

# FORWARD-FOCUSED, FUTURE-READY

*Griffith Business School  
Strategy 2017-2020*





[griffith.edu.au/gbs-strategy](http://griffith.edu.au/gbs-strategy)

# WELCOME

There has been enthusiastic engagement and participation from across the Griffith Business School (GBS) community in the development of our 2017–2020 strategy.

The strategy reflects the expertise and valuable contributions of a range of stakeholders. These include GBS academic, professional and general staff, colleagues in other areas of the University, the GBS Strategic Advisory Board, the GBS Alumni Advisory Group, industry partners, and alumni.

The Vice Chancellor and President has endorsed our strategy, believing it aligns extremely well with the Griffith 2020 agenda and the vision to further develop Griffith as a university of influence.

*I invite you to read our strategy, and look forward to working with you to continue building a forward-focused, future-ready business school.*

**Professor David Grant**  
Pro Vice Chancellor (Business)



## DEVELOPING OUR STRATEGY

### *Process and timelines*

#### STAGE 1

Working groups (comprising academic, general and professional staff, and members of the GBS Strategic Advisory Board) explored ideas relating to learning and teaching, research, engagement and our people.

FEBRUARY–MARCH  
2016



APRIL–JUNE  
2016

#### STAGE 2

Initial recommendations from working groups in the form of discussion papers workshopped at the GBS strategic retreat in June and made available to all GBS staff online for feedback.

#### STAGE 3

##### Redrafting and ongoing consultation

Working group recommendations redrafted based on feedback and used to develop an initial draft strategy document.

JULY–AUGUST

First full draft of strategy presented for discussion and consultation with internal and external stakeholders. This included online anonymous feedback, surveys, focus groups, town hall meetings, and input from the Strategic Advisory Board and Alumni Advisory Group.

SEPTEMBER–NOVEMBER

JULY–NOVEMBER  
2016



DECEMBER 2016–  
MARCH 2017

#### STAGE 4

Final draft completed and strategy launch.

**FORWARD-FOCUSED,  
FUTURE-READY**

# FORWARD-FOCUSED, FUTURE-READY

*Vision, mission, values<sup>1</sup>*



## *Vision*

Advancing innovative and socially responsible business education, scholarship and practice in Australia and the Asia region.

## *Mission*

To deliver outstanding business education and research through engagement with industry, government and the social communities we serve, and to do so in ways that contribute to a prosperous, equitable and sustainable future.



## *Values*

**Performance excellence:** Recognising, developing and enabling staff and students to achieve at the highest level.

**Responsible leadership:** Supporting staff and students to become responsible leaders who demonstrate the highest levels of integrity and ethical behaviour.

**Sustainable business practices:** Creating value through social, financial and environmental approaches that lead to sustainable businesses and communities.

**Respect for others:** Embracing diversity and inclusiveness, and demonstrating respect for different backgrounds, points of view and discipline areas.

**Global orientation:** Preparing students to be global citizens, with a special focus on the Asia region.

# Introduction

A new phase of development is underway at Griffith Business School (GBS) to ensure we are regarded as a leading provider of business education and scholarship in Australia and the Asia region.

Consideration of current and future challenges in the higher education sector, and for business schools specifically, has been important in the development of our strategy. Challenges include intensification of global competition, technological change, uncertainty in the funding and regulatory environment, and shifting needs and demands from industry, employers and students. In this context reputation and brand quality will be of paramount importance.

The strategic priorities outlined in the GBS Strategy 2017–2020 demonstrate our move to address this disruption, and when actioned will create a forward-focused, future-ready business school.

Ours is a distinctive strategy; one that builds on our existing strengths to deliver the innovative and socially responsible business practice and scholarship that will be necessary to create a prosperous, equitable and sustainable future for Australia and the Asia region.

There are four areas of strategic priority. Delivering on these will enable us to equip the School's diverse community of students, staff, alumni, industry, third sector and government partners with the skills, knowledge and attributes that will be necessary to navigate and manage the economic, social and environmental challenges, and to leverage the opportunities, that will prevail in 2020 and beyond.

The four areas of strategic priority are:

## 1 | Delivering a remarkable student learning experience

What we teach and how we teach will be characterised by an increased focus on supporting students' readiness for, and transition to, work (employability) and the leveraging of new technology to offer content in innovative and practical ways that actively engages them in their learning. We will provide an educational experience that delivers graduates who are equipped with cutting-edge business knowledge and skills, and are globally connected, socially responsible, creative thinkers able to critically analyse problems and identify solutions. These attributes will make them highly sought-after and enable them to contribute to an economy and society increasingly driven by digital innovation.

## 2 | High-impact research

The School will practise the highest standards of academic excellence and independence in our research, in both academic rigour and real-world value. Our research efforts will demonstrate an understanding of the strategic environment in which companies, communities and governments are operating, in order to respond to their needs, and disseminate results in ways that help them improve performance and provide social and economic benefit.

## 3 | Enhancing our engagement

We will develop sustainable modes of engagement that are mutually beneficial and enhance our reputation and profile. Our delivery of high-quality business education and research will be achieved through strategic partnerships with businesses, government and social communities at the local, national and international level. Our engagement will include a continued commitment to build on and leverage the support of our alumni, and a focus on engagement within Asia.

## 4 | Strengthening our staff

We will strengthen our academic, professional and general staff capabilities so as to successfully deliver our strategic priorities in teaching, research and engagement. Targeted investment in staffing, leadership capability, and the provision of staff development opportunities will enable us to build a profile characterised as high-performing, forward-thinking, transformational and resilient. Our staff will value diversity and be agile so they can both respond to new and emerging challenges in the higher education sector, and achieve sustained improvements in scholarship and business education.

# STRATEGIC PRIORITY ONE

## *Delivering a remarkable student learning experience: Active, digitally enabled, a focus on employability*

We will enrich the student learning experience with innovative digital technologies to further sensitise them to the ways in which these impact business and society. This will involve a widened application of digitally enabled learning practices in both our on-campus, and online classrooms to facilitate active and professional learning experiences. The goal is to enable greater student engagement and flexibility in the learning process in order to advance their discipline knowledge, provide them with cutting-edge professional knowledge and personal skills, and to develop their awareness of the future of work. This supports the Griffith 2020 plans to deliver excellent education experiences that place students at the centre of what and how they learn, in order to develop their potential to become graduates of influence. It also aligns with the University's revised Academic Plan (2017–2020) which, with its emphasis on high quality teaching and innovative program content and design, sets out an agenda for ensuring that all Griffith students have a remarkable learning experience.

Delivering a remarkable learning experience will involve the following activities and initiatives:

### *1.1 Learning for employability*

Our aim is to offer transformative learning experiences that will deliver business graduates who are highly sought-after. We will invest in digitally enabled learning spaces and teaching strategies that place the student at the centre of their learning experience. We will implement an active learning model where both self-directed and collaborative learning activities take place in real-time environments that reflect professional contexts. This will enable students to take ownership of their educational experience while interacting with their diverse cohort of peers. For example, we have built flipped, technology-enhanced classrooms, and will continue to leverage existing digital and

active learning experiences, such as virtual field trips and our on-campus trading rooms. Our aim is to develop business students that have the skills to apply critical judgement and creative thinking to innovate and problem solve in the workplace of the future. At the same time they will develop cutting-edge professional knowledge in business disciplines such as accounting, finance and marketing in combination with the communication, negotiation, teamwork, leadership and interpersonal skills that employers seek.

We will increase professional learning experiences to develop our students' awareness of emerging business trends. For example, we will expand our work-integrated learning (WIL) program by offering more internships and introducing digital WIL (in the form of virtual projects) to deliver 'at scale' to undergraduate business students. We have also introduced a specialised employability course (Work and Employability), while eCareerCoach—an online platform to connect students with alumni and industry for career-related advice—will be made available to all undergraduate students. Industry case studies, business simulations, and guest speakers will be more prevalent to inform, inspire and motivate our students. We will also leverage University-wide employability strategies for example, ePortfolios and eModules that enable students to optimise the value of LinkedIn profiles.

Entrepreneurship is increasingly important to our students as it will enable them to create jobs for both themselves and others. In addition to our already successful major in entrepreneurship and self-employment, we will further develop and embed entrepreneurship and innovation into our program portfolio. The provision of a learning experience incorporating heightened exposure to professional expertise and experience will include a comprehensive executive in residence program whereby business leaders and entrepreneurs will be employed as adjuncts to share their industry experiences in the classroom, provide coaching and advice regarding student projects, and offer career mentoring. Our alumni, industry, government and community partners will also be encouraged to engage with us long-term to help firmly embed employability in our business programs. Moreover, we will work in collaboration with other areas of the University to design and deliver programs and courses as well as co-curricular activities (see 1.2.3) that bring students from different disciplines together in ways that facilitate innovation and provides them the opportunity to develop entrepreneurial skills and knowledge.

## 1.2 *Reviewing and revitalising our program portfolio*

### 1.2.1 *Revitalising our curriculum*

We will redesign existing programs, and offer innovative new programs that both align with our academic strengths and expertise, and integrate new areas of learning, such as disruptive technology and big data. We will also place greater emphasis on learning for employability (as outlined in 1.1) and develop curriculum content with an increased focus on emerging business themes in entrepreneurship, innovation and responsible leadership.

We will offer a range of generic and specialised undergraduate and postgraduate coursework programs, and develop double degrees by pairing business and non-business programs to reflect labour market trends, address skills gaps identified by government and businesses, and capture the imagination of the next generation of students. Collaboration with colleagues across the University will allow for multi/trans-disciplinary curricula that will provide students with more flexible study pathways and enhance their future career mobility.

Auditing and examining program content, degree titles, enrolment data, program profitability, and delivery modes will enable us to identify overlap and duplication and to rationalise our undergraduate and postgraduate program offerings; for example, we will review our undergraduate portfolio with a view to reducing the number of points of entry and consider how to better differentiate or merge our Bachelor of Business and Bachelor of Commerce programs. We will also examine how we resource, devise content for, and allocate the teaching of dedicated first year and other core courses. At the postgraduate level we will consider streamlining the number of programs currently delivered and develop more flexible study pathways that are attractive to prospective domestic and international students. Furthermore, our fully flexible MBA program will be critically reviewed with the aim of enhancing the core theme of sustainability and establishing a distinct difference from the online-only program. An extensive consultation process with business practitioners, advisory boards, professional bodies and alumni will also take place.

Our culturally diverse cohort is reflected in our curriculum design and exposes our students to, and promotes, the knowledge, worldviews and insights of others, including Aboriginal and Torres Strait Islander Peoples.

We are committed to delivering business education that places sustainable enterprise and responsible leadership at its core. We evidence this as a signatory to the UN Principles of Responsible Management Education (PRME) and Globally Responsible Leadership Initiative (GRLI), and through the active role our Griffith Centre for Sustainable Enterprise plays in implementing this priority. Our graduates will be equipped to apply these ethical standards to their professional and personal lives, and to address global concerns such as climate change, environmental degradation and social inequity to the benefit of the community, environment and economy.

### 1.2.2 *Extending flexible learning opportunities, including online*

We will be responsive to student needs and expectations by delivering flexible learning opportunities that support students in creating learning experiences that are interactive and personalised. The introduction of trimesters in 2017 across the University enables the School to offer our portfolio of courses more frequently, and as students take advantage of this initiative they will have increased opportunity to accelerate their study and graduate sooner, or spread their study load to balance it with other commitments.

With online learning in high demand, the School will collaborate with Griffith Online to enhance our online education suite and build capacity to complement the on-campus experience. To remain competitive and influential in the online world we will continue to design and deliver new, high-quality and innovative online programs and courses. Some of these new online offerings may be used to provide micro-credentialed and other pathways, to on-campus programs and some may be delivered in partnership with industry or private providers. Some may also be delivered as part of our growing corporate education portfolio. Working with Griffith International (GI) we will, where feasible, open these programs up to the international market. We also seek to better leverage existing and new partnerships with other online providers in order to deliver the best possible online learning experience for students, and to maximise recruitment and marketing opportunities.

As we develop our online offerings we must work to improve the online learning experience. To achieve this, we will continue to design and deliver high-quality digital teaching strategies for example online webinars and discussion forums, virtual

team-based projects, and specialised applications suitable for mobile devices. We will also implement the recommendations made as a result of our recent digital audit, including the introduction of a staff development program to upskill our people and inspire them to use digital technologies in innovative ways.

### *1.2.3 Enhancing co- and extra-curricular programs*

We will enhance our portfolio of co- and extra-curricular activities to provide students with a supportive learning environment that extends the classroom, promotes peer-to-peer networking and social interaction, and creates a sense of belonging to the School and the University community. This will involve revising our orientation programs and improving our student mentoring and leadership schemes, including our highly regarded Griffith Business School Student Leadership Program. We will continue to provide strong support for student clubs and associations, especially where they create strong links with industry and professional bodies. We will also seek to provide resources (space, expertise, access to venture capitalists and angel investors) to encourage entrepreneurial students from all areas of the University to collaborate and innovate as part of their co-curricular activities.

## *1.3 Internationalising the curriculum*

### *1.3.1 International and intercultural learning*

We will deliver a range of transformative learning experiences that address the political, economic and cultural environment in other countries and regions, with a special focus on Asia. For example, we will offer specialist courses in Asian business, as knowledge experts in this field, and carry out classroom activities that require students to work in culturally diverse groups. Our objective is to offer more overseas study experiences, such as short-term study tours, study abroad programs, dual degrees with Asian universities, exchange studies, volunteering abroad, and international internships (such as the successful Global Mobility Internships). To facilitate this, we will offer more student travel scholarships, and focus on developing more strategic partnerships with overseas universities, global businesses, and international not-for-profit organisations.

### *1.3.2 Attracting international students*

Our aim is to grow and retain a diverse, high-calibre international student cohort in accordance with targets set out in the Griffith University Internationalisation Strategy 2014–2017. To achieve this we will explore and maintain internationally recognised business school accreditations, promote existing and fund new international student scholarships, and publicise our international ranking successes. Additionally, we will provide formal and informal learning environments for international students to connect with other students as well as staff, to help them thrive in a new cultural context (refer to 1.2.3). We will also develop and support a focused strategy of high-volume degree articulations, and rationalise non-effective articulations, at the undergraduate and postgraduate levels with partner universities worldwide.

### *1.3.3 Transnational education*

Working with GI we will continue to develop a select number of high-quality transnational education programs to build global reach and impact, internationalise the experience of our teaching staff, and build our international alumni cohort. This will include seeking opportunities to develop more offshore top-up programs following the success of the bachelor degree top-up program offered since 2006 in partnership with the School of Continuing and Professional Studies at The Chinese University of Hong Kong. We will continue to utilise these programs to build deeper international relationships that involve two-way exchange programs, local industry engagement, research projects and the development of cross-cultural teaching expertise.

## **STRATEGIC PRIORITY 2**

### *High-impact research: Rigorous, independent, relevant*

The School will be renowned nationally and internationally for excellence in high-impact research. Our research will demonstrate the highest standards of academic rigour and independence, and lead to outcomes that are recognised by both

academic peers and non-academic stakeholders as making important contributions to the advancement of knowledge and practice, and as yielding significant social, environmental, and economic dividends.

We will enhance our research performance through strategic investment in existing areas of excellence and emerging areas of strength in the School and will seek to further build research capacity in collaboration with other areas of the University. We will strengthen the quality of our research outputs, and improve the visibility of our research achievements among key stakeholders and within the wider community. There will be a heightened emphasis on winning funding from a range of sources and increasing the number of on-time higher degree research completions. We will also further embed research in the learning experience for all business students so they develop an understanding of the value and significance of research.

Producing high-impact research will involve the following activities and initiatives:

### *2.1 Changing research expectations*

We will drive a step change in expectations of research performance across all disciplinary areas and academic levels to attain excellence. Our aim is to cultivate a research environment distinguished by accountability, collegiality and support for research as a shared endeavour. This will underpin a culture of strong performance and high-quality outcomes with a heightened emphasis on securing quality research publications; attracting research income from the Australian Research Council (ARC) and a range of other government, industry and philanthropic sources; and demonstrating research impact.

We will use a range of measures to evaluate research performance that will vary across disciplines and enable us to identify our high-performing research leaders, as well as emerging talent. We will appoint these colleagues to strategic positions that provide them with the opportunity to further enhance both their own, and the School's, research performance.

As part of a consistent review of existing research concentrations across the School, we will strategically integrate our research strengths and expertise with identified areas of potential growth that will require future investment, such as entrepreneurship and big data. This will require

greater cross-disciplinary collaboration among colleagues, including with those from other areas of the University.

### *2.2 Academically rigorous independent research that delivers social and economic benefit*

We will better recognise the value of applied, academically rigorous, and independent research and how it can influence economic, political and social change among local, national and global communities. The University and the School's research centres and institutes, which involve a significant number of our staff, will be at the vanguard of this approach.

Scholarship and practitioner-focused research do not always overlap, so we will develop career pathways and work profiles, as well as recognition schemes to incentivise staff to achieve high-impact research in their areas of expertise. We will encourage our staff to incorporate sub-profiles within their Academic Staff Review and Plan (ASRP) research profiles so they can clearly distinguish scholarly and engagement achievements. Embracing research sub-profiles will provide institutional levers to maximise long-term research impact.

Our engagement leaders will be aligned with applied sectors and professions related to our expertise such as financial planning, tourism, accounting and government. These leaders will coordinate engaged research that will enable us to sustain and grow our impact. This will include seeking strategic funding opportunities as part of our development plan; for example, research grants (both ARC and non-ARC), industry-funded programs of joint research, and fostering relationships with alumni and philanthropists looking to fund research that serves their local communities.

Quantitative indicators such as consultancy and commercial research income, will be used to measure our impact strategy, but we will also focus on detailed impact narratives (see also 2.3) that showcase our research achievements. Developing these impact narratives will be the task of the Dean (Research) in close consultation with the GBS Research Strategy and Impact Committee, Heads of Department/School, and Centre Directors.

### *2.3 Leveraging and promoting high-impact research*

We will strongly encourage academic staff to map an impact strategy to accompany their research program objectives. The objectives that underpin the impact strategy will be developed by posing questions such as: What are the likely outcomes of this research? Who will benefit? How will they benefit? How can potential beneficiaries be involved in the research? What are the potential sources of funding? And how will we know if the research has made a difference?

In addressing these questions, our academic colleagues will be able to: build awareness of their project among a target audience; secure the commitment of a target group of stakeholders to the project aims; influence specific policies or policy makers on key aspects of policy; and encourage participation among researchers or partner bodies. This mapping exercise will also enable researchers to craft and update impact narratives.

A more coordinated and strategic approach to projecting the School's research achievements is imperative because a significant element of our reputation and standing is based on our research performance. Actively promoting research achievements in terms of publications and research income, and also impact, will require our academic staff to work more closely with a range of internal stakeholders, including newly appointed engagement leaders, the School's Communications team, Dean (Research) Office, Office of Marketing and Communications, Heads of Department/School, Director (International) and Centre Directors. They will need to learn how to create pocket-sized research impact narratives that can be readily consumed by a wide cross-section of external audiences using language that is jargon-free. Often academic research outcomes only receive wide coverage among influential stakeholders if they appear in non-academic outlets. We must ensure academic colleagues leverage these opportunities, including roundtables and master class formats, publishing in industry magazines and government bulletins, writing media op-eds, posting articles on high-profile blog sites and outlets (such as The Conversation), being available to do media interviews, and embedding links to research in social media platforms (such as LinkedIn, Twitter and Facebook).

### *2.4 Building for the future: Driving our Higher Degree by Research (HDR) program*

Significant attention will be devoted to HDR candidates to strengthen the academic quality of our research. Along with grant income, on-time completion of HDR candidates has become the pre-eminent driver of Commonwealth research funding to universities and will, over time, shape the research funding each disciplinary area receives internally. More generally, the quality of HDR candidates and on-time completions is a key bellwether for gauging the overall quality of academic research units.

We must build and maintain high levels of quality assurance in our HDR program, from recruitment to completion, so that strong and engaged HDR candidates can contribute impactful research projects that align with our research culture. This requires rigorous assessment of initial project proposals from prospective HDR candidates, more systematic engagement by supervisors in the supervisory process, dynamic and flexible supervisory arrangements, and career mentoring strategies to assist HDR candidates prepare for life after study. We will appoint strong senior researchers in HDR convenor roles to demonstrate our commitment to the inextricable link binding HDR candidates to academic research performance across the School.

We will promote greater alignment between topics chosen by PhD and Honours students and external scholarship opportunities, which are based on demands from industry or government for research solutions. Such networked research projects have the dual advantage of bringing our students closer to real-world policy challenges, while concurrently presenting opportunities for our academics to develop stronger research collaborations with external stakeholders who are prepared to invest in applied projects that uphold the highest standards of rigour.

### *2.5 Research and the student learning experience*

We will deliver research as part of the undergraduate and postgraduate coursework learning experience so our students gain an understanding of the value of research to their professional career and the broader impact it has on businesses, communities, the environment and the economy.

As part of our assurance of learning process, we will ensure all students have the opportunity to develop, apply and demonstrate their research knowledge and skills. We will initiate programs that encourage guest lectures from high-performing researchers, and include a for-credit optional research project/practicum (in line with the Griffith 2020 agenda) for students to fully engage in applied research. We will also deliver and assess learning experiences that require students to demonstrate research skills to solve work-based problems. This will enable them to develop key employability skills such as critical thinking and analysis, as well as comprehend the relevance of research in the workplace. Taking this approach will also provide a pipeline of high-quality HDR candidates.

## STRATEGIC PRIORITY 3

### *Enhancing our engagement: Sustainable, strategic, multi-layered*

Our engagement must be of genuine value to the external stakeholders and communities we serve. The School's engagement strategy aligns with the University's Engagement Plan 2015–2018, and supports our participation in the University's program of strategic engagement with 'super clients'. Successfully enhancing our external engagement will often involve engaging internally with other areas of the University, so as to leverage the synergies, complementary expertise and benefits of scale that such collaborations might bring.

Engagement will be central to all that we do and our mission reflects this. Critically, engagement will inform our teaching, research, and staff strengthening strategies. To manage this, an engagement model with basic templates and streamlined processes will be developed to assist staff to contribute to our engagement plans.

The development of a coordinated and targeted communication plan using a variety of media will also be essential to demonstrating the value of our engagement activities to external audiences. Promoting the relevance of industry and community

partnerships, and the benefits they bring, is of enormous reputational value locally, nationally and internationally, and are likely to lead to further engagement opportunities.

Enhancing our engagement will involve the following activities and initiatives:

### *3.1 Industry engagement*

Using existing and new connections we will pursue potential engagement opportunities with local, national and international businesses, entrepreneurs, and professional bodies. In doing so, we will seek to establish more formal agreements and Memorandums of Understanding (MOUs), to strengthen and sustain industry partnerships. Successful examples of this approach include our alliance with AMP—a University 'super client'—and agreements signed with Star Entertainment Group and Queensland Airports Limited (QAL). These arrangements have resulted in: new corporate education and postgraduate teaching programs, employment outcomes for our graduates, WIL opportunities for current students, research collaborations, and shared strategic goals that provide social and economic benefits to the communities we serve.

Some of our long-standing partnerships include the Committee for Economic Development of Australia (CEDA), Australian Institute of Company Directors (AICD), Financial Planning Association of Australia (FPA), CPA Australia, and the Institute of Public Administration Australia (IPAA). We will seek to collaborate with these influential partners more extensively on a range of research and educational initiatives to demonstrate our thought leadership, help shape policy, and influence business practice.

We will also seek to provide knowledge and support that helps to create jobs for the South East Queensland community, including WIL and career opportunities for our students and graduates. With industry links at the Gold Coast, and in Logan and Brisbane, we will make the most of the distinct advantages of each location. For example, at the Gold Coast—one of the fastest growing regional economies in Australia—we will help plan for, and drive the region's emerging knowledge economy, as well as provide expertise for the more established tourism industry, in order to grow the economic and social benefits that these will bring. This will involve leveraging the opportunities afforded us by the University's participation in the Gold Coast Knowledge and Health Precinct; our Friends of

Griffith Business School initiative; and the Griffith University and Gold Coast 2018 Commonwealth Games Partnership.

Similarly, our Logan campus presents us with opportunities to engage with local small to medium-sized enterprises (SMEs). To achieve this, we will provide accessible and relevant professional development on topics such as entrepreneurship, self-employment and franchising. For example, in partnership with the Logan Office of Economic Development, we will grow the Entrepreneurship Seminar Series. We will also apply our expertise, in combination with other areas of the University, to contribute to local social and economic wellbeing through initiatives such as Logan Together.

The Brisbane economy has a broader and more diversified knowledge economy with an increase in the business services sector and a greater focus on innovation. In partnership with industry we will work to help progress the opportunities and benefits that this change encompasses. As part of this strategy, we will establish a Brisbane-based Friends of Griffith Business School network to drive closer engagement between the Brisbane business community and the School, and to initiate educational and research collaborations that benefit both parties.

### *3.2 Government and public sector engagement*

As one of the few business schools in Australia with a School of Government and International Relations, our continued engagement with government and the public sector enables us to carry out research, teaching and engagement at the nexus of government and business. As thought leaders in policy and government we will focus on developing relationships and communication channels that will help position us for sustained affect on key policy communities, and help us facilitate socially and economically beneficial partnerships between the two sectors.

We will grow our reach and influence in the public sector and forge more formal partnerships with all levels of government across different work areas and agencies. We will support and develop initiatives that make meaningful contributions to public discussion and debate and that influence policy, for example, through investment in the Policy Innovation Hub. At the same time we will demonstrate educational leadership in this field and prepare responsible graduates who can work in, or

collaborate with, the public service. Our employee sponsored Graduate Certificate in Policy Analysis (GCPA) program—for policy leaders working in and with government—and the launch our newly developed corporate education program for City of Gold Coast—another Griffith ‘super client’—in leadership and management are examples of programs through which we will achieve this.

### *3.3 Community and third sector engagement*

#### *3.3.1 Achieving high-impact social and behavioural change*

Community and third-sector engagement will enable us to develop and apply our expertise in social enterprise, promote social cohesion, and demonstrate community leadership. We will achieve this by working in partnership with government and business to further these aims, for example supporting and participating in the Logan Together project initiated by the Pro Vice Chancellor and Head, Logan Campus.

Our research centres will continue to carry out impactful community engagement, including drug and alcohol education for high schools, educational programs in financial literacy, and sustainability and responsible leadership public seminar series. We will also seek to expand activities, such as our partnership with UnitingCare Queensland to deliver a Graduate Certificate in Leadership and Management, which are designed to develop third-sector leaders who can make significant contributions towards more effective delivery of social benefits to our communities.

Achieving social and behavioural change in the community requires a strong, ongoing commitment to investment in, and provision of, equitable opportunities for tertiary education. We will continue to offer and increase the number of targeted scholarships, including our MBA equity scholarships for women and Aboriginal and Torres Strait Islander Peoples, and our undergraduate scholarships for students from schools located in socio-economically disadvantaged communities.

#### *3.3.2 Working with Aboriginal and Torres Strait Islander Peoples and communities*

We will enhance our engagement with Aboriginal and Torres Strait Islander Peoples and their communities to disseminate knowledge that

addresses their needs and provides social benefits. We will support and increase their participation in our degree programs by furthering our work with GUMURRII Student Support Unit, and through dedicated student scholarships. We will continue to ensure interculturalism is embedded in our curricula, and co- and extra-curricular programs, to extend Aboriginal and Torres Strait Islander knowledge, worldviews and insights in a culturally appropriate manner. For example, we will continue to deliver specialised courses (such as Engaging with Aboriginal and Torres Strait Islander Business Communities), and support programs such as Australia's First Indigenous Startup Weekend.

We will offer staff training to enable our people to build their cultural competencies to work effectively with members of the First Peoples community.

### *3.4 Schools and pathways engagement*

Our continued engagement with schools and pathway providers in our region is critical. It will enable us to progress market perceptions among schools and school leavers to one of impact and influence, and to improve the quality and volume of our undergraduate student cohort. In support of the activities managed by the University's student recruitment team, such as the Win Back campaign, we will better leverage our School-based outreach activities, including the GriffithBUSINESS School Outreach Program, Schoolgirls' Breakfast, Careers in Commerce Day, and the ECOMAN Program we offer in partnership with Queensland Private Enterprise Centre (QPEC).

Our objective is to build effective pathways with more local schools, by offering greater accessibility to our campuses and programs. This will include setting targets to increase the number of student visitors to our campuses and offering designated scholarships to specific partner schools. It will also involve developing strong and sustainable relationships with key South East Queensland feeder schools so we can encourage high-achieving school leavers to choose our University as their study destination.

### *3.5 Alumni engagement and development*

We will further invest in and grow the alumni function including the development of offshore alumni activities, especially in Asia (refer to 3.6). The School will draw on alumni to act as adjuncts

and guest speakers, and provide mentoring and WIL opportunities to deliver learning for employability. Ongoing collaboration with our alumni will facilitate new partnerships with industry and government, which may lead to new practitioner-based research opportunities. This will also require greater integration between the alumni support function and other support areas, including careers services, development and the WIL team.

World-class business schools enjoy significant philanthropic support from alumni, businesses and other sources. In conjunction with the University Development and Alumni Office (and in line with the 2016–2018 Fundraising Strategy), the School will seek to increase donations and bequests. We will proactively engage our newer alumni, in particular international alumni, with the long-term plan to turn them into donors. Such donations and bequests will be incorporated into the School's development plan and will fund a variety of activities, scholarships and positions that align with our strategic priorities. The success of these activities will, in part, be contingent upon raising the School's profile and promoting our vision, mission and values, in the external community.

### *3.6 International engagement with a focus on Asia*

We will grow our brand and reputation globally, while placing renewed and stronger emphasis on leveraging our Asia-related discipline strengths and thought leadership. To facilitate heightened engagement with the Asia region, we will draw more extensively on the reputation and expertise of our Griffith Asia Institute. This engagement will be with educational institutions and business schools in the region, and other key stakeholders such as businesses, government and alumni.

As part of this approach, we will also work with GI to identify and engage with one Asian country per year as a priority, with the aim of building sustainable long-term partnerships in these countries. We will cultivate these relationships to enhance student learning experiences in Asia through study tours and practicums, exchanges, internships, and WIL placements. We will also draw on overseas partners to better support current international students through, for example, a targeted mentoring campaign (using eCareerCoach) that matches Asian alumni with Asian students. Other opportunities such as industry-funded research and corporate education will also be pursued.

We will continue to develop the GBS International Key Partnerships Strategy for international engagement. This strategy aims to strengthen alliances with other reputable universities, improve student recruitment and exchange, and consolidate our existing number of international university partners (in line with the Griffith University Internationalisation Strategy 2014–2017).

## STRATEGIC PRIORITY 4

### *Strengthening our staff: High-performing, inspiring, future-focused*

Our people contribute to our core activities as researchers, teachers, scholars, and professional and general staff, and are the face of the School and the University. They underpin all that we do and all that we can be. Successful implementation of our strategic priorities will be contingent upon all our staff; therefore, identifying and delivering staff development opportunities that align with these is essential.

In a rapidly changing and competitive environment, the University has recognised the need for a people plan to focus efforts on its workforce. In line with the Our People Plan, we will consider the needs of our diverse workforce (flexibility, growth and development, engagement, recognition, and opportunities to innovate) and develop our staff to be globally focused, mobile and connected, digitally innovative, and adaptable.

Our staff profile and capacity must also align with the Association to Advance Collegiate Schools of Business (AACSB) expectations. As our accrediting body, they require us to maintain faculty classifications that recognise practice-related activities such as consulting, internships, substantive participation in executive programs, sustained professional work, and participation in professional events that focus on the practice of business as well as scholarship.

Strategically investing in recruiting and retaining the right people to develop and strengthen our areas of expertise, providing staff development opportunities, and building leadership capacity

will be critical to developing our high-performing, inspiring, and future-focused community. Our staff will be equipped to respond to and cope with new and emerging challenges in the higher education sector and the world of work, and achieve sustained improvements in scholarship and business education.

Strengthening our staff profile will involve the following activities and initiatives:

#### *4.1 Our people*

##### *4.1.1 Staff development*

We will identify and implement staff development opportunities that align with our strategic priorities. This will include developing our leadership capacity and capability and identifying relevant programs and initiatives for specific individuals and cohorts such as senior academic leaders, middle managers/supervisors, women, and professional and general staff managers and supervisors. These opportunities will include acting in higher duties, secondments, mentoring and succession planning.

##### *4.1.2 Equity and diversity*

We are committed to attracting and developing local and global citizens. We will shape our workforce with intent, to reinforce our commitment to cultural diversity and gender equality by recruiting and developing staff from different backgrounds and with multiple viewpoints. It is also our commitment to recognising the unique place of First Peoples in Australian history and culture, and will continue to work with staff in this area and implement the initiatives set out in the revised Reconciliation Action Plan 2016–2018.

Staff will work in an environment that is inclusive and accessible—one that promotes equity of opportunity, and develops individual potential—to contribute to the success of the School. This is reflected in the ‘Women in leadership’ and ‘Research mentoring program for women’, both of which have helped to grow the number of women in senior academic and administrative roles.

Merit will always be the criterion for all decisions affecting staff including recruitment, staff development, allocation of work profiles, support and leadership opportunities; however, systemic disadvantage will be considered with a view to mitigating, or where possible, eliminating barriers to achievement and success. We will continue to develop initiatives that build awareness and responsibility in staff and create an inclusive working environment.

### 4.1.3 Academic staff

We will evaluate our current academic staff profile against our emerging strategic priorities, being mindful of AACSB requirements for academic staff. We will develop a consistent approach across the School to appoint colleagues to strategic roles with purposeful goals and targets. Staff profiles will continue to be adjusted to reflect expertise, strength, and performance across teaching, research, service and engagement.

To improve equity of opportunity for women, we will focus on the development of mid- to senior-career women to achieve a better gender balance in senior academic positions. The 'Career progression and science of confidence program' is being run with a view to building leadership capacity and capability and to increase the number of women applying for and succeeding in promotion and senior leadership roles.

### 4.1.4 Professional staff

We will review and renew our professional and general staff profile to make certain we are utilising the diverse range of specialist knowledge and experience, and high-level, transferrable skills needed to help achieve the School's strategic priorities. We will recognise and reward their innovation and the high-level professional and administrative support that they provide to our academic leaders and staff.

## 4.2 Staff strengthening to deliver a remarkable student learning experience

Our learning and teaching culture is shifting and we must deliver an excellent learning experience that attracts high-calibre students, is student-centred, can be delivered at scale, and which contributes to graduate employability and personal success. To enable our staff to achieve this we will make new strategic appointments, conduct training workshops and build a strategic adjunct program.

We have appointed a Deputy Dean (Learning and Teaching) to govern our portfolio review and curriculum redevelopment, and to coordinate a framework for high-quality academic advice to students. We have also established a Director of Entrepreneurship and Innovation role to lead the development of entrepreneurship and innovation education (refer to 1.1.1) and work with other areas of the University to deliver new initiatives in this space.

We will engage exemplary teaching staff to participate in our program portfolio redevelopment, and collaborate with colleagues from other disciplines and groups to design and deliver multi/trans disciplinary content and double-degree programs that prepare students with transferable capabilities. Our revised program portfolio will require energetic and adaptable staff willing to experiment with new types of online delivery models, internships, experiential education and field-based projects to ensure the School stays relevant and meets student and market demand.

Academic staff will require ongoing support from specialist professional staff, including the team from Learning Futures, who will play a key role in facilitating and building staff capacity in curriculum development and active, professional, and digitally enabled learning strategies.

The School will build a more effective framework for student support, including academic planning, learning assistance and personal development by maintaining the important school-based roles of Program Directors, First Year Coordinators, Program Service Officers and Course Convenors. These dedicated support staff for students will work in close collaboration with Student Administration, Learning Futures, Student Services and Student Success.

## 4.3 Strengthening capacity to produce high-impact research

We will communicate the expectations of quality research performance across all disciplinary areas and academic levels. We will provide greater flexibility in work profiles for academic colleagues to help drive high-impact research and reinforce excellence as a baseline expectation among all staff. We will support grant applications and make worthy nominations for internal and external research awards. Staff achievements will be celebrated and shared with internal and external audiences, and recognised through academic promotion.

A pipeline of new academic talent, clear and rewarding career pathways, and professional development will strengthen and sustain high-performance research outcomes. Our academic and professional staff working in the research portfolio will review our HDR program, establish an early-career researcher mentoring program, and communicate performance indicators and align them with the revised ASRP.

#### 4.4 *Building an engagement profile*

We will appoint a Dean (Engagement) to lead our engagement portfolio and coordinate the development of our staff competencies to engage and sustain relationships with the communities we serve. We will also resource our engagement profile with dedicated professional and general staff to coordinate and sustain our engagement activities and manage relationships.

Engagement leaders are currently being appointed within each department to assist in building the School's engagement with business, government and the third sector, and alumni, in the areas of research and teaching. Brokering and tracking the interface between the School and external stakeholders is critical to partnership success, so we must ensure a supported framework is in place to drive these relationships.

To lead our engagement activities and initiatives with schools and pathway providers, and help create a pipeline of talented domestic students, we have appointed a Program Director, Schools Outreach and Pathways (refer to 3.4).

We have also appointed a Director of Corporate Education to further develop our corporate education offerings, build a framework for delivery, and initiate new programs with industry partners. Corporate education has important reputational effects and is a significant form of engagement that enables us to contribute to—and have influence on—industry, government and community practices and outcomes. To support this we will build capacity among professional staff and develop buy-in from other University elements to service the high expectations of partners and sustain their commitment to, and investment in, these offerings.

We will promote and make better use of existing forms of reward and recognition in relation to engagement—including promotion and performance management—while also considering the development of new reward and recognition schemes such as staff engagement awards.

We will also refer to engagement as part of the recruitment and selection process to reinforce a culture in which engagement is deemed to be of critical importance.

# ENABLING OUR STRATEGY

The actions we take over the next three years and beyond will enable us to create a forward-focused, future-ready business school. Many of the activities and initiatives highlighted in our four core strategic priorities are already underway or we anticipate being able to implement them quickly. A number of other activities and initiatives will need careful planning and resourcing, and therefore may take some time to operationalise.

The realisation of our strategy will require the following:

## 1. Action planning:

- The School's senior leadership team (Deans, Heads of Department/School, Centre Directors, senior professional staff) will review their areas of responsibility and consider how they can best contribute to the achievement of our strategic priorities.
- They will work with colleagues in their areas of responsibility to draw up action plans that identify specific initiatives or action items that align with our strategic priorities.
- Action plans will set out how initiatives will be achieved and will establish key performance indicators or outcomes to measure impact, as well as timelines for progress reviews and completion. They will identify the academic and professional staff responsible for leading and implementing specific initiatives.
- In some cases collaboration with different areas or teams, both within the School or University central functions or units will be essential to implement specific strategic initiatives. The senior leadership team will be responsible for liaising with their counterparts and putting in place measures that ensure such collaboration occurs.
- Action plans will outline any key financial and other resources, as well as structural changes that may be required to implement particular initiatives and, where appropriate, include estimates of the budget required.

- Where a unit or function holds carry-forward funds, they may request that these be used to resource and implement specific strategic initiatives. In general, future requests to use their carry-forward funds will need to demonstrate how the request is aligned with the School's strategic priorities and the unit's own action plan.
- The strategy and all associated action plans will inform budget planning and be aligned with our annual operational plan.
- All individual action plans will need to be approved by the PVC Executive Group by the end of June 2017.

## 2. University commitment and buy-in:

To date, the School's entire senior leadership team has been involved in the planning process. Within the University we invited staff to join our working groups, presented our draft strategy to the University's leadership as part of our annual planning cycle, conducted staff consultation meetings, briefed University Executive Group and provided the Vice Chancellor and President with updates. We will continue these consultative activities into 2017 as we finalise action plans and resource requirements.

## 3. Commitment and buy-in from external stakeholders:

It is vital that we secure strong support of, and commitment to, our strategy from external stakeholders; they will be pivotal to its success. We have provided early versions of this document to the Strategic Advisory Board and Alumni Advisory Group. Furthermore, members of the Strategic Advisory Board were appointed to the working groups that formulated our areas of strategic priority. This approach has ensured that as we move forward, these groups are highly engaged with what we aim to achieve and will work closely with us to see its realisation.

## 4. Enhanced philanthropic support:

Achieving our strategic priorities will require us to build greater levels of support from these donors. The first step to building this support will be to provide these potential donors with a clear ambition through our strategy.



## FIND OUT MORE

*The realisation of our strategy will require focused action planning and collaboration both across the School and with our wider community.*

We have developed a range of resources to support our strategy and communicate this vision with internal and external stakeholders.

Visit [griffith.edu.au/gbs-strategy](https://griffith.edu.au/gbs-strategy)



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