

Annual Report 2016

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

- Consultancies
- Overseas Travel

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

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.



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

External Environment

The Australian Government announced its 2016–2017 budget on 3 May 2016, with a number of key measures affecting the higher education sector including:

- a 12-month delay to the introduction of higher education changes (to 1 January 2018)
- the removal of the efficiency dividend (restoring \$1.2 billion)
- the ruling out of full deregulation of student fees
- the introduction of \$12 million to support implementation of National Strategy for International Education
- a cut to the Higher Education Participation and Partnerships Programme (\$152 million)
- the abolition of the Office of Learning & Teaching, but retainment of the learning and teaching awards (\$18 million).

In May, the Minister for Education and Training, Senator the Hon Simon Birmingham, released the options paper 'Driving Innovation, Fairness and Excellence in Australian Higher Education', outlining potential higher education policy reforms. The paper canvassed options on a wide range of issues including the operation of the demand driven system and future funding arrangements. The Minister subsequently appointed an expert panel to review submissions to the discussion paper. The panel's report and the Government's response are expected in the first half of 2017.

During 2016, there was robust debate about university admissions practices, in particular the use of the Australian Tertiary Admission Rank (ATAR). In February, Minister Birmingham asked the Higher Education Standards Panel to provide advice on options to improve the transparency of domestic higher education student admissions policies.

In April, the panel released a consultation paper 'Higher Education Standards Panel—Consultation on the Transparency of Higher Education Admissions Processes'. The panel called for public submissions to the paper on how to improve the information available and the understanding of prospective students and their families about admission requirements.

Chancellor and Vice Chancellor's Report

On 16 November, the Minister released the panel's admissions transparency report in his keynote speech to the Australian Financial Review Higher Education Summit in Melbourne. The Minister indicated in his speech that the Government supports the intent of the recommendations and will respond in due course.

The higher education sector supports the recommendations that will create a more transparent and coherent higher education admissions system that places prospective students squarely at the centre. The recommendations strike the right balance by strengthening information standardisation and consistency, while respecting the autonomy of universities to determine the mechanisms and criteria for student admissions.

The *Griffith 2020* Agenda

Griffith University's Strategic Plan covers the period 2013–2017. The current phase of the plan is known as *Griffith 2020*, which is a multi-faceted project backed by a fund of \$60 million, encompassing teaching and learning, research, student scholarships and staff renewal.

In preparing for the implementation of several key elements of *Griffith 2020* in 2017, the University has undertaken major structural and curricular changes in teaching and learning founded upon the four pillars of: **flexibility**; **market-informed academic planning**; **engaged and relevant**; and **quality**.

The University will provide students with greater **flexibility** by moving from two 13-week semesters to three 12-week trimesters in 2017. Sixteen major programs have been selected to run over the three trimesters, and nine of these have entry points in all three trimesters. It is estimated that more than half of Griffith's students will be enrolled in one of these programs by 2019–2020.

In addition to the flexibility afforded by the introduction of trimesters, a significant number of programs have been redesigned to include a common first year, with students being able to delay their choice of specialisation of either major or program until second year. Programs include the Bachelor of Education, which is the first education degree in Australia in which both primary and secondary education students undertake a common foundation year.

As part of the *Griffith 2020* agenda, the University has undertaken a process of **market-informed academic planning** with a comprehensive review of all undergraduate degrees. As a result, Griffith will commence offering the Bachelor of Engineering (Honours) in Civil Engineering at the Nathan campus, in addition to its offering at the Gold Coast. Plans are also in train to expand health offerings in Brisbane in 2018. As well as expanding its suite of double degrees across its campuses, Griffith will also increase its online offerings in 2017.

Griffith has also introduced a number of initiatives that are directed towards enhancing graduate employability, and ensuring students have the opportunity to be **engaged** with industry, through programs that are **relevant** to industry needs.

- All undergraduate students will have the opportunity to undertake a capstone project or experience by 2018. This is underway, with significantly increased opportunities for students to undertake a work-integrated learning (WIL) project, an industry placement, service learning, or a research project.
- Commencing in 2017, all students, including higher degree by research (HDR) students, will have access to an e-Portfolio to record their achievements both in the classroom and through other extracurricular activities.
- Griffith is the first Australian university to join UniTemp, the University of Warwick's program that facilitates placement of students in part-time and casual paid employment, both on-campus and externally.
- In 2016, a trial of an e-mentoring platform was undertaken, which will, in 2017, significantly expand the number of mentoring opportunities for students.
- The University has refurbished teaching spaces to promote project-based learning, particularly in business and engineering.
- Griffith is responding to student demand for access to programs in entrepreneurship and innovation through the three-day start-up program and a number of other cross-disciplinary innovation experiences. Expanding these opportunities will be a priority for 2017.
- Griffith continues to support a comprehensive global mobility program.

Chancellor and Vice Chancellor's Report

The fourth pillar of the *Griffith 2020* strategy is to enhance the **quality** of our academic programs, through curriculum reform, technology-supported pedagogy and a focus on academic staff professional development.

Strategies to ensure continuous improvement in the quality of our teaching programs include:

- maintaining the well-established five-year review cycle for all schools, but with a greater focus on quality assurance and future strategic planning for 2017
- introducing a 'Student Evaluation of Program' survey designed to measure students' perception of program-wide integration, development of graduate attributes and employability
- expanding technology-enhanced learning through self-help video recording studios, virtual and augmented reality capability, peer-to-peer learning platforms and support for 'flipped' classrooms
- better coordination of academic staff professional development activities between Human Resource Management and Learning Futures, Griffith's academic development unit, with increased support for staff to upskill in innovative pedagogy and assessment, technology enhanced learning, using analytics and scholarship, as well as leadership and management
- piloting a Higher Education Academy (HEA) fellowship scheme in 2017 as a means of broadening recognition of staff achievements in learning and teaching. This will complement the activities of the well-established communities of practice, scholarly networks and internal award and grant schemes.

In the research domain, a key driver of strategy has been a program of investment that builds on our earlier Areas of Strategic Investment (ASI) program, targeted at development and expansion of world-leading research. We have now developed areas which are acknowledged as internationally excellent (top 200) and a small number that are considered world leading (top 20) benchmarked against relevant top-200 institutions. A program of *2020 Research* investment builds 'step change' in performance of those existing ASIs.

In terms of research training, Griffith views the presence of a large and vibrant graduate research student community as an essential part of its research fabric. The University has substantially increased its HDR load over recent years as part of a targeted and sustained increase in internally funded PhD scholarships and also by increasing its share of Commonwealth-funded PhD students as a result of improved research performance. HDR load in 2016 is now at suitably high levels to support annual HDR completions of 300+ (completions for 2016 are estimated to be 340). Achieving this (from 'pre-plan' completions of typically less than 200) is the result of improved process around student administrative management, better engagement of academic groups and schools in progression management, skills training for both students and supervisors, and close alignment between scholarships and resource support, and areas of research strength for the University. The University will continue to engage with local and international partners in collaborative support of strategic HDR programs, and international recruitment of high quality students will remain a key component of meeting HDR commencement and load targets.

Griffith also made a decision to activate the recommendations of the Australian Council of Learned Academies (ACOLA) review into research training, in advance of the Commonwealth's decision to accept all of the review recommendations. Our next steps involve the following initiatives:

- introducing the *HDR Reconnect* program to track the employment and career outcomes of all of our 2,400 PhD graduates
- collecting baseline data on current levels of industry engagement of HDR candidates at Griffith
- continued promotion of the *Advance Queensland PhD Industry Experience Program* to the Griffith HDR cohort and support of the Queensland Government's Department of Science, Information Technology and Innovation in the continued development of this program
- developing an industry and other end-user mentoring program applicable to all HDR candidates to supplement existing regional schemes and the proposed national scheme
- promoting funding opportunities available for establishing industry-university collaborative projects in order to create HDR placement opportunities.

Chancellor and Vice Chancellor's Report

2016 Overview

2016 was another very successful year for Griffith staff, students and alumni.

The Australian Awards for University Teaching Citations for Outstanding Contributions to Student Learning were announced by Senator the Hon Simon Birmingham, Minister for Education and Training, in September. National Citations are awarded to those who have made a significant contribution to the quality of student learning in a specific area of responsibility over a sustained period, whether they are academic staff, general staff, sessional staff or institutional associates. Citations were awarded to all six nominees from Griffith—the only university in Australia to be awarded the maximum number of citations. Currently, Griffith leads the country in the number of citations won since 2010 with 44. The next highest institution is the Queensland University of Technology (QUT) with 38.

In the other major national award scheme—the 2016 Australian Awards for University Teaching—two Griffith staff received Awards for Teaching Excellence. Two Griffith staff members were also successful in the 2016 Women in Technology Awards, while Griffith won an institutional award by being named 2016 Employer of Choice.

In 2016, the University was once again awarded the Employer of Choice for Gender Equality citation. This marks 16 consecutive years of recognition by the Workplace Gender Equality Agency, and its predecessor the Equal Opportunity for Women in the Workplace Agency. Griffith was one of just 15 universities and 106 organisations Australia-wide to have been recognised by the Agency for showing leadership in gender equality policies and practice. During 2016, Griffith strengthened its commitment to gender equality through participation in the Athena SWAN charter program, which will see the University develop an action plan to improve gender representation and diversity in our science, technology, engineering, mathematics and medicine (STEMM) disciplines.

During 2016, Griffith researchers figured prominently in articles appearing in the prestigious journal *Nature*—a number of which, such as research into the genomic history of First Australians, made world headlines. In addition, Griffith's Chair in Rock Art Research, Professor Paul Taçon, was awarded one of 16 national 2016 Australia Research Council (ARC) Australian Laureate Fellowships. These highly prestigious awards support outstanding Australian and international researchers and research leaders to build Australia's research capacity.



Professor Emeritus Alan Mackay-Sim, former Director of the National Centre for Adult Stem Cell Research, and Professor Emeritus at the Griffith Institute for Drug Discovery, was named 2017 Australian of the Year

To cap off a great year for Griffith researchers, Professor Emeritus Alan Mackay-Sim, international leader in stem cell research, was named as the 2017 Australian of the Year. Professor Mackay-Sim has spent his career looking at the regenerative properties of stem cells and how these can be used to repair damaged spinal cords. His clinical trials in 2002 continue to play a key role in advancing the medical science aimed at curing paraplegia.

The University continued its climb up the international ranking tables, affirming its place among the top three per cent of over 11,000 universities worldwide. Griffith is now ranked in the top 300 on two major university rankings (the Times HE World University Rankings and the CWTS Leiden Ranking) and in the top 350 on all four major international indices. We were also ranked in the top 50 in the QS University Rankings: Top 50 Under 50 and the Times Higher Education Top 150 Under 50.

In the 2016 Australian competitive grants rounds, Griffith performed strongly, particularly in respect of ARC funding. Griffith researchers were awarded approximately \$11.4 million across four separate ARC schemes. In each of these schemes, our success rate was above the national average.

Our students and graduates also achieved significant success during 2016, both nationally and internationally. In November, six Griffith students were awarded New Colombo Plan Scholarships. These prestigious Australian Government scholarships recognise high-achieving students who show a commitment to their community and potential as a future leader. Each scholarship is worth up to \$74,000 and will fund study travel for our students to destinations in Singapore, Hong Kong and China.

Chancellor and Vice Chancellor's Report



Industrial designer and Griffith University lecturer Samuel Canning fused art with engineering to craft a 3D printed dress. Samuel teamed up with fashion designer Melinda Looi and the world's leading exponent of 3D printing, Belgian-based company Materialise, to bring the concept to life. The work was featured in the University's 2016 'Remarkable' positioning campaign.

Griffith alumnus, Chris Egeland, was selected as Australia's Youth Representative to the United Nations; Queensland Conservatorium alumnus Tim Munro won his third Grammy award (the only Australian to receive a Grammy in 2016); while fellow Conservatorium graduate Dami Im finished runner-up at the 2016 Eurovision Song Contest in Sweden.

Much of the success of 2016 was captured in the roll-out of Griffith's new 'Remarkable' positioning campaign in September. The goal of this innovative campaign is to define the core essence of the University and to communicate this through a cohesive, consistent and compelling narrative across all our media channels.

Letter of Compliance

Report to the Minister for Education and Minister for Tourism, Major Events and the Commonwealth Games

Presented to Parliament by Command

28 February 2017

The Honourable Kate Jones MP
Minister for Education and Minister for Tourism,
Major Events and the Commonwealth Games
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 2016.

I certify that this Annual Report complies with:

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

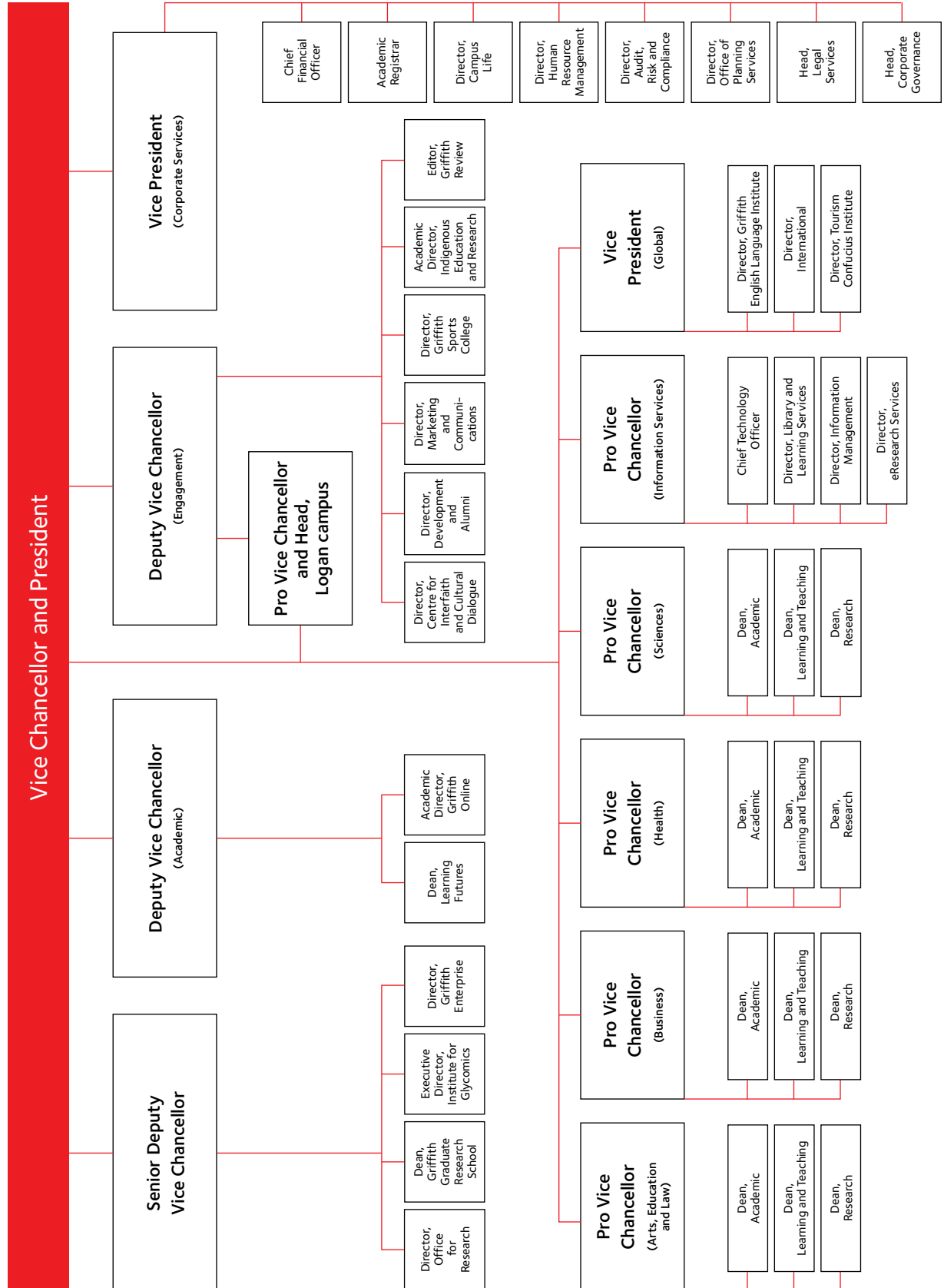
A checklist outlining the annual reporting requirements can be accessed at
griffith.edu.au/annual-report

Yours sincerely



Mr Henry Smerdon AM DUniv
Chancellor
Griffith University

Organisational Structure



Governance

Management and Structure

Establishment

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

University Council

Role

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

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

Membership

Membership, at 31 December 2016, 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

Ms Rachel Hunter, Deputy Chancellor, was appointed as a Governor in Council member from 23 July 2015 up to 30 October 2017.

The following six members were appointed as Governor in Council members from 31 October 2013 up to 30 October 2017:

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

Two members of the University's academic staff, elected by academic staff (Term of office from 28 October 2013 up to 27 October 2017)

Associate Professor Liz Jones
Dr Arthur Poropat (retired from the University on 23 December 2016)
Professor Alf Lizzio was appointed by Council (December 2016) under Section 20A(2) of the *Griffith University Act 1998* for a term of office as an elected academic staff member commencing from 24 December 2016 up to 27 October 2017 being the balance of Dr Poropat's term of office.

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

Dr Naveen Sharma
Dr Sharma was appointed by Council under Section 20A(2) of the *Griffith University Act 1998* for a term of office as the general staff member commencing from 16 June 2014 up to 27 October 2017.

One postgraduate student of the University, elected by postgraduate students (Term of office from 28 October 2015 up to 27 October 2017)

Mr Ritesh Chowdhary

One undergraduate student of the University, elected by undergraduate students (Term of office from 28 October 2015 up to 27 October 2017)

Mr David Cody

Four additional members appointed under Section 16, Griffith University Act 1998 (Term of office from 1 January 2016 up to 31 December 2017)

Dr Robert Anderson OAM

Ms Sandra Anderson

Mr Craig Bassingthwaight

The Honourable Rob Borbidge AO

Colin McAndrew, Vice President (Corporate Services), is Council Secretary, although he is not a member of the Council.

Council Meetings

In 2016, the Council of Griffith University held six meetings:

- 24-25 February (strategic meeting) (off campus)
18 out of 18 members attended
- 4 April (ordinary meeting) (Gold Coast campus)
14 out of 18 members attended
- 6 June (ordinary meeting) (Nathan campus)
15 out of 18 members attended
- 1 August (ordinary meeting) (Logan campus)
16 out of 18 members attended
- 10 October (ordinary meeting) (Nathan campus)
15 out of 18 members attended
- 5 December (ordinary meeting) (Gold Coast campus)
12 out of 18 members attended

Council Subcommittees

The key committees that report directly to the Council are:

- the Academic Committee, the senior body within the University responsible for teaching and learning, and research policies (chairperson as at 31 December 2016: Professor Debra Henly)
- the Finance, Resources and Risk Committee, responsible for advising Council on critical resource issues, including income projections, operating budget allocations, capital expenditure, financing strategies and risk management (chairperson as at 31 December 2016: Mr Mark Gray)
- the Audit Committee, responsible for assisting the University Council and the Vice Chancellor discharge financial and performance management responsibilities imposed under the *Financial Accountability Act 2009*, *Financial and Performance Management Standard 2009* and other relevant legislation (chairperson as at 31 December 2016: Mr Ian Rodin)

External committee members do not receive remuneration.

Advisory Council

In addition to these committees, there is one advisory council; namely, the Gold Coast Advisory Council (chairperson as at 31 December 2016: Dr John Kearney). The Gold Coast Advisory Council advises the University Council on strategic directions for teaching, research and community service at the Gold Coast campus.

Governance

Enabling Legislation

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

Functions and Powers

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

University Functions

The University's functions are:

- to provide education 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.

University General Powers

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

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

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

Council Powers

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

- to appoint the University's staff
- 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 12 to 17.

University Management

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

Academic units, including schools and departments are organised into four groups: Arts, Education and Law; Business; Health; and Sciences. These groups facilitate teaching, research and service activities across campuses.

Administrative support services—such as academic and student administration, finance, human 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.

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.

Registration and Accreditation

The Tertiary Education Quality and Standards Agency (TEQSA) is Australia's independent national regulator of the higher education sector. The Higher Education Standards Framework (Threshold Standards) 2015 (HES) will commence on 1 January 2017 and is established under s58 of the *Tertiary Education Quality and Standards Agency Act 2011* (TEQSA Act 2011).

The standards detailed in the HES Framework represent the minimum acceptable requirements for the provision of higher education in Australia by providers registered under the *TEQSA Act 2011*. All registered providers must meet all of the standards all of the time.

From 1 January 2017, TEQSA will undertake assessment of applications (and any regulatory actions arising) against the new HES Framework. The HES Framework is comprised of seven domains: Student participation and attainment; Learning environment; Teaching; Research and Research Training; Institutional Quality Assurance; Governance and Accountability; and Representation, Information and Information Management.

A detailed analysis of the University's compliance with the HES Framework was undertaken in late 2016. A small number of minor gaps in Griffith University policies and procedures were identified. Relevant senior officers have been advised about the identified gaps and action is in the process of being undertaken to address the gaps through the University's committee approval process. A status report on the University's compliance will be made to Council at its February and August 2017 meetings.

Standard 6.1.3(d) of the *HES Framework* is a new corporate governance requirement that will require Council to undertake *'Periodic (at least every seven years) independent reviews of the effectiveness of the governing body and academic governance processes and ensuring that the findings of such reviews are considered by a competent body or officer(s) and that agreed actions are implemented.'*

The independent review reports on corporate and academic governance processes will form the major part of the core evidence for TEQSA renewal of registration purposes. The University's registration renewal date is 11 June 2022. The renewal of registration application to TEQSA will be supported by the independent review reports and associated action plans. TEQSA will treat the independent review reports and associated action plans as 'core of core' in terms of the re-registration process.

Other Governance Reports

Audit Committee

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

- **the chairperson, appointed by the Council**
Mr Ian Rodin
- **one Council member appointed by the Council from amongst the members of Council who is neither a staff nor student member of the University**
Ms Sandra Anderson
- **one member appointed by the Council from either of the following categories:**
(i) **a member of the Council who is neither a staff or student member of the University**
(ii) **a member external to the University with expertise in auditing and/or accounting**
Ms Ann Robilotta-Glenister OAM
- **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.

At its December 2016 meeting, Council resolved to re-appoint each of the members for a further term upon the conclusion of their preceding terms of office on 31 December 2016.

Throughout 2016 the Audit Committee observed the terms of its Constitution and had due regard to Treasury's *Audit Committee Guidelines*.

In 2016, the Audit Committee held four meetings:

- **23 February: Nathan campus, five out of five members attended**
Major focus: review of draft 2015 financial statements.
- **11 May: Nathan campus, four out of five members attended**
Major focus: Vice Chancellor's annual presentation on strategic issues; annual updates on risk management framework and compliance framework.
- **17 August: Queensland Conservatorium, South Bank campus, five out five members attended**
Major focus: review of external audit strategy; annual update on cyber security; annual review of Audit Committee Constitution; annual review of Internal Audit Charter; annual self-review of performance.
- **9 November: Nathan campus, three out of five members attended**
Major focus: review of draft 2017 Internal Audit Annual Plan; presentation from the Queensland Audit Office about the draft key audit matters report.

At its February meeting, the Audit Committee reviewed the University's 2015 Annual Financial Statements and recommended the Statements to the Chancellor and the Vice Chancellor for signing. The 2015 Annual Financial Statements were subsequently certified by the Queensland Audit Office (QAO) and were tabled in parliament on 31 March 2016.

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

Crowe Horwath attended all Audit Committee meetings during 2016 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 2016 meeting, the Audit Committee reviewed and confirmed the Client Strategy prepared by the external auditors. The Strategy contained the external audit approach, engagement strategy, data analytics strategy, advice about changes to audit reporting from 2017, and the audit plan for controlled entities.

During 2015 the QAO performed an Area of Control Focus audit on risk management.

Other Governance Reports

The QAO's report entitled 'Area of controls focus – Risk management in Universities, Griffith University, December 2015' was considered at the February 2016 meeting. The Audit Committee noted that the QAO had rated the University's risk management practices as either 'established' or 'integrated' and that the assessment of the University's performance against the QAO's maturity model was above the education sector average. The Committee noted the Auditor-General of Queensland's 2015 Report on Education Sector Entities following its tabling in Parliament in May 2016. The actions that the University would implement in response to the risk management findings detailed in the Auditor-General of Queensland's report were discussed and endorsed at the November meeting. The Committee noted that a risk management maturity review had been scheduled in the 2017 Internal Audit annual plan.

The Audit Committee monitored internal audit activities throughout 2016. The Internal Audit Charter was reviewed by Audit Committee at its September meeting and the Vice Chancellor subsequently endorsed the Charter on the recommendation of the Committee.

The 2017 Internal Audit annual plan was reviewed by the Audit Committee at its November 2016 meeting and was subsequently approved by the Vice Chancellor on the Committee's recommendation. On completion of planned 2016 internal audits, the Audit Committee assessed the audit report findings and the responses from management. The Audit Committee also monitored implementation of audit recommendations.

At its August 2016 meeting, the Audit Committee completed the annual review of its Constitution and the revised Constitution was subsequently approved by the Council (October 2016).

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

All Audit Committee meeting minutes were provided to subsequent meetings of the Council. The Committee's *2016 Annual Report to Council* was considered by the December 2016 meeting of the Council. The Report detailed the Committee's performance in relation to its functions, discussed the discharge of its responsibilities under its Constitution and reported on the findings of its annual self-evaluation process.

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

University management maintain risk registers at corporate, and group and divisional levels. Fraud and Academic Fraud risk registers are also maintained. Significant risks identified during audits and 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.

Other Governance Reports

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

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

Mr Dhanesh Raniga, Director, Audit, Risk and Compliance and Mr Dimitri Constantinous, Manager, Internal Audit hold appropriate qualifications as required by the *Financial Accountability Regulations 2009*, including Certified Practising Accountant 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 during 2016.

In November 2016, the Office of the Information Commissioner tabled the *Follow-up of Report No. 2 of 2014-15 Review of universities' implementation of recommendations*, which examined the compliance with Right to Information (RTI) and Information Privacy (IP) by Griffith University, Queensland University of Technology, University of Queensland and University of Southern Queensland. The report found that Griffith University had fully implemented nine and partially implemented two of the 11 recommendations, and as a result, was able to meet RTI and IP obligations more efficiently and effectively.

Risk Management

Risk management guides University operational and strategic operations. The University has a risk management framework that 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 2016 corporate risk register and associated mitigation strategies at its April 2016 meeting.

Work continues in developing comprehensive and effective business continuity plans to grow capability to deal with unanticipated impact on identified critical processes across the University. This work will continue into 2017 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.

Workforce Planning and Performance

The University employs 4,562 full time equivalent staff. The retention rate for staff is 92.90% and the permanent separation rate is 6.69%.

The University is committed to ensuring its workforce is representative of the communities it serves.

Workforce plans are part of the planning framework for academic groups and administrative divisions and are strategically aligned with corporate planning processes which focus on core areas—teaching and learning, research and research training, and engagement.

For 16 consecutive years, the University's employment practices have been recognised as leading, being awarded the Employer of Choice for Gender Equality citation by the Workplace Gender Equality Agency (and its predecessor the Equal Opportunity for Women in the Workplace Agency) along with an Employer of Choice award by Women in Technology in 2016.

Other Governance Reports

The University's employment policies actively promote flexible work practices recognising the need for staff to balance their work, family and other commitments. Innovative use of information technology also enables staff to work flexibly. Additional provisions are available for primary and secondary carers for paid leave for family, carer and parental responsibilities. Parenting rooms are available across all University campuses. In 2016, the University launched its Domestic and Family Violence Support policy.

The University is committed to supporting a positive health and safety culture and in 2016 launched a Staff Well-being program. The program is available to all University staff and initiatives are grouped into four areas: Healthy Places, Healthy Lifestyle, Healthy Community and Healthy Minds.

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. Negotiations commenced in October for replacement Enterprise Agreements for both academic and general staff.

Code of Conduct

The University's Code of Conduct (the Code) is derived from the *Public Sector Ethics Act 1994*. A revised code was approved by University Council in April 2016 and 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 revised code was written as a capstone policy and includes new sections on academic freedom, public comment and alcohol and drugs. 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 at the University as part of their online induction and the University website provides a frequently asked questions page listing additional information. The Vice Chancellor writes to all staff annually to remind them about the Code and other University policies relating to integrity. This includes 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.

Gold Coast Innovation Centre Ltd

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

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

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

Other Governance Reports

Information Systems and Recordkeeping

The records management function is managed under the wider umbrella of the Information Management portfolio in Information Services. During 2016, the focus has continued to work toward operationalisation of the Information Management Framework. This included commissioning an independent Information Management Maturity Assessment to provide a baseline assessment of the University's information management capabilities. This in turn informed the refinement of the Information Management Plan supporting the Griffith Digital Strategy 2020 and the associated actions identified for implementation in 2017. Working toward better information governance, the University published Phase I of an Information Asset Register (IAR) and approved the Data Classification Guidelines, which were accompanied by relevant tools to advise staff on the appropriate content repositories for University information. The IAR will continue to be populated with key University information assets into 2017.

Work continued on the Digital Personnel Files Project, with staff files now automatically created in the records management system in real time. Enhancements also mean that recruitment records are digitally and automatically transferred to the personnel file, replacing the need to print and scan. Digitisation of hardcopy staff files was completed, with all files now available for digital access from any campus to appropriate personnel.

A pilot of a digital signature application was completed and recommended for wider implementation in 2017.

External Engagement

In 2016, Griffith was the winner, for the second year in a row, of the Records and Information Management Professionals Association of Australasia (RIMPA) Chris Simpson Award (Teamwork and Partnership category). This award from the Queensland Local Government & Corporations Chapter of RIMPA recognises individuals or groups who have worked cooperatively toward a common goal, using an effective method of transferring 'know how' to create sustainable working relationships that enable the elevation of recordkeeping within an organisation.

Griffith worked with Queensland State Archives and the Australasian Universities Recordkeeping and Archivists (AURA) Forum to establish a collaboration platform for AURA members, to replace an existing listserv discussion group. This website allows for a historical record of previous discussion to be kept as a knowledge base for members going forward.

Griffith also had two staff members involved in the Queensland State Archives' Proof of Concept for a Digital Archive Project, one in a technical capacity and the other on the Project Board.

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.

More information about the Queensland Government's objectives for the community is available at premiers.qld.gov.au/publications/categories/plans/governments-objectives-for-the-community.aspx

Other Governance Reports

Sustainability Commitment

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.

The Sustainability Plan 2017–2020 was approved in November 2016. The Plan builds on the experience of the previous Sustainability Plan 2013–2015, and further refines the University's sustainability goals and strategies.

Sustainability Highlights for 2016

- In October, the University reaffirmed a commitment to the world's largest corporate sustainability initiative, the United Nations Global Compact.
- The University was a finalist in the 2016 Green Gown Australasia Awards in the Continuous Improvement: Institutional Change category.
- In July the University took delivery of 22 new hybrid cars, replacing 30% of the pool vehicle fleet. All fleet cars will be replaced with enviro-friendly alternatives over the next two years, reducing the University's emissions by an estimated 30 tonnes of CO₂ per annum.
- Development of a Sustainable Transport Strategy to increase the proportion of travel by sustainable modes was started.
- A Green Labs Pilot Program was launched in March/April on the Nathan and Gold Coast campuses. The pilot highlighted energy savings and other benefits, with progressive roll out across the University to 2020.
- A new Sustainability Awareness module was launched in early 2016 for staff induction.
- An Environmental Performance website was introduced to provide information on energy and water use, including live consumption data along with data on waste, recycling and composting and tips on how to reduce waste, energy and water consumption.
- The Sustainability Teaching Network audited Griffith's Teaching programs and an up-to-date list of programs with sustainability themes has been placed on the Sustainability website. The Sustainability Hub for learning and teaching is being upgraded with resources for students and staff.

- Griffith's MBA, which is built on core values such as sustainable business practices, responsible leadership and an Asia-Pacific perspective, was placed in Australia's top five MBAs in the CEO Magazine Global MBA 2016 Rankings. The Carbon Neutrality Project was implemented in 2014 and has established the Griffith MBA program as the only one in Australia, and one of only three in the world, to have a carbon neutral certification.
- Griffith University Sustainability Awards for staff were held in September 2016 with winners and highly commended in three categories: Team, Group and Individual.

Sustainability Partnerships

The University is a member of the following:

- Gold Coast 2018 Commonwealth Games Sustainability Advisory Panel
- Business South Bank Sustainability Committee
- United Nations Global Compact Network Australia's Environmental Leadership Group
- Australasian Campuses Towards Sustainability Inc (ACTS)—this is a member-based organisation representing higher and further education institutions within Australia and New Zealand. Griffith hosts the ACTS Secretariat.

Research

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 Excellence in Research for Australia (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 2016 University Ranking Performance

In 2016, Griffith maintained its place in the top three per cent of universities worldwide with another successful year for international rankings. For the first time, Griffith is now ranked in the top 300 on two major university rankings (the Times HE and CWTS Leiden) and in the top 350 on all four major international indices (the Academic Ranking of World Universities, the Times Higher Education World University rankings, the CWTS Leiden ranking and the QS World Ranking).

The University maintained its position in the 101–150 band on the ARWU Social Sciences field ranking, placing it at equal eighth in Australia alongside the Australian National University. Social Sciences at Griffith also secured a top 150 position on the QS and the National Taiwan University ranking schemes. Griffith was ranked 34th in the QS Top 50 under 50 (up from 38th last year) thus reinforcing Griffith's place among other youthful and dynamic higher education institutions around the world.

Vice Chancellor's Research Excellence Awards



Professor Ron Quinn, Foundation Director of Griffith Institute for Drug Discovery, received the Lifetime Research Leadership Award in the 2016 Vice Chancellor's Research Excellence Awards

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

The 2016 award winners were:

- **Professor Ron Quinn**
Griffith Institute for Drug Discovery
Lifetime Research Leadership Award
- **Professor Shanqing Zhang**
Centre for Clean Environment and Energy,
Environmental Futures Research Institute
Senior Researcher Award
- **Professor Donna Pendergast**
School of Education and Professional Studies
Research Supervision Award

- **Dr Lauren Ball**

Menzies Health Institute Queensland
Early Career Researcher Award

- **Professor Paul Scuffham, Associate Professor Tracy Comans, Dr Louisa Gordon, Associate Professor Shu-Kay Ng, Associate Professor Erika Turkstra, Ms Anne Bucetti, Ms Gemma Hynard, Ms Rani Scott, Dr Shoku Maru, Ms Erin Pitt, Dr Joshua Byrnes, Dr Martin Downes, Dr Sanjeewa Kularatna, Dr Kim-Huong Nguyen, Dr Jean Spinks, Haitham Tuffaha, Ms Emilie Bettington, Ms Maria Donahue, Mr Thomas Elliott, Mr Robbie James, Dr Cindy Mervin, Mr Gabor Mihala, Ms Nicole Moretto, Ms Jodie Osborne, Ms Dinusha Vithanchchi**
Centre for Applied Health Economics,
Menzies Health Institute Queensland
Research Group or Team Award

2016 Higher Education Research Data Collection of Research Income for 2015

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

Research Income

Griffith's HERDC research income for 2015 was \$72.8 million, an increase of 7.43% over the 2014 figure. Griffith recorded increases across all categories of income, with the largest increase of \$3.99 million for Other Public Sector Research Funding, and \$125,000 for Australian Competitive Grants, \$731,000 in Industry and Other Funding, and in Cooperative Research Centre Funding of \$185,000.

Research Publications

The Australian Government released the National Innovation and Science Agenda in 2015, introducing new funding arrangements for research block grants commencing in 2017. The new arrangement removes the collection of research publication counts from the HERDC submission as a measure for allocating research block grant funding.

Griffith continues to collect research publications data for annual performance reports and for the next ERA submission. The publications collection for 2015 is showing an increase of 1.12% in total weighted publication points, from 2,305 in 2014 to 2,331 in 2015, mainly due to an increase in refereed journal articles. The total number of unweighted research outputs, 3,663 in 2015, is slightly more than the 2014 figure of 3,621, again with the largest increase in the number of refereed journal articles.

Australian Research Council and National Health and Medical Research Council Funding Success

Griffith achieved excellent funding outcomes in the major Australian Research Council (ARC) and National Health and Medical Research Council (NHMRC) schemes in 2016, receiving more than \$19 million for new research projects. Griffith University was awarded 16 ARC Discovery Projects (19.8% application success rate), four Future Fellowships (44.4% success rate), five Discovery Early Career Researcher Awards (19.2% success rate) and two Linkage Infrastructure, Equipment and Facilities (LIEF) grants (40% success rate). Griffith's success rates across all of these schemes were above the national average. Earlier in 2016, Griffith was awarded \$2.5 million for an ARC Laureate Fellowship, and six ARC Linkage Project grants worth more than \$1.3 million. The University continued its success in securing Australian competitive grants through the NHMRC Project Grants (funding commencing in 2017), receiving more than \$1.37 million in research funding, as well as \$2.4 million for hosting the Centre for Research Excellence in Prostate Cancer Survivorship.

Research

Selection of Major Grants in 2016

Some examples of Griffith University's major research projects awarded during 2016 are as follows:

Chronic Fatigue Syndrome Research

Professors Sonya Marshall-Gradisnik, Don Staines and Dr Samantha Johnston from the National Centre For Neuroimmunology and Emerging Diseases (NCNED) at Menzies Health Institute Queensland, Griffith University, were awarded \$4 million in funding from the Stafford Fox Medical Research Foundation as part of a bid to accelerate the diagnosis of Chronic Fatigue Syndrome (CFS) and the discovery of appropriate treatments. CFS, also known as Myalgic Encephalomyelitis (ME), is a highly debilitating disorder characterised by profound fatigue, muscle and joint pain, cerebral symptoms of impaired memory and concentration, impaired cardiovascular function, gut disorder and sensory dysfunction such as noise intolerance and balance disturbance. Many cases can continue for months or years, and it is believed around 200,000 Australians are affected. The prevalence rate of CFS/ME worldwide is estimated around 1.2%.

The funding from the Stafford Fox Medical Research Foundation will allow Griffith to develop the first-of-its-kind diagnostic blood test which uses novel technologies to identify genetic markers for CFS, and will also enable researchers at NCNED to investigate possible pharmacological treatments. The funding award is the second round of funding from the Stafford Fox Medical Research Foundation which previously provided \$2.5 million to NCNED to investigate CFS and develop the diagnostic test.

Griffith's ARC Australian Laureate Fellowship

Griffith University's Chair in Rock Art Research, Professor Paul Taçon, who is Director of the Place, Evolution and Rock Art Heritage Unit, was awarded one of 16 national 2016 ARC Australian Laureate Fellowships. These highly prestigious awards support outstanding Australian and international researchers and research leaders to build Australia's research capacity.

Professor Taçon, also from the Griffith Centre for Social and Cultural Research, is both an archaeologist and an anthropologist whose research spans facets of human evolution, rock art and relationships to landscape and place. With \$2.5 million funding support over five years for this Laureate Fellowship, Professor Taçon's project is titled 'Australian rock art history, conservation and Indigenous well-being'. The project will generate new protocols and provide new interfaces between scientific, Indigenous, and public views of rock art, as well as fostering and celebrating rock art assets as keystones of national identity and cultural well-being in Indigenous communities. Future research will lead to protection of rock art within its wider landscape, advances in rock art conservation science, training programs and sustainable models for cultural tourism.

Professor Taçon was also honoured with the Rhys Jones Medal for Outstanding Contribution to Australian Archaeology, by the Australian Archaeological Association.



Professor Paul Taçon, the Director of the Place, Evolution and Rock Art Heritage Unit, was awarded one of 16 national 2016 ARC Australian Laureate Fellowships

2017 Australian of the Year

In 2016, Griffith University's Professor Alan Mackay-Sim was named the 2017 Queensland Australian of the Year for his research into stem cells and their use in repairing damaged spinal cords. He was named Australian of the Year during a live announcement at Parliament House in Canberra in 2017 on Australia Day eve. The Professor Emeritus at the Griffith Institute for Drug Discovery has given hope to thousands of Australians with spinal cord injuries through his world-leading research.

Professor Mackay-Sim is recognised as a global authority on the human sense of smell and the biology of nasal cells. He led the world's first clinical trial using these cells in the treatment of spinal cord injury.

Professor Mackay-Sim has championed the use of stem cells to understand the biological bases of multiple brain disorders and diseases such as schizophrenia, Parkinson's disease and Hereditary Spastic Paraplegia. The award reflects the quality of research undertaken in Australia and helps raise awareness of stem cell research, disability in the community and the importance of scientific research to advance clinical therapies.

Tropical Medicine Researchers Awarded Funding

Griffith University received a total of \$1.25 million in federal government funding to support research in developing new therapeutic agents for tuberculosis, and a vaccine for Group A Streptococcus. The Minister for Trade and Investment Steven Ciobo announced the grants as part of almost \$7 million funded to 11 organisations under the Tropical Medicine Commercialisation program to fight tropical diseases.

The \$1 million grant to the Griffith Institute for Drug Discovery is to find a cure for tuberculosis, which kills more than 1 million people globally each year. The Institute for Glycomics was the recipient of \$250,000 towards a Streptococcus vaccine, which has the potential to significantly reduce the rates of rheumatic heart disease in young Indigenous Australians—those most at-risk of streptococcal disease.



Professor Donna Pendergast, from the School of Education and Professional Studies, was appointed by the Queensland Government to provide a suite of online modules to improve STEM education in schools

Professional Development Modules for STEM teachers

The Queensland Government is aiming to lift standards of education in state schools and believe that improving the skills of teachers is a key plank in reaching this goal. In 2016, nine areas of development were identified and put out to a panel tender. Griffith University, led by Professor Donna Pendergast was successful in being appointed provider of seven of the nine online modules, worth \$1.5 million. Through its Advance Queensland agenda, the state is looking to improve science, technology, engineering and maths (STEM) education as well as languages and digital technologies, and this successful tender is recognition for one of Griffith's leading research groups.

Research

Research Education Highlights

2016 Scholarship Rounds Highlights

A total of 970 scholarship applications for higher degrees by research (HDR) were received in 2016 (for the mid-year and end-of-year scholarship rounds combined) with 297 applications considered to meet the highest level for admission (Honours 1 or equivalent).

As at December 2016, HDR load was 1,639 full-time equivalents (FTE) against 1,597 for 2015, with 340 confirmed HDR completions. The total 2016 HDR completions exceeded the 2015 HDR completions by about 100, with the increase assisted by the implementation of an online thesis submission and examination module at the end of 2015.

2016 Higher Education Conference Poster Exhibition

Two post-confirmation PhD candidates—Bo-Pang and Riyad Rahimullah—showcased their research at the Higher Education Conference Poster Exhibition on 9–11 March 2016 and Bo-Pang won the poster exhibition prize. The conference is Universities Australia's flagship HDR event, which attracts over 800 delegates from both within and outside the university sector, and is attended by Vice Chancellors, Chancellors, eminent scientists and researchers, international education specialists, policy makers, business representatives, and the media.

The poster exhibition highlights and celebrates innovative research that is addressing a community issue. Bo-Pang's research is a theoretically grounded social marketing study focused on promoting active school travel and Riyad Rahimullah's project title was 'The debate on violent extremism: Voices of young Australian Muslims'.

FameLab Australia Final

Griffith Glycomics Institute PhD candidate Barbara Hadley was one of 12 finalists to compete in the FameLab Australia Final in Perth in May 2016. As a FameLab national finalist, Barbara explained her scientific concept, Sialic acid and its role in disease, to a general audience in just three minutes, with no PowerPoint presentation. Since its inception at The Times Cheltenham Science Festival in 2005, FameLab has grown into the world leading science communication competition, run in over 25 countries.

International Student Research Forum

From 12 to 16 June 2016, 10 Griffith University PhD candidates attended the International Student Research Forum (ISRF) 2016, which was hosted by The University of Chinese Academy of Sciences (UCAS), in Beijing.

The ISRF is a cooperative arrangement involving Griffith University, University of Nebraska Medical Center, UCAS, University of Tokyo Institute of Medical Science, University of Southern Denmark, and new member, University of Aberdeen.

Formed in 2005, this annual forum provides a friendly environment for early-career researchers to present their research and gain international exposure to higher degree researchers. It also serves as a unique networking opportunity for developing research collaborations and professional friendships as part of an international approach to foster the career development of future science leaders. The forum is restricted to HDR candidates in the life and medical sciences, with Griffith University delegates being equally represented from health and sciences.

Advance Queensland PhD Scholarships

Two Griffith PhD candidates—Megan Arnold and Nadia Campagnolo—were awarded Advance Queensland Awards for projects commencing in 2016. Megan Arnold's research focused on new prophylactic drugs for malaria and Nadia Campagnolo's research focused on the association between diet and inflammation in Chronic Fatigue Syndrome.

The Advance Queensland Research Fellowships and PhD Scholarships program supports researchers undertaking original work that will have a positive impact on Queensland. The \$10 million initiative foresees these projects will help drive innovation and collaboration in new and existing industries.

Three Minute Thesis Competition

The Griffith Three Minute Thesis Competition (3MT®) Final was held at the Gold Coast in late August with finalists competing in four prize categories. Susan Chapman from the School of Education and Professional Studies was the overall winner for her presentation on the immersion of arts in education which is facilitating enhanced student learning. Susan represented Griffith at the 3MT Asia-Pacific final.

Katherine Lee from the School of Medicine was the runner-up and the people's choice winner for her research into the possible genetic markers of bowel cancer, helping medical professionals develop a deeper understanding of the disease. First time entrant, honours student Kaamna Deo from the School of Applied Psychology, won the undergraduate and postgraduate coursework research category award for her research into behavioural cues and strategies to train yourself into beneficial behaviours.



Griffith Three Minute Thesis Competition 2016 finalists

International Thesis Award

Griffith HDR graduate Dr Pamela Humphreys was awarded the 2016 International Education Association Australia (IEAA) Outstanding Postgraduate Thesis award for her PhD research, English Language Proficiency in Higher Education: Student Conceptualisations & Outcomes. The award was presented in October at the Australian International Education Conference (AIEC) in Melbourne. Dr Humphreys is the Deputy Director of the Griffith English Language Institute.

China Scholarship Council Fair

Professor Sue-Berners Price, Sherman Xia, Professor David Shum and Professor Geoff Tansley had a successful trip to Beijing to attend the China Scholarship Council (CSC) Fair 2016 to promote Griffith to potential high-achieving HDR candidates.

CSC and Griffith collaborate by providing scholarship opportunities and placements to selected Chinese graduate students who wish to complete a PhD degree at Griffith as part of the China Scholarship Council – Griffith University Joint Funding Program.

Professor Berners-Price also visited the University of the Chinese Academy of Sciences (UCAS), meeting the HDR candidates coming to Griffith under the GU-UCAS Doctoral program in 2017.

Griffith HDR Conference 2016

The inaugural Griffith HDR Conference was held on 30 November at the Gold Coast campus with the theme of 'Visibility: How to stand out from the crowd'. This conference focused on employability and career preparation in diverse HDR careers and pathways, through a range of presentations, workshops and discussions. The conference examined the broader skills HDRs are developing and looked to ways to apply this in the context of future career opportunities and in identifying potential avenues to increase research visibility.

Research

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 2016. 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 that are supported by input from the IRU are:

- 'Looking for the 'X' factor: contextualised learning and young Indigenous Australian children'
- 'Deaths in young people involved in the youth justice system: towards evidence-based prevention'
- 'Characterising the deleterious mutational load in Aboriginal Australians'
- 'Australian Nurse Family Partnership Program – Workforce Development Research Project'.

The IRU continued the 'Indigenous Knowledge and Research' seminar series to researchers and doctoral candidates across the University. Seminar presentations included:

- 'Understanding organisation, place and belonging in Indigenous Research'
- 'Transgenerational trauma, White Privilege, and Aboriginal-White relations in Australia'
- 'Research and Repatriation? Provenancing ancestral remains and understanding the population history of Cape York'
- 'Indigenous focused research and an examination of emerging methodologies'
- 'Conducting qualitative research with Indigenous People on socially sensitive issues: Talkin' 'bout my moola'
- 'Why Living Law matters: Indigenous Law, Traditional Knowledge and Intercultural Justice'
- 'Towards establishing a participatory process for managing water and energy efficiency in remote Aboriginal and Torres Strait Island communities'
- 'Decolonising Indigenous Representation: Ontological transformations through a Digital Lens'.

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).

Clem Jones Centre for Neurobiology and Stem Cell Research

The Honourable Anastacia Palaszczuk MP, Premier of Queensland and Minister for the Arts, officially opened the Clem Jones Centre for Neurobiology and Stem Cell Research at the Griffith Institute for Drug Discovery on Thursday 19 May 2016. The focus of the research of the Clem Jones Centre for Neurobiology and Stem Cell Research is to develop therapies for acquired brain injuries and spinal cord injuries.

In particular, the research team led by Dr James St John is planning to conduct a Phase I/IIa clinical trial to treat the paralysed spinal cord commencing in late 2018. The therapy uses olfactory cells taken from the nose and transplanted into the spinal cord to form a bridge for the regenerating nerve cells. In 2002, Professor Emeritus Alan Mackay-Sim led the world's first Phase I clinical trial of this therapy that takes cells from the nose and transplants them into the spinal cord. His work showed that the treatment was safe for use in humans. Because of this groundbreaking work, researchers from around the world have continued to improve the therapy. Dr St John's team is combining improved cell purification techniques with natural product drug discovery and three-dimensional bioprinting to produce olfactory cell nerve bridges that will give greater functional recovery to patients with spinal cord paralysis. The generous support of the Clem Jones Foundation will enable the research team to start crucial preparations for the clinical trial.



Research team leader Dr James St John with researcher Marie-Laure Vial at the Griffith University Clem Jones Centre for Neurobiology and Stem Cell Research

Research Centre of Human Evolution

Griffith's Research Centre of Human Evolution (RCHE)—the first academic centre specifically focused on the subject of human evolution in our region—was officially launched by the Honourable Leeanne Enoch MP, Minister for Housing and Public Works and Minister for Science and Innovation on 8 July 2016.

Griffith's Dr Adam Brumm and Professor Rainer Grun were part of an international team of researchers who announced the discovery of ancestors to the Liang Bua hobbit, in Indonesia. Stone tool artefacts found on the island of Sulawesi, and dating back to at least 118,000 years ago, suggest a mystery population of archaic humans colonised the island long before the appearance of our species, *Homo sapiens*. As reported in the June edition of *Nature*, fossil remains of hominins that are similar in size to the Liang Bua hobbit but at least ten times older have been excavated at Mata Menge. This pioneering research is the most significant breakthrough yet to help with our understanding of the origin of hobbits.

Professor Grun also co-authored the feature journal article 'Inter-group violence among early Holocene hunter-gatherers of West Turkana, Kenya' in the January edition of *Nature*. Skeletal remains of a group of hunter-gatherers massacred around 10,000 years ago have raised questions about humankind's propensity for warfare. The fossilised bones of the Stone Age victims were unearthed at Nataruk—30 kilometres west of Kenya's fossil-rich Lake Turkana—and are believed to be the earliest scientifically dated historical evidence of human conflict.

Researchers from Griffith's RCHE along with nine Aboriginal Australian Elders, collaborated with an international team on a large-scale project to sequence the complete genomes of 83 Aboriginal Australians and 25 Highland Papuans. The research, published in the September edition of *Nature*, found that Indigenous Australians and Papuans are descendants of a single wave of migrants who left Africa around 70,000 years ago. RCHE's Professor David Lambert, who is one of the authors of the *Nature* paper, collected saliva samples for DNA sequencing in collaboration with Aboriginal Australian communities and individuals throughout the Australian mainland.

ARC Centre of Excellence for Quantum Computation and Communication Technology

ARC Centres of Excellence are prestigious foci of expertise through which high-quality researchers maintain and develop Australia's international standing in research areas of national priority.

Griffith researchers are part of a successful Centre led by the University of New South Wales, the ARC Centre of Excellence for Quantum Computation and Communication Technology. This is the third time that this Centre has been funded under the Centres of Excellence scheme. Professor Howard Wiseman, Professor Geoff Pryde and Dr Mirko Lobino from the Centre for Quantum Dynamics are Chief Investigators in the Centre of Excellence, which was awarded \$33.7 million over seven years. This Centre aims to implement quantum processors able to run error corrected algorithms and transfer information across networks with absolute security. Australian researchers have established global leadership in quantum information, an innovative technology which could transform all industries dependent on computational power.

Griffith's NHMRC Centre of Research Excellence in Prostate Cancer Survivorship

Professor Suzanne Chambers and Professor Paul Scuffham, from Menzies Health Institute Queensland, are Chief Investigators in the Centre for Research Excellence in Prostate Cancer Survivorship, which was awarded \$2.4 million to be administered and hosted by Griffith University, from 2016 to 2020. Centre partners are Cancer Council Queensland, Edith Cowan University, and the Prostate Cancer Foundation of Australia.

The Centre for Research Excellence will translate research into action across four main themes for the benefit of approximately 200,000 Australian men diagnosed with prostate cancer, examining psychosocial and psychosexual health, exercise medicine, the economic cost of prostate cancer and geographic inequalities in prostate cancer outcomes.

Research

Griffith Centre for Social and Cultural Research

Award-winning journalist Peter Greste launched the Griffith Centre for Social and Cultural Research at South Bank on October 17 2016. The multidisciplinary centre (formerly known as the Centre for Cultural Research) deepens our understanding of the challenges confronting contemporary society, and explores important research themes such as global mobility, crisis, conflict and security and First Nations' communities and culture among others.

Reflecting its interdisciplinary nature, the Centre's four research themes are:

1. History, Media and Change—considering the notion of 'change' through the lenses of history and media
2. Crises: Communities, Safety and Security—considering crises, safety and disasters in contemporary social and political contexts
3. Language, Culture and Belonging—linguists, sociologists, communication researchers, Islamic studies scholars and cultural experts investigate language diversity and different ways of belonging.
4. Heritage and Wellbeing—developing new research projects on the role and significance of heritage in the contemporary world as well as new ways to protect and present it for future generations.

Cities Research Institute

The Director of the new Cities Research Institute, launched in 2016, Professor Paul Burton, will lead the development of new collaborative and transdisciplinary research programs that address the challenges facing cities in Australia and the wider Asia-Pacific region. Incorporating the Griffith Centre for Coastal Management and a new strand of urban water research previously associated with the Smart Water Research Centre, the new Institute now constitutes the largest centre of research in Australia focusing on cities and processes of urban change and development.

The Urban Research Program, which preceded the Cities Research Institute, looked at a range of issues during the 12 years it operated, including the impact of climate change on food security in cities and more recently how to capture increases in land value from public investment in infrastructure, such as light rail. Australian cities need more sophisticated research that brings together experts from different fields, like engineering, to face the complex challenges of today. The Cities Research Institute focuses on three main themes:

1. Intelligent infrastructure—How do we make sure our infrastructure networks (roads, rail, power, water and so on) are fit for purpose and able to meet the demands of the future? How do we harness new technologies to help manage and modify demand?
2. Quality places—How do we build new suburbs that allow us to live our own version of the good life? Can we make them easy to walk and cycle around? How do we make the most of our parks and green spaces and how do we deliver housing affordability to all age groups?
3. Transforming communities—As our population grows it will probably become more diverse in terms of age, social and ethnic background and wealth, so how do we manage this growing diversity so that we are able to live well together?

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 and research institutes and centres, Griffith's expertise, research capabilities, innovations and knowledge ('intellectual assets') are used by government, industry, and the community. Griffith University's researchers provide multidisciplinary and proactive solutions for industry, government and the community. Some project examples are included here:

Non-toxic Solution to Fruit Flies

Griffith University and agricultural product company AgNova Technologies have collaborated to produce Fruition, the nation's first non-toxic fruit fly trap. The launch of Fruition was held on 10 October 2016, and is the first commercialised response to help growers minimise crop losses following restrictions on the use of insecticide sprays. Through a unique combination of colour, shape and smell, the Fruition traps attract and catch female fruit flies before they lay eggs in fruit. This invention has the potential to significantly improve outcomes for Australia's \$4.8 billion horticulture industry.

Professor Dick Drew, of Griffith's International Centre for the Management of Pest Fruit Flies (ICMPFF), has dedicated his career to fruit fly research and developed the trap over 30 years of investigation.

The partnership between Griffith and AgNova won second prize in the Technology One Industry Engagement Award of the Australian Financial Review Higher Education Awards. The award aims to recognise higher education institutions working with industry in a way that goes beyond standard commercial relationships and is genuinely reciprocal, mutually beneficial, and highly valued by both partners.

Utilitas Partnership

A collaboration between Utilitas and Griffith University could turn food waste and garden clippings into clean energy, reducing the 20 million tonnes of organic waste that end up in landfill in Australia each year. Utilitas is a Queensland-based biogas energy developer and has partnered with the university to develop advanced biogas technologies and processes aimed at recovering energy, nutrients and water from organic waste. While the project is initially focused on cane trash and other crop waste, once the economics of the initiative are proven on a large scale, the technology will be applied to other organic waste like lawn clippings and garden cuttings.

RealWell Resources for Children's Well-being

A unique suite of online resources, called RealWell, aims to promote community-wide understanding and advancement of children's well-being. It has been developed by Professor Ross Homel and Dr Kate Freiberg from the Griffith Criminology Institute. A core component of RealWell is an interactive video game called Rumble's Quest.

As children play Rumble's Quest they guide an avatar through the game's interactive landscape, accompanied by an animal companion. As they progress, the creature asks questions designed to obtain a detailed measure of the child's social-emotional wellbeing. Well-being is subjective and complex but it's also a significant indicator of positive, healthy development. If a child's well-being is diminished, analysts can see things like depression, anxiety, loss of self-control and other behavioural issues. It is critical to identify and respond to child wellbeing issues early before they turn into mental health problems, disengagement, or delinquency. Rumble's Quest gives children the opportunity to report their own feelings and sense of wellbeing as they journey through the game, rather than speaking to an adult, they can use their own voices and experiences.

Research

Developing Elite Sport in Papua New Guinea

Griffith University has been assisting Papua New Guinea (PNG) to develop its elite sporting program. Griffith's consultation has been led by Professor Kristine Toohey from the Department of Tourism, Sport and Hotel Management in the Griffith Business School, with Griffith Sports College Director and former Olympic rower Duncan Free. The pair is assisting in the development of a strategic plan for the PNG Olympic Committee high performance area. They joined a team including University of Technology Sydney and Stirling University (Scotland). Part of the challenge for PNG is transitioning from a system based almost entirely on the energy of volunteers, to trained local professionals. The system will also need to be self-sustaining so that it is not reliant on external advisors. However, the new program will also need to keep all the volunteers engaged while continuing to build capacity.

SuperCool Partnership

Cold food distribution adds costs to food and tax bills, with small to medium enterprises (SMEs) forming a substantial part of the food supply chain. However, SMEs have limited resources and find it difficult to commit the substantial dollars required to invest in research and development. SuperCool Asia Pacific needed to reduce wastage in their food delivery section and through a government grant scheme called Australian Government's Entrepreneurs' Programme, they partnered with Griffith and were granted funds to develop a device which can determine the thermal properties of food in refrigerated transport and cold storage.

Dr Hanan H Hamid, Research Fellow at the School of Engineering, successfully completed SuperCool's thermal sensor project, and developed a probe that can mimic the temperature of food products. The probe was handed over to SuperCool in September 2016 and has wider international potential to assist in cold food distribution and thus improve nutritional outcomes overseas.

Parents Under Pressure Expansion

In 2016, Griffith's Parents Under Pressure (PuP) program expanded its national and international training and service delivery in the UK, Ireland and into central Australia. PuP has saved millions of dollars in costs that would otherwise be incurred, and delivered immense social benefit to families in need. Developed by Professor Sharon Dawe from the School of Applied Psychology and researchers from The University of Queensland, PuP focuses on families at extreme risk due to problems with addictions and/or mental illness, with children in their care. An intervention can also cost the state millions of dollars over a child's lifetime and lead to significant upheaval for all. The program is largely delivered in people's homes and for many families this may be their final chance to stay together.

Autism Education Research

The number of school students with autism in mainstream schools has risen dramatically over the past decade. In 2016, the Autism Centre of Excellence (ACE), led by Professor Jacqui Roberts, was contracted by the Queensland Department of Education and Training to review advice given to classroom teachers in better understanding and guiding decisions around behaviour management in autistic children.

Staff from ACE will develop an online tool for conducting Functional Behaviour Assessment. The tool will assist schools to proactively support students with autism who display complex and challenging behaviours. The web-based tool will include a decision-making assistance model that provides guided assessment and matched interventions appropriate to the student, to develop an individual behaviour support plan for the student. This will help teachers make better decisions and better behavioral management plans with parents and school administrators.

Urban Design Protecting Koalas

Griffith has been advising governments and councils on how to develop their urban roads and rail to allow for expansion and protect native wildlife. Part of the solution has been special structures designed and built into Australia's highways to help Australia's vulnerable koala population move safely across roads and highways—but it's been hard to prove that koalas actually use them.

In July 2016, Griffith released a world-first study that involved monitoring retrofitted ledges, tunnels and other eco-structures over a 30-month period, using camera traps and wireless identification tags to identify individual koalas that used the crossing. Traffic volumes for the region studied are predicted to increase by 19% between 2006 and 2031. In 30 months, the researchers recorded 130 verified crossings. The study will support the need to continue to install eco-structures to protect threatened koala populations.

Glycomics Partnership with China-based BGI and Olymvax

In 2016, the world's largest genomic organisation, China-based BGI, signed a collaboration with Griffith University and other leading Queensland research teams including the CSIRO, on genomic projects relating to human medicine and health, sports health, marine science and biodiversity, agriculture and aquaculture.

Another partnership between Griffith and Olymvax Biopharmaceuticals will develop and test a vaccine against Group A streptococcal throat infections. If the trials prove successful, people could obtain lifetime protection from strep throat—and a host of more serious complications—from a single dose inhaled through the nose. While both the throat and skin infections are painful and debilitating, clinicians are far more worried about the dangerous conditions they can trigger if left untreated, including toxic shock syndrome, deep tissue infections and rheumatic heart disease, which collectively kill between 500,000 and a million people a year.

Researcher Awards

Australia Day Honours

Professor Emeritus Sue Spence, former Deputy Vice Chancellor (Academic), was appointed an Officer of the Order of Australia for her distinguished service to mental health research, particularly to prevention and treatment in young people, to tertiary education, and as a mentor.

Leneen Forde Chair of Child Protection Research

Professor Claire Tilbury from the School of Social Work and Human Services was appointed as the inaugural Leneen Forde Chair of Child Protection Research. The Queensland Government has partnered with Griffith to establish this academic position to lead research into the child and family support and child protection fields. A child protection expert with more than 30 years' experience in social work, Claire is eminently suited to undertake this role.

Queensland Multicultural Award

Griffith University won a 2016 Queensland Multicultural Award in the communication and media achievement category for its Reporting Islam Project. Led by Associate Professor Jacqui Ewart and Professor Mark Pearson from the School of Humanities, Languages and Social Science, the project aims to combat the negative stereotyping of Islam and Muslims in the media.

The project team has created a suite of research-based multimedia training and education resources for Australian media practitioners and tertiary institutions. The 2016 Queensland Multicultural Awards were announced at the Logan Entertainment Centre on Saturday, August 20 2016 as part of Queensland's Multicultural Month celebrations.

Research

Paul J Scheuer Award

Professor Ron Quinn was the recipient of the 2016 Paul J Scheuer Award, which is the most prestigious international award in the field of marine natural products research. As Foundation Director of the Griffith Institute for Drug Discovery from 2003 to 2016, Professor Quinn led a team of researchers investigating novel treatments for human diseases in the areas of cancer, infection and immunity, neglected diseases, neurological disease and stem cell biology. In particular, he instigated Nature Bank—an integrated drug discovery platform encompassing a library of more than 200,000 optimised natural product fractions derived from a diverse collection of over 45,000 samples of plants and marine invertebrates. Professor Quinn was presented with his lifetime achievement award on 10 March 2016 at the biannual Marine Natural Products Gordon Research Conference in Ventura, California, USA.

Tall Poppy Award

Institute for Glycomics scientist Dr Ali Zaid was recognised at the prestigious 2016 Queensland Young Tall Poppy Science Awards. Dr Zaid is studying how the immune system responds to mosquito-transmitted viral diseases, such as Ross River fever. By understanding the role of different immune cells during infection, Dr Zaid's research will help design more targeted approaches to limit the spread of the virus. Starting from the skin, where an infected mosquito bites, Dr Zaid is able to visualise how immune cells respond to a viral infection in living tissue, using a technique called intravital microscopy. Developing an understanding of how different stages of immune responses unfold after infection is critical following a mosquito-borne virus outbreak.

The Queensland Young Tall Poppy Awards recognise excellence in early career research and a passion and capacity to communicate science to the community.



Dr Ali Zaid, Institute for Glycomics, received a 2016 Queensland Young Tall Poppy Science Award

Law and Society Association International Prize

Professor Susannne Karstedt from the School of Criminology and Criminal Justice was the recipient of the 2016 International Prize by the Law and Society Association. The award is offered to a scholar, normally in residence outside the United States, and acknowledges Professor Karstedt's significant contributions to the advancement of knowledge and scholarly work in the field of law and society.



Professor Wendy Moyle was one of three researchers from Griffith's Menzies Health Institute Queensland recognised with an International Women's Day Leadership Award in 2016

International Women's Day Leadership Awards

Three researchers from Griffith's Menzies Health Institute Queensland were recognised with an International Women's Day Leadership Award in 2016. The awards were presented to Professor Suzanne Chambers for Leadership in Community, Professor Wendy Moyle for Leadership in Community and Professor Roianne West, who received the Leadership in Social Justice Commemorative Award, at a ceremony at the Gold Coast Arts Centre. International Women's Day (8 March) is a global day celebrating the social, economic, cultural and political achievements of women. The day also marks a call to action for accelerating gender parity.

Queensland Medical Science Researcher of the Year

Dr Indu Singh was named Medical Science Researcher of the Year and was one of eight individuals recognised by the Australian Institute of Medical Scientist Queensland awards at its inaugural awards event in July 2016. The awards recognise medical science professional commitment, excellence, service, and research or innovation. Dr Singh is an Associate Professor with the School of Medical Science and a member of Menzies Health Institute Queensland.

Australian Society for Microbiology Fenner Award

Dr Kate Seib, from the Institute for Glycomics, was the recipient of the Australian Society for Microbiology (ASM) Frank Fenner Award (mid-career Microbiology ASM award). Dr Seib's research includes investigating new vaccine targets for diseases that cause meningitis, gonorrhoea and middle ear infections, and the processes involved in host colonisation and disease, which aim to identify therapeutic targets of mucosal pathogens including *Neisseria gonorrhoea*, *Neisseria meningitidis*, *Moraxella catarrhalis*, and *Escherichia coli*.

The prestigious accolade is given annually by ASM to an outstanding microbiologist in a formative stage of their career. Dr Seib presented the Fenner Lecture at the ASM 2016 conference in Perth in July.

Peter Holloway Oceanography Prize

In 2016, PhD candidate David Spencer was awarded the prestigious Peter Holloway Oceanography Prize from the Australian Marine Sciences Association for research that has found that more spanner crabs can be caught in cooler waters. Mr Spencer worked with local spanner crab fishing operators to investigate whether oceanographic processes play a role in variable day-to-day catches and found that upwelling events that cause the water to become cooler could enhance catchability of spanner crabs. The Peter Holloway Prize, originating in 2002, is awarded to the best full-length student oral presentation related to oceanography.

Janet Pettit Scholar

Amanda Ullman, PhD candidate in the School of Nursing and Midwifery, was awarded the title of 2016 Janet Pettit Scholar in Neonatal and/or Pediatric Vascular Access at the Association of Vascular Access Annual Scientific Meeting. Ms Ullman is the first non-American to receive this award, which recognises an individual whose personal and professional qualities exemplify scholarly excellence in the field of neonatal and/or pediatric vascular access. As a Director of the Alliance for Vascular Access Teaching and Research Group, Ms Ullman has brought together a network of academics and clinicians in developing an evidence-based pediatric vascular access program.

Research

Women in Technology Awards

Professor Michele Burford from the Australian Rivers Institute, and Dr Cara Beal from the Smart Water Research Centre, were both 2016 Women in Technology (WiT) Award winners. Professor Burford won a WiT award in the Life Science and ICT Research category for her collaborative work with government, industry groups, and national and international environmental research. Dr Beal was recognised with the Rural and Remote Life Science award for her work in digital water network transformation, smart metering technology and remote and regional water energy efficiency. Griffith was also named the 2016 Employer of Choice at the WiT awards ceremony.



Professor Michele Burford won a WiT award in the Life Science and ICT Research category in 2016

Victorian Premier's Design Awards

Professor David Shum was part of team awarded Best in Category – Design, at the Victorian Premier's Design Awards for their project *Elements*, which is an interactive tabletop environment designed to support movement assessment and rehabilitation for individuals with an acquired brain injury. The elements system provides the patients with an intuitive workspace that affords basic gestural control. The *Elements* project integrates digital media software, tangible user interfaces, augmented feedback, and artistic expression to enhance patient's motor and cognitive skills.

Australian Society of Limnology's Early Career Excellence Award

Dr Sam Capon from the Griffith School of Environment was the recipient of the Australian Society of Limnology's Early Career Excellence Award. The award recognised Dr Capon's high quality contributions to published limnological research, her contributions as a gifted writer, designer, teacher, facilitator and network coordinator, and the tangible work she has undertaken in improving on-ground water resource management, particularly in areas of restoration and climate change adaptation.

RH Stokes Medal

Professor Huijun Zhao, Director of the Centre for Clean Environment and Energy, was recognised for his distinguished research in the field of electrochemistry with the award of the 2016 RH Stokes Medal by the Electrochemistry Division of the Royal Australian Chemistry Institute.

Prestigious Fellowships

Fellows of the Australian Academy of Health and Medical Sciences

Professor Allan Cripps, former Pro Vice Chancellor (Health), and Professor Paul Scuffham, from Menzies Health Institute Queensland, were elected as Fellows of the Australian Academy of Health and Medical Sciences in 2016. 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 health care, prevention of disease, education, research, health services policy and delivery.



Professor Howard Wiseman was elected a Fellow Member of The Optical Society in 2016

Fellows of the Australian Academy of Social Sciences

Professor Fiona Paisley from the Centre for Social and Cultural Research, and Professor Haig Patapan, Director of Griffith's Centre for Governance and Public Policy, were elected as Fellows of the Academy of Social Sciences in Australia in 2016. Fellows of the Academy are recognised for achieving distinction in one or more branches of the social sciences, and includes practitioners who have made a distinguished contribution to public policy.

American Academy of Microbiology Fellowships

Professor Michael Jennings and Professor Suresh Mahalingam were awarded Fellowships with the American Academy of Microbiology in 2016. Professor Mahalingam is exploring the pathobiology of alphavirus infections and his main research focus is to understand the mechanisms of inflammatory disease triggered by viral infections such as Chikungunya virus, Dengue virus, Ross River virus and Zika virus. Professor Jennings is continuing research into novel interactions between glycans—the complex sugar structures on cells that are the targets for infection for many pathogens, and both Professors are undertaking research into the development of drugs and vaccines to combat a range of infectious diseases.

Fellow Member of the Optical Society

Professor Howard Wiseman was elected a Fellow Member of The Optical Society in 2016. Founded in 1916 in the United States, The Optical Society is the leading professional association in optics and photonics, and home to accomplished science, engineering and business leaders from all over the world. Professor Wiseman was honoured for his seminal contribution to the theory of continuous measurement in quantum optics, and for developing numerous experimentally realised quantum optical protocols in metrology, control, information and foundations.

Fellow of the International Society for the Study of Behavioural Development

Professor Bonnie Barber was made a Fellow of the International Society for the Study of Behavioural Development in 2016. The International Society for the Study of Behavioural Development was formed in 1972 and seeks to promote scientific research of human development throughout the life span. International Society for the Study of Behavioural Development Fellow status is awarded to Members who have made sustained outstanding contributions to the field of lifespan human development in the areas of research and/or application.

International Association of Oral Pathologists

In 2016, Professor Emeritus Newell Johnson received the Award of Honorary Life Membership from the International Association of Oral Pathologists at their meeting in India.

Australasian Society for the Study of Brain Impairment

Professor David Shum was made a Fellow of Australasian Society for the Study of Brain Impairment in recognition of his outstanding and sustained contributions to the Society and field of brain impairment. This took place at the 39th Conference of the Australasian Society for the Study of Brain Impairment held in Macau, China 26–28 September 2016.

Learning, Teaching and the Student Experience



Griffith Library and Learning Commons, Gold Coast campus.

In a year of immense change Griffith has transformed its approach to learning and teaching, ensuring a remarkable student experience that will prepare graduates for success now and in the future. This transformation has seen Griffith reconfigure its model of education through the frame of *Griffith 2020*, driven by the primary goal of the 2013–2017 Academic Plan “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”.

During 2016, the University revised its graduate attributes, to better reflect the focus of *Griffith 2020*. The revised graduate attributes state that Griffith University prepares influential graduates to be:

- knowledgeable and skilled, with critical judgement
- effective communicators and collaborators
- innovative, creative and entrepreneurial
- socially responsible and engaged in their communities
- culturally capable when working with First Australians
- effective in culturally diverse and international environments.

Griffith again delivered exceptional results for learning and teaching practice in 2016 and maintained its position as one of the most awarded universities in Australia, with academic staff recognised for excellence in teaching and outstanding contributions to student learning. Our students have also continued to excel, supported through initiatives that enhance their learning experiences and ensure their preparedness for the changing world of work.

Learning and Teaching and the Student Experience

Enrolments

Student Enrolments		2014	2015	2016*
Total Enrolments		45,296	46,017	46,497
Academic Career	Bachelor degree	33,807	34,352	34,140
	Higher degree coursework	5,423	5,256	5,519
	Higher degree research	1,897	2,010	2,014
	Other postgraduate	2,076	2,499	2,787
	Other	2,093	1,900	2,037
Attendance Type	Full Time	34,293	34,478	33,939
	Part Time	11,003	11,539	12,558
Campus	Gold Coast campus	18,067	18,471	18,657
	Logan campus	2,609	2,253	2,103
	Mt Gravatt campus	4,445	4,108	3,774
	Nathan campus	13,237	12,812	12,781
	South Bank campus	3,611	3,424	3,203
	Off Shore	1,166	1,015	816
	Online	195	1,843	4,191
	Other campus	1,966	2,091	972
Citizenship	Domestic	36,019	37,239	37,889
	International	9,277	8,778	8,608
Enrolment Type	Commencing	19,411	19,027	19,053
	Continuing	25,885	26,990	27,444
Gender	Female	26,034	26,456	26,828
	Male	19,262	19,556	19,629
	Other		5	40
Group	Arts, Education and Law	13,603	13,788	13,411
	Griffith Business School	11,043	11,178	11,303
	Griffith Health	11,104	11,575	12,223
	Griffith Sciences	7,586	7,661	7,526
	Other	1,960	1,815	2,034

*2016 figures are preliminary

Learning and Teaching and the Student Experience

Student numbers rose slightly to 46,497 in 2016, with health disciplines the primary driver of the increase. A softening in commencing student demand was offset by an increase in the number of domestic continuing enrolments.

Higher degree research student numbers remained steady during 2016, while those undertaking coursework postgraduate programs increased. In particular, the Griffith Business School continued to experience strong demand for its accelerated online MBA, reflecting increasing student interest in online and accelerated offerings not previously available.

International student commencements in 2016 decreased by 2% compared with 2015, primarily reflecting a decline in undergraduate commencements, while there was small growth in postgraduate coursework and study abroad (non-award) commencements. International higher degree research commencements were steady. Commencing student load increased in Semester 1, 2016; however, overall student numbers for 2016 were adversely affected by the introduction of the simplified student visa framework (SSVF) immigration policy.

In 2016, Griffith welcomed 917 study abroad and exchange students, while over 1,260 Griffith students participated in an overseas experience.

Implementation of *Griffith 2020*

The major focus of the academic community in 2016 was the implementation of the *Griffith 2020* framework. *Griffith 2020* has guided program redesign to align with the needs of students and industry, with a focus on employability, innovation, entrepreneurship, cross-disciplinary collaboration, digital technologies, global mobility and the capabilities required for success in the new world in which we are operating. Four themes underpin *Griffith 2020*:

1. flexibility
2. market-informed academic planning
3. engaged and relevant
4. quality.

Significant outcomes from each of these themes are outlined over the following pages.

1. Flexibility

All Griffith University programs will move to 12-week trimesters from 2017, though not all programs will offer courses in all three trimesters. The trimester-based academic calendar will provide students with additional options to enter Griffith programs throughout the year, and opportunities to accelerate their studies or spread their study load across the three trimesters. Many Griffith programs have also been redesigned to include a common first year, allowing students to delay their choice of specialisation until second year.

In total, 43 Griffith programs have been designed or redesigned to align with the core principles of *Griffith 2020*. Of these:

- 16 major programs will run over all three trimesters, nine of which will have entry points in every trimester, from 2017
- four new single degree programs and 14 new or redesigned double degrees will commence in 2017, to meet market demand
- 22 programs have been redesigned to accommodate a common first year.

Griffith Online

Griffith continued to implement its online strategy this year to increase the number of flexible options for students to study Griffith programs in the cloud. Currently, a suite of 75 degrees can be studied fully online, with 37 of these programs also available on-campus. A number of these online programs are offered in collaboration with partners including Pearson and Open Universities Australia (OUA).

Each new online program and course is developed in accordance with Griffith's Practice Standards in Online Learning, and the internationally benchmarked *Quality Matters* online course design framework.

Griffith Online has promoted an innovative approach to learning and teaching with the introduction of new technologies and resources to support students and staff. In 2016, we trialled the use of virtual reality in an undergraduate program and implemented Yammer to foster peer-to-peer and peer-to-convener engagement. Yammer has transformed the online learning experience and, when coupled with our synchronous communication in online courses, it makes for an exceptionally rich learning experience.

Learning and Teaching and the Student Experience

Griffith Pearson Alliance

The University's partnership with the Pearson Australia Group aims to assist Griffith in achieving the scale of online education growth required to meet the University's strategic goals.

Five new online programs were launched in 2016 in partnership with Pearson, each with six commencement points throughout a calendar year. They are:

- Master of Marketing/Graduate Certificate in Marketing
- Master of Finance and Investments
- Master of Global Law/Graduate Certificate in Global Law Practice.

In addition, enrolment numbers in the existing program suite have continued to steadily grow. In particular, the Griffith MBA is performing well, attracting high enrolments and maintaining its place as one of Australia's leading MBA programs. With core values of 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 with, teach and learn from students.

Open Universities Australia

Griffith University enrolled more students than any other provider through Open Universities Australia (OUA) in 2016. However, in line with the overall decline in OUA, Griffith OUA enrolments fell in 2016 (24,210 unit enrolments in 2016 compared with 30,319 unit enrolments in 2015), primarily as a result of 12–16% downturn in enrolments in business, education, arts and humanities, and criminology and criminal justice. Enrolments heavily favoured undergraduate programs (22,820 unit enrolments) compared to postgraduate programs of study (1,390 unit enrolments). OUA continues to provide the advantage of reaching students outside Queensland, with 31% of students enrolled in OUA–Griffith units coming from New South Wales and 22% of students from Victoria, compared to 26% from Queensland. Undergraduate enrolments for Commonwealth supported places (CSP) at Griffith showed improved performance again in 2016, reaching 1538 CSP students in 2016.

During 2016, OUA committed to move to an 'open portfolio' approach, in which all partner universities are free to offer any program. Previously, each program could only be offered by a single university. Griffith continues to revitalise its OUA portfolio of programs. In 2016, OUA offerings of the Bachelor of Business and the Bachelor of Arts were renewed to align with changes to on-campus degrees. A new OUA pathway was introduced for criminology in August 2016, to promote Griffith criminology and criminal justice units, and transition students into CSP places. 530 students graduated from Griffith OUA Programs in the last 12 months.

Through the Open2Study platform (a free open education platform offered by OUA), Griffith offers two massive open online courses (MOOCs) entitled *Introduction to Business in Asia* and *Understanding the Origins of Crime*. A further 8,810 students undertook these courses during 2016, bringing the total to 13,191 students for *Introduction to Business in Asia* and 24,475 students for *Understanding the Origins of Crime* since the first offering of these courses in April 2013.

AMP Partnership

In 2016, Griffith Business School continued its successful partnership with AMP Services Ltd to deliver a suite of postgraduate programs in financial planning. These programs combine theoretical coursework with real-life experience—co-delivered by AMP—and are designed to prepare participants for practice as financial planners.

Learning and Teaching and the Student Experience

2. Market-Informed Academic Planning

New and redesigned programs have been approved to accommodate the future careers market and student ambitions. Civil engineering will commence at the Nathan campus in 2017, and in 2018 a number of allied health sciences programs will be introduced. To meet market demand 14 new double degrees will be offered in 2017. These are the:

- Bachelor of Business/Bachelor of Asian Studies
- Bachelor of Commerce/Bachelor of Asian Studies
- Bachelor of Criminology and Criminal Justice/
Bachelor of Information Technology
- Bachelor of Design/Bachelor of Business
- Bachelor of Engineering (Honours)/Bachelor of Business
- Bachelor of Engineering (Honours)/
Bachelor of Environmental Science
- Bachelor of Engineering (Honours)/
Bachelor of Information Technology
- Bachelor of Engineering (Honours)/Bachelor of Science
- Bachelor of Environmental Science/Bachelor of Laws
- Bachelor of Government and International
Relations/Bachelor of Asian Studies
- Bachelor of Information Technology/Bachelor of Business
- Bachelor of Laws/Bachelor of Asian Studies
- Bachelor of Science/Bachelor of Business
- Bachelor of Science/Bachelor of Information Technology.

3. Engaged and Relevant

One of the key priorities for *Griffith 2020* is to ensure that all students are well prepared for their professional life post-graduation and therefore substantial effort has been expended in ensuring employability is embedded across all Griffith programs. Industry is regularly consulted during course development and review to ensure the skills graduates acquire are relevant to their needs.

In recognition of the importance of ensuring graduate success, the Learning and Teaching Committee has established an Employability Sub-Committee, chaired by the Deputy Vice Chancellor (Academic), with broad representation from academic groups and academic administration, to oversee the University's approach to employability.

Employability in Academic Programs

Academic programs are increasingly focusing on providing students with skills and experiences that will prepare them to enter the workforce. Most undergraduate programs now permit students to undertake a capstone experience in the final year of their degree. Experiences include industry placements, internships, service learning or an international exchange.

In 2016, Griffith undertook a successful trial of an ePortfolio (PebblePad), which enables students to keep a comprehensive record of academic and extracurricular activities as evidence for future employers of their achievements at university. In particular, it will allow students to demonstrate the acquisition of Griffith's graduate attributes. The ePortfolio will be rolled out to all undergraduate students from Trimester 1 2017.

Community Internship Courses

These work-integrated-learning options with the not-for-profit sector enrich the Griffith experience by personally challenging students to address real issues faced by a community while enhancing their employability. Through the courses, Griffith students develop citizenship skills in a practical way. The courses continued to expand in 2016 with between 180 and 240 students enrolled in each semester, bringing the total number of students who have participated since 2012 to over 2,000 with a contribution of over 100,000 volunteer hours to the not-for-profit sector. In 2016, the course was successful in obtaining New Colombo Plan Funding for 57 students over three years to undertake a multidisciplinary project in India. The team of staff who manage the course were awarded an Australian Learning and Teaching Citation for outstanding contributions to student learning.

Learning and Teaching and the Student Experience

Gold Coast 2018 Commonwealth Games Internships

As an official partner of the Gold Coast 2018 Commonwealth Games (GC2018), Griffith students have the unique and exclusive opportunity to undertake internships with GOLDOC, the Games organising body, and their partners in the lead-up and staging of the largest 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.

As at early December 2016 the Careers and Employment Service had placed a total of 32 students across a number of functional areas within GOLDOC from Engineering Services, Communications and Engagement, Information Technology, Volunteer Engagement, Sustainability and Legacy and more. To date, eight students have been offered paid roles. Student feedback has been very positive, with many saying the placement exceeded their expectations. There will be an additional 200 opportunities offered to students in 2017 and early 2018 across a variety of disciplines.



Engineering student Adil Rachidi was offered paid employment with GOLDOC after completing a 12-week GC2018 internship.

New Colombo Plan Scholars

In 2016, six Griffith University students were awarded New Colombo Plan Scholarships—another exceptional outcome following the success of previous years. Worth up to \$74,000 each, the scholarships fund students to study at leading universities in Singapore, Hong Kong and China. Scholars are selected from a national pool and are recognised as high achieving students who show a commitment to their community and potential as future leaders. It also provides students with an opportunity to enhance their cultural understanding and employment potential and to create lasting bonds in the region.

The successful Griffith recipients were Leah Brokmann (business), Elizabeth Dowrie (law/government and international relations), Molly Jackson (law/government and international relations), Kimberley Johnson (law/government and international relations), Shaun Milligan (law/business), and Georgia Toft (international business/government and international relations).



New Colombo Scholars Molly Jackson (left) and Kim Johnson (right) will study in Hong Kong in 2017.

Entrepreneurship

In addition to activities embedded within programs, a number of experiences were offered to students in 2016 to develop skills in entrepreneurship and innovation. In October 2016, 41 students from a range of discipline backgrounds took part in the 3 Day Startup, in which teams of students worked with industry mentors and academics to develop a “pitch” for a new product or service. A second innovation workshop was run in November in collaboration with Cisco, with more than 40 students attending. Feedback from both events was very positive. An expansion of these activities is planned for 2017, in response to increasing student demand.

Careers and Employment Service

Over 16,000 active and accredited employers are currently engaged with the Griffith Careers and Employment Service (CES). Griffith University is the first Australian university to join the Unitemps consortium, a professional employment service that places students in casual and part-time roles while studying. Unitemps Griffith commenced recruitment operations mid-July 2016 and has since brokered and filled more than 200 paid work assignments, attracting new businesses to work with Griffith in sourcing staff from our student population. Companies that have taken students in paid work include Allfast Couriers, Art Land Indooroopilly, Oaklands Childcare, Tweed Holiday Parks, Ritchie Bros Auctioneers, Saber Events, Aspire Retire Financial Services, Clubs Qld, Mana Mats and PDA Studios.

Learning and Teaching and the Student Experience

CES has also supported major industry–student engagement events, including the Griffith Gold Coast Careers Fair, the Brisbane Big Meet careers fair and multiple employer visits to campuses throughout the year. Unitemps Griffith staff participated in industry events with Business South Bank, the Australian Institute of Management, B2B, Women In Tourism Gold Coast, Accor, the Star Entertainment Group, Deloitte, EY, CAANZ, CPA, Australian Association of Graduate Employers, Recruitment Services and Consultancy Australia and New Zealand, BNI Chambers (GC) and Qld, Logan and Brisbane Chambers of Commerce and others, The Australian Association of Graduate Employers and the National Association of Graduate Career Advisory Services.

In 2016, 1,043 new employers registered on the CareerBoard online job board and 3,002 job vacancies were published. 11,744 (85.5% of these current) 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 2015.

Career Development (Employability Skills Training)

A key strategy for the CES is the embedding of Career Development (Employability) Seminars within the curriculum. In the last quarter of 2016, the CES piloted with Griffith Health eight new Career Focus Modules for Trimester 1 2017 for paramedicine, nursing, psychological sciences, public health promotion, social work, sport development, nutrition and dietetics, and exercise science. 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.

In addition, the CES has provided 216 Employability Seminars reaching 11,502 students as outlined below:

- 130 Employability Seminars delivered in curriculum reaching 7,722 students
- 10 Kick Start Your Career Seminars delivered to 925 students
- 76 Employability seminars reaching 1,384 students and recent graduates
- 2,243 students were enrolled into Career Focus Seminars

- 3,069 appointments were provided to students and graduates up to 12 months after graduation
- 15,343 students (and recent graduates) have engaged with CES during 2016.

Griffith Industry Mentoring Program

The Griffith Industry Mentoring Program was successful in linking over 250 students with mentors in a wide range of industries in 2016. This program provides a platform for students to build connections with prospective employers who assist them with guidance, development, resumé and job search tips, job shadowing in the workplace, introductions to industry connections and to support the transition into graduate employment.

We currently have 590 active mentors from over 400 organisations and over 1,100 students who have applied for the mentoring program. To help meet demand, this year we have implemented a new digital system (Xinspire), which enables mentors and mentees to collaborate in an online environment.

Graduate Success

Griffith ranked second highest of all Australian universities in GradConnection's Top 100 Future Leaders Competition, which identifies the top 100 most employable graduates in Australia. 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.

4. Quality

Quality of learning, teaching and the student experience has been addressed in a number of ways during 2016. Griffith fostered the adoption of innovative pedagogy, use of new technologies in learning and teaching, and professional development for academic staff to uphold best practice in education delivery. The use of "flipped classrooms" continued to expand, as academics moved away from didactic lectures to engage students in more active learning. Griffith will implement an adaptive learning platform (Smart Sparrow) in 2017, to provide a personalised learning for students requiring bridging mathematics and chemistry. This platform will be progressively rolled out to other courses in the future.

Learning and Teaching and the Student Experience

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

During 2016, the Centre for Learning Futures continued the development and deployment of a number of state-of-the-art Create Your Own (CYO) digital video studios across the University. These studios are designed to empower users to independently create high-quality digital video resources in support of flexible and online learning and teaching strategies. The studios have been well-used to date and greater functionality will be incorporated in 2017. A number of classrooms have been repurposed to better support the use of active and collaborative learning methods.

Student Feedback and Evaluation

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

The Student Experience of Courses (SEC) surveys are conducted through the online experience@griffith system, with all undergraduate and coursework postgraduate students invited to provide feedback. In 2016, 88.1% of courses achieved a mean score of 3.5 or higher (out of a possible 5), equalling the strong 2015 result which was the highest achieved since the survey's inception in 2010.

Aspects of university life, such as skill development, learner engagement, teaching quality, student support, and learning resources, are measured through the Student Experience Survey, which is a national survey of first and later year undergraduate students.

While the Student Experience Survey measures multiple facets of the student experience, the Graduate Outcomes Survey (GOS) has replaced the previous Graduate Destination Survey (GDS) and continues to track destinations of graduates and labour force outcomes.

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

Building Aspiration and Widening Tertiary Participation

The nationally recognised Uni-Reach program celebrated its 20th anniversary in October 2016. Through Uni-Reach, Griffith partners with 25 high schools, 18 primary schools (Brisbane, Logan, Inala, Redlands, Gold Coast), 24 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.

Uni-Reach encourages the aspirations of low socio-economic and other equity-background students in local communities by demystifying the higher education experience and by assisting students 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, funded through the Higher Education Participation and Partnerships Program (HEPPP).

Uni-Reach is also offering an integrated suite of in-school activities, resources and on-campus experiences for Years 5 to 12 students. These experiences aim 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 and
- strengthen communication and cooperation between schools and the University.

Learning and Teaching and the Student Experience

This extended Uni-Reach program is complemented by an adult learner engagement strategy. In 2016, the Griffith Adult Learners Week event received an award from Adult Learning Australia for the way the program partners with TAFEs and Community Colleges, and celebrates the diverse journeys of adults in higher education. In recent years, a number of programs within the Uni-Reach framework have received awards and recognition at the state, national and international level. Programs targeting the Pasifika community were awarded a 2016 Silver Excellence award from NASPA (Student Affairs Administrators in Higher Education—the peak body for student affairs in the United States) following on from an Office of Learning and Teaching award in 2014. The career outreach “Launch into Life” initiatives received a Highly Commended citation in the 2016 Griffith Awards for Excellence in Teaching (GAET) round.

Student Mentoring

Research¹ shows that mentoring is one of the most effective tools to support transition and retention of students from equity backgrounds. It has also been shown to improve the retention, success and graduate outcomes of mentors from similar backgrounds. In 2016, 123 mentors were trained with many serving in roles in both the widening participation and transition space.

Students of Low SES

In 2016, in addition to an ongoing commitment to student welfare and wellbeing, the University continued to implement strategies—funded through HEPPP—which aim to increase the participation, retention and success rates of domestic undergraduate students from equity backgrounds. The funding Griffith received as part of the program has been used in a variety of ways, including to:

- support the Uni-Key (now in its 21st year) and Uni-Skills peer mentoring programs, and Peer Assisted Study Sessions (PASS) in a broad range of threshold courses
 - provide direct financial support to students, 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, for example, the Student Partners Program, Peer Mentoring programs, and support for students from refugee backgrounds near to graduation with specialised employability workshops
 - support learning projects that enhance current and prospective student experience, for example, supporting students from refugee backgrounds with support such as intensive academic skills workshops (Heads Up program).
- Students of Low SES
- continue the Widening Tertiary Participation Program for Pasifika Communities

Aboriginal and Torres Strait Islander Students

The University has a long-standing commitment to increasing the number of Aboriginal and Torres Strait Islander students successfully graduating from its programs. The GUMURRII Student Support Unit, in its 29th year of operation, provides extensive academic support for Aboriginal and Torres Strait Islander students throughout the course of their studies.

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

In total, 968 Aboriginal and Torres Strait Islander students were enrolled in 2016, with 118 Aboriginal and Torres Strait Islander students graduating across a diverse range of disciplines, including 96 undergraduate, 21 postgraduate and one research postgraduate.

Throughout 2016, GUMURRII participated in a number of community events, including: NAIDOC Week, Walk and Talk, Harmony Week and the 2016 Show Me Your World Tour – Indigenous Hero's Day, which is in its sixth year and brings students from Doomadgee, Mornington Island, Normanton, Burketown and Karumba to showcase possibilities of scholarship, schools, university and professions. GUMURRII continues to work closely with a number of community partners including KPMG, Queensland Reds, Career Trackers-Indigenous Internship Program, AIME, Indigenous Accountants Australia, Murri Sisters, 2 Spirits, 98.9 FM and NRMA Insurance Broncos Indigenous Programs.

¹ Bennett, A., Naylor, R., Mellor, K., Brett, M., Gore, J., Harvey, A., Munn, B., James, R., Smith, M., and Whitty, G. (2015). *The Critical Interventions Framework Part 2: Equity Initiatives in Australian Higher Education: A Review of Evidence of Impact.*

Learning and Teaching and the Student Experience

The successful Hands Up! Tertiary Preparation Program continued in 2016, with 65 students completing the two-week intensive course orientation and study skills program. A highlight of the program was a presentation by Jesse Williams from the National Football League Seattle Seahawks who came and spoke to the students on the final day of Hands Up 2016.

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

GUMURRII continues to support student exchanges programs with a number of students visiting Simon Fraser University, Taiwan, Singapore, Borneo, Laos and Hawaii.

Disability Access

In August 2015, Equity Committee approved Griffith's Disability Action Plan (DAP), including the Terms of Reference and membership of the re-established Disability Advisory Committee (DAC), chaired by Professor Andrea Bialocerkowski. The DAC has developed an implementation and communication strategy which includes a new website (griffith.edu.au/accessibility) to improve staff awareness and knowledge around supporting students with disabilities. The DAP and the new Accessibility and Inclusion website were launched on 9 December 2016 by Deputy Vice Chancellor (Engagement), Professor Martin Betts.

Disabilities Services takes a lead role in supporting the increasing numbers of students with disabilities at Griffith, including students engaging through OUA. The Service has collaborated across the University to build staff awareness and to support students in a number of ways, including through:

- workshops for staff involved in work integrated learning activities, reasonable adjustments and universal design
- workshops for students working with people with disabilities on placements
- collaborating with academic groups to improve accessibility of course materials, for example, the 2016 Vice Chancellor's Award for Innovation for work on Bachelor of Business online delivery



Griffith Honours College students presented at the 15th International Conference of Australian Studies in China, held at Peking University Beijing from 8 to 10 July 2016

- facilitating on-campus experiences (Tertiary Education Experience) for prospective students with disabilities and their parents and teachers to explore tertiary education options
- exploring options to improve employability of graduates with disabilities.

Griffith Honours College

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

GHC students are encouraged to engage in local, national and international community activities in conjunction with their studies. At the National Championships for ENACTUS (which supports entrepreneurial projects to improve quality of life), the Volunteering Club Griffith ENACTUS was awarded the 'Spirit of ENACTUS' for their contributions towards local, national and international communities. In 2016, 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 Beelalong Community Farm. In addition, the team received a grant from Brambles/ CHEP to complete a project addressing food wastage.

Learning and Teaching and the Student Experience

GHC students also represented the University at the Asia Pacific Model United Nations Conference (Kuala Lumpur, Malaysia) and at the G200 Youth Summit (Germany). Three teams of Griffith alumni, postgraduate and undergraduate students were selected from over 20,000 applications to compete in the regional finals of the Hult Prize at Shanghai, London and San Francisco, which is a start-up accelerator for budding young social entrepreneurs.

In 2016, 14 Griffith undergraduate students had their papers accepted to present at the 15th International Conference of Australian Studies in China, "Australia in the World: Past, Present and Future", held at Peking University Beijing from 8 to 10 July.

Griffith University staff and students receive support from the GHC to apply for prestigious scholarships and awards. In 2016, there was an increase in the number of prestigious scholarships awarded to Griffith University staff and students compared with the previous year:

- one alumnus received the BHP Billiton John Monash Scholarship
- one staff member received a Churchill Fellowship
- one staff member received a US Fulbright Scholarship
- two staff and two students received Endeavour Awards
- one student received a BHP Billiton Australia China Scholarship
- one student received a Cambridge Australia Scholarship
- six students received New Colombo Plan Scholarships; and
- six students received Golden Key International Honour Society Scholarships.



Public health student, Griffith Sports College member and Olympic gold medallist Emma McKeon received the Most Outstanding Sporting Achievement award at the 2016 Griffith Blues Awards

Griffith Sports College

The Griffith Sports College (GSC) is a central coordination unit for fostering elite athletes and helping them to devote time to training and competition while studying. The GSC provides one-on-one support to student athletes leading to a manageable balance of their study and sport, resulting in success in both fields. The GSC has in excess of 340 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.

GSC continued to strengthen external relationships with industry in 2016, including the Australian Institute of Sport, Broncos (NRL), Titans (NRL), Lions (AFL), Suns (AFL), Firebirds (netball), 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.

In 2016, Griffith proudly had more than 70 athletes represent Australia on the world stage in 27 different sports. This was an increase of approximately 11 students from 2015. We also had 5 international students represent their home nation in international competition. The level represented included senior, university, and underage levels.

Learning and Teaching and the Student Experience

We had many Griffith University athletes and alumni represent Australia at the Rio 2016 Olympics and Paralympics. Griffith was the number one university in the country for athletes at the Olympics, with 17 current students and seven alumni representing Australia. Griffith athletes won three gold, four silver and four bronze medals at Rio, and we were the top performing Australian university at the Olympics, and were ranked ninth in the world for gold medal athletes. Griffith was also proud to have three current students and four alumni compete at the Rio 2016 Paralympics, where our athletes won one gold medal and two bronze medals.

The Griffith Blues Awards were held in October 2016 to celebrate and honour all of the University's outstanding athletes and acknowledge their performances throughout the year. Athletes who represented at the senior level were awarded the Full Blue while those representing in various age categories or World University Championships were awarded the Half Blue.

The Most Outstanding Sporting Achievement was awarded to Emma McKeon (swimming) – Bachelor of Public Health in Health Promotion and Public Health Nutrition student.

The Griffith Academic Athlete of the Year was awarded to Clare Polkinghorne (women's football) – Master of Criminology and Criminal Justice student.

The GSC continued to improve its support for athletes through increased visibility of, and access to, College staff, better response rates and better liaison with course convenors, student success advisors and other internal stakeholders.

Retention

In addition to the strategies outlined in earlier sections, the University has committed significant resources to address issues around student retention and academic success. Approaches taken are shifting from reliance largely on face-to-face support for students, to the use of analytics and online resources.

Although the University made the decision to discontinue the Student Success Advisor Strategy at the end of 2016, the predictive analytics approach developed as part of this strategy will continue.

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

Throughout 2016, Learning Futures staff implemented the installation, design, customisation and evaluation of staff-facing analytics dashboards in Learning@Griffith. These Course Analytics reports are designed to provide Convenors with actionable intelligence across a range of indicators of student engagement and performance and will inform evidence-based design, delivery and review of courses and programs. Course Analytics for Learning will be deployed to a cross-university early adopter group in Trimester 1 2017 and fully deployed in Trimester 2.

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 who are at risk of failure and students who may transfer to other institutions. 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 Student Success Coaching, the Academic Excellence Society (ACES), and Snap Chat Your Future Campaign.

The Student Success Coaching Program is a case-management model targeting degrees with large student enrolments and high numbers of students identified by predictive analytics as being at risk of early attrition or failure. The focus is on supporting students to improve their academic success and complete their degree at Griffith. The program has been implemented in targeted degree programs since Semester 1 2014, with a total of 819 commencing students participating in the program. Coaches support allocated at-risk students across the semester through weekly contact to clarify student aspirations, support student achievement, strengthen student's relationships with key academic staff, refer to university services as appropriate, and strengthen institutional loyalty and commitment. The program has seen significant improvements in retention of coached students.

Learning and Teaching and the Student Experience

Academic Excellence Society

The ACES strategy—introduced in 2014—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. The strategy is particularly focused on strengthening the sense of connection and sense of identity of potential flight-risk students. High-performing first year students are invited to join ACES based on their academic performance in each of their first and second semesters of study, with membership retained through to degree completion. In 2016 the ACES strategy was operational in a range of schools, including humanities (371 students), criminology (196 students), business (887 students), sciences (50 students) and medical science (105 students). Students who are members of ACES in their school are retained at higher levels (a 2014–2015 first year retention rate of 89–92% and 2015–2016 first year retention rate of 81–87%) than the baseline retention rate of 72–74% for Griffith first year students.

Snap Chat Your Future Campaign

The Snap Chat Your Future Campaign was first 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 through a range of strategies including alumni events for first year students and pop-up events in large first year classes. In 2016, the campaign was embedded in the schools of humanities, languages and social science, criminology and criminal justice, business, natural sciences and medical science.

Student Support

In 2016, there were 1,019 Griffith scholarship recipients. This marked a slight increase of 51 scholarships compared with 2015. Overall for 2016 we received an increase of 107% in the number of applications.

In 2016, 45 peer-mentoring or peer-learning programs operated across Griffith with approximately 1,000 students providing mentoring for both undergraduate and postgraduate students. Mentoring at Griffith provides a centralised-support, information, best practice and referral service for mentoring programs operating in schools and central elements. In addition, the service also offers free student mentor training using a standardised curriculum that can be tailored to meet individual program needs. In 2016, 550 peer mentors accessed this training to support transition and engagement programs in their academic areas (an 18.5% increase from 2015).

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. A review of GELES was completed in early 2016 and it was proposed to extend GELES to reach postgraduate students (both coursework and HDR) under the Postgraduate English Language Enhancement (PELE) program as an ongoing additional strand of GELES, as well as embed employability support in GELES. The PELE adjunct tutorial pilot program was undertaken in 2014 and 2015 and as a result the PELE initiative was endorsed by the executive group for implementation in Trimester 2 2017.

Student Leadership

In 2016, a series of professional development workshops were created under the LEAD banner (Leadership, Enrichment and Development workshops). These programs are available to all students on a University-wide basis with both online and on-campus workshops and events on offer. During 2016, 368 students attended at least one event or workshop. This series will be expanded in 2017.

In 2016, 12 students were selected to represent Griffith with two attending the National Student Leadership Forum hosted by the Commonwealth Parliament and ten students attending the Students 4 Students Leadership Conference hosted by the University of Wollongong.

Learning and Teaching and the Student Experience

Griffith International Student Leadership

In 2016, Griffith International's Student Link program continued to provide welcome, transition and engagement activities to support international students, and to provide the Griffith Mates peer mentors with opportunities to develop their employability skills. 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. In 2016, Griffith International had 159 Griffith Mates volunteers, from 41 countries, speaking 39 languages, studying 37 programs across the five campuses. Throughout the year they delivered 92 student-led events and activities with 3,751 registered student engagements.

Student Professional Development and Community Engagement Fund

The Student Professional Development and Community Engagement (PDCE) Fund is a HEPPP-funded project coordinated by Mentoring at Griffith. The PDCE fund is vital in enabling students from equity backgrounds to participate in leadership and personal development activities resulting in an increased engagement with the University and improved retention rates and academic results. In 2016, the fund has supported 40 students in identified equity groups to participate in professional, community or leadership development activities through financial sponsorship.

Celebrated Teachers

The University has continued its strong record of success at the national level in the Awards for Australian University Teaching (AAUT), coordinated by the Australian Government's Department of Education and Training. Over the past seven years (2010–2016), Griffith has won 15 Awards (10 for Teaching Excellence and five for Programs that Enhance Learning), 44 Citations for Outstanding Contributions to Student Learning, and eight National Teaching Fellowships. Griffith was the only university to be awarded the maximum available six citations in 2016. These results place Griffith first in Australia for citations and fellowships and third for awards in 2015 and 2016. Three Griffith academics have been named the Prime Minister's Australian University Teacher of the Year, and this remains the highest number for any university in Australia. Two of these were awarded in consecutive years (2014 and 2015), an outcome matched by only one other Australian university.

National Awards

The AAUT recognise quality teaching practice and outstanding contributions to student learning. In 2016, two Teaching Excellence Awards were awarded to Griffith staff.

Professor Gemma Carey from the Queensland Conservatorium Griffith University received an AAUT Teaching Excellence Award (Humanities and the Arts category). Professor Gemma Carey is recognised as an international pioneer for her evidence-based approach to enhancing studio teaching. Her scholarship, professional development strategies, exemplary program and course design and innovative assessment methodologies have influenced practice both nationally and internationally, and have significantly contributed to transforming the teaching and assessment of music performance and pedagogy. Central to her teaching and educational leadership is a long-standing commitment to ensuring student-centred learning, developing the pedagogical agility of staff, and designing and delivering relevant and contemporary curricula which prepare graduates for performance mastery and sustainable employment. She has led a number of collaborative curriculum renewal and staff development initiatives which have transformed undergraduate and postgraduate program quality and teaching practices, resulting in sustained improvements in both student learning and experience, and collaborative school culture. Her disciplinary standing and the substantive nature of her contributions to reforming practice within music education have been recognised through a range of institutional, national and international leadership roles. Professor Carey also received a national citation in 2016.

Professor Mark Brimble from the Department of Accounting, Finance and Economics, received an AAUT Teaching Excellence Award (Law, Economics, Business and Related Studies category). Professor Mark Brimble has strategically influenced the development of the financial advising profession, the emerging discipline of financial planning, and financial planning education in Australia through his sustained leadership of strategic collaborations between higher education and industry, and the development of national industry standards for the benefit of students and the Australian public. He holds key national leadership roles in the finance profession and the finance discipline, and is making significant contributions in establishing a national and international academic financial planning community.

Learning and Teaching and the Student Experience

He is recognised for his evidence-informed approach to educational innovation, particularly in work-integrated learning and graduate skills, and he has led the design, development, and scholarly evaluation of innovative undergraduate and postgraduate programs in commerce and financial planning. There is clear evidence that his programs and courses develop well-rounded graduates who are able to demonstrate both disciplinary and technical knowledge, and professional capabilities. He is an active academic leader and mentor, and has been instrumental in helping colleagues systematically evaluate their teaching practices and adopt innovative practices and digital technologies in support of student learning. His educational and leadership contributions have been recognised nationally both within higher education, and by peak industry and professional bodies. Professor Brimble also received a national citation in 2016.

National Citations

The Citations for Outstanding Contributions to Student Learning are national awards to those who have made a significant contribution to the quality of student learning in a specific area of responsibility over a sustained period. All six Griffith applicants were awarded 2016 citations.

- **Professor Mark Brimble**

Department of Accounting, Finance and Economics
For strategic leadership of the financial advice profession and the emerging discipline of finance and financial planning in Australia

- **Professor Gemma Carey**

Queensland Conservatorium Griffith University
For transforming the teaching and assessment of music pedagogy both nationally and internationally

- **Professor Richard John**

Griffith Sciences
For leadership in STEM education and the sustained faculty-wide enhancement of university science students' experience of learning and teaching quality

- **Associate Professor Suzanne Owen**

Griffith Health
For leading Go Health Go Griffith: an innovative educational partnership facilitating the aspirations and capabilities of high school students from diverse backgrounds for careers in health

- **Professor Anne Tiernan**

School of Government and International Relations
For developing the capability of emerging public sector leaders and the quality of government through industry-engaged and research-led learning in the Graduate Certificate in Policy Analysis

- **The Griffith Community Internship program Learning Futures**

For the Griffith Community Internship: An innovative whole-of-university approach for developing our students' employability and civic engagement

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 Office for Learning and Teaching, now the Department of Education and Training, 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 Department of Education and Training Citations and Awards.

The GALTS Chair, Professor Keithia Wilson leads the University's highly successful 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.

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 and an OLT Grant.

Grants

Strategic Priority Commissioned Projects support the investigation of key issues that have been identified as important in the Australian higher education system. Griffith was successful as a Partner Institution for two 2016 Office for Learning and Teaching Strategic Commissioned Projects awarded to Ms Karen van Haeringen (Academic Services) and Dr Kaye Broadbent and Professor Glenda Strachan (Department of Employment Relations and Human Resources).

Learning and Teaching and the Student Experience

Griffith Awards

Vice Chancellor's Award

The Vice Chancellor's Award for the Griffith University Teacher of the Year for 2016 was presented to Dr Kevin Larkin (School of Education and Professional Studies). Dr Larkin is a dedicated educator of 30 years, a scholar, and a leader of learning and teaching in his discipline, having published research in teaching mathematics education, as well as contributing to Australian Government commissioned learning and teaching projects. Kevin has held a number of leadership roles as the First Year Coordinator and Acting Program Director for the Bachelor of Education (Primary) degree, the flagship program of the School of Education and Professional Studies. A major strength of Kevin's teaching is his dedication and commitment to motivating and inspiring the next generation of teachers to overcome their anxiety with mathematics and to develop their teaching skills as quality mathematics educators.

Griffith Awards for Excellence in Teaching

The Griffith Awards for Excellence in Teaching for 2016 (GAETs), presented at the Celebrating Teaching Gala Nights, recognised the following inspirational staff who are committed to enhancing the quality of the student experience:

- **Dr Kevin Larkin**
School of Education and Professional Studies
Group Excellence in Teaching Award, Arts, Education and Law
- **Dr Mirela Malin**
Department of Accounting, Finance and Economics
Group Excellence in Teaching Award, Griffith Business School
- **Dr Sean Horan**
School of Allied Health Sciences
Group Excellence in Teaching Award, Griffith Health
- **Dr Christopher Love**
School of Natural Sciences
Group Excellence in Teaching Award, Griffith Sciences
- **Ms Amy Goldschmied**
Department of Marketing
Griffith Excellence in Teaching Priority Area Award, Sessional Academic

- **Mrs Alison White**

School of Natural Sciences
Griffith Excellence in Teaching Priority Area Award, Employability in the Curriculum

- **Ms Natalie Oostergo**

Learning Futures
Griffith Excellence in Teaching Priority Area Award, Student Advising

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

Internationalisation Awards

The fifth Griffith Internationalisation Awards recognised 15 academic staff for outstanding achievements in promoting the University internationally. The 2016 award recipients were Dr Yun Jiang Feng for most outstanding contribution to overall internationalisation at Griffith and Associate Professor Leigh Shutter for most outstanding contribution to the development of short term global mobility programs.

Celebrating Teaching Week

Celebrating Teaching Week is a key learning and teaching event for recognising and rewarding excellence in education and disseminating award winning approaches and innovative ideas. The 2016 program included five University-wide professional learning opportunities focused on the theme "Future Ready". Events were streamed live and recorded to facilitate maximum access by staff. The 2016 program featured active and digital learning and included student presentations as well as presentations from colleagues from other institutions and from industry.

The Vice Chancellor's 2016 Celebrating Teaching Gala Night presentation ceremonies and receptions were attended by award winners, colleagues, families, industry and partner schools.

Learning and Teaching and the Student Experience

Staff Development

Nearly 200 senior University managers participated in the Senior Leadership Conference in February 2016. The conference provided an opportunity to bring senior University leaders up-to-date with the strategic directions and priorities of the University, with reflection and discussion on how this translates to their part of the University and their role as a senior leader. Main themes discussed included the alignment of University strategies with the future world of work, employability of our students and external engagement with industry.

Two Academic Leaders Fora were held in Semester 2 2016. The fora provided further opportunities to engage academic leaders in discussion around key strategies and direction for the University and in 2016, focused on the new world of work, student and graduate success, consultation on changes to academic plans and processes, and achieving *Griffith 2020*.

Over 120 research ethics, researcher development, and research supervision training sessions were provided to research staff, HDR supervisors and students and early career researchers through the Office for Research, Griffith Graduate Research School and Griffith Social and Behavioural Sciences Research College. Sessions included a focus on the conduct of responsible research, integrity and ethics in research and supervision, effective supervision for domestic and international students, career development, research management, methodology, writing and profiling, amongst others.

Training and development for general staff was expanded to include a series of eLearning modules, enhancing the ability of staff across all Griffith campuses to participate in skills and knowledge development. The annual Short Courses Program continued to provide face-to-face training opportunities, and managers and supervisors accessed a range of internal and external management and leadership development opportunities.

Griffith staff are positively engaging with the fully online offering of the Graduate Certificate in Higher Education. This program 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. In 2016, the program had 170 enrolments across four courses and 20 academic and professional staff are expected to graduate in 2017.

A range of academic staff development programs were offered to key groups: staff new to teaching, Course Convenors and Program Directors. These programs were strategically aligned to support the focus of the Griffith 2020 strategy. Staff evaluations of their learning in these programs are consistently positive.

Significant collaborative work has been undertaken during 2016 to develop digital platforms to support flexible staff professional learning at scale. These platforms will be launched in 2017 and will provide systematic opportunities for staff to develop their job-relevant capabilities in their own time and at their own pace.

Gender Equality

The University was recognised as a leader in gender equality again in 2016, receiving both the Employer of Choice for Gender Equality citation by the Workplace Gender Equality Agency and the Employer of Choice award by Women in Technology.

The University seeks to provide a respectful and supportive work and study environment and in 2016, launched both the Domestic and Family Violence Support Policy and its participation in the Universities Australia "Respect. Now. Always." campaign. These activities highlight Griffith's commitment to ending sexual harassment and violence on Australian university campuses and within the broader community.

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

The inaugural cohort of the Leneen Forde Future Leaders program achieved remarkable results, with 10 of the 15 participants being rewarded through academic promotion or promotion to a more senior role. The second cohort of 14 participants commenced the two-year program in November 2016.

Learning and Teaching and the Student Experience

The University officially launched its participation in the Athena SWAN Charter at a symposium in November 2016. The Athena SWAN self-assessment team, being led by Deputy Vice Chancellor (Academic) Professor Debra Henly, aims to achieve a Bronze Award in 2018, following detailed analysis of the Griffith Sciences and Health workforces and the development of an action plan to enhance gender equality in Science, Technology, Engineering, Mathematics and Medicine (STEMM) at Griffith.

These programs, together with the Women in Leadership program and Women's only Academic Promotions sessions are having a positive influence on the University's goal to increase gender representation in senior roles.

Staff Diversity

Goals set in the University's Strategic Plan in relation to the representation of women are on target. Thirty-nine per cent of academics at senior level (associate professor and professor) are women, and women represent 46% of all academic staff. Thirty-five of the 64 staff promoted across the University in 2016 were female (55%).

Forty-four per cent of staff in senior administrative and professional roles (HEW 10 and above) are women. The number of Aboriginal and Torres Strait Islander staff members across the University increased by 2 (to 56). Staff from more than 100 countries are employed across academic and professional roles. Overall, Griffith represents one of the most diverse and gender-balanced academic environments in the country.

Learning and Teaching Outlook

For Griffith, 2016 was a year of significant change, in preparation for the introduction of trimesters, new degrees and the focus on flexibility and employability that underpins *Griffith 2020*. While 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 focussed the learning and teaching agenda on graduate employability, industry engagement and entrepreneurship.

The local climate in South East Queensland remains highly competitive and dynamic, particularly with the graduation from high school of the part-cohort in 2019 (resulting from the earlier introduction of the preparatory year). In addition, in 2016 the Queensland State Government has commenced work on significant revisions to secondary school assessment and flagged a move to replace OPs with an ATAR score. More broadly, universities across Australia are experiencing increased competition from private providers, particularly in online education.

In coming years, the tertiary sector can expect further disruption from technology, that has the potential to radically change how learning and teaching is delivered, and how we best support students' progress through university. In 2017, Griffith will launch a number of key technology platforms, including ePortfolios and an adaptive learning platform (Smart Sparrow) that will allow students to follow a personalized path through courses of study. We expect to launch at least two MOOCs in partnership with Open Universities UK online platform, FutureLearn.

Griffith will undertake a number of projects that aim to ensure all students receive timely and personalised support and advice, through an enhanced myGriffith website, and through the use of advanced analytics which will enable academic and professional staff to identify students at risk and how best to help them.

Equity and social inclusion are fundamental tenets of Griffith's mission. 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 First Nations' students and in supporting these students to complete their studies. Griffith will continue its exemplary Higher Education Participation Program agenda, to promote social inclusion and increase participation of First Nations' students, students of low socio-economic status, and students with a disability. The University will also continue to attract and support students who are high academic achievers, through its Honours College, and elite athletes through its Sports College.

2017 presents a number of important opportunities for Griffith to capitalise on the reputational gains that will flow from the implementation of *Griffith 2020*, which will demonstrate that the University, its learning and teaching programs and the student experience are truly remarkable.

Financial Summary

Overall Result

The University achieved a net result from continuing operations of \$37.5m in 2016 against a backdrop of continuing uncertainty in the higher education funding environment and ever increasing competition both domestically and overseas. The net result was down on the 2015 result of \$50.9m. The two key drivers of this reduced result were the activation of several strategic initiatives across the University supporting the *Griffith 2020* strategy and increased depreciation and amortisation.

The University continues to take active steps to ensure key long term financial sustainability targets are in place and monitored to ensure adequate funds are available to deliver the investment in infrastructure, research and teaching necessary to achieve its vision.

Despite the challenging operating environment and increased strategic spend, positive cash flows from operating activities have facilitated ongoing capital expenditure requirements and debt servicing obligations. The University's financial position also remains strong with net assets increasing by \$70.4m to \$1,902.8m.

Income Statement

Net Result and Total Comprehensive Income

Total comprehensive income attributable to the University for the year ended 31 December 2016 was \$70.4m (2015: \$55.9m), comprising the following:

	2016 \$m	2015 \$m	Diff \$m	Ref
Net result	37.5	50.9	(13.4)	(i)
Gain on financial assets	6.9	13.2	(6.3)	(ii)
Gain/(loss) on PPE revaluation	26.0	(8.2)	34.2	(iii)
Total comprehensive income	70.4	55.9	14.5	

(i) Net result down on prior year due to expenditure growth exceeding income growth largely attributable to higher depreciation and planned one-off strategic spend.

(ii) Fair value movement in holdings in Education Australia and Open Universities Australia.

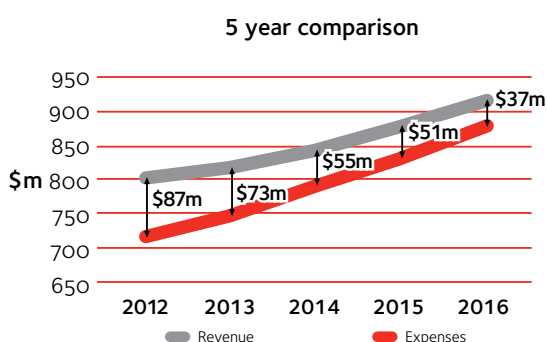
(iii) Increased land and buildings valuation based on external desktop valuation indexation rates.

Income and Expenses from Continuing Operations

Total income from continuing operations increased by \$35.7m to \$917.0m, representing an annual increase of 4.0 per cent being largely attributable to moderate fee indexation and the efficiency dividend refund received during the year.

Total expenditure increased by 5.9 per cent to \$879.5m for the year, representing a \$49.0m increase compared to 2015. Key reasons for the increased expenditure were strategic one-off spend relating to Achieving 2020 initiatives (program restructure, trimester implementation, brand campaign, and voluntary early retirement payments), the impact of EB escalation on salary costs, increased depreciation and amortisation, and increased other expenses (mainly commission, consultancy expenses, and utilities).

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



Over the five years, the compounded annual growth in revenue is 3.2 per cent compared to growth in expenditure over the same period of 5.0 per cent. Had expenditure grown at the same rate as revenue 2016, expenditure would be lower by approximately \$62.0m. The growth in depreciation and amortisation over this period accounts for approximately half of the expenditure growth above revenue growth, strategic spend and voluntary early retirement payments in 2016 also impacted expenditure with underlying salary cost escalation, commission payments and utility cost escalation also contributing.

Financial Summary

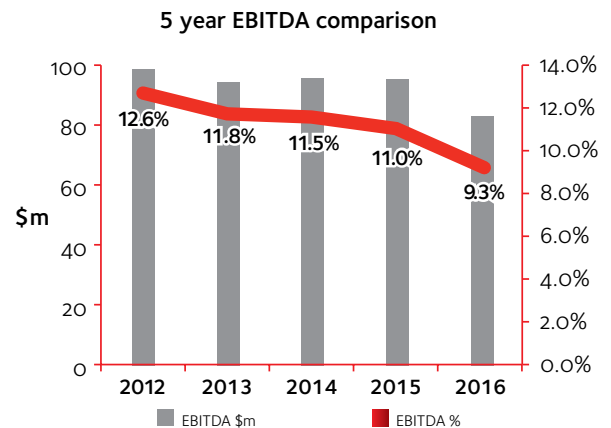
Financial Sustainability: Key Performance Indicators

The University monitors its financial sustainability through five key performance indicators. The year on year performance against target is summarised in the table.

KPI	Year on Year Performance			2016 target met?
Underlying EBITDA	11.5 %	12.2 %	10 %	●
Underlying EBITDA / Total Income	2015	2016	Target 10%	
Underlying EBITDA exceeded target (excludes one-off strategic initiative expenses and non-recurring expenditure).				
Liquidity	3.2	3.5	1.5	●
Current assets / Current liabilities	2015	2016	Target >1.5	
Exceeded target. Mainly attributable to reduction in current liabilities, driven by a reduction in provisions and unearned revenue.				
Asset Sustainability	1.1	0.9	1.0	●
Annual capital expenditure on PPE and intangible assets / Depreciation & Amortisation	2015	2016	Target >1.0	
Marginally short of the target due to delays in approved capital spend.				
Debt to EBITDA	1.5	1.5	3.0	●
Total borrowings / EBITDA	2015	2016	Target <3.0	
Borrowings remain within cap multiple. No additional borrowings were taken in 2016.				
Employee Cost	65.4 %	65.5 %	66.0 %	●
Employee costs / total expenses (excluding depreciation, amortisation and borrowing costs)	2015	2016	Target <=66%	
Employee costs remain within target limit. Voluntary Early Retirement costs in 2016 contributed to the increase in percentage year on year.				

Reported EBITDA

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



The difference between the reported EBITDA of 9.3 per cent and the underlying EBITDA of 12.2 per cent in 2016 is the expenditure on strategic one-off initiatives relating to Achieving 2020 as well as strategic spend of carry forward monies.

Financial Position

The University's net assets increased by \$70.5m to \$1,902.8m. Current assets increased by \$13.5m, mainly driven by cash and investment funds increasing by \$17.3m, with receivables and prepayments reducing by \$3.6m. Upward movements in the fair value of shareholdings together with increased valuations of land and buildings contributed to the overall increase in the non-current assets of \$28.9m. Total liabilities reduced from \$314.2m to \$286.2m due to borrowing repayments and a reduction in employee leave provisions.

Financial Summary

Future Direction

The University will continue to remain agile and responsive to the challenges and opportunities 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 domestic and international markets creates challenging operating conditions for the University.

The challenges of growing the main revenue streams, combined with limiting increasing demands on resources will require careful consideration and planning to ensure the ongoing financial position supports and complements the University's wider strategic objectives and long term financial sustainability. It is anticipated that the impact of strategic initiative spending on the University's net result will continue in 2017 and 2018.

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Statement of Comprehensive Income for the year ended 31 December 2016

	Notes	2016 \$'000	2015 \$'000
Income from continuing operations			
Australian Government financial assistance			
Australian Government grants	2	356,437	343,180
HELP – Australian Government payments	2	214,058	207,220
State and local government financial assistance	3	7,226	5,702
HECS-HELP – Student payments		15,507	17,314
Fees and charges	4	219,959	211,421
Investment revenue	5	14,567	15,550
Royalties, trademarks and licences		1,069	58
Consultancy and contracts	6	36,955	31,835
Other revenue	7	46,705	48,742
Other investment income	5	4,526	326
Total income from continuing operations		917,009	881,348
Expenses from continuing operations			
Employee related expenses	8	533,100	503,216
Depreciation and amortisation	13,14	59,078	55,611
Repairs and maintenance		14,660	15,371
Borrowing costs		5,822	4,670
Net losses on disposal of assets		48	1,296
Share of loss on investments accounted for using the equity method		150	197
Other expenses	9	266,690	250,100
Total expenses from continuing operations		879,548	830,461
Net result before income tax		37,461	50,887
Income tax expense		-	-
Net result from continuing operations		37,461	50,887
Net result after income tax for the period		37,461	50,887
Items that may be reclassified to profit or loss			
Gain on value of available-for-sale financial assets	20	6,941	13,246
Items that will not be reclassified to profit or loss			
Gain/(loss) on revaluation of property, plant and equipment	13	26,025	(8,237)
Total comprehensive income attributable to the University		70,427	55,896

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

Financial Statements

for the year ended 31 December 2016

Statement of Financial Position as at 31 December 2016

	Notes	2016 \$'000	2015 \$'000
Assets			
Current assets			
Cash and cash equivalents	10	439,304	489,340
Receivables	11	19,737	21,983
Inventories		2,535	2,682
Other financial assets	12	82,182	14,850
Other non-financial assets	15	15,212	16,584
Total current assets		558,970	545,439
Non-current assets			
Property, plant and equipment	13	1,576,270	1,554,926
Intangible assets and premium on leased property	14	31,821	31,233
Other financial assets	12	22,021	15,043
Total non-current assets		1,630,112	1,601,202
Total assets		2,189,082	2,146,641
Liabilities			
Current liabilities			
Trade and other payables	16	36,805	31,752
Borrowings	17	17,056	17,892
Provisions	18	76,293	83,188
Other liabilities	19	29,168	39,770
Total current liabilities		159,322	172,602
Non-current liabilities			
Borrowings	17	107,336	124,551
Provisions	18	19,586	17,077
Total non-current liabilities		126,922	141,628
Total liabilities		286,244	314,230
Net assets		1,902,838	1,832,411
Equity			
Reserves	20	732,257	699,291
Retained earnings	20	1,170,581	1,133,120
Total equity		1,902,838	1,832,411

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

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for the year ended 31 December 2016

Statement of Changes in Equity for the year ended 31 December 2016

	Notes	Reserves \$'000	Retained Earnings \$'000	Total \$'000
Balance at 1 January 2015		694,282	1,082,233	1,776,515
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
Balance at 31 December 2015	20	699,291	1,133,120	1,832,411
Balance at 1 January 2016		699,291	1,133,120	1,832,411
Net result		-	37,461	37,461
Gain on revaluation of property, plant and equipment		26,025	-	26,025
Gain on revaluation of available-for-sale financial assets		6,941	-	6,941
Balance at 31 December 2016	20	732,257	1,170,581	1,902,838

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

Financial Statements

for the year ended 31 December 2016

Statement of Cash Flows for the year ended 31 December 2016

	Notes	2016 \$'000	2015 \$'000
Cash flows from operating activities			
Australian Government Grants	2	569,033	551,916
OS-HELP (net)	2	225	(716)
State Government Grants		7,804	5,268
Local Government Grants		82	434
HECS-HELP – Student payments		15,077	17,369
Receipts from student fees and other customers		307,594	302,923
Dividends received		90	1,852
Interest received		14,437	14,117
GST recovered		11,516	13,464
Payments to suppliers and employees (inclusive of GST)		(835,629)	(787,901)
Interest and other costs of finance		(5,613)	(4,728)
Net cash provided by operating activities	27	84,616	113,998
Cash flows from investing activities			
Proceeds from sale of property, plant and equipment		1,813	800
Payments for property, plant and equipment and intangible assets		(55,846)	(60,058)
Proceeds from sale of financial assets		-	90,000
Payments for financial assets		(63,075)	(50)
Net cash (used in)/provided by investing activities		(117,108)	30,692
Cash flows from financing activities			
Proceeds from borrowings		-	55,500
Repayment of borrowings		(18,051)	(26,173)
Net cash (used in)/provided by financing activities		(18,051)	29,327
Net (decrease)/increase in cash and cash equivalents		(50,543)	174,017
Cash and cash equivalents at the beginning of the financial year		489,340	315,465
Effects of exchange rate changes on cash and cash equivalents		507	(142)
Cash and cash equivalents at the end of the financial year	10	439,304	489,340

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

Financial Statements

for the year ended 31 December 2016

Notes to the financial statements for the year ended 31 December 2016

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 Griffith University Certificate.

(ii) Historical cost convention

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

(iii) Critical accounting estimates

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

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

(b) Comparative amounts

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

(c) 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.

Financial Statements

for the year ended 31 December 2016

Notes to the financial statements for the year ended 31 December 2016

1. Summary of significant accounting policies (continued)

(c) Revenue recognition (continued)

(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.

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 unearned revenue 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 classifies its investments into the following categories:

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

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

Financial Statements

for the year ended 31 December 2016

Notes to the financial statements for the year ended 31 December 2016

1. Summary of significant accounting policies (continued)

(f) Investments and other financial assets (continued)

(ii) Subsequent measurement

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

(iii) Fair value

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

(iv) Impairment

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

(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 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.

Financial Statements

for the year ended 31 December 2016

Notes to the financial statements for the year ended 31 December 2016

1. Summary of significant accounting policies (continued)

(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

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

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

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

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

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

(a) Buildings and infrastructure

In 2016, building and infrastructure assets underwent a desktop revaluation by Matthew Ward B.App.Sc. AAPI and Nicholas Fein BE of AssetVal Pty Ltd, licensed property valuers. The gross value was established utilising the current replacement value of a new asset with similar service potential and includes allowances for preliminaries and professional fees and any restrictions placed on certain assets. The gross current values have been indexed with reference to costing guides issued by the Australian Institute of Quantity Surveyors, Rawlinson's (Australian Construction Handbook) and the valuers own internal market research and costings. In accordance with the requirements of the "*Non-current Asset Policies for the Queensland Public Sector*", the accumulated depreciation has been restated to reflect the consumed or expired service potential, thus reporting the University's building and infrastructure assets at fair value in accordance with the requirements of AASB 116 *Property, Plant and Equipment*. The resultant change in the property, plant and equipment revaluation surplus is reported as part of note 20 Reserves and retained earnings.

(b) Library collection

Books contained in the Heritage Library Collection underwent a desktop revaluation in 2016 by Jorn Harbeck of Harbeck Rare Books Pty Ltd, a registered valuer under the Cultural Gifts Program of the Australian Government.

Financial Statements

for the year ended 31 December 2016

Notes to the financial statements for the year ended 31 December 2016

1. Summary of significant accounting policies (continued)

(h) Property, plant and equipment (continued)

(ii) Revaluation (continued)

(c) Land

In 2016, land underwent a desktop revaluation by Matthew Ward B.App.Sc. AAPI and Nicholas Fein BE of AssetVal Pty Ltd, licensed property valuers. The valuation was carried out on a market value basis and represents the estimated amount each property might reasonably be expected to realise in an exchange between willing and knowledgeable parties in an arm's length transaction. The resultant change in the property, plant and equipment revaluation surplus is reported as part of note 20 Reserves and retained earnings.

(d) Art collection (Queensland College of Art)

All artworks contained in the collection underwent a desktop review during 2016 by an internal specialist, based on indexation rates from Ross Searle of Ross Searle and Associates, and where applicable, the replacement value of the collection was adjusted, with corresponding entry made to the property, plant and equipment revaluation surplus.

(iii) Repairs and maintenance

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

(iv) Impairment of assets

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

(v) Depreciation

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

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

- Buildings – variable, based on periodic assessments of condition – 10 to 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 property, plant and equipment revaluation surplus relating to that asset are transferred to retained earnings.

Financial Statements

for the year ended 31 December 2016

Notes to the financial statements for the year ended 31 December 2016

1. Summary of significant accounting policies (continued)

(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.

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 due but unpaid at reporting date are recognised in the Statement of Financial Position at the current pay rates.

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

Financial Statements

for the year ended 31 December 2016

Notes to the financial statements for the year ended 31 December 2016

1. Summary of significant accounting policies (continued)

(m) Employee benefits (continued)

(ii) Other long-term obligations

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

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

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

(iii) Retirement benefit obligations

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

(iv) Key executive management personnel and remuneration

Key executive management personnel and remuneration disclosures are made in accordance with section 3 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.

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

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

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

Financial Statements

for the year ended 31 December 2016

Notes to the financial statements for the year ended 31 December 2016

1. Summary of significant accounting policies (continued)

(p) 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.

(q) 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.

(r) 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 2015-6 – <i>Extending Related Party Disclosures to Not-for-Profit Public Sector Entities</i>	1 July 2016	This standard extends the scope of AASB 124 <i>Related Party Disclosures</i> to include application by not-for-profit public sector entities.	No impact on reported financial position or performance is expected. Additional disclosures will be required about transactions with related parties, including transactions with key management personnel or close members of their families. Effective for reporting periods beginning on or after 1 July 2016, therefore applicable in 2017.
AASB 2016-2 <i>Amendments to Australian Accounting Standards – Disclosure Initiative: Amendments to AASB 107</i>	1 January 2017	This standard amends the scope of AASB 107 <i>Statement of Cash Flows</i> to require disclosures that enable end users of financial statements to evaluate changes in liabilities arising from financing activities, including both changes arising from cash flows and non-cash changes.	No impact on reported cash flows is expected. Some additional disclosures may be required by way of a reconciliation as part of the notes to the statement of cash flows.

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for the year ended 31 December 2016

Notes to the financial statements for the year ended 31 December 2016

1. Summary of significant accounting policies (continued)

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

Standard name	Effective date	Requirements	Impact
AASB 9 <i>Financial Instruments</i>	1 January 2018	Significant revisions to the classification and measurement of financial assets, reducing the number of categories and simplifying the measurement choices, including the removal of impairment testing of assets measured at fair value. The amortised cost model is available-for-debt assets meeting both business model and cash flow characteristics tests. All investments in equity instruments using AASB 9 are to be measured at fair value. Amends measurement rules for financial liabilities that the entity elects to measure at fair value through profit and loss. Changes in fair value attributable to changes in the entity's own credit risk are presented in other comprehensive income. Impairment of assets is now based on expected losses in AASB 9 which requires entities to measure: <ul style="list-style-type: none"> the 12-month expected credit losses (expected credit losses that result from those default events on the financial instrument that are possible within 12 months after the reporting date); or full lifetime expected credit losses (expected credit losses that result from all possible default events over the life of the financial instrument). 	The University will review its accounting policies with respect to financial instruments. This may have some impact on the recognition and measurement of financial instruments.
AASB 16 <i>Leases</i>	1 January 2019	AASB 16 requires lessees to recognise assets and liabilities for all leases with a term of more than 12 months, unless the underlying asset is of low value. A lessee measures right-of-use assets similarly to other non-financial assets and lease liabilities similarly to other financial liabilities. Assets and liabilities arising from a lease are initially measured on a present value basis. This measurement includes non-cancellable lease payments (including inflation-linked payments).	The University will review its leases under the new standard to determine the magnitude of any changes which may be needed. The majority of operating leases (as defined by the current AASB 117) will need to be reported on the Statement of Financial Position under this standard.
AASB 15 <i>Revenue from Contracts with Customers</i>	1 January 2019	AASB 15 introduces a five step process for revenue recognition with the core principle of the new Standard being for entities to recognise revenue to depict the transfer of goods or services to customers in amounts that reflect the consideration (that is, payment) to which the entity expects to be entitled in exchange for those goods or services. Accounting policy changes will arise in timing of revenue recognition, treatment of contracts costs and contracts which contain a financing element. AASB 15 will also result in enhanced disclosures about revenue, provide guidance for transactions that were not previously addressed comprehensively (for example, service revenue and contract modifications) and improve guidance for multiple-element arrangements.	The University will review its revenue recognition policies for contracts with customers. This may have some impact on the timing of recognition of revenue.

Financial Statements

for the year ended 31 December 2016

Notes to the financial statements for the year ended 31 December 2016

1. Summary of significant accounting policies (continued)

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

Standard name	Effective date	Requirements	Impact
AASB 1058 <i>Income of Not-For-Profit Entities</i>	1 January 2019	<p>AASB 1058 clarifies and simplifies the income recognition requirements that apply to not-for-profit (NFP) entities, in conjunction with <i>AASB 15 Revenue from Contracts with Customers</i>. This supersedes all income recognition requirements relating to private sector NFP entities, and the majority of income recognition requirements relating to public sector NFP entities, previously in <i>AASB 1004 Contributions</i>. The requirements of AASB 1058 more closely reflect the economic reality of NFP entity transactions that are not contracts with customers. The timing of income recognition depends on whether such a transaction gives rise to a liability or other performance obligation (a promise to transfer a good or service), or a contribution by owners, related to an asset (such as cash or another asset) received by an entity.</p> <p>AASB 1058 also applies when a NFP entity receives volunteer services or enters into other transactions where the consideration to acquire an asset is significantly less than the fair value of the asset principally to enable the entity to further its objectives. In the latter case, the entity recognises and measures the asset at fair value in accordance with the applicable Australian Accounting Standard (eg <i>AASB 116 Property, Plant and Equipment</i>).</p>	<p>In conjunction with the review of revenue recognition policies for the implementation of AASB 15, the University will review contracts with customers to identify enforceable contracts with sufficiently specific promises to transfer goods or services to the customer or a third party. If identified these will be accounted for under AASB 15, with all other income accounted for under AASB 1058 which will generally require upfront recognition akin to the current <i>AASB 1004 Contributions</i> recognition requirements. A review of lease agreements will also be undertaken to identify any potential below-market agreements to be recorded at fair value.</p>

Financial Statements

for the year ended 31 December 2016

Notes to the financial statements for the year ended 31 December 2016

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

	Notes	2016 \$'000	2015 \$'000
(a) Commonwealth Grant Scheme and Other Grants			
Commonwealth Grant Scheme ^{#1}		269,238	255,554
Disability Support Program		251	223
Indigenous Support Program		2,106	1,950
Higher Education Participation Program ^{#2}		6,047	5,985
Promotion of Excellence in Learning and Teaching		323	1,201
Australian Maths and Science Partnership Program		1,020	918
Total Commonwealth Grant Scheme and Other Grants	30.1	<u>278,985</u>	<u>265,831</u>
(b) Higher Education Loan Programs			
HECS-HELP		178,110	175,011
FEE-HELP ^{#3}		31,370	27,805
SA-HELP		4,578	4,404
Total Higher Education Loan Programs	30.2	<u>214,058</u>	<u>207,220</u>
(c) Scholarships			
Australian Postgraduate Awards		6,577	6,577
International Postgraduate Research Scholarships		510	521
Commonwealth Education Cost Scholarships ^{#4}		203	90
Commonwealth Accommodation Scholarships ^{#4}		172	85
Indigenous Access Scholarships		162	80
Total Scholarships	30.3	<u>7,624</u>	<u>7,353</u>
(d) Education Research			
Joint Research Engagement Program		8,289	8,535
Research Training Scheme		15,235	15,028
Research Infrastructure Block Grants		4,195	4,270
Sustainable Research Excellence in Universities		3,253	2,802
Total Education Research Grants	30.4	<u>30,972</u>	<u>30,635</u>

Financial Statements

for the year ended 31 December 2016

Notes to the financial statements for the year ended 31 December 2016

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

	Notes	2016 \$'000	2015 \$'000
(e) Australian Research Council			
<i>(i) Discovery</i>			
Project ^{#5}		5,662	5,962
Fellowships		5,087	4,333
Total Discovery	30.5(a)	<u>10,749</u>	<u>10,295</u>
<i>(ii) Linkages</i>			
Projects		2,903	2,705
Total Linkages	30.5(b)	<u>2,903</u>	<u>2,705</u>
Total ARC		<u>13,652</u>	<u>13,000</u>
 ^{#1} Includes the basic CGS grant amount, CGS – Regional Loading, CGS – Enabling Loading, CGS – Medical Student Loading and CGS – Special Advances from Future Years.			
^{#2} Includes Access and Participation Fund and National Priorities Pool.			
^{#3} Program is in respect of FEE-Help for Higher Education only and excludes funds received in respect of VET FEE-HELP.			
^{#4} Includes Grandfathered Scholarships, National Priority and National Accommodation Priority Scholarships respectively.			
^{#5} Includes Early Career Researcher Award.			
(f) Other Australian Government financial assistance			
Non-capital			
Department of Health		4,759	985
Department of the Environment		3,716	4,170
National Health and Medical Research Council		12,589	13,634
Health Workforce Australia		-	2,689
Other		4,140	4,883
Total		<u>25,204</u>	<u>26,361</u>
Capital			
Total		<u>-</u>	<u>-</u>
Total other Australian Government financial assistance		<u>25,204</u>	<u>26,361</u>
Total Australian Government financial assistance		<u>570,495</u>	<u>550,400</u>
Reconciliation			
Australian Government grants (a+c+d+e+f)		356,437	343,180
HECS-HELP payments		178,110	175,011
FEE-HELP payments		31,370	27,805
SA-HELP payments		4,578	4,404
Total Australian Government financial assistance		<u>570,495</u>	<u>550,400</u>

Financial Statements

for the year ended 31 December 2016

Notes to the financial statements for the year ended 31 December 2016

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

	Notes	2016 \$'000	2015 \$'000
(g) Australian Government grants received – cash			
CGS and other Education Grants	30.1	277,558	265,837
Higher Education Loan Programs	30.2	214,776	208,381
Scholarships	30.3	7,624	7,353
Education research	30.4	30,972	30,635
ARC grants – Discovery	30.5(a)	10,749	10,295
ARC grants – Linkages	30.5(b)	2,903	2,705
Other Australian Government grants		24,451	26,710
Total Australian Government grants received – cash		569,033	551,916
OS-Help (Net)	30.6	225	(716)
Total Australian Government funding received – cash		569,258	551,200

3. State and Local Government financial assistance

Non-Capital			
Operating financial assistance		2,954	3,004
Research funds		4,272	2,698
Total		7,226	5,702
Capital			
Total		-	-
Total State and Local Government financial assistance		7,226	5,702

4. Fees and charges

Course fees and charges

Fee-paying onshore overseas students	157,414	143,954
Fee-paying offshore overseas students	4,441	6,571
Continuing education	11,752	14,866
Fee-paying domestic postgraduate students	8,327	7,203
Fee-paying domestic undergraduate students	262	335
Fee-paying domestic non-award students	1,101	1,284
Other domestic course fees and charges	12,817	15,305
Total course fees and charges	196,114	189,518

Other non-course fees and charges

Community services fees	4,049	4,144
Conferences and seminars	2,481	1,565
Parking fees and fines	4,739	3,706
Enrolment/reinstatement fees	952	1,121
Student accommodation	6,528	6,499
Student services and amenities fees from students	3,183	3,475
Other fees and charges	1,913	1,393
Total other non-course fees and charges	23,845	21,903
Total fees and charges	219,959	211,421

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for the year ended 31 December 2016

Notes to the financial statements for the year ended 31 December 2016

	2016 \$'000	2015 \$'000
5. Investment revenue and other investment income		
Interest income:		
Bank deposits	14,477	12,623
Held-to-maturity investments	-	1,076
Dividends from equity investments	90	1,851
Total investment revenue	<u>14,567</u>	<u>15,550</u>
Other investment gains and losses:		
Investment fund distributions	2,180	260
Net gain arising on financial assets designated at fair value through profit or loss	2,346	66
Total other investment income	<u>4,526</u>	<u>326</u>
Total investment income	<u>19,093</u>	<u>15,876</u>
6. Consultancy and contracts		
Consultancy	21,020	17,595
Contract research	15,935	14,240
Total consultancy and contracts	<u>36,955</u>	<u>31,835</u>
7. Other revenue		
Donations and bequests	8,787	6,507
Scholarships and prizes	3,513	5,099
Sale of goods	19,113	18,029
Commercial rent	2,784	2,660
Recovery of expenditure	8,367	10,815
Other revenue	4,141	5,632
Total other revenue	<u>46,705</u>	<u>48,742</u>

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for the year ended 31 December 2016

Notes to the financial statements for the year ended 31 December 2016

	2016 \$'000	2015 \$'000
8. Employee related expenses		
Academic		
Salaries	206,420	192,663
Contributions to funded superannuation and pension schemes	32,675	31,109
Payroll tax	12,216	12,292
Worker's compensation	699	635
Long service leave	3,441	4,513
Annual leave	15,490	15,774
Total academic	<u>270,941</u>	<u>256,986</u>
Non-academic		
Salaries	199,657	186,332
Contributions to funded superannuation and pension schemes	31,607	30,160
Payroll tax	11,887	9,675
Worker's compensation	691	625
Long service leave	3,329	4,324
Annual leave	14,988	15,114
Total non-academic	<u>262,159</u>	<u>246,230</u>
Total employee related expenses	<u>533,100</u>	<u>503,216</u>
9. Other expenses		
Scholarships and prizes	43,821	43,538
External grants and third party payments	14,533	15,839
Advertising, marketing and promotional expenses	13,694	10,884
Audit fees, bank charges, legal costs and insurance	4,050	3,852
Clinical and practical teaching fee	17,696	13,781
Commission and partnership organisation expenses	20,829	18,639
Computer expenses	9,914	7,805
Consultancy	18,873	15,245
Hospitality	2,572	2,677
Inventory used	6,473	7,228
Laboratory consumables	9,457	8,922
Non-capitalised equipment	12,447	15,196
Operating lease fees and other rental	3,550	3,212
Printing and stationery	5,580	6,053
Safety security and cleaning	11,737	9,637
Staff recruitment and benefits	3,272	3,941
Subscriptions and reference materials	13,560	11,227
Travel and conferences	18,423	17,283
Utilities	13,270	12,445
Other expenses	22,939	22,696
Total other expenses	<u>266,690</u>	<u>250,100</u>

Financial Statements

for the year ended 31 December 2016

Notes to the financial statements for the year ended 31 December 2016

	2016 \$'000	2015 \$'000
10. Cash and cash equivalents		
Cash on hand	85	220
Cash at bank	36,587	15,122
Cash deposits at call	402,632	473,998
Total cash and cash equivalents	439,304	489,340

(a) Cash at bank and on hand

Cash on hand is non-interest bearing, while cash at bank is subject to a floating interest rate of 1.95% at balance date (2015: 2.45%).

(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 2.46% at balance date (2015: 2.85%).

11. Receivables

Current

Student fees	2,016	8,650
Trade receivables	10,396	6,861
Other receivables	8,980	7,804
Staff advances	29	359
	<u>21,421</u>	<u>23,674</u>
Less provision for impaired receivables	(1,684)	(1,691)
Total receivables	19,737	21,983

(a) Impaired receivables

As at 31 December 2016 current receivables of the University with a nominal value of \$1.7 million (2015: \$1.7 million) were impaired and a provision for same was established. The impaired receivables mainly relate to outstanding student fees. Ageing analysis is not considered material for disclosure.

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

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

Financial Statements

for the year ended 31 December 2016

Notes to the financial statements for the year ended 31 December 2016

	2016 \$'000	2015 \$'000
12. Other financial assets		
Current		
<i>Fair value through profit or loss</i>		
QIC Investment Funds	82,182	14,850
Total current other financial assets	<u>82,182</u>	<u>14,850</u>
Non-current		
<i>Available-for-sale</i>		
Unit trust investments	447	447
Shares in corporations-listed	996	934
Shares in corporations-unlisted	20,778	13,900
Investments accounted for using the equity method	25	(13)
Less provision for impairment of shares in corporations	(225)	(225)
Total non-current other financial assets	<u>22,021</u>	<u>15,043</u>
Total other financial assets	<u>104,203</u>	<u>29,893</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 \$11.0 million which relates to the University's investment in Education Australia Limited, the majority of which reflects the market value of listed shares in IDP Education Limited less an appropriate discount rate.

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for the year ended 31 December 2016

Notes to the financial statements for the year ended 31 December 2016

13. Property, plant and equipment

	Construction in progress \$'000	Land \$'000	Buildings \$'000	Infrastructure \$'000	Plant and equipment** \$'000	Library \$'000	Other plant and equipment** \$'000	Total \$'000
At 1 January 2015								
Cost	37,787	-	-	-	163,779	-	-	201,566
Valuation	-	201,845	1,628,266	175,843	-	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
Year ended 31 December 2015								
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	(8,237)
Additions	34,674	-	-	-	11,230	-	56	45,960
WIP transfers	(62,388)	-	54,865	1,549	5,974	-	-	-
Disposals: Cost	-	-	-	-	(928)	-	-	(928)
Disposals: Accumulated depreciation	-	-	-	-	-	-	-	-
Depreciation charge	-	-	(34,987)	(2,578)	(13,801)	-	-	(51,366)
Closing net book amount	10,073	203,970	1,200,601	71,064	60,269	622	8,327	1,554,926
At 31 December 2015								
Cost	10,073	-	-	-	174,542	-	-	184,615
Valuation	-	203,970	1,721,797	120,672	-	622	8,327	2,055,388
Accumulated depreciation	-	-	(521,196)	(49,608)	(114,273)	-	-	(685,077)
Net book amount	10,073	203,970	1,200,601	71,064	60,269	622	8,327	1,554,926
Year ended 31 December 2016								
Opening net book amount	10,073	203,970	1,200,601	71,064	60,269	622	8,327	1,554,926
Revaluation surplus	-	18,357	7,390	90	-	8	180	26,025
Additions	39,716	-	-	-	9,432	-	978	50,126
WIP transfers	(17,780)	-	10,972	600	6,208	-	-	-
Disposals: Cost	(389)	-	-	-	(10,750)	-	-	(11,139)
Disposals: Accumulated depreciation	-	-	-	-	8,882	-	-	8,882
Depreciation charge	-	-	(35,510)	(2,747)	(14,293)	-	-	(52,550)
Closing net book amount	31,620	222,327	1,183,453	69,007	59,748	630	9,485	1,576,270
At 31 December 2016								
Cost	31,620	-	-	-	179,432	-	-	211,052
Valuation	-	222,327	1,784,795	121,127	-	630	9,485	2,138,364
Accumulated depreciation	-	-	(601,342)	(52,120)	(119,684)	-	-	(773,146)
Net book amount	31,620	222,327	1,183,453	69,007	59,748	630	9,485	1,576,270

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for the year ended 31 December 2016

Notes to the financial statements for the financial year ended 31 December 2016

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 and premium on leased property

	Development costs \$'000	Licences \$'000	Subtotal \$'000	Premium on leased property \$'000	Total \$'000
At 1 January 2015					
Cost	26,220	5,001	31,221	7,500	38,721
Accumulated amortisation	(7,448)	(4,456)	(11,904)	(988)	(12,892)
Net book amount	18,772	545	19,317	6,512	25,829
Year ended 31 December 2015					
Opening net book amount	18,772	545	19,317	6,512	25,829
Additions: Internal development	9,649	-	9,649	-	9,649
Disposals: Cost	(127)	-	(127)	-	(127)
Disposals: Accumulated amortisation	127	-	127	-	127
Amortisation charge	(3,970)	(207)	(4,177)	(68)	(4,245)
Closing net book amount	24,451	338	24,789	6,444	31,233
At 31 December 2015					
Cost	35,742	5,001	40,743	7,500	48,243
Accumulated amortisation	(11,291)	(4,663)	(15,954)	(1,056)	(17,010)
Net book amount	24,451	338	24,789	6,444	31,233
Year ended 31 December 2016					
Opening net book amount	24,451	338	24,789	6,444	31,233
Additions: Internal development	7,116	-	7,116	-	7,116
Amortisation charge	(6,268)	(192)	(6,460)	(68)	(6,528)
Closing net book amount	25,299	146	25,445	6,376	31,821
At 31 December 2016					
Cost	42,858	5,001	47,859	7,500	55,359
Accumulated amortisation	(17,559)	(4,855)	(22,414)	(1,124)	(23,538)
Net book amount	25,299	146	25,445	6,376	31,821

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for the year ended 31 December 2016

Notes to the financial statements for the financial year ended 31 December 2016

	2016 \$'000	2015 \$'000
15. Other non-financial assets		
Current		
Prepayments	15,212	16,584
Total other non-financial assets	15,212	16,584
16. Trade and other payables		
Current		
Trade payables	12,764	14,381
Accrued expenditure	9,787	5,189
Funds held on behalf of other bodies	1,326	959
Payroll accruals	11,594	10,114
OS-HELP Liability to Australian Government	1,334	1,109
Total trade and other payables	36,805	31,752
17. Borrowings		
Current		
Unsecured		
QTC loans	17,056	17,892
Total current unsecured borrowings	17,056	17,892
Non-current		
Unsecured		
QTC loans	107,336	124,551
Total non-current unsecured borrowings	107,336	124,551
Total borrowings	124,392	142,443

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

(a) Financing arrangements

Unrestricted access was available at balance date to the following lines of credit:

Credit standby arrangements

Total facilities		
Corporate cards	10,000	10,000
	10,000	10,000

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for the year ended 31 December 2016

Notes to the financial statements for the financial year ended 31 December 2016

	2016 \$'000	2015 \$'000
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17. Borrowings (continued)

(a) Financing arrangements (continued)

Used at balance date

Corporate cards	735	731
	<u>735</u>	<u>731</u>

Unused at balance date

Corporate cards	9,265	9,269
	<u>9,265</u>	<u>9,269</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
6 – 12 months	-	8,490
1 – 5 years	-	54,610
Over 5 years	-	69,941
Total borrowings	<u>-</u>	<u>142,443</u>

Current borrowings	-	17,892
Non-current borrowings	-	124,551
Total borrowings	<u>-</u>	<u>142,443</u>

During 2016, all of the University's borrowings were converted to fixed interest rates. Therefore at balance date there is considered to be no risk exposure relating to interest rate changes.

18. Provisions

Current provisions expected to be settled within 12 months

Employee benefits		
Long service leave	8,147	6,922
Annual leave	30,416	29,515
Voluntary early retirement and severance pay	768	52
Subtotal	<u>39,331</u>	<u>36,489</u>

Current provisions expected to be settled after more than 12 months

Employee benefits		
Long service leave	31,589	40,051
Annual leave	5,373	6,648
Subtotal	<u>36,962</u>	<u>46,699</u>
Total current provisions	<u>76,293</u>	<u>83,188</u>

Non-current provisions

Employee benefits		
Long service leave	19,586	17,077
Total non-current provisions	<u>19,586</u>	<u>17,077</u>
Total provisions	<u>95,879</u>	<u>100,265</u>

The long service leave and annual leave provision reflects the amount of long service leave and annual leave accrued as at 31 December 2016. 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.

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for the year ended 31 December 2016

Notes to the financial statements for the financial year ended 31 December 2016

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.

	2016 \$'000	2015 \$'000
19. Other liabilities		
Current		
Unearned revenue	23,646	35,050
Other liabilities	1,477	1,317
Australian Government unspent financial assistance	4,045	3,403
Total current other liabilities	29,168	39,770

20. Reserves and retained earnings

(a) Reserves

Property, plant and equipment revaluation surplus	711,754	685,729
Available-for-sale financial assets	20,503	13,562
Total reserves	732,257	699,291

Property, plant and equipment revaluation surplus

Balance 1 January	685,729	693,966
Revaluation of land	18,357	2,125
Revaluation of buildings	7,390	61,083
Revaluation of infrastructure	90	(71,536)
Revaluation of other assets	188	91
Balance 31 December	711,754	685,729

Available-for-sale financial assets

Balance 1 January	13,562	316
Revaluation	6,941	13,246
Balance 31 December	20,503	13,562

Movements in retained earnings were as follows:

Retained earnings at 1 January	1,133,120	1,082,233
Operating result for the year	37,461	50,887
Retained earnings at 31 December	1,170,581	1,133,120

(b) Nature and purpose of reserves

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

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for the year ended 31 December 2016

Notes to the financial statements for the financial year ended 31 December 2016

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 following table is the University's sensitivity analysis to price risk. The University has chosen a fluctuation of 10% (2015: 10%) to outline this sensitivity. The decision not to change the sensitivity relates to the University's management study of current market data.

(iii) Cash flow and interest rate risk

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

Outlined in the table below is the University's sensitivity analysis to interest rate risk. Interest rate risk lies in balances in bank accounts earning interest and QTC managed funds. At balance date, the University's borrowings from QTC were under fixed interest rates, therefore are not considered to be exposed to interest rate risk. The University has chosen a fluctuation of 1% (2015: 1%) to outline this sensitivity. The decision not to change the sensitivity relates to the University's management study of current market data.

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Notes to the financial statements for the year ended 31 December 2016

21. Financial risk management (continued)

(a) Market risk (continued)

(iii) Cash flow and fair value interest rate risk (continued)

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

31 December 2015	Carrying Amount \$'000	Interest rate risk				Price risk			
		-1%		1%		-10%		+10%	
		Result \$'000	Equity \$'000	Result \$'000	Equity \$'000	Result \$'000	Equity \$'000	Result \$'000	Equity \$'000
Financial assets									
Cash and cash equivalents ^{#1}	489,340	(4,869)	(4,869)	4,869	4,869	-	-	-	-
Other financial assets ^{#2}	31,434	-	-	-	-	(2,498)	(2,498)	2,498	2,498
Trade and other receivables	21,983	-	-	-	-	-	-	-	-
Financial liabilities									
Trade and other payables	31,762	-	-	-	-	-	-	-	-
Borrowings	142,443	1,424	1,424	(1,424)	(1,424)	-	-	-	-
Other liabilities	1,317	-	-	-	-	-	-	-	-
Total (decrease)/increase		(3,445)	(3,445)	3,445	3,445	(2,498)	(2,498)	2,498	2,498

^{#1} Within cash and cash equivalents, \$5.8 million (2015: \$2.4 million) has no interest rate risk exposure.

^{#2} Within other financial assets, \$9.7 million (2015: \$4.7 million) has no price risk exposure.

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for the year ended 31 December 2016

Notes to the financial statements for the financial year ended 31 December 2016

21. Financial risk management (continued)

(b) Credit risk

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

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

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

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

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

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

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

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.

The table below details the University's liquidity risk in relation to the loans at 31 December 2016.

Source of the loan	Original loan \$'000	Year loan drawn down	Expected remaining loan term	Loan balance \$'000
QTC	50,000	2008	1.5 years	9,959
QTC	66,093	2014	8 years	54,238
QTC	10,000	2014	18 years	9,275
QTC	40,000	2015	9 years	36,038
QTC	15,500	2015	19 years	14,882
Total balance of loans				124,392

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Notes to the financial statements for the financial year ended 31 December 2016

21. Financial risk management (continued)

(c) Liquidity risk (continued)

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

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

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
Financial assets							
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
Total financial assets		486,930	-	-	-	55,827	542,757
Financial liabilities							
Payables	-	-	-	-	-	31,752	31,752
Borrowings	4.13%	-	22,900	67,396	79,623	-	169,919
Other financial liabilities	-	-	-	-	-	1,317	1,317
Total financial liabilities		-	22,900	67,396	79,623	33,069	202,988

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Notes to the financial statements for the financial year ended 31 December 2016

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 2016:

Chancellor	Mr Henry Smerdon, AM
Deputy Chancellor	Ms Rachel Hunter
Vice Chancellor and President	Professor Ian O'Connor*
Members appointed by the Governor-in-Council	Mr Ian Alderdice Mr Mark Gray Mr Garry Redlich Ms Ann Robilotta-Glenister OAM Mr Clinton Dines Ms Rhonda White, AO
Elected academic staff	Dr Arthur Poropat* (resigned 23 December 2016) Professor Alf Lizzio* (commenced 24 December 2016) Associate Professor Liz Jones*
Elected student members	Mr Ritesh Chowdhary Mr David Cody*
Elected general staff	Dr Naveen Sharma*
Council appointed members	Dr Robert Anderson, OAM Ms Sandra Anderson The Honourable Rob Borbidge, AO Mr Craig Bassingthwaite

*Council members who also serve as staff members.

Executive officers

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

Ian O'Connor	Vice Chancellor and President
Neville Pankhurst	Senior Deputy Vice Chancellor
Martin Betts	Deputy Vice Chancellor (Engagement)
Debra Henly	Deputy Vice Chancellor (Academic) (appointed 1 June 2016)
Colin McAndrew	Vice President (Corporate Services)
Adam Shoemaker	Academic Provost (resigned 24 September 2016)

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for the year ended 31 December 2016

Notes to the financial statements for the financial year ended 31 December 2016

22. Key management personnel disclosures (continued)

(b) Remuneration of council members and executives

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

	2016 Number	2015 Number
Remuneration of council members		
\$0 to \$14,999	15	17
\$150,000 to \$164,999	1	1
\$165,000 to \$179,999	1	2
\$180,000 to \$194,999	1	-
Remuneration of executive officers		
\$315,000 to \$329,999	1	-
\$345,000 to \$359,999	1	-
\$505,000 to \$519,999	-	1
\$534,000 to \$549,999	1	-
\$550,000 to \$564,999	-	1
\$565,000 to \$579,999	-	1
\$580,000 to \$594,999	1	-
\$610,000 to \$624,999	-	1
\$640,000 to \$654,999	1	-
\$970,000 to \$984,999	-	1
\$1,015,000 to \$1,029,999	1	-

Remuneration paid or payable to Council members and executives in connection with the management of the University's affairs was \$3,971,479 for 2016 (2015: \$3,733,696).

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for the year ended 31 December 2016

Notes to the financial statements for the financial year ended 31 December 2016

22. Key management personnel disclosures (continued)

(c) Key executive management personnel disclosures

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

Position	Responsibilities	Incumbents	
		Contract classification and appointment authority	Date appointed to position (Date resigned from position)
Vice Chancellor and President	The Vice Chancellor and President is the Chief Executive Officer of the University and is responsible to the Council of the University. The position is responsible for articulating a clear strategic direction for the University, providing academic and administrative leadership, maintaining a focus on quality, engendering a collegial community amongst staff and students, fostering effective relationships with stakeholders and ensuring sound financial management and stewardship of resources.	VC - Council	17 January 2005
Senior Deputy Vice Chancellor	The Senior Deputy Vice Chancellor provides senior strategic leadership to the University, with particular responsibility for development of the University strategic plan and the University's research profile, including; research planning & 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 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
Deputy Vice Chancellor (Academic)	The Deputy Vice Chancellor (Academic) provides senior strategic leadership in the following areas: Learning, teaching and student experience; student retention; graduate outcomes and student equity; online education; academic administration; University academic plan and profile; academic, strategic and operational planning for learning and teaching; strategic direction of the curriculum and academic programs; academic staffing; academic policies and quality standards.	DVC (A) - Council	1 June 2016
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 (24 September 2016)
Vice President (Corporate Services)	The Vice President (Corporate Services) provides strategic leadership of the corporate and administrative services that underpin the successful operation of the University and for advising the Vice Chancellor and President on policy, strategy and tactics to support and enhance the University's mission.	VP (CS) - Council	1 January 1992

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22. Key Management Personnel Disclosures (continued)

(d) Key executive management personnel and remuneration expenses

2016

Position	Short term employee expenses		Long term employee expenses	Post employment expenses	Termination benefits	Total expenses
	Monetary expenses \$'000	Non-monetary benefits \$'000	\$'000	\$'000	\$'000	\$'000
Vice Chancellor and President	876	33	34	82	-	1,025
Senior Deputy Vice Chancellor	515	21	17	87	-	640
Academic Provost	271	22	7	45	-	345
Deputy Vice Chancellor (Academic)	241	9	26	40	-	316
Deputy Vice Chancellor (Engagement)	431	24	12	73	-	540
Vice President (Corporate Services)	462	21	25	78	-	586
Total expenses	2,796	130	121	405	-	3,452

2015

Position	Short term employee expenses		Long term employee expenses	Post employment expenses	Termination benefits	Total expenses
	Monetary expenses \$'000	Non-monetary benefits \$'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
Total expenses	2,573	113	115	438	-	3,239

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

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

(e) Loans to key management personnel

There were no loans to key management personnel during the financial year (2015: none).

(f) Other transactions with key management personnel

There were no other transactions with key management personnel during the financial year (2015: none).

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for the year ended 31 December 2016

Notes to the financial statements for the financial year ended 31 December 2016

	2016 \$'000	2015 \$'000
23. Remuneration of auditors		
Audit of the Financial Statements		
Fees paid to Queensland Audit Office	220	225
Total	220	225

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 2016.

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:

	2016 \$'000	2015 \$'000
<i>Property, plant and equipment</i>		
Within one year	55,377	18,282
Between one and five years	682	352
Later than five years	-	-
Total Property, plant and equipment commitments	56,059	18,634

(b) Other expenditure commitments

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

	2016 \$'000	2015 \$'000
Within one year	37,458	38,952
Later than one year but not later than five years	420	1,279
Later than five years	-	-
Total other expenditure commitments	37,878	40,231

26. Events occurring after the reporting period

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

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for the year ended 31 December 2016

Notes to the financial statements for the financial year ended 31 December 2016

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

	2016	2015
	\$'000	\$'000
Net result for the period	37,461	50,887
Depreciation and amortisation	59,078	55,611
Net loss on disposal of non-current assets	48	1,296
Net foreign exchange differences	(507)	142
Share of loss of associates and joint venture partnership not received as dividends and distributions	150	197
Donated art	(881)	(52)
Decrease/(increase) in receivables	2,140	(794)
Decrease in inventories	147	42
(Increase)/decrease in other financial assets	(4,332)	159
Decrease/(increase) in other non-financial assets	1,372	(3,258)
(Decrease)/increase in other liabilities	(10,602)	6,036
Increase in payables	4,935	1,791
(Decrease)/increase in provisions for employee entitlements	(4,386)	2,087
Decrease in provision for impairment	(7)	(146)
Net cash provided by operating activities	84,616	113,998

28. Service concession arrangements

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

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

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

The asset's current fair value is \$34.7 million (2015: \$34.3 million) (valuation by AssetVal Ltd effective 30 September 2016). Management believe this current fair value is the most reliable measurement of cost rather than an estimate of the value at the end of the arrangement, being 31 December 2042. The asset has not been recognised in these financial statements as it does not meet the criteria of being under control of the University.

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Notes to the financial statements for the financial year ended 31 December 2016

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	
	2016 \$'000	2015 \$'000	2016 \$'000	2015 \$'000
Financial assets				
Cash and cash equivalents	439,304	489,340	439,304	489,340
Receivables	19,737	21,983	19,737	21,983
Other financial assets	104,203	29,893	104,203	29,893
Total financial assets	563,244	541,216	563,244	541,216
Financial liabilities				
Payables	36,805	31,752	36,805	31,752
Borrowings	124,392	142,443	127,136	144,152
Total financial liabilities	161,197	174,195	163,941	175,904

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 2016.

Fair value measurements at 31 December 2016

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

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for the year ended 31 December 2016

Notes to the financial statements for the financial year ended 31 December 2016

29. Fair value measurements (continued)

(b) Fair value hierarchy (continued)

(i) Recognised fair value measurements (continued)

Fair value measurements at 31 December 2015

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

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 and payables. The fair value of financial liabilities for disclosure purposes is estimated by discounting the future contractual cash flows at the current market interest rate that is available to the University for similar financial instruments (level 3).

The fair value of non-current borrowings disclosed in (a) is estimated by discounting the future contractual cash flows at the current market interest rates that are available to the University for similar financial instruments. For the period ended 31 December 2016, the borrowing rates were determined to be between 3.28% and 7.61% depending on the type of borrowing (2015: between 3.01% and 7.32%). 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 on a comprehensive basis every three years, with desktop valuations undertaken in the intervening years. At the end of each reporting period, the University updates its assessment of the fair value of each property, taking into account the most recent independent valuations. The University determines the property's value within a range of reasonable fair value estimates.

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Notes to the financial statements for the financial year ended 31 December 2016

29. Fair value measurements (continued)

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

(i) *Recurring fair value measurements (continued)*

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

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

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

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

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

Specialised buildings were valued using the 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 be valued at level 3, management have adopted a policy that all road and water network infrastructure assets are deemed to be valued at level 3.

(ii) *Non-recurring fair value measurements*

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

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for the year ended 31 December 2016

Notes to the financial statements for the financial year ended 31 December 2016

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 2016 and 2015.

	Unlisted equity securities \$'000	Buildings \$'000	Financial liabilities \$'000	Land \$'000	Infrastructure \$'000	Artworks & Library \$'000	Total \$'000
Level 3 fair value measurements 2016							
Opening balance	14,122	1,200,601	-	203,970	71,064	8,949	1,498,706
Acquisitions	-	10,972	-	-	600	978	12,550
Depreciation	-	(35,510)	-	-	(2,747)	-	(38,257)
Recognised in Statement of Comprehensive Income	6,878	-	-	-	-	-	6,878
Recognised in other comprehensive income	-	7,390	-	18,357	90	188	26,025
Closing balance	21,000	1,183,453	-	222,327	69,007	10,115	1,505,902
Level 3 fair value measurement 2015							
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)
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	14,122	1,200,601	-	203,970	71,064	8,949	1,498,706

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

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for the year ended 31 December 2016

Notes to the financial statements for the financial year ended 31 December 2016

29. Fair value measurements (continued)

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

(i) Valuation inputs and relationships to fair value

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

Description	Fair value at 31 December 2016 \$'000	Unobservable inputs*	Range of inputs (probability weighted average)		Relationship of unobservable inputs to fair value	
			Lower	Upper	Lower \$'000	Upper \$'000
Buildings	1,183,453	Replacement cost rate Asset condition	(2.50)%	2.50%	(29,586)	29,586
Land	222,327	Price per square metre	(2.50)%	2.50%	(5,558)	5,558
Infrastructure	69,007	Unit cost rate Asset condition	(2.50)%	2.50%	(1,725)	1,725

* 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 buildings. The replacement cost involves estimating a price per square metre replacement cost. This replacement cost rate is determined having regard to recent construction data, consideration of building size, material, type, and structure to derive the unit rate, and Rawlinson's cost data and cost indices for different regions in Queensland. The Rawlinson's cost data selected is then subject to review by engineers and valuers taking into account site specifics.

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

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for the year ended 31 December 2016

Notes to the financial statements for the financial year ended 31 December 2016

29. Fair value measurements (continued)

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

(ii) Valuation processes (continued)

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

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Notes to the financial statements for the financial year ended 31 December 2016

30. Acquittal of Australian Government financial assistance

30.1 Education – CGS and other Education grants

	Commonwealth Grant Scheme ^{#1}		Indigenous Support Program		Australian Maths and Science Partnership Program		Higher Education Participation Program ^{#2}	
	2016 \$'000	2015 \$'000	2016 \$'000	2015 \$'000	2016 \$'000	2015 \$'000	2016 \$'000	2015 \$'000
Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the program)	267,811	255,560	2,106	1,950	1,020	918	6,047	5,985
Net accrual adjustments	1,427	(6)	-	-	-	-	-	-
Revenue for the period	269,238	255,554	2,106	1,950	1,020	918	6,047	5,985
Surplus from the previous year	-	-	-	-	1,017	918	478	610
Total revenue including accrued revenue	269,238	255,554	2,106	1,950	2,037	1,836	6,525	6,595
Less expenses including accrued expenses	269,238	255,554	2,106	1,950	979	819	6,290	6,117
Surplus for reporting period	-	-	-	-	1,058	1,017	235	478

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

#2 Includes Access and Participation Fund and National Priorities Pool.

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Notes to the financial statements for the financial year ended 31 December 2016

30. Acquittal of Australian Government financial assistance (continued)

30.1 Education – CGS and other Education grants (continued)

	Disability Support Program		Promotion of Excellence in Learning and Teaching		Total	
	2016 \$'000	2015 \$'000	2016 \$'000	2015 \$'000	2016 \$'000	2015 \$'000
Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the programs)	251	223	323	1,201	277,558	265,837
Net accrual adjustments	-	-	-	-	1,427	(6)
Revenue for the period	251	223	323	1,201	278,985	265,831
(Deficit)/surplus from the previous year	(149)	-	1,122	577	2,468	2,105
Total revenue including accrued revenue	102	223	1,445	1,778	281,453	267,936
Less expenses including accrued expenses	281	372	913	656	279,807	265,468
(Deficit)/surplus for reporting period	(179)	(149)	532	1,122	1,646	2,468

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for the year ended 31 December 2016

Notes to the financial statements for the financial year ended 31 December 2016

30. Acquittal of Australian Government financial assistance (continued)

30.2 Higher Education Loan Programs (excl OS-HELP)

	HECS-HELP (Australian Government payments only)		FEE-HELP #3		SA-HELP		Total	
	2016 \$'000	2015 \$'000	2016 \$'000	2015 \$'000	2016 \$'000	2015 \$'000	2016 \$'000	2015 \$'000
Cash payable at beginning of year	3,045	1,753	357	503	135	120	3,537	2,376
Financial assistance received in cash during the reporting period	177,577	176,303	32,546	27,659	4,653	4,419	214,776	208,381
Cash available-for-period	180,622	178,056	32,903	28,162	4,788	4,539	218,313	210,757
Revenue earned	178,110	175,011	31,370	27,805	4,578	4,404	214,058	207,220
Cash payable at end of year	2,512	3,045	1,533	357	210	135	4,255	3,537

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

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for the year ended 31 December 2016

Notes to the financial statements for the financial year ended 31 December 2016

30. Acquittal of Australian Government financial assistance (continued)

30.3 Scholarships

	Australian Postgraduate Awards		International Postgraduate Research Scholarships		Commonwealth Education Cost Scholarships #4		Commonwealth Accommodation Scholarships #4		Indigenous Access Scholarships		Indigenous Staff Scholarships		Total	
	2016 \$'000	2015 \$'000	2016 \$'000	2015 \$'000	2016 \$'000	2015 \$'000	2016 \$'000	2015 \$'000	2016 \$'000	2015 \$'000	2016 \$'000	2015 \$'000	2016 \$'000	2015 \$'000
Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the program)	6,577	6,577	510	521	203	90	172	85	162	80	-	-	7,624	7,353
Net accrual adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Revenue for the period	6,577	6,577	510	521	203	90	172	85	162	80	-	-	7,624	7,353
(Deficit)/surplus from the previous year	(17)	9	145	100	90	42	85	35	37	56	-	-	340	242
Total revenue including accrued revenue	6,560	6,586	655	621	293	132	257	120	199	136	-	-	7,964	7,595
Less expenses including accrued expenses	6,518	6,603	541	476	194	42	164	35	152	99	-	-	7,569	7,255
Surplus/(deficit) for reporting period	42	(17)	114	145	99	90	93	85	47	37	-	-	395	340

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

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for the year ended 31 December 2016

Notes to the financial statements for the financial year ended 31 December 2016

30. Acquittal of Australian Government financial assistance (continued)

30.4 Education Research ^{#5}

	Research Training Scheme		Joint Research Engagement Program		Sustainable Research Excellence		Research Infrastructure Block Grants		Total	
	2016 \$'000	2015 \$'000	2016 \$'000	2015 \$'000	2016 \$'000	2015 \$'000	2016 \$'000	2015 \$'000	2016 \$'000	2015 \$'000
Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the program)	15,235	15,028	8,289	8,535	3,253	2,802	4,195	4,270	30,972	30,635
Net accrual adjustments	-	-	-	-	-	-	-	-	-	-
Revenue for the period	15,235	15,028	8,289	8,535	3,253	2,802	4,195	4,270	30,972	30,635
Surplus from the previous year	-	-	-	-	-	-	209	317	209	317
Total revenue including accrued revenue	15,235	15,028	8,289	8,535	3,253	2,802	4,404	4,587	31,181	30,952
Less expenses including accrued expenses	15,235	15,028	8,289	8,535	3,253	2,802	3,598	4,378	30,375	30,743
Surplus for reporting period	-	-	-	-	-	-	806	209	806	209

#5 The reported surpluses for Research Infrastructure Block Grants of \$0.8 million for 2016 (2015: \$0.2 million) are expected to be rolled over for future use by the University.

Notes to the financial statements for the financial year ended 31 December 2016

30. Acquittal of Australian Government financial assistance (continued)

30.5 Australian Research Council Grants

(a) Discovery

	Projects ^{#6}		Fellowships		Indigenous Researchers Development		Total Discovery	
	2016 \$'000	2015 \$'000	2016 \$'000	2015 \$'000	2016 \$'000	2015 \$'000	2016 \$'000	2015 \$'000
Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the program)	5,662	5,962	5,087	4,333	-	-	10,749	10,295
Net accrual adjustments	-	-	-	-	-	-	-	-
Revenue for the period	5,662	5,962	5,087	4,333	-	-	10,749	10,295
Surplus from the previous year	4,454	3,770	1,997	3,642	-	7	6,451	7,419
Total revenue including accrued revenue	10,116	9,732	7,084	7,975	-	7	17,200	17,714
Less expenses including accrued expenses	5,410	5,278	4,304	5,978	-	7	9,714	11,263
Surplus for reporting period	4,706	4,454	2,780	1,997	-	-	7,486	6,451

#6 Includes Early Career Researcher Award.

Financial Statements

for the year ended 31 December 2016

Notes to the financial statements for the financial year ended 31 December 2016

30. Acquittal of Australian Government financial assistance (continued)

30.5 Australian Research Council grants (continued)

(b) Linkages

	Special Research Initiatives		Infrastructure		Projects		Total	
	2016 \$'000	2015 \$'000	2016 \$'000	2015 \$'000	2016 \$'000	2015 \$'000	2016 \$'000	2015 \$'000
Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the program)	-	-	-	-	2,903	2,705	2,903	2,705
Net accrual adjustments	-	-	-	-	-	-	-	-
Revenue for the period	-	-	-	-	2,903	2,705	2,903	2,705
(Deficit)/surplus from the previous year	(27)	-	-	670	1,909	1,705	1,882	2,375
Total revenue including accrued revenue	(27)	-	-	670	4,812	4,410	4,785	5,080
Less expenses including accrued expenses	(27)	27	-	670	3,369	2,501	3,342	3,198
(Deficit)/surplus for reporting period	-	(27)	-	-	1,443	1,909	1,443	1,882

Financial Statements

for the year ended 31 December 2016

Notes to the financial statements for the financial year ended 31 December 2016

30. Acquittal of Australian Government financial assistance (continued)

30.6 OS-HELP

	Notes	2016 \$'000	2015 \$'000
Cash received during the reporting period		4,318	2,909
Cash spent during the reporting period		(4,093)	(3,625)
Net cash received/(paid)	2(g)	225	(716)
Cash surplus from the previous period		1,110	1,826
Cash surplus for reporting period		1,335	1,110

30.7 Student Services and Amenities Fee

	Notes	2016 \$'000	2015 \$'000
Overspent revenue from previous period		(667)	(452)
SA-HELP Revenue Earned	2(b)	4,578	4,404
Student Services and Amenities Fees direct from Students	4	3,183	3,475
Total revenue expendable in period		7,094	7,427
Student Services expenses during period		7,664	8,094
Overspent Student Services Revenue		(570)	(667)

Financial Statements

for the year ended 31 December 2016

GRIFFITH UNIVERSITY CERTIFICATE

- (a) These general purpose financial statements have been prepared pursuant to section 62(1) of the *Financial Accountability Act 2009* (the Act), section 42 of the *Financial and Performance Management Standard 2009* and other prescribed requirements. In accordance with section 62(1)(b) of the Act we certify that in our opinion:
- (i) the prescribed requirements for establishing and keeping the accounts have been complied with in all material respects;
 - (ii) the financial statements have been drawn up to present a true and fair view, in accordance with prescribed accounting standards, of the transactions of Griffith University for the financial year ended 31 December 2016 and of the financial position of the University at the end of that year; and
 - (iii) these assertions are based on an appropriate system of internal controls and risk management processes being effective, in all material respects, with respect to financial reporting throughout the reporting period.
- (b) The financial statements conform with the Financial Statement Guidelines for Higher Education Providers for the 2016 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 2017

Financial Statements

for the year ended 31 December 2016

INDEPENDENT AUDITOR'S REPORT

To the Council of Griffith University

Opinion

I have audited the financial report of Griffith University, which comprises the statement of financial position as at 31 December 2016, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes to the financial statements including significant accounting policies and other explanatory information, and the certificate given by the Chancellor, Vice Chancellor and President and Chief Financial Officer.

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) I consider the prescribed requirements in relation to the establishment and keeping of accounts have been complied with in all material respects; and

In my opinion, the accompanying financial report is in accordance with the prescribed requirements of the *Financial Accountability Act 2009* and Division 60 of the *Australian Charities and Not-for-profits Commission Act 2012*, including:

- (a) giving a true and fair view of the financial position of the entity as at 31 December 2016, and of its financial performance and its cash flows for the year then ended and
- (a) complying with Australian Accounting Standards and Division 60 of the *Australian Charities and Not-for-profits Commission Regulation 2013*.

Basis of Opinion

I conducted the audit in accordance with the *Auditor-General of Queensland Auditing Standards*, which incorporate the Australian Auditing Standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of my report. I am independent of the entity in accordance with the *Auditor-General Act 2009*, the *Australian Charities and Not-for-profits Commission Act 2012* (ACNC Act), and the ethical requirements of the Accounting Professional and Ethical Standards Board APES 110 *Code of Ethics for Professional Accountants* (the Code) that are relevant to my audit of the financial report in Australia. I have also fulfilled my other ethical responsibilities in accordance with the Code.

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

Responsibilities of the Council 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 requirements of the *Financial Accountability Act 2009* and its subordinate legislation, the *Financial and Performance Management Standard 2009*. These prescribed requirements include the Australian Accounting Standards and having regard to the minimum reporting requirements included in the *Financial Reporting Requirements for Queensland Government Agencies*. The Council is also responsible for the preparation of the financial report that gives a true and fair view in accordance with the ACNC Act. 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.

In preparing the financial report, the Council is responsible for assessing the entity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the entity or to cease operations, or has no realistic alternative but to do so.

The Council is responsible for overseeing the entity's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Report

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

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

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

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

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

Appendix: Indicators and Targets

Students

Student Enrolments

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

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

Year	2010	2011	2012	2013	2014	2015	2016*	2017
Actual Results	31,910	31,228	31,221	31,902	33,058	33,853	33,558	
Future Targets				30,169	32,178	33,611	34,407	33,143

* Data is preliminary only at the time of publication.

Comments: A softening in commencing student demand during 2016 was largely offset by an increase in the number of domestic continuing enrolments. While performance across the academic groups was mixed, Health disciplines in particular continued to experience strong growth. 2017 continuing enrolment targets have been adjusted to reflect the impact of the decline of prior year commencing load.

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 Post-graduate (FPPG) and Commonwealth Grant Scheme (CGS), as well as postgraduate students enrolled through Open Universities Australia (OUA). The Doctor of Medicine (MD) is excluded from this indicator.

Year	2010	2011	2012	2013	2014	2015	2016*	2017
Actual Results	2,404	2,400	2,546	2,581	2,665	2,713	2,722	
Future Targets				2,597	2,649	2,702	2,756	2,811

* Data is preliminary only at the time of publication.

Comments: Increased enrolments in the Master of Social Work and the accelerated Pearson Alliance MBA allowed student numbers to be maintained during 2016, with both programs offering flexible education options. 2017 will see the introduction of trimesters, which will offer even greater study choice through increased commencement dates for certain programs, and for some students, faster program completion.

Students enrolled in the Doctor of Medicine (MD) have been removed from this indicator to allow a more accurate view of KPI performance.

Appendix: Indicators and Targets

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Students enrolled in the Doctor of Medicine (MD) have been removed from this indicator to allow a more accurate view of KPI performance.

Appendix: Indicators and Targets

Low Socioeconomic 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%	17.4%	18.1%
National Average	16.8%	17.0%	17.2%	17.4%	17.8%	18.0%		

* Data not available at the time of publication.

Comments: Griffith's outreach activities and initiatives continue to expand for specific student groups, providing a tiered approach to building aspirations, knowledge and the skills required for university study to partner schools. Uni-Key remains as a free program designed to help first year students within eligible equity groups make a smooth transition to university, and its pre-orientation program provides information on academic, personal and financial support.

Aboriginal and Torres Strait Islander Participation

Target: To continue to exceed the national average for Aboriginal and Torres Strait Islander student participation rate among commencing students by 2017.

Definition: Aboriginal and Torres Strait Islander: Persons who identify themselves as being of Aboriginal and/or Torres Strait Islander descent. The participation rate is the percentage of all commencing students who have identified as Aboriginal and/or Torres Strait Islander.

Year	2010	2011	2012	2013	2014	2015	2016*	2017
Actual Results	1.8%	1.8%	1.9%	2.1%	2.3%	2.6%		
Future Targets				1.9%	2.0%	2.0%	2.0%	2.1%
National Average	1.6%	1.6%	1.7%	1.7%	1.8%	1.9%		

* Data not available at the time of publication.

Comments: The University continues its longstanding commitment to support the participation of Aboriginal and Torres Strait Islander students in higher education. 384 Aboriginal and Torres Strait Islander students commenced study at Griffith in 2015, with this number expected to be exceeded once 2016 data is finalised.

The GUMURRII Student Support Unit continues to deliver its popular Hands Up! Tertiary Preparation program with Logan campus as the base. The aim of this program is to equip Indigenous students with fundamental skills and confidence to assist with their transition into university studies.

Appendix: Indicators and Targets

International Student Load

Target: To maintain international student load between 20% and 25%

Definition: An international student is a student who is not an Australian citizen, a New Zealand citizen or the holder of a permanent visa.

Year	2010	2011	2012	2013	2014	2015	2016*	2017
Actual Results	28%	26%	23%	21%	20%	19%	19%	
Future Targets				20–25%	20–25%	20–25%	20–25%	20–25%

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

Comments: While the university proportion of international student load was maintained at just below the lower range of the university target during 2016, sciences disciplines were again affected by a decline in overseas student enrolments. The new Simplified Student Visa Framework (SSVF) introduced from 1 July 2016 has provided challenges for the university and the sector as a whole, and is expected to impact international student recruitment into 2017.

Bachelors Degree Retention

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

Definition: The retention rate is the proportion of all non-graduating bachelors degree students enrolled at the census date in semester/trimester one of a year (the base year) who are enrolled in any Griffith program at that census date in semester/trimester one of the next year. Therefore 2016 represents the 2015 non-graduate bachelor students returning in 2016.

Year	2010	2011	2012	2013	2014	2015	2016	2017
Actual Results	80.9%	78.5%	79.3%	78.7%	78.0%	77.8%	77.0%	
Future Targets				79.7%	80.1%	80.5%	78.9%	80.3%
National Average	81.6%	81.1%	81.3%	80.8%	80.0%	80.2%		

Comments: Bachelors degree retention declined in 2016, with national benchmarking data not yet available to allow comparison with other institutions. Student retention remains as a challenge for Griffith and the wider sector.

The University continues to prioritise the success of its students. The University is reviewing its approach to ensure the provision of developmental advising which is scalable and flexible, and targets retention and success, as well as employability, under a digitally enabled strategy.

Appendix: Indicators and Targets

Low SES Retention

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

Definition: Socio-economic status background: The socio-economic status of a student is measured by applying the Australian Bureau of Statistics SEIFA Index of Education and Occupation to the postcodes of students' permanent addresses. The Retention rate is the proportion of all non-graduating students enrolled in the base year who are also enrolled in any Griffith program in the next year.

Year	2010	2011	2012	2013	2014	2015	2016*	2017
Actual Results	78.7%	76.9%	76.9%	76.7%	76.8%	77.8%		
Future Targets				77.4%	77.9%	78.3%	77.8%	77.9%
National Average	79.6%	79.0%	79.2%	78.6%	77.0%	77.8%		

* Data not available at the time of publication.

Comments: Higher Education Participation and Partnerships Program (HEPPP) funding is provided by the government to ensure that Australians from low SES backgrounds who have the ability to study at university have the opportunity to do so. Griffith uses this funding to undertake activities and implement strategies to improve access for people from low SES backgrounds, as well as improving the retention and completion rates of those students. Proposed funding changes to HEPPP have the potential to impact future initiatives in this area.

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%	71.0%	71.3%
National Average	69.1%	69.4%	68.5%	69.8%	70.9%	71.2%		

* Data not available at the time of publication.

Comments: The GUMURRII Student Support Unit provides extensive academic support for Aboriginal and Torres Strait Islander students throughout the course of their studies. GUMURRII units are located on all five Griffith campuses and provide computer labs, study rooms and Aboriginal and Torres Strait Islander staff to assist students with cultural, academic and personal issues. Dedicated and committed GUMURRII staff provide a culturally collaborative support system for all Aboriginal and Torres Strait Islander students studying at Griffith.

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 (CEQ) by 2017.

Definition: The Overall Satisfaction Index (OSI) is based on a single question "Overall, I was satisfied with the quality of this program" and is determined by the percentage agreement of all graduating bachelors degree respondents. Percentage agreement is calculated as the ratio of the number of responses with an answer of 4 (agree) or 5 (strongly agree) on a scale of 1 to 5 about being satisfied with their experience, as a proportion of the total number of responses. Where respondents provide information for two majors, both responses are included.

The results in any given year pertain to student cohorts from the previous year. 2015 results are based on students who graduated in 2014.

Year	2010	2011	2012	2013	2014	2015	2016	2017
Actual Results	80.0%	82.5%	82.7%	84.3%	84.6%	85.9%		
Future Targets				84.1%	84.5%	84.7%	85.1%	85.5%
National Average	81.1%	82.2%	83.3%	83.0%	82.7%	83.4%		

Comments: Continual improvement in this indicator has been achieved since 2010, with 85.9% of survey respondents expressing satisfaction with the quality of their program. In recent years Griffith has consistently performed above the national average in this indicator and ranks in the top third of Australian universities.

2014 graduates were the last students surveyed under the Course Experience Questionnaire (CEQ), which has now been replaced by the Student Experience Survey. The Student Experience Survey is a national survey of first and later year undergraduate students that measures all aspects of university life, such as skill 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 (CEQ) by 2017.

Definition: 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 bachelors degree respondents. It is calculated as the ratio of the number of students who responded with an average rating of 3.5 or above (on a scale of 1 to 5 for the six questions), as a proportion of the total number of students who responded to those items. The results in any given year pertain to student cohorts from the previous year. 2015 results are based on students who graduated in 2014.

Year	2010	2011	2012	2013	2014	2015	2016	2017
Actual Results	63.0%	67.0%	68.9%	72.8%	72.8%	74.3%		
Future Targets				72.7%	73.2%	73.4%	74.6%	74.8%
National Average	65.9%	68.3%	70.1%	70.5%	71.0%	71.9%		

Comments: In 2016, two Griffith staff members were successful in winning highly competitive Awards for Australian University Teaching (AAUT) National Teaching Excellence Awards. The university continues to be recognised in the areas of learning and teaching with Griffith academics being named Australian University Teacher of the Year for two of the past three years.

2014 graduates were the last students surveyed under the Course Experience Questionnaire (CEQ), which has now been replaced by the Student Experience Survey.

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%	88.1%	89.6%	
Future Targets				87.6%	88.3%	89.0%	89.7%	90.4%

* Data is preliminary only at the time of publication.

Comments: Griffith delivers a standardised survey to all students as part of our commitment to learning and teaching enhancements, with feedback drawn from the SEC. 2016 results continue the positive trend experienced in recent years and reflect improvements implemented since the survey's commencement in 2010. All academic groups improved in this indicator in 2016.

Graduate Success

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

Definition: Graduate success is the proportion of all bachelor graduates who reported in the Graduate Destination Survey that they were in full-time study or full-time work, as a proportion of all those who were available for full-time study, full-time work or seeking full-time work. The results in any given year pertain to student cohorts from the previous year. 2015 results are based on students who graduated in 2014.

Year	2010	2011	2012	2013	2014	2015	2016	2017
Actual Results	77.8%	80.5%	77.4%	74.5%	75.0%	73.6%		
Future Targets				77.8%	78.2%	75.7%	74.3%	75.0%
National Average	79.8%	80.2%	79.4%	76.6%	74.7%	74.9%		

Comments: While graduate success outcomes for Griffith students exceeded the national average in 2014, 2015 results indicated a slight decline in this indicator. Griffith's Employability Framework provides a blueprint to position Griffith as a university of influence in graduate success and employability. Its model reinforces the connections between scholarly learning, work integrated learning and professional preparation. These linkages enhance student engagement and graduate success as students can see the relevance of their academic work and build career awareness, confidence and professional identity.

2014 graduates were the last students surveyed under the Graduate Destination Survey. The Graduate Outcomes Survey has replaced the Graduate Destination Survey and will continue to track destinations of graduates and labour force outcomes.

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	72,808		
Future Targets \$'000				72,445	79,689	87,658	96,424	106,067

* Data not available at the time of publication.

Comments: Research income will play a larger role in research block grant funding from 2017 as HDR student load and publications are removed from the funding formulas. The proposed new Research Support Programme (RSP) will be driven solely by competitive grant income (Category 1) and end-user research income (Categories 2, 3, and 4).

The second new initiative, Research Training Programme (RTP), will have a 50% research income component, with the balance of funding being generated from HDR completions.

Publication Points

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

Definition: Research output is calculated as 'publication points'. From 2015 it is no longer a requirement for publication points to be collected and reported in the annual Australian Government Higher Education Research Data Collection (HERDC). HERDC specifications have been retained to collect and report within Griffith on research outputs from 2015 onwards.

Year	2010	2011	2012	2013	2014	2015	2016*	2017
Actual Results	1,737	1,846	2,040	2,387	2,307	2,306		
Future Targets				2,142	2,249	2,362	2,480	2,604

* Data not available at the time of publication.

Comments: While publications have now been removed from HERDC data requirements, collection continued as usual in 2016 with previous specifications used as a reference point. This change has not altered Griffith's intention to collect and verify research publications for KPI purposes and to profile university research outputs.

The university has continued its focus on improving the quality of its research outputs, evidenced by its most recent ERA performance, increased citations and improved Leiden rankings.

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	18,311	21,872	25,301	31,914	39,486	48,255		
Future Targets				25,199	26,459	27,782	29,171	30,629

* Data not available at the time of publication.

Comments: Over 48,000 citations were amassed in 2015, a considerable increase over the 2014 figure of 39,486. This reflects 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, and is consistent with the university's strongly improved ERA result in 2015.

Higher Degree by Research Commencements

Target: To increase 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	512	508	
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: 2016 commencing enrolments tracked closely to previous year results. Health disciplines again experienced significant increases, with 27% more commencements than recorded during 2015. A softening in international student enrolments was mostly offset by growth in domestic HDR students.

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	244	354	
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: Strategies aimed at increasing HDR student commencements and completions in recent years have resulted in a significant improvement in this indicator during 2016. The Griffith Graduate Research School (GGRS) is the dedicated point of contact for all higher degree research candidates at Griffith University. GGRS works in collaboration with academic groups, research centres and institutes to create a rewarding and supportive research environment for HDR candidates. Students are offered a range of opportunities to enhance their graduate experience including access to funding for international conference attendance, industry linked internships and career development.

Research Intensity

Target: To be a university in which 70% of academic staff are research active by 2017

Definition: Percentage of full-time/fractional full-time research only and teaching and research academic staff level B and above who are research active. To be considered Research Active a staff member must produce research outputs (publications or ERA-eligible creative and performing arts outputs), with the addition of either HDR completions or HERDC-eligible external research income funding (threshold of \$10,000) over a five-year period, with the additional component of stepping these expectations by academic level.

Year	2010	2011	2012	2013	2014	2015	2016*	2017
Actual Results	64.5%	63.6%	67.0%	78.0%	79.7%	77.8%		
Future Targets				68.0%	69.0%	70.0%	71.0%	72.0%

* Data not available at the time of publication.

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.

Research data collected during 2016 indicates that a high proportion of staff retained a research active status during 2015. Classification of staff as research active is informed by a mix of inputs including research income, publications and HDR student completions.

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%	23.5%		
Future Targets				15.0%	15.0%	15.0%	15.0%	15.0%

* Data not available at the time of publication.

Comments: Griffith Enterprise was established to implement a broader approach to commercialisation that in addition to consultancy and commercial research, and technology transfer, includes enterprises – business units that operate within the University and use evidence-based research outcomes to deliver a suite of products and services directly to customers. Over 2015, commercialisation income from government and industry collaborations and partnerships was able to be maintained in an increasingly competitive environment at 23.5% of HERDC income.

Percentage of Female Staff at Level D and E

Target: 40% of level D and E academic staff to be female

Definition: The proportion of female full-time/fractional full-time academic staff FTE level D and E as a percentage of total level D and E academic staff FTE.

Year	2010	2011	2012	2013	2014	2015	2016	2017
Actual Results	32.2%	32.4%	34.9%	35.1%	35.4%	37.5%	39.4%	
Future Targets				35.1%	36.3%	37.6%	38.8%	40.0%

Comments: Females now comprise 39.4% of all University academics levels D and E, with 35 of the 64 academic staff promoted across the University in 2016 being female (55%).

The Workplace Gender Equality Agency again awarded Griffith with the Employer of Choice for Gender Equality citation in 2016, marking 16 consecutive years of recognition. Griffith is one of just 15 universities and 106 organisations Australia wide to have been recognised by the Agency for showing leadership in Gender Equality policies and practice.

During 2016, the University strengthened its commitment to gender equality through work on the Athena SWAN charter program, which specifically seeks to identify clear steps to improving gender representation and diversity in science, technology, engineering, mathematics and medicine (STEMM) disciplines.

Appendix: Indicators and Targets

Percentage of General Staff Level 10 and above who are Female

Target: 50% of all University HEW level 10 and above to be female.

Definition: The proportion of female full-time/fractional full-time general staff FTE HEW level 10 and above as a percentage of total HEW level 10 and above general staff FTE.

Year	2010	2011	2012	2013	2014	2015	2016	2017
Actual Results	45.4%	43.3%	43.6%	44.6%	46.6%	45.2%	44.4%	
Future Targets				44.6%	46.0%	47.3%	48.7%	50.0%

Comments: The number of female general staff included in this indicator rose during 2016, although fell as a proportion of total staff members employed. Initiatives across the University continue to promote workplace gender equality and include professional and leadership development programs, generous parental leave provisions and flexible working arrangements available to both female and male staff.

Number of Aboriginal and Torres Strait Islander Staff

Target: To increase by 5% per annum the number of Aboriginal and Torres Strait Islander staff in academic and general staff positions

Definition: The number of Aboriginal and Torres Strait Islander full-time/fractional full-time staff.

Year	2010	2011	2012	2013	2014	2015	2016	2017
Actual Results	47	47	40	43	55	54	56	
Future Targets				42	44	46	49	51

Comments: Griffith's dedicated First Peoples Employment website enables staff at Griffith to navigate and source topics specifically related to First Peoples employment. The website allows access to support networks, cultural information and resources, as well as a newsletter designed to promote employment opportunities available at Griffith for First Peoples.

The University promotes an environment that values excellence, equity and diversity and seeks increased representation of First Peoples 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 3rd party providers.

Year	2010	2011	2012	2013	2014	2015	2016*	2017
Actual Results	230	284	254	457	564	553		
Future Targets				267	280	294	309	324

* Data not available at the time of publication.

Comments: The Australian Government funding schemes—New Colombo Plan and the more recently announced Asia Postgraduate Programme—continue to lift awareness among both staff and students of the range of study experiences available in Asia, with China, Indonesia, Japan, Nepal and Korea showing the greatest interest.

Six Griffith students were awarded New Colombo Plan Scholarships by the Australian Government in 2016. These students will each receive a scholarship worth up to \$74,000 to fund study travel to destinations in Singapore, Hong Kong and China in 2017.

Asia Research Collaboration

Target: To increase by 5% per annum the number of publications co-authored with scholars based in Asia

Definition: Total number of publications co-authored with scholars based in Asia and published under the Griffith by-line.
Source: Scopus

Year	2010	2011	2012	2013	2014	2015	2016*	2017
Actual Results	207	241	314	416	535	562		
Future Targets				301	316	332	349	366

* Data not available at the time of publication.

Comments: Griffith University research articles co-authored with an Asian collaborator rose from 416 in 2013 to 562 in 2015—a 35% increase over three years. Slight increases in prior year figures have occurred due to expansion in the Scopus database.

Glossary

3MT®	Three-minute Thesis competition	GAET	Griffith Awards for Excellence in Teaching
AAUT	Awards for Australian University Teaching	GALTS	Griffith Academy of Learning and Teaching Scholars
AC	Companion of the Order of Australia	GC2018	Gold Coast 2018 Commonwealth Games
ACE	Autism Centre of Excellence	GDS	Graduate Destination Survey
ACES	Academic Excellence Society	GELES	Griffith English Language Enhancement Strategy
ACOLA	Australian Council of Learned Academies	GGRS	Griffith Graduate Research School
AFR	Australian Financial Review	GHC	Griffith Honours College
AIEC	Australian International Education Conference	GOLDOC	Gold Coast 2018 Commonwealth Games Corporation (GC2018 organising body)
AM	Member of the Order of Australia	GOS	Graduate Outcomes Survey
AO	Officer of the Order of Australia	GSC	Griffith Sports College
ARC	Australian Research Council	GTS	Good Teaching Scale
ARWU	Academic Ranking of World Universities	GUMURRI	Griffith University Murri & Islander Student Support Unit
ASI	Areas of Strategic Investment	HEA	Higher Education Academy
ASM	Australian Society for Microbiology	HDR	Higher Degree by Research
ATAR	Australian Tertiary Admissions Rank	HEPPP	Higher Education Participation and Partnerships Program
AURA	Australasian Universities Recordkeeping and Archivists	HERDC	Higher Education Research Data Collection
CCC	Crime and Corruption Commission	HEW	Higher Education Worker
CES	Careers and Employment Service	IAR	Information Asset Register
CEQ	Course Experience Questionnaire	ICMPFF	International Centre for the Management of Pest Fruit Flies
CFS	Chronic Fatigue Syndrome	IEAA	International Education Association Australia
CGS	Commonwealth Grants Scheme	IRU	Indigenous Research Unit
CRC	Cooperative Research Centre	ISRF	International Student Research Forum
CSC	China Scholarship Council	KPI	Key Performance Indicator
CSP	Commonwealth Supported Place	LIEF	Linkage Infrastructure, Equipment and Facilities
CYO	Create Your Own	MBA	Master of Business Administration
DAC	Disability Advisory Committee	MD	Doctor of Medicine
DAP	Disability Action Plan	ME	Myalgic Encephalomyelitis
DUniv	Doctor of the University (Honorary)	MOOC	Massive Open Online Course
EAL	English as an additional language		
EBITDA	Earnings Before Interest Tax Depreciation and Amortisation		
EFTSL	Equivalent Full-Time Student Load		
ERA	Excellence in Research for Australia		
FPPG	Fee Paying Postgraduate		
FTE	Full-Time Equivalent		

Glossary

NAIDOC	National Aborigines and Islanders Day Observance Committee	SEC	Student Experience of Courses
NCNED	National Centre For Neuroimmunology and Emerging Diseases	SEIFA	Socio-Economic Indexes for Areas
NHMRC	National Health and Medical Research Council	SES	Socio-economic Status
		SMEs	small to medium enterprises
		SSVF	Simplified Student Visa Framework
		STEMM	Science, technology, engineering, mathematics and medicine disciplines
OAM	Medal of the Order of Australia		
OLT	Office for Learning and Teaching		
OP	Overall Position—a number (1 to 25) that indicates a Year 12 student's statewide rank-orderposition, based on overall achievement in Board subjects	TEQSA	Tertiary Education Quality and Standards Agency
OSI	Overall Satisfaction Index		
OUA	Open Universities Australia	UCAS	University of Chinese Academy of Sciences
		URAP	University Ranking by Academic Performance
PELE	Postgraduate English Language Enhancement	WIL	Work-integrated learning
PDCE	Professional Development and Community Engagement	WiT	Women in Technology
PhD	Doctor of Philosophy		
PNG	Papua New Guinea		
PuP	Parents Under Pressure		
QAO	Queensland Audit Office		
QIBT	Queensland Institute of Business and Technology		
QILT	Quality Indicators for Learning and Teaching		
QS	World University Rankings Since 2004, Quacquarelli Symonds Limited has produced world university rankings for students and academics		
RCHE	Research Centre of Human Evolution		
RIMPA	Records and Information Management Professionals Association of Australasia		
RSP	Research Support Programme		
RTP	Research Training Programme		

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