



CREATING A BRIGHTER FUTURE FOR ALL

GRIFFITH'S STRATEGY 2025–2030

Make it matter

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Cover image

Arabella Walker *Grass trees*, 2025
Acrylic on canvas, 1.8m x 1.2m

Arabella Walker is from the maternal line of the Auburn Hawkwood Wulli Wulli people. An alumnus of the Queensland College of Art and Design, her practice focuses on the challenges of connecting to her First Nations history while living in contemporary society. Walker weaves Indigenous cultural knowledges into diverse media such as paint, video projection and installation, communicating cultural intent in ways that words cannot.

In this work, Walker positions the grass tree as a stalwart guardian of the land, standing resiliently through time and change. The organic forms of the trees interplay with the patchwork landscape that surround them, acknowledging the generations of regenerative, nourishing fire management that has formed a key part of Indigenous stewardship of Country.



BRISBANE CITY (SOUTH BANK)

Queensland's leading creative and performing arts hub, embedded in the cultural heart of Brisbane



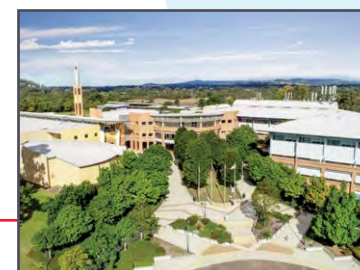
OPENING IN 2027 BRISBANE CITY (CBD)

Based in the Heritage-listed Treasury Building, our newest campus will give Griffith students unprecedented access to industry, government and the Brisbane community



BRISBANE SOUTH (NATHAN)

Our foundation campus, steeped in natural beauty with a rich history of progressive thinking and learning



LOGAN

Our home of community-focused education, based in one of Australia's fastest-growing cities



GOLD COAST

Our largest campus, offering world-class facilities and a dynamic student lifestyle just minutes from the beach



QUEENSLAND

Brisbane River

Moreton Bay

Pacific Motorway

INTRODUCTION FROM THE VICE CHANCELLOR



Fifty years ago, Griffith University commenced teaching at the Nathan campus. The plan for the new university was ambitious and distinctive—it was committed to interdisciplinarity and to areas of study, such as modern Asian studies and Australian environmental studies, that were largely ignored by the traditional universities. It would serve the needs of local people and employers, and engage in teaching and research in topics of relevance to them.

While Griffith has today expanded considerably, providing education to tens of thousands rather than hundreds, teaching across a wide range of disciplines, and opening campuses in Brisbane, Logan and the Gold Coast, it remains distinctive.

Griffith is renowned for being a values-led university—driven by a strong sense of purpose that the benefits of education and research should be provided to the many and not just the few.

This translates into a community that is welcoming and inclusive—where students are treated as people with their own driving purpose for study, their own (sometimes complex) personal lives and an ability to contribute to the community both while studying and after graduating. We recognise that our students want and need to “make it”—to achieve career goals and ensure their financial security—and we also encourage them to “make it matter” in contributing to a brighter future for all.

Fifty is half a lifetime for a person but it is only the beginning for a university. This strategy sets out a bold vision for the next five years, which will also provide the foundation for the coming decades. It is based on four pillars:

- Purpose and values
- People
- Partnership and impact
- Place and community

By focusing on these elements, we will demonstrate our value to our students and alumni who rely on our education for their professional and personal enrichment, to our local communities to whom we provide everything from jobs to a skilled workforce to civic engagement, and to the broader national and international public, who will benefit from the research being undertaken here.

Since its founding, Griffith has kept a dual focus of undertaking education and research that is relevant to our local communities while also being outward-looking and engaged globally, particularly in the Asia-Pacific region. Current geopolitical disruptions only underline the importance of remaining committed to international perspectives, partnerships and understanding with a particular focus on our own region.

This is not an easy time for universities in Australia and beyond. We must respond to these challenges with a commitment to our core purpose and openness to change where that is needed. We should not and will not take for granted that people understand the value of universities for all Australians, including those who might never attend a university themselves. Instead, we will work daily to demonstrate that value and to share the benefits of the wonderful activities that are undertaken within Griffith with as many as possible.

By redoubling our commitment to purpose, people, partnerships and place, we put ourselves on a strong footing as we look towards our second half-century.

A handwritten signature in black ink that reads "Carolyn Evans".

Professor Carolyn Evans
Vice Chancellor

We acknowledge that our Brisbane and Brisbane South campuses are situated on the land of the Yugarabul, Yuggera, Jagera and Turrbal peoples. Logan is situated on the land of the Yuggera, Turrbal, Yugarabul, Jagera and Yugambeh peoples. The Gold Coast is situated on the land of the Kombumerri peoples, part of the Yugambeh language region. We commit to a process of truth-telling with these communities and striving with them and other Indigenous peoples towards a reconciled Australia. This strategy points us towards a future of Indigenous flourishing and Griffith as a place where Indigenous staff, students and partners work with non-Indigenous colleagues to create new, powerful knowledges.

PURPOSE AND VALUES

Griffith is driven by purpose and guided by our values. Each element of this strategy is linked to achieving our purpose, which is:

To create a brighter future for all through high-quality education and research which transforms lives and adds to knowledge, discovery and understanding.

This is a serious responsibility—one that commits us to ensuring that our education, research and engagement are outstanding.

We welcome high-achieving school leavers to Griffith and we also teach many who have historically missed out, who do not have the same support for their studies and networks for careers that other students have. They need and deserve the highest-quality education and support into meaningful work. We are proud that we have created pathways for, and recognised the life experience of, veterans, regional Australians, Indigenous Australians and those with workforce experience. In this strategy, we commit to new ways for students to study at Griffith and better career outcomes when they complete their studies.

We undertake research that changes the world for the better, improving the health of the planet and the lives of vulnerable people. We must undertake this research—whether it focuses on critical local or significant global issues—to international standards of excellence. The clinical trials that are under way into vaccines for malaria (a significant cause of infant death in the developing world) and spinal cord injury, the decades-long commitment to transforming justice and eliminating violence, particularly against women and children, and our work on protecting the Queensland coastline from the impacts of coastal erosion are all examples of the transformative work that is under way and being carried out by globally recognised leaders.



Master of Primary Teaching alumnus Anthony Sharp works with students at Sheldon College.

Griffith campuses are vital elements of the local communities of which we are part. We provide high-quality employment, educate the future workforce and future business creators, solve local problems and provide civic engagement in everything from bringing our leaders in music education to regional Queensland to opening our campus sports facilities for community use.

In this strategy, we will ensure that we prove our value to the communities of Queensland, particularly the communities where our campuses are based. We will educate highly competent graduates who meet the needs of our region, undertake research that tackles relevant local problems and use our campuses for the benefit of the community. In addition, we will provide over 1.5 million "Griffith Community Hours" over the life of the strategy, providing free or low-cost services to the people of Queensland (see page 16).

VALUES-INFORMED CHALLENGES

Griffith is a values-led university and, as such, we will ensure our university focuses on values-informed challenges. These will inform our research and educational priorities and guide our institutional decision-making.

Our values-informed challenges are:

- **Indigenous flourishing:** creating the conditions for Indigenous Australians to thrive—academically, socially and culturally
- **a more sustainable world:** working towards a thriving environment and a just transition to a more sustainable future
- **better health and wellbeing:** improving the health and wellbeing of all peoples, including those who are marginalised in the current health system
- **inclusive, diverse and cohesive societies:** striving towards societies where all are included. This includes a commitment to continue creating pathways to Griffith for the many rather than the few
- **technology that improves lives:** contributing to the development, adoption and extension of new technologies in an ethical manner.

Students will be given opportunities to engage with these themes inside and beyond the classroom and they will provide a framework for us to encourage interdisciplinary opportunities across our degrees.

These values-informed challenges will also provide a focus to our research, enabling us to deepen our existing expertise in tackling these problems, which will draw on the knowledge of researchers from a wide variety of disciplines and backgrounds. We will make demonstrable impacts from our research with respect to each of these challenges over the life of the strategy.



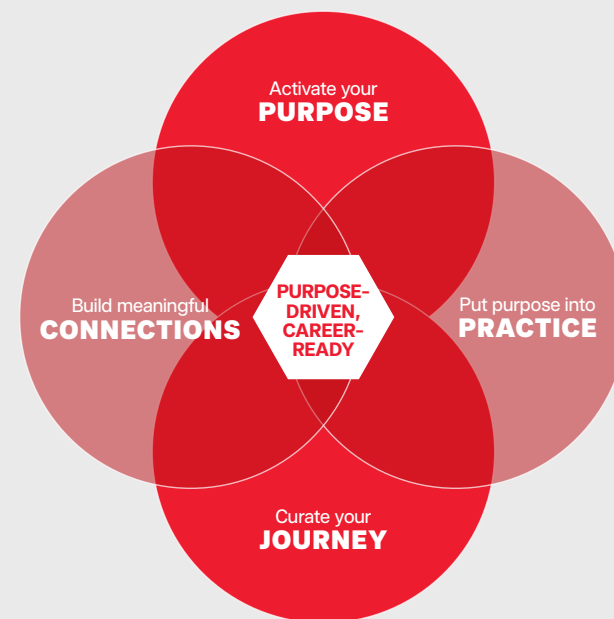
Strategic initiative

Griffith Business School (GBS) student leaders on their India Community Engagement Project through the GBS Student Leadership Program.

Purpose-Driven, Career-Ready Program

Rollled out over 2025–28, this innovative program will encourage students to prepare for their post-study career by seeing themselves holistically and understanding their purpose from their first trimester of study. While many universities focus their careers advice in the later years, we recognise the importance of planning for careers from day one.

Throughout their degree, students will be given opportunities to put their purpose into practice, building meaningful connections beyond the university, and have a curated experience to assist them into a career. Every undergraduate degree will include a compulsory work-integrated course, and there will be an expanded career mentoring program and program of work readiness that is integrated across the whole degree. A career accelerator will provide tailored support for students who have the least access to social capital such as parents or friends who can assist them transitioning to the workforce.



SUPPORTING STUDY AND CAREERS WITH PURPOSE

Griffith has always put the education and experience of students at the heart of the university. We pride ourselves on the transformative power of Griffith degrees, which have produced alumni who have gone on to leadership positions across all aspects of society in Australia and globally.

Students at Griffith have long commented that what sets Griffith apart from other universities is a sense of community—that Griffith is genuinely welcoming and inclusive. Our staff care for the students. After the disruption of COVID-19, we will commit to strengthening that sense of community both through vibrant physical campuses and a new approach to creating an online student community that goes beyond online classes.

An important new element to focusing on purpose will be a nationally distinctive careers program for undergraduate students.



BY 2030, WE WILL HAVE:

- provided a nationally distinctive career offering based on purpose and improved careers outcomes for graduates
- integrated our values-informed challenges into our educational priorities with opportunities for students to develop their understanding of them in classrooms and activities beyond the classroom
- further enhanced our accessibility by increasing the cohorts of students from under-represented groups, with a particular focus on Indigenous students, students with disability, students from low socioeconomic backgrounds and veterans
- used our values-informed challenges to assist in focusing our research efforts with demonstrated impact from our researchers in each challenge.

Griffith student Jody Kallis performs a scan on patient Siona Hucksted under the supervision of teacher Catherine Donaldson.

PEOPLE

People are at the heart of Griffith. The staff, students, alumni, partners and friends drive our success and shape our purpose. Griffith provides both support and challenge to the members of our community, encouraging aspiration and stretch while providing the tools needed to achieve these.

GRIFFITH VALUES-LED ATTRIBUTES

To achieve our purpose, we have articulated a series of “Griffith attributes” that we look for in our staff and strive to inculcate in our students.

- **Excellence:** We strive for distinction and quality, supporting students and staff to perform at a level of international excellence.
- **Reciprocity:** We engage in relationships of mutual respect, responsibility and accountability. We move beyond transactional giving and receiving to encompass a deep sense of obligation, respect and care for people, country, ancestors and future generations.
- **Inclusion:** We create an inclusive and diverse community for staff, students and partners, where people know they matter and have a sense of belonging.
- **Integrity:** We hold ourselves to the highest standards of ethical conduct and act fairly and transparently.
- **Innovation:** We are open to new ideas, new ways of doing things and new ways of thinking. We seize opportunities and recognise the need to change.



The first graduating cohort of EmpowerED.

Pathways to Griffith

Not all those who might aspire to study at university are ready to step immediately into a degree. Griffith has long worked with TAFE and reputable Vocational Education and Training (VET) providers to create pathways into our degrees and will deepen our work with these partners. In recent years, we have also worked with the armed forces to recognise prior learning for those who have served and to support those veterans transitioning to civilian life.

Alongside these pathways, we have established EmpowerED. This program creates the opportunity to experience university life while building confidence and academic study skills, which can be particularly important for those under-represented cohorts who have experienced educational disadvantage.

EmpowerED provides students with fundamental knowledge and skills—including the essentials of critical reading, writing and referencing—in a supportive learning environment. Those who successfully complete the program will receive credit and entry into a range of Griffith degrees. In 2024, it was launched in an on-campus format and will be placed online as one of the first offerings in our new online program.

EXPANDING OUR STUDENT COMMUNITY

A key element of having people at the heart of the strategy is the size and composition of our student body. Over the life of this strategy, we intend to grow the student body of Griffith. While there are many headwinds nationally to achieving this outcome, a commitment to the needs of our local communities encourages a growth approach.

Queensland has the lowest percentage of tertiary-educated people of any Australian state or territory. Griffith has campuses in areas that have educational outcomes well below the national average, particularly in Logan, some parts of the Gold Coast and regional communities with which we engage.

The analysis undertaken for the federal government in the Australian Universities Accord demonstrates that the jobs of the future will increasingly need an educated workforce and Queensland will need the support of its universities to prepare that workforce of the future. Whether it be jobs in traditional areas of need like health or education, or jobs for the new economy in areas such as the energy transition, artificial intelligence (AI) or quantum computing, Queensland at present does not have a sufficient pipeline of qualified people to meet its needs.

Queensland is also likely to continue to grow, particularly in the lead-up to the Brisbane 2032 Olympics and Paralympics, and both school leavers and more mature learners who are seeking new opportunities need to be supported to enter higher education. Griffith is well placed to meet this demand as a university that has long combined a rigorous education with flexibility and accessibility.

To meet the needs of students, we have recently restructured our courses to allow for greater flexibility and will reform our timetabling to allow students to cluster their study on certain days and have other days without classes, supporting their need to undertake paid work and carer responsibilities. We will continue to focus on retention and degree completion. We will also establish two significant initiatives (Pathways to Griffith and Griffith Online) to diversify the student community and open our degrees to a wider group of potential students.



Strategic initiative

Griffith Online

Griffith is already an Australian leader in online education and this new online strategy will create a more coherent suite of self-paced programs that are not constrained by the usual trimester schedules.

It will include at least 50 online programs and reach an additional 7,000 students in the next decade. It will use artificial intelligence-enabled delivery models, be highly flexible and provide student support, including in career development. It will provide a unique approach to community-building that creates cohorts with a strong sense of belonging.

This strategy will build on Griffith's existing reputation as one of the highest-quality providers of online education and take a step change towards building an innovative program that is responsive to the needs of students and employers across Australia. Online education is a particularly important option for those who are required to undertake significant work, have family responsibilities or live in regional and remote Australia. The online program will make education more accessible for these groups as well as those who have a preference for online study, while we recognise that Griffith will predominantly remain a campus-based university with face-to-face teaching.

SUPPORTING THE SUCCESS OF ALL STAFF

The commitment, expertise and values of our academic and professional staff are critical to the success of Griffith. Griffith should also be central to the professional success of our staff, providing them with clarity about the expectations of their role, the training, educational and other opportunities they need to succeed, and pathways for career development. We recognise that different staff will have different career paths and different needs—an early-career researcher might value an opportunity to present at an international conference while a mid-career professional staff member may be looking for leadership training.

As an educational institution, we will support our employees' professional development, including through giving them the opportunity to undertake work-relevant Griffith degrees at a substantially discounted rate. In addition, from 2026, we will provide a select range of full and half-price scholarships each year for relevant Griffith masters degrees and graduate diplomas for both professional and academic staff who are on track for leadership positions.

In addition to formal degrees, we will provide relevant and tailored professional development education and opportunities (e.g., secondments, shadowing, participation in leadership programs) for staff who demonstrate capacity and commitment.

We will work with the Worldwide Universities Network (WUN) to enable staff to learn from the experience of their peers in universities around the world and create funding opportunities for staff to spend time at our WUN partners.



Yarning Circle at Logan campus. Having graduated more Indigenous students than any other Queensland university, Griffith is proud of its commitment to Aboriginal and Torres Strait Islander engagement and empowerment.

UNIVERSITY OF CHOICE FOR INDIGENOUS STAFF AND STUDENTS

Griffith aims to be the university of choice for Indigenous staff and students—a place where Indigenous people flourish in their study and careers, a place of cultural safety and a place where Indigenous ways of knowing, being and doing are celebrated in our curriculum, research and the culture.

This will require a connected, whole-of-University approach based on reciprocity, which places responsibility for achieving these aims and advancing Indigenous concerns on all university leaders.

In addition, we will focus on leadership (including opportunities for professional development and promotion for Indigenous staff), social capital and social mobility for Indigenous staff and students. To do so, we will create environments that equip individuals with the relational

networks, resources, support and pathways that are critical for career success and advancement across social and economic strata. We will create environments where Indigenous staff and students are not only able to reach their full potential but are also positioned to drive positive change and shape the future of our university and beyond.

We will build on existing work and Griffith's national leadership in areas such as creating a Council of Elders to develop an anti-racism strategy and a plan of action that includes specific actions with respect to Indigenous peoples. We will be prepared to be open and honest about the history of our own institution and people associated with it, to hold ourselves to account in the present and to work together towards a better future.

STUDENT AND STAFF THRIVING IN A DIGITAL AND AI FUTURE

The rapidly developing digital world, including artificial intelligence and other advanced technologies, creates enormous opportunities for Griffith staff and students across all elements of our strategy. It creates opportunities to reduce workloads, create more efficient processes and provide more tailored support to staff and students.

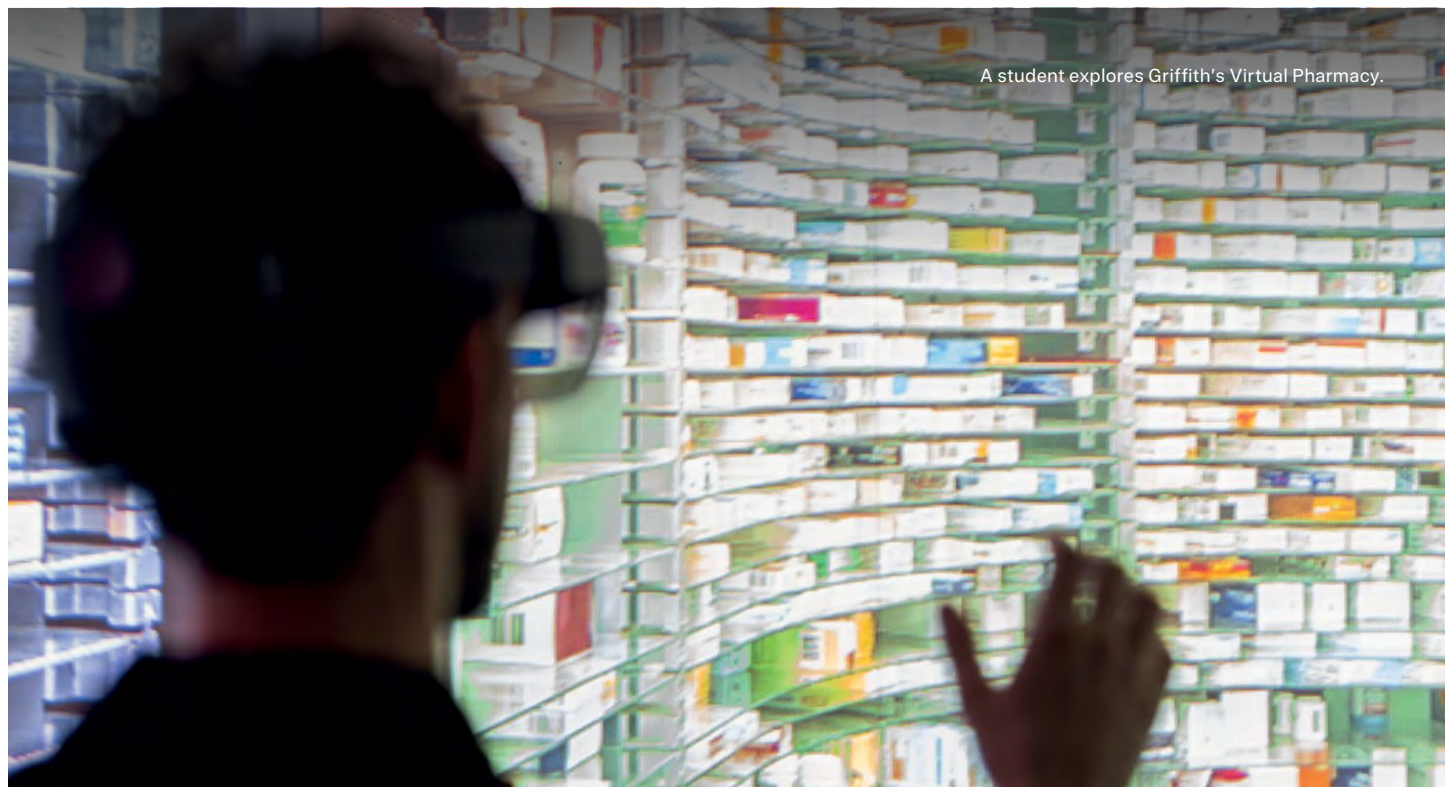
AI and other emerging technologies enable our teachers to create virtual worlds and experiences that expand the educational opportunities for students. Students will need to develop the capacity to work professionally with digital tools during their studies to be ready for the demands of employers, who often look to their new employees to help them navigate the new digital landscape.

It has also become ever more important to ensure the integrity of assessment and that students have the interpersonal skills required in the workplace. Griffith's award-winning work on oral exams, our extensive workplace experiences, clinical placements and other forms of authentic assessment assist with these dual goals.

The research landscape is also being transformed by AI and other digital tools. There are, for example, tools that will radically reduce the time some research tasks require, driving new discoveries at a fraction of the cost. There are opportunities to use our research expertise to support partners who are transforming their practices, including an opportunity for Griffith to take a values leadership role by providing thought leadership in the ethical and responsible use of AI and other digital technologies.

Given the speed at which the technologies have developed in recent years, it is not wise to commit to particular technologies or outcomes in the medium term but it is important to commit to continuous upskilling of staff and students and being responsive to the opportunities in a developing landscape.

A student explores Griffith's Virtual Pharmacy.



BY 2030, WE WILL:

- grow our student body through diversification, access and retention; in particular, we will:
 - implement our online strategy and offer it across Australia
 - launch the Treasury Building as a new campus in the Brisbane CBD, attracting a new cohort of students
 - establish EmpowerED and see students transition from this program, and through other pathways, to Griffith degrees
 - improve our retention and completion rates for students
- provide more opportunities for staff to build fulfilling careers, including through discounted study and international opportunities
- be a university of choice for Indigenous staff and students with increased numbers of Indigenous staff at all levels across the University and increased Indigenous numbers of students studying and graduating
- provide staff and students with the skills to embrace the opportunities of digital and technological change, including AI, ensuring all programs include content related to new technologies.



PARTNERSHIP AND IMPACT

Partnerships are critical to creating impact—and impact is at the heart of all we do. Whether it is creating internships, clinical placements or work projects for students, providing expertise, resources and real-world solutions for research, or our alumni giving their time, expertise and funding, partnerships allow us to make it matter in the world outside the University.

Over the life of the last strategy, Griffith entered into numerous significant and diverse partnerships. These include a research-focused partnership with global pharmaceutical giant Sanofi, an arrangement that allows musical theatre students to study within the Queensland Performing Arts Centre, a major educational partnership with Commonwealth Bank of Australia to train thousands of staff in detecting and combatting financial fraud, and a multifaceted relationship with Swimming Australia that will support our swimmers' sporting and academic success as we head towards 2032.

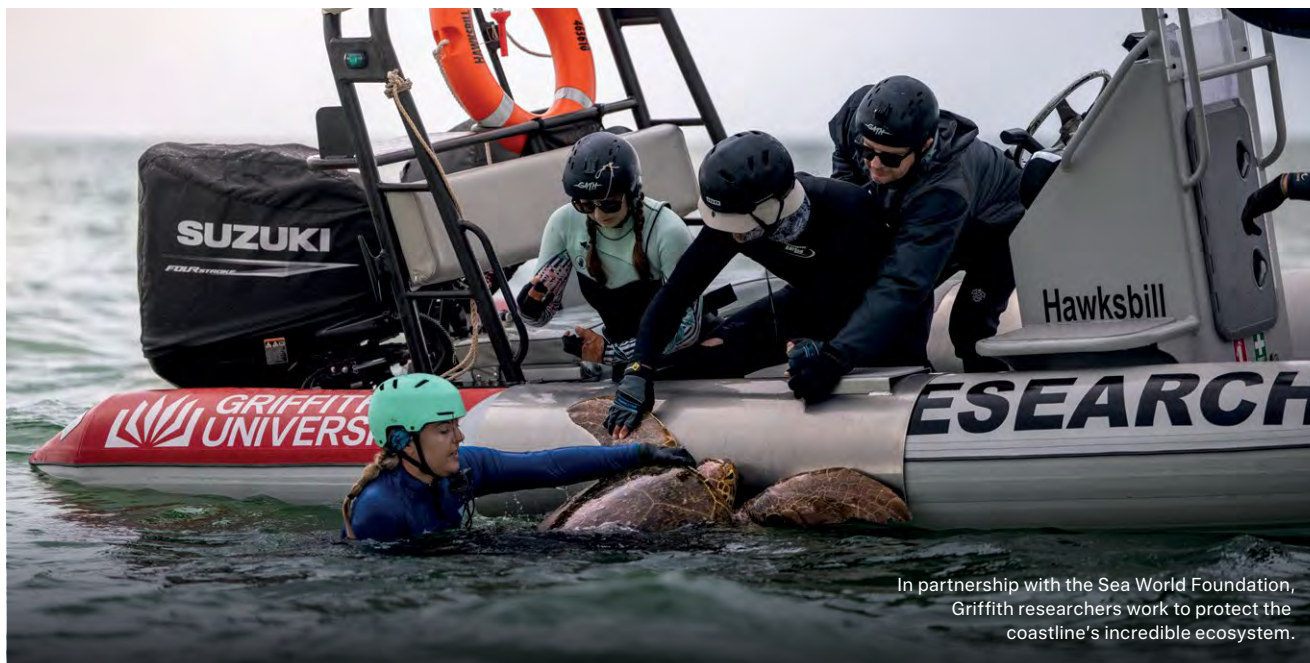
This strategy recommits to the importance of both impact and partnerships—two deeply intertwined objectives.



Professor James St John, whose team is working on a life-changing treatment for spinal cord injury.



Griffith alumnus Dr Dinesh Palipana OAM interacts with the BioSpine Project's custom neurological interface to stimulate muscle activity.



In partnership with the Sea World Foundation, Griffith researchers work to protect the coastline's incredible ecosystem.

RESEARCH IMPACT

In recent years, the Supercharging Research at Griffith (SuRG) program has created a strong foundation for research success and supported significant growth in research funding, including an increased competitiveness in funding for major projects.

During the life of the strategy, our primary focus will be growing our research impact and scale while we continue to demonstrate our research credibility through improving in international rankings. It is through translation that research undertaken at Griffith makes an impact in the wider world. Translation can take many forms, not all of which generate income, but all of which are valuable in demonstrating the benefit of our university to the broader community.

Partnerships, both domestic and global, will be central to growing our high-quality research and ensuring it has impact. We will grow our research capacity through internationalisation, entering strategic partnerships and utilising networks such as the Worldwide Universities Network. Partners in the Asia-Pacific will remain critical

to these endeavours as they have been since our founding as we lift our focus on South and South East Asia to complement our existing strengths in East Asian studies.

Domestic research partnerships facilitate translation, provide resources and funding, and add expertise to research projects. We will work to ensure the success of existing major partnerships and to build new partnerships, particularly to pursue our values-informed challenges. We will look for co-location opportunities and how we might use our research facilities and campus spaces to strengthen partnerships.

We will also prioritise collaborations that support the growth of Indigenous research capacity and facilitate global knowledge exchange, ensuring that Indigenous contributions are not just included but central to our collective success, fostering long-term sustainability in Indigenous-led research. By fostering Indigenous-led innovation and building strong, strategic partnerships, we will ensure that Indigenous knowledge is integral to our targeted efforts in addressing our values-informed challenges.



Griffith Sciences 2023 Outstanding Young Alumnus and entrepreneur Raymond Siems has travelled the world as a co-founder of social travel app Ventoura alongside several other successful startups.

Strategic initiative

Entrepreneurship Centre

The Entrepreneurship Centre will initially be an integrated program of opportunities for undergraduate and graduate students that includes foundational skills required for ideas incubation (working with students on their ideas and how these can be built into innovative solutions) and venture creation (initial work to move from a solution to a business venture or social enterprise). Over time, including through partnerships, we will move towards acceleration funding to support new business creation. We will draw on the many Griffith alumni who have established successful businesses in Australia and internationally to provide their guidance and support to the next generation of Griffith entrepreneurs. We recognise the ambitions of many students to not wait until the conclusion of their studies to test their ideas for new ventures—whether for purpose or for profit, or both—and we will support them and their entrepreneurial aspirations.



Strategic initiative

The Research Impact Hub

The Research Impact Hub will draw together and build on initiatives that support academics and higher degree by research (HDR) candidates to develop their knowledge, expertise and intellectual property to translate their research into real-world impact. It will include capacity building in areas including understanding commercialisation, working with partners (including donors) and translating ideas in the public realm. In addition to commercialisation skills, it will build capability in areas such as influencing policy, partnering with not-for-profits and engaging community. The Hub will be responsible for recording and communicating the impact of Griffith research, building community awareness, understanding and trust. Working with Griffith International, it will support academics to enhance their impact through partnerships globally. We will particularly focus on assisting colleagues to commercialise their intellectual property, moving it along the translation readiness levels and supporting outcomes from intellectual property (IP) licensing to spinning out start-up companies. We will invest and seek co-investment to support greater commercialisation, including through assessing participating as a partner in a commercialisation fund.

Dr Pradip Singha, Technical Operations Specialist
Queensland Quantum and Advanced Technologies Research Institute
This is a dust-free laboratory to print and research micro and nanotechnology especially micro and nano processor chips.



Griffith law alumni Joshua Creamer (left) and Kara Cook (right), who founded a scholarship to support female Indigenous law students and increase diversity at the Queensland Bar, with scholarship recipient Keeley Hughes (centre).

PHILANTHROPY AND ALUMNI ENGAGEMENT

In 2023, Griffith launched its first major fundraising campaign: the Campaign to Create a Brighter Future for All. This was the first Australian campaign to be launched with the dual objectives of raising philanthropic support and driving alumni engagement. We will soon reach the targets of \$125 million and 100,000 alumni engagements.

The Campaign has created life-changing scholarships, supported impactful research and allowed Griffith to reach and benefit communities through partnership and innovation.

The momentum it has built in the alumni community and the financial support it has provided during a critical moment in Griffith's history cannot be lost.



Harmony Otrupcek, Bachelor of Visual Arts (Honours), Brighter Futures Scholarship recipient.

Strategic initiative

The Next Stage of the Campaign to Create a Brighter Future for All

Once we have reached the target in the first stage of the Campaign, we will announce an ambitious new set of targets to set Griffith up for success in the coming decade. We will look for ways to engage our alumni in all aspects of the strategy for their benefit and the benefit of our educational and research missions. We will encourage our alumni to match our staff—who participate in staff giving at sector-leading highs (more than three times higher than the average Australian staff giving program)—in supporting the next generation of Griffith graduates.

INTERNATIONAL PARTNERSHIPS: ASIA–PACIFIC AND BEYOND

From its founding, Griffith has been outward-looking with a particular focus on the Asia–Pacific region. Our founders recognised the growing importance of Asia globally and the importance of Australians having a deeper knowledge of our own region. Since that time, Griffith has fostered numerous partnerships with universities in this region and increasingly also across the globe.

Over the life of this strategy, we will create a more structured and strategic approach to educating students offshore, reflecting the opportunities that this provides for both international and Australian students but also the challenging geopolitical environment in which we work. Reflecting on our original and enduring Asia–Pacific focus, we will initially focus on offshore education provision within this region.

We will also engage deeply with our new partners in the Worldwide Universities Network, providing resourcing to encourage international exchange for students, joint research and professional development opportunities for both academic and professional staff.



Griffith professors and Queensland Ambulance Service paramedics meet in Mongolia to elevate emergency care.



Griffith Asia Business Internship (GABI) students pose in Tokyo. The program supports participants as they undertake an internship with a company in Asia, with destinations chosen to offer maximum exposure to the vibrant Asian economy. Photo: Sophie Carmichael

BY 2030, WE WILL:

- be recognised as one of Australia's most innovative and impactful research universities, in part through:
 - the establishment of a Research Impact Hub that strengthens and extends the work of Griffith Enterprise and provides additional funding for commercialisation
 - the establishment of an Entrepreneurship Centre, which provides students and staff with a pathway to develop ideas and intellectual property and to learn entrepreneurial skills that will put them on the pathway to setting up businesses, including social enterprises
- have strengthened our international networks through engagements in WUN and Asia–Pacific countries
- have launched the next phase of the Campaign to Create a Brighter Future for All
- have established a new set of high-impact domestic and international partnerships in teaching, research or both that further Griffith's core purpose.

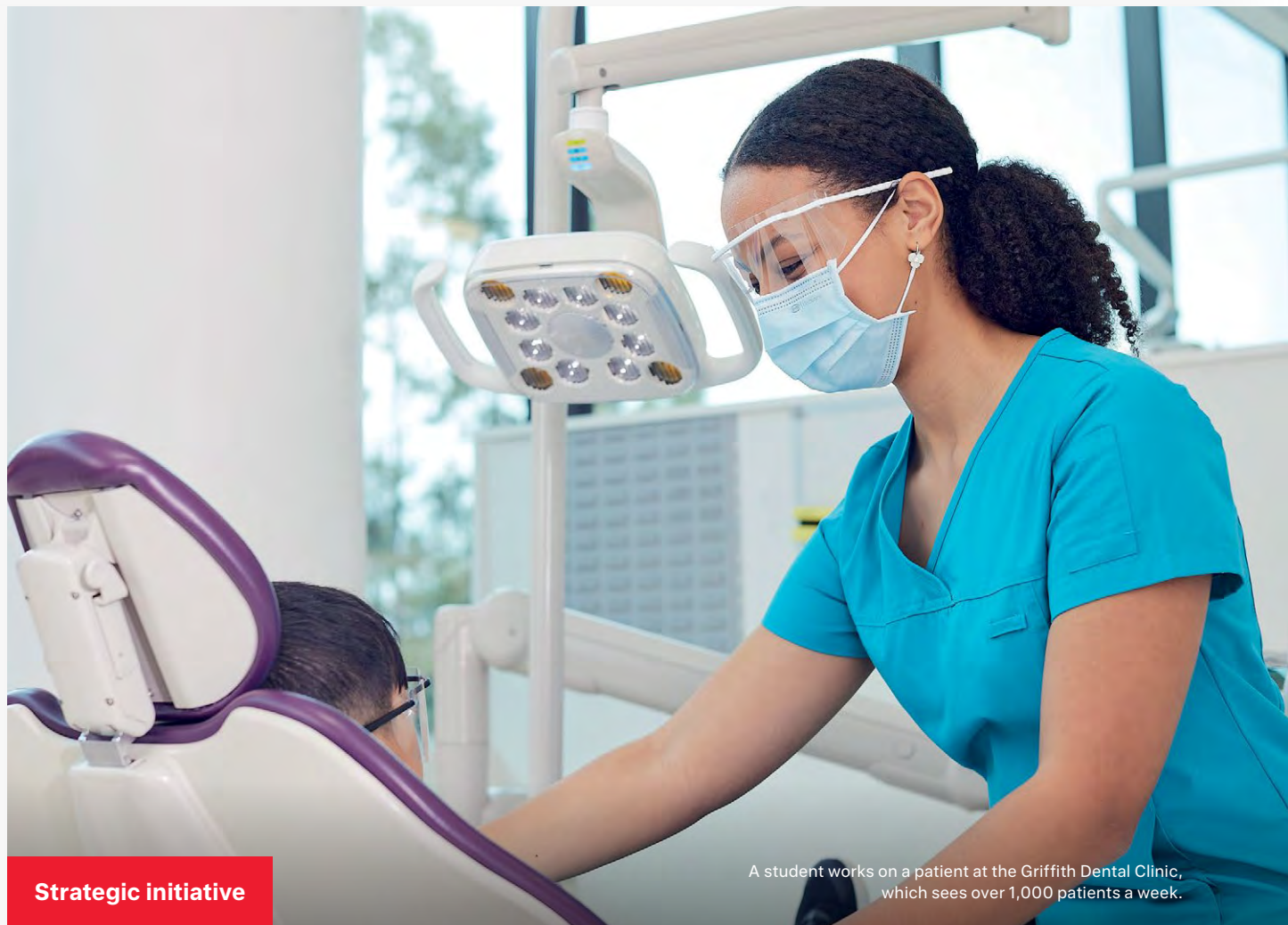
PLACE AND COMMUNITY

The lands on which our campuses are based have a history that extends back tens of thousands of years. We will use the opportunity of our 50th anniversary to commence a process of recognising the Indigenous heritage of our campuses. We acknowledge the need to deepen our connection to Country, Traditional Custodians, and ongoing Indigenous contribution. We will work with Traditional Custodians and Indigenous staff and students so that our campuses showcase Indigenous history, culture and talents and engage with Traditional Custodians and community to incorporate Indigenous names and language.

We are also part of broader communities throughout Queensland and engage with them in the spirit of reciprocity, recognising the substantial benefits that our locations provide to us and committing ourselves to working to meet the needs of our neighbours.



Creative arts students and alumni visit outback Queensland to hone their craft as part of Griffith's partnership with the Vision Splendid Film Festival in Winton.



Strategic initiative

A student works on a patient at the Griffith Dental Clinic, which sees over 1,000 patients a week.

Griffith Community Hours Pledge

Griffith has long provided substantial services to the people of Queensland and, in particular, Brisbane, Logan and the Gold Coast. This is a critical element of the reciprocity that is at the heart of this strategy.

We are committed to maintaining and expanding these services and making them more visible to the public, including free and low-cost health and dental services, as well as tax and law clinics, environmental protection and rehabilitation projects, and cultural opportunities and

access to sporting facilities. Over the lifetime of this strategy, therefore, we pledge to provide a minimum of a quarter of a million hours annually (totalling 1.5 million hours over the life of the strategy) of free or low-cost services and benefits to the people of Queensland.

These activities will also provide students with an opportunity to develop their sense of civic obligation by contributing to the good of the community while developing valuable skills for the workforce.

OLYMPICS AND PARALYMPICS

The Brisbane 2032 Olympics and Paralympics will be a tremendous opportunity for the communities of Queensland and a chance to profile the places where our campuses are based to a global audience.

Griffith is Australia's top university for sporting excellence and Olympic and Paralympic success, and one of the most successful universities globally. We will maintain that position, building scholarships to support student athlete success, creating synergies between athletic performance and our education and research on sports, and improving sporting facilities. We will look for opportunities to partner to achieve all these goals.

We will ensure the legacy of the Games is a positive one for all Queenslanders by supporting inclusive participation in its benefits and opportunities. Our efforts will include providing expertise in sustainability, health and wellbeing, arts and culture, and regional diplomacy. Additionally, we will advocate for enhanced public transport connectivity as a critical element of the Games infrastructure.



Curtis McGrath, Bachelor of Aviation,
2016, 2020 and 2024 Paralympian (4x gold medallist).



Torrie Lewis, Bachelor of Cyber Security,
2024 Olympian.

OUR CAMPUSES

Our campuses are united by our educational and research commitments and shared values but they each have a unique place in the Griffith ecosystem. At the end of 2025, we will leave Mount Gravatt, celebrating the generations who have been educated on that campus.

Our campuses are home to an extraordinary range of Australian flora and fauna, including some rare and endangered species, and we are committed to protecting and enhancing the biodiversity of the campuses, reducing water usage and waste, and moving towards carbon neutrality by 2029. We are guided by the United Nations Sustainable Development Goals in our stewardship of the campuses.

As students and staff change their study and work patterns and some buildings come to end of life, we will work to consolidate our buildings into a smaller number of larger, high-quality buildings designed for flexible use. This will enable us to further open our campuses up to co-location with key partners from industry, government, the community sector and—over time—businesses created by Griffith staff and students.



With constrained capital, we will work where possible to leverage other funding sources and develop mutually beneficial partnerships. As capital requires a longer time for investment, the outlines below focus on the next decade.

Key initiatives over this time include:

- opening new accommodation for 450 students at the Gold Coast and gradually replacing ageing student accommodation at Nathan with more modern facilities
- contributing to the development of the Gold Coast Health and Knowledge Precinct (GCHKP) as one of Australia's leading innovation precincts, with close links through research, education and employment opportunities
- establishing the Health and Advanced Technologies Research and Innovation Centre (HATRIC) in the GCHKP to accelerate our commercialisation capacities in advanced manufacturing, biomedical research and clinical trials
- establishing the Logan Educational Accelerator Precinct, which will include facilities from early childhood to a 21st Century Skills Academy to enhance educational outcomes in Logan
- constructing a new flagship building that will provide a compelling entry and engagement point for the Brisbane South (Nathan) campus and will showcase modern teaching spaces that support both human interaction and digital enablement
- continued uplift of teaching spaces to enable and support new teaching methodologies, including those that are digitally enabled, investment in research platforms (particularly those that are shared between research groups), new forms of staff workspace
- seizing the opportunity of the 2032 Olympics and Paralympics to develop sporting facilities on our campus in partnership with sporting or government organisations and advocating for better public transport connections to Nathan and Logan.



Strategic initiative

Campuses for Communities Including the Treasury Building

In 2027, Griffith will open the former Treasury Building as an exciting new element of our Brisbane City campus. Business, law and IT will be based in the building, and it will also provide a central engagement point for all schools and research centres.

A historically sympathetic renovation of this iconic building and a substantial program of civic engagement will return the building to public ownership, and the location will allow a much wider cohort of students to easily access a Griffith education by public transport. Its location will drive partnerships and open opportunities for students in work-integrated learning and for researchers in connecting with industry and government.

The activation of the building, which will house thousands of students, will help to revive this part of the CBD and provide cultural, social and economic benefits to the Brisbane community.

Major opportunities on our other campuses include the Health and Advanced Technologies Research and Innovation Centre (HATRIC) to accelerate the Gold Coast Health and Knowledge Precinct; a flagship Brisbane South (Nathan) entry building dedicated to cutting-edge educational experiences, and the Logan Education Acceleration Precinct (LEAP) to build educational and social capital in the Logan community.

A GLANCE AT GRIFFITH IN A DECADE

Gold Coast

The Gold Coast campus will be renowned for its work in health and wellbeing-related research and teaching, including biomedical, biotechnical, sports and wellbeing. Griffith will be a key partner in the Gold Coast Health and Knowledge Precinct, working with the Gold Coast University Hospital, City Council and others to position the city as a leader in health and wellbeing research and innovation. Most of our degrees will be available at this campus, with over 450 new beds in student accommodation. We will maintain global leadership in areas of particular importance to the Gold Coast community.

Brisbane City: CBD and South Bank

From 2027, the historic Old Treasury Building will be a home for degrees related to business, government, law and IT, as well as professional development for a range of professions based in and around the CBD. Brisbane City (South Bank) will remain our flagship precinct for the performing and creative arts, cementing our reputation as the best Queensland university for study, research and the practice of the arts. We will work closely with partners in and beyond South Bank to drive a cultural agenda for the city and the state.

Brisbane South

Our Brisbane South campus at Nathan will be a thriving hub with an emphasis on sciences and technologies, and the humanities and social sciences. Toohey Forest will be utilised as a place where we support our students and broader community to understand and appreciate our natural environment. The new flagship building will showcase modern, digitally enabled teaching spaces. New accommodation and active sports facilities will keep the campus active beyond teaching hours. As we consolidate into fewer, but more modern buildings, we'll open spaces for partners and continue working with government to improve public transport.

Logan

Logan will remain our intercultural, intergenerational campus focused on health and service disciplines that support major local employers. It will be an engine room of cultural capability, equity, and partner and community engagement. Increasing the usage of the campus will also create opportunities for bringing further services and better public transport. The campus will be home to the Logan Educational Accelerator Precinct (LEAP), which will combine a national leading early childhood centre and education program, community engagement facilities, and the 21st Century Skills Academy that works closely with schools and families to support secondary school students to be prepared for post-school study and work. We will continue to work actively to lift the level of university attainment in this community to allow for an increase in available disciplines.

BY 2030, WE WILL:

- demonstrate our value to South East Queensland including through the provision of 1.5 million community hours over the life of the strategy
- support the success of the Olympic and Paralympic Games, including through continuing to be Australia's top university for elite sporting achievement
- have opened the Treasury Building, new accommodation on the Gold Coast and to an extent at Brisbane South, and HATRIC, and have commenced work on the flagship entry building for Brisbane South. The Logan Educational Accelerator Precinct will commence in line with funding and support.



