

Annual Report

2017

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The following sections will be reported separately online (not within this report):

- Consultancies
- Overseas travel

Please access at griffith.edu.au/annual-report or on the Queensland Government Open Data website at data.qld.gov.au



Griffith University is committed to providing accessible services to people from all culturally and linguistically diverse backgrounds. If you require assistance to understand the annual report, you can contact the Office of Marketing and Communications on +61 7 3735 6741 to arrange an interpreter to effectively communicate the report to you.

Vision

Our vision is to be one of the most influential universities in Australia and the Asia–Pacific region.

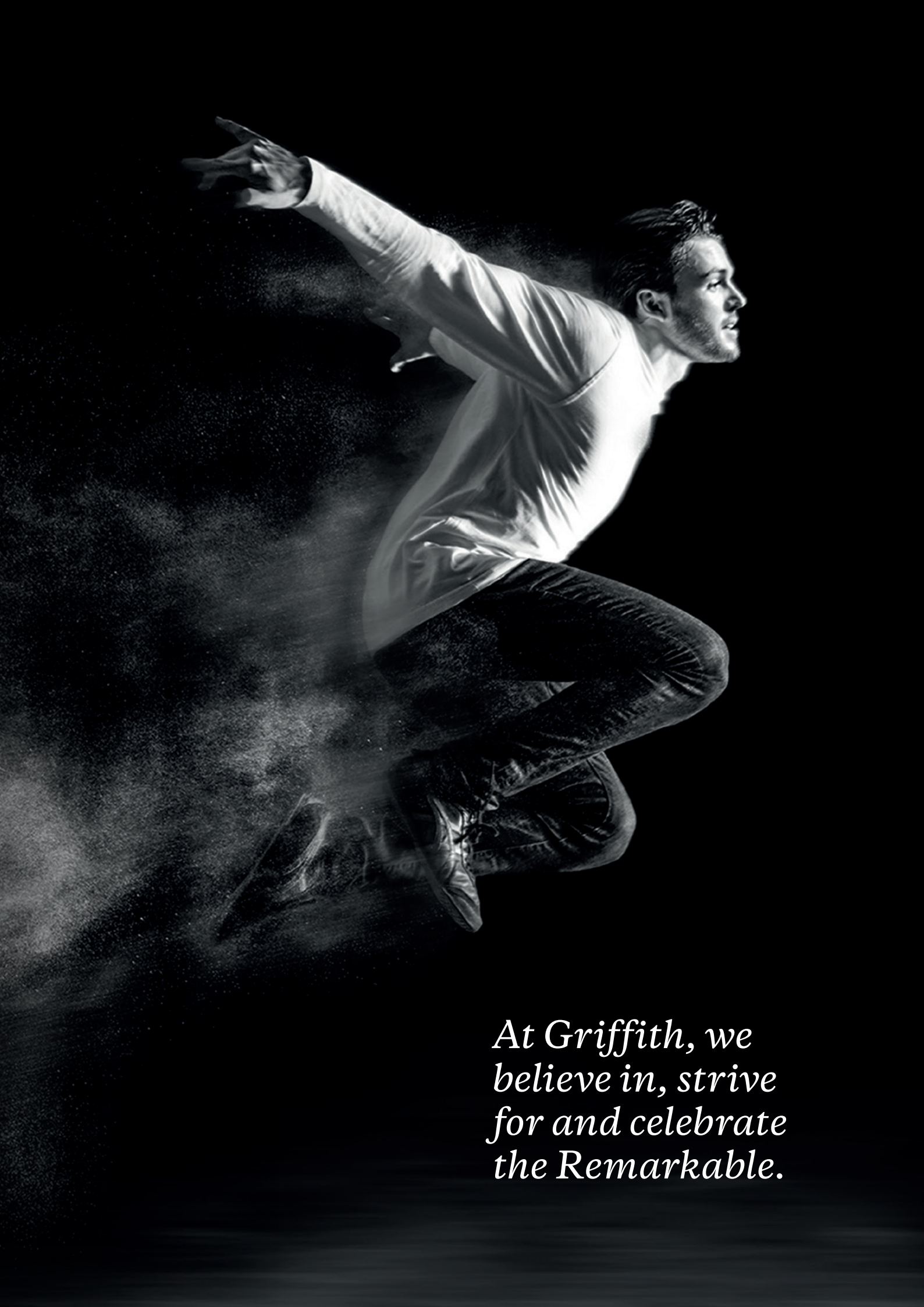
Mission

The mission of Griffith University is to engage in outstanding scholarship that makes a major contribution to society and to produce groundbreaking research. Students will be provided with an excellent education and the capacity to develop and apply knowledge to exercise influence and make meaningful life-long contributions to their communities.

Statement of values and commitments

In pursuit of our vision and mission, the University is committed to:

- rigorous standards of scholarship
- positively influencing our communities through our teaching, research and engagement activities
- engaging students as partners in their education
- recognising our location in the Asia–Pacific and deepening our engagement with the region
- bringing disciplines together to address the key issues of our time
- promoting the respect of individual rights and ethical standards
- participatory decision-making and problem solving
- contributing to a robust, equitable and environmentally sustainable society
- recognising and valuing diversity
- recognising the unique place of First Peoples in Australian history and culture, and enabling and celebrating their continued contributions to the nation.



*At Griffith, we
believe in, strive
for and celebrate
the Remarkable.*

Chancellor and Vice Chancellor's report



Mr Henry Smerdon AM DUniv,
Chancellor



Professor Ian O'Connor AC,
Vice Chancellor and President

The reforms which impact the University's funding envelope include:

- a freeze on total CGS funding from 1 January 2018, set at 2017 funding levels, for bachelor degree courses in 2018 and 2019 (CGS rates would be indexed as per normal, but the total funding a university can receive cannot exceed the total for 2017)
- performance targets for universities to determine the growth in their CGS funding for bachelor degrees from 2020, which would be capped at the growth rate in the 18–64 year old population
- from 1 January 2019, a new allocation mechanism based on institutional outcomes and industry needs for sub-bachelor and postgraduate Commonwealth Supported Places.

The University's response to the MYEFO funding measures will be considered by the University Council early in 2018.

Strategic overview

External environment

The Federal Government announced its 2017–2018 budget on 9 May 2017.

Proposed funding arrangements under the Higher Education Reform Package entail a \$2.8 billion cut to the sector.

The *Higher Education Support Legislation Amendment (A More Sustainable, Responsive and Transparent Higher Education System) Bill 2017* (HESLA) was passed in the House of Representatives on 13 September but was not passed in the Senate.

The Federal Government's Mid-Year Economic and Fiscal Outlook 2017–18 (MYEFO) statement was released on 18 December 2017. The MYEFO statement includes a range of Commonwealth Grant Scheme (CGS) funding reduction measures that do not require legislation. The statement also includes changes to Higher Education Loan Program (HELP) repayment thresholds and introduces HELP lifetime limits.

Strategic Plan 2018–2019

Griffith University's current Strategic Plan covers the period 2013–2017 and implemented the *Griffith 2020* agenda—a multi-faceted project encompassing teaching and learning, research, student scholarships and staff renewal.

During 2017, the Griffith University Council approved a refresh of the Strategic Plan for 2018–2019 underpinned by two new core activity plans—the *Academic Plan 2017–2020* and the *Research and Innovation Plan 2017–2020*.

These two new plans were adopted by the University Council at its June 2017 meeting.

The key drivers of the *Academic Plan 2017–2020* are rapidly changing technology and innovation, and graduate employability. The Plan's emphasis on the quality of the student experience, pathways, improved retention, and graduate outcomes is appropriately attuned to the national agenda and to the issues that are likely to be the focus of the government's performance-based funding criteria.

The specific goals of the new Academic Plan are to:

- enhance student employability through industry-engaged programs that are relevant to students' future career ambitions via strategies focused on employability in the curriculum; innovation and entrepreneurship; and careers support
- deliver high quality curricular and co-curricular learning experiences and support services via strategies focused on quality and innovative teaching programs; an enhanced physical and digital learning environment; enhancing and celebrating good teaching; and strengthening strategic partnerships
- offer student-centred academic programs that are responsive to student needs and expectations via strategies focused on flexible programs; learning in the Cloud; student-centred support; responsiveness to student diversity; and retention.



2017 Australian of the year, Professor Emeritus Alan Mackay-Sim

The new Research and Innovation Plan facilitates a continuation of the University's research momentum and will support Griffith to develop its research maturity in the context of changed national priorities. In this regard, the Plan has been developed within the context of the Commonwealth Government's National Innovation and Sciences Agenda (NISA); and the recommendations of the Australian Council of Learned Academies (ACOLA) *Review of Australia's Research Training Scheme* report.

The specific goals of the new Research and Innovation Plan are to:

- expand and diversify the research income portfolio
- build a culture of research innovation that supports the translation of research outcomes into policy, services and products
- promote and support research excellence
- maintain the load of high quality higher degree by research (HDR) students needed to support completion targets and student career outcomes
- maintain the total volume, and continuously improve the quality of research outputs
- maximise the visibility of Griffith research achievements and impacts
- increase the proportion of females in research-related roles and research leadership positions, and support increasing numbers of Aboriginal and Torres Strait Islander HDR graduates into research-related career tracks.

Griffith celebrated its best ever outcomes in the 2017 QS World University Subject Rankings.

The capability and capacity of the University's workforce is central to achieving the goals of *Griffith 2020* and the *Strategic Plan 2018–2019*. The University's commitment to its academic and professional staff was articulated in a new *Our People Plan 2017–2020* adopted by University Council in April.

The People Plan details the University's strategies to recruit, retain, develop, engage, and value academic and professional staff to support them to deliver on the University's strategic intent.

2017 overview

Griffith University had a remarkable start to the year with the announcement of Professor Emeritus Alan Mackay-Sim as the 2017 Australian of the Year. The award acknowledged Professor Mackay-Sim's life-changing research into the regenerative properties of stem cells and how these can be used to repair damaged spinal cords.

In March, the University celebrated its best ever outcomes in the 2017 QS World University Subject Rankings. Griffith was ranked in the top 100 institutions worldwide in 11 subject areas, including a top 10 position in hospitality and leisure management, and a top 50 position in three other subject areas—nursing, development studies and performing arts. In terms of the number of subjects appearing in the top 50 and the top 100, Griffith was ranked equal ninth in Australia on both lists. A little later in the year, we also achieved our best ever ranking result in the 2017 ShanghaiRanking Global Ranking of Academic Subjects with a total of 30 subjects ranked, placing us 119th in the world.

Chancellor and Vice Chancellor's report

In April, the quality of Griffith's teaching and support services was recognised with the release of the annual Student Experience Survey results. After surveying students across Australia about their entire educational experience, Griffith was placed number two in the country amongst publically funded universities, and number one in the list of large, research intensive universities. The overall satisfaction rate of 84.2% registered by our students was notably higher than the national average of 80%.

The outcomes of a new survey, the Employer Satisfaction Survey (ESS), were also released in April. The ESS forms part of the national Quality Indicators for Learning and Teaching (QILT) suite and measures employer satisfaction and views on generic skills, technical skills, and work readiness of recent graduates in the workplace. The results show that employers were more satisfied with Griffith University graduates, and our graduates were rated more highly by their employers, when compared to the national average. In addition, 94.1% of employers stated that a Griffith graduate's qualification prepared them for their current employment, compared to the national figure of 92.5%.

2017 was a very successful year for the visual and creative arts at Griffith with our students and alumni winning prestigious international awards and the performing arts being placed 46th in the 2017 QS World University Subject rankings. August brought further good news with the release of rankings by Uni Reviews which placed Griffith as the number one creative arts school in Australia.

Another significant achievement in August was Associate Professor Andrew Brooks and his team winning the 2017 Australian Museum Eureka Prize for Environmental Research for their work in trying to save the Great Barrier Reef. Along with climate change, poor water quality from catchment runoff is a major threat to the Great Barrier Reef. The study undertaken by the Griffith team combines a range of innovative field and remote sensing techniques to quantify sediment sources and sinks across this 24,500 square kilometre catchment. The research revealed that aggregations of gully erosion—or gully hotspots—concentrated in a few percent of a catchment's land area, can be the source of 40% of its sediment output. The research also showed how such gullies can be remediated, and what is required in terms of resources and effort to achieve the required sediment and nutrient reduction targets for the Great Barrier Reef, effectively targeting rehabilitation resources in improving reef water quality.

Griffith's research leadership was also in the spotlight in August at the 2017 Women in Technology awards with three of our female scientists recording a clean sweep in the *Research Leader Award* category.

For more than a decade, the excellence of Griffith's teaching has been recognised through national teaching award and citation schemes. Since 2010, Griffith has won more national teaching citations than any other university. This tradition continued in September with our staff receiving five Citations for Outstanding Contributions to Student Learning—the maximum number of citations awarded to any university. Later in the year, Griffith secured two Australian Awards for University Teaching for Programs that Enhance Learning. Our Bachelor of Midwifery program was the recipient of an award for innovation and flexibility in curricula, learning and teaching; while the Griffith Community Internship program was successful in the category of student experiences and services supporting learning, development and growth in higher education.



Griffith students perform in 42nd Street at the Conservatorium Gala

Queensland's 2018 Rhodes Scholar and Griffith medicine graduate Dr Elizabeth Hamilton is committed to improving the human condition through reducing health inequality. Graduating with First Class Honours and a University Medal from Griffith University's School of Medicine in 2016, Dr Hamilton intends to pursue a Master of Science in Global Health Science and Epidemiology at Oxford University. Currently an intern at Townsville Base Hospital, Dr Hamilton has also been a director for the past four years of Ubuntu Through Health, which delivers aid projects in South Africa, Ghana, Kenya and Timor-Leste (East Timor). 'My involvement in Ubuntu and other volunteering roles has cemented principles of compassion and integrity, and my sense of responsibility as a privileged global citizen to serve others,' she says.

Dr Elizabeth Hamilton
*2018 Rhodes Scholar, Bachelor of Medical Science,
 Doctor of Medicine*



In November, the University celebrated its first ever Queensland Rhodes Scholar with Dr Elizabeth Hamilton announced as the 2018 recipient. Dr Hamilton graduated with First Class Honours and a University Medal from the Griffith School of Medicine in 2016. She intends to pursue a Master of Science in Global Health Science and Epidemiology at Oxford University with a goal of working in a global health organisation such as WHO.

During November, Griffith Business School students secured first prize in the prestigious 2017 AMP University Challenge. In its seventh year, the Challenge is a national financial planning competition for tertiary students that aims to identify new talent and promote professionalism. A record 700 students entered the Challenge this year.

Towards the end of 2017, Griffith was awarded more than \$7.5 million from the Australian Research Council—receiving 13 ARC Discovery Projects, one Discovery Indigenous, five Discovery Early Career Researcher Awards (DECRA) and one Linkage Infrastructure, Equipment and Facilities (LIEF) grant. The \$1.7 million DECRA awards had an impressive success rate of 22.7 per cent compared to a national success rate of 16.3 per cent.

One of Griffith University's iconic institutions—the Queensland Conservatorium—celebrated its 60th anniversary in 2017. During the year, the Conservatorium staged more than 250 public performances, with a 10 show season of *West Side Story* one of the highlights. The reception to the production was overwhelming both in terms of audience response and critical acclaim. Attracting almost 6,000 attendees, *West Side Story* became the highest selling production in the history of the Conservatorium.

Most importantly, for the 90 musical theatre students on stage, the 50 students in the orchestra, and the students in the technical and backstage crews, it was an unforgettable learning experience. The Conservatorium Symphony Orchestra also had the privilege of playing the national anthems for the opening of the Ashes test cricket series at the Gabba on Thursday 23 November.

As the Official University Partner of the 2018 Gold Coast Commonwealth Games, Griffith has worked closely with the Gold Coast Commonwealth Games Corporation (GOLDOC) throughout the year to activate strategies to leverage the Games. This has included a student internship program; initiatives to enhance graduate employment opportunities; staff secondments; and consultancy and research activities. The Games will be transformative for the City of the Gold Coast and the State, and Griffith is privileged to be playing a leading role in the delivery of the biggest event in Australia this decade.



Emma McKeon, training for the Gold Coast 2018 Commonwealth Games

Letter of compliance

Report to the Minister for Education and Minister for Industrial Relations

Presented to Parliament by Command

The Honourable Grace Grace MP
Minister for Education and Minister for Industrial Relations
PO Box 15033
CITY EAST QLD 4002

27 February 2018

Dear Minister

I am pleased to present, on behalf of the Council of Griffith University, this Annual Report 2017.

I certify that this Annual Report complies with:

- the prescribed requirements of the *Financial Accountability Act 2009* and the *Financial and Performance Management Standard 2009*, and
- the detailed requirements set out in the *Annual Report Requirements for Queensland Government Agencies*.

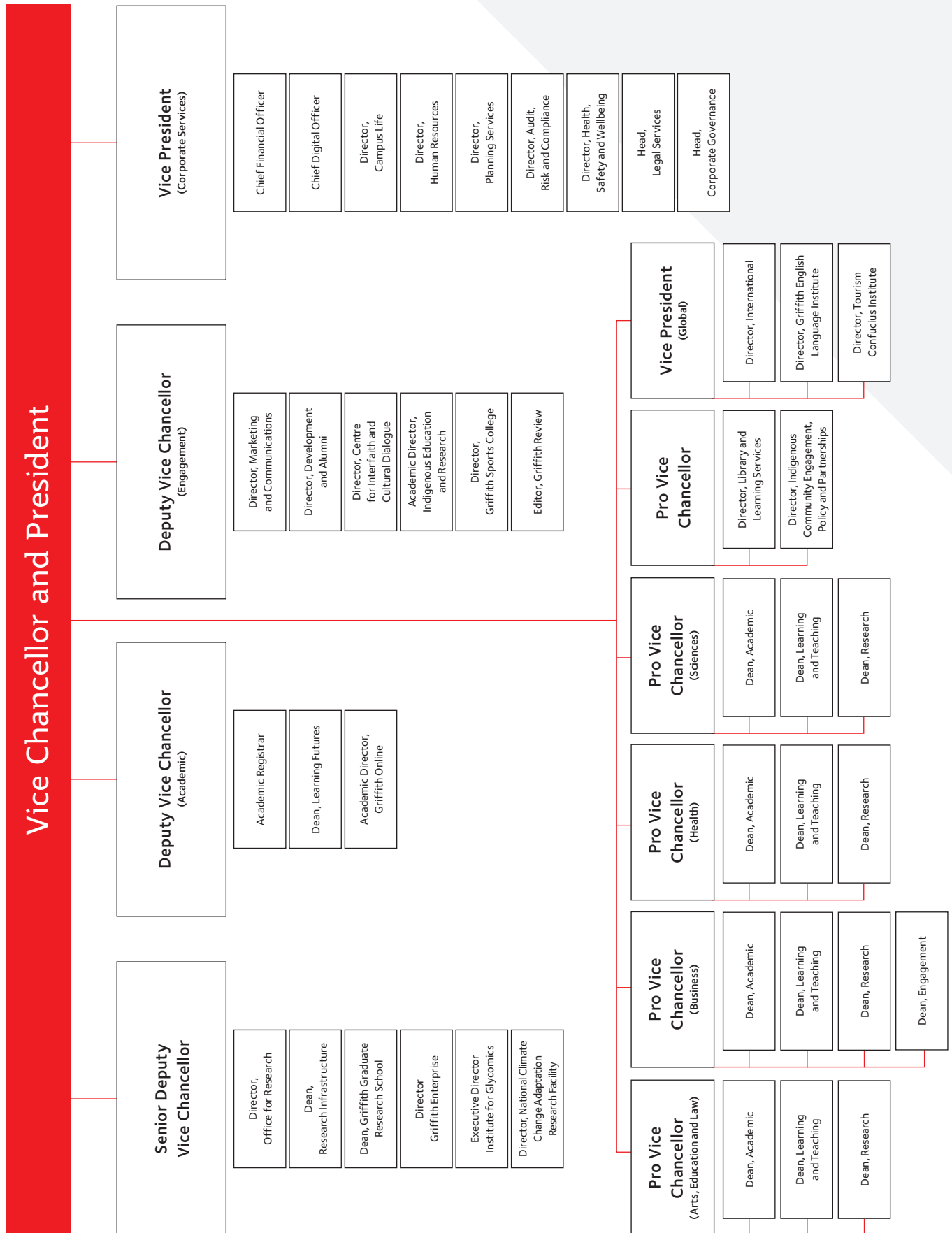
A checklist outlining the annual reporting requirements can be accessed at griffith.edu.au/annual-report

Yours sincerely



Mr Henry Smerdon AM DUniv
Chancellor
Griffith University

Organisational structure



Governance

Management and structure

Establishment

Griffith University was established on 21 September 1971, under the *Griffith University Act 1971*.

University Council

Role

Under the *Griffith University Act 1998*, the Council is Griffith University's governing body and has overall responsibility for the University's sound and effective governance.

The Council approves the University's strategic direction; monitors the University's progress, using agreed performance indicators; and approves the University's budget, policies and delegations of authority. The Council reviews its own performance annually. University committees are subject to biennial review.

Membership

Membership, at 31 December 2017, is listed below:

1) Chancellor

Mr Henry Smerdon AM
(elected as Chancellor on 1 June 2015 up to 31 May 2018)
Ex officio

2) Deputy Chancellor

Ms Rachel Hunter
(elected as Deputy Chancellor on 6 October 2015 up to 31 December 2017)

3) Vice Chancellor

Professor Ian O'Connor AC
Ex officio

4) Seven members appointed by the Governor in Council

Ms Rachel Hunter, Deputy Chancellor, was re-appointed as a Governor in Council member from 31 October 2017 up to and including 30 October 2021, having previously been appointed as a Governor in Council member from 23 July 2015 up to and including 30 October 2017.

The following were re-appointed as Governor in Council members from 31 October 2017 up to and including 30 October 2021, having previously been appointed as Governor in Council members from 31 October 2013 up to and including 30 October 2017:

Mr Clinton Dines
Ms Ann Robilotta-Glenister OAM
Ms Rhonda White

The following were appointed as Governor in Council members from 31 October 2017 up to and including 30 October 2021:

Ms Amelia Evans
Mr Andrew Fraser
Ms Olivia Loadwick

The following Governor in Council members concluded their final terms of office on 30 October 2017:

Mr Ian Alderdice
Mr Mark Gray
Mr Garry Redlich

5) Five members elected under Section 15, *Griffith University Act 1998*

a. Two members of the University's academic staff, elected by academic staff:

Associate Professor Liz Jones, re-elected for a further term of office from 28 October 2017 up to and including 27 October 2021

Professor Alf Lizzio, elected from 24 December 2016; concluded term on 27 October 2017

Professor Gary Rogers, elected from 28 October 2017 up to and including 27 October 2021

b. One member of the University's general staff, elected by general staff:

Dr Naveen Sharma, re-elected for a further term of office from 28 October 2017 up to and including 27 October 2021

- c. One postgraduate student of the University, elected by postgraduate students:

Mr Ritesh Chowdhary, elected from 28 October 2015; resigned from office on 3 July 2017

Mr Vincent Tawiah, elected from 28 October 2017 up to 27 October 2019

- d. One undergraduate student of the University, elected by undergraduate students

Mr David Cody, elected from 28 October 2015; resigned from office on 3 July 2017

Mr Ryan Kungl, elected from 28 October 2017 up to 27 October 2019

6) Four additional members appointed under Section 16, Griffith University Act 1998

Dr Robert Anderson OAM
Ms Sandra Anderson
Mr Craig Bassingthwaite
The Honourable Rob Borbidge AO

The additional members were re-appointed for a further term of office from 1 January 2018 up to 31 December 2019 having previously been appointed by Council as additional members from 1 January 2016 up to 31 December 2017.

Council members are not remunerated for their services as Council members. Staff members who serve as Council members are remunerated only for their substantive role within the University. See p 81 for further information.

Council meetings

In 2017, the Council of Griffith University held six meetings:

16–17 February (strategic meeting) (off campus)
14 out of 18 members attended

3 April (ordinary meeting) (Nathan campus)
15 out of 18 members attended

5 June (ordinary meeting) (Gold Coast campus)
14 out of 18 members attended

7 August (ordinary meeting) (South Bank campus)
15 out of 16 members attended

9 October (ordinary meeting) (Gold Coast campus)
16 out of 16 members attended

4 December (ordinary meeting) (Nathan campus)
15 out of 18 members attended

Council subcommittees

The key committees that report directly to the Council are:

- the Academic Committee, the senior body within the University responsible for teaching and learning, and research policies. Chairperson as at 31 December 2017: Professor Debra Henly, Deputy Vice Chancellor (Academic)
- the Finance, Resources and Risk Committee, responsible for advising Council on critical resource issues, including income projections, operating budget allocations, capital expenditure, financing strategies and risk management. Chairperson as at 31 December 2017: Mr Mark Gray
- the Audit Committee, responsible for assisting the University Council and the Vice Chancellor discharge financial and performance management responsibilities imposed under the *Financial Accountability Act 2009*, Financial and Performance Management Standard 2009 and other relevant legislation. Chairperson as at 31 December 2017: Mr Ian Rodin

External committee members do not receive remuneration.

In addition to these committees, there is one advisory council; namely, the Gold Coast Advisory Council (chairperson as at 31 December 2017: Dr John Kearney OAM). The Gold Coast Advisory Council advises the University Council on strategic directions for teaching, research and community service at the Gold Coast campus.

Enabling legislation

Griffith University is constituted under the *Griffith University Act 1998* as a body corporate and has a common seal.

Functions and powers

The *Griffith University Act 1998* provides for a broad range of functions and powers, including the specific provisions below.

University functions

The University's functions are to:

- provide education to university standard
- provide facilities for study and research generally, and, in particular, for people in the cities of Brisbane, Gold Coast and Logan
- encourage study and research
- encourage the advancement and development of knowledge, and its application to government, industry, commerce and the community

Governance

- provide courses of study or instruction (at the level of achievement the Council considers appropriate) to meet the needs of the community generally, and, in particular, the people in the cities of Brisbane, Gold Coast and Logan
- confer higher education awards
- disseminate knowledge and promote scholarship
- provide facilities and resources for the wellbeing of the University's staff, students and other persons undertaking courses at the University
- exploit commercially, for the University's benefit, a facility or resource of the University, including, for example, study, research or knowledge, or practical application of study, research or knowledge, belonging to the University, whether alone or with someone else
- perform other functions given to the University under this or another Act.

University general powers

The University has all the powers of an individual, and may, for example:

- enter into contracts
- acquire, hold, dispose of, and deal with property
- appoint agents and attorneys
- engage consultants
- fix charges, and other terms, for services and other facilities it supplies
- do anything else necessary or convenient to be done for, or in connection with, its functions.

The University has the powers given to it under the *Griffith University Act 1998* or any another Act, and may exercise its powers inside or outside Queensland and outside Australia.

Council powers

The Council may do anything necessary or convenient to be done for, or in connection with, its functions. The Council has the powers given to it under the *Griffith University Act 1998* or any another Act and, in particular to:

- appoint the University's staff
- manage and control the University's affairs and property
- manage and control the University's finances.

Note. Further details of Griffith University governance are outlined on pages 11–15.

University management

Through its organisational and management structure, Griffith fosters coherence and cooperation across the University in its teaching, research and service, and promotes the efficient and effective deployment of resources (including administrative resources) across its five campuses.

Academic units, including schools and departments are organised into four groups: arts, education and law; business; health; and sciences. These groups facilitate teaching, research and service activities across campuses.

Administrative support services—such as academic and student administration, finance, human resources, digital solutions and campus life—are organised as centralised offices that operate across all campuses.

This structure supports consistent service levels, efficient resource use, and access to professional support and specialist expertise for all areas.

Griffith's approach is to embed quality in all of its processes to achieve excellent outcomes. The culture is one of innovation and responsiveness, of review and improvement.

Responsibility for quality is explicitly assigned to line managers, particularly the Deputy Vice Chancellors, the Pro Vice Chancellors, Deans, Heads of Schools and Departments, and Office Directors—in consultation with key committees.

Compliance with the Voluntary Code of Best Practice for the Governance of Australian Universities

The Voluntary Code of Best Practice for the Governance of Australian Universities (the Code) was approved by the Ministerial Council for Tertiary Education and Employment in 2011. The Code details the best practice requirements for University governance. Compliance with the Code is subject to annual review by the University Council. The University is compliant with all aspects of the Code.

Other governance reports

Audit Committee

The Audit Committee's primary role is to assist and support the University Council (Council) and the Vice Chancellor to discharge the financial and performance management responsibilities imposed under the *Financial Accountability Act 2009*, *Financial and Performance Management Standard 2009* and other relevant legislation. The Audit Committee membership comprises:

- the chairperson, appointed by the Council
Mr Ian Rodin
- one Council member appointed by the Council from amongst the members of Council who is neither a staff nor student member of the University
Ms Sandra Anderson
- one member appointed by the Council from either of the following categories: (i) a member of the Council who is neither a staff or student member of the University (ii) a member external to the University with expertise in auditing and/or accounting
Ms Ann Robilotta-Glenister OAM (term of office concluded on 30 October 2017)
- two members appointed by Council with expertise in auditing and/or accounting
Mr Simon Hancox
Mr Gareth Long.

None of the Audit Committee members may be staff or students of the University. The members are not remunerated.

Throughout 2017 the Audit Committee observed the terms of its Constitution and had due regard to Treasury's *Audit Committee Guidelines*.

In 2017, the Audit Committee held four meetings:

- **24 February**—Nathan campus, four out of five members attended. Major focus: review of Draft 2016 Annual Financial Statements.
- **17 May**—Nathan campus, five out of five members attended. Major focus: Vice Chancellor's annual presentation on strategic issues; annual updates on risk management framework and compliance framework.
- **23 August**—Mt Gravatt campus, five out of five members attended. Major focus: review of external audit strategy; annual review of Audit Committee Constitution; annual review of Internal Audit Charter; annual self-review of performance.
- **15 November**—Nathan campus, four out of four members attended. Major focus: review of 2018 Internal Audit Annual Plan; annual update on cyber security.

At its February meeting, the Audit Committee reviewed the University's 2016 Annual Financial Statements and recommended the Statements to the Chancellor and the Vice Chancellor for signing. The 2016 Annual Financial Statements were subsequently certified by the Queensland Audit Office (QAO) and were tabled in parliament on 31 March 2017.

The Sector Director for Education and Innovation, Queensland Audit Office (QAO) attended three of the four Audit Committee meetings held during 2017 and updated members on a range of matters. The Auditor-General of Queensland's Report on Education Sector Entities 2016 was discussed by the Committee at its August meeting. The Sector Director for Education and Innovation, QAO advised the Committee that Griffith was a sector leader in terms of its cost management framework and strategies.

QAO as the external auditor has appointed Crowe Horwath as their contract auditor.

Crowe Horwath, attended all Audit Committee meetings during 2017 and were present when client strategies and management letters were considered. The Audit Committee reviewed external audit's management letters and the University's responses to ensure any issues related to internal control systems were responded to by management in an appropriate and timely manner. At its August 2017 meeting, the Audit Committee reviewed and confirmed the Client Strategy prepared by the external auditors. The Strategy contained the external audit approach, engagement strategy, data analytics strategy, advice about changes to audit reporting from 2017, and the audit plan for controlled entities.

The Audit Committee monitored internal audit activities throughout 2017. The Internal Audit Charter was reviewed by the Audit Committee at its August meeting and the Vice Chancellor subsequently endorsed the Charter on the recommendation of the Committee.

On completion of planned 2017 internal audits, the Audit Committee assessed the audit report findings and the responses from management. The Audit Committee also monitored implementation of audit recommendations. The 2018 Internal Audit Annual Plan was reviewed by the Audit Committee at its November 2017 meeting and was subsequently approved by the Vice Chancellor on the Committee's recommendation.

At its August 2017 meeting, the Audit Committee completed the annual review of its Constitution and the revised Constitution was subsequently approved by the Council (October 2017).

Management's approach to maintaining a sound and effective control environment was monitored and evaluated by the Audit Committee throughout the year via external and internal audit activities and reporting functions, and reports from University management at Committee meetings.

All Audit Committee meeting minutes were provided to subsequent meetings of the Council. The Committee's *2017 Annual Report to Council* was considered by the December 2017 meeting of the Council. The Report detailed the Committee's performance in relation to its functions, discussed the discharge of its responsibilities under its Constitution and reported on the findings of its annual self-evaluation process.

Other governance reports

Internal audit

The role of the University's internal audit function is to provide an independent, objective assurance and consulting service designed to add value and improve the operations of the University and its controlled entities (collectively, the University) as required by the *Financial Accountability Act 2009*. Internal Audit helps the University to accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control and governance processes.

The function operates under a Charter, which is reviewed by the Audit Committee annually and approved by the Vice Chancellor, and has regard to the Institute of Internal Auditors International Professional Practices Framework and the Queensland Treasury Audit Committee Guidelines.

The internal audit function performs its activities in accordance with its responsibilities under the Charter and follows the internal audit plan, which is reviewed annually, endorsed by the Audit Committee and approved by the Vice Chancellor. The annual audit plan is developed based on review of the University's key strategic and operational risks, discussion with University senior executive, governance committees, external and co-sourced auditors, higher education risk factors, specific management concerns, and other sources such as the Tertiary Education Quality and Standards Agency (TEQSA) Regulatory Risk Framework; and Crime and Corruption Commission (CCC) and QAO reports and plans.

University management maintain risk registers at corporate, and group and divisional levels. Fraud and Academic Fraud risk registers are also maintained. Significant risks identified during audits and audit recommendations are notified to University management and the Audit Committee in a timely manner to enable management to take appropriate remedial action. Mitigating actions being undertaken to address risks and internal audit recommendations are followed up on a quarterly basis by Internal Audit to ensure timely implementation.

The function is independent of management and the external auditors, and reports administratively to the Vice President (Corporate Services) and functionally to the Vice Chancellor and the Audit Committee.

Systems have been established to ensure an effective and efficient internal audit function, including policies, procedures, templates, a quality assurance and improvement program, internal and external quality assessment and reporting to senior management and Audit Committee. The key performance indicators reported by internal audit are reviewed against the internal audit plan and implementation of recommendations.

Internal audit achievements during the year included completion of the annual internal audit plan, which included audit reports with recommendations for internal control and/or business process improvements, completion of grant acquittal reviews and completion and or update of risk assurance maps for key financial processes.

Mr Dhanesh Raniga, Director, Audit, Risk and Compliance and Mr Dimitri Constantinous, Manager, Internal Audit hold appropriate qualifications as required by the *Financial Accountability Regulations 2009*, including Certified Practising Accountant, Chartered Accountant and professional memberships of the Institute of Internal Auditors.

External scrutiny

Griffith University is a registered provider under the Commonwealth *Tertiary Education Quality and Standards Agency Act 2011* (TEQSA Act 2011). The Higher Education Standards (HES) Framework 2015 was established under s58 of the *TEQSA Act 2011* and commenced on 1 January 2017. The standards detailed in the HES Framework 2015 represent the minimum acceptable requirements for the provision of higher education in Australia by providers registered under the *TEQSA Act 2011*.

An external review of the Academic Committee and its subcommittee was undertaken in October 2017. The review was undertaken against the background of TEQSA guidance on academic governance as well as the HES Framework 2015 which includes a requirement that an independent review of the effectiveness of academic governance processes be undertaken at least every seven years.

The external review assessed the effectiveness of the Academic Committee and its subcommittee in contributing towards assuring the quality of the University's educational activities and attaining its strategic academic goals. The review implementation plan was considered and endorsed by Council at its December 2017 meeting. Council noted that the review report concluded that the University has a very robust academic governance system and that it certainly meets the TEQSA Standards on academic governance.

There were no other significant findings or issues identified by any external reviewer about the University during 2017.

In June 2017, the following Queensland Audit Office (QAO) report was tabled in the Queensland legislative assembly: *Universities and grammar schools: 2016 results of financial audits (Report 18: 2016-17)*. This report summarises the results of QAO financial audits of the seven Queensland public universities and their controlled entities with a financial year end of 31 December 2016. It provides an overview of the universities finances at 31 December 2016 and of the financial accounting issues that arose during the audits.

Risk management

Risk management guides University operational and strategic operations. The University has a Risk Management Framework which facilitates sound risk management processes, risk identification and mitigation methodology, training and reporting and establishes responsibilities for implementation of response strategies. A key activity for the Council and for University management is to identify the University's major strategic risks and define mitigation strategies to address these risks. Council endorsed the University's 2017 corporate risk register and associated mitigation strategies at its April 2017 meeting.

Work continues in developing comprehensive and effective Business Continuity Plans to grow capability to deal with unanticipated impact on identified critical processes across the University. This work will continue into 2018 with ongoing review and analysis of critical processes to identify procedural vulnerabilities and develop understanding and capability to respond to disruptive events. Business process improvement occurring as a by-product of Business Continuity Planning also ensures these processes are as resilient as possible.

For further information visit policies.griffith.edu.au/

Workforce planning and performance

The University employs 4,517 full time equivalent staff. The retention rate for staff is 89.67% and the permanent separation rate is 6.58%.

The University is committed to ensuring its workforce is representative of the communities it serves. Workforce plans are part of the planning framework for academic groups and administrative divisions and are strategically aligned with corporate planning processes which focus on core areas—teaching and learning, research and research training, and engagement.

Griffith continues to manage employment practices and workforce issues through a range of strategies, initiatives, policies and employment law. Key workforce strategies include: *Griffith 2020*, *Equity and Diversity Plan*, *Disability Action Plan*, *Reconciliation Action Plan*, the *First Peoples Graduate Program* and *Our People Plan 2017–2020*.

Council approved the *Our People Plan* in April 2017. The *Our People Plan* is the University's inaugural strategic people statement. The Plan's central premise is founded on a recognition that the capability and capacity of the workforce is key to achieving the University's ambitions. The *Our People Plan* aims to bring to life the strategies that need to be implemented to attract, retain, develop and value both academic and professional staff.

Key policies that enable the University to manage employment issues include the Recruitment and Selection Policy and Procedure, Code of Conduct, Personal Relationships in the Workplace, Health and Safety Policy, Privacy Policy, Academic Staff Career Development Framework, and various policies and/or provisions of the enterprise agreement addressing specific employment practices, such as leave, relocation, remuneration, performance and professional development.

For sixteen consecutive years Griffith has been awarded the Employer of Choice for Gender Equality citation by the Workplace Gender Equality Agency (and its predecessor the Equal Opportunity for Women in the Workplace Agency).

Griffith is proudly participating in the first cohort of the Science in Australia Gender Equity (SAGE) pilot of Athena SWAN—a national program promoting gender equity and diversity in science, technology engineering, mathematics and medicine (STEMM). The Griffith Self-Assessment Team (SAT) established in March 2016, has facilitated extensive data gathering, analysis and action planning that will form the basis of the application for an Athena SWAN Institutional Award. The application for the Bronze award will be submitted by March 2018.

Established in 2012, the Griffith Ally Network continued to expand in 2017 to over 120 staff and students. The University community continues to implement actions arising from the *Griffith Pride: Sexual and Gender Diversity Inclusion Strategy (2016–2017)*.

The University's employment policies actively promote flexible work arrangements and the achievement of work-life balance by allowing staff to work flexible hours of work in accordance with the operational needs of the particular work area and the relevant provisions of the enterprise agreement.

The University is committed to a positive health and safety culture and supports employees with programs such as the Employee Assistance Program, the Staff Well-being Program, and support for staff through the Domestic and Family Violence Support Policy. The Staff Well-being program (first launched in 2016) is available to all University staff with events and activities offered throughout the year focusing on the four key areas: Healthy Places, Healthy Lifestyle, Healthy Community and Healthy Minds.

A key focus over the next period will be the development of a leadership framework and suite of development programs for all levels of leadership to strengthen leadership capability to deliver on University strategy. In 2017 the University delivered a number of development opportunities focusing on supporting workplace change in response to the number and scale of change processes initiated during the year.

The University has enterprise agreements covering academic and general staff. Fair Work Australia approved the current agreements in early 2014. Negotiations continue for replacement agreements for both academic and general staff.

Other governance reports

Code of Conduct

The University's Code of Conduct (the Code) affirms the University's commitment to the ethical principles set out in the *Public Sector Ethics Act 1994*:

- integrity and impartiality
- promoting the public good
- commitment to the system of government
- accountability and transparency.

The Code is published on the University's website where it is accessible to staff and students.

Council and University Committee members are also subject to the code. The University actively promotes the Code ensuring it is provided to all new staff members commencing at the University as part of their online induction and the University website provides a frequently asked questions page listing additional information. The Code is referenced in position descriptions and offers of appointment, and is incorporated into relevant development and training programs.

The University also reminds staff of their obligations through an annualised formal communication circulated by the Vice Chancellor. Staff are reminded about the Code and other University policies relating to integrity, including the Griffith University Code for the Responsible Conduct of Research; the Conflict of Interest policy; the Personal Relationships in the Workplace policy; the Gifts and Benefits policy; the Fraud Control policy; the Public Interest Disclosure policy and the Statement Regarding Integrity of Student Admissions, Scholarships and Prizes Processing and Decision Making at the University. These policies are subject to regular review and are accessible to staff and students via the University's website.

Gold Coast Innovation Centre Ltd

Gold Coast Innovation Centre Ltd is a registered public company, limited by guarantee and unlisted on the Stock Exchange. It was incorporated on 27 September 2007 using powers granted under Section 65 of the *Griffith University Act 1998*.

Gold Coast Innovation Centre Ltd was established to encourage the growth of and to mentor emerging technology enterprises in Queensland. It provided support and incubation services and facilities to emerging technology enterprises in Queensland to assist them in the development and commercialisation of their technology.

In 2013 the stakeholders in the company (Queensland State Government, Gold Coast City Council and Griffith University) decided to stop ongoing funding to support its operations beyond 30 June 2013. The company therefore limited its activities to operating as a holding company, retaining equity interests and options over unissued shares obtained in lieu of cash for consulting services rendered whilst those companies were incubated.

Information systems and recordkeeping

The records management function is managed under the wider umbrella of the Information Management (IM) Portfolio in the Office of Digital Solutions. During 2017 the focus has been on initiating actions recommended out of an independent Information Management Maturity Assessment conducted in 2016 to provide a baseline assessment of the University's information management capabilities.

Information governance

The University has continued to mature its information governance practices, primarily evidenced by:

- continued population of the Information Asset Register (IAR) with assets held in our Enterprise Information Systems
- a review of Data Classification Guidelines
- development of an online self-assessment tool for classification of data sets
- embedding mandatory consideration of information governance considerations for all system/application upgrade or implementation projects via Solutions Architecture Board and Change Advisory Board
- engaging a consultant to assist with IM Governance requirements in Microsoft O365 prior to implementation in 2018.

Paper to digital records management

Initiatives include:

- extensive implementation of digital workflows
- implementation of a digital signature application
- automatic transfer of staff recruitment records to the records management system
- automatic transfer of student practicum records to student file.

Recordkeeping systems and controls

Initiatives include:

- migration of digital student records in-house to our records management system by the end of 2018
- documenting an IM Roadmap
- reviewing the Business Classification Scheme
- development and consolidation of personas to guide persona-based access to systems and information into the future
- identifying the changes required to the University Retention and Disposal Schedule as a result of the review of the General Retention and Disposal Schedule, and prepare for submission to QSA in 2018.

There have been no records sent to the Queensland State Archives and no records lost due to disaster.

Government objectives for the community

Griffith University's objectives and activities align with the Queensland Government's objectives for the community through:

- high-quality, student-focused learning and teaching that prepares work-ready graduates of influence in strong demand by employers across a broad range of professions and industries
- ground-breaking research that delivers social dividends and generates the knowledge needed to solve problems
- community service through social inclusion and engagement programs, and innovative partnerships
- pursuit of its Sustainability agenda.

For further information visit premiers.qld.gov.au/publications/categories/plans/governments-objectives-for-the-community.aspx

Sustainability highlights 2017

In October 2017 Griffith University became a signatory of the Universities Commitment to the United Nations Sustainable Development Goals. Griffith launched a new website to highlight the many linkages of teaching and research with each of the 17 Sustainable Development Goals.

Sustainability is one of our commitments in the Griffith 2020 agenda. Griffith's Sustainability Plan 2017–2020 builds on our experience with the initial Plan (2013–2015) and further refines our goals, setting out a strategic framework to continue delivering the University's sustainability agenda.

Progress on our sustainability commitment has been recognised with the University being a finalist in the Green Gown Awards Australasia 2017 in two categories: Institutional Change—Continuous Improvement and Learning, Teaching and Skills.

Other sustainability achievements included:

- A new Bachelor of Environmental Science degree at Griffith was launched. The program equips graduates with the skills and knowledge they need to address the world's sustainability challenges. A common first year structure provides a solid interdisciplinary foundation in the natural and social sciences. Students can then choose to take either one or two majors from four options: environmental management; ecology and conservation; soil and water science; or, urban environments.

- Griffith Business School accelerated plans to dramatically reduce carbon emissions from its MBA program through a solar power initiative at the South Bank campus. A 25 kW solar array was installed at the Graduate Centre, where the MBA operations currently reside. The program, led by the Griffith Centre for Sustainable Enterprise, has already achieved a 15.5% reduction in greenhouse gas emissions over the past two years since the Carbon Neutrality Project was introduced.
- On 21 February 2017, the Hon. Leeanne Enoch, MP, Minister for Innovation, Science and Digital Economy and Minister for Small Business, launched the new GroNATIVE app in the Red Zone at Griffith University—Gold Coast campus. The GroNATIVE app allows people in South East Queensland to select the best native plants for their gardens, and restore native vegetation. Since being launched, the app has been downloaded by more than 6000 people.
- ABC's Gardening Australia visited the Gold Coast campus in October 2017 and filmed a story with Jerry Coleby-Williams, Presenter, Gardening Australia, on the gardens at Griffith. This included the rare and threatened plant walk near the Leneen Forde Chancellery Building and other native plants suitable for gardens that Professor Catherine Pickering, School of Environment, has been promoting. The story will be aired just prior to the Commonwealth Games in 2018.
- The Sustainable Transport Strategy and Implementation Plan 2018–2020 was finalised and approved by the Executive Group.
- The hybrid vehicle changeover profiled sustainability across all areas of the University resulting in reduced costs.
- Four EV charging stations were installed by end 2017, two each at Nathan and Gold Coast campuses.
- The University's Carbon Management Plan 2017–2020 highlights the University's broader commitment to sustainable development and good carbon management.

Research

The *Research and Innovation Plan 2017–2020*, adopted by the University Council in 2017, provides operational support for the implementation of the *Griffith University Strategic Plan 2018–2019* through its goals, targets and strategies.

The overarching research and research training goal is to continuously improve our research performance and, through our research, deliver social dividends. The University has five high level goals for the period 2017–2020, to:

- expand and diversify the research income portfolio
- build a culture of research innovation that supports the translation of research outcomes into policy, services and products
- maintain the load of high quality HDR students needed to support completion targets and student career outcomes
- at least maintain the total volume, and to continuously improve quality of research outputs
- increase the proportion of females in research-related roles, and research leadership positions, and support increasing numbers of Indigenous HDR graduates into research-related career tracks.

Research highlights

Vice Chancellor's Research Excellence Awards

The Vice Chancellor's Research Excellence Awards celebrate the University's research achievements and recognise individual researchers and research groups who have made outstanding contributions to both their discipline and to Griffith's research profile.

The award winners were:

- **Professor Paul Taçon**
Director, Place, Evolution and Rock Art Heritage Unit,
Australian Research Centre of Human Evolution
Research Leadership Award



Professor Cordia Chu AO, winner of the Vice Chancellor's Research Excellence Awards, Research Supervision Award

- **Professor Vicky Avery**
Griffith Institute for Drug Discovery
Senior Researcher Award
- **Professor Cordia Chu AO**
Centre for Environment and Population Health,
Menzies Health Institute Queensland
Research Supervision Award
- **Dr Lyndel Bates**
Griffith Criminology Institute
Early Career Researcher Award
- **Laboratory of Vaccines for the Developing World—
Professor Michael Good, Dr Michael Batzloff, Dr Manisha Pandey, Dr Mehruz Zaman, Dr Danielle Stanic, Dr Sharareh Eskandari, Dr Ashwini Kumar Giddam, Ms Victoria Ozberk, Ms Emma Langshaw, Mrs Ainslie Calcutt, and Ms Jess Powell**
Institute for Glycomics
Research Group or Team Award

For the first time, this year's ceremony included the winners of the Remarkable Minutes competition. Out of 40 entrants who created a diverse range of entertaining and informative video presentations, there were six finalists shortlisted for voting across the University. The two winners were Dr Jason van de Merwe from the Australian Rivers Institute for "Marine wildlife cell-based toxicology" and Mr Chris Little from the School of Engineering and Queensland College of Art for "Creating Windows Into our Past".

Griffith's Professor Emeritus Alan Mackay-Sim 2017 Australian of the Year

Griffith University's Professor Emeritus Alan Mackay-Sim was named the 2017 Australian of the Year by the Prime Minister, The Honourable Malcolm Turnbull MP, at Parliament House in Canberra on 25 January 2017. Professor Mackay-Sim, the former Director of the National Centre for Adult Stem Cell Research, and Professor Emeritus at the Griffith Institute for Drug Discovery, has given hope to thousands of Australians with spinal cord injuries through his world-leading research into the regenerative properties of stem cells and their use in repairing damaged spinal cords.

Recognised as the 2003 Queenslander of the Year, and the 2017 Queensland Australian of the Year, Professor Mackay-Sim spent 2017 fulfilling his duties for the Australian title while still overseeing several research projects at the Griffith Institute for Drug Discovery. Professor Mackay-Sim has championed the use of stem cells to understand the biological bases of multiple brain disorders and diseases such as schizophrenia, Parkinson's disease and Hereditary Spastic Paraplegia. The award reflects the quality of research being done in Australia and helps raise awareness of stem cell research. It also raises the issue of disability in the community and the importance of scientific research to advance clinical therapies.

Griffith research team wins 2017 Eureka Prize for Environmental Research

A Griffith University research team won the prestigious 2017 NSW Office of Environment and Heritage Eureka Prize for Environmental Research. Associate Professor Andrew Brooks led the team from the Griffith Centre for Coastal Management and from Griffith's Australian Rivers Institute, who were recognised at the Awards Dinner at Sydney Town Hall on 30 August, 2017. Along with climate change, poor water quality from catchment run-off is a major threat to the Great Barrier Reef. About 900,000 dump trucks of dirt flows out to the reef on average each year. Sunlight limitation caused by dirty water in flood plumes can kill coral and seagrass, and the effect extends in the weeks and months following floods when the sediment is remobilised by wind and currents. Sediment also contains nutrients which promote the growth of the damaging Crown-of-thorns starfish colonies. The research team has transformed how sediment sources and associated nutrient run-off are identified and targeted in the reef, resulting in a significant shift in government policy and practice, and the team's research findings have directly influenced \$60 million of government funding focused on addressing gully erosion. Funded through the Australian Government's Reef Rescue program, scientists traced the path of fine sediment from its origin in the Normanby catchment in Cape York—the fourth largest catchment draining to the Reef—through to its ultimate destination in the northern reef lagoon. The study combined a range of innovative field and remote sensing techniques to quantify sediment sources and sinks across this 24,500 square kilometre catchment, much of which is only accessible by helicopter. The research revealed that aggregations of gully erosion—or gully hotspots—concentrated in a few percent of a catchment's land area, can be the source of 40% of its sediment output. The study also showed how such gullies can be remediated, and what is required in terms of resources and effort to achieve the required sediment and nutrient reduction targets for the Great Barrier Reef, effectively targeting rehabilitation resources in improving reef water quality.

Research income

Goal

To expand and diversify the research income portfolio.

2017 Higher Education Research Data Collection of research income for 2016

The Higher Education Research Data Collection (HERDC) comprises research income data submitted by universities each year to the Commonwealth Department of Education and Training. Data collected from HERDC is used, along with data from the Higher Education Student Collection, for determining Commonwealth research block funding allocations to universities.

Griffith's HERDC research income for 2016 was \$78 million, an increase of 7.28 per cent over the 2015 figure. Griffith recorded increases of \$4.6 million for Other Public Sector Research Funding and \$3.3 million in Industry and Other Funding, and recorded slight declines of \$2.3 million for Australian Competitive Grants, and in Cooperative Research Centre Funding of \$311,000.

Australian Research Council and National Health and Medical Research Council funding

Griffith achieved excellent funding outcomes in the major Australian Research Council (ARC) schemes, receiving more than \$7.1 million for new research projects. Griffith University was awarded 13 ARC Discovery Projects, five Discovery Early Career Researcher Awards, one Discovery Indigenous, and one Linkage Infrastructure, Equipment and Facilities (LIEF) grant. The \$1.7 million DECRA awards had an outstanding success rate of 22.7 per cent compared to a national success rate of 16.3 per cent. Earlier in 2017, Griffith was awarded \$1.8 million for an ARC Future Fellowship, and two ARC Linkage Project grants. The University continued its success in securing Australian competitive grants through the National Health and Medical Research Council (NHMRC) Research Fellowships (funding commencing in 2018), receiving more than \$2.19 million in research funding, and a further \$3.65 million for five NHMRC Project Grants and one Postgraduate Scholarship.

Research

Selection of Major Grants in 2017

Some examples of Griffith University's major research projects awarded during 2017 are as follows:

ARC Linkage Project for energy efficient smart windows

Professor Huijun Zhao, Director of Griffith's Centre for Clean Environment and Energy, was awarded \$513,210 from the Australian Research Council's Linkage Projects scheme to lead a \$1 million research project into a new kind of low-cost, energy-saving 'smart window'. With the funding and in-kind support leveraged from industry partner organisation Confirmation Australia Pty Ltd, Professor Zhao and his team will develop low-cost and scalable synthesis of functional nanomaterials for smart windows containing glass that is able to change its colour and the amount of light or heat it transmits. The research will also facilitate the commercialisation of the new windows by investigating how the new materials can be integrated into the glass manufacturing process, for wide-spread adoption of energy-saving smart windows, alleviating pressure on energy demand and contributing to a sustainable working and living environment. With the advancement of materials science and the Internet of Things, smart windows will be more prevalent in building automation and energy management. Smart windows can offer several dynamic functions such as self-cleaning, thermochromics and solar-harvesting, and user-controlled functions such as heating, electrochromics, and interactive display, also with significant implications for glass house applications in commercial horticulture.

ARC Future Fellowship research into the unknown 'Ice Age' artists of Borneo

Associate Professor Maxime Aubert, Australian Research Centre of Human Evolution, was awarded a \$1 million Future Fellowship for the project *The unknown 'Ice Age' artists of Borneo*, which will be hosted jointly by the Environmental Futures Research Institute and the Griffith Centre for Social and Cultural Research. The discovery of cave paintings in Sulawesi and more recently in Borneo dating to at least 40,000 years ago has altered our understanding of the origins and spread of the first painting traditions. Associate Professor Aubert's project will build upon these breakthrough discoveries by constructing the first detailed portrait of the cultural and symbolic worlds of the unknown artists of Pleistocene Borneo.

ARC Linkage Project for Nanoscale Sensors

Griffith was awarded an ARC Linkage Project grant for Dr Dzung Dao, Professor Nam-Trung Nguyen, Professor Sima Dimitrijevic and Mr Alan Iacopi, from the Queensland Micro- and Nanotechnology Centre. The team was awarded \$403,000 for its project *Superior Silicon Carbide Nanoscale Sensors for Harsh Environments*. Conducted in partnership with SPT Microtechnologies, the team will develop silicon-carbide nanoscale sensors that will be commercialised to improve the safety and efficiency of systems that operate under hostile conditions.

Advance Queensland Research Fellowships

Griffith University was successful in the latest Advance Queensland Fellowship grants round, through the Department of Science, Information Technology and Innovation, with four researchers awarded approximately \$1.08 million for one early career and three mid-career fellowships. Griffith research projects ranged from *The Personalised Digital Patient: helping children with lower limb deformities*, *Stimulating Regional Tourism through Virtual Reconstruction of Queensland's WWII Heritage*, *Old drug new cause: fighting arthritis caused by Queensland viruses*, to *Decreasing Complications with Mechanical Hearts through Improved Implantation Techniques*.

Chronic Fatigue Syndrome and Myalgic Encephalomyelitis breakthrough

On 21 February, the Honourable Leeanne Enoch MP, Minister for Innovation, Science and the Digital Economy and Minister for Small Business, announced that Griffith researchers had made an important breakthrough in understanding how Chronic Fatigue Syndrome/Myalgic Encephalomyelitis develops and causes clinical illness. The research team, led by Professor Sonya Marshall-Gradisnik and Professor Don Staines, identified a dysfunctional cell receptor in the immune system which seems to be at the core of the problem. The Griffith University breakthrough means we may have a target for therapeutic intervention, which is welcome news to the 250,000 Australians believed to be affected by CFS and ME. The Minister also announced that Griffith's National Centre for Neuroimmunology and Emerging Disease had received a \$4 million research grant from the Stafford Fox Medical Research Foundation to investigate the commercialisation potential of a screening/diagnostics test and to develop potential treatments.

Research benefit

Goal

To build a culture of research innovation that supports the translation of research outcomes into policy, services and products.

With more than 1,700 experts conducting research across all major academic disciplines and research institutes and centres, Griffith's expertise, research capabilities, innovations and knowledge ('intellectual assets') are utilised by government, industry, and the community. Griffith University's researchers provide multidisciplinary and proactive solutions for industry, government and the community.

Projects include:

Queensland Government invests \$5 million in Griffith spinal cord injury pre-clinical trial

The Queensland Government has invested \$5 million over three years for a Griffith University pre-clinical trial for spinal cord injury research. The project is led by Dr James St John, from Griffith's Clem Jones Centre for Neurobiology and Stem Cell Research Centre, and will be conducted across the Griffith Institute for Drug Discovery (GRIDD) and the Menzies Health Institute Queensland. The pre-clinical trial will expand on the work led by current Australian of the Year and GRIDD biomedical scientist Professor Emeritus Alan Mackay-Sim who showed that transplanting olfactory cells from the nose into the spinal cord was safe in humans. The project aims at enhancing a cell-therapeutic approach to cure spinal cord injury and will produce a 3D biodegradable olfactory cell nerve bridge that can be transplanted into the spinal cord to promote regeneration across the injury site. The process for making the spinal cord bridges combines an advanced cell purification technique, natural product drug discovery for cell activation and engineering of the nerve bridge. Following its surgical implantation, it will establish a post-surgery physiotherapy regime to promote functional recovery of patients. The project also has the long-term support from the Perry Cross Spinal Research Foundation and the Clem Jones Foundation. The funding was announced at a ceremony in May, attended by the Premier and Minister for Arts, The Honourable Annastacia Palaszczuk, and The Honourable Curtis Pitt MP, Treasurer of Queensland and Minister for Trade and Investment. The funding will be provided by the Motor Accident Insurance Commission (MAIC), the authority responsible for regulating Queensland's compulsory Third Party Insurance scheme.

Griffith has more than 1,700 experts conducting research across all major academic disciplines and research institutes and centres.



Dr James St John and the team at GRIDD

International partnership in Anti-Infective Research

Researchers from Griffith's Institute for Glycomics are partnering with researchers from the Fraunhofer Institute for Toxicology and Experimental Medicine and the Hannover Medical School for a project called 'iCAIR—Fraunhofer International Consortium for Anti-Infective Research' to develop new anti-infective drugs. The project aims to discover new treatments to combat respiratory viruses including influenza virus and respiratory infection-causing bacteria and fungi. Infectious diseases and antibiotic resistance are a global, and potentially deadly threat. Previously effective antibiotics are becoming less and less effective against multi-resistant bacteria, and there is an urgent need to develop new drugs and treatments to combat infection. The biggest hurdle in developing new medications is getting them from the laboratory into clinical trials, bridging the gap from the discovery of new agents to their development by the pharmaceutical industry into potential medications. iCAIR will be working on the development of anti-infective therapies that take new treatment options all the way from the identification of potentially beneficial substances to the preclinical proof of concept. The alliance will establish a development platform that will cover all the steps of a targeted drug development process, from identifying potential points of attack, right through to drug design and efficacy testing.

Research

International Agribusiness Research

Associate Professor Robin Roberts, from the Griffith Business School and member of the Griffith Asia Institute, was awarded two significant grants totalling \$2.28 million from the Australian Centre for International Agriculture Research, focused on the mango tropical fruit market in the Asia–Pacific region. The first grant focuses on a regional *Mango Agribusiness Research Program* for a two year period to the value of \$890,000 examining key strategic elements of mango trade with mainland China from the export markets of Australia and developing countries in South East Asia (Vietnam, Philippines, Indonesia, Pakistan, Cambodia). Research topics include fruit quality, biosecurity and market entry, market analysis, and capacity building and communication. The second grant of \$1.39 million for the project titled *Improving smallholder farmer incomes through strategic market development in mango supply chains in southern Vietnam* will undertake research for development over 3.5 years. This research will identify opportunities and deliver interventions using a whole-of-chain approach underpinned by a market and economic perspective. The research aims to improve net incomes and livelihoods of smallholder farming communities by increasing market competitiveness of selected mango value chains in southern Vietnam.

National Diagnostic Services for Fetal Alcohol Syndrome Disorder

Professor Sharon Dawe from Griffith's Menzies Health Institute Queensland is leading a consortium which has received funding of \$1.37 million from the Australian Government Drug and Alcohol Program, Department of Health, to lead a three-year, multi-sector study into national diagnostic services for children and their families dealing with Fetal Alcohol Spectrum Disorder (FASD). Fetal Alcohol Spectrum Disorder is a lifelong condition relating to physical, neurological, and developmental damage caused by foetal alcohol exposure. It is expected the study will improve Australian diagnostic tools and contribute to national data collection. Early diagnosis and support is targeted at the early to middle childhood stage, which is when children learn important foundational skills around managing their own behaviours, learning to plan activities, and follow more complex instructions. Children with a FASD need extra help in developing these skills and there is growing evidence that supporting children and their families at this critical time can help reduce some of the damage that has occurred due to prenatal alcohol exposure. The consortium consists of a multi-disciplinary team of industry professionals including pediatricians, psychologists, social workers and occupational therapists alongside researchers from the Gold Coast and Sunshine Coast University Hospitals, Institute for Urban Indigenous Health, Kummara Association, the National Drug and Alcohol Research Centre (UNSW), the University of the Sunshine Coast, and the University of Queensland. The program funding will allow for expansion of the two FASD clinics based in the Gold Coast and Sunshine Coast, and provision of multidisciplinary assessment, diagnosis and follow-up for children and families.

Gold Coast Recycled Water Partnership

A team led by Professor Rodger Tomlinson from the Griffith Centre for Coastal Management successfully tendered to complete the Baseline Water Quality Monitoring Program for the City of Gold Coast. The City of Gold Coast's four sewage treatment plants produce approximately 155 mega litres of recycled water each day. Since the 1980s, up to 20% of recycled water has been re-used in applications such as irrigation. The rest is released into the ocean via two release points on the northern and southern seaway walls. However, the northern and southern release systems are expected to exceed capacity by 2018 and 2024 respectively. The northern system includes the Southport Priority Development Area, Gold Coast Health and Knowledge Precinct, Griffith University, Commonwealth Games Village and Venues, and the Gold Coast Light Rail Corridor. The City of Gold Coast has identified and approved the Baseline Water Quality Monitoring Program as a preliminary measure, prior to more significant investment in a longer-term infrastructure upgrade. The Baseline Water Quality Monitoring Program will provide before and after control impact data, in order to detect any environmental effects from the operation of any future stages of the Council's Long Term Recycled Water Release Plan.

Building Resilience in Community-Based Organisations

The Community Services Industry Association (CSIA) invited the Griffith Business School's Policy Innovation Hub to undertake research to evaluate the community services sector's capabilities in the fields of crisis, business continuity and disaster management. The CSIA is a peak body and key resource for the wide range of community service organisations in responding to the diverse needs of people and communities, and in the promotion of their services and outcomes. The industry comprises 12.4% of the Queensland workforce which represents the largest sector in the State. It is projected to expand by 16.3% over the next five years due to the aging of the population and the introduction of the National Disability Insurance Scheme. Led by Professor Anne Tiernan, the Policy Innovation Hub team identified key community engagement models and existing resources to build community services resilience, and to assess the degree to which community-based organisations are currently engaged in disaster management planning and networks. The research is underpinned by the development of a resilience building planning methodology, and supporting resources and tools for community based organisations.

Griffith's Malaria Vaccine Project Launch

His Excellency General the Honourable Sir Peter Cosgrove AK MC (Retd) Governor-General of the Commonwealth of Australia officially launched the Rotary and Glycomics Malaria Vaccine Project at the Gold Coast campus on 27 March. The research being undertaken by Professor Michael Good AO and his colleagues in the Laboratory of Vaccines for the Developing World could lead to a significant reduction in the global burden of malaria, a disease which kills millions of people each year. The malaria vaccine candidate "PlasProtect" has already been evaluated in initial first-in-human clinical studies. Rotary clubs in South East Queensland and Northern New South Wales aim to raise \$500,000 to support the next stage of development of the vaccine.

Research infrastructure and resources

Launch of The Hopkins Centre – Research for Rehabilitation and Resilience

The Honourable Cameron Dick MP, Minister for Health and Minister for Ambulance Services, launched The Hopkins Centre – Research for Rehabilitation and Resilience on 23 February. The establishment of the new Centre, within the Menzies Health Institute Queensland, capitalises on research partnerships with Metro South, Synapse, Spinal Life Australia, Health Consumers Queensland and the Motor Accident Insurance Commission. The Centre brings together 150 senior clinicians and rehabilitation researchers to improve the outcomes for people with long-term disabling conditions including spinal cord injury, traumatic brain injury, and persistent pain. The Centre focuses on developing effective disability and rehabilitation practices, services and systems that are responsive to the needs of people with disability and high-quality outcomes. The mission is to find better solutions to complex systemic challenges through interdisciplinary collaborative and responsive research that is embedded in practice and informed by people with a disability. The research undertaken by the Centre includes the translation of new practices and technologies enhancing the experience of people with disabilities who use those services.

Following the establishment of the Hopkins Centre: Research for Rehabilitation and Resilience, the Motor Accident Insurance Commission (MAIC), Queensland Government, and the University signed a \$5.3 million funding agreement to support the Centre's research program for five years. The focus of the grant is on developing, translating and implementing interdisciplinary research evidence into improved practices and better outcomes for consumers with permanent disabling conditions. The grant is the culmination of more than 20 years of collaborative research between MAIC, Metro South Health and the University.

Launch of the Harry Gentle Resource Centre

Chancellor Henry Smerdon AM officially launched the Harry Gentle Resource Centre at the South Bank campus on 21 April. The Centre is named after its donor, Harry Gentle, whose extremely generous bequest to the University will fund research and educational initiatives to encourage and highlight the lesser-known aspects and individuals of Australian history up to the 1850s. The centre's current digital projects include Indigenous police in the border regions that became Queensland in 1859, Brisbane policing in the 1850s and mapping the frontier wars of the 1830s–1850s. A mature-age student in his 60s, Mr Gentle fulfilled a lifelong dream of further education when he graduated from Griffith with a Bachelor of Arts in 1984. The Harry Gentle bequest is the largest ever bestowed on the University by an alumnus.

Launch of Griffith's Social Analytics Lab

A new \$1 million Social Analytics Lab on the Mt Gravatt campus was officially launched by the Honourable Mark Ryan MP, Minister for Police, Fire and Emergency Services and Minister for Corrective Services, and the Queensland Commissioner of Police, Ian Stewart on 6 June.

The custom-built Lab is one of only three such facilities in the world, combining high-performance computing facilities with industry standard security. This allows sensitive, de-sensitised administrative data to be stored and studied using advanced analytics to reveal patterns and insights from large complex government agency data. The Lab is a major development for social sciences in Australia and will consolidate Griffith's position at the forefront of innovative social science research.

Griffith's New Australian Centre for Cancer Glycomics

The Institute for Glycomics at the University's Gold Coast campus is now home to the newly-established Australian Centre for Cancer Glycomics. Local Federal Member and Minister for Trade, Tourism and Investment the Honourable Steven Ciobo MP toured the biomedical research Institute that will work towards the discovery of new cancer diagnostics, drugs and vaccines which will have global impact. Glycomics is the study of the carbohydrates that appear on the surface of both healthy and diseased cells. Human cells are covered with a thick layer of carbohydrate chains known as glycans that provide unique cell sugar signatures and form the cell's sugar coat. These signatures play a pivotal role in the life of a cell not the least being their part in determining cancer growth and development.

The Centre is partnering with a range of other national and international institutions including the Chris O'Brien Lifehouse, one of the largest academic cancer centres which is providing access to patient data and thousands of stored cancer tissue samples. The newly formed Centre has also initiated a major collaboration with Distinguished Professor Judith Clements AC, Scientific Director of the Australian Prostate Cancer Research Centre, and has also engaged local surgeons, such as Gold Coast oncology surgeon Dr Nic Crampton, in establishing a dedicated Melanoma Cell Bank.

The custom-built Social Analytics Lab is a major development for social sciences in Australia.

Research

Launch of Griffith Institute for Drug Discovery

On 5 July, Queensland Premier the Hon Anastacia Palaszczuk MP officially launched the new purpose, direction and name of the Griffith Institute for Drug Discovery (GRIDD). GRIDD's vision is to be a world-leading drug discovery Institute that recruits and supports outstanding people; that provides an inclusive environment and exceptional resources for drug led discovery and characterisation; and that partners effectively with stakeholders to facilitate translational outcomes.

Formerly the Eskitis Institute for Drug Discovery, the new name positions the institution for the opportunities ahead and focuses on the search for new treatments targeting diseases such as cancer, Parkinson's disease, malaria, antibiotic resistance and spinal cord injury repair. Since 2003, the Queensland Government has provided more than \$20.9 million in funding for the Institute to help support research, including \$5 million in funding earlier in 2017, for research into spinal cord injury repair. GRIDD's other key supporters include the Clem Jones Foundation, Perry Cross Spinal Research Foundation, Aegium, Parkinson's Queensland, and the Commonwealth Government. The launch of GRIDD also provided an opportunity to celebrate the life-time work of Professor Ron Quinn AM, the Foundation Director of the Eskitis Institute for Cell and Molecular Therapies (now known as GRIDD) from 2003 to 2016. Professor Quinn's significant contributions to the Institute and to the University were recognised through the naming of the GRIDD Seminar Room 1.04 as the "Professor Ron Quinn Seminar Room".

Launch of Cities Research Institute

On 25 May, the Mayor of the City of the Gold Coast, Tom Tate, officially launched the Cities Research Institute. Originating in the Urban Research Program in 2004, the research team comprising the new Institute has grown to 70 academic members, 35-plus adjunct members and more than 120 PhD scholars. Based across Griffith's Gold Coast and Nathan campuses, the City Research Institute is focused on four key themes of intelligent infrastructure, quality places and changing communities, smart cities and coastal resilience and urban water. Experts including transport and land use planners, civil engineers, system modellers, environmental scientists, economic and social researchers, coastal engineers, geographers and architects drive research in these themes and collaborate on a range of projects. With more than 13 years' experience, the research group has consolidated its reputation as one of Australia's leading centres for high quality and practically relevant research on the many and varied challenges facing cities in Australia and the wider region.

Research training

Goal

To maintain the load of high quality HDR students needed to support completion targets and student career outcomes.

2017 Scholarship Rounds highlights

A total of 1,256 scholarship applications for higher degrees by research (HDR) were received in 2017 (for the mid-year and end-of-year scholarship rounds combined) with 407 applications considered to meet the highest level for admission (Honours 1 or equivalent). As at December 2017, HDR load was 1,578 full-time equivalents (FTE) against 1,639 for 2016, with 337 confirmed HDR completions.

Excellence in Graduate Research Education Awards

The Australian Council of Graduate Research (ACGR) announced the winners of its inaugural national Excellence in Graduate Research Education Awards at a ceremony at the University of Technology, Sydney, on 8 June. These national awards were established to publically promote outstanding performance in higher degree research supervision, leadership and industry engagement. Griffith University was recognised in two of the three award categories. Professor Donna Pendergast, Dean and Head, School of Education and Professional Studies, received a Special Commendation for Excellence in Graduate Research Supervision, and Professor Catherine Pickering, Deputy Head (Research), Griffith School of Environment, received a Special Commendation for Excellence in Graduate Research Leadership.

Griffith leads international higher degree by research project

Griffith University will lead a consortium of Queensland Universities in a project designed to enhance the experience of international higher degree by research (HDR) candidates. The project was awarded \$45,000 from the International Education and Training Partnership Fund, with matching funding from the university partners, and will deliver an employability program while building cultural competency and global citizenship capabilities in international and domestic HDR candidates. A key strength of the project is its support by all universities in Queensland, both financially and conceptually. The 3,200 international HDR candidates are a valuable cohort for Queensland universities constituting 19% of those Australia-wide and representing countries such as China, Iran, Bangladesh, India, Sri Lanka and Vietnam. The \$6 million International Education and Training Partnership Fund is an initiative of the Palaszczuk Government's \$25.3 million International Education and Training Strategy to Advance Queensland.



Griffith 3MT 2017 finalists and judging panel, Gold Coast

International Student Research Forum

Ten Griffith PhD candidates successfully competed for the opportunity to represent Griffith at the twelfth International Student Research Forum (ISRF), hosted by the University of Nebraska Medical Centre, in Omaha Nebraska, from 4–8 June 2017. As per the eligibility criteria, the candidates (seven from Griffith Sciences and three from Griffith Health) are all conducting research in the two Areas of Strategic Investment: Health and Chronic Diseases and Drug Discovery and Infectious Diseases. The mission of the ISRF is to provide an international stage for graduate research students to collaborate beyond the boundaries of disciplines and nationalities. The Forum began in 2005 and has continued annually, with the Forum schedule and location decided jointly by the five governing institutions: Griffith University, the University of Tokyo, the University of the Chinese Academy of Science, the University of Nebraska Medical Centre, and the University of Southern Denmark. Feedback from the candidates who attended was overwhelmingly positive, with all expressing gratitude to Griffith for the opportunity to showcase their research in an international forum and build relationships with international researchers. Griffith University has agreed to host the 2018 ISRF, scheduled for the week commencing 25 June 2018.

Three Minute Thesis Competition—Griffith Final

The Griffith Three Minute Thesis (3MT) Final was held at the Gold Coast on 6 September with finalists from each of the four Academic Group heats competing for the top prize of \$1,000 and the honour of representing Griffith in the 2017 Asia–Pacific 3MT final to be held at the University of Queensland on Friday 29 September. Heidi Walkden was the overall winner, impressing the judges with her presentation on how bacteria penetrate the Central Nervous System by invading peripheral nerves.

Heidi is a PhD candidate in Neuroscience and Microbiology, working with both the Menzies Health Institute of Queensland and the Griffith Institute for Drug Discovery. Griffith Business School PhD candidate Api Movono was the runner-up with his presentation: *Tourism destinations as complex adaptive systems*. The People's Choice award went to PhD candidate Maria Antonio from the School of Medicine, for her presentation titled *International Trade in Health Services in the Philippines: Winner or Loser?*

Prestigious UNESCO Internship for HDR Candidate

In 2017, Griffith Business School HDR candidate Brad McConachie successfully secured a six-month internship with the United Nations Educational, Scientific and Cultural Organization (UNESCO) in Beijing. Under the supervision of Professor Andrew O'Neil and Professor Ian Hall, Brad's PhD thesis focuses on international education's contribution to Australia's public diplomacy through the establishment of a network of opinion leaders. Following an internship with the Australia Studies Centre at Peking University, Beijing, while completing his honours program in 2014, Brad returned to Beijing during his PhD after winning an Endeavour Scholarship to complete a year of his studies at Peking University in the Institute for Social Science Survey. Whilst in Beijing, Brad was successful in gaining an internship at UNESCO, which he will undertake alongside his PhD research.

Research

Research outputs

Goal

To at least maintain the total volume, and to continuously improve quality of research outputs.

Research Publications

Griffith continues to collect research publications data for annual performance reports in 2017 and for the next Excellence in Research for Australia 2018 submission. The publications collection for 2016 showed a slight increase of 1.54 per cent in total weighted publications, from 2,331 in 2015 to 2,367 in 2016, mainly due to an increase in refereed journal articles.

Griffith's Human Evolution researchers in Top 10 Science Breakthroughs of 2016

Griffith University's Australian Research Centre for Human Evolution made the list of Top 10 Science Breakthroughs for the year. The world-first Aboriginal genome research conducted by Professor David Lambert's group was one of three international collaborative studies that tracked the ancient wave of migration from Africa. Among the team recognised were authors Dr Michael Westaway, Dr Sankar Subramanian, and PhD student Joanne Wright, who all contributed to the *Nature* paper published in 2016. The international collaborative research showed how DNA studies put new twists on the timing of human migrations out of Africa. Aboriginal Australians and New Guinea's native Papuans descend from a distinctive mix of Eurasian populations that, like ancestors of other living non-Africans, trace back to Africans who left their homeland around 72,000 years ago. It is the second time that researchers from the centre have been listed in *Science*'s top 10 breakthroughs. Associate Professors Adam Brumm and Maxime Aubert were also listed in the Top 10 *Science* breakthroughs of 2014.

Griffith's Quantum Research Publication in Nature Photonics

Published in the July 2017 *Nature Photonics* journal, researchers from Griffith's Centre for Quantum Dynamics have demonstrated that certain optical measurements using photons—or single particles of light—can be performed with a higher level of precision than could ever be achieved without quantum techniques. Theoretical physicists have previously postulated that certain pairs of light beams containing a specific number of photons can be used to extract the maximum amount of measurement information per particle. In this technique, photons are entangled between two light beams, with one beam interacting with the object being measured, and the other beam serving as a reference. The challenge is that the entangled quantum states are sensitive to photons 'going missing' when they are scattered in the measurement device. The Griffith research team, led by Professor Geoff Pryde, used their low-loss photon source in combination with high efficiency detectors—in collaboration with the National Institute of Standards and Technology in the USA—to minimise the chance of photons going missing.

This allowed Professor Pryde's team to unconditionally demonstrate the advantage of using photon quantum measurement techniques to improve measurement precision. Advancements in how precisely things can be measured have consistently resulted in new breakthroughs in science and technology, and ultimately, the hope is that these quantum-enhanced measurements can be used to measure sensitive samples—such as quantum materials and biological systems—extracting the maximum information with minimum damage to the sample.

Griffith Geochronologist helps rewrite our Species' History

Professor Rainer Grun, Director of the Australian Research Centre for Human Evolution, was part of an international research team that dated the oldest *Homo sapiens* fossils on record at the archaeological site of Jebel Irhoud, Morocco. A skull, face and jaw bones, identified as being from early members of our species, have been dated to about 315,000 years ago. The findings, reported on the June 2017 front cover of the *Nature* journal, are indicating that *Homo sapiens* appeared more than 100,000 years earlier than previously thought. And while most researchers have placed the origins of our species in East Africa about 200,000 years ago, the fossils revealed a complex evolutionary history of mankind that likely involved the entire African continent.

Peter Lyon Memorial Prize of The Round Table Journal

In 2017, Professor Ian Hall, from the School of Government and International Relations, was awarded the prestigious Peter Lyon Memorial Prize of *The Round Table* Journal for his article, 'Multialignment and Indian Foreign Policy under Narendra Modi', published in the journal in June 2016. Founded in 1910, *The Round Table* is Britain's oldest international affairs journal, and provides analysis and commentary on all aspects of international affairs. The journal is the major source for coverage of the policy issues concerning the contemporary Commonwealth and its role in international affairs, with occasional articles on themes of historical interest. The Peter Lyon Memorial Prize is an annual prize for the best policy-oriented article on a theme of significance for the contemporary Commonwealth published in *The Round Table* journal. The prize is awarded by the editor, following advice both from the publishers and from the journal's editorial and international advisory boards. It was instituted in memory of Peter Lyon (1934–2010), Reader in International Relations at the Institute of Commonwealth Studies, University of London, and Editor of *The Round Table* from 1983 to 2004.

**Griffith University's
Australian Research Centre
for Human Evolution has
again made the list of Top 10
Science Breakthroughs.**

Staffing and equity

Goal

To increase the proportion of females in research related roles, and research leadership positions.

To support increasing numbers of Indigenous HDR graduates into research-related career tracks.

Lowitja Institute Research Grant

Griffith Postdoctoral Fellows Dr Sarah Woodland, from the Queensland Conservatorium Research Centre (QCRC), Dr Vicki Saunders, from Griffith Criminology Institute and Indigenous Research Unit, and Dr Leah Barclay (QCRC) were awarded a Lowitja Institute Grant of \$46,000 for their project, *Listening to Country: Exploring the value of acoustic ecology with Aboriginal and Torres Strait Islander women in prison*. The project will also receive support from Queensland Corrective Services.

The aim of 'Listening to Country' is to explore the value of acoustic ecology to promote cultural connection, maintenance and wellbeing among Aboriginal and Torres Strait Islander women in prison. Acoustic ecology is the study of the relationship, mediated through sound, between human beings and their environment. The researchers will work with women in Brisbane Women's Correctional Centre to produce a one-hour immersive audio work based on field recordings of natural environments, and investigate, through Indigenous story work, its effects on their social and emotional wellbeing and cultural maintenance.

Introduction of Indigenous Australian HDR Top Up Scholarship

The Commonwealth Scholarship Guidelines (Research) 2017 provided universities with the flexibility to offer Australian Government Research Training Program Stipends at an 'enhanced' rate to specific 'classes of students' including Indigenous candidates. Given the University's commitment to supporting Indigenous Australian participation and success in research, as clearly articulated through the University's Research and Innovation Plan, a Griffith University Indigenous Australian Higher Degree Research Top Up Scholarship has been introduced, following endorsement by the Board of Graduate Research.

The top up scholarship, valued at \$10,000 per annum, is available to Aboriginal and Torres Strait Islander HDR candidates who are in receipt of an Australian Government Research Training Program Stipend Scholarship or a Griffith University centrally-funded scholarship. The introduction of additional financial support to Indigenous candidates in receipt of a stipend scholarship carries the key objectives of supporting the participation of Indigenous Australians in research training and investing in their success through the appropriate provision of funding.

Appointment of Director, Griffith Asia Institute

Following an international search, Dr Caitlin Byrne was appointed Director of the Griffith Asia Institute (GAI) in 2017. Dr Byrne brings to the role academic expertise focused on diplomacy in the Asia-Pacific region combined with practitioner experience of leading policy advocacy and reform across government, business and the academic sectors in Australia and overseas. Dr Byrne was previously Assistant Professor of International Relations at Bond University. Her teaching and research interests relate to challenges and innovations in diplomacy, with a special focus on Australia's public diplomacy in the Asia-Pacific region. She is currently leading funded projects on Australia's sports diplomacy, and diplomacy's digital challenges. She is also a Faculty Fellow of the University of Southern California's Centre for Public Diplomacy (CPD). Prior to entering academia, Dr Byrne held a range of management and policy roles across government, including with the Department of Foreign Affairs and Trade (1993–2001), the Queensland Government's Office for Women (2003–2005) and Department of Communities (2009–2010). She has carried out commercial and contract research and consultancy for a range of government and business organisations.

New ATSI PhD Scholarships Jointly Funded by Queensland Government and Griffith University

A new \$200,000 partnership between Griffith University and the Queensland Government will open up academic opportunities for Aboriginal and Torres Strait Islander Peoples. These scholarships will allow Aboriginal and Torres Strait Islander researchers to explore and document different perspectives on wages and savings that were stolen or controlled under former governments' so-called 'Protection Acts'. These research projects will inform how Indigenous and non-Indigenous people in Queensland understand the impacts of the Protection Acts across a 90-year period. A robust and thorough study of our past will help to bring new important perspectives to historical accounts and commentaries, and enrich the future of all Queenslanders in the process.

Research



Professor Paul Taçon was awarded the Rhys Jones Medal for Outstanding Contribution to Australian Archaeology



Professor Kathy Andrews, winner of the Life Sciences Research Leader Award category of the 2017 Women in Technology Awards

Researcher awards

Rhys Jones Medal for Outstanding Contribution to Australian Archaeology

In December 2017, Griffith's rock art expert Professor Paul Taçon was awarded the Rhys Jones Medal for Outstanding Contribution to Australian Archaeology. The Medal has been presented since 2002 and is the Australian Archaeological Association's most significant award. Professor Taçon, the Founding Director of Griffith University's Place, Evolution and Rock Art Heritage Unit, has been leading a national campaign to protect and manage our rock art for future generations. In May 2016, he was awarded one of 16 national 2016 ARC Australian Laureate Fellowships. These highly prestigious awards support outstanding Australian and international researchers and research leaders to build Australia's research capacity. Professor Taçon is one of only two people to have received both a Laureate Fellowship and a Rhys Jones Medal.

Wunderly Oration Medal

Professor Jennifer Martin AC, Director of the Griffith Institute for Drug Discovery, is the second woman to receive the prestigious Wunderly Oration Medal in its 27 year history for her work promoting women in science. Professor Martin was awarded the medal when she delivered the oration on the value of gender equity in scientific research globally, at the Thoracic Society of Australia and New Zealand Annual Scientific Meeting in Canberra in May. The Wunderly Oration honours the memory of Sir Harry Wyatt Wunderly, the first Commonwealth Director of Tuberculosis.

Superstar of STEM

Dr Róisín McMahon, from the Griffith Institute for Drug Discovery, was one of 30 female scientists and technologists named the first Superstars of STEM—spokespeople and role models for young women and girls to consider a career in science, technology, engineering and mathematics.

An early career researcher, Dr McMahon's research is in investigating new antimicrobial drug targets and identifying chemicals to block their activity, seeking to disrupt the ability of bacteria to assemble the weapons that they need to cause disease. Antibiotic resistance is a looming health catastrophe, undermining routine medical procedures and threatening a return to death from common infections. Dr McMahon communicates her research through publications, short films, and conferences, and she also recognises her responsibility as a scientist to communicate to a wider audience. Dr McMahon writes for *The Conversation* and seeks to actively build a connected and open science community via student and peer mentoring, social media, and via her position on the Australian Academy of Science's EMCR Forum Executive Committee.

2017 Women in Technology Awards

Professor Kathy Andrews was announced as the winner of the Life Sciences Research Leader Award category of the 2017 Women in Technology Awards at a Gala dinner on 1 September 2017 at the Royal International Convention Centre. The award recognises a research leader with more than seven years' postdoctoral experience, making a recognised contribution to the field of life sciences research and development. Professor Andrews leads the Tropical Parasitology laboratory at the Griffith Institute for Drug Discovery (GRIDD). Her work focuses on the discovery of new drugs for malaria. Professor Andrews obtained her PhD in 1998 from Griffith, followed by postdoctoral work on a malaria vaccine project at the Queensland Institute for Medical Research. She has published more than 80 papers and supervised more than 20 PhD and Honours students. In 2016, she started the "That's RAD! Science" project to inspire in children an interest in the exciting world of STEM. In addition to Professor Andrews, Griffith's Professor Sally-Ann Poulsen and Dr Lara Herrero were the other two finalists in the Life Sciences Research Leader Award category.

Paul Bourke Award for Early Career Research Award (2017)

Dr Elise Sargeant, from Griffith's School of Criminology and Criminal Justice, was awarded the prestigious Paul Bourke Award for Early Career Research (2017) by the Academy of Social Sciences in Australia. Five years after graduating with her PhD, Dr Sargeant's research expertise in the field of policing includes citizen and officer perceptions of police and policing as well as procedural justice and police legitimacy. Published in top-ranking criminology, sociology and policing journals, Dr Sargeant's research has received significant scholarly recognition with more than 470 citations. Her work was also cited in the 2015 final report of the President's Task Force on 21st Century Policing presented to then US President Obama.

2017 LiFE Research Award

Since its establishment in 1997, Griffith's Australian Institute for Suicide Research and Prevention (AISRAP) has built up an international reputation as the home of leading researchers and practitioners in suicide prevention. In undertaking its research, the Institute has been able to transcend national borders and view the challenge of suicide prevention from a global perspective. The work of the AISRAP was acknowledged with the presentation of the 2017 LiFE Research Award at the national Suicide Prevention Conference held in Brisbane on 28 July. The Research Award recognises the contribution by an Australian researcher or group of researchers towards increasing knowledge around suicide and suicide prevention. In particular, the award pays tribute to researchers who have combined research with best practice and generated findings that drive improvements in suicide prevention practice.

2017 Health Services Research Association of Australia and New Zealand, Distinguished Investigator Mid-Career Award

Professor Amanda Wheeler, Professor of Mental Health was announced as the winner of the 2017 Health Services Research Association of Australia and New Zealand Distinguished Investigator Mid-Career Award. The Distinguished Investigator Awards recognise researchers who have made a significant contribution to the field of health services and health policy research in Australia and New Zealand through scholarship and teaching, advancement of science and methods, and leadership (relative to level of award).

Royal Institution of Australia Bragg Membership

Professor Jennifer Martin AC, Director of the Griffith Institute for Drug Discovery, has been honoured by His Royal Highness Prince Andrew as a Bragg Member with the Royal Institution of Australia. Named after prominent Australian Pioneer scientists, Sir William Henry Bragg and Sir William Lawrence Bragg, the membership is the highest category of membership awarded by the Institution and recognises excellence in scientific achievement and commitment to science communication. As a new inductee, Professor Martin joins 36 other distinguished Bragg Members including former astronaut Andy Thomas, developer of the HPV vaccine Professor Ian Frazer AC, as well as Nobel Prize winners, Professor Brian Schmidt AC and Dr Elizabeth Blackburn AC. During 2017, Professor Martin was also awarded the Wunderly Oration Medal and was elected to the Australian Academy of Science.

Morselli Medal

Professor Emeritus Diego De Leo, former Director of Griffith's Australian Institute for Suicide Research and Prevention, was awarded the Morselli Medal by the International Academy for Suicide Research (IASR). The Morselli Medal is awarded every two years by IASR to an individual who has made an outstanding and important lifetime contribution to the study of suicidal behaviour and/or suicide prevention. This is the Academy's most distinguished award and is intended to be a "lifetime achievement" award. The Award is named in honour of Enrico Morselli, late of the University of Genoa's School of Medicine who is regarded as being the first scientific, statistically informed epidemiologist in suicidology.

The Australian Institute for Suicide Research and Prevention has been able to transcend national borders and view the challenge of suicide prevention from a global perspective.

Research

Margaret Tobin Award

Providing the first community-based Post Traumatic Stress Disorder treatment for war veterans is just one of the achievements of Professor David Crompton, the latest recipient of the Margaret Tobin Award. Named in honour of the late Dr Margaret Tobin, the prestigious honour was awarded to the Royal Australia New Zealand College of Psychiatrists Fellow, who made the most significant contribution to administrative psychiatry in the region over the preceding five years. Professor Crompton is the new Director of Griffith's Australian Institute for Suicide Research and Prevention and also the Executive Director of Metro South Addiction and Mental Health Services.

Griffith Researcher Elected to Global Anti-Corruption Board

Professor A J Brown, from the Centre for Governance and Public Policy, was elected for three years to the board of directors of Transparency International (TI), the peak global organisation working against corruption. TI has representatives from 91 countries, with another 22 countries in attendance.

Digital Poet wins Queensland Literary Award

Digital artist and writer, Dr Jason Nelson, a senior lecturer at Griffith's College of Art, won the inaugural Digital Literature Award at the 2017 Queensland Literary Awards, for his digital poem *Nine Million Branches*, where the audience is invited to read, play and explore through an interactive landscape. The Digital Literature Award, worth \$10,000 is awarded to an exceptional work of transmedia or digital literature showcasing innovation in storytelling. It's the largest of its kind internationally and sponsored by the Queensland Government and the Queensland University of Technology.

2017 Churchill Fellowship

Dr Chris Carty from the Menzies Health Institute Queensland received a 2017 Churchill Fellowship which will support travel to the USA and Belgium to learn the latest 3D printing solutions for the treatment of children with bone deformities.

Visiting Professorship at Peking University First Hospital

Dr Frances Lin, School of Nursing and Midwifery, was awarded the first visiting professorship at Peking University First Hospital. The visiting professorship is in recognition of Dr Lin's ongoing commitment and contribution to the Hospital's research program development, and her efforts in promoting evidence based practice, and translating research evidence into clinical practice in China.

Visiting Fellowship at the National University of Singapore

Professor Haig Patapan, Centre Director, Centre for Governance and Public Policy, was awarded the prestigious Isaac Manasseh Meyer Visiting Fellowship by the National University of Singapore (NUS). Professor Patapan visited the Department of Political Science, NUS, in August where he presented two lectures. He also discussed the next round of the NUS-Griffith Politics Symposium that was first held in Brisbane 2016. The Symposium is intended to encourage research and collaboration and develop long term links between Griffith and NUS scholars.

Chinese Academy of Sciences Distinguished Visiting Professor

Professor David Shum, Dean (Research) Health Group, was appointed by the Chinese Academy of Sciences as one of three Distinguished Visiting Professors at the Institute of Psychology in 2017. The appointment is for a period of five years.

Prestigious Fellowships

Fellow of the Australian Academy of the Humanities

Professor Susan Best, Director of Griffith's Centre for Creative Arts Research, was elected as a Fellow of the Academy of the Humanities in Australia. Professor Best is a leading feminist art historian, known internationally for theorising the affective dimension of late modern and contemporary art as well as for re-examining the relevance of aesthetics in feminist thinking about art. Her research has been widely acclaimed as constituting a major methodological innovation in art history, demonstrating how the work of key women artists of the 1960s and 70s transformed the avant-garde protocols of the period by introducing an affective dimension to the vocabulary of late modern art. Fellows of the Academy are elected in recognition of the excellence and impact of their scholarship in the humanities.

Fellow of the Australian Academy of Science

Professor Jennifer Martin AC, Director of the Griffith Institute for Drug Discovery, was elected as a Fellow of the Australian Academy of Science. Professor Martin is an internationally renowned protein crystallographer. She has made seminal discoveries in bacterial redox biochemistry, including revealing how the DsbA enzyme assembles bacterial 'weapons', and validating DsbA as a target for novel antibacterials that are now being developed. Through her role as a founding member of the Science and Gender Equity (SAGE) Steering Committee, Professor Martin helped implement the Athena SWAN pilot to address gender equity in science. Professor Martin is a strong public advocate for science with an inspirational and highly effective science communication record. The Australian Academy of Science is a Fellowship of the nation's most distinguished scientists, elected by their peers for outstanding research that has pushed back the frontiers of knowledge. Fellows are eminent by reason of their attainments in natural science.

Fellow of the American Academy of Nursing

Professor Wendy Chaboyer, Menzies Health Institute Queensland, was one of two Australians inducted as a Fellow into the American Academy of Nursing. Selection criteria for Fellows of the Academy include evidence of significant contributions to nursing and health care, and sponsorship by two current Academy fellows. Applicants are reviewed by a panel comprised of elected and appointed fellows, and selection is based, in part, on the extent the nominee's nursing career has influenced health policies and the health and wellbeing of all.

Fellow of the International Society of Biomechanics

Professor David Lloyd was elected Fellow of the International Society of Biomechanics and joins Professor Peter Milburn as the second Fellow from Griffith to be honoured by the world's pre-eminent biomechanics group. He joins a distinguished international group of only 14 in recognition for their contribution and service to the discipline.

Fellow of the Royal Australian Chemical Institute

Professor Sally-Ann Poulsen, Griffith Institute for Drug Discovery, was elected a Fellow of the Royal Australian Chemical Institute (RACI). The Fellowship is awarded in recognition of a RACI member who is in a position of eminence within the chemistry profession. Election is based on:

- services rendered to the RACI
- academic qualifications and honours
- experience and status
- creative achievement in chemistry
- responsibility and contribution to chemical science.

Learning, teaching and the student experience

While change and uncertainty remained the defining tropes of the higher education sector in 2017, Griffith seized this disruption as an opportunity for transformation. The year began with the release of the new *Academic Plan 2017–2020*, setting out a bold, future-focused vision 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.

Underpinning this vision are three high level goals, formed from the driving themes of the *Griffith 2020* agenda:

Goal 1. Engaged and relevant—Enhanced student employability through industry-engaged programs that are relevant to students' future career ambitions.

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, to graduate with the skills and knowledge to succeed in their future careers, and become influential advocates for Griffith.

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.

Griffith has embraced an institution-wide approach to transformation. This is being achieved through continued adoption of innovative learning and teaching approaches, incorporation of new technologies, increased support for employability and entrepreneurship activities, growth of our online presence, enhancement of learning spaces and further building staff capability. This was also the first year of the new academic calendar, running three 12-week trimesters. Students embraced the flexibility the trimester model offered, with growth in enrolments of 108% when compared to the equivalent teaching periods of the year before.

Griffith again delivered exceptional results for learning and teaching practice in 2017. Our position as the most awarded university in the national teaching awards was maintained, with academic staff recognised for excellence in programs that enhance learning and outstanding contributions to student learning. Griffith was also ranked second amongst public universities for overall student satisfaction¹.

Our students also continued to excel, supported through initiatives that enhance their learning experiences and ensure their preparedness for the changing world of work. Compelling evidence of this can be found both in the exceptional results Griffith achieved in the Employer Satisfaction Survey and in the achievements of our remarkable alumni. This was highlighted in 2017 with Griffith medicine graduate Dr Elizabeth Hamilton being announced as Queensland's 2018 Rhodes Scholar, and Ms Emma Dale, graduate and University Medallist in the Bachelor of Science in Ecology and Conservation with Honours receiving a Chairman's Circle John Monash Scholarship to further her research at the University of Oxford.

Our position as the most awarded university in the national teaching awards was maintained in 2017.

¹ 2016 Student Experience Survey data

Enrolments

Student Enrolments		2015	2016	2017*
Total Enrolments		46,017	46,503	47,307
Academic Career	Bachelor degree	34,352	34,066	35,272
	Higher degree coursework	5,256	5,594	5,422
	Higher degree research	2,010	2,030	2,015
	Other postgraduate	2,499	2,769	2,698
	Other	1,900	2,044	1,900
Attendance Type	Full Time	34,478	33,925	34,371
	Part Time	11,539	12,578	12,936
Campus	Gold Coast Campus	18,471	18,647	19,247
	Logan Campus	2,253	2,095	1,919
	Mt Gravatt Campus	4,108	3,755	3,621
	Nathan Campus	12,812	12,765	12,515
	South Bank Campus	3,424	3,202	3,172
	Off Shore	1,015	837	793
	Online	1,843	4,216	5,041
	Other Campus	2,091	986	999
Citizenship	Domestic	37,239	37,874	39,008
	International	8,778	8,629	8,299
Enrolment Type	Commencing	19,027	19,125	19,431
	Continuing	26,990	27,378	27,876
Gender	Female	26,456	26,846	27,656
	Male	19,556	19,620	19,609
	Other	5	37	42
Group	Arts, Education and Law	13,788	13,415	13,652
	Griffith Business School	11,178	11,291	11,437
	Griffith Health	11,575	12,237	12,840
	Griffith Sciences	7,661	7,526	7,443
	Other	1,815	2,034	1,935

*2017 figures are preliminary

Student enrolments during 2017 tracked higher than both previous years' actual and current year targets, due largely to strong Trimester 3 uptake. Both commencing and continuing domestic undergraduate student numbers were the primary driver of increased enrolments, while the Gold Coast campus continues to grow and remains the largest of the University campuses.

Three of the four academic groups experienced a rise in student demand, with Sciences' discipline numbers slightly down on previous years. Students turned increasingly to the flexibility of online learning during 2017, making it the largest 'campus' of choice after Gold Coast and Nathan.

The environment for recruiting international students continued to be challenging in 2017, with recent regulatory changes at the federal level and international geopolitical events again affecting recruitment from a number of markets. Conversely, strong demand for the University's new trimester model saw enrolments exceed budget. Continuing student numbers also continued to improve, offsetting further declines in postgraduate coursework commencements.

In 2017, Griffith welcomed 862 study abroad and exchange students, and facilitated more than 1,252 Griffith students participating in an overseas experience.

Implementation of the Academic Plan 2017–2020

The major focus of the academic community in 2017 was the approval and implementation of the *Academic Plan 2017–2020*. With *Griffith 2020* as a foundation, and aligned with the *2018–2019 University Strategic Plan*, the new Academic Plan has paved a clear way forward for learning, teaching and the student experience with an emphasis on preparing our students for success in a period of volatility and disruption. The new Plan has guided further work on introducing programs that align with the needs of students, industry and the community. It also places a strong focus on employability, innovation, entrepreneurship, cross-disciplinary collaboration, digital technologies and transformation, global mobility and the capabilities required for success at university and beyond. Significant outcomes are outlined beneath each of the three high level goals of the Plan below.

Learning, teaching and the student experience

Goal 1.0 engaged and relevant

The *Academic Plan 2017–2020* positions employability as a cornerstone for delivering a remarkable student experience and supporting student success. Goal 1 articulates a clear commitment to preparing our students for their professional life post-graduation to: *enhance student employability through industry-engaged programs that are relevant to students' future career ambitions.*

The Plan goes on to outline a range of strategies and projected targets for ensuring that Griffith delivers on this commitment. The Employability Committee, a subcommittee of the Learning and Teaching Committee chaired by the Deputy Vice Chancellor (Academic), leads these initiatives, which have involved extensive collaboration between the academic and professional staff. Industry are also increasingly engaged in program planning discussions and are regularly consulted during course development and review to ensure the skills graduates acquire are relevant to their needs.

Employability in the curriculum, on campus, and in the community

Over the last few years there have been significant improvements in most academic programs to ensure students are exposed to learning and assessment that focuses on their professional development. This continued in 2017 with many more programs offering work-integrated learning, internships, international experiences, entrepreneurial projects, service learning and capstone courses. Each academic group has also developed specific career-focused modules.

In addition to the employability initiatives that are embedded in the curriculum, students are increasingly seeking opportunities through co-curricular and extra-curricular activities on campus and in the community to develop their employability skills and professional acumen. In 2017 Griffith endorsed a proposal to introduce an employability achievement record in 2018 for students called Griffith Graduates of Influence. This will draw together the full range of initiatives that support student employability (in curricular, co-curricular and extra-curricular activities) within an institution-level framework to recognise and reward student engagement, while also supporting students' career development. Students will use the online PebblePad platform to collect and document evidence of their developing career readiness and attainment of the Griffith Graduate Attributes.

ePortfolios (PebblePad)

The uptake of PebblePad in 2017 has been robust with integration occurring in more than 250 courses across the University and engaging more than 9,100 active users. Academic staff, supported by learning and teaching professionals, have provided student-centred learning experiences through reflection, evidencing of competencies, scaffolded learning experiences, and more.

Griffith graduate attributes project

A suite of online resources, available through the new Griffith Graduates of Influence website was created to support student understanding of the Griffith Graduate Attributes and to assist staff to embed them within teaching and assessment. Resources focus on what the attributes mean in application and in the context of employability, and provide suggestions for ways they can be taught, assessed and demonstrated. Along with illuminating the Griffith Graduate Attributes and their importance, the site also explains the connection between the attributes and 17 transferrable skills identified as the most sought after by industry.

Community internship courses

Community internship courses are work-integrated learning options with the not-for-profit sector. These courses enrich the Griffith experience by personally challenging students to address real issues faced by a community while enhancing their employability. Through Griffith Community Internship courses students develop citizenship skills in a practical way. The courses are available as free-choice electives, or listed as recommended employability electives and core courses in 95 different Griffith degree programs, representing 25 broad degree areas. Course enrolments continued to grow in each trimester of 2017, with more than 2,800 students enrolled over the year, contributing more than 140,000 volunteer hours to the not-for-profit sector. Sixty percent of students continue to volunteer following their internship experience. Funding was received through the New Colombo Plan in 2017 over and above the funding won in 2016 to enable more Griffith students to experience global Community Internship experiences. In addition to being awarded a citation by the Australian Awards for University Teaching in 2016, the Community Internships team went on to be further awarded a 2017 national Program Award for Programs that Enhance Learning.

GC2018 Commonwealth Games internships

As an official partner of the Gold Coast 2018 Commonwealth Games, Griffith students have the exclusive opportunity to undertake internships with the Games organising body GOLDOC, in the lead-up and staging of the largest sporting event in Australia this decade. This unique internship program enables students to gain work experience, credit towards their degrees, and enhance their employability.

Up to 240 students have been placed or offered an internship across a number of functional areas including Engineering Services, Communications and Engagement, Information Technology, Volunteer Engagement, Press Services, Sponsorship, HR, and Sustainability and Legacy. Student feedback of the experience has been very positive, with many saying the placement exceeded their expectations. At least 30 students have also been offered paid roles. The final and largest intake of students commenced their placements in January 2018.

Student Investment Fund

Officially announced in October 2017 and planned for introduction in curriculum from Trimester 1 2018, the Student Investment Fund provides outstanding finance students with access to Queensland's largest student-managed investment fund, totalling \$250,000. Finance students will enrol in a course where they will analyse, evaluate and invest in socially responsible, ASX listed companies, making authentic investment decisions with access to real funds and live data.

The Fund provides an unparalleled student experience. Eligible students will be mentored by a team of expert staff and industry professionals and will use Griffith's state-of-the-art Trading Rooms, equipped with 24 Bloomberg Terminals, investing in their career and the future of business. All profits will be reinvested into student scholarships.

Colombo Plan Scholars

In 2017 six Griffith University students were awarded New Colombo Plan Scholarships—another exceptional outcome for the University. Worth up to \$67,000 each, the scholarships fund students to study at leading universities in Singapore, Japan, Hong Kong and China. Scholars are selected from a national pool and are recognised as high achieving students who show a commitment to their community and potential as future leaders. It also provides students with an opportunity to enhance their cultural understanding and employment potential and to create lasting bonds in the region. The successful Griffith recipients were Kimberley Bates (Criminology and Criminal Justice/Psychological Science), Grace Manahan (Law/Government and International Relations), Nicholas Mclean (Law), Conor Gould (Engineering), Oliver Thompson (Government and International Relations/Asian Studies), and Samantha Wilson (Business/International Tourism and Hotel management).

In addition to the six New Colombo Scholars of 2017, former New Colombo Plan Scholar Courtney Organ (Business with Honours) has been nominated to represent the host location of Japan as a mentor to new scholars. Ms Organ will join recipients for a welcome ceremony and support them in networking with representatives from government, business and the diplomatic corps.



New Colombo Plan Scholarship winner and mentor, Courtney Organ

Learning, teaching and the student experience

Griffith Honours College

The Sir Samuel Griffith Scholarships scheme is a comprehensive, generous and flexible scheme for high-achieving students. All successful Sir Samuel Griffith Scholarship applicants are invited to participate in the Griffith Honours College (GHC) as one of the benefits of their scholarship. The GHC is an extracurricular program which provides students with networking, leadership experiences and transferable skills to increase their employability on graduation.

GHC students are encouraged to engage in local, national and international community activities in conjunction with their studies. In 2017, GHC members engaged with Mentors in Violence Prevention, Mental Health First Aid for Youth, the Queensland Country Women's Association, Operation Christmas Child, OzHarvest, Livin and the local Beelamong Community Farm. In addition, the team received a further grant from Brambles/CHEP to complete a project addressing food wastage. At the National Championships for ENACTUS (which supports entrepreneurial projects to improve quality of life), the Volunteering Club Griffith ENACTUS reached the Semi-Final round.

GHC students also represented the University at the International Youth Leadership Conference (Prague, Czech Republic) and at the Hult Prize Regional Finals. Two teams of Griffith alumni and postgraduate students were selected from more than 50,000 applications to compete in the regional finals of the Hult Prize in London and San Francisco, which is a start-up accelerator for budding young social entrepreneurs.

Griffith University staff and students receive support from the GHC to apply for prestigious scholarships and awards. The number of prestigious scholarships awarded to Griffith University alumnus, staff and students in various programs continues to grow each year, in 2017:

- one alumnus received the 2018 Queensland Rhodes Scholarship
- one alumnus received a Churchill Fellowship
- eight alumni, staff and students received Endeavour Awards
- six students received New Colombo Plan Scholarships
- three students received Golden Key International Honour Society Scholarships.



Griffith Honours College students at the National Championships for ENACTUS which supports entrepreneurial projects to improve quality of life. The Volunteering Club Griffith ENACTUS made it through to the Semi-final round

Griffith Sports College

The Griffith Sports College (GSC) is a central coordination unit for fostering elite athletes and helping them to devote time to training and competition while studying. The GSC currently supports approximately 450 students. The GSC works closely with the University's Student Recruitment team, and administers the Griffith Schools Sports Awards for all 35 secondary schools on the Gold Coast, attendance at school events, and guest speaking at school sports excellence programs.

The GSC continues to strengthen external relationships with industry, sporting clubs and sporting bodies including the Australian Institute of Sport, Broncos (NRL), Titans (NRL), Lions (AFL), Suns (AFL), Firebirds (netball), Swimming Australia, Oceania sport, Roar (football), Queensland Academy of Sport, Gold Coast Academy of Sport, NSW Institute of Sport, and the Victorian Institute of Sport.

After a successful 2016 where Griffith was the number one university in the country for athlete success at the Olympics and ranked 9th in the world for gold medal athletes, 2017 was yet another remarkable year with more than 75 athletes representing Australia on the world stage in 30 different sports. The University also had four international students represent their home nation in international competition. The Sports College has also had four students pre-selected for the 2018 Gold Coast Commonwealth Games. The Director of the GSC, Olympic gold medallist in rowing Duncan Free OAM, was appointed to the Queensland Sport Hall of Fame in November.

In 2017, the Sports College collaborated with Swimming Australia to successfully bid to host a high performance swimming program on the Gold Coast campus. The University also fielded a women's rugby 7's team in the inaugural National Sevens University Series in partnership with Australian Rugby. It also received a Commonwealth Games Federation grant to conduct research and a series of training camps on the Gold Coast for the Oceania region in the lead up to the GC2018 Commonwealth Games. A formal partnership with the Gold Coast Titans was also established.



Two teams of Griffith alumni and postgraduate students were selected from more than 50,000 applications to compete in the regional finals of the Hult Prize in London and San Francisco, which is a start-up accelerator for budding young social entrepreneurs

The Griffith Blues Awards were held in November 2017 to celebrate the University's outstanding athletes and acknowledge their performances throughout the year. Athletes who represented at the senior level were awarded the Full Blue while those representing in various age categories or World University Championships were awarded the Half Blue.

The Most Outstanding Sporting Achievement was awarded to:

Tameka Butt (Women's Football)

Masters of Business/Masters of Marketing

Clare Polkinghorne (Women's Football)

Master of Criminology and Criminal Justice

The Griffith Academic Athlete of the Year was awarded to:

Lauren Brown (Women's Rugby 7's)

Bachelor of Business

Innovation and entrepreneurship

In addition to activities embedded within our degree programs, multiple experiences were available for students to develop skills in entrepreneurship and innovation. These activities were significantly expanded in 2017 in response to increasing student demand. The launch of two innovation and entrepreneurship websites in 2017 illustrates Griffith's growing ecosystem, and brings together and communicates the growing range of initiatives available to students, staff, researchers, industry and the community.

Entrepreneurship in our academic programs

During 2017, the Griffith Business School collaborated with other academic groups to co-develop and extend courses in entrepreneurship.

The undergraduate entrepreneurship course Entrepreneurship and New Business Ventures offered by Griffith Business School as part of an Entrepreneurship Major focuses on the initial steps of the entrepreneurship process and is available to all students. In 2017, this course was renewed to encompass entrepreneurship in multiple disciplinary contexts. From 2018, it will be available as an introductory entrepreneurship course for students studying in any discipline, with academic experts from different disciplinary areas teaching into the course. It has a 'hands on' approach to understanding the tools used by entrepreneurs across the globe, including design thinking, business model canvas and Lean Launchpad. Students learn and engage through a variety of experiences which focus on problem solving, creativity, critical thinking and innovation.

Supporting extracurricular entrepreneurship activities

Griffith is committed to supporting students to extend their entrepreneurial skills through extra-curricular opportunities, on campus and in the community. In 2017, Griffith students were actively engaged in initiatives that were supported by Federal, State and Local Governments, including those below:

- 3 Day Startup (Advance Qld)
- Create Qld (Advance Qld)
- Global Roundup (Advance Qld)
- Myriad Festival (Advance Qld)
- Startup Catalyst (Advance Qld)
- CSIRO ON Prime (Federal)
- MBA Global Business Challenge
- GovHack and Startup Weekend (Federal, State, Local).

Entrepreneurship in the community

The Logan-based innovation centre, GLO@Logan, is part of a consortium with Redlands City Council and Logan City Council. In 2017 they were successful in securing \$1 million in funding from the Advancing Regional Innovation Program (ARIP) to deliver programs over a period of three years. This funding will support the Entrepreneurship Seminar Series, the GLO@Logan Entrepreneurial Innovation Challenge, a co-working building, and other innovation and entrepreneurship focused initiatives. Initiatives hosted in 2017 are listed below:

- **Questacon Teacher Professional Development Workshop**
Thirty teachers, entrepreneurs, and students engaged in hands-on and collaborative activities to solve problems in STEM using design thinking approaches.
- **Entrepreneurship Seminar Series**
Over the 2016–2017 timeframe this seminar series attracted 1,415 community participants, highlighting the capacity for continued strong engagement with community and industry through this event. The series is a component of the ARIP and the overall Griffith Logan Engagement Strategy.

2017 was another remarkable year for athlete success with more than 75 athletes representing Australia on the world stage.

Learning, teaching and the student experience

- **Logan Startup Weekend: Techstars**

The inaugural Logan Social Enterprise Startup Weekend was run as part of the Techstars startup weekend program held at Substation 33. Startup Weekend is a 54-hour event developed by TechStars and runs all around the world. The winning team, Power to Papua obtained \$3,000 in funding, and travelled to Jakarta to source eWaste to implement their idea of a Powerwell—a device constructed of electronic waste—to support the community.

- **Independent Social Enterprise Expo**

The aim of the Expo was to increase awareness of social enterprises and not-for-profit organisations in the Logan area and to develop solutions for assisting each other in achieving positive social change.

- **GLO @Logan Entrepreneurial Innovation Challenge: Health and STEM**

Seventy-four Year 9 students from 12 public and one private high school in the Logan and Redlands region participated in the GLO three-day challenge to solve a topical health issue using technology. Students were mentored throughout the challenge by Griffith student ambassadors and staff; government, business and community members; as well as commercial and social entrepreneurs.

Yunus Social Business Centre Griffith University

The Yunus Social Business Centre (YSBC) Griffith University was established in 2017 to contribute to Nobel Peace Laureate Muhammad Yunus' philosophy of alleviating poverty through social business. It serves to educate and provide seed funding to individuals to set up and start social business ventures that are self-sustaining, and where profits will be re-invested to generate sustainable social impact.

Griffith University is proud to actively support and promote Muhammad Yunus' philosophy which closely aligns with our values in achieving social justice, sustainability, responsible leadership and social enterprise.

gen[in] Shaping Queensland Entrepreneurs Project

gen[in] is a part of the government funded Shaping Queensland Entrepreneurs Project to help globally minded students in Queensland, aged 14–21 years, bring their ideas to life. Student participants have access to a range of digital resources and are supported through three structured innovation challenge rounds to grow their ideas.

Griffith has supported this initiative from inception, helping in the early stages of planning and development through to ongoing advice based on our experiences of delivering high quality online digital learning materials to students.

Careers support

Careers and Employment Service

Employability continued to be the primary driver of the Careers and Employment Service (CES) in 2017 through ongoing collaboration with academics to embed employability skills development within Griffith degrees. This activity has included supporting academics to draft learning outcomes and assessment rubrics, co-developing resources such as career folio guides for in course use, supporting students to make the most of their LinkedIn profiles, and launching online Career Focus modules that offer career insights from alumni, graduates and professionals who form part of our extensive industry network. More than 17,100 active and accredited employers are currently engaged with the University.

The CES delivered 245 employability seminars both within curriculum and externally in 2017, reaching 15,805 students. A total of 3,678 individual careers appointments were also conducted with students and graduates.

Griffith University was chosen as part of a national pilot with the Department of Social Services' Humanitarian Internship Program, with students supported by CES through the application process, one-on-one interview coaching and via access to online training with the Big Interview Virtual Interview software. The Department was impressed with the high quality of written applications from the students and the calibre of their interview skills.

The online job board, CareerBoard, continued to experience high levels of traffic from students, graduates and staff, with 109,344 total logins to CareerBoard, 2,683 job vacancies approved and published, and 762 new employers registered.

2017 saw a growing Griffith innovation and entrepreneurship ecosystem, and with it, expanded opportunities for students to develop their entrepreneurial and innovation skills.

UniTemps

UniTemps' mission is to provide excellent recruitment solutions to industry and satisfy employment outcomes for Griffith students and graduates. In 2017, a range of small, medium and large businesses in the Brisbane to Gold Coast corridor employed Griffith UniTemps consultants to advertise, source, screen, interview, place and pay candidates on their behalf.

UniTemps provided well over 21,956 hours of work for students and graduates, earning them more than \$946,600 through UniTemps Griffith payroll and \$1,712,570 paid directly by employers. More than 435 candidates were placed in degree-related undergraduate, graduate and postgraduate positions as well as general work. The service aims to retain students through financial empowerment. Of the candidates placed, 33% were international students.

Prep for Success workshops were collaboratively developed with academic staff and introduced to improve the preparedness of students for the workplace and the quality of their job applications. Students were surveyed pre and post workshop with 98.5% of participants reporting that they would recommend them to others.

Financial Planning graduate and UniTemps candidate, Artur Kurnikov, was the overall winner of the 2017 AMP University Challenge. More than 700 entrants from 19 universities competed in this national competition to promote education and professionalism among the next generation of financial advisers. Artur received ongoing job search and application coaching from his UniTemps consultant and now, as a graduate, he has received multiple job offers and has accepted his preferred graduate position with a Brisbane company.

Mentoring programs

The Griffith Industry Mentoring Program was successful in matching 210 students with mentors in a wide range of industries during 2017. This program provides a platform for students to build connections with prospective employers who offer professional guidance and development, job shadowing in the workplace, introductions to industry connections and assistance with résumé and job search tips, all of which supports the transition into graduate employment.

The University hosted a number of major face-to-face industry/student engagement events in 2017 including the Griffith Gold Coast Careers Fair, the Brisbane Big Meet Careers Fair, Australian Public Service Careers Fair and extensive employer visits to campuses throughout the year.

During 2017, Griffith Business School developed and trialled eCareerCoach, an online program that connects current business students with alumni and industry professionals and provides our students with valuable industry and career advice.

eCareerCoach is designed to facilitate quick interactions for students to gain valuable information and the coaches to share their advice and tips without the requirement of a long-term commitment. The online mode of delivery gives both coaches and students the flexibility to engage without a need to meet in person. This has enabled international coaches or students on exchange to participate from wherever they are. To date, 113 coach profiles have been completed and 64 student profiles. From 2018 eCareerCoach will be embedded as an assessment item in a large first year course.

Goal 2.0 quality

Goal 2.0 of the Academic Plan articulates the University's priority of providing students with exceptional learning and teaching experiences and access to user-friendly, fit-for-purpose, accessible support. In 2017, new technologies and digital platforms were central to enabling changes in how we deliver the Griffith education experience, with support that is accessible and available at scale. Our new partnership with Microsoft, an internationally recognised learning analytics platform, the decision to adopt a new Learning Management System, expanded use of artificial intelligence, and greater uptake of artificial and virtual reality are all enhancing the way we deliver learning, teaching and student support.

Griffith has fostered the adoption of innovative pedagogy, the use of new technologies in learning and teaching, and professional development for academic staff to uphold best practice in education delivery. The use of "flipped classrooms" continues to expand, as academics move away from didactic lectures and engage students in more active learning.

The University has also committed to raising admissions standards over time. This has been facilitated by our partnership with Griffith College and the introduction of a number of new pathway programs that will allow both international and domestic students who do not meet admissions criteria to commence their studies with Griffith College, and if successful, transition to the University.

Student feedback and evaluation

Griffith employs a suite of surveys to capture feedback about the university experience. Surveys span the student lifecycle, from orientation through to post-graduation. Information is used to benchmark and improve quality in learning and teaching activities, as well as day-to-day experiences such as food on campus and computing access.

Student Experience of Course (SEC) surveys are conducted through the online experience@griffith system, with all undergraduate and coursework postgraduate students invited to provide feedback. Preliminary 2017 results show 86.2% of courses achieved a mean score of 3.5 or higher in student satisfaction (out of a possible 5), maintaining the strong result demonstrated in previous years.

Learning, teaching and the student experience

The Student Experience Survey (SES) is a national survey of first and later year undergraduate students designed to measure aspects of university life, such as skill development, learner engagement, teaching quality, student support, and learning resources. Our 2016 ratings (at 84.2% agreement) place Griffith as the second highest public university in Australia on student satisfaction of educational experience.

Griffith's Student Experience of Program (SEP), which was introduced in 2016, seeks feedback from final year undergraduate students on their degree experience, as well as their sense of future employability and readiness. In 2017, 75% of students reported confidence in the usefulness of their degree.

While the SES measures multiple facets of the student experience, the national Graduate Outcomes Survey (GOS) tracks the destinations of graduates and labour force outcomes. Along with the SES, the GOS feeds into the Quality Indicators for Learning and Teaching (QILT) website, a Government resource designed to assist prospective students in comparing the quality of higher education institutions across Australia.

Quality and innovation—our teaching programs

Course Analytics@Griffith

The Course Analytics@Griffith initiative has been introduced to give academic staff actionable intelligence across a range of indicators about student engagement and performance. It then enables staff to design, deliver and review their courses and programs based on clear evidence. Learning analytics dashboards were deployed to an early-adopter cohort in Trimester 1, 2017 and have been progressively made available to a wider group of staff. Griffith's work in learning analytics, spearheaded by Dr Sakinah Alhadad of Learning Futures, has been recognised as best practice nationally and internationally by Blackboard and ASCILITE. In 2018, the focus will be on the use of analytics to inform student success strategies in large first year classes.

Personalised online orientation

In 2017, Griffith digital orientation resources were revitalised and streamlined for delivery through the myGriffith student portal. Delivery of a personalised and fully online orientation package (myOrientation) is scheduled for Trimester 1, 2018 to enhance student transition to Griffith. As part of Griffith's commitment to maintaining safe campuses, an online module designed to raise awareness and educate students about sexual consent has become a mandatory part of students' orientation journey.

Enhancing our physical and digital environment

Create Your Own Digital Video Studios

During 2017, Create Your Own (CYO) Digital Video Studios continued their rollout across the University with the addition of a South Bank CYO Studio, bringing our CYO Studio suite to a total of six across four campuses. The Griffith University-designed and developed CYO Studios are empowering users to independently create high quality digital learning and teaching resources. The development of the CYO Studios and associated services are guided by a *Digital Video Capability Framework*, which is strategically aligned with the *Academic Plan 2017–2020*, to ensure holistic support for University goals and transformation via professional learning and practice at scale.

Service metrics indicate a significant uptake in sessions from 788 in 2016 to an estimated 1,200 sessions in 2017. Repeat sessions have also increased significantly, signalling an increased level of user-adoption, rising from 200 in 2016 to 711 in 2017.

New functionality and features have been added to the CYO Service including overhead cameras, 360 camera hire added to the loans register, and the pilot instalment of an 'Advanced Switching' workflow for those looking to extend their application of available technologies.

Digitally-enabled flipped classrooms

Griffith Business School (GBS) re-purposed existing teaching spaces to create digitally-enabled or "flipped" classrooms on the Gold Coast and Nathan campuses. The aim of doing so was to enrich the learning experience for students in accordance with our strategic goal to deliver a remarkable learning experience. The new spaces both encourage and enable staff to adopt more progressive and innovative teaching methods, and facilitate higher forms of cognitive work for our students. The Gold Coast venue accommodates 60 students, and the Nathan venue up to 72.

The lack of choice and control that Aboriginal and Torres Strait Islander women currently have over their pregnancy and birthing care is the driving force for Griffith graduate Cassandra Nest from the Gold Coast. Cassandra is currently the only Aboriginal and Torres Strait Islander midwife working at the Gold Coast University Hospital and one of only three working in the Gold Coast area. She is aiming to close the gap by actively mentoring other Aboriginal and Torres Strait Islander Griffith Midwifery students. 'My current goal is to inspire potential Indigenous Bachelor of Midwifery students and to assist, enable and encourage them to achieve their goals,' says Cassandra who was also the first Aboriginal and Torres Strait Islander midwifery graduate from Griffith's Bachelor course in 2012.

Cassandra Nest (pictured right)
Bachelor of Midwifery graduate



Enhancing and celebrating good teaching

Celebrated teachers

The University has continued its strong record of success at the national level in the Awards for Australian University Teaching (AAUT), coordinated by the Australian Government's Department of Education and Training. Over the past eight years (2010–2017), Griffith has won 17 Awards (11 for Teaching Excellence and six for Programs that Enhance Learning), 49 Citations for Outstanding Contributions to Student Learning, and eight National Teaching Fellowships. These results place Griffith first in Australia for Citations and Fellowships. Three Griffith academics were named the Prime Minister's Australian University Teacher of the Year. Two of these were awarded in consecutive years (2014 and 2015).

Awards: The Australian Awards for University Teaching (AAUT) are designed to recognise quality teaching practice and outstanding contributions to student learning. In 2017, two Awards for Programs that Enhance Learning were awarded to Griffith programs:

- **The Griffith University Bachelor of Midwifery Program** team comprising Professor Jenny Gamble, Associate Professor Mary Sidebotham, Professor Jennifer Fenwick, Dr Kathleen Baird, Janice Bass, Amanda Carter, Tania Fleming and Ganeshan Rao from the School of Nursing and Midwifery received an AAUT Award for Programs that Enhance Learning in the Innovation and flexibility in curricula, learning and teaching category. The Griffith University Bachelor of Midwifery (BMid) program reflects innovation, flexibility, and quality in curricula, learning and teaching. Values-driven, future focused, and woman-centred, the program prepares graduates not only to be evidence-based practitioners, but to envision maternity care for the future.

The BMid was the first Griffith Health Group program to fully adopt innovative blended learning technology. Design features include a) short, intensive blocks of teaching, b) sophisticated integration of educational technology enabling students to access theoretical content in a meaningful and purposeful way while remaining engaged in their clinical learning, c) innovative real-world assessment, and d) a novel clinical education model which places students in one facility for the duration of their program. Effective partnerships with clinical facilities by BMid lecturers fosters student engagement and learning, and builds the teaching capabilities of clinical staff preceptors. The flexibility created by these design features enables students to recruit and provide continuity of care throughout pregnancy, birth and postpartum for a minimum of 20 women. Griffith BMid graduates are preferred by employers (100% employment) and recognised for their preparedness for practice. The teaching team is internationally renowned for its rigorous, research-based approach to learning and teaching innovation, flexibility, evaluation and scholarship. Professor Gamble also received an AAUT Citation for Outstanding Contributions to Student Learning in 2017.

Griffith Bachelor of Midwifery graduates are preferred by employers and recognised for their preparedness for practice.

Learning, teaching and the student experience

- **The Griffith Community Internship Program** team comprising Carol-joy Patrick, Ben Cameron, Catherine Longworth, Bernadett Dobos and James Smith from Learning Futures, Office of the Deputy Vice Chancellor (Academic), received an *AAUT Award for Programs that Enhance Learning* in the *Student experiences and services supporting learning, development and growth in higher education* category. All Griffith University students have a unique opportunity to participate in the innovative Community Internship course achieving personal and professional transformations through volunteering in not-for-profit organisations, while studying a purposefully designed curriculum with a focus on human rights, citizenship and social equality. The course has designed an academic support model which ensures students of all capabilities and capacities can succeed in their internship. This approach results in graduates of influence who continue contributing to their community as volunteers after the completion of the course. The course provides a sustained and demonstrably effective, whole-of-university approach to concurrently enhance students' employability and their on-going civic engagement. This highly accessible university-community partnership has facilitated transformative personal and professional development of a diverse range of students and achieved high levels of engagement and contribution from community organisations. Since 2012 more than 2,300 students have achieved personal and professional growth while providing more than 120,000 hours of volunteering to almost 400 community organisations. The course has grown from availability as a free-choice elective; to be included as a core or listed/recommended elective in more than 70 discrete undergraduate or postgraduate programs. The innovative approach has attracted significant interest across the sector as an exemplar of transformative work-integrated learning. The team also received an AAUT Citation for Outstanding Contributions to Student Learning in 2016.

Citations: The Citations for Outstanding Contributions to Student Learning are national awards to those who have made a significant contribution to the quality of student learning in a specific area of responsibility over a sustained period. Five Griffith applicants were awarded 2017 Citations:

- **Professor Jennifer Gamble, School of Nursing and Midwifery**
For leading midwifery education for transformative change in the provision of maternity care: A story of vision, partnership and research-led innovation.
- **Dr Sean Horan, School of Allied Health Sciences**
For scholarly design and innovations in physiotherapy learning and teaching that promote engagement and professional capability in students.
- **Dr Kevin Larkin, School of Education and Professional Studies**
For motivating and inspiring future teachers to overcome their anxiety with mathematics and to develop their teaching skills as creative, motivated and knowledgeable mathematics educators.



Professor Jennifer Gamble (pictured right) was awarded a Citation for Outstanding Contributions to Student Learning

Dr Kevin Larkin's passion for teaching mathematics stems from his desire to inspire the next generation of creative, motivational mathematics teachers. 'Mathematics is about numbers, languages and symbols—in relationship,' he said. While he teaches large cohorts of students across three campuses, Dr Larkin said he recognises they are all individual learners so he aims to tailor his teaching to meet their needs. 'As a researcher and scholar, improving my teaching is a lifelong endeavour.' Dr Larkin has won numerous awards including the Arts, Education and Law Group Award for Excellence in Teaching, Citations for Outstanding Contributions to Student Learning for motivating and inspiring future teachers to overcome anxiety with mathematics, and was named Griffith University Teacher of the Year at the Vice Chancellor's 2016 Awards.

Dr Kevin Larkin



- **Mrs Alison White**, *School of Natural Sciences*
For implementing an employability framework using innovative teaching and curriculum design elements that supports clinical physiology students to develop their professional identity and clinical proficiency.
- **Student Success Coaching Program: Professor Alf Lizzio, Professor Keithia Wilson, Ms Natalie Oostergo, Dr Janine Rix**, *Learning Futures, Office of the Deputy Vice Chancellor (Academic)*
For the Student Success Coaching Program: A targeted institutional strategy for supporting the early engagement, academic success and retention of commencing at-risk students.

Vice Chancellor's Award: The Vice Chancellor's Award for the Griffith University Teacher of the Year for 2017 was presented to **Associate Professor Sarah Cresswell** (School of Natural Sciences). Associate Professor Cresswell has been teaching forensic chemistry in higher education for 15 years and is a leading scholar of learning and teaching in her discipline. She is currently Program Director of the Bachelor of Forensic Science/Bachelor of Criminology and Criminal Justice program.

Amongst colleagues, she is well-known for creating a stimulating learning experience for students, with an emphasis on preparing work ready graduates. Sarah has implemented a range of innovations in active learning, experiential and problem-based learning as well as careers events which have enabled her students to gain employment in both the forensic science sector and across science disciplines more broadly.

Griffith Awards for Excellence in Teaching: The Griffith Awards for Excellence in Teaching for 2017 (GAETs), presented at the Vice Chancellor's Teaching Excellence Awards, recognised the following inspirational staff who are committed to enhancing the quality of the student experience:

- **Dr Amie Shaw** (Department of Employment Relations and Human Resources) *Group Excellence in Teaching Award, Griffith Business School*
- **Dr Brooke Harris-Reeves** (School of Allied Health Sciences) *Group Excellence in Teaching Award, Griffith Health*
- **Associate Professor Sarah Cresswell** (School of Natural Sciences) *Group Excellence in Teaching Award, Griffith Sciences*
- **Dr Suja Pillai** (School of Medicine and School of Dentistry and Oral Health) *Griffith Excellence in Teaching Priority Area Award, Sessional Academic*
- **Emma Robinson** (Griffith Law School) *Griffith Excellence in Teaching Priority Area Award, Innovation in Technology Enhanced Learning.*

Each semester our excellent teachers are identified following close monitoring of the online surveys for student experience of teaching and courses. Exemplary teachers who achieved outstanding student evaluations of teaching for their courses with a mean of greater than 4.8 (out of 5) for all items, and a minimum response rate of 40% for courses with a minimum class size of 25 for undergraduate courses and 15 for postgraduate courses are recognised in the semester lists of excellent teachers displayed on the Griffith University Learning and Teaching website.

Higher Education Academy (HEA) Fellowships:

HEA Fellowships, awarded at increasing levels of standing from Associate Fellow, Fellow, Senior Fellow and Principal Fellow, are globally recognised as an indicator of excellence and impact in learning and teaching. There are more than 95,000 Fellows in the UK and internationally, and only a small but very prestigious group of just over 800 who have attained Principal Fellowship. In 2017 the University introduced the United Kingdom Higher Education Academy (HEA) Fellowships scheme and the first cohort saw 12 Griffith academic and professional staff gain fellowships, including two Principal Fellows:

- **Professor Gemma Carey** (Queensland Conservatorium), Principal Fellow
- **Professor Gary Rogers** (School of Medicine), Principal Fellow
- **Christopher Allan** (Griffith Sciences), Senior Fellow
- **Associate Professor Caryl Bosman** (Griffith School of Environment), Senior Fellow
- **Dr Chris Campbell** (Learning Futures), Senior Fellow
- **Dr Julie Crough** (Griffith Sciences), Senior Fellow
- **Dr Lynda Davies** (Arts, Education and Law) Senior Fellow
- **Associate Professor David Geelan** (School of Education and Professional Studies), Senior Fellow
- **Dr Deanne Skelly** (Griffith Sciences), Senior Fellow
- **Dr Benjamin Weeks** (School of Allied Health Sciences), Senior Fellow
- **Dr Heather Stewart** (Department of International Business and Asian Studies), Fellow
- **Dale Hansen** (Learning Futures), Associate Fellow.

Griffith Learning and Teaching Academy

The *Griffith Learning and Teaching Academy* was established in 2017 to extend the work of the former Griffith Academy of Learning and Teaching Scholars (GALTS) through expanded membership and roles. The new Academy's membership will comprise Griffith's national and institutional citation and award winners, our leaders of learning and teaching and our Higher Education Academy Fellows.

Learning, teaching and the student experience

The Griffith Learning and Teaching Academy will have a strategic role in leading enhancement and innovation and will provide opportunities for our exemplary Griffith educators to not only be recognised but also contribute to transforming 'how we do learning and teaching at Griffith'.

Currently, a number of GALTS members are engaged in scholarly, sector-wide projects (OLT Fellowships and Grants) focused on quality in higher education learning and teaching. Members have also contributed to scholarship and capacity-building in learning and teaching throughout the year, and advised executive and senior staff on strategic issues and directions in learning and teaching. GALTS members continued to mentor staff applying to Griffith internal schemes, as well as Department of Education and Training Citations and Awards.

Celebrating Teaching Week

Celebrating Teaching Week is a key learning and teaching event for recognising and rewarding excellence in education and disseminating award winning approaches and innovative ideas. The 2017 program included five university-wide professional learning opportunities focused on the theme *Making Remarkable Happen*, and was well received with 474 attendances across the week. Events were streamed live and recorded to facilitate maximum access by staff. This year's program featured sessions on immersive learning environments, assessing for employability and preparing and empowering our students for remarkable futures and included presentations from colleagues from other institutions and from industry.

The Vice Chancellor's annual Teaching Excellence Awards presentation ceremony and reception were attended by award winners, colleagues, families, industry, and partner schools.

Staff development

Senior leadership development

One-hundred and sixty senior academic and professional University managers participated in the 2017 Senior Leadership Conference, *Where Remarkable Begins*. The Honourable Peter Beattie AC delivered the keynote address on the opportunities, role and profile that Griffith's official partnership with the 2018 Commonwealth Games provides on the world stage. Collaboration, innovation and entrepreneurship were major themes and updates were provided on the strategic priorities of the University. Opportunities were developed for increased partnering and collaboration across the University.

Two Academic Leaders Fora were held in 2017. These events provided further opportunities to engage academic leaders in discussion around the central strategies, direction and priorities for the University. In 2017, the key topics included: Research, innovation and entrepreneurship; engagement; academic leadership, supervision and career development; digital opportunities, and novel approaches to student recruitment.

Academic staff career development

Academic Supervisor Development was introduced as an ongoing program in 2017 to support changes to the way academic performance and careers are developed and to encourage more frequent, developmental and forward-looking performance conversations with academic staff. Seven workshops have been run with more than 100 participants to date.

The training and development program for professional staff delivered more than 25 short courses and 32 online learning courses to more than 850 participants. Managers and supervisors accessed a range of internal and external leadership and management programs and the learning and development program catalogue was expanded to include a suite of change leadership and support programs to develop greater agility, resilience and responsiveness to change.

Griffith staff continued to positively engage with the fully-online offering of the Graduate Certificate in Higher Education (GCHE). This program enables staff to expand their abilities to teach and support students in a range of learning modes that best facilitate student learning experiences and outcomes. Participants of the program deepen their current understanding of scholarly approaches to teaching, learning, curriculum design and assessment. In 2017, the GCHE had 165 enrolments across four courses with 36 staff expected to graduate by year end.

A range of academic staff development programs were offered to targeted groups including staff new to teaching, course convenors and program directors, with 1,548 participants throughout the year. These programs were strategically aligned to support the focus of the *Academic Plan 2017–2020*. Staff evaluations of their learning in these programs were consistently positive.

Online professional development suite

New digital platforms were launched in 2017 to provide opportunities for staff to develop their job-relevant capabilities in their own time and at their own pace. These web-based applications, such as the *Explore Learning and Teaching (ExLNT)* portal, provide an integrated experience for staff to reflect on their practice, establish personal learning plans and track progress in meeting their professional goals.

Staff diversity

Goals set in the University's Strategic Plan in relation to the representation of women are on target. More than 40% (40.4%) of academic staff at senior level (associate professor [44.6 percent] and professor [37.7 per cent]) are women. Griffith is approaching gender parity with academic women representing 48.6% of all academic staff. Academic women were 45 (55%) of the 82 staff promoted across the University in 2017.

In 2017, women represented 43.8% of staff in senior administrative and professional roles (HEW 10 and above). The number of Aboriginal and Torres Strait Islander staff members across the University remained steady at 56 (1.4% of continuing and fixed term staff at Griffith). Staff from more than 102 countries are employed across academic and professional roles. Overall, Griffith represents one of the most diverse and gender-balanced academic environments in the country.

Gender equality

The University continued to be recognised as an Employer of Choice for Gender Equality by the Workplace Gender Equality Agency. Following Griffith University's Employer of Choice award by Women in Technology (WIT) in 2016, 2017 saw Professor Kathy Andrews, Professor Sally-Ann Poulsen and Dr Lara Herrero as finalists in the WIT Life Sciences Research Leader Award, with Professor Kathy Andrews winning the category.

In 2017, Director of the Griffith Institute for Drug Discovery (GRIDD) Professor Jennifer Martin AC was one of 21 scientists elected to the Australian Academy of Science, for her outstanding contributions to the field. Professor Martin was also the second woman to receive the prestigious Wunderly Oration Medal in its 27-year history, for her work promoting women in science.



Professor Jennifer Martin AC was awarded the Wunderly Oration Medal (page 26), was honoured with a Bragg membership of the Royal Institution of Australia (page 27), and was elected Fellow of the Australian Academy of Science (page 29)

Griffith is participating in the first cohort of the Science in Australia Gender Equity (SAGE) Pilot of Athena SWAN—a national program promoting gender equity and gender diversity in science, technology, engineering, mathematics and medicine (STEMM).

Following the Universities Australia Respect. Now. Always campaign, in 2017 Griffith established the Safe Campuses Taskforce and Working Parties. These committees are progressing the recommendations from the *Change The Course: National Report on Sexual Assault and Sexual Harassment at Australian Universities*. As at November 2017, more than 8000 Griffith staff and students had accessed the *Consent Matters* online course.

The University values the contributions of all staff and recognises the need for staff to balance their work, family and external commitments. Staff with family and carer responsibilities are supported through a range of provisions such as parenting facilities, flexible work arrangements, and leave options.

The second cohort of the Leneen Forde Future Leaders program for women continued in 2017 with 14 participants engaging in sponsorship, networking, career planning, 360-degree feedback, and funded leadership development opportunities. These programs, together with the Women in Leadership program, and women-only Academic Promotions sessions are having a positive influence on the University's goal to increase gender representation in senior roles.

Goal 3.0 student-centred

Delivering student-centred academic programs is a central objective of the University. During 2017, we sought to achieve this goal by offering flexibility in how and when students can study, expanded online opportunities and resources for students, enhanced academic support at scale through the use of digital solutions, and the continued promotion of inclusivity and increased participation of students from diverse and often disadvantaged backgrounds. These priorities are designed to retain and scaffold the success of our students.

Griffith represents one of the most diverse and gender-balanced academic environments in the country.

Learning, teaching and the student experience

Flexible programs

In 2017, all Griffith University programs moved to 12-week trimesters, though not all programs offered courses in all three trimesters. The trimester-based academic calendar provides students with additional options to enter Griffith programs throughout the year, and opportunities to accelerate their studies or spread their study load across the three trimesters. Many Griffith programs were also redesigned to include a common first year, allowing students to delay their choice of specialisation until second year. Students embraced the flexibility the trimester model offered, with growth in enrolments of 108% when compared to the equivalent teaching periods of the year before.

Griffith began initial implementation of an adaptive learning platform (Smart Sparrow) in 2017, to provide personalised learning for students who require bridging mathematics and chemistry. This platform will be progressively rolled out to other courses in the future.

AMP partnership with Griffith

Griffith Business School continued its successful partnership with AMP Services Ltd to deliver a suite of postgraduate programs in Financial Planning. These programs combine theoretical coursework with real-life experience—co-delivered with the AMP Adviser Academy—and are designed to prepare participants for practice as Financial Planners. These joint Master of Financial Planning programs have enjoyed considerable industry success in 2017. At the 2017 LearnX Awards, AMP and Griffith Business School were Platinum and outright winners in the Best Talent Partnership and Best Bespoke/Custom Model categories, while at the Australian HR Awards Griffith was a finalist in the Best Graduate Development Program.

Professional Learning Hub

Griffith is also committed to supporting its alumni and communities by offering high quality continuing professional development opportunities in response to employer demand. Powered by Griffith's School of Education and Professional Studies, the Professional Learning Hub is one such gateway, enabling professional learning packages to be tailored to the needs of individuals and organisational teams. This may include:

- exploring further study pathways
- matching areas of interest with a Griffith expert in that field
- accepting registrations for upcoming professional learning opportunities.

Learning in the Cloud

Griffith Online

Griffith Online continued to support innovation and transformation in online program delivery and grow online student load. In pursuing these aims, the academic-led team of educational designers worked in collaboration with four partners: Open Universities Australia (OUA), Pearson, FutureLearn and EduGrowth. (Further details about these partnerships are outlined below.)

In 2017 Griffith offered 91 degrees that could be studied fully online, comprising 15 degrees delivered through the OUA partnership, 10 through the alliance with Pearson, 27 delivered solely-online by Griffith and 39 offered by Griffith in both fully online and on-campus study modes. In 2017, total online enrolments for the University grew strongly with a 7% increase from 2016 figures. A drop in OUA enrolments impacted overall online enrolments despite growth in other online delivery options.

Throughout 2017, the key focus was to further develop existing relationships as well as forging new partnerships, in particular with EduGrowth and FutureLearn.

Open Universities Australia

Griffith University remained one of the largest providers of online programs through OUA in 2017. In line with the overall decline in all provider OUA enrolments (7.1% drop), Griffith-OUA enrolments fell from 25,654 enrolments in 2016 to 24,074 enrolments in 2017 as a result of fewer enrolments across the areas of business, communication and humanities. Some enrolment growth was observed in the marketing and criminology and criminal justice areas.

Enrolments in 2017 heavily favoured undergraduate programs (22,970 enrolments) compared to postgraduate programs (1,104 enrolments). OUA also enabled Griffith to extend its reach outside of Queensland, with 31% of students coming from NSW and 23% of students from Victoria.

Undergraduate enrolments for commonwealth supported places (CSP) at Griffith showed a noticeable increase (21%), reaching 9,379 CSP OUA unit enrolments in 2017.

Griffith continued to revitalise its OUA portfolio of programs. In 2017 a new major in the Bachelor of Arts was introduced and low-enrolling postgraduate programs were withdrawn. All of Griffith-OUA full undergraduate programs rank in the Top 20 undergraduate OUA programs.

Through the Open2Study platform, Griffith offered two massive open online courses (MOOCs) entitled *Introduction to Business in Asia* and *Understanding the Origins of Crime*. A further 9,040 students undertook these courses during 2017, bringing the total to 15,574 students for *Introduction to Business in Asia* and 37,666 students for *Understanding the Origins of Crime* since first offered in April 2013.

Griffith Pearson alliance

The University's partnership with the Pearson Australia Group aims to assist Griffith in achieving the scale of online education growth required to meet the University's strategic goals. Through the partnership, Griffith continued to deliver 10 programs, which have shown strong growth with an increase of 37% in enrolments for 2017 relative to 2016.

Single courses of study and Graduate Diploma options have been introduced to meet the demand from postgraduate learners for greater flexibility than can be offered through conventional degree programs.

FutureLearn

FutureLearn is the online arm of Open Universities UK. Griffith became a partner of FutureLearn early in 2017 and since that time the University has launched three MOOCs on the platform. Two of these MOOCs were developed solely by Griffith and one in partnership with Deakin University. A further pipeline of MOOCs and full courses is in development for 2018 and beyond.

EduGrowth

In 2017 Griffith joined Charles Sturt University, Deakin University, LaTrobe University, Monash University and Navitas Ventures to become a founding member of EduGrowth. EduGrowth is a national not-for-profit organisation dedicated to supporting and promoting the edtech sector.

The University and other founding members are working together to develop innovative technologies and approaches to education, particularly focused on technology.

Retention and student success

Scholarships

In 2017 there were 1,157 Griffith scholarship recipients. This marked a slight increase of 138 scholarships compared with 2016.

Griffith Business School continued its partnership with Queensland Business Monthly (QBM) in the delivery of the QBM Griffith MBA Responsible Leadership Scholarships competition. Competition entries were both of higher volume (93 entries up from 40 in 2016) and enhanced quality this year. For 2018 one full MBA scholarship (valued at approx. \$51,000) + one 50% scholarship (valued at approx. \$25,500) + four x three courses (each valued at \$12,750) + one "highly commended" x one course (valued at \$4,250) will be offered to the pool of winners.

Student mentoring

In 2017, 45 peer-mentoring or peer-learning programs operated across Griffith with approximately 1,000 students providing mentoring for both undergraduate and postgraduate students. Mentoring at Griffith provides a centralised-support, information, best practice and referral service for mentoring programs operating in schools and central elements. In addition, the service also offers free student mentor training using a standardised curriculum that can be tailored to meet individual program needs. In 2017, 780 peer mentors accessed this training to support transition and engagement programs in their academic areas (a 30% increase from 2016). For the first time in 2017 a purely digital solution for mentor recognition was implemented. This resulted in 431 students connecting with the Mentoring and Development Coordinator on LinkedIn, and 338 LinkedIn recommendations provided to student mentors.

Mentoring for equity cohorts

In 2017, 261 peer mentors were trained to serve in both the widening participation and transition space. This included 97 mentors and 316 mentees in the Uni-Key program—now in its 21st year—which is designed to address the orientation and transition needs of students from equity target groups as most are first-in-family and have additional challenges within the tertiary environment. Retention data shows that students from these backgrounds engaged in our Uni-Key program had similar retention figures to other non-equity students more broadly.

Peer Assisted Study Sessions (PASS)

The Peer Assisted Study Sessions (PASS) program has proven to be a highly effective retention and student success initiative for Griffith, with benefits to both participating students and peer mentors. PASS is a peer-led student learning program offered in addition to scheduled lectures in which students work together to review key lecture content, test their understanding of difficult concepts, gain confidence through discussing course material and engage in cooperative problem solving methods. The aim of the PASS program is to assist new students to adjust to their university experience. Econometric evidence² shows that students who participate in just one PASS session can expect to receive a significant increase in their final mark for that PASS course. Drawing on the exceptional pool of student mentors at Griffith, the scheme will target additional courses in 2018, including some online.

Academic skills development

During the year, Library and Learning Services staff collaborated with academic colleagues to develop online resources and embed academic skills development in curriculum to support the success of students new to study. This work will be furthered in 2018 to enable students from all disciplines to gain academic skills within the context of their specific degrees.

² Despotovic, W., McPhail, R. and Rohde, N. (2016) Estimating the Effect of Peer Assisted Study on Student Grades in Economics, *The Empirical Economics Letters*, 15(2)

Learning, teaching and the student experience

Digital solutions to support academic success

The University has committed significant digital resources to improve student retention and academic success. Approaches taken are shifting from a reliance on largely face-to-face support for students, to the use of analytics and online resources.

Learning Futures have scoped the need for self-help digital tools that would facilitate 'academic advising at scale' both for prevention and intervention at key touch points in the student lifecycle (e.g. failure/underperformance on early assessment; academic probation). The development and deployment of automated course-based predictive analytics and linkage to student help systems has been identified as a priority. The re-purposing of the current program-based predictive analytics processes is also in progress.

The Course Analytics@Griffith initiative has produced staff-facing analytics dashboards in Learning@Griffith. The dashboard gives academic staff actionable intelligence across a range of indicators about student engagement and performance. It enables staff to design, deliver and review their courses and programs based on clear evidence. In 2018, the focus will be on the use of analytics to inform student success strategies in large first year classes. Griffith's work in learning analytics has been recognised as best practice both nationally and internationally.

English language skills

The Griffith English Language Enhancement Strategy (GELES) is designed to enhance the English language development and academic success of international students with English as an Additional Language (EAL). Its systematic service delivery across the student lifecycle is unique in Australia, and a series of state and national awards have benchmarked GELES as best practice in its field. GELES has continued to have broad reach across the five campuses of the University, offering support to students at all degree levels. GELES was expanded to postgraduate courses in 2017. The Postgraduate English Language Enhancement provides an adjunct tutorial attached to selected postgraduate courses with large EAL student cohorts, and was implemented in Trimester 2 2017 in the Griffith Business School, Griffith Sciences and Griffith Health.

Student leadership

In 2017 a series of professional development workshops were provided under the LEAD banner (Leadership, Enrichment and Development). These programs are available to all Griffith students with both online and on-campus workshops and events on offer. During 2017, 450 students attended at least one event or workshop (a 19% increase from 2016).

The Student Professional Development and Community Engagement (PDCE) Fund is a HEPPP-funded project coordinated by Mentoring at Griffith. The PDCE fund is vital in enabling students from equity backgrounds to participate in leadership and personal development activities resulting in an increased engagement with the University and improved retention rates and academic results. In 2017, 20 students were funded by the PDCE Fund to represent Griffith at the Queensland Student Leadership Forum. A further 16 students represented Griffith at various national and international events.

International student leadership

In 2017 Griffith International's Student Experience engagement programs continued to provide welcome, transition and social activities to international students, and to provide Griffith Mates student leaders with opportunities to develop their employability skills. The International Student Buddy Program, a social mentoring program for commencing international students, also saw an increase of 38% in participation from 2016 to 2017. Throughout each trimester, the Griffith Mates were mentored by staff to deliver a diverse calendar of events and activities. In 2017, Griffith International recruited 151 Griffith Mates from 42 countries, speaking 41 languages, across 45 programs and five campuses. Griffith Mates are also actively engaged with the wider community in representing Griffith University on the Council International Student Australia (CISA) Board, Study Gold Coast and Study Brisbane Student Ambassador Programs and the inaugural Queensland International Student Leaders Forum.

Building aspiration and widening tertiary participation

Uni-Reach

The nationally-recognised Uni-Reach program celebrated its 21st anniversary in October 2017. Through Uni-Reach, Griffith partners with 25 high schools, 18 primary schools (Brisbane, Logan, Inala, Redlands, Gold Coast regions), three new Northern New South Wales high schools, TAFEs and senior secondary colleges, The Smith Family, the Country Education Foundation, community Registered Training Organisations and agencies, and cultural communities to deliver evidenced based³ widening participation programs to students from disadvantaged backgrounds.

Uni-Reach encourages the aspirations of low socio-economic and other equity-background students in local communities by demystifying higher education and by assisting students to make informed decisions about their post-school options. Its core program comprises customised information sessions, facilitating access to study skills assistance, mentoring and on-campus activities for Year 11 and 12 students. It is funded through the Higher Education Participation and Partnerships Program (HEPPP).

³ National Centre for Student Equity in Higher Education – ncsehe.edu.au/research/

Uni-Reach engagement is driven through two core outreach initiatives:

- **Careers Outreach Program**—integrated in-school activities, age-appropriate resources and on-campus experiences to introduce career development concepts to Years 6 to 12 students. These experiences give specific attention to the needs of students with disabilities, refugees and Pasifika students and communities.
- **Adult Learning Engagement Strategy**—partnering with TAFEs, Community Colleges, and transition programs within Griffith to recognise the diverse journeys of adult learners and non-school leavers as they work towards and move into higher education.

Students of low SES

In addition to an ongoing commitment to student welfare and wellbeing and the Uni-Reach scheme, the University continued to implement HEPPP-funded strategies to increase the participation, retention and success rates of domestic undergraduate students from equity backgrounds. The funding Griffith received as part of the HEPPP program has been used in a variety of ways, including to:

- support Uni-Skills peer mentoring programs, and Peer Assisted Study Sessions (PASS) in a broad range of threshold courses
- continue the Widening Tertiary Participation Program for Pasifika Communities
- provide direct financial support to students, including scholarships, bursaries and laptops offered each trimester, and funding for extra-curricular opportunities and professional development activities such as conference attendance
- develop career-focused skills e.g. Student Partners Program, Peer Mentoring programs, and support for students from refugee backgrounds near to graduation with specialised employability workshops
- support learning projects that enhance current and prospective student experience e.g. supporting students from refugee backgrounds with support such as intensive academic skills workshops (Heads Up program).

Aboriginal and Torres Strait Islander Students

The University has a long-standing commitment to increasing the number of Aboriginal and Torres Strait Islander students successfully graduating from its programs. The GUMURRII Student Support Unit provides extensive academic support for Aboriginal and Torres Strait Islander students throughout the course of their studies.

GUMURRII provides a space for Aboriginal and Torres Strait Islander students on all five campuses, enabling students to experience social and cultural activities and access computer labs, study rooms, and personal learning support.

In total, 1,025 Aboriginal and Torres Strait Islander students were enrolled in 2017 comprising 844 undergraduates, 123 postgraduates, 31 research, and 27 non-award. In 2017, 140 Aboriginal and Torres Strait Islander students graduated across a diverse range of disciplines.

Throughout 2017, GUMURRII participated in a number of community events, including: NAIDOC Week, Walk and Talk (held during National Reconciliation Week), and Harmony Week. GUMURRII continues to work closely with a number of community partners including KPMG, Queensland Reds, CareerTrackers Indigenous Internship Program, AIME, Indigenous Accountants Australia, Murri Sisters, 2 Spirits 98.9 FM and NRMA Insurance Broncos Indigenous Programs, and Legal Aid Queensland. GUMURRII also participated in the first Indigenous STEM Experience Day and is currently planning the 2018 event.

The successful Hands Up! Tertiary Preparation Program continued in 2017, with 60 students completing the one-week intensive course orientation and study skills program. GUMURRII collaborated with a number of key partners to support the first Indigenous Summer Research Fellowship Symposium. Twenty Aboriginal and Torres Strait Islander undergraduate students had a unique opportunity to undertake a summer research fellowship within Griffith Sciences research centres and institutes.

GUMURRII continues to support student exchanges programs with Simon Fraser University in Canada, and other institutions in Taiwan, Singapore, Borneo, Laos, Mexico, Hawaii, and the United Kingdom.

Disability access

The Disability Advisory Committee has continued to progress the Disability Action Plan in 2017.

A new Chair was appointed in 2017—Professor Elizabeth Kendall from Griffith Health and the Menzies Health Institute of Queensland—who brings a wealth of experience in researching better support for people with disabilities and chronic medical conditions.

This year the Disability Advisory Committee asked Groups and Elements to report on their implementation of the Disability Action Plan at local levels. Some key initiatives include:

- roll-out of Mental Health First Aid Training in the Health Group
- improving inclusive and accessible teaching utilising universal design in health, engineering and business groups
- a review of processes in Human Resources to improve recruitment and support of people with disabilities
- a new Exams and Timetabling management system to support exam arrangements for students with disabilities through Student Administration
- introduction of *Access Plus: documentation conversion* centre through Learning@Griffith to allow students with disabilities to convert materials into other formats
- refurbishment of Engineering Lab and the Engineering Curriculum to provide more experiential learning and learning spaces that are better suited to students with disabilities

Learning, teaching and the student experience

- ongoing improvements across all campuses to retro-fit or create spaces which are accessible by Campus Life. Examples include NT4 Accommodation Annex, toilet refurbishments at Nathan and Mt Gravatt, M06 Education refurbishment, and S05 QCA Theatre and Gallery space
- improving the employability of students with disabilities through a pilot program University Specialist Employment Partnership (USEP usep.com.au) through Disabilities Service.

A full list of these projects will appear on the Griffith Accessibility and Inclusion website (griffith.edu.au/accessibility) as examples of good practice in improving accessibility of physical, digital and learning environments at Griffith.

The Disabilities Service within Student Services continues to take a key role in supporting students with disabilities through a range of activities including:

- outreach activities to improve the recruitment of students with disabilities
- disability support to aid retention and success
- face-to-face training seminars and ad hoc workshops for staff
- supporting students through reasonable adjustments such as alternative formatting services
- peer notetaking support
- support for students who are deaf and hard of hearing.

Learning and teaching outlook

While debates regarding reform to Higher Education legislation remain unresolved, the ongoing need to address student success, retention and student preparedness for the dynamic new world of work are becoming increasingly important drivers for universities. Moving forward, the learning and teaching agenda will continue to focus resources and efforts on supporting student success through the development of graduate employability, peer mentoring, increasing support for entrepreneurship and entrepreneurial skills development, extending our engagement with industry and rapidly building the digital capabilities of students and staff.

In 2018, transformation will remain a central tenet of Griffith strategic priorities through changes to business processes, and the IT systems that support them, guided by the need to continue enhancing the student experience, assure student success and preparedness at scale, and improve employment outcomes. The *Academic Plan 2017–2020* will continue to provide a guiding framework for enacting change and evolving our educational delivery. Griffith's partnership with Microsoft will provide new opportunities through access to innovative technology supported transformation.

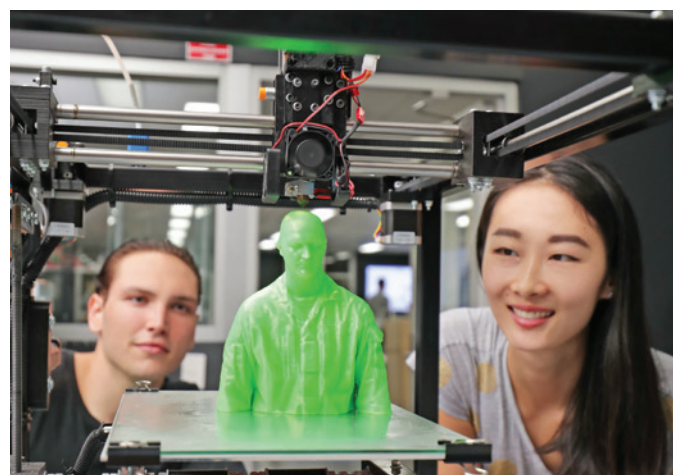
Structural changes in 2017 including the move of Academic Administration and Library and Learning Services to the Deputy Vice Chancellor (Academic) portfolio, and recent external review recommendations provide an opportunity to streamline, consolidate, automate and enhance a number of key functions that support students and staff.

In addition, ongoing review of University processes and procedures is essential to ensure administrative load is minimised, systems are not overly complex and burdensome for staff, and the University is able to respond quickly to new opportunities, and threats. Building our academic leadership capacity to assist in driving innovation in learning and teaching will also be a priority for 2018.

Griffith will undertake a number of projects in the coming year to increase our ability to provide personalised student support and advice at scale. These include the introduction of the AI chatbot 'Sam', an enhanced myGriffith student portal, advanced analytics, the roll out of a new Learning Management System, deployment of the new Griffith App, the new online myOrientation package and the launch of the student employability achievement record, *Griffith Graduates of Influence*.

Equity and social inclusion remain fundamental tenets of Griffith's mission. The University takes seriously its responsibility to increase participation of students from low socio-economic and disadvantaged backgrounds. For example, we have an extremely strong and proud record in attracting First Nations' students and in supporting these students to complete their studies. Griffith will continue to promote social inclusion and increase participation of First Nations' students, students of low socio-economic status, and students with a disability. The University will also continue to attract and support students who are high academic achievers, through its Honours College, and elite athletes through its Sports College.

2018 presents a number of important opportunities for Griffith to capitalise on the reputational gains and opportunities that will flow from our official partnership role with the 2018 Commonwealth Games and from our implementation of the new *Academic Plan 2017–2020*. We are confident that both will demonstrate that the University, its learning and teaching programs, and the student experience are truly remarkable.



Students use 3D printing technology at Griffith's Queensland College of Art Gold Coast campus

Financial summary

Overall result

The University delivered a net result from continuing operations of \$75.7 million in 2017, representing a \$38.2 million increase compared to the prior year. This was the first year in the last five where the University saw an expansion in its net result from continuing operations. The improved performance was a function of: revenue growth from the successful introduction of the trimester model, third trimester student load exceeded expectations; a continued focus on sustainable cost control; and a strong return on invested funds.

The challenging funding environment and operating conditions continues to highlight the need for planning and monitoring key long term financial sustainability and performance measures to ensure the University is well placed to deliver the necessary investment in infrastructure, research and teaching required to achieve its vision.

This focus on sustainability and prudent management of funds has enabled the University to continue to service its debt and capital investment from operating cash flows. Furthermore, the University's financial position remains sound with net assets increasing by \$139.5 million to \$2,042.4 million.

Income statement

Net result and total comprehensive income

Total comprehensive income attributable to the University for the year ended 31 December 2017 was \$139.6 million (2016: \$70.4 million), comprising the following:

	2017 \$m	2016 \$m	Diff \$m	Ref
Net result	75.7	37.5	38.2	(i)
Gain on financial assets	4.5	6.9	(2.4)	(ii)
Gain on PPE revaluation	59.4	26.0	33.4	(iii)
Total comprehensive income	139.6	70.4	69.2	

- (i) Net result increase on prior year driven by restrained expenditure growth, the impact of third trimester revenue and strong growth fund returns.
- (ii) Upward fair value movement of holdings in Education Australia and Open Universities Australia.
- (iii) Increased land, buildings and infrastructure valuation based on external desktop valuation.

Income and expenses from continuing operations

Total income from continuing operations increased by \$40.3 million to \$957.3 million, an annual increase of 4.4 per cent largely attributable to the additional income stream from the third trimester and strong investment returns.

Total expenditure increased by 0.2 per cent to \$881.6 million for the year, representing an additional \$2.1 million of costs compared to 2016. Employee related expenses were lower in 2017 due to a restrained salary growth environment, negligible FTE movement and the prior year including voluntary early retirement payments. The lower employee related expenses and a reduction in borrowing costs as a result of reduced debt levels were offset by higher depreciation driven by an increase in the fair values of the assets. There was a marginal increase in other expenses, with higher spend in utilities, marketing and consultancy costs.

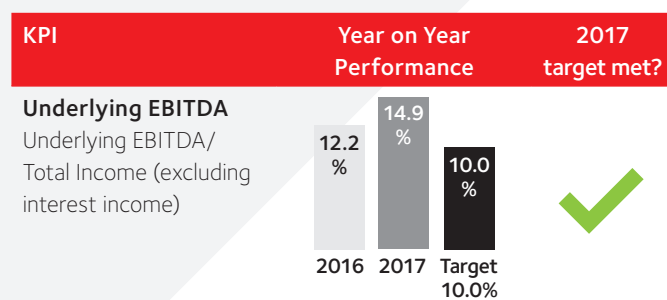
A five year overview of total revenue, expenses and operating results for comparative purposes is illustrated below:

Over the five year period, the compounded annual growth in revenue is 3.8 per cent compared to growth in expenditure over the same period of 4.1 per cent. A strong focus on long term sustainable cost control has contributed to the plateauing of expenditure levels in 2017. Whilst the 2017 operating result reverses the recent trend of income and expenditure converging, it is noted that the income growth is largely attributable to higher than anticipated third trimester domestic student continuing load and volatile growth fund investment returns.

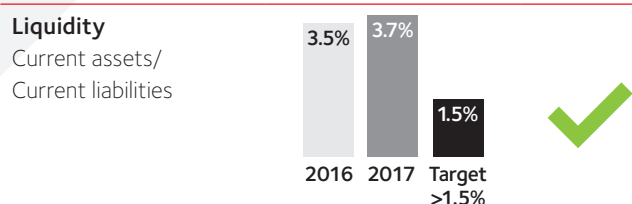
Financial summary

Financial sustainability – Key Performance Indicators

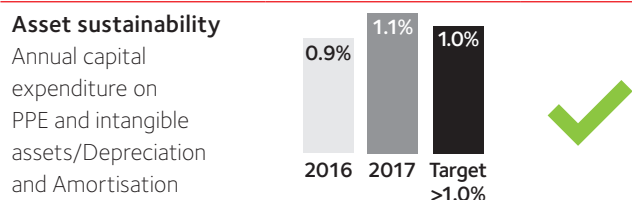
The University monitors its financial sustainability through five Key Performance Indicators. The year on year performance against target is summarised in the table below.



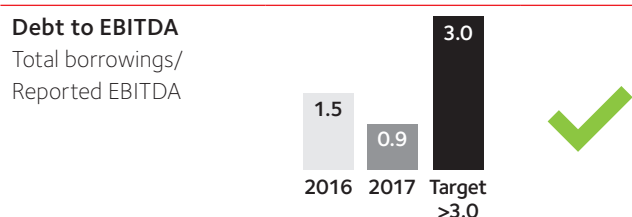
Underlying EBITDA exceeded target (excludes one-off strategic initiative expenses and non-recurring expenditure)



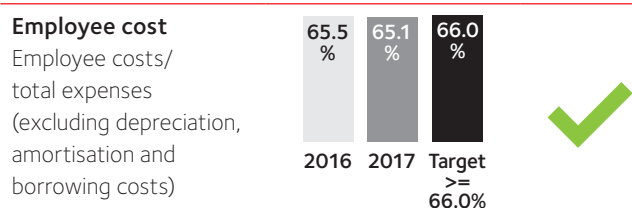
Exceeded target. Mainly attributable to increase in current assets, driven by positive cash generation invested in the growth fund.



Ratio improved due to higher capital spend in the current year.



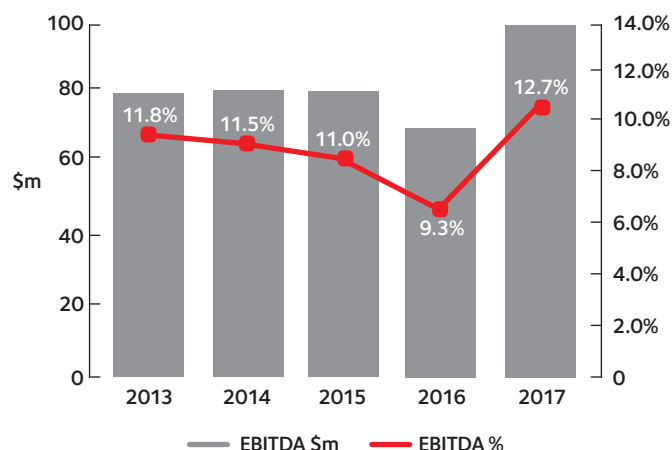
Borrowings remain within cap multiple. No additional borrowings were taken in 2017.



Employee costs remain within target limit. Voluntary early retirement costs contributed to the higher percentage in 2016.

Reported EBITDA

The five year trend in reported EBITDA is shown in the table below:



The difference between the reported EBITDA of 12.7 per cent and the underlying EBITDA of 14.9 per cent in 2017 is the expenditure on strategic one-off initiatives relating to Achieving 2020 as well as strategic spend of carry forward funds.

Financial position

The University's net assets increased by \$139.5 million to \$2,042.4 million. Current assets increased by \$50.1 million, mainly due to positive cash generation from operating activities and a strong return on invested funds. Upward movements in the fair value of shareholdings together with increased valuations of land and buildings contributed to the overall increase in non-current assets of \$77.5 million. Total liabilities reduced from \$286.2 million to \$274.3 million mainly due to continued repayment of borrowings.

Future direction

In December 2017 the federal government introduced a cap on total Commonwealth Grant Scheme (CGS) funding to Universities. This essentially limits 2018 and 2019 CGS receipts to 2017 levels, a significant change in the funding environment for the University. The restrained funding environment presents significant challenges to the University and the broader higher education sector. Sustainable investment, prudent cost control and maximising revenue streams where possible will be vital to ensure the University continues on its remarkable journey.

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for the year ended 31 December 2017

Statement of Comprehensive Income for the year ended 31 December 2017

	Notes	2017 \$'000	2016 \$'000
Income from continuing operations			
Australian Government financial assistance			
Australian Government grants		358,062	356,437
HELP – Australian Government payments	2	236,654	214,058
State and local government financial assistance	3	8,109	7,226
HECS-HELP – Student payments		15,866	15,507
Fees and charges	4	229,883	219,959
Investment revenue	5	11,207	14,567
Royalties, trademarks and licences		19	1,069
Consultancy and contracts	6	38,030	36,955
Other revenue	7	44,583	46,705
Other investment income	5	14,846	4,526
Total income from continuing operations		957,259	917,009
Expenses from continuing operations			
Employee related expenses	8	529,405	533,100
Depreciation and amortisation	13,14	63,843	59,078
Repairs and maintenance		14,384	14,660
Borrowing costs		4,353	5,822
Net losses on disposal of assets		777	48
Share of loss on investments accounted for using the equity method		163	150
Other expenses	9	268,677	266,690
Total expenses from continuing operations		881,602	879,548
Net result before income tax		75,657	37,461
Income tax expense		-	-
Net result from continuing operations		75,657	37,461
Net result after income tax for the period		75,657	37,461
Items that may be reclassified to profit or loss			
Gain on value of available-for-sale financial assets	20	4,457	6,941
Items that will not be reclassified to profit or loss			
Gain on revaluation of property, plant and equipment	13	59,420	26,025
Total comprehensive income attributable to the University		139,534	70,427

The above Statement of Comprehensive Income should be read in conjunction with the accompanying notes.

Financial statements

for the year ended 31 December 2017

Statement of Financial Position as at 31 December 2017

	Notes	2017 \$'000	2016 \$'000
Assets			
Current assets			
Cash and cash equivalents	10	397,889	439,304
Receivables	11	26,908	19,737
Inventories		2,554	2,535
Other financial assets	12	164,556	82,182
Other non-financial assets	15	17,187	15,212
Total current assets		609,094	558,970
Non-current assets			
Property, plant and equipment	13	1,643,605	1,576,270
Intangible assets and premium on leased property	14	30,086	31,821
Other financial assets	12	33,929	22,021
Total non-current assets		1,707,620	1,630,112
Total assets		2,316,714	2,189,082
Liabilities			
Current liabilities			
Trade and other payables	16	40,493	36,805
Borrowings	17	14,348	17,056
Provisions	18	79,178	76,293
Other liabilities	19	30,133	29,168
Total current liabilities		164,152	159,322
Non-current liabilities			
Borrowings	17	92,988	107,336
Provisions	18	17,202	19,586
Total non-current liabilities		110,190	126,922
Total liabilities		274,342	286,244
Net assets		2,042,372	1,902,838
Equity			
Reserves	20	796,134	732,257
Retained earnings	20	1,246,238	1,170,581
Total equity		2,042,372	1,902,838

The above Statement of Financial Position should be read in conjunction with the accompanying notes.

Financial statements

for the year ended 31 December 2017

Statement of Changes in Equity for the year ended 31 December 2017

	Notes	Reserves \$'000	Retained Earnings \$'000	Total \$'000
Balance at 1 January 2016		699,291	1,133,120	1,832,411
Net result		-	37,461	37,461
Gain on revaluation of property, plant and equipment		26,025	-	26,025
Gain on revaluation of available-for-sale financial assets		6,941	-	6,941
Balance at 31 December 2016	20	732,257	1,170,581	1,902,838
Balance at 1 January 2017		732,257	1,170,581	1,902,838
Net result		-	75,657	75,657
Gain on revaluation of property, plant and equipment		59,420	-	59,420
Gain on revaluation of available-for-sale financial assets		4,457	-	4,457
Balance at 31 December 2017	20	796,134	1,246,238	2,042,372

The above Statement of Changes in Equity should be read in conjunction with the accompanying notes.

Financial statements

for the year ended 31 December 2017

Statement of Cash Flows for the year ended 31 December 2017

	Notes	2017 \$'000	2016 \$'000
Cash flows from operating activities			
Australian Government Grants		584,109	569,033
OS-HELP (net)		645	225
State Government Grants		8,370	7,804
Local Government Grants received		88	82
HECS-HELP – Student payments		15,866	15,077
Receipts from student fees and other customers		326,027	307,594
Dividends received		84	90
Interest received		11,133	14,437
GST recovered		13,614	11,516
Payments to suppliers and employees (inclusive of GST)		(840,442)	(835,629)
Interest and other costs of finance		(4,391)	(5,613)
Net cash provided by operating activities	27	115,103	84,616
Cash flows from investing activities			
Proceeds from sale of property, plant and equipment		698	1,813
Payments for property, plant and equipment and intangible assets		(71,661)	(55,846)
Payments for financial assets		(68,000)	(63,075)
Net cash used in investing activities		(138,963)	(117,108)
Cash flows from financing activities			
Repayment of borrowings		(17,056)	(18,051)
Net cash used in financing activities		(17,056)	(18,051)
Net decrease in cash and cash equivalents		(40,916)	(50,543)
Cash and cash equivalents at the beginning of the financial year		439,304	489,340
Effects of exchange rate changes on cash and cash equivalents		(499)	507
Cash and cash equivalents at the end of the financial year	10	397,889	439,304

The above Statement of Cash Flows should be read in conjunction with the accompanying notes.

Financial statements

for the year ended 31 December 2017

Notes to the financial statements for the year ended 31 December 2017

1. Summary of significant accounting policies

Griffith University is constituted under the *Griffith University Act 1998* (Qld) and is a statutory body within the meaning given in the *Financial Accountability Act 2009* (Qld). The principal address of Griffith University is Parklands Drive, Southport, Queensland 4222.

The financial statements are parent entity financial statements consisting of Griffith University only. Consolidated financial statements have not been prepared as the sole subsidiary is not considered material. The parent and ultimate parent entity is Griffith University. The presentation currency is Australian Dollars.

The principal accounting policies adopted in the preparation of the financial statements are set out under the relevant notes. These policies have been consistently applied for all years reported unless otherwise stated.

(a) Basis of preparation

The annual financial statements represent the audited general purpose financial statements of Griffith University. They have been prepared on an accrual basis and comply with Australian Accounting Standards.

Griffith University applies Tier 1 reporting requirements.

Additionally the statements have been prepared in accordance with the following statutory requirements:

- *Higher Education Support Act 2003* (Cth) (Financial Statement Guidelines)
- *Financial and Performance Management Standard 2009* (Qld)

Griffith University is a not-for-profit entity and these statements have been prepared on that basis. Some of the Australian Accounting Standards requirements for not-for-profit entities are inconsistent with the IFRS requirements.

(i) Date of authorisation for issue

The financial statements were authorised for issue by Griffith University at the date of signing the Griffith University Certificate.

(ii) Historical cost convention

These financial statements have been prepared under the historical cost convention, as modified by the revaluation of available-for-sale financial assets, financial assets and liabilities at fair value through profit and loss, certain classes of property, plant and equipment and assets held for sale.

(iii) Critical accounting estimates

The preparation of financial statements in conformity with Australian Accounting Standards requires the use of certain critical accounting estimates. It also requires management to exercise its judgement in the process of applying the University's accounting policies. The estimates and underlying assumptions are reviewed on an ongoing basis.

University management has made no judgement in the process of applying accounting policies that would have a significant impact on the amounts disclosed in the financial report, other than the normal operational judgement affecting depreciation, impairment, revaluation of assets and calculation of employee benefits.

(b) Comparative amounts

Where necessary, comparative information has been reclassified to enhance comparability in respect of changes in presentation adopted in the current year.

(c) Rounding of amounts

Amounts in the financial report are rounded to the nearest thousand dollars.

Financial statements

for the year ended 31 December 2017

Notes to the financial statements for the year ended 31 December 2017

1. Summary of significant accounting policies (continued)

(d) Taxation

The activities of the University are exempt from Commonwealth taxation under the provisions of Division 50 of the *Income Tax Assessment Act 1997 (ITAA)* except for Fringe Benefits Tax (FBT) and Goods and Services Tax (GST). State taxes are payable where applicable, e.g. Payroll Tax.

(e) Goods and Services Tax (GST)

Revenues, expenses and assets are recognised net of the amount of associated GST, unless the GST incurred is not recoverable from the taxation authority. In this case GST is recognised as part of the cost of acquisition of the asset or as part of the expense. Receivables and payables are recorded at the GST inclusive amount. The net amount of GST recoverable from, or payable to, the Australian Taxation Office is included with other receivables or payables in the Statement of Financial Position.

Cash flows are included in the Statement of Cash Flows on a gross basis and the GST component of cash flows arising from financing or investing activities, which are recoverable from, or payable to, the taxation authority are classified as operating cash flows.

Commitments and contingencies are disclosed net of the amount of GST recoverable from, or payable to, the taxation authority.

In relation to any foreign operations, the University is subject to tax under the Tax Acts applicable in the relevant countries. Tax in respect of these operations is brought to account in the year it is incurred.

(f) New Accounting Standards and Interpretations adopted by the University applicable to the current reporting period

AASB 124 *Related Party Disclosures* has been extended to apply to not-for-profit (NFP) entities. This standard requires note disclosures about relationships between a parent entity and its controlled entities, key management personnel (KMP) remuneration expenses and other related party transactions, and does not impact on financial statement line items. As Queensland Treasury already required disclosure of KMP remuneration expenses, AASB 124 has minimal impact on the KMP disclosures.

Financial statements

for the year ended 31 December 2017

Notes to the financial statements for the year ended 31 December 2017

1. Summary of significant accounting policies (continued)

(f) New Accounting Standards and Interpretations applicable to future reporting periods

Standard name	Effective date	Requirements	Impact
AASB 9 <i>Financial Instruments</i>	1 January 2018	<p>Significant revisions to the classification and measurement of financial assets, reducing the number of categories and simplifying the measurement choices, including the removal of impairment testing of assets measured at fair value. The amortised cost model is available-for-debt assets meeting both business model and cash flow characteristics tests. All investments in equity instruments using AASB 9 are to be measured at fair value. Amends measurement rules for financial liabilities that the entity elects to measure at fair value through profit and loss. Changes in fair value attributable to changes in the entity's own credit risk are presented in other comprehensive income.</p> <p>Impairment of assets is now based on expected losses in AASB 9 which requires entities to measure:</p> <ul style="list-style-type: none"> • the 12-month expected credit losses (expected credit losses that result from those default events on the financial instrument that are possible within 12 months after the reporting date); or • full lifetime expected credit losses (expected credit losses that result from all possible default events over the life of the financial instrument). 	<p>The University will complete its review of accounting policies with respect to financial instruments for implementation in 2018 reporting period. This may have some impact on the recognition and measurement of financial instruments. Certain financial instruments which have been recognised at historical cost will be accounted for at fair value according to the new standard requirements.</p>
AASB 16 <i>Leases</i>	1 January 2019	<p>AASB 16 requires lessees to recognise assets and liabilities for all leases with a term of more than 12 months, unless the underlying asset is of low value. A lessee measures right-of-use assets similarly to other non-financial assets and lease liabilities similarly to other financial liabilities. Assets and liabilities arising from a lease are initially measured on a present value basis. This measurement includes non-cancellable lease payments (including inflation-linked payments).</p>	<p>The University will continue its review of leases under the new standard to determine the magnitude of any changes. Some operating leases (as defined by the current AASB 117) will need to be reported on the Statement of Financial Position under this standard.</p> <p>For leases with significantly below-market minimum lease payments, right-of-use assets will be recognised at fair value and the difference between right-of-use asset and lease liability will be recognised as income according to AASB 1058.</p>

Financial statements

for the year ended 31 December 2017

Notes to the financial statements for the year ended 31 December 2017

1. Summary of significant accounting policies (continued)

(f) New Accounting Standards and Interpretations applicable to future reporting periods (continued)

Standard name	Effective date	Requirements	Impact
AASB 15 <i>Revenue from Contracts with Customers</i>	1 January 2019	AASB 15 introduces a five step process for revenue recognition with the core principle of the new Standard being for entities to recognise revenue to depict the transfer of goods or services to customers in amounts that reflect the consideration (that is, payment) to which the entity expects to be entitled in exchange for those goods or services. Accounting policy changes will arise in timing of revenue recognition, treatment of contracts costs and contracts which contain a financing element. AASB 15 will also result in enhanced disclosures about revenue, provide guidance for transactions that were not previously addressed comprehensively (for example, service revenue and contract modifications) and improve guidance for multiple element arrangements.	The University will continue its review of revenue recognition policies for contracts with customers. This may have some impact on the timing of recognition of revenue, especially for research programs. Terms and conditions of contracts are being reviewed to assess the application of new standard. If a contract is enforceable and contains sufficiently specific performance obligations to transfer goods or services to customers, it falls within the scope of AASB 15 and revenue will be recognised over time or at a point in time, dependent on how performance obligations are satisfied by the University and how controls of goods and services are transferred to customers. For contracts out of scope of AASB 15, revenue will be recognised according to AASB 1058.
AASB 1058 <i>Income of Not-For-Profit Entities</i>	1 January 2019	AASB 1058 clarifies and simplifies the income recognition requirements that apply to not-for-profit (NFP) entities, in conjunction with AASB 15 <i>Revenue from Contracts with Customers</i> . This supersedes all income recognition requirements relating to private sector NFP entities, and the majority of income recognition requirements relating to public sector NFP entities, previously in AASB 1004 <i>Contributions</i> . The requirements of AASB 1058 more closely reflect the economic reality of NFP entity transactions that are not contracts with customers. The timing of income recognition depends on whether such a transaction gives rise to a liability or other performance obligation (a promise to transfer a good or service), or a contribution by owners, related to an asset (such as cash or another asset) received by an entity. AASB 1058 also applies when a NFP entity receives volunteer services or enters into other transactions where the consideration to acquire an asset is significantly less than the fair value of the asset principally to enable the entity to further its objectives. In the latter case, the entity recognises and measures the asset at fair value in accordance with the applicable Australian Accounting Standard (eg AASB 116 <i>Property, Plant and Equipment</i>).	In conjunction with the review of revenue recognition policies for the implementation of AASB 15, the University is reviewing contracts with customers to identify enforceable contracts with sufficiently specific promises to transfer goods or services to the customer or a third party. If identified these will be accounted for under AASB 15, with all other income accounted for under AASB 1058 which will generally require upfront recognition akin to the current AASB 1004 <i>Contributions</i> recognition requirements.

Financial statements

for the year ended 31 December 2017

Notes to the financial statements for the year ended 31 December 2017

2. Australian Government financial assistance including Australian Government loan programs (HELP)

	Notes	2017 \$'000	2016 \$'000
(a) Commonwealth Grant Scheme and Other Grants			
Commonwealth Grant Scheme ^{#1}		278,257	269,238
Promotion of Excellence in Learning and Teaching		198	323
Higher Education Participation Program		5,236	6,047
Disability Performance Funding ^{#2}		292	251
Indigenous Student Success Program ^{#3}		3,184	2,643
Australian Maths and Science Partnership Program		-	1,020
Total Commonwealth Grant Scheme and Other Grants	30.1	<u>287,167</u>	<u>279,522</u>
(b) Higher Education Loan Programs			
HECS-HELP		198,201	178,110
FEE-HELP ^{#4}		33,787	31,370
SA-HELP		4,666	4,578
Total Higher Education Loan Programs	30.2	<u>236,654</u>	<u>214,058</u>
(c) Scholarships			
Research Training Program ^{#5}		22,299	22,322
Total Scholarships	30.3	<u>22,299</u>	<u>22,322</u>
(d) Education Research			
Research Support Program ^{#6}		16,502	15,737
Total Education Research Grants	30.3	<u>16,502</u>	<u>15,737</u>
(e) Australian Research Council			
Discovery		9,554	10,749
Linkages		3,300	2,903
Total ARC	30.5	<u>12,854</u>	<u>13,652</u>

Financial statements

for the year ended 31 December 2017

Notes to the financial statements for the year ended 31 December 2017

2. Australian Government financial assistance including Australian Government loan programs (HELP) (Continued)

	2017 \$'000	2016 \$'000
(f) Other Australian Government financial assistance		
Non-capital		
Department of Health	4,732	4,759
Department of the Environment	1,000	3,716
National Health and Medical Research Council	10,710	12,589
Other	2,798	4,140
Total other Australian Government financial assistance	19,240	25,204
Total Australian Government financial assistance	594,716	570,495

#1 Includes the basic CGS grant amount, Regional Loading, Enabling Loading, Medical Student Loading, Allocated Places and Non Designated Courses.

#2 Disability Performance Funding includes Additional Support for Students with Disabilities and Australian Disability Clearinghouse on Education and Training.

#3 Indigenous Student Success Program has replaced the Indigenous Commonwealth Scholarships Program and the Indigenous Support Program as of 1 January 2017.

#4 Program is in respect of FEE-Help for Higher Education only and excludes funds received in respect of VET FEE-HELP.

#5 Research Training Program has replaced Australian Postgraduate Awards, International Postgraduate Research Scholarships and Research Training Scheme in 2017.

#6 Research Support Program has replaced Joint Research Engagement, JRE Engineering Cadetships, Research Block Grants and Sustainable Research Excellence in Universities in 2017.

Revenue is recognised when it is probable that the economic benefits associated with the transaction will flow to the University and can be reliably measured. Revenue from rendering services or provision of goods is recognised when the University has a right to be compensated, and the amount of revenue and the stage of completion of the service can be reliably measured. In some cases this may not be probable until consideration is received or an uncertainty is removed.

Grants from the government are recognised at their fair value where the University obtains control of the right to receive the grant, it is probable that economic benefits will flow to the University and it can be reliably measured.

Where grants are received that are reciprocal in nature, revenue is progressively recognised as it is earned, according to the terms of the funding agreements.

Revenue from HELP is categorised into those received from the Australian Government and those received directly from students. Revenue is recognised and measured in accordance with the above disclosure.

Financial statements

for the year ended 31 December 2017

Notes to the financial statements for the year ended 31 December 2017

	2017 \$'000	2016 \$'000
3. State and Local Government financial assistance		
Non-Capital		
Operating financial assistance	2,980	2,954
Research funds	5,129	4,272
Total State and Local Government financial assistance	8,109	7,226
4. Fees and charges		
Course fees and charges		
Fee-paying onshore overseas students	166,687	157,414
Fee-paying offshore overseas students	4,464	4,441
Continuing education	10,503	11,752
Fee-paying domestic postgraduate students	8,696	8,327
Fee-paying domestic undergraduate students	134	262
Fee-paying domestic non-award students	1,150	1,101
Other domestic course fees and charges	16,041	12,817
Total course fees and charges	207,675	196,114
Other non-course fees and charges		
Community services fees	4,495	4,049
Conferences and seminars	2,045	2,481
Parking fees and fines	3,929	4,739
Enrolment/reinstatement fees	1,142	952
Student accommodation	6,199	6,528
Student services and amenities fees from students	3,269	3,183
Other fees and charges	1,129	1,913
Total other non-course fees and charges	22,208	23,845
Total fees and charges	229,883	219,959

Fees and charges are recognised as income when earned. Fees and charges received by the University prior to balance date which relate to future periods are treated as unearned revenue in liabilities.

Financial statements

for the year ended 31 December 2017

Notes to the financial statements for the year ended 31 December 2017

	2017 \$'000	2016 \$'000
5. Investment revenue and other investment income		
Interest income from bank deposits	11,123	14,477
Dividends from equity investments	84	90
Total investment revenue	<u>11,207</u>	<u>14,567</u>
Other investment gains and losses:		
Investment fund distributions	5,475	2,180
Net gain arising on financial assets designated at fair value through profit or loss	9,371	2,346
Total other investment income	<u>14,846</u>	<u>4,526</u>
Total investment income	<u>26,053</u>	<u>19,093</u>

Interest revenue is recognised as it is earned. Dividend revenue is recognised as received.

6. Consultancy and contracts

Consultancy	22,879	21,020
Contract research	15,151	15,935
Total consultancy and contracts	<u>38,030</u>	<u>36,955</u>

Revenue from rendering services is recognised when the University has a right to be compensated, and the amount of revenue and the stage of completion of the service can be reliably measured. In some cases this may not be probable until consideration is received or an uncertainty is removed.

Contract revenue is recognised in accordance with the percentage of completion method. The stage of completion is measured by reference to labour hours incurred to date as a percentage of estimated total labour hours for each contract.

7. Other revenue

Donations and bequests	8,195	8,787
Scholarships and prizes	4,158	3,513
Sale of goods	15,268	19,113
Commercial rent	2,256	2,784
Recovery of expenditure	10,224	8,367
Non-government grants	617	548
Other revenue	3,865	3,593
Total other revenue	<u>44,583</u>	<u>46,705</u>

Other revenue is brought to account as it is earned and is recognised when the goods and services are provided.

Financial statements

for the year ended 31 December 2017

Notes to the financial statements for the year ended 31 December 2017

	2017 \$'000	2016 \$'000
8. Employee related expenses		
Academic		
Salaries	203,214	206,420
Contributions to funded superannuation and pension schemes	32,327	32,675
Payroll tax	12,135	12,216
Worker's compensation	753	699
Long service leave	3,583	3,441
Annual leave	13,966	15,490
Total academic	<u>265,978</u>	<u>270,941</u>
Non-academic		
Salaries	198,627	199,657
Contributions to funded superannuation and pension schemes	31,593	31,607
Payroll tax	11,995	11,887
Worker's compensation	756	691
Long service leave	3,549	3,329
Annual leave	16,907	14,988
Total non-academic	<u>263,427</u>	<u>262,159</u>
Total employee related expenses	<u>529,405</u>	<u>533,100</u>

Contributions to the defined contribution section of Griffith's superannuation fund and other independent defined contribution superannuation funds are recognised as an expense as they become payable.

Past service costs are recognised in profit or loss immediately.

The University incurs Payroll Tax at the rate determined by the State Government for payments made to and benefits received by the employees.

The University pays premiums to WorkCover Queensland in respect of its obligations for employee compensation. Workers' compensation insurance is a consequence of employing employees, but is not counted in an employee's total remuneration package. It is not employee benefits and is recognised separately as employee related expenses.

Key executive management personnel are detailed in Note 22.

Financial statements

for the year ended 31 December 2017

Notes to the financial statements for the year ended 31 December 2017

	2017 \$'000	2016 \$'000
9. Other expenses		
Scholarships and prizes	44,885	43,821
External grants and third party payments	13,685	14,533
Advertising, marketing and promotional expenses	16,936	13,694
Audit fees, bank charges, legal costs and insurance	4,758	4,050
Clinical and practical teaching fee	13,818	17,696
Commission and partnership organisation expenses	22,841	20,829
Computer expenses	7,738	9,914
Consultancy	19,693	18,873
Hospitality	2,741	2,572
Inventory used	4,991	6,473
Laboratory consumables	8,918	9,457
Non-capitalised equipment	9,650	12,447
Operating lease fees and other rental	2,714	3,550
Printing and stationery	5,740	5,580
Safety security and cleaning	12,821	11,737
Staff recruitment and benefits	3,406	3,272
Subscriptions and reference materials	13,345	13,560
Travel and conferences	19,646	18,423
Utilities	14,855	13,270
Other expenses	25,496	22,939
Total other expenses	268,677	266,690
10. Cash and cash equivalents		
Cash on hand	38	85
Cash at bank	33,586	36,587
Cash deposits at call	364,265	402,632
Total cash and cash equivalents	397,889	439,304

(a) Cash at bank and on hand

Cash on hand is non-interest bearing, while cash at bank is subject to a floating interest rate of 1.95% at balance date (2016: 1.95%).

(b) Cash deposits at call

The funds on call are invested with the Queensland Treasury Corporation in a Capital Guaranteed Cash Fund and are subject to a variable interest rate of approximately 2.37% at balance date (2016: 2.46%).

For Statement of Cash Flows presentation purposes, cash and cash equivalents includes cash on hand, deposits held at call with financial institutions and other short-term, highly liquid investments with original maturities of three months or less that are readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value.

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Notes to the financial statements for the year ended 31 December 2017

	2017 \$'000	2016 \$'000
11. Receivables		
Current		
Student fees	3,880	2,016
Trade receivables	6,210	10,396
Other receivables	18,907	9,009
	<u>28,997</u>	<u>21,421</u>
Less provision for impaired receivables	(2,089)	(1,684)
Total receivables	<u>26,908</u>	<u>19,737</u>

Trade receivables are recognised initially at fair value and subsequently measured at amortised cost using the effective interest method, less provision for impairment. Trade receivables are due for settlement no more than 30 days from the date of recognition.

Collectability of trade receivables is reviewed on an ongoing basis. Debts which are known to be uncollectible are written off. A provision for impairment of receivables is established when there is objective evidence that the University will not be able to collect all amounts due according to the original terms of receivables. Significant financial difficulties of the debtor, probability that the debtor will enter bankruptcy or financial reorganisation, and default or delinquency in payments (more than 90 days overdue) are considered indicators that the trade receivable is impaired. The amount of the provision is recognised in the Statement of Comprehensive Income.

(a) Impaired receivables

As at 31 December 2017 current receivables of the University with a nominal value of \$2.1 million (2016: \$1.7 million) were impaired and a provision for same was established. The impaired receivables mainly relate to outstanding student fees. Ageing analysis is not considered material for disclosure.

The creation and release of the provision for impaired receivables has been included in "other expenses" in the Statement of Comprehensive Income. Amounts charged to the provision account are generally written off when there is no expectation of recovering the amounts due.

The other amounts within receivables do not contain impaired assets and are not past due. Based on credit history, it is expected that these amounts will be received when due.

12. Other financial assets

Current

Fair value through profit or loss

Queensland Investment Corporation Investment Funds	164,522	82,182
Other	34	-
Total current other financial assets	<u>164,556</u>	<u>82,182</u>

Non-current

Available-for-sale

Unit trust investments	447	447
Shares in corporations-listed	1,090	996
Shares in corporations-unlisted	25,142	20,778
Investments accounted for using the equity method	7,653	25
Less provision for impairment of shares in corporations	(403)	(225)
Total non-current other financial assets	<u>33,929</u>	<u>22,021</u>
Total other financial assets	<u>198,485</u>	<u>104,203</u>

The University accounts for shares in unlisted corporations at cost unless the fair value can be measured reliably. Shares in listed corporations are recognised at their fair value at balance date. Within shares in unlisted corporations is a balance of \$16.1 million which relates to the University's investment in Education Australia Limited, the majority of which reflects the market value of listed shares in IDP Education Limited less an appropriate discount rate.

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Notes to the financial statements for the year ended 31 December 2017

12. Other financial assets (continued)

(i) Classification

The University classifies its investments into the following categories:

- Financial assets at fair value through profit or loss;
- Loans and receivables;
- Held-to maturity investments; or
- Available-for-sale financial assets.

Held-to-maturity investments principally comprise term deposits with a maturity date of greater than 90 days at acquisition. Available-for-sale financial assets are included in non-current assets unless management intends to dispose of the investment within 12 months of balance date. Financial assets at fair value through profit or loss are classified as current assets. Investments are recognised at fair value plus transaction costs. Financial assets are derecognised when the rights to receive cash flows from the financial assets have expired or have been transferred and the University has transferred substantially all the risks and rewards of ownership.

(ii) Subsequent measurement

Available-for-sale assets and financial assets at fair value through profit or loss are subsequently carried at fair value. Held-to-maturity investments are carried at amortised cost using the effective interest rate method. Changes in the fair value of available-for-sale financial assets are recognised in equity. Gains or losses arising from changes in the fair value of the 'financial assets at fair value through profit or loss' category are included in the Statement of Comprehensive Income within other income or other expenses in the period in which they arise.

(iii) Fair value

The fair values of investments and other financial assets are based on quoted prices in an active market, discounted where appropriate based on liquidity. If an active market cannot be readily identified and reliably measured the assets are carried at historical cost.

(iv) Impairment

The University assesses at each balance date whether there is objective evidence that a financial asset or group of financial assets is impaired. In the case of equity securities classified as available-for-sale, a significant or prolonged decline in the fair value of a security below its cost is considered in determining whether the security is impaired. If any such evidence exists for available-for-sale financial assets, the cumulative loss – measured as the difference between the acquisition cost and the current fair value, less any impairment loss on that financial asset previously recognised in profit and loss – is removed from equity and recognised in the Statement of Comprehensive Income. Impairment losses recognised in the Statement of Comprehensive Income on equity instruments are not reversed through the Statement of Comprehensive Income.

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Notes to the financial statements for the year ended 31 December 2017

13. Property, plant and equipment

	Construction in progress \$'000	Land \$'000	Buildings \$'000	Infrastructure \$'000	Plant and equipment* \$'000	Library \$'000	Other plant and equipment** \$'000	Total \$'000
At 1 January 2016								
Cost	10,073	-	-	-	174,542	-	-	184,615
Valuation	-	203,970	1,721,797	120,672	-	622	8,327	2,055,388
Accumulated depreciation	-	-	(521,196)	(49,608)	(114,273)	-	-	(685,077)
Net book amount	10,073	203,970	1,200,601	71,064	60,269	622	8,327	1,554,926
Year ended 31 December 2016								
Opening net book amount	10,073	203,970	1,200,601	71,064	60,269	622	8,327	1,554,926
Revaluation surplus	-	18,357	7,390	90	-	8	180	26,025
Additions	39,716	-	-	-	9,432	-	978	50,126
WIP transfers	(17,780)	-	10,972	600	6,208	-	-	-
Disposals: Cost	(389)	-	-	-	(10,750)	-	-	(11,139)
Disposals: Accumulated depreciation	-	-	-	-	8,882	-	-	8,882
Depreciation charge	-	-	(35,510)	(2,747)	(14,293)	-	-	(52,550)
Closing net book amount	31,620	222,327	1,183,453	69,007	59,748	630	9,485	1,576,270
At 31 December 2016								
Cost	31,620	-	-	-	179,432	-	-	211,052
Valuation	-	222,327	1,784,795	121,127	-	630	9,485	2,138,364
Accumulated depreciation	-	-	(601,342)	(52,120)	(119,684)	-	-	(773,146)
Net book amount	31,620	222,327	1,183,453	69,007	59,748	630	9,485	1,576,270
Year ended 31 December 2017								
Opening net book amount	31,620	222,327	1,183,453	69,007	59,748	630	9,485	1,576,270
Revaluation surplus	-	15,563	41,550	2,105	-	12	190	59,420
Additions	56,942	-	-	-	7,560	-	308	64,810
WIP transfers	(40,091)	-	32,259	424	7,408	-	-	-
Disposals: Cost	-	-	(979)	-	(9,861)	-	-	(10,840)
Disposals: Accumulated depreciation	-	-	217	-	9,132	-	-	9,349
Depreciation charge	-	-	(37,919)	(2,783)	(14,702)	-	-	(55,404)
Closing net book amount	48,471	237,890	1,218,581	68,753	59,285	642	9,983	1,643,605
At 31 December 2017								
Cost	48,471	-	-	-	184,539	-	-	233,010
Valuation	-	237,890	1,886,397	125,392	-	642	9,983	2,260,304
Accumulated depreciation	-	-	(667,816)	(56,639)	(125,254)	-	-	(849,709)
Net book amount	48,471	237,890	1,218,581	68,753	59,285	642	9,983	1,643,605

* Plant and equipment includes all operational assets.

** Other plant and equipment includes non-operational assets such as artworks.

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Notes to the financial statements for the financial year ended 31 December 2017

13. Property, plant and equipment (continued)

Valuations of land, buildings and other assets

(i) Acquisition

All assets acquired during the accounting period have been initially recognised at cost. Cost is the value of assets given as consideration including costs incurred in preparing the assets ready for use.

Expenditure on existing infrastructure and buildings has been added to the value of the existing assets where the expenditure is deemed to increase the useful life of the asset as opposed to expenditure which maintains the useful life of the asset.

Items or components which form an integral part of an asset are recognised as a single asset (functional asset). The recognition threshold is applied to the aggregate cost of each functional asset.

The asset recognition threshold is \$5,000 for all property, plant and equipment, except infrastructure and buildings, which are capitalised when the cost exceeds \$10,000 and land where the cost is \$1 or greater.

(ii) Revaluation

Land, buildings, infrastructure, artworks and heritage library collections are valued at fair value in accordance with the Queensland Treasurer's Guidelines *"Non-current Asset Policies for the Queensland Public Sector"*.

Artworks and heritage library collections are comprehensively revalued at five year intervals. Independent comprehensive revaluations are performed on land, buildings and infrastructure every three years, or whenever a material variation in these assets is expected to have occurred. In the intervening years a University specialist performs revaluations of artworks, while desktop valuations are performed on heritage library collections, land, buildings and infrastructure by independent valuers.

Increases in the carrying amounts arising on revaluation of land and buildings and infrastructure are recognised, net of tax, in other comprehensive income and accumulated in equity under the heading of revaluation surplus. To the extent that the increase reverses a decrease previously recognised in profit or loss, the increase is first recognised in profit or loss. Decreases that reverse previous increases of the same asset class are also recognised in other comprehensive income to the extent of the remaining reserve attributable to the asset class. All other decreases are charged to the income statement.

Land, buildings and infrastructure are shown at fair value, based on periodic, but at least triennial, valuations by external independent valuers, less subsequent depreciation for buildings and infrastructure. On revaluation, accumulated depreciation is restated proportionately with the change in the gross carrying amount of the asset, so that the carrying amount of the asset after the revaluation equals its revalued amount.

All other property, plant and equipment, except as stated above, is stated at historical cost less depreciation.

(a) Buildings and infrastructure

In 2017, building and infrastructure assets underwent a desktop revaluation by Matthew Ward B.App.Sc. AAPI and Nicholas Fein BE of AssetVal Pty Ltd, licensed property valuers. The gross value was established utilising the current replacement value of a new asset with similar service potential and includes allowances for preliminaries and professional fees and any restrictions placed on certain assets. The gross current values have been indexed with reference to costing guides issued by the Australian Institute of Quantity Surveyors, Rawlinson's (Australian Construction Handbook) and the valuers own internal market research and costings. In accordance with the requirements of the *"Non-current Asset Policies for the Queensland Public Sector"*, the accumulated depreciation has been restated to reflect the consumed or expired service potential, thus reporting the University's building and infrastructure assets at fair value in accordance with the requirements of AASB 116 *Property, Plant and Equipment*. The resultant change in the property, plant and equipment revaluation surplus is reported as part of note 20 Reserves and retained earnings.

(b) Library collection

Books contained in the Heritage Library Collection underwent a desktop revaluation in 2017 by Jorn Harbeck of Harbeck Rare Books Pty Ltd, a registered valuer under the Cultural Gifts Program of the Australian Government.

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Notes to the financial statements for the financial year ended 31 December 2017

13. Property, plant and equipment (continued)

(c) Land

In 2017, land underwent a desktop revaluation by Matthew Ward B.App.Sc. AAPI and Nicholas Fein BE of AssetVal Pty Ltd, licensed property valuers. The valuation was carried out on a market value basis and represents the estimated amount each property might reasonably be expected to realise in an exchange between willing and knowledgeable parties in an arm's length transaction. The resultant change in the property, plant and equipment revaluation surplus is reported as part of note 20 Reserves and retained earnings.

(d) Art collection (Queensland College of Art)

All artworks contained in the collection underwent a desktop review during 2017 by an internal specialist, based on indexation rates from Ross Searle of Ross Searle and Associates, and where applicable, the replacement value of the collection was adjusted, with corresponding entry made to the property, plant and equipment revaluation surplus.

(iii) Repairs and maintenance

Any repairs and maintenance expenditure above a threshold of \$10,000 subsequent to the original acquisition or completion of a building or infrastructure that either extends the life or increases the service potential is deemed to be capital in nature. All other repairs and maintenance expenditure is charged to the Statement of Comprehensive Income during the financial period in which they are incurred.

(iv) Impairment of assets

Assets are tested at least annually for impairment, or when significant events or circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised in the Statement of Comprehensive Income for the amount by which the asset's carrying amount exceeds its recoverable amount, unless the asset is measured at a revalued amount. Impairment losses on assets previously revalued are off-set against the property, plant and equipment revaluation surplus to the extent available.

(v) Depreciation

Land, art and library collections are not depreciated. All other asset categories are depreciated over their estimated useful economic lives to the University using the straight-line method. The residual value and useful life of each asset category is reviewed annually, and adjusted if appropriate.

For each class of depreciable asset the following useful lives are used for depreciation calculation purposes:

- Buildings – variable, based on periodic assessments of condition – 10 to 100 years
- Infrastructure – variable, based on periodic assessments of condition – 10 to 100 years
- Plant and equipment – up to 10 years
- Vehicles – 2.5 to 7 years

(vi) Derecognition of property, plant and equipment

An item of property, plant and equipment is derecognised when disposed of or when no future economic benefits are expected to arise from the continued use of the asset.

Gains and losses on disposal are determined by comparing proceeds with the carrying amount. These gains or losses are recognised in the Statement of Comprehensive Income. When revalued assets are disposed, amounts included in the property, plant and equipment revaluation surplus relating to that asset are transferred to retained earnings.

Non-current assets pledged as security

There are no non-current assets pledged as security by the University or its controlled entities.

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Notes to the financial statements for the financial year ended 31 December 2017

14. Intangible assets and premium on leased property

	Development costs \$'000	Licences \$'000	Subtotal \$'000	Premium on leased property \$'000	Total \$'000
At 1 January 2016					
Cost	35,742	5,001	40,743	7,500	48,243
Accumulated amortisation	(11,291)	(4,663)	(15,954)	(1,056)	(17,010)
Net book amount	24,451	338	24,789	6,444	31,233
Year ended 31 December 2016					
Opening net book amount	24,451	338	24,789	6,444	31,233
Additions: Internal development	7,116	-	7,116	-	7,116
Amortisation charge	(6,268)	(192)	(6,460)	(68)	(6,528)
Closing net book amount	25,299	146	25,445	6,376	31,821
At 31 December 2016					
Cost	42,858	5,001	47,859	7,500	55,359
Accumulated amortisation	(17,559)	(4,855)	(22,414)	(1,124)	(23,538)
Net book amount	25,299	146	25,445	6,376	31,821
Year ended 31 December 2017					
Opening net book amount	25,299	146	25,445	6,376	31,821
Additions: Internal development	6,704	-	6,704	-	6,704
Amortisation charge	(8,232)	(139)	(8,371)	(68)	(8,439)
Closing net book amount	23,771	7	23,778	6,308	30,086
At 31 December 2017					
Cost	49,561	5,001	54,562	7,500	62,062
Accumulated amortisation	(25,790)	(4,994)	(30,784)	(1,192)	(31,976)
Net book amount	23,771	7	23,778	6,308	30,086

(i) Research

Research costs incurred in obtaining new scientific or technical knowledge and understanding, are recognised in the Statement of Comprehensive Income as an expense when they are incurred.

(ii) Development

Expenditure on development activities, including software, being the application of research findings or other knowledge to a plan or design for the production of new or substantially improved products or services before the start of commercial production or use, is capitalised if the product or service is technically and commercially feasible, adequate resources are available to complete development and the costs on completion of the asset exceed the capitalisation threshold of \$100,000. The expenditure capitalised comprises all directly attributable costs, including costs of materials, services, direct labour and an appropriate portion of overheads.

Other development expenditure is recognised in the Statement of Comprehensive Income as an expense as incurred.

Capitalised development expenditure is stated at cost less accumulated amortisation and impairment losses recognised. Amortisation is calculated using the straight-line method to allocate the cost over the period of the expected benefit, which varies from 1 to 5 years.

(iii) Licences

Licences have a finite useful life and are carried at cost less accumulated amortisation and impairment losses. Amortisation is calculated using the straight-line method to allocate the cost of licences over their estimated useful lives which varies from 5 to 10 years.

(iv) Premium on leased property

The University is leasing certain land and buildings at the Southbank campus under a long-term lease arrangement expiring in 2110. The lease premium is being amortised over the period of the lease.

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Notes to the financial statements for the financial year ended 31 December 2017

	2017 \$'000	2016 \$'000
15. Other non-financial assets		
Current		
Prepayments	17,187	15,212
Total other non-financial assets	17,187	15,212
16. Trade and other payables		
Current		
Trade payables	11,871	12,764
Accrued expenditure	14,746	9,787
Funds held on behalf of other bodies	974	1,326
Payroll accruals	10,923	11,594
OS-HELP Liability to Australian Government	1,979	1,334
Total trade and other payables	40,493	36,805
Trade and other payables, including accruals not yet billed, represent liabilities for goods and services provided to the University prior to the end of the reporting period. These amounts are unsecured and are usually settled within 30 days of recognition.		
17. Borrowings		
Current		
Unsecured		
Queensland Treasury Corporation loans	14,348	17,056
Total current unsecured borrowings	14,348	17,056
Non-current		
Unsecured		
Queensland Treasury Corporation loans	92,988	107,336
Total non-current unsecured borrowings	92,988	107,336
Total borrowings	107,336	124,392

Borrowings are initially recognised at fair value, net of transaction costs incurred and are subsequently measured at amortised cost, using the effective interest rate method.

Any difference between the proceeds (net of transaction costs) and the redemption amount is recognised in the Statement of Comprehensive Income over the period of the borrowings using the effective interest method.

Borrowings are classified as current liabilities unless the University has an unconditional right to defer settlement of the liability for at least 12 months after the end of the reporting period.

For detailed information on the University borrowings see note 21(c) Financial risk management, Liquidity risk and note 29 Fair value measurements. The carrying amount of all borrowings is held in Australian dollars. None of the University's borrowings are readily traded on organised markets in standardised form. The University does not have any assets pledged as security for interest bearing liabilities.

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for the year ended 31 December 2017

Notes to the financial statements for the financial year ended 31 December 2017

	2017 \$'000	2016 \$'000
17. Borrowings (continued)		
(a) Financing arrangements		
Unrestricted access was available at balance date to the following lines of credit:		
Credit standby arrangements		
Total facilities		
Corporate cards	10,000	10,000
Total credit standby arrangements	<u>10,000</u>	<u>10,000</u>
Used at balance date		
Corporate cards	874	735
Total used at balance date	<u>874</u>	<u>735</u>
Unused at balance date		
Corporate cards	9,126	9,265
Total unused at balance date	<u>9,126</u>	<u>9,265</u>
(b) Risk exposures		
During 2016, all of the University's borrowings were converted to fixed interest rates. Therefore at balance date there is considered to be no risk exposure relating to interest rate changes.		
18. Provisions		
Current provisions expected to be settled within 12 months		
Employee benefits		
Long service leave	8,491	8,147
Annual leave	29,664	30,416
Voluntary early retirement and severance pay	452	768
Subtotal	<u>38,607</u>	<u>39,331</u>
Current provisions expected to be settled after more than 12 months		
Employee benefits		
Long service leave	34,392	31,589
Annual leave	6,179	5,373
Subtotal	<u>40,571</u>	<u>36,962</u>
Total current provisions	<u>79,178</u>	<u>76,293</u>
Non-current provisions		
Employee benefits		
Long service leave	17,202	19,586
Total non-current provisions	<u>17,202</u>	<u>19,586</u>
Total provisions	<u>96,380</u>	<u>95,879</u>

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Notes to the financial statements for the financial year ended 31 December 2017

18. Provisions (continued)

Provisions are recorded when the University has a present obligation, either legal or constructive as a result of a past event. They are recognised at the amount expected at reporting date for which the obligation will be settled in a future period. Where the settlement of the obligation is expected after 12 or more months, the obligation is discounted to the present value using an appropriate discount rate.

Employee benefits

(i) Short-term obligations

Liabilities for short-term employee benefits including wages and salaries due and expected to be settled wholly before twelve months after the end of the reporting period. They are recognised in the Statement of Financial Position at the current pay rates.

Prior history indicates that on average, sick leave taken each reporting period is less than the entitlement accrued. This is expected to continue in future periods. Accordingly, it is unlikely that existing accumulated entitlements will be used by employees and no liability for unused sick leave entitlements is recognised. As sick leave is non-vesting, an expense is recognised for this leave as it is taken.

(ii) Other long-term obligations

The liability for other long-term employee benefits are those that are not expected to be settled wholly before twelve months after the end of the annual reporting period. Other long-term employee benefits include such things as annual leave and long service leave liabilities.

Other long-term obligations are measured at the present value of expected future payments to be made in respect of services provided by employees up to the reporting date. Consideration is given to expected future salary levels, experience of employee departures and periods of service. Expected future payments are discounted using market yields at the reporting date on national government bonds with terms to maturity and currency that match, as closely as possible, the estimated future cash outflows.

Regardless of the expected timing of settlements, provisions made in respect of employee benefits are classified as a current liability, unless there is an unconditional right to defer the settlement of the liability for at least twelve months after the reporting date, in which case it will be reported as a non-current liability.

(iii) Retirement benefit obligations

Contributions made by the University to employee superannuation funds are charged as expenses when incurred and the University's legal or constructive obligation is limited to these contributions.

(iv) Termination benefits

Termination benefits are payable when employment is terminated before the normal retirement date, or when an employee accepts voluntary redundancy in exchange for these benefits. The University recognises termination benefits when it is demonstrably committed to either terminating the employment of current employees according to a detailed formal plan without possibility of withdrawal or providing termination benefits as a result of a formally accepted offer of voluntary redundancy. Benefits falling due within twelve months are valued at their nominal amounts and amounts falling due more than twelve months after the reporting date are discounted to their net present values.

	2017 \$'000	2016 \$'000
19. Other liabilities		
Current		
Unearned revenue	28,064	23,646
Other liabilities	2,058	1,477
Australian Government unspent financial assistance	11	4,045
Total current other liabilities	30,133	29,168

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Notes to the financial statements for the financial year ended 31 December 2017

	2017 \$'000	2016 \$'000
20. Reserves and retained earnings		
(a) Reserves		
Property, plant and equipment revaluation surplus	771,174	711,754
Available-for-sale financial assets	24,960	20,503
Total reserves	796,134	732,257
Property, plant and equipment revaluation surplus		
Balance 1 January	711,754	685,729
Revaluation of land	15,563	18,357
Revaluation of buildings	41,550	7,390
Revaluation of infrastructure	2,105	90
Revaluation of other assets	202	188
Balance 31 December	771,174	711,754
Available-for-sale financial assets		
Balance 1 January	20,503	13,562
Revaluation	4,457	6,941
Balance 31 December	24,960	20,503
Movements in retained earnings were as follows:		
Retained earnings at 1 January	1,170,581	1,133,120
Operating result for the year	75,657	37,461
Retained earnings at 31 December	1,246,238	1,170,581

(b) Nature and purpose of reserves

Transfers to and from the property, plant and equipment revaluation surplus and available-for-sale financial assets result from fluctuations in the fair value of assets held.

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Notes to the financial statements for the financial year ended 31 December 2017

21. Financial risk management

Objectives and Policies

The University's activities expose it to a variety of financial risks including market risk (including price risk, foreign exchange risk and cash flow and fair value interest rate risk), credit risk and liquidity risk. These risks are managed by the University as described below. The University's financial instruments consist mainly of cash funds, equity instruments, accounts receivable and payable, and borrowings.

Risk management is carried out by the Office of Finance under policies approved by the University Council.

(a) Market risk

(i) Foreign exchange risk

The University's exposure to foreign exchange risk lies in its purchase of goods and services in foreign currency.

The University has approval to hedge foreign currency transactions to mitigate foreign exchange risk. The University also holds bank accounts in Hong Kong dollars, Japanese Yen and United States dollars. Management does not consider the financial impact of foreign exchange risk to be material for further disclosure and analysis.

(ii) Price risk

The University's exposure to price risk lies in managed funds administered by Queensland Investment Corporation, the shareholdings in Education Australia Limited and Navitas Limited. The remainder of the University shareholdings and investments are not subject to price risk as they are not publicly traded.

The University mitigates this risk by constant review of investment holdings to determine appropriate action.

The management and operation of the University's investment portfolio is governed by the *Griffith University Act 1998* (Qld) and the *Statutory Bodies Financial Arrangements Act 1982* (Qld).

The University's investment strategy seeks to achieve compliance with statutory and legislative requirements, to preserve and improve the value of the University's investment assets over time, and to earn a return commensurate with the term of the University's investments and the credit worthiness of the underlying counterparties.

Outlined in the following table is the University's sensitivity analysis to price risk. The University has chosen a fluctuation of 10% (2016: 10%) to outline this sensitivity. The decision not to change the sensitivity relates to the University's management study of current market data.

(iii) Cash flow and interest rate risk

The University's exposure to interest rate risk arises predominantly from assets and liabilities bearing variable interest rates. Where possible to mitigate this risk, the University holds fixed rate assets and liabilities to maturity.

Outlined in the table below is the University's sensitivity analysis to interest rate risk. Interest rate risk lies in balances in bank accounts earning interest and Queensland Treasury Corporation managed funds. At balance date, the University's borrowings from QTC were under fixed interest rates and therefore are not considered to be exposed to interest rate risk. The University has chosen a fluctuation of 1% (2016: 1%) to outline this sensitivity. The decision not to change the sensitivity relates to the University's management study of current market data.

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for the year ended 31 December 2017

Notes to the financial statements for the financial year ended 31 December 2017

21. Financial risk management (continued)

(a) Market risk (continued)

31 December 2017	Carrying Amount \$'000	Interest rate risk				Price risk			
		-1%		+1%		-10%		+10%	
		Result \$'000	Equity \$'000	Result \$'000	Equity \$'000	Result \$'000	Equity \$'000	Result \$'000	Equity \$'000
Financial assets									
Cash and cash equivalents ^{#1}	397,889	(3,908)	(3,908)	3,908	3,908	-	-	-	-
Other financial assets ^{#2}	198,485	-	-	-	-	(18,170)	(18,170)	18,170	18,170
Trade and other receivables	26,908	-	-	-	-	-	-	-	-
Financial liabilities									
Trade and other payables	40,493	-	-	-	-	-	-	-	-
Borrowings	107,336	-	-	-	-	-	-	-	-
Other liabilities	2,058	-	-	-	-	-	-	-	-
Total (decrease)/increase		(3,908)	(3,908)	3,908	3,908	(18,170)	(18,170)	18,170	18,170

31 December 2016	Carrying Amount \$'000	Interest rate risk				Price risk			
		-1%		1%		-10%		+10%	
		Result \$'000	Equity \$'000	Result \$'000	Equity \$'000	Result \$'000	Equity \$'000	Result \$'000	Equity \$'000
Financial assets									
Cash and cash equivalents ^{#1}	439,304	(4,335)	(4,335)	4,335	4,335	-	-	-	-
Other financial assets ^{#2}	104,203	-	-	-	-	(9,421)	(9,421)	9,421	9,421
Trade and other receivables	19,737	-	-	-	-	-	-	-	-
Financial liabilities									
Trade and other payables	36,805	-	-	-	-	-	-	-	-
Borrowings	124,392	-	-	-	-	-	-	-	-
Other liabilities	1,477	-	-	-	-	-	-	-	-
Total (decrease)/increase		(4,335)	(4,335)	4,335	4,335	(9,421)	(9,421)	9,421	9,421

^{#1} Within cash and cash equivalents, \$7.1 million (2016: \$5.8 million) has no interest rate risk exposure.

^{#2} Within other financial assets, \$16.7 million (2016: \$9.7 million) has no price risk exposure.

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for the year ended 31 December 2017

Notes to the financial statements for the financial year ended 31 December 2017

21. Financial risk management (continued)

(b) Credit risk

The risk to the University that one party of a financial instrument will fail to discharge an obligation and cause the other party to incur a financial loss is considered minimal. Credit risk arises from cash and cash equivalents, deposits and managed funds with financial institutions, as well as credit exposures to students and customers, including outstanding receivables and committed transactions.

Griffith University is a statutory authority with category 3 investment power which is the broadest category of investment powers under the *Statutory Bodies Financial Arrangements Act 1982* (Qld).

Where the University is supplying goods or services to customers, the University's policy is for the relevant element to assess the credit quality of the customer, taking into account its financial position, past experience and other factors. Where a customer fails a credit check and the University element determines that other research or relationship factors override the financial risk, any bad debt risk is borne by that element.

There are no significant concentrations of credit risk, whether through exposure to individual customers, specific industry sectors and/or regions.

The credit risk on financial assets of the University, which have been recognised on the Statement of Financial Position, other than investments in shares, is generally the carrying amount, net of any provisions for impairment.

Credit risk is managed by the individual groups within the University who are able to obtain a credit information request on a potential client if the risk signifies such action is required.

The carrying amount of financial assets disclosed at note 29 Fair value measurements represents the University's maximum exposure to credit risk.

Ageing of past due but not impaired as well as impaired financial assets have not been disclosed based on immaterial balances and historically low levels of write offs.

(c) Liquidity risk

Liquidity risk lies in the ability of the University to meet payments to creditors as and when they fall due.

The University manages this risk by the use of policies and procedures which enable efficient cash management. The University also has well established budgeting processes and tools which detail expected future cash outlays and the ability of the University to meet future commitments.

The aim of the University's investment policy is to maximise the investment return on available funds for an agreed level of risk in order to support the purpose and mission of the University, provide funds and capital growth to support the University's short-term commitments and growth objectives, and support a reasonable level of funding stability from year to year.

The table below details the University's liquidity risk in relation to loans at 31 December 2017.

Source of loan	Original loan \$'000	Year loan drawn down	Expected remaining loan term	Loan balance \$'000
QTC	50,000	2008	0.5 years	3,445
QTC	66,093	2014	7 years	48,208
QTC	10,000	2014	17 years	8,908
QTC	40,000	2015	8 years	32,439
QTC	15,500	2015	18 years	14,336
Total balance of loans				107,336

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for the year ended 31 December 2017

Notes to the financial statements for the financial year ended 31 December 2017

21. Financial risk management (continued)

(c) Liquidity risk (continued)

The following tables summarise the maturity of the University's financial assets and financial liabilities:

31 December 2017	Average interest rate %	Variable interest rate \$'000	Less than 1 year \$'000	1 to 5 years \$'000	5+ years \$'000	Non interest \$'000	Total \$'000
Financial assets							
Cash on hand and at bank	1.95%	26,506	-	-	-	7,118	33,624
Cash deposits at call	2.37%	364,265	-	-	-	-	364,265
Receivables	-	-	-	-	-	26,908	26,908
Other financial assets	-	-	-	-	-	198,485	198,485
Total financial assets		390,771	-	-	-	232,511	623,282
Financial liabilities							
Payables	-	-	-	-	-	40,493	40,493
Borrowings	3.74%	-	17,902	57,432	51,579	-	126,913
Other financial liabilities	-	-	-	-	-	2,058	2,058
Total financial liabilities		-	17,902	57,432	51,579	42,551	169,464

31 December 2016	Average interest rate %	Variable interest rate \$'000	Less than 1 year \$'000	1 to 5 years \$'000	5+ years \$'000	Non interest \$'000	Total \$'000
Financial assets							
Cash on hand and at bank	2.18%	30,884	-	-	-	5,788	36,672
Cash deposits at call	2.73%	402,632	-	-	-	-	402,632
Receivables	-	-	-	-	-	19,737	19,737
Other financial assets	-	-	-	-	-	104,203	104,203
Total financial assets		433,516	-	-	-	129,728	563,244
Financial liabilities							
Payables	-	-	-	-	-	36,805	36,805
Borrowings	3.70%	-	21,446	60,977	65,937	-	148,360
Other financial liabilities	-	-	-	-	-	1,477	1,477
Total financial liabilities		-	21,446	60,977	65,937	38,282	186,642

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for the year ended 31 December 2017

Notes to the financial statements for the financial year ended 31 December 2017

22. Key management personnel disclosures

(a) Names of responsible persons and executive officers

Responsible persons

The following persons were Council members during the financial year 2017:

Chancellor	Mr Henry Smerdon, AM
Deputy Chancellor	Ms Rachel Hunter
Vice Chancellor and President	Professor Ian O'Connor AC*
Members appointed by the Governor-in-Council	Mr Clinton Dines Ms Amelia Evans (commenced 31 October 2017) Mr Andrew Fraser (commenced 31 October 2017) Ms Rachel Hunter Ms Olivia Loadwick (commenced 31 October 2017) Ms Ann Robilotta-Glenister OAM Ms Rhonda White AO Mr Ian Alderdice (concluded term on 30 October 2017) Mr Mark Gray (concluded term on 30 October 2017) Mr Garry Redlich (concluded term on 30 October 2017)
Elected academic staff	Associate Professor Liz Jones* Professor Alf Lizzio* (concluded term on 27 October 2017) Professor Gary Rogers* (commenced 28 October 2017)
Elected student members	Mr Ritesh Chowdhary (resigned 3 July 2017) Mr Vincent Tawiah* (commenced 28 October 2017) Mr David Cody* (resigned 3 July 2017) Mr Ryan Kungl (commenced 28 October 2017)
Elected general staff	Dr Naveen Sharma*
Council appointed members	Dr Robert Anderson, OAM Ms Sandra Anderson The Honourable Rob Borbidge, AO Mr Craig Bassingthwaite

*Council members who also serve as staff members.

Executive officers

The following persons had responsibility for planning, directing and controlling the activities of the University during the year:

Ian O'Connor AC	Vice Chancellor and President
Neville Pankhurst	Senior Deputy Vice Chancellor
Martin Betts	Deputy Vice Chancellor (Engagement)
Debra Henly	Deputy Vice Chancellor (Academic)
Colin McAndrew	Vice President (Corporate Services) (retired 10 November 2017)
Peter Bryant	Vice President (Corporate Services) (appointed 13 November 2017)

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for the year ended 31 December 2017

Notes to the financial statements for the financial year ended 31 December 2017

22. Key management personnel disclosures (continued)

(b) Remuneration of council members and executives

Council members are not remunerated for their services as Council members. Staff members who serve as Council members are remunerated only for their substantive role within the University. They are not remunerated for their role as Council members. The remuneration of Council members appears in the table below except for the Vice Chancellor and President whose remuneration is included in the remuneration of executive officers.

	2017 Number	2016 Number
Remuneration of council members		
\$0 to \$14,999	18	15
\$15,000 to \$29,999	1	-
\$45,000 to \$59,999	1	-
\$150,000 to \$164,999	-	1
\$165,000 to \$179,999	2	1
\$180,000 to \$194,999	-	1
\$210,000 to \$224,999	1	-
Remuneration of executive officers		
\$60,000 to \$74,999	1	-
\$315,000 to \$329,999	-	1
\$345,000 to \$359,999	-	1
\$505,000 to \$519,999	1	-
\$520,000 to \$534,999	1	-
\$535,000 to \$549,999	1	1
\$550,000 to \$564,999	-	-
\$565,000 to \$579,999	-	-
\$580,000 to \$594,999	-	1
\$625,000 to \$639,999	1	-
\$640,000 to \$654,999	-	1
\$1,015,000 to \$1,029,999	1	1

Remuneration paid or payable to Council members and executives in connection with the management of the University's affairs was \$3,958,265 for 2017 (2016: \$3,971,479).

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for the year ended 31 December 2017

Notes to the financial statements for the financial year ended 31 December 2017

22. Key management personnel disclosures (continued)

(c) Key executive management personnel disclosures

The following persons have responsibility for planning, directing and controlling the activities of the University during the year.

Position	Responsibilities	Incumbents	
		Contract classification and appointment authority	Date appointed to position (Date resigned from position)
Vice Chancellor and President	The Vice Chancellor and President is the Chief Executive Officer of the University and is responsible to the Council of the University. The position is responsible for articulating a clear strategic direction for the University, providing academic and administrative leadership, maintaining a focus on quality, engendering a collegial community amongst staff and students, fostering effective relationships with stakeholders and ensuring sound financial management and stewardship of resources.	VC - Council	17 January 2005
Senior Deputy Vice Chancellor	The Senior Deputy Vice Chancellor provides senior strategic leadership to the University, with particular responsibility for development of the University strategic plan and the University's research profile, including; research planning and policy, research training, research grants, contract research, consultancies, intellectual property policy development and commercialisation. The Senior Deputy Vice Chancellor is also the standing deputy to the Vice Chancellor and Provost of the Gold Coast Campus.	SDVC - Council	1 January 2014
Deputy Vice Chancellor (Academic)	The Deputy Vice Chancellor (Academic) provides senior strategic leadership in the following areas: Learning, teaching and student experience; student retention; graduate outcomes and student equity; online education; academic administration; University academic plan and profile; academic, strategic and operational planning for learning and teaching; strategic direction of the curriculum and academic programs; academic staffing; academic policies and quality standards.	DVC (A) - Council	1 June 2016
Deputy Vice Chancellor (Engagement)	The Deputy Vice Chancellor (Engagement) provides strategic leadership in: the external representation of the University and its development and advancement agenda; domestic student recruitment for undergraduate and postgraduate coursework programs; student and staff equity policy development and programs and the University's development and alumni, marketing and communications activities and functions. The Deputy Vice Chancellor (Engagement) is also Head of Nathan and South Bank Campuses.	DVC (E) - Council	10 February 2014
Vice President (Corporate Services)	The Vice President (Corporate Services) provides strategic leadership of the corporate and administrative services that underpin the successful operation of the University and for advising the Vice Chancellor and President on policy, strategy and tactics to support and enhance the University's mission.	VP (CS) - Council	13 November 2017 (10 November 2017)

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for the year ended 31 December 2017

Notes to the financial statements for the financial year ended 31 December 2017

	2017 \$'000	2016 \$'000
22. Key Management Personnel Disclosures (continued)		
(d) Key executive management personnel and remuneration expenses		
Short term employee benefits:		
Monetary expenses	2,796	2,796
Non-monetary benefits	95	130
Long term employee expenses	97	121
Post employment expenses	328	405
Termination benefits	-	-
Total expenses	3,316	3,452

Remuneration expenses for key executive management personnel comprise the following components:

- Short term employee expenses which include:
 - salaries, allowances and leave entitlements earned and expensed for the entire year or for that part of the year during which the employee occupied the specified position.
 - non-monetary benefits – consisting of provision of vehicle together with fringe benefits tax applicable to the benefit.
- Long term employee expenses include amounts expensed in respect of long service leave entitlements earned.
- Post employment expenses include amounts expensed in respect of employer superannuation obligations.
- Termination benefits are not provided for within individual contracts of employment. Contracts of employment provide only for notice periods or payment in lieu of notice on termination, regardless of the reason for termination.
- Performance bonuses are not paid under the contracts in place.

(e) Loans to key management personnel

There were no loans to key management personnel during the financial year (2016: none).

(f) Other transactions with key management personnel

There were no other transactions with key management personnel during the financial year (2016: none).

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for the year ended 31 December 2017

Notes to the financial statements for the financial year ended 31 December 2017

	2017 \$'000	2016 \$'000
23. Remuneration of auditors		
Audit of the Financial Statements		
Fees paid to Queensland Audit Office	210	220
Total	210	220

24. Contingencies

Contingent assets

The University has a number of outstanding insurance claims, which are currently being assessed by the University's insurers. The University believes that it would be misleading to estimate the final amounts recoverable, if any, in respect of the outstanding claims as at 31 December 2017.

Contingent liabilities

Management is not aware of any contingent liabilities existing at balance date.

25. Commitments

(a) Capital commitments

Capital expenditure contracted for at the reporting date but not recognised as liabilities is as follows:

<i>Property, plant and equipment</i>		
Within one year	37,063	55,377
Between one and five years	-	682
Later than five years	-	-
Total Property, plant and equipment commitments	37,063	56,059

(b) Other expenditure commitments

Commitments for expenditure in existence at the reporting date but not recognised as liabilities, payable:

Within one year	54,284	37,458
Later than one year but not later than five years	-	420
Later than five years	-	-
Total other expenditure commitments	54,284	37,878

26. Events occurring after the reporting period

A review of events after the reporting date has not identified any issues which would materially affect the information disclosed in the Statement of Comprehensive Income and Statement of Financial Position.

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for the year ended 31 December 2017

Notes to the financial statements for the financial year ended 31 December 2017

27. Reconciliation of net result after income tax to net cash provided by operating activities

	2017 \$'000	2016 \$'000
Net result for the period	75,657	37,461
Depreciation and amortisation	63,843	59,078
Net loss on disposal of non-current assets	777	48
Net foreign exchange differences	499	(507)
Fair value gains on other financial assets at fair value through profit or loss	(34)	-
Share of loss of associates and joint venture partnership not received as dividends and distributions	24	150
Donated art	(279)	(881)
(Increase)/decrease in receivables	(7,575)	2,140
(Increase)/decrease in inventories	(19)	147
(Increase) in other financial assets	(21,814)	(4,332)
(Increase)/decrease in other non-financial assets	(1,975)	1,372
Increase/(decrease) in other liabilities	965	(10,602)
Increase in payables	4,129	4,935
Increase/(decrease) in provisions for employee entitlements	501	(4,386)
Decrease/(increase) in provision for impairment	404	(7)
Net cash provided by operating activities	115,103	84,616

28. Service concession arrangements

In 2006, Griffith University entered into a Student Accommodation Agreement with Campus Living Accommodation Company Limited to build and operate student accommodation at its cost on University land leased to Campus Living Funds Management Limited. The purpose of this arrangement was to facilitate the provision of student accommodation on the Gold Coast campus without any investment or financial operating risk to the University. The University has priority rights for its students to occupy the accommodation but has no obligation to guarantee any level of usage.

The expiry date of both the Student Accommodation Agreement and the land lease is 31 December 2042.

The student accommodation will transfer to University ownership at the end of the lease period at no cost to the University.

The asset's current fair value is \$35.0 million (2016: \$34.7 million) (valuation by AssetVal Ltd effective 30 September 2017). Management believe this current fair value is the most reliable measurement of cost rather than an estimate of the value at the end of the arrangement, being 31 December 2042. The asset has not been recognised in these financial statements as it does not meet the criteria of being under control of the University.

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for the year ended 31 December 2017

Notes to the financial statements for the financial year ended 31 December 2017

29. Fair value measurements

(a) Fair value measurements

The fair value of financial assets and financial liabilities must be estimated for recognition and measurement or for disclosure purposes.

Due to the short-term nature of the current receivables, the carrying value approximates their fair value and based on credit history it is expected that the receivables that are neither past due nor impaired will be received when due.

The carrying amounts and aggregate fair values of financial assets and liabilities at balance date are:

	Carrying amount		Fair value	
	2017	2016	2017	2016
	\$'000	\$'000	\$'000	\$'000
Financial assets				
Cash and cash equivalents	397,889	439,304	397,889	439,304
Receivables	26,908	19,737	26,908	19,737
Other financial assets	198,485	104,203	198,485	104,203
Total financial assets	623,282	563,244	623,282	563,244
Financial liabilities				
Payables	40,493	36,805	40,493	36,805
Borrowings	107,336	124,392	109,940	127,136
Total financial liabilities	147,829	161,197	150,433	163,941

The University measures and recognises the following assets and liabilities at fair value on a recurring basis:

- Available-for-sale financial assets
- Derivative financial instruments
- Land and buildings
- Infrastructure
- Artworks and library assets

The University does not measure and recognise any liabilities at fair value on a recurring basis.

(b) Fair value hierarchy

The University categorises assets and liabilities measured at fair value into a hierarchy based on the level of inputs used in measurement, as follows:

Level 1	Quoted prices (unadjusted) in active markets for identical assets or liabilities
Level 2	Inputs other than quoted prices within level 1 that are observable for the asset or liability either directly or indirectly
Level 3	Inputs for the asset or liability that are not based on observable market data (unobservable inputs)

(i) Recognised fair value measurements

Fair value measurements recognised in the Statement of Financial Position are categorised into the following levels at 31 December 2017.

Fair value measurements at 31 December 2017

Recurring fair value measurements	Notes	Total	Level 1	Level 2	Level 3
		\$'000	\$'000	\$'000	\$'000
Financial assets					
Available-for-sale financial assets	12	33,929	1,090	-	32,839
Other financial assets	12	164,556	164,556	-	-
Total financial assets		198,485	165,646	-	32,839
Non-financial assets					
Infrastructure	13	68,753	-	-	68,753
Land and buildings	13	1,456,471	-	-	1,456,471
Artworks and library assets	13	10,625	-	-	10,625
Total non-financial assets		1,535,849	-	-	1,535,849

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for the year ended 31 December 2017

Notes to the financial statements for the financial year ended 31 December 2017

29. Fair value measurements (continued)

(b) Fair value hierarchy (continued)

(i) Recognised fair value measurements (continued)

Fair value measurements at 31 December 2016

Recurring fair value measurements	Notes	Total \$'000	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000
Financial assets					
Available-for-sale financial assets	12	22,021	1,021	-	21,000
Other financial assets	12	82,182	82,182	-	-
Total financial assets		104,203	83,203	-	21,000
Non-financial assets					
Infrastructure	13	69,007	-	-	69,007
Land and buildings	13	1,405,780	-	-	1,405,780
Artworks and library assets	13	10,115	-	-	10,115
Total non-financial assets		1,484,902	-	-	1,484,902

The University's policy is to recognise transfers into and transfers out of fair value hierarchy levels as at the end of the reporting period.

There were no transfers between levels 1 and 2 for recurring fair value measurements during the year.

(ii) Disclosed fair values

The University has a limited number of assets and liabilities which are not measured at fair value, but for which the fair values are disclosed in the notes.

The fair value of assets or liabilities traded in active markets (such as publicly traded derivatives, and trading and available-for-sale securities) is based on quoted market prices for identical assets or liabilities at the balance sheet date (level 1). This is the most representative of fair value in the circumstances.

The carrying value less impairment provision of trade receivables and payables is a reasonable approximation of their fair values due to the short-term nature of trade receivables and payables. The fair value of financial liabilities for disclosure purposes is estimated by discounting the future contractual cash flows at the current market interest rate that is available to the University for similar financial instruments (level 3).

The fair value of non-current borrowings disclosed in (a) is estimated by discounting the future contractual cash flows at the current market interest rates that are available to the University for similar financial instruments. For the period ended 31 December 2017, the borrowing rates were determined to be between 3.28% and 7.61% depending on the type of borrowing (2016: between 3.28% and 7.61%). The fair value of current borrowings approximates the carrying amount, as the impact of discounting is not significant (level 2).

Derivative contracts classified as held for trading are adjusted to fair value by comparing the contracted rate to the current market rate for a contract with the same remaining period to maturity.

(c) Valuation techniques used to derive level 2 and level 3 fair values

(i) Recurring fair value measurements

The fair value of financial instruments that are not traded in an active market (for example, over-the-counter derivatives) is determined using valuation techniques. These valuation techniques maximise the use of observable market data where it is available and rely as little as possible on entity specific estimates. If all significant inputs required to fair value an instrument are observable, the instrument is included in level 2.

If one or more of the significant inputs is not based on observable market data, the instrument is included in level 3. This is the case for unlisted equity securities.

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Notes to the financial statements for the financial year ended 31 December 2017

29. Fair value measurements (continued)

(c) Valuation techniques used to derive level 2 and level 3 fair values (continued)

(i) Recurring fair value measurements (continued)

Land, buildings and infrastructure (classified as property, plant and equipment) are valued independently on a comprehensive basis every three years, with desktop valuations undertaken in the intervening years. At the end of each reporting period, the University updates its assessment of the fair value of each property, taking into account the most recent independent valuations. The University determines the property's value within a range of reasonable fair value estimates.

The best evidence of fair value in current prices is an active market for similar properties. Where such information is not available the University considers information from a variety of sources, including:

- current prices in an active market for properties of different nature or recent prices of similar properties in less active markets, adjusted to reflect those differences
- discounted cash flow projections based on reliable estimates of future cash flows
- capitalised income projections based on a property's estimated net market income, and a capitalisation rate derived from an analysis of market evidence

All resulting fair value estimates for properties are included in level 3. Sale prices of comparable land in close proximity are adjusted for differences in key attributes such as property size. The most significant input into this valuation approach is price per square metre.

Land types that are commonly traded in the property market would be considered to have level 2 valuation inputs, but due to the characteristics of the University's land assets the valuers have assigned level 3 valuation inputs. Most of the land parcels are exceptionally large and would be considered an anomaly in the general market place.

There are no directly comparable sales of land parcels of this size or development potential, which is highly subjective and could fall within a large range of uses and densities. These were subsequently valued at the level 3 valuation input hierarchy by using the professional judgement of a registered valuer who adjusted the price per square metre of sales from sites not in close proximity which provided only a low level of comparability.

Specialised buildings were valued using the current replacement cost approach using professionally qualified registered valuers. The approach estimated the replacement cost for each building by componentising the buildings into significant parts with different useful lives and taking into account a range of factors. While the unit rates based on square metres could be supported from market evidence (level 2) other inputs (such as estimates of useful life and asset condition) required extensive professional judgement and impacted significantly on the final determination of fair value. As such these assets were classified as having been valued using level 3 valuation inputs.

All road and water network infrastructure assets were valued using level 3 valuation inputs using the current replacement cost approach.

During the year there were a number of new projects completed where the actual cost was recorded and the impact of depreciation at year end was negligible. While these could be classified as valued at level 2, given the low proportion of the total portfolio that these represented and the likelihood that in future valuations they would be valued at level 3, management have adopted a policy that all road and water network infrastructure assets are deemed to be valued at level 3.

(ii) Non-recurring fair value measurements

The University did not measure any financial assets at fair value on a non-recurring basis as at the end of the reporting period.

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Notes to the financial statements for the financial year ended 31 December 2017

29. Fair value measurements (continued)

(d) Fair value measurements using significant unobservable inputs (level 3)

The following table is a reconciliation of level 3 items for the periods ended 31 December 2017 and 2016.

	Unlisted equity securities \$'000	Buildings \$'000	Financial liabilities \$'000	Land \$'000	Infrastructure \$'000	Artworks and Library \$'000	Total \$'000
Level 3 fair value measurements 2017							
Opening balance	21,000	1,183,454	-	222,327	69,007	10,115	1,505,903
Acquisitions	7,653	32,259	-	-	424	308	40,644
Depreciation	-	(37,919)	-	-	(2,783)	-	(40,702)
Disposals	-	(763)	-	-	-	-	(763)
Total gains/(losses)	(178)	-	-	-	-	-	(178)
Recognised in Statement of Comprehensive Income	4,364	-	-	-	-	-	4,364
Recognised in other comprehensive income	-	41,550	-	15,563	2,105	202	59,420
Closing balance	32,839	1,218,581	-	237,890	68,753	10,625	1,568,688
Level 3 fair value measurements 2016							
Opening balance	14,122	1,200,601	-	203,970	71,064	8,949	1,498,706
Acquisitions	-	10,972	-	-	600	978	12,550
Depreciation	-	(35,510)	-	-	(2,747)	-	(38,257)
Disposals	-	-	-	-	-	-	-
Total gains/(losses)	-	-	-	-	-	-	-
Recognised in Statement of Comprehensive Income	6,878	-	-	-	-	-	6,878
Recognised in other comprehensive income	-	7,390	-	18,357	90	188	26,025
Closing balance	21,000	1,183,453	-	222,327	69,007	10,115	1,505,902

There has not been any changes in unrealised gains/(losses) recognised in profit or loss attributable to assets held at the end of the reporting period.

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for the year ended 31 December 2017

Notes to the financial statements for the financial year ended 31 December 2017

29. Fair value measurements (continued)

(d) Fair value measurements using significant unobservable inputs (level 3) (continued)

(i) Valuation inputs and relationships to fair value

The following table summarises the quantitative information about the significant unobservable inputs used in level 3 fair value measurements. See (c) for the valuation techniques adopted.

Description	Fair value at 31 December 2017 \$'000	Unobservable inputs*	Range of inputs (probability weighted average)		Relationship of unobservable inputs to fair value	
			Lower	Upper	Lower \$'000	Upper \$'000
Buildings	1,218,581	Replacement cost rate Asset condition	(2.50)%	2.50%	(30,465)	30,465
Land	237,890	Price per square metre	(2.50)%	2.50%	(5,947)	5,947
Infrastructure	68,753	Unit cost rate Asset condition	(2.50)%	2.50%	(1,719)	1,719

* There were no significant inter-relationships between unobservable inputs that materially affect fair value.

(ii) Valuation processes

The University engages external, independent and qualified valuers to determine the fair value of the University's land, buildings and infrastructure on a regular basis. An annual assessment is undertaken to determine whether the carrying amount of the assets is materially different from the fair value. If any variation is considered material a revaluation is undertaken either by comprehensive revaluation or by applying an interim revaluation using appropriate indices.

The main level 3 inputs used are derived and evaluated as follows:

Cost for land restricted in use (non-saleable) – estimated cost to replace the existing land if the University had to acquire it on the open market in competition with other market participants. Due to the restricted nature and unique characteristics of this land there was insufficient market evidence of directly comparable sales. Reference was made to sales of land with a limited level of comparability at distant locations and adjusted by the valuer using professional judgement to take account of the differing characteristics. These were evaluated for reasonableness against the price per square metre for other restricted in use land held by the University.

Replacement cost rate – given the specialised nature of the assets and limited market based evidence of value, current replacement cost approach has been adopted to estimate the fair value of buildings. The replacement cost involves estimating a price per square metre replacement cost. This replacement cost rate is determined having regard to recent construction data, consideration of building size, material, type, and structure to derive the unit rate, and Rawlinson's cost data and cost indices for different regions in Queensland. The Rawlinson's cost data selected is then subject to review by engineers and valuers taking into account site specifics.

Unit cost rate – Unit rates are developed by summing each component which goes into producing a unit (be it metres, square metres, tonnes, etc.) of an infrastructure asset. The major components of any asset are the raw materials, plant, labour and intangible overheads. The raw cost of material, as well as plant and labour hire rates, are established either through communicating directly with suppliers and obtaining quoted prices, by using cost guides such as the Rawlinson's Construction Handbook and through reviewing prices supplied by the University. Intangibles are estimated using industry standards as a starting point which are then tailored to suit the University. These unit costs are then applied to known measurements of the asset, or asset subcomponent, to produce a replacement cost, which is then depreciated to estimate the fair value.

Financial statements

for the year ended 31 December 2017

Notes to the financial statements for the financial year ended 31 December 2017

29. Fair value measurements (continued)

(d) Fair value measurements using significant unobservable inputs (level 3) (continued)

(ii) Valuation processes (continued)

Asset condition – asset condition assessments are used in estimating the remaining useful lives of buildings and infrastructure. Where the condition was able to be determined from the valuer's inspection, or where detailed condition reports have been prepared, the remaining life is dependent on the recorded condition, using a sliding scale. Where detailed condition is not available but the age of the asset is known, the remaining life is estimated using the current age of the assets, adjusted for obsolescence after visual inspection. Where neither the condition nor the age are known, assumptions are made as to the age and condition of the assets in collaboration with the University, in order to obtain a current replacement cost which reasonably reflects the value of the asset.

The nature of road and water network infrastructure is that there is a very large number of assets which comprise the network and as a result it is not considered reasonable and cost effective to inspect every asset for the purposes of completing a valuation. As a consequence reliance is placed on the accuracy of data held in the asset management system and its associated internal controls. This includes regular planned inspections and updates to the system following maintenance activities and renewal treatments. Likewise, especially for water network infrastructure, a large portion of the portfolio is located underground and may only be inspected on an irregular basis.

Financial statements

for the year ended 31 December 2017

Notes to the financial statements for the financial year ended 31 December 2017

30. Acquittal of Australian Government financial assistance

30.1 Education – CGS and other Education grants

	Commonwealth Grant Scheme ^{#1}		Indigenous Student Success Program		Australian Maths and Science Partnership Program		Higher Education Participation Program	
	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000
Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the program)	276,114	267,811	3,184	2,643	-	1,020	5,236	6,047
Net accrual adjustments	2,143	1,427	-	-	-	-	-	-
Revenue for the period	278,257	269,238	3,184	2,643	-	1,020	5,236	6,047
Surplus from the previous year	-	-	239	212	1,058	1,017	235	478
Total revenue including accrued revenue	278,257	269,238	3,423	2,855	1,058	2,037	5,471	6,525
Less expenses including accrued expenses	278,257	269,238	3,151	2,616	835	979	5,392	6,290
Surplus for reporting period	-	-	272	239	223	1,058	79	235

#1 Includes the basic CGS grant amount, CGS-Regional loading, CGS-Enabling Loading, CGS – Medical student Loading, and CGS – Special Advances from Future Years.

Financial statements

for the year ended 31 December 2017

Notes to the financial statements for the financial year ended 31 December 2017

30. Acquittal of Australian Government financial assistance (continued)

30.1 Education – CGS and other Education grants (continued)

	Disability Support Program ^{#2}		Promotion of Excellence in Learning and Teaching		Total	
	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000
Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the programs)	292	251	198	323	285,024	278,095
Net accrual adjustments	-	-	-	-	2,143	1,427
Revenue for the period	292	251	198	323	287,167	279,522
(Deficit)/surplus from the previous year	(179)	(149)	532	1,122	1,885	2,680
Total revenue including accrued revenue	113	102	730	1,445	289,052	282,202
Less expenses including accrued expenses	380	281	261	913	288,276	280,317
(Deficit)/surplus for reporting period	(267)	(179)	469	532	776	1,885

#2 Disability Performance Funding includes Additional Support for Students with Disabilities and Australia Disability Clearinghouse on Education and Training.

Financial statements

for the year ended 31 December 2017

Notes to the financial statements for the financial year ended 31 December 2017

30. Acquittal of Australian Government financial assistance (continued)

30.2 Higher Education Loan Programs (excl OS-HELP)

	HECS-HELP (Australian Government payments only)		FEE-HELP ^{#3}		SA-HELP		Total	
	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000
Cash payable at beginning of year	2,512	3,045	1,533	357	210	135	4,255	3,537
Financial assistance received in cash during the reporting period	191,554	177,577	31,367	32,546	4,468	4,653	227,389	214,776
Cash available-for-period	194,066	180,622	32,900	32,903	4,678	4,788	231,644	218,313
Revenue earned	198,201	178,110	33,787	31,370	4,666	4,578	236,654	214,058
Cash (receivable) / payable at end of year	(4,135)	2,512	(887)	1,533	12	210	(5,010)	4,255

#3 Program is in respect of FEE-HELP for Higher Education only and excludes funds received in respect of VET FEE-HELP.

Financial statements

for the year ended 31 December 2017

Notes to the financial statements for the financial year ended 31 December 2017

30. Acquittal of Australian Government financial assistance (continued)

30.3 Department of Education and Training Research^{#4}

	Research Training Program ^{#5}		Research Support Program ^{#6}		Total	
	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000
Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the program)	22,299	22,322	16,502	15,737	38,801	38,059
Net accrual adjustments	-	-	-	-	-	-
Revenue for the period	22,299	22,322	16,502	15,737	38,801	38,059
(Deficit)/surplus from the previous year	156	128	806	209	962	337
Total revenue including accrued revenue	22,455	22,450	17,308	15,946	39,763	38,396
Less expenses including accrued expenses	21,600	22,294	16,593	15,140	38,193	37,434
Surplus/(deficit) for reporting period	855	156	715	806	1,570	962

#4 The reported surpluses for Research Training Program of \$0.9 million and Research Support Program of \$0.7 million for 2017 are expected to be rolled over for future use by the University.

#5 Research Training Program has replaced Australian Postgraduate Awards, International Postgraduate Research Scholarships and Research Training Scheme in 2017.

#6 Research Support Program has replaced Joint Research Engagement, JRE Engineering Cadetships, Research Block Grants and Sustainable Research Excellence in Universities in 2017.

Financial statements

for the year ended 31 December 2017

Notes to the financial statements for the financial year ended 31 December 2017

30.4 Total Higher Education Provider Research Training Program expenditure^{#7}

	Total domestic students \$'000	Total overseas students \$'000
Research Training Program Fees offsets	152	10,190
Research Training Program Stipends	5,989	443
Research Training Program Allowances	3,002	1,824
Total for all types of support	9,143	12,457

#7 Please refer to the Commonwealth Scholarship Guidelines for expenditure definitions for the Research Training Program

Financial statements

for the year ended 31 December 2017

Notes to the financial statements for the financial year ended 31 December 2017

30. Acquittal of Australian Government financial assistance (continued)

30.5 Australian Research Council Grants

	Discovery		Linkages		Special Research Initiatives		Total	
	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000
Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the program)	9,554	10,749	3,300	2,903	-	-	12,854	13,652
Net accrual adjustments	-	-	-	-	-	-	-	-
Revenue for the period	9,554	10,749	3,300	2,903	-	-	12,854	13,652
Surplus from the previous year	7,486	6,451	1,443	1,909	-	(27)	8,929	8,333
Total revenue including accrued revenue	17,040	17,200	4,743	4,812	-	(27)	21,783	21,985
Less expenses including accrued expenses	10,778	9,714	2,535	3,369	-	(27)	13,313	13,056
Surplus for reporting period	6,262	7,486	2,208	1,443	-	-	8,470	8,929

Financial statements

for the year ended 31 December 2017

Notes to the financial statements for the financial year ended 31 December 2017

30. Acquittal of Australian Government financial assistance (continued)

30.6 Other Australian Government Financial Assistance

Cash received during the reporting period
Cash spent during the reporting period
Net cash (paid)/received
Cash surplus from the previous period
Cash surplus for reporting period

2017 \$'000	2016 \$'000
20,040	24,451
(22,274)	(17,268)
(2,234)	7,183
7,183	-
4,949	7,183

30.7 OS-HELP

Cash received during the reporting period
Cash spent during the reporting period
Net cash received
Cash surplus from the previous period
Cash surplus for reporting period

2017 \$'000	2016 \$'000
4,929	4,318
(4,285)	(4,093)
644	225
1,335	1,110
1,979	1,335

30.8 Student Services and Amenities Fee

Notes

Overspent revenue from previous period
SA-HELP Revenue Earned
Student Services and Amenities Fees direct from Students
Total revenue expendable in period
Student Services expenses during period
Overspent Student Services Revenue

2(b)
4

2017 \$'000	2016 \$'000
(570)	(667)
4,666	4,578
3,269	3,183
7,365	7,094
7,638	7,664
(273)	(570)

Financial statements

for the year ended 31 December 2017

GRIFFITH UNIVERSITY CERTIFICATE

- (a) These general purpose financial statements have been prepared pursuant to section 62(1) of the *Financial Accountability Act 2009* (the Act), section 42 of the *Financial and Performance Management Standard 2009* and other prescribed requirements. In accordance with section 62(1)(b) of the Act we certify that in our opinion:
- (i) the prescribed requirements for establishing and keeping the accounts have been complied with in all material respects;
 - (ii) the financial statements have been drawn up to present a true and fair view, in accordance with prescribed accounting standards, of the transactions of Griffith University for the financial year ended 31 December 2017 and of the financial position of the University at the end of that year; and
 - (iii) these assertions are based on an appropriate system of internal controls and risk management processes being effective, in all material respects, with respect to financial reporting throughout the reporting period.
- (b) The financial statements conform with the Financial Statement Guidelines for Higher Education Providers for the 2017 Reporting Period issued by the Department of Education and we certify that in our opinion:
- (i) the amount of Australian Government financial assistance expended during the year was for the purposes for which it was intended and Griffith University has complied with applicable legislation, contracts, agreements and program guidelines in making expenditure; and
 - (ii) Griffith University charged Student Services and Amenities Fees strictly in accordance with the *Higher Education Support Act 2003* and the Administration Guidelines made under the Act. Revenue from the fee was spent strictly in accordance with the Act and only on services and amenities specified in subsection 19-38(4) of the Act.



HENRY SMERDON, AM
Chancellor



IAN O'CONNOR, AC
Vice Chancellor and President



HOWARD WARD
Acting Chief Financial Officer

27 February 2018

Financial statements

for the year ended 31 December 2017

INDEPENDENT AUDITOR'S REPORT

To the Council of Griffith University

Report on the audit of the financial report

Opinion

I have audited the accompanying financial report of Griffith University.

In my opinion, the financial report:

- a) gives a true and fair view of the entity's financial position as at 31 December 2017, and its financial performance and cash flows for the year then ended
- b) complies with the *Financial Accountability Act 2009*, the Financial and Performance Management Standard 2009, the *Australian Charities and Not-for-profits Commission Act 2012*, the Australian Charities and Not-for-profits Commission Regulation 2013 and Australian Accounting Standards.

The financial report comprises the statement of financial position as at 31 December 2017, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes to the financial statements including summaries of significant accounting policies and other explanatory information, and the certificate given by the Chancellor, Vice-Chancellor and President, and Acting Chief Financial Officer.

Basis for opinion

I conducted my audit in accordance with the *Auditor-General of Queensland Auditing Standards*, which incorporate the Australian Auditing Standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of my report.

I am independent of the entity in accordance with the auditor independence requirements of the *Australian Charities and Not-for-profits Commission Act 2012* and with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the Code) that are relevant to my audit of the financial report in Australia. I have also fulfilled my other ethical responsibilities in accordance with the Code and the *Auditor-General of Queensland Auditing Standards*.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Key audit matters

Key audit matters are those matters that, in my professional judgement, were of most significance in my audit of the financial report of the current period. I addressed these matters in the context of my audit of the financial report as a whole, and in forming my opinion thereon, and I do not provide a separate opinion on these matters.

Financial statements

for the year ended 31 December 2017

Specialised buildings (\$1,218.581 million)

Refer Note 13

Key audit matter	How my audit procedures addressed this key audit matter
<p>Specialised buildings were material to Griffith University at balance date and were measured at fair value using the current replacement cost method. The University performs comprehensive revaluation of all of its buildings every three years, or whenever a material variation is expected to have occurred, with desktop valuations conducted in the intervening period. A comprehensive valuation was conducted in 2015 and desktop valuations undertaken for 2016 and 2017 balances.</p> <p>The current replacement cost method comprises:</p> <ul style="list-style-type: none"> • Gross replacement cost, less • Accumulated depreciation <p>The University derived the gross replacement cost of its buildings at balance date through using unit prices that required significant judgements for:</p> <ul style="list-style-type: none"> • identifying the components of buildings with separately identifiable replacement costs • developing a unit rate for each of these components, including: <ul style="list-style-type: none"> - estimating the current cost for a modern substitute (including locality factors and on-costs), expressed as a rate per unit (e.g. \$/square metre) - identifying whether the existing building contains obsolescence or less utility compared to the modern substitute, and if so estimating the adjustment to the unit rate required to reflect this difference. <p>The measurement of accumulated depreciation involved significant judgements for forecasting the remaining useful lives of building components.</p> <p>The significant judgements required for gross replacement cost and useful lives are also significant for calculating annual depreciation expense.</p>	<p>My audit procedures included, but were not limited to:</p> <p>In the previous year:</p> <ul style="list-style-type: none"> • Assessing the adequacy of management's review of the valuation process. • Obtaining an understanding of the methodology used and assessing its design, integrity and appropriateness using common industry practices. • Assessing the competence, capability and objectivity of the valuation specialist. • On a sample basis, evaluating the relevance, completeness, and accuracy of source data used to derive unit costs including: <ul style="list-style-type: none"> - Modern substitute. - Adjustment for excess quality or obsolescence. <p>In the current year:</p> <ul style="list-style-type: none"> • Evaluating the reasonableness of the indices used against other publicly available information about movements in values for replacement costs of similar assets. • Evaluating their relevance and appropriateness to changes in Building Price Index inputs and other publicly available information. • Assessing the ongoing reasonableness of the buildings' useful lives by – <ul style="list-style-type: none"> - Reviewing management's annual assessment of useful lives. - Assessing the appropriateness of useful lives where assets were disposed of prior to the end of their useful life. • Reviewing assets with an inconsistent relationship between condition and remaining life. • Performing reasonableness tests to confirm depreciation is calculated in accordance with the University's accounting policies and industry standards.

Financial statements

for the year ended 31 December 2017

Land valuations (\$237.890 million)

Note 13

Key audit matter	How my audit procedures addressed this key audit matter
<p>The University's land was measured at fair value using the market approach which involves physical inspection and reference to publicly available data on recent sales of similar land in nearby localities taking into account the restrictions on the land use.</p> <p>The land was comprehensively revalued in 2015 with desktop valuations in 2016 and 2017 undertaken by a valuation specialist.</p> <p>Significant judgement was used in arriving at suitable discount rates for the restrictions on university land.</p> <p>The fair value of land was derived by discounting the market value of similar land that had no restrictions, and then estimating the discount a willing market participant would make taking into account the restrictions on use.</p>	<p>My procedures for the valuation of land included, but were not limited to:</p> <p>In the prior years:</p> <ul style="list-style-type: none"> Assessing the competence, capability and objectivity of the experts used to develop the models. Obtaining an understanding of the methodology used with reference to common industry practices. For a sample of land parcels, evaluating the reasonableness of any adjustments applied due to the restrictions on use. <p>For the period subsequent to this revaluation:</p> <ul style="list-style-type: none"> Evaluating the reasonableness of the index used against other publicly available information about movements in values for unrestricted land that is otherwise similar. On a sample basis, testing the accuracy of the application of indices to the valuation of land assets.

Other information

Other information comprises the information included in Griffith University's annual report for the year ended 31 December 2017, but does not include the financial report and my auditor's report thereon.

Those charged with governance are responsible for the other information.

My opinion on the financial report does not cover the other information and accordingly I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial report, my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial report or my knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work I have performed, I conclude that there is a material misstatement of this other information, I am required to report that fact.

I have nothing to report in this regard.

Responsibilities of the entity for the financial report

The Council is responsible for the preparation of the financial report that gives a true and fair view in accordance with the *Financial Accountability Act 2009*, the Financial and Performance Management Standard 2009, the *Australian Charities and Not-for-profits Commission Act 2012*, the Australian Charities and Not-for-profits Commission Regulation 2013 and Australian Accounting Standards, and for such internal control as the Council determines is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

Financial statements

for the year ended 31 December 2017

The Council is also responsible for assessing the entity's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless it is intended to abolish the entity or to otherwise cease operations.

Auditor's responsibilities for the audit of the financial report

My objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for expressing an opinion on the effectiveness of the entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the entity.
- Conclude on the appropriateness of the entity's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the entity's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. I base my conclusions on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the entity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

Financial statements

for the year ended 31 December 2017

From the matters communicated with those charged with governance, I determine those matters that were of most significance in the audit of the financial report of the current period and are therefore the key audit matters. I describe these matters in my auditor's report unless law or regulation precludes public disclosure about the matter or when, in extremely rare circumstances, I determine that a matter should not be communicated in my report because the adverse consequences of doing so would reasonably be expected to outweigh the public interest benefits of such communication.

In accordance with s.40 of the *Auditor-General Act 2009*, for the year ended 31 December 2017:

- a) I received all the information and explanations I required.
- b) In my opinion, the prescribed requirements in relation to the establishment and keeping of accounts were complied with in all material respects.



John Welsh
as delegate of the Auditor-General

27 February 2018

Queensland Audit Office
Brisbane

Appendix: indicators and targets

Students

Student enrolments

Target: To meet student enrolment targets set in the planning process.

Definition: University student load (EFTSL) is projected via the University Budget process and includes both domestic and international student enrolments.

Year	2010	2011	2012	2013	2014	2015	2016	2017*
Actual Results	31,910	31,228	31,221	31,902	33,058	33,853	33,723	34,791
Future Targets				30,169	32,178	33,611	34,407	33,143

* Data is preliminary only at the time of publication.

Comments: Student enrolments during 2017 tracked higher than both previous year's actuals and current year targets due largely to strong continuing Trimester 3 uptake. Both commencing and continuing domestic undergraduate student numbers were the primary driver of increased enrolments, while the Gold Coast campus continues to grow and remains the largest of the University campuses. Students turned increasingly to the flexibility of online learning during 2017, making it the largest 'campus' of choice after the Gold Coast and Nathan.

Domestic postgraduate coursework load

Target: To increase domestic postgraduate coursework student load by 2% per annum.

Definition: Domestic postgraduate coursework load includes students that enrol as Full-Fee Paying Postgraduate (FPPG) and Commonwealth Grant Scheme (CGS), as well as postgraduate students enrolled through Open Universities Australia (OUA). The Doctor of Medicine (MD) is excluded from this indicator.

Year	2010	2011	2012	2013	2014	2015	2016	2017*
Actual Results	2,404	2,400	2,546	2,581	2,665	2,713	2,814	2,856
Future Targets				2,597	2,649	2,702	2,756	2,811

* Data is preliminary only at the time of publication.

Comments: Increased enrolments in postgraduate Education programs improved student numbers and allowed university targets to be exceeded during 2017. Online education (including those that are predominantly online but may have a small component of on campus learning and teaching) comprises almost 50% of the load for domestic postgraduate coursework students. Students enrolled in the Doctor of Medicine (MD) have been removed from this indicator to allow a more accurate view of KPI performance.

Indicators and targets

Low Socioeconomic (SES) participation

Target: To exceed the national average for low SES student participation rate among commencing students by 2017.

Definition: Socioeconomic status background: The socioeconomic status of a student is measured by applying the Australian Bureau of Statistics SEIFA Index of Education and Occupation to the postcodes of students' permanent addresses.

Year	2010	2011	2012	2013	2014	2015	2016	2017*
Actual Results	14.7%	14.5%	14.9%	16.1%	16.2%	15.8%	15.9%	
Future Targets				15.9%	16.3%	16.7%	17.4%	18.4%
National Average	16.8%	17.0%	17.2%	17.4%	17.8%	18.0%	18.3%	

* Data not available at the time of publication.

Comments: Although tracking below the national average, the University has the highest participation rate of students from a low socioeconomic background of all universities in the Brisbane–Gold Coast corridor. A review of all HEPPP funded programs initiated in 2017 aims to ensure better targeting of low socioeconomic recruitment and retention. This review includes Griffith's Uni-Reach and Uni-Key programs.

The Arts, Education and Law Group and Griffith Health have the highest numbers of low socioeconomic commencing students, with 67.5% of university enrolments. Participation in each of the schools is fairly even across the University, with the exception of dentistry and oral health, and medicine where participation is as low as 7%. In contrast, the disciplines of human services (25%), nursing and midwifery (20%), and criminology and criminal justice (22%) have significantly higher representation.

Aboriginal and Torres Strait Islander participation

Target: To continue to exceed the national average for Aboriginal and Torres Strait Islander student participation rate among commencing students by 2017.

Definition: Aboriginal and Torres Strait Islander: Persons who identify themselves as being of Aboriginal and/or Torres Strait Islander descent. The participation rate is the percentage of all commencing students who have identified as Aboriginal and/or Torres Strait Islander.

Year	2010	2011	2012	2013	2014	2015	2016	2017*
Actual Results	1.8%	1.8%	1.9%	2.1%	2.3%	2.6%	2.7%	
Future Targets				1.9%	2.0%	2.0%	2.0%	2.2%
National Average	1.6%	1.6%	1.7%	1.7%	1.8%	1.9%	2.1%	

* Data not available at the time of publication.

Comments: Griffith has achieved strong growth in this indicator in recent years, and performs well above the most recent national average.

In the first national initiative of its kind, in 2017 Universities Australia launched its Indigenous Strategy 2017–2020 which will seek to grow the number of Aboriginal and Torres Strait Islander students enrolled in university by 50 per cent above the growth rate of non-Aboriginal and Torres Strait Islander students. The Strategy also sets a target of parity for participation and completion rates for Indigenous students to non-Aboriginal and Torres Strait Islander students in the same fields of study over the next decade. Currently, Aboriginal and Torres Strait Islander peoples are estimated to make up around 3% of Australia's population.

This Universities Australia strategy complements the existing plans and actions at Griffith, which continues to perform well above the national average in recruitment and retention of Aboriginal and Torres Strait Islander students. Griffith currently has the largest Indigenous student population of any Queensland university, and is approaching the Universities Australia goal of parity for participation.

International student load

Target: To maintain international student load between 20% and 25%.

Definition: An international student is a student who is not an Australian citizen, a New Zealand citizen or the holder of a permanent visa.

Year	2010	2011	2012	2013	2014	2015	2016	2017*
Actual Results	28%	26%	23%	21%	20%	19%	19%	18%
Future Targets				20–25%	20–25%	20–25%	20–25%	20–25%

* Data is preliminary only at the time of publication.

Comments: The university proportion of international student load remained at just below the lower range of the university target during 2017, with both business and sciences disciplines affected by a decline in overseas student enrolments. Growth in domestic load during the year was a large factor in the reduced outcome in this indicator.

A number of initiatives are in place to enhance international student recruitment in coming years, including the development of an enhanced agent management framework to recognise and reward high performing agents. In addition, a Masters Qualifying Program will be introduced to provide a pathway to postgraduate studies in science and business disciplines, in collaboration with Griffith College.

Bachelors degree retention

Target: To exceed the national average for retention by 2017.

Definition: The retention rate is the proportion of all non-graduating bachelors degree students enrolled at the census date in semester/trimester one of a year (the base year) who are enrolled in any Griffith program at that census date in semester/trimester one of the next year. Therefore 2016 represents the 2015 non-graduate bachelor students returning in 2016.

Year	2010	2011	2012	2013	2014	2015	2016	2017
Actual Results	80.9%	78.5%	79.3%	78.7%	78.0%	77.8%	77.1%	77.2%
Future Targets				79.7%	80.1%	80.5%	78.9%	80.3%
National Average	81.6%	81.1%	81.3%	80.8%	80.0%	80.2%		

Comments: The *Academic Plan 2017–2020* includes a wide range of strategies intended to address retention issues. These strategies focus on providing greater flexibility of programs and allowing students more options to delay their choice of study. The introduction of three trimesters allows students an opportunity to manage their study load and balance work-life commitments, while still completing their program in a reasonable timeframe. The *Academic Plan 2017–2020* focuses strongly on employment outcomes, providing students with a clear goal at the end of their studies.

Indicators and targets

Low Socioeconomic (SES) retention

Target: To exceed the national average for low SES student retention rate by 2017.

Definition: Socioeconomic status background: The socioeconomic status of a student is measured by applying the Australian Bureau of Statistics SEIFA Index of Education and Occupation to the postcodes of students' permanent addresses. The retention rate is the proportion of all non-graduating students enrolled in the base year who are also enrolled in any Griffith program in the next year.

Year	2010	2011	2012	2013	2014	2015	2016	2017*
Actual Results	78.7%	76.9%	76.9%	76.7%	76.8%	77.8%	75.1%	
Future Targets				77.4%	77.9%	78.3%	77.8%	77.9%
National Average	79.6%	79.0%	79.2%	78.6%	77.0%	77.8%		

* Data not available at the time of publication.

Comments: While low socioeconomic retention tracked at the national average in 2015, 2016 figures emphasise the need to maintain focus in this area, with current results below both target and overall bachelor degree retention.

Performance in this indicator remains an ongoing challenge, and is being addressed through the wider review of HEPPP funded programs. This review encompasses all initiatives targeting low socioeconomic recruitment and retention, including Griffith's Uni-Reach and Uni-Key programs.

Aboriginal and Torres Strait Islander retention

Target: To continue to exceed the national average for Aboriginal and Torres Strait Islander student retention rate by 2017.

Definition: Aboriginal and Torres Strait Islander: Persons who identify themselves as being of Aboriginal and/or Torres Strait Islander descent. The retention rate is the proportion of all non-graduating students enrolled in the base year who are also enrolled in any Griffith program in the next year.

Year	2010	2011	2012	2013	2014	2015	2016	2017*
Actual Results	74.0%	73.5%	69.2%	73.3%	70.9%	70.9%	74.5%	
Future Targets				69.5%	69.7%	69.9%	71.0%	71.3%
National Average	69.1%	69.4%	68.5%	69.8%	70.9%	71.2%		

* Data not available at the time of publication.

Comments: Recent success in this area has been largely due to efforts focused at the course and program level and designed to directly support Aboriginal and Torres Strait Islander students. Continuing to exceed the national average in this indicator remains a key goal of the University.

The GUMURRII Student Support Unit, in its 29th year of operation, provides extensive academic support for Aboriginal and Torres Strait Islander students throughout the course of their studies. In total, 1,004 Aboriginal and Torres Strait Islander students were enrolled during 2017.

Course Experience Questionnaire (CEQ) – overall satisfaction

Target: To achieve national ranking in the top third for graduates' perceptions of Overall Satisfaction with their degree program (CEQ) by 2017.

Definition: The Overall Satisfaction Index (OSI) is based on a single question "Overall, I was satisfied with the quality of this program" and is determined by the percentage agreement of all graduating bachelors degree respondents. Percentage agreement is calculated as the ratio of the number of responses with an answer of 4 (agree) or 5 (strongly agree) on a scale of 1 to 5 about being satisfied with their experience, as a proportion of the total number of responses. Where respondents provide information for two majors, both responses are included. The results in any given year pertain to student cohorts from the previous year. 2015 results are based on students who graduated in 2014.

Year	2010	2011	2012	2013	2014	2015	2016*	2017*
Actual Results	80.0%	82.5%	82.7%	84.3%	84.6%	85.9%		
Future Targets				84.1%	84.5%	84.7%	85.1%	85.5%
National Average	81.1%	82.2%	83.3%	83.0%	82.7%	83.4%		

* Data no longer available following the end of the Australian Graduate Survey in 2015.

Comments: 2014 graduates were the last students surveyed under the Course Experience Questionnaire (CEQ), which has been replaced by the Student Experience Survey (SES) from 2015.

While the previous CEQ surveyed student graduates, the SES is conducted in August of each year and surveys both first and later year (current) students. Students are asked to provide feedback on various aspects of their student experience. 2016 Student Experience Survey results were released in April with Griffith achieving excellent results, ranking number two nationally amongst publicly funded universities, and number one in the list of large, research-intensive universities. Ratings above the national average were achieved in all six of the survey's indicators, with the overall satisfaction rate of 84.2% registered by Griffith students notably higher than the national average of 79.9%.

Course Experience Questionnaire (CEQ) – good teaching scale

Target: To achieve national ranking in the top third for graduates' perceptions of Good Teaching (CEQ) by 2017.

Definition: Good Teaching scale (GTS) is based on six specific questions and is determined by the percentage agreement of all graduating bachelors degree respondents. It is calculated as the ratio of the number of students who responded with an average rating of 3.5 or above (on a scale of 1 to 5 for the six questions), as a proportion of the total number of students who responded to those items. The results in any given year pertain to student cohorts from the previous year. 2015 results are based on students who graduated in 2014.

Year	2010	2011	2012	2013	2014	2015	2016*	2017*
Actual Results	63.0%	67.0%	68.9%	72.8%	72.8%	74.3%		
Future Targets				72.7%	73.2%	73.4%	74.6%	74.8%
National Average	65.9%	68.3%	70.1%	70.5%	71.0%	71.9%		

* Data no longer available following the end of the Australian Graduate Survey in 2015.

Comments: 2014 graduates were the last students surveyed under the Course Experience Questionnaire (CEQ). Under the Academic Plan 2017–2020, the Good Teaching scale, in the CEQ, will be replaced by the Teaching Quality focus area in the Student Experience Survey (SES).

The SES is conducted in August of each year and surveys both first and later year (current) students, in contrast to the previous CEQ which surveyed student graduates. Griffith performed extremely well in this indicator in 2016, its score of 84.7% being 3.5% above the national average.

For more than a decade, Griffith's teaching has been recognised through national teaching award and citation schemes. Since 2010, Griffith has won more national teaching citations than any other university. This tradition continued in September with Griffith staff receiving five Citations for Outstanding Contributions to Student Learning—the maximum number of citations awarded to any university.

Indicators and targets

Student Experience of Courses (SEC) satisfaction measure

Target: To increase the proportion of courses with SEC mean satisfaction scores of 3.5 and above to more than 90% in all academic groups by 2017.

Definition: The Student Experience of Courses (SEC) measure shows student satisfaction with the overall quality of the course taken. Satisfaction is deemed as a score of 4 or 5 in the 5-point Likert scale where 4 = agree, and 5 = strongly agree

Year	2010	2011	2012	2013	2014	2015	2016	2017*
Actual Results	81.7%	84.6%	86.9%	86.0%	87.3%	88.0%	88.0%	86.2%
Future Targets				87.6%	88.3%	89.0%	89.7%	90.4%

* Data is preliminary only at the time of publication.

Comments: Griffith delivers a standardised survey to students as part of its commitment to Learning and Teaching enhancements. Feedback is drawn from a student's experience with courses (SEC) and is managed through an online system with all undergraduate and coursework postgraduate students invited to participate. The survey gives students the opportunity to provide valuable feedback, which has the ability to change course design and teaching practices.

Student surveys help to improve student experiences, allow students the opportunity to speak about their experiences, improve course design and delivery, develop new processes for learning and teaching, and reward and recognise staff.

Graduate success

Target: To exceed national average for graduate success by 2017.

Definition: Graduate Success (GS) is the proportion of all bachelor graduates who reported in the Graduate Destination Survey that they were in full-time study or full-time work, as a proportion of all those who were available for full-time study, full-time work or seeking full-time work. The results in any given year pertain to student cohorts from the previous year. 2015 results are based on students who graduated in 2014.

Year	2010	2011	2012	2013	2014	2015	2016*	2017*
Actual Results	77.8%	80.5%	77.4%	74.5%	75.0%	73.6%		
Future Targets				77.8%	78.2%	75.7%	74.3%	75.0%
National Average	79.8%	80.2%	79.4%	76.6%	74.7%	74.9%		

* Data no longer available following the end of the Australian Graduate Survey in 2015.

Comments: 2014 graduates were the last students surveyed under the Graduate Destination Survey (GDS), which has been replaced by the Graduate Outcomes Survey from 2015. Under the Academic Plan 2017–2020, the Graduate Success measure from the Graduate Destinations Survey, will be replaced by the full-time graduate employment rate in the Graduate Outcomes Survey.

While the previous GDS KPI combined the two graduate success measures of both full-time employment and further study, the new indicator will no longer include students undertaking further study. Future reporting will instead focus solely on full-time employment outcomes of graduates, specifically undergraduate, domestic students.

2016 Graduate Outcomes Survey results showed full-time employment outcomes for Griffith domestic undergraduates (62.6%) were below the national rate (71.2%), and reinforces the need to focus on employability initiatives to improve students' job readiness. Results were more positive for domestic postgraduate coursework and research students, both of which exceeded the national average.

While 2016 full-time employment rates are lower than the national average, in data released under the new Employer Satisfaction Survey, Griffith Graduates are shown to be rated more highly than the national average. This data, while small in size, indicates that while Griffith graduates may have struggled to find employment, once in employment they are valued highly for their education.

Research and research training

Research income

Target: To increase external research income by 10% per annum.

Definition: External research income as reported in the annual Australian Government Higher Education Research Data Collection (HERDC).

Year	2010	2011	2012	2013	2014	2015	2016	2017*
Actual Results \$'000	64,133	74,299	65,859	62,429	67,774	72,808	78,108	
Future Targets \$'000				72,445	79,689	87,658	96,424	106,067

* Data not available at the time of publication.

Comments: Griffith performance in this indicator improved for a third consecutive year, attracting a significant increase in external research income during 2016 and a 6% increase over the 2016 figure. Income received during the year in relation to the major Australian Research Council and National Health and Medical Research Council schemes totalled \$26 million. Funding from these two sources comprised around one third of 2016 income received. There was also a substantial increase in research income from industry and end users, primarily through consultancy and contract research income, but also with an increasing contribution from philanthropic sources. This reflects the need for a more diversified research income portfolio in the context of diminishing or static national pools for Australian Competitive Grant sources of funding.

Publication points

Target: To achieve an average growth in publication points of 5% per annum.

Definition: Research output is calculated as 'publication points'. From 2015 it is no longer a requirement for publication points to be collected and reported in the annual Australian Government Higher Education Research Data Collection (HERDC). HERDC specifications have been retained to collect and report within Griffith on research outputs from 2015 onwards.

Year	2010	2011	2012	2013	2014	2015	2016	2017*
Actual Results	1,737	1,846	2,040	2,387	2,307	2,306	2,368	
Future Targets				2,142	2,249	2,362	2,480	2,604

* Data not available at the time of publication.

Comments: While research outputs no longer form part of Commonwealth Research Block Grant funding, the publication of outputs, including creative works, remains a key indicator for evaluation of institutional and individual research performance and continues to be the primary component for ERA assessment. The current research plan recognises the importance of both research output volume and quality, and in recognition of this, Griffith continues to provide financial incentives for publications in the prestige journals Nature and Science, which contribute significantly to the University's performance in international ranking schemes.

A number of ranking schemes also require a threshold achievement in publication volume and Griffith has exceeded this threshold for some time. The future focus will be on maintaining an approximately constant level of research output at current values, with an emphasis on continual improvement in quality. The slight increase in publication points in 2016 from 2015 includes a continued shift from conference to journal article outputs, and the production of a smaller total number of books, but with higher quality publishers.

Indicators and targets

Citations

Target: To achieve an average growth in citations of 5% per annum for those disciplines where citation data are relevant.

Definition: Total number of citations recorded in a given year attributable to research published in any prior year under the Griffith by-line.
Source: Thomson Reuters – Web of Science.

Year	2010	2011	2012	2013	2014	2015	2016	2017*
Actual Results	18,311	21,872	25,301	31,914	39,990	50,555	60,598	
Future Targets				25,199	26,459	27,782	29,171	30,629

* Data not available at the time of publication.

Comments: More than 60,000 citations were amassed in 2016, almost doubling the figure achieved in 2013. This improvement in citations illustrates a rise in both the quantity and quality of publication outputs, increased recognition of Griffith research by academic peers, and a targeted strategy of research partnership and publication with high quality international partners. Performance has been consistently strong over the period of the current plan against a set of what now appear as conservative targets. This will allow resetting of University targets in the next iteration of the plan around the robust metric of institutional relative citation index.

Higher degree by research (HDR) commencements

Target: To increase HDR commencements by 5% per annum.

Definition: The number of students commencing a higher degree by research Program within the calendar year.

Year	2010+	2011+	2012+	2013	2014	2015	2016	2017*
Actual Results	385	390	465	487	440	512	508	446
Future Targets				434	456	478	502	528

+ 3 year average of 2010/11/12 used as a starting base for target projection

* Data is preliminary only at the time of publication.

Comments: The presence of a large and vibrant graduate research student community remains an essential part of a university's research fabric, reflected in all leading research universities around the world. Griffith research students represented 4.5% of student load in 2017, an increase from 3.5% in 2012.

Achievement of sustained high student load allows attention to be focused on the attraction and retention of the highest quality students clustered around our strongest areas of research performance. This in turn supports a pipeline of timely HDR completions. As part of this strategy, the University continues to engage with high quality local and international partners in collaborative higher degree by research programs.

Higher degree by research completions

Target: To increase HDR completions by 5% per annum.

Definition: HDR completions are taken from the annual Higher Education Student Data Collection.

Year	2010+	2011+	2012+	2013	2014	2015	2016	2017*
Actual Results	172	198	185	198	230	244	354	356
Future Targets				194	204	214	225	236

+ 3 year average of 2010/11/12 used as a starting base for target projection

* Data is preliminary only at the time of publication.

Comments: Streamlined administrative processes, publication-oriented milestones for students, and improved training and support for supervisors have delivered outstanding growth in research student completions in recent years. The HDR student pipeline makes the current high level of completions sustainable in the long term and the HDR completion targets in the next plan will be reset around a threshold value that reflects the research aspirations of a university of Griffith's size and quality.

HDR completions data now have increased importance in determining the distribution of a large component of Commonwealth Block Grant funding, and Griffith's recent improvement positions the University well in the national competition for funding share.

Research intensity

Target: To be a university in which 70% of academic staff are research active by 2017.

Definition: Percentage of full-time/fractional full-time Research Only and Teaching and Research academic staff Level B and above who are Research Active. To be considered Research Active a staff member must produce research outputs (Publications or ERA-eligible Creative and Performing Arts outputs), with the addition of either HDR completions or HERDC-eligible external research income funding (threshold of \$10,000) over a five year period, with the additional component of stepping these expectations by academic level.

Year	2010	2011	2012	2013	2014	2015	2016*	2017*
Actual Results	64.5%	63.6%	67.0%	78.0%	79.7%	77.8%		
Future Targets				68.0%	69.0%	70.0%	71.0%	72.0%

* Data no longer available following the move from Research Active Standards to Research Performance Guidelines in 2016.

Comments: In 2013 the University introduced Research Active Standards based on the attainment of minimum standards of performance in relation to research outputs, income and higher degree completions. The University has met and exceeded KPI targets since their establishment in 2013.

2016 saw a recasting of the Research Active Standards as Research Performance Guidelines, addressing concerns that the previous standards may be perceived as attainment levels of research performance, rather than minimum thresholds. The new guidelines address this by allowing academic supervisors greater discretion in assessing an individual's research outputs based on both volume and quality. More emphasis can now be placed on whether satisfactory discipline-based standards have been met by assessing performance relative to others at the same academic classification within their respective academic groups.

Indicators and targets

Research benefit

Target: To maintain income from contract and commercial research, technology transfer and enterprise at greater than 15% of the research income total.

Definition: The proportion of consultancy and commercial research, technology transfer and enterprise income as a proportion of external research income as reported in the annual Australian Government Higher Education Research Data Collection (HERDC).

Year	2010	2011	2012	2013	2014	2015	2016	2017*
Actual Results	15.2%	15.7%	20.2%	19.8%	23.3%	23.5%	24.8%	
Future Targets				15.0%	15.0%	15.0%	15.0%	15.0%

* Data not available at the time of publication.

Comments: Griffith commissioned more than \$20.6 million of new commercial engagements during the course of 2016, a 30% increase over 2015 results (\$15.8 million). The majority of this growth was due to an increase in the number of larger projects being undertaken, consistent with maturing relationships between the University and its key customers. The capacity to pitch large (greater than \$1 million) projects is in turn dependent on improved researcher capacity, a track record of successful engagement with key customers across projects of serial increase in value, and the business development and administrative process in Griffith Enterprise and other University elements to support complex projects with large and sophisticated customers.

Developing and supporting all of these capabilities is essential for developing the diversified research income streams that are required to meet institutional research income targets.

Percentage of female staff level D & E

Target: 40% of level D and E academic staff to be female.

Definition: The proportion of female full-time/fractional full-time academic staff FTE level D and E as a percentage of total level D and E academic staff FTE.

Year	2010	2011	2012	2013	2014	2015	2016	2017
Actual Results	32.2%	32.4%	34.9%	35.1%	35.4%	37.5%	39.4%	40.4%
Future Targets				35.1%	36.3%	37.6%	38.8%	40.0%

Comments: The University is performing well above the national average and has demonstrated continued improvement on this indicator in 2017.

Griffith was named as one of only 15 universities Australia wide to receive the Employer of Choice for Gender Equality Citation in 2016. The citation recognises Griffith's commitment and best practice in promoting gender equality in the workplace.

Under the leadership of Professor Lesley Chenoweth AO, lead executive for the Women in Leadership agenda at Griffith, support for women in the workplace has also been highlighted through initiatives such as International Women's Day celebrations, the continuation of Women's only Academic Promotion information sessions and leadership programs for women.

Percentage of general staff level 10 and above who are female

Target: 50% of all University HEW level 10 and above to be female.

Definition: The proportion of female full-time/fractional full-time general staff FTE HEW Level 10 and above as a percentage of total HEW Level 10 and above general staff FTE.

Year	2010	2011	2012	2013	2014	2015	2016	2017
Actual Results	45.4%	43.3%	43.6%	44.6%	46.6%	45.2%	44.4%	43.8%
Future Targets				44.6%	46.0%	47.3%	48.7%	50.0%

Comments: The University values the contributions of all staff and recognises the need for staff to balance their work, family and external commitments. Staff with family and carer responsibilities are supported through a range of provisions such as parenting facilities, flexible work arrangements and leave options.

The *Our People Plan 2017–2020* details the University's strategies to recruit, retain, develop, engage, and value academic and professional staff. Female representation in senior professional appointments is an important aspect of this key supporting plan.

Number of Aboriginal and Torres Strait Islander staff

Target: To increase by 5% per annum the number of Aboriginal and Torres Strait Islander staff in academic and general staff positions.

Definition: The number of Aboriginal and Torres Strait Islander full-time/fractional full-time staff.

Year	2010	2011	2012	2013	2014	2015	2016	2017
Actual Results	47	47	40	43	55	54	56	56
Future Targets				42	44	46	49	51

Comments: Griffith is one of the three largest employers of Aboriginal and Torres Strait Islander academic staff in Australia, with almost half working within Arts, Education and Law disciplines.

The University's *Reconciliation Action Plan (2016–2018)* is a key driver for First Peoples Employment at the University, with initiatives supporting the achievement of its goals and targets driven and supported by the Equity Committee. The University aims to improve access to continuing employment, improve participation in a wide range of work areas, improve representation at all levels of employment, and provide career development opportunities for Aboriginal and Torres Strait Islander people at Griffith.

Indicators and targets

Engagement with the Asia-Pacific region

Asia student experience

Target: To increase by 5% per annum the number of students undertaking a study experience in Asia, including exchanges.

Definition: Students undertaking Student Exchange or Short Term Global Experience programs offered by Griffith, partner Universities or 3rd party providers.

Year	2010	2011	2012	2013	2014	2015	2016	2017*
Actual Results	230	284	254	457	564	553	590	
Future Targets				267	280	294	309	324

* Data not available at the time of publication.

Comments: 2016 saw increased interest and participation in mobility experiences in Asia, primarily due to strong uptake in the submission of New Colombo Plan applications, targeted promotion by the Global Mobility Office to profile experiences in Asia, and renewed academic support for faculty-led programs in the region.

Outcomes from the Australian Government Funding rounds for 2018 were announced in late 2017 and Griffith was successful in both the New Colombo Plan (NCP) funding and the Endeavour Mobility Grants. Griffith submitted a number of mobility projects totalling \$1,973,300 in funds and was successful in receiving \$1,126,700. Aimed at increasing outbound mobility and deepening engagement with the Indo-Pacific region, these grants will support 376 students in their overseas experience.

Asia research collaboration

Target: To increase by 5% per annum the number of publications co-authored with scholars based in Asia.

Definition: Total number of publications co-authored with scholars based in Asia and published under the Griffith by-line. Source: Scopus

Year	2010	2011	2012	2013	2014	2015	2016	2017*
Actual Results	207	241	314	416	535	562	620	
Future Targets				301	316	332	349	366

* Data not available at the time of publication.

Comments: Griffith was established with a strong focus on the Asia-Pacific region as one of its founding principles. Significant areas of research collaboration include environmental and water sciences, nanotechnology, materials science, medical sciences, languages and applied linguistics, disaster management, and the creative and performing arts.

Asian links are maintained through strategic support of research champions, institutional visits and agreements, joint PhD programs and joint applications for funding through country-to-country agreements. Griffith currently ranks 12th nationally (2012–2016) amongst institutions publishing with China, our leading publication partner.

Glossary

3MT®	Three-minute Thesis competition	GAET	Griffith Awards for Excellence in Teaching
AAUT	Awards for Australian University Teaching	GALTS	Griffith Academy of Learning and Teaching Scholars
AC	Companion of the Order of Australia	GC2018	Gold Coast 2018 Commonwealth Games
ACE	Autism Centre of Excellence	GDS	Graduate Destination Survey
ACES	Academic Excellence Society	GELES	Griffith English Language Enhancement Strategy
ACOLA	Australian Council of Learned Academies	GGRS	Griffith Graduate Research School
AFR	Australian Financial Review	GHC	Griffith Honours College
AIEC	Australian International Education Conference	GOLDOC	Gold Coast 2018 Commonwealth Games Corporation (GC2018 organising body)
AM	Member of the Order of Australia	GOS	Graduate Outcomes Survey
AO	Officer of the Order of Australia	GSC	Griffith Sports College
ARC	Australian Research Council	GTS	Good Teaching Scale
ARWU	Academic Ranking of World Universities	GUMURRII	Griffith University Murri and Islander Student Support Unit
ASI	Areas of Strategic Investment		
ASM	Australian Society for Microbiology	HEA	Higher Education Academy
ATAR	Australian Tertiary Admissions Rank	HDR	Higher degree by research
AURA	Australasian Universities Recordkeeping and Archivists	HEPPP	Higher Education Participation and Partnerships Program
		HERDC	Higher Education Research Data Collection
CCC	Crime and Corruption Commission	HEW	Higher Education Worker
CES	Careers and Employment Service		
CEQ	Course Experience Questionnaire	IAR	Information Asset Register
CFS	Chronic Fatigue Syndrome	ICMPFF	International Centre for the Management of Pest Fruit Flies
CGS	Commonwealth Grants Scheme	IEAA	International Education Association Australia
CRC	Cooperative Research Centre	IRU	Indigenous Research Unit
CSC	China Scholarship Council	ISRF	International Student Research Forum
CSP	Commonwealth Supported Place		
CYO	Create Your Own	KPI	Key Performance Indicator
		LIEF	Linkage Infrastructure, Equipment and Facilities
DAC	Disability Advisory Committee		
DAP	Disability Action Plan	MBA	Master of Business Administration
DUniv	Doctor of the University (Honorary)	MD	Doctor of Medicine
		ME	Myalgic Encephalomyelitis
EAL	English as an additional language	MOOC	Massive Open Online Course
EBITDA	Earnings Before Interest Tax Depreciation and Amortisation		
EFTSL	Equivalent Full-Time Student Load		
ERA	Excellence in Research for Australia		
FPPG	Fee Paying Postgraduate		
FTE	Full-Time Equivalent		

Glossary

NAIDOC	National Aborigines and Islanders Day Observance Committee	SEC	Student Experience of Courses
NCNED	National Centre For Neuroimmunology and Emerging Diseases	SEIFA	Socio-economic Indexes for Areas
NHMRC	National Health and Medical Research Council	SES	Socio-economic Status
OAM	Medal of the Order of Australia	SMEs	small to medium enterprises
OLT	Office for Learning and Teaching	SSVF	Simplified Student Visa Framework
OP	Overall Position—a number (1 to 25) that indicates a Year 12 student's statewide rank-order position, based on overall achievement in Board subjects	STEMM	Science, technology, engineering, mathematics and medicine disciplines
OSI	Overall Satisfaction Index	TEQSA	Tertiary Education Quality and Standards Agency
OUA	Open Universities Australia	UCAS	University of Chinese Academy of Sciences
PELE	Postgraduate English Language Enhancement	URAP	University Ranking by Academic Performance
PDCE	Professional Development and Community Engagement	WIL	Work-integrated learning
PhD	Doctor of Philosophy		
PNG	Papua New Guinea		
PuP	Parents Under Pressure		
QAO	Queensland Audit Office		
QIBT	Queensland Institute of Business and Technology		
QILT	Quality Indicators for Learning and Teaching		
QS	World University Rankings Since 2004, Quacquarelli Symonds Limited has produced world university rankings for students and academics		
RCHE	Research Centre of Human Evolution		
RIMPA	Records and Information Management Professionals Association of Australasia		
RSP	Research Support Programme		
RTP	Research Training Programme		

Campus locations

Gold Coast

Parklands Drive
Southport Qld 4222
Telephone: +61 7 5552 8800

Logan

University Drive
Meadowbrook Qld 4131
Telephone: +61 7 3735 7111

Mt Gravatt

Messines Ridge Road
Mt Gravatt Qld 4122
Telephone: +61 7 3735 7111

Nathan

170 Kessels Road
Nathan Qld 4111
Telephone: +61 7 3735 7111

South Bank

Queensland College of Art
Griffith Film School
Griffith Graduate School
226 Grey Street
South Bank Qld 4101
Telephone: +61 7 3735 3112

Queensland Conservatorium
140 Grey Street
South Bank Qld 4101
Telephone: +61 7 3735 7111



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Office of Marketing and Communications
Gold Coast campus, Griffith University
Parklands Drive Southport Qld 4222 Australia
Telephone: +61 7 5552 7846

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