Our People Plan
2017–2020

Key supporting plan

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Dr Suman Neupane
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THE GRIFFITH STORY

At Griffith, we celebrate, believe in and strive for the remarkable.

Established in 1971, Griffith is a relatively young university. In just four decades, we've grown from one campus and 451 students to become a comprehensive, multi-campus institution, with 50,000 students and over 200,000 alumni. Today, we are known for our high-impact research, outstanding student experience, commitment to social justice and welcoming environment. Griffith ranks among the top three per cent of universities worldwide. Our remarkable growth and development is underpinned by our commitment to make material contributions to our local, national and international communities.

Griffith was created to be a different kind of university, and we know that success often comes from being an exception to the norm—challenging convention, adapting and innovating, creating bold new trends and pioneering solutions ahead of their time. Being a young university means we have the freedom to respect tradition without being restricted by it, which gives us the flexibility to adapt to the ever-changing needs of students, industry and the community.

Since we started teaching, we've been deeply connected to the Asian region, socially conscious and environmentally aware. We've never lost sight of our progressive beginnings and everything we do—from education to research and community engagement—is designed to improve the new world our students, graduates and communities will encounter.

We believe in the potential for all people to be remarkable —to be courageous, to capture opportunity, to make a difference and to change the future forever.

Our vision is to engage in remarkable scholarship and research that contributes significantly to society.

Professor Paul Taçon
School of Humanities, Languages and Social Science

Professor Cordia Chu
Director, International Centre for Development, Environment and Population Health

A HIGH PERFORMING UNIVERSITY

The tertiary education sector is undergoing a significant transformation that is changing the way we teach our students, carry out research and manage the administrative functions of the university.

Our students are digitally literate and expect to be able to access information and services at any time, from anywhere.

Our research agenda is increasingly dependent upon access to data and the tools to analyse large data sets. Our professional services areas must respond to the increasing demands for information, resources and services in a financially constrained environment.

In its *Strategic Plan 2013–2017* and *Griffith 2020*, the University has set out its strategic ambition. The *Strategic Plan* and *Griffith 2020* are founded on a recognition that central to the University achieving its ambitions is the capability and capacity of its workforce. The University's future is directly linked to the contributions of its staff. The need for our people to be innovative, adaptable and agile has never been greater.

Sam Harris, Roy Ward, Gary Banks
Gardeners, Campus Life

Our People aims to bring to life the strategies that need to be implemented to attract, retain, develop and value both academic and professional staff. We are committed to supporting staff career growth; building on the capability, leadership, skills and motivation of our staff, in order for them to be able to deliver on the University's strategic intent, while creating a rewarding and engaging place for our people to work.

The markers of Griffith as a high performing institution will be:

- an engaged and committed workforce, valued by the University, their peers, students and the community

- high quality teaching preparing our students to become remarkable graduates

- high quality basic and applied research which makes a difference

- efficient and effective delivery of support services for our teaching and research

The overall objective of a high performing University will be under-pinned by the following three strategies:

- Recruiting and Retaining the Right People

- Developing and Engaging our People

- Valuing Diversity and Inclusion.

In addition, the University is committed to:

- Being clear about our expectations in relation to staff performance through

  - use of relevant external benchmarking data to monitor the University's performance across key activities

  - regular reviews of our policies relating to staff

  - clear articulation of performance standards in all areas of our activities

  - a consistent approach to performance management and development

- Refining our reward and incentive structures to encourage and recognise high performance

- Supporting our supervisors and managers to lead a high performance culture through a suite of high quality leadership development programs.

Bianca Beetson
Program Convenor,
Contemporary Australian Indigenous Art,
Queensland College of Art

RECRUITING AND RETAINING THE RIGHT PEOPLE

Objectives		Actions	Accountabilities	Timeline
1. Griffith will be an employer of choice for high performing staff.	1.1	Provide a collegiate environment which values high quality teaching, research and professional services.	HoE, All Staff	Ongoing
	1.2	Provide funding and facilities appropriate to supporting high quality teaching and a competitive research environment at scale.	EG	Ongoing
2. We will attract the right people.	2.1	Develop and implement workforce plans that forecast work area needs, composition and succession.	EG	Oct 2017
	2.2	Continue to build a first-class merit-based recruitment process that identifies and attracts the best people.	DHRM	Ongoing
	2.3	Continue to offer competitive remuneration and terms and conditions of employment.	VC	Ongoing
3. We will retain the right people.	3.1	Welcome new staff through a tailored on-boarding experience.	DHRM/HoE	2017
	3.2	Increase staff participation in formal and non-formal staff mentoring.	Deans(A)/Office Directors, DHRM	End 2017
	3.3	Deliver flexible career pathways and work arrangements that address both individual and organisational needs.	DVC(A)/VP(CS)	Ongoing
	3.4	Develop frameworks for effective talent management and retention.	DVC(A)/VP(CS)/DHRM	Dec 2017
4. We will recognise and celebrate the achievements of our staff.	4.1	Continue to refine the academic promotion system that recognises breadth of achievement.	DVC(A)	Ongoing
	4.2	Provide awards, fellowships, grants and other means to acknowledge outstanding staff.	EG	Ongoing
	4.3	Identify and support staff to apply for external awards and fellowships in learning, teaching, research and professional services.	EG	Ongoing

DEVELOPING AND ENGAGING OUR PEOPLE

Objectives	Actions		Accountabilities	Timeline
5. We will ensure staff have the right capabilities to deliver on priorities now and into the future.	5.1	Develop a University-wide learning and development model and investment plan that inspires our people to continue to learn and to build the skills we need for now and into the future: • refresh the University's current learning and development programs • develop a fit for purpose Learning and Development strategy for the University's workforce • reimagine and redesign the professional learning experience to address the need for flexibility, just in time resources and the diversity of staff needs • promote a culture where staff engage with continuous professional development	DVC(A)/VP(CS)/ DHRM	Stage 1 – July 2017 Stage 2 – July 2018
	5.2	Enhance the digital capability of all staff.	DVC(A)/VP(CS)/ PVC(INS)	Ongoing
	5.3	Promote staff innovation and entrepreneurship in the changing workplace.	SDVC/DVC(A)/ DVC(E)/VP(CS)	Ongoing
6. We will continue to strengthen leadership capability and quality.	6.1	Build a strong, effective and inclusive leadership culture by embedding leadership development programs.	DVC(A)/VP(CS)	Stage 1 – July 2017 Stage 2 – July 2018
	6.2	Recognise the role of managers in supervising and building teams, by supporting their leadership development.	EG	Ongoing
	6.3	Provide a formalised mentoring framework for future leaders.	DVC(A)/VP(CS)	2017/18
	6.4	Work with our industry and community partners to create a range of new leadership experiences and opportunities.	DVC(E)	Ongoing

DEVELOPING AND ENGAGING OUR PEOPLE

Objectives	Actions		Accountabilities	Timeline
7. Improve the Academic Studies Program.	7.1	Increase awareness that the Academic Studies Program can be used to develop teaching skills, scholarship and expertise and to undertake a period of professional development in an industry setting as well as for Research.	DVC(A)	April 2017
8. Strengthen the focus on performance assessment, clear goal setting and professional development.	8.1	Regularly review our policies and processes relating to staff performance to ensure they encourage and support planning for high performance.	DVC(A) DVC(A)/ VP(CS)	Ongoing
	8.2	Develop and articulate performance standards and empower staff to achieve high performance.	SDVC/DVC(A)/ VP(CS)	2017
	8.3	Use the annual performance review process to identify job and career needs and plan opportunities for our people to achieve their goals.	All supervisors	Ongoing
9. We will foster open communication across the Griffith community to maximise engagement.	9.1	Engage our people in the development of the strategic priorities of the University, and encourage their input into the achievement of those priorities.	EG	Ongoing
	9.2	Facilitate collaboration between academic and professional staff to work together to achieve the University's strategic goals.	HoE	Ongoing
	9.3	Provide opportunities for staff to give feedback in both real-time and as part of the climate/ employee engagement surveys with a genuine commitment to listening to and acting on the feedback.	EG	At least every 3 years
	9.4	Promote staff engagement in the broader life of the University and help create life-long relationships through staff alumni.	DVC(E)	Ongoing
	9.5	Develop internal communication mechanisms that support a strong sense of community and belonging among staff.	DVC(E)/DHRM	Ongoing
10. We will provide a safe and healthy environment for our staff.	10.1	Actively engage all staff and work areas to meet or exceed the University's Work Health, Safety and Wellbeing accountabilities.	HoE/DHRM	Ongoing
	10.2	Continue to evolve the University-wide Staff Wellbeing program with a particular focus on: healthy community; healthy lifestyle; healthy places; and healthy minds.	DHRM	Ongoing

VALUING DIVERSITY AND INCLUSION

Objectives	Actions		Accountabilities	Timeline
11. Our workforce will reflect the diversity of Australian society.	11.1	Achieve the targets in the Equity and Diversity Plan.	EG	Ongoing
	11.2	Continue to develop First Peoples' employment across all levels in academic and professional roles.	EG	Ongoing
	11.3	Grow and promote the Indigenous Staff Network as part of the Reconciliation Action Plan.	DVC(E)	Ongoing
	11.4	Continue to grow the number of women in senior academic and professional roles across the organisation.	EG	June 2018
	11.5	Obtain an Athena SWAN bronze Award and begin preparations to achieve a Silver Award.	DVC(A)/PVC(Health)/ PVC(Sciences)/PVC and Head of Logan	Ongoing
12. We will embed an inclusive culture that values the contribution of all staff.	12.1	Build an understanding of diversity amongst our workforce to enhance cohesion, collaboration and innovation to ensure the active participation of all staff.	EG	Ongoing

Professor David Shum
Dean, Research (Health)

KEY PERFORMANCE INDICATORS

In addition to completing specific initiatives timelined above, over the life of this Plan, annual reports will be submitted against the following set of KPIs to measure progress towards objectives. (Where possible, the KPIs will be benchmarked against the sector).

Objectives	KPIs	Measure/Target Description
Recruiting and Retaining the Right People	• Employer reputation	• Net Promotor Score—a measure that reports on the level of positivity associated with a particular employer brand.
	• Applicant interest	• Report on the number and profile of applicants applying for vacant positions to measure employer attractiveness.
	• Staff retention	• Staff Turnover
Developing and Engaging our People	• Staff participation in work planning and review	• 100% of staff with active performance and development plans in place as an indication of a performance culture and learning organisation.
	• Staff participation in training and development	• % of employees participating in some form of professional development per year.
	• Staff engagement	• Index Value for Engagement (staff surveys) —measures active staff identification with the goals, values and objectives of the organisation.
	• Health, Safety and Wellbeing: – Occupational health and staff care – Wellbeing	• Lost Time Injury (LTI) and Return to Work rate —measures time lost due to work related injuries and the average time of staff rehabilitation back into the workplace. • Index value for wellbeing (from staff surveys) —a composite self-reported score on perceived well-being in the workplace.

Lea-Anne Stafford,
Susan Sheil, Loraye Kent,
Executive Administration

Objectives	KPIs	Measure/Target Description
Valuing Diversity and Inclusion	• First Peoples representation in the workforce	• To increase by 5% pa the number of Aboriginal and Torres Strait Islander staff in academic and general staff positions
	• Female representation in senior academic appointments	• 40% of Level D and E academic staff to be female by 2020
	• Female representation in senior professional appointments	• 50% of all University senior administrators (HEW Level 10 and above) to be female by 2020

Professor Sidney Dekker
School of Humanities,
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Professor Vicky Avery
Deputy Dean (Research),
Griffith Sciences and Principal Research Leader,
Griffith Institute for Drug Discovery