

# Academic Plan 2018-2022

JCU Global rank:  
Top **2%**

JCU is ranked in the top 2% of universities in the pre-eminent global rankings system, the Academic Ranking of World Universities.  
**ARWU 2016**



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**Good Universities Guide**

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The Times Higher Education (THE) World University Rankings places JCU in the top 50 universities around the world under 50 years old.  
**Times Higher Education (THE) World University Rankings 50 Under 50 2016**



Excellence in Research for Australia (ERA) rates JCU as 'world class or better' in 35 areas of research.  
**Excellence in Research for Australia (ERA) 2015**



JCU ranked above world standard for Neuroscience, Public Health, Immunology and Veterinary Sciences.  
**Excellence in Research for Australia (ERA) 2015**



JCU No. 1 in the world for Marine & Freshwater Biology and No. 2 for Biodiversity Conservation.  
**2017 CWUR**

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James Cook University (JCU) is committed to building strong and mutually beneficial partnerships that work towards closing the employment, health and education gap for Australian Aboriginal and Torres Strait Islander peoples.

Our students come from many backgrounds, promoting a rich cultural and experiential diversity on campus.

*We acknowledge the Australian Aboriginal and Torres Strait Islander peoples as the Traditional Owners of the lands and waters where we operate our business. We honour the unique cultural and spiritual relationship to the land, waters and seas of First Australian peoples and their continuing and rich contribution to James Cook University and Australian society. We also pay respect to ancestors and Elders past, present and future.*



Kassandra Savage (JCU Alumna), 'Coming Together and Respecting Difference', acrylic on canvas, 2014, 90cm x 90cm.



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*'Our Strategic Intent is to create a brighter future  
for life in the Tropics world-wide through graduates  
and discoveries that make a difference.'*







# Introduction

James Cook University will celebrate its 50th anniversary in 2020 and as we approach this milestone it is timely to set the new course for the academy with a view to our place in a rapidly changing higher education sector and in the context of our strategic commitment to our region and the global Tropics.

JCU is a medium-sized university with three tropical campuses located in Townsville, Cairns and Singapore supported by a network of study centres, clinical schools and field stations throughout northern Australia, including Mt Isa, Mackay and Thursday Island. Approximately 22 000 students are enrolled at JCU.

Our Strategic Intent is to create a brighter future for life in the Tropics world-wide through graduates and discoveries that make a difference. The Tropics and northern Australia is our place, with our role of conducting research and delivering educational programs to benefit the region clearly expressed in our founding Act.

For more than 40 years we have been the North's own university and a source of great pride. Perhaps more importantly, JCU has played a vital role in growing the economy and developing the social capital of northern Queensland, ensuring that the North's professional workforce could be trained in and for the region. In 2015, three out of every four domestic graduates were living in the region from Mackay north. Furthermore, around 60 per cent of our students are the first in family to attend university and one-quarter of students are from low socio-economic backgrounds.

We acknowledge the rich culture and knowledge of our Indigenous people and their contribution to our region and University community. With just over 40 per cent of Queensland's Aboriginal and Torres Strait Islander people living in our catchment area<sup>1</sup>, we strive to be leaders in Indigenous education, research and engagement through the delivery of successful and sustainable services and programs which empower staff, students and communities to reach their full potential.

We have internationalised our operations through the Singapore campus and leadership of the State of the Tropics report, demonstrating our commitment to looking north, east and west, and embracing our position in the Tropics. As a University signatory to the United Nations Sustainable Development Goals, we have agreed to play our role in understanding and responding to challenges facing the world and contributing to a sustainable future.

We are committed to research of excellence and high impact, particularly on issues of importance to the Tropics. Our unique geographic location is an essential constituent of what JCU has become, particularly our close proximity to the World-Heritage listed Great Barrier Reef and Wet Tropics rainforest. Our links with rural, remote and Indigenous communities and industries of the Australian north are strong. Outstanding research is the basis of our performance in world rankings, placing us in the top two per cent of universities world-wide<sup>2</sup>.

The role of Australian universities is being transformed and we must adapt to remain relevant and financially sustainable. We are fortunate to have a unique remit in our region and the Tropics more broadly, however, we cannot rest on our laurels and since 2012 we have been refining our strategic direction and implementing structures and processes to achieve a nimble and contemporary organisation. As we approach our anniversary it is timely to put in place deliberate strategies that respond to our operating environment and create opportunities to ensure our sustainability for the next 50 years. The Academic Plan provides the approach by which JCU will deliver on its mandate and Strategic Intent through its teaching and research over the period 2018-2022.

<sup>1</sup> Australian Bureau of Statistics, 2016 Census Data at <http://www.abs.gov.au/census> accessed 31 July 2017.

<sup>2</sup> Shanghai Ranking, 2016, Academic Ranking of World Universities accessed at <http://www.shanghairanking.com/World-University-Rankings/James-Cook-University.html> accessed 27 July 2017.



# The Tropics

JCU's founding Act prescribes our focus on the Tropics, the region straddling the equator between the Tropic of Capricorn and Tropic of Cancer. The Tropics are currently home to 40 per cent of the world's population, including more than half of the world's children, and two-thirds of the world's poorest people<sup>3</sup>. The region is growing rapidly and by mid-century around half of the world's population will live in tropical nations, predominantly in urban areas. The Tropics covers 40 per cent of the Earth's surface but hosts 80 per cent of the world's biodiversity<sup>4</sup>. The Tropics are at a tipping point with the resources required to sustain larger populations and economic growth straining natural resources, an ongoing prevalence of poverty, a requirement for significant investment in public infrastructure, and political and economic instability limiting development opportunities in some nations<sup>5</sup>.

With our campuses and educational infrastructure in northern Queensland and Singapore, JCU is in the Tropics; it is our lived experience. Our locations showcase the diversity of the Tropics, with our metropolitan campus in the city-state of Singapore, and our North Queensland campuses adjacent to the Wet Tropics rainforest, Great Barrier Reef, Torres Strait islands and the Australian outback. However, we are part of something much bigger - a vast geopolitical region facing some of the biggest challenges of our time, including the achievement of the United Nations Sustainable Development Goals. We are committed to the local communities we serve and view this as part of our mandate. We define our region as northern Queensland, northern Australia, Singapore and the wider Tropics, and seek to make a valuable contribution by:

- Creating opportunities for those living in tropical regions to access and succeed in post-secondary education and contribute to the community and global economy
- Inspiring students with the challenges facing the Tropics so they can incorporate this understanding into their professional practice, whether working within or outside the Tropics
- Conducting research that delivers benefits to communities in tropical regions and that advances knowledge in areas relevant to the Tropics
- Promoting the United Nations Sustainable Development Goals through our teaching, research and community engagement, and playing our role in making the Tropics more prosperous, sustainable and inclusive
- Contributing intellectual leadership on critical issues facing the Tropics to influence world leaders, international agencies, and governments at all levels, and
- Being a catalyst for innovation and knowledge generation for individuals and organisations that wish to engage with the challenges and opportunities presented by the Tropics in order to improve economic, social, cultural or environmental outcomes.

We will collaborate with others with complementary capabilities and resources to enhance our ability to make a real difference in the Tropics, world-wide.

<sup>3</sup>State of the Tropics Report, 2014, [Online] accessed at [http://stateofthetropics.org/wp-content/uploads/SOTT\\_ExecutiveSummary\\_Print1.pdf](http://stateofthetropics.org/wp-content/uploads/SOTT_ExecutiveSummary_Print1.pdf), 5 April 2017

<sup>4</sup>Ibid

<sup>5</sup>Ibid







*'Our programs will enable students to be adaptable and acquire the digital literacy, intercultural communication, collaboration, career management, innovation and entrepreneurial skills required to succeed within complex career landscapes of the future.'*







# Higher Education and the Global Workforce

The higher education sector is undergoing massive transformation due to technological advances and changing expectations about the role of universities in distributing and credentialing knowledge. JCU must provide students with the generic and disciplinary knowledge, skills, attributes and disposition to be successful in an employment market that is becoming increasingly knowledge based, automated and globalised. Our programs will enable students to be adaptable and acquire the digital literacy, intercultural communication, collaboration, career management, innovation and entrepreneurial skills required to succeed within complex career landscapes of the future.

It is estimated that around 60 per cent of current students are being trained in occupations at risk of being significantly affected by automation or digital technologies in the next 10-15 years<sup>6</sup>. The automation of tasks and entire professions will have a disruptive impact on the workforce and local economies, particularly in regions where educational attainment rates are below the national average and the economy relies heavily on employment generated by construction, manufacturing, mining and retail services. There is a role for JCU to play in retraining mature workers for new professions and providing ongoing professional development opportunities for those already in the workforce.

## University Context

Strategic settings affirmed by our University Council provide context to our planning and actions over the next five to 10 years. These settings are:

- We will continue to provide broad-based professional education and training while focussing our teaching and research on our niche area related to the Tropics and tropical expertise. In doing so, we will effect smooth pathways to higher education and be locally attentive but global in reach
- Our campuses will be differentiated, while offering some common programs
- We recognise that community and market engagement are important, both locally and internationally
- We will remain 'human scale' but target opportunities for growth
- We are a public University but will seek to be less reliant on government funding
- We will provide flexibility with a high tech/high touch method and explore new approaches to learning and teaching
- We will ensure that the academic calendar supports synchronisation across campuses and provides effective use of the full year, informed by student demand and impact
- We will focus on undergraduate students with an eye to accessibility for our communities (particularly Aboriginal and Torres Strait Islanders) and on supporting excellence
- We will seek research excellence (ERA 3-5) within our four strategic themes, based on high impact but also driven by curiosity.

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<sup>6</sup>Foundation for Young Australians, 2015, The New Work Order, [online] accessed at <http://www.fya.org.au/wp-content/uploads/2015/08/fya-future-of-work-report-final-lr.pdf> on 27 July 2017.



# Academic Context

Our academic context is set in the **Statement of Strategic Intent** which proclaims that our teaching and research will be aligned to four central themes:

- Tropical Ecosystems and Environment
- Industries and Economies in the Tropics
- Peoples and Societies in the Tropics
- Tropical Health, Medicine and Biosecurity

The Statement also positions students at the heart of our University and expresses our desire to inspire them to make a difference in their field of endeavour through the provision of quality, research-informed programs.

The **JCU Model**, developed as part of the Crystallising our Purpose report, further refines this strategic direction by identifying six attributes which characterise our academic programs and the opportunities afforded to students. These are:

**Focussed on the Tropics.** Our teaching provides deliberate and explicit connections to issues and innovations affecting the Tropics while continuing to prepare the professional workforce for northern Australia and Singapore.

**Research rich.** Our research and teaching are closely linked to create a distinctive nexus, thereby enhancing the student experience and attracting students to pursue higher degrees.

**Student focussed.** Our students have the opportunity to engage in inclusive curriculum and customise their course of study through campus mobility, technology-enabled delivery and research-linked programs.

**Connected to community.** Our teaching links to community aspirations, giving students the opportunity to become involved in projects that provide tangible benefits to tropical communities.

**Internationally engaged.** Our teaching integrates international perspectives and we maintain relationships with our students and graduates through international alumni networks.

**Culturally informed.** Our students gain a knowledge and understanding of the importance of culture to Aboriginal and Torres Strait Islanders and other Indigenous people living in the Tropics.

The JCU **Graduate Attribute Statement** (below) outlines our ambition to develop graduates who not only have outstanding discipline knowledge and transferable generic skills but also possess distinctive qualities that enable them to make a contribution to our local region and the Tropics.

*"The graduates of James Cook University are prepared and equipped to create a brighter future for life in the Tropics world-wide. JCU graduates are committed to lifelong learning, intellectual development, and to the display of exemplary personal, professional and ethical standards. They have a sense of their place in the Tropics and are charged with professional, community, and environmental responsibility. JCU graduates appreciate the need to embrace and be acquainted with the Aboriginal and Torres Strait Islander peoples of Australia. They are committed to reconciliation, diversity and sustainability. They exhibit a willingness to lead and to contribute to the intellectual, environmental, cultural, economic and social challenges of regional, national, and international communities of the Tropics."*

The JCU Curriculum Framework embodies our ambitions around the distinctiveness of our programs and graduates and incorporates this with best practice pedagogy to provide the model on which programs are developed. With an eye on the successful graduate, the Framework integrates curriculum design and enhancement processes and priorities with JCU strategic and higher education legislative imperatives.





FIGURE 1 \_ JCU Curriculum Framework for coursework programs

## Central Themes

The initial phase in developing the Academic Plan was to consult with staff to reflect on the recommendations of the Crystallising our Purpose report released in 2013. The following themes emerged through this consultation and are the central tenets of the Academic Plan.

- Developing career-ready graduates – Our role is to develop graduates who have the skills and knowledge to find employment and succeed in a globalised and digital workforce, in addition to specific knowledge about the challenges facing those living in northern Australia and the Tropics. The Academic Plan identifies actions to further embed work-integrated and career-development learning opportunities in programs, in addition to providing students with transferable skills and the versatility required in the workforce of the future. These actions will ensure graduates are career ready and also provide a benefit to local organisations through access to student placements.
- Offering a distinctive and relevant course portfolio – The Tropics and our attention to serving rural, remote and Indigenous communities is a key differentiator for JCU as an enhancement to undergraduate programs and a focus of postgraduate courses. Although we believe an on-campus experience is advantageous, we understand that to authentically make a difference in the Tropics we need to make our programs accessible to those who may not be able to attend one of our locations. The Academic Plan addresses the need to have a cohesive program portfolio that meets the needs of prospective students within our region, in addition to attracting a global audience to our distinctive products. This approach requires us to identify the most appropriate delivery mechanism to reach the target audience for each of our courses, which may be on campus, online or a mix of both.
- Widening participation through the scope of programs offered – We realise that not everyone has the educational background or desire to enrol in a full university course in order to pursue their career of choice, adapt to changing work environments or retrain to change careers. The Academic Plan addresses this by foreshadowing a more holistic approach

to continuous and lifelong learning opportunities, from the development of sub-degree courses in areas of need to the disaggregation of full programs into modules to provide just-in-time education for those seeking specific knowledge without the requirement to complete an entire qualification.

- Enhancing the profile of the Tropics – The State of the Tropics project, spearheaded by JCU, demonstrates why the Tropics are important. This project provides a platform on which we can increase the awareness of students and the community about the issues impacting on the region, the opportunities presented to us in northern Australia and Singapore, and how JCU can serve as a catalyst in promoting the importance of the Tropics and the challenges to reaching the Sustainable Development Goals. This Academic Plan suggests actions to increase the integration of the State of the Tropics project and UN Sustainable Development Goals into JCU's teaching and learning and research activities.
- Boosting our engagement with community and industry – As a regional university JCU has an obligation to bring enduring economic, social and cultural benefits to its local communities by developing the professional workforce, conducting research, and providing intellectual leadership to address issues facing the region. The Academic Plan guides JCU towards a more deliberative approach to its engagement with the community and the full spectrum of employers through the establishment of innovation hubs, the transfer of knowledge through work-integrated learning for undergraduate students and internships at postgraduate level, and continuous learning opportunities such as bespoke programs or modules.

Bringing these themes together, through the Academic Plan JCU will focus on three principal strategic priorities over the 2018-2022 period.

## FOCUS AREA

1

*Create and sustain opportunities for those living in the Tropics, to participate in further education and contribute to the community, global workforce and the attainment of the UN Sustainable Development Goals*

JCU Model attributes -  
Connected to Community  
and Student Focussed

# Priorities and Actions

## Refine and renew programs to meet demand for education and training

We will develop a course portfolio and academic profile that reflects JCU's strategic positioning and the projected future needs (including workforce, economic, cultural and social) of the region<sup>7</sup>. In doing so, we will adopt a more holistic approach to continuous and lifelong learning, offering programs at the level required to meet demand for education and training.

### INITIATIVES

- 1.1. Refine our portfolio of sub-degree and undergraduate courses with a specific focus on continuous renewal to meet the current and future needs of the region.
- 1.2. Develop a dynamic portfolio of postgraduate coursework and research degrees with a specific focus on alignment with JCU's Strategic Intent, areas of academic excellence and meeting market demand.
- 1.3. Adopt a coordinated but nimble approach to support the delivery of modular and bespoke program offerings.

Executive Lead/s:	Senior Deputy Vice Chancellor Deputy Vice Chancellor, <i>Tropical Health and Medicine</i> Deputy Vice Chancellor, <i>Tropical Environments and Societies</i>
Operational Lead	College Deans

## Provide clear pathways for students to access and succeed at JCU

We will provide scaffolding and structures to enable students who do not meet the standard entry requirements to enter university by offering enabling and foundation programs to prepare them for the rigor of university study and improve opportunities for success. We will intervene early to identify and provide additional assistance to students at risk of not performing to their full potential.

### INITIATIVES

- 1.4 Refine domestic and international pathway programs to enable entry to JCU courses and consider the role of JCU College.
- 1.5 Further develop our whole-of-institution intervention strategies, through learning-analytics software and dedicated staff, to identify and provide additional assistance to students at risk of under-performing.
- 1.6 Update and streamline our credit transfer and recognition of prior learning processes to acknowledge credentialed and non-credentialed learning and provide certainty to prospective students about the amount of advanced standing to be granted.

Executive Lead/s	Deputy Vice Chancellor, <i>Academic</i>
Operational Lead	Pro Vice Chancellor, <i>International</i> College Deans Director, <i>Student Services</i> Director, <i>Learning Teaching and Student Engagement</i>

<sup>7</sup>Defined as northern Queensland, northern Australia, Singapore and the wider Tropics.





## Reach a larger group of people by providing engaging, interactive and flexible learning

We will deliver programs in formats, places and times to better suit the needs of students through a student-centred learning system that is accessible on all devices. This may be face-to-face at one of our campuses or a network of locations, online, or a mix of both. This online material may also be adapted by on-campus offerings to provide more flexibility to local students.

### INITIATIVES

- 1.7 Expand the range of programs delivered in an online format and adopt a student-centred and accessible learning management system.
- 1.8 Continue to invest in digital transformation, including ICT infrastructure and professional development, to support technology-enabled teaching. Establish minimum standards and expectations for online learning.
- 1.9 Encourage and provide incentives for academic disciplines to expand the range of courses available at the Singapore campus to meet local demand and capitalise on JCU's presence in South-East Asia.
- 1.10 Confirm the arrangements for learning delivery in an Australian metropolitan area and develop a program portfolio to meet student demand at that location.

Executive Lead/s	Senior Deputy Vice Chancellor Deputy Vice Chancellor, <i>Tropical Health and Medicine</i> Deputy Vice Chancellor, <i>Tropical Environments and Societies</i> Deputy Vice Chancellor, <i>Singapore</i>
Operational Lead	College Deans Dean, <i>Learning Teaching and Student Engagement</i> Director, <i>Information Communication and Technology</i>

## Provide students with the practical skills to succeed

We will develop graduates with the digital literacy, intercultural communication, collaboration, global outlook, innovation and entrepreneurship skills to succeed in a competitive global workforce by incorporating these features into the design of our programs and providing access to innovation hubs.

### INITIATIVES

- 1.11 Extend the use of authentic learning and assessment that promotes inquiry, problem-based learning and work-related studies across the curriculum.
- 1.12 Promote ePortfolio and Career Development Learning to undergraduate and postgraduate students as a key part of their academic career.
- 1.13 Develop opportunities for students to engage with innovation and entrepreneurship through, for example, start-up workshops, research internships and new innovation centres.

Executive Lead/s	Deputy Vice Chancellor, <i>Academic</i>
Operational Lead	College Deans Dean, <i>Learning, Teaching and Student Engagement</i>

## FOCUS AREA

2

*Inspire students  
and the wider community  
with the importance of the Tropics  
and underserved populations*

JCU Model attributes – Focussed on the Tropics,  
Research Rich, Culturally Informed,  
Connected to Community

# Priorities and Actions

## Build on academic and research excellence to raise awareness of issues facing tropical and underserved populations

JCU is recognised internationally for its excellent research and teaching in areas of specific importance to the Tropics, including environmental science, marine sciences, tropical ecology, tourism, and tropical medicine and public healthcare in underserved populations. Our existing capability, in addition to the resources emanating from the State of the Tropics project, ensures that staff have access to extensive data and resources which can provide real-time case studies and authenticity to the Tropics for our students.

Our Indigenous Education and Research Centre also provides the opportunity for students to gain intercultural awareness, including an understanding of issues impacting on Indigenous peoples throughout the region.

### INITIATIVES

- 2.1 Create deliberate links between the State of the Tropics project team and the academy to leverage resources and data which can be used to inform undergraduate and postgraduate student learning or research on issues impacting on the Tropics, and founded on the UN Sustainable Development Goals.
- 2.2 Encourage collaboration between colleges and the Indigenous Education and Research Centre to provide students with the opportunity to acquire a deeper understanding of Indigenous peoples across the Tropics, including their knowledge, world views and contemporary challenges.

Executive Lead/s	Deputy Vice Chancellor, <i>Tropical Health and Medicine</i> Deputy Vice Chancellor, <i>Tropical Environments and Societies</i>
Operational Lead	Pro Vice Chancellor, <i>Indigenous Education and Strategy</i> College Deans

## Contribute to tropical communities through Work Integrated-Learning (WIL) programs

JCU plays a vital role in developing graduates who are equipped and excited to work and live in rural, remote and Indigenous communities throughout northern Australia and the broader Tropics. We will further develop and implement a pedagogical framework and staff development program to support the embedding of WIL and workplace-based scenarios into subjects and promote this as a hallmark of the student experience for all courses. We will also promote service-learning opportunities to enable students to participate in projects for the public good and which respond to global and community priorities, including the UN Sustainable Development Goals.

### INITIATIVES

- 2.3 Strengthen the coordination of opportunities for students to participate in WIL, workplace-based projects and service learning through curriculum.
- 2.4 Support academic and professional and technical staff involved in WIL and research internship programs through the development of specific WIL pedagogy, the establishment of a 'Community of Practice', workload recognition, and professional development resources.
- 2.5 Create a WIL website that provides information and resources for students, staff and host employers and showcases the opportunities for WIL projects to contribute to local communities.

Executive Lead/s	Deputy Vice Chancellor, <i>Academic</i>
Operational Lead	Dean, <i>Learning, Teaching and Student Engagement</i> College Deans





## Sustain research excellence and intensify its impact by making it relevant to tropical communities, industries and policy makers

JCU is acknowledged internationally for excellence in research across a broad array of disciplines and challenges. The University will further invest in areas of demonstrated strength and in new areas of strategic importance. At the same time, we will seek to increase the level of external engagement with our research.

### INITIATIVES

- 2.6 Expertly and robustly manage staff development, succession and recruitment to ensure the ongoing development of areas of demonstrated research strength, especially areas of relevance to the Tropics that take advantage of our locations.
- 2.7 Seek external investment in areas of emerging strength.
- 2.8 Continuously monitor and develop the portfolio and capabilities of research centres and institutes, including the establishment of a research institute in Singapore.

## Develop graduates whose learning is enriched by research

JCU is committed to the research-teaching nexus as a defining feature of a university education. As a research-intensive university, we aim to enrich the learning experience of our students through exposure to, and involvement with, research.

### INITIATIVES

- 2.9 Maintain and extend opportunities for experiential learning through, for example, field-based learning, placements and involvement in research activities.
- 2.10 Enrich the student experience through engagement with high-profile researchers.

Executive Lead/s	Senior Deputy Vice Chancellor Deputy Vice Chancellor, <i>Tropical Health and Medicine</i> Deputy Vice Chancellor, <i>Tropical Environments and Societies</i>
Operational Lead	College Deans

Executive Lead/s	Deputy Vice Chancellor, <i>Tropical Health and Medicine</i> Deputy Vice Chancellor, <i>Tropical Environments and Societies</i>
Operational Lead	College Deans

## FOCUS AREA

3

*Be a catalyst for innovation and connection, using international networks, research with impact and continuous learning opportunities to connect northern Australia to the global economy*

JCU Model attributes -  
Connected to Community,  
Internationally Engaged,  
Research Rich

# Priorities and Actions

## Establish innovation hubs

We are a part of the national and international innovation ecosystem, delivering foundation knowledge and applied research to support communities, industries and government. We will work with local industries and professions to share resources, transfer knowledge and achieve enduring benefits for our communities.

### INITIATIVES

- 3.1 Develop innovation hubs in both Townsville and Cairns.
- 3.2 Facilitate community engagement in innovation and entrepreneurship through, for example, start-up weekends or locating industry within our innovation hubs.

## Deliver relevant research to industries operating in the Tropics

JCU is committed to delivering value-adding research services to industries and communities in our region and beyond. This commitment will be met through an increased investment in industry and external engagement through research, research education and professional services contracts.

### INITIATIVES

- 3.3 Invest in new business development and commercial capabilities through the Division of Research and Innovation to provide a pan-university view and remit, and provide leadership and guidance to academic disciplines.
- 3.4 Establish new administrative capability in consultancy research, providing business development, project management, intellectual property management and post-award management services to assist academic disciplines to increase their capacity and engagement.
- 3.5 Participate in PhD industry internship programs.
- 3.6 Strengthen our participation in industry-oriented grant programs, including specifically the CRC program, the ARC Linkage Program, Academic Health Centres and Advance Queensland.

Executive Lead/s	Deputy Vice Chancellor, <i>Tropical Health and Medicine</i> Deputy Vice Chancellor, <i>Tropical Environments and Societies</i> Deputy Vice Chancellor, <i>Services and Resources</i>
Operational Lead	Pro Vice Chancellor, <i>Indigenous Education and Strategy</i> College Deans

Executive Lead/s	Senior Deputy Vice Chancellor
Operational Lead	College Deans Dean, <i>Research</i> Dean, <i>Graduate Research</i> Director, <i>Research Services</i>





## Promote global citizenship among students and staff

By virtue of our strategic focus on the Tropics, JCU embraces international alliances and cross-cultural experiences. We aim to develop attributes of global citizenship in graduates by providing multicultural and Indigenous Australia experiences.

### INITIATIVES

- 3.7 Develop stronger alliances with State of the Tropics partner universities to facilitate joint programs, exchanges and other opportunities.
- 3.8 Foster global citizenship in our teaching staff and graduates through increasing opportunities for service learning by inbound and outbound staff and facilitating student mobility as an integrated element of a JCU education. This could be achieved through, for example, work integrated learning, student and staff exchanges, conjoint degrees, the New Colombo Plan, study tours, research internships and fieldwork.

Executive Lead/s	Deputy Vice Chancellor, <i>Global Strategy and Engagement</i> Deputy Vice Chancellor, <i>Tropical Environments and Societies</i> Deputy Vice Chancellor, <i>Tropical Health and Medicine</i>
Operational Lead	Pro Vice Chancellor, <i>International</i> College Deans

## How we will measure our success

*Using 2017 as the benchmark, we will assess the effectiveness of our strategies through the following measures:*

1. Increase in commencing and total student load
2. Improved student retention in both undergraduate and postgraduate course-work programs
3. Improved graduate outcomes of students
4. Improved overall student satisfaction
5. Increase in the number of WIL placements
6. Increased research revenue derived from Category 2-4 sources measured via internal data systems
7. Maintenance or improvement in world research based rankings
8. Increase in outbound student and staff mobility
9. Number of higher degree candidates undertaking research and career internships
10. University and community usage of innovation hubs.





# JCU Resources

## Academic Quality and Governance

### **LEARNING, TEACHING AND ASSESSMENT POLICY**

<https://www.jcu.edu.au/policy/learning-and-teaching/learning-teaching-and-assessment-policy>

### **CHARTER OF RESPONSIBILITIES FOR ACADEMIC QUALITY AND GOVERNANCE**

<https://www.jcu.edu.au/policy/learning-and-teaching/charter-of-responsibilities-for-academic-quality-learning-and-teaching>

### **JCU CURRICULUM FRAMEWORK**

<https://www.jcu.edu.au/learning-and-teaching/learning-design/curriculum-framework>

### **JCU OFFER STRATEGY**

[https://www.jcu.edu.au/\\_\\_data/assets/pdf\\_file/0015/120462/jcu\\_139860.pdf](https://www.jcu.edu.au/__data/assets/pdf_file/0015/120462/jcu_139860.pdf)

### **SIX PRINCIPLES OF THE JCU MODEL –**

[https://www.jcu.edu.au/\\_\\_data/assets/pdf\\_file/0014/104234/Six\\_principles.pdf](https://www.jcu.edu.au/__data/assets/pdf_file/0014/104234/Six_principles.pdf)

### **JCU MODEL SHOWCASE, THE EMBEDDING TO THE JCU MODEL INTO CURRICULUM**

<https://www.jcu.edu.au/learning-and-teaching/learning-design/curriculum-framework/showcase-videos>

## Blended and Online Learning

### **JCU STANDARDS FOR BLENDED AND ONLINE SUBJECT DESIGN**

<https://www.jcu.edu.au/learning-and-teaching/learning-design/blended-learning/guiding-documents/standards-for-blended-and-online-subject-design>

## Research Services

### **CONTRACTS AND COMMERCIAL ACTIVITY INFORMATION**

<https://www.jcu.edu.au/research-services/contract-and-commercial>

## Service Learning and Global Citizenship

### **LOCAL GLOBAL CITIZENSHIP IN HIGHER EDUCATION, A FRAMEWORK AND CASE STUDIES FOR CURRICULUM DEVELOPMENT**

[https://www.jcu.edu.au/\\_\\_data/assets/pdf\\_file/0003/374934/LGL-eBook.pdf](https://www.jcu.edu.au/__data/assets/pdf_file/0003/374934/LGL-eBook.pdf)

### **GOOD PRACTICE GUIDE, FACILITATING GLOBAL PERSPECTIVES IN DIVERSE STUDENT COHORTS THROUGH COMMUNITY BASED LEARNING EXPERIENCES**

[https://www.jcu.edu.au/\\_\\_data/assets/pdf\\_file/0004/374935/LGL-GoodPracticeGuide.pdf](https://www.jcu.edu.au/__data/assets/pdf_file/0004/374935/LGL-GoodPracticeGuide.pdf)

# Framework Summary

FOCUS	PRIORITIES	INITIATIVES
<p><i>Create and sustain opportunities for those living in the Tropics to participate in further education and make a valuable contribution to the community, global workforce and attainment of the UN Sustainable Development Goals.</i></p> <p>JCU MODEL ATTRIBUTES</p> <ul style="list-style-type: none"> <li>• Connected to Community</li> <li>• Student Focussed</li> </ul>	<ul style="list-style-type: none"> <li>• Refine and renew programs to meet demand for education and training</li> <li>• Provide clear pathways for students to access and succeed at JCU</li> <li>• Reach a larger group of people by providing engaging, interactive and flexible learning</li> <li>• Provide students with the practical skills to succeed</li> </ul>	<ul style="list-style-type: none"> <li>• Refine our portfolio of sub-degree and undergraduate courses with a specific focus on continuous renewal to meet the current and future needs of the region</li> <li>• Develop a dynamic portfolio of postgraduate coursework and research degrees with a specific focus on alignment with JCU's Strategic Intent, areas of academic excellence and meeting market demand</li> <li>• Adopt a coordinated but nimble approach to support the delivery of modular and bespoke program offerings</li> <li>• Refine domestic and international pathway programs to enable entry to JCU courses. Consider the role of JCU College</li> <li>• Further develop our whole-of-institution intervention strategies, through learning-analytics software and dedicated staff, to identify and provide additional assistance to students at risk of not performing to their full potential</li> <li>• Update and streamline our credit transfer and recognition of prior learning processes to acknowledge credentialed and un-credentialed learning and provide certainty to prospective students about the amount of advanced standing to be granted</li> <li>• Expand the range of programs delivered in an online format and adopt a student-centred and accessible learning management system</li> <li>• Continue to invest in digital transformation, including IT infrastructure and professional development, to support technology-enabled teaching. Establish minimum standards and expectations for online learning</li> <li>• Encourage and provide incentives for academic disciplines to expand the range of courses available at the Singapore campus to meet local demand and capitalise on JCU's presence in South-East Asia</li> <li>• Confirm the arrangements for learning delivery in an Australian metropolitan area and develop a program portfolio to meet student demand in that location</li> <li>• Extend the use of authentic learning and assessment that promotes inquiry, problem-based learning and work-related studies across the curriculum</li> <li>• Promote ePortfolio and Career Development Learning to undergraduate and postgraduate students as a key part of their academic career</li> <li>• Develop opportunities for students to engage with innovation and entrepreneurship through, for example, start-up workshops, research internships and new innovation centres.</li> </ul>





FOCUS	PRIORITIES	INITIATIVES
<p><i>Inspire students and the wider community with the importance of the Tropics and underserved populations.</i></p> <p>JCU MODEL ATTRIBUTES</p> <ul style="list-style-type: none"> <li>• Focused on the Tropics</li> <li>• Culturally Informed</li> <li>• Connected to Community</li> <li>• Research Rich</li> </ul>	<ul style="list-style-type: none"> <li>• Build upon academic and research excellence to raise awareness of issues facing tropical and underserved populations</li> <li>• Contribute to tropical communities through Work Integrated Learning programs</li> <li>• Sustain research excellence and intensify its impact by making it relevant to tropical communities, industries and policy makers</li> <li>• Develop graduates whose learning is enriched by research</li> </ul>	<ul style="list-style-type: none"> <li>• Create deliberate links between the State of the Tropics project team and the academy to leverage resources and data which can be used to inform undergraduate and postgraduate student learning or research on issues impacting on the Tropics and founded on the UN Sustainable Development Goals</li> <li>• Encourage collaboration between colleges and the Indigenous Centre to provide students with the opportunity to acquire a deeper understanding of Indigenous peoples across the Tropics, including their knowledge, world views and contemporary challenges</li> <li>• Strengthen the coordination of opportunities for students to engage with industry and participate in WIL or workplace-based projects through curriculum</li> <li>• Support academic and professional staff involved in WIL and research internship programs through the development of specific WIL pedagogy, the establishment of a 'Community of Practice', workload recognition, and professional development resources</li> <li>• Create a WIL website that provides information and resources for students, staff and host employers and showcases the opportunities for WIL projects to contribute to local communities</li> <li>• Expertly and robustly manage staff succession and recruitment to ensure the ongoing development of areas of demonstrated research strength, especially areas of relevance to the Tropics that take advantage of our locations</li> <li>• Seek external investment in areas of emerging strength</li> <li>• Continuously monitor and develop the portfolio and capabilities of research centres and institutes, including the establishment of a research institute in Singapore</li> <li>• Maintain and extend opportunities for experiential learning through, for example, field-based learning, placements and involvement in research activities</li> <li>• Enrich the student experience through engagement with high-profile researchers.</li> </ul>
<p><i>Be a catalyst for innovation and connection, using international networks, research with impact and continuous learning opportunities to connect northern Australia to the global economy.</i></p> <p>JCU MODEL ATTRIBUTES</p> <ul style="list-style-type: none"> <li>• Internationally Engaged</li> <li>• Connected to Community</li> <li>• Research Rich</li> </ul>	<ul style="list-style-type: none"> <li>• Establish innovation hubs</li> <li>• Deliver relevant research to industries operating in the Tropics</li> <li>• Promote global citizenship among students and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Develop innovation hubs in both Townsville and Cairns</li> <li>• Facilitate community engagement in innovation and entrepreneurship through, for example, start-up weekends or locating industry within our innovation hubs</li> <li>• Invest in new business development and commercial capabilities through the Division of Research and Innovation to provide a pan-university view and remit, and provide leadership and guidance to academic disciplines</li> <li>• Establish new administrative capability in consultancy research, providing business development, project and intellectual property management, and post-award management services to assist academic disciplines to increase their capacity and engagement</li> <li>• Participate in PhD industry internship programs</li> <li>• Strengthen our participation in industry-oriented grant programs, including specifically the CRC program, the ARC Linkage Program, Academic Health Centres and Advance Queensland</li> <li>• Develop stronger alliances with State of the Tropics partner universities to facilitate joint programs, exchanges and other opportunities</li> <li>• Foster global citizenship in our teaching staff and graduates through increasing opportunities for service learning for inbound and outbound staff and facilitating student mobility as an integrated element of a JCU education. This could be achieved through, for example, work integrated learning, student and staff exchanges, conjoint degrees, the New Colombo Plan, study tours, research internships and fieldwork.</li> </ul>

## Glossary of Terms

TERM	DEFINITION / EXPLANATION
ONLINE LEARNING	Subjects, courses or programs where 80 per cent or more of material is delivered in an online format and do not require on-campus attendance.
COURSE	A sequence of subjects which make up a full JCU award such as a degree or diploma.
DIGITAL LITERACY	The ability to locate, evaluate, choose, use and create technologies effectively, critically and safely for lifelong learning. Students require digital literacy to locate, engage, interact, create, share and communicate with a range of learning technologies in order to access subject information, participate in learning activities, collaborate with peers and complete assessment tasks. Staff require digital literacy to communicate, support, motivate and inspire learning for students in contemporary learning environments.
EXTERNAL DELIVERY	Subjects or programs that do not require on-campus attendance.
FIELD EXPERIENCE	An activity that involves a student travelling to and working at a place/s away from the University, is a requirement for a course being undertaken at JCU and is carried out under the general control of a University staff member.
GLOBAL CITIZENSHIP	Empowering students to take an active interest in global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world.
INDUSTRY	A collective term referring to the full range of business, government, non-government agencies and professional bodies with which the university interacts.
INTERNATIONAL EXPERIENCE	Study (including Work Integrated Learning) at an overseas institution or agency undertaken as part of a JCU degree.
LOCAL COMMUNITIES	The communities around our campuses, study centres, field stations and clinical schools.
PROGRAM	A broad term which refers to any type of study at JCU which can be a short course, module, diploma, degree or postgraduate award.
REGION	Our region is defined as northern Queensland, northern Australia, Singapore and the wider Tropics.
RESEARCH/TEACHING NEXUS	The relationship between teaching and research within a university, predicated on the assumption that not only is there a relationship between the two academic activities, but that they are mutually beneficial.
SERVICE LEARNING	A type of experiential learning that allows students to combine academic study with practical experience in a community setting. Service-learning projects generally provide a service to the community.
STATE OF THE TROPICS PROJECT	A project led by JCU which analyses a range of environmental, social and economic indicators to gain an understanding as to whether life in the tropics Tropics is improving.
STUDENT MOBILITY	This is currently provided through the JCU Student Exchange Program that allows eligible JCU undergraduate students to study at an overseas partner institution for up to a year and receive credit towards their JCU degrees. In future it may be applied to students undertaking shorter periods of time away from JCU in order to complete a program or research at an institution within Australia or overseas.
TECHNOLOGY-ENHANCED LEARNING	An umbrella term for a range of delivery methods, including online, flexible or blended learning.
WORK INTEGRATED LEARNING	An umbrella term for a range of approaches and strategies that integrate theory with work practice within a purposely designed curriculum. It can include clinical placements, vacation work, practicums, internships, fieldwork, simulations and volunteer work.

## Abbreviations

TERM	DEFINITION / EXPLANATION
AQF	Australian Qualifications Framework
UN	United Nations
WIL	Work Integrated Learning





