<u>Student Roadmap to Sustainability</u>

This document outlines potential points of concern for students regarding the proposed changes outlined in the *Roadmap to Sustainability* (R2S), and a template students may wish to use when drafting their feedback about these changes. Please note that the proposed changes outlined in this document do not encompass all of the proposed changes within the Roadmap to Sustainability, and are not considered any more, or any less, important than other proposed changes outlined in the Roadmap to Sustainability.

Many of the proposed changes will likely affect the Griffith student cohort as a whole, regardless of whether there are occurring outside a student's program, school, or group. The SRC want to support students to contribute their feedback to the proposed changes, and have their concerns heard.

We encourage all students to view a list of the proposed changes here [Roadmap To Sustainability](#).

Beneath each point are a few example responses students may wish to build upon or consider when drafting their responses to the proposed changes. Please note the example responses should not be considered as conclusive impacts for students, but serve as example concerns that students have raised with the SRC.

It is recommended that when sending your responses to the proposed changes, to CC advocacy@griffith.edu.au into your responses. That way the SRC may provide guidance and assistance if necessary.

Proposed Changes in Roadmap to Sustainability

Examples of a number of the proposed changes outlined within the Roadmap to Sustainability are detailed below, and have been categorised by Group and study level (I.e. undergraduate and postgraduate). It is important to note that many of the proposed changes, such as reduction in teaching hours and streamlining school structures, will have impacts for all undergraduate, postgraduate coursework, and research students.

As mentioned, the proposed changes outlined below do not encompass all of the proposed changes within the Roadmap to Sustainability, and should not be considered any more, or any less, important than other proposed changes outlined in the Roadmap to Sustainability.

While potential changes are categorised by 'Undergraduate' and 'Postgraduate Coursework' students, many of the proposed changes listed under each category effect both undergraduate and postgraduate course work students.

It is also important to note the additional impacts international students may face in comparison to their domestic peers. For example, international students who may experience disruptions to their program or student experience may be required to extend their visa with the Australian Government which incurs additional costs.

The proposed changes below are not a complete list. The proposed changes below are provided in context to the example responses to assist you in formulating your own responses. It is recommended to read the [Roadmap to Sustainability](#) for details regarding all the proposed changes and how they may impact the Griffith student cohort.

Griffith Business School

Potential changes which may impact Undergraduate students:

- Adopt a teaching delivery model to free up 13481 teaching hours of capacity by end of Calendar Year 2020. [Limited details in R2S provided regarding potential teaching delivery models that are being considered].
- Consolidating existing undergraduate programs into the new Bachelor of Business as majors.

Potential changes which impact may Postgraduate Coursework students:

- Adjusting the majority of Masters programs (e.g., changes to the Master of Financial Planning) and withdrawing some Masters programs (e.g., Master of Accounting).
- Changing work profile allocations for academic staff to increase the focus on teaching activity and releasing research and service capacity to reduce overall academics within the Group (particularly within Business Strategy and Innovation, Employment Relations and Human Resources, and Government and International Relations).

Example responses students have raised with the SRC:

- *With the Griffith Business School looking to adopt a teaching delivery model to reduce overall teaching hours, I'm concerned that this is going to lead to the majority of courses and/or programs within the school moving online, and the potential impacts this could have on student wellbeing. Particularly during COVID with teaching moving online, we have seen that students faced difficulties with accessing adequate technology to support online learning, experienced negative mental health and wellbeing effects, and felt disengaged from their peers and Griffith University as a whole. If such courses were to remain (or move) online, this could have longer term negative effects on the student cohort, and potentially lead to increased dropout and transfer rates as students look to other institutions for face-to-face learning.*
- *I'm concerned that reducing the number of teaching hours will result in limited options in selecting my classes, particularly when I have ongoing work and family commitments.*
- *If 13481 hours of teaching are removed, I'm worried that this is going to result in a lower standard of teaching due to the stress lecturers and tutors face with larger class sizes. The quality of the classes being offered at such a reduced capacity needs to be taken into account, or could lead to students disengaging from their learning and looking elsewhere to complete their degrees.*
- *By removing several Master programs within the Griffith Business School, I'm concerned that this will disincentivise prospective students from choosing Griffith if other institutions offer the postgraduate programs that Griffith are removing.*
- *Reductions to the research capacity for academic staff and a greater emphasis on teaching capacity will likely impact my ability to conduct research as part of a Masters by research, or PhD. I'm concerned that these proposed changes will limit my ability to complete research within [insert research area] due to the scarcity of academic staff available for supervision.*

Griffith Health

Potential changes which may impact Undergraduate students:

- Significantly reduce simulation spending and reduce the number and length of small medicine group sessions (e.g. PBL, comms skills, procedural skills).
- Streamline School structures, reducing from 8 to 5 schools (e.g. the School of Allied Health is proposed to combine with the School of Human Services and Social Work, the School of Psychology is proposed to merge with Public Health and Health Services Management)
- Standardising the Griffith Health Clinic operating hours and transitioning to a blended workforce of staff to match patient demand by reducing number of Team Leaders. Reducing the work hours of staff within the Dental Clinic from 52 weeks to 39 weeks per year.
- Consolidating Speech Pathology to the Gold Coast campus

Potential changes which may impact Postgraduate Coursework students:

- Discontinue the Masters of Organisational Psychology program
- Majority of schools within Griffith Health to be re-profiled to become more teaching intensive, and reallocating teaching activity into fewer academics and releasing research and service capacity.

Example responses students have raised with the SRC:

- *By reducing the number and length of small medicine group sessions which focus on communication and procedural skills, and are integral competencies within all careers within health and medicine, I'm concerned that this may not equip Griffith health graduates with necessary skills needed once in their field. This could have negative consequences on the employability of Griffith graduates, but also on Griffith as an institution if our graduates have a more limited skillset than other universities.*
- *I believe that reducing the number and length of medicine group sessions will result in Griffith graduates being less prepared for the workforce than other graduates, particularly in allied health and medicine where communication skills are integral.*
- *If learning is shifted primarily online for health and medicine programs, we need to recognise how online learning can be incredibly isolating. Face-to-face teaching provides students the opportunity to enhance their interpersonal and communication skills with their peers, which can increase their confidence and preparedness when entering the workforce. The long term impacts on the employability and preparedness of graduates needs to be taken into account when making such reductions.*
- *I'm concerned that reducing the number of schools within Griffith Health will result in an inadequate experience for students requiring support with their academic progression, and professional staff being overworked and burdened with higher workloads and student numbers.*
- *I'm concerned that combining some schools will dilute the expertise and specific support available to students e.g social work and human services students if merged into School of Allied Health*
- *Within the psychological field where a masters qualification is often required, removing the Master of Organisational Psychology is disruptive to undergraduate students who had planned to undertake this postgraduate program. Furthermore, as Griffith is one of only two universities in Brisbane to offer this program, it is reducing Griffith's competitiveness in the field of psychology, and potentially driving both undergraduate and postgraduate students to look elsewhere for such programs.*

Arts, Education, and Law

Potential changes which may impact Undergraduate students [and Postgraduate Coursework Students]:

- Remove 217 course instances, reduce 13 course instances and remediate 246 course instances by end of Calendar Year 2020, resulting in a reduction of 17,146 teaching hours across Arts, Education and Law by end of Calendar Year 2020. **
- Stop Jewellery and Small Objects, Print, Creative and Interactive Media, and Creative Industries programs.
- Consolidate the Bachelor of Fine Art and the Bachelor of Photography program to form a Bachelor of Visual Arts within the Queensland College of Art (QCA).
- Consolidating several AEL Schools into a single Creative Arts Academy.
- Reducing the number of on-campus tutorials within the School of Criminology and Criminal Justice to further reduce sessional spend.

'Course instances' refers to where (i.e. campus) and when (i.e. teaching period) a course is available

Potential changes which may impact Postgraduate Coursework students:

- Streamline course offerings in research training coursework in design within the QCA.
- Proposed collective reduction of 17146 required teaching hours by end of Calendar Year 2020 will impact the required teaching FTE and sessional academic spend across the schools within AEL.
- Establish a new integrated research centre focused on the creative and performing arts which would consolidate a number of research areas within AEL.

Example responses students have raised with the SRC:

- *By reducing the number of teaching hours and course instances within AEL, I'm worried that courses will no longer be available at my campus and I will have to either travel to another campus or study the course online. I've struggled with the transition to online learning, and am worried that my academic performance and overall wellbeing will suffer as a result of potentially having to do the majority of my learning online.*
- *As a student enrolled within QCA, these proposed changes will significantly impact upon my students because... XYZ. (E.g. while you may not study program specifically being changed, you may utilise the workshops being removed within your program)*
- *I'm concerned about the consolidation of research across AEL into a new integrated research centre, and the corresponding cuts to academic staff within these areas and the impacts this will have on research students within AEL and QCA. As a research student within [insert school]…*

Griffith Sciences

Potential changes which may impact Undergraduate students:

- Removing 32 course instances, reduce 10 course instances and remediate 310 courses instances by end of Calendar Year 2020 resulting in reduction of 6832 teaching hours in Griffith Sciences. **
- Discontinuing the Bachelor of Engineering Technology and Bachelor of Applied Information Technology (Logan).
- Sharing convenorship of course instances across campuses with different course codes to reduce on overall staff workload.

- Removing some higher cost elements of the curriculum within Griffith Sciences, including activities such as woodwork in the mechanical workshop, and planning/cartography activities to reduce technical staff requirements.

'Course instances' refers to where (i.e. campus) and when (i.e. teaching period) a course is available

Potential changes which may impact Postgraduate Coursework students:

- ARCHE and CCEE to become independent centres with the remainder of EFRI to be renamed and refocused.

Example responses students have raised with the SRC:

- *I'm concerned that stopping the Bachelor of Applied IT (Logan) will disproportionately effect students within the Logan area and disincentivise those students from choosing Griffith as the only other information technology programs are available at either Gold Coast or Nathan Campus. I'm also concerned about the possible effects this may have on existing students within this course. Particularly if they are required to travel to the Gold Coast or Nathan, or are required to complete the rest of their degree online while it is phased out.*
- *By reducing the number of teaching hours and course instances within Griffith Sciences, I'm worried that this will directly impact my academic progression if courses I'm required to take are removed. Additionally, if teaching hours are reduced I'm concerned that my tutors and lecturers won't be able to assist me when I need help or clarification about course content.*

Potential Impacts for Research Students

It is important to note that research students, particularly international research students, may face unique impacts to the proposed changes outlined in the R2S in comparison to undergraduate and postgraduate coursework students. In particular, the consolidation of schools and research centres, reallocations of teaching activities for academic staff, and potential for fewer academic staff in result of these changes, may significantly impact the research student experience.

A number of these impacts, and questions for research students to consider when formulating their responses, are outlined below.

- Impact on research activities for students with changes to laboratories, studios, clinical spaces, and facilities.
    - *How will I be able to conduct my research and complete my candidature if I no longer have access to the necessary facilities? Will this change the scope of my research?*
- Changes to academic staff across Groups, Schools, and Research Centres and the impacts this may have on current research students.
    - *If my supervisor leaves, would I be allocated a new supervisor, and would they be within the same research scope as my previous supervisor?*
- Changing work profile allocations for academic staff to increase the focus on teaching activity and releasing research and service capacity to reduce overall academics within particular Groups.
- For international research students, changes to their research supervisor may result in delays of their candidature and the implications this has for students holding research scholarships.

      o *If my supervisor leaves as a result of these proposed changes and my candidature is delayed, when my scholarship ends will allowances be provided or would I have to pay full tuition fees?*

We encourage students to contact the SRC for further assistance in understanding how the proposed changes may impact their student experience.

Proposed Changes to Academic and Student Support Models

- Transition to a shared service model between Library Services and Student Life with Tier 1 face-to-face services located in each library, with students directed to Tier 2/3 services facilitated by Student Connect or the Library as required.
- Closing IELTS test centre at Mt Gravatt, given the demand for computer-based testing which is not offered by the Griffith English Language Institute (GELi). Moving to online delivery of all GELi programs to test demand for in-market delivery.

Example responses for you to consider to some of the above proposed changes:

- *Moving to a shared service model for Library and Student Life concerns me as I feel this may put pressure on staff to understand and resolve enquiries across multiple different areas which could mean I'm getting a lesser quality service when I need support.*
- *For international students who come to Australia to specifically study at Griffith and experience a rich campus life and engage with like-minded peers, moving all GELI programs online could have serious negative consequences on these students' mental health and overall wellbeing. Online learning can be incredibly isolating, and for international students who are in a new country where they don't know anyone, they need the opportunity to meet new people and engage with their peers more than most. Face-to-face learning provided these students the opportunity to do so, and by moving all GELI programs online, they are being disproportionately affected than domestic students.*

General Points From the R2S that you may wish to consider when providing feedback

- Details are not provided regarding the potential teaching delivery models that Griffith is considering to reduce the teaching hour capacity across Schools/Groups.
- Details are not provided as to which courses will be revised or removed completely and how this will impact current students' academic progression.
- Certain programs, schools, and groups may be more impacted than others and face considerable changes to academic staff, teaching delivery, and on-campus facilities/workshops/laboratories.
- While many students chose to complete their classes online for Trimester 2/3, consideration should be given as to why students chose to complete their classes online. This could be due to several factors directly or indirectly related to COVID-19 such as:
  - Health conditions which put a student at a higher risk of contracting COVID-19 or possible complications from COVID-19.
  - Family commitments and responsibilities
  - Work and financial responsibilities
  - Mental health

While the SRC are working on a submission to summarise the overall feedback that has been provided by students, we would strongly encourage you to write your own submission to make your feedback known. Students can contact the SRC's Advocacy Service for further support in understanding the impact of these proposed changes, or for help in drafting an individual submission.