



EDUCATION AND STUDENT EXPERIENCE PLAN 2026–2030

Make it matter

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Students of QCAD's LiveArt installing 'Craig & Karl: Double Vision pop up' in South Brisbane—a project by Griffith University Art Museum that embedded student learning through industry collaboration, connecting over 30 QCAD students and alumni with global design leaders in a city-wide partnership with Brisbane City Council, Brisbane Festival and Fish Lane Arts Precinct. Photo: Nick Ciner Photography.



INTRODUCTION FROM THE DEPUTY VICE CHANCELLOR (EDUCATION)

AT GRIFFITH UNIVERSITY, OUR VISION IS SIMPLE BUT POWERFUL: TO CREATE A BRIGHTER FUTURE FOR ALL THROUGH HIGH-QUALITY EDUCATION THAT TRANSFORMS LIVES.



The Education and Student Experience Plan 2026–2030 sets out how we will deliver on this purpose over the next five years, at a time when expectations of universities are increasing and the diversity of students we serve continues to grow.

This Plan builds on strong foundations. Griffith has a long-standing commitment to

educational access, student success and community impact. Many of the initiatives outlined here strengthen work already underway across the University. At the same time, barriers to education remain, and access and success are not yet equitable for all students. Our task now is to bring greater coherence, clarity and scale to direct our efforts to what will make the greatest difference for students and staff.

We maintain a deliberate focus on both excellence and access—recognising that high-quality education and expanded opportunity must progress together if we are to meet the needs of our communities and the future workforce.

Our ambition for our students is for them to both “make it” and to “make it matter”. By making it, we mean successfully completing study, achieving meaningful employment or further learning, and building secure and fulfilling lives. By making it matter, we mean using learning, skills and experience to contribute positively to communities and society. Delivering on this ambition requires a distinctly Griffith approach to education and the student experience.

Rapid technological change, particularly artificial intelligence (AI), is reshaping teaching, learning and assessment. Responding effectively requires more than incremental improvement; it requires Griffith to be deliberate, values-informed and prepared to do some things differently.

We will proactively design a Griffith student experience that equips every student to engage confidently, critically and ethically with AI, while using it to enhance learning, support and success.

Student success at university is shaped by more than the formal curriculum alone. Learning also occurs through the informal curriculum—through peer interaction, co-curricular engagement and participation in university life—alongside a hidden curriculum of unspoken expectations about how university works. When these expectations are unclear, they can create unnecessary barriers, particularly for students for whom higher education is unfamiliar. This Plan commits to making expectations clearer and support easier to navigate, taking a deliberate whole-of-journey view of the university experience—from prospective students, as they consider higher education, through study at Griffith, and beyond graduation as we support graduates to translate their learning into impact across their lives and careers.

The Plan is organised around four pillars—Purpose and Values, People, Partnerships and Impact, and Place and Community—providing a clear framework for action aligned to Griffith's strategy.

A handwritten signature in black ink, consisting of a stylized 'S' followed by a horizontal line and a small flourish.

Professor Shaun Ewen
Deputy Vice Chancellor (Education)





We acknowledge that our Brisbane and Brisbane South campuses are situated on the land of the Yugarabul, Yuggera, Jagera and Turrbal peoples. Logan is situated on the land of the Yuggera, Turrbal, Yugarabul, Jagera and Yugambeh peoples. The Gold Coast is situated on the land of the Kombumerri peoples, part of the Yugambeh language region. We commit to a process of truth-telling with these communities and striving with them and other Indigenous peoples towards a reconciled Australia.

This plan outlines the actions Griffith will take to further support Aboriginal and Torres Strait Islander students and staff to thrive. It commits to embedding principles of cultural safety and capability, reciprocity and Indigenous ways of knowing, being and doing across education and the broader student experience. We recognise that these principles strengthen learning, belonging and reconciliation for all.

Artwork: Sid Domic *Together*

GRIFFITH EDUCATION IN 2030: WHAT WE ARE STRIVING FOR

Universities have a critical role to play

Australian universities are at a pivotal moment. Over the next decade, higher tertiary participation, equitable access and graduates equipped to navigate complexity and change will be critical to Australia's social and economic future. Griffith must respond to interconnected challenges shaped by rising demand, persistent inequity, rapid technological change and growing expectations that education delivers clear value for students, communities and the workforce.

The key challenges Griffith must address are:

1. **Equitable access and participation growth**

Reducing structural, economic and social barriers to participation by strengthening access pathways, transition support and institutional practices that enable participation and success, while growing our student numbers, including in communities with historically low participation.

2. **Delivering meaningful value and life-changing outcomes**

Ensuring education delivers clear value through high-quality, relevant learning that supports purpose, transferable capability development and strong post-study outcomes.

3. **Meeting the needs of a more diverse student cohort**

Responding to greater diversity in students' backgrounds, circumstances and aspirations through flexible, inclusive and student-centred approaches to learning, teaching and support.

4. **Preparing future-ready graduates for evolving workforce needs**

Preparing graduates for non-linear careers and lifelong learning in an AI-turbo-charged, rapidly changing world through strong disciplinary foundations, transferable capabilities, professional identity and resilience, while aligning education with workforce demand and place-based priorities.



This Plan responds to the challenges facing Griffith through four connected pillars—Purpose and Values, People, Partnerships and Impact, and Place and Community—which together provide a coherent framework for action and investment over the next five years.

Aligned with Creating a Brighter Future for All: Griffith's Strategy 2025–2030, the Plan is delivered through five priority strategic student initiatives that translate the pillars into action across the student journey—from access and transition to graduation and impact. Together, they provide an integrated approach to a transformative university experience.

PURPOSE AND VALUES

CREATE A BRIGHTER FUTURE FOR ALL THROUGH HIGH-QUALITY EDUCATION THAT TRANSFORMS LIVES.

Purpose and values sit at the heart of Griffith's Education and Student Experience Plan. They shape what we teach, how we teach and how students experience university—ensuring education is high-quality, inclusive and connected to purpose. We meet students where they are at, recognising their diverse starting points, identities, aspirations and life circumstances, and support them to progress with confidence. A Griffith education supports students to feel seen, to belong and to develop a confident sense of who they are and who they are becoming—personally, culturally and professionally.

Griffith's commitment to purpose and values includes a strong focus on educational excellence and the celebration of academic achievement. Through initiatives such as the Student Academy of Excellence, we recognise and support high-achieving students, fostering intellectual challenge, leadership and aspiration. These students enrich learning communities and contribute to a strong academic culture that benefits all students and the broader University community.

We are committed to creating the conditions for Indigenous Australians to flourish and thrive—academically, socially and culturally—and to fostering environments in which Indigenous students and staff are recognised for their strengths, supported to realise their aspirations and empowered to shape the future of our University and beyond. Our shared ambition to support at least 300 Indigenous students to graduate from Griffith degrees each year represents not only a commitment to participation, but to transformative outcomes for individuals, families and communities.

Core to our purpose as a university is partnering with students as co-creators in their education—including through formal roles in governance and learning design. We will strengthen and scale this approach, embedding meaningful representation, co-creation opportunities and partnership in learning, teaching and decision-making.

We will also continue to simplify and strengthen the foundations of the student experience—reducing unnecessary complexity in programs, improving timetabling and clarifying expectations and support. Where possible, we will fit university around students' lives—including work, caring responsibilities and placements—recognising these are not merely operational improvements, but critical enablers of fairness, balance and student wellbeing.

STRATEGIC STUDENT INITIATIVE: LEARNING THAT MATTERS

We will ensure what we teach, and how we teach it, aligns with what students need now and for their future lives and careers. This means teaching the things that matter—relevant, values-informed content aligned to students' purpose—and teaching them in the ways that achieve real learning outcomes through high-quality, inclusive and engaging pedagogy. Students will develop disciplinary knowledge alongside transferable capabilities, confidence and professional identity, with strong connection between learning and real-world application. We will also make the hidden curriculum of university learning more explicit, so students understand what success looks like and how to achieve it.

To support this, we will be deliberate in embedding Griffith's values-informed challenges across our curriculum design, learning outcomes and assessment. These value-informed challenges are important. They connect disciplinary learning to real issues shaping our communities, professions and future. This helps our students apply their knowledge in context, develop judgement and agency, and build a clear sense of how their learning can contribute to society.

GRIFFITH'S VALUES-INFORMED CHALLENGES



Indigenous flourishing



A more sustainable world



Better health and wellbeing



Inclusive, diverse and cohesive societies



Technology that improves lives

We will strengthen teaching and learning with a clear, institution-wide articulation of good teaching and design through the Griffith Learning and Teaching Framework, supported by inclusive and flexible pedagogies. We will ensure graduates develop digital capability and responsible use of emerging technologies, including AI, while addressing questions of assessment integrity and what it means to demonstrate learning.

This includes redesigning assessment, feedback and learning activities for an AI-enabled environment—ensuring students demonstrate authentic capability, judgement and creativity in ways that reflect real-world practice.

- Embed AI-enabled learning and assessment design across all programs.
- Ensure students learn with, not around, AI tools.
- Develop AI literacy as a core graduate capability.

Delivering an inclusive and contemporary curriculum is also a priority. Griffith recognises cultural safety as an integral element of student learning, including through a curriculum that affirms diverse ways of knowing, being and doing. Our curriculum will further embed cultural competence, anti-racism, respectful conversations and Indigenous perspectives. This benefits all students, equipping them with the cultural competencies and humility to engage respectfully and effectively across diverse communities as they make it matter.

We will support curriculum and pedagogical innovation through initiatives such as the Griffith Teaching Impact Grants, enhancing learning relevance and impact.

Together, these commitments ensure our curriculum is inclusive, relevant, informed by our research strengths and continuously improving. It will also prepare students to work across cultures, perspectives and global contexts, reflecting the international character of Griffith's student community and graduate destinations.

Through Learning that Matters, Griffith will deliver a rigorous, inclusive, future-focused and purpose-connected education—that equips students to make it and make it matter.



STRATEGIC STUDENT INITIATIVE: PURPOSE DRIVEN, CAREER READY

Purpose-driven career development at Griffith connects identity, values, capability and opportunity. Our distinctive approach will help students understand not only what they can do, but who they want to become and the contribution they want to make through work and life.

We will deliver a distinctive, purpose-led approach to careers that supports strong employment outcomes while enabling students to contribute meaningfully to society. Griffith takes a lifelong view of career development, which will be embedded across the full student journey and extend beyond graduation.

From early in their studies, students will be supported to connect their learning experiences and choices to their values, sense of purpose and emerging professional identity. Curriculum design, career development, advising and industry partners will all support this intent.

Key actions include:

- embedded work-integrated learning (WIL) for all undergraduate students, with access for postgraduate students.
- expanded career mentoring program, connecting students with industry, alumni and peers.
- integrated program of work-readiness building career skills, professional identity, and purpose-driven experiences across the curriculum.
- targeted career accelerator programs providing enhanced professional development for students who have the least access to social capital.

Through these initiatives, Griffith will embed purpose-driven, work-integrated learning as a hallmark of its education.

KEY COMMITMENTS

- We will implement Learning that Matters as Griffith's institution-wide approach to curriculum, teaching excellence and values-informed learning.
- We will embed Purpose Driven, Career Ready as Griffith's distinctive whole-of-journey approach to career development.
- We will improve the foundations of the student experience—including curriculum, program structures, admissions, enrolment and timetabling—to support flexibility and balance for our students.
- We will strengthen conditions for Indigenous flourishing—working in partnership with Indigenous students, staff and communities—to support Griffith to be the university of choice for staff and students.

BY 2030

- More students choose to study at Griffith, reaching 50,000 students across all our campuses, reflecting confidence in the value and purpose of Griffith education.
- At least 300 Indigenous students graduate from Griffith degrees each year, enabled by curriculum and student experience initiatives that strengthen and affirm cultural identity.
- Our students report increased clarity of purpose, measured at transition, mid-point and graduation.
- All undergraduate students experience work-integrated learning and every postgraduate student has access to it.
- Our students achieve strong career outcomes, including confidence in using AI responsibly, critically and creatively, and employers recognise and value Griffith graduates.

PEOPLE

EMPOWERING OUR STUDENTS AND STAFF TO THRIVE.

Our goal for our students is to both *make it* and *make it matter*

For our students, success means both *making it* and *making it matter*. We support our students to connect their learning to what matters to them, developing their knowledge, skills and experiences so they can contribute to a brighter future for their communities and society. Both goals are essential and together they shape Griffith's education and student experience.

MAKE IT

Our graduates succeed during and after their studies:

- Our students successfully complete their studies.
- Our graduates achieve graduate employment, pursue further study or achieve what matters to them.
- Our graduates thrive personally and professionally—with wellbeing, purpose and confidence.

MAKE IT MATTER

Our graduates contribute with purpose and impact:

- Our graduates make a broad and positive contribution to their professions, communities and societies.
- Our graduates remain connected to Griffith in ways that suit them—through ongoing engagement, contribution and belonging.





Our student experience supports six key outcomes for our students

1. Access clear pathways into university, with the support and confidence to transition successfully.
2. Thrive at university, in safe, inclusive and responsive campuses and learning environments that enhance their wellbeing and success.
3. Activate their purpose, building a clear sense of what matters to them and what they want to achieve through their studies.
4. Curate their learning journey by choosing courses, approaches and experiences that align with their purpose, goals and circumstances, while studying at a pace that is right for them.
5. Put their purpose into practice, through industry aligned learning and career aligned work-integrated experiences.
6. Build meaningful connections, working in partnership and developing strong networks and a sense of belonging.

OUR STUDENT EXPERIENCE VISION, CRAFTED BY OUR OWN STUDENTS

At Griffith, we partner with our students to discover, define and pursue a personally meaningful purpose—acting on it with confidence, a sense of belonging and impact, in community with others. This is how we *make it matter*.



Supporting our staff is critical to delivering this student experience

To do this effectively, we will ensure our staff are:

- provided with the support, tools and resources to help students succeed
- recognised and valued for their expertise and contributions
- empowered to innovate and continuously improve
- supported to actively collaborate and co-design with students, colleagues and partners.



Empowering our students and our staff to thrive—in practice

Creating a high-quality, transformative education depends on the wellbeing, capability and engagement of both our students and our staff. We are committed to fostering inclusive, supportive environments where students from all backgrounds feel connected, supported and able to thrive, and where staff are recognised, empowered and equipped to deliver outstanding education and support.

Student wellbeing is a central priority. We will strengthen access to counselling and support services, improve pathways to assistance through clear support lines and create more opportunities for students to connect with peers and staff. We will improve student communications, and invest in systems and processes that provide timely, accurate and accessible information when it is needed most.

We will expand opportunities for meaningful face-to-face engagement with academic and professional staff, helping students to plan their studies, understand assessment expectations and navigate their learning with confidence. Club, societies, peer networks and other opportunities beyond the classroom will further strengthen belonging and personal growth.

Supporting and empowering our staff is equally important. Through the Learning and Teaching Framework, we will define, recognise and celebrate teaching excellence, while strengthening professional development in values-informed areas—such as access, inclusion, accessibility, cultural safety, student success, digital capability, AI and contemporary teaching approaches.

Delivering a high-quality student experience requires strong internal collaboration across the University. We will foster a culture of co-design and shared responsibility across central portfolios, schools and groups, improving consistency for students through better systems, clearer processes and stronger coordination.

These commitments are detailed further in Griffith University's People Plan 2025–2030.



STRATEGIC STUDENT INITIATIVE: THRIVE AT GRIFFITH

Through a suite of retention and wellbeing initiatives, we will support students to start, continue and complete their studies and improve retention and completion outcomes.

As Griffith's student population grows and becomes more diverse, student continuation and completion are influenced by increasingly complex factors.



Thrive at Griffith brings together a coordinated set of initiatives designed to support students across their learning journey, particularly at key transition points, so that every student can succeed academically, maintain wellbeing, and build confidence and belonging as part of the wider Griffith community. This includes international students navigating new academic, cultural and social environments, for whom belonging, support and clearer expectations are equally critical to success. This builds on focused work that the University has done on retention over the past 12 months. This includes making the informal and hidden curriculum of university more visible through peer networks, mentoring, clearer expectations and easier navigation of support.

Our response will focus on a small number of high impact initiatives that strengthen academic success, wellbeing, belonging and timely access to support.

Our priorities are to:

- scale successful early engagement and first-year undergraduate retention initiatives in high-impact courses, including through academic support, peer mentoring and tutoring
- connect students quickly and seamlessly to the right supports, including academic, wellbeing and financial supports, through Student Connect, rapid referrals and 24-hour digital tools
- embed proactive mental health and implement triage-based wellbeing support
- strengthen belonging, confidence and connection through mentoring, peer networks, culturally grounded supports and participation in broader university life.
- introduce AI-enabled student support tools providing timely, personalised academic and wellbeing guidance
- use AI and analytics to identify at-risk students earlier and tailor interventions
- ensure AI use is transparent, ethical and student-centred.

We will continue targeted cost-of-living supports, including bursaries, grants, scholarships and student employment opportunities, recognising that financial security is essential to student success.

These initiatives reflect Griffith's commitment to ensuring that every student has the opportunity not just to persist, but to thrive—and to flourish academically, personally and socially—throughout their time at university.

KEY COMMITMENTS

- We will provide a coordinated suite of wellbeing, mental health and financial supports—Thrive at Griffith—to support the wellbeing of our students.
- We will scale evidence-based early engagement and academic support in large first-year programs to improve retention and student confidence.
- We will improve student communications to ensure timely, clear, relevant and accessible information.
- We will implement our Learning and Teaching Framework—which will outline what good teaching looks like at Griffith—and embed teaching excellence through our Academic Performance Framework and professional development, awards and targeted recognition programs.

BY 2030

- Our students demonstrate stronger retention and completion outcomes year-on-year.
- Our students value and are highly satisfied with their Griffith experience.
- Our students experience improved wellbeing, a stronger sense of belonging and our students participate more fully in university life, including through co-curricular activities.
- Our staff feel valued, recognised and a strong sense of belonging at the University, with a particular focus on teaching staff and student-facing professional staff.

PARTNERSHIPS AND IMPACT

CONNECTING LEARNING TO OPPORTUNITY, PURPOSE AND CONTRIBUTION

Partnerships are central to how Griffith delivers meaningful, high-impact education. By working closely with industry, government, alumni, schools and community partners, we strengthen the relevance of learning, expand opportunity and ensure that students can connect their studies to real-world challenges and contribution.

These partnerships shape the curriculum, strengthen work-integrated learning, support clearer pathways into employment and further study, and help students build the networks, confidence and social capital needed to succeed. They also ensure our education remains responsive to emerging workforce needs and community priorities.

This includes through targeted partnerships that support veterans and those transitioning from military service into higher education and new careers, while supporting our aspiration to be a leader in veterans' education.

Our impact will be reinforced by stronger use of evidence to understand student needs, inform teaching and improve decision-making across the student lifecycle—enabling more targeted, timely and effective interventions.

Griffith is refreshing its approach to partnering with industry to make collaboration easier and to strengthen our responsiveness to partner needs. We will simplify processes, clarify pathways for partnership and prioritise strategic, high-impact collaborations. Employers will experience Griffith as accessible, responsive and partnership-ready—and will actively seek out Griffith graduates.

International engagement remains a cornerstone for Griffith University. It provides both our Australian and international students with opportunities to gain global experiences and perspectives that support contribution in global contexts.



We will support students through learning abroad opportunities and by welcoming international students to our campuses, recognising the value they bring in creating intellectually rich, culturally diverse and globally connected learning environments.

We will also extend these opportunities to students overseas who may not have the means to travel, by delivering programs outside Australia through targeted partnerships, initially in the Asia-Pacific. These approaches broaden access, strengthen students' global capability and ensure our education reaches students where they are.

We will deepen our engagement with alumni—across multiple modes—including mentoring, advocacy, continued learning and philanthropy—recognising that all forms of engagement strengthen a connected Griffith community. Philanthropy will be directed toward creating real educational impact, particularly through scholarships that expand access for students.

The Brisbane 2032 Olympic and Paralympic Games present a once-in-a-generation opportunity for impact. Leveraging our role as an exclusive pathway university for the Australian Olympic Committee and our Elite Athletes program, we will create hands-on opportunities for students to engage with the Games—enhancing learning, employability and professional networks.

STRATEGIC STUDENT INITIATIVE: PATHWAYS TO GRIFFITH

We will strengthen access, transition and success through clearer, more flexible pathways into university for learners and different life stages and from diverse backgrounds.

Our focus is on removing structural, information and confidence barriers that can prevent capable learners from seeing Griffith as a place for them. This ensures that university is accessible for the many, not just the few. This includes school leavers, mature age learners, students changing careers and those from communities which have been historically under-represented in higher education—including Aboriginal and Torres Strait Islander, Māori and Pasifika communities. It also includes international learners entering through Griffith College and students studying with our overseas partners.

Our approach focuses on three tenets:

- Building awareness of university, through strengthening partnerships with schools, TAFE, community and employers that focus on building aspiration and readiness.
- Creating and strengthening pathways to Griffith, through simplifying entry pathways, credit recognition into both undergraduate and postgraduate programs, and continuing to offer targeted enabling and pathways programs for equity cohorts.
- Removing barriers and complexity through simplifying choice and providing clearer guidance on the pathway that best suits an individual's goals, maintaining and expanding access to financial support for domestic students and scholarships, and improving the transition support so students begin with confidence, momentum and clearer expectations of how university works.

Through this, more learners can access Griffith, transition successfully and progress toward meaningful educational and career outcomes.

KEY COMMITMENTS

- We will simplify and strengthen pathways to Griffith by expanding outreach, access-aligned programs and vocational credit pathways.
- We will explore opportunities to strengthen and solidify our position as the leading university for veterans' education.
- We will pursue a structured and strategic approach to global education, strengthening offshore and transnational delivery, and expanding international exchange, study abroad and overseas learning opportunities that enrich learning and global connection.
- We will review our approach to managing partnerships to make it easier for our corporate, government and community partners to collaborate with us and renew our approach to working with Industry Advisory Bodies.
- We will actively support the success of the Brisbane 2032 Olympic and Paralympic Games, including through scholarships and other initiatives that support student athlete success.

BY 2030

- More EmpowerED students successfully transition into degree-level study and achieve strong progression and completion outcomes.
- Our students will have increased access to scholarships, including support for academic excellence and for students experiencing financial need.
- Our student cohort more closely represents the communities we serve, with 13,500 students from equity backgrounds, including increased participation of Indigenous students, students with disability and students from low SES backgrounds in our University.
- Our international student cohort on campus in Australia will have grown with a broad geographic mix of students contributing to a vibrant and diverse campus community, and our student cohort will include a growing number of students studying Griffith degrees in their home country or region through offshore and transnational delivery.
- We are recognised nationally as an Olympic and Paralympic Pathway University, with increased student participation in Games-related learning, employment and engagement opportunities.



PLACE AND COMMUNITY

WE ARE AN INTEGRAL PART OF THE PLACES OUR CAMPUSES ARE LOCATED AND THE COMMUNITIES WE SERVE

Reciprocal relationships with Indigenous communities

Griffith recognises that our campuses exist on landscapes shaped by tens of thousands of years of Indigenous culture, knowledge and custodianship. We are committed to deepening our connection to Country, Traditional Custodians, and Indigenous communities, guided by reciprocity, respect and shared responsibility. We aim to work in genuine partnership to expand access to education, support aspirations, honour lived experience and cultural knowledge and learn from Indigenous wisdom. These relationships are central to who we are and to creating educational environments in which Indigenous students, staff and communities thrive. These relationships also enrich the wider university community, strengthening learning, cultural capability, belonging and our collective capacity to contribute to a more just and inclusive society.

Vibrant physical and digital campuses

We commit to creating vibrant, inclusive and accessible campuses that support learning, wellbeing and connection. We will invest in high-quality learning and teaching spaces, student hubs and universal design to ensure environments are usable and inclusive for all students, including those with diverse needs and identities. We will improve signage, expand sensory-friendly spaces, further embed inclusion initiatives and incorporate contemporary technologies that enhance accessibility and engagement.

Our libraries—often the geographic and social heart of our campuses—will remain welcoming spaces for connection, reflection and development, while extra-curricular activities, milestone celebrations and diversity and inclusion events will foster community, inclusion and wellbeing.



Our contribution to the local communities in which we operate

Griffith actively contributes to the communities across Queensland where our campuses are located, building relationships of mutual respect, responsibility and benefit. While our campuses serve local communities, many of our students—including online, interstate and international learners—apply their Griffith education nationally and globally.

Campus highlights:

- **Brisbane City (Treasury)**
Hosting business, government, law and IT degrees with industry connections and central accessibility.
- **Brisbane City (South Bank)**
Our flagship creative arts precinct linking Brisbane's cultural and artistic life within the state's cultural centre.

- **Brisbane South (Nathan)**
Reinvigorated campus supporting sciences, technologies, humanities and the social sciences.
- **Gold Coast**
Embedded in the Health and Knowledge Precinct, supporting health, wellbeing, biomedical and sports disciplines, and industry partnerships.
- **Logan**
In a rapidly growing region, supporting equitable access, community-focused partnerships in health, education and services, aligned with local workforce priorities.
- **Online**
Flexible, high-quality learning that maintains academic connection, community and national and global reach.

STRATEGIC STUDENT INITIATIVE: **GRIFFITH GO—A NEW WAY TO STUDY WITH** **GRIFFITH UNIVERSITY**

We will expand flexible, high-quality online education through Griffith GO, enabling more students to access Griffith and curate their learning journey in ways that fit their lives, goals and circumstances.

Students increasingly seek flexibility in how, when and where they study. Griffith GO responds by providing a high-quality, engaging and supported online experience that expands access for diverse learners without compromising connection, belonging or academic quality. It provides an important option for students balancing work and family responsibilities, living in regional or remote locations, returning to education or preferring fully online, on-demand study.

Our focus is on three priority areas:

- expanding Griffith GO across disciplines and qualifications, progressively building a broader and more flexible portfolio of online offerings
- enabling purposeful study journeys, through flexible pacing, varied study patterns and clear program guidance
- building connection, confidence and support online, through virtual peer networks, mentoring, collaborative learning spaces and tailored academic, wellbeing and career support.

Through Griffith GO, Griffith will deliver a distinctive online education experience across both undergraduate and postgraduate study that strengthens access, flexibility and success—while maintaining the sense of community and purpose that defines a Griffith education.

KEY COMMITMENTS

- We will continue to invest in our campuses and physical spaces—creating high-quality learning spaces and contributing to vibrant physical campuses.
- We will strive to better understand the skills and workplace needs of our local communities and design our program offering to support this, while ensuring our programs develop transferable capabilities that enable graduates to succeed nationally and globally.
- We will scale Griffith GO as Griffith's distinctive high-quality online offering, expanding flexible access across disciplines and student cohorts.

BY 2030

- We will continue to be a leader in our communities, transforming the lives of our students and supporting the needs of our local industries and communities.
- Our students are actively engaged in their local and wider communities, applying their learning, values and capabilities to contribute in meaningful ways.
- Our learning and student spaces will be more inclusive, accessible and digitally enabled, supporting contemporary teaching and learning practices and diverse student needs.
- Our students can study flexibly, with established Griffith GO online offerings with at least 50 online programs and supporting up to 7,000 additional students.



HOW WE WILL DELIVER ON THIS PLAN

Implementation will prioritise coherence over new activity: simplifying how students and staff navigate learning, support, systems and partnerships, clarifying ownership, and reducing duplication and avoidable administrative burden.

We will align expectations with capacity by sequencing delivery, strengthening staff capability (including AI and inclusive practice) and ensuring sessional and student facing staff can access the training and tools required to deliver consistently high-quality experiences.

We will measure success with a small set of meaningful indicators and use data ethically to enable timely, human support—avoiding unnecessary reporting burden that takes staff away from students.



