

# Internationalisation Strategy 2018-2020





*Griffith University has internationalisation at its heart, with a specific focus on being a university of influence in the Asia-Pacific.*

## MESSAGE FROM THE VICE PRESIDENT (GLOBAL)

Since its inception in the early 1970s, Griffith University has demonstrated a strong commitment to internationalisation. Even before the first students were enrolled, the founding Vice Chancellor travelled to China and visited Sun Yat Sen University in Guangzhou with the intent of developing an institutional partnership. Today, that relationship continues to flourish and evolve. With a vision of being a university of influence in the Asia-Pacific, much of Griffith's internationalisation is focused around that region, but that doesn't mean that it doesn't also have a more global reach. Today, there are few countries that Griffith does not enjoy a collaborative relationship in, or send students to, or host students from. This Internationalisation Strategy provides a roadmap for the next period of its international development, with a focus on consolidating and broadening existing partnerships, further enhancing the University's growing international reputation for excellence, and ensuring that all students at Griffith have some form of "international" experience, be it in the classroom, through integration with on-campus international students and/or their own overseas experience.

This Strategy has been developed in line with the overarching goals laid out in Griffith University's Strategic Plan 2018-2019, the Academic Plan 2017-2020 and the Griffith Research & Innovation Plan 2017-2020, as well as having close links with the University's Engagement Plan. The goals and objectives defined in this Internationalisation Strategy in turn, will be operationalised through, and form the basis for, Griffith International's annual plans, and the internationalisation plans for each of the four Academic Groups. The various goals and objectives to be achieved

as part of this Strategy are loosely grouped under four headings (Partnerships, Student Experience, Curriculum and Research), although it is acknowledged that many of the goals are inter-related and could equally well be listed in another section. A key characteristic of Griffith's 2020 agenda is the deepening of its engagement with the Asia-Pacific, with one of the high level goals of that agenda being the consolidation of our reputation as one of Australia's most Asian-engaged universities, and this is an overarching theme that is embedded within each of the four sections of this Internationalisation Strategy.

Griffith University is fortunate to have staff and students who recognise and value the many benefits we gain from our internationalisation activities, whether it be a vibrant and multicultural community on our campuses, the opportunities to study part of their Griffith degree overseas or the collaborative research partnerships we enjoy around the world. I look forward to working with the wider University community as we further build on the many internationalisation initiatives already in place.

**Professor Sarah Todd**  
**Vice President (Global)**



The primary goals identified for this next period in Griffith University's internationalisation are:

### 1. Partnerships

- The consolidation of partnerships, with a move towards broader, multidisciplinary and multifaceted engagement, and the focus for that engagement being the Asia-Pacific region.

### 2. Student Experience

- The maintenance of a diverse and integrated student cohort, with international students from a range of countries and backgrounds across all disciplines.
- Opportunities for all Griffith students, regardless of background, to undertake an international experience will be enhanced and leverage the new trimester academic calendar.
- The development of an enhanced international student experience, recognising that experience extends from pre-arrival to post-graduation.

### 3. Curriculum

- A cohesive and co-ordinated approach to the interculturalisation of the curriculum, ensuring graduates from all disciplines have the appropriate understanding, competencies and proficiencies to take their role as global citizens.

### 4. Research

- Further enhancement of Griffith's growing international reputation for research excellence in targeted areas, and a resulting increase in joint initiatives with key international partners.



# PARTNERSHIPS

*The consolidation of partnerships, with a move towards a broader, multidisciplinary and multifaceted engagement, and the focus for that engagement being the Asia-Pacific region.*

With the majority of Griffith's international student cohort coming through a pathway partnership and strong relationships being integral to enabling collaborative research and mobility opportunities, partnerships are a fundamental component of our internationalisation strategy. For the period of this Strategy, a primary goal is to continue the review already underway to ensure that the various formal agreements Griffith University is a party to are active and of mutual benefit to both Griffith and the partner institution. Consistent with this goal, the objective is one of consolidation rather than expansion in terms of the number of formal partnerships.

## International agreements

According to Universities Australia benchmarking data, Griffith University has one of the largest number of international agreements of any Australian university. These agreements range from collaborative research and academic initiatives through to student exchange and articulation or joint program arrangements. Currently there are over 500 formal international agreements covering a range of collaborative initiatives. Consistent with Griffith's focus on Asia, more than half those agreements are with partners in that region, with Europe and the Americas accounting for the next two largest areas of activity. Given the strategic commitment to the Asia-Pacific region, and Griffith's strengths in areas such as the environment, global health and climate change adaptation, a key objective going forward is to continue to build on the work already being done in the Pacific, further enhancing the University's reputation and contributing to the development and sustainability of the broader Asia-Pacific region, while maintaining and building on the significant relationships enjoyed in Asia.



While recognising that the approach of entering into a large number of diverse agreements has served the University well in the past, to ensure maximum mutual benefit is obtained going forward, the focus is on developing broader, multidisciplinary relationships where appropriate with current partners, while recognising that there will always be some institutions with which activity will only ever involve a specific part of the University. The profile in terms of both region and the academic discipline areas active in each area will continue to be reviewed to ensure consistency with the University's overall strategic focus on the Asia-Pacific region, as well as ensuring that each agreement is active and mutually beneficial through regular reviews of each individual agreement.

In line with previous strategic goals, a number of Griffith's current international partners appear in the world rankings of universities. The impact of this previous goal is most evident in Asia and Europe, with the agreements in those two regions accounting for the majority of partnerships with highly ranked institutions. Formal agreements entered into should be beneficial to the wider University in terms of a range of criteria, with ranking and reputation of the partner institution being one of the criteria considered. The University's guidelines for entering a formal international partnership outline a number of criteria against which new agreements should be assessed, and similarly a number of criteria are detailed for consideration when an agreement comes up for renewal.

A related goal is to ensure that all staff are aware of the different partnerships Griffith already enjoys, and that they are aware of ways in which they can benefit from, or contribute to, collaboration with a particular institution, or at the regional level. Formal regional advisory groups, with membership representative of those parts of the University most involved in the different regions, have been established and the intent is for them to provide an opportunity for a co-ordinated and cohesive approach to be undertaken to our engagement and recruitment activity in different parts of the world.

## The Asia-Pacific

Consistent with its commitment acting as a global citizen, and acknowledging the responsibilities global citizenship entails, Griffith University has developed a strong reputation for its contribution to the development and capacity building of its neighbours in the Asia-Pacific region. The focus going forward will ensure sustainable engagement from a range of individuals and areas across the University community and further consolidating relationships with key funding bodies and organisations, both onshore and offshore. Similarly, the potential to work strategically in partnership with additional institutions from lesser developed economies and educational systems will be further explored, with a focus on Griffith University's ability to both share research expertise in relevant areas and build capability at both the individual and institutional level.



## Student Exchange agreements

Given the changing trends in student mobility patterns, including the move away from academic semester exchange and an institutional and national focus on ensuring Australian graduates are prepared to work in Asia, the number and location of student exchange agreements will continue to be reviewed to ensure that each agreement of this type is sustainable and balanced. At the same time, ongoing efforts will be made to ensure new connections are developed and existing relationships enhanced with international institutions that support and provide for the different forms of outbound student mobility opportunities now sought.

## World university rankings

Griffith University has enjoyed a period of significant improvement in the various world rankings of universities in recent years, with several discipline areas ranked in the top 100, the University itself featuring in the QS Top 50 under 50, and a consistent placing overall among the top 2% of universities worldwide. As a relatively new institution, a key goal for Griffith is to continue to consolidate and further enhance this growing international reputation. This will be

achieved through continuing to play a leading role in key international education consortia (e.g. APAIE) and ensuring that the remarkable Griffith research and student experiences are appropriately profiled and conveyed to key audiences around the world.

## Onshore and offshore relationships

In addition to international partnerships, Griffith University has several key relationships onshore that contribute significantly to its internationalisation. For the period of this Strategy, a key goal is to further enhance and leverage the opportunities offered by the strategic partnership with Griffith College, ensuring that both institutions work cohesively together and ensure relevant stakeholders are aware of the benefits offered by this relationship and that with the Griffith English Language Institute (GELI), with a commitment made to offering a seamless and integrated academic pathway into the University. As well as onshore partners, Griffith University acknowledges that many international students look for the opportunity to access a Griffith education within their own country or region and, for that reason, is committed to further building on its transnational education program offerings. This requires strong partnerships offshore to ensure a quality educational experience, and strategic opportunities to further develop this mode of delivery will be considered in selected academic areas.





STRATEGIES	RESPONSIBILITY OF:
1.1 Consolidate the number of formal international partnerships, and ensure all remain strategically appropriate, active and mutually beneficial	<ul style="list-style-type: none"> <li>• VP(G)</li> <li>• Group PVC's</li> </ul>
1.2 Ensure exchange and other academic partnership agreements are sustainable, balanced and meet the changing needs and demands of the student cohort and are consistent with the academic programs offered	<ul style="list-style-type: none"> <li>• VP(G)</li> </ul>
1.3 Further develop and consolidate the University's reputation as a key partner in the development of the capacity of government and inter-government organisations in the Asia-Pacific region	<ul style="list-style-type: none"> <li>• VP(G)</li> </ul>
1.4 Develop a multidimensional strategy to expand engagement with organisations from emerging Asian research economies to build capacity and create opportunities for collaboration	<ul style="list-style-type: none"> <li>• VP(G)</li> <li>• Group PVC's</li> </ul>
1.5 Further reinforce and strengthen the relationship with key pathway partner, Griffith College, and enhance other local onshore pathway partnerships	<ul style="list-style-type: none"> <li>• DVC(A)</li> <li>• VP(G)</li> <li>• Group PVCs</li> </ul>
1.6 Maintain existing transnational education partnerships and explore further opportunities for selected academic areas to expand Griffith's transnational education offering	<ul style="list-style-type: none"> <li>• VP(G)</li> <li>• Group PVC's</li> </ul>
1.7 Continue to develop and support institutional relationships that provide articulation pathways to Griffith	<ul style="list-style-type: none"> <li>• VP(G)</li> <li>• Group PVCs</li> </ul>



# STUDENT EXPERIENCE

*A diverse student cohort, with a broad range of opportunities available for all Griffith students to include an international experience in their Griffith degree.*

Griffith University, through its Graduate Attribute statement, explicitly recognises the need to ensure all graduates are competent to work in culturally and linguistically diverse environments, as well as having a well-developed sense of social awareness. The opportunity to be part of a diverse student body, as well as undertake an international experience during their study program, make a significant contribution to ensuring these attributes are part of every Griffith graduate.

## Student cohort

As technology continues to evolve and change the way in which education is delivered, and higher education institutions around the world look to increase their international student numbers, a primary goal for Griffith University is the maintenance of a diverse and integrated student cohort onshore. With the delivery of programs online, and Griffith's involvement in the delivery of transnational education programs, ensuring a quality, internationalised student experience is an ever more challenging one. Equally important is providing a range of opportunities available to both domestic and international students to undertake an overseas experience, whether that be part of their formal academic program, or an extracurricular activity.

The Academic Plan (2017–2020) puts the student firmly at its centre, and so to is the student experience an integral component of Griffith University's Internationalisation Strategy. For many of the areas that fall under the broad heading of "Student Experience", participation in, and use of the resulting data from, benchmarking surveys such as the International Student Barometer will continue to be

used to drive best practice and set targets for the various areas across the wider University associated with the Student Experience (e.g. accommodation, arrival, careers support, teaching & learning support). As well as being the responsibility of Griffith International, a key requirement in this area is the acknowledgement that enhancing the international student experience requires an "all of institution" approach, and that experience starts prior to the student's arrival and continues beyond graduation.

## Global mobility

Data for 2016 indicates just over 12% of all students graduating from Griffith University go on a University-organised international experience during their degree study, with an increasing number choosing to travel to Asia. Not only is this consistent with Griffith's strategic focus, it is also in line with federal government initiatives such as the New Colombo Plan (NCP). Griffith has had significant success in attracting support for a range of mobility initiatives, as well as individual students being awarded prestigious scholarships enabling them to study overseas. Increasingly, students are looking for overseas experiences that will not only develop their language and intercultural skills, but also ensure that they enhance their future employability.

The ongoing goal for the period covered by this Internationalisation Strategy is to further increase the number of students taking up at least one mobility opportunity during the course of their study, be that a formal semester exchange, participation in a humanitarian project or an internship, with a focus on developing the intercultural competency and employability of all Griffith students, regardless of academic discipline or personal



background. The University is committed to working with institutional partners, organisations and alumni in ensuring that all Griffith students have the potential to spend a part of their degree overseas, with a primary focus on that experience being in Asia. In addition, the important role of academic staff, both as advocates for, and providers of, appropriate mobility opportunities is acknowledged. Based on AUIDF benchmarking data, Griffith University continues to be a national leader in terms of the number of students traveling to Asia during their studies, as well as being significantly ahead of the average Australian university for the number of international student experiences per undergraduate student completion. Griffith is also a leading institution in terms of receiving mobility grants and prestigious scholarships funded by Australian government schemes such as the New Colombo Plan, and the intent is to maintain and enhance this position.

Overall, Griffith University is ahead of the national average in terms of undergraduate students participating in an outbound mobility experience, particularly for domestic students. The goal in this area then is to continue to grow the percentage of all students participating in at least one international experience during their studies at Griffith University. To support the achievement of this goal, it will be necessary to ensure access to appropriate opportunities that are well-supported, and will require an all-of institution approach, with commitment involving not just resourcing but also curricula that both allow and encourage students to take up international opportunities.


In terms of access and equity, AUIDF benchmarking data for 2016 places Griffith within the top 5 Australian universities for international mobility experiences undertaken by

Aboriginal and Torres Strait Islander students, and sends double the number of 'first in family' than the national average. Griffith University also sends an above average percentage of low SES and students with a disability on international mobility experiences. Consistent with the Universities Australia Indigenous Strategy 2017-2020, Griffith is committed to increasing the number of Aboriginal and Torres Strait Islander students participating in an international experience during their degree. This will require both leading the development of and participating in indigenous-student specific mobility consortia with fellow members of the IRU and other Australian universities, as well as the facilitation of individual exchange opportunities.

## International student body

On-campus, Griffith University is currently host to international students from approximately 130 countries. Looking forward, the goal is to retain this diversity and meet the percentage stated in the Academic Plan of 20-25% of the overall student body being international, although the exact percentage will vary by academic program and campus. To achieve this, the needs and demands of internationally mobile students looking to study onshore will need to be considered in the development and review of academic programs, together with a continued focus on the student experience, both within the classroom and the community. The Griffith English Language Enhancement Strategy (GELES) will continue to play a leading role in ensuring students for whom English is a second language are both well-prepared and appropriately supported to ensure their academic progress at Griffith and their broader social integration within the University and wider host community.





In addition to maintaining the percentage of international students, continued diversification of the cohort is equally a primary goal. This is to contribute to the integration of all students, and multiculturalism on-campus, and also to avoid over-dependence on a particular market or markets. To achieve this, it will be necessary to continue to ensure marketing resources are allocated accordingly, as well as articulation agreements and other key pathways into Griffith are regularly reviewed and monitored to ensure the recruitment of a balanced cohort of high calibre students well-prepared to achieve in their academic studies. For the period covered by this Strategy, targeted investment in key recruitment partnerships and markets, together with appropriate resourcing both on-campus and offshore, will be a key focus.

## Employability

Employability is acknowledged as the primary motivation for many internationally mobile students. While increased efforts have been made in recent years to better prepare international students and support them in attaining employment, either within Australia or internationally, this will continue to be a critical issue for the period of this Strategy. The challenge is to enhance the support for international students while they are still studying at Griffith to prepare them for their future careers, and also to ensure they develop strong networks and affiliation with the University and their peers post-graduation. This will require commitment from a number of areas of the University as well as working with external partners and reinforcing the need for members of the host community to be part of ensuring students' future employability. The University has made considerable progress since the development of the previous Internationalisation Strategy and it will be important to ensure that the needs of international students continue to be considered as relevant opportunities are developed across the institution, and that those opportunities are co-ordinated and clearly communicated.

STRATEGIES	RESPONSIBILITY OF:
2.1 Continue to increase the number of domestic Griffith students undertaking an international experience in the Asia-Pacific	<ul style="list-style-type: none"> <li>VP(G)</li> <li>Group PVCs</li> </ul>
2.2 Increase the amount of external funding available to support student mobility through alignment of opportunities with government and other funding bodies' goals, and continue to build on the successful application for such funds	<ul style="list-style-type: none"> <li>VP(G)</li> </ul>
2.3 Develop opportunities for Aboriginal and Torres Strait Islander students to participate in international experiences, in alignment with Universities Australia strategy and goals	<ul style="list-style-type: none"> <li>VP(G)</li> </ul>
2.4 Ensure the availability and targeted marketing of sought after academic programs to ensure the attraction of an academically able and diverse international student cohort	<ul style="list-style-type: none"> <li>DVC(A)</li> <li>VP(G)</li> <li>Group PVCs</li> </ul>
2.5 Ensure that the Griffith English Language Enhancement Strategy is further developed and continues to meet the changing needs of international students for whom English is a second language	<ul style="list-style-type: none"> <li>VP(G)</li> <li>English Language Advisory Committee</li> </ul>
2.6 Ensure the range of pathways available to international students entering Griffith University is sustainable, encourages diversity, and appropriately prepares students in terms of academic background and language proficiency	<ul style="list-style-type: none"> <li>VP(G)</li> <li>Group PVCs</li> </ul>
2.7 Further enhance the engagement of international alumni as ambassadors, advocates and fundraisers for Griffith, leveraging the newly introduced University Alumni Awards as well as international Australian alumni association events and continue to profile and leverage international alumni to enhance the University's reputation	<ul style="list-style-type: none"> <li>DVC(E)</li> <li>VP(G)</li> <li>Director, Development and Alumni</li> </ul>





# CURRICULUM

*A cohesive and co-ordinated approach to the interculturalisation of the curriculum, ensuring all graduates have the appropriate competencies and proficiencies to take their role as a global citizen*

While Griffith University has a well-developed and successful strategy in place to support student mobility, it is also acknowledged that some students, for a variety of reasons, will not be able to travel abroad during their academic program. For those students, a commitment to “internationalisation at home” initiatives is particularly important if all Griffith students are to develop the skills required to be a global citizen and attain the attributes detailed in the Griffith Graduate Attributes. Additionally, the participation by a large and multiculturally diverse cohort of international students in many of our academic programs requires formal and informal measures to ensure a vibrant multicultural and welcoming campus, with a culturally inclusive classroom experience.

## Interculturalised curriculum

In recognition of the statement of Griffith’s Graduate Attribute 6, which refers to the development of intercultural communication skills and competence in culturally diverse and international environments, this Strategy refers to the term “interculturalisation of the curriculum.” This term better reflects the breadth of internationalisation as being more than geographically defined, and reinforces Griffith University’s recognition of the importance of intercultural and linguistic competencies for all graduates, regardless of whether they be international or domestic.

To achieve the goal of embedding internationalisation, or interculturalisation, of the curriculum as a key component of all academic programs at Griffith University, relevant policies and processes, ranging from those associated with quality assurance through to the proposal of new programs, will be reviewed and updated where appropriate. Potential

outcomes include the explicit recognition of achievements contributing to the internationalisation or interculturalisation of the classroom experience into academic promotion criteria, and potentially the specific acknowledgement of outstanding contributions to the teaching and learning experience of both international and domestic students in the University's Teaching and Learning Awards. These outcomes are in addition to Internationalisation now being included as a key Term of Reference for the regular School and Program reviews undertaken across the University.

Providing opportunities for more formal communication and interaction to occur regarding the enhancement of interculturalised teaching and learning experiences across the wider University is a key objective. To ensure that all graduates leave Griffith fully competent and ready to work in culturally and linguistically diverse environments, as detailed in the statement of Graduate Attributes, all academic staff must be supported and encouraged in the provision of initiatives that enable these competencies to develop. Similarly, as the number of international PhD students continues to grow, the development of appropriate, culturally-inclusive skills in all supervisory staff will be increasingly important.

## Work-integrated learning

While Griffith University has been successful in recent years in increasing the number of students having an international experience during their studies, it is widely recognised that "windows" need to be included in academic programs that enable students to have such an experience without unreasonably extending the length of time required to complete their qualification. To meet both the

goal of increasing numbers participating in at least one overseas experience, together with meeting the need to develop work ready graduates, it is important that there is an ongoing review of existing academic programs and consideration in the development of new programs of the potential for students to undertake work-integrated learning opportunities or internships overseas and inclusion of work-integrated learning opportunities which, where relevant, could be taken overseas. Student demand for this type of opportunity is already evident in the changing mobility patterns in recent years, with more students choosing short term programs with placement or internship opportunities. This goal is also consistent with the Australian Government's promotion of developing Australian graduates with the skills and competency to work with or in Asia and funding schemes such as NCP.





STRATEGIES	RESPONSIBILITY OF:
3.1 Ensure relevant academic policies and processes explicitly recognise the importance of actions that develop global competencies in Griffith students and support students in the attainment of the relevant competencies in the Griffith Graduate Attributes	<ul style="list-style-type: none"><li>• DVC(A)</li><li>• VP(G)</li></ul>
3.2 Ensure all academic staff, including supervisors of higher degree students, are appropriately supported and recognised in the provision of a culturally-inclusive study environment across all areas of the University	<ul style="list-style-type: none"><li>• DVC(A)</li><li>• VP(G)</li><li>• Group PVCs</li><li>• Dean (GGRS)</li><li>• Dean (Learning Futures)</li></ul>
3.3 Ensure the provision of “mobility windows” and the inclusion of international work-integrated learning opportunities in academic programs	<ul style="list-style-type: none"><li>• DVC(A)</li><li>• VP(G)</li><li>• Group PVCs</li></ul>



# RESEARCH

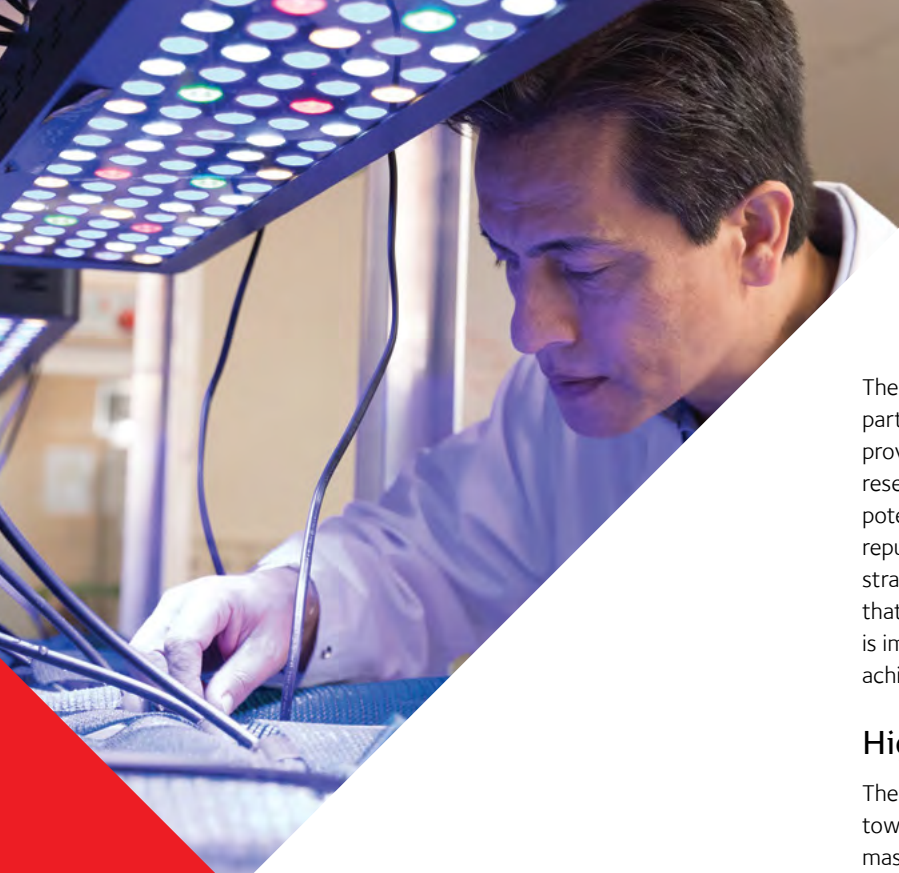
*Further enhancement of Griffith's growing international reputation for research excellence in targeted areas, and a resulting increase in joint initiatives with key international partners*

Current statistics show that Asia already accounts for the largest number of formal collaborative agreements between Griffith University and international institutions. The spread of partnerships is not equal across all areas of Asia though, with China accounting for a significant proportion. The Research & Innovation Plan (2017–2020) reinforces the support of our strong Asian links both in China and elsewhere, while complementing them with the ongoing development and support of joint collaborative relationships encompassing research programs and joint PhD offerings with Simon Fraser University and the University of Southern Denmark.

## Partnerships and agreements

With many of Griffith's research strengths matching the needs of countries in the Pacific and lesser developed parts of Asia, there will be a continued emphasis on building partnerships in those areas. To achieve the full potential available through such partnerships and agreements, resulting in an increase in the number of joint research outputs, a multipronged approach is required. Thus initiatives that result in joint research publications, successful research grant applications and/or joint higher degree by research (PhD) completions will be pursued.





These include the targeting of senior researchers from partner institutions for joint appointments, together with providing support for the development of joint centres and research programs in selected areas. The latter also offer the potential to further develop Griffith's growing international reputation, as well as focusing collaborative activities in strategic areas. With a large number of agreements in place that have collaborative research as their main objective, it is important to ensure that each relationship is active and achieving the aims originally set for it.

### Higher degrees by research

The number of international students studying at Griffith towards higher degrees by research (at doctorate and master's level) has continued to grow, and the 2017 International Student Barometer indicates significant progress has also been made in terms of the student experience since the last review of the Internationalisation Strategy. This cohort not only adds to the research capacity of the University, but also contributes significantly to the diversity of research programs and offers the potential to greatly enhance the number of Griffith alumni in academic positions around the world.

To continue seeing growth in this area, a cohesive and integrated approach is required, involving a range of offices and individuals across the wider University. The recent initiative by the Griffith Graduate Research School and Development and Alumni to reach out to and connect with international HDR alumni around the world is an important one that offers potential to identify appropriate alumni to take on an ambassadorial role, as well as leveraging the home-country connections of the growing number of international academics at Griffith. Expanding current and developing new relationships with key PhD funding bodies around the world is a must if we are to attract high calibre HDR candidates, and Griffith will therefore continue to commit scholarships and support in meeting required language competencies.

The ongoing provision of strategic funding to support international research partnerships (e.g. through the Elite Strategic Partnerships policy), as well as further development of relationships with key international PhD funding bodies, is essential to the achievement of goals in this area, as is a commitment to offering an attractive research environment to attract overseas talent.

STRATEGIES	RESPONSIBILITY OF:
<p><b>4.1</b> Further identify and profile selected alumni in targeted countries, as well as identifying key international academics at Griffith University with home-country connections and profile to leverage in the recruitment of international higher degree by research students</p>	<ul style="list-style-type: none"> <li>• <b>VP(G)</b></li> <li>• <b>Dean (GGRS)</b></li> <li>• <b>Director, Development and Alumni</b></li> </ul>
<p><b>4.2</b> Activate Research Centres and Institutes as the basis for coordinated strategies for the recruitment of high quality international HDR students</p>	<ul style="list-style-type: none"> <li>• <b>Senior DVC</b></li> <li>• <b>Group PVCs</b></li> <li>• <b>Research Institute &amp; Centre Directors</b></li> <li>• <b>Dean (GGRS)</b></li> </ul>
<p><b>4.3</b> Ensure that the University's existing institutional partnerships are leveraged where appropriate across the wider institution and available opportunities for research collaboration are optimised</p>	<ul style="list-style-type: none"> <li>• <b>VP(G)</b></li> <li>• <b>Group PVCs</b></li> <li>• <b>Research Institutes &amp; Centre Directors</b></li> </ul>





