A key commitment is for Griffith to become one of Australia’s top 10 universities by 2010 across the range of standard tertiary sector indicators. The University will align its planning and management processes, and resources to achieve this goal. Griffith Project, 25 May 2002
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Preamble

Griffith University is an innovative, multicampus institution with internationally recognised strengths. It is academically comprehensive, covering the creative and performing arts, the basic sciences and liberal arts, the professions and the newly emerging disciplines on the frontiers of science. Geographically it spans a number of campuses along the Brisbane – Gold Coast corridor. Historically its legacy includes Queensland’s oldest academy – the Queensland College of Art (founded in 1881) as well as one of Australia’s newest campuses (Logan), Australia’s fastest growing campus (Gold Coast) and Australia’s newest medical and dental schools (2004).

Griffith University has long been committed to making a difference at the local, national and international levels through its international focus, multidisciplinary orientation, and innovative approach to learning and research. Underlying these traditions is an equally longstanding commitment to engagement and equity as key factors in both enabling better performance and in differentiating Griffith from its peers.

Three years ago the University reviewed its past achievements and set its agenda for the next decade in a process that ultimately resulted in the Griffith Project. Crystallising the aspirations of the University community to create a distinctive university that is locally and nationally recognised for its excellence, the Griffith Project also highlighted and then selected the above traditions as distinctive motifs for the future.

The University has achieved substantial progress in meeting the goals of the Griffith Project since its endorsement by Council three years ago. However since then external factors have changed considerably. The Commonwealth has significantly changed the regulatory and funding arrangements for higher education, and is introducing a learning and teaching performance fund and a research quality framework. Increasing importance has also been placed on private student places. These changes all point to the University’s future now depending more than ever on recognised excellence in both learning and research.

The imperative to excel in learning and research is of such importance that it requires significant focusing of the strategic agenda. Griffith will achieve its top 10 aspirations only through clarity of goals and a concentrated application of resources to lift its teaching and learning and research performance significantly. The Strategic Plan 2006 – 2010 seeks to focus our activities by:

• highlighting that the core activities of the University are learning and research; and
• setting explicit performance indicators and challenging targets in these areas, scaleable to the different levels of the University.

This Plan also clearly focuses attention on the key resources required to achieve the University’s goals. These are:

• people – staff and students capable of achieving excellent research and learning outcomes. Aligning staff recruitment, and staff support, performance management and development with core strategic goals is vital in attracting and retaining top staff. It provides a key opportunity to make the big difference in both the short and longer term; and
• funding – money for the facilities, salaries and scholarships that helps attract the best staff and students. Diversifying funding sources and adopting best practice fundraising approaches will be key drivers of excellence in the long term; and
• physical and information resources – excellent facilities that attract the best staff and students and support them to achieve their potential with the University.

There is a strong relationship between these three key resources: talented people attract funding from research grants, learning and teaching grants, consultancies and donations; and funding is vital in providing the facilities and resources necessary to attract and retain excellent people.

Effective deployment of these resources is also essential. Three key aims are:

• focus – targeting resources and effort in the right areas through rigorously aligned goals, performance measurement and incentives;
• engagement – effective interaction with the community, industry, government, other institutions, alumni and donors. Such engagement both enables better performance and differentiates Griffith from its peers; and
• equity – a continuing concern for diversity and tolerance amongst its staff and student body. Always a core value of Griffith, equity will also be a major contributor to implementing excellent learning and research.
The relationship between the core goal of top 10 status, its core activities of learning and research and its enabling resources is illustrated in the diagram above.

The Strategic Plan articulates the University’s Vision, Mission and Values and sets out the goals and targets associated with the core activities of learning and research and enabling resources necessary for both. A separately documented implementation plan for each core activity and enabling resource provides a more detailed discussion of the strategies that will be employed to achieve these goals and targets. Each of the Groups, Divisions and Faculties of the University will articulate and implement an operational plan and budget which will give effect to this revised agenda.

So what will Griffith be like in 2010? For a student, the Griffith experience will combine the prestige of studying at one of Australia’s top universities with unique opportunities to acquire work and research experience while studying. For a member of academic staff, the work environment will be one in which achieving excellence in research and teaching is not only nurtured and valued, but expected and rewarded. For many, there will be opportunities to contribute to a research area of world-class standing using cutting-edge facilities. For a member of the general staff, the work environment will encourage and facilitate high levels of professionalism.

I commend the plan to you and look forward to your continuing engagement with and commitment to its implementation.

Ian O’Connor
Vice Chancellor and President

1. The Griffith Research Plan and Griffith Academic Plan constitute the implementation plan for research and learning. They will be subject to ongoing revision.
Vision, Mission and Values

Vision

Griffith University, a multicampus, learning-centred, research university, will be acknowledged as an outstanding university that combines the best university traditions and values with the innovation necessary for success. Ideally positioned in the fastest-growing region in Australia, the University will build on its established reputation for responding creatively to local, national and global change by embracing diversity and nurturing innovation.

Mission

In the pursuit of excellence in teaching and research, Griffith University is committed to:
- innovation
- bringing disciplines together
- internationalisation
- equity and social justice
- lifelong learning
for the enrichment of Queensland, Australia and the international community.

Values

In pursuit of our mission, the University values:
- rigorous standards of scholarship
- continuous quality improvement
- accountability as befits a learning organisation
- commitment to individual rights, ethical standards and social justice
- participatory decision making and problem solving
- lifelong learning and personal development
- contributing to a robust, equitable and environmentally sustainable society
- tolerance and understanding of diversity in society.

Core Activities

Research

Griffith has steadily improved its research performance over the last decade and seeks to achieve a top 10 position in research in Australian higher education. This status is essential to the University’s future not only because a culture of research has always been core to Griffith, but because its ability to attract international and local students and top quality staff will become increasingly dependent on its standing as a research institution.

The landscape for universities will change significantly during the time frame for this Strategic Plan. In the research arena, the introduction of the Research Quality Framework will place far greater emphasis on the research intensity of universities as well as the excellence of their research outputs. Thus there are considerable challenges ahead if Griffith is to achieve its goal of a top 10 position in research. These include, first, the development of areas of research strength that have the scale, depth and focus that will ensure they achieve world-class standing; second, ensuring Griffith becomes a research-intensive university by embedding a strong research culture across the institution as a whole; and third, ensuring its researchers in all fields are involved in high quality, cutting-edge research.

The University has established focused research teams to encourage research excellence across all areas of the University. This development will be followed by the identification and development of four or five flagship areas of major research strength and focus. These areas will be designated Griffith Strategic Research Programs to signal the importance of interdisciplinary research at Griffith, and its intention to enhance both collaboration across the University as well as external research and industry partners.

The University will provide extra financial and other support to Griffith Strategic Research Programs over the next few years with a view to attracting significant external funding.

These Programs will be the first tier of designated research strengths for the
Overarching Goals

1. The University will become internationally known for research that is:
   - cutting-edge
   - interdisciplinary
   - socially engaged
   - collaborative.
2. The University will be in the top 10 of Australian universities in terms of research performance, quality and impact.
3. The University will be a research-intensive university.
4. The University will be active and well organised in commercialising its research.

1. Internationally recognised Goal
   To develop Griffith Strategic Research Programs in four or five areas of research in which the University will be widely recognised as a world-class leader.

2. Research performance, quality and impact Goal
   To be a top 10 university in Australia in terms of overall research performance, quality and impact.

3. Research-intensive Goal
   To be a research-intensive university in which a minimum of 70% of staff are research active.

4. Commercialisation Goal
   To enhance the University’s success in commercialising its research.

Indicators and Targets

- increase quality research outputs by FTE staff by 10% per annum
- increase international linkages by 10% per annum
- increase external collaborations by 10% per annum
- increase external research income per FTE staff by 25% per annum (15% above the projected national average increase) 2
- increase RHD completions by 5% per annum
- increase income from commercialisation of IP by 15% per annum.

Implementation

The Griffith Research Plan (to be updated by 2006)

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2 This is projected to get Griffith in or close to the top 10 on this measure by 2015.
Learning

The University has 35,000 enrolled students (25,000 equivalent full-time students) across a broad range of undergraduate and postgraduate programs. In the next decade Griffith will become a significantly larger institution in a necessary expansion to serve a growing need for student places in the Brisbane – Gold Coast corridor. Expansion of the student base also enables the University to expand its facilities and to increase its attractiveness as a destination for both top quality staff and students.

Griffith has a proud record of innovation and excellence in its learning activities. However, performance in Learning in the tertiary sector will increasingly be measured and ranked by the Commonwealth and others according to standard indicators, with some funding tied to performance on those measures. The University must therefore improve its performance on these indicators, with student retention and graduate employment as key issues. At the same time, the student market across the board will become increasingly competitive. With students meeting an increasing proportion of the costs of their degrees, they will be alert to the quality and value of what they are being offered.

Accordingly, Griffith’s success as a learning institution for the rest of the decade depends on its ability to sustain its tradition of excellence and innovation by offering high quality programs. These programs must meet the needs and expectations of students and the University’s communities, while providing a distinctive educational experience attractive to excellent students. For that reason, the University’s strategic priorities for the rest of the decade are (a) to focus and improve the quality of its program offerings sufficient to rank in the top 10 nationally, across a range of standard national learning and teaching indicators, with priority being given to retention rates and (b) to identify, articulate and instantiate those features of the Griffith educational experience that express its uniqueness, and which are attractive to potential students. In doing so, Griffith’s programs will draw on a series of engagements, with disciplines, research and communities. The University, in short, will be a student centred, socially engaged and research-led learning institution.

Overarching Goals

Griffith will provide a comprehensive range of programs for 42,000 enrolled students (just over 30,000 equivalent full-time students) by 2010. It will be the dominant university in the Brisbane – Gold Coast corridor, but will attract talented students from across the country and abroad. Its programs will be distinctive in their emphasis on integrating multiple disciplines, and incorporating research-based and work-integrated learning components. Griffith will also have a reputation for producing excellent outcomes for its graduates.

1. Comprehensive
   Goal
   Griffith will be a university of a size sufficient to offer a comprehensive range of programs.

2. Excellent
   Goal
   Griffith will improve its performance in each of its programs in national rankings of learning and teaching quality so as to be at the national average by 2007 and in the top 30% of all universities by 2010.

3. Distinctive
   Goal
   By engaging disciplines, research and its communities, Griffith will offer a ‘signature’ multidisciplinary learning experience by providing students with identifiable research-based learning and work-integrated learning opportunities in the majority of its courses.

4. Successful
   Goal
   Griffith will rank consistently in the top 30% nationally for the proportion of new graduates who are successful in obtaining full-time work and in proceeding to further study.

The top 30% is in the top 10 for Fields of Education that are offered by most universities, but it is higher for fields such as oral health and medicine which are offered by only a few universities.
Supporting Strategies

The enabling resources necessary to achieve the University’s goals are:

- **People** – staff and students capable of achieving excellent research and learning;
- **Funding** – money for the facilities, salaries and scholarships that help attract the best staff and students;
- **Physical facilities and information resources** – buildings, facilities, IT systems and information resources required for effective research and learning.

These strategic areas are the key opportunity for the University to make a significant difference in its performance and to achieve its overall objectives.

There is a strong dependency between these resources: talented people attract funding from research grants, learning and teaching grants, consultancies and donations; and funding is needed to attract and retain excellent staff and to provide excellent facilities.

**People**

**Staff**

The University’s capacity to achieve its objectives depends critically on its ability to attract and retain high quality academic and professional staff, and to motivate all staff to achieve high performance. Accordingly, the University will develop strategies to ensure that research performance is a key consideration in appointment to academic positions and that recruitment processes are explicitly designed to support the University’s priorities and areas of focus.

**Overarching Goal**

To achieve top 10 status in learning and research Griffith will:

- become more effective at recruiting and retaining high quality staff;
- be a high performance organisation characterised by rigorous performance management and staff development systems; and
- develop a staff profile that reflects the diversity of the University’s students and the general community.
1. Recruitment and retention

Goal
To recruit and retain high quality staff who contribute to and strengthen the University’s capability in the areas critical to the achievement of organisational goals.

2. A high performance organisation

Goal
The University will be a high performance organisation characterised by performance management and staff development systems which create incentives and support staff to achieve excellence in personal and organisational outcomes.

3. Staff diversity

Goal
The University will develop a staff profile that reflects the diversity of its communities.

Indicators
- The number of Groups with a workforce plan agreed with the Vice Chancellor by the end of 2005 designed to strengthen strategic capabilities of the Group, covering recruitment, retention and mentoring.
- The extent to which reward and recognition of excellence is embedded in staffing policies and processes, such as promotion, annual performance reviews, and access to research funds and study leave.
- The proportion of research active staff.
- The proportion of women and staff from linguistically and culturally diverse backgrounds in senior academic management positions.

Students
Griffith’s success with students depends on its ability to attract high quality candidates. To do so, the University must focus on attracting an increasingly diverse range of students to its programs, entering through a diverse range of pathways. It is also key that the University supports these students through to successful completion.

1. Quality

Goal
To improve the quality of the student body.

2. Diversity

Goal
To expand the diversity of the student body.

Indicators
Quality:
- Median OP’s by program.
- Student success as evidenced by significant external scholarships or awards.
- The quality of RHD applicants, international and domestic.

Diversity:
- Access and participation rates of students of low socio-economic status.
- Retention and success rates of Indigenous students.
- Graduate outcomes of students from non-English speaking backgrounds.

Implementation
The Griffith Staff and Student Plan (to be developed by 2005), which will include specific targets for each of the above indicators.
Physical Facilities and Information Resources

Along with its staff, the University’s campuses – its buildings, physical facilities and grounds – and its information and communication technologies (ICT) infrastructure provide the learning and research environment. They are therefore important in contributing to the quality of students’ learning experience and the achievement of research agendas.

The University faces major challenges in continuing to develop and improve its facilities. More students require more staff and classrooms, libraries, food and other facilities. Cutting-edge research and learning require new buildings and equipment. ICTs are now core to all aspects of the University’s learning and research agendas and their support. The rapid changes in ICTs challenge universities to resource and deploy them to their best advantage. For a multicampus university, ICTs provide significant opportunities to enhance cross-campus communications and collaborations in research and learning. We have not yet successfully leveraged the opportunities presented by ICTs.

As with its financial resources, 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.

To achieve this end the University will:

1. review its allocation and management of research space and facilities to determine how to best align them with achieving the University’s research goals.

The Deputy Vice Chancellor (Research) will lead two reviews. The first will determine and prioritise the research space needs and a process of (re)allocating space to meet current and future needs. The second will review the current state of major facilities, research needs for the future and the management and resourcing of these facilities. Both reviews will report by December 2005.

Implementation

Project Streamline

The Griffith Development Strategy (to be developed by 2006)

Funding

Griffith’s ambition to be a top 10 university in research and learning will require a resource base sufficient to attract and retain the best staff and to provide the best possible facilities and support for staff and students. This will require using existing resources as efficiently as possible, aligning these resources effectively with strategic objectives; and expanding the resource base itself in a sustainable way.

Accordingly, the University will pursue the following priorities in its resource allocation and planning:

1. Aligning financial resources with key activities and goals

Groups and Support Elements will be required to produce and report on operational plans, budget principles and on budgets consistent with the achievement of the key performance indicators. Five percent of the University’s total operating fund will be allocated to the Vice Chancellor’s strategic development fund.

2. Efficient use of existing resources

The University will streamline its administrative and support processes (Project Streamline) enabling staff to focus more effectively on pursuing the University’s core objectives. Project Streamline will start with a review of the University’s administrative and support processes by external consultants. All areas of the University will review their expenditure with a view to identifying savings that can be re-allocated to achieve the University’s strategic objectives. From 2007, each Group will explicitly set aside a proportion of its budget for strategic initiatives.

3. Expanding the resource base

The University’s overall objective is to increase its total income and to diversify its sources of funding at every level, especially the proportion of funds obtained from sources other than Commonwealth funding for student load. Resources can be increased from five sources:

- Commonwealth Grants Scheme
- research grants
- business activities
- tuition fees, and
- philanthropic and special grants, which will entail a development strategy.

Griffith Development Strategy (to be developed by 2006)
2. undertake a Campus Enhancement Scoping Project to identify future options for campus developments and its financing.

Significant areas of the University are in need of refurbishment and renewal. The Nathan and Mt Gravatt campuses have a number of areas that are in significant need of upgrade, and it is clear that the scale of improvements required will be difficult to fund out of existing resources. Yet these campuses have great strengths associated with their location and their natural environment. We need to think creatively about what facilities would attract people onto campus and other ways to create more vibrant campuses. To this end a campus enhancement scoping project will be commissioned to identify future options for campus developments and financing.


By the end of 2006 the University will have completed most of the projects on the current Capital Management Plan. The University will develop the next stage of the CMP to ensure that the necessary facilities are available to support this Strategic Plan.

4. review the Electronic Infrastructure Capital Plan on an annual basis to reflect changing priorities and accommodate emerging technologies.

**Implementation**

This Plan establishes clear goals and targets. It is structured to enable cascading operating plans to be developed for Groups and Support Elements. It is supported by detailed Implementation Plans in research (Griffith Research Plan) and learning (Griffith Academic Plan). Detailed Implementation Plans will be developed for staff, resources, facilities and development by September 2005. The broad parameters of the 2006 budget have already been approved by Council. Groups and Support Elements will develop Operational Plans and budgets for 2006 consistent with this plan. In 2006 the University will introduce a new three-year budget and planning cycle, which will commence from 2007.

In summary:

1. Each area of this Plan will have an associated Implementation Plan or Plans. These Plans will be drawn up or revised by September 2005.

2. Thereafter, Groups and Support Elements will be asked to prepare short Operational Plans for 2006 that explicitly address the realignment of Group resources with the priorities of this Plan and associated Implementation Plans for 2006.

3. During 2006, the next iteration of the University budget will be prepared, and Groups and Support elements will be asked to prepare full Operational Plans for 2007–2008 against the Strategic Plan and associated Implementation Plans.