

Strategic Plan

2018–2019

A photograph of three students standing in front of the Griffith University entrance. On the left is a young woman with long dark hair, wearing a red cardigan over a white polka-dot top, holding a book titled 'SOCIAL MARKETING'. In the center is a young man with short brown hair, wearing a blue long-sleeved shirt and khaki pants, with a brown strap over his shoulder. On the right is a young woman with long blonde hair, wearing a grey top, holding a black tablet. They are all smiling. The background shows the university entrance with a large sign that reads 'Griffith UNIVERSITY' and other students walking around. The image is framed by red diagonal overlays on the left and bottom right.

Griffith UNIVERSITY

Vision, mission and values



Vision

Our vision is to be one of the most influential universities in Australia and the Asia–Pacific region.

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 develop and apply knowledge to exercise influence and make meaningful life-long contributions to their communities.

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 engagement activities.
- Engaging students as partners in their education.
- Recognising our location in the Asia–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 and celebrating their continued contributions to the nation.

Our 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.

We admitted our first students in 1975. 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. In this first phase, Griffith was operating in a narrow sphere of influence, without the chance to offer professional programs, such as law and engineering, so important to attracting an academically broad student cohort.

The University entered its second decade with one campus and fewer than 5,000 students. But the changes driven by the Dawkins revolution in 1988 saw Griffith expand dramatically.

Mergers 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, added to Griffith's size, strength and diversity.

No Australian 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 were added to the Mt Gravatt campus and the University established 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.

The University began the first decade of the new millennium with a steady focus on its growth and on improving its research and teaching performance.

At forty, Griffith celebrated the University's transition from:

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

Throughout this growth and change Griffith retained its commitment to the transformational possibilities that universities offered their communities through its education, research and scholarly agendas. A deep commitment to engagement and innovation continues to characterise Griffith.

Today, Griffith University is synonymous with high impact research, excellent teachers, high quality curricular and co-curricular student learning experiences, impressive international rankings, deep engagement with local and international communities and outstanding alumni and current students. These strengths create thousands of stories that make Griffith University what it is today—Remarkable.

The overarching strategic agenda of the University has been set by the *Griffith 2020* direction statement. The *Strategic Plan 2013–2017* and the *Achieving 2020* project approved by University Council in 2015 gave effect to *Griffith 2020*. This Strategic Plan progresses the 2020 aspirations as the University commences preparation for its 50th anniversary.



Griffith 2020: Overarching goals

The essence of the *Griffith 2020* agenda is to further develop our position and responsibility as a university of influence.

It places students and innovative teaching and learning practices at the core of our activities. It reflects our contemporary emergence as a powerful and respected international research institution with comprehensive strengths. It recognises Griffith's commitment to engagement with the Asia-Pacific region through the University's research and teaching.

The *Griffith 2020* 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.
- Delivering an excellent educational experience that allows our students to 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.
- Continuing to focus and grow our campuses.
- Deepening our engagement with the Asia-Pacific region.

To further develop Griffith as a university of influence, there are five high level goals:

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

Implementing this agenda requires the University to build upon its existing strengths and core values, to foster innovation, and to adopt a future-focused agenda that is responsive and resilient in the face of disruption and rapid change.

We have invested significant resources to renew our academic profile, pedagogy and enhance our student centredness with the launch of a new trimester academic calendar in 2017. We have selectively invested in research areas to focus our research excellence and impact. And we have invested in our people, systems and facilities to deliver on our mission.

The strategic agenda for the next stage of the University's development is underpinned by two new core activity plans—the *Academic Plan 2017–2020* and the *Research and Innovation Plan 2017–2020*.



Our campuses

Griffith is a network of campuses, each with a distinct character and focus and a sizeable student load, with specialised areas of teaching and research strengths and distinctive communities.



Gold Coast

Our comprehensive campus, with particular strengths in health, environment, drug discovery, biomedical sciences, engineering and tourism. Co-located with the Gold Coast University Hospital, the Gold Coast Health and Knowledge Precinct, and the 2018 Commonwealth Games village, it is the most exciting education precinct in Australia.



Nathan

Home to world-class expertise in the environment, humanities, law, business and government, languages, Asia, physics and drug discovery, with a growing engineering and health presence.

Griffith will continue to differentiate its campus profiles and play to the strengths of each. Our campuses will be deeply engaged with their local community and will contribute to their educational, economic, social and cultural vitality.



Logan

A national showcase of social inclusion in higher education through innovative partnerships, industry engagement and program pathways, with a strong focus on community health and education.



South Bank

Excellence in the creative and performing arts, and postgraduate and executive education in business and law.



Mt Gravatt

A leader in prevention and intervention in critical social issues and the base for our social science teaching and research, including education, psychology, criminology and suicide prevention.

Students

GOAL 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

Engaged and Relevant

The University is committed to enhancing student employability through industry-engaged programs that are relevant to students' future career ambitions.

In the rapidly changing future world of work, attributes of resilience, flexibility, creativity, digital literacy and entrepreneurship are likely to be the key characteristics of graduates who will be able to adapt and thrive in increasingly globalised workplaces. As well as a firm foundation in the knowledge of their chosen discipline, our academic programs will give students the opportunity to develop these attributes.

More than ever, students are expecting their university experience to prepare them well to enter the workforce. Increasingly, a significant proportion of students aspire to be entrepreneurs, and are looking to a university education to give them the skills to be self-employed innovators. Others will require enterprise skills to address the challenges and opportunities significantly disrupting professional workplaces.

Griffith is responding to this imperative through a series of initiatives which will place us at the forefront of the innovation agenda. The majority of undergraduate students will be able to undertake either an elective or a major that will give them the skills to be innovative entrepreneurs. Platforms such as *Lean Launchpad* will be adopted to structure a capstone-type experience that focuses on developing students' entrepreneurial skills in cross-disciplinary teams.

Co-curricular opportunities such as the *Three Day Start-Up* will be offered to students who wish to extend their experience.

Quality

Our students expect, need and deserve to receive high quality curricular and co-curricular learning experiences and support services. In providing these opportunities, we will ensure that our students prosper at university and graduate with the skills and knowledge to succeed in their future careers, and become influential advocates for Griffith.



Griffith has undertaken a comprehensive review of all of its undergraduate programs and has identified opportunities to extend the suite of professional programs at Nathan, increase double degree offerings and redesign programs to include a common foundation year.

Through ongoing market and brand research, we will continue to review our program suite, and will introduce outstanding new programs and double degrees that reflect the rapidly changing external environment, and student and industry demand.

Griffith will position itself as a leader in innovative pedagogies that enrich and personalise the student experience. Emerging technologies such as cognitive computing, and virtual and augmented reality, are likely to become more readily available over the next few years, and through innovative approaches to learning, teaching and student support we will ensure a high quality experience for our students.

The capacity of the University to lead this change depends very much on the capabilities of our remarkable teachers. We cannot underestimate how important their contribution is to this transformation. More than ever, we must support our staff to continuously upskill and take advantage of new pedagogies and technologies to ensure their classes are of the highest quality.

Student-centred

We will offer student-centred academic programs that are responsive to student needs and expectations, with flexible study options, and support and advice available to all students, anywhere and at any time, assisting them to stay at university and successfully complete their studies.

The introduction of trimesters in 2017 has allowed Griffith to respond to student demand for greater flexibility in how and when they undertake their studies. The opportunity to reduce study load each trimester, but still graduate within a reasonable time period, is attractive to many students. We will extend the number of degree programs that offer courses in the third trimester, and have multiple entry points, as well as those that have a common foundation year.

We will increase the number of postgraduate programs that are structured as a series of self-contained modules (micro-credentials) that can be accumulated into a full degree. Many of these will be offered flexibly in the Cloud, and with industry partners.

Griffith is experiencing a very rapid uptake of programs that are offered online—our virtual campus is currently our third largest campus. The University offers online programs with three different partners, targeted at three distinct groups of students, as well as through our own platform—Griffith Online. We will continue to expand the number and range of online offerings and will continuously improve the quality of online courses. We will also use Griffith Online and our partnerships to extend our reach to students studying outside of South East Queensland.

We will continue our initiatives to enhance student advisory and support services, with the aim to provide a greater range of high quality online resources for students, available 24/7.

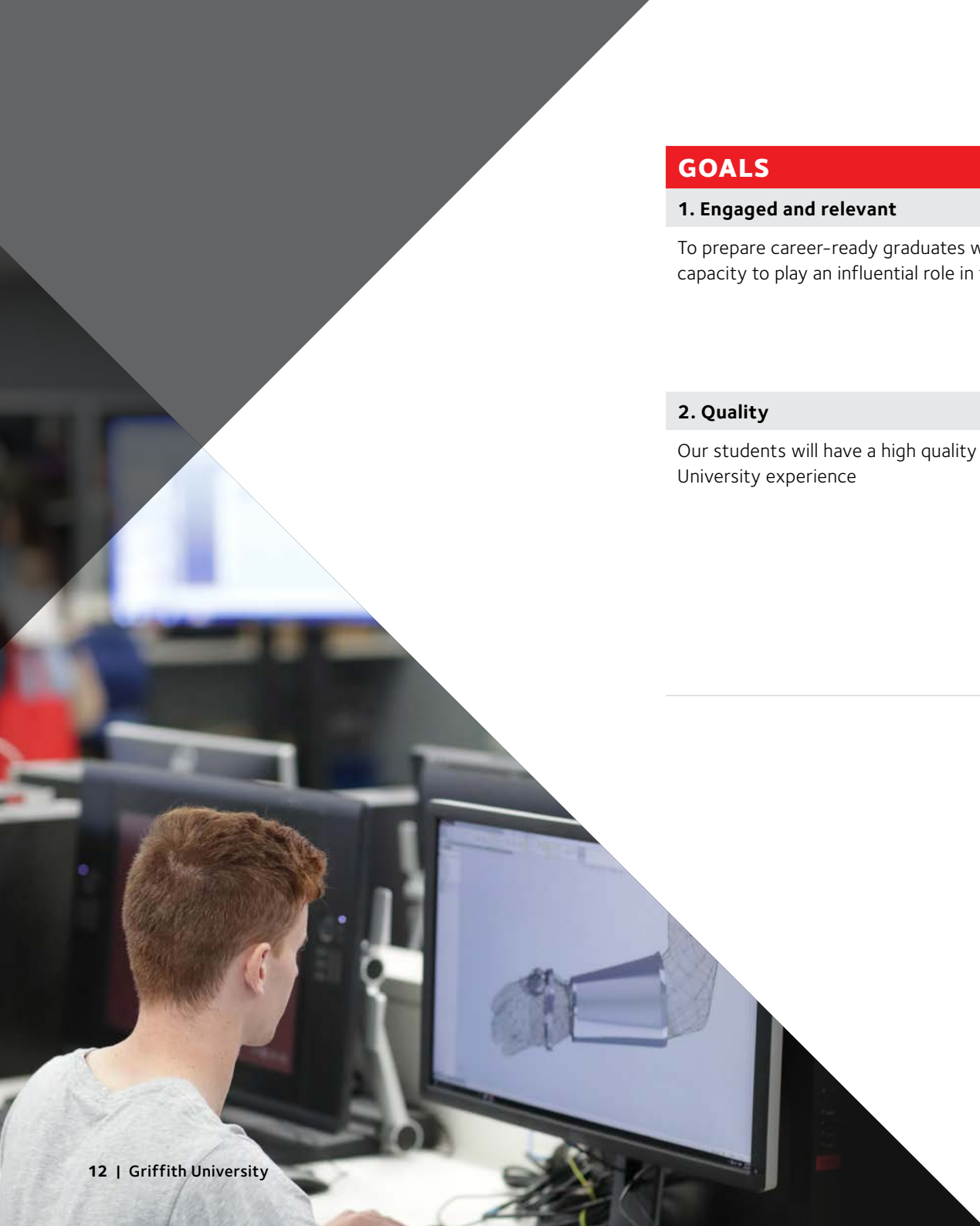
Through advances in data analytics, artificial intelligence and cognitive computing, students' queries and needs will be individually assessed and responded to wherever they are, and whenever they need assistance.

To thrive as a university, it is essential that Griffith continues to attract talented students from a broad range of backgrounds. The University takes seriously its obligation to promote social inclusion in higher education and to increase participation of students from diverse and often disadvantaged backgrounds in tertiary studies. We have a high proportion of students who are the first in their family to enter university, significant numbers of students from low socio-economic backgrounds, and approximately half of our students are non-school leavers.

Griffith has a sustained national track record in the recruitment, retention and success of First Peoples students, and achieves amongst the highest number of undergraduate enrolments and graduations of any Australian university. Griffith also has an exemplary reputation for its support programs for students with a disability.

Griffith will continue to support alternative entry pathways to attract talented, but disadvantaged individuals. Importantly, we will ensure that our academic programs and support services are directed towards their success.

We will continue to attract a substantial number of international students from a diverse range of countries who bring new perspectives and cultures to our campuses, enriching the learning experience for all students.



GOALS	TARGETS
1. Engaged and relevant	
To prepare career-ready graduates with the capacity to play an influential role in the world	<p>To exceed the national average for full-time graduate employment by 2020 (as reported in the Graduate Outcomes Survey via QILT).</p> <p>To exceed the national average for employer satisfaction of graduates.</p>
2. Quality	
Our students will have a high quality University experience	<p>To be ranked in the top quartile of universities for teaching quality (SES as reported via QILT).</p> <p>To be ranked in the top quartile of universities for student satisfaction with the overall quality of their educational experience (SES as reported via QILT).</p> <p>To increase the proportion of courses with Student Experience of Course (SEC) mean satisfaction scores above 3.5 to more than 95% in all Academic Groups by 2020.</p>

GOALS	TARGETS
3. Student-Centred	
Griffith will support a comprehensive suite of programs across a network of differentiated campuses, including in the Cloud	To meet student load targets set in the planning process.
Griffith will offer a wide range of programs that allow students to study across three trimesters	By 2020, 70% of commencing undergraduate students will enter programs that offer courses in all three trimesters.
Griffith will enhance the student experience by providing an increasing range of personalised advice and support	By 2020, Griffith will exceed the national average for student retention.
To attract students from around the world	To maintain international student load between 20% and 25% from a broad range of countries.

External benchmarks and reference points

- Graduate Outcomes Survey (GOS)
- Student Experience Survey (SES)
- First Year Experience Survey
- International Student Barometer (ISB)

The *Academic Plan 2017–2020*, the *Equity and Diversity Plan*, the *Internationalisation Strategy*, the *Engagement Plan 2015–2018*, and the *Development and Alumni Plan* outline the detail regarding implementation strategies.



Research and innovation

GOAL 2.

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

Griffith University aspires to be a leading research-intensive university in Australia and the Asia-Pacific region, with focused areas of research excellence.

In the previous iteration of the Strategic Plan, the University pursued the following key research objectives:

- Consolidate world-class research strength through our selected ASIs.
- Demonstrate research of international standing in all our discipline areas.
- Maintain a culture of research quality and performance that is well supported by infrastructure (physical and electronic) and resources (financial and human).
- Maintain our core commitments as a university to innovation, bringing disciplines together, and undertaking socially relevant research which provides demonstrable community benefit.

In 2015, the University launched a 'next stage' strategy through the *2020 Research* program funding with allocation of \$20 million for 'step change' projects. That investment has targeted key senior appointments directed at securing research leadership succession, internationalisation of key research themes, the development of platforms for managing big data, and positioning the University for more explicit support of innovative research-industry partnerships.

Through these objectives and initiatives, we are investing in a culture of research quality and performance across the institution.

In addition to these University-level planning priorities, there have been several significant realignments in national priority setting for universities, and the research sector in general. These are captured through the Commonwealth Government's National Innovation and Science Agenda (NISA) and the Australian Council of Learned Academies (ACOLA) review of Australia's research training system.

The NISA presents a range of actions designed to stimulate innovation, create a culture of entrepreneurship, co-investment and collaboration, and support economic growth through more effective adoption of innovation. The ACOLA review aligns strongly with the NISA highlighting the role and importance of Higher Degree Research (HDR) in improving industry-university collaboration.

Our research strategy will focus on these measures in areas where we can capitalise on our expertise and relationships to generate the best outcomes and returns. We will ensure that the translation of research inputs into outcomes is maximised, and that we are effective in telling our stories of research excellence and impact in both the formal setting of Engagement and Impact assessment but also as a central part of the University's narrative.

The next phase of our research strategy will maintain appropriate institutional levels of research output but with an emphasis on continual improvement of research publication quality. This includes maintaining recognition of creative works as an important part of our portfolio of research outputs. We will also expand and diversify our research income portfolio, increasing income from new funding sources across both industry and end-users, and philanthropy-supported research. Part of this requires developing a greater sense of membership of an innovation community bringing together staff, students and external stakeholders and partners.

We will focus on the promotion of a culture of research excellence by broadening and strengthening emerging research leadership, as well as managing the performance of individual staff, supported by research performance guidelines and associated staff review and reward processes.

Griffith maintains the view that the presence of a large and vibrant graduate research student community is an essential part of its research fabric, and we will continue to maintain the load of high quality HDR students needed to support completion targets and student career outcomes.

Through the goals, targets and strategies identified in the *Research and Innovation Plan 2017–2020*, we will continue to deliver research of high standard and relevance, framed against a national agenda of better translation of research outcomes into innovative services, processes and products.





GOALS	TARGETS
1. Research income	
To expand and diversify the research income portfolio	To increase external research income by 7.5% per annum.
2. Research benefit	
To build a culture of research innovation that supports the translation of research outcomes into policy, services and products	To directly engage at least 30% of academic and relevant professional staff in innovation and commercialisation activities. To maintain income from contract and commercial research, technology transfer and enterprise at greater than 25% of the research income total.
3. Research training	
To maintain the load of high quality HDR students needed to support completion targets and student career outcomes	HDR completions to be maintained above 400 per year by 2020.

GOALS	TARGETS
4. Research outputs	
To at least maintain the total volume, and to continuously improve quality of research outputs	<p>Quantity—As a minimum, maintain the current level of University research output.</p> <p>Quality—To achieve relative citation impact higher than the Australian average.</p>
5. Staffing and Equity	
To increase the proportion of females in research-related roles, and research leadership positions	50% of research intensive staff to be female.
To support increasing numbers of Indigenous HDR graduates into research-related career tracks	To reflect <i>Equity Plan</i> targets for First Peoples employment in research-related roles.

External benchmarks and reference points

- Excellence in Research for Australia (ERA) outcomes
- International rankings
- Areas of Strategic Investment (ASIs) will be benchmarked annually against leading international institutions

The *Research and Innovation Plan 2017–2020*, the *Our People Plan 2017–2020* and the *Industry Engagement Strategy*, outline the detail regarding implementation strategies.



Staff

GOAL 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 key strength of the University is its staff.

The *Our People Plan*, adopted by Council at its April 2017 meeting, aims to bring to life the strategies that need to be implemented to attract, retain, develop and value both academic and professional staff.

We are committed to supporting staff career growth—building on the capability, leadership, skills and motivation of our staff in order for them to be able to deliver on the University's strategic intent, while creating a rewarding and engaging place for our people to work.

The markers of Griffith as a high performing institution will be:

- An engaged and committed workforce, valued by the University, their peers, students and the community.
- High quality teaching preparing our students to become remarkable graduates and alumni.
- Efficient and effective delivery of support services for our teaching and research.

The overall objective of a high performing University will be under-pinned by the following three strategies:

- Recruiting and retaining the right people.
- Developing and engaging our people.
- Valuing diversity and inclusion.

Through the *Our People Plan*, the University will convey clear expectations in relation to staff performance through: use of relevant external benchmarking data to monitor the University's performance across key activities; regular reviews of our policies relating to staff performance; clear articulation of performance standards in all areas of our activities; a consistent approach to performance management and development; refining our reward and incentive structures to encourage and reward high performance; and supporting our supervisors and managers to lead for high performance through a suite of high quality leadership development programs.

GOALS	TARGETS
1. To Increase the proportion of females in senior academic positions	At least 45% of level D and E academic staff to be female.
2. To improve the proportion of female Senior Administrators (HEW Level 10 and above)	At least 50% of all University's Senior Administrators (HEW Level 10 and above) to be female.
3. To increase the number of Aboriginal and Torres Strait Islander staff in academic and general staff positions	To increase by 5% per annum the number of Aboriginal and Torres Strait Islander staff in academic and general staff positions.

The *Our People Plan 2017–2020*, the *Equity and Diversity Plan*, and *Academic Work@Griffith* outline the detail regarding implementation strategies.



Sustainability

GOAL 4.

To be a sustainable university

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

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

The University's *Sustainability Policy* underpins our commitment to embedding sustainability across all elements of the University. The Policy in turn informs the *Sustainability Plan 2017–2020* which sets out a strategic framework for delivery of the University's sustainability agenda and specific objectives with respect to 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.

Principles of sustainability are reflected in our provision of world-class educational facilities across all of Griffith's campuses. These principles also inform our corporate, operational and workforce policies and practices and management of our financial security. Economic efficiency and environmental sustainability are equally reflected in building design, as well as in energy, water use and waste management, focused on constraining per capita costs and resource use while maintaining high-quality services.

We were the first Australian university to offer an Environmental Science degree in 1975 and now offer some 40 teaching programs and courses centred on sustainability, with integrated graduate and postgraduate programs, and a comprehensive sustainability research profile. A core principle of the *Griffith 2020* agenda to selectively invest in research of international excellence embraces areas such as climate change, sustainable tourism, coastal management and water science.

GOALS	TARGETS
1. To operate as a sustainable organisation	<p>To ensure the ongoing financial security of the University.</p> <p>To grow the quantum and proportion of income from philanthropy.</p>

The *Budget*, the *Development and Alumni Plan* and the *Sustainability Plan* outline the detail regarding implementation strategies.



Engagement with the Asia-Pacific region

GOAL 5.

*To enhance our engagement
with the Asia-Pacific region*

Griffith University was established over 40 years ago with a strong focus on the Asian region as one of its founding principles. We were the first university to develop and offer a degree in Modern Asian Studies and many of our discipline areas are heavily engaged in Asia-relevant research. In our short history we have forged successful partnerships with some of the region's premier institutions.

We have established significant research collaboration with key institutions, particularly in China, with partnerships in environmental/water sciences, nanotechnology, material science, medical sciences, languages and applied linguistics, disaster management, and the creative and performing arts.

Given this historical commitment, Griffith is ideally placed geographically and intellectually to capitalise on the dramatic shift of cultural, political, economic and strategic influence to the Asian region in recent years.



GOALS	TARGETS
1. To provide Griffith domestic students with Asia-capable skills and knowledge	To increase by 5% per annum the number of Griffith students undertaking a study experience in Asia, including exchanges.
2. To increase research engagement, attract research funding and demonstrate the impact of collaboration with researchers in Asia	To maintain publications co-authored with an Asian institutional partner at greater than 15% of the annual publication total.
3. To coordinate, enhance and promote the depth of Griffith's Asia-engagement nationally and internationally	To increase visibility of Griffith as an Asian-focused institution as measured by website, social media and media coverage analytics.

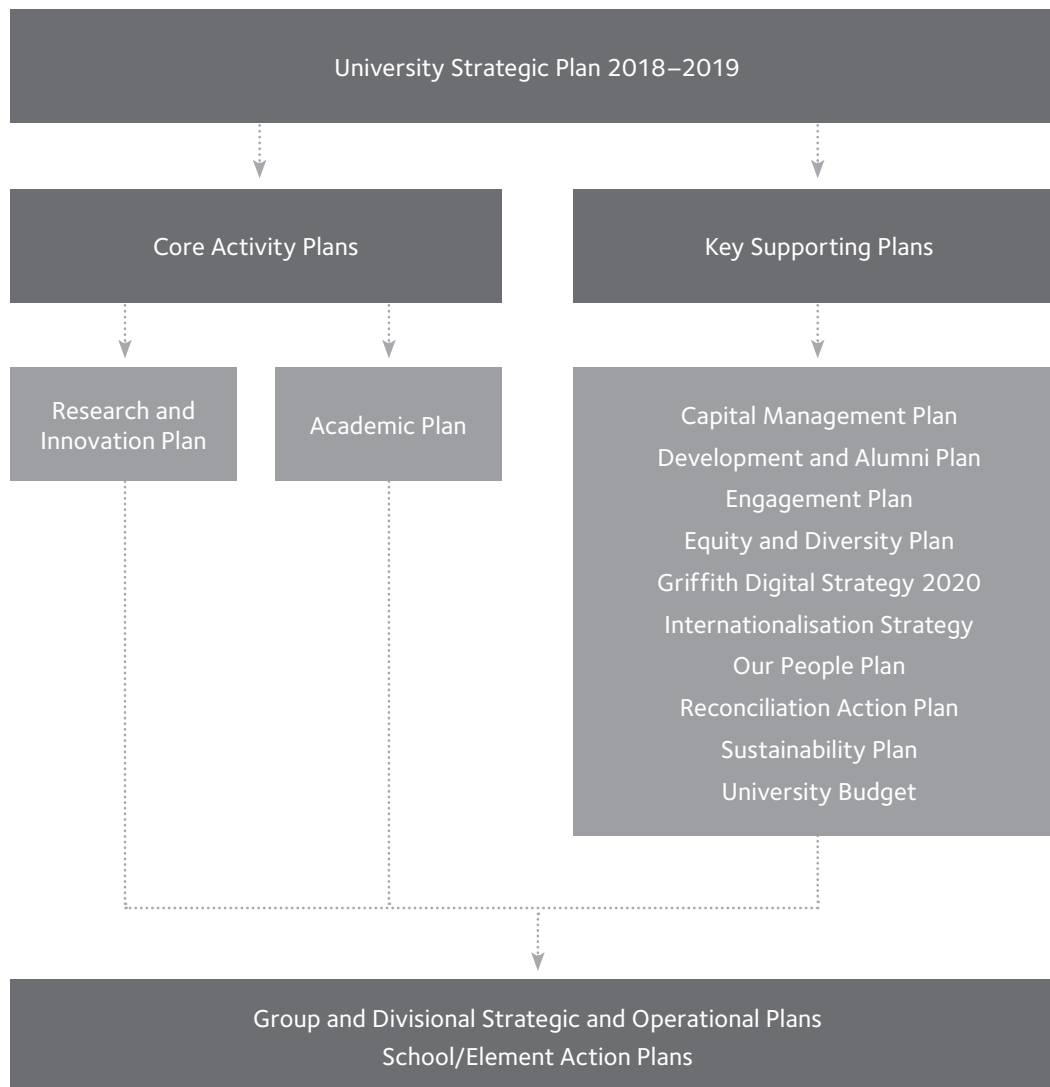


Implementation of the Plan

The *Strategic Plan* is underpinned by two Core Activity Plans (*Research and Innovation Plan* and *Academic Plan*) and by a number of Key Supporting Plans, as set out in the diagram on the following page.

This Plan will be implemented through four main activities:

1. University-wide implementation plans in research (*Research and Innovation Plan*) and learning and teaching (*Academic Plan*), and other supporting plans.
2. The Griffith Planning Cycle, which links plans to group and divisional plans and to the University budget, supported by a strong evidence base to planning and decision making.
3. Tailored indicators and differentiated targets for schools/departments and research centres.
4. A programmatic cycle of reviews and improvement plans at academic and divisional levels, programs and courses to promote ongoing enhancement in performance.



Reporting on our progress

This Plan identifies the key performance indicators (KPIs) and the main implementation strategies for each area of the University.

In order to monitor our progress in implementing this Plan, our performance will be measured and reported upon in four ways:

1. University-level key performance indicators and targets outlined in this Plan. Progress will be reported annually to Council.
2. Tailored 'staircase' indicators for schools, departments and research centres—these will be used to analyse and report performance, to sharpen focus on areas in greatest need of improvement, and to set future targets in the light of known strengths and capacity to contribute to the core objectives of the University.
3. Selected external benchmarks of performance drawn from national and international data sets.
4. Benchmarking performance of Areas of Strategic Investment.

*At Griffith, we celebrate,
believe in and strive for
the remarkable.*



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