



**Griffith** UNIVERSITY  
Griffith Business School

Queensland, Australia

# FORWARD-FOCUSED, **FUTURE-READY**

GRIFFITH BUSINESS SCHOOL  
STRATEGY 2022-2025



## VISION

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



## MISSION

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*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

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### *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-Pacific region.

Griffith Business School is differentiated by our strong accent on values and incorporates world-leading expertise in business, government and international relations. Within the School there is great enthusiasm as we embark on the next iteration of our strategy: Forward-focused, future ready 2022–2025. This three-year plan builds on our successes to date and will maintain our momentum towards being a leading provider of innovative and socially responsible business and government education, scholarship and practice in Australia and the Asia-Pacific region.

In developing our strategy, we have drawn on contributions from a range of stakeholders including our Strategic Advisory Board and industry partners, alumni, colleagues and students. Their input and advice have provided valuable insights, enabling us to identify a set of key priorities and outcomes that align with our vision, mission and values. By implementing these priorities we will address challenges and leverage the opportunities that will be presented as we journey through the next three years and beyond.

Our strategy is underpinned by Griffith University's strategic plan 'Creating a future for all' and has been endorsed by the Vice Chancellor and President. It also builds on the University's academic, research and engagement plans to ensure that we continue to deliver high-quality business education and research at the local, national and global levels.

Welcome to our School's blueprint for the future.

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



# Introduction

## *The challenges facing contemporary business call for outstanding leadership and creative solutions.*

To meet these challenges, Griffith Business School is building on the pillars of our previous strategy with this next iteration of 'Forward-focused, future-ready'—our strategy for 2022–2025. It is a strategy designed to progress our transformation into a leading provider of business, government and international relations education and scholarship for Australia and the Asia–Pacific region.

The School continues to evolve as we navigate challenges specific to the higher education sector such as government funding models and the regulatory environment. At the same time we must deliver education and research that responds to the current and future social, economic and environmental changes with which all sectors of our community must come to terms. These changes have created new and often very different needs and expectations of our School among industry, employers and students, and they have played a critical part in shaping this strategy.

Our strategy is guided by Griffith University's history and values—this includes a commitment to interdisciplinarity, the study of and engagement in Asia and the Pacific, and opening up the experience of university education to a wider group of people in the communities that Griffith serves<sup>1</sup>.

The realisation of our forward-focused, future-ready strategy will enable us to contribute to a prosperous, equitable and sustainable future for Australia and the Asia-Pacific region.

## *Our strategy comprises four areas of strategic priority:*

1

### **Preparing business and government graduates for the future:**

**An engaging, outcomes-focused and digitally-enabled learning experience**

To prepare our students for the future world of work, we will continue to offer innovative degrees with a focus on employability, which are taught using the latest technology. We will support students from diverse backgrounds to become creative thinkers who are able to critically analyse problems and identify solutions. Our graduates will be equipped with the most up-to-date and durable business knowledge and skills, globally connected, and socially responsible.

2

### **High-impact research:**

**Rigorous, relevant and scaled up**

Our research will demonstrate the highest standards of academic rigour and independence, whilst delivering social and economic benefit to business, government and the wider community. We will continue to develop a culture of strong performance and promote our research achievements and its impact to a broad cross-section of audiences.

3

### **Enhancing our engagement:**

**Strategic, purposeful and global**

Strong relationships with our partners in business, government and social communities is key to our success. We will continue to build on our existing relationships and develop new strategic partnerships at the local, national and international level. With a long history of engagement with the Asia-Pacific we are uniquely positioned to build on our strong ties in this dynamic economic region.

4

### **Strengthening our staff:**

**An inspiring, diverse and collaborative workforce**

Our people underpin all that we do. Strategically recruiting, retaining and developing high-performing staff will enable us to form a forward-thinking, transformational and inspiring community. Fostering a mindset that celebrates excellence, creativity and diversity will increase our ability to deliver innovative learning experiences, high-impact research and enhanced engagement.

<sup>1</sup> Creating a future for all, Strategic Plan 2020–2025, Griffith University



# Preparing business and government graduates for the future

## *An engaging, outcomes focused and digitally-enabled learning experience*

***Producing high-performing graduates with skills and attributes attractive to employers has long been a primary focus of Griffith Business School.***

This focus remains paramount, but in an increasingly complex and unpredictable social environment, there is an emergent need to be agile and responsive in the ways these essential skills are developed. We will support our students to become talented and conscientious graduates of influence who are globally aware.

We will continue to embed innovative and transformative learning experiences in our degrees, taking advantage of the latest technologies. This will enable us to deliver flexible learning options while also creating an enduring sense of community for our students from their first day at Griffith. Through practical and authentic learning programs like work-integrated learning (WIL), students will graduate with skills and knowledge they can immediately apply to their career aspirations.

Preparing business and government graduates for the future will involve the following activities and initiatives:

### ***1.1 A flexible, accessible, and highly relevant portfolio of programs and courses***

We will continue to update our undergraduate, postgraduate and professional learning offerings to ensure they remain future-focused, relevant to industry, and attractive to domestic and international students.

We will work with our industry and government partners to co-design additional offerings that are responsive to emergent market needs and priorities, and which align with our strengths and expertise. We will enhance our WIL and employability related offerings and, in consultation with colleagues in areas like IT, health management and the arts, develop new cross-group programs and professional learning offerings. This will include developing a suite of micro-credentials, including stackable credentials that lead to postgraduate qualifications, similar to our highly successful Graduate Certificate in Policy Analysis and Graduate Certificate in Leadership and Management.

We will further refine our face-to-face on-campus, online, and hybrid (mix of face-to-face and online) offerings to meet an increasing demand for flexible and accessible learning options. We will embed active, authentic and engaging learning experiences and assessment items in our courses across all modes of delivery. A uniform approach will be implemented around course site design, documentation management, communication platforms (including piloting universal learning and teaching platforms), learning and teaching tools, and assessment practices.

The introduction of the new university-wide learning management system (LMS) will offer valuable opportunities for streamlining the ways we deliver learning materials and related information to students. Effectively transitioning to this new system will enable us to deliver a more engaging portfolio of programs and courses. We will complement this transition by actively supporting all teaching staff to participate in professional development that builds confidence and equips them with enhanced capability to deliver our suite of programs and courses.

#### **Key actions**

- Develop and redesign our portfolio of business and government programs, including stackable micro-credentials and cross-disciplinary degrees, to be accessible to and inclusive of all students.
- Extend the redesign of our undergraduate program suite by taking successful innovations from our new Bachelor of Business and applying these to the Bachelor of International Tourism and Hospitality Management and Bachelor of Government and International Relations.
- Redevelop our portfolio of programs and courses to be fully rolled out in hybrid mode.
- Transition to the new LMS with improved and consistent design and delivery of course resources.
- Continue to work with internal stakeholders to optimise communication with students related to learning and teaching, taking into consideration timing, volume and consistency.
- Work with Program Directors, and Heads and Deputy Heads of Departments to identify, promote and support learning and teaching professional development activities.



## 1.2 *An enhanced focus on employability and outcomes*

We will provide an environment where our graduates are primed to enter the workplace with transferable skills and capabilities, by empowering them with practical experiences. To strengthen employment opportunities for students and graduates, we will continue to build on our collaborations with our colleagues in central elements such as Careers and Employment, and with our external partners and alumni. We will also enable students interested in developing professional research skills to participate in internal university-based internships.

Connecting our students with employers is critical to their success. To ensure our students learn valuable, industry-relevant skills and gain practical insights that complement academic knowledge and expertise, we will incorporate a deeper engagement of our external stakeholders into curriculum and co-curricular activities. We will also work towards developing an employer voice framework to obtain input into program design and outcomes.

### Key actions

- Embed WIL<sup>2</sup> and/or experiential learning in core elements of all our degrees.
- Implement a revised Assurance of Learning (AoL) program.
- Pilot a research internship program.
- Develop clear and consistent processes, communication channels, and tools for connecting business and government students with relevant employment experiences and opportunities.
- Enhance our core co-curricular programs such as BusinessPLUS and Peer Assisted Study Sessions (PASS).
- Develop and pilot an employer voice framework.

## 1.3 *A culture of engagement, participation, and aspiration raising*

We will enhance student engagement and participation by implementing a 'cohort approach' which groups students across courses and programs; for example, cohorts will be forged by mode of study (on-campus, online or hybrid), major/discipline, and/or year of study. We will develop and implement activities for First Peoples student retention, engagement and outcomes. We will also seek more opportunities for our alumni to participate in learning and teaching activities, fostering a shared identity between graduates and students as members of the School's alumni community. Central to the success of these initiatives will be a diverse and inclusive student voice.

### Key actions

- Embed engagement and participation strategies in planning processes for all programs, fostering a sense of belonging to the School community and building strong cohorts of students<sup>3</sup>.
- Develop and implement a First Peoples student plan.
- Develop and implement a student voice plan<sup>4</sup>.
- Identify and create opportunities for increased alumni involvement in student-facing activities.

<sup>2</sup> This refers to WIL strategies broadly across the curriculum including, but not only, internships/placements. WIL is the responsibility of all convenors/courses and thus a range of strategies across courses, programs and electives is important for this priority.

<sup>3</sup> All courses to develop early and targeted engagement strategies that seek to build early understanding of the aims and expectations and reciprocal obligations of the students and teaching team, while building rapport and a sense of community within the course.

<sup>4</sup> This plan, consistent with the Griffith University Strategic Plan, will engage and include a diversity of Griffith Business School students including students from different cultural and linguistic backgrounds, students with a disability, LGBTIQ+ students, and Aboriginal and Torres Strait Islander students.

## 1.4 Develop and implement a revised student retention plan

We will develop and implement a revised student retention plan in collaboration with the University's central services, including the Office of the Deputy Vice Chancellor (Education) and Student Success. Our plan will be tailored to support the needs of different cohorts including but not limited to First Peoples, second year, high-achieving students, third year into honours/research, offshore international students, and commencing postgraduate students. We will also enhance our orientation and onboarding activities to support all commencing students.

### Key actions

- Update the School's retention plan including enhanced and accessible predictive analytics and measures of outcomes across cohorts.
- Pilot activities focused on the needs of different cohorts.
- Review our approach to onboarding and engaging new students and supporting their transition into our community.

## 1.5 Develop students as global citizens

We will deliver transformative learning experiences for our students which will build their confidence to adapt and thrive in diverse settings, both locally and internationally. We will expand our range of offerings that involve international experiences, building on our long-standing dedication to Asian studies and engagement to deliver many of these in the Asia-Pacific region.

Central to our future as a vibrant international school is continuing to attract and actively support international students, both onshore and offshore. This will be increasingly important in the wake of travel restrictions put in place during the COVID-19 pandemic.

### Key actions

- Continue to internationalise the curriculum through international and intercultural learning, with a focus on the Asia-Pacific.
- Expand the number of students undertaking global mobility, offshore study tours, and other international experiences (subject to travel restrictions)<sup>5</sup>.
- Expand our offering of international double degrees<sup>6</sup>.
- Maintain and expand on our internationally recognised accreditations and high-demand degrees.

### By 2025, we will have:

- Established a suite of quality degree programs for international and domestic students that are offered in a flexible mode and that cater for a range of student preferences and learning styles, including high-value on-campus and online synchronous activities.
- Established a sustainable and successful suite of micro-credentials, including stackable credentials that lead to postgraduate qualifications.
- Expanded the current suite of business to business (B2B) professional learning programs in collaboration with partners in industry and government.
- Successfully transitioned to the new LMS and supported staff to use it in ways that transform the student learning experience.
- Improved student retention and completion to a rate above the national average.
- Maintained and grown our positive student satisfaction outcomes for teaching and courses through continued teaching excellence.
- Improved outcomes in employment for our graduates to a rate above the national average.
- Provided all students with access to a local or global WIL experience as part of their degree, with a focus on the Asia-Pacific.
- Increased the number of students coming from overseas to 25 per cent (in line with the University target).

<sup>5</sup> This incorporates the ongoing delivery of virtual global mobility placements/experiences due to travel restrictions.

<sup>6</sup> Double degrees available through mutual credit exchange.

***Griffith Business School continues to be a source of world-class, interdisciplinary research that tackles society's most pressing problems.***

Moving forward, the School will make important social, environmental and economic contributions to policy and practice across business, government and the broader community and grounded in the Asia-Pacific region.

While it is a core activity in which we engage daily, research is also a knowledge sharing, outcomes-focused endeavour. We will continue to closely consider its positive impact on current thinking and evolving practices in academic and non-academic settings. In today's complex and competitive research environment, it is crucial that our research supports applied and pure research outcomes and captures these to demonstrate and measure impact.

We will continue to conduct research underpinned by values of excellence, responsible leadership, inclusivity and diversity, and sustainable business practices. The research we produce must reflect Griffith's distinctive culture as 'a community of scholars with a united purpose to provide research solutions that will have a positive transformative effect on individual lives and communities'<sup>7</sup>. Our researchers will maintain an active sense of community, incorporating our close ties with the Asia-Pacific region, ensuring research is a collaborative activity between colleagues, Higher Degree by Research (HDR) candidates and our partners in industry, the community, and government.

Developing our research will involve the following activities and initiatives:

### ***2.1 Promoting a high-performance culture where diversity in research is recognised***

Senior research leaders will foster processes to build and sustain an excellence-focused research culture. We will engage in both pure and applied research, and in doing so embed a more tailored set of performance expectations. We will recognise each researcher's area of expertise and research performance for the purpose of career development and progression, as well as developing an Early Career Research (ECR) network to address the specific needs of these colleagues.

#### **Key actions**

- Support a minimum of two competitive ARC Laureate applications.
- Support a minimum of 12 high-quality ARC Linkage Project submissions and 12 ARC Discovery Project, Future Fellowships and Discovery Early Career Researcher Award (DECRA) submissions per year.
- Achieve ratings of at least '3' (at world standard) at the two- and four-digit levels for all fields of research, and no less than four '5' (well above world standard) ratings in Tourism, Political Science, Marketing, and Policy and Administration in the 2023 Excellence in Research for Australia (ERA) exercise.
- Recognise and reward a diversity of high-performance in research and include this in a tailored Staff and Career Development (SCD) process.
- Build an ECR network to provide a platform for these researchers to exchange information, share knowledge and experiences, and develop skills.

<sup>7</sup> Griffith University, Research and Innovation Plan: 2021–2025, p. 4.

## 2.2 Demonstrating and sustaining impact pathways

Our research provides solutions to the challenges facing the communities we serve. We will be proactive in promoting the outcomes of our research by providing evidence of tangible impact through stakeholder testimonials and other indicators. This approach will require key impact networks in industry, the community, and government as well as close collaboration with the University's Marketing and Communications arm, the Office for Research and other central elements of the institution.

### Key actions

- Achieve outstanding performance ratings and rankings in fields of research submitted for the 2024 ARC Engagement and Impact assessment exercise.
- Identify and promote the demonstrable impact our research has on issues that matter to our communities, and increase the impact that our research has on policy and practice.

## 2.3 Promoting team-based collaboration

We will actively cultivate a team-based research collaboration culture which will enable us to address major social and economic challenges of our time. This collaborative approach will be typically interdisciplinary, either in 'micro' terms with two or more social scientists from different fields of research working together, or in 'macro' terms by partnering with science and/or humanities and creative arts colleagues, enabling our research teams to benefit from greater diversity.

### Key actions

- Seek to lead or play a substantive role in at least one future University Beacon<sup>8</sup> and one Spotlight<sup>9</sup>.
- Increase our presence in Griffith-led National Health and Medical Research Council (NHMRC) and Medical Research Future Fund (MRFF) bids, in addition to leading interdisciplinary ARC applications in the Linkage Project scheme.
- Encourage, promote and evaluate diversity across our research teams so it reflects the University's goals and aspirations and our wider community.
- Introduce honours scholarships for First Peoples students as a pipeline to PhD studies, in collaboration with the University's Indigenous Research Unit.



<sup>8</sup> Griffith Beacons are 'research groups aimed at answering the critical questions of the future and translating research outcomes into real-world solutions'.

<sup>9</sup> Griffith Spotlights are 'smaller-scale, interdisciplinary projects' which 'encourage a strong environment of problem-oriented research across the University.' (Griffith University, Creating a future for all: Strategic Plan 2020–2025, pp..2,10)

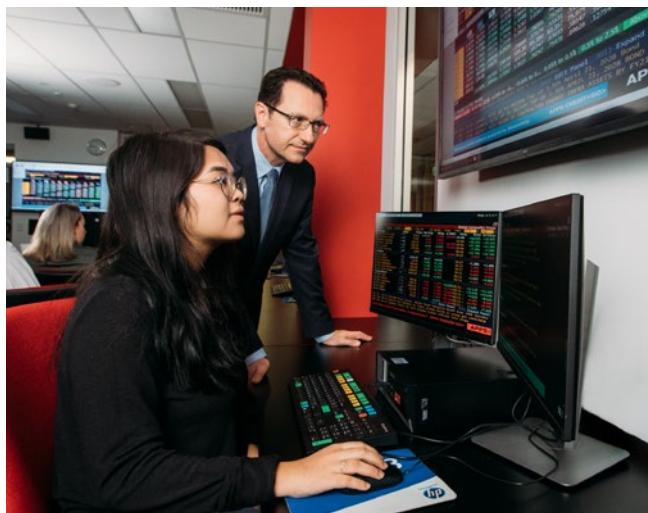


## 2.4 Scaling up research projects

Tapping into large-scale schemes such as ARC Centres of Excellence and Cooperative Research Centres will enable us to build capacity through externally-funded postdoctoral fellowships, PhD scholarships, and other support. We will invest in applications to be part of these schemes and give our researchers the best opportunity to work with colleagues from other disciplines. We will nurture the industry partnerships at the heart of such bids by leveraging University-wide resources which can be accessed through the School's research centres and institutes, existing University Beacons and Spotlights, and through central support from the Office for Research.

### Key action

- Lead at least one, and contribute to two, Cooperative Research Centres and one Centre of Excellence bid in defined areas of research strength.



## 2.5 PhD training that equips graduates for career pathways

Training the next generation of researchers will remain a priority with an enhanced focus on how research skills acquired from a PhD can improve career prospects outside of academia. We will equip our PhD candidates with skills for both academic and non-academic career paths, and encourage PhD supervisors to promote non-academic career development to candidates. We will work with the Griffith Graduate Research School (GGRS) to implement the related recommendations from the 2020-2021 HDR review. We will embed opportunities for industry internships into candidature milestones and progress targets to support this.

We will build a PhD cohort that is representative of the society in which we operate, in terms of gender, ethnicity and socio-economic background. To achieve this, we will introduce more targeted scholarships that attract the most talented PhD candidates from a variety of research disciplines and backgrounds.

### Key actions

- Ensure at least 20 per cent of our PhD cohort undertake an internship and/or WIL opportunity as part of their candidature.
- Provide all members of the PhD cohort with high-level social science and business training by drawing on departmental and centre expertise.
- Establish PhD scholarship outcomes that attract a diverse and high-quality cohort.
- Increase the number of industry- or philanthropically-funded PhD scholarships.
- Work with GGRS to implement the recommendations from the 2020-2021 HDR review.

### *By 2025, we will have:*

- Grown annual research income, including a significant increase in industry income and several major national competitive grant successes by at least \$1–1.5m from the 2021 base (in line with University targets).
- At least three high-level strategic research partnerships with industry in defined areas of research strength.
- Top 100 ranked disciplines, where subject rankings exist, by the end of 2025.
- Sustained our current top 10 global rankings in Tourism and Hospitality Management and our top 100 ranking for Political Science.
- Supported the University to achieve a ranking in the top 200 universities globally for contribution to the United Nations Sustainable Development Goals.
- Achieved PhD commencement and completion targets (in line with University targets).

# 3

## Enhancing our engagement *Strategic, purposeful and global*

### ***Engagement is core to the mission of Griffith Business School.***

Our strategic partnerships with businesses, government and the social communities with whom we work inform our teaching and research. These ongoing relationships reflect the School's values of high quality education and research impact.

We will continue to engage purposefully and strategically with new and existing partners, for mutual benefit and positive impact. In consultation with the Office of the Vice President (Industry and External Engagement) we will review and leverage sponsorships and partnerships to ensure they are aligned with our values and priorities.

We will promote our partnerships and engagement activities to internal and external audiences, communicating the beneficial outcomes and impact, and harnessing multiple communication channels to gain further reach. In demonstrating the benefits achieved through meaningful engagement, the School's reputation will be reinforced, inspiring others to engage with us.

Our expert staff will work with key industry and government partners on collaborative and focused activities including professional learning programs, student internships, and graduate employment opportunities. This collaboration will also enhance practical and authentic learning and assessment in our courses. Our staff will engage in corporate and commercial research opportunities to strengthen our research leadership in industry.

Enhancing our engagement will involve the following activities and initiatives:

### **3.1 *Establishing partnerships that align with our mission and values***

We will identify and build strategic partnerships that will provide the foundation for our industry engagement and which clearly align with our mission and values. At the same time, it will be important to develop an understanding of the motivations of our partners and how and why they want to engage with us. We will work with the Pro Vice Chancellor (Indigenous) and continue our long-standing relationship with local and national First Peoples to support and create cultural equity and understanding in the communities we serve. This will enable us to leverage our expertise in ways that optimise the benefits to all parties.

We will upskill our staff on how to identify and foster purposeful relationships and document the impact. To achieve this we will incorporate key definitions and outcomes for engagement in our SCD process.

#### **Key actions**

- Establish relationship agreements that enable us to evaluate each major relationship (this will include undertaking due diligence, managing conflicts of interest, and appointing relationship managers).
- Develop quality control processes to review partnerships and associated activities.
- Work with the Pro Vice Chancellor (Indigenous) and Griffith Business School Director (Indigenous) to progress the implementation of the Reconciliation Statement and First Peoples Employment Action Plan 2021–2025.
- Relate impact in research KPIs to research targets through the ERA impact assessment.
- Monitor and document engagement via impact statements at individual, departmental and group level; and measure engagement by capturing data from events and activities and gathering external qualitative feedback.
- Develop additional resources and deliver training for staff to enhance their ability to engage purposefully, including as part of the SCD process.

### 3.2 Improving pathways to study

We will build and extend effective pathways for those with an interest in achieving a tertiary qualification or pursuing further study. This endeavour will include school leaver entry through to VET pathways, bridging and enabling programs, and micro-credentialling. We will identify and engage with key schools and other pathway providers in domestic and international settings to develop our pipeline of students. We will remain true to our values and maintain an innovative and open approach to alternative pathways for non-traditional students, especially for First Peoples. We will also engage with industry to improve our understanding of the changing requirements for postgraduate and professional learning.

#### Key actions

- Monitor undergraduate enrolment data from targeted schools/segments with intent to increase domestic student intake from key pathway providers by 10 per cent.
- Develop a plan to increase engagement with pathway providers with whom we are looking to raise our reputation and profile, both nationally and internationally.
- Showcase executive education and micro-credentialling for postgraduate and professional learning in coordination with the University's Professional Learning Hub.
- Conduct annual reporting and reviews that enable us to identify improved pathways and access to study options that meet the needs of prospective students.

### 3.3 Engaging for impact in the community

We are committed to improving the economic, social and environmental wellbeing of the communities in which we operate. To enable this, we will proactively disseminate the outcomes of our research to stakeholders in industry, government, and the not-for-profit sector and subsequently seek to grow research commercialisation and collaborative ARC linkage opportunities. We will deliver positive outcomes that align with our values by engaging with local government and communities to support small businesses to upskill and grow; engaging with underrepresented groups to open pathways to employment or entrepreneurship via targeted courses and programs; and reducing economic disadvantage through community-based programs.

#### Key actions

- Develop plans to enhance engagement between our academics and non-government organisations (NGOs), community organisations and others.
- Evaluate the impact of our participation in community events.

- Enhance the connection between our research and the wider community by translating research into impact for communities.
- Work with GGRS and other central portfolios on preparation for the ARC Engagement and Impact assessment in 2024.
- Explore opportunities to develop more co-investment initiatives with industry partners for applied research in key areas of our expertise.

### 3.4 Increasing global engagement opportunities

There will be a continued focus on building our international reputation, specifically in the Asia-Pacific region. We will accomplish this by increasing our global mobility and other overseas opportunities to enhance student learning experiences. We will also focus on engaging selectively with overseas universities and businesses for exchange and research opportunities and building joint program, articulation and other Trans National Education opportunities.

We will maintain and extend our international accreditation to demonstrate the quality of our teaching and programs; to attract international and domestic students to study business and government; and expand global learning, teaching and research opportunities for our staff and students.

#### Key actions

- Draw on established networks (such as the Association to Advance Collegiate Schools of Business (AACSB) and the European Foundation for Management Development (EFMD)) to strategically grow the number of partnerships and collaborations with select institutions.
- Maintain AACSB accreditation and secure EFMD Quality Improvement System (EQUIS) accreditation.
- Increase staff awareness of opportunities with our key international partners, including research, staff exchange and teaching and learning opportunities.
- Increase opportunities for our students to study overseas and proactively encourage international student exchanges.
- Increase awareness of key opportunities for staff to engage with the Asia-Pacific.
- Develop more targeted and outcomes-focused use of New Colombo Plan (NCP) funding to enable more students to undertake meaningful study tours or community projects overseas under this scheme.

### 3.5 *Embracing alumni as engagement partners*

We will deepen our connection with our alumni by engaging them as partners, expanding opportunities for guest speaking in courses, increasing sessional staffing appointments, and developing co-creator roles for course content. We will work with our alumni as ambassadors in industry to increase employment outcomes for our graduates and to further raise our reputation and profile.

We will also continue to work with the Office of Advancement to deploy alumni as engagement partners who can identify potential industry and individual philanthropic donors. Philanthropic contribution to scholarship funds will enable us to continue to jointly support students who may have encountered financial hardship or education disadvantage.

#### Key actions

- Work with the Office of Advancement to further our engagement with alumni across a range of strategic objectives, such as developing domestic and overseas engagement opportunities for WIL.
- Increase philanthropic support through donations and bequests in line with the Office of Advancement's fundraising strategy and specifically the implementation of their 50th anniversary fundraising campaign, in order to fund student scholarships and activities, and enhance physical and digital infrastructure.
- Establish procedures to capture the activities of domestic and international alumni engaged in teaching and research activities and record the experiences of all stakeholders (staff, alumni and students) to identify more opportunities to engage.

#### *By 2025, we will have:*

- Established strategic partnerships with at least five new key organisations, including those that have been formed through The Yunus Centre and Policy Innovation Hub and with a focus on the Asia–Pacific region.
- Increased the number of students completing global mobility and study abroad programs by five per cent each year.
- Established multiple pathways for people from diverse backgrounds to gain access to study.
- Enhanced our reputation as a high-quality provider of research, teaching and engagement nationally and internationally.
- Established at least five new international articulations with a focus on the Asia–Pacific region.
- Established at least three joint degree programs with overseas universities to support international student study exchanges.
- Increased our consultancy and commercial research (CCR) income to achieve the targets set by the University.
- Reaped reputational benefits which contribute to improved student recruitment (achieving domestic and international target loads), improved graduate outcomes, and improved key international rankings.
- Increased evidence of tangible research impact via stakeholder testimonials and other indicators.
- Increased industry and individual bequests and donations (in line with University targets).

# 4

## Strengthening our staff *An inspiring, diverse and collaborative workforce*

***Working at Griffith Business School should be an attractive and motivating experience for both existing and future staff.***

When actioned, our priorities will generate a culture that supports this experience at all times. 'Strengthening our staff' is articulated around two key dimensions: (i) providing a conducive environment that supports staff to achieve their professional ambitions; and (ii) creating a diverse and inclusive workforce with the skills required to address the challenges and embrace the opportunities of the future.

Strengthening our staff will involve the following activities and initiatives:

### **4.1 Building career plans around clearly articulated expectations and aspirations**

To support our staff in career development and planning we will establish and communicate performance expectations. Through regular reviews we will ensure that these expectations are effectively embedded in plans that reflect work profiles and career aspirations. We will support supervisors to provide feedback on staff progress towards these expectations, and strengthen the support structure for staff by integrating formal supervision and mentoring into plans.

#### **Key actions**

- Review matrices of academic performance expectations every year in alignment with career planning processes.
- Establish a framework of performance expectations for professional staff and introduce moderation to ensure that a comprehensive view of a staff member's performance and trajectory is formed.
- Hold follow-up forums on expectations with staff and supervisors once a year (in alignment with career planning processes).
- Organise regular training for small groups of supervisors to review roles, responsibilities and procedures, so that each supervisor attends at least one session every two years (organised in collaboration with Human Resources and Safety (HR)).
- Achieve 100 per cent (of eligible staff) participation in the SCD process.

### **4.2 Developing and upskilling capabilities**

Our people underpin all that we can be as a School and a community. We will support our professional and academic staff to upskill and develop the capabilities needed to achieve their career aspirations and to contribute to the strategic and operational goals of the School and the University.

#### **Key actions**

- Prepare a plan of development activities for professional and academic staff each year based on information gathered from the SCD process and linked to the University Capability Development Framework.
- Complete a skills gap analysis based on our strategic priorities within three months of the release of the strategy, to inform professional development plans and recruitment strategies.
- Organise regular professional development sessions for casual staff in coordination with Deans, academic supervisors, convenors and Learning and Teaching Consultants
- Support the growing focus of the University on sustainability by providing specific activity-based opportunities for all staff to enhance their understanding and practice of sustainability.

### 4.3 *Achieving a diverse and inclusive workforce*

We are committed to building a community in which all viewpoints are represented, and a work environment that promotes equal opportunity. Through internal and external pathways we will shape and sustain a diverse, inclusive and representative workforce. Support services will be provided by both the School and the University and promoted to potential future staff from diverse backgrounds. Access to these services will be unequivocal, ensuring recruitment of people from diverse backgrounds is valued accordingly and in no way tokenistic.

#### Key actions

- Advertise five identified continuing academic and/or professional positions within the next three years.
- Complete an analysis to identify underrepresented demographic groups, while creating pathways that proactively attract applications from people from diverse backgrounds. This action will be based on workforce planning (see below).
- Take steps to ensure each senior position advertised has 20–40 per cent of applications from people included in underrepresented groups.
- Organise and deliver training sessions for cultural awareness and LGBTQ+ inclusiveness for all staff.
- Add a report from Diversity and Inclusion Committee as an item for discussion in PVC Executive meetings three times a year.
- In coordination with HR, deliver an internal communication campaign to ensure that existing staff from diverse backgrounds are aware of support services and programs available.
- More effectively communicate support services offered to underrepresented groups during job promotion rounds.



### 4.4 *Developing strategic workforce planning and talent acquisition*

We will ensure that external recruitment is informed by strategic workforce and succession planning, and that proactive open market recruitment strategies are applied while retaining the flexibility needed for strategic direct appointments when the opportunity arises.

#### Key actions

- Actively advance workforce and succession planning and review it regularly in consultation with HR.
- Actively review each process after the completion of recruitment through a newly established feedback loop.
- Review staff recruitment best practices in consultation with HR.
- Review and expand guidelines around alternative forms of engagement (for example Executives in Residence, and Professors of Practice) consultation with HR.
- Plan for at least one cross-disciplinary appointment per year in order to support emerging areas of strategic relevance such as sustainability (conditional on availability of positions).

### 4.5 *Establishing effective communication channels*

To improve valuable two-way communication between staff and the executive leadership team we will implement feedback loops that provide staff with the opportunity to express concerns, advice and suggestions. These loops will also provide the executive team with the opportunity to respond to feedback and explain action taken or not taken.

#### Key actions

- Achieve 70 per cent participation in the University staff survey which is conducted once a year.
- Report on actions taken in response to the staff survey which are relevant to the School within three months of survey completion. If needed, within three months of completion organise follow-up pulse surveys, focus groups, or informal forums to investigate specific issues.
- Establish a virtual suggestion box with a triage point and reporting mechanism. Report on items in the suggestion box every three months.
- Introduce a communication strategy to establish realistic expectations for the consideration and implementation of feedback.



## 4.6 *Bridging the gap between academic and professional staff*

Our success as a school hinges to a significant degree on the collegial teamwork of academic and professional staff. To ensure continued success, we will foster a culture of mutual respect and aim to bridge the academic/professional staff divide by prompting a greater reciprocal understanding of roles, work and perspectives.

### Key actions

- Prepare and implement an annual plan of skills-based knowledge sharing workshops that involve collaboration, integration and understanding between academic and professional staff. This includes extending communities of practice to a mix of academic and professional staff.
- Establish a policy whereby each department meeting includes an agenda item with an update from professional teams. By end of 2023 all departments must have invited each professional team at least once.
- Allow appropriate space to discuss both academic and administrative items in department meetings, including a standing item in the agenda for professional staff to report on specific administrative matters of relevance.

### *By 2025, we will have:*

- Built a diverse and inclusive community of colleagues from diverse backgrounds who are equipped with the skills required to address the challenges and embrace the opportunities of the future.
- Delivered a fully integrated suite of professional services that responds to the needs for flexibility, simplification of administration, and timely intervention in support of the School's priorities.
- Implemented a workforce plan to support the alignment between our strategic goals and our workforce.
- Constructed a conducive, supportive and flexible environment that helps staff achieve their professional ambitions while managing work-related pressures.



# Enabling our strategy

***Realising the key outcomes outlined in our new strategy will enable us to be a forward-focused, future-ready business school.***

Pivotal to success our will be the commitment of our colleagues, alumni, Strategic Advisory Board, industry and government partners, and local and international community.

## ***The success of the strategy will require the following:***

**1**

### **Action planning:**

- Our senior leadership team (Deans, Heads of Department, Centre Directors, senior professional staff) will draw up action plans with colleagues in their areas of responsibility.
- The senior leadership team will determine where collaboration across teams or University central functions will be needed to implement specific strategic initiatives and will facilitate this collaboration.
- Action plans will outline any key financial and other resources that may be required to implement particular initiatives, including budget estimates.
- The strategy and associated action plans will feed into budget planning and align with annual operational plans.

**2**

### **University support:**

- Colleagues across the University have been involved in the planning process as part of our working groups, delivering presentations to our working groups, and taking part in various meetings and consultations.
- We will continue these consultative activities into 2022 as we finalise action plans and resource requirements, working closely with our central business partner teams.

**3**

### **External partner support:**

- Members of the Strategic Advisory Board have participated on our working groups and at our Strategic Forum, bringing valuable insights to the strategic planning process. Their ongoing engagement will continue to guide us as we implement our strategy.
- We will build on our engagement with our alumni and industry partners and with their support achieve significant and positive outcomes for our students. An understanding of our strategy will also provide potential philanthropic donors with a clear vision of our priorities and outcomes.



GRIFFITH BUSINESS SCHOOL  
STRATEGY 2022-2025  
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