



# Academic Plan 2017-2020

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*A remarkable  
student experience*





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**REMARKABLE  
BEGINS  
HERE**





## Message from Deputy Vice Chancellor (Academic)

In the last five years, Griffith University has rapidly moved up the international university rankings and is now well-established in the top 3% of universities worldwide. It has received more Australian Awards for University Teaching than any other university, including three Australian University Teachers of the Year in the last decade. Griffith was second ranked public university in the 2016 Quality Indicators for Learning and Teaching (QILT) survey for student satisfaction. The University has experienced a period of rapid growth, and is now well-established as a provider of high quality online learning.

Our students continue to come from a diverse range of backgrounds, and our 200,000 alumni are making a significant difference to their local and global communities. These are indeed remarkable achievements for a young university.

Griffith University is currently facing many challenges, as well as significant opportunities. Federal Government funding remains uncertain, and we are seeing increasing competition for students from not only other local and international universities, but from non-university providers. The Tertiary Education Quality and Standards Agency (TEQSA) introduced the Higher Education Standards Framework on 1 January, 2017, with new compliance requirements for the tertiary sector.

2020 will see a partial-cohort of students entering university—a consequence of the introduction of the preparatory year of schooling in Queensland. The reduction in student load over the following 3–4 years could be significant. Disruption as a result of technology will impact virtually every workplace to the extent that a very significant proportion of jobs will disappear or undergo substantial transformation in coming decades.

Griffith has always been an innovative, forward-thinking university. It is now very well placed to respond to these challenges and take advantage of the inevitable disruption to higher education. Over the life of the *Academic Plan 2017–2020*, we can expect to see dramatic changes in the way we deliver learning, teaching and student support as a result of rapid uptake of technologies such as artificial intelligence, cognitive computing, adaptive learning and data analytics. These technologies will allow us to provide a more personalised learning experience, at scale, to all of our students regardless of their location.

With the speed of change that will impact every workplace, it has never been more important to ensure students acquire the skills, knowledge and experiences necessary to succeed in their chosen career path.

And increasingly, that career path will include self-employment, as graduates respond to opportunities to innovate and set up their own businesses.

The agenda that is set out in the *Academic Plan 2017–2020* will underpin our goal to deliver a remarkable student experience that prepares students from diverse backgrounds for life after university, at scale, equitably and sustainably, across five campuses and in the cloud. Achieving this goal will depend upon the commitment and talents of staff from every part of the University, effective collaboration between academic and professional staff, and genuine engagement with students to fully understand their aspirations and goals.

We will experience many disruptions over the life of this Academic Plan. But one key principle will not change; we will continue to put students at the centre of everything we do, to ensure they have a remarkable experience and go on to succeed in their chosen career path.

I look forward to working with you over the next four years to implement the *Academic Plan 2017–2020*.

**Professor Debra Henly**  
Deputy Vice Chancellor (Academic)

# The current context for learning, teaching and the student experience—*Griffith 2020*

In 2015, Griffith celebrated the 40th anniversary of the commencement of teaching on our first campus, Nathan, where 451 students began classes across four Schools—Australian Environmental Studies, Humanities, Modern Asian Studies and Science—with the first cohort graduating in 1978 from just four programs: Bachelor of Arts; Bachelor of Science; Master of Science and Doctor of Science. The University has undergone unprecedented growth over the last four decades and now has around 50,000 students studying at five physical campuses, and our third largest campus, the virtual “cloud” campus.

In 2015, we began planning a significant transformation of learning, teaching, research and engagement—the *Griffith 2020* strategy.

In Learning and Teaching, *Griffith 2020* was initially built around four themes: Engaged and Relevant; Quality; Flexibility and Market-Informed Academic Planning. The strategy will transform the student experience over the period of this Academic Plan in ways that were not possible even five years ago.

The University will continue to carefully plan its degree offerings to ensure they meet student and industry demands, and community needs. Griffith will expand the range of professional programs offered at the Nathan campus, and the number of double degrees available. We will increase the number of postgraduate programs that are structured as a series of self-contained modules (micro-credentials) that can be accumulated into a full degree.

Our academic and extra-curricular programs focus on giving students the skills, knowledge and experiences they need to succeed in the future, uncertain, world of work and address the requirements of industry for graduates who are problem-solvers, digitally literate, excellent communicators and team players who are able to adapt to change and embrace new opportunities.





We will assure the quality of our academic programs, promoting the uptake of technology-enhanced pedagogies, and a remarkable student experience that is personalised, equitable and scalable. Our excellent teachers will be supported to ensure they develop the skills to take advantage of the opportunities that new pedagogies will deliver.

With the introduction of three 12-week trimesters in 2017, Griffith offers students more flexible options to commence university studies and vary their rate of progress through their degree program to suit their individual circumstances. A number of key programs have a common foundation year, so that students do not need to choose their majors before the third trimester of study. Increasingly, programs will be offered either fully or partially online, giving students further flexibility to choose the mode of study that suits them best.

The *Academic Plan 2017-2020* is built upon the foundation of the *Griffith 2020* strategy, with a particular focus on equipping students for their future careers, through high quality, technology-supported programs and student-centred services that ensure that we are responsive to students' needs and expectations. It exemplifies how, at Griffith, we believe in, strive for and celebrate the remarkable.





# Aligning the Academic Plan with the Griffith University Strategic Plan

The *2018–2019 University Strategic Plan* outlines a vision for Griffith to be one of the most influential universities in Australia and the Asia–Pacific region. Our mission is to provide our students with an excellent education so that they become graduates of influence who make meaningful contributions to their communities, to engage in outstanding scholarship that makes a major contribution to society and to produce ground-breaking research.

The *Griffith 2020* agenda that formed the basis of the *2018–2019 University Strategic Plan* identified five high level goals that remain relevant for the next planning iteration.

- 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, professional support and engagement 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.



Realising this agenda requires the University to build upon its existing strengths and core values, to foster innovation and adopt a future-focused agenda that is responsive and resilient in the face of disruption and rapid change.

This Plan seeks to develop an innovative, student-centred learning and teaching culture by setting out strategies that recognise how technology can enhance students' experiences both within and outside the classroom. The Plan acknowledges the imperative to better engage with industry and to put in place opportunities for students to develop the skills to succeed in the future world of work.

Consistent with the University's Strategic Plan, the *Academic Plan* places students at the centre of our activities to ensure that our programs and student services are responsive to students' needs. Student success, learning and teaching quality and academic standards are of fundamental importance to Griffith. Our reputation depends upon having academic programs that are of relevance and interest to future students, providing excellent teaching and ensuring a positive student experience. It is these factors that will drive student demand to study here and will facilitate student success. Our aim for continuous improvement in learning and teaching outcomes is driven not only by external imperatives, but is inherent to our identity as a university.





## Key achievements of the previous Academic Plan

Our previous *Academic Plan 2013–2017* emphasised the importance of a student-centred approach to learning and teaching, together with specific actions to ensure continued transformation and excellence in our academic delivery. The plan articulated the need for creativity and innovation, as it anticipated a period of immense change. This premise set the foundation for introducing *Griffith 2020*, which has driven a significant transformation to university programs and processes. While the previous plan acknowledged a dynamic environment, this new plan will address system wide change, with technology disrupting everything we know and do.

Griffith has had many successes over the past few years and has positioned itself firmly as a student-centred university, with a reputation for innovative and high quality learning and teaching. The volatile environment that we have faced over the last four years has resulted in some changes in priorities and, at times, greater challenges in meeting targets than we initially envisaged.

However, since 2012 we have achieved:

- An increase in overall student load from 31,902 EFTSL in 2013 to 33,558 in 2016; low socio-economic student load increasing from 4,510 in 2012 to 6,398 in 2016; and First Nations student load growing from 561 in 2012 to 986 in 2016.
- Growth in domestic postgraduate coursework student load from 2,581 EFTSL in 2013 to 2,722 EFTSL in 2016.
- A significant increase in our online program offerings each year, with 75 programs offered online in 2016. New partnerships have been formed with Pearson Australia and with FutureLearn.
- Griffith University enrolled more students than any other provider through Open Universities Australia (OUA) in 2016. However, in line with the overall decline in OUA, Griffith OUA enrolments fell in 2016. 8,810 students undertook two MOOC courses offered through OUA's Open2Study platform.



- International student load has been maintained at an average around 20% of total student load over the period of the plan, with students coming from more than 140 different countries.
- Pleasingly, the past four years have seen a steady improvement in the nationally benchmarked Course Experience Questionnaire (CEQ) and more recently QILT data for Good Teaching and Overall Satisfaction.
- The internally administered Student Experience of Course (SEC) measure has also improved significantly, with almost 90% of courses achieving the minimum standard of 3.5 in 2016.
- From 2014–2016, national survey data indicated that Griffith was below the national average for the number of graduates in full-time employment or study.
- Griffith has implemented a wide ranging retention strategy which is increasingly relying on data analytics to target particular students at risk, to address retention rates that are around 2% below the national average.
- Opportunities for students to undertake work-integrated learning have increased significantly with the introduction of capstone courses into most undergraduate programs. The number of students undertaking a study experience in Asia has more than doubled since 2012. Griffith students have been very successful in winning New Colombo Plan scholarships.
- Griffith students took part in a wide range of volunteering activities including mentoring other students and service learning (since 2012 over 2,000 students have contributed more than 100,000 volunteer hours).



# Learning, teaching and the student experience

## Griffith's graduate attributes

Griffith University prepares influential graduates to be:

1. Knowledgeable and skilled, with critical judgement
2. Effective communicators and collaborators
3. Innovative, creative and entrepreneurial
4. Socially responsible and engaged with their communities
5. Culturally capable when working with First Australians
6. Effective in culturally diverse and international environments

## Overarching goal

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

### GOAL 1.

*Engaged and relevant. Enhance student employability through industry-engaged programs that are relevant to students' future career ambitions.*

#### Employability in the curriculum

In the rapidly changing future world of work, resilience, flexibility, creativity, digital literacy and entrepreneurship are likely to be the key characteristics of graduates who will be able to adapt and thrive in increasingly globalised workplaces. As well as a firm foundation in the knowledge of their chosen discipline, our academic programs need to give students the opportunity to develop these attributes. This means that we need to think differently about how and what we teach our students and more actively engage with industry, including through Industry Advisory Boards, to understand what they expect from our graduates.

As part of the *Griffith 2020* agenda, Graduate Attributes and course and program learning outcomes have been redesigned to reflect the importance of ensuring graduate success. In addition to conventional measures of academic achievement such as assessment results and grade point average, from 2017, students will have access to an ePortfolio (PebblePad). This will allow students to maintain a personal record of achievement of graduate attributes, including through extracurricular activities such as part-time employment, volunteering and sport participation. Griffith will develop a credentialing framework to formally recognise students' acquisition of its Graduate Attributes through the ePortfolio.



Increasingly, academic programs are moving away from purely didactic teaching towards career-relevant active learning that engages students in group projects, problem-based learning and other activities. Most undergraduate programs now include a capstone experience, such as a research project, work placement, internship, or professional practice, which serves as a transition from study to the workplace. Many students also have the opportunity for an international exchange or study tour. Recognising the importance of preparing students to work in a digitally enabled environment, Library and Learning Services will collaborate with the Academic Groups to facilitate the embedding of digital literacy skills in academic programs.

Assessment will focus on “authentic” tasks that reflect those students will encounter in the workplace, rather than simply examining students’ knowledge recall. This shift will be critical in preparing students for their professional life.

## **Innovation and entrepreneurship**

More than ever, students are expecting their university experience to prepare them well to enter the workforce; however, there are also a significant number of students who aspire to be entrepreneurs, who are looking to a university education to give them the skills to be self-employed innovators. Others require the enterprise skills to address challenges and opportunities within a professional workplace.

Griffith is responding to this imperative through a series of initiatives which will place us at the forefront of the innovation agenda. The majority of undergraduate students will be able to undertake either an elective or a major that will give them the skills to be innovative entrepreneurs. Platforms such as “Lean Launchpad” will be adopted to structure a capstone-type experience that focusses on developing students’ entrepreneurial skills in cross-disciplinary teams.

Extracurricular opportunities such as the “Three Day Start-Up” will be offered to students who wish to extend their experience.

## **Careers support**

For many students, access to part-time employment while studying is a necessity. Griffith’s Careers and Employment Service (CES) has managed the successful CareerBoard for 19 years and over that time has posted 46,000 job vacancies and currently has more than 16,000 registered, active potential employers.

In 2016, Griffith became the first Australian University to join Unitemps, an employment service set up by the University of Warwick in the UK to facilitate part-time and casual employment for university students. By 2019, we aim to place 1,000 students per annum in employment through *Griffith Unitemps*.

CES runs a very popular and effective advisory service for students seeking information about future career directions and courses they should study in order to be able to fulfil their career goals. Currently, this service is limited largely to face-to-face counselling, which precludes many students, and is not scalable. Over the next 1–2 years CES will transition to a more proactive service, collaborating with Academic Groups to better embed employability skills in academic programs, and providing richer data and information about career options and the skills employers are seeking in accessible, online formats.

The highly successful industry mentoring program which has run since 1994 is struggling to cope with demand for mentors. From 2017, this program will expand to include an online mentoring program, ensuring many more students have the opportunity to learn from someone (including our alumni) already working in the profession or industry they aspire to join.

## Goals and targets

GOAL	TARGET
<b>G1.1</b> To prepare career-ready graduates with the capacity to play an influential role in the world	<b>T1.1</b> To exceed the national average for full-time graduate employment by 2020 (as reported in the Graduate Outcomes Survey via QILT)
	<b>T1.2</b> To exceed the national average for employer satisfaction of graduates
	<b>T1.3</b> By 2020, 70% of students will participate in an entrepreneurship course or extra-curricular activity



## Strategies

<b>S1.1</b>	All undergraduate students will have the opportunity to undertake a capstone course that may include an industry placement, professional practice, a research project, an international study experience or an innovation project.
<b>S1.2</b>	All students will have an ePortfolio that will allow them to accumulate evidence of the acquisition of graduate attributes and career preparedness.
<b>S1.3</b>	Increase opportunities for students to participate in courses and activities to develop the enterprise skills to be innovators and entrepreneurs.
<b>S1.4</b>	To better engage industry partners in curriculum design and renewal, all new program proposals will provide evidence of industry consultation, and all 5 yearly School reviews will include substantial industry input, including from alumni.
<b>S1.5</b>	Program Directors and CES will collaborate to better embed employability and career development skills in academic programs.
<b>S1.6</b>	CES will continuously improve student career advising to ensure it is scalable, relevant and accessible to every Griffith student and, by 2019, to implement online careers advising.
<b>S1.7</b>	By 2020, at least 1,000 students per annum will be placed in part-time or casual employment through <i>Griffith Unitemps</i> .



## GOAL 2.

*Quality. Our students expect, need and deserve to receive high-quality curricular and co-curricular learning experiences and support services that enable them to prosper at university and to graduate with the skills and knowledge to succeed in their future careers, and become influential advocates for Griffith.*

### Quality and innovation —our teaching programs

Griffith has undertaken a comprehensive review of all of its undergraduate programs and has identified opportunities to extend the suite of professional programs at Nathan, increase double degree offerings and redesign 23 programs to include a common foundation year.

We will continue to review our program suite, and will implement outstanding new programs and double degrees that reflect the rapidly changing external environment and student and industry demand, and will discontinue degrees that are no longer fit for purpose.

Many new programs will be offered partially or fully online, and we will develop and implement a framework to enable us to offer short courses that will be recognised by micro-credentials.

Griffith will position itself as a leader in innovative pedagogies that enrich and personalise the student experience. Emerging technologies such as cognitive computing, virtual and augmented reality are likely to become more readily available over the course of this Academic Plan. The uptake and increasing sophistication of learning analytics will provide a more timely and granular mechanism to understand the level of student engagement with learning material, and the ability to identify concepts that students are struggling with, facilitating immediate intervention if needed. Learning analytics will also allow us to more accurately map an individual student's learning journey and construct activities and support to meet their specific needs as they arise.



For example, we will progressively deliver a personalised, online orientation program which will include the generic information as well as foundational academic, literacy and digital skills that all students need to successfully transition to Griffith.

Advances in technology-enhanced learning will undoubtedly continue over the next four years, and through innovative approaches to learning, teaching and student support we will ensure a high-quality experience for our students.

### **Enhancing our physical and digital environment**

Students are increasingly coming to us from schools that have excellent physical and technologically-supported learning spaces. They are digitally connected all the time, and expect to be able to access information 24/7. Mature age students are working in industries that are dependent upon technology, and rapidly transforming. Students expect their experience at university to mimic that of their personal and professional life; connected, responsive and flexible.

Our learning platforms, communication technologies, social media, websites and data systems need to continuously and rapidly evolve to keep up with student expectations and the ongoing advances in digital technology.

We will continue to update learning spaces to be more technology enabled, to provide students with flexible, collaborative spaces in which they can explore together ideas and innovations. Lecturers need access to high quality video recording studios and increasingly expect to be able to support their teaching with augmented and virtual reality.

### **Enhancing and celebrating good teaching**

The capacity of the University to lead this change depends very much on the capabilities of our remarkable teachers. We cannot underestimate how important their contribution is to this transformation. More than ever, we must support our staff to continuously upskill and take advantage of the new pedagogies and technologies to ensure their classes are of the highest quality.

In 2017, we will complete a far reaching review of staff development, career planning and recognition that will underpin this Academic Plan and enable us to maintain our position as the most awarded Australian University in the National Teaching Awards. We will pilot using the UK Higher Education Association Fellowship scheme as a means of externally benchmarking staff members' achievements in learning and teaching. Details of specific goals and targets related to staff are provided in the People Plan.

### **Strengthening—our strategic partnerships**

In 2017, the entry requirements (OP or ATAR) improved in almost half of Griffith's programs, with only five programs declining. This improvement in entry standards means that many potential Griffith students will not be able to commence university immediately, but will need to undertake pathway programs. It is therefore imperative that we offer a range of alternate, high quality pathways for those students who do not initially meet our entry standards.

Our partnership with Navitas through Griffith College continues to expand, with more programs on offer and a growing trend for domestic as well as international students to transition through this pathway. Significant numbers of students also enter Griffith through TAFE pathways, and programs offered by other vocational education and training (VET) organisations. During 2017 we will investigate a range of other pathways to Griffith, to ensure we remain accessible to a diverse range of students.

## Goals and targets

GOAL	TARGET
<b>G2.1</b> Our students will have a high quality University experience	<b>T2.1</b> To be ranked in the top quartile of universities for teaching quality (SES as reported via QILT)
	<b>T2.2</b> To be ranked in the top quartile of universities for student satisfaction with the overall quality of their educational experience (SES as reported via QILT)
	<b>T2.3</b> To increase the proportion of courses with SEC mean satisfaction scores of at least 3.5 to more than 95% in all academic groups by 2020
<b>G2.2</b> We will ensure our students are well prepared to enter Griffith University	<b>T2.4</b> To maintain or improve entry standards



## Strategies

<b>S2.1</b>	Provide a student-centred active learning experience that is supported by technology.
<b>S2.2</b>	Upskill academic staff to equip them to design and deliver innovative pedagogies and teaching methods, including active learning, authentic assessment and online teaching.
<b>S2.3</b>	Develop and implement a learning analytics approach to provide feedback to students and staff about student learning and progress, and to inform enhancements in the learning, teaching and curriculum design.
<b>S2.4</b>	Implement a comprehensive orientation and transition program to equip students with the skills to succeed at university early, provide a sense of purpose and support for students through accessible online resources and face to face services.
<b>S2.5</b>	Increase the number of learning environments available to students that are technology enabled, support a range of innovative pedagogies, and encourage students to come together to explore ideas and innovations.
<b>S2.6</b>	Continue to establish, communicate and monitor deployment of minimum standards for use of learning platforms and environments, communication and learning technologies, social media, websites and data systems.
<b>S2.7</b>	Maintain strong pathways into university study from partner organisations e.g. Griffith College, OUA, TAFE.
<b>S2.8</b>	Ensure that marketing materials emphasise Griffith's identity as a remarkable, student-focused university that aims to develop influential graduates.



## GOAL 3.

*Student-Centred. Griffith University will offer student-centred academic programs that are responsive to student needs and expectations, with the flexibility to study how and when it best suits them, with support and advice available to all students, anywhere and at any time, assisting students to stay at university and complete their studies.*

### Flexible programs

The introduction of trimesters in 2017 has allowed Griffith to respond to student demand for greater flexibility in how and when they undertake their studies. Some students want to accelerate and aim to graduate in the shortest possible time; but increasingly students need to balance work, study and family commitments. The opportunity to reduce study load each trimester, but still graduate within a reasonable time period, is attractive to many students. Over the course of the *Academic Plan 2017–2020*, we will extend the number of degree programs that offer courses in the third trimester, and have multiple entry points, as well as those that have a common foundation year.

To date, curriculum renewal has focussed Griffith's undergraduate program offerings. Over the course of this Academic Plan, we will review and refresh of our postgraduate programs to ensure they align with student and industry demand.

With the rapid changes that are occurring in the workplace, it is more important than ever that professionals have access to flexible, relevant and high quality continuing education. Although there will continue to be an important role for full postgraduate degree qualifications, we can expect to see an increasing demand for short courses, directed at addressing specific skills gaps that will allow students, including our alumni, to keep up with changes in their industry.

Griffith will develop a range of professional short courses ("micro-credentials") that can be accumulated to provide credit in full degree programs. Many of these will be offered flexibly through our virtual campus the "cloud", and with industry partners.

Flexible programs are likely to improve student retention, as students are better informed about degree choices, and more able to respond to changes in their personal circumstances by varying their study load.

### Learning in the Cloud

Griffith is experiencing a very rapid uptake of programs that are offered online—the "cloud" is currently our third largest campus. The University offers online programs with three different partners, targeted at three distinct groups of students, as well as through our own platform.

Through our long standing membership of the Open Universities Australia (OUA) consortium, we offer mainly undergraduate programs and pathways to study undergraduate programs through "open" courses that have no pre-requisites. This has been a significant pathway for programs in Criminology, Business, Arts and Communication, and will continue to be a focus for this Academic Plan.

In 2014 Griffith formed a partnership with Pearson Australia to offer a number of postgraduate programs online. Through the accelerated online structure of these programs, students are able to commence study in any one of six study periods offered annually.



Our new partnership with FutureLearn will provide us with an international, high quality platform to offer MOOCs, which will enable students to experience studying online through Griffith and potentially to transition into full degrees.

Through these partnerships, Griffith staff have gained experience in teaching online, and have developed practices that have also improved their on campus and mixed mode classes. Griffith will continue to expand the number and range of online offerings, will continuously improve the quality of online courses and will use Griffith Online and our partnerships to extend our reach to students studying outside of South East Queensland.

The introduction of the adaptive online learning platform “Smart Sparrow” in 2017 will open up a range of opportunities to design highly personalised, flexible learning paths.

## Student-centred support

The goal of ensuring that our students have a remarkable experience at Griffith applies to all areas and all staff of the University. The strategies we will use take a student lifecycle approach—from the point of initial contact with the University, to enrolment, transition to Griffith, orientation, the first year experience, later years of study, through to the point of graduation and status as an alumnus. We will continue our initiatives to enhance student advising and support services, with the aim to provide a greater range of high quality online resources for students, 24/7.

Through advances in data analytics, artificial intelligence and cognitive computing, individual students’ queries and needs will be assessed and responded to wherever they are, and whenever they need assistance.

There will doubtless still be a need for some face to face support, but increasingly students are expecting automated assistance that “knows” about their individual circumstances. Such an approach will remain student-focussed, but will be more accessible, scalable and flexible.

## Responsive to the aspirations of students from diverse backgrounds

To thrive as a university, it is essential that Griffith continues to attract talented students from a broad range of backgrounds. The University takes seriously its obligation to promote social inclusion in higher education and to increase participation in tertiary studies of students from diverse and often disadvantaged backgrounds. We have a high proportion of students who are the first in their family to enter university, significant numbers of students from low socio-economic backgrounds and approximately half our students are non-school leavers.

Griffith has a sustained national track record in the recruitment, retention and success of First Nations’ students, and achieves amongst the highest number of undergraduate enrolments and graduations of any Australian university. Griffith also has an exemplary reputation for its support programs for students with a disability.

Griffith will continue to support alternative entry pathways to attract talented, but disadvantaged individuals into university. Importantly, we will ensure that our academic programs and support services are directed towards their success.

Details of specific goals, targets and strategies are outlined in the University’s Equity and Diversity Plan and the Reconciliation Action Plan.

We continue to attract a substantial number of international students from a diverse range of countries who bring new perspectives and cultures to our campuses, enriching the learning experience for all students. While international student recruitment remains challenging, the intention is that the international student cohort makes up 20–25% of the overall student body across the campuses.

## Retention

A combination of strategies outlined in this Plan will ensure significant improvements in student retention rates. High quality programs that focus on flexible delivery, and ensuring students have the skills to succeed in their chosen career paths will be critical in achieving this goal. Delaying the choice of majors will mean students have a clearer idea about options before committing to a study path, and the ability to spread study over three trimesters will allow students to better manage their personal circumstances.

The focus on better preparation of students through enhancements to orientation and transition programs and pre-emptive careers and academic advising will give students greater confidence in their abilities. And data-driven student support and advising will direct resources to those who need it most.

## Goals and targets

GOAL	TARGET
<b>G3.1</b> Griffith will support a comprehensive suite of programs across a network of differentiated campuses, including in the cloud	<b>T3.1</b> To meet student load targets set in the planning process
<b>G3.2</b> Griffith will offer a wide range of programs that allow students to study across three trimesters	<b>T3.2</b> By 2020, 70% of commencing undergraduate students will enter programs that offer courses in all three trimesters
<b>G3.3</b> Griffith will be a leader in the use of technology to provide flexible study options	<b>T3.3</b> To grow load of students studying fully online by 5% per annum
<b>G3.4</b> Griffith will enhance the student experience by providing an increasing range of personalised advice and support	<b>T3.4</b> By 2020, launch personalised, online support services <b>T3.5</b> By 2020, Griffith will exceed the national average for student retention
<b>G3.5</b> To attract students from around the world	<b>T3.6</b> To maintain international student load between 20 and 25% from a broad range of countries



## Strategies

<b>S3.1</b>	Annually review Griffith's program suite to ensure it meets student demand and industry expectations.
<b>S3.2</b>	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.
<b>S3.3</b>	Extend the number of Griffith programs that offer courses in the third trimester and have multiple entry points according to student demand.
<b>S3.4</b>	Work with industry partners to develop short professional courses or micro-credentials that can be accumulated to give credit into full degrees.
<b>S3.5</b>	Foster strong relationships with online program partners to ensure growth in numbers of students studying online.
<b>S3.6</b>	Increase the number of programs that use technology-supported pedagogies to allow students flexibility in how and when they study.
<b>S3.7</b>	Increase the range and accessibility of high quality, personalised online learning resources and support available to students.



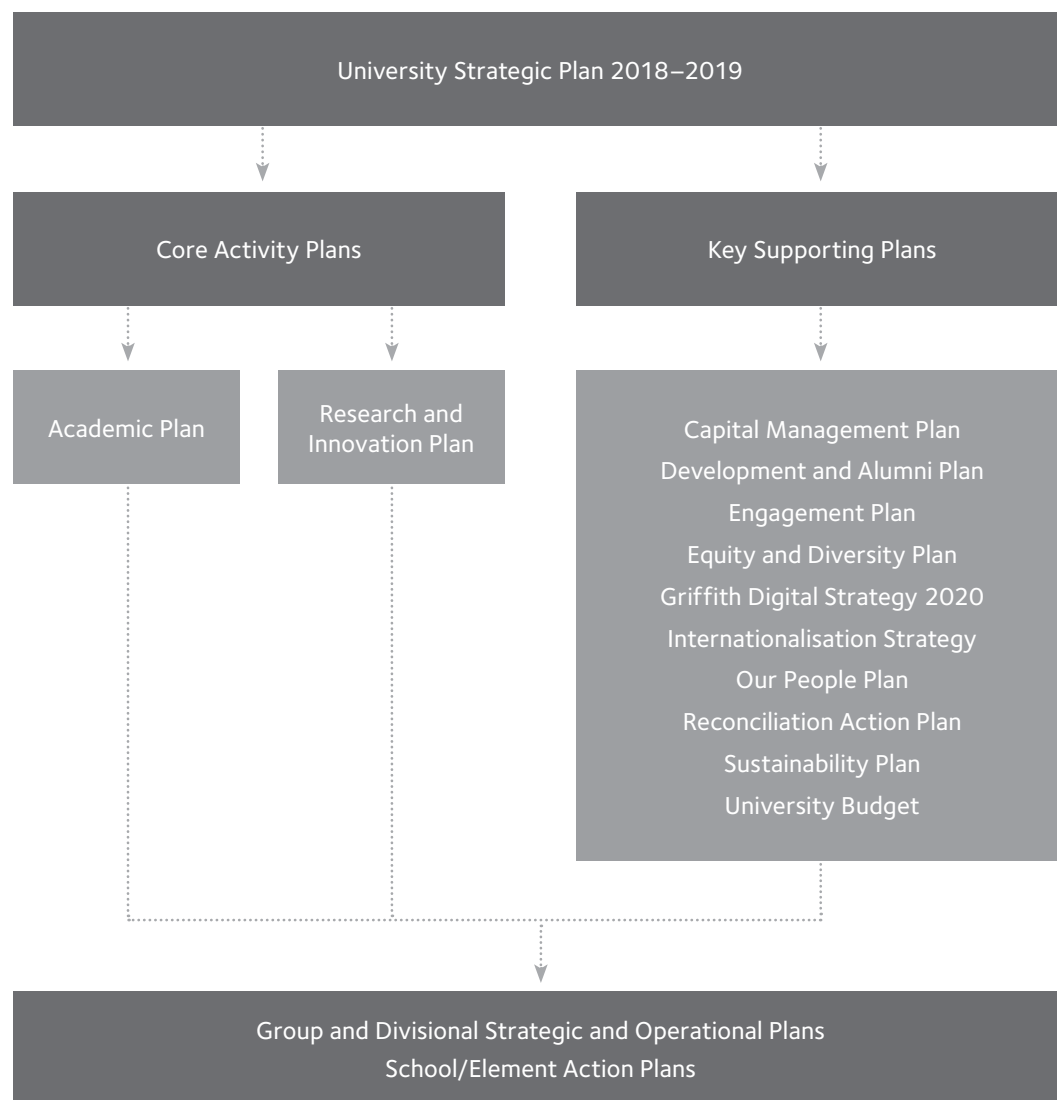
# Implementation of the Plan

The *Academic Plan* aligns with the *Strategic Plan* and sits alongside the new *Research and Innovation Plan*. It is underpinned by a number of Key Supporting Plans, as set out in the diagram below. Each Key Supporting Plan contains specific targets and goals, which are integral to achieving Academic Plan outcomes. As such, the *Academic Plan* references the particular Supporting Plans and their targets and goals where appropriate rather than duplicating them in the *Academic Plan*.

This Plan will be implemented through four main activities:

1. University-wide implementation plans in research (*Research and Innovation Plan*) and learning and teaching (*Academic Plan*), and other supporting 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.







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