



**2019 Mission Based Compact
Between the Commonwealth of Australia and GRIFFITH UNIVERSITY**

PURPOSE

This compact is an agreement between the Commonwealth and the University. Entering into a compact is one of the quality and accountability requirements, which a higher education provider must meet under the *Higher Education Support Act 2003* (HESA) as a condition of receiving a grant. Specifically, subsection 19-110(1) of HESA requires that Table A and Table B providers must, in respect of each year for which a grant is paid to the provider under HESA, enter into a mission-based compact with the Commonwealth for a period that includes that year.

All strategies should provide qualitative and/or quantitative measures of assessment.

MISSION

The Griffith University Council has recently endorsed the *Creating a Future for All: Strategic Plan 2020-2025* which sets an ambitious agenda for the University through to 2025 when it celebrates its 50th anniversary since commencement of teaching in 1975.

As a value-led University, Griffith will continue to live through 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 underpin the rest of our strategy.

Over the course of the new strategy Griffith University will reinforce its reputation for educating students who are committed to learning, regardless of their background, helping them to face the future with confidence, competence and the knowledge and skills that will allow them to thrive in a rapidly changing world. This will happen through initiatives such as our Griffith Graduates of the Future program that will provide students with an extensive range of options that will enhance employability. This includes providing every undergraduate with a capstone experience that is work-related (such as an internship, international mobility experience, research project, participation in a national or international competition). The University will also continue its \$20M investment into educational technologies so that current students develop and can demonstrate employability skills while the creation of digitally badged short courses will help upskill worker learners.

We will undertake significant, socially relevant research with partners from across and beyond the University to ensure a future 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 globally. One program to deliver on this intent will be the establishment of six interdisciplinary Griffith Beacons—interdisciplinary research groupings aimed at answering the critical questions of the future and translating research outcomes into real world solutions. By 2025 we aim to be ranked in the top 200 universities globally and have 10 disciplines ranked in the top 100 in the world, including at least two in each of our four academic groups.

The University commits to 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 industry partners onto our Logan campus. The University will also create a more visible '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.

The new strategy will see Griffith become a more prominent, distinctive and outward-facing university than in the past, delivering to the needs of communities spread throughout its catchment from the Brisbane CBD to the Gold Coast, preparing more employable graduates and delivering research solutions that reflect its ambition to create a better future for individuals and for the broader society.

French Review recommendations:

The University has undertaken a review of our current policies against the Model Code and has received legal advice, including about the interaction between the new Queensland *Human Rights Act* and the Code. We will shortly be circulating to all staff a slightly amended version of the French Model Code for comment and feedback with the intention of putting a proposal to Council at its December meeting. If Council supports the suggested way forward in principle, a new policy on freedom of speech and academic freedom would be put to the Council at the first meeting of 2020.

TEACHING AND LEARNING

Objectives and priorities for learning and teaching

The University's key objective for learning and teaching is:

"To provide an excellent educational experience to attract and retain students who, regardless of their background, will succeed at university and become graduates and alumni of influence".

The [Academic Plan](#) elaborates this objective through three goals:

GOAL 1. Engaged and relevant. Enhance student employability through industry-engaged programs that are relevant to students' future career ambitions. Targets:

- To exceed the national average for full-time graduate employment by 2020 (as reported in the Graduate Outcomes Survey via QILT). Target for 2019 was 70.1.
- To exceed the national average for employer satisfaction of graduates. Target for 2019 was 84.9%.

GOAL 2. Quality. Our students expect, need and deserve to receive high-quality curricular and co-curricular learning experiences and support services that enable them to prosper at university and to graduate with the skills and knowledge to succeed in their future careers, and become influential advocates for Griffith. Targets:

- To be ranked in the top quartile of universities for teaching quality (SES as reported via QILT). Target for 2019 was 81.8%.
- To be ranked in the top quartile of universities for student satisfaction with the overall quality of their educational experience (SES as reported via QILT). Target for 2019 was 79.4%.

GOAL 3. Student-Centred. Griffith University will offer student-centred academic programs that are responsive to student needs and expectations, with the flexibility to study how and when it best suits them, with support and advice available to all students, anywhere and at any time, assisting students to stay at university and complete their studies. Target:

- By 2020, Griffith will exceed the national average for student retention. Target for 2019 was 79.1%.

Additional priorities in learning and teaching include:

- Implementing a [Digital First Strategy](#) to transform curriculum including the uptake of technology enhanced learning.
- Aligning [staff professional development](#) programs with Digital First, and student retention and success initiatives.
- Increasing online programs offered through Griffith's [Digital campus](#), including [micro-credentials](#).
- Enhancing the student learning experience, through active, authentic and collaborative learning approaches, with study [flexibility](#), accessible support services and [industry partnerships](#).
- Implementing a [Student Mental Health and Wellbeing Strategy](#).

Strategies to ensure learning and teaching quality

The [Framework for Quality Assurance](#) guides Griffith's [annual review planning cycle](#).

Griffith's [Learning and Teaching Quality Framework](#), which informs course (subject/unit) and degree program standards, and [analytics](#) underpin curriculum reform and [digitally-supported pedagogy](#).

[Staff professional development frameworks](#) ([overarching and Learning and Teaching](#)), [performance](#) and [recognition schemes](#) align with [strategic priorities](#) and support high quality learning and teaching.

Griffith has established a [Learning and Teaching Academy](#) to recognise exemplary learning and teaching practice and enhance the profile of learning and teaching.

Griffith participates in external, discipline-led academic peer review in collaboration with other Innovative Research Universities, through the [Academic Calibration Process \(ACP\)](#).

Student satisfaction is measured through QILT and Griffith's internal Student Evaluation of Courses and Student Evaluation of Teaching surveys, which are administered at the end of each trimester. Convenors of courses that are identified as under-performing are required to instigate course improvement initiatives.

UNIVERSITY ADMISSIONS TRANSPARENCY

Selection of students without an ATAR score

[Griffith Undergraduate Programs Admissions Policy](#) describes the undergraduate admission framework including a range of provisions for alternative entry consistent with the University's stated aim of *providing access to persons who have experienced educational or social disadvantage and to address the under-representation of specific community groups in university education*.

[Griffith Personal Statement](#) (GPS) – measures non-school leavers' commitment and readiness for tertiary study through evidence of formal qualifications, work and life experiences and other transferrable skills. [Griffith Credentials](#) may be awarded for demonstrated proficiency in core competencies of communication, ethics and critical thinking.

[Griffith Tertiary Preparation](#) (GTP) – tertiary preparation program for persons over 16 years that is offered full-time over one trimester. Students' Grade Point Average determines admission to selected undergraduate degrees.

First Peoples Selection Survey (FPSS) – is an admissions pathway for First Peoples which surveys non-school leavers for resilience, motivation and commitment. Formal qualifications, work and life experiences and other transferable skills also considered.

Logan Direct Admission Scheme – admission for non-school leavers who have not completed any formal study to select programs offered at the Logan campus. Admission is based on demonstrated skills, motivation and commitment to succeed at university study.

Employment Experience – admission is based on employment experience, training or development courses attempted or completed, membership and affiliations of recognised professional or semi-professional bodies. An admission rank is assigned based on a QTAC schedule.

Special Tertiary Admissions Test (STAT) – admission for non-school leavers over 18 who do not hold formal qualifications and whose employment experience is insufficient for entry. STAT is a 2 hour test which provides an indicator of aptitude for tertiary study. Applicants are assigned an admissions rank based on their test results and the QTAC schedule.

Queensland Conservatorium of Music Griffith University (QCGU) – offers are based on performance at an audition.

Evaluation strategies in place for ensuring that students admitted without an ATAR are likely to succeed in their studies

Griffith is committed to systematically evaluating the outcomes of all alternate entry pathways. Students' academic performance is monitored and compared against academic outcomes of traditional student cohorts in the same program and discipline group. Results and recommendations for changes and/or new programs and services supporting students from non-traditional backgrounds are reported to Learning and Teaching Committee and/or Academic Committee for action.

The Academic Standing, Progression and Exclusion Policy sets out the steps to be taken in identifying and assisting students at risk. All students' progress is monitored at week 8 of each trimester, and those whose performance in early assessment raises concerns may be referred to the University's Learning Services, Counselling or academic staff responsible for the program and courses in which the student is enrolled. A further review takes place once results from each trimester are finalised. Again, students at risk are referred to the appropriate support service.

GUMURRII Student Support is a dedicated support unit for Griffith First Peoples students providing culturally appropriate assistance, monitoring and review of student admission, enrolment and progression outcomes to ensure students successfully complete their program of study.

Back on Academic Track (BOAT) is offered to all students at risk of failing to maintain good academic results. Experienced student mentors provide personalised support online and on campus to help students get back on track academically.

UNIVERSITY RETENTION STRATEGIES

Strategies to reduce the proportion of students that do not complete their course (including for students from regional and remote areas)

Griffith University Retention Plan 2019 - 2020: Foundations for Success

Griffith's overarching goal, set out in the Academic Plan, 2017-2020, is to exceed the national average for student retention by 2020. To achieve this Griffith has developed a Retention Operational Plan that aims to ensure every student has an exceptional experience, completes their studies and is well prepared for the world of work.

The Retention Operational Plan is student-centric, and program focused. It acknowledges that a wide range of staff have a role to play in ensuring every student develops the capacity and skills to become a Griffith Graduate of Influence.

The Retention Plan has three Tiers:

Tier 1 proactively focuses on the entire student cohort with the objective to develop evidence-based strategies across the student lifecycle that facilitate a positive student learning experience and improve student retention and success.

Tier 2 proactively focuses on the student specific cohorts identified as having a higher risk of attrition, with the objective to develop cohort specific, evidence-based strategies across the student lifecycle that improve student retention and success.

Tier 3 proactively focuses on individual students identified as being at high risk of attrition with the objective to develop evidence-based strategies to support these students to remain at university and complete their degrees.

Tier 1 strategies include:

- Effective [Orientation](#) to ensure successful transition to university.
- Study support through [Library Learning Services](#), [Peer Assisted Study Support \(PASS\)](#) and [Smart Thinking](#).
- Flexibility to study across three trimesters, online and on campus to allow students to manage their study load.
- [Identifying and supporting](#) students at risk.
- [Student Services](#), including counselling, financial advising and support, health services, Chaplaincy, diversity and inclusion.
- [Student Mental Health and Well-being](#).

Tier 2 strategies include:

- Specific Orientation activities for First Peoples students (Hands-Up) and low SES students (Uni-Key).
- [Student services](#) designed to support diverse cohorts with a higher risk of attrition.
- Academic, cultural and personal support for First Peoples students offered through the [GUMURRII Student Support Unit](#).
- 'Thrive Online' resources for students studying fully online.

Tier 3 strategies include:

- Coordinated academic and personal support for students identified as being at high risk of academic failure.
- Academics can refer individual students to [Library Learning Services for personal learning support](#).
- Counselling and Well-being offer [crisis support services](#).

Evaluation of strategies, including follow-up with students who do not continue with their studies to better understand the reasons for this decision

Griffith is undertaking a systematic review of all at-scale retention interventions to determine effectiveness. We have recently concluded an extensive study of the impact of PASS and peer mentoring on retention, which demonstrated an approximate 10% improvement in retention risk and some associated improvements in GPA. As a result, we intend to expand PASS programs in 2020.

We are currently engaged with Hanover Research in a study to ascertain key factors that influence students' choice to stop or suspend studies at Griffith University, and understand how Griffith might encourage them to stay.

Griffith's Voluntary Discontinuation (VDIS) and Leave of Absence (LOA) processes collect from students their reasons for discontinuing or taking breaks from study and provides information about assistance available to support students' decision making and support services.

Student Success undertakes the following HEPPP funded programs to better understand the reasons that students discontinue studies:

- Re-enrolment call campaigns – peer to peer telephone calls to low SES students expected to have re-enrolled but who have not within 4 weeks of trimester commencement. This includes support and advice on appropriate processes for VDIS or LOA, assistance to continuing or re-commencing students and collation of reasons why students are discontinuing.
- Non-linear student programs – aimed at assisting students returning from a LOA transition back into study.

RESEARCH AND RESEARCH TRAINING AND INNOVATION

Strategies to ensure research excellence and strengthening of research capability

Griffith's Research and Innovation Plan 2017-2020 consolidates the strengths developed under previous plans.

Three key research objectives and associated strategies are:

- **Delivering research excellence:** remarkable research is achieved through a culture of high-quality research and support for performance. Excellent staff also need excellent physical and digital infrastructure. Strategic resource allocation is achieved through University Research Centre and Institute funding and Griffith Beacons investment program.
- **Driving research benefit:** knowledge translation into policies, services and products that make tangible and measurable contributions to social and economic well-being. Achieving this requires a suitably skilled and oriented workforce, active and ongoing engagement with industry and end-users, to mobilise industry-facing research teams.
- **Developing the future research workforce:** the bedrock of high performing universities, and the foundation for research workforces beyond the academy, is excellent staff. Effective strategy begins with refined recruitment processes and emphasises retaining the right people; developing our people, and valuing diversity.

Assessment of excellence and engagement includes: research income growth target at 7.5% p.a. overall and at >7.5% p.a. in Categories 3 and 4, as an indication of industry co-investment; maintaining research output at or above 2,356 points and achieving a relative citation impact of 1.64, as a clear indicator of quality.

Strategies for the provision of high quality HDR training including measures to encourage industry placements include targets

Griffith views the presence of a large and vibrant graduate research student community as an essential part of its research fabric. Griffith has substantially increased its HDR load and completions (2020 commencing load target 512; 2020 completions target of 350), attributable to skills training for both students and supervisors, better academic engagement in progression management, and close alignment of resource support with areas of research strength.

Griffith has conducted an extensive [HDR Reconnect program](#), an Australian first, that has so far received feedback from ~1400 (32%) of our 4400 HDR graduates, including information about graduate outcomes and career pathways.

We are actively engaged with the national APR intern scheme and targeted industry-university collaborative projects creating HDR placement opportunities. Specific objectives are to deliver an HDR engagement strategy to integrate with the University's employability action plan, recognising the importance of work integrated learning and industry engagement; and to facilitate research internships for HDR candidates (2020 target 120 placements).

Strategies to encourage research translation and commercialisation (including industry and end user engagement)

Griffith has an overarching commitment to innovation and socially relevant research which provides community benefit. Griffith pursues this agenda through the activity of [Griffith Enterprise \(GE\)](#), including the delivery of workshops and training in Commercial Knowledge Programs. GE and the Griffith Graduate Research School are currently exploring an extended suite of innovation and [entrepreneurship offerings](#).

Specific objectives are to build capacity through researcher engagement in commercial and contract research (CCR) activities (2020 goal 30% of researchers engaged in CCR) and continuing strategic support for key infrastructure, including as a priority the advancement of [Advanced Design and Prototyping Technologies institute \(ADaPT\)](#). ADaPT 1.0 is the pilot scale institute establishing reputation and capacity for full scale deployment of ADaPT 2.0 as part of the [Gold Coast Health and Knowledge Precinct](#). ADaPT brings together multi-disciplinary expertise across Griffith in collaboration with leading industry partners to push the boundaries in advanced design, prototyping and new materials for Industry 4.0.

The following strategies are in place in support of the University's research translation and commercialisation objectives:

- [Support of Consultancy and Commercial Research \(CCR\) projects](#) through integrated management of project identification, tendering, management and reporting.
- Use of discipline-aligned Business Innovation Managers to map academic capacity against external opportunities and prioritise higher value projects.
- Support for sustainable Enterprises that are capable of scientific, environmental, social or cultural impact.
- Strategic portfolio approach to file and prosecute IP rights.
- Facilitated uptake of innovation by industry through proof-of-concept Innovation Fund (GEIF), using income from successful technology transfer activities to replenish the GEIF.
- Funding of selected proof-of-concept projects through to prototype for partnering with industry.

Two specific targets are to maintain CCR and technology transfer income at greater than 20% of the research income total and commencing construction of ADaPT 2.0 in 2020.

Strategies to promote open access to research publications and data

Griffith continues to increase awareness and extent of [open access to research publications](#), both in order to comply with various national and international funding agency requirements, and to improve the visibility of Griffith research publications. Griffith has continued to build the scale, scope and

accessibility of its publication repository and continues to upgrade systems to enhance discoverability and accessibility of our research outputs.

Specific strategies include:

- Benchmarking publication repository processes and strategies against sector norms.
- Revision of best practice guidelines for management and storage of research data, to align the national guidelines due for release in 2019.
- Engaging in State and National initiatives for data storage and management infrastructure.
- Development of an impact register and accompanying communication strategy.

EQUITY

Strategies for improving Indigenous outcomes and related targets

GUMURRII Student Support Unit provides support to Aboriginal and Torres Strait Islander students through structured programs and activities, complemented by strong community engagement. Programs for outreach, admission, orientation and study support are integral to the Unit's work including access to:

- GUMURRII Learning Centres;
- Indigenous Learning Assistance Officers;
- ATSITAP – Tutorial Assistance Support;
- Drop-in sessions and
- Eldership Counsel, Mentoring and Support.

Griffith has a partnership with Career Trackers to provide internships for First Peoples' students. In addition, we have a cadetship program for recent graduates to take up positions in Corporate Services.

Strategies for achieving equity for regional and remote students, for low socio-economic students and students from other equity groups

Griffith has a long-standing equity focus, which is partially supported by the Higher Education Participation and Partnerships Program (HEPPP).

Griffith is heavily engaged with schools in the greater South East Queensland region, including the Darling Downs and Northern NSW. Our Science on the Go, and Go Health, Go Griffith outreach teams regularly visit schools in regional Queensland.

The Griffith University Early Start to Tertiary Studies (GUESTS) program is now offered both on line and on campus, to broaden its accessibility for rural and remote students who cannot attend in person.

The Griffith University Rural Priority Access Scheme (GURPAS) offers admission into specified Health programs for students from rural backgrounds.

Strategies to improve outcomes for low socio-economic status (SES) students include:

- An extensive schools outreach program, directed at partner schools in low SES areas including Logan, that focuses on building aspirations (Year 8-10) and offering practical support to understand access to university (Year 11 and 12).
- An adult learner outreach program, both digital and face to face.

- Griffith Tertiary Preparation, an academic preparation program that aims to increase the number of low SES student commencements.
- A financial and employment support program to address barriers to student success through financial assistance.
- Programs aimed at supporting student orientation and navigation of the university system as well as targeted academic support for low SES students.
- A program aimed at supporting students with non-linear study journeys (ie those returning to university after previously discontinuing their studies)

A range of scholarships are offered to assist students facing hardship:

- Chancellor's Education Costs Scholarship (CHES).
- Chancellor's Accommodation Scholarship for applicants who are required to relocate to undertake study at Griffith University (CHAS).
- Widening Participation Education Cost Scholarship.
- Widening Participation Accommodation Scholarship.
- Griffith University Refugee Scholarship.
- Griffith Future Scholarships - funded from a combination of close to 400 staff giving donors and philanthropic funders that support around 150 \$5k equity scholarships.

Strategies for reducing unemployment in the regions serviced by institutions, including youth unemployment rates

Griffith leads and supports a number of programs aimed at reducing unemployment in the regions we serve.

Griffith University is a partner in the Advancing Regional Innovation Program (ARIP), a program which aims to turn Queensland's regions into hubs for innovation and enterprise. It enables local entrepreneurs, business leaders and key industries to collaborate closely and with government to harness innovation and unlock business potential, strengthen existing industries and prepare regional Queenslanders for jobs of the future.

The GLO@Logan provides enterprise/transferable skill development to over 160 young people annually in the Logan region.

Griffith supports QSEC to develop Queensland's social enterprise sector, with clear links to growing good jobs, especially for excluded groups.

The 'Sisters project' led by the Griffith Business School aims to empower 'sisters' by building their self-efficacy, fostering their earnings, bringing them together in groups to form support networks or partnerships, and providing them with skill development, training, mentoring and coaching support, and grants to start a small business. The project is supported by the Australian Government and Queensland Government.

Griffith supports direct procurement from local social enterprises who are training and creating employment for disadvantaged jobseekers, including young people eg. Traction (Redlands) and Substation 33 (Logan).

The First Peoples' Employment Talent Pool matches registrants with employment opportunities at Griffith.

Our pathways program, Griffith Tertiary Preparation, aims to prepare adults who do not meet the standard requirements for university entry to transition to Griffith, and gain qualifications that will open better options for employment.

Strategies for increasing student support for relocating students (potentially including specialised on-boarding programs)

Griffith offers a number of Accommodation Scholarships to support students who relocate to attend University.

Specialised induction for new residents of Griffith's College community sets out expectations and support services including:

- Community Standards
- Safety, Security & Fire
- Community Living
- Residential Life Program
- Health and Wellbeing
- Alcohol and Drugs education
- Sexual Assault & Harassment prevention
- University Support Services

Griffith Accommodation also provides:

- Residential Advisors who are on-call outside of office hours providing support for residents.
- Residential Committees that organise social activities designed to encourage residential community engagement.
- Residential Life Program covering social, academic, cultural and sustainability events and activities to provide additional support and development opportunities for residents.

Griffith International provide a range of student support services for commencing international students including:

- Orientation sessions specifically for international students.
- International Student Advisors provide personal support, advice and information to international students.
- Griffith Mates are student volunteers and mentors who welcome new international students during Orientation and host events and volunteering activities to assist commencing students settle into life in Australia.

Strategies to increase community access to University facilities

The University has developed a range of programs to encourage increased community access to the university's broad range of world-class facilities across its five campuses.

Specifically:

- Campus tours - Griffith University actively promotes and runs campus tours on all five campuses throughout the year, for prospective students and their families. These are also incorporated into all on campus events. In addition, Griffith offers personalised 1:1 Q&A

sessions either in an on campus setting or via phone. To date, Griffith has conducted in excess of 250 Q&A sessions in 2019.

- On-campus corporate events – Griffith hosts 25 corporate on-campus events each year across each of its campuses. Year-to-date, almost 10,000 event registrations have been received.
- The University's South Bank campus hosts the Griffith Queensland Conservatorium of Music and Griffith Queensland College of Art (QCA) incorporating Griffith Film School. Numerous public art exhibitions, music, dance and theatre performances are held throughout the year.
- The Nathan campus is the home to the EcoCentre in a partnership with Education Queensland. The Centre hosts more than 25,000 student visitors each year who undertake school studies in the context of the Toohy Forest environment.
- The Logan campus hosts more than 1500 annual visitors for the Logan LEAF Festival showcasing sustainable development initiatives from community partners in the context of the University's activities and expertise in this field in a community campus setting.
- Many of our campuses make sporting facilities available to the general public. In addition, Griffith hosts the Logan Fun Run and Toohy Trail Run, which attract large numbers of community participants to the campus environments.
- The University's Red Zones have been developed at the Nathan and Gold Coast campuses and provide an interactive hub for community to engage with key research and teaching programs of the University. The Red Zones are also included on Campus Tours for school students as part of the program of activities.

Strategies to increase aspirations and advice to school students on study options

Griffith offers a range of programs to support students who are striving to attend university, and to assist them with their study choices.

Uni-Reach

Griffith's long running Uni-Reach program encourages the higher education ambitions of students at more than 20 partner high schools in the Brisbane, Logan, Gold Coast and northern NSW regions, where historically there has been a limited transition into university study.

Future Leaders Retreat

High schools throughout Queensland and NSW are invited to nominate two outstanding students who demonstrate leadership qualities and will be entering Year 12 to take part in a three-day (live-in) Future Leaders Retreat.

Held at Griffith's Gold Coast campus toward the end of the January school holidays, the retreat delivers a program of inspiring lectures, interactive sessions and relaxing social events, along with career development and networking opportunities. Students are provided with the opportunity to develop their leadership skills and create new friendships. Featured speakers include leading researchers, personal development coaches and professional skills specialists.

The program is in its 4th year and proving to be successful. Each year the University hosts between 70 – 100 students. Based on post-census enrolment checks, approximately 28% of attendees enrol at Griffith University.

Application Support Events

Griffith University hosts Application Support Nights at Logan, South Bank and Gold Coast campuses. These events are targeted towards a mature student audience and are designed to assist prospective

students to complete their university application form. Griffith offers a QTAC voucher to students who attend, which covers the cost of their application fee. In 2018, 57 people attended the events.

VET in School Strategy

Due to the increase of high school students pursuing a VET qualification while at school, Griffith has implemented a 'VET in Schools strategy' to ensure these students are aware of pathways to University that are available to them.

Open Day > Year 12 Zone

At Griffith's 2019 Open Day (Nathan campus) a Year 12 Zone was piloted. The 'Zone' was available specifically for Year 12 students and their families to enable them to get the information they needed as quickly as possible. They were matched up with a Student Ambassador who could talk to them about what studying at University was really like.

Guaranteed Admission Scheme

Griffith University has expanded its Guaranteed Admission Scheme to provide more certainty to prospective students about their future study choices. Griffith's new scheme includes guaranteed admission for students who achieve an OP 1-10 or ATAR 80+ and for those who have completed a VET qualification.

Information about the scheme is being proactively promoted at events and in school / TAFE / Industry visits by the Student Recruitment team.

LABOUR MARKET OUTCOMES

Strategies for identifying skills gaps within the relevant student and business catchments

Strategies for meeting labour market priorities at a local, regional and/or national level

Griffith University is the sole tertiary institution in southern Brisbane, and in the Logan council area, and the major university serving the Gold Coast. It is well connected with local government, major employers and the business community in each of these areas. These partnerships are invaluable in understanding and responding to labour market priorities in our catchments.

In southern Brisbane:

- The Deputy Vice Chancellor (Engagement) chairs Business South Bank.
- The Deputy Vice Chancellor (Engagement) office represents the University on the Upper Mt Gravatt & Eight Mile Plains (UMGEMP) Stakeholder Group.
- Griffith University collaborates closely with Brisbane Marketing, the economic development board of Brisbane City Council, to identify and respond to labour market priorities within South East Queensland.
- The Partnerships Office has developed a Memorandum of Understanding (MOU) with Flight Centre and Queensland Airports Limited (QAL) to provide work-integrated-learning opportunities and industry mentoring for current students.

In Logan:

- The PVC and Head of Logan Campus sits on the Logan City of Choice Leadership Team which has an explicit priority project looking at employment pathways within Logan. As part of this initiative the University can draw on data developed by the City on skills needs and areas of job growth, particularly to support health and the NDIS which has been a recent focus.
- Logan campus also hosts the Innovation and Entrepreneurship Seminar series which brings more than 100 participants from SMEs across Logan together around key topics of interest to their businesses.

- The regional innovation Data Lab on Logan campus maps social service demand with service delivery across the Logan region.

At the Gold Coast:

- As a foundation partner of the Gold Coast Health and Knowledge Precinct, the University seeks to develop and build a new industry base for an emerging labour market around additive manufacturing and health sector industries in the Gold Coast. In addition to developing a close understanding of the labour market demands of the existing large health employers in the Precinct (the Gold Coast University Hospital and the Gold Coast Private Hospital), University programs are informed by the likely emerging labour market needs of new employers who have already, or are likely to, move into the Precinct. In addition, the University is locating its Gold Coast Innovation Centre in the Precinct where it will be able to engage with Gold Coast start-ups especially in the technology space in order to encourage students to develop the aptitude and entrepreneurial skills for innovative business development. It is anticipated that the Precinct will have some 26,000 employees when completed, providing ample opportunity to engage with students in work-integrated-learning and internship opportunities, and build on these pathways into graduate employment.
- This forms part of a wider partnership with the Gold Coast City Council which has sustained a 20-year relationship with the University, particularly in areas of infrastructure and planning, that embraces research and workforce needs.

Griffith recently commissioned an extensive project undertaken by Nous to understand better future employment needs within our catchments, and how well our degree programs meet these needs. This project has informed planning for new programs as well as refreshing existing offerings. In particular, it has assisted the University in identifying skills gaps within our catchments.

In addition, Griffith's Schools and many degree programs have active industry advisory boards, which play a significant role in informing program development and review, and ensuring programs meet industry needs and expectations. When proposing a new program or reviewing an existing program, program directors are required to demonstrate the viability of, and industry demand for, the program, including outcomes-based market research if relevant.

Strategies to address employability and graduate attribute skills gaps to ensure students are work-ready

Griffith has a comprehensive strategy to address graduate employability, attributes and skills.

- Careers and Employment Services offers a wide range of resources to assist students in preparing for a successful career. These include mentoring, Unitemps Employment Service and ePortfolios to demonstrate transferable skills.
- More than 70% of undergraduate students have a work-integrated learning experience.
- Griffith's Graduate Attributes are embedded in every program.
- Academic Groups offer tailored programs to support students' career development, including BusinessPLUS, SciencesPLUS and My Life as a Musician.
- Students are awarded a micro-credential as a Griffith Graduate of Influence evidencing to employers their attainment of a high level of transferable skills.

Other examples of micro-credentials being designed at Griffith include:

- Master of Professional Engineering Leadership co-designed between Griffith University and Engineers Australia utilising EA Chartered Credential for Advanced Standing.
- Tax Law Credential is available within a final year Commerce Internship.
- Digital Technologies Credential, Japanese Inter-cultural Credential and Understanding Student Support and Development Credential can be credited towards the Graduate Certificate in Professional Learning.

The application of these strategies to admissions and enrolments

Griffith Credentials – Griffith has launched a new employability initiative for students and staff utilising a suite of digital badges to visually represent learner achievements. Griffith Credentials include digital badges for achievements, articulated awards, continuing professional development, open credentials, memberships, missions, skills, and work-integrated learning and human capabilities.

Credit and Recognition of Prior Learning Policy sets out the University's policy and process for granting credit and recognition of prior learning including provision of recognition of work experience, workplace learning through formal, informal and non-formal learning experiences and by way of submission of a learning portfolio.

Griffith Personal Statement (GPS) – measures non-school leavers' commitment and readiness for tertiary study through evidence of formal qualifications, work and life experiences and other transferrable skills and competencies. Griffith Credentials may be awarded for demonstrated proficiency in the core human competencies of communication, ethics and critical thinking at the point of admission and lodged in the QTAC Digital Backpack Veriskills.

How labour market strategies are taken into account in developing course offerings

Griffith Program Planning and Approval procedures specify that program planning submissions are to take into account market insights including identification of changes in the labour market and skill trends to forecast study area and occupation/sector demand and opportunities.

Strategic Program Profile Planning Document (SPPPD)

The Senior Deputy Vice Chancellor, Deputy Vice Chancellor (Engagement) and Vice President (Global) collaboratively develop the SPPPD informed by program performance data including intake performance, market insights and program trends.

The newly established Product Strategy Board, incorporating membership of all Group Pro Vice Chancellors, includes terms of reference to undertake the *'active management of the University's program portfolio, ensuring a strategic, efficient and market-informed approach to determining program health'*. This incorporates the need to ensure market-research and consultation has taken place to support the development of a new course offering, with consultation with the relevant Industry Advisory Board.

SECURITY MEASURES

Actions being taken to ensure the safety of data against cyber attack

Griffith University's cyber security governance framework addresses people, process and technology through an enterprise cyber security improvement program. The program is aligned to both the ISO27001 and the QLD IS18 standards for an Information Security Management System (ISMS).

The Cyber Security Improvement Program has delivered significant improvements to the security across the enterprise digital assets during 2018-2019, with a second phase program currently being developed for 2020-2021.

The cyber security program status is reported on every six weeks at the Information Security Steering Committee and to each Audit Committee meeting. As part of regular external and internal reviews, Griffith maintains a risk register and applies a formalized process of governance across risk management, data classification, privacy and information management as well as security architecture. As part of this broader governance, ongoing specific controls based on risk assessment are implemented to provide greater assurance for data protection from cyber-attacks.

Mitigation strategies in the case of a breach of security

Griffith University has a documented Data Breach plan supported by formal Incident Response processes and playbooks for various security breach scenarios. Griffith applies a range of technical, process and people-oriented strategies to protect our digital assets and identities from the threats of security breaches. This includes protective controls as well as active monitoring and vulnerability scanning. Griffith has recently conducted broad based training on data breach awareness and reporting, as well as table top exercises with engagement of external vendors to strengthen our processes and ability to protect and respond to security breaches.

Compliance with the Australian Cyber Security Centre's "Strategies to mitigate cyber security incidents" document

Griffith University currently benchmarks its maturity against the ACSC's ASD Essential 8. As part of this benchmarking Griffith also participates in peer benchmarking on ASD Essential 8 with seven other participating Independent Research Universities (IRU). To progress its compliance levels, forward planning through Griffith's Cyber Security Improvement Program (CSIP) has identified improvement areas to lift its maturity rating in identified Essential 8 areas during 2020-2021.

During 2019 Griffith commenced deployment of Multi-Factor Authentication (MFA) across our Corporate Services staff and deployed advanced scanning tools to identify and remediate vulnerabilities to improve our patch management as part of our work to implement the ASD Essential 8.

Measures in place to enhance the identification and deterrence of foreign interference activities including actions to ensure compliance with relevant legislation

Griffith University maintains awareness of nation state interference and influence trends by participating in communities of practice which engage with government departments, other universities and key industry vendors. This participation allows us to undertake activities such as awareness raising, sharing Indicators of Compromise (IOCs) and strengthening our defence in depth strategies and controls to boost our resiliencies.

Griffith University is a member of the Council of Australian University Directors of IT (CAUDIT) and the Australasian Higher Education Cybersecurity Service (AHECS) strategic initiative to help universities safeguard their intellectual property and reputation by providing fit for purpose services. AHECS also leverages the CAUDIT Cybersecurity Community of Practice (CoP), with the Chair of the CoP based at Griffith University. The CAUDIT Cybersecurity CoP provides a trusted environment for the sharing of and collaboration on cybersecurity issues, trends, cyber threat intelligence and good practice across the sector.

Processes are in place to maintain our adherence to the UNSC and Autonomous Sanctions and both routine and targeted assessments are conducted to assure compliance with the Defence Trade Controls Act. This includes ready access for our staff to materials presented in a simplistic and non-technical manner to raise understanding of the export restrictions regime, self-assessment checklists

and advisories, and an actively maintained register of “at risk” units to ensure appropriate controls are in place, with advice sought from DEC when required.

Griffith University has reviewed its current activities to determine whether any of them require registration under the Foreign Influence Transparency Scheme. In particular, Griffith University has commissioned an external investigation into, and report on, whether or not the Tourism Confucius Institute at Griffith University requires registration under the scheme. While Griffith University has a range of relationships with foreign governments and foreign government related entities, it is not currently undertaking the kind of political, lobbying or communications activities that require scheme registration.

To ensure ongoing scheme compliance, the administrative areas of the university through which a relevant arrangement might pass (being Griffith International, our Office for Research, our Legal Services office and Griffith Enterprise, our commercialisation arm) have been notified of the nature of the obligation to register and either have been or will be provided with relevant training.

SIGNED for and on behalf of

In the presence of:

THE COMMONWEALTH OF AUSTRALIA

by

Dom Faulstich
Full name (please print)

Drew Menzies-McVey
Witness (please print)

Branch Manager
Position

Branch Manager
Position or profession of witness (please print)

of the Department of Education as delegate of the Minister for Education.

[Signature]
Signature

[Signature]
Signature

23/12/14
Date

SIGNED for and on behalf of GRIFFITH

In the presence of:

UNIVERSITY

Professor Carolyn Evans
Full name (please print)

Kelly Collyer
Witness (please print)

Vice Chancellor and President
Position

Executive Support Officer
Position or profession of witness (please print)

[Signature]
Signature

[Signature]
Signature