structure, requirements, prerequisites, and course selection	
3.11 Ensure alignment of all programs, entry requirements and pathways are in accordance with the Strengthened Australian Quality Framework (AQF) 2010	
3.12 Increase opportunities for student participation in University and school governance (e.g. committees, consultation processes) to provide a student voice and optimise University citizenship	



Goal 4: Providing a Distinctive Griffith Experience

It is important that Griffith differentiates its programs from those of its competitors, and that we not only provide future students with programs that they are interested in studying, but that our students graduate with the knowledge, skills and competencies that are valued by employers and students alike.

The Griffith Graduate Statement (See Figure 2) outlines the characteristics we expect in our graduates. In differentiating ourselves from our competitor universities, we need to ensure that students and staff have a clear understanding of the Griffith Experience and the Griffith Graduate Attributes. Along with all universities, we expect our graduates to acquire a high level of skills and knowledge in their discipline and to develop generic skills such as problem-solving, written and oral communication, and capacity to work in a team.

Similarly, along with other universities, Griffith expects its students to graduate with the qualities that are valued by employers. What makes the Griffith experience, and thus its graduates, different is the strong commitment to ethics, social justice, valuing of diversity, cultural competence, and innovative ways of tackling the social and environmental problems that challenge our world. It is important therefore that the content of the Griffith curriculum supports the development of these attributes.

In addition we will aim to ensure that all programs provide students with identifiable opportunities for work-integrated learning, and we will also explore ways in which this may be achieved for some students through service learning (the practical application of discipline-based theory and knowledge within a community and/or not-for-profit organisational context).

Strategies to achieve our goals and targets in this area are:

Goal	Targets
4 Griffith will offer a distinctive learning experience by providing students with identifiable work-integrated learning opportunities in all of its programs, and by preparing them to be global citizens.	By 2013, all students to have the opportunity during their programs to experience: <ul style="list-style-type: none"> • Development of inter-cultural competence and preparation for global citizenship • Work-integrated learning (WIL)
Strategies	
4.1 Increase awareness by students and staff of the Griffith Graduate Attributes	
4.2 Embed the teaching and assessment of Griffith graduate attributes in all programs, and monitor implementation through the course profile tracking process	
4.3 Ensure program planning and review processes confirm inclusion of specific experiences relating to WIL, internationalisation and global citizenship in all undergraduate programs	
4.4 Explore the feasibility of service learning (e.g. practical application of discipline-based theory and knowledge within a community and/or not-for-profit organisational context) as a form of work-integrated learning in appropriate programs	
4.5 Provide curriculum consultant support for embedding of the teaching of the Griffith graduate attributes, work-integrated learning, internationalisation and global citizenship, within the curriculum of all undergraduate programs	

Figure 2: Griffith Graduate Statement

Griffith University aims to prepare its graduates to be leaders in their fields by being:

- | | |
|--|---|
| 1. Knowledgeable and Skilled in their Disciplines | 4. Socially Responsible and Engaged in Their Communities |
| 2. Effective Communicators and Team Members | 5. Competent in Culturally Diverse and International Environments |
| 3. Innovative and Creative with Critical Judgement | |

The Griffith Graduate Statement specifies ways in which these qualities can be manifest.

See griffith.edu.au/gihe/teaching-learning-curriculum/graduate-attributes

Goal 5: Producing Successful Graduates

After graduating from their Griffith degree, it is important that our graduates are highly sought after by employers or are competitive for entry into further programs of study in coursework or research. In addition to embedding work-integrated learning experiences within the curriculum, specific strategies are required that strengthen employment options for and attractiveness of Griffith graduates.

Strategies to achieve our goals and targets in this area are:

Goal	Targets
5 To improve graduate success in terms of full-time study or full-time work outcomes	To exceed national average for Graduate Success by 2013
Strategies	
5.1 Increase embedding of careers and employment content in all undergraduate programs, and specifically the inclusion of a career development module in the first year of at least one major program in each group	
5.2 Increase access for students to careers and employment workshops and online materials, ensuring that at least 70% of all final year undergraduates participate in workshops	
5.3 Explore innovative partnerships with commercial employment agencies to increase students' employment opportunities	
5.4 Increase the input from external, professional advisory boards to ensure that learning outcomes of all programs are aligned to the expectations of employers	
5.5 Build options for preparatory research experiences into all undergraduate degrees, to facilitate the transition into honours programs	
5.6 Provide vacation scholarships and/or optional research placements and mentoring in research for undergraduate students who may wish to proceed to a higher research degree	



Supporting Strategies

Goal 6: Building Staff Capacity to Improve the Quality of the Student Experience

Our staff members are the key to the University's success. Whether academic or general staff, everyone has a part to play in ensuring that we implement the strategies that will enhance the quality of learning, teaching and the student experience. Griffith needs to ensure that it recruits top-quality staff with the experience and/or potential to perform their roles effectively. We will recruit, retain and nurture the talents of all our staff. To do this, Griffith needs to ensure that it offers a welcoming and supportive work environment for its staff. We need to ensure that staff participate in relevant professional development, and that they receive high-quality supervision in the performance of their work. Staff members normally want to perform well and Griffith will continue to develop clear and rewarding career pathways and professional development for all staff. We will support our academic leaders and managers to succeed in increasingly complex and demanding roles.

Strategies to achieve our goals and targets in this area are:

Goal	Targets
6 To build capacity among academic and general staff to improve the quality of the student experience	To increase by 10% the proportion of academic supervisors who attend supervisor training when scheduled
Strategies	
6.1 Increase academic staff participation in professional development relating to learning, teaching and the student experience	
6.2 Promote a culture that better rewards and recognises academic staff achievements in learning and teaching, in addition to research excellence	
6.3 Enhance the capacity of the academic leaders, including course convenors, program convenors, academic managers and supervisors, specifically: <ul style="list-style-type: none"> • Review and clarify the role descriptions for academic leaders • Provide appropriate professional development to enhance their capacity to fulfil their role, and • Ensure that these roles are appropriately recognised in academic workload models 	
6.4 Enhance the strength of our schools/departments by increasing staff engagement in the University's strategic agenda, specifically: <ul style="list-style-type: none"> • Provide timely Staircase data to all schools/departments on an annual basis • Ensure all schools develop and implement school-level Learning and Teaching enhancement projects, linked to Staircase performance data (PIRI) and engage staff in this process • Ensure all schools have an active Learning and Teaching committee or equivalent 	
6.5 Implement and evaluate the Sir Samuel Griffith lectureship scheme for recruitment and support of early-career academics, to develop our pipeline of new talent	
6.6 Continue to implement and refine Academic Work @ Griffith to enable staff to focus areas in which they excel through clearly defined career paths	
6.7 Increase support and professional development in learning and teaching for sessional teaching staff	

Note: issues relating to Staff equity are discussed in detail in the University's Equity and Diversity Plan.

Goal 7: To Enhance the Physical, Information, and Support Facilities, Systems and Resources to Support the Student Experience

The University's campuses – its buildings, physical facilities and grounds – and its information and communication technologies and services are fundamentally important in determining the quality of the student learning and research environment. In the planning of new buildings and the renovation of existing facilities, we will ensure that the physical and technological infrastructure is aligned with best practice in supporting learning, teaching and the student experience. In addition, Griffith's commitment to environmental sustainability will be reflected in its building design, energy, water and waste management practices.

Information and communication technologies (ICTs) are a core aspect of the University's learning and teaching, and research agendas. The rapid changes in ICTs challenge universities to resource and deploy them to their best advantage to support students and staff.

While libraries remain an important element in the student experience, these increasingly require extensive access to online resources.

The learning platforms, email systems, and other communication technologies also need to be state-of-the-art in order to meet student expectations, and to support their learning.

The University must ensure that its physical infrastructure and its existing ICT resources are used as efficiently as possible, that they are aligned effectively with strategic objectives, and that they are expanded in a sustainable way.

It is also essential that our student support services, including enrolment processes, timetabling, and program information are in line with best practice in Australian higher education.

Strategies to achieve our goals and targets in this area

Goal	Targets
7 To provide students with systems and services in terms of ICT, academic administration, and campus facilities that provide optimal learning and an overall high-level satisfactory experience	To exceed national average for Overall Satisfaction by 2013
Strategies	
7.1 Optimise the provision of physical and technological resources and facilities to support student learning	
7.2 Increase the quality of student support relating to enrolment, timetabling, and program information	
7.3 Increase the flexibility of program offerings and optimise the use of ICTs to enhance the learning experience of students	
7.4 Improve the quality of the student experience in terms of: <ul style="list-style-type: none"> • Increased social and recreational opportunities • Increased range and opening hours of food outlets on campus • Enhanced transport options and parking facilities for students • Increased study space, with wireless IT access, on campus 	

Figure 3: Principles to Promote Excellence in Learning and Teaching Practices at Griffith University

1. Create an engaging, motivating, and intellectually stimulating learning experience.
2. Encourage the spirit of critical inquiry and creative innovation informed by current research.
3. Emphasise the importance, relevance, and integration of theory and knowledge with professional practice to develop solutions to real world issues.
4. Provide learning experiences that develop inter-culturally capable graduates who can make a difference as socially and ethically responsible global citizens.
5. Value and recognise individual and cultural diversity through the provision of an inclusive context of support and respect for all students.
6. Enhance student engagement and learning through effective curriculum design, pedagogy and assessment strategies.
7. Continuously improve teaching practice through academic staff professional development, and critical reflection informed by a range of evaluation approaches.

[View details of the Principles at griffith.edu.au/gihe/learning-teaching-principles](http://griffith.edu.au/gihe/learning-teaching-principles)

External Benchmarks and Reference Points

- Australasian Survey of Student Engagement (AUSSE)
- Australian Graduate Survey – Course Experience Questionnaire (CEQ)
- Australian Graduate Survey – Graduate Destination Survey (GDS)
- International Student Barometer (ISB)

See Student Surveys at griffith.edu.au/student-surveys

Key Implementation Plans and Strategy Documents

- Succeeding @ Griffith
- Internationalisation Strategy
- Blended Learning Strategy
- Work-integrated Learning Implementation Strategy
- Griffith Graduate Statement
- Equity and Diversity Plan
- Disability Action Plan
- Academic Work @ Griffith
- Griffith English Enhancement Strategy
- Towards 2015: University Budget 2011-2013
- Capital Management Plan
- Electronic Infrastructure Capital Plan

See Plans and publications at griffith.edu.au/about-griffith/plans-publications

See Key University documents at <https://intranet.secure.griffith.edu.au/work/strategic-planning/key-university-documents>

Note: Greater detail relating to Griffith's goals, targets and strategies for social inclusion is provided in its Equity and Diversity Plan. Details relating to Higher Degree Research candidates are provided in the Research Plan.

See griffith.edu.au/about-griffith/plans-publications

