

Creating a future *for all*

STRATEGIC PLAN
2020-2025





| | |
|---|----|
| Vice Chancellor's welcome | 2 |
| Vision and mission | 4 |
| The core commitments: measuring our success | 6 |
| A values-based university | 8 |
| Providing research solutions to humankind's greatest challenges | 10 |
| Learning and teaching: Graduates of the Future | 12 |
| Engaging for impact nationally and globally | 14 |
| Unleashing the potential of our people | 17 |
| Building for a physical and digital future | 18 |

Cover image

Jody Rallah *250 Years (The Coolamon Project) 2019*

Ceramic, sand, archival boxes, 4m x 4m

Our ancestors live on through our cultural objects. Embedded into the creation of these objects exists a connection to our song lines, mobs and countries.

250 Years (also referred to as *The Coolamon Project*) is a large-scale installation which employed a community-based practice to produce 250 ceramic coolamons (Indigenous cultural vessels). The installation speaks of a gathering; to the diversity of Indigenous Australian nations; a decolonising of archival principles and a commemoration of resilience and strength through 250 years of colonisation. These cultural vessels of abundance embody a yarning circle as an opening to future conversations.

Contributors: Jody Rallah (Biri Gabba, Yuggera), Dianne Hall (Gamilaray), Maddison Bygrave (Darug), Kyra Mancktelow (Qandamooka, South Sea Islands), Dylan Mooney (Meriam Mir, Yuwi, South Sea Islands), Ronda Sharpe (Wiradjuri), Justine Omeenyo (Umpila), Carmen Perez (Wuthathi), Samantha Vines (Gamilaroi), Haylee Pierce (Quandamooka), Bianca Beetson (KubiKubi), Carol McGregor (Wadawurrung), Kullilli Geraldine Rose Cora (Waka Waka), Samuel Ramsey (Mamu-dyribal), Sheralee Wenham (Waka Waka), Macarlya Walters (Gamilaroi).

Photographer: Andrew Willis



Vice Chancellor's welcome



In the 1970s, the people of Queensland recognised the need for a new university—a university that would not just be a replica of existing institutions but one that would create new possibilities and opportunities. Griffith would be a university committed to interdisciplinarity including in the emerging area of environmental studies; to being part of the exciting new opportunities starting in Asia; to social justice; and to opening up the rich experience of university education to a wider group of people.

Each decade since, Griffith has pioneered new directions and shifted from being a relatively small, single-campus university to a large, multi-campus university providing comprehensive research and teaching across South East Queensland.

The next decade must be similarly transformative. Griffith graduates and researchers must be equipped with the tools and support to take on the challenges of the future with confidence, a depth and breadth of understanding and a strong commitment to Griffith's values.

In this strategy, we outline how we will build on that proud history to create an exciting future for the University and the communities of which it is part.

Some key initiatives that will underpin the future of Griffith include:

- Committing to living our values in the way that we operate our university through major investments in sustainability; building on Indigenous student and staff strengths; and focusing on the success of an inclusive student and staff body. Our values will underpin the rest of our strategy.
- A major capital program over the coming decade that will see around \$1.0b spent on physical infrastructure, including a substantial new development in the Brisbane CBD, and \$350m on digital infrastructure; a major industry-oriented research facility at the Gold Coast Health and Knowledge Precinct; new buildings for sciences and social sciences at Nathan and welcoming of key partners on our Logan campus.
- The expenditure of at least \$25m over five years to establish six interdisciplinary Griffith Beacons—research groupings aimed at answering the critical questions of the future and translating research outcomes into real-world solutions.
- The creation of the Griffith Graduates of the Future program to provide an outstanding education alongside preparation for the workforce for our undergraduates.
- Up to \$20m invested into educational technologies including the Virtual Learning Environment and the development of micro-credentials so that current students develop and can demonstrate employability skills, and to create digitally badged short courses to upskill worker learners.
- An increase in expenditure of greater than 50% on professional development for our staff with a focus on early and mid-career researchers and developing academic and general staff leaders.
- A visible, easy-to-open 'front door' to the University for partners, with additional expenditure for both research and teaching/learning partnerships to ensure that Griffith plays a strong role in creating work-ready graduates and forms relationships with industry that benefit the Australian economy.

Griffith continues to stand ready to educate students who are committed to learning, regardless of their background. We will help them face the future with confidence, competence and the knowledge and skills that will allow them to thrive in a rapidly changing world. We will continue to include them in our community when they graduate, entering into rich and mutually beneficial partnerships with our alumni. We recognise that the future will require new forms of education to help people acquire the skills that they need as the world of work undergoes rapid change.

We will undertake significant, socially relevant research with partners from across and beyond the University to try to ensure that the future is one that brings benefits to as many people as possible. This research will have positive outcomes—socially, economically and culturally—for the people of Queensland, Australia and the world. It will help us to be internationally recognised for the quality and impact of our work.

We will break down boundaries to undertake significant research that will help to create a better future.

We will work across disciplines, in partnerships and across countries to bring together the right teams to answer the big questions of today and tomorrow.

We will invest in the infrastructure that underpins our physical and digital campuses to build a strong and sustainable future for our university, placing it at the heart of key communities in South East Queensland. All of our investments in new buildings will include spaces that encourage and support active, mutually valuable partnerships.

We will hold fast to our values, believing that they remain important if the future that we help to create is to be one that is just and equitable. Since its inception, Griffith has created a wonderful history for itself. This strategy sets out an ambitious program for the next six years to secure our future as a university of influence, worthy of being ranked in the top echelons of world universities.



Professor Carolyn Evans
Vice Chancellor and President



Vision and mission

To transform lives and add to human knowledge and understanding in a way that creates a future that benefits all. We will pursue our vision through our core principles of excellence, ethics, and engagement.

Excellence

- We commit to excellence in our work, ambitious to ensure that our teaching and learning, research, and engagement is of the highest quality.
- In the pursuit of excellence, we reach across boundaries of all kinds within and beyond the University. In particular, we pride ourselves on our interdisciplinary work and our ability to engage with industry, government and the not-for-profit sector.
- Students will be provided with high-quality education and the capacity to develop and apply knowledge to exercise influence and make meaningful lifelong contributions to their communities.
- We recognise the central role of academic freedom and a robust culture of free speech to university life.

Ethical behaviour

- We celebrate being an inclusive and diverse community, and create pathways to education for a wide variety of people regardless of their background.

- We have a long-standing commitment to environmental sustainability and guardianship of our unique campus ecosystems.
- We are committed to social justice and see the United Nations Sustainable Development Goals (SDGs) as one powerful articulation of these values. The SDGs set out 17 goals to 'achieve a better and more sustainable future for all' in areas such as poverty reduction, good health, quality education, and climate action.

Engagement

- We recognise the unique place of First Peoples in our history and culture and the importance of respecting Indigenous knowledge, culture and talent.
- We are ethical in our collaborations with a wide variety of partners, seeking mutual and sustainable value in our partnerships.
- We recognise our particular obligations to the communities in which our campuses are based and are committed to being good neighbours who enhance local life.
- We engage globally, paying particular attention to our enduring relationships with Asian and Pacific countries.
- Our international relationships seek to enhance the capacity of partners in areas such as teaching and learning, research, and community partnerships.

HISTORY AND VALUES

Griffith welcomed its first students in March 1975 at a ceremony attended by the Prime Minister, the Honourable Gough Whitlam. Our innovative approach included establishing the schools of Modern Asian Studies and Australian Environmental Studies—the first of their kind in Australia. We also were leaders in bringing together academic disciplines to solve contemporary problems and providing access to university education to a wider group of people.





The core commitments of our strategy: measuring our success

The strategy is structured around six inter-related core commitments. They all cascade from our values, include our core activities of high-quality teaching and research, and will be enabled by strategic partnering, a substantial renewal of our campuses and a significant investment in our people. By 2025, we will:



Values

A values-led university

- Increase our Indigenous staff to 2% of staff with clear plans to reach population parity.
- Be on our way to halving carbon emissions by 2030.
- Be ranked in the top 200 universities globally for Sustainable Development Goals.
- Renew our commitment to supporting a diverse range of students into education.

Students

Graduates confident to face the future

- Create the Griffith Graduates of the Future program to support student success in learning and in transitioning to employment.
- Undergo a digital transformation that improves the learning experience for all students and that provides our faculty with advanced digital teaching skills.
- Create, often in partnership with industry, a set of stackable micro-credentials that support employees and entrepreneurs to thrive throughout their careers.
- Increase international students to 25% of student numbers.

Research

Research solutions for tomorrow's problems

- Be ranked in the top 200 universities in the world; with 10 disciplines in the top 100.
- Establish Griffith Beacons for interdisciplinary research.
- Double the number of Griffith-funded postdoctoral fellowships and create pathways for research students to employment.
- Increase research income by at least \$20m p.a. and increase funding from both competitive grants and other sources.

People

Unleashing the potential of our people

- Create a suite of professional development opportunities for ECRs / MCRs, emerging and established leaders.
- Empower staff through reducing unnecessary administration.
- Increase under-represented groups in our staff, including at leadership levels.

Engagement

Partnering for impact domestically and globally

- Establish six strategic international partnerships, including four in the Asia-Pacific.
- Create a hub of research and engagement excellence in Asia-Pacific trade and business.
- Establish new academic roles with a focus on partnership building; see an uplift in strategic research partnerships and funding.
- Create a 'front door' to the University for industry partners.

Infrastructure

Building a physical and digital future

- Develop a high-quality inner-city presence for business, law, creative arts and related disciplines and executive education.
- Undertake a major sciences and social sciences building program at Nathan and close Mount Gravatt.
- Successfully establish ADaPT and increase partnerships in the Gold Coast Health and Knowledge Precinct.
- Create opportunities for partners to build their physical presence at Logan.



A values-based university

Values have been at the heart of Griffith's identity from its inception. Alumni and staff from the earliest years echo the sentiments of students and employees today: at Griffith, we strive to live our values in our teaching, research, and engagement.

Far from such values becoming outdated, they are now more important than ever. In addition to deep discipline knowledge and skills, the digital age will necessitate graduates who are more ethically sophisticated, more capable of human connection, and more creative. Such graduates will not only benefit their communities as employees and entrepreneurs but as conscientious and engaged citizens.

As we face the future, Griffith remains committed to these values, which have been part of our fabric for decades.

Our values underpin all of the commitments in this strategy. Over the next six years, we will make a focused investment in: First Peoples, environmental sustainability, diversity and inclusion, and social justice.

Key actions

By 2025, we will:

First Peoples

- Undertake an ambitious recruitment strategy including recruitment of senior First Peoples leaders and develop a framework for recruitment of Indigenous academic and professional staff across the University.
- Reach 2% of our academic and professional staff being Indigenous, with a clear plan to reaching population parity after this.

- Provide a more coherent framework for teaching Indigenous content and cultural competency in our degrees and creating appropriate cultural training for students and staff.

Environmental sustainability

- Develop an action plan to align Griffith with the recommendations of the Intergovernmental Panel on Climate Change by halving carbon emissions by 2030 and reducing them to zero by 2050.
- Establish an expert group to develop options for energy that will allow us to comply with the targets of the Intergovernmental Panel on Climate Change.
- Develop an integrated plan to protect our flora and fauna, recognising that we are the stewards of diverse ecosystems across our campuses.

Diversity and inclusion

- Review our policies, practices, built and digital environment to ensure accessibility for students and staff with a disability.
- Embrace diversity, including in recruitment, promotion and professional development, and enable a culture that ensures that all staff and students, including those who are culturally and linguistically diverse, differently able, LGBTIQ+, Indigenous, and female, are provided with a safe and supportive environment.
- Review and strengthen our policies on academic freedom and freedom of speech to ensure that they protect diverse viewpoints.

Strategic commitments: social justice

- Utilise the United Nations Sustainable Development Goals (SDGs) as a framework for articulating and measuring our impact with respect to social justice.
- Develop a focused plan to implement key SDGs throughout the University.
- Consider the ethical and social implications of our actions and ensure that relevant policies, especially around procurement, responsible investment, and travel, align with our values.

Key outcomes

By 2025, we will have:

- Reached a target of 2% of both professional and academic staff being from a First Peoples background.
- Developed and implemented a clear plan to halve carbon emissions by 2030.
- Built on our current successes to ensure that staff and students from a wide variety of backgrounds are able to fulfil their potential at Griffith.
- Been ranked in the top 200 universities in the world for implementation of the SDGs.

FIRST PEOPLES' INCLUSION

Griffith has led the way nationally in its support for and numbers of Indigenous students, celebrating diversity, practicing inclusiveness and encouraging participation with Australia's first tertiary student support unit for Indigenous Australians and the First Council of Elders. Accomplished First Nations staff include Dr Kerry Bodle, who received the 2019 Outstanding Indigenous Alumnus Award.



Providing research solutions to humankind's greatest challenges

The challenges of the 21st century are many and complex; the opportunities are exciting and filled with potential. Creating a future that is inclusive and in which people can thrive will require research teams that include those who are highly talented within their own discipline, creative and agile, capable of partnering, and able to work across disciplinary boundaries.

As a comprehensive university, Griffith is well placed to bring together leading researchers from arts and humanities, social sciences, performing and creative arts, science, engineering, medicine and allied health in formidable combinations to take on the big questions of our time.

Griffith has a long track record of providing high-quality, relevant research that aims to solve the major problems of the day or that helps to grasp new and exciting opportunities as they emerge. Such projects have already created enormous economic, social and cultural benefits for the people of Queensland and beyond. With expertise spanning everything from violence prevention to lowering the cost of health care to using quantum physics for cybersecurity to protecting our fragile coastlines, Griffith researchers are already tackling some of the big questions of our time.

Our disciplines are at the core of our research and we will continue to invest in areas of excellence and expertise. We also support the fundamental and theoretical research that is a critical part of the research ecosystem and improves our success in nationally competitive grants. It is critical that we continue to improve in these areas.

However, we recognise that, in order to be leaders in research that has impact, we will need to engage beyond disciplinary boundaries and in close partnerships with those outside the University. We will design more ambitious and innovative programs of research, called Griffith Beacons, which will tackle the core problems of the future by drawing on a range of disciplines and partnerships. The Beacons will enable researchers to undertake the highest-quality research of global import and local relevance. We will also encourage smaller-scale, interdisciplinary projects (Griffith Spotlights) to encourage a strong environment of problem-oriented research across the University.

We will invest in the capabilities of our researchers at all stages of their careers to ensure that they fulfil their potential. In particular, we will invest in our researchers who are early in their careers, with support for research graduate students to be skilled for a wide variety of future employment prospects and through investing in our postdoctoral program. We will focus on ensuring that everyone hired for positions that include research is capable of, and supported in, producing research of national and international value.

We will continue to improve our performance in national competitive grants while we renew and reinvigorate our commitment to partnering in ways that bring additional insight, expertise, and resources to our research. We will support our researchers at all stages of their careers to be capable and confident in working with industry and other external partners in a mutually beneficial way, and increase our income from industry sources.

RESEARCH EXCELLENCE— PATHWAYS TO PREVENTION

Keeping children out of the criminal justice system, Griffith's Pathways to Prevention program is considered a landmark initiative. Established by Professor Ross Homel AO, the project provided a suite of activities tailored to the needs of each child and family. The decade-long program was lauded nationally and is regarded as 'the grandparent' of early intervention crime prevention approaches across Australia.



We recognise the limitations of international rankings, but also that they remain useful in allowing us to demonstrate the global quality of our work, attract students and staff, and partner globally. We will commit to lifting our global rankings while staying true to our core values and celebrating the importance of those aspects of university life that are not measured well in existing rankings.

Key actions

By 2025, we will:

- Establish Griffith Beacons, major research concentrations providing the interdisciplinary research framework to address society's most pressing challenges and exciting opportunities. We will also establish Griffith Spotlights—smaller, short-term projects to encourage and support interdisciplinary research.
 - Engage in the strategic recruitment of internationally recognised researchers to provide the leadership required to bring academics together across disciplinary boundaries and to engage external partners.
 - Invest increased resources and focus into supporting our researchers to commercialise their research or find appropriate sources of additional funding outside traditional competitive research schemes.
 - Support researchers to be able, and qualified, to succeed in national and international competitive grants and bring in new researchers to help improve our success rates.
 - Integrate high-quality research capability into academic hiring for all balanced and research-focused positions. Move towards a framework for supporting research excellence for existing staff.
- Better recognise the contribution of doctoral candidates as part of Griffith's research fabric, including greater focus on providing Higher Degree by Research candidates with opportunities to develop professional skills and enhance career outcomes.
 - Invest strategically in both researchers and research infrastructure in areas of excellence. We will begin with a focus on building postdoctoral and early-career capacity and research leadership.

Key outcomes

By 2025, we will:

- Be ranked in the top 200 universities globally.
- Have 10 disciplines ranked in the top 100 in the world, including at least two in each academic group.
- Have increased annual research income by at least \$20m from the 2019 base, including a significant increase in industry income and several major national competitive grants successes.
- Offer at least 15 Griffith-funded postdoctoral fellowships a year.
- Have an integrated and strategic approach to research infrastructure spending and maintenance, with a network of partnerships that create access to external infrastructure.

RESEARCH EXCELLENCE— TRANSFORMING AGRICULTURE

Griffith researchers are playing a major role in helping drive better farming and production lines for Australia's primary industries through the use of artificial intelligence technologies. Led by Professor Yongsheng Gao at the Institute for Integrated and Intelligent Systems, Griffith has developed AI technology known as the 'smart farming system', which is being used in the fruit, vegetable and seafood industries delivering efficient transformation of agricultural practices and protocols.



Learning and teaching: graduates of the future

Griffith has a proud reputation of educational innovation and achievement. We have received more national teaching awards than any other university, including being the home of four Australian University Teachers of the Year. Our students have a reputation with employers for their technical skills and work readiness, combined with being down-to-earth and easy to work with.

Yet we cannot rest on our laurels. Both education and work are undergoing rapid change and students are increasingly interested in opportunities to start their own businesses as well as find traditional employment. We have an opportunity through the implementation of our Digital First strategy, including the transition to the new Virtual Learning Environment and the underpinning Learning and Teaching Framework, to transform pedagogy, curriculum, and the student experience. We will ensure our transformed programs better prepare students for employment or entrepreneurial pathways in increasingly digital workplaces, and improve student retention. Importantly, we will engage our students as co-designers and partners in learning.

As a research-intensive university, we will also ensure that our undergraduate students are engaged with our research culture, and have opportunities to develop skills and undertake projects including placements within research institutes. In particular, our Griffith Beacons will contribute to undergraduate teaching through curriculum, internships, or workshops.

We also recognise that our relationship with our students is lifelong and we need to be agile and responsive in creating the right type of learning opportunities to assist people to thrive at every stage of their careers.

For our undergraduates, we will introduce the Griffith Graduates of the Future program. In addition to providing undergraduates with an excellent education in their discipline of choice, Griffith will:

- Create a wide range of digital badges that will allow Griffith graduates to demonstrate their capabilities in employment-related skills and activities.
- Ensure that every undergraduate has a capstone experience that is work-related (such as an internship, international mobility experience, research project, or participation in a national or international competition).
- Provide an extensive range of options for students looking to develop their innovation and entrepreneurship skills through curricula and co-curricula opportunities.
- Develop opportunities for students to learn outside their core disciplines by creating a suite of options designed to introduce students to areas such as: data science; business skills; innovation and entrepreneurship; behaviour science/psychology; communications and journalism; Asian culture and languages; environment and sustainability; Indigenous cultures and knowledge; justice, ethics and human rights.

As well as continuing to provide excellent graduate degrees across a range of disciplines, we will develop, through the Professional Learning Hub, the Griffith Credentials Program, stackable micro-credentials and qualifications to allow people to undertake learning experiences in a more flexible, responsive and modular fashion.

We will offer a more distinctive value proposition to become a university of choice for international students. We will offer courses at campuses that are attractive to international students and improve the international student experience. Our aim of attracting more international students will be achieved while maintaining our admissions standards and by encouraging diversity in both country of origin and discipline mix. We will bring international and domestic students together for their mutual benefit.

Griffith's teachers, already nationally recognised for their excellence, will have opportunities to develop their professional skills and capabilities in digital learning and transformed pedagogy to better prepare the graduates of the future.

In particular, we will continue the move away from the traditional 'lecture, tutorial, exam' approach to teaching and towards one that uses digital technologies creatively, encourages active collaborative, offers authentic approaches to teaching and assessment, and works in partnership with employers.

Learning Futures will engage in innovative practices and support academics to become national leaders in the scholarship of teaching and learning.

STUDENT EXPERIENCE

Caitlene Hillman recognises that a positive student experience launched her on the path to graduate success. The Griffith Business School student took advantage of numerous international study experiences in Beijing, London and Hong Kong along with internships in investment banking and consulting services. Amongst many prizes and awards during her degree program, Caitlene was a winner in the Point72 Asset Management Competition (Hong Kong), top 6 regional finalist in the Hult Prize (Melbourne) and top 4 globally in the William and Mary Women's Stock Pitch Competition (USA). Upon completion of her degree program at Griffith, Caitlene was selected as a Schwarzman Scholar for the Class of 2021 to continue her studies at Schwarzman College at Tsinghua University in Beijing.



TEACHING EXCELLENCE

Griffith has an enviable record in producing the nation's highest-awarded teachers, having claimed the Australian University Teacher of the Year title a record four times. In 2019, Dr Kevin Larkin (maths education) joined former Griffith teaching winners in Professor Keithia Wilson (psychology, 2007) Professor Brydie-Leigh Bartleet (music education, 2014) and Associate Professor Halim Rane (Islamic studies, 2015).



Key actions

By 2025, we will:

- Increase our intake of students from low SES and rural and regional backgrounds.
- Improve retention and completion of students through coordinated academic and support services that deliver evidence-based interventions to support student success and through non-traditional pathways into Griffith.
- Create opportunities for as many undergraduates as possible to learn outside their core discipline.

- Implement a Learning and Teaching Framework that will enhance the student experience through active, authentic and collaborative learning focused on developing discipline knowledge and employability skills.
- Invest in our Digital campus and the digital capabilities of our teaching staff to ensure that all students have access to high-quality digital resources and technology-enhanced learning, and that our teachers are highly regarded professionals in both face-to-face and digital learning strategies.
- Develop a comprehensive suite of micro-credentials and stackable qualifications to address the need for people at all stages of their careers/lives to upskill. Many will be co-developed with employers and industry partners.
- Further strengthen our support for international students to help them to succeed in their studies and to have a rich experience of life in South East Queensland beyond the classroom.

Key outcomes

By 2025, we will have:

- Implemented the Griffith Graduates of the Future program.
- Established a sustainable and successful suite of micro-credentials, including stackable credentials that lead to qualifications, suited to worker-learners.
- Improved the retention and completion of Griffith students to above the national average.
- Improved outcomes in employment for Griffith graduates to above the national average.
- Solidified our position of having student satisfaction including teaching excellence in the top quartile in Australia for both undergraduates and graduates.
- 25% of our students coming from overseas.

GRIFFITH ENGLISH LANGUAGE ENHANCEMENT STRATEGY

Griffith's award-winning English Language Enhancement Strategy (GELES) is testament to our commitment to ensuring an outstanding student experience for all international students. The Griffith Mates, senior domestic and international students who assist international students to adjust to life in Australia and integrate with domestic students, are just one part of the strategy, designed to ensure students' language proficiency continues to improve while studying at Griffith. With 91% of international students rating their experience at Griffith as satisfactory or higher in the 2018 International Student Barometer, Griffith is a second home to students from 130 countries.



Engaging for impact nationally and globally

Engagement must be at the heart of Griffith's way of working. It is through engagement that we play a key role in driving economic, social, environmental, cultural and health benefits for our communities. It is through partnerships that we will be able to produce graduates who are ready for the new world of work and undertake research that tackles the big questions of the future. It is through meaningful engagements with our local communities and the wider public that we affirm our place as a civic university driven by values.

Over the life of this plan, we will partner strategically for impact at local, national and international levels, and will become even more visible as contributors to public debate, public policy and the cultural life in Australia and beyond.

Domestic engagement

Griffith already partners with a wide range of external parties, including universities and research organisations, alumni, industry, the professions, government, community and cultural organisations, hospitals and health organisations, and schools. Those partnerships will be critical for us in the future in helping to create opportunities for our students, including supporting them into employment, and providing research partnerships.

We are also deeply engaged members of our community, enhancing the quality of public debate and contributing to public cultural life of our communities.

Over the life of the strategy, we will focus attention on several key types of partnership and will strive to make Griffith easier to work with, more responsive to the needs of our partners, and more agile.

Engagement opportunities of particular importance over the life of the strategy include:

- Partnerships that allow us to carry out large-scale research with a focus on end-user impact. Each Griffith Beacon will need to have a strategy for partnering both domestically and internationally, and we will work cooperatively with other universities on major projects and funding proposals.
- Relationships with governments, international institutions and policymakers to assist informed decision-making and involvement in the delivery of transformational projects. Griffith will build on its existing strength in these areas at all levels of Australian government and internationally.
- Partnerships with employers and entrepreneurs to ensure that our curriculum meets the needs of the workforce, that our teaching is enriched by regular engagement with employers, and that our students have the skills and knowledge to thrive in the new economy.
- Strong engagement with our alumni and supporters to ensure that they continue to be part of the Griffith community and benefit from being so, and contribute to Griffith's success as ambassadors, mentors, advisers and donors.

A UNIVERSITY WITH A FOCUS ON ASIA

Since opening its doors in 1975 Griffith University has focused strongly on the Asian region, offering Australia's first degree in Modern Asian Studies and undertaking Asia-relevant research from the outset. In our short history, we have forged partnerships with many of the region's premier institutions and through the Griffith Asia Institute the University continues to be a global thought leader in politics, security and economic development in the Asia-Pacific region. The University is also a leading participant in the New Colombo Plan, supporting students to undertake semester-based or short-term study, internships, mentorships, practicums and research in 40 host locations across the Indo-Pacific region.



International engagement

Griffith's founders had the foresight to recognise that Australia's future would be closely tied to Asia's fortunes. We know that the coming decades will require us to continue to engage ourselves in Asia while becoming a global university with an international reputation for high-quality education and research.

Griffith is determined to remain one of Australia's most Asia-engaged universities through a range of student experiences, existing and new university partnerships, and a deepening of our Asian research. We will strengthen our historical position as a trusted source of expertise on Asia with an emphasis on trade and business. We will work actively with both the Queensland and Australian governments to provide the support, advice and knowledge base that will help our businesses to thrive in Asia and to produce graduates who are ready to succeed in an Australia that is economically engaged with our Asian partners.

The University will develop a strategic plan for a full range of international partnerships and engagement with core countries within Asia and beyond. This will lead to the development of a key strategic international university partner in six countries—four of them in Asia–Pacific and two beyond—with sustained investment to allow for the development of university-level ties in areas including student mobility, PhD programs, research, and joint teaching programs.

Key actions

By 2025, we will:

- Develop stronger links with industry through the creation of a new category of academic staff—professors of practice—who have achieved significant career success outside universities and who will focus on external partnerships and obtaining industry funding.

- Increase coordination around opportunities to engage students directly with employers (e.g. through internships, clinical programs and project-based learning) by creating a visible and easy-to-use 'front door' to the University for employers.
- Launch a philanthropic campaign for our 50th anniversary based on sustained relationship building with our alumni and key supporters.
- Adopt a stronger, more professional and better-coordinated interface with all tiers of government.
- Create a new research and public policy hub on Asian trade and business to strengthen our credentials as a leading source of Asian expertise for the public and private sectors in Australia.
- Develop a comprehensive international partner strategy that will allow us to work more strategically with key international collaborators including our major existing partners.
- Develop a strategy for raising the reputation and profile of Griffith, internationally and nationally.

Key outcomes

By 2025, we will:

- Have at least 10 professors of practice spread across all academic groups.
- Increase research income and evidence of research impact and engagement through partnerships.
- Establish whole-of-university partnerships with six key international partner universities or institutions, including four in the Asia–Pacific region.

- Have created a new hub of research and engagement with issues of business and trade with the Asia–Pacific that has demonstrated value at state and national levels.
- Increase our reputation in key international rankings.

ENGAGEMENT— COASTAL MANAGEMENT

The Griffith Centre for Coastal Management has worked closely with the City of Gold Coast for more than 20 years, conducting vital scientific research into coastal processes including estuarine modelling, shoreline management and coastal ocean dynamics. The Centre also boosts understanding of natural coastal processes through the award-winning CoastEd, DuneWatch and BeachCare community engagement and citizen science programs.





Unleashing the potential of our people

People are at the heart of all that we do as a university. Griffith would not exist without its talented and dedicated staff, and enthusiastic and committed students. If we are going to build the future workforce that we need to thrive as a university, we will need a far more deliberate and strategic approach to every aspect of the way that we bring people into Griffith and the experience that we give them when they are here.

In the pursuit of our strategic ambitions, Griffith will attract, develop and retain outstanding staff and build a strong reputation for providing an ambitious and supportive culture along with the facilities and resources required to enable people to fulfil their potential. We will engage in workforce planning in order to take a strategic and proactive approach to creating a workforce ready for the challenges of the future.

Griffith will aim to provide a positive work and study environment, and ensure that the right services are delivered to meet the specific needs of staff and students. We will continue to value diversity and provide an environment where people are supported through ample opportunities for career development, access to educational, cultural, sporting and other extracurricular activities, and programs for health and wellbeing.

We will place a high value on trust and accountability and work conscientiously to recast thinking around policies, processes and systems to reduce layers of complexity and enable people to undertake their roles more efficiently and effectively.

We acknowledge that some of our systems and processes presently get in the way of strong performance by our staff and we will endeavour to improve these systems where possible over the life of the strategy.

Key actions

We will:

- Invest in professional development for our staff with a particular focus on people starting at Griffith, people moving into leadership roles, and early and mid-career researchers.
- Review our policies, processes and systems with a major focus on reducing administrative burdens and minimising ‘pain points’ for staff and students. We will commence with a focus on delegations and procurement to eliminate multiple layers of authorisation for low-cost/low-risk decisions.
- Refocus our processes and culture to encourage a more student-focused approach to our learning and teaching activities and support structures, to remove barriers to creative and innovative teaching, and to examine the ways in which our systems discourage cross-disciplinary work.
- Undertake workforce planning to ensure that Griffith has the right mix of staff and capability to meet its current and future needs. Consideration will be given in this process to ensuring better inclusion of under-represented groups in relevant areas.
- Actively work to diversify our revenue streams to provide more financial sustainability and reduce the University’s reliance on government funding. We will develop the capability of academic and professional staff to do this.
- Break down barriers and remove disincentives for people to collaborate across academic elements and professional offices.
- Undertake an annual staff survey to measure staff engagement and satisfaction.
- Support staff to embrace the opportunity provided by digital disruption.

Key outcomes

By 2025, we will have:

- Improved levels of staff satisfaction and engagement in annual surveys.
- Reduced unnecessary administration and levels of approval.
- Provided a high-quality leadership program for all staff in significant leadership roles or preparing for such roles, and supportive programs for early and mid-career academics.
- Implemented a workforce plan that has resulted in alignment between our strategic goals and our workforce.
- Increased our investment in supporting the professional development of our existing workforce.

Building for a physical and digital future

The quality and positioning of our physical and digital environment will be critical to the success of our strategy. We will invest about \$1 billion over the next decade to undertake a major revitalisation of our physical and digital infrastructure.

Every major new investment in our built environment will include space for engagement, whether that be space in which partners can be located, or facilities and offerings for partners to draw on, or elements of design that draw in the general public. Our buildings will reflect our desire to create strong, enduring partnerships.

A major development in the Brisbane CBD

Griffith will position itself more strongly in the Brisbane CBD with an ambitious building project. Based on the major transport hub, it will make a visible statement about Griffith's capacity and willingness to engage with the public and key economic, political, and social players in Brisbane.

Griffith already has a good presence in the CBD with the Queensland Conservatorium, Queensland College of the Art (QCA), and Griffith Film School (GFS) at South Bank. We will bring additional disciplines into the city with a major new campus which will incorporate the QCA and GFS along with disciplines such as business, public policy and law, where engagement with key players in the CBD will enhance the student experience and research partnerships. It will include our English language school, and its placement in the city will also make it an ideal venue to develop our educational offerings for those currently in the workforce.

The ground floor of new buildings will include space to draw in and engage the general public in areas including arts, public debate, scientific developments and community services.

Renewal and reinvigoration of the Nathan campus

In 2020, we will launch a major new building for Science, Engineering and Aviation. Over the life of the strategy, we will make further investments to consolidate Griffith Sciences in a small number of state-of-the-art buildings that incorporate areas for industry partnerships that facilitate commercialisation and new research directions.

We will also develop a substantial building that incorporates our criminology, psychology and education disciplines. Bringing these disciplines across from the Mount Gravatt campus will allow for more integrated research between sciences, health, humanities and social sciences, offer better student support, and use our land more efficiently.

The incorporation of these disciplines onto Nathan will allow us to move out of the Mount Gravatt campus within the next five to seven years, after negotiating with the Queensland Government for an alternative use. While Mount Gravatt has a proud history, particularly in educating teachers, it is no longer viable as a separate campus.

Gold Coast Health and Knowledge Precinct

Griffith University will make a major capital investment in an Advanced Design and Prototyping Technology (ADaPT) 2.0 building to encourage industry to adopt advanced design and prototyping technologies. The facility will be based at the Gold Coast Health and Knowledge Precinct (GCHKP), where Griffith University and industry are engaging to create novel solutions for real-world problems.

The investment in ADaPT 2.0 will:

- Serve as an open and flexible activation space that will provide Griffith University with a vehicle for engagement with industry for collaborative research and development.
- Align with the Griffith research strategy that will emphasise the need to invest in capability to provide interdisciplinary and industry-focused research.
- Provide Griffith University with a platform to attract and retain eminent researchers, including Higher Degree by Research (HDR) candidates, to help drive research excellence and deliver reputational benefits for the University.
- Help Griffith University align with policy shifts within the state and federal governments towards funding more industry-focused research.

ADaPT 2.0 will be a flagship for research and industry partnership with the capability to take new product concepts from idea stage, through industrial/3D functional design, prepare digital twins, consider artificial intelligence (AI)/ Internet of Things (IoT) applications, conduct materials selection, and produce proof-of-concept for prototyping fabrication and testing.



FUTURE-LOOKING CAMPUSES

Set in the heart of the emerging Gold Coast Health and Knowledge precinct, ADaPT 2.0 (Advance Design and Prototyping Technologies) is pushing Griffith into the fore of new technologies including micro-design, 3D printing, AI, bioengineering and industrial design. The \$80m centre will be home to the future of advance design, manufacturing and medicine and provides a key conduit for engagement with industry.



Opening up the Logan campus

The Logan campus plays a vital role in the Logan community, with strong partnerships with other key institutions including the Logan hospital, TAFE, Council and community organisations. The Logan Together project, which aims to substantially improve the lives of, and outcomes for, young children in the Logan area, is a wonderful example of the benefits of these kinds of partnerships.

The Logan campus has considerable available space and a need to create a critical mass of users to allow for the provision of services such as childcare, food services and other support services. Through our partnerships, there is a potential to bring facilities owned and operated by partners in areas such as health onto the campus. This would also create the opportunity to deepen the teaching and research elements of these relationships. The potential for such partnerships would be enhanced by a government commitment to greater connectivity between the University and other key institutions.

Digital infrastructure

Griffith University will make a major investment in digital infrastructure and services over the coming decade in support of our major functions of learning and teaching, research and engagement. Deployment of new educational technologies will improve course delivery with the shift to the new Virtual Learning Environment being a moment for our digital experts to work with our innovative teachers to create a learning experience that is seamless across the digital and physical world. We will use technology to make it easier for prospective students to find the best course for them and to have their questions answered and their enrolment completed as efficiently as possible. We will develop next-generation relationship management systems to support our partnerships with industry, government, donors and alumni, and invest strategically in digital research infrastructure. This will provide high-quality on-campus resources befitting a world-class research university while improving researcher access to external infrastructure where appropriate.

Our investment in digital infrastructure must be financially sustainable in the long term and take into account whole-of-life costs such as maintenance, support and cyber security.

We will simplify the technology environment wherever practical and ensure we provide services that are easy to access and use. We will build on the technical literacy of the Griffith community to ensure they benefit from new developments in technology. Where appropriate, we will take advantage of technological shifts and implement services that are fit-for-purpose for the Griffith community, reduce time undertaking administrative tasks and improve the student and staff experience.

Key infrastructure outcomes

By 2025, we will have:

- Completed the ADaPT 2.0 building at the Gold Coast and commenced operations with initial industry partners.
- Completed the new building on the Nathan campus and have completed or be close to completion of the move out of Mount Gravatt.
- Made significant progress on the CBD site.
- Completed the master planning process for the Logan campus and have commenced operationalising it.
- Successfully transitioned to the new Virtual Learning Environment and supported faculty to use this environment in a way that transforms the student experience.
- Streamlined and automated the admissions processes to provide a responsive and individualised pathway to enrolment, with reduced turnaround times to admissions.
- Implemented a Customer Relationship Management system that supports relationships with future students, alumni, industry and other partners.



griffith.edu.au

© 2019 Griffith University

Griffith University uses paper from responsible sources

