

GRIFFITH 2020

In 2011 Griffith University celebrated the 40th anniversary of the Queensland Parliament enacting the *Griffith University Act*. This moment provided all at Griffith the opportunity to reflect on our continued evolution as a great and influential university in our region, the nation and beyond.

This statement is a summary of our history and the challenges we face in the future. It weighs our performance and sets directions for at least the next decade. It reinforces putting students and innovative teaching practices at the centre of what we do. It reflects our contemporary emergence as a powerful and respected international research institution focused on the resolution of problems in the sciences, the environment, the arts, society, public policy, health, education and many other spheres.

What follows is the culmination of discussions within the University community¹. It lays the foundation for the next decade and beyond.

Ian O'Connor
Vice Chancellor and President

¹ Responses to the Griffith 2020 discussion paper and associated campus meetings, feedback from the Senior Management Development Program and from the University Council at its February and June strategic meetings. The discussion paper *Griffith 2020 – the Next Step* can be accessed at <http://www.griffith.edu.au/office-vice-chancellor/strategic-directions>. It is referred to throughout this paper as the discussion paper.

Students want to be part of an environment that is buzzing. They want to be a part of a university that makes them proud. They want to be a part of ground breaking research, teaching and learning. They want to be able to say to their friends who went to other universities that Griffith is better than those universities because it rocks! They want to be at the deadliest, the coolest, the sexiest university that will also assist them into interesting careers and will shape their lives in unexpected positive ways.

[Professor Paul Tacon
School of Humanities]



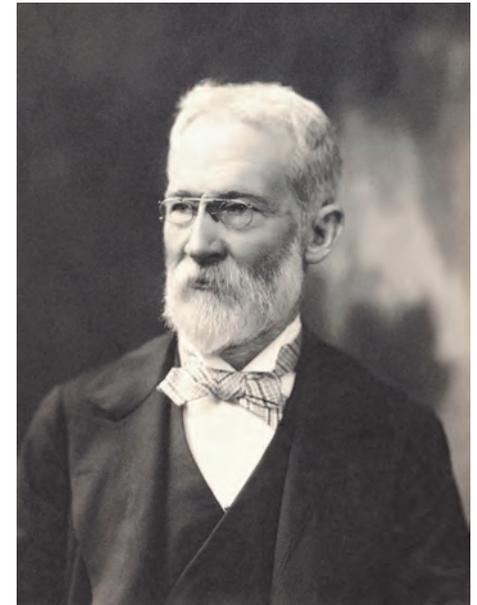
HISTORY

The founders of Griffith aimed to establish a different type of University – interdisciplinary, international, student-centred, deeply engaged with the Asian region and open to the community. These characteristics shaped our history.

The competitive and regulatory forces of the time meant our academic profile was restricted to important, but niche, areas; environmental sciences and sustainability, biotechnology, quantum physics, humanities and the study of Asia were our brief¹. In this first phase, Griffith was operating in a narrow sphere of influence, without the chance to offer the professional programs such as law and engineering so important to attracting an academically broad student cohort. Foundation programs were essential to developing depth and strength.

The University entered its second decade with one campus and fewer than 5,000 students. But the changes driven by the Dawkins revolution in 1984 saw Griffith expand dramatically. Mergers took place with the Mt Gravatt campus of the Brisbane College of Advanced Education, the Queensland College of Art, the Queensland Conservatorium of Music and the Gold Coast College of Advanced Education, adding to Griffith's size, strength and diversity. No university more successfully or enthusiastically embarked on so many amalgamations and invested so heavily in its physical and human capital. New, purpose-built facilities for the Queensland College of Art and the Conservatorium co-located these prestigious state cultural institutions in the creative heart of Brisbane at South Bank. Criminology and Psychology added to the Mt Gravatt campus and the University started a new campus at Logan. The Gold Coast campus was transformed from three buildings, a car park, 1,800 students and a small number of enthusiastic staff into the University's largest campus – a research powerhouse in its own right. Nathan grew in depth and research reputation.

¹ As one submission to the discussion paper noted "Griffith is a university like none other in Australia, still facing issues arising from its foundation and dealing with forces unique to its competitive environment in South East Queensland. The University was established as an alternative to the University of Queensland and therefore had limited potential to chart a course as anything but a university with a difference, something that permeated its market position from the outset."



Sir Samuel Griffith

If we do nothing else in this university, we will teach Asian Studies and we will cultivate good relations between Asia and its neighbours around the Pacific Rim.

[Sir Theodor Bray
Founding Chancellor
Griffith University]

At its 30th anniversary, Griffith looked very different from its origins – larger, multi-campus and multi-cultural. But it had retained its founding principles. Then Vice Chancellor Professor Glyn Davis noted in *The Griffith Project*:

“... the University could no longer just be an alternative – for communities in the corridor south of Brisbane, Griffith was the sole public tertiary provider, and so required a more comprehensive teaching and research profile. Thus an early reluctance to embrace training for the professions gave way to an interest in finding innovative and progressive ways to deliver qualifications in law, physiotherapy and other programs not present in the original Griffith vision...”

The first decade of this century has in many ways been Griffith’s. Having created one university from five institutions, Griffith has focused steadily on its growth and its research and teaching performance. The Griffith community that enthusiastically embraced the Top 10 aspirations of *The Griffith Project* has since pursued the goals of the subsequent *Griffith 2015* strategy to the point that it can now justly claim to be an internationally ranked university in the world’s top five per cent¹.

Griffith’s 40th anniversary was a coming of age. It celebrated the institution having grown:

- From a small single-campus university to one of Australia’s largest multi-campus universities.
- From a largely mono-cultural community to a community of staff and scholars from over 130 countries.
- From four niche programs to a comprehensive program profile.
- From a fledgling research profile to ranking in the top 10 of Australia’s research universities and top five per cent of universities in the world.

¹ Based on analysis of current rankings including the Academic Ranking of World Universities, The Times Higher Education World Rankings and the QS World University Rankings.



The defining experience of a Griffith education should be the development of a person who leaves Griffith equipped to grow into a leader in his/her chosen profession, and is able to positively influence, and adapt to the changing world during his/her lifetime, because of the wide range of experiences that were afforded to him/her as part of the whole Griffith experience.

[Mary Roosevelt, Board member Friends of Griffith, US]



THE CURRENT AGENDA – GRIFFITH 2015

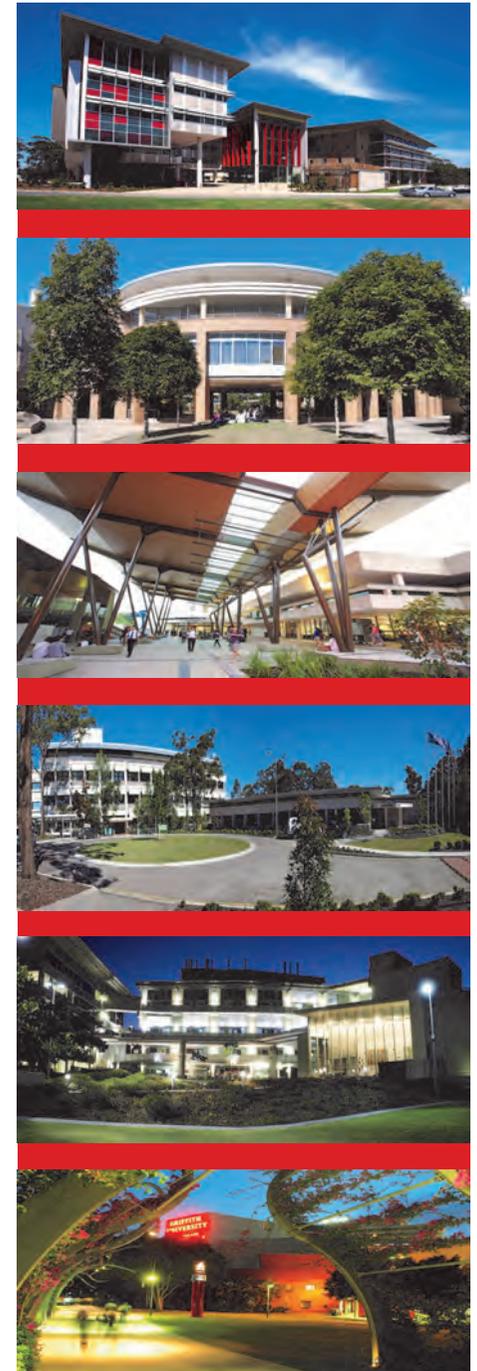
The *Griffith 2015* agenda was embodied in the Strategic Plan 2009-2013 that was approved by the University Council in December 2008. The agenda positioned Griffith as one of the leading universities of the Asia-Pacific region. The explicit embrace of the Asia-Pacific saw the importance of the region in the 21st century and the strategic advantages of Griffith's proximity to and historic links with Asia. *Griffith 2015* aimed to move the whole University from towards the top of the second tier in Australia – the top 10 – to top position in certain areas on an international scale. The strategy was characterised by:

- A shift in orientation from generic top 10 within Australia to consolidating areas of international excellence.
- Achieving and projecting benchmarked performance in these areas of strength.
- Focusing campus profiles around their strengths.
- Projecting program profiles in areas of strength.
- Investing resources selectively.
- Aligning communications with strategy.

The *Griffith 2020* discussion paper (<http://www.griffith.edu.au/office-vice-chancellor/strategic-directions>) provides a detailed assessment of our performance against that plan. In summary it states:

“We have seen significant improvements in our research indicators, we have a comprehensive array of academic programs, we are enrolling and graduating more students than ever before, with significant improvements in our students’ perception of our teaching, and better employment outcomes for our graduates. We have also seen a very substantial enhancement in the quality of our estate.”

The *Griffith 2020* discussion paper notes that while much has been accomplished in recent years, there are now significant challenges that require a sharpening of our strategic focus and direction. Among them are greater growth in our research capacity and performance and enhancement of how we welcome students to our learning community and demonstrate that their interests are at the centre of all we do.



CHALLENGES

The operating environment of 2012 is radically different from that of 2002, let alone 1972.

The community of South East Queensland differs numerically and demographically and in educational aspiration. Population growth has slowed dramatically and, for a number of reasons, OP-eligibility has been declining.

The Commonwealth Government's demand driven model for student enrolments, and hence university funding, is inducing significant changes in the way all Australian universities compete for and retain students. This has clear implications for university budgets.

Far greater emphasis on quantitative and qualitative ranking of institutional performance means students are more discerning about the kind of study experience they expect. Griffith's efforts to be strongly responsive to student needs is being continually tested and must be met with performance.

Because we have achieved research prominence in the comprehensive range of disciplines we teach, Griffith offers an intellectually robust learning environment. This research-informed teaching forms the basis of our promise to students that a Griffith education will deliver greater value: to know more is to do more.

Students come to us from many backgrounds, with a range of abilities and interests. We seek to attract high performing school leavers as we have always done, but we also look to students of all backgrounds with the potential to succeed and contribute as graduates of influence in communities around the world. This requires specialised teaching and support which is tailored to students' needs. Griffith will continue to develop support programs that enhance student success.

Griffith has been successful in encouraging and welcoming First People students and those from backgrounds with historically low participation in higher education. We have taken the view that students should have the opportunity to participate in an outstanding learning experience that assists them to succeed in reaching their potential.

I think there will be an increasing expectation from the community that universities equip their graduates in all fields to make wise choices that shift our development trajectory in a direction that would be sustainable.

[Professor Emeritus Ian Lowe]



In its first four decades, Griffith teaching has been mostly campus based, with distance education ancillary to campus experience. However a new force has materialised in a time-poor, technologically rich world: increasing demand for online education.

Griffith has embraced online growth largely through Open Universities Australia (OUA), of which it is part owner. Our OUA-based programs have grown substantially over the past five years. Around 3,000 equivalent full-time students now study through OUA, whereas a small number study directly through Griffith¹.

Information technology (IT) is now ubiquitous within higher education, which has created challenges and opportunities. To date, technology has not disrupted the traditional on-campus business model of universities. However a great deal of courseware and resources is now available and some universities are directly seeking to take advantage of these online resources. The emergence of Massive Open Online Courses (MOOCs) is potentially a major disruptive change. MOOCs feature world-renowned academic instructors, convenient online delivery, high production values and credible assessments by world-leading institutions².

Scholarly research and research-informed teaching depends increasingly upon the power of information and communication networks as scholars work across organisational and national boundaries on complex global problems. IT services and infrastructure, together with an integrated information services model, are critical in supporting the University to achieve its research and educational goals. Whilst Griffith's current use of information technology positions us well for today, our success in future will rely even more on IT. In this light, I have asked the PVC (Information Services) to engage with the University community to develop a strategic roadmap for IT that will serve us through to 2020.

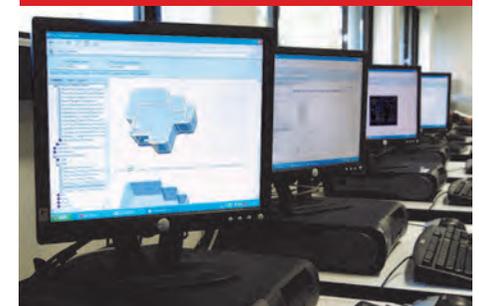
¹ Griffith is now OUA's largest provider of online courses, with 31,470 subject units in 2011, having shown considerable growth over the past 5 years. Our OUA enrolments are greater than our Logan campus enrolments.

² A new company, Coursera, was started with USD\$16 million. Stanford University, the University of California, Berkeley, University of Michigan, the University of Pennsylvania and Princeton University will produce Massive Open Online Courses for distribution through Coursera's web portal designed to deliver courses in the humanities, social sciences, physical sciences and engineering. Coursera and Udacity – another startup – have the potential to span the globe in search of prospective students. These new giants plan to design and deliver courses intended to enrol 100,000 students or more. Their business models and reliance on alternate revenue sources like advertising will allow them easy access to financial capital and great appeal to students seeking prestige, convenience, and low cost.



In 2020, students will expect to have more control over what they study, where they study, when instruction is delivered, and the mode(s) of study available to them. Students will also be vocal about choices in the delivery of course content. They will expect to have course content delivered through eBooks, Skype, blogs, podcasts, paper, and face-to-face classrooms.

[INS submission]



International students were relatively rare in 1972. Now, a quarter of our students come from over 130 countries. Their participation enhances the experience of all our students, extends the impact of our education globally and is a core element of our profile. The recent combined 'perfect storm' of visa changes, a high Australian dollar and damage to Australia's reputation as a safe destination for international students, is slowly being overcome but challenges will remain.

Financial sustainability is a central challenge in the deregulated environment, as funding is tightly linked to student enrolment. Greater student mobility and competition for tuition funding will place pressure on all institutions to recruit students and to deliver on their promises of a great university experience and graduate success in career or further study.

Research output and the prestige that attaches to it are measured as never before by numerous published rankings and indices. No other Australian university of similar age has invested as much in its research and research infrastructure as Griffith in recent years. The combination of our *Areas of Strategic Investment*, research centre funding, *Next Phase* appointments, Vice Chancellor's Strategic Development Fund investment, expansion of research degree (HDR) scholarships and a range of other initiatives have secured Griffith's immediate future as one of Australia's leading research universities.

By 2020 Griffith must be firmly entrenched in the upper echelon of Australian universities on all major research performance indicators, measured by research income, publications and creative outputs, HDR enrolments, load and completions, research performance assessment exercises and university rankings.

Retaining, nurturing and replenishing our human capital are vital to our institutional resilience. Our staff are our most important asset, contributing to our core activities as researchers, teachers, scholars and professional support staff. They are the face of Griffith to our students and their families, and represent us to our key partners in Governments, industry and other research university institutes. We face an increasingly competitive environment in which to recruit and retain excellent staff.



Griffith University needs to examine its understanding of the 'typical' student in a demand driven system. Our student profiles show that we have a great representation of females, many adult learners, reasonable number of Indigenous students, many students from other cultures, many with disability and many who study part time. At campuses such as Logan, we also have many from LSES backgrounds and who are first in family students.

[Professor Jayne Clapton
School of Human Services
and Social Work]

Griffith's success in becoming a competitive research university has been underpinned by the growth of its student load. This has allowed us to meet the educational needs of our community and broaden and deepen our academic profile and research performance. Our target of becoming a university of 40,000 enrolled students by 2013 has already been achieved. Scale will remain important, as will delivering and developing excellent programs and sustaining and improving our research performance.

These contemporary challenges were spelt out in greater detail in the 2020 discussion paper¹. These challenges pose key questions for our future:

- How do we maintain the scale necessary to be a comprehensive research university, while providing an environment for students and a culture supporting research and research training of the highest global standards?
- How do we ensure that our academic programs are responsive to students' needs and demands and responsive to changing pedagogic modalities?
- How do we continue to focus excellence in order to achieve world-class teaching and learning outcomes, major research breakthroughs of global significance and collaborate with national and international partners of the highest standing?
- How do we ensure that research excellence exists on all campuses of Griffith such that it influences the Griffith student experience?

¹ See pages 8-10 of the *Griffith 2020* discussion paper at <http://www.griffith.edu.au/office-vice-chancellor/strategic-directions>

It makes sense to build a bridge between the research centres and teaching. Most students come through the university with some exposure to research but never really engage with scholars in a way that would make the 'research' side come out.

[Dr Luke Houghton
Department of International
Business and Asian Studies]



GRIFFITH 2020 – A UNIVERSITY OF INFLUENCE

Responses to the 2020 discussion paper and wider consultation within the University community confirmed a number of key principles that should underpin future directions.

First and foremost, we must build on our momentum – do what we do better and accentuate our distinguishing characteristics. We must continue to improve our research performance, build on our student-centred practices and enhance the contribution that teaching and research makes to the community. We must eschew practices and investments that are inconsistent with this.

There was a mixed reception to the phrase ‘student-centred research university’. Some interpreted it as the new university slogan and others felt that it did not clearly express our point of differentiation. The importance of placing students at the centre of our processes was recognised as a key part of the Griffith culture. So while the phrase is not adopted in this document, the essence of student-centredness – placing students at the centre of our processes is key to our strategy going forward.

RE-ALIGNING OUR VISION, MISSION AND VALUES

In the *Griffith 2020* discussion paper it was noted that our current vision and mission had served us well (it was basically unchanged from 1993¹) but today it falls short of positioning Griffith as different from other universities. In response to an invitation to recast the vision and mission, a number of characteristics or commitments which the University community believes in as part of Griffith’s DNA were made clear, including our historical commitment to:

- Engagement with Asia.
- Being part of our communities, encompassing our commitment to equity and social inclusion.
- Contributing to our communities through our teaching and research.
- Student-centred practices.
- Innovative and engaged teaching and research.
- Interdisciplinary/multidisciplinary approaches to teaching and research.

¹ with minor amendments in 1995



As one respondent noted in comments on the discussion paper:

“Great universities were always founded to answer to the needs of society, never to promote personal advancement other than as a means to achieve the former. Griffith’s positioning has always been to occupy this ground, often as a pioneer in new disciplines recognising trends and providing solutions well in advance of public acceptance of those trends and associated issues. Our vision should reflect this.”

The Vision, Mission and Values from 1993, attached at Appendix A, were not formally changed in the *Griffith 2015* strategic statement however the vision was prefaced by an underlying aspiration that Griffith seeks:

“...to be recognised as one of the leading Universities of the Asia-Pacific region”.

The Asia-Pacific region was identified because of our geographic location, Griffith’s deep engagement and identification with the region, and the rapid economic and intellectual development of the region.

As we approach our 50th anniversary, it is timely to recognise and recast our positioning of Griffith – as a university of influence. The vision is amended such that the word “influential” replaces “leading” and expresses that we do not simply wish to garner reputation for its own sake but to exert positive influence on the region.

Proposed New Vision

To be one of the most influential universities in Australia and the Asia-Pacific region.

Proposed New Mission

The mission of Griffith University is to engage in outstanding scholarship that makes a major contribution to society and to produce groundbreaking research. Students will be provided with an excellent education and the capacity to use knowledge gained to exercise influence and make meaningful life-long contributions to their communities.



Griffith is uniquely placed - in particular given our commitments to equity, social justice and bringing disciplines together - to offer an education that will enable a shift towards sustainability in Australia.

[Dr Jo-Anne Ferreira
Griffith School of Environment]



This revised mission builds on the vision of Griffith as a university of influence, stating that Griffith aims to make groundbreaking contributions to society and sets the challenge for our staff, students and graduates to become agents of positive change in their world.

Values and Commitments

Some respondents viewed the 1993 Mission statement as containing institutional commitments, which might be better placed alongside our values. At the same time, several of the 1993 values were identified as central to how we view Griffith moving forward and/or distinctive to Griffith.

These were:

- *Rigorous standards of scholarship*
- *Commitment to individual rights, ethical standards and social justice*
- *Participatory decision-making and problem solving*
- *Bringing disciplines together*
- *Contributing to a robust, equitable and environmentally sustainable society*
- *Valuing and understanding of diversity in society*

The proposed approach is to replace the values statement with a Statement of Values and Commitments that builds on the key commitments contained in the previous mission and the indispensable values that are identified above.



Capitalising on the University's existing focus on SE Asia and developing this (as well as, perhaps, South America) on the basis that these areas represent Australia's key trading partners for the future.

[Dr Peter Tatham
Department of International
Business and Asian Studies]



Proposed New Statement of Values and Commitments

In pursuit of our vision and mission the University is committed to:

- *Rigorous standards of scholarship*
- *Positively influencing our communities through our teaching, research and scholarly activities*
- *Recognising our location in Asia and the near Pacific and deepening our engagement with the region*
- *Bringing disciplines together to address the key issues of our time*
- *Promoting the respect of individual rights and ethical standards*
- *Participatory decision-making and problem solving*
- *Contributing to a robust, equitable and environmentally sustainable society*
- *Recognising and valuing diversity*
- *Recognising the unique place of First Peoples in Australian history and culture and enabling their continued contribution to the nation.*

The 'Griffith Challenge' to students (and staff) would be to exert positive influence on society and to carry the Griffith ethos throughout their careers, professional and personal life.

[Tony Sheil
Deputy Director, Office for Research]



Taking into consideration our research and teaching performance, Griffith is already in many ways a university of influence. We are positioned to exert it further over the next decade – with more research, more graduates and greater contributions to pivotal debates here and overseas, especially in Asia. With the dual impetus of growth and opportunities such as the Commonwealth Games in 2018 and the opening of the Gold Coast University Hospital in 2013, Griffith will continue to shape the region south of the Brisbane River through to Northern NSW.

The essence of the Griffith 2020 agenda is to further develop our position as a university of influence. This strategy is characterised by:

- Placing students at the centre of our educational activities to ensure that our programs, processes and campuses are responsive to student needs, and by delivering an excellent educational experience our students will develop their potential and become influential graduates.
- Broadening and deepening our research areas of international excellence and achieving benchmarked performance and impact in these areas (influential research).
- Continuing to focus and grow our campuses.
- Deepening our engagement with Asia and the near Pacific region.

We will implement this by continuing to selectively invest resources and by aligning our communication with our strategy.

Many overseas universities have a tradition of undergraduate research and this could be a signature experience for Griffith undergraduates. It would also bring the research only staff into an undergraduate experience that would be mutually beneficial to both staff and students.

[Professor Ron Quinn
Director, Eskitis Institute]



GOALS TO GUIDE DIRECTION

To give effect to the commitment to further develop Griffith as a university of influence, there will be five high level goals:

1. To provide an excellent educational experience to attract and retain students who, regardless of their background, will succeed at university and become graduates of influence.
2. To continuously improve our research performance and, through our research, deliver social dividends.
3. To attract and retain excellent staff who through their teaching, research and professional support will positively contribute to Griffith's development as a university of influence.
4. To be a sustainable university.
5. To enhance our engagement with Asia and the near Pacific and to consolidate our reputation as one of Australia's most Asian-engaged universities.

Our aspirations for the future are a logical progression on three decades of development, particularly the last decade. We will continue to do what we do well, in a sharpened and focused way.

We aim for Griffith graduates to be adaptive learners with the knowledge and skills needed to create and collaborate in a sustainable, diverse and rapidly changing world. Griffith's core commitment to our students is to provide a dynamic, challenging and stimulating learning environment where they can expand their knowledge and options, apply their intellect and realise their potential through actively transforming and creating their own future.

[Dr Heidi Russo and
David Rounsevell
Office for Research]



NEXT STEPS

Reaching our goals requires a set of actions that build upon the many successful initiatives already in place in research, learning and teaching, and community engagement. (In addition, a number of actions were canvassed or commenced as a result of the 2020 discussion paper). A new strategic plan will be drafted to reflect the statement and strategies and targets will be developed. In time, the supporting plans – Research Plan, Academic Plan, Equity and Diversity Plans, and the Internationalisation strategy – will be updated.

The focus and actions associated with the five goals are set out below:

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

To date, Griffith has graduated over 120,000 students. These alumni are working and living in every part of the world, and engaged in every human endeavour. They are living embodiment of Griffith as a university of influence.

The University will continue to grow to meet the demand for a Griffith education such as they received. We will seek to attract more of these outstanding Australian and international students, who, through their efforts and ours, will succeed in their studies and make their contribution as influential Griffith alumni.

We will re-commit to the belief that education can transform the lives of individuals and communities and provide an educational environment that enables students to achieve to the best of their abilities. We will provide an excellent education for the benefits that derive to individuals and the community and be interested in the contributions that our graduates make to their professions and communities – and we will share in and celebrate their achievements. We will encourage our alumni to engage long-term with the University and become Griffith advocates, volunteers and donors.



Every Griffith student needs to develop and engage with their own "career development plan", an evolving suite of curricular and co-curricular actions students will undertake from first to final year to develop their self understanding, vocational identity and graduate employability.

[Student Services submission]



To ensure Griffith is an attractive place to study, we need to ensure our pedagogy, systems, processes and campuses facilitate student success. We need to continue to invest in our human capital and our campuses including our physical and information infrastructure. We must continue to strive to reduce our staff-student ratio and place students at the centre of our educational agenda. This will impact on the programs we offer, the total educational experience we provide – including our campus and co-curricular experiences – and the systems, processes and modalities we develop.

Our strategies to attract, retain and optimise the successes of our students include:

a. An excellent educational experience

As part of the Griffith 2020 consultation process, a task force was established to identify a signature Griffith student experience. After detailed consideration, the task force recommended that, rather than devise a single signature experience, we build upon the distinctive existing strengths of a Griffith education and ensure they are available to all students.

The task force proposes that the University package the fundamental elements of the experience at Griffith.

The *Griffith Experience* includes:

- A high quality, student-focused learning experience.
- A vibrant, interactive campus experience that builds connections between students and staff and between students, including between domestic and international students.
- A transformational experience that builds students' self-confidence, employability, and capacity to apply their skills and knowledge to a range of contexts through one or more, for-credit learning experiences, including:
 - Work integrated learning
 - Service learning
 - A research project/practicum
 - An international study or overseas experience



Build upon the strengths of teaching academics – let those who excel at teaching focus on their strengths, recognise them, reward them. Undergraduate students need quality teachers who make the learning experience something to strive for.

[Kaye Dillon
University Council Member]

The Deputy Vice Chancellor (Academic) will lead the development of our *Griffith Experience* strategy and oversee its implementation, including a review of our program offerings. This process will ensure that we offer programs that build on our strengths and meet the needs of the community, ensuring that the curriculum reflects the *Griffith Experience* but is responsive to student demand and industry needs, in tune with the changing environment in which we live.

b. Excellent graduate outcomes

For students, excellent graduate outcomes are an important indicator of an excellent learning experience. It is essential that our academic programs and the *Griffith Experience* succeed in producing graduates who have skills and knowledge that are in demand by employers and that position them to succeed in their chosen careers and contribute to the community through their employment.

Earlier this year, Academic Committee approved a new Graduate Career Strategy that sets out an institutional approach to preparing our graduates for successful participation in the world of work. The strategy reinforces the principle that students in all programs have access to, and experience a coordinated range of curricular and co-curricular activities, relevant to their discipline, that will prepare them for the workforce.

c. A flexible education experience

Because of the major trends in the development of online education and students' needs for more flexible modalities of learning, Griffith must deepen its engagement with online education. As a result, the University will establish *Griffith Online* to develop, deliver and market its own suite of online programs. This will further our capacity to complement our on-campus experience and extend our influence in the online world.



Regardless of Griffith's ultimate mix of students (international versus domestic) career development is critical to our positioning as a student-centred university. Our continuing reliance on international student numbers demands both career support, and the commitment of resources to developing work opportunities in Australia especially as a result of changes to visa arrangements following the Knight Review, changes which extend the time students can continue working in Australia after graduation.

[Tony Lyons
Head, Careers and
Employment Service]

d. Excellent and engaging campuses and university systems

The last decade has seen significant investment in capital infrastructure on our campuses. This investment has delivered and will continue to deliver, great outcomes for our students and staff who will have access to world-class learning and research facilities. Work is also being undertaken to increase co-curricular activities on our campuses, to evaluate student satisfaction with services and to improve and streamline processes.

Students today expect a top quality experience in their interactions with the University from the point of application and enrolment through to graduation. Griffith will improve the systems and processes that support students through their university experience.

e. Improving the academic staff:student ratio

Consistent with our intention to place students at the centre of what we do, we will improve our academic staff to student ratio to increase the opportunities for staff to engage with students and their learning. Griffith will implement a strong academic staff recruitment strategy in targeted areas across the University to supplement its efforts in staff retention and development.

f. Enhancing the quality of the international student experience

The University will continue to refine and strengthen its Griffith English Language Enhancement Strategy (GELES). GELES is vital in assisting students, whose first language is not English, to be well prepared for their university studies in terms of English language skills. This represents a significant investment and will be overseen by the Deputy Vice Chancellor (Academic), drawing on resources from Griffith International (through the Griffith English Language Institute) and the School of Languages and Linguistics. It will involve academic and central support services. The initiative will not only aim to enhance the English language skills of international students, but focus on increasing the social interaction between domestic and international students to the benefit of both.

Many students need to study part-time because they need to support their families or themselves. We should be flexible in our approach and offerings.

[Professor Jenny Gamble
Deputy HoS, School of Nursing and
Midwifery (Logan)]



g. Supporting high achieving students through leadership and extension activities

Griffith will continue its Honours College model which has proved to be a great success in attracting, retaining and optimising the graduate outcomes of high achieving students through global awareness programs, community engagement and specially designed leadership programs.

h. Implementing Griffith's retention strategy

Griffith will systematically implement *Operation Student Success: Griffith's Student Retention Strategy 2012-2014*. The new strategy builds on previous work and aims to reignite and refocus our efforts to improve student retention at Griffith. The plan is based on a critical understanding of the academic, social and personal factors that influence student success. In addition to the rigorous implementation of the retention strategy, the University is also investing in the creation of 20 student success advisor positions, who will work in partnership with academic, administrative and professional staff to facilitate student engagement and persistence with studies.

i. Simplifying and enhancing Griffith's admissions pathways

A range of strategies will be implemented to simplify student admissions processes, including an OP guarantee and the provision of transparent pathways for students from our partner institutions and those with non-traditional educational experiences who have the capacity to succeed at university. In addition to utilising our engagement program Griffith Connect to enhance the recruitment of students from high schools, Griffith will further develop its relationships with its TAFE partners and focus strongly on attracting mature-age students into university study. The postgraduate coursework strategy will be reviewed and updated in line with the current market context.



j. Continuing our proud tradition of recruiting and supporting Indigenous students and student groups who, by reason of background, have had low participation in tertiary education.

Griffith has a long-standing tradition of providing access to students who did not previously have access to a university education, including students who are first in their family to study at a university, students from low socio-economic backgrounds and mature-age students¹. Griffith has been a national leader in outreach programs in a large number of schools that encourage students from low-SES backgrounds to aspire to university study.

The University has an extremely strong national track record in the recruitment, retention and success of Aboriginal and Torres Strait Islander students and lists the highest number of Indigenous undergraduate enrolments of any Australian university. The GUMURRII Student Support Unit will continue to lead the University's work in this area, administering the Indigenous Tutorial Assistance Scheme and recent initiatives such as the successful *Hands Up!* Tertiary Preparation Program, which led to increased enrolments in 2012.

Griffith is an acknowledged leader nationally and internationally with regard to the long-standing Elders-in-Residence school outreach program, and the recently formed Griffith University Council of Elders headquartered on the Logan campus under the leadership of Indigenous Community Engagement, Policy and Practice (ICEPP).

¹ In 2012, Griffith enrolled 3,312 low SES students across our 5 campuses (5th largest cohort enrolment in Australia). We have attracted the highest level of Higher Education Participation and Partnerships Program (HEPPP) federal funding in Queensland and have developed an impressive number of on-campus programs. These include the Uni-Skills peer mentoring program which provides a social cohort and study support for small groups of low SES students for each year of their undergraduate program. The retention and success numbers for the low SES cohort at Griffith have improved remarkably since the inception of the HEPPP programs. The University will capitalise on the success of these programs and encourage all able low SES students to access and participate successfully in a university education.



2. To continuously improve our research performance and, through our research, deliver social dividends.

The University's new vision and mission sets the challenge of establishing Griffith as a university of influence by producing ground-breaking research and engaging in outstanding scholarship that makes a major contribution to society – scholarship that delivers a social dividend or benefit.

If we maintain our current momentum, by 2020 Griffith will be firmly entrenched in the upper echelon of Australian universities on most performance indicators (research income, publications and creative outputs, HDR enrolments, load and completions, research performance ratings and university rankings). To ensure this, the University commits to these actions:

- a. Our strategy of expanding the research base while developing areas of strategic investment will continue. Griffith will further develop a reputation for producing groundbreaking research that meets the highest global standards and delivers major social benefits. (Four new areas of strategic investment were announced in May).
- b. We will grow research income and become more research intensive with the aim of significantly increasing research income as a proportion of total revenue.
- c. As a high priority, the University will focus its efforts on HDR enrolments, load and completions with the intention of doubling outcomes on all three indicators by 2020.
- d. The strong emphasis on producing high quality research outputs will continue with an expectation that Griffith will be recognised by 2020 in the top 20% of Australian universities on measures such as HERDC publication points, creative outputs and research outputs indexed in major global databases.
- e. We will provide translation of benefit through a combined strategy of supporting open access to research outputs, technology transfer, and in-house exploitation of IP through service provision (enterprise).
- f. We will communicate the impacts of our scholarly outcomes.

Griffith will continue to benchmark against the leading global research universities and by 2020 expect to consistently achieve top 350 world university status and potentially, top 100 in the Social Sciences.

The Deputy Vice Chancellor (Research) will address these issues in the next iteration of the Research Plan.

There has been a significant shift in the institutional frameworks for HDR work but there has not been sufficient awareness of the need to change the cultures of support for supervisors and students.

[Associate Professor
Malcolm Alexander
School of Humanities]



We must ensure that our systems and processes are easy for our HDR students to use.

[Joanne Umemoto
Higher Degree Research Centre]

3. To attract and retain excellent staff who through their teaching, research and professional support will positively contribute to Griffith's development as a university of influence.

A university's key asset is people. Attracting and retaining committed and talented staff allows us to fulfill our goals. We will enable our academic staff to play to their strengths and ensure that they are rewarded for excellent performance. We will develop our own pipeline of new academic talent, and provide clear and rewarding career pathways and professional development. As a high performance organisation, Griffith will be characterised by strong performance management and enhancement systems.

We will support our academic leaders and managers to succeed in increasingly complex and demanding roles, ensuring that we provide them with appropriate professional development.

General staff will be valued for their professional skills and recognised for the major contribution they make to the effective operation and advancement of the University.

Griffith's approach emphasises excellence and equity. We are proud of our scholarly achievements and our recognition as an employer of choice. We will continue to implement our staff policies in relation to equity. We will also continue to actively recruit and retain high performing staff across the domains of our activity.

We believe that a number of current strategies are creating a foundation which will enable Griffith staff to meet the challenges of our future. These include: supporting academic staff to develop careers based on their strengths in the increasingly varied domains of academic work; systems and programs to support sessional staff and develop their capabilities; and strengthening of performance management systems and support for supervisors.

[Janine Walker
Director, HRM]

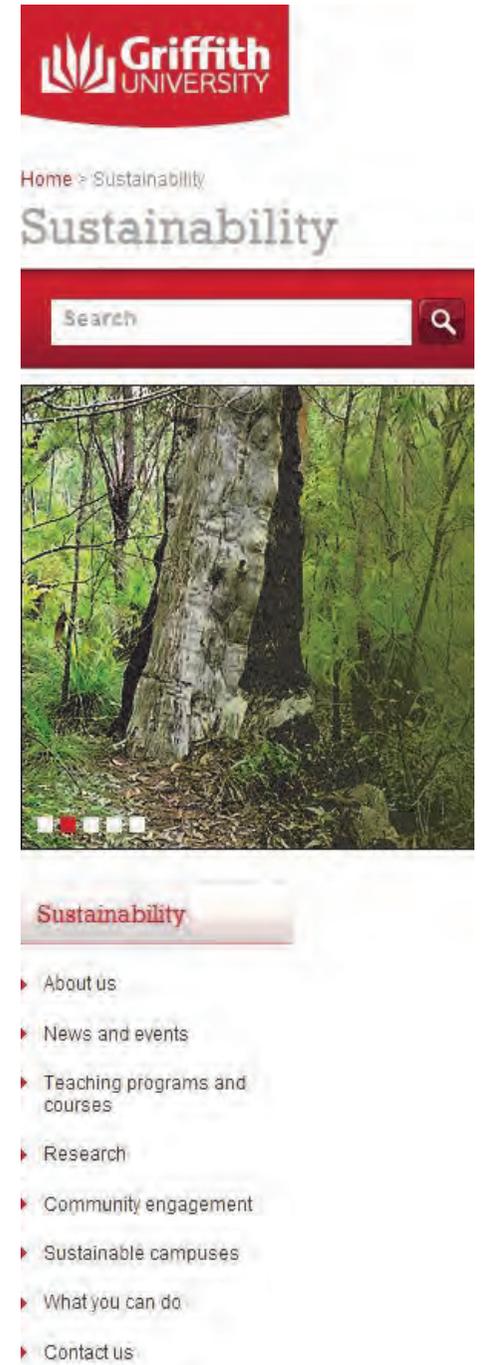


4. To be a sustainable university

To achieve our aspirations of influence we need to be a sustainable university – economically, socially and environmentally.

Attainment of our vision requires a resource base sufficient to attract and retain staff and to provide the best facilities and support for staff and students. To be genuinely sustainable and secure over the long term, we must flourish in an intensely competitive, globalised higher education market. We will achieve adequate resources by growing the income derived from our operations, from philanthropy and the value of our intellectual property. We will look for partners to share costs and opportunities for growth. We will align our resources with our priorities and use resources as efficiently as possible.

A new Sustainability Policy, adopted by the Griffith Council in October 2011, underpins the University's commitment to embedding sustainability across all elements of the University. A detailed Sustainability Plan is currently being developed to cover governance, human resources, teaching and learning, research, community engagement and campus operations. The University's dynamic environment, serving rapidly growing communities from the Brisbane CBD to Northern New South Wales, imposes particular pressures and responsibilities. Our five campuses, individually and together, exemplify how the University unites the principles of sustainability with the practical demands of providing first class physical facilities for our staff, students and local communities.

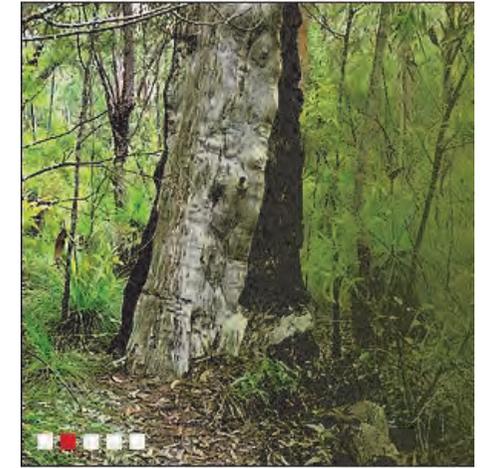


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Home > Sustainability

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- ▶ About us
- ▶ News and events
- ▶ Teaching programs and courses
- ▶ Research
- ▶ Community engagement
- ▶ Sustainable campuses
- ▶ What you can do
- ▶ Contact us

5. To enhance our engagement with Asia and the near Pacific and to consolidate our reputation as one of Australia's most Asian-engaged universities

In recent years, there has been a dramatic shift of economic power to the Asian region. Griffith is ideally placed geographically and intellectually to capitalise on this shift.

Griffith's legacy and commitment to the region has seen deep scholarly engagement in most areas of the University's research and teaching.

If this legacy and focus were harnessed over the coming decade, Griffith could be Australia's most Asian-engaged university, with positive implications for teaching, research and students.

We will review Griffith's role in the Asian Century. The review will explore ways in which the University can strengthen and enhance its engagement with Asia in research, learning and teaching, and external partnerships. A Committee of Review will consult widely among members of the University community as well as with relevant government agencies and industry representatives.

The Committee will make recommendations on a range of issues with a view to ensuring that Griffith maintains and expands its role as one of Australia's leading centres for knowledge of, and engagement with, Asia.



Griffith should market its signature experiences - areas that are distinctively Griffith. Students should have the opportunity to do a course such as a passport to the Asia Pacific century....position Griffith as an international, outward looking university.

[AEL Professorial feedback on the 2020 discussion paper]



CONCLUSION

The University Council adopted this statement of strategic direction at its 6 August 2012 meeting.

A new strategic plan will now be developed incorporating the strategic principles of *Griffith 2020*.

A draft strategic plan will be presented for consideration by Council at its October meeting and a final version will be forwarded for formal approval by Council in December.

