

# Annual Report 2015

**Know more. Do more.**



## 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 use knowledge gained to exercise influence and make meaningful lifelong 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 scholarly activities
- 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 their continued contribution to the nation.

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

- Consultancies
- Overseas Travel

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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.

# Chancellor and Vice Chancellor's Report



Mr Henry Smerdon AM DUniv  
Chancellor



Professor Ian O'Connor  
Vice Chancellor and President

## Strategic Overview

The higher education policy environment remains uncertain, with key elements of the changes announced in the May 2014 budget again failing to pass the Senate in 2015. It is expected that the 2016 Federal election will see clear policy positions articulated by both government and opposition.

On 1 December, the government amended the Education Services for Overseas Students (ESOS) legislation to streamline registration between the Tertiary Education Quality and Standards Agency (TEQSA) and ESOS agencies, and to make the reporting responsibilities of universities in relation to student default and administrative processes less onerous. The Australian Government's Innovation Statement, with its billion dollar incentive package, was released by the Prime Minister on 7 December. It contains good news for universities and for companies seeking to take advantage of taxation and other incentives. Importantly, previous funding cuts to the CSIRO have been reversed to a significant extent.

These are positives for the higher education sector and for national prosperity as we come through to the end of the mining 'boom'. For Griffith University, it follows our much-improved Excellence in Research for Australia performance, which puts us in a good position to contribute to the innovation agenda. We will be keen to see that funding for 'blue-sky' discovery research continues with the new emphasis on industry engagement and commercial impact, and that the humanities and other disciplines (in which Griffith excels alongside our strengths in the 'hard' sciences), are also recognised for their contribution to the nation.

## Chancellor and Vice Chancellor's Report

In the same context, the recommendations of the Review of Research Policy and Funding Arrangements led by Dr Ian Watt AO simplify Research Block Grants (RBG) funding by combining the six current schemes into two programs—Research Support and Research Training. The new arrangements balance rewards for increased engagement and research quality. Student load and publications will no longer be considered. An additional \$50 million is proposed for Research Support for engagement, beginning in 2018.

Despite the increasingly complex and challenging higher education context, and the funding and competitive issues facing the sector in the future, the University made significant progress in advancing the Griffith 2020 strategic agenda during the year. The essence of this agenda is to further develop Griffith's position as a university of influence.

At its February 2015 Retreat, the University Council endorsed the Achieving Griffith 2020 Project to align the University's resources and strategies to:

- lift the University's research performance
- achieve sustainable student load of appropriate quality
- build the University's resource base, and better use of the existing capital base.

A total of \$50 million was allocated to appropriately resource the strategic components of the Achieving Griffith 2020 Project:

**Griffith 2020 research initiatives:** \$20 million for investment in research over three years.

**Griffith Model of Education:** \$20 million to support the following key elements of the model:

- market-led academic planning to align programs with student aspirations and the employment market

- enhanced student success through lifting entry standards, and creation of sub-degree pathways via the Griffith College and other alliance partners to better prepare lower OP/ATAR students for success
- flexibility via structural changes to the academic calendar, and provision of options for the pace of students' progress through programs
- a major review of program offerings, simplification of program structures and approval processes, fewer degree entry points (number of degrees), more fit for purpose double degrees, and a strong focus on employability in every program.

**Endowment fund:** \$10 million to build the University's resource base.

The new Griffith Model of Education (Griffith Model) is a key strategic initiative in planning for the University's development over the next five years. Key goals of the Griffith Model are to:

- future-proof the University against the anticipated impact of a substantially reduced cohort of OP eligible students that will arise in 2019–2020, and which due to the pipeline effect, will negatively impact student load for the first three to four years of the 2020 decade.
- ensure that the University continues to thrive in the context of competitive challenges
- increase quality, market differentiation and reputation across the board
- optimise the student selection process as well as ensure attractiveness and flexibility for all applicants
- facilitate the potential for students to accelerate and complete their degrees

## Chancellor and Vice Chancellor's Report

- design and implement the framework for a common, simplified program architecture for the University's single degree and double-degree combinations
- align emerging academic calendar proposals with revised and streamlined procedures.

To progress the Griffith Model agenda, the August 2015 meeting of Council approved structural changes to the University's academic calendar, effective from 2017. A more flexible academic calendar featuring multiple entry points will enable the University to position itself strongly in a highly competitive market by taking the lead in meeting the significant demand from students for flexible study options. In particular, the introduction of a trimester arrangement will facilitate more flexible work arrangements for academic staff and more study load options for students, will enable the University to grow student load and will ensure better use throughout the year of the University's physical facilities.

At its June 2015 meeting, Council approved a proposal to rename the Queensland Institute of Business and Technology (QIBT) as 'Griffith College'. Over the past 17 years, QIBT has become the University's most significant pre-tertiary and tertiary pathway provider. The renaming will optimise the opportunity to expand pathway options for domestic students and will broaden the base of diplomas to maximise articulation into the University's programs. The change of name to Griffith College will enhance the quality of the current brand, improve market positioning and increase the scale of the operation to grow the overall load of quality students (with a focus on domestic students) as the University improves its OP cut-offs. The Griffith College name will also identify a clearer pathway to the University and facilitate a better student experience.

Progress reports on the Griffith Model of Education and Griffith 2020 Research Initiatives were made to Council at both its June and December 2015 meetings, while a report on the Endowment Fund was made to the December 2015 Council meeting.

### 2015 Overview

Under the Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act), higher education providers are required to be registered by TEQSA. A registered higher education provider must apply in writing to TEQSA for renewal of its registration. If granted, the maximum period of registration is seven years. In July 2015, the University was advised by TEQSA that it had been granted unconditional re-registration for a seven-year period, up to 11 June 2022.



## Chancellor and Vice Chancellor's Report

One of the highlights of 2015 was the announcement in October that Griffith will be the Official University Partner of the Gold Coast 2018 Commonwealth Games (GC2018). This partnership creates a once-in-a-generation opportunity for our students, staff and graduates to directly contribute to the biggest event to be staged in Australia this decade.

The partnership offers unrivalled opportunities for the Griffith community with key aspects including:

- unique learning experiences for students, including over 250 internships available with the GC2018 Corporate, GOLDOC, and its partners over the next three years across a variety of study areas, and Games-related material embedded in courses

- new scholarships for students from Commonwealth nations and territories, including Australia
- opportunities for staff from across the University to lend their expertise through secondments, placements and consulting with GOLDOC.
- Griffith facilities will be used by visiting athletes and officials in the lead up and during the Games and the Queen's Baton Relay will pass through the Nathan and Gold Coast campuses.

The partnership builds on Griffith's history with the Commonwealth Games. Athletes at the Brisbane 1982 Commonwealth Games were accommodated at Griffith's Nathan campus, which was next door to the QEII Stadium where the Opening Ceremony and other key events were held.



Vice Chancellor and President Professor Ian O'Connor, Chancellor Mr Henry Smerdon AM DUniv, The Honourable Kate Jones MP, Minister for Education and Minister for Tourism, Major Events, Small Business and the Commonwealth Games, and GOLDOC Chairman Nigel Chamier OAM celebrate the announcement of the Griffith University and GC2018 partnership.

## Chancellor and Vice Chancellor's Report

In early December, the Australian Research Council (ARC) announced the results of the 2015 Excellence in Research for Australia (ERA) evaluation. The depth and breadth of research excellence at Griffith was underlined with 98% of our research outputs in fields rated at world standard or better. Griffith received the highest rating of 5 in 10 discipline areas (well above world standard), a rating of 4 in a further 23 fields of research (above world standard), and a rating of 3 in an additional 21 areas (world standard).

These results confirm Griffith's status as one of Australia's most comprehensive research universities and reflect our vision to be one of the most influential universities in Australia and the Asia-Pacific region.

In 2015, the University experienced its most successful year on the world university rankings, with strong increases on several of the major listings. Most notable were the Times Higher Education World University Rankings, announced in September, with Griffith appearing in the 251–300 band. In the past, this has been the only major ranking scheme where we have not appeared in the top 400. Griffith also secured a top 400 place for the fourth consecutive year in the 2015 Academic Ranking of World Universities (ARWU), while maintaining our top 400 position in the other two major world rankings: QS World University Rankings (QS) and the Leiden Ranking (Leiden University). Social Sciences at Griffith also secured a top 150 position on the ARWU, QS and the National Taiwan University ranking schemes.

Griffith's outstanding teaching and support staff continued their record of success in national award schemes. On 8 December, the Federal Minister for Education and Training, Senator the Honourable Simon Birmingham, presented Associate Professor Halim Rane from Griffith's School of Humanities with the Australian University Teacher of the Year award. This is the second year in a row that we have received this award and Griffith is one of only two universities in Australia to have won the Teacher of the Year award three times. The University received a further three Awards for Teaching Excellence—an additional award for Associate Professor Halim Rane and individual teaching awards for Dr Caryl Bosman (School of Environment) and Dr Peter Denney (School of Humanities).

Earlier in the year, our staff received five Office for Learning and Teaching (OLT) Citations for Outstanding Contributions to Student Learning, while Griffith was the top performing institution nationally in the OLT Fellowship and Innovation and Development Grant rounds, receiving over \$1 million in these highly competitive national schemes.

In October, the Griffith English Language Enhancement Strategy (GELES) was announced as the winner of the international education award at the 2015 Australian Financial Review (AFR) higher education awards. The first of its kind in Australia, GELES is an excellent example of a University-wide initiative that clearly benefits both international and domestic students, through a mix of English language support and social integration activities. The strategy has received a number of awards, including an OLT award in 2014.

On 30 November, the Governor-General of Australia, His Excellency General the Honourable Sir Peter Cosgrove and the Federal Minister for Foreign Affairs, the Honourable Julie Bishop MP, presented six Griffith students with New Colombo Plan Scholarships. The scholarships, awarded by the Australian Government, recognise high-achieving students who show a commitment to their community and potential as a future leader.

## Chancellor and Vice Chancellor's Report

Each scholarship is worth up to \$67,000 and will fund study travel for our students to destinations in Japan, Hong Kong and China. Bachelor of Laws/Bachelor of Government and International Relations student Amarina Smith was selected as the National Colombo Plan Fellow for Hong Kong as the highest ranked scholar for this location.

Griffith achieved excellent funding outcomes in the major schemes conducted by the National Health and Medical Research Council (NHMRC) and the ARC. In July, Griffith researchers received 14 ARC Linkage Project awards totalling almost \$4.5 million. This was the University's best ever result for the number of grants received and total funding awarded. In October/November, Griffith was awarded approximately \$12.9 million in funding rounds across the major ARC and NHMRC schemes. Our success rate for 2016 NHMRC Project Grants was 16.4%, which was higher than the national success rate of 13.7%. In terms of total funding received for Project Grants, this result placed Griffith ninth nationally and second in Queensland. For the 2016 ARC Discovery Project grants round, we achieved similar outcomes ranking 12th nationally and second in Queensland for total funding received.

In 2015, the University once again received a citation for Employer of Choice for Workplace Gender Equality, continuing on from our standing as Employer of Choice for Woman for over a decade. Griffith was one of just six Queensland organisations and one of only 12 universities Australia-wide to be recognised by the Agency for showing leadership in gender equality. The latest citation highlights the University's commitment to equity, diversity and inclusion in the workplace.

A significant development in the research domain was the official launch of the new Menzies Health Institute Queensland by the Governor-General of Australia, His Excellency General the Honourable Sir Peter Cosgrove, in April. The new Institute based on our Gold Coast campus brings together more than 750 researchers working across a diverse range of areas such as cancer, infectious and chronic diseases, childhood illnesses, allied health, musculoskeletal conditions, psychological health, and ageing. Through establishing the new institute, the University will be in a position to further focus its health research efforts on addressing challenges, opportunities and new developments impacting the health of Australia's population and of people globally.



**Mr Henry Smerdon AM DUniv**  
Chancellor



**Professor Ian O'Connor**  
Vice Chancellor and President

# Letter of Compliance

## Report to the Minister for Education, Minister for Tourism and Major Events

Presented to Parliament by Command

29 February 2016

The Honourable Kate Jones MP  
Minister for Education, Minister for Tourism and Major Events  
PO Box 15033  
CITY EAST QLD 4002

**Dear Minister**

I am pleased to present, on behalf of the Council of Griffith University, this Annual Report 2015.

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*.

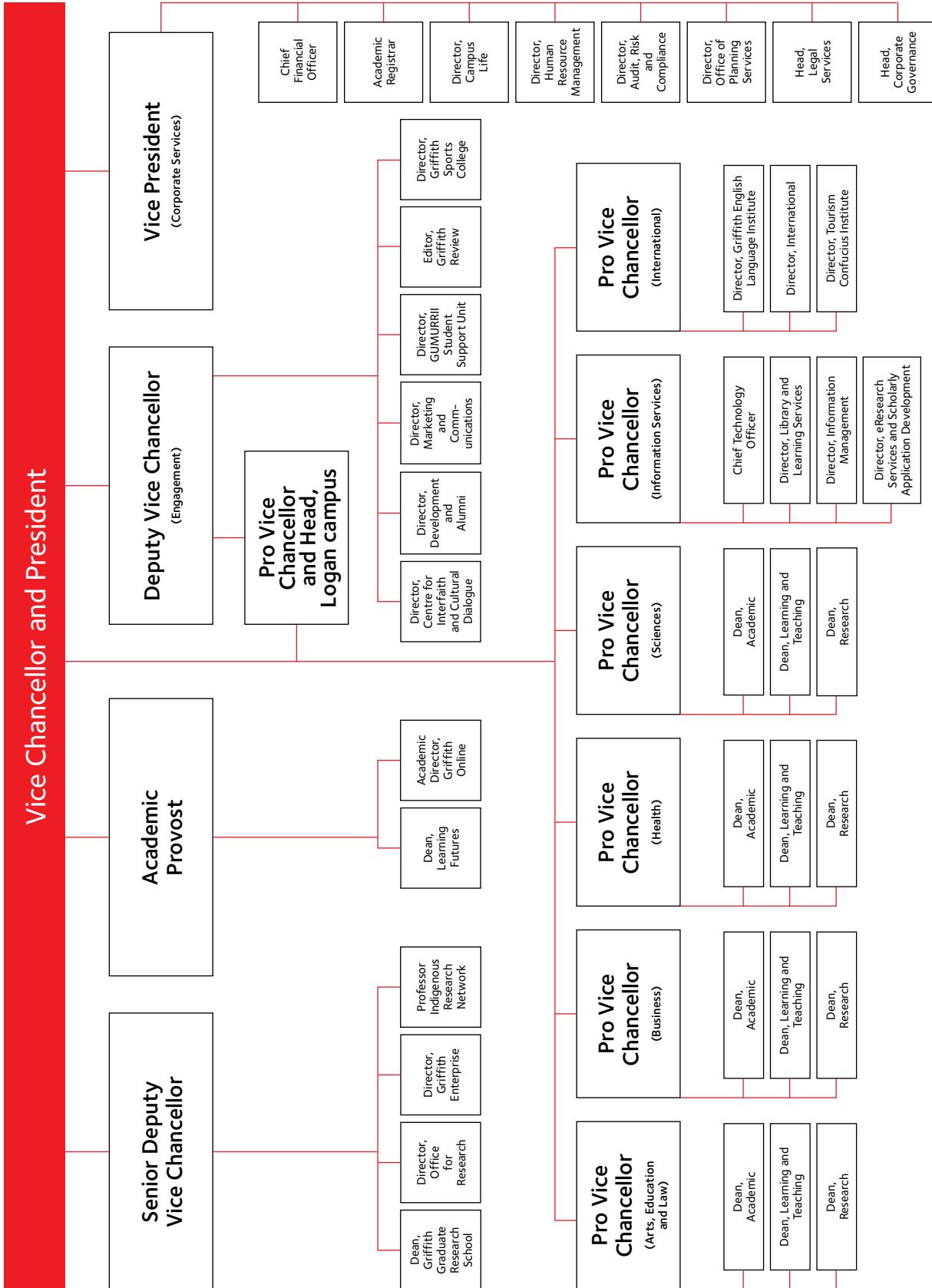
A checklist outlining the annual reporting requirements can be accessed at  
[griffith.edu.au/annual-report](http://griffith.edu.au/annual-report)

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 2015, is listed below:

#### Chancellor

Mr Henry Smerdon AM  
(commenced as Chancellor on 1 June 2015)  
Ex officio

#### Deputy Chancellor

Ms Rachel Hunter  
(commenced as Deputy Chancellor  
on 6 October 2015)

#### Vice Chancellor

Professor Ian O'Connor  
Ex officio

#### Seven members appointed by the Governor in Council

The following six members' terms of office commenced on 31 October 2013:

Mr Ian Alderdice  
Mr Clinton Dines  
Mr Mark Gray  
Mr Garry Redlich  
Ms Ann Robilotta-Glenister  
Ms Rhonda White AO

The term of office of the following member commenced on 23 July 2015:

Ms Rachel Hunter

#### Two members of the University's academic staff, elected by academic staff (term of office commenced 28 October 2013)

Associate Professor Liz Jones  
Dr Arthur Poropat

#### One member of the University's general staff, elected by general staff (term of office commenced 16 June 2014)

Dr Naveen Sharma

## Governance

**One postgraduate student of the University,  
elected by postgraduate students  
(term of office commenced 28 October  
2015)**

Mr Ritesh Chowdhary

**One undergraduate student of the University,  
elected by undergraduate students  
(term of office commenced 28 October  
2015)**

Mr David Cody

**Four additional members appointed under  
Section 16, Griffith University Act  
(term of office commenced 1 January 2014)**

Dr Robert Anderson OAM

Ms Sandra Anderson

Mr Craig Bassingthwaighe

The Honourable Rob Borbridge AO

**The following members concluded their  
membership during 2015**

The Honourable Ms Leneen Forde AC,  
former Chancellor concluded her term of office  
on 31 May 2015.

Ms Siobhan Fitzpatrick, former undergraduate  
student member resigned from office  
on 22 June 2015.

Ms Satine Winter, former postgraduate student  
member concluded her term of office  
on 27 October 2015

### Council Meetings

In 2015, the Council of Griffith University held six meetings:

- 2 March (strategic meeting)  
(Nathan campus)  
15 out of 18 members attended
- 7 April (ordinary meeting)  
(Nathan campus)  
14 out of 18 members attended
- 1 June (ordinary meeting)  
(Gold Coast campus)  
11 out of 17 members attended
- 3 August (ordinary meeting)  
(Nathan campus)  
15 out of 17 members attended
- 6 October (ordinary meeting)  
(Gold Coast campus)  
12 out of 17 members attended
- 7 December (ordinary meeting)  
(Nathan campus)  
16 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 Professor Adam Shoemaker)
- 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 Mr Henry Smerdon, AM)

- the Audit Committee, responsible for assisting the University Council and the Vice Chancellor discharge financial management responsibilities imposed under the Financial Accountability Act 2009, Financial and Performance Management Standard 2009 and other relevant legislation (chairperson Mr Ian Rodin)

External Committee members do not receive remuneration.

### Advisory Council

In addition to these committees, there is one advisory council: the Gold Coast Advisory Council (chairperson Mr Terry Robertson). The 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 provides for a broad range of functions and powers, including the specific provisions below.

### University Functions

The University's functions are:

- to provide education at university standard
- to provide facilities for study and research generally, and, in particular, for people in the cities of Brisbane, Gold Coast and Logan
- to encourage study and research
- to encourage the advancement and development of knowledge, and its application to government, industry, commerce and the community
- to 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
- to confer higher education awards
- to disseminate knowledge and promote scholarship
- to provide facilities and resources for the wellbeing of the University's staff, students and other persons undertaking courses at the University
- to 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
- to perform other functions given to the University under this or another Act.

# Governance

## 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 or any other 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 or any other Act and, in particular:

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

**Note.** Further details of Griffith University governance are outlined on pages 18–24.

## 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
- Sciences.

These groups facilitate teaching, research and service activities across campuses.

Administrative support services—such as student administration, finance, human resource management, information technology and facilities—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.



Griffith University Nathan campus

### **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.

## Governance

### The Honorable Ms Leneen Forde AC—Minute of Appreciation

At its June 2015 meeting, Council resolved to adopt the following minute of appreciation in recognition of the Honourable Ms Leneen Forde's extraordinary leadership and outstanding contributions to the University during her 15 years as Chancellor (2000–2015), and in recognition of a lifetime of notable achievements and distinguished service to the community.

The Honourable Ms Leneen Forde AC was elected as the University's fourth Chancellor in June 2000. Ms Forde was the first female Chancellor of the University and the University's longest serving Chancellor having served in the role for 15 years. Over this time, Ms Forde made an extraordinary contribution to the development of the University. Under her leadership, the University experienced a period of tremendous growth and expansion. The past 15 years have seen the transformation of Griffith into a comprehensive university, with a world-class reputation for excellence in research and teaching. The University is now Australia's ninth largest higher education provider and is ranked internationally in the top five per cent of universities. The University has more than doubled its enrolments since Ms Forde became Chancellor, and today, Griffith is the University of choice for more than 46,000 students, who are attracted from around the world to study one of the University's 200 degree programs.

As Chancellor, Ms Forde provided outstanding leadership and guidance to Council and to University management in developing the University's strategic direction and ensuring good governance. Over successive years, as Chair of the University Council, she facilitated harmonious and productive discussion and debate as members deliberated key strategic issues and imperatives. In 2010, Ms Forde presided over Council's decision to approve capital expenditure of \$205 million, representing the largest financial



Ms Leneen Forde, AC DUnivChancellor, (2000–2015)

commitment by the University to a single phase of planning and enabling the University to progress its strategic objectives in teaching and research. Locally, the University has become a vital part of the Brisbane–Gold Coast region, while Griffith is nationally and internationally recognised as a leading university of influence.

Ms Forde was tireless in her service to and promotion of the University throughout her tenure. In addition to chairing Council, she also served on a range of key University committees, officiated at numerous graduation ceremonies in Australia and overseas, and was a wonderful ambassador for the University at a long list of international, national, and local events. Ms Forde has contributed to developing and enhancing the University's relationships with industry and with government. She has also engaged deeply and forged strong links with local communities and organisations. An avid rugby league fan, Ms Forde is an enthusiastic supporter of the Griffith Logan Redbacks rugby league team, and has been described as their biggest fan.

Much has been written in the past about Ms Forde's extraordinary life, her professional achievements and her outstanding contributions to community service. The list of groups and organisations to which she has provided her patronage and support is extensive. Like the University, these organisations have benefited from Ms Forde's time and expertise, and they have also benefited from her impeccable reputation—for honesty, for integrity and for her unshakeable commitment to social justice, equity and fairness, particularly for women and for the disadvantaged in the community.

Ms Forde has had a most distinguished professional career, much of it groundbreaking. Her first qualification was as a medical laboratory technician. After arriving in Brisbane from Canada in the 1950s, she worked as a haematologist at the General Hospital. In the late 1950s, she combined full-time motherhood with part-time legal studies at The University of Queensland. In the 1960s, she worked for a time in the Haematology Department at the Royal Brisbane Hospital. She persisted with her legal studies, graduating with a Bachelor of Laws in 1970. This achievement was particularly notable not least because Ms Forde was at that time widowed with five children but also because she was one of only six women in her graduating class of 170 students.

Ms Forde was admitted as a solicitor in 1970. She was employed by Brisbane-based law firm Cannan & Petersen in 1971 to undertake estate work, and in 1974 she became a partner in the firm. In 1973, Ms Forde became the inaugural President of the Queensland Women Lawyers Association. The Association and its members sought equal employment opportunities and conditions for women lawyers, and they also supported Justice for Juveniles, the establishment of the Youth Advocacy Centre, changes to inheritance laws for defacto partners, and supported women victims of domestic violence. In 1971, Ms Forde became a member of Zonta, a world-wide organisation of executives and professionals working to advance the status of women through service and advocacy. In 1990, she was elected as Zonta's International President, the first Australian woman to hold this position.

Following an illustrious legal career, Ms Forde was appointed the 22nd Governor of Queensland in 1992. She was the first ever woman to be appointed to this role in Queensland, and the second only in any Australian state. During her five years as Governor, Ms Forde travelled the State extensively to meet ordinary Queenslanders and to discuss and understand community issues. She was renowned for her tremendous capacity to communicate with people from all walks of life.

In 1998, Ms Forde was appointed Chair of the Commission of Inquiry into the Abuse of Children in Queensland Institutions. She described this appointment as one of the most significant contributions that she has made. The community was well-served by the appointment of Ms Forde, who brought to the Inquiry not only an astute legal mind but also her notable humanity and compassion. In response to the Forde Inquiry, the Queensland Government established the Forde Foundation to assist persons who had been a ward of the state or had been a child resident at a Queensland institution.

Ms Forde has served the community extraordinarily well in every capacity, and her contributions have been extensively recognised. In 1991, she was named Queenslander of the Year; in 1993 she was awarded a Companion of the Order of Australia 'in recognition of service to the law, to improving the status of women and to economic and business development'; in 1992 the University conferred upon Ms Forde the award of Doctor of the University; she was a recipient of a Centenary Medal in 2003; and in 2007 she was the recipient of a Queensland Greats award.

In 2014, the University established The Leneen Forde Future Leaders Program to support the development of women who are succeeding in leadership roles at the University. The Program was named in honour of Ms Forde who, throughout her professional life, has operated as a role model and an inspiration to women.

The University is indebted to Ms Forde for her extraordinary contributions. Her hard work, dedication and commitment have been key to Griffith's development and ongoing success.

# 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

### **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. The terms of office of the current members will conclude on 31 December 2016.

Throughout 2015 the Audit Committee observed the terms of its Constitution and had due regard to Treasury's Audit Committee Guidelines.

In 2015, the Audit Committee held four meetings:

- 24 February  
Major focus: review of draft 2014 financial statements.
- 13 May  
Major focus: Vice Chancellor's annual presentation on strategic issues; annual updates on risk management framework and compliance framework.
- 19 August  
Major focus: review of external audit strategy; presentation on valuation assumptions and methodology; annual update on cyber security.
- 11 November  
Major focus: review of internal audit strategy; review of Audit Committee constitution and Internal Audit Charter.

At its February meeting, the Audit Committee reviewed the University's 2014 Annual Financial Statements and recommended the Statements to the Chancellor and the Vice Chancellor for signing. The 2014 Annual Financial Statements were subsequently certified by the Queensland Audit Office (QAO) without qualification on 26 February 2015.

During 2014 the QAO performed an Area of Control Focus audit on the quality and timeliness of internal management financial reporting (IMFR) practices across the Queensland university sector and the report became available in April 2015. The University achieved either Established (3) or Integrated (4) maturity ratings across most key elements of the criteria and a recommendation with regard to one the elements, which was rated as Developing (2).

## Other Governance Reports

The external auditors appointed by the QAO, Crowe Horwath, attended all Audit Committee meetings during 2015 and were present when client strategies and management letters were considered. 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 2015 meeting, the Audit Committee reviewed and confirmed the Client Strategy prepared by the external auditors. The Strategy contained the audit strategy, preliminary risk assessments and proposed audit approach, details of specific areas of audit emphasis, audit planning outcomes, and advice about audit quality control and administration.

The Audit Committee monitored internal audit activities throughout 2015. The Internal Audit Charter was reviewed by Audit Committee at its November meeting and the revised Charter was subsequently approved by the Vice Chancellor on the Committee's recommendation.

The 2016 Internal Audit annual audit plan was reviewed by the Audit Committee at its November 2015 meeting and was subsequently approved by the Vice Chancellor on the Committee's recommendation. On completion of planned 2015 internal audits, the Audit Committee assessed the audit report findings and any management responses. The Audit Committee also monitored implementation of audit recommendations.

At its November 2015 meeting, the Audit Committee completed the annual review of its Constitution and the revised Constitution was subsequently approved by the Council (December 2015).

All Audit Committee meeting minutes were provided to subsequent meetings of the Council. The Committee's 2015 Annual Report to Council was submitted to the December 2015 meeting of the Council for consideration. The Report detailed the Committee's performance in relation to its functions and discussed the discharge of its responsibilities under its Constitution.

### 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 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 operates in accordance with its 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, the Committee of Sponsoring Organizations' (COSO) based risk assessment of elements and business processes, specific management requests, and other sources such as the TEQSA Regulatory Risk Framework; and Crime and Corruption Commission (CCC) and QAO reports and plans.

## Other Governance Reports

University management maintain risk registers at corporate, and group and divisional levels. A fraud risk register is also maintained. Significant risks identified during audits and reviews 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 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. Key performance indicators reported are progress against the internal audit plan and implementation of recommendations.

Internal audit achievements during the year included completion of the annual internal audit plan, 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 Ms Kristy Biernat, Manager, Internal Audit hold appropriate qualifications as required by the Financial Accountability Regulations 2009, including Certified Practicing Accountant and professional memberships of the Institute of Internal Auditors.

## External Scrutiny

There were no significant findings or issues identified by any external reviewer about the University in 2015.

## Risk Management

Risk management guides University operational and strategic operations. The University has a mature 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 2015 corporate risk register and associated mitigation strategies at its April 2015 meeting.

Work continues in developing comprehensive and effective Business Continuity Plans to grow capability to deal with novel and unanticipated impact on identified critical processes across the University. This work will continue into 2016 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.

## Other Governance Reports

### Workforce Planning, Attraction and Retention

The University employs 4,479 full-time equivalent staff. The retention rate for staff is 90.28% and the permanent separation rate is 6.75%.

Workforce plans are part of the planning framework for academic groups and administrative divisions of the University.

The University's employment policies actively promote flexible work practices. Additional paid leave for family and carer responsibilities is available to all staff. Innovative use of information technology enables staff to work flexibly.

The University has enterprise agreements for academic and general staff. Fair Work Australia approved the Griffith University Academic Staff Enterprise Agreement 2012–2016 on 21 January 2014 and the Griffith University General Staff Enterprise Agreement 2012–2016 on 13 February 2014.

### Code of Conduct

The University's Code of Conduct (the Code) is derived from the *Public Sector Ethics Act 1994*. The Code is shaped around the four key ethical principles contained in the Act to guide ethical decision making and behaviour. The ethical principles are:

- 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.

The Code is provided to all new staff commencing with the University as part of its online induction and the University website contains a frequently asked questions page for additional information.

The Vice Chancellor writes to all staff annually to remind them 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; and the Public Interest Disclosure policy.

These policies are subject to regular review and are accessible to staff and students via the University's website.

During 2015, training on the Code was available to staff across a number of development programs and an updated Code went out to staff for consultation during November.

The revised Code was written as a capstone policy and references the series of related policies listed above and included new sections on academic freedom, public comment and alcohol and drugs. The revised Code will be considered by Council in April 2016. Once approved, the implementation of the new Code will be achieved through an extensive education program across all areas of the University.

## Other Governance Reports

### 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.

Gold Coast Innovation Centre Ltd was established to encourage the growth of and to mentor emerging technology enterprises in Queensland. It provides 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 while those companies were incubated.

### Information Systems and Recordkeeping

The records management function is managed under the wider umbrella of the Information Management portfolio in the Information Services Division. During 2015, the focus has shifted toward operationalisation of the Information Management Framework. This will include endorsement of an Information Management Strategy, Enterprise Content Management Framework, IM Roadmap and two-year implementation plan. Additionally, the groundwork has commenced for the development of an Information Asset Register and a robust Information Classification Scheme, accompanied by relevant tools to provide advice on the appropriate content repositories for University information.

The University's records management system was upgraded in 2015 as a precursor to the Digital Personnel Files project. This project will enable automatic creation of all personnel files, automatic provisioning and deprovisioning of access to records based on roles, and the automatic end-to-end digital transfer of recruitment and onboarding records to the relevant personnel file. To complement this project, work continued on the digitisation of legacy paper files for active staff, with 62% of active staff files now digital. Progress is also being made to managing all case files digitally.

Items of note include:

- digitisation of research project management files and processes commenced
- digitisation of international liaison files and processes commenced
- digitisation of undergraduate establishment and administration files and processes commenced
- initiation of a pilot of digital signatures applications.

Griffith University finalised the development of the University Sector Retention and Disposal Schedule Lite, which provides simplified decision making in records retention and has shared this with all Queensland universities. The University's Business Classification Scheme was also reviewed.

### External Engagement

Griffith was invited by the Queensland State Archives to be one of three Agency Partners in the Digital Archiving Design, Test and Prove Project. Additionally, Griffith coordinated the review of the 'Collections Management' function proposed for addition in the General Retention and Disposal Schedule on behalf of Queensland State Archives.

The University was also a co-winner (with University of the Sunshine Coast and The University of Queensland) of the inaugural Chris Simpson Award. This award from the Queensland Local Government and Corporations Chapter of RIMPA (Records and Information Management Professionals Association of Australasia) recognises individuals or groups who have worked cooperatively toward a common goal, utilising an effective method of transferring 'know how' to create sustainable working relationships that enable the elevation of recordkeeping within an organisation.

### 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
- groundbreaking 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.

### Sustainability Highlights 2015

Griffith's sustainability commitment is embedded in all areas of the University with sustainability as one of five high level goals in the Griffith Strategic Plan 2013–2017.

In 2015, a representative Sustainability Sub Committee of the Executive Group, chaired by the Senior Deputy Vice Chancellor continued to have oversight of the University's Sustainability Plan 2013–2015.

A comprehensive Carbon Management Plan is also in place so that there is a consistent and measurable effort to reduce our carbon footprint over the long term.

## Other Governance Reports

In 2015, Griffith University once again cemented itself as a leader in appealing design and innovative sustainability features with the unveiling of its new \$23.3 million multistorey car park on the Gold Coast campus. Officially opened in June 2015, the car park features a highly visible wind turbine, which when combined with state of the art solar panels, will provide enough power to run the car park as well as offset other nearby buildings.

A 'Grows at Griffith' strategy that focuses on species endemic to the local region continued to be rolled out on all campuses. This includes a rare and threatened plant walk on the Gold Coast campus and a native arboretum on the Logan campus.

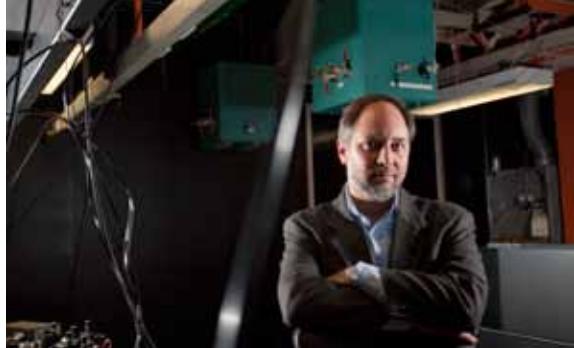
The University is also making progress on its sustainable teaching strategies. Griffith's Sustainability Teaching Network, formed in February 2014, is one of the key strategies related to teaching in the University's Sustainability Plan 2013–2015 and includes representatives across transdisciplinary areas of environment, business, health, education, the arts and society. The network has developed Griffith's new Sustainability Hub for learning and teaching. Launched during Griffith's Sustainability Week 2015, the Sustainability Hub aims to provide teaching and learning resources for staff and students in all disciplines. The hub provides 440 up-to-date resources from organisations addressing sustainability.

Griffith's second Sustainability Week, held 31 August – 4 September 2015, created opportunities for staff and students, community groups, local councils and others to be involved with Griffith's Sustainability agenda.

Other sustainability achievements for 2015:

- Griffith became the Official University Partner of the Gold Coast 2018 Commonwealth Games (GC2018). Sustainability is a key strategy of GC2018, and Griffith is proud to be a member of the GC2018 Sustainability Advisory panel of experts to assist in meeting this commitment.
- The Griffith MBA was ranked inside Australia's top five in the 2015 Australia Financial Review BOSS Magazine MBA survey. The Griffith MBA's core values of responsible leadership, sustainable business practice and global orientation with an Asia-Pacific focus set it apart from other programs in Australia.
- The Griffith Centre for Coastal Management (GCCM) won in the Research and Community Engagement categories of the Australian Coastal Awards.
- Griffith's Biodiversity and Climate Change Virtual Lab (BCCVL), a 'one-stop modelling shop' seeking to simplify and accelerate research into the impacts of climate change on biodiversity, won an award for Research and Development in the Queensland iAwards.
- Griffith's Logan campus, the largest project site for the Slacks Creek Restoration Project, which received Australian Government funding of almost \$1.6million over five years, won the Sustainable School Award in the Logan Eco Awards.

# Research



**Professor Howard Wiseman, Director of Griffith's Centre for Quantum Dynamics**

The Research Plan 2013–2017, adopted by the University Council in August 2013, provides operational support for the implementation of the Griffith University Strategic Plan 2013–2017 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 four key research objectives for the period 2013–2017 to:

- consolidate world-class research strength through our selected areas of strategic investment
- demonstrate research of international standing in all our discipline areas as recognised by ERA and other international ranking metrics
- maintain a culture of research quality and performance that is well supported by infrastructure (physical and electronic), and resources (financial and human)
- maintain our core commitments as a university to innovation, bringing disciplines together, and undertaking socially relevant research which provides demonstrable community benefit.

## Research Excellence

### Key Research Objective

*Demonstrate research of international standing in all our discipline areas as recognised by ERA and other international ranking metrics.*

### Griffith's 2015 ERA Results

Griffith University's research continued to strengthen on the back of the 2015 ERA results, which were released in December 2015. Griffith's research excellence has broadened dramatically with 98% of outputs submitted in fields rated at world standard or better. Compiled by the Australian Research Council, ERA rates research areas on a scale of 1 to 5 based on their level of excellence, with 5 being the highest. In 2015, Griffith received 10 ratings of 5 (well above world standard):

- 23 fields of research rated at 4 (above world standard)
- 21 areas rated at 3 (world standard).

ERA 2015 evaluated research undertaken from 2008 to 2013. Griffith was assessed in 19 broad fields of research (two-digit FoRs) and 59 specific fields of research (four-digit FoRs):

- 98% of Griffith's research outputs were submitted in fields rated world standard or above at the two-digit level
- 18 out of 19 Griffith's broad (two-digit) fields of research that reached the assessment threshold were rated world standard or above
- 54 out of 59 Griffith's specific (four-digit) fields of research that reached the assessment threshold were rated world standard or above.

# Research

The 10 fields of research which were rated as 5 (well above world standard) were:

- Condensed Matter Physics
- Quantum Physics
- Inorganic Chemistry
- Macromolecular and Materials Chemistry
- Ecological Applications
- Ecology
- Dentistry
- Nursing
- Criminology
- Political Science.

The 23 fields of research which were rated as above world standard and received a 4 were:

- Optical Physics
- Medicinal and Biomolecular Chemistry
- Physical Geography and Environmental Geoscience
- Environmental Science and Management
- Soil Sciences
- Artificial Intelligence and Image Processing
- Civil Engineering
- Electrical and Electronic Engineering
- Environmental Engineering
- Materials Engineering
- Mechanical Engineering
- Human Movement and Sports Science
- Medical Microbiology

- Oncology and Carcinogenesis
- Pharmacology and Pharmaceutical Sciences
- Education Systems
- Marketing
- Tourism
- Social Work
- Sociology
- Law
- Film, Television and Digital Media
- Historical Studies.

## Griffith's 2015 University Ranking Performance

In 2015, Griffith was ranked in the top 400 universities in the world for the fourth consecutive year in the Academic Ranking of World Universities (ARWU). The University achieved another milestone by appearing in the 251–300 band in the Times Higher Education World University rankings. Griffith also maintained its top 400 position in the other two major world rankings: QS World University Rankings (QS) and the Leiden Ranking (Leiden University). Social Sciences at Griffith also secured a top 150 position on the ARWU, QS and the National Taiwan University ranking schemes.

Griffith was among the top 100 universities world-wide in the 2015 QS World University Rankings by Subject in five key subject areas: Law, Education, Politics and International Studies, Architecture/Built Environment, and Art and Design. Another 10 subject areas were ranked globally, including Medicine for the first time, indicating Griffith's rise in international recognition and reputation.

Griffith was also ranked 37th in the QS Top 50 under 50 for 2015, thus reinforcing Griffith's place among other youthful and dynamic higher education institutions around the world.

### Vice Chancellor's Research Excellence Awards

The Vice Chancellor's Research Excellence Awards acknowledge and reward academic staff who have made outstanding contributions to both their discipline and to Griffith's research profile.

The 2015 award winners were:

- **Professor Huijun Zhao**

Centre for Clean Environment and Energy and Environmental Futures Research Institute  
*Research Excellence Award for Leadership*

- **Dr Maxime Aubert and Dr Adam Brumm**

School of Humanities and Environmental Futures Research Institute  
*Vice Chancellor's Outstanding Research Achievement Award*

- **Professor Diego de Leo**

Australian Institute for Suicide Research and Prevention  
*Research Excellence Award for Mid-Career or Senior Researcher*

- **Associate Professor Michael Haugh**

School of Languages and Linguistics  
*Research Excellence Award for Research Supervision*

- **Professor Anna Stewart, Associate Professor Susan Dennison, Dr Troy Allard, Dr Carleen Thompson, Dr April Chrzanowski, Ms Emily Hurran Patterson, Associate Professor Lisa Broidy and Dr Belinda Crissman**  
Griffith Criminology Institute, Advancing Life-Course Criminology  
*Research Excellence Award for Research Group or Team*
- **Dr Kyra Hamilton**  
Behavioural Basis of Health research group in the Menzies Health Institute Queensland  
*Research Excellence Award for an Early Career Researcher*

### 2015 Higher Education Research Data Collection of Research Income and Publications for 2014

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

#### Research Income

Griffith's HERDC research income for 2014 was \$67.7 million, an increase of 8.5% over the 2013 figure.

Griffith recorded increases of \$3.6 million for Other Public Sector Research Funding, \$3.6 million in Industry and Other Funding for Research and in Cooperative Research Centre Funding of \$279,000.

# Research

## Research Publications

The HERDC Publications collection for 2014 recorded a slight decrease of 3.41% in publication points, from 2,387 in 2013 to 2,305 in 2014, mainly due to the conversion of multiple conference papers into high quality journal articles.

The total number of research outputs, 3,621 in 2014, is 1.2% greater than the 2013 figure of 3,578, with the largest increase in the number of book chapters and refereed journal articles.

The University recorded increases in the publication categories for books of 1.09% and for book chapters of 10.26%, and decreases in publication points for refereed journal articles of 2.31% and in refereed conference papers of 27.76%.

## ARC and NHMRC Funding Success

The University continued its success in securing Australian competitive grants through the major schemes conducted by the NHMRC and ARC. In early 2015, Griffith researchers received 14 ARC Linkage Project awards totalling almost \$4.5 million. This was the University's best ever result for the number of grants received and total funding awarded. Griffith was also awarded approximately \$15 million in funding rounds across the major ARC and NHMRC schemes including achievement of the second highest success rate in Australia for the ARC Future Fellowships 2015.

## Selection of Major Grants in 2015

Some examples of Griffith University's major research projects awarded during 2015 are as follows:

### Catheter Research Improving the Safety and Quality of the Patient Experience

Professor Claire Rickard, Dr Li Zhang and Dr Samantha Keogh were awarded \$1.1 million through an ARC Linkage Project grant for their research, 'Peripherally InSerted CEntral catheter Securement: the PISCES Trial'. Cancer treatment often requires a peripherally inserted central catheter (PICC) for chemotherapy, transfusions, medicines, fluids, nutrition and/or blood sampling. Current PICC dressing and securement products are not preventing the 30% of PICCs that develop infection, occlusion, thrombosis or dislodgement. New products are available that may reduce complications. This trial will test their effectiveness, costs, comfort and practicality, working closely with patients, nurses and doctors.

### Towards Evidence-Based Prevention of Deaths in the Youth Justice System

Associate Professor Stuart Kinner and Professor Adrian Miller were awarded \$620,000 in funding from a NHMRC Project Grant for their research, 'Deaths in young people involved in the youth justice system: towards evidence-based prevention'. Young offenders have complex health needs and are at dramatically increased risk of preventable death due to drug overdose, suicide and injury. This project will examine all deaths in young offenders in Queensland from 1993 to 2015, identify targets for prevention, and recommend policy reforms and interventions that are supported by evidence and are culturally appropriate.

### Funding for Malaria and Spinal Research

Griffith is part of an international research collaboration that has received funding of US\$637,000 from Japan's Global Health Innovative Technology Fund to make advances towards the development of more effective anti-malarial drugs. Professor Vicky Avery leads the research team from Griffith's Eskitis Institute for Drug Discovery, along with partners from Japanese pharmaceutical firm Daiichi Sankyo, the Swiss-based Medicines for Malaria Venture, Monash University and the University of California, San Diego. The aim of the research project is to develop a medicine that treats malaria caused by *Plasmodium falciparum* and *Plasmodium vivax*, combat drug resistance, and ideally, prevents relapse associated with parasite dormancy. As well as treating patients, the researchers are focusing on ways to protect people from being infected and of blocking transmission of the parasite to the mosquito host. Attacking the parasite at multiple stages of the life cycle is necessary to achieve the goal of malaria eradication.

### International Agricultural Research in Solomon Islands

Dr Tim Blumfield and Dr Peter Daniels were awarded almost \$1.2 million from an Australian Centre for International Agricultural Research grant for their project 'Improving returns from community teak plantings in Solomon Islands'. Teak farming has the potential to provide a sustainable income for many Solomon Islands families and provide a vital injection of money into the local economy, but most growers currently do not make a good living from their work. A move towards cooperative marketing and teak value adding is the way forward and information and training are needed for the emerging industry to reach its potential.

### Sparking a National Conversation

Professor John Parkinson was awarded \$224,000 from an ARC Discovery grant for the project 'Sparking a National Conversation'. The idea of a 'national conversation' means a lot to politicians and their advisers. It suggests a civilised, nationwide discussion among ordinary people about big policy ideas, instead of partisan point scoring. This project will find out what makes some attempts to spark national conversations more successful than others, comparing cases from Scotland, the United States and Australia. The outcome will be advice to policy makers on how to engage citizens better in the major issues of the day.

### Glycomics Research

Professor Mike Jennings and Dr Christopher Day were awarded \$1 million through an ARC Linkage project grant for their research 'Glycan-glycan interactions between bacterial pathogens and host cells: A novel mechanism of bacterial adherence, a new opportunity for strategies to treat and prevent disease and a new paradigm in interactions between macromolecules'. Cell surface carbohydrates are ubiquitous throughout nature. Human cell surface carbohydrates are specifically targeted by microbial proteins. These interactions are crucial in causing disease. We have recently shown that the carbohydrates on our cells and those on pathogenic bacteria can interact with one another. Understanding the nature and role of these newly discovered interactions may lead to strategies to block them via new drugs and vaccines.

# Research

## Research Education Highlights

A total of 1,032 scholarship applications for higher degrees by research (HDR) were received in 2015 (for the mid-year and end-of-year scholarship rounds combined) with 520 applications considered to meet the highest level for admission (Honours 1 or equivalent).

As at December 2015, HDR load was 1,597 full-time equivalents (FTE) against 1,544 FTE for 2014, with 2015 HDR completions on target to exceed the 2014 HDR completions figure of 230.

### Three Minute Thesis Competition

The 2015 Griffith Three Minute Thesis (3MT) final saw 19 finalists compete in four prize categories with a record crowd of more than 200 guests at the event. Courtney Williams from the Queensland Conservatorium Griffith University was the overall winner for her winning presentation on music compositional elements which are helping medical professionals better understand how to treat their patients. Courtney proceeded to compete in the Trans-Tasman finals at The University of Queensland.

Georgia Tobiano from the School of Nursing and Midwifery was the runner-up for her research into patient participation in nursing care. Third-time Griffith 3MT entrant, David Harman, from the School of Natural Sciences (Applied Mathematics) won the People's Choice Award, with his research on the application of polynomial chaos in mathematical modelling to combat future epidemics. Honours student Iqtidaar Mia from the School of Medical Science won the undergraduate and postgraduate coursework research category award, for his research on the therapeutic delivery of genetic material to target cells in the fight against genetically based diseases.



Griffith's 3MT 2015 finalists and judges

### Advance Queensland PhD Industry Experience Program

In 2015, Griffith again participated in the Queensland Government supported PhD Industry Experience program, which offers eligible domestic PhD candidates the opportunity to undertake short-term unpaid industry placements in over 30 defined real world projects and expand their practical workplace knowledge. Three candidates were selected for placement with an industry partner.

### Innovative Research Universities Workshops

The 2015 Highly Successful Researcher Workshop Program was held at the Nathan and Gold Coast campuses in early June. Hosted by Innovative Research Universities Australia and ThinkWell™, our research community (HDR supervisors and candidates) participated in an engaging series of workshops and a masterclass, which covered topics such as 'The seven secrets of highly successful research students' and 'Turbocharge your writing'.

## International Student Research Forum

From 19 to 23 July, 10 Griffith PhD candidates attended the International Student Research Forum (ISRF) 2015, hosted by The University of Aberdeen, in Scotland. The ISRF is an inter-university cooperation between Griffith University, University of Nebraska Medical Centre, University of Chinese Academy of Sciences, University of Tokyo Institute of Medical Science, University of Southern Denmark, and new member, University of Aberdeen. This annual forum provides a friendly environment for early-career researchers to present their research, meet future colleagues, and discover different working approaches as part of an international approach to foster the career development of future science leaders in world ranking institutions. The forum is restricted to HDR candidates in the two Areas of Strategic Investments—Life and Medical Sciences—with Griffith University delegates being equally represented from Griffith's Health and Sciences groups.

## Tropical Research Network 2015

Three Griffith PhD candidates attended the fourth annual 2015 Tropical Research Network (TRN) Conference at James Cook University in Cairns in November, which brought together 35 PhD candidates from the network's seven-member universities in Australia. Participants engaged in workshops and projects to further their career development, and listened to experts on major tropical issues. The TRN is a PhD program designed to enhance Australia's capabilities in tropical research by fostering career and professional development of early career researchers, and promoting collaborative research into global tropical issues.

## New Griffith Graduate Research School

The HDR Student Centre and Griffith Graduate Research School (GGRS) will be amalgamated into a single operational unit in 2016. The new unit will:

- strengthen the University's capacity for meeting HDR commencement and completion targets
- ensure compliance with the Higher Education Standards Framework with regards to professional development of HDR supervisors
- respond to foreshadowed federal and state government initiatives concerning industry and work-ready HDR graduates.

The GGRS name will be retained. A new director-level professional appointment has been established to lead the administration and staffing functions of the School. Graduate education and HDR supervisor training capacity will be strengthened with the appointment of additional staff.

## Improving the HDR Candidate Experience

Several online co-partnered projects between Student Administration and GGRS were launched in 2015 as part of the strategic vision of streamlining administration to create a candidate-centred experience. They included:

- a new online admissions system for HDR candidates that provides a step-by-step user interface and application tracking capability, electronic workflow approval processes for applications, and supporting documents for Griffith staff evaluation and approval

## Research

- a new interactive system for administering HDR candidate management, which includes online forms, approval workflows and dashboards and provides HDR convenors, supervisors and deans with improved access to candidate information through their HDR dashboards
- the launch of myResearch page within the myGriffith student portal, which provides HDR candidates with quick access to services and resources to assist them as they complete their program and provides visibility to their candidate information, including their milestones and supervisor details
- a recruitment/marketing website, launched in August to coincide with the end-of-year HDR scholarship application round, which is designed as a digital information hub for applicants who are considering research study options or those at application-stage. The website features content about higher degree by research programs and study pathways, rankings, scholarships, and researcher video profiles. Site users can also access the new HDR online application system where applicants are able to upload all required supporting documentation, nominate referees and supervisors, and track their application status, once submitted.

## Indigenous Research

### Indigenous Research Unit

The Indigenous Research Unit (IRU) continued to build its membership, grant funding success, publication output, and major research collaborations in 2015. IRU membership and collaborative research grants traverse across the health, science, business, education, medicine, nursing, law, and engineering disciplines.

Some of the current Australian Competitive Grants projects which are supported by input from the IRU are:

- ‘Establishing the provenance of Torres Strait Islander remains: genetics, craniometrics and isotopes’
- ‘Assisting Indigenous communities and their service providers to sustainably manage water and energy supply’
- ‘A qualitative study of barriers to effective infectious and parasitic disease interventions in Aboriginal communities’
- ‘Understanding T cell immunity against pandemic and seasonal influenza viruses in the Indigenous populations’.

In 2015, the IRU launched the Indigenous Knowledges and Research Seminar Series to researchers and doctoral candidates across the University. Seminar presentations included topics such as ‘Traditional Knowledge and Customary Law’, ‘Science and Indigenous Knowledge’, and ‘Evaluation research: Indigenous Well-being’.

## Research Infrastructure and Resources

### Key Research Objective

*Maintain a culture of research quality and performance that is well supported by infrastructure (physical and electronic) and resources (financial and human).*

### Menzies Health Institute Queensland

The new Menzies Health Institute Queensland was officially launched by the Governor-General of Australia, His Excellency General the Honourable Sir Peter Cosgrove in April 2015. The new Institute based on the Gold Coast campus brings together more than 750 researchers working across a diverse range of areas such as cancer, infectious and chronic diseases, childhood illnesses, allied health, musculoskeletal conditions, psychological health, and ageing. Through establishing the new Institute, the University will be in a position to further focus its health research efforts on addressing challenges, opportunities and new developments impacting the health of Australia's population and of people globally.

### Griffith Criminology Institute

The Queensland Governor, his Excellency, the Honourable Paul de Jersey AC, officially launched the Griffith Criminology Institute at the Mt Gravatt campus in July 2015.

The Griffith Criminology Institute is a strategic consolidation of criminology scholars across the University, with an impressive group of external partners, representing one of the largest and most productive criminology communities in the world. The Institute's aim is to produce cutting-edge knowledge that helps create safe, just, well-governed and equitable societies. Griffith criminology has long prided itself on undertaking research that readily informs policy and practice and boasts an applied research reputation among criminal justice practitioners and agencies.

The research programs of the new Institute are organised around six thematic areas:

- Corrections and Sentencing
- Crime Pathways and Patterns
- Justice, Law and Society
- Policing and Security
- Prevention
- Violence.

These themes illustrate that Griffith criminologists are tackling some of the most topical issues, including domestic violence, illicit drug markets, criminal organisations and issues of national security.

# Research

## Griffith's Social Robotics and Assistive Technology Laboratory

2015 marked the first full year of operations for the Social Robotics and Assistive Technology Laboratory. The laboratory offers a place where the community can engage with researchers and learn about older people, dementia and the use of technology and robotics in aged, community and acute care facilities in Australia and overseas. This includes research conducted by Professor Wendy Moyle from the Centre for Health Practice Innovation that examines how robots can help people with dementia and their carers.

The provision of in-home and out-of-home care is a major policy and budget issue facing governments across the world. Significant work has been undertaken in the use of technology to assist in healthcare (such as social robotics) and this will be a major area for development at Griffith in the coming years.

## Global Water Research Program

In 2015, Griffith's Australian Rivers Institute was recognised for excellence in water science and named as the new headquarters for an international water research program. The Global Water System Project (GWSP) relocated from the University of Bonn, Germany, to Griffith and was renamed the Sustainable Water Future Project (SWFP). It now operates at Griffith as a program of Future Earth, a major international research platform providing knowledge and support to accelerate transformations to a sustainable world. The launch of the SWFP occurred in Brisbane in September at the International RiverSymposium, presenting an opportunity for Griffith, and more broadly Australia, to profile our leadership in research, water reform and management as well as supporting the global Sustainable Development Goals for water.

The SWFP builds on existing networks in Europe and North America and extends into areas of Asia and Latin America where issues of water scarcity and quality are crucial.

## Research Innovation

### Key Research Objective

*Maintain our core commitments as a university to innovation, bringing disciplines together and undertaking socially relevant research which provides demonstrable community benefit.*

With more than 1,700 experts conducting research across all major academic disciplines through over 30 research institutes and centres, Griffith's expertise, research capabilities, innovations and knowledge (intellectual assets) are used by government, industry, and the community. Griffith's researchers provide multidisciplinary and proactive solutions for industry, government and the community. Some project examples are included here:

### Quantum Dynamics and Lockheed Martin Partnership

Researchers from the Centre for Quantum Dynamics continued their engagement with American global aerospace, defence, security and advanced technology company Lockheed Martin in 2015, with two projects extended for a further 12 months past the agreed milestone, generating more than \$1.7 million in consultancy and commercial research over four years. Researchers were also able to leverage this funding to obtain additional ARC Linkage grants, growing the total research program funding for the second year.

### Griffith Centre for Coastal Management and City of Gold Coast Partnership

The City of Gold Coast Mayor Tom Tate visited the Griffith Centre for Coastal Management (GCCM) on 17 April 2015 to recognise the success of the GCCM and City of Gold Coast partnership and to announce the investment of a further \$4.4 million to the GCCM. The GCCM has been in partnership with the City of Gold Coast since 1999 and in 2015 signed another five-year agreement to extend the collaboration. The partnership has built an award-winning reputation after receiving a best practice coastal research and development award from the Business/Higher Education Round Table in 2014, as well as winning two awards at the 2015 Australian Coastal Awards—for community engagement in coastal activities on the Gold Coast, and for its contribution to coastal management science.

### Super Science Cancer Collaboration

A new Super Science four-year research project, funded by a \$2.54 million donation from a private charitable trust, was launched between Griffith's Institute for Glycomics and Chris O'Brien Lifehouse cancer centre in 2015. This collaboration brings together one of Australia's largest cancer centres treating thousands of patients annually, with researchers from the Institute for Glycomics in the fight against cancer.

Through the partnership, tissue samples and comprehensive clinical metadata will be collected from Lifehouse's cancer patients and sent to the Institute's Gold Coast research facility for analysis using new cutting-edge technology. The major research collaboration was announced at the Institute for Glycomics' Annual Gala Dinner in November on the Gold Coast.

### Applied Health Economics External Evaluation of Pharmaceutical Benefits Advisory Committee

In 2015, Griffith experts in applied health economics continued to conduct economic evaluations of pharmaceuticals for the Pharmaceutical Benefits Advisory Committee (PBAC). The PBAC advises the health minister on drugs to be included on the register of subsidised drugs as part of the Pharmaceutical Benefits Scheme (PBS). Griffith was responsible for evaluating over 100 industry submissions. The PBS is essential for an effective Medicare system as new drugs are thoroughly and independently tested and given a cost benefit analyses. This ensures the system remains as affordable as possible with evaluations from the Centre contributing significantly to multi-billion dollar savings for Medicare over seven years.

# Research

## Researcher Awards



Professor Lesley Chenoweth, Pro Vice Chancellor and Head, Logan campus, was appointed an Officer of the Order of Australia in 2015. Professor Chenoweth was also named in the top 10 of Australia's most influential women, winning the local regional category at the *Australian Financial Review* and Westpac 100 Women of Influence Awards for 2015.

## Australia Day and Queen's Birthday Honours

- Professor Emeritus Nancy Viviani was appointed an Officer of the Order of Australia for her distinguished service to tertiary education and international relations as a scholar, teacher and author and, as an advocate for Australia's engagement with the Asian region.
- Professor Allan Cripps, Pro Vice Chancellor (Health), was appointed an Officer of the Order of Australia for distinguished service to tertiary education as a senior administrator, and to public health as a leading immunologist, academic and researcher in the area of mucosal immunisation.
- Professor Lesley Chenoweth, Pro Vice Chancellor and Head, Logan campus, was appointed an Officer of the Order of Australia for distinguished service to higher education, particularly in the area of social work, as an academic and administrator, and as a leading supporter of people living with disabilities.

- Professor Paul Martin, from the School of Applied Psychology, was awarded a Medal of the Order of Australia for service to medicine in the field of psychology.

## International Nurse Researcher Hall of Fame

Professor Wendy Chaboyer, Director of the NHMRC Centre of Research Excellence in Nursing (NCREN), was inducted into the 2015 International Nurse Researcher Hall of Fame of the Sigma Theta Tau International Honour Society of Nursing. The award recognises nurse researchers who have achieved significant and sustained national or international recognition and whose research has improved the profession and the people it serves. Professor Chaboyer joins NCREN colleague Professor Claire Rickard who was inducted into the International Nurse Researcher Hall of Fame in 2013.

## Young Tall Poppy Science Award

Dr Chris Brown's research into seeking solutions to the potential conflict between marine ecosystems and commercial and recreational fishing earned him a 2015 Queensland Young Tall Poppy Science Award. A member of the Australian Rivers Institute, Dr Brown's research is focused on striking a sustainable balance between the importance of fish for human consumption as well as for the health of marine ecosystems. An initiative of the Australian Institute of Policy and Science, the prestigious Young Tall Poppy Science Awards were presented on 20 August to 11 young researchers by Queensland's Minister for Science and Innovation, The Honourable Ms Leeanne Enoch MP, as part of the annual Science in Parliament program in Brisbane.

### Fellows of Learned Academies



Professor Mark von Itzstein and Professor Michael Good AO from the Institute for Glycomics were elected as Fellows of the Australian Academy of Health and Medical Sciences in 2015.

Professor Mark von Itzstein and Professor Michael Good AO from the Institute for Glycomics, and Professor Claire Rickard from the Centre for Health Practice Innovation, were elected as Fellows of the Australian Academy of Health and Medical Sciences in 2015. Fellows of the Academy are recognised for their outstanding leadership in the science of health and medicine, and for demonstrating significant and continuing involvement with issues of healthcare, prevention of disease, education, research, health services policy and delivery.



Professor Claire Rickard from the Centre for Health Practice Innovation, was elected a Fellow of the Australian Academy of Health and Medical Sciences in 2015.

Professor Stephen Billett, School of Education and Professional Studies; Professor John Kane, School of Government and International Relations; and Professor Adrian Wilkinson, Director, Centre for Work, Organisation and Wellbeing were elected as Fellows of the Academy of Social Sciences in Australia. Fellows are elected to the Academy by their peers on the basis of a distinguished contribution to one or more of the Social Sciences that has also been recognised internationally.

Professor Andrew Kirkpatrick, Professor in Linguistics, was elected as a Fellow of the Australian Academy of the Humanities. Fellows are elected to the Academy by their peers in recognition of the excellence and impact of their scholarship in fields of the Humanities that has also been recognised internationally.

Professor Amanda Wheeler, School of Human Services and Social Work, was appointed a Distinguished Fellow by the European Society for Person Centred Healthcare and appointed Chair of the Society's special interest group on person centred clinical pharmacy.

# Research

## Royal Institution of Australia

Professor Emeritus Ian Lowe AO DUniv was appointed a Bragg Member of the Royal Institution of Australia, one of only 31 distinguished Australian scientists and science communicators in that group. Professor Emeritus Lowe has also been appointed by the South Australian Government to the Expert Advisory Committee for its Nuclear Fuel Cycle Royal Commission. Professor Emeritus Lowe is a former Head of the School of Science at Griffith and past President of the Australian Conservation Foundation (2004–2014). In 1996, he was chairperson of the advisory council producing the first national report on the state of Australia's environment and he was instrumental in bringing scientific credibility to discussions around environmental issues.

## Thomson Reuters Australian Citation and Innovation Award

Associate Professor Michael Haugh was the recipient of a prestigious 2015 Thomson Reuters Australian Citation and Innovation award for his research on Language Role in Social Interactions. The Awards recognise researchers who are producing highly cited research at the forefront of an emerging, high impact field and are determined by analysing the volume and impact of a researcher's contribution to the subject area. The recipients were selected using a quantitative process identifying the average number of citations their research generated over a period of time, as indexed in the Thomson Reuters Web of Science.

## Ecological Society of America Honorary Membership Award

Professor Stuart Bunn, Director of the Australian Rivers Institute, received an Ecological Society of America (ESA) Honorary Membership Award. The annual award is presented to a distinguished researcher who has made exceptional contributions to ecology and whose principal residence and site of ecological research are outside of North America. The ESA, which celebrated its centenary in 2015, is the largest professional group of ecologists in North America, and it publishes a suite of high-quality, peer-reviewed journals that have informed and enhanced understanding of ecological issues.

## Highly Cited Researcher

Professor Qing-Long Han from Griffith Sciences is one of 157 Engineering researchers worldwide on the 2015 Highly Cited Researcher Thomson Reuters Essential Science Indicators list. The 2015 Highly Cited Researchers represents some of world's most influential scientific minds. About 3,000 researchers earned this distinction by writing the greatest number of reports officially designated by Essential Science Indicators as Highly Cited Papers —ranking among the top 1% most cited for their subject field and year of publication, earning them the mark of exceptional impact.

## Australian and New Zealand Society of Criminology Best Book Prize

Professor Kathleen Daly, School of Criminology and Criminal Justice, was the recipient of the 2015 Australian and New Zealand Society of Criminology (ANZSOC) best book prize for her publication Redressing Institutional Abuse of Children. Officially known as the Christine M Alder Book Prize, the award recognises an outstanding monograph or book that, in the opinion of the judges, has made a valuable and outstanding contribution to criminology.

### **British Political Studies Association's Harrison Prize—Best Political Studies Article**

Dr Hui (Steven) Feng, Research Fellow with the Griffith Asia Institute, was awarded the Political Studies Association Harrison Prize at the annual Political Studies Association Annual Conference in Sheffield, UK, in March 2015. The Harrison Prize 2014 was also won by Dr Feng, along with his co-author Professor Stephen Bell from The University of Queensland, for their paper 'How Proximate and "Meta-institutional" Contexts Shape Institutional Change: Explaining the Rise of the People's Bank of China'.

### **Planning Institute of Australia Award**

The Urban Research Program and Associate Professor Jason Byrne were honoured at the Planning Institute of Australia's (PIA) National Awards for Planning Excellence 2015. The textbook Australian Environmental Planning—Challenges and Future Prospects, co-edited by Associate Professor Byrne, Professor Neil Sipe (The University of Queensland) and Professor Jago Dodson (RMIT), and published by Taylor & Francis/Routledge, won PIA's national award for Cutting Edge Research and Teaching.

### **Australian Coastal Society's Outstanding Achievement in Coastal Management**

With Queensland Premier Anastasia Palaszczuk and Federal Member of Parliament Bob Baldwin in attendance, Professor Rodger Tomlinson, Director of Griffith's Centre for Coastal Management, was awarded the Australian Coastal Society's Outstanding Achievement in Coastal Management at the Queensland Coastal Conference held in September 2015.

### **Women in Technology Awards**

Two Griffith staff were highly commended at the 18th annual Queensland Women in Technology Awards. Dr Leigh Ellen Potter, from the School of Information and Communication Technology, was recognised in the Infotech Research Award category, while Gillian Fisher, from the Eskitis Institute for Drug Discovery, was recognised in the PhD Career Start Award category.

Dr Potter's research has been conducted in user experience, emerging technology, and project management. She is the team lead for the Seek and Sign project, established to develop technologies to enhance the communication environments of very young Deaf and hard-of-hearing children and to explore design issues with that client group.

In 2004, Ms Fisher was awarded a Griffith University Equity Scholarship and enrolled in a Bachelor of Forensic Science degree. Her research has focused on the fields of adult stem cell biology, cell and molecular therapies, and parasitology. In 2015, Ms Fisher was selected as a finalist in the postgraduate student category of the prestigious Australian Society for Medical Research Queensland Health and Medical Research Awards. She is now focused on malaria research and drug discovery.

### **China Book Special Contribution Award**

Professor Emeritus Colin Mackerras AO was the recipient of the prestigious China Book Special Contribution Award. Professor Emeritus Mackerras is the 23rd recipient of the award since its establishment in 2005, and as a representative of all of this year's award winners, he delivered the keynote speech in China on 25 August in the Great Hall of the People. The China Book Award for Special Contributions aims to promote Chinese culture and literature abroad, and recognises excellence in translation and publication, and commends those who have made great and long lasting contributions to introducing Chinese books overseas.

# Learning and Teaching and the Student Experience



Griffith Library and Learning Commons, Gold Coast campus

In 2015, Griffith experienced a year of outstanding achievement and exceptional change. Griffith consolidated its position as the most awarded university for learning and teaching in Australia, winning the Australian University Teacher of the Year award for the second consecutive year. In terms of change, 2015 saw the approval of a new framework for learning and teaching delivery at Griffith articulated through the Griffith Model of Education (Griffith Model). The Griffith Model forms a central part of the University's Achieving Griffith 2020 Project and supports the primary goal of the 2013–2017 Academic Plan, which is: to provide an excellent educational experience to attract and retain students who, regardless of their background, will succeed at university and become graduates of influence.

Four key structural features are integral to implementation of the Griffith Model:

- Quality—Lifting entry standards to our programs and providing alternative pathways via Griffith College and other pathway providers for students who require additional support
- Flexibility—Introduction of a trimester-based academic calendar that will provide students with additional options for entering Griffith programs throughout the year and opportunities to accelerate their studies or spread their study load across the three trimesters
- Engagement and Relevance—Simplification of program structures and clarification of degree titles, new double degrees in high demand and new growth areas, a strengthened focus on employability across all Griffith programs
- Market-Informed Academic Planning—New and redesigned programs that accommodate the future employment market and student ambitions.

## Learning and Teaching and the Student Experience

### Enrolments

| Student Enrolments      |                               | 2013          | 2014          | 2015*         |
|-------------------------|-------------------------------|---------------|---------------|---------------|
| <b>Total Enrolments</b> |                               | <b>43,151</b> | <b>45,289</b> | <b>45,953</b> |
| Academic Career         | Bachelor degree               | 32,841        | 33,845        | 34,372        |
|                         | Higher degree coursework      | 4,969         | 5,383         | 5,262         |
|                         | Higher degree research        | 1,852         | 1,887         | 1,998         |
|                         | Other postgraduate            | 1,865         | 2,085         | 2,438         |
|                         | Other                         | 1,624         | 2,089         | 1,883         |
| Attendance Type         | Full Time                     | 31,761        | 34,286        | 34,414        |
|                         | Part Time                     | 11,390        | 11,003        | 11,539        |
| Campus                  | Gold Coast campus             | 17,328        | 18,248        | 18,663        |
|                         | Logan campus                  | 2,445         | 2,461         | 2,341         |
|                         | Mt Gravatt campus             | 4,473         | 4,447         | 4,165         |
|                         | Nathan campus                 | 12,958        | 13,166        | 12,949        |
|                         | South Bank campus             | 3,303         | 3,471         | 3,481         |
|                         | Off Shore                     | 1,021         | 1,166         | 990           |
|                         | Online                        | 504           | 1,715         | 2,350         |
|                         | Other campus                  | 1,119         | 615           | 1,014         |
| Citizenship             | Domestic                      | 33,968        | 36,014        | 37,393        |
|                         | International                 | 9,183         | 9,275         | 8,560         |
| Enrolment Type          | Commencing                    | 18,236        | 19,359        | 18,956        |
|                         | Continuing                    | 24,915        | 25,930        | 26,997        |
| Gender                  | Female                        | 24,968        | 26,024        | 26,421        |
|                         | Male                          | 18,183        | 19,265        | 19,532        |
| Group                   | Arts, Education and Law Group | 12,902        | 13,665        | 13,767        |
|                         | Griffith Business School      | 11,019        | 10,965        | 11,146        |
|                         | Griffith Health               | 10,644        | 11,105        | 11,569        |
|                         | Griffith Sciences             | 7,011         | 7,593         | 7,705         |
|                         | Other                         | 1,575         | 1,961         | 1,766         |

\*2015 figures are preliminary

Griffith enrolments rose to 45,953 in 2015, with each of the four academic groups experiencing an increase in student demand. Strong domestic growth in the Arts, Education and Law, and Business Groups offset a softening international market.

The Gold Coast again showed a rise in student enrolments and remains the University's largest campus. Medical science and exercise science disciplines both attracted increased student numbers for the Health Group at the Gold Coast. Online offerings, predominantly through the newly established Pearson Alliance Master of Business Administration (MBA), experienced solid growth for a second consecutive year.

## Learning and Teaching and the Student Experience

Griffith recognises the importance of its research student community and continues to grow student numbers by targeting both internal and external scholarships and funding. Enrolments increased for both international and domestic higher degree by research students during 2015. See page 30 for an overview of research education highlights for 2015.

### Building Aspiration and Widening Tertiary Participation

The nationally recognised Uni-Reach program has been in operation at Griffith since 1996. It is designed to encourage the aspirations of low socio-economic and other equity-background students in local communities by demystifying the higher education experience and by assisting them to make informed decisions about their post-school options. Its core program comprises customised information sessions, study skills assistance, mentoring and on-campus activities for Year 11 and 12 students.

With the assistance of Higher Education Participation and Partnerships Program (HEPP) funding, the Uni-Reach framework has been significantly expanded to include an integrated suite of in-school activities, resources and on-campus experiences for Years 6 to 12 students (and Year 5 students in northern New South Wales). These experiences have been devised to:

- develop positive attitudes to education and careers
- strengthen the capacity of parents to support their children's educational outcomes and futures
- give specific attention to the needs of students with disabilities, refugees and Pasifika students and communities
- strengthen communication and cooperation between schools and the University.

This Extended Uni-Reach program is complemented by an adult learner engagement strategy. Partnerships now include 24 high schools, 19 primary schools (Brisbane–Logan–Inala–Redlands–Gold Coast), 25 northern New South Wales schools, TAFEs and senior secondary colleges, The Smith Family, the Country Education Foundation, community Registered Training Organisations and agencies, and cultural communities.

A very important and sustained aspect of this work is the engagement and training of current Griffith students as mentors. Benefits from their program participation include paid employment, development of effective communication and teamwork, social responsibility and competence in culturally diverse environments.

The National Centre for Student Equity in Higher Education (NCSEHE)-commissioned report *An Evaluation of Widening Tertiary Participation Queensland* (January 2015) indicated that Griffith's outreach program data show the strongest impact for tertiary applications for its schools' cluster in Queensland, also that the duration and intensity of engagement with schools has a significant impact on tertiary applications and that this is particularly the case for Griffith, which has built on its pre-existing Uni-Reach program and has a high level of engagement with its partner schools.

## Learning and Teaching and the Student Experience

As a result of a successful bid for HEPP (National Priorities Pool) funding in late 2014, Griffith is project managing the development of a central electronic portal for prospective adult learners and advisers to access reliable, cross-sectoral pathways information across Queensland. This portal will facilitate informed decision-making for low-income, Aboriginal and Torres Strait Islander, and other disadvantaged non-school leavers contemplating preparatory studies.

### Griffith Honours College



Griffith Honours College member and business student Braden Rowe completed a year of study at China's Tsinghua University and also completed an internship at the Australian Chamber of Commerce in Beijing thanks to a New Colombo Plan Scholarship. He was also named among the 100 most employable graduates in Australia by leading student employment website, GradConnection, in 2015.

Griffith offers a comprehensive, generous and flexible scholarship scheme for high-achieving students entitled the Sir Samuel Griffith Scholarships. All successful Sir Samuel Griffith Scholarship applicants are given the option of participating in the Griffith Honours College (GHC) as a benefit of their scholarship. The GHC is an extracurricular program that provides students with networking, leadership experiences and transferable skills that complement their undergraduate degrees.

GHC students are encouraged to engage in local, national and international community activities in conjunction with their studies. These allow students to reach their full potential and to differentiate them from their peers upon graduation. In 2015, GHC members engaged with Mentors in Violence Prevention, Mental Health First Aid for Youth, the Queensland Country Women's Association, Conservation Volunteers, the Maritime Museum and the local Beelarong Community Farm. In addition, the team received a grant from Brambles/CHEP to commence a project addressing food wastage.

GHC students also represented the University at the Asia Pacific Cities Summit Young Professionals Program, the Asia Pacific Model United Nations Conference (Perth, Western Australia) and at the G200 Youth Summit (Germany). A team of current and alumni GHC members were selected from over 20,000 applications to compete in the regional finals of the Hult Prize, a start-up accelerator for budding young social entrepreneurs.

Griffith University students receive support from the GHC to apply for prestigious scholarship and awards. In 2015:

- one student received the Cambridge Australia Trust Scholarship
- two students received Endeavour Postgraduate Scholarships
- three students received Endeavour Research Fellowships
- six students received New Colombo Plan Scholarships
- five students received Golden Key International Honour Society Scholarships.

## Learning and Teaching and the Student Experience

### New Colombo Plan Scholars

In 2015, six Griffith students were awarded New Colombo Plan Scholarships. In addition, Amarina Smith was named the New Colombo Plan Fellow for Hong Kong as the top-ranked scholar for that host location. In 2014, this fellowship was awarded to Griffith New Colombo Plan Scholar Sarah Griffin (law/government and international relations) for the same host location. Combined with previous years, this result holds the University in equal first place nationally for the total number of scholarships awarded since the launch of the New Colombo Plan Scholarship program. Worth up to \$67,000, the scholarships fund students to study at leading universities in Japan, Hong Kong, China and Taiwan. 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. The successful Griffith recipients were Amarina Smith (law/government and international relations), Casey Macfarlane (engineering/business), Estelle McCabe (Asian studies), Grace Yee-Yan Yeung (medicine), Inez Botta-Stanwell (law/government and international relations), and Monique Filet (law).



New Colombo Plan Fellow Amarina Smith with the Minister for Foreign Affairs, the Hon. Julie Bishop MP and the Governor-General of Australia, His Excellency General the Hon. Sir Peter Cosgrove. The law and government and international relations double degree student will use the Fellowship to study at the University of Hong Kong in 2016.

### Griffith Sports College



Griffith Sports College member Cameron McEvoy is a Bachelor of Science (Advanced with Honours) student, swimmer and Commonwealth Games gold medallist

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 provides one-on-one support to student athletes resulting in a manageable balance of their study and sport, to ensure success in both fields. The GSC has in excess of 380 students enrolled and studying in various study modes. It maintains strong relationships with high schools, including 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, and working with Griffith's Future Students programs.

The Griffith Sports College continues to strengthen external relationships with industry including the Australian Institute of Sport, Titans (NRL), Lions FC (AFL), Firebirds (netball), Suns (AFL), Broncos (NRL), Swimming Australia, Oceania Sport, Brisbane Roar, Queensland Academy of Sport and the Gold Coast Academy of Sport, resulting in great recruitment outcomes and also student experiences.

The Griffith Blues Awards were held in October 2015 to celebrate and honour the University's outstanding athletes and acknowledge their performances throughout the year.

## Learning and Teaching and the Student Experience

In 2015, Griffith proudly had more than 60 athletes represent Australia on the world stage in 30 different sports. This is an increase of approximately 10 students from 2014. The level represented included senior, university, and underage levels. 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 Cameron McEvoy (swimming), Bachelor of Science (Advanced with Honours) student.

The Griffith Academic Athlete of the Year was awarded to Elise Kellond-Knight (soccer), Master of Pharmacy student.

### Degree Programs

Griffith prides itself on developing and delivering high-quality degree programs that students want to study and that prepare graduates with the skills and knowledge to make them sought after employees in the future. All program approval and review processes require consideration of market demand, career outcome data and a budget case. This information is considered in annual program profile planning meetings and five-yearly program reviews.

Traditionally, the aim of this activity has been to refine the University's suite of programs informed by strategic priorities and market-informed academic program planning. In 2015, the Griffith Model was the major strategic focus of the program planning round for 2017 entrance, with an emphasis on realigning our academic profile with the needs of students and business communities, and adapting to the new world in which we are operating. These priorities were articulated through the introduction of key structural guidelines for designing our programs and resulted in changes to the University's approach to delivering tertiary education, most notably:

- introduction of a new academic calendar from 2017, with three, 12-week trimesters
- raising the entry standards for our programs and providing alternative pathways for students who require additional help to access Griffith
- flexible options for study through additional entry points to our programs, opportunities for acceleration and for spreading study load, and increased integration of online and blended learning technologies
- introduction of 60 credit points of core foundation-year courses in many first year undergraduate programs, and delayed choice of majors
- a renewed focus and strengthening of the employability agenda across all Griffith programs.

Guided by these structural changes, the 2015 program planning round resulted in 33 Griffith programs designed to align with the core principles of the Griffith Model. In addition, all Griffith University programs will move to a 12-week trimester from 2017, though not all programs will offer courses in all three trimesters. The other strategic priority for the 2015 planning round has been the growth and strengthening of our program offerings at the Northern campuses, in particular bringing Civil Engineering and a number of Allied Health Sciences programs to the Nathan campus from 2017.

The high quality of our degree programs and self-assessment processes were again formally acknowledged in 2015, as Griffith received renewal of TEQSA registration as an Australian university for seven years. This marked a significant achievement for the University. It also closed the loop on the rigorous processes and planning executed in 2014 to align all degree programs with the strengthened Australian Qualifications Framework (AQF).

# Learning and Teaching and the Student Experience

## Flexibility of Study

### Griffith Online

In 2015, we continued to implement our Online Strategy to increase the number of flexible options for students to study at Griffith. Six new online programs were launched in 2015, each with six commencement points throughout a calendar year:

- Master of Business Administration / Graduate Certificate in Business Administration
- Master of Marketing
- Master of Financial Planning
- Master of Finance
- Master of Finance and Investments
- Master of Global Law.

These programs are part of a suite of 41 fully online degrees offered at Griffith. Each has been developed in accordance with Griffith's Practice Standards in Online Learning, and the internationally benchmarked Quality Matters online course design framework, placing top quality scholarship and service at the centre of our online offerings. The appointment of an Academic Director for Griffith Online in 2015 sees increased opportunity for quality enhancement and innovation in this area.

In parallel with program development, and to expand the 24x7 self-help resources available to students through the Ask Us and Studying Online websites, new student support tools were introduced in 2015 to help students better manage their study commitments. Enhanced reporting tools for teachers of online courses have also been deployed through the Blackboard learning management system.

### The Griffith MBA

In 2015, the Griffith MBA was ranked fourth nationally in the Australian Financial Review BOSS MBA Rankings. In the CEO Magazine MBA Rankings for 2015 the Griffith MBA ranked sixth nationally, ninth globally for the Online MBA Rankings and overall was in the top 20 for Global MBA Rankings. With core values in responsibility, sustainability, and ensuring our students have a global orientation, the MBA continues to be a leader at Griffith in the use of technologies to interact, teach and learn from students.

### Griffith Online Partnerships

#### Pearson Australia Group

In 2015, the University's partnership with the Pearson Australia Group continued to strengthen our capacity to deliver a set of premium-quality online degrees that offer students maximum flexibility in the way they study. This model blends academic scholarship with innovative course design and delivery and an unsurpassed level of support; to ensure an excellent educational experience for students. It also aims to assist Griffith to achieve the scale and quality of online education growth required to meet the University's strategic goals.

In addition to the six programs launched in 2015, a further six programs will be offered in this mode over the next two years. These degrees complement the significant number of programs and courses already offered through Open Universities Australia.

#### AMP Services

The Griffith Business School continued its partnership with AMP Services Ltd in 2015 to deliver a suite of postgraduate programs in financial planning. These programs combine theoretical coursework with real life experience—co-delivered by AMP—and are designed to prepare participants for practice.

## Learning and Teaching and the Student Experience

### Open Universities Australia (OUA)

Griffith University was the top performer in relation to Open Universities Australia (OUA) enrolment trends across all OUA providers in 2015. However, Griffith OUA enrolments continued to flatten in 2015 (30,319 enrolments in 2015 compared with 34,100 enrolments in 2014) as a result of fewer enrolments across the areas of business, education, arts and humanities. This represents an EFTSL of 3,790 for 2015. The rate of decline was slowed due to improved enrolments in the areas of Law and Justice. Undergraduate enrolments for Commonwealth Supported Places (CSP) at Griffith showed improved performance again in 2015, reaching 33% of overall Griffith OUA enrolments.

In 2015, Griffith continued to revitalise its OUA portfolio of programs, with offerings of the Graduate Certificate in Criminology and Criminal Justice, the Master of Criminology and Criminal Justice, the Graduate Certificate in Forensic Mental Health and the Master of Forensic Mental Health renewed to align with changes to on-campus degrees. A new major in International Hotel Management was also approved for the Bachelor of Business (OUA). A total of 655 students graduated from Griffith OUA programs in 2015.

Griffith once again offered two massive open online courses (MOOCs) in 2015, with Introduction to Business in Asia and Understanding the Origins of Crime available through Open2Study (a free open education platform offered by OUA). On the 21 occasions that these courses have been offered, 10,346 students have taken Introduction to Business in Asia and 18,510 students have taken Understanding the Origins of Crime.

### Participation

In August 2015, the Equity Committee approved the final iteration of Griffith's Disability Action Plan, including the Terms of Reference and membership of the re-established Disability Advisory Committee.

Griffith's third Disability Action Plan reinforces a contemporary model of disability that promotes a holistic approach to addressing the many barriers that exclude people with disabilities and their carers from accessing and participating fully in various contexts and activities facilitated by the University. The Disability Advisory Committee, chaired by Professor Andrea Bialocerkowski, will play a pivotal role in the implementation of the plan by identifying key priorities and emerging areas of concern, while engaging the University community in discussion about inclusive practices. The first meeting of the Committee was held in September and a communication strategy and website are currently being developed.

### Students of Low Socio-Economic Status

In 2015, the University continued to implement strategies—funded through HEPP—which aim to increase the participation, retention and success rates of domestic undergraduate students from equity backgrounds at tertiary level. Under guidelines for the new program, the University submitted a formal Access and Participation Plan. The funding Griffith received as part of the program has been used in a variety of ways, including to:

- continue the expansion of the Uni-Key and Uni-Skills peer mentoring programs, covering the entire undergraduate cohort, and Peer Assisted Study Sessions (PASS) in a broad range of threshold courses

## Learning and Teaching and the Student Experience

- continue the Widening Tertiary Participation Program for Pasifika Communities, which was acknowledged with a 2014 Office for Learning and Teaching Award for Programs and Teams that Enhance Student Learning
- provide a wider range of direct financial support to students, and increased welfare staffing to support this, including more scholarships, bursaries and laptops offered in each semester, and funding for extra-curricular opportunities and professional development activities such as conference attendance
- provide careers and employment projects to help students find suitable on-campus work and develop career-focused skills
- extend the nationally recognised Uni-Reach program into primary schools to encourage motivation and aspirations of low SES students to consider tertiary education, enhanced with a career focus
- support learning projects that enhance current and prospective student experience.

### 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. In total, 767 Aboriginal and Torres Strait Islander students were enrolled in 2015, with 44 Aboriginal and Torres Strait Islander students graduating across a diverse range of disciplines.

The GUMURRII Student Support Unit 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 2015, its 28th year of operation, GUMURRII continued to provide extensive academic support for Aboriginal and Torres Strait Islander students throughout the course of their studies.

A new Action Plan was implemented, which was a key action from the 2013 GUMURRII Student Support Unit Review. It contains a number of priorities that align with Griffith's Strategic and Engagement Plans.

Throughout 2015, GUMURRII participated in a number of community events, including: NAIDOC Week, Walk and Talk, the Hands-Up Uni Experience partnership between the First People's Health Unit, GUMURRII and ConnectNGrow, and the 2015 Doomadgee State School tour, Harmony Week and R U Okay Day. GUMURRII continued to work closely with a number of community partners including the Queensland Reds, Career Trackers-Indigenous Internship Program, AIME, Indigenous Accountants Australia, Murri Sisters, 2 Spirits and 98.9 FM.

The successful Hands Up! Tertiary Preparation Program continued in 2015, with 97 Aboriginal and Torres Strait Islander students completing the two-week intensive orientation and study skills program. The Hands Up! Family Tree Project also delivered its final program: Realise Your Potential. The program aims to positively influence homework completion, academic performance, school attitude and attendance and work towards closing the gap between Indigenous and non-Indigenous school students' completion rates within secondary education and increase access and participation rates for Aboriginal and Torres Strait Islander students within higher education.

GUMURRII partnered with a number of key partners to support the first Indigenous Summer Research Fellowship Symposium program. Eight Aboriginal and Torres Strait Islander undergraduate students had a unique opportunity to undertake a summer research fellowship in Griffith Science research centres and institutes.

## Learning and Teaching and the Student Experience

In 2015, GUMURRII continued to support student exchange programs, with a number of students visiting Simon Fraser University (Canada) and Maastricht University (the Netherlands). Students also visited the Bidayuh people in Malaysia as part of a Griffith Business School partnership.

### International Students and Student Mobility

International student commencements in 2015 declined overall compared with 2014 and most notably in the area of postgraduate coursework commencements. Undergraduate commencements showed a small decline, while HDR commencements increased slightly compared with 2014.

In 2015, Griffith welcomed 902 study abroad and exchange students, while over 1,200 Griffith students participated in an overseas experience.

### Retention

During 2015, the University re-evaluated its retention schemes and initiated a number of initiatives to enhance student retention, including:

- a review of the Student Success Advisor Strategy and introduction of revised student success coaching model
- bolstering proven student mentoring schemes
- a renewed focus (both centrally and locally) on improving retention rates within programs with higher-than-average attrition rates
- the launch of a Griffith Graduate Scheme to provide cohort-forming activities for students with the aim of emphasising the relevant and employment dividends of their Griffith degrees.

The next stage will be introducing a suite of end-of-first-year scholarships for the students who have improved academically the most throughout the year.

### Griffith Graduate Scheme

The Griffith Graduate Scheme aims to improve the retention of two key student groups who are at potential risk of early attrition: lower performing students and 'flight risk' students (higher performing students). A key feature of this program is the employment of Griffith postgraduate students as coaches and the engagement of Griffith alumni. The Griffith Graduate Scheme includes the Academic Excellence Society (ACES), Snap Chat Your Future Campaign, and Student Career Coaching.

### Student Success Coaching

The Student Success Coaching Program is a case-management model targeting degrees with large student enrolments and high numbers of students at risk of early attrition or failure. Its focus is on supporting students to improve their academic success and complete their degree at Griffith. Student Success Coaches are postgraduate students with both a degree and tutoring experience in the relevant discipline, and who have undergone extensive training. Early evidence shows that students in all targeted degrees have been retained at a higher rate than a matched sample of their peers in the same programs who did not receive coaching. In the majority of degree programs piloting the scheme during 2014 and 2015, retention of coached students was higher than for their total degree program.

# Learning and Teaching and the Student Experience

## ACES

The ACES strategy—introduced in 2015—aims to improve retention through creating cohort-specific student communities that recognise academic performance and validate student identity. Target groups include high achieving students and ‘flight risk’ students who are lost through inter-institutional transfer. Initial data drawn from Griffith Business School, School of Humanities, School of Criminology and Criminal Justice, and Bachelor of Science ACES pilot shows the initiative to have promise as an effective retention strategy for flight risk students.

### Snap Chat Your Future Campaign Trial

The Snap Chat Your Future Campaign was trialled in 2015—with first year flight risk students—to support students’ career development and focus, clarify student aspirations, and strengthen institutional commitment. The purpose of this campaign is to increase both student motivation and engagement with their degrees, and improve their confidence in, and commitment to their degree. It involves career coaching and Griffith alumni events. The campaign will be implemented more widely in 2016 based on early success indicators.

### Student Career Coaches Trial

The Student Career Coach Strategy was introduced for the first time in the second half of 2015 to provide proactive career outreach to flight risk students in their first and second years of study at Griffith. Participating students are regularly invited to meet with a coach to discuss their career aspirations and to participate in career-related professional development training sessions. This trial will continue in 2016.

## Orientation

Ultimate O Week launched in 2014 with the intent of encouraging students to join in, stand out, win prizes and provides a roadmap for new students to get involved and connect with the University environment. Short, fun, information YouTube videos were also introduced with great success in 2015. This activity was popular with commencing students, and with further enhancements, will again be used to engage students for 2016.

Griffith held its first campus-wide postgraduate orientation in Semester 2 2015 at the Nathan campus. This popular session was a collaboration between academic and professional service staff colleagues and the Griffith University Postgraduate Student Association (GUPSA). Students were informed of postgraduate-specific student services, including postgraduate Uni-Skills sessions, with inaugural postgraduate membership being offered.

## Online Tools

### First Semester at Griffith

Based on student feedback, the UniFY website and New Students website were consolidated into one site, called First Semester at Griffith. The site provides just-in-time information to students with a list of key contacts and services as a constant resource. The site also includes a video created by Griffith’s own LiveLab. This video is the first of a series of five videos designed for commencing students to enhance a sense of belonging and engagement.

# Learning and Teaching and the Student Experience

## Enrich Your Studies

The Enrich Your Studies website, which was launched in 2014, continued to strengthen in 2015. The site includes sample ePortfolios to provide students with a systematic way of maintaining an up-to-date portfolio of developmental and co-curricular activities that enhance their employment opportunities. Since its launch, over 200 opportunities for skill development based on the Griffith Graduate Attributes (including: discipline-based skills; communication; team work; critical thinking and problem solving; social responsibility; community engagement; and multicultural competency) have been promoted to our students. In 2015, ePortfolio workshops were facilitated by Griffith students who have created their own world-class ePortfolios. In 2016, more of these workshops will be run across all campuses.

## Find a Tutor/Become a Tutor Website and Database

Students and parents from surrounding schools often come to Griffith looking for tutors, and we know that many of our students seek out tutoring at some time throughout their degree. The Find a Tutor/Become a Tutor website was designed to provide Griffith students with tutoring work to assist them financially throughout their degree and assist those students who are struggling with academic content and wish to improve their grades. The benefits of sending Griffith tutors out into the wider community are many and we hope these students will inspire primary and high school students to attend Griffith in future years.

## Student support

### Scholarships

In 2015, there were 968 Griffith scholarship recipients. This marked a slight decrease of 46 in scholarships awarded from 2014. Overall for 2015, we received an increase of 35% in the number of applications.

### Mentoring Programs

In 2015, about 40 peer-mentoring or peer-learning programs operated across Griffith. Industry mentoring is also available (see page 60).

### Mentoring@Griffith

Mentoring@Griffith provides a centralised-support, information, best practice and referral service for use in individual degree programs. In addition, the service also offers free student mentor training using a standardised curriculum that can be tailored to meet individual program needs. In 2015, 450 peer mentors accessed this training to support transition and engagement programs in their academic areas. Feedback consistently demonstrates the value that both program directors and mentors place on central mentor training and the usefulness of the resources provided.

### Postgraduate Student Mentoring

For the first time—and in collaboration with GUPSA—a student mentoring program was made available to postgraduate students at the Brisbane and Logan campuses. This offers postgraduate students an opportunity to network and connect with peers in a friendly and productive way, while negotiating what is for many, a very new learning environment. In 2015, 197 postgraduate mentoring sessions were held with 357 students attending. There are plans to extend this initiative to the Gold Coast campus in 2016.

# Learning and Teaching and the Student Experience

## **Student Professional Development and Community Engagement Fund**

The student Professional Development and Community Engagement (PDCE) Fund is a HEPP-funded mentoring project. The PDCE fund is vital in enabling students with an equity background to participate in leadership and personal development activities resulting in an increased engagement with the University and improved retention rates and academic results. This year, the fund has supported 50 students in identified equity groups to participate in professional, community or leadership development activities through financial sponsorship.

Two sponsored students attended the Queensland Conservatorium Saxophone Orchestra's Europe Tour. The tour includes taking part in the prestigious World Saxophone Congress and Festival in Strasbourg. On their return the students were involved in the production of a CD of the Australian music performed at the festival.

## **English Language Skills**

The Griffith English Language Enhancement Strategy (GELES) is designed to enhance the academic success of both international and domestic students with English as an Additional Language (EAL) background. Its systematic service delivery across the student lifecycle is unique in Australia and a series of state, national and international awards have benchmarked GELES as best practice in its field. The strategy continues to be further developed, with a sixth strand currently in pilot phase. Acknowledgement of GELES was received in 2015 with the receipt of the Australian Financial Review Awards in Higher Education in the category of International Education, and via the latest International Student Barometer data, on which student satisfaction with language support was rated at 91.4%, higher than both national and global averages on this metric.

## **Student Leadership**

### **Leadership Conferences**

With sponsorship from the Gold Coast Guild and the Student Representative Council, the University hosted the third Griffith Student Leadership Conference in September at the Gold Coast campus. The majority of students attending the conference were sponsored by an academic area in recognition of their current service or leadership potential. The conference theme 'Evolving Leadership: Leadership in a Changing World' was chosen by the 90-strong students who comprised the planning committee. In addition to keynote speakers, the program offered presentations and workshops to develop leadership skills and showcase student achievements. Student presenters delivered 15 of the 24 presentations on the day and were invited to a series of workshops prior to the event to hone their public speaking and presentation skills.

In 2015, 13 students were selected to represent Griffith at the National Student Leadership Forum (2) and the Queensland Servant Leadership Forum (11), hosted by the Commonwealth and State Parliaments. The students attending reported that the experience was transformational and inspired them to develop servant leadership within their own lives.

# Learning and Teaching and the Student Experience

## Griffith Mates

More than 150 student volunteers who applied to become Griffith Mates in 2015 were given comprehensive training to ensure they are a highly skilled and professional part of Griffith's orientation and transition workforce. Griffith Mates are based on all campuses, collectively study 38 degree programs and speak 31 languages. They are a vibrant team of current Australian and international students dedicated to welcoming new students and enhancing their university experience. Throughout each semester, the Griffith Mates are mentored by staff within Griffith International's Student Experience Unit to deliver a diverse calendar of events and activities.

## Hult Prize

In a competition held during November 2015, a team of two Griffith students and one alumnus were announced the champions of the inaugural Hult Prize at Griffith. This team will advance to the Regional Finals in San Francisco in quest of \$US1 million to solve development challenges in crowded urban spaces. The team, KnowHow, consists of Jarrod Rehbein an information and systems specialist, William Tsai a motivated medical student with a desire to solve the world's issues through education and Jack Fox an education entrepreneur and previous recipient of the Griffith University Medal. As part of their Hult Prize journey, they will meet with some of the world's leading entrepreneurs in Silicon Valley before pitching their idea in San Francisco to some of the world's leading experts in their area.

## Celebrated Teachers

In 2015, the University continued its strong record of success at the national level in the Awards for Australian University Teaching (AAUT), coordinated by the Australian Government's Office for Learning and Teaching (OLT). Over the past six years (2010–2015), Griffith has won:

- 13 Awards (eight for Teaching Excellence and five for Programs that Enhance Learning)
- 38 Citations for Outstanding Contributions to Student Learning,
- eight National Teaching Fellowships.

These results place Griffith first in Australia for Citations and Fellowships and fourth for Awards. In addition, three Griffith academics have been named the Prime Minister's Australian University Teacher of the Year, the highest number for any university in Australia.

## National Teaching Awards

### Prime Minister's Award

In an outstanding result, Associate Professor Halim Rane, from the School of Humanities, was named 2015 Australian University Teacher of the Year. This is the second consecutive year that a Griffith academic has won this prestigious award, an outcome matched by only one other Australian university. The award recognises an academic with an exceptional record of advanced teaching practice, educational leadership and scholarly contribution to learning and teaching.

# Learning and Teaching and the Student Experience

## AAUT Awards

The AAUT recognise quality teaching practice and outstanding contributions to student learning. In 2015, three Teaching Excellence Awards were awarded to Griffith staff:

- **Associate Professor Halim Rane**

School of Humanities

*AAUT Teaching Excellence Award (Humanities and the Arts category) and 2015 Prime Minister's Award for Australian University Teacher of the Year*

Associate Professor Halim Rane is a socially engaged scholar, educator and academic leader. He is committed to a philosophy of 'educating for impact' and aspires to positively influence Islam-West relations through his educational practice, research and public scholarship. He has developed a coherent suite of courses in Islamic Studies with a contemporary focus on Islam-West Relations. His courses are intentionally designed to facilitate students' personal, professional and intellectual development and engage them in active, experiential and transformative learning. Associate Professor Rane also received an OLT Citation this year.



**Islamic Studies teacher, Associate Professor Halim Rane, was named Australian University Teacher of the Year in 2015. He is the third Griffith teacher to receive the award.**

- **Dr Caryl Bosman**

Griffith School of Environment

*AAUT Teaching Excellence Award for the Priority Area for 2015—High impact intervention for progression, retention and attainment*

Dr Caryl Bosman has driven significant improvements in her students' academic engagement, performance and retention by designing, implementing and evaluating an effective 'quality at scale' studio pedagogy in the planning discipline. In her leadership role as Planning Studio Master, Dr Bosman has fostered an effective and sustainable learning environment that intentionally scaffolds the success of diverse students and develops graduates with sophisticated design capabilities and high levels of professional judgement.

Dr Bosman also received an OLT Citation in 2015.

- **Dr Peter Denney**

School of Humanities

*AAUT Teaching Excellence Award in the Early Career category*

Dr Denney is an innovative and engaging early career academic in the discipline of history who has taught courses across first year, undergraduate, honours and postgraduate levels. His teaching is motivated by the belief that knowledge of the historical context of current issues enables transformative learning and students to see those issues in entirely new ways. As a result of his successful convenorship of a large first year history course, Dr Denney has developed a particular passion for teaching first year students, engaging their interest by adopting a distinctive pedagogical approach, which models enthusiastic disciplinary engagement, fosters interaction and encourages critical thinking. Dr Denney also received an OLT Citation in 2014 in the Early Career category.

## Learning and Teaching and the Student Experience

### OLT Citations

The OLT 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. The following Griffith academics were awarded 2015 OLT Citations:

- **Dr Caryl Bosman**

Griffith School of Environment

*For leading the design, implementation and scholarly evaluation of studio pedagogy at scale in the planning discipline*

- **Associate Professor Ruth McPhail**

Department of Employment Relations and Human Resources

*For sustained commitment to facilitating the aspirations and success of first year business students*

- **Dr Andrew Pearson**

School of Medical Science

*For scaffolding the success of commencing health science students*

- **Associate Professor Halim Rane**

School of Humanities

*For scholarly and educational leadership of the Griffith University Islam-West Relations major*

- **Dr Tim Stevens**

School of Environment

*For innovation and leadership in the Griffith Marine Biology major*

### Fellowships

In 2015, a Senior National Teaching Fellowship was awarded to Professor Amanda Henderson in recognition of her significant national and international leadership in establishing a shared vision for practice-based learning amongst education and industry stakeholders across the health disciplines.

Dr Jessica Vanderlelie was awarded a National Teaching Fellowship in 2015, which will see alumni meaningfully engaged as partners in Griffith programs and the graduate lifecycle, and as lifelong members of the University learning community.

The Fellowships program recognises those who will make significant contributions to educational leadership into the future.

In addition, OLT Innovation and Development grants were awarded to Professor Stephen Billett (School of Education and Professional Studies) \$467,000, and Dr Anoop Patiar (Department of Tourism, Sport and Hotel Management) \$273,000.

# Learning and Teaching and the Student Experience

## Griffith Academy of Learning and Teaching Scholars

The Griffith Academy of Learning and Teaching Scholars (GALTS) comprises Griffith academic staff who have been recognised through the national OLT fellowship and award schemes. Members contribute to scholarship and capacity-building in learning and teaching, and advise executive and senior staff on strategic issues and directions in learning and teaching. GALTS members continue to be actively engaged with mentoring and critical review of staff applications for the Griffith internal schemes, and the Griffith external applications for the OLT fellowships, citations, grants and awards.

GALTS Fellows provided strategic input into program development and feedback on draft applications for two fellowship applications in 2015. Both applications were successful. GALTS members who have implemented national fellowships also mentor current and new OLT fellows to support effective project implementation.

The GALTS Chair, Professor Keithia Wilson, leads the University's processes for developing applications for citation and awards, with GALTS members contributing to the mentoring of applicants and the preparation, writing and editing of citation and award applications. This scholarly mentoring and input has continued to result in submissions of a very high quality with the University achieving five of the six possible citations and three of the four possible awards submitted in 2015. In addition, the National Teaching Excellence Award winner for Humanities and the Arts, Associate Professor Halim Rane, won the Prime Minister's Award for the Australian University Teacher of the Year.

GALTS members also collaborated with the Learning Futures grants and awards team to support two strong applications in 2015.

Currently, a number of GALTS members are engaged in scholarly, sector-wide projects focused on quality in higher education learning and teaching. These include: two OLT Fellowships, one OLT Grant and an IRU Standards Project

## Griffith Teaching Awards

### Vice Chancellor's Award

The Vice Chancellor's Award for the Griffith University Teacher of the Year for 2015 was presented to Associate Professor Ruth McPhail (Department of Employment Relations and Human Resources). Ruth is an outstanding teacher, and a committed researcher, with substantive leadership roles as the Primary Program Director for the largest Griffith Business School (GBS) undergraduate program—the Bachelor of Business—and the first Retention Champion appointed for the GBS. She has led the development and implementation of a range of highly successful co-curricular transition initiatives in GBS.

### Griffith Awards for Excellence in Teaching

The Griffith Awards for Excellence in Teaching for 2015 (GAETs), presented at the Celebrating Teaching Gala Nights, acknowledged the following inspirational staff who are committed to enhancing the quality of the student experience:

- **Associate Professor Ruth McPhail**  
Department of Employment Relations  
and Human Resources  
*Griffith Business School Group Award*
- **Paul Sabey**  
Queensland Conservatorium  
*Arts, Education and Law Group Award*

## Learning and Teaching and the Student Experience

- **Dr Lakal Dissabandara**

School of Medicine

*Health Group Award*

- **Sarah-Jane Gregory**

School of Natural Sciences

*Sciences Group Award*

- **Dr Ivan Gratchev**

Griffith School of Engineering

*Early Career Award*

- **Dr Karen Crawley**

Griffith Law School

*Early Career Award*

- **Claire Hoffman**

School of Environment

*Sessional Staff Award*

- **Harry Van Issum**

School of Education and Professional Studies

*Cultural Inclusiveness Award*

- **Dr Heather Stewart**

Department of International Business and

Asian Studies

*Online Teaching Award*

- **Dr Leigh-Ellen Potter**

School of Information and

Communication Technology

*Innovation in Learning Design Award*

- **Associate Professor Mark Brimble**

Department of Accounting,

Finance and Economics

*Leadership in Learning and Teaching Award*

- **Associate Professor Gemma Carey**

Queensland Conservatorium

*Leadership in Learning and Teaching Award*

- **Graduate Certificate in Policy Analysis**

School of Government and

International Relations

Program leader: Professor Anne Tiernan

Program team: Dr Liz Van Acker,

Professor Ciaran O'Faircheallaigh,

Dr Cosmo Howard, Tracee McPate, Julie Howe,

Jessica Yuen, Leuarne Adams,

Angela MacDonald, Lisa Cotterell

*Programs and Teams that Enhance Learning Award*

Each year 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 course are recognised in the annual lists of excellent teachers displayed on the Griffith University Learning and Teaching website.

### Internationalisation Awards

The fourth Griffith Internationalisation Awards

recognised 30 academic staff for outstanding

achievements in promoting the University

internationally. The 2015 award recipients

were Dr Allen Huang (winner) and Professor

Andrew Davey (highly commended) for

most outstanding contribution to overall

internationalisation at Griffith; and Professor

Jean-Marc Hero (winner) and Associate Professor

Leigh Shutter (highly commended) for most

outstanding contribution to the development

of short term global mobility programs.

# Learning and Teaching and the Student Experience

## Celebrating Teaching Week

Celebrating Teaching Week is Griffith University's peak learning and teaching event for recognising and rewarding excellence in education and disseminating award winning approaches and ideas. The theme for Celebrating Teaching Week in 2015, New Worlds of Learning, inspired an exciting program of seminars, workshops and events linked to key priorities in the Griffith Model including digital, global and career oriented learning. The week included five major University-wide learning and teaching events, as well as seminars hosted by the academic Groups showcasing grant and award winning innovations. Attendance at the University-wide events exceeded expectations with more than 500 attendees demonstrating keen interest in and engagement with Griffith's emerging responses to the changing higher education landscape. Ninety teachers and professional staff received awards at the annual Celebrating Teaching Gala Nights which featured keynotes from 2014 Australian University Teacher of the Year, Associate Professor Brydie-Leigh Bartleet, and Ernst and Young Student Innovation Award winner Katelyn Pomroy.

## Learning Spaces

In 2015, Griffith began developing a vision for best practice design, development and maintenance of learning and teaching spaces, informed by our learning and teaching strategy and our commitment to place students at the centre of what we do.

Griffith continued to adopt world-class facilities and on 1 June 2015 officially opened the innovative Griffith University Red Zones at the Nathan and Gold Coast campuses. The Red Zones are spaces where students, staff, and the broader community can imagine the future and immerse themselves in learning through hands-on technology and massive interactive projection displays. Open to the public, their purpose is to illustrate the quality and breadth of Griffith University's teaching, research and industry links by galvanising their curiosity and offering creative, participative ways to experience the University. These dynamic spaces feature a digital library of the expertise at Griffith University, allowing anyone to see and experience what the University is world renowned for in science, health, business and the arts.

In 2015, the Centre for Learning Futures led the development and deployment of a number of state-of-the-art video studios across the University. This ongoing project involves the design and introduction of Create Your Own (CYO) Digital Video Studios across four Griffith campuses for use by academic staff and community. These studios are designed to empower users to independently create high-quality digital video resources and have been well-used to date. Broader implementation will continue during 2016.



Red Zone, Gold Coast campus

# Learning and Teaching and the Student Experience

## 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 until 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.

The 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. In 2015, 88.1% of courses achieved a mean score of 3.5 or higher (out of a possible 5), the highest proportion achieved since the system began in 2010. Feedback informs course improvements, while providing an opportunity to celebrate excellence in teaching and delivering staff with evidence for career advancement. Results are published to students from within the experience@griffith system and by convenors through course profiles.

Aspects of university life, such as student support, learning resources, learner engagement, teaching, and development outcomes, are measured through the Student Experience Survey (SES), which is a national survey of first and latter year undergraduate students. For the key measures of the overall quality of educational experience and the quality of teaching, Griffith continues to achieve high satisfaction ratings, with 2015 seeing results of 85% for each measure.

The Australian Graduate Survey (AGS) contacts graduates four months after completing their qualification and in 2015 Griffith achieved its highest figures in five years for the Overall Satisfaction Index (85.9%) and the Good Teaching Scale (74.3%).

Along with the SES, the AGS feeds into the Quality Indicators for Learning and Teaching (QILT) website, which is a new Australian Government resource designed to assist prospective students in comparing the quality of higher education institutions across Australia.

Student feedback is promoted through a variety of means, most notably electronic marketing (including Facebook and Twitter), an updated surveys website, and by engaging with the academic community.

## Work-ready Graduates and Graduate Success

### Career Success and Employability Framework

The Career Success and Employability Framework, developed in 2014 and substantially revised in 2015, continued to provide guidance to the University's critical mission to ensure all Griffith graduates are well equipped with the necessary skills, knowledge and experiences for success in developing satisfying long-term careers in their chosen fields. The 2015 revisions were significant as they responded to recent reports on likely radical changes to future worlds of work (for example, CEDA 2015, PwC 2015 and The Foundation for Young Australians 2015) more seamless entwining of career and academic development, clearer articulation of the psychological contract the University has with students and extending the framework to include future students and alumni.

## Learning and Teaching and the Student Experience

The Framework was well received with both internal and external stakeholders. It was also well received when presented at the annual conference of the National Association of Graduate Career Advisory Services and has been recognised by senior academic staff development consultants as advanced thinking on the embedding of employability within the higher education curriculum.

A workshop on the Employability Framework is now a standard part of the Program Directors' Leadership series, and further development sessions have been offered to academic staff on how to use the Framework to guide engagement with industry in the curriculum. The Employability website shares the Framework, numerous exemplars and resources to build capacity at Griffith. Academic staff have utilised the framework for program, course and assessment design and as a tool to inform quality audits.

### Griffith Industry Mentoring Program

The Griffith Industry Mentoring Program was successful in linking almost 200 students with mentors in a wide range of industries again this year. This program provides a platform for students to build connections with prospective employers who assist them to transition into graduate employment. The networking functions in Brisbane and on the Gold Coast were attended by approximately 300 guests. Peer mentoring is also available through Mentoring @ Griffith (see page 51).

### Service Learning

Service learning is a work-integrated learning option with the not-for-profit sector that enriches the Griffith experience by personally challenging students to address real issues faced by a community while enhancing their employability. Through service learning, Griffith students develop citizenship skills in a practical way, as they understand their role in responding to the needs of a community. Service learning continued to expand in 2015 with consistently strong enrolments and an increasing number of partner organisations. Griffith students have contributed over 77,500 volunteer hours to communities in the not-for-profit sector since service learning became available in Semester 1 2012. As a bonus, international students are finding service learning a great opportunity to experience Australian social issues and to improve their English language skills.

Learning outcomes are achieved through two components:

- a minimum of 50 hours of volunteer work for community benefit
- academic learning that facilitates exploration by students of their interactions as citizens in the wider community.

This course is available to students from any discipline as a free-choice, credit-bearing elective. The learning experience often continues beyond the course as many students carry on with volunteer work.

# Learning and Teaching and the Student Experience

## Career Development in the Curriculum

The embedded career development module, Career Focus, was offered in the Bachelor of Business, Nursing, Public Health and Environmental Health via a selected first year core course. This assessable module was delivered in both face-to-face and online formats to 2,468 students in 2015. The aim of the module is to encourage students to proactively commence career development from first year, raise occupational and industry awareness and increase students' career confidence and self-efficacy.

## Job Search Seminars in Lectures

In addition to the Career Focus module, over 182 in-lecture job search seminars were held in 2015. These seminars were attended by 5,275 (predominantly final year) students and form part of the career development strategy to provide students with the tools to position them for engagement with the competitive graduate employment market.

## Industry Partnerships and Student Engagement

### Employer Outreach and Engagement

The University formed many new partnerships with employers in 2015. These include the Brisbane City Council Tertiary Work Experience Program, KPMG Gold Coast, Insitu, Boeing, Fujitsu, Grocon, Star Entertainment, Jupiters, Life without Barriers and many more.

Major industry and student employment events included the Gold Coast Careers Fair, the Brisbane Big Meet careers fair, Queensland Government Employment Expo, Creative Industries Networking Events, and the Google Ambassadors event at Southbank.

## Careerboard Activity

In 2015, 903 new employers registered on the Careerboard online job board. There were 1,076 employer logins and 2,847 job vacancies were published. 22,776 students logged in to view vacancies and events and to book career counselling appointments. Each of these figures represents a significant increase in activity compared with 2014.

## Social Media Engagement

In 2015, 1,723 new members joined the Griffith University Careers Service LinkedIn Group, bringing membership to 5,152. Facebook likes increased by 75%, Pinterest activity rose by 67% and twitter followers increased by 42%.

## Gold Coast 2018 Commonwealth Games Internships

As the Official University Partner of the Gold Coast 2018 Commonwealth Games (GC2018), Griffith students have the unique opportunity to undertake internships with GOLDOC, the Games organising body, and their partners in the lead-up and staging of the biggest sporting event in Australia this decade. Students can apply for internships across a diverse range of disciplines to gain work experience, credit towards their degrees and enhance their employability.

Three graduates and seven interns have been recruited since the launch of the partnership in October 2015 with additional placements under negotiation.

## Unitemps

Commencing early 2016, Griffith will be the first Australian University to adopt the Unitemps model—established at the University of Warwick, UK. Unitemps facilitates paid work opportunities for Griffith students and temporary staff recruitment services to the University and external businesses.

# Learning and Teaching and the Student Experience

## Australia's Most Employable Graduates

Griffith ranked second highest of all Australian universities in GradConnection's Top 100 Future Leaders Competition, which identified the Top 100 most employable graduates in Australia for 2015. Ten Griffith students were included in the Top 100 after undergoing a rigorous graduate recruitment and selection process conducted by some of Australia's most prominent companies.

## Staff Development

More than 160 senior University managers participated in the Senior Leadership Conference in February. The main purpose of this annual event is to bring senior University leaders up-to-date with the strategic directions and priorities of the University, and the unfolding policy environment in which those directions are pursued. It also provides an opportunity for managers to reflect and discuss what this means for their part of the University and for their role as a senior leader; and to share ideas on how to tackle some of the challenges they all confront.

This was followed by a series of forums aimed at enhancing the capacity of our academic leaders (course and program convenors, academic managers and supervisors). These were well attended and focused on key themes relating to academic work profiles, the continued development of a high performance culture, and the Griffith Model.

All academic reviews took place in 2015. These included a focus on the ongoing performance and career development of staff to provide high quality learning and teaching outcomes, and to further improve the quality of research and scholarship outputs and service to the University and the external community.

Through further refinement of Academic Work @ Griffith, a framework for the allocation of academic work was implemented in 2015. The framework expands the descriptions of the components of academic work, incorporating teaching, research, scholarship and service in accordance with the Academic Staff Enterprise Agreement.

In terms of general staff, a survey was undertaken in 2015 following the implementation of new policy and procedures for General Staff Performance Reviews (introduced in 2013). Feedback was positive and helped fine-tune the 2014 process. Extensive briefings and workshops were again conducted in 2015 to support this.

In 2015:

- learning and development activities for general staff were offered through the annual Short Courses Program and staff participated in internal and external management development programs
- 14 women participated in the second year of the two-year Leneen Forde Future Leaders Program, which is designed to support the development of women—nominated by members of executive group—who are already succeeding in senior leadership roles
- 14 workshops were held as part of the Higher Degree Research Supervision Workshop Series hosted by the Griffith Graduate Research School

## Learning and Teaching and the Student Experience

There was also a pleasing response to the first fully online offering of the Graduate Certificate in Higher Education, which provides academic staff with the opportunity to expand their abilities to teach 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. A professional learning and teaching resource site was also launched in 2015 with instructional videos, and interactive modules that articulate to the graduate certificate. In addition, a Program Director Leadership Network was also introduced to offer a targeted suite of professional learning opportunities.

### Staff Diversity

Goals set in the University's Strategic Plan in relation to the representation of women are on target. Thirty-eight per cent of academics at senior level (associate professor and professor) are women, and women represent 47% of all academic staff. Forty-eight of the 82 staff promoted across the University in 2015 were female (59%).

In 2015, 45% of staff in senior administrative and professional roles (higher education worker [HEW] level 10 and above) were women. The number of Aboriginal and Torres Strait Islander staff members across the University decreased by 1 (to 54). Staff from more than 100 countries were employed across academic and professional roles. Overall, Griffith represents one of the most diverse and gender-balanced academic environments in the country.

### Carer's Recognition

The University values the contributions of all staff and recognises the need for staff to have balance between work and family commitments. Female and male staff with family and carer responsibilities are supported through a range of provisions such as flexible work, leave types and facilities. This University was recognised as a leader in gender equality again in 2015, being awarded the Employer of Choice for Gender Equality citation by the Workplace Gender Equality Agency.

### 2016 Learning and Teaching Outlook

For Griffith, 2015 was a year of responsive action and strategic forward planning. While federal debates regarding reform to higher education legislation remain unresolved, the release of the Australian Government's Innovation Statement, and a number of other key reports about future workforce planning and entrepreneurship, have shifted the learning and teaching agenda towards redesigning education content and delivery as well as strengthened industry engagement. Despite uncertainty with regard to legislative change, it is beyond doubt that tertiary education in Australia is resetting its focus to prepare for the future. The local climate in South East Queensland remains highly competitive and dynamic, particularly given the forthcoming depression in OP eligible students expected in 2019–2020. In addition, this year the Queensland State Government has also commenced work on significant revisions to secondary school assessment in Queensland, of which Griffith has been a key contributor through participation in strategic Queensland Government boards. More broadly, universities across Australia are also experiencing increased competition from private providers of online education.

## Learning and Teaching and the Student Experience

In responding to the complex and shifting tertiary education context, the Griffith Model of Education has set the agenda for 2016 as a learning and teaching framework that addresses student needs, strengthens industry connections and moves with global trends. Griffith will continue to review and enhance its market-informed approach to academic planning.

We will be establishing programs and systems that offer students flexible options so that they are able to study any time, any place, with opportunities to complete a degree through more intense study over shorter periods or to spread study load over three trimesters. We will be offering students more of the degree programs they want, particularly where there is evidence of industry growth and development, and designing new programs to meet the needs of local and global communities. We will also sharply focus on integrating new work-readiness skill sets into our degree programs, to position our graduates in high demand from potential employers. As a result, we will seek to increase our market share of school-leavers while we diversify our student base.

Griffith will continue to emphasise the attraction of students from diverse backgrounds. The University takes seriously its obligation to increase participation by students from low socio-economic and disadvantaged backgrounds. For example, we have an extremely strong and proud record in attracting students from First Peoples cultures and in supporting these students to complete their studies. Griffith will continue its exemplary Higher Education Participation Program agenda, to promote social inclusion to increase participation of Aboriginal and Torres Strait Islander 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.

Our students expect, need and deserve the highest quality of teaching and learning. A key initiative in 2016 will be the future-focused redesign of the Griffith Graduate Attributes—integrating core skills and knowledge required for the new world of work. Accompanying this will be an initiative to assist academic staff in embedding the Griffith Employability Strategy and Framework to further integrate industry-relevant learning within our programs through authentic assessment, online modules and curriculum redesigned in consultation with Griffith alumni and industry partners. Our partnership with GC2018 will be pivotal to embedding the employability agenda, providing Griffith students with a unique opportunity to apply for internships that will deliver meaningful study-related work experience and credit towards their degree.

Griffith recognises the importance of a quality physical environment and we will continue to develop state-of-the-art learning spaces, both online and on-campus. Most importantly, we recognise the high value of our staff and we will continue our reward and recognition programs to highlight the best teaching and learning.

# Financial Summary

## Overall Result

The University achieved a net result from continuing operations of \$50.9 million in 2015 against a background of ongoing uncertainty in the higher education funding environment and ever increasing competition both domestically and overseas.

As a result of clarification by The Australian Accounting Standards Board alert issued during the year in relation to residual values a significant adjustment was made to the valuation of University buildings, undertaken by external valuers, requiring the restatement of the statement of financial position as at the beginning of 2014. This resulted in a \$480.7 million reduction in total assets and equity. Despite this adjustment the financial position remains sound with net assets of \$1.8 billion.

Positive cash flows from operating, investing and financing activities exceeded ongoing capital expenditure and debt servicing obligations resulting in a net increase of \$174.0 million to \$489.3 million in cash and cash equivalents at the end of the year.

## Income Statement

### Net Result and Total Comprehensive Income

Total comprehensive income attributable to the University for the year ended 31 December 2015 was \$55.9 million (2014: \$126.5 million), comprising the following:

|                                 | 2015<br>\$m | 2014<br>\$m | Diff<br>\$m | Ref   |
|---------------------------------|-------------|-------------|-------------|-------|
| Net result                      | 50.9        | 54.5        | (3.6)       | (i)   |
| Gain/(loss) on financial assets | 13.2        | (0.3)       | 13.5        | (ii)  |
| (Loss)/gain on PPE revaluation  | (8.2)       | 72.3        | (80.5)      | (iii) |
| Total comprehensive income      | 55.9        | 126.5       | (70.6)      |       |

- (i) Net result down on prior year due to expenditure out pacing income growth largely attributable to higher depreciation and borrowing costs.
- (ii) University has fair valued holdings in Education Australia and Open Universities Australia in 2015, which were previously carried at historical cost.
- (iii) 2015 increase in buildings valuation has been offset by downward movement in infrastructure.

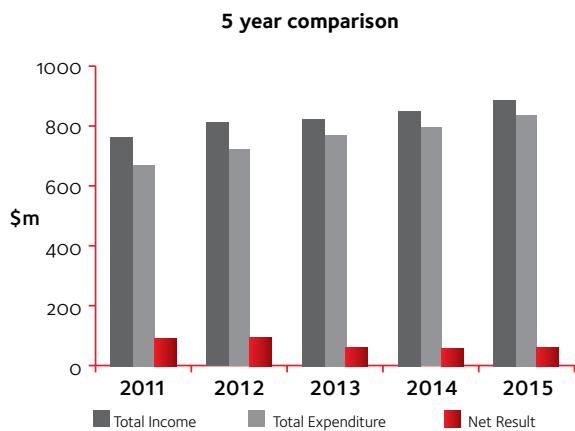
### Income and Expenses from Continuing Operations

Total income from continuing operations increased by \$35.8 million to \$881.1 million for the year ended 31 December 2015, representing an annual increase of 4.2 per cent, which was largely attributable to domestic student growth.

Total expenditure increased by 5.0 per cent to \$830.3 million for 2015, representing a \$39.5 million increase on 2014. The movement was largely driven by the increase in employee related expenses of \$20.5 million as a result of EB increases and FTE growth, a \$3.6 million increase in depreciation and amortisation along with a net increase of \$15.4 million in other expenditure categories.

## Financial Summary

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

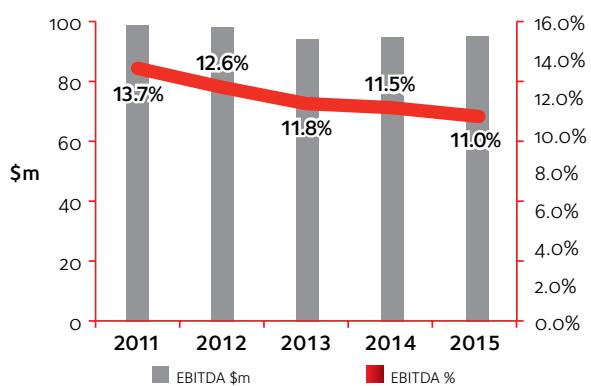


One of the main drivers in the downward trajectory of the operating result is the increase from 2013 onwards in depreciation as a result of a change in methodology applied.

### Earnings Before Interest Tax Depreciation and Amortisation (EBITDA)

The five year trend in EBITDA is shown in the table below to provide a refined view of the University's recent performance:

While there has been ongoing pressure on the EBITDA margin, the University is actively addressing this and set a target level of 10 per cent to help ensure long-term financial sustainability for the University.



### Financial Position

The statement of financial position at the end of 2015 reflects an overall increase in net assets of \$55.9 million (2015: \$1,832.4 million, 2014: \$1,776.5 million). The net asset increase is the result of total assets increasing by \$91.8m, mainly due to cash generation from operating activities and borrowings, upward fair valuations of University holdings in IDP Ltd and OUA, offset by an increase in total liabilities of \$35.9 million due in the main to the movement in borrowings.

Short-term liquidity as measured by the ratio of current assets to current liabilities continued to improve increasing from 2.6:1 in the prior year to 3.2:1 in 2015. This favourable liquidity position continues to be well above the University target of 1.5:1.

Debt to EBITDA increased to 1.5 times compared to 1.2 in 2014, but is still below the University target level of less than 3. The increase is due to additional borrowings of \$55.5 million drawn down in the latter part of 2015.

Asset sustainability also remains above the University target level of greater than 1, even though it has fallen marginally from 1.3 in 2014 to 1.1 in 2015. This ratio reflects the University's capital expenditure relative to depreciation and amortisation.

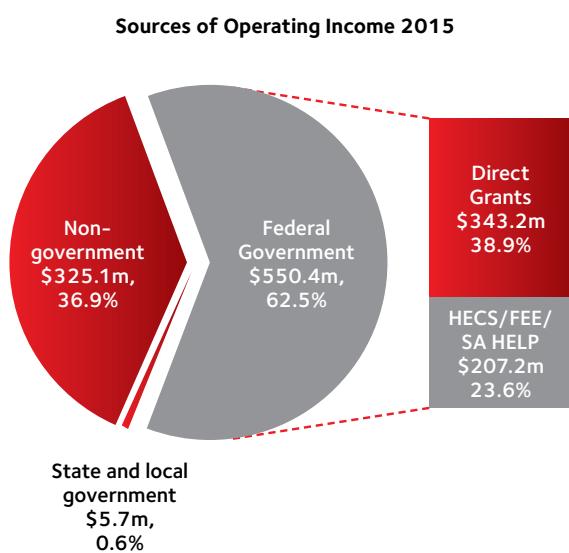
### Sources of Operating Income

In the year ended 31 December 2015, the University received funding from the federal government totalling \$550.4 million, an increase of \$29.6 million or 5.7 per cent in comparison to 2014. This increases federal government funding as a proportion of total income by 0.9 per cent from 61.6 per cent to 62.5 per cent on a reported basis. The increase is mainly a reflection of an increase in undergraduate domestic student numbers.

## Financial Summary

Overall income derived from non-government sources increased by 2.6 per cent to \$325.1 million. Student fees and charges remained the most significant component of this source of revenue, totalling \$211.4 million for the year (2014: \$204.2 million).

The major sources of operating income are outlined in the graph below:



### Capital Expenditure

During the year ended 31 December 2015, a total of \$60.1 million (2014: \$70.2 million) was spent on capital expenditure for property, plant, equipment and intangible assets. This expenditure was focused on enhancing and building upon the University's internal capabilities and facilities to support longer term objectives. The capital expenditure was funded from internal cash reserves and external borrowing. Furthermore as aforementioned in the review of the financial position, the asset sustainability ratio is within targeted levels.

### Investments

Cash and cash equivalents increased by 55.1 per cent to \$489.3 million. The main reasons for the significant increase are threefold: cash generation from operating activities, increased borrowings and the maturity of term deposits, which are now categorised as cash at the end of 2015.

Net investment income from funds invested during the period increased by \$1.6 million from \$14.3 million in 2014 to \$15.9 million in 2015. This increase is the result of higher cash balances offsetting the marginal decrease in interest rates during the year.

Ongoing uncertainty in the market coupled with the historically low Reserve Bank of Australia cash rates require ongoing attention to ensure funds are invested appropriately to maximise returns within our risk profile and comply with legislative requirements.

### Future Direction

The University will need to remain agile and responsive to the ongoing challenges in both the higher education and wider macroeconomic environments. The uncertainty in the Commonwealth Government funding arena has been well publicised and coupled with increasing competition for enrolments in both the domestic and international markets creates challenging operating conditions for the University.

The challenges to the various revenue sources, combined with cost pressures will require careful consideration and review to ensure the ongoing financial position supports and complements the University's wider strategic objectives and long term financial sustainability.

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Griffith University Certificate

Independent Auditor's Report

## Financial Statements *for the year ended 31 December 2015*

### Statement of Comprehensive Income for the year ended 31 December 2015

|  | Notes  | 2015<br>\$'000       | 2014<br>restated*<br>\$'000 |
|--|--------|----------------------|-----------------------------|
| <b>Income from continuing operations</b>                           |        |                      |                             |
| Australian Government financial assistance                         |        |                      |                             |
| Australian Government grants                                       | 2      | 343,180              | 329,305                     |
| HELP – Australian Government payments                              | 2      | 207,220              | 191,454                     |
| State and local government financial assistance                    | 3      | 5,702                | 7,862                       |
| HECS-HELP – Student payments                                       |        | 17,314               | 17,146                      |
| Fees and charges   | 4      | 211,421              | 204,173                     |
| Investment revenue   | 5      | 15,550               | 13,496                      |
| Royalties, trademarks and licences                                 |        | 58                   | 146                         |
| Consultancy and contracts  | 6      | 31,835               | 33,820                      |
| Other revenue  | 7      | 48,742               | 47,492                      |
| Share of loss on investments accounted for using the equity method |        | (197)                | (562)                       |
| Other investment income  | 5      | 326                  | 968                         |
| <b>Total income from continuing operations</b>                     |        | <u>881,151</u>       | <u>845,300</u>              |
| <b>Expenses from continuing operations</b>                         |        |                      |                             |
| Employee related expenses  | 8      | 503,216              | 482,722                     |
| Depreciation and amortisation                                      | 13, 14 | 55,611               | 51,956                      |
| Repairs and maintenance  |        | 15,371               | 12,590                      |
| Borrowing costs  |        | 4,670                | 2,952                       |
| Net losses on disposal of assets                                   |        | 1,296                | 316                         |
| Other expenses   | 9      | 250,100              | 240,233                     |
| <b>Total expenses from continuing operations</b>                   |        | <u>830,264</u>       | <u>790,769</u>              |
| <b>Net result before income tax</b>                                |        | <b>50,887</b>        | <b>54,531</b>               |
| Income tax expense   |        | -                    | -                           |
| <b>Net result from continuing operations</b>                       |        | <b>50,887</b>        | <b>54,531</b>               |
| <b>Net result after income tax for the period</b>                  |        | <b>50,887</b>        | <b>54,531</b>               |
| Items that may be reclassified to profit or loss                   |        |                      |                             |
| Gain/(loss) on value of available for sale financial assets        | 20     | 13,246               | (270)                       |
| Items that will not be reclassified to profit or loss              |        |                      |                             |
| (Loss)/gain on revaluation of property, plant and equipment        | 13     | (8,237)              | 72,250                      |
| <b>Total comprehensive income attributable to the University</b>   |        | <b><u>55,896</u></b> | <b><u>126,511</u></b>       |

\*The University has restated depreciation following the Australian Accounting Standards Board (AASB) alert released during the period relating to the recognition of residual values. For further information see note 30.

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

## Financial Statements for the year ended 31 December 2015

### Statement of Financial Position as at 31 December 2015

|                                      | Notes | 2015                    | 2014                    | 1 January<br>2014<br>restated* |
|--------------------------------------|-------|-------------------------|-------------------------|--------------------------------|
|                                      |       | \$'000                  | \$'000                  | \$'000                         |
| <b>Assets</b>                        |       |                         |                         |                                |
| <b>Current assets</b>                |       |                         |                         |                                |
| Cash and cash equivalents            | 10    | 489,340                 | 315,465                 | 300,783                        |
| Receivables                          | 11    | 21,983                  | 21,043                  | 19,359                         |
| Inventories                          |       | 2,682                   | 2,725                   | 2,434                          |
| Other financial assets               | 12    | 14,850                  | 105,009                 | 13,844                         |
| Other-non financial assets           | 15    | 16,584                  | 13,326                  | 12,427                         |
| <b>Total current assets</b>          |       | <u>545,439</u>          | <u>457,568</u>          | <u>348,847</u>                 |
| <b>Non-current assets</b>            |       |                         |                         |                                |
| Property, plant and equipment        | 13    | 1,554,926               | 1,569,497               | 1,484,902                      |
| Intangible assets                    | 14    | 24,789                  | 19,317                  | 14,199                         |
| Premium on leased property           |       | 6,444                   | 6,512                   | 6,580                          |
| Other financial assets               | 12    | 15,043                  | 1,944                   | 2,598                          |
| <b>Total non-current assets</b>      |       | <u>1,601,202</u>        | <u>1,597,270</u>        | <u>1,508,279</u>               |
| <b>Total assets</b>                  |       | <u><b>2,146,641</b></u> | <u><b>2,054,838</b></u> | <u><b>1,857,126</b></u>        |
| <b>Liabilities</b>                   |       |                         |                         |                                |
| <b>Current liabilities</b>           |       |                         |                         |                                |
| Trade and other payables             | 16    | 31,752                  | 33,295                  | 30,105                         |
| Borrowings                           | 17    | 17,892                  | 25,753                  | 12,635                         |
| Provisions                           | 18    | 83,188                  | 80,548                  | 80,387                         |
| Other liabilities                    | 19    | 39,770                  | 33,676                  | 31,415                         |
| <b>Total current liabilities</b>     |       | <u>172,602</u>          | <u>173,272</u>          | <u>154,542</u>                 |
| <b>Non-current liabilities</b>       |       |                         |                         |                                |
| Borrowings                           | 17    | 124,551                 | 87,421                  | 37,838                         |
| Provisions                           | 18    | 17,077                  | 17,630                  | 14,742                         |
| <b>Total non-current liabilities</b> |       | <u>141,628</u>          | <u>105,051</u>          | <u>52,580</u>                  |
| <b>Total liabilities</b>             |       | <u><b>314,230</b></u>   | <u><b>278,323</b></u>   | <u><b>207,122</b></u>          |
| <b>Net assets</b>                    |       | <u><b>1,832,411</b></u> | <u><b>1,776,515</b></u> | <u><b>1,650,004</b></u>        |
| <b>Equity</b>                        |       |                         |                         |                                |
| Reserves                             | 20    | 699,291                 | 694,282                 | 622,302                        |
| Retained earnings                    | 20    | 1,133,120               | 1,082,233               | 1,027,702                      |
| <b>Total equity</b>                  |       | <u><b>1,832,411</b></u> | <u><b>1,776,515</b></u> | <u><b>1,650,004</b></u>        |

\*The University has restated Property, Plant and Equipment for the fair valuations of buildings following the Australian Accounting Standards Board (AASB) alert released during the period relating to the recognition of residual values. For further information see note 30.

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

## Financial Statements *for the year ended 31 December 2015*

### Statement of Changes in Equity for the year ended 31 December 2015

|  | Notes | <b>Reserves</b>    | <b>Retained Earnings</b> | <b>Total</b>         |
|--|-------|--------------------|--------------------------|----------------------|
|  |       | \$'000             | \$'000                   | \$'000               |
| <b>Balance at 1 January 2014, as previously stated</b>     |       | <b>1,081,460</b>   | <b>1,049,300</b>         | <b>2,130,760</b>     |
| Prior period adjustment                                    | 30    | (459,158)          | (21,598)                 | (480,756)            |
| <b>Balance at 1 January 2014, as restated</b>              | 20    | <b>622,302</b>     | <b>1,027,702</b>         | <b>1,650,004</b>     |
| Net result   |       | -                  | 54,531                   | 54,531               |
| Gain on revaluation of property, plant and equipment       |       | 72,250             | -                        | 72,250               |
| Loss on revaluation of available for sale financial assets |       | (270)              | -                        | (270)                |
| <b>Balance at 31 December 2014</b>                         | 20    | <b>694,282</b>     | <b>1,082,233</b>         | <b>1,776,515</b>     |
| <br><b>Balance at 1 January 2015</b>                       |       | <br><b>694,282</b> | <br><b>1,082,233</b>     | <br><b>1,776,515</b> |
| Net result   |       | -                  | 50,887                   | 50,887               |
| Loss on revaluation of property, plant and equipment       |       | (8,237)            | -                        | (8,237)              |
| Gain on revaluation of available for sale financial assets |       | 13,246             | -                        | 13,246               |
| <b>Balance at 31 December 2015</b>                         | 20    | <b>699,291</b>     | <b>1,133,120</b>         | <b>1,832,411</b>     |

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

## Financial Statements for the year ended 31 December 2015

### Statement of Cash Flows for the year ended 31 December 2015

|   | Notes | 2015<br>\$'000 | 2014<br>\$'000   |
|---|-------|----------------|------------------|
| <b>Cash flows from operating activities</b>                       |       |                |                  |
| Australian Government Grants                                      | 2     | 551,916        | 519,663          |
| OS-HELP (net)   | 2     | (716)          | 1,435            |
| State Government Grants   |       | 5,268          | 6,997            |
| Local Government Grants   |       | 434            | 454              |
| HECS-HELP – Student payments                                      |       | 17,369         | 17,350           |
| Receipts from student fees and other customers                    |       | 302,923        | 300,100          |
| Dividends received  |       | 1,852          | 1,618            |
| Interest received   |       | 14,117         | 11,325           |
| GST recovered/paid  |       | 13,464         | 8,583            |
| Payments to suppliers and employees (inclusive of GST)            |       | (787,901)      | (753,333)        |
| Interest and other costs of finance                               |       | (4,728)        | (2,687)          |
| <b>Net cash provided by operating activities</b>                  | 27    | <b>113,998</b> | <b>111,505</b>   |
| <b>Cash flows from investing activities</b>                       |       |                |                  |
| Proceeds from sale of property, plant and equipment               |       | 800            | 780              |
| Payments for property, plant and equipment and intangible assets  |       | (60,058)       | (70,147)         |
| Proceeds from sale of financial assets                            |       | 90,000         | 210              |
| Payments for financial assets                                     |       | (50)           | (90,374)         |
| <b>Net cash provided by / (used in) investing activities</b>      |       | <b>30,692</b>  | <b>(159,531)</b> |
| <b>Cash flows from financing activities</b>                       |       |                |                  |
| Proceeds from borrowings  |       | 55,500         | 76,093           |
| Repayment of borrowings   |       | (26,173)       | (13,246)         |
| <b>Net cash provided by financing activities</b>                  |       | <b>29,327</b>  | <b>62,847</b>    |
| <b>Net increase in cash and cash equivalents</b>                  |       |                |                  |
| Cash and cash equivalents at the beginning of the financial year  |       | 174,017        | 14,821           |
| Effects of exchange rate changes on cash and cash equivalents     |       | 315,465        | 300,783          |
| <b>Cash and cash equivalents at the end of the financial year</b> | 10    | <b>489,340</b> | <b>315,465</b>   |

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

# Financial Statements for the year ended 31 December 2015

## Notes to the Financial Statements for the year ended 31 December 2015

### 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 below. 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 Management 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. Comparatives have also been restated in relation to the fair value of buildings and the associated depreciation expense. For further information refer to note 30.

#### (c) Revenue recognition

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. Interest revenue is recognised when the University becomes entitled to the income. 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.

##### (i) Government grants

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.

# Financial Statements for the year ended 31 December 2015

## Notes to the Financial Statements for the year ended 31 December 2015

### 1. Summary of significant accounting policies (continued)

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.

#### (ii) HELP payments

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.

#### (iii) Student fees and charges

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 income in advance in liabilities.

#### (iv) Consultancy and contracts/Fee for service

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.

### (d) Cash and cash equivalents

Cash and cash equivalents comprises cash on hand, cash at bank, cash 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 subject to an insignificant risk of changes in value.

### (e) Receivables

Trade receivables are recognised 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.

### (f) Investments and other financial assets

#### (i) Classification

The University has the option of classifying its investments in any of 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.

The University has classified its investments as held-to-maturity investments, available-for-sale financial assets and financial assets at fair value through profit or loss. 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 category 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. 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 can not be readily identified and reliably measured the assets are carried at historical cost.

# Financial Statements for the year ended 31 December 2015

## Notes to the Financial Statements for the year ended 31 December 2015

### 1. Summary of significant accounting policies (continued)

#### (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.

#### (g) Fair value measurement

The fair value of assets and liabilities must be measured for recognition and disclosure purposes.

The University classifies fair value measurements using a fair value hierarchy that reflects the significance of the inputs used in making the measurements. The level in the fair value hierarchy is determined on the basis of the lowest level input that is significant to the fair value measurement in its entirety.

The fair value of assets or liabilities traded in active markets (such as available for sale securities) is based on quoted market prices for identical assets or liabilities at the balance sheet date (level 1). The quoted market price used for assets held by the University is the most representative of fair value in the circumstances within the bid-ask spread.

The fair value of assets or liabilities that are not traded in an active market is determined using valuation techniques. The University uses a variety of methods and makes assumptions that are based on market conditions existing at each balance date. Quoted market prices or dealer quotes for similar instruments (level 2) are used for long-term debt instruments held. Other techniques that are not based on observable market data (level 3) such as estimated discounted cash flows, are used to determine fair value for the remaining assets and liabilities.

Fair value measurement of non-financial assets is based on the *highest and best use* of the asset. The University considers market participants use of, or purchase price of the asset, to use it in a manner that would be highest and best use.

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

#### (h) Property, plant and equipment

##### (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

Plant and equipment, motor vehicles, computing equipment, photocopiers, buildings under construction and infrastructure under construction are stated at cost. Other assets are valued at fair value in accordance with 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

# Financial Statements for the year ended 31 December 2015

## Notes to the Financial Statements for the year ended 31 December 2015

### 1. Summary of significant accounting policies (continued)

performs revaluations of artworks, while desktop valuations are performed on 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 2015, building and infrastructure assets underwent a comprehensive revaluation as at 30 September by Nick Franks BSc. MRICS AAPI of AssetVal Pty Ltd, licensed property valuers. The 2013 and 2014 building valuations were restated following the AASB action alert released in May 2015 relating to residual values. For further detail refer to note 30. The gross value has been established utilising the current replacement value of a new asset with similar service potential and includes allowances for preliminaries and professional fees. The gross current values have been derived from 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 AASB116 *Property, Plant and Equipment*. The resultant change in 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 2015 by Jorn Harbeck of Harbeck Rare Books Pty Ltd, a registered valuer under the Cultural Gifts Program of the Australian Government.

#### (c) Land

In 2015, land underwent a comprehensive revaluation as at 30 September by Nick Franks BSc. MRICS AAPI 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 arms length transaction. The resultant change in 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 2015 by independent specialist, 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.

# Financial Statements for the year ended 31 December 2015

## Notes to the Financial Statements for the year ended 31 December 2015

### 1. Summary of significant accounting policies (continued)

#### (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 80 years.

Infrastructure – variable, based on periodic assessments of condition – 25 to 80 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 revaluation surplus relating to that asset are transferred to retained surplus.

#### (i) Intangible assets

##### (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.

#### (j) Trade and other payables

These amounts represent liabilities for goods and services provided to the University prior to the end of the financial year and which are unpaid. The amounts owed by the University are unsecured and are normally paid within 30 days of recognition.

#### (k) Borrowings

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.

Effective interest is charged to the Statement of Comprehensive Income over the period of the borrowings and recognises any difference between the fair value of borrowings at inception and the redemption amount. As it is the intention of the University to hold its borrowings for their full term, the accumulated effective interest charged to the Statement of Comprehensive Income will, over time, exactly offset the accumulated fair value gain on borrowings.

# Financial Statements for the year ended 31 December 2015

## Notes to the Financial Statements for the year ended 31 December 2015

### 1. Summary of significant accounting policies (continued)

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.

#### (l) Borrowing costs

Borrowing costs, which include interest calculated using the effective interest method and administration fees, are expensed in the period in which they arise. Costs that are not settled in the period in which they arise are added to the carrying amount of the borrowing.

#### (m) Employee benefits

##### (i) Short-term obligations

Liabilities for short-term employee benefits including wages and salaries and non-monetary benefits are measured at the amount expected to be paid when the liability is settled, if it is expected to be settled wholly before twelve months after the end of the reporting period and is recognised in other payables.

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.

It is 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) Key executive management personnel and remuneration

Key executive management personnel and remuneration disclosures are made in accordance with section 5 of the Financial Reporting Requirements for Queensland Government Agencies issued by Queensland Treasury. Refer to note 22 for the disclosure on key executive management personnel and remuneration.

#### (n) Rounding of amounts

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

#### (o) Taxation

The activities of the University are exempt from Commonwealth taxation except for Fringe Benefits Tax (FBT) and Goods and Services Tax (GST). State taxes are payable where applicable, e.g., Payroll Tax.

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.

# Financial Statements for the year ended 31 December 2015

## Notes to the Financial Statements for the year ended 31 December 2015

### **1. Summary of significant accounting policies (continued)**

Cash flows are included in the Statement of Cash Flows on a gross basis and the GST component of cash flows arising from financing and investing activities, which is 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.

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

In relation to any foreign operations, Griffith 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.

#### **(p) Special payments**

Special payments include ex gratia expenditure and other expenditure that the University is not contractually or legally obligated to make to other parties. In compliance with the *Financial and Performance Management Standard 2009* (Qld), the University maintains a register setting out details of all special payments greater than \$5,000. The total of all special payments (including those of \$5,000 or less) is disclosed separately within Other Expenses (Note 9). However, descriptions of the nature of special payments are only provided for special payments greater than \$5,000.

#### **(q) Provisions**

Provisions for legal claims and service warranties are recognised when the University has a present legal or constructive obligation as a result of past events; it is probable that an outflow of resources will be required to settle the obligation and the amount has been reliably estimated. Provisions are not recognised for future operating losses.

Where there are a number of similar obligations, the likelihood that an outflow will be required in settlement is determined by considering the class of obligations as a whole. A provision is recognised even if the likelihood of an outflow with respect to any one item included in the same class of obligations may be small.

Provisions are measured at the present value of management's best estimate of the expenditure required to settle the present obligation at the end of the reporting period. The discount rate used to determine the present value reflects current market assessment of the time value of money and the risks specific to the liability. The increase in the provision due to the passage of time is recognised as a finance cost.

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

There are no new accounting standards and interpretations in the current reporting period which are considered to have a material impact on the results or financial position of the University.

# Financial Statements for the year ended 31 December 2015

## Notes to the Financial Statements for the year ended 31 December 2015

### 1. Summary of significant accounting policies (continued)

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

The AASB has issued new and amended Accounting Standards and Interpretations that have mandatory application dates for future reporting periods. The following table summarises those future requirements, and their impact on the University:

| 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 IFRS 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 IFRS 9 which requires entities to measure:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• full lifetime expected credit losses (expected credit losses that result from all possible default events over the life of the financial instrument).</li> </ul> | <p>The University will review its accounting policies with respect to financial instruments. The University has not yet determined the magnitude of any changes which may be needed. Some additional disclosures may be required.</p> |
| AASB 15 <i>Revenue from contracts with customers</i>  | 1 January 2018 | <p>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.</p>   | <p>The University will review its revenue recognition policies for contracts with customers. The University has not yet determined the magnitude of any changes which may be needed. Some additional disclosures may be required.</p> |
| AASB 2015 – <i>Extending Related Party Disclosures to Not-for-Profit Public Sector Entities</i> | 1 July 2016    | This standard extends the scope of AASB 124 Related Party Disclosures to include application by not-for-profit public sector entities   | No impact on reported financial position or performance is expected. Some additional disclosures may be required.   |
| AASB 2015-2 <i>Disclosure Initiative – Amendment to AASB 101</i>                                | 1 January 2016 | There are no changes to accounting policies covered by this standard, however this amendment provides clarification regarding the disclosure requirements in AASB 101. Specifically, the Standard proposes narrow-focus amendments to address some of the concerns expressed about existing presentation and disclosure requirements and to ensure entities are able to use judgement when applying a Standard in determining what information to disclose in their financial statements.   | No impact on reported financial position or performance is expected, however the University may review the extent of disclosure for future reporting periods.   |

## Financial Statements *for the year ended 31 December 2015*

### Notes to the Financial Statements for the year ended 31 December 2015

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

|  | Notes | 2015<br>\$'000 | 2014<br>\$'000 |
|--|-------|----------------|----------------|
| <b>(a) Commonwealth Grant Scheme and Other Grants</b>  |       |                |                |
| Commonwealth Grant Scheme <sup>#1</sup>                |       | 255,554        | 242,208        |
| Disability Support Program                             |       | 223            | 238            |
| Indigenous Support Program                             |       | 1,950          | 1,978          |
| Partnership and Participation Program <sup>#2</sup>    |       | 5,985          | 5,465          |
| Promotion of Excellence in Learning and Teaching       |       | 1,201          | 588            |
| Australian Maths and Science Partnership Program       |       | 918            | 918            |
| Total Commonwealth Grant Scheme and Other Grants       | 31.1  | 265,831        | 251,395        |
| <b>(b) Higher Education Loan Programs</b>              |       |                |                |
| HECS-HELP  |       | 175,011        | 164,897        |
| FEE-HELP <sup>#3</sup>                                 |       | 27,805         | 22,036         |
| SA-HELP  |       | 4,404          | 4,521          |
| Total Higher Education Loan Programs                   | 31.2  | 207,220        | 191,454        |
| <b>(c) Scholarships</b>                                |       |                |                |
| Australian Postgraduate Awards                         |       | 6,577          | 6,477          |
| International Postgraduate Research Scholarships       |       | 521            | 523            |
| Commonwealth Education Cost Scholarships <sup>#4</sup> |       | 90             | 100            |
| Commonwealth Accommodation Scholarships <sup>#4</sup>  |       | 85             | 81             |
| Indigenous Access Scholarships                         |       | 80             | 242            |
| Total Scholarships                                     | 31.3  | 7,353          | 7,423          |
| <b>(d) EDUCATION Research</b>                          |       |                |                |
| Joint Research Engagement Program                      |       | 8,535          | 8,725          |
| Research Training Scheme                               |       | 15,028         | 14,965         |
| Research Infrastructure Block Grants                   |       | 4,270          | 4,115          |
| Sustainable Research Excellence in Universities        |       | 2,802          | 2,523          |
| Total EDUCATION Research Grants                        | 31.4  | 30,635         | 30,328         |

# Financial Statements for the year ended 31 December 2015

## Notes to the Financial Statements for the year ended 31 December 2015

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

|   | Notes   | 2015<br>\$'000        | 2014<br>\$'000        |
|---|---------|-----------------------|-----------------------|
| <b>(e) Australian Research Council</b>                      |         |                       |                       |
| <b>(i) Discovery</b>  |         |                       |                       |
| Project   |         | 5,962                 | 5,960                 |
| Fellowships <sup>#5</sup>                                   |         | 4,333                 | 6,353                 |
| Total Discovery   | 31.5(a) | <u>10,295</u>         | <u>12,313</u>         |
| <b>(ii) Linkages</b>  |         |                       |                       |
| Infrastructure  |         | -                     | 2,000                 |
| Projects  |         | 2,705                 | 2,636                 |
| Total Linkages  | 31.5(b) | <u>2,705</u>          | <u>4,636</u>          |
| <b>Total ARC</b>  |         | <u>13,000</u>         | <u>16,949</u>         |
| <b>(f) Other Australian Government financial assistance</b> |         |                       |                       |
| Non-capital   |         |                       |                       |
| Department of Health  |         | 985                   | 1,071                 |
| Department of the Environment                               |         | 4,170                 | 910                   |
| National Health and Medical Research Council                |         | 13,634                | 12,576                |
| Health Workforce Australia                                  |         | 2,689                 | 2,991                 |
| Other   |         | 4,883                 | 5,647                 |
| Total   |         | <u>26,361</u>         | <u>23,195</u>         |
| Capital   |         |                       |                       |
| Health Workforce Australia                                  |         | -                     | 15                    |
| Total   |         | <u>-</u>              | <u>15</u>             |
| Total other Australian Government financial assistance      |         | <u>26,361</u>         | <u>23,210</u>         |
| <b>Total Australian Government financial assistance</b>     |         | <b><u>550,400</u></b> | <b><u>520,759</u></b> |

#1 Includes the basic CGS grant amount, CGS – Regional Loading, CGS – Enabling Loading, Maths and Science Transition Loading and Full Fee Places Transition Loading.

#2 Includes Equity Support Program.

#3 Program is in respect of FEE-Help for Higher Education.

#4 Includes Grandfathered Scholarships, National Priority and National Accommodation Priority Scholarships respectively.

#5 Includes Early Career Researcher Award.

### Reconciliation

|   |                       |                       |
|---|-----------------------|-----------------------|
| Australian Government grants (a+c+d+e+f)                | 343,180               | 329,305               |
| HECS-HELP payments                                      | 175,011               | 164,897               |
| FEE-HELP payments                                       | 27,805                | 22,036                |
| SA-HELP payments  | 4,404                 | 4,521                 |
| <b>Total Australian Government financial assistance</b> | <b><u>550,400</u></b> | <b><u>520,759</u></b> |

## Financial Statements *for the year ended 31 December 2015*

### Notes to the Financial Statements for the year ended 31 December 2015

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

|  | Notes   | <b>2015</b><br>\$'000 | <b>2014</b><br>\$'000 |
|--|---------|-----------------------|-----------------------|
| <b>(g) Australian Government grants received – cash</b>    |         |                       |                       |
| CGS and other EDUCATION Grants                             | 31.1    | 265,837               | 250,145               |
| Higher Education Loan Programs                             | 31.2    | 208,381               | 191,207               |
| Scholarships   | 31.3    | 7,353                 | 7,423                 |
| EDUCATION research   | 31.4    | 30,635                | 30,328                |
| ARC grants – Discovery                                     | 31.5(a) | 10,295                | 12,313                |
| ARC grants – Linkages                                      | 31.5(b) | 2,705                 | 4,636                 |
| Other Australian Government grants                         |         | 26,710                | 23,611                |
| <b>Total Australian Government grants received – cash</b>  |         | <b>551,916</b>        | <b>519,663</b>        |
| OS-Help (Net)  | 31.6    | (716)                 | 1,435                 |
| <b>Total Australian Government funding received – cash</b> |         | <b>551,200</b>        | <b>521,098</b>        |

#### **3. State and Local Government financial assistance**

|  |  |              |              |
|--|--|--------------|--------------|
| Non-Capital  |  |              |              |
| Operating financial assistance                               |  | 3,004        | 2,956        |
| Research funds   |  | 2,698        | 4,496        |
| Total  |  | <u>5,702</u> | <u>7,452</u> |
| Capital  |  |              |              |
| Queensland Health  |  | -            | 410          |
| Total  |  | <u>-</u>     | <u>410</u>   |
| <b>Total State and Local Government financial assistance</b> |  | <b>5,702</b> | <b>7,862</b> |

#### **4. Fees and charges**

##### **Course fees and charges**

|  |                |                |
|--|----------------|----------------|
| Fee-paying onshore overseas students       | 143,954        | 139,752        |
| Fee-paying offshore overseas students      | 6,571          | 4,985          |
| Continuing education                       | 14,866         | 18,109         |
| Fee-paying domestic postgraduate students  | 7,203          | 5,838          |
| Fee-paying domestic undergraduate students | 335            | 577            |
| Fee-paying domestic non-award students     | 1,284          | 1,153          |
| Other domestic course fees and charges     | 15,305         | 12,344         |
| <b>Total course fees and charges</b>       | <b>189,518</b> | <b>182,758</b> |

##### **Other non-course fees and charges**

|   |                |                |
|---|----------------|----------------|
| Community services fees                           | 4,144          | 3,904          |
| Conferences and seminars                          | 1,565          | 1,894          |
| Parking fees and fines                            | 3,706          | 3,256          |
| Enrolment/reinstatement fees                      | 1,121          | 1,134          |
| Student accommodation                             | 6,499          | 6,215          |
| Student services and amenities fees from students | 3,475          | 3,370          |
| Other fees and charges                            | 1,393          | 1,642          |
| <b>Total other non-course fees and charges</b>    | <b>21,903</b>  | <b>21,415</b>  |
| <b>Total fees and charges</b>                     | <b>211,421</b> | <b>204,173</b> |

## Financial Statements for the year ended 31 December 2015

### Notes to the Financial Statements for the year ended 31 December 2015

|   | 2015<br>\$'000 | 2014<br>\$'000 |
|---|----------------|----------------|
| <b>5. Investment revenue and other investment income</b>                                |                |                |
| Interest income:  |                |                |
| Bank deposits   | 12,623         | 9,917          |
| Held-to-maturity investments  | 1,076          | 1,961          |
| Dividends from equity investments   | 1,851          | 1,618          |
| <b>Total investment revenue and other investment income</b>                             | <b>15,550</b>  | <b>13,496</b>  |
| Other investment gains and losses:  |                |                |
| Investment fund distributions   | 260            | 463            |
| Net gain arising on financial assets designated as at fair value through profit or loss | 66             | 505            |
| <b>Total other investment income</b>  | <b>326</b>     | <b>968</b>     |
| <b>Net investment income</b>  | <b>15,876</b>  | <b>14,464</b>  |
| <b>6. Consultancy and contracts</b>   |                |                |
| Consultancy   | 17,595         | 17,155         |
| Contract research   | 14,240         | 16,665         |
| <b>Total consultancy and contracts</b>  | <b>31,835</b>  | <b>33,820</b>  |
| <b>7. Other revenue</b>   |                |                |
| Donations and bequests  | 6,507          | 5,334          |
| Scholarships and prizes   | 5,099          | 5,696          |
| Sale of goods   | 18,029         | 18,753         |
| Commercial rent   | 2,660          | 2,145          |
| Recovery of expenditure   | 10,815         | 9,437          |
| Other revenue   | 5,632          | 6,127          |
| <b>Total other revenue</b>  | <b>48,742</b>  | <b>47,492</b>  |
| <b>8. Employee related expenses</b>   |                |                |
| <b>Academic</b>   |                |                |
| Salaries  | 192,663        | 183,428        |
| Contributions to funded superannuation and pension schemes                              | 31,109         | 29,304         |
| Payroll tax   | 12,292         | 12,394         |
| Workers' compensation   | 635            | 572            |
| Long service leave  | 4,513          | 6,925          |
| Annual leave  | 15,774         | 14,631         |
| <b>Total academic</b>   | <b>256,986</b> | <b>247,254</b> |
| <b>Non-academic</b>   |                |                |
| Salaries  | 186,332        | 176,509        |
| Contributions to funded superannuation and pension schemes                              | 30,160         | 28,617         |
| Payroll tax   | 9,675          | 9,242          |
| Workers' compensation   | 625            | 572            |
| Long service leave  | 4,324          | 6,595          |
| Annual leave  | 15,114         | 13,933         |
| <b>Total non-academic</b>   | <b>246,230</b> | <b>235,468</b> |
| <b>Total employee related expenses</b>  | <b>503,216</b> | <b>482,722</b> |
| <b>Number of full-time equivalent employees at balance date</b>                         | <b>4,479</b>   | <b>4,373</b>   |

## Financial Statements *for the year ended 31 December 2015*

### Notes to the Financial Statements for the year ended 31 December 2015

|   | <b>2015</b><br>\$'000 | <b>2014</b><br>\$'000 |
|---|-----------------------|-----------------------|
| <b>9. Other expenses</b>                            |                       |                       |
| Scholarships and prizes                             | 43,538                | 42,746                |
| External grants and third party payments            | 15,839                | 13,206                |
| Non-capitalised equipment                           | 15,196                | 16,999                |
| Advertising, marketing and promotional expenses     | 10,884                | 10,773                |
| Audit fees, bank charges, legal costs and insurance | 3,852                 | 4,315                 |
| Laboratory consumables                              | 8,922                 | 9,038                 |
| Printing and stationery                             | 6,053                 | 6,164                 |
| Operating lease fees and other rental               | 3,212                 | 3,404                 |
| Travel and staff development                        | 17,283                | 15,405                |
| Inventory used                                      | 7,228                 | 7,342                 |
| Hospitality   | 2,677                 | 3,069                 |
| Consultancy   | 15,245                | 14,708                |
| Utilities   | 12,445                | 12,278                |
| Computer expenses                                   | 7,805                 | 6,625                 |
| Safety security and cleaning                        | 9,637                 | 9,657                 |
| Subscriptions and reference materials               | 11,227                | 12,684                |
| Commission and partnership organisation expenses    | 18,639                | 14,910                |
| Staff recruitment and benefits                      | 3,941                 | 3,511                 |
| Clinical and practical teaching fee                 | 13,781                | 11,224                |
| Losses:   |                       |                       |
| Public moneys                                       | -                     | -                     |
| Public property                                     | -                     | -                     |
| Special payments                                    |                       |                       |
| Ex-gratia payments                                  | 52                    | 2                     |
| Other expenses                                      | 22,644                | 22,173                |
| <b>Total other expenses</b>                         | <b>250,100</b>        | <b>240,233</b>        |
| <br><b>10. Cash and cash equivalents</b>            |                       |                       |
| Cash on hand  | 220                   | 97                    |
| Cash at bank  | 15,122                | 5,021                 |
| Cash deposits at call                               | 473,998               | 310,347               |
| <b>Total cash and cash equivalents</b>              | <b>489,340</b>        | <b>315,465</b>        |

#### **(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 2.45% at balance date (2014: 2.50%).

#### **(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 2.85% at balance date (2014: 3.39%).

## Financial Statements for the year ended 31 December 2015

### Notes to the Financial Statements for the year ended 31 December 2015

|   | 2015<br>\$'000       | 2014<br>\$'000       |
|---|----------------------|----------------------|
| <b>11. Receivables</b>                  |                      |                      |
| <b>Current</b>                          |                      |                      |
| Student fees                            | 8,650                | 7,993                |
| Trade receivables                       | 6,861                | 6,341                |
| Other receivables                       | 7,804                | 8,294                |
| Staff advances                          | 359                  | 252                  |
|   | <u>23,674</u>        | <u>22,880</u>        |
| Less provision for impaired receivables | (1,691)              | (1,837)              |
| <b>Total receivables</b>                | <u><b>21,983</b></u> | <u><b>21,043</b></u> |

#### (a) Impaired receivables

As at 31 December 2015 current receivables of the University with a nominal value of \$1.7million (2014: \$1.8million) 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 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 additional cash. 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.

|   | 2015<br>\$'000 | 2014<br>\$'000 |
|---|----------------|----------------|
| <b>12. Other financial assets</b>                       |                |                |
| <b>Current</b>  |                |                |
| <i>Fair value through profit or loss</i>                |                |                |
| QIC Investment Funds                                    | 14,850         | 14,590         |
| Term deposits   | -              | 90,419         |
| Total current other financial assets                    | <u>14,850</u>  | <u>105,009</u> |
| <b>Non-current</b>                                      |                |                |
| <i>Available for sale</i>                               |                |                |
| Unit trust investments                                  | 447            | 447            |
| Shares in corporations-listed                           | 934            | 1,016          |
| Shares in corporations-unlisted                         | 13,900         | 572            |
| Investments accounted for using the equity method       | (13)           | 134            |
| Less provision for impairment of shares in corporations | (225)          | (225)          |
| Total non-current other financial assets                | <u>15,043</u>  | <u>1,944</u>   |
| Total other financial assets                            | <u>29,893</u>  | <u>106,953</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 \$9.2million 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.

No shareholding in listed or unlisted corporations exceeds 20 percent.

## Financial Statements for the year ended 31 December 2015

### Notes to the Financial Statements for the year ended 31 December 2015

|                                     | Movement of carrying amounts for each class of property, plant and equipment between the beginning and end of the reporting period |                          |           |                |                      |         |                             |           |
|-------------------------------------|--|--------------------------|-----------|----------------|----------------------|---------|-----------------------------|-----------|
|                                     | Land   | Construction in progress | Buildings | Infrastructure | Plant and equipment* | Library | Other plant and equipment** | Total     |
|                                     | \$'000   | \$'000                   | \$'000    | \$'000         | \$'000               | \$'000  | \$'000                      | \$'000    |
| <b>At 1 January 2014</b>            |  |                          |           |                |                      |         |                             |           |
| Cost                                | 38,941   | -                        | 195,124   | -              | 1,514,740            | 173,911 | 156,607                     | 720       |
| Valuation                           | -  | -                        | (475,945) | (29,442)       | (96,590)             | -       | -                           | -         |
| Accumulated depreciation            | -  | -                        | -         | -              | 60,017               | -       | -                           | -         |
| Net book amount                     | 38,941   | 195,124                  | 1,038,735 | 144,469        | 60,017               | 720     | 6,836                       | 1,484,902 |
| <b>Year ended 31 December 2014</b>  |  |                          |           |                |                      |         |                             |           |
| Opening net book amount             | 38,941   | 195,124                  | 1,038,735 | 144,469        | 60,017               | 720     | 6,836                       | 1,484,902 |
| Revaluation surplus                 | 6,721  | 63,858                   | 840       | -              | (113)                | 944     | 72,250                      | 72,250    |
| Additions                           | 57,955   | -                        | -         | -              | 4,167                | -       | 440                         | 62,562    |
| WIP transfers                       | (59,109)   | -                        | 49,669    | 813            | 8,627                | -       | -                           | -         |
| Disposals: Cost                     | -  | -                        | -         | -              | (5,622)              | -       | -                           | (5,627)   |
| Disposals: Accumulated depreciation | -  | -                        | (32,682)  | (2,493)        | 4,355                | -       | -                           | 4,355     |
| Depreciation charge                 | -  | -                        | -         | (13,750)       | -                    | -       | -                           | (48,925)  |
| Closing net book amount             | 37,787   | 201,845                  | 1,119,640 | 143,629        | 57,794               | 607     | 8,195                       | 1,569,497 |
| <b>At 31 December 2014</b>          |  |                          |           |                |                      |         |                             |           |
| Cost                                | 37,787   | -                        | 201,845   | -              | -                    | -       | -                           | -         |
| Valuation                           | -  | -                        | 1,628,266 | 175,843        | 163,779              | 607     | 8,195                       | 2,014,756 |
| Accumulated depreciation            | -  | -                        | (508,626) | (32,214)       | (105,985)            | -       | -                           | (646,825) |
| Net book amount                     | 37,787   | 201,845                  | 1,119,640 | 143,629        | 57,794               | 607     | 8,195                       | 1,569,497 |
| <b>Year ended 31 December 2015</b>  |  |                          |           |                |                      |         |                             |           |
| Opening net book amount             | 37,787   | 201,845                  | 1,119,640 | 143,629        | 57,794               | 607     | 8,195                       | 1,569,497 |
| Revaluation surplus                 | 2,125  | 61,083                   | (71,536)  | -              | 15                   | 76      | 76                          | (8,237)   |
| Additions                           | 34,674   | -                        | -         | -              | 11,230               | -       | 56                          | 45,960    |
| WIP transfers                       | (62,388)   | -                        | 54,885    | 1,549          | 5,974                | -       | -                           | -         |
| Disposals: Cost                     | -  | -                        | -         | -              | (928)                | -       | -                           | (928)     |
| Disposals: Accumulated depreciation | -  | -                        | (34,987)  | (2,578)        | (13,801)             | -       | -                           | -         |
| Depreciation charge                 | -  | -                        | -         | -              | -                    | -       | -                           | (51,366)  |
| Closing net book amount             | 10,073   | 203,970                  | 1,200,601 | 71,064         | 60,269               | 622     | 8,327                       | 1,554,926 |
| <b>At 31 December 2015</b>          |  |                          |           |                |                      |         |                             |           |
| Cost                                | 10,073   | -                        | 203,970   | -              | 174,542              | -       | -                           | 184,615   |
| Valuation                           | -  | -                        | 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 |

# Financial Statements for the year ended 31 December 2015

## Notes to the Financial Statements for the year ended 31 December 2015

### 13. Property, plant and equipment (continued)

\* Plant and equipment includes all operational assets.

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

#### a) Valuations of land, buildings and other assets

Refer to note 1(h) for information relating to valuation of land and buildings and other assets.

#### b) Non-current assets pledged as security

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

### 14. Intangible assets

|                                     | Development<br>costs<br>\$'000 | Licences<br>\$'000 | Total<br>\$'000 |
|-------------------------------------|--------------------------------|--------------------|-----------------|
| <b>At 1 January 2014</b>            |                                |                    |                 |
| Cost                                | 40,780                         | 5,001              | 45,781          |
| Accumulated amortisation            | (27,341)                       | (4,241)            | (31,582)        |
| Net book amount                     | <u>13,439</u>                  | <u>760</u>         | <u>14,199</u>   |
| <b>Year ended 31 December 2014</b>  |                                |                    |                 |
| Opening net book amount             | 13,439                         | 760                | 14,199          |
| Additions: Internal development     | 7,803                          | -                  | 7,803           |
| Additions: Separately acquired      | 278                            | -                  | 278             |
| Disposals: Cost                     | (22,643)                       | -                  | (22,643)        |
| Disposals: Accumulated amortisation | 22,643                         | -                  | 22,643          |
| Amortisation charge                 | (2,748)                        | (215)              | (2,963)         |
| Closing net book amount             | <u>18,772</u>                  | <u>545</u>         | <u>19,317</u>   |
| <b>At 31 December 2014</b>          |                                |                    |                 |
| Cost                                | 26,220                         | 5,001              | 31,221          |
| Accumulated amortisation            | (7,448)                        | (4,456)            | (11,904)        |
| Net book amount                     | <u>18,772</u>                  | <u>545</u>         | <u>19,317</u>   |
| <b>Year ended 31 December 2015</b>  |                                |                    |                 |
| Opening net book amount             | 18,772                         | 545                | 19,317          |
| Additions: Internal development     | 9,649                          | -                  | 9,649           |
| Additions: Separately acquired      | -                              | -                  | -               |
| Disposals: Cost                     | (127)                          | -                  | (127)           |
| Disposals: Accumulated amortisation | 127                            | -                  | 127             |
| Amortisation charge                 | (3,970)                        | (207)              | (4,177)         |
| Closing net book amount             | <u>24,451</u>                  | <u>338</u>         | <u>24,789</u>   |
| <b>At 31 December 2015</b>          |                                |                    |                 |
| Cost                                | 35,742                         | 5,001              | 40,743          |
| Accumulated amortisation            | (11,291)                       | (4,663)            | (15,954)        |
| Net book amount                     | <u>24,451</u>                  | <u>338</u>         | <u>24,789</u>   |

## Financial Statements *for the year ended 31 December 2015*

### Notes to the Financial Statements for the year ended 31 December 2015

|   | <b>2015</b><br>\$'000 | <b>2014</b><br>\$'000 |
|---|-----------------------|-----------------------|
| <b>15. Other non-financial assets</b>         |                       |                       |
| <b>Current</b>                                |                       |                       |
| Prepayments                                   | 16,584                | 13,326                |
| <b>Total other non-financial assets</b>       | <b>16,584</b>         | <b>13,326</b>         |
| <b>16. Trade and other payables</b>           |                       |                       |
| <b>Current</b>                                |                       |                       |
| Trade payables                                | 14,381                | 16,269                |
| Accrued expenditure                           | 5,189                 | 4,138                 |
| Funds held on behalf of other bodies          | 959                   | 2,818                 |
| Payroll accruals                              | 10,114                | 8,245                 |
| OS-HELP Liability to Australian Government    | 1,109                 | 1,825                 |
| <b>Total trade and other payables</b>         | <b>31,752</b>         | <b>33,295</b>         |
| <b>17. Borrowings</b>                         |                       |                       |
| <b>Current</b>                                |                       |                       |
| Unsecured                                     |                       |                       |
| QTC loans                                     | 17,892                | 16,359                |
| Other*  | -                     | 9,394                 |
| <b>Total current unsecured borrowings</b>     | <b>17,892</b>         | <b>25,753</b>         |
| <b>Non-current</b>                            |                       |                       |
| Unsecured                                     |                       |                       |
| QTC loans                                     | 124,551               | 87,421                |
| <b>Total non-current unsecured borrowings</b> | <b>124,551</b>        | <b>87,421</b>         |
| <b>Total borrowings</b>                       | <b>142,443</b>        | <b>113,174</b>        |

\*Other relates to Smart State loans totalling \$8.5million and a State Government loan of \$0.9million which were repaid during the prior year.

For detailed information on the University borrowings see note 21 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.

|   | <b>2015</b><br>\$'000 | <b>2014</b><br>\$'000 |
|---|-----------------------|-----------------------|
| <b>(a) Financing arrangements</b>   |                       |                       |
| Unrestricted access was available at balance date to the following lines of credit: |                       |                       |
| <b>Credit standby arrangements</b>  |                       |                       |
| Total facilities  | -                     | 10,000                |
| Bank overdrafts   | 10,000                | 10,000                |
| <b>Corporate cards</b>  | <b>10,000</b>         | <b>20,000</b>         |

# Financial Statements for the year ended 31 December 2015

## Notes to the Financial Statements for the year ended 31 December 2015

### 17. Borrowings (continued)

|                        | 2015<br>\$'000 | 2014<br>\$'000 |
|------------------------|----------------|----------------|
| Used at balance date   |                |                |
| Bank overdrafts        | -              | -              |
| Corporate cards        | 731            | 643            |
|                        | <u>731</u>     | <u>643</u>     |
| Unused at balance date |                |                |
| Bank overdrafts        | -              | 10,000         |
| Corporate cards        | 9,269          | 9,357          |
|                        | <u>9,269</u>   | <u>19,357</u>  |

#### (b) Risk exposures

The exposure of the University's borrowings to interest rate changes and the contractual repricing dates at the balance dates are as follows:

|                        |                |                |
|------------------------|----------------|----------------|
| 6 months or less       | 9,402          | 17,655         |
| 6 – 12 months          | 8,490          | 8,098          |
| 1 – 5 years            | 54,610         | 43,983         |
| Over 5 years           | 69,941         | 43,438         |
| Total borrowings       | <u>142,443</u> | <u>113,174</u> |
|                        |                |                |
| Current borrowings     | 17,892         | 25,753         |
| Non-current borrowings | 124,551        | 87,421         |
| Total borrowings       | <u>142,443</u> | <u>113,174</u> |

### 18. Provisions

#### Current provisions expected to be settled within 12 months

|  |               |               |
|--|---------------|---------------|
| Employee benefits                            |               |               |
| Long service leave                           | 6,922         | 6,066         |
| Annual leave                                 | 29,515        | 27,295        |
| Voluntary early retirement and severance pay | 52            | 239           |
| Subtotal                                     | <u>36,489</u> | <u>33,600</u> |

#### Current provisions expected to be settled after more than 12 months

|                                 |                      |                      |
|---------------------------------|----------------------|----------------------|
| Employee benefits               |                      |                      |
| Long service leave              | 40,051               | 39,070               |
| Annual leave                    | 6,648                | 7,878                |
| Subtotal                        | <u>46,699</u>        | <u>46,948</u>        |
| <b>Total current provisions</b> | <b><u>83,188</u></b> | <b><u>80,548</u></b> |

#### Non-current provisions

|                              |                       |                      |
|------------------------------|-----------------------|----------------------|
| Employee benefits            |                       |                      |
| Long service leave           | 17,077                | 17,630               |
| Total non-current provisions | <u>17,077</u>         | <u>17,630</u>        |
| <b>Total provisions</b>      | <b><u>100,265</u></b> | <b><u>98,178</u></b> |

The long service leave and annual leave provision reflects the amount of long service leave and annual leave accrued as at 31 December 2015. It is measured as 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 increases, experience of employee departures and periods of service. Expected future payments are discounted using Reserve Bank of Australia's indicative mid rates of selected Commonwealth Government securities.

# Financial Statements *for the year ended 31 December 2015*

## Notes to the Financial Statements for the year ended 31 December 2015

### **18. Provisions (continued)**

The current portion for this provision includes the total amount accrued for annual leave entitlements and the amounts accrued for long service leave entitlements that have vested due to employees having completed the required period of service. Based on past experience, the University does not expect the full amount of annual leave or long service leave balances classified as current liabilities to be settled within the next 12 months. However, these amounts must be classified as current liabilities since the University does not have an unconditional right to defer the settlement of these amounts in the event employees wish to use their leave entitlement. The voluntary early retirement relates to the offer and acceptance by a number of staff of an early retirement separation package.

The non-current portion for this provision includes amounts accrued for long service leave entitlements that have not yet vested as the employees have not completed the required period of service.

|  | 2015<br>\$'000 | 2014<br>\$'000 |
|--|----------------|----------------|
| <b>19. Other liabilities</b>                       |                |                |
| <b>Current</b>                                     |                |                |
| Unearned revenue                                   | 35,050         | 30,289         |
| Other liabilities                                  | 1,317          | 1,131          |
| Australian Government unspent financial assistance | 3,403          | 2,256          |
| <b>Total current other liabilities</b>             | <b>39,770</b>  | <b>33,676</b>  |

### **20. Reserves and retained earnings**

#### **(a) Reserves**

|   |                |                |
|---|----------------|----------------|
| Property, plant and equipment revaluation surplus | 685,729        | 693,966        |
| Available for sale financial assets               | 13,562         | 316            |
| <b>Total reserves</b>                             | <b>699,291</b> | <b>694,282</b> |

#### **Property, plant and equipment revaluation surplus**

|                               |                |                |
|-------------------------------|----------------|----------------|
| Balance 1 January             | 693,966        | 621,716        |
| Revaluation of land           | 2,125          | 6,721          |
| Revaluation of buildings      | 61,083         | 63,858         |
| Revaluation of infrastructure | (71,536)       | 840            |
| Revaluation of other assets   | 91             | 831            |
| <b>Balance 31 December</b>    | <b>685,729</b> | <b>693,966</b> |

#### **Available for sale financial assets**

|                            |               |            |
|----------------------------|---------------|------------|
| Balance 1 January          | 316           | 586        |
| Revaluation                | 13,246        | (270)      |
| <b>Balance 31 December</b> | <b>13,562</b> | <b>316</b> |

#### **Movements in retained earnings were as follows:**

|   |                  |                  |
|---|------------------|------------------|
| Retained earnings at 1 January          | 1,082,233        | 1,027,702        |
| Operating result for the year           | 50,887           | 54,531           |
| <b>Retained earnings at 31 December</b> | <b>1,133,120</b> | <b>1,082,233</b> |

#### **(b) Nature and purpose of reserves**

Transfers to and from the property, plant and equipment revaluation reserve result from fluctuations in the fair value of assets held.

# Financial Statements for the year ended 31 December 2015

## Notes to the Financial Statements for the year ended 31 December 2015

### 21. Financial risk management

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 from sources overseas in foreign currency and the exchange rate impact on affordability of study in Australia for overseas students.

The University has approval to hedge foreign currency transactions and may utilise this ability on significant foreign currency contracts. The University also holds bank accounts in Hong Kong dollars, Japanese Yen and United States dollars. Management do 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 QIC, the shareholdings in Education Australia Limited and Navitas Limited. The remainder of the University share holdings 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 table below is the University's sensitivity analysis to price risk. The University has chosen a fluctuation of 10% (2014: 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 fair value 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, QTC managed funds and loans from QTC. The University has chosen a fluctuation of 1% (2014: 1%) to outline this sensitivity. The decision not to change the sensitivity relates to the University's management study of current market data.

## Financial Statements *for the year ended 31 December 2015*

### Notes to the Financial Statements for the year ended 31 December 2015

#### 21. Financial risk management (continued)

|                                  | Carrying<br>Amount | Interest rate risk |                  |                  |                  | Other price risk |                  |                  |                  |
|----------------------------------|--------------------|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
|                                  |                    | -1%                |                  | +1%              |                  | -10%             |                  | +10%             |                  |
|                                  |                    | Result<br>\$'000   | Equity<br>\$'000 | Result<br>\$'000 | Equity<br>\$'000 | Result<br>\$'000 | Equity<br>\$'000 | Result<br>\$'000 | Equity<br>\$'000 |
| 31 December 2015                 | \$'000             |                    |                  |                  |                  |                  |                  |                  |                  |
| <b>Financial assets</b>          |                    |                    |                  |                  |                  |                  |                  |                  |                  |
| Cash and cash equivalents        | 489,340            | (4,869)            | (4,869)          | 4,869            | 4,869            | -                | -                | -                | -                |
| Other financial assets           | 31,434             | -                  | -                | -                | -                | (1,578)          | (1,578)          | 1,578            | 1,578            |
| Trade and other receivables      | 21,983             | -                  | -                | -                | -                | -                | -                | -                | -                |
| <b>Financial liabilities</b>     |                    |                    |                  |                  |                  |                  |                  |                  |                  |
| Trade and other payables         | 31,762             | -                  | -                | -                | -                | -                | -                | -                | -                |
| Borrowings                       | 142,443            | 1,424              | 1,424            | (1,424)          | (1,424)          | -                | -                | -                | -                |
| Other liabilities                | 1,317              | -                  | -                | -                | -                | -                | -                | -                | -                |
| <b>Total increase/(decrease)</b> |                    | (3,445)            | (3,445)          | 3,445            | 3,445            | (1,578)          | (1,578)          | 1,578            | 1,578            |

|                                  | Carrying<br>Amount | Interest rate risk |                  |                  |                  | Other price risk |                  |                  |                  |
|----------------------------------|--------------------|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
|                                  |                    | -1%                |                  | 1%               |                  | -10%             |                  | +10%             |                  |
|                                  |                    | Result<br>\$'000   | Equity<br>\$'000 | Result<br>\$'000 | Equity<br>\$'000 | Result<br>\$'000 | Equity<br>\$'000 | Result<br>\$'000 | Equity<br>\$'000 |
| 31 December 2014                 | \$'000             |                    |                  |                  |                  |                  |                  |                  |                  |
| <b>Financial assets</b>          |                    |                    |                  |                  |                  |                  |                  |                  |                  |
| Cash and cash equivalents        | 315,465            | (3,151)            | (3,151)          | 3,151            | 3,151            | -                | -                | -                | -                |
| Other financial assets           | 106,819            | (904)              | (904)            | 904              | 904              | (1,561)          | (1,561)          | 1,561            | 1,561            |
| Trade and other receivables      | 21,043             | -                  | -                | -                | -                | -                | -                | -                | -                |
| <b>Financial liabilities</b>     |                    |                    |                  |                  |                  |                  |                  |                  |                  |
| Trade and other payables         | 33,295             | -                  | -                | -                | -                | -                | -                | -                | -                |
| Borrowings*                      | 103,780            | 1,038              | 1,038            | (1,038)          | (1,038)          | -                | -                | -                | -                |
| Other liabilities                | 3,387              | -                  | -                | -                | -                | -                | -                | -                | -                |
| <b>Total increase/(decrease)</b> |                    | (3,017)            | (3,017)          | 3,017            | 3,017            | (1,561)          | (1,561)          | 1,561            | 1,561            |

\*Excludes Smart State Loans as not subject to interest rate risk.

# Financial Statements for the year ended 31 December 2015

## Notes to the Financial Statements for the year ended 31 December 2015

### 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 represents the University's maximum exposure to credit risk.

Aging 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 maintain access to funds in accordance with the University's cash flow requirements, including access to a reasonable level of funds at short notice for unforeseen requirements.

During the prior year, the State Government requested early repayment of the loans as part of measures taken for new sector-wide science and innovation funding. The early repayment provided a further debt forgiveness of ten percent of the net present value of the loans, in addition to the above mentioned one third forgiveness. This prior year gain was included within State and local Government financial assistance in the Statement of Comprehensive Income.

The table below details the University's liquidity risk in relation to the loans at balance date.

| Source of the loan    | Original amount of loan \$'000 | Year loan drawn down | Expected remaining loan term | Balance of loan 31 December 2015 \$'000 |
|-----------------------|--------------------------------|----------------------|------------------------------|---|
| QTC                   | 50,000                         | 2008                 | 2.5 years                    | 17,597                                  |
| QTC                   | 66,093                         | 2014                 | 9 years                      | 60,190                                  |
| QTC                   | 10,000                         | 2014                 | 19 years                     | 9,645                                   |
| QTC                   | 40,000                         | 2015                 | 10 years                     | 39,575                                  |
| QTC                   | 15,500                         | 2015                 | 20 years                     | 15,436                                  |
| Total balance of loan |                                |                      |                              | 142,443                                 |

## Financial Statements *for the year ended 31 December 2015*

### Notes to the Financial Statements for the year ended 31 December 2015

#### 21. Financial risk management (continued)

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

| 31 December 2015                   | 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   |
|------------------------------------|-------------------------|-------------------------------|-------------------------|---------------------|-----------------|---------------------|----------------|
| <b>Financial assets</b>            |                         |                               |                         |                     |                 |                     |                |
| Cash on hand and at bank           | 2.55%                   | 12,927                        | -                       | -                   | -               | 2,410               | 15,337         |
| Cash deposits at call              | 2.94%                   | 474,003                       | -                       | -                   | -               | -                   | 474,003        |
| Receivables                        | -                       | -                             | -                       | -                   | -               | 21,983              | 21,983         |
| Other financial assets             | -                       | -                             | -                       | -                   | -               | 31,434              | 31,434         |
| <b>Total financial assets</b>      |                         | <b>486,930</b>                | -                       | -                   | -               | <b>55,827</b>       | <b>542,757</b> |
| <b>Financial liabilities</b>       |                         |                               |                         |                     |                 |                     |                |
| Payables                           | -                       | -                             | -                       | -                   | -               | 31,752              | 31,752         |
| Borrowings                         | 4.13%                   | -                             | 22,900                  | 67,396              | 79,623          | -                   | 169,919        |
| Other financial liabilities        | -                       | -                             | -                       | -                   | -               | 1,317               | 1,317          |
| <b>Total financial liabilities</b> |                         | <b>-</b>                      | <b>22,900</b>           | <b>67,396</b>       | <b>79,623</b>   | <b>33,069</b>       | <b>202,988</b> |

| 31 December 2014                   | 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   |
|------------------------------------|-------------------------|-------------------------------|-------------------------|---------------------|-----------------|---------------------|----------------|
| <b>Financial assets</b>            |                         |                               |                         |                     |                 |                     |                |
| Cash on hand and at bank           | 1.80%                   | 4,786                         | -                       | -                   | -               | 332                 | 5,118          |
| Cash deposits at call              | 3.29%                   | 280,213                       | -                       | -                   | -               | -                   | 280,213        |
| Term deposits*                     | 3.54%                   | 120,553                       | -                       | -                   | -               | -                   | 120,553        |
| Receivables                        | -                       | -                             | -                       | -                   | -               | 21,043              | 21,043         |
| Other financial assets             | -                       | -                             | -                       | -                   | -               | 16,399              | 16,399         |
| <b>Total financial assets</b>      |                         | <b>405,552</b>                | -                       | -                   | -               | <b>37,774</b>       | <b>443,326</b> |
| <b>Financial liabilities</b>       |                         |                               |                         |                     |                 |                     |                |
| Payables                           | -                       | -                             | -                       | -                   | -               | 33,295              | 33,295         |
| Borrowings                         | 6.24%                   | -                             | 21,236                  | 52,843              | 48,629          | 8,506               | 131,214        |
| Other financial liabilities        | -                       | -                             | -                       | -                   | -               | 3,387               | 3,387          |
| <b>Total financial liabilities</b> |                         | <b>-</b>                      | <b>21,236</b>           | <b>52,843</b>       | <b>48,629</b>   | <b>45,188</b>       | <b>167,896</b> |

\* The term deposits at 31 December 2014 relate to \$30.1million classified within cash and cash equivalents and \$90.4million classified within other financial assets due to the maturity date being greater than 90 days at acquisition.

## Financial Statements *for the year ended 31 December 2015*

### Notes to the Financial Statements for the year ended 31 December 2015

#### 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 2015:

|  |   |
|--|---|
| Chancellor                                   | Mr Henry Smerdon, AM (term of office commenced 1 June 2015)<br>Ms Leneen Forde, AC (term of office concluded 31 May 2015)   |
| Deputy Chancellor                            | Ms Rachel Hunter (term of office commenced 23 July 2015)<br>Mr Henry Smerdon, AM (term of office concluded 31 May 2015)   |
| Vice Chancellor                              | Professor Ian O'Connor*   |
| Members appointed by the Governor-in-Council | Mr Ian Alderdice<br>Mr Mark Gray<br>Mr Garry Redlich<br>Ms Ann Robilotta-Glenister<br>Mr Clinton Dines<br>Ms Rhonda White, AO   |
| Elected academic staff                       | Dr Arthur Poropat*<br>Associate Professor Liz Jones*  |
| Elected student members                      | Mr Ritesh Chowdhary (term of office commenced 28 October 2015)<br>Mr David Cody (term of office commenced 28 October 2015)<br>Ms Satine Winter (term of office concluded 27 October 2015)<br>Ms Siobhan Fitzpatrick (resigned from office 22 June 2015) |
| Elected general staff                        | Dr Naveen Sharma*   |
| Council appointed members                    | Dr Robert Anderson, OAM<br>Ms Sandra Anderson<br>The Honourable Rob Borbridge, AO<br>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      | Vice Chancellor and President       |
| Neville Pankhurst | Senior Deputy Vice Chancellor       |
| Martin Betts      | Deputy Vice Chancellor (Engagement) |
| Adam Shoemaker    | Academic Provost                    |
| Colin McAndrew    | Vice President (Corporate Services) |

## Financial Statements *for the year ended 31 December 2015*

### Notes to the Financial Statements for the year ended 31 December 2015

#### 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 Councillors. The remuneration of Council members who are staff members appears in the table below except for the Vice-Chancellor whose remuneration is included in the remuneration of executive officers.

|   | 2015<br>Number | 2014<br>Number |
|---|----------------|----------------|
| <b>Remuneration of council members</b>    |                |                |
| \$0 to \$14,999                           | 17             | 15             |
| \$30,000 to \$44,999                      | 1              | 1              |
| \$120,000 to \$134,999                    | -              | 1              |
| \$135,000 to \$149,999                    | -              | 1              |
| \$150,000 to \$164,999                    | 1              | 1              |
| \$165,000 to \$179,999                    | 2              | 1              |
| <b>Remuneration of executive officers</b> |                |                |
| \$60,000 to \$74,999                      | -              | 1              |
| \$90,000 to \$104,999                     | -              | 1              |
| \$415,000 to \$429,999                    | -              | 1              |
| \$445,000 to \$459,999                    | -              | 1              |
| \$505,000 to \$519,999                    | 1              | -              |
| \$520,000 to \$534,999                    | -              | 2              |
| \$550,000 to \$564,999                    | 1              | -              |
| \$565,000 to \$579,999                    | 1              | -              |
| \$610,000 to \$624,999                    | 1              | -              |
| \$880,000 to \$899,999                    | -              | 1              |
| \$970,000 to \$984,999                    | 1              | -              |

Income paid or payable to Council members and executives in connection with the management of the University's affairs was \$3,733,696 for 2015 (2014: \$3,609,977).

## Financial Statements *for the year ended 31 December 2015*

### Notes to the Financial Statements for the year ended 31 December 2015

#### **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   |
| 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 & 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<br>Originally appointed on 20 April 2009 as Deputy Vice Chancellor (Research) |
| 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 & staff equity policy development & programs and the University's development & alumni, marketing & communications activities and functions. The Deputy Vice Chancellor (Engagement) is also Head of Nathan and South Bank Campuses,                    | DVC E - Council                                   | 10 February 2014   |
| Academic Provost                    | The Academic Provost 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.  | Academic Provost - 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 on policy, strategy and tactics to support and enhance the University's mission.  | VP (CS) - Council                                 | 1 January 1992   |

## Financial Statements *for the year ended 31 December 2015*

### Notes to the Financial Statements for the year ended 31 December 2015

#### **22. Key Management Personnel Disclosures (continued)**

##### **(d) Key executive management personnel and remuneration expenses**

| Position                            | Short term employee expenses |                                 | Long term employee expenses | Post employment expenses | Termination benefits | Total expenses |
|-------------------------------------|------------------------------|---------------------------------|-----------------------------|--------------------------|----------------------|----------------|
|                                     | Monetary expenses<br>\$'000  | Non-monetary benefits<br>\$'000 | \$'000                      | \$'000                   | \$'000               | \$'000         |
| Vice Chancellor and President       | 781                          | 28                              | 37                          | 133                      | -                    | 979            |
| Senior Deputy Vice Chancellor       | 493                          | 21                              | 25                          | 84                       | -                    | 623            |
| Academic Provost                    | 446                          | 24                              | 12                          | 76                       | -                    | 558            |
| Deputy Vice Chancellor (Engagement) | 410                          | 20                              | 11                          | 70                       | -                    | 511            |
| Vice President (Corporate Services) | 443                          | 20                              | 30                          | 75                       | -                    | 568            |
| <b>Total expenses</b>               | <b>2,573</b>                 | <b>113</b>                      | <b>115</b>                  | <b>438</b>               | <b>-</b>             | <b>3,239</b>   |

| Position                            | Short term employee expenses |                                 | Long term employee expenses | Post employment expenses | Termination benefits | Total expenses |
|-------------------------------------|------------------------------|---------------------------------|-----------------------------|--------------------------|----------------------|----------------|
|                                     | Monetary expenses<br>\$'000  | Non-monetary benefits<br>\$'000 | \$'000                      | \$'000                   | \$'000               | \$'000         |
| Vice Chancellor and President       | 700                          | 31                              | 42                          | 119                      | -                    | 892            |
| Senior Deputy Vice Chancellor       | 430                          | 17                              | 13                          | 73                       | -                    | 533            |
| Academic Provost                    | 359                          | 19                              | 9                           | 60                       | -                    | 447            |
| Deputy Vice Chancellor (Engagement) | 348                          | 12                              | 8                           | 58                       | -                    | 426            |
| Vice President (Corporate Services) | 416                          | 18                              | 20                          | 70                       | -                    | 524            |
| Deputy Vice Chancellor and Provost  | 33                           | 2                               | 30                          | 5                        | -                    | 70             |
| Deputy Vice Chancellor (Academic)   | 73                           | 2                               | 5                           | 13                       | -                    | 93             |
| <b>Total expenses</b>               | <b>2,359</b>                 | <b>101</b>                      | <b>127</b>                  | <b>398</b>               | <b>-</b>             | <b>2,985</b>   |

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 in during the financial year.

##### **(f) Other transactions with key management personnel**

There were no other transactions with key management personnel during the financial year.

# Financial Statements for the year ended 31 December 2015

## Notes to the Financial Statements for the year ended 31 December 2015

|  | 2015<br>\$'000 | 2014<br>\$'000 |
|--|----------------|----------------|
| <b>23. Remuneration of auditors</b>      |                |                |
| <b>Audit of the Financial Statements</b> |                |                |
| Fees paid to Queensland Audit Office     | 225            | 215            |
| <b>Total</b>                             | <u>225</u>     | <u>215</u>     |

### 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 2015.

#### 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:

|                                      | 2015<br>\$'000 | 2014<br>\$'000 |
|--------------------------------------|----------------|----------------|
| <i>Property, plant and equipment</i> |                |                |
| Within one year                      | 18,282         | 28,140         |
| Between one and five years           | 352            | 542            |
| Later than five years                | -              | -              |
| <b>Total PPE commitments</b>         | <u>18,634</u>  | <u>28,682</u>  |

The property, plant and equipment commitments payable within one year for 2015, includes the following capital projects:

| <b>Capital project</b>         | <b>Campus and building reference</b> | <b>2015<br/>\$'000</b> |
|--------------------------------|--------------------------------------|------------------------|
| The Link Partial Redevelopment | Gold Coast (G07)                     | 5,662                  |
| Sir Samuel Griffith Building   | Nathan (N78)                         | 5,659                  |
| Multi Storey Car Park          | Gold Coast (G55)                     | 2,863                  |
| Visual Arts                    | Gold Coast (G14)                     | 979                    |

The property, plant and equipment commitments payable within one year for 2014, included the following capital projects:

| <b>Capital project</b>                | <b>Campus and building reference</b> | <b>2014<br/>\$'000</b> |
|---------------------------------------|--------------------------------------|------------------------|
| Multi Storey Car Park                 | Gold Coast (G55)                     | 9,574                  |
| Sir Samuel Griffith Building          | Nathan (N78)                         | 5,672                  |
| Student Engagement Centres            | Nathan and Gold Coast (N78 & G40)    | 2,367                  |
| The Link Partial Redevelopment        | Gold Coast (G07)                     | 1,481                  |
| Medical Science Teaching Lab, Level 1 | Gold Coast (G05)                     | 1,026                  |

|  | 2015<br>\$'000 | 2014<br>\$'000 |
|--|----------------|----------------|
| <b>(b) Other expenditure commitments</b>   |                |                |
| Commitments for expenditure in existence at the reporting date but not recognised as liabilities, payable: |                |                |
| Within one year  | 38,952         | 28,929         |
| Later than one year but not later than five years  | 1,279          | 949            |
| Later than five years  | -              | -              |
| <b>Total other expenditure commitments</b>   | <u>40,231</u>  | <u>29,878</u>  |

## Financial Statements *for the year ended 31 December 2015*

### Notes to the Financial Statements for the year ended 31 December 2015

#### **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.

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

|   | <b>2015</b><br>\$'000 | <b>2014</b><br>\$'000 |
|---|-----------------------|-----------------------|
| Net result for the period   | 50,887                | 54,531                |
| Depreciation and amortisation   | 55,611                | 51,956                |
| Net loss on disposal of non-current assets  | 1,296                 | 158                   |
| Net foreign exchange differences  | 142                   | 138                   |
| Share of loss of associates and joint venture partnership not received as dividends and distributions | 197                   | 562                   |
| Impairment of investments   | -                     | 147                   |
| Carrying amount movement in borrowings  | -                     | (226)                 |
| Donated art   | (52)                  | (394)                 |
| Increase in receivables   | (794)                 | (1,876)               |
| Decrease/(increase) in inventories  | 42                    | (291)                 |
| Decrease/(increase) in other financial assets   | 159                   | (746)                 |
| (Increase) in other non-financial assets  | (3,258)               | (899)                 |
| Increase in other liabilities   | 6,036                 | 2,127                 |
| Increase in payables  | 1,791                 | 3,077                 |
| Increase in provisions for employee entitlements  | 2,087                 | 3,049                 |
| (Decrease)/increase in provision for impairment   | (146)                 | 192                   |
| <b>Net cash provided by operating activities</b>  | <b>113,998</b>        | <b>111,505</b>        |

#### **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 agreements is 31 December 2042.

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

The asset's current fair value is \$34.3million (valuation by AssetVal Ltd effective 30 September 2015). 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.

# Financial Statements for the year ended 31 December 2015

## Notes to the Financial Statements for the year ended 31 December 2015

### 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     |                |
|------------------------------|-----------------|----------------|----------------|----------------|
|                              | 2015<br>\$'000  | 2014<br>\$'000 | 2015<br>\$'000 | 2014<br>\$'000 |
| <b>Financial assets</b>      |                 |                |                |                |
| Cash and cash equivalents    | 489,340         | 315,465        | 489,340        | 315,465        |
| Receivables                  | 21,983          | 21,043         | 21,983         | 21,043         |
| Other financial assets       | 29,893          | 106,819        | 29,893         | 106,819        |
| Total financial assets       | 541,216         | 443,327        | 541,216        | 443,327        |
| <b>Financial liabilities</b> |                 |                |                |                |
| Payables                     | 31,752          | 33,295         | 31,752         | 33,295         |
| Borrowings                   | 142,443         | 113,174        | 144,152        | 115,791        |
| Total financial liabilities  | 174,195         | 146,469        | 175,904        | 149,086        |

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

- Available-for-sale financial assets
- 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 2015.

| Fair value measurements at 31 December 2015 | Notes | 2015<br>\$'000 | Level 1<br>\$'000 | Level 2<br>\$'000 | Level 3<br>\$'000 |
|---|-------|----------------|-------------------|-------------------|-------------------|
| <b>Recurring fair value measurements</b>    |       |                |                   |                   |                   |
| <b>Financial assets</b>                     |       |                |                   |                   |                   |
| Available-for-sale financial assets         |       | 15,043         | 921               | -                 | 14,122            |
| Other financial assets                      | 12    | 14,850         | 14,850            | -                 | -                 |
| Total financial assets                      |       | 29,893         | 15,771            | -                 | 14,122            |
| <b>Non-financial assets</b>                 |       |                |                   |                   |                   |
| Infrastructure                              | 13    | 71,064         | -                 | -                 | 71,064            |
| Land and buildings                          | 13    | 1,404,571      | -                 | -                 | 1,404,571         |
| Artworks and library assets                 |       | 8,948          | -                 | -                 | 8,948             |
| Total non-financial assets                  |       | 1,484,583      | -                 | -                 | 1,484,583         |

# Financial Statements *for the year ended 31 December 2015*

## Notes to the Financial Statements for the year ended 31 December 2015

### **29. Fair value measurements (continued)**

#### **Fair value measurements at 31 December 2014**

| <b>Recurring fair value measurements</b> | <b>Notes</b> | <b>2014</b><br>\$'000 | <b>Level 1</b><br>\$'000 | <b>Level 2</b><br>\$'000 | <b>Level 3</b><br>\$'000 |
|--|--------------|-----------------------|--------------------------|--------------------------|--------------------------|
| <b>Financial assets</b>                  |              |                       |                          |                          |                          |
| Available-for-sale financial assets      |              | 1,810                 | 1,016                    | -                        | 794                      |
| Other financial assets                   | 12           | 105,009               | 14,590                   | -                        | -                        |
| Total financial assets                   |              | 106,819               | 15,606                   | -                        | 794                      |
| <b>Non-financial assets</b>              |              |                       |                          |                          |                          |
| Infrastructure                           | 13           | 143,629               | -                        | -                        | 143,629                  |
| Land and buildings                       | 13           | 1,321,485             | -                        | -                        | 1,321,485                |
| Artworks and library assets              |              | 8,802                 | -                        | -                        | 8,802                    |
| Total non-financial assets               |              | 1,473,917             | -                        | -                        | 1,473,917                |

#### **Non-recurring fair value measurements**

##### **Financial liabilities**

|                                |       |   |   |       |
|--------------------------------|-------|---|---|-------|
| Borrowings (Smart State Loans) | 9,381 | - | - | 9,381 |
| Total financial liabilities    | 9,381 | - | - | 9,381 |

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. For transfers in and out of level 3 measurements see (d) below.

##### *(ii) Disclosed fair values*

The University has a 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. 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 note 29(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 ending 31 December 2015, the borrowing rates were determined to be between 3.01% to 7.32% depending on the type of borrowing. The fair value of current borrowings approximates the carrying amount, as the impact of discounting is not significant (level 2).

#### **(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.

Land, buildings and infrastructure (classified as property, plant and equipment) are valued independently at least every three years (comprehensive) and every year (desktop). 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.

## Financial Statements for the year ended 31 December 2015

### Notes to the Financial Statements for the year ended 31 December 2015

#### 29. Fair value measurements (continued)

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 Griffith 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 depreciated 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 depreciated 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 most likely 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.

# Financial Statements *for the year ended 31 December 2015*

## Notes to the Financial Statements for the year ended 31 December 2015

### 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 2015 and 2014.

|  |               | Unlisted equity securities<br>\$'000 | Buildings<br>\$'000 | Financial liabilities<br>\$'000 | Land<br>\$'000 | Infrastructure<br>\$'000 | Artworks & Library<br>\$'000 | Total<br>\$'000 |
|--|---------------|--------------------------------------|---------------------|---------------------------------|----------------|--------------------------|------------------------------|-----------------|
| <b>Level 3 fair value measurements 2015</b>      |               |                                      |                     |                                 |                |                          |                              |                 |
| Opening balance                                  | 794           | 1,119,640                            | 8,506               | 201,845                         | 143,629        | 8,802                    | 1,483,216                    |                 |
| Acquisitions                                     | -             | 54,865                               | -                   | -                               | 1,549          | 56                       | 56,470                       |                 |
| Disposals  | -             | -                                    | (8,506)             | -                               | -              | (8,506)                  | -                            |                 |
| Depreciation                                     | -             | (34,987)                             | -                   | -                               | (2,578)        | -                        | -                            | (37,565)        |
| Total gains/(losses)                             | -             | -                                    | -                   | -                               | -              | -                        | -                            | -               |
| Recognised in Statement of Comprehensive Income* | 13,328        | -                                    | -                   | -                               | -              | -                        | -                            | 13,328          |
| Recognised in other comprehensive income         | -             | 61,083                               | -                   | -                               | 2,125          | (71,536)                 | 91                           | (8,237)         |
| Closing balance                                  | <b>14,122</b> | <b>1,200,601</b>                     | <b>-</b>            | <b>203,970</b>                  | <b>71,064</b>  | <b>8,949</b>             | <b>1,498,706</b>             |                 |
| <b>Level 3 fair value measurement 2014</b>       |               |                                      |                     |                                 |                |                          |                              |                 |
| Opening balance                                  | 991           | 1,038,792                            | 9,381               | 195,127                         | 144,469        | 7,556                    | 1,396,316                    |                 |
| Acquisitions                                     | -             | 49,670                               | -                   | -                               | 813            | 437                      | 50,920                       |                 |
| Disposals  | -             | -                                    | (649)               | -                               | -              | (2,493)                  | -                            | (22)            |
| Depreciation                                     | -             | (32,680)                             | -                   | -                               | -              | -                        | -                            | (671)           |
| Total gains/(losses)                             | -             | -                                    | -                   | -                               | -              | -                        | -                            | (35,173)        |
| Recognised in Statement of Comprehensive Income* | (197)         | -                                    | (226)               | -                               | -              | -                        | -                            | (423)           |
| Recognised in other comprehensive income         | -             | 63,858                               | -                   | 6,721                           | 840            | 831                      | 72,250                       |                 |
| Closing balance                                  | <b>794</b>    | <b>1,119,640</b>                     | <b>8,506</b>        | <b>201,848</b>                  | <b>143,629</b> | <b>8,802</b>             | <b>1,483,219</b>             |                 |

\*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.

# Financial Statements for the year ended 31 December 2015

## Notes to the Financial Statements for the year ended 31 December 2015

### 29. Fair value measurements (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) above for the valuation techniques adopted.

| Description    | Fair value at<br>31 December<br>2015<br>\$'000 | Unobservable inputs*                      | Range of inputs<br>(probability<br>weighted average) |       | Relationship of unobservable<br>inputs to fair value |              |
|----------------|--|---|--|-------|--|--------------|
|                |  |   | Lower  | Upper | Lower \$'000   | Upper \$'000 |
| Buildings      | 1,200,601                                      | Replacement cost rate<br>Asset condition. | (2.50)%  | 2.50% | (30,015)   | 30,015       |
| Land           | 203,970  | Price per Square<br>metre.                | (2.50)%  | 2.50% | (5,099)  | 5,099        |
| Infrastructure | 71,064   | Unit cost rate<br>Asset condition.        | (2.50)%  | 2.50% | (1,777)  | 1,777        |

\*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, depreciated replacement cost approach has been adopted to estimate the fair value of most 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 & 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 Rawlinsons' Construction Handbook and through reviewing prices supplied by the University. Intangibles are estimated using industry standards as a starting point; these rates 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.

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 or 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

## Financial Statements *for the year ended 31 December 2015*

### Notes to the Financial Statements for the year ended 31 December 2015

#### **29. Fair value measurements (continued)**

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 depreciated 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.

#### **30. Restated balances**

At the meeting of 27 and 29 May 2015 the Australian Accounting Standards Board (AASB) determined that the recognition of residual value, in accordance with AASB 116 *Property, Plant and Equipment*, is limited to the value an entity expects to receive as consideration at the end of an asset's life. Therefore the recognition of residual value which pertains to cost savings derived from the re-use of in-situ materials is not consistent with the AASB's determination.

In light of this and based on materiality, the University reassessed the approach previously taken to determine the fair value, useful life and depreciation method relating to the buildings asset category within property, plant and equipment. The resulting change to align the accounting treatment to be consistent with the AASB's decision has been applied retrospectively as per the requirements of AASB 108 *Accounting Policies, Changes in Accounting Estimates and Errors*.

The change has resulted in additional depreciation expense of \$22.9million in 2014 and a restatement of property, plant and equipment in 2013 of \$480.8million.

In accordance with AASB 101 *Presentation of Financial Statements* a third comparative Statement of Financial Position has been presented which applies these restated balances. A summary of all comparative changes is detailed below:

| <b>Statement of Financial Position (extract) as at 31 December 2014</b> | <b>Note</b> | <b>2014<br/>Published<br/>\$'000</b> | <b>Increase/<br/>(decrease)<br/>\$'000</b> | <b>2014<br/>Restated<br/>\$'000</b> |
|---|-------------|--------------------------------------|--|-------------------------------------|
| Property, plant and equipment   | 13          | 2,019,734                            | (450,237)                                  | 1,569,497                           |
| Total non-current assets  |             | 2,047,507                            | (450,237)                                  | 1,597,270                           |
| Total assets  |             | 2,505,075                            | (450,237)                                  | 2,054,838                           |
| Reserves  | 20          | 1,099,965                            | (405,683)                                  | 694,282                             |
| Retained earnings   | 20          | 1,126,787                            | (44,554)                                   | 1,082,233                           |
| Total equity  |             | 2,226,752                            | (450,237)                                  | 1,776,515                           |

| <b>Statement of comprehensive income (extract) for the year ended 31 December 2014</b> | <b>Note</b> | <b>2014<br/>Published<br/>\$'000</b> | <b>Increase/<br/>(decrease)<br/>\$'000</b> | <b>2014<br/>Restated<br/>\$'000</b> |
|--|-------------|--------------------------------------|--|-------------------------------------|
| Depreciation and amortisation  | 13,14       | 29,000                               | 22,956                                     | 51,956                              |
| Total expenses   |             | 767,813                              | 22,956                                     | 790,769                             |
| Net result   |             | 77,487                               | (22,956)                                   | 54,531                              |
| Gain on revaluation of property, plant and equipment                                   | 13          | 18,775                               | 53,475                                     | 72,250                              |
| Total comprehensive income   |             | 95,992                               | 30,519                                     | 126,511                             |

## Financial Statements *for the year ended 31 December 2015*

### Notes to the Financial Statements for the year ended 31 December 2015

#### 30. Restated balances (continued)

| Statement of Financial Position (extract) as at 31 December 2013 | Note | 2013<br>Published<br>\$'000 | Increase/<br>(decrease)<br>\$'000 | 2013<br>Restated<br>\$'000 |
|--|------|-----------------------------|-----------------------------------|----------------------------|
| Property, plant and equipment                                    | 13   | 1,965,658                   | (480,756)                         | 1,484,902                  |
| Total non-current assets   |      | 1,989,035                   | (480,756)                         | 1,508,279                  |
| Total assets   |      | 2,337,882                   | (480,756)                         | 1,857,126                  |
| Reserves   | 20   | 1,081,460                   | (459,158)                         | 622,302                    |
| Retained earnings  | 20   | 1,049,300                   | (21,598)                          | 1,027,702                  |
| Total equity   |      | 2,130,760                   | (480,756)                         | 1,650,004                  |

## Financial Statements *for the year ended 31 December 2015*

### Notes to the Financial Statements for the year ended 31 December 2015

#### 31. Acquittal of Australian Government financial assistance

##### 31.1 EDUCATION – CGS and other EDUCATION grants

| Commonwealth Grant Scheme #1  | Indigenous Support Program | Australian Maths and Science Partnership Program | Partnership and Participation Program#2 |                | Disability Support Program |                |
|---|----------------------------|--|---|----------------|----------------------------|----------------|
|   |                            |  | 2015<br>\$'000                          | 2014<br>\$'000 | 2015<br>\$'000             | 2014<br>\$'000 |
| Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the programs) | 255,560                    | 240,958  | 1,950                                   | 1,978          | 918                        | 918            |
| Net accrual adjustments   | (6)                        | 1,250  | -                                       | -              | -                          | -              |
| Revenue for the period  | 255,554                    | 242,208  | 1,950                                   | 1,978          | 918                        | 918            |
| Surplus from the previous year  | -                          | -  | -                                       | -              | 918                        | -              |
| Total revenue including accrued revenue   | 255,554                    | 242,208  | 1,950                                   | 1,978          | 1,836                      | 918            |
| Less expenses including accrued expenses  | 255,554                    | 242,208  | 1,950                                   | 1,978          | 819                        | -              |
| Surplus/(deficit) for reporting period  | -                          | -  | -                                       | -              | 1,017                      | 918            |
|   |                            |  |   |                | 478                        | 478            |
|   |                            |  |   |                | 610                        | 610            |
|   |                            |  |   |                | (149)                      | -              |

#1 Includes the basic CGS grant amount, CGS-Regional loading, CGS-Enabling Loading, Maths and Science Transition Loading and Full Fee Places Transition Loading.  
 #2 Includes Equity Support Program.

## Financial Statements *for the year ended 31 December 2015*

### Notes to the Financial Statements for the year ended 31 December 2015

#### 31. Acquittal of Australian Government financial assistance (continued)

##### 31.1 EDUCATION – CGS and other EDUCATION grants (continued)

|   | Promotion of Excellence in Learning and Teaching |                | Total          |
|---|--|----------------|----------------|
|   | 2015<br>\$'000                                   | 2014<br>\$'000 | 2014<br>\$'000 |
| Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the programs) | 1,201  | 588            | 265,837        |
| Net accrual adjustments   | -  | -              | (6)            |
| Revenue for the period  | 1,201  | 588            | 265,831        |
| Surplus from the previous year  | 577  | 379            | 2,105          |
| Total revenue including accrued revenue   | 1,778  | 967            | 267,936        |
| Less expenses including accrued expenses  | 656  | 390            | 265,468        |
| Surplus for reporting period  | 1,122  | 577            | 2,468          |
|   |  |                | 2,105          |

## Financial Statements *for the year ended 31 December 2015*

### Notes to the Financial Statements for the year ended 31 December 2015

**31. Acquittal of Australian Government financial assistance (continued)**

**31.2 Higher Education Loan Programs (excl OS-HELP)**

|   | HECS-HELP<br>(Australian Government payments only) |                       | FEE-HELP#3            |                       | SA-HELP               |                       | <b>Total</b> |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
|   | <b>2015</b><br>\$'000                              | <b>2014</b><br>\$'000 | <b>2015</b><br>\$'000 | <b>2014</b><br>\$'000 | <b>2015</b><br>\$'000 | <b>2014</b><br>\$'000 |              |
| Cash payable at beginning of year                                 | 1,753  | 1,415                 | 503                   | 1,192                 | 120                   | 16                    | 2,376        |
| Financial assistance received in cash during the reporting period | 176,303  | 165,235               | 27,659                | 21,347                | 4,419                 | 4,625                 | 2,623        |
| Cash available for period   | 178,056  | 166,650               | 28,162                | 22,539                | 4,539                 | 4,641                 | 191,207      |
| Revenue earned  | 175,011  | 164,897               | 27,805                | 22,036                | 4,404                 | 4,521                 | 207,220      |
| Cash payable at end of year                                       | 3,045  | 1,753                 | 357                   | 503                   | 135                   | 120                   | 3,537        |
|   |  |                       |                       |                       |                       |                       | 2,376        |

#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 2015*

### Notes to the Financial Statements for the year ended 31 December 2015

#### 31. Acquittal of Australian Government financial assistance (continued)

|   | 31.3 Scholarships              |  |  |   |                |
|---|--------------------------------|--|--|---|----------------|
|   | Australian Postgraduate Awards | International Postgraduate Research Scholarships | Commonwealth Education Cost Scholarships#4 | Commonwealth Accommodation Scholarships#4 | Total          |
|   | 2015<br>\$'000                 | 2014<br>\$'000                                   | 2015<br>\$'000                             | 2014<br>\$'000                            | 2015<br>\$'000 |
| Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the programs) | 6,577                          | 6,477  | 521  | 523                                       | 7,423          |
| Net accrual adjustments   | -                              | -  | -  | -   | -              |
| Revenue for the period  | 6,577                          | 6,477  | 521  | 523                                       | 7,423          |
| Surplus from the previous year  | 9                              | 281  | 100  | 14  | 418            |
| Total revenue including accrued revenue   | 6,586                          | 6,758  | 621  | 537                                       | 7,841          |
| Less expenses including accrued expenses  | 6,603                          | 6,749  | 476  | 437                                       | 7,599          |
| Surplus for reporting period  | (17)                           | 9  | 145  | 100                                       | 242            |

Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the programs)

Net accrual adjustments

Revenue for the period

Surplus from the previous year  
Total revenue including accrued revenue

Less expenses including accrued expenses

#4 Includes Grandfathered Scholarships, National Priority and National Accommodation Priority Scholarships respectively.

## Financial Statements *for the year ended 31 December 2015*

### Notes to the Financial Statements for the year ended 31 December 2015

#### 31. Acquittal of Australian Government financial assistance (continued)

##### 31.4 EDUCATION Research #5

|   | Research Training Scheme | Joint Research Engagement Program | Sustainable Research Excellence |
|---|--------------------------|-----------------------------------|---------------------------------|
|   | 2015<br>\$'000           | 2014<br>\$'000                    | 2015<br>\$'000                  |
|   |                          |                                   | 2014<br>\$'000                  |
| Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the programs) | 15,028                   | 14,965                            | 8,535                           |
| Net accrual adjustments   | -                        | -                                 | -                               |
| Revenue for the period  | 15,028                   | 14,965                            | 8,535                           |
| Surplus from the previous year  | -                        | -                                 | -                               |
| Total revenue including accrued revenue   | 15,028                   | 14,965                            | 8,535                           |
| Less expenses including accrued expenses  | 15,028                   | 14,965                            | 8,535                           |
| Surplus for reporting period  | -                        | -                                 | -                               |

## Financial Statements *for the year ended 31 December 2015*

### Notes to the Financial Statements for the year ended 31 December 2015

#### 31. Acquittal of Australian Government financial assistance (continued)

##### 31.4 EDUCATION Research (continued) #5

|   | Research Infrastructure<br>Block Grants |                | Total          |                |
|---|---|----------------|----------------|----------------|
|   | 2015<br>\$'000                          | 2014<br>\$'000 | 2015<br>\$'000 | 2014<br>\$'000 |
| Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the programs) | 4,270                                   | 4,115          | 30,635         | 30,328         |
| Net accrual adjustments   | -                                       | -              | -              | -              |
| Revenue for the period  | 4,270                                   | 4,115          | 30,635         | 30,328         |
| Surplus from the previous year  | 317                                     | 1,089          | 317            | 1,089          |
| Total revenue including accrued revenue   | 4,587                                   | 5,204          | 30,952         | 31,417         |
| Less expenses including accrued expenses  | 4,378                                   | 4,887          | 30,743         | 31,100         |
| Surplus for reporting period  | 209                                     | 317            | 209            | 317            |

#5 The reported surpluses for Research Infrastructure Block Grants of \$0.3million for 2014 are expected to be rolled over for future use by the University.

## Financial Statements *for the year ended 31 December 2015*

### Notes to the Financial Statements for the year ended 31 December 2015

#### 31. Acquittal of Australian Government financial assistance (continued)

##### 31.5 Australian Research Council Grants

###### (a) Discovery

|   | Projects       |                | Fellowships    |                | Indigenous Researchers Development |                | Total Discovery |                |
|---|----------------|----------------|----------------|----------------|------------------------------------|----------------|-----------------|----------------|
|   | 2015<br>\$'000 | 2014<br>\$'000 | 2015<br>\$'000 | 2014<br>\$'000 | 2015<br>\$'000                     | 2014<br>\$'000 | 2015<br>\$'000  | 2014<br>\$'000 |
| Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the programs) | 5,962          | 5,960          | 4,333          | 6,353          | -                                  | -              | -               | 12,313         |
| Net accrual adjustments   | -              | -              | -              | -              | -                                  | -              | -               | -              |
| Revenue for the period  | 5,962          | 5,960          | 4,333          | 6,353          | -                                  | -              | 10,295          | 12,313         |
| Surplus from the previous year  | 3,770          | 3,062          | 3,642          | 3,275          | 7                                  | 31             | 7,419           | 6,368          |
| Total revenue including accrued revenue   | 9,732          | 9,022          | 7,975          | 9,628          | 7                                  | 31             | 17,714          | 18,681         |
| Less expenses including accrued expenses  | 5,278          | 5,252          | 5,978          | 5,986          | 7                                  | 24             | 11,263          | 11,262         |
| Surplus for reporting period  | 4,454          | 3,770          | 1,997          | 3,642          | -                                  | 7              | 6,451           | 7,419          |

## Financial Statements *for the year ended 31 December 2015*

### Notes to the Financial Statements for the year ended 31 December 2015

#### 31.1 Acquittal of Australian Government financial assistance (continued)

##### 31.5 Australian Research Council grants

###### (b) Linkages

|   | Special Research Initiatives |                | Infrastructure |                | Projects       |                | Total          |                |
|---|------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
|   | 2015<br>\$'000               | 2014<br>\$'000 | 2015<br>\$'000 | 2014<br>\$'000 | 2015<br>\$'000 | 2014<br>\$'000 | 2015<br>\$'000 | 2014<br>\$'000 |
| Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the programs) | -                            | -              | 2,000          | 2,705          | 2,636          | 2,705          | 4,636          | 4,636          |
| Net accrual adjustments   | -                            | -              | -              | -              | -              | -              | -              | -              |
| Revenue for the period  | -                            | -              | 2,000          | 2,705          | 2,636          | 2,705          | 4,636          | 4,636          |
| Surplus from the previous year  | 2                            | 670            | -              | 1,705          | 2,141          | 2,375          | 2,141          | 2,141          |
| Total revenue including accrued revenue   | 2                            | 670            | 2,000          | 4,410          | 4,777          | 5,080          | 6,777          | 6,777          |
| Less expenses including accrued expenses  | 27                           | 670            | 1,330          | 2,501          | 3,072          | 3,198          | 4,402          | 4,402          |
| (Deficit)/surplus for reporting period  | (27)                         | -              | 670            | 1,909          | 1,705          | 1,882          | 2,375          | 2,375          |

## Financial Statements *for the year ended 31 December 2015*

### Notes to the Financial Statements for the year ended 31 December 2015

#### **31. Acquittal of Australian Government financial assistance (continued)**

##### **31.6 OS-HELP**

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

Notes

|  | <b>2015</b><br>\$'000 | <b>2014</b><br>\$'000 |
|--|-----------------------|-----------------------|
|  | 2,909                 | 4,503                 |
|  | (3,625)               | (3,068)               |
|  | (716)                 | 1,435                 |
|  | 1,826                 | 391                   |
|  | 1,110                 | 1,826                 |

##### **31.7 Student Services and Amenities Fee**

(Overspent)/unspent revenue from previous period  
 SA-HELP Revenue Earned  
 Student Services Fees direct from Students  
 Total revenue expendable in period  
 Student Services expenses during period  
 Overspent Student Services Revenue

Notes

|  | <b>2015</b><br>\$'000 | <b>2014</b><br>\$'000 |
|--|-----------------------|-----------------------|
|  | (452)                 | 1,245                 |
|  | 4,404                 | 4,521                 |
|  | 3,475                 | 3,370                 |
|  | 7,427                 | 9,136                 |
|  | 8,094                 | 9,588                 |
|  | (667)                 | (452)                 |

## Financial Statements for the year ended 31 December 2015

### Notes to the financial statements for the year ended 31 December 2015

Financial Statements for the year ended 31 December 2015  
Griffith University

#### 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), relevant sections 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 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 2015 and of the financial position of the University at the end of that year; and
- (iii) at the time of this Certificate there are reasonable grounds to believe that the University will be able to pay its debts as and when they fall due.

(b) The financial statements conform with the Financial Statement Guidelines for Higher Education Providers for the 2015 Reporting Period issued by the Department of Education and we certify that in our opinion:

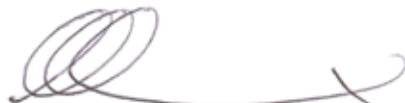
- (i) the amount of Australian Government financial assistance expended during the year was for the purposes for which it was intended and Griffith University has complied with applicable legislation, contracts, agreements and program guidelines in making expenditure; and
- (ii) Griffith University charged 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  
Vice Chancellor and President



PETER BRYANT  
Chief Financial Officer

24 February 2016

# Financial Statements *for the year ended 31 December 2015*

## Notes to the financial statements for the year ended 31 December 2015

### INDEPENDENT AUDITOR'S REPORT

To the Council of Griffith University

#### Report on the Financial Report

I have audited the accompanying financial report of Griffith University, which comprises the statement of financial position as at 31 December 2015, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information, and certificates given by the Chancellor, Vice Chancellor and President and Chief Financial Officer of the entity and the consolidated entity comprising the University and the entity it controlled at the year's end or from time to time during the financial year.

#### *The Council's Responsibility 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 prescribed accounting requirements identified in the *Financial Accountability Act 2009* and the *Financial and Performance Management Standard 2009*, including compliance with Australian Accounting Standards. The Council's responsibility also includes such internal control as the Council determines is necessary to enable the preparation of the financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

#### *Auditor's Responsibility*

My responsibility is to express an opinion on the financial report based on the audit. The audit was conducted in accordance with the *Auditor-General of Queensland Auditing Standards*, which incorporate the Australian Auditing Standards. Those standards require compliance with relevant ethical requirements relating to audit engagements and that the audit is planned and performed to obtain reasonable assurance about whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the financial report that gives a true and fair view in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control, other than in expressing an opinion on compliance with prescribed requirements. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Council, as well as evaluating the overall presentation of the financial report including any mandatory financial reporting requirements approved by the Treasurer for application in Queensland.

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

## **Financial Statements for the year ended 31 December 2015**

### **Notes to the financial statements for the year ended 31 December 2015**

#### *Independence*

The Auditor-General Act 2009 promotes the independence of the Auditor-General and all authorised auditors. The Auditor-General is the auditor of all Queensland public sector entities and can be removed only by Parliament.

The Auditor-General may conduct an audit in any way considered appropriate and is not subject to direction by any person about the way in which audit powers are to be exercised. The Auditor-General has for the purposes of conducting an audit, access to all documents and property and can report to Parliament matters which in the Auditor-General's opinion are significant.

#### *Opinion*

In accordance with s.40 of the Auditor-General Act 2009:

- (a) I have received all the information and explanations which I have required
- (b) in my opinion:
  - (i) the prescribed requirements in relation to the establishment and keeping of accounts have been complied with in all material respects
  - (ii) the financial report presents a true and fair view, in accordance with the prescribed accounting standards, of the transactions of Griffith University and the consolidated entity for the financial year 1 January 2015 to 31 December 2015 and of the financial position as at the end of that year.

#### **Other Matters – Electronic Presentation of the Audited Financial Report**

Those viewing an electronic presentation of these financial statements should note that audit does not provide assurance on the integrity of the information presented electronically and does not provide an opinion on any information which may be hyperlinked to or from the financial statements. If users of the financial statements are concerned with the inherent risks arising from electronic presentation of information, they are advised to refer to the printed copy of the audited financial statements to confirm the accuracy of this electronically presented information.

J F WELSH FCPA  
(as delegate of the Auditor-General of Queensland)



Queensland Audit Office  
Brisbane

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# 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 | 33,103 | 33,725 |        |        |
| Future Targets |        |        |        | 30,169 | 32,178 | 33,611 | 34,407 | 34,894 |

\* Data is preliminary only at the time of publication.

**Comments:** Griffith enrolments rose in 2015, with each of the four academic groups experiencing an increase in student demand. Strong domestic growth in the Arts, Education and Law, and Business groups offset a softening international market. The Gold Coast again showed a rise in student enrolments and remains the University's largest campus. Online offerings, predominantly through the newly established Pearson Alliance MBA, experienced solid growth for a second consecutive year.

### 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 | 2,989 | 3,184 |       |       |
| Future Targets |       |       |       | 2,597 | 2,649 | 2,702 | 2,756 | 2,811 |

\* Data is preliminary only at the time of publication.

**Comments:** Targets were exceeded during 2015, with the majority of domestic postgraduate student load hosted by the Health group as well as Arts, Education and Law. Students enrolled in the Doctor of Medicine (MD) have been removed from this indicator to allow a more accurate view of KPI performance.

During 2014, Griffith commenced a partnership with the Pearson Australia Group in order to drive scale and quality in online education. Building on the Griffith Online Strategy, new postgraduate offerings blend multiple admission points, proactive service delivery, and engagement-driven pedagogy in an intensive delivery model. The Graduate Certificate and Master of Business Administration were the first of 12 programs launched in this partnership in 2015.

## Appendix: Indicators and Targets

### Low Socio-economic Status Participation

**Target:** To exceed the national average for low socio-economic status (SES) student participation rate among commencing students by 2017.

**Definition:** SES of a student is measured by applying the Australian Bureau of Statistics Socio-Economic Indexes for Areas (SEIFA) 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% |       |       |
| Future Targets   |       |       |       | 15.9% | 16.3% | 16.7% | 17.1% | 17.5% |
| National Average | 16.8% | 17.0% | 17.2% | 17.4% |       |       |       |       |

\* Data is preliminary only at the time of publication.

**Comments:** Low SES students comprised 15.8% of Griffith commencing students during 2015, representing a slight decline from the previous year. Griffith's long-standing Uni-Reach program continued to encourage and support the higher education aspirations of students at partner high schools in the Brisbane, Logan, Gold Coast and northern New South Wales regions, where historically there has been limited transition into university study. Established in 1996, Uni-Reach has been progressively expanded to schools in the University's catchment area with significant populations of students from low income backgrounds assisted by Griffith's Higher Education Participation Program (HEPP) funding.

## Appendix: Indicators and Targets

### 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 Islanders are defined as people 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%  |      |      |
| Future Targets   |      |      |      | 1.9% | 2.0% | 2.0%  | 2.0% | 2.1% |
| National Average | 1.6% | 1.6% | 1.7% | 1.7% |      |       |      |      |

\* Data is preliminary only at the time of publication.

**Comments:** The University has historically performed strongly in this indicator and continued to exceed the most recent national benchmarking available in 2015. The GUMURRII Student Support Unit, which has operated for almost 30 years, provides dedicated support for students commencing at Griffith as well as throughout the course of their studies. The Aboriginal and Torres Strait Islander participation program, coordinated by GUMURRII, seeks to increase the participation of Indigenous Australian students in University programs. Griffith provides additional tutoring and support services to assist Indigenous Australian students to undertake tertiary study successfully, including a special Tertiary Preparation Program offered to new students before the start of first semester.

### 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%    |        |        |
| Future Targets |      |      |      | 20-25% | 20-25% | 20-25% | 20-25% | 20-25% |

\* Data is preliminary only at the time of publication.

**Comments:** While overall student load grew during 2015, international student demand remained soft. Fee paying international student load fell by 2% during the year, with most impact being experienced within the Sciences group. A significant increase in CGS enrolments in 2015 has reduced the proportion of international student load to just below the lower range of the University target.

## Appendix: Indicators and Targets

### Bachelor's Degree Retention

**Target:** To exceed the national average for retention by 2017.

**Definition:** The retention rate is the proportion of all non-graduating bachelor's degree students enrolled at the census date in semester one of a year (the base year) who are enrolled in any Griffith program at that census date in Semester 1 of the next year. Therefore, 2015 represents the 2014 non-graduate bachelor's students returning in 2015.

| Year             | 2010  | 2011  | 2012  | 2013  | 2014  | 2015* | 2016  | 2017  |
|------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Actual Results   | 80.9% | 78.5% | 79.3% | 78.7% | 78.0% | 77.8% |       |       |
| Future Targets   |       |       |       | 79.7% | 80.1% | 80.5% | 80.9% | 81.3% |
| National Average | 81.6% | 81.1% | 81.3% | 80.8% | 80.0% |       |       |       |

\* Data is preliminary only at the time of publication.

**Comments:** Bachelor's degree retention fell slightly in 2015, reflecting a sector wide trend experienced in recent years.

The University's Retention Strategy undertook a number of new initiatives in 2015 in order to address existing outcomes, including: a review of the Student Success Advisor (SSA) strategy and introduction of a revised student success coaching model; bolstering of proven student mentoring schemes; renewing the focus (both centrally and locally) on improving retention rates within programs with higher than average attrition rates; launching a Griffith Graduate Scheme that provides cohort-forming activities for students and emphasises employment outcomes for Griffith degrees; and scoping a suite of first year scholarships for students who have improved academically the most throughout the year.

## Appendix: Indicators and Targets

### Low SES Retention

**Target:** To exceed the national average for low SES student retention rate by 2017

**Definition:** The Retention rate of SES students 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% |       |       |
| Future Targets   |       |       |       | 77.4% | 77.9% | 78.3% | 78.8% | 79.3% |
| National Average | 79.6% | 79.0% | 79.2% | 78.6% |       |       |       |       |

\* Data is preliminary only at the time of publication.

**Comments:** Performance in this indicator improved in 2015, despite a slight fall in retention across the wider student population. A number of Griffith strategies exist that specifically target retention of low SES students. Federal government HEPP funding is utilised to increase both retention and success rates of low SES students with initiatives that include: providing a wide range of direct financial support to students, with associated welfare staffing; careers and employment projects; and support of learning projects to enhance current and prospective student experience. In 2015, Uni-Key and Uni-Skills continued to expand as peer mentoring programs, along with Peer Assisted Study Sessions (PASS) and the successful Widening Tertiary Participation Program for Pasifika Communities.

## Appendix: Indicators and Targets

### 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% |       |       |
| Future Targets   |       |       |       | 69.5% | 69.7% | 69.9% | 70.1% | 70.2% |
| National Average | 69.1% | 69.4% | 68.5% | 69.8% |       |       |       |       |

\* Data is preliminary only at the time of publication.

**Comments:** Aboriginal and Torres Strait Islander retention outcomes were maintained during 2015, with targets met and performance again expected to exceed the national average when data becomes available. While the University's Retention Strategy encompasses all Griffith students, GUMURRII provides dedicated space for Aboriginal and Torres Strait Islander students on all campuses, enabling students to experience social and cultural activities as well as providing access to computers, study rooms and personal learning support. The successful Hands Up! Tertiary Preparation Program continued in 2015, assisting commencing Aboriginal and Torres Strait Islander students in adapting to university life and improving their academic skills in a supportive and culturally appropriate environment.

## Appendix: Indicators and Targets

### Course Experience Questionnaire: Overall Satisfaction

**Target:** To achieve national ranking in the top third for graduates' perceptions of Overall Satisfaction with their degree program in the Course Experience Questionnaire (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 bachelor's 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% | 84.9% | 85.1% |
| National Average | 81.1% | 82.2% | 83.3% | 83.0% | 82.7% |       |       |       |

**Comments:** Continual improvement in this indicator has been achieved since 2010, with 85.9% of 2014 survey respondents expressing satisfaction with the quality of their program.

2014 graduates were the last students surveyed under the existing CEQ, which was replaced by the Student Experience Survey in 2015. Administered by the Social Research Centre, the aim of the Student Experience Survey is to give students the opportunity to communicate their experience of the institution in which they are enrolled. The survey measures five facets of the student experience: Skills Development, Learner Engagement, Teaching Quality, Student Support and Learning Resources.

## Appendix: Indicators and Targets

### Course Experience Questionnaire: Good Teaching Scale

**Target:** To achieve national ranking in the top third for graduates' perceptions of good teaching in the CEQ by 2017.

**Definition:** The Good Teaching Scale (GTS) is based on six specific questions:

1. The staff put a lot of time into commenting on my work
2. The teaching staff normally gave me helpful feedback on how I was going
3. The teaching staff of this course motivated me to do my best work
4. My lecturers were extremely good at explaining things
5. The teaching staff worked hard to make their subjects interesting
6. The staff made a real effort to understand difficulties I might be having with my work.

It is determined by the percentage agreement of all graduating bachelor's 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% | 73.8% | 74.3% |
| National Average | 65.9% | 68.3% | 70.1% | 70.5% | 71.0% |       |       |       |

**Comments:** Following strong gains since 2010, 2015 showed significant improvement in graduates' perceptions of teaching performance in their chosen program.

At the 2015 Australian Awards for University Teaching, Associate Professor Halim Rane, from the School of Humanities, was named 2015 Australian University Teacher of the Year.

This is the second consecutive year a Griffith academic has won this prestigious award.

This places Griffith as the first university nationally to have three winners of the Prime Minister's Award for Australian University Teacher of the Year, and one of only two universities winning this award for two consecutive years. This pre-eminent award recognises an academic with an exceptional record of advanced teaching practice, educational leadership and scholarly contribution to learning and teaching.

## Appendix: Indicators and Targets

### Student Experience of Courses Satisfaction Measure

**Target:** To increase the proportion of courses with Student Experience of Courses (SEC) mean satisfaction scores of 3.5 and above to more than 90% in all academic groups by 2017.

**Definition:** The 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% | 88.2% |       |       |
| Future Targets |       |       |       | 87.6% | 88.3% | 89.0% | 89.7% | 90.4% |

\* Data is preliminary only at the time of publication.

**Comments:** 2015 results represent the highest outcomes to date since the SEC measure was introduced in 2010. Griffith is committed to a University-wide approach to gathering feedback from students about courses. Feedback from students through SEC is used to inform the routine evaluation of a course to ensure learning outcomes, encourage academic staff to monitor and enhance the quality of teaching and learning within their courses, and provide a mechanism for students to provide input to processes. SEC data is used routinely as part of Griffith's ongoing quality assurance processes and to support scholarship in teaching.

### Graduate Success

**Target:** To exceed national average for graduate success by 2017.

**Definition:** Graduate success is the proportion of all bachelor's 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% | 76.4% | 77.0% |
| National Average | 79.8% | 80.2% | 79.4% | 76.6% | 74.7% |       |       |       |

**Comments:** While graduate success outcomes for Griffith students exceeded the national average in 2014, 2015 results indicated a decline in this indicator, with national benchmarking data not yet available to allow a sector comparison. 2014 graduates were the last students surveyed under the Graduate Destination Survey (GDS), which was replaced by the Graduate Outcomes Survey in 2015.

## Appendix: Indicators and Targets

# 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 |        |        |         |
| Future Targets \$'000 |        |        |        | 72,445 | 79,689 | 87,658 | 96,424 | 106,067 |

**Comments:** Research income increased during 2014 against the backdrop of an increasingly competitive funding environment. Despite these pressures, Griffith achieved its best ever year in NHMRC outcomes, with funds awarded amounting to \$11.1 million. In addition, Griffith's National Climate Change Adaptation Research Facility (NCCARF) was awarded \$8.8 million for Phase 2 of the National Climate Change Adaptation Research Program.

While performance remained strong in relation to Category 1 income, industry funding continues to prove more difficult to secure than in previous years. 2015 outcomes will become clearer once the HERDC data collection process is finalised in 2016.

## Publication Points

**Target:** To achieve an average growth in publication points of 5% per annum.

**Definition:** Research output is calculated as publication points, which are reported in HERDC annually.

| Year           | 2010  | 2011  | 2012  | 2013  | 2014  | 2015  | 2016  | 2017  |
|----------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Actual Results | 1,737 | 1,846 | 2,040 | 2,387 | 2,307 |       |       |       |
| Future Targets |       |       |       | 2,142 | 2,249 | 2,362 | 2,480 | 2,604 |

**Comments:** Increased cross-institutional collaboration, while leading to a rise in the actual number of journal articles published, has also resulted in expanded authorship and a consequent reduction in Griffith's share of attributed points. While publication points for 2014 exceeded target, numbers tracked slightly below 2013. 2015 publications data collection forms part of the University's annual HERDC submission which will be finalised by 30 June 2016.

## Appendix: 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 | 18,258 | 21,736 | 25,052 | 31,489 | 37,980 |        |        |        |
| Future Targets |        |        |        | 25,199 | 26,459 | 27,782 | 29,171 | 30,629 |

**Comments:** Almost 38,000 citations were amassed in 2014, a considerable increase over the 2013 figure of 31,489 and the 2012 figure of 25,052. This illustrates not only the growing volume and quality of Griffith University research but the reach and citation impact reflecting increased recognition by academic colleagues from around the world. 2015 citations data will be made available from the second quarter of 2016.

### Higher Degree by Research Commencements

**Target:** To increase higher degree by research (HDR) commencements by 5% per annum.

**Definition:** The number of students commencing a HDR program within the calendar year.

| Year           | 2010+ | 2011+ | 2012+ | 2013 | 2014 | 2015* | 2016 | 2017 |
|----------------|-------|-------|-------|------|------|-------|------|------|
| Actual Results | 385   | 390   | 465   | 487  | 440  | 515   |      |      |
| 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 number of new HDR student enrolments rose significantly in 2015, continuing the growth trend established in recent years. Increases were experienced in both domestic and international student numbers. HDR commencements have previously been sourced from census date data submitted as part of the annual Higher Education Student Data Collection. Reporting has now been refined to recognise post census date HDR student enrolments up to the end of 2015. Historical data and future targets have been amended to reflect this change in methodology.

## Appendix: Indicators and Targets

### 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  | 242   |      |      |
| 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:** Increases to the number of commencing students, as well as development around processes to facilitate HDR completions within improved timeframes, have resulted in improvements in this indicator. The Griffith Graduate Research School (GGRS) governs the strategic direction for graduate research training in the areas of policy and strategy, HDR marketing, and postgraduate research education. GGRS works closely with the HDR Student Centre and group academic elements in maintaining quality standards of recruitment, admission, candidature management, and assessment of HDR candidate.

### 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 (HERDC-eligible 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% |       |       |       |
| Future Targets |       |       |       | 68.0% | 69.0% | 70.0% | 71.0% | 72.0% |

**Comments:** 2010–12 performance is based on a former definition of research activeness which relied only on a volume measure of publication output. The definition adopted from 2013 more closely aligns Griffith standards with those of other Australian research-intensive universities.

## Appendix: 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 HERDC.

| Year           | 2010  | 2011  | 2012  | 2013  | 2014  | 2015  | 2016  | 2017  |
|----------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Actual Results | 15.2% | 15.7% | 20.2% | 19.8% | 23.3% |       |       |       |
| Future Targets |       |       |       | 15.0% | 15.0% | 15.0% | 15.0% | 15.0% |

**Comments:** Despite a highly competitive environment during 2014, Griffith Enterprise assisted staff with the preparation and submission of a record number of tenders and proposals and the negotiation, documentation and execution of a record number of engagements with external clients. It is anticipated that the development of these linkages and networks will assist Griffith University with future commercialisation activities once market conditions strengthen. 2015 outcomes will become available once the HERDC data collection process is finalised in 2016.

### 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% |       |       |
| Future Targets |       |       |       | 35.1% | 36.3% | 37.6% | 38.8% | 40.0% |

**Comments:** Performance in this area continues to improve, with females now comprising 37.5% of all University academics Levels D and E. 48 of the 82 staff promoted across the University in 2015 were female (59%).

Griffith was once again awarded a Workplace Gender Equality Agency Employer of Choice for Gender Equality citation. The University was awarded the citation initially as an Employer of Choice for Women from 2001 and now as Employer of Choice for Gender Equality since its inception in 2014. This achievement illustrates the commitment to equity, diversity and inclusion within the Griffith community. Griffith was one of just six Queensland organisations and one of only 12 universities Australia-wide to have been recognised for showing leadership in gender equality during 2015.

## Appendix: Indicators and Targets

### Percentage (%) of General Staff Level 10 and above who are Female

**Target:** 50% of all University higher education worker (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% |       |       |
| Future Targets |       |       |       | 44.6% | 46.0% | 47.3% | 48.7% | 50.0% |

**Comments:** A key priority of the Griffith University Equity and Diversity Plan 2014–2017 is to improve both the proportion of female staff in senior roles at the University and to improve gender balance in academic and general staff roles at all levels.

Griffith's commitment to Equal Employment and Gender Equality can be seen through a number of activities including: Women@Griffith; the provision of entitlements such as parental leave and flexible work arrangements to male and female staff; and support for the Gender Pay Equality campaign "In Your Hands".

### 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   |      |      |
| Future Targets |      |      |      | 42   | 44   | 46   | 49   | 51   |

**Comments:** Griffith staff identifying as Aboriginal and Torres Strait Islander in 2015 remained at similar levels to the previous year. The University's Aboriginal and Torres Strait Islander First Peoples employment strategy encourages Aboriginal and Torres Strait Islander people to seek employment at Griffith University, provides increased access to employment opportunities, and assists in developing appropriate skills to secure permanent employment or career advancement. It is the intention of the University to build strong and lasting community networks with local Aboriginal and Torres Strait Islander groups, as well as developing methods for increased representation of Aboriginal and Torres Strait Islander Australians in senior academic roles.

## Appendix: 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 third party providers.

| Year           | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|----------------|------|------|------|------|------|------|------|------|
| Actual Results | 230  | 284  | 254  | 457  | 564  |      |      |      |
| Future Targets |      |      |      | 267  | 280  | 294  | 309  | 324  |

**Comments:** The Australian Government student mobility AsiaBound Grants Program and the more recent New Colombo Plan have resulted in increased awareness of the various study experiences available in Asia and uptake by students. In 2015, six Griffith students were awarded 2016 New Colombo Plan scholarships to study in leading universities in Japan, Hong Kong and China. The scholarships are awarded in order to recognise high achieving students who show a commitment to their community and potential as a future leader. It also provides students with an opportunity to enhance their cultural understanding and employment potential and to create lasting bonds in the region.

## Appendix: Indicators and Targets

### 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 | 205  | 238  | 313  | 413  | 475  |      |      |      |
| Future Targets |      |      |      | 301  | 316  | 332  | 349  | 366  |

**Comments:** Griffith University research articles co-authored with an Asian collaborator rose by 51.7% from 2012 to 2014. Slight increases in prior year figures have occurred due to expansion in the Scopus database.

Collaborations with China continued to increase with 272 co-authored articles in 2014, which is almost a 12-fold increase over the 2005 figure. Other major partners in Asia in 2014 included: Hong Kong (39 papers); Japan (38 papers); Malaysia (37 papers); India (33 papers); and Singapore (32 papers). Strong growth was also seen in relation to Singapore, Indonesia, and Vietnam.

2015 publications data collection forms part of the University's annual HERDC submission, which will be finalised by 30 June 2016.

# Glossary

|                 |   |
|-----------------|---|
| <b>3MT</b>      | Three-minute Thesis competition   |
| <b>AAUT</b>     | Awards for Australian University Teaching   |
| <b>AC</b>       | Companion of the Order of Australia   |
| <b>ACES</b>     | Academic Excellence Society   |
| <b>AFR</b>      | Australian Financial Review   |
| <b>AGS</b>      | Australian Graduate Survey  |
| <b>AM</b>       | Member of the Order of Australia  |
| <b>ANZSOC</b>   | Australian and New Zealand Society of Criminology   |
| <b>AO</b>       | Officer of the Order of Australia   |
| <b>APA</b>      | Australian Postgraduate Award   |
| <b>AQF</b>      | Australian Qualifications Framework   |
| <b>ARC</b>      | Australian Research Council   |
| <b>ARWU</b>     | Academic Ranking of World Universities  |
| <b>ATAR</b>     | Australian Tertiary Admissions Rank   |
| <br>            |   |
| <b>BCCVL</b>    | Biodiversity and Climate Change Virtual Lab   |
| <br>            |   |
| <b>CCC</b>      | Crime and Corruption Commission   |
| <b>CEQ</b>      | Course Experience Questionnaire   |
| <b>CGS</b>      | Commonwealth Grants Scheme  |
| <b>COSO</b>     | Committee of Sponsoring Organizations   |
| <b>CRC</b>      | Cooperative Research Centre   |
| <b>CSP</b>      | Commonwealth Supported Place  |
| <b>CYO</b>      | Create Your Own   |
| <br>            |   |
| <b>DUniv</b>    | Doctor of the University (Honorary)   |
| <br>            |   |
| <b>EAL</b>      | English as an additional language   |
| <b>EFTSL</b>    | Equivalent Full-Time Student Load   |
| <b>ERA</b>      | Excellence in Research for Australia  |
| <b>ESA</b>      | Ecological Society of America   |
| <b>ESOS</b>     | Education Services for Overseas Students  |
| <b>FEE-HELP</b> | Australian Government loan scheme for eligible domestic fee-paying students (undergraduate and postgraduate) to defer payment of their tuition fees |
| <b>FOE</b>      | Fields of Education   |
| <b>FOR</b>      | Fields of Research  |
| <b>FPPG</b>     | Fee Paying Postgraduate   |
| <b>FTE</b>      | Full-Time Equivalent  |

## Glossary

|                |   |
|----------------|---|
| <b>GAET</b>    | Griffith Awards for Excellence in Teaching                              |
| <b>GALTS</b>   | Griffith Academy of Learning and Teaching Scholars                      |
| <b>GBS</b>     | Griffith Business School  |
| <b>GC2018</b>  | Gold Coast 2018 Commonwealth Games                                      |
| <b>GCCM</b>    | Griffith Centre for Coastal Management                                  |
| <b>GELES</b>   | Griffith English Language Enhancement Strategy                          |
| <b>GELI</b>    | Griffith English Language Institute                                     |
| <b>GGRS</b>    | Griffith Graduate Research School                                       |
| <b>GHC</b>     | Griffith Honours College  |
| <b>GOLDOC</b>  | Gold Coast 2018 Commonwealth Games Corporation (GC2018 organising body) |
| <b>GSC</b>     | Griffith Sports College   |
| <b>GTS</b>     | Good Teaching Scale   |
| <b>GUMURRI</b> | Griffith University Murri & Islander Student Support Unit               |
| <b>GUPSA</b>   | Griffith University Postgraduate Student Association                    |
| <b>GWSP</b>    | Global Water System Project   |
| <b>GYFS</b>    | Griffith Youth Forensic Service   |
| <br>           |   |
| <b>HDR</b>     | Higher Degree by Research   |
| <b>HELP</b>    | Higher Education Loan Program   |
| <b>HEPP</b>    | Higher Education Participation Program                                  |
| <b>HERDC</b>   | Higher Education Research Data Collection                               |
| <b>HEW</b>     | Higher Education Worker   |
| <b>Hons</b>    | Honours   |
| <br>           |   |
| <b>IMFR</b>    | Internal Management Financial Reporting                                 |
| <b>IRU</b>     | Indigenous Research Unit  |
| <b>ISRF</b>    | International Student Research Forum                                    |
| <b>KPI</b>     | Key Performance Indicator   |
| <b>MBA</b>     | Master of Business Administration                                       |
| <b>MD</b>      | Doctor of Medicine  |
| <b>MHIQ</b>    | Menzies Health Institute Queensland                                     |
| <b>MOOC</b>    | Massive Open Online Course  |
| <br>           |   |
| <b>NAIDOC</b>  | National Aborigines and Islanders Day Observance Committee              |
| <b>NCCARF</b>  | National Climate Change Adaptation Research Facility                    |
| <b>NCSEHE</b>  | National Centre for Student Equity in Higher Education                  |
| <b>NCREN</b>   | NHMRC Centre of Research Excellence in Nursing                          |
| <b>NHMRC</b>   | National Health and Medical Research Council                            |

## Glossary

|              |  |
|--------------|--|
| <b>OAM</b>   | Medal of the Order of Australia  |
| <b>OLT</b>   | Office for Learning and Teaching   |
| <b>OP</b>    | 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 |
| <b>OSI</b>   | Overall Satisfaction Index   |
| <b>OUA</b>   | Open Universities Australia  |
| <br>         |  |
| <b>PASS</b>  | Peer Assisted Study Sessions   |
| <b>PBAC</b>  | Pharmaceutical Benefits Advisory Committee   |
| <b>PBS</b>   | Pharmaceutical Benefits Scheme   |
| <b>PDCE</b>  | Professional Development and Community Engagement  |
| <b>PhD</b>   | Doctor of Philosophy   |
| <b>PIA</b>   | Planning Institute of Australia  |
| <b>PICC</b>  | Peripherally Inserted Central Catheter   |
| <br>         |  |
| <b>QAO</b>   | Queensland Audit Office  |
| <b>QIBT</b>  | Queensland Institute of Business and Technology  |
| <b>QILT</b>  | Quality Indicators for Learning and Teaching   |
| <b>QS</b>    | World University Rankings Since 2004, Quacquarelli Symonds Limited has produced world university rankings for students and academics                 |
| <b>QSA</b>   | Queensland State Archives  |
| <b>QTAC</b>  | Queensland Tertiary Admissions Centre  |
| <br>         |  |
| <b>RBG</b>   | Research Block Grants  |
| <b>RIMPA</b> | Records and Information Management Professionals Association of Australasia  |
| <br>         |  |
| <b>SEC</b>   | Student Experience of Courses  |
| <b>SEIFA</b> | Socio-Economic Indexes for Areas   |
| <b>SES</b>   | Student Experience Survey  |
| <b>SES</b>   | Socio-economic Status  |
| <b>SEQ</b>   | South East Queensland  |
| <b>SSA</b>   | Student Success Advisor  |
| <b>SWFP</b>  | Sustainable Water Future Project   |
| <b>TAC</b>   | QTAC and UAC   |
| <b>TEQSA</b> | Tertiary Education Quality and Standards Agency  |
| <b>TRN</b>   | Tropical Research Network  |
| <br>         |  |
| <b>UAC</b>   | University Admissions Centre (based in New South Wales)  |
| <b>URAP</b>  | University Ranking by Academic Performance   |
| <br>         |  |
| <b>WIL</b>   | Work-Integrated Learning   |

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# Campus Locations

## Gold Coast

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Telephone: +61 7 5552 8800

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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 Centre**

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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