

2018

Annual Report

Contents

Chancellor and Vice Chancellor's report	2
Letter of compliance	6
Organisational structure	7
Governance	8
Other governance reports	12
Research	18
Learning, teaching and the student experience	33
Financial summary	57
Financial statements	59
Appendix: indicators and targets	112
Glossary	123
Campus locations	125

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

- Consultancies
- Overseas travel

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

Copies of this report are available in paper form by contacting the Office of Marketing and Communications on **+61 7 3735 6741**.



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

Vision

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

Mission

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

Statement of values and commitments

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

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



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

Chancellor and Vice Chancellor's report



Mr Henry Smerdon AM DUniv,
Chancellor



Professor Ian O'Connor AC,
Vice Chancellor and President

Strategic overview

External environment

The Australian Government announced its 2018–2019 budget on Tuesday 8 May 2018. Key measures affecting the higher education sector, including those that will impact upon the University's funding envelope, are highlighted below:

- The decision, announced in December 2017, to maintain funding of Commonwealth supported university places at 2017 levels resulted in an estimated 10,000 unfunded places across the sector in 2018—equivalent to a \$2.1 billion reduction in funding.
- From 1 January 2020, a new levy on higher education providers will be introduced, to be phased in over three years, as TEQSA transitions to a full cost recovery model.
- The commencement date for the Higher Education Loan Program (HELP) combined lifetime limit has been delayed from 1 January 2019 to 1 January 2020.
- An additional \$393.3 million over five years (\$1.9 billion over 12 years) from 2017–2018 to implement the National Research Infrastructure Investment Plan.
- \$28.2 million over four years from 2018–19 for 500 additional Commonwealth Supported Places (CSPs) annually from 2019 for students commencing a sub-Bachelor degree or enabling course at university.

Griffith University was one of the universities affected by the Ministerial decision in 2017 to veto 11 Australian Research Council grants in the humanities. This decision, revealed during Senate Estimate Hearings in October 2018, negatively impacted upon the confidence of scholars in the affected disciplines and undermined the trust of universities in the independence of ARC processes.

The most significant change to the higher education funding position resulting from the December 2018 Mid-Year Economic and Fiscal Outlook was a reduction of \$328.5 million in funding for Research Block Grants over four years from 2018–19. This will have an immediate effect on the University's expected Research Block Grant income for the next four years.

With a federal election set down for the first half of 2019, most likely post-budget, the University will continue to brief the University Council regarding pre-election commitments and the impact of these on the institutional budget.

Strategic Plan 2018–2019

During 2018, the University continued to focus on the core activity plans adopted by the Griffith University Council in 2017—the *Academic Plan 2017–2020* and the *Research and Innovation Plan 2017–2020*.

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

Substantial progress was made during 2018 through the formulation of the Digital First Strategy which will see the University adopt in 2019 a suite of new technologies which form the Virtual Learning Environment (VLE). This will enable the University to better respond to students' demand for greater flexibility and to improve their educational experiences and learning outcomes.

In addition, the trimester system, introduced successfully in 2017, was repeated in 2018 with student load increasing by approximately 23% in Trimester 3—represented by increases in all four main academic groups. The increased load is due to a combination of commencing and continuing load, and international and domestic students responding to an expansion in the number of on-campus and online offerings.

The domestic student market has responded positively to the range of learning and teaching initiatives. Griffith's digital campus delivers benefits to both on-campus and online students and is now the University's third largest and fastest growing campus.



Griffith's digital campus is now the University's third largest and fastest growing campus

The University also adopted specific measures during 2018 to enhance student employability through an increased focus on industry partnerships, work-integrated learning and other strategies focused on employability in the curriculum; innovation and entrepreneurship; and careers support. In combination, these measures allowed the University to grow student demand and load enabling Griffith to weather the impact of the reduced 2020 student cohort.

The *Research and Innovation Plan 2017–2020* facilitates a continuation of the University's research momentum and will support Griffith to develop its research maturity in the context of changed national priorities. In this regard, the Plan has been developed within the context of the Australian Government's National Innovation and Sciences Agenda (NISA); and the recommendations of the Australian Council of Learned Academies (ACOLA) *Review of Australia's Research Training Scheme* report.

The University will receive the results of major national research quality and impact evaluations—*Excellence in Research for Australia 2018* and *Engagement and Impact 2018*—in early 2019. Those outcomes will be instrumental in shaping the research strategy of the University in coming years.

The capability and capacity of the University's workforce is central to achieving the goals of *Griffith 2020* and the *Strategic Plan 2018–2019*. The University's commitment to its academic and professional staff was articulated in a new *Our People Plan 2017–2020* adopted by University Council in 2017. This plan details the University's strategies to recruit, retain, develop, engage and value academic and professional staff members to support them to deliver on the University's strategic intent. Professor Carolyn Evans, who commences as Griffith's fifth Vice Chancellor in early 2019, will review the *Strategic Plan 2018–2019* and lead the development of a new strategic plan from 2020.

Higher education has entered a period of consolidation following a decade of rapid growth. Like most Australian universities, Griffith faces major contextual challenges including an increasingly competitive national and international environment, rapidly changing technology, and an ongoing decline in federal funding for its core operations. Development of the University's new strategic agenda will address revenue diversification and other contextual and environmental issues to ensure that Griffith continues to thrive and to build its reputation for excellence in teaching and research, while remaining competitive and financially sustainable in a changing and challenging environment.

2018 overview

In April 2018, the Gold Coast hosted the 2018 Commonwealth Games (GC2018), the largest and most significant international sporting event in Australia for more than a decade. In a global first for such a multi-sport event, Griffith University became a Tier 1 Partner of the GC2018 Commonwealth Games and consequently established an international benchmark and template for future university engagement in major global events—leading to the establishment of a Commonwealth Sport Universities Network.

Griffith's Tier 1 partnership included a role as GC2018 Marathon Presenting Partner, significant involvement in the Queen's Baton relay, and Creative Arts Partner. The latter saw the adoption of student and graduate designs for CG2018 sub-brand logos, performances as part of Festival 2018, and a photo exhibition and student journalism opportunities through the Griffith-Fairfax Media centre. The partnership also enabled Griffith to showcase its capabilities through its presence at the Optus Aquatic Centre at Broadbeach which attracted more than 12,000 visitors.

Chancellor and Vice Chancellor's report

Staff, students and alumni from across the University were involved in the Games in multiple and diverse ways. More than 500 students from a range of academic programs and disciplines undertook internships during a four year pre-Games period or volunteered during the Games; academic staff benefitted from multiple research and consulting opportunities; professional staff undertook secondments in GOLDOC (Gold Coast Organising Committee); and Griffith's Gold Coast facilities and infrastructure received national and international exposure.

More than 1,500 swimmers from around the world used the Griffith Aquatic Centre for training immediately prior to and during the Games; technical officials and coaches held meetings and workshops on campus; and Commonwealth Games Australia made the Griffith Business School its base for the families and supporters of the Australian team.

Given Griffith's location on the Gold Coast, and its shared vision for the Health and Knowledge Precinct and the Gold Coast more generally, it was appropriate that the University should take full advantage of this once-in-a-lifetime opportunity.

Griffith continued to achieve impressive rankings outcomes in 2018 with four 'Top 300' rankings for the first time, including a breakthrough 'Top 250' position on the U.S. News Best Global Universities 2018 ranking.

In the 2018 edition of the ShanghaiRanking Global Ranking of Academic Subjects, assessing more than 1,400 universities in 54 subjects, Griffith University was ranked in 36 subjects, with 10 of these listed in the top 100. Outstanding ranking outcomes were hospitality & tourism management ranked 2nd, nursing and midwifery ranked 11th, and law ranked 33rd in the world, making Griffith number one in Australia in this area. Having 36 subjects ranked (up from 30 in 2017) is a significant outcome for the University, placing it 9th in Australia. In addition, Griffith ranked at equal 8th in Australia for the number of subjects in the top 100.

Subject rankings are becoming increasingly useful for universities to promote their distinctive strengths to prospective students, both international and domestic. The consistency of subject outcomes for Griffith (9th in Australia and 2nd in Queensland) supports Griffith's positioning as Australia's most comprehensive research and teaching university outside of the Group of Eight.

Griffith continued to achieve impressive rankings outcomes in 2018 with four 'Top 300' rankings for the first time, including a breakthrough 'Top 250' position on the U.S. News Best Global Universities 2018 ranking.



Griffith played a significant role in the Gold Coast 2018 Commonwealth Games as a major partner

In April, the quality of Griffith's teaching and support services was recognised with the release of the annual Student Experience Survey (SES) results. Consistent with previous results, Griffith undergraduate students rated their experience slightly above the national average on all five of the SES indicators which include: learner engagement; learning resources; skills development; student support; and teaching quality.

For the first time, the 2017 Student Experience Survey invited postgraduate coursework students to complete the survey. Feedback from Griffith's postgraduate students indicated similar levels of satisfaction with their educational experience when compared with the national average (75% at Griffith compared with a national average of 75.3%).

For more than a decade, the excellence of Griffith's teaching has been recognised through national teaching award and citation schemes. Since 2010, Griffith has won more national teaching citations than any other university and this tradition continued in 2017. Unfortunately, due to reductions in Commonwealth funding for the scheme, the awarding of 2018 citations has been deferred until early 2019 with the cost of prizes transferred to the University sector.

In June, the Griffith Learning and Teaching Academy was formally launched by Professor Debra Henly, Deputy Vice Chancellor (Academic) and Professor Gemma Carey, Chair of the Griffith Learning and Teaching Academy. The Academy is an institutional initiative designed to recognise exemplary learning and teaching practice and enhance the profile of learning and teaching at our University. Membership is by invitation only to staff who have recently attained recognition of their learning and teaching through institutional or national awards and Higher Education Academy Fellowship.

The Graduate Outcomes Survey (GOS) forms part of the national Quality Indicators of Learning and Teaching (QILT) suite of surveys. Griffith graduates complete the GOS four months after achieving their qualification. While the national average grew 1 per cent from 2016 to 2017, Griffith improved its domestic full-time graduate employment rate by 3.1 per cent (to 65.7%).

In significant research performance outcomes, Griffith University was one of 16 global institutions featured in the *Nature Index 2018 Rising Stars* supplement, published in September 2018. The supplement, produced by the prestigious journal *Nature*, identifies the countries and institutions showing the most significant growth in high quality research output on the *Nature Index*, which tracks the research of more than 8,000 global institutions.

Also in September, *The Australian Higher Education Supplement* produced a series of tables identifying the top Australian universities for leadership across 250 individual research fields and the leading researchers within those fields. Griffith was ranked at seventh in Australia on both tables—demonstrating national leadership in 10 research fields and having research leaders in another 10.

Towards the end of 2018, Griffith was awarded more than \$5.6 million from the Australian Research Council—receiving 12 ARC Discovery Projects, three Discovery Early Career Researcher Awards and one Linkage Infrastructure, Equipment and Facilities Grant—plus another nine grants with other administering institutions. In early December the University received news of its National Health and Medical Research Council outcomes for grant funding commencing in 2019. Griffith was awarded \$4.6 million for four project grants and one partnership grant with another six grants with teams led by other institutions.

Other major highlights of 2018 include: the commencement of work on the new \$65 million academic building on the Nathan campus; another record year for the attraction of philanthropic funds; and more success in the awarding of New Colombo Plan and Fulbright scholarships.

In December Griffith was recognised for its commitment to addressing gender inequality in Science, Technology, Engineering, Mathematics and Medicine (STEMM), as one of the first Australian institutions to be awarded a Science in Australia Gender Equity (SAGE) Athena SWAN Bronze Institutional Award.

At the end of 2018 Griffith farewelled its fourth Vice Chancellor, Professor Ian O'Connor AC, after 14 years of distinguished service to the University. The incoming Vice Chancellor, Professor Carolyn Evans, inherits an institution in strong shape exhibiting considerable momentum. The Griffith community looks forward to supporting Professor Evans as she leads the University in the next chapter of its impressive history.

Griffith partnership with Sea World

The Griffith Sea Jellies Research Laboratory, opened in September 2018, is a world class exhibit and facility, which places Griffith University at the forefront of jellyfish research internationally.

The exhibit incorporates a working research laboratory which will allow visitors to view Griffith students undertaking research into the fascinating underwater world of sea jellies.

Griffith University Head of Marine Science, Associate Professor Kylie Pitt, said the laboratory provides an amazing opportunity for the public to see research being done and to gain greater understanding of what scientists do, why research is important and how research benefits the environment and society.

“Griffith partnered with Sea World to produce a visually impressive exhibit that provides greater public awareness and education about a varying species of jellies,” Prof Pitt said.

In addition to the exhibit Griffith University have a working research centre on the top floor of the exhibit which will allow scientists to learn more about the species.



Griffith students at the Griffith Sea Jellies Research laboratory and exhibit at Sea World

Letter of compliance

Report to the Minister for Education and Minister for Industrial Relations

Presented to Parliament by Command

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

1 March 2019

Dear Minister

I am pleased to submit for presentation, on behalf of the Council of Griffith University, this Annual Report 2018.

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*.

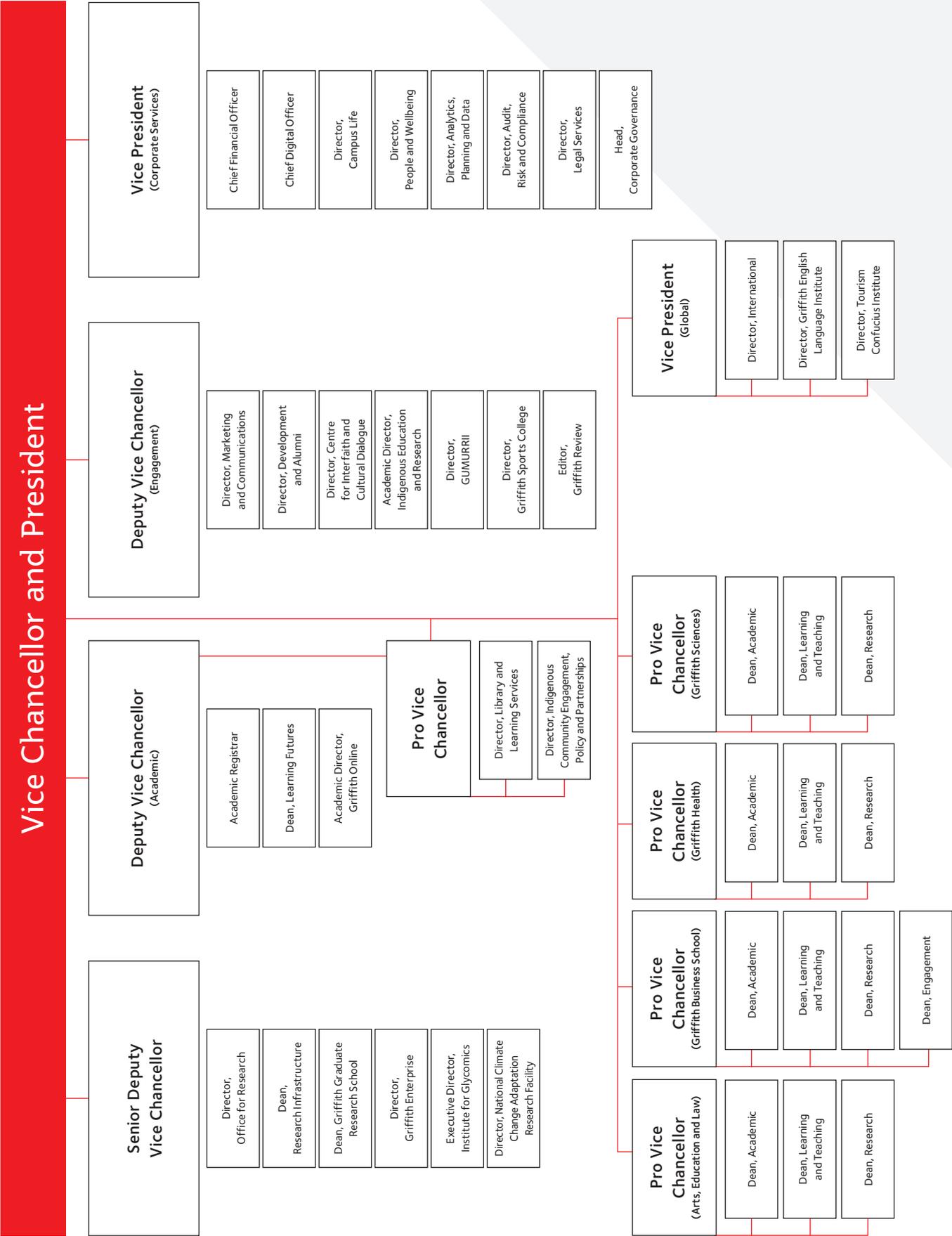
A checklist outlining the annual reporting requirements can be accessed at griffith.edu.au/annual-report

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

Name of Government body

Griffith University Council

Act or instrument

Griffith University Act 1998

Functions

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.

Achievements

The key strategic decision-making and governance activities undertaken by Council in fulfilment of its primary governance responsibilities in 2018 are summarised as follows:

Council monitored the University's progress against the University's Strategic Plan 2018-2019.

Council adopted the University Budget 2019-2021; the Engagement Plan 2018-2020; and the Equity, Diversity and Inclusion Plan 2018-2019. Council approved the Capital Management Plan 2019 and the 2019 Corporate Risk Register.

Six academic and division review reports and implementation plans were endorsed and nine progress reports on previous years' academic and division review reports were noted.

Council approved the new Compliance Management Framework.

Reports were made to Council throughout the year on the University's progress towards achievement of the Strategic Plan's Key Performance Indicators; financial performance; capital management expenditure; equity, diversity and inclusion; areas of strategic investment program performance; Griffith 2020 research initiatives progress; ARC Excellence in Research for Australia and Engagement and Impact 2018 Submissions; international rankings performance; philanthropy and fundraising performance; activity reports on fulfilment of delegated responsibilities and functions were received from key University Committees: Academic Committee; Audit Committee; and Finance, Resources and Risk Committee.

Council received and endorsed the following reports: biennial review reports of committee performance; Our People Plan 2017-2020 performance; Sustainability Plan performance. Council also received a report on the University's ongoing compliance with the Voluntary Code of Best Practice for the Governance of Australian Universities, and its compliance with TEQSA Higher Education Standards Framework (Threshold Standards) 2015.

The Council reviews its own performance annually. The 2017 evaluation was reviewed and discussed at the February 2018 Council Retreat.

Financial reporting

Not exempted from audit by the Auditor-General. Transactions of the entity are accounted for in the financial statements.

Remuneration

The Chancellor receives an honorarium from the University. Other Council members are not remunerated for their services as Council members. Staff members who serve as Council members are only remunerated for their substantive role within the University.

Membership

Position	Name	Meetings/ sessions attendance	Approved annual, sessional or daily fee	Approved sub-committee fees if applicable	Actual fees received
Chancellor Chair of the University Council Official Member	Henry Smerdon AM	7 Council meetings	\$60,000 <i>pa</i>	N/A	\$60,000 <i>honorarium</i>
Vice Chancellor Official Member	Ian O'Connor AC	6 Council meetings	N/A	N/A	N/A
Governor in Council Member	Rachel Hunter	5 Council meetings	N/A	N/A	N/A
Governor in Council Member	Clinton Dines	6 Council meetings	N/A	N/A	N/A
Governor in Council Member	Amelia Evans	6 Council meetings	N/A	N/A	N/A
Governor in Council Member	Andrew Fraser	7 Council meetings	N/A	N/A	N/A
Governor in Council Member	Olivia Loadwick	5 Council meetings	N/A	N/A	N/A
Governor in Council Member	Ann Robilotta-Glenister OAM	6 Council meetings	N/A	N/A	N/A
Governor in Council Member	Rhonda White AO	5 Council meetings	N/A	N/A	N/A
Elected Member	Professor Liz Jones	7 Council meetings	N/A	N/A	N/A
Elected Member	Ryan Kungl	3 Council meetings	N/A	N/A	N/A
Elected Member	Professor Gary Rogers	5 Council meetings	N/A	N/A	N/A
Elected Member	Dr Naveen Sharma	7 Council meetings	N/A	N/A	N/A
Elected Member	Vincent Tawiah	5 Council meetings	N/A	N/A	N/A
Additional Member	Robert Anderson OAM	7 Council meetings	N/A	N/A	N/A
Additional Member	Sandra Anderson	5 Council meetings	N/A	N/A	N/A
Additional Member	Robert Borbidge AO	3 Council meetings	N/A	N/A	N/A
Additional Member	Craig Bassingthwaighte	6 Council meetings	N/A	N/A	N/A
No. scheduled meetings/sessions	Seven Council meetings were scheduled in 2018.				
Total out of pocket expenses	N/A				

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.

Council meetings

In 2018, the Council of Griffith University held seven meetings:

22–23 February (strategic meeting) (off campus)

14 out of 18 members attended

26 March (ordinary meeting) (Nathan campus)

14 out of 18 members attended

11 June (ordinary meeting) (Logan campus)

14 out of 18 members attended

6 August (ordinary meeting) (Gold Coast campus)

15 out of 18 members attended

31 August (special meeting) (Nathan campus)

14 out of 18 members attended

8 October (ordinary meeting) (Nathan campus)

15 out of 18 members attended

3 December (ordinary meeting) (Gold Coast campus)

15 out of 18 members attended

Council subcommittees

The key committees that report directly to the Council are:

- the Academic Committee, the senior body within the University responsible for teaching and learning, and research policies. Chairperson as at 31 December 2018: Professor Debra Henly, Deputy Vice Chancellor (Academic)
- the Finance, Resources and Risk Committee, responsible for advising Council on critical resource issues, including income projections, operating budget allocations, capital expenditure, financing strategies and risk management. Chairperson as at 31 December 2018: Mr Mark Gray
- the Audit Committee, responsible for assisting the University Council and the Vice Chancellor to 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 2018: Mr Ian Rodin

External committee members do not receive remuneration.

In addition to these committees, there is one advisory council, the Gold Coast Advisory Council (Chairperson as at 31 December 2018: Dr John Kearney OAM). The Gold Coast Advisory Council advises the University Council on strategic directions for teaching, research and community service at the Gold Coast campus.

Enabling legislation

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

Functions and powers

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

University functions

The University's functions are:

- to provide education 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 members, 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 12–17.

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 physical campuses and one digital campus.

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

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

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

Griffith's approach is to embed quality in all 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 (Voluntary Code) details the best practice requirements for University governance. The Council reviews compliance at its annual strategic retreat.

The joint meeting of Universities Australia and University Chancellors Council held on 15 May 2018 approved an amended Voluntary Code. The University subsequently reviewed its compliance with the amended Voluntary Code. The University remains compliant with all aspects of the Code.

Other governance reports

Audit Committee

The Audit Committee's primary role is to assist and support the University Council (Council) and the Vice Chancellor to discharge the financial and performance management responsibilities imposed under the *Financial Accountability Act 2009*, *Financial and Performance Management Standard 2009* and other relevant legislation. The Committee covers all activities of the University and its controlled entities, excluding the academic activities and outcomes of teaching and research, unless the Vice Chancellor approves otherwise.

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 Amelia Evans
- 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 Kim Challenor
- two members appointed by Council with expertise in auditing and/or accounting
Mr Simon Hancox
Mr Gareth Long.

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

Throughout 2018 the Audit Committee observed the terms of its Constitution and had due regard to Treasury's *Audit Committee Guidelines*.

In 2018, the Audit Committee held four meetings:

- **26 February**—Nathan campus, five out of five members attended. Major focus: review of draft 2017 financial statements.

- **17 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.
- **22 August**—Nathan campus, four out of five members attended. Major focus: review of external audit strategy; closed session discussion with Internal Audit; accounting standards—change impact assessment; Auditor-General of Queensland *Report on Education Sector Entities 2016–17*.
- **14 November**—Gold Coast campus, four out of five members attended. Major focus: review of 2019 Internal Audit Annual Plan; annual update on cyber security; annual review of Audit Committee constitution; annual review of Internal Audit Charter; annual self-review of Committee performance.

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

The Auditor-General of Queensland attended the August 2018 meeting when the *Report on Education Sector Entities 2016–17* was discussed.

The Audit Committee reviewed external audit's management letters and the University's responses to ensure any issues related to internal control systems were responded to by management in an appropriate and timely manner. The 2017 closing report assessed financial statement preparation and internal controls as effective across all key processes save that one internal control system access deficiency was identified. The Committee noted that the external auditors were satisfied that effective mitigating controls were in place pending implementation of a system-based solution.

At its August 2018 meeting, the Audit Committee reviewed and confirmed the Client Strategy prepared by the external auditors. The Auditor-General of Queensland was present for the discussion. The Committee discussed the independence of the external audit, including any actual, perceived or potential conflicts of interest that may exist. The Committee was satisfied upon conclusion of the discussion that there were no current impediments to the scope of external audit. The 2018 QAO interim report identified one significant deficiency and five deficiency control issues. The Committee discussed the interim report at its November 2018 meeting and endorsed the actions to be taken by management to address the identified deficiencies.

The Audit Committee monitored internal audit activities throughout 2018. The Internal Audit Charter was reviewed by the Audit Committee at its November meeting and the Vice Chancellor subsequently endorsed the Charter on the recommendation of the Committee.

On completion of planned 2018 internal audits, the Audit Committee assessed the audit report findings and the responses from management. The Audit Committee also monitored implementation of audit recommendations. The draft 2019 Internal Audit Plan was reviewed by the Audit Committee at its November 2018 meeting. The Committee agreed to endorse the draft 2019 Internal Audit Plan subject to submission to the next meeting of a revised prioritised project list, to ensure there was capacity in the 2019 Plan to address the basic finance and human resource control areas and any emerging risks that may arise during the year.

At its November 2018 meeting, the Audit Committee completed the annual review of its Constitution and the revised Constitution was subsequently approved by the Council in December 2018.

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; reports from University management at Committee meetings; an annual meeting between the Chair and the Vice Chancellor; and quarterly meetings between the Chair and the Vice President (Corporate Services).

All Audit Committee meeting minutes were provided to subsequent meetings of the Council. The Committee's 2018 Annual Report was considered by Council at its December 2018 meeting. 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 group and divisional levels. Fraud and Academic Fraud risk registers are also maintained. Significant risks identified during audits and audit recommendations are notified to University management and the Audit Committee in a timely manner to enable management to take appropriate remedial action. Mitigating actions being undertaken to address risks and internal audit recommendations are followed up on a quarterly basis by Internal Audit to ensure timely implementation.

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

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

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

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

Other governance reports

External scrutiny

The Queensland Ombudsman reviewed the University's complaints management system in May 2018. The review measured compliance against the Australian/New Zealand Standard—*Guidelines for complaints management in organisations (AS/NZS 10002–2014) (Standard)*, and examined and evaluated:

1. policy and procedures
2. external communication—website (customers)
3. internal communication and training (staff)
4. complaints process operation
5. maintenance and improvement

The review of the complaints management system found that the University's:

1. policy and procedures substantially complied with the Standard
2. website partially complied with the Standard
3. internal training and communication partially complied with the Standard
4. complaints process operation fully complied with the Standard
5. maintenance and improvement did not comply with the Standard.

The Queensland Ombudsman noted on 8 August 2018 that the University had implemented all report recommendations to ensure full compliance with the Standard.

Risk management

The University has established an organisation-wide strategic and operational Risk Management Framework aligned with the *Australian and New Zealand Standard for Risk Management (AS/NZS ISO 31000:2018). operational and strategic operations*. The Risk Management Framework facilitates robust risk management processes, risk identification and mitigation methodology, training and reporting and establishes responsibilities for implementation of response strategies. During 2018 the University Council and management identified the University's major strategic risks, and defined mitigation strategies to address these risks. Council endorsed the University's 2018 corporate risk register and associated mitigation strategies at its March 2018 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 2019 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.

The Audit Committee maintains effective oversight of the risk management and assurance activities performed by the Audit, Risk and Compliance team. The University has adequate insurances in place to protect the University from significant financial losses. Insurance policies and strategies are in place to ensure the University staff, students and property are appropriately covered. The University, in conjunction with its insurers, ensures that appropriate steps are taken to mitigate risk and all incidents leading to potential claims are notified to insurers in a timely and efficient manner.

Workforce planning and performance

The University employs 4,480 full time equivalent staff. The retention rate for staff is 90.71% and the permanent separation rate is 16.06%.

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

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

The Our People Plan 2017–2020 is the University's inaugural strategic people statement. The Plan's central premise is founded on a recognition that the capability and capacity of the workforce is key to achieving the University's ambitions. The Our People Plan aims to bring to life the strategies that need to be implemented to attract, retain, develop and value both academic and professional staff.

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

Griffith has been awarded the Employer of Choice for Gender Equality citation by the Workplace Gender Equality Agency (and its predecessor the Equal Opportunity for Women in the Workplace Agency) for 17 consecutive years.

Griffith participated in the first cohort of the Science in Australia Gender Equity (SAGE) pilot of Athena SWAN—a national program promoting gender equity and diversity in science, technology, mathematics and medicine (STEMM). Griffith has achieved the Bronze award, officially presented in December 2018.

Established in 2012, the Griffith Ally Network has approximately 120 staff and students across five campuses. The University community continues to implement actions arising from the Griffith Pride: Sexual and Gender Diversity Inclusion Strategy (2016–2017).

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

The University is committed to a positive health, safety and wellbeing culture and supports employees with programs such as the Employee Assistance Program, the Staff Wellbeing Program, and support for staff through the Domestic and Family Violence Support Policy. The Staff Wellbeing program is available to all University staff with events and activities offered throughout the year focusing on the four key areas: healthy places, healthy lifestyle, healthy community and healthy minds.

A key focus over the next period will be the further development of a leadership framework and suite of development programs for all levels of leadership to strengthen leadership capability to deliver on University strategy. In 2018 the University delivered development opportunities focused on supporting workplace change in response to the number and scale of change processes initiated during the year.

The University has two new enterprise agreements covering academic and professional and support staff; these were approved by Fair Work Australia in September and November 2018 respectively.



Marnie King, Prof Debra Henly and Prof Lesley Chenoweth with the University's Science in Australia Gender Equity (SAGE) Athena SWAN Bronze Institutional Award

Code of Conduct

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

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

The Code is the University's overarching integrity policy. It promotes integrity through ethical decision-making and sets out expected standards of behaviour of staff, including members of Council and University Committee members regarding: Integrity; Fairness and Respect; Research Integrity; Confidential Information; Conflict of Interest; Outside Employment Gifts or Benefits; University Funds; Facilities and Equipment; Alcohol and Drugs; and Public Interest Disclosure (whistleblowing).

The Code is accessible to members of the University community and the public via the University's website, together with related integrity policies of the University including: Griffith University Code for the Responsible Conduct of Research; Conflict of Interest policy; Personal Relationships in the Workplace policy; Gifts and Benefits policy; Fraud Control policy; Public Interest Disclosure policy and Statement Regarding Integrity of Student Admissions, Scholarships and Prizes Processing and Decision Making at the University.

The University actively promotes the Code ensuring it is provided to all new staff members commencing at the University as part of their online induction. The Code is referenced in position descriptions and offers of appointment and is incorporated into relevant development and training programs, including the online fraud and corruption awareness course, undertaken by all staff identified as critical to fraud and corruption control. Staff are reminded about the Code and other University policies relating to integrity via an annual communication from the Vice Chancellor.

The University's Integrity Program was launched in 2018. The aim of the program is to strengthen the integrity culture at Griffith by raising staff awareness about fraud and corruption. New integrity initiatives introduced in 2018 included: the introduction of an integrity webpage to host resources and provide internal and external links to integrity information and tools; provision of in-person and on-line integrity training; implementation of employment screening; and the introduction of an independent whistle-blower hotline for public interest disclosures about suspected wrongdoing. More resources and activities will be progressively implemented by the University during the next 18 months to support staff in preventing, detecting and reporting integrity concerns.

Other governance reports

International WaterCentre Pty Ltd

The International WaterCentre Pty Ltd plays a central role in building relationships between Australian water experts and the international water sector, offering world-class professional education and training, capacity development and applied research services which promote integrated and whole-of-water cycle approaches to policy, planning and management.

It was founded in 2005 by University of Queensland, Griffith University, Monash University and University of Western Australia, with support from the Queensland Government. These universities established the International WaterCentre Joint Venture under an Establishment Agreement which expired on 30 June 2013. University of Queensland and Griffith University subsequently entered a three-year Joint Venture Agreement, with each party holding a 50% shareholding, expiring 31 December 2017.

On 1 January 2018, following the divestment of University of Queensland's shareholding, the International WaterCentre Pty Ltd became a 100% owned subsidiary of Griffith University.

Griffith Innovation Centre Ltd

Griffith Innovation Centre Ltd (formerly 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*.

The company was originally 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 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 incubates.

It was decided in October 2018 to change the company name to Griffith Innovation Centre Limited and for the company to provide a suite of innovation and entrepreneurial education and training programs for Griffith staff, students and community, and to support new business opportunities arising from those programs.

Information systems and recordkeeping

The records management function is managed under the wider umbrella of Information Management (IM) within Digital Solutions. During 2018 the focus was on planning and implementing embedded information management practices within Microsoft's Office 365 suite and reviewing the data classification guidelines.

Information governance

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

- development of a broader Information Security Classification Framework
- publishing end-user advice on the data handling controls commensurate with the assigned information security classification
- guidance on information management considerations for 2018 data migration projects including planning for the content analytics as a precursor to several large migration initiatives to commence in 2020
- commencing initial planning of an Information Governance Framework
- managing the evergreen environment of Office 365 as it relates to information governance controls by establishing an O365 Governance Board and tracking of related decisions and actions.

Recordkeeping systems and controls

Initiatives include:

- drafting an information management and information security classification computer-based training module (to be implemented in Q2 2019) which outlines the responsibilities for information management for all staff, along with outlining the obligations of information asset owners, stewards and custodians
- continued implementation of digital workflows or the development of online forms to replace paper-based forms
- further roll-out of a digital signature application
- commencement of an upgrade of our records management system.

The University's Council records were transferred to Queensland State Archives in 2018. No records have been lost due to disaster.

The University is subject to the University Sector Retention and Disposal Schedule (QDAN601.3) along with the General Retention and Disposal Schedule issued by Queensland State Archives. The University Sector Schedule was approved by the State Archivist in October 2014 with version 4 anticipated to be submitted to QSA late 2019. Griffith University along with the Queensland University of Technology lead the review of the University Sector Schedule on behalf of the public universities in Queensland.

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 comprehensive range of disciplines, professions and industries
- groundbreaking research that delivers social dividends and generates the knowledge needed to solve community problems
- community service through social inclusion and engagement programs, and innovative partnerships
- pursuit of its sustainability agenda.

Sustainability highlights 2018

In 2018, Griffith reaffirmed its commitment to the United Nations Global Compact, the world's largest corporate sustainability initiative.

The University is also a signatory to the Sustainable Development Solutions Network Australia/Pacific—Universities Commitment to the United Nations Sustainable Development Goals. Griffith's new sustainable development website features teaching programs and research activities that closely align with each of the 17 Sustainable Development Goals.

Sustainability is one of the key goals of the University's Strategic Plan 2018–2019 and Griffith's sustainability commitment is embedded across all areas of the University. The Sustainability Plan 2017–2020 incorporates economic, environmental and corporate social responsibility in the University's teaching programs, research activities, community engagement and operational practices.

Teaching and research focused on sustainability

Griffith is a research-intensive university with an established national and international profile for innovative and interdisciplinary research and is in the top 100 universities for research outputs related to sustainability.

Indexed publications by Griffith researchers have been cited 13,494 times (16.6 citations per paper). Environmental sustainability is easily the most highly cited, reinforcing Griffith's 40 year tradition of excellence in this field.

New teaching programs with a focus on sustainability in 2018 included:

- The new Bachelor of Social Science—this degree is tailored to the world's current and future needs, offering majors in some of the biggest issues facing the world today including economics, environmental sustainability, global security threats, media community and social change, politics in Asia and social justice.

- The Master of Integrated Water Management, Graduate Diploma of Integrated Water Management and Graduate Certificate in Integrated Water Management—these programs target water professionals and are skill-based, interdisciplinary, experiential and relevant to contemporary sustainable development challenges; and aim to build the capacity of future leaders in water resource management, with an emphasis on professions working in developing countries.
- The Bachelor of Marine Science—this degree trains students to address and manage complex issues to ensure that marine industries prosper sustainably in healthy marine ecosystems. Graduates will be equipped to tackle problems that affect our oceans, food production and climate change.

Campus sustainability

The University is committed to reflecting environmental sustainability in its building design, energy, water, and waste management practices.

The Carbon Management Plan ensures a consistent and measurable effort to reduce the University's carbon footprint over the long term. In 2017/18, total Greenhouse Gas emissions per square metre decreased by 8.7 per cent (down to 162.5kg CO₂-e/m² from 177.9kg CO₂-e/m² in 2016–2017).

The University took delivery of 51 hybrid vehicles as part of its sustainable transport strategy to replace all conventional petrol cars in the pool fleet with enviro-friendly alternatives. Following introduction of the hybrid vehicles, fuel consumption reduced by 51.6%, equating to a reduction of 64.4 tonnes of CO₂ emissions per annum. Four EV charging stations were installed in 2018, two each at the Nathan and Gold Coast campuses.

The coffee cup recycling program was implemented in 2018. The program aims to increase recycling and divert waste going to landfill. The University partnered with Closed Loop and its Simply Cups initiative—Australia's first dedicated coffee cup recycling program.

The University grows native plants from South East Queensland including many endangered plants. In October 2018 the ABC program Gardening Australia aired an episode that featured the gardens at the University's Gold Coast campus. The episode was presented by Jerry Coleby-Williams and included an appearance by Griffith's Professor Catherine Pickering.



Griffith took delivery of 51 hybrid vehicles as part of its sustainable transport strategy

Research

The Research and Innovation Plan 2017–2020, adopted by the University Council in 2017, sets out goals required to achieve the highest levels of international research excellence, and manage an innovation agenda to ensure the best possible societal benefits and commercial outcomes from top quality research. Such commitment is in alignment with the implementation of the Griffith University *Strategic Plan 2018–2019*, and the overarching goal to continuously improve research performance and to deliver social dividends through research.

Goals and commitments for Griffith's research portfolio for the period 2017–2020 include:

- promoting and supporting research excellence
- expanding and diversifying the research income portfolio
- building a culture of research innovation that supports the translation of research outcomes into policy, services and products
- maintaining the load of high quality Higher Degree by Research (HDR) students needed to support completion targets and student career outcomes
- at least maintaining the total volume, and continuously improving the quality of research outputs
- maximising the visibility of Griffith research achievements and impact
- increasing the proportion of females in research-related roles and research leadership positions, and supporting increasing numbers of Aboriginal and Torres Strait Islander HDR graduates into research-related career tracks.

Research highlights

Goal

To promote and support research excellence

Vice Chancellor's Research Excellence Awards

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

The award winners were:

- *Research Leadership Award*
Professor Nam-Trung Nguyen
Director, Queensland Micro and Nanotechnology Centre
- *Mid-Career Researcher Award (shared)*
Dr Lara Herrero, Institute for Glycomics
Associate Professor Guillermo Diaz-Pulido, Australian Rivers Institute and School of Environment and Science
- *Research Supervision Award*
Professor Rod Barrett
Deputy Head of School (Research) Allied Health Sciences and Menzies Health Institute Queensland
- *Early Career Researcher Award*
Dr Amanda Ullman
School of Nursing and Midwifery
- *Research Group or Team Award*
Cancer Survivorship Collaborative Research Group—
Professor Suzanne Chambers, Professor Tamara Ownsworth, Associate Professor Stefano Occhipinti, Professor Paul Scuffham, Professor Shu-Kay Angus Ng, and Professor David Shum
Menzies Health Institute Queensland

This year's ceremony also included the winners of the Remarkable Minutes competition, **Dr Catheryn Khoo-Lattimore**, Department of Tourism, Sport and Hotel Management for *Women in tourism and gender equality*, and **Dr Diana Tolmie**, Queensland Conservatorium Research Centre, for *Explore the lives of musicians who contribute to the economic and cultural growth of Australia*.



Recipients of the 2018 Vice Chancellor's Research Excellence Awards – Associate Professor Stefano Occhipinti, Professor Rod Barrett, Associate Professor Guillermo Diaz-Pulido, Professor Nam-Trung Nguyen, Dr Lara Herrero, Dr Amanda Ullman

Griffith University—Nature Index 2018 Rising Star

Griffith University has been named in *Nature*, the world's leading multidisciplinary science journal, as the Nature Index Rising Star for the Oceania region in 2018. Griffith was one of 16 global institutions featured in the Nature Index 2018 Rising Stars supplement, published in September 2018. The supplement identifies institutions showing the most significant growth in high-quality research output on the Nature Index, which tracks more than 8,000 global institutions. The top 100 most improved institutions in the index between 2015 and 2017 are ranked by the increase in their contribution to 82 high quality journals. Griffith University achieved an 88.1% increase in its fractional article count between 2015 and 2017, making it the fastest-rising Australian institution in the Nature Index.

The Australian Higher Education Research Supplement

Griffith University has made the list of leading research institutions in Australia with ten researchers identified in *The Australian Higher Education Research Supplement* as leaders in their respective fields. The Research Leaders List, based on big data analysis of up-to-date publicly available information, features Griffith as an 'up-and-comer', ranking the University seventh in Australia for its representation across 250 individual fields of research. Griffith's leading experts, according to *The Australian's* Research Leaders List, included the following Griffith researchers.

Discipline	Leading Researcher
Business, Economics & Management	Professor Susanne Becken
Engineering & Computer Science	Dr Zhonghua Gou
Engineering & Computer Science	Dr Amir Etemad Shahidi
Health & Medical Sciences	Professor Jennifer Fenwick
Health & Medical Sciences	Associate Professor Rohan Davis
Social Sciences	Associate Professor Jeanne Allen
Social Sciences	Associate Professor Wesley Widmaier
Social Sciences	Associate Professor Tanya Smith
Chemical & Material Sciences	Associate Professor Rohan Davis
Life Sciences & Earth Sciences	Dr Peta Neale

Source: *The Australian's Research Leaders List September 2018*

Research income

Goal

To expand and diversify the research income portfolio

2018 Higher Education Research Data Collection of research income for 2017

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

Griffith's HERDC reportable research income for 2017 was \$73 million, which was a decrease of \$911,000 (1.23 per cent) compared to the 2016 figure of \$73.9 million. Griffith recorded increases of \$1.4 million for Cooperative Research Centre Funding (Category 4) and \$498,000 for Industry and Other Funding for Research (Category 3). Griffith recorded decreases of \$1.7 million in Australian Competitive Grants income (Category 1), and \$1.09 million for Other Public Sector Research Funding (Category 2).

Australian Research Council and National Health and Medical Research Council funding

Griffith achieved significant funding outcomes in the major Australian Research Council (ARC) schemes, receiving more than \$5.6 million across 12 ARC Discovery Projects, three Discovery Early Career Researcher Awards, and one Linkage Infrastructure, Equipment and Facilities grant. Earlier in 2018, Griffith was awarded a further \$3.66 million for four ARC Future Fellowships, and \$1.86 million for three ARC Linkage Project grants.

The University continued its success in securing Australian competitive grants through the National Health and Medical Research Council (NHMRC) for funding commencing in 2018, receiving more than \$3.65 million for five NHMRC Project grants and one Postgraduate Scholarship, and a further \$1.1 million in research funding for two NHMRC Research Fellowships.

Selection of major grants in 2018

Some examples of Griffith University's major research projects awarded funding during 2018 are as follows:

2018 ARC Industrial Transformation Research Program Grants

Griffith researchers: Professor Yongsheng Gao, Dr Jun Zhou, Dr Andrew Busch, Professor Jin-Song Dong, Professor Nam-Trung Nguyen, Associate Professor Qin Li, Associate Professor Rebecca Ford and Dr Say Hwa Tan, with colleagues from the University of Sydney, the University of Adelaide, the University of Western Australia and

Research

Deakin University, were granted \$5 million for the *ARC Research Hub for Driving Farming Productivity and Disease Prevention*. The project will be undertaken in collaboration with the following Partner Organisations: Commonwealth Scientific and Industrial Research Organisation; Australian Bay Lobster Producers Limited; Davco Agriculture; Sunray Strawberries; Next VPU; and Aquarius Technologies Pty Ltd. Collaborators have committed a further \$3.8 million in cash and \$4.9 million of in-kind support for this five year initiative. This industry-focused research aims to increase farm production and disease prevention through advancing and transferring new artificial intelligence technologies into industrial deployment.

ARC Linkage Project—Archaeology and Natural History of the Mithaka Country

Griffith researchers Professor Rainer Grün, Dr Justine Kemp, Dr Michael Westaway and Professor Jonathon Olley, and co-researchers from the University of Sydney, and from Mithaka Aboriginal Corporation were awarded an ARC Linkage Project grant of \$607,330 for a five year project titled *Archaeology and Natural History of the Mithaka Country*. The project aims to research the archaeology and natural history of one of the world's largest unregulated desert river systems. The partner organisations Mithaka Aboriginal Corporation and The Cameleers have committed over \$787,000 as in-kind contributions to the project.

ARC Linkage Project—Creating pathways to child wellbeing in disadvantaged communities

Professor Ross Homel, Professor Greer Johnson, Associate Professor Tara McGee, Associate Professor Beverley Fluckiger, Associate Professor Samantha Low-Choy, Dr Jacqueline Homel, Professor Yongsheng Gao, and Dr Andrew Busch were awarded an ARC Linkage Project grant of \$597,000 for their project *Creating pathways to child wellbeing in disadvantaged communities*. The project will be undertaken in collaboration with the following Partner Organisations who have collectively committed over \$2 million in cash and in-kind contributions to the project: Department of Social Services, NSW Department of Education, the Smith Family, Mission Australia, the Benevolent Society, Australian Primary Principals Association Incorporated, and Invision Media Pty Ltd.

In 2018 Griffith achieved significant funding outcomes in the major Australian Research Council (ARC) schemes.

ARC Linkage Project for developing vision technology for aquaculture

Professor Yongsheng Gao, Dr Andrew Busch and Professor Sushila Chang from the Institute for Integrated and Intelligent Systems, School of Engineering and Griffith Sciences were awarded an ARC Linkage Project grant with funding of \$480,000 for their project *Developing key vision technology for automation of aquaculture factory*. The project will be undertaken in partnership with CSIRO and Australian Bay Lobster Producers Limited.

ARC Linkage Infrastructure, Equipment and Facilities (LIEF)

Professor Nam-Trung Nguyen, Director, Queensland Micro and Nanotechnology Centre, leads a multi-institutional research collaboration awarded \$438,783 for the project *A femtosecond laser micromachining facility for a wide range of materials*. Other Griffith team members are Associate Professor Dzung Dao, Dr Yong Zhu, Dr Muhammad J.A. Shiddiky, and Dr Porun Liu, and the other collaborating institutions are the University of Queensland, Queensland University of Technology and the University of Newcastle.

2018 ARC Future Fellowships

Griffith's success rate in the ARC Future Fellowships scheme was 33.3% (well above the national average of 19.6%). The ARC Future Fellowships commencing in 2019 are:

Associate Professor Mirko Lobino was granted \$878,125 for the project *The internet of the future: towards an intercontinental quantum network* which will be hosted by the Centre for Quantum Dynamics. The project aims to address the security vulnerabilities of online data transmission.

Dr Eric Cavalcanti was granted \$878,125 for the project *Fine-tuning the quantum: foundations and applications of quantum causality* hosted by the Centre for Quantum Dynamics. The project aims to investigate the nature of causality in the quantum world.

Professor Tina Murphy was granted \$970,917 for the project *Engaging Muslims in the fight against terrorism* which will be hosted by the Griffith Criminology Institute. The project aims to investigate engagement between the Australian police and Muslim communities by emphasising mutual fairness, voice, neutrality and respect.

Dr Michael Westaway was granted \$936,468 for the project *New bioarchaeological perspectives on pre-contact lifeways in Sahul* which will be hosted by the Australian Research Centre for Human Evolution, part of the Environmental Futures Research Institute. This project aims to establish a new bioarchaeology research program to study socioeconomic changes in the Australia–New Guinea continent Sahul and provide new insights into the complexity of societies from diverse environments.

2018 NHMRC Fellowships

Professor Suresh Mahalingam, Institute for Glycomics, was successful in receiving a Senior Research Fellowship of \$792,275 for the project *Arbovirus-induced inflammatory disease: mechanisms and approaches to therapy*. Professor Mahalingam's research is finding new ways to treat diseases caused by mosquito-borne viruses such as Chikungunya and Ross River virus which cause severe joint and muscle inflammation.

Dr Larissa Dirr, Institute for Glycomics, was successful in obtaining funding of \$327,192 for her project *Human parainfluenza and influenza virus hijack the host cell glycosylation machinery to facilitate infection – potential new antiviral drug targets*. Currently no therapies or vaccines are available to treat or prevent human parainfluenza virus (hPIV), the second most prevalent cause of acute respiratory tract infection in infants in the world.

2018 NHMRC Projects

Professor Glen Ulett, from the Menzies Health Institute Queensland, was awarded two NHMRC Project grants: \$737,138 for the project *Integrated bacterial genomics and virulence analysis of uropathogenic Streptococcus agalactiae*; and \$667,828 for the project *Role of Streptococcus agalactiae glyceraldehyde 3-phosphate dehydrogenase (GAPDH) in infection and potential as a target to control colonization in the female genital tract*.



Professor Glen Ulett, Menzies Health Institute Queensland

Professor Kathy Andrews, Dr Tina Skinner-Adams, Professor Vicky Avery and Dr Gillian Fisher, Griffith Institute for Drug Discovery, were awarded NHMRC Project grant funding of \$818,477 for their project *New antimalarial drug leads targeting multiple species and life cycle stages*.



Dr Tina Skinner-Adams, Griffith Institute for Drug Discovery

Dr Tina Skinner-Adams, Griffith Institute for Drug Discovery, was awarded a NHMRC Project grant with funding of \$776,028 commencing in 2018, for the project *Combating giardiasis by investigating new potent compound series as leads for improved treatment options*.

Associate Professor Lara Farrell, Dr Caroline Donovan, Professor Emeritus Susan Spence, Professor Allison Waters and Professor Melanie Zimmer-Gembeck from Menzies Health Institute Queensland were awarded a NHMRC Project grant with funding of \$567,745 commencing in 2018, for the project *One-session treatment for specific phobias in pre-school children: Improving access and long-term mental health outcomes*.

Research benefit

Goal

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

With more than 1,400 experts conducting research across all major academic disciplines and research institutes and centres, there is enormous demand for Griffith's expertise, research capabilities, innovations and knowledge ('intellectual assets') to be utilised by government, industry, and the community. Griffith University's researchers are providing innovative, multidisciplinary and proactive solutions for a range of beneficiaries. Examples of current projects include:

Human trial success signals next stage of malaria vaccine development

Researchers from Griffith's Institute for Glycomics, and clinicians from the Gold Coast University Hospital, have successfully trialled the use of a whole parasite blood-stage malaria vaccine in human volunteers that has yielded safe and immunogenic outcomes. The trial vaccine was administered to volunteers at Griffith's Clinical Trial Unit to induce a broad parasite-specific cellular immune response that recognises different malaria parasites with no adverse effects on the volunteers. The trial results have been published in *BMC Medicine*. Professor Michael Good AO and Dr Danielle Stanisc have been developing this novel malaria vaccine since 2010, and are hopeful that the immune response induced by the vaccine would be able to kill the parasite if recipients were exposed to the parasite out in the field. There are approximately 3.2 billion people living in malaria endemic countries worldwide and 500,000 sufferers who die each year. The next step in the development of the vaccine is a 30-person trial at Griffith's Clinical Trial Unit which will involve evaluating its effectiveness. This project is being enabled by the Malaria Vaccine Project, a partnership between Rotary District 9640 and the Institute for Glycomics aiming to raise funds to support the clinical trial.

Research



Professor Michael Good and Dr Danielle Stanisc continue to work on developing a malaria vaccine

Ian Potter Foundation grant awarded to catchment project

The Ian Potter Foundation has awarded a \$1 million grant to the Australian Rivers Institute for funding towards the project *Building Catchment Resilience: enabling community collaboration to reduce the impacts of extreme weather events*. Making our catchments resilient to extreme events requires a coordinated effort, and the project team is developing the first catchment-scale, deliberative planning and engagement tool, that will coordinate a range of different stakeholders to restore degraded/at-risk landscapes. This digital tool and process will bring groups together (e.g. land owners, industry, government and Natural Resource Managers) and will generate priority maps, scenarios and actions for the different combinations of on-ground works, including the benefits and trade-offs, and a 3D animation interface to help explain the outcomes. This will allow groups to deliberate on the range of options and coordinate on-ground works in the context of the whole catchment.

Research partnership with Pfizer

Melbourne-based Cancer Therapeutics Co-operative Research Centre (CTx) has formed a research partnership with the pharmaceutical company Pfizer. Griffith University is a foundation participant of the CTx (established in 2007), with Professor Vicky Avery, Griffith Institute for Drug Discovery, leading an oncology focused small molecule drug discovery and early development biotechnology group. The “small molecule” approach to treating cancer by modulating—switching on or off—cancer-causing chemicals in the body, is a more targeted approach than blasting cancers with radiation or chemotherapy. The Discovery Biology team manages the high throughput screening and high content imaging using sophisticated image-based assays to support CTx projects leading to major collaborations. The partnership funds will help support the biomedical sector invest into new drug discovery programs with the potential to provide new treatment options for cancer patients.

Griffith researchers awarded Australia Council for the Arts grant

Queensland Conservatorium Research Centre’s Associate Professor Vanessa Tomlinson, Dr John Ferguson, Dr Leah Barclay and Dr Erik Griswold were awarded an Australia Council for the Arts grant for their research project, *Hidden Sounds | Sounds in Motion—Development of 7 performance-activated sound sculptures*. *Hidden Sounds* reveals unheard sounds in the environment and investigates the kinetic energy of sound. The work was conceived as a series of performance-activated installations of kinetic sound, which were placed in site-specific indoor and outdoor locations. The sound sculptures use a combination of acoustic, electronic, mechanical, digital, and handmade technologies, and respond to both architectural and natural environments. They require varying degrees of activation by audience-participants, who discover sonic, visual and kinetic phenomena as they engage with them. The artists also performed with the sound sculptures, adding a spontaneous musical counterpoint across four locations in 2018: Tyalgum Festival, The Listening Museum, National Science Week and the EcoAcoustics International Conference.

International defence project research

Griffith University, along with the University of NSW, the University of Sydney and the University of Technology Sydney, were announced by the Minister for Defence Industry, the Honourable Christopher Pyne MP, as the four Australian universities chosen to conduct joint research with US universities on priority defence projects.

Under the auspices of the US Department of Defense Multidisciplinary University Research Initiative, the project titled *Quantum control based on real-time environment analysis by spectator qubits*, is led in Australia by Griffith Research Fellow Dr Gerardo Paz Silva. The research is a multidisciplinary project that will be undertaken by a team of experts in the field of quantum control, silicon-based quantum technologies, and machine learning. According to Professor Howard Wiseman, Director of Griffith’s Centre for Quantum Dynamics, this success is testament to the strength of research at Griffith and other Australian institutions on integrated quantum sensing and control for high-fidelity qubit operations. The collaborating US institutions are: Duke University, the University of Oregon and the Massachusetts Institute of Technology, Johns Hopkins Applied Physics Laboratory, Dartmouth College, Louisiana State University and University of California. It is the first time Defence has funded Australian universities to work with their US counterparts via the Next Generation Technologies Fund and these universities were chosen from a pool of over 400 proposals. The Australian universities each receive a grant of up to \$1 million a year for three years to support their research, with the possibility of extending to five years.

Griffith shares in \$5 million for Stroke Research

Professor Michael Good AO, from Griffith's Institute for Glycomics, is one of two Australian research leaders sharing a Heart Foundation \$5 million one-off grant that was awarded to researchers who could demonstrate innovative, internationally significant research in stroke prevention. The funding has been made available through a generous bequest and is one of the largest single research grants offered by the Heart Foundation that is separate to the annual funding of research awards. The \$5 million bequest will be shared by Professor Good and Professor Sophia Zoungas from Monash University. Professor Good will aim to develop a stroke vaccine to prevent Streptococcal A infection, which can result in rheumatic heart disease (RHD) and result in RHD-related stroke. This research could lead to a simple childhood vaccine to dramatically reduce RHD related strokes. Professor Good and his research team including Griffith researchers Dr Michael Batzloff, Dr Manisha Pandey, and Dr Mehruz Zaman, have identified two candidate vaccines. This grant will enable them to proceed to human clinical trials.

Youth-led domestic violence strategy

Evaluating the impact of a youth-led domestic violence strategy is the focus of new research at Griffith University. R4Respect is a Logan-based youth-led violence prevention program, consisting of young people helping other young people to build respectful relationships as a critical way of preventing violence against women in future generations. The program delivers workshops to high schools around the district, creating awareness of the need for respectful relationships. R4Respect has received a \$172,000 grant from Australia's National Research Organisation for Women's Safety. Led by Dr Karen Struthers and Professor Clare Tilbury from Griffith's School of Human Services and Social Work, the research is a collaboration between Griffith, YFS Ltd in Queensland, and the Ruby Gaea Sexual Assault Service in the Northern Territory.

Research infrastructure and resources

Goal

To promote and support research excellence

\$2 million grant for new ACRF centre in Griffith's Compounds Australia

A \$2 million grant from the Australian Cancer Research Foundation (ACRF) will fund a transformative compound management platform within the new ACRF Centre for Compound Management and Logistics at Griffith's Compounds Australia. The library of more than 670,000 compounds, provides researchers with customised, assay-ready microplates for biological screening, facilitating identification of bioactive compounds with potential to become novel therapeutic candidates and accelerating research into discovery and validation of new molecular targets.

The successful grant, led by Professor Vicky Avery, Griffith Institute for Drug Discovery, will enable Australian cancer researchers to access an incredibly large range of compounds needed for investigating new drugs for cancer treatments. The ACRF grants were announced by the Governor General of the Commonwealth of Australia, His Excellency General the Honourable Sir Peter Cosgrove AK MC (Ret'd) and Lady Cosgrove, in November 2018 at Admiralty House in Sydney.



Griffith's Compounds Australia received a \$2 million grant from the Australian Cancer Research Foundation to fund a compound management platform which will assist cancer researchers

Griffith in first Defence Cooperative Research Centre

Griffith University will lead research into smart machine technologies as a participating member in the first Defence Cooperative Research Centre (CRC) for Trusted Autonomous Systems. Minister for Defence Industry, the Honourable Christopher Pyne MP, announced the formation of the CRC in December 2017, set up under the Next Generation Technologies Fund, with \$50 million invested over seven years to deliver trustworthy smart-machine technologies for new defence capabilities based on advanced human-machine teaming concepts. The headquarters of the Defence CRC for Trusted Autonomous Systems will be located in Queensland. Additional companies and universities will join as participating members and research partners as the Defence CRC grows and takes on more projects. Initially, there are three Defence CRC research projects led by BAE Systems, Thales Australia and Lockheed Martin in the land, maritime and aerospace domains. Griffith University is one of the participating members of the Air-Space Domain—Persistent Autonomy project, which is led by Lockheed Martin Australia.

Griffith's new Centre for Investigative Interviewing

The Centre for Investigative Interviewing, led by Professor Martine Powell, has relocated from Deakin University to the Griffith Criminology Institute. The Centre's research informs decisions about interview practices and training design, addressing the relationship between investigative interview quality and specific case characteristics and organisational processes. Interviewing is crucial to the legal investigative process, as eliciting a detailed and accurate account of an event or situation from a person usually directs decision-making and further evidence gathering. Interviewing is also central to the judicial process when cases proceed to trial.

Research

Professor Powell and the Centre for Investigative Interviewing team have transferred collaborative research projects from a range of locations (e.g. Tasmania, Canada) and the team recently completed an extensive consultation with the Royal Commission into Institutional Child Abuse. The Centre also provides interviewer training that can be adapted to different jurisdictions and across an ever-widening array of professions including policing, child protection, health, education and family law.

Queensland Government and Griffith University sign Biodiscovery Benefit Sharing agreement

On behalf of the Queensland Government, the Minister for Science and Environment, the Honourable Leeanne Enoch MP signed a Biodiscovery Benefit Sharing Agreement with Griffith University in November 2018. This is a major milestone as it provides the clarity required to commercially conduct biodiscovery with partners in industry to discover and develop pharmaceuticals, agrochemicals, nutraceuticals, food additives and cosmeceuticals from the breadth of Griffith's natural products library NatureBank. Griffith has engaged with the Queensland Government through five different submissions relating to reviews of the *Biodiscovery Act 2004 (Queensland)*. These submissions contributed towards shaping the new Act and are now enabling commercial biodiscovery using native biological materials collected from Queensland land and waters. Griffith is currently negotiating engagements with two major food companies and is actively engaging with industries with the expectation of advancing research into improvement of food production and medicines.

ARC Centre of Excellence for Nanoscale BioPhotonics

Griffith University has become a collaborating partner with the ARC Centre of Excellence for Nanoscale BioPhotonics (CNBP) and will host a CNBP research node at the Institute for Glycomics at the Gold Coast campus. Griffith joins Macquarie University and RMIT University as a core member of the Centre of Excellence, which is administered by the University of Adelaide, and funded by the Australian Research Council until 2021. The Griffith-based research node will be led by Associate Professor Daniel Kolarich and will add to CNBP's research capability in the development of next-generation light-based tools that can sense and image at a cellular and molecular level. The Griffith team will aid the Centre in its objectives of improving understanding and knowledge of cell-communication and the nanoscale molecular interactions in the living body. Glycans (sugar chains attached to proteins and lipids on the cell surface) are intricately involved in bacterial and viral infection, immune responses, cancers, lung disease, brain function, fertilisation, cardiovascular disease and a host of other cellular activities. In the longer term the team expects this work to lead to new and improved approaches to disease and ultimately new and innovative forms of clinical diagnosis.

Research training

Goal

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

2018 Scholarship Rounds highlights

A total of 1,029 scholarship applications for a higher degree by research (HDR) were received in 2018 (for the mid-year and end-of-year scholarship rounds combined) with 397 (39%) applications considered to meet the highest level for admission (Honours 1 or equivalent); this is an increase of 32% compared to 2017. As at the end of November 2018, HDR load was 1,541 full time equivalents (FTE) against 1,578 for 2017, with 308 confirmed HDR completions.

Three Minute Thesis Competition—Griffith Final 2018

The Griffith Three Minute Thesis (3MT) Final was held at Southbank on 13 September with nine finalists from all the Groups and the Institute for Glycomics competing for the top prize of \$1,500 and the honour of representing Griffith in the 2018 Asia-Pacific 3MT final. Simone Howells, PhD candidate in the Griffith Health Group was the overall winner and the recipient of the People's Choice award. Speech Pathologist Simone impressed the judges and the audience with her excellent and engaging presentation entitled *Dysphagia: A Tough Act to Swallow*. Simone represented Griffith in the annual Asia-Pacific 3MT finals (held at the University of Queensland), together with Griffith Sciences PhD candidate Paul Fisher who was the runner-up with his presentation *Internet Over the Rainbow*.



Griffith 3MT overall winner and People's Choice award recipient Simone Howells, with event judge and Dean Griffith Graduate Research School, Professor Sue Berners-Price

Awards for Excellence in Graduate Research Education

The Australian Council of Graduate Research held its Awards for Excellence in Graduate Research Education in Adelaide on 16 April 2018. Established in 2017, the national awards promote outstanding performance in Higher Degree Research Supervision, Leadership, and Industry Engagement. Griffith University was recognised for Excellence in Graduate Research Supervision, with Professor Cordia Chu, Director of the Griffith Centre for Environment and Population Health, receiving a Special Commendation in this category.

HDR Reconnect Project

In early 2017, the Griffith Graduate Research School in collaboration with Development and Alumni, initiated the HDR Reconnect project to gather employment outcomes and career pathways data from our HDR graduates—of which there have been approximately 4,000 graduated since the late 1970s.

While data collection for the project is ongoing until the end of the year, to date we have reconnected with 33% (1300) of the HDR graduate cohort. Interim data analysis conducted in February 2018 indicated primarily positive findings, including that most graduates were currently employed (85%) and found employment one year after graduation (90%). Their median salary was equal to or higher than the Australian average wage one year after graduation, but was significantly higher than the national average wage in current positions. Most graduates reported being satisfied or very satisfied with both their HDR experience and their career since completing their qualification. The project findings will be available at the end of the year via an interactive website.

13th International Student Research Forum

Griffith University was the host of the International Student Research Forum (ISRF), held from 25–28 June 2018 at the Gold Coast campus. The ISRF provides graduate research students in the fields of life and medical sciences with the opportunity to collaborate beyond the boundaries of disciplines and nationalities. The forum began in 2005 and has continued annually, with the forum schedule and location decided jointly by the four governing institutions: Griffith University, the University of the Chinese Academy of Science (UCAS), the University of Nebraska Medical Centre (UNMC), and the University of Southern Denmark (SDU). Oncology, neuroscience and infectious disease were among the research topics presented by 52 early career researchers from five countries, with Griffith PhD candidates joined by delegates from the three other governing institutions, as well as delegates from two guest institutions, Simon Fraser University (SFU), Canada, and University of Santa Maria (USM), Chile.



International Student Research Forum (ISRF) Institutional Representatives at the 13th ISRF forum held at Griffith's Gold Coast campus

Research outputs

Goal

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

Highly cited researchers 2018 list

Professor Huijun Zhao, Director of the Centre for Clean Environment and Energy has been named a 2018 Highly Cited Researcher by Clarivate Analytics. The 2018 Highly Cited Researchers list identifies the world's most influential scientists and social scientists who have demonstrated significant influence through publication of multiple highly cited papers during the past decade. Professor Zhao's research on nanomaterials and their applications for renewable energy sources has global influence, as demonstrated by the large number of papers Zhao and his team have produced which have been cited over 4,000 times per year for the past few years.



Professor Huijun Zhao, Director of the Centre for Clean Environment and Energy

ARCHE helps rewrite timing for first humans out of Africa

Scientists from Griffith University are part of an international team of archaeologists rewriting the timeline of human evolution and the migration of modern humans out of Africa. It had been widely accepted that *Homo sapiens* had moved out of Africa between 90,000 and 120,000 years ago but that has now been revised after a team of archaeologists uncovered the earliest-ever human fossil found outside the continent. The fossil, a piece of maxilla, was found in the sedimentary deposits of Misliya Cave in Israel in 2002. The discovery and subsequent dating analysis is changing our understanding of the origin of our species.

Along with ARC Future Fellow Dr Mathieu Duval, Professor Rainer Grün and his team from Griffith University's Australian Research Centre for Human Evolution (ARCHE) used a combination of dating methods on the fossil which indicated an age range of between 177,000 and 194,000 years, pushing back by around 50,000 to 60,000 years the earliest evidence of modern humans ever discovered outside Africa. Previous finds in the Levantine corridor and China dated the first modern humans to around 100,000 years; now this dating analysis proposes that *Homo sapiens* left Africa as far back as around 200,000 years ago. The discovery was published in the January edition of the journal *Science*.

Research



Griffith Centre for Social and Cultural Research (GCSCR) was part of the team that dated cave paintings in Borneo to as early as 40,000 years ago

Oldest known figurative cave art discovered by Griffith-led team

A research team from Australia and Indonesia has found the world's oldest known figurative painting in a cave in East Kalimantan, an Indonesian province in Borneo. These artworks are now known to be far older than previously thought, according to a study led by Griffith's Associate Professor Maxime Aubert, along with researchers from Indonesia's National Research Centre for Archaeology and the Bandung Institute of Technology. Griffith's co-authors were Associate Professor Adam Brumm from Environmental Futures Research Institute, Dr Jillian Huntley from Griffith Centre for Social and Cultural Research, and ARC Laureate Fellow Professor Paul Taçon from Place, Evolution and Rock Art Heritage Unit. The paper was published in *Nature* in early November. The finding adds evidence on cave art—one of the most important innovations in human cultural history—not arising in Europe as long believed, and that “ice age” artists in South East Asia played a key role in its development. The cave art image of an animal, probably a species of wild cattle still found in the jungles of Borneo has a minimum age of around 40,000 years and is now the earliest known figurative artwork.

The Prime Ministers' Craft nominated as Times Higher Education Book of the Week

The latest book from Professor Emeritus Pat Weller AO *The Prime Ministers' Craft: Why Some Succeed and Others Fail in Westminster Systems* was recently nominated as “Book of the Week” by the *Times Higher Education*.

Griffith professors named as top-performing nursing researchers

Professors Debra Creedy, Marie Cooke and Wendy Chaboyer (School of Nursing and Midwifery) were named among the top-performing nursing researchers in Australia and New Zealand in a recent editorial in the journal *Wiley* (based on education-focused and/or non-education focused citations).

Martin Oppermann Memorial Award for the Best Article of the Year 2017

Griffith researchers Associate Professor Gui Lohmann, Dr Barbara Yen, and Dr Abraham Leung, from the Cities Research Institute, were awarded the Martin Oppermann Memorial Award for the Best Article of the Year 2017 for their paper “Why passengers’ geodemographic characteristics matter to airport marketing”, published in the *Journal of Travel and Tourism Marketing*. The JTTM Best Article of the Year award has been conferred for nearly two decades as a tribute to the late Dr Martin Oppermann with the intent to promote excellence in tourism research.

Criminology book launch

A new book by Dr Danielle Harris, Deputy Director (Research) of the Griffith Youth Forensic Service, School of Criminology and Criminal Justice describes how men who have committed serious sexual offences come to stop offending and end their ‘criminal career’. *Desistance from Sexual Offending: Narratives of Retirement, Regulation and Recovery* was launched at South Bank campus on 23 August. The book covers 20 years of studying desistance from sexual crime, and three years of interviews with 74 men in Australia and England who describe the process of being incarcerated for sexual offences and their release back into the community.

The Lancet AVATaR article

Griffith University led research, published in one of the world's leading general medical journals *The Lancet*, reported on outcomes of an NHMRC funded trial that studied 1,807 patients at the Royal Brisbane and Women's Hospital and Princess Alexandra Hospital. The research, conducted by Professor Claire Rickard and colleagues from the Alliance for Vascular Access Teaching and Research, demonstrated that more expensive dressings and securements for peripheral intravenous catheters were no better than basic inexpensive options.

This finding could result in potential savings of \$14 billion per year in healthcare costs and triggering of further product innovation since poor durability was observed for all products, and overall catheter failure remained high at 41%.

Chemical Reviews published Griffith chemistry research review

An invited review, led by Professor Eddie Shanqing Zhang, titled “Exploring Chemical, Mechanical and Electrical Functionalities of Binders for Advanced Energy Storage Devices” was published by the prestigious journal *Chemical Reviews* which is recognised as a global leader in the specific field of chemistry research. The publication includes four Griffith University PhD candidates: Hao Chen, Min Ling, Luke Hencz, and Han Yeu Ling.

Study sheds light on origins of ancient populations

Professor David Lambert and Dr Sally Wasef from the Australian Research Centre for Human Evolution were part of the international team behind a study published in *Science* with collaborators from the University of Cambridge and the University of Copenhagen. The study used DNA extracted from human remains (8,000 years old) discovered in the Philippines, Thailand, Vietnam, Malaysia, Laos, Indonesia and Japan to challenge long-held and debated theories into the origins of South East Asian populations.

Silenced Victims of Wartime Sexual Violence

A new book by Griffith Law School researcher Dr Olivera Simic explores women’s experiences of wartime sexual violence. *Silenced Victims of Wartime Sexual Violence* (Routledge 2018) focuses on the experiences of Bosnian Serb women, where the collapse of the former Yugoslavia led to war and human rights violations throughout the 1990s. Dr Simic hopes to achieve a greater visibility and transparency of the problem of sexual violence in war, emphasising that while this crime affects women in a similar way, not all women have been legally and symbolically recognised as victims.



Dr Olivera Simic, Griffith Law School

Dr Simic’s expertise is in the field of transitional justice which critically analyses judicial and non-judicial measures implemented in post-conflict/post-authoritarian regimes to redress legacies of human rights abuses.

Report from the Intergovernmental Panel on Climate Change

Two Griffith University researchers were recognised among the world’s best in climate change research with co-authorship of the next report by the Intergovernmental Panel on Climate Change (IPCC). Professor Brendan Mackey, Director of the Griffith Climate Change Response Program, and Dr Johanna Nalau, from the Griffith Institute for Tourism will co-author the sixth instalment of the independent report. The role of the IPCC is to review the latest climate change research from the past five years and assess the scientific, technological and socio-economic findings from around the world. The key assessment findings are communicated through a series of reports including summaries for policy makers.

Editors-in-chief of the Australian Journal of International Affairs

Professor Ian Hall and Associate Professor Sara Davies from the School of Government and International Relations were recently appointed as the new Editors-in-chief of the *Australian Journal of International Affairs*. The aim of the journal is to publish high quality scholarly research on international political, social, economic and legal issues, especially (but not exclusively) within the Asia–Pacific region.

Book Launch of the *Tales Teeth Tell*

Associate Professor Tanya Smith, biological anthropologist in Griffith’s Australian Research Centre for Human Evolution, launched her latest book *The Tales Teeth Tell* (MIT Press) in November 2018, a book about the evolution, development, effect of environmental influences, and even the future of teeth. Associate Professor Smith also led an international team of biological anthropologists, archaeologists, earth scientists, and public health specialists from Australia, North America, and Europe in a study of 250,000-year-old Neanderthal teeth that revealed the oldest exposure to lead and the first natural weaning from breastfeeding in a fossil hominin (humans and their close ancestors and relatives). The study was published in *Science Advances* in November 2018.

Griffith study published in *Nature Communications*

Griffith University researchers have demonstrated a procedure for making possible precise measurements of speed, acceleration, material properties and gravity waves. This study approached the ultimate sensitivity allowed by laws of quantum physics. The paper was published in *Nature Communications*, and led by the Griffith co-authors Dr Shakib Daryanoosh, Dr Sergie Slussarenko, Professor Geoff Pryde, and Professor Howard Wiseman, and signals that the ideas behind this approach can find immediate applications in quantum computing algorithms and research in fundamental science.

Research

Staffing and equity

Goal

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

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

Griffith Partners with Johnson & Johnson for Women in STEM Program

Griffith University has become the first in Australia to partner with global medical and pharmaceutical organisation Johnson & Johnson in a program designed to recruit, retain and engage women in undergraduate degrees in science, technology, engineering, mathematics, manufacturing and design. The inaugural Australian WiSTEM2D University Program—joining about 20 institutions worldwide in partnership with Johnson & Johnson—is led by Social Marketing@Griffith Director Professor Sharyn Rundle-Thiele and will undertake research to investigate the challenges and opportunities for women entering and completing undergraduate degrees in STEM2D fields. As part of the program, volunteers from Johnson & Johnson will facilitate mentoring programs for women enrolled in Griffith's undergraduate STEM2D degrees.

Australian Science Policy Fellowship Pilot Program

Early career researcher Dr Roisin McMahon from the Griffith Institute for Drug Discovery is among nine researchers to be awarded a new Australian Science Policy Fellowship Pilot Program by the Australian Government that will see her relocate to Canberra for a one year project. The aim of the Fellowship Program, which will be operated under the auspices of the Office of the Chief Scientist, is to grow the diversity of expertise in the Australian public service workforce by providing a pathway for mid-career scientists to become skilled policy practitioners. The Fellowship Program also aims to strengthen the pipeline between science and policymaking, which is an area of keen interest to Dr McMahon. Since joining the Griffith Institute for Drug Discovery in early 2017, Dr McMahon has been investigating new antimicrobial drug targets and identifying chemicals to block their activity. Dr McMahon's research seeks to disrupt the ability of bacteria to assemble the weapons that they need to cause disease, and she hopes to apply the knowledge and skills she acquires in Canberra to her research expertise.

New Director of the Griffith Criminology Institute

Professor Janet Ransley was appointed Director of the Griffith Criminology Institute (GCI) in January 2018. Professor Ransley has had a distinguished professional career at Griffith including periods of leadership as Head of the School of Criminology and Criminal Justice and as Director for the Key Centre for Ethics, Law, Justice and Governance. Since the launch of the GCI, Professor Ransley has led the Policing and Security program with distinction.

She has led a number of important strategic engagements for the Institute including the Future of Policing annual symposiums, as well as the Fitzgerald biannual lecture. Professor Ransley is widely respected as a scholar and leader in criminal justice education across Griffith University as well as across the international field of Criminology. She has led a number of industry-funded research projects with policing organisations and related justice agencies, and has been chief investigator on several Australian Research Council and Criminology Research Council grants.

Indigenous Knowledges and Research Seminar Series

Griffith's Indigenous Research Unit (IRU) hosts the Indigenous Knowledges and Research Seminar Series, which is open to the wider academic community and is focused on research development training for HDR students. The following events and programs were held throughout 2018:

- *IMeRSe: A Feasibility Study of an Indigenous Medication Review Service*, Professor Amanda Wheeler, Dr Fiona Kelly, Dr Kerry Hall, Dr Jean Spinks, and Dr Santosh Tadakamadia. Griffith University, the National Aboriginal Community Controlled Health Organisation, and the Pharmacy Guild of Australia are partners in evaluating the feasibility of a culturally responsive, individualised medication review service delivered collaboratively by community pharmacists and Aboriginal and Torres Strait Islander health services (both Aboriginal Community Controlled Health Services and government Indigenous Health Services). Researchers will develop, pilot and evaluate the service to ensure it is acceptable and deliverable across remote, rural and urban settings.
- *2018 Aboriginal and Torres Strait Islander Research Study Information Session* was presented by the partnership between the Indigenous Research Unit, GUMURRII Student Support Unit, and Griffith Graduate Research School, as part of the vision to 'grow our own' researchers. The session presented an overview of Griffith research and HDR programs from an Aboriginal and Torres Strait Islander perspective, encouraging potential candidates to participate and get informed about Griffith research study options, and find out about suitable research supervisors, cultural safety, support, and expectations, and hear from the panel of Aboriginal and Torres Strait Islander researchers, who shared their experiences.

Griffith's Professor Kate Hutchings and Dr Kerry Bodle (with Professor Adrian Miller, CDU and Associate Professor Roxanne Bainbridge, CQU) published their article *Determinants of Attraction, Retention and Completion for Aboriginal and Torres Strait Islander Higher Degree Research Students: A Systematic Review to Inform Future Research Directions* in the 2018 edition of *Research in Higher Education*. This article provides an initial systematic review of literature on the state of the evidence regarding access/attraction, retention and completions for Indigenous Higher Degree Research students.

Researcher Awards

Goal

To maximise the visibility of Griffith research achievements and impacts

Prestigious Fellowships

New Griffith Fellow of the Australian Academy of the Humanities

Professor Fiona Paisley, Professor of History in the School of Humanities, Languages and Social Science, was elected to the Australian Academy of the Humanities, the highest honour for humanities achievement in Australia. Professor Paisley, one of 28 newly elected Fellows, was recognised for her distinguished scholarship on the history of human rights, race, gender and colonialism.



Professor Fiona Paisley, Professor of History in the School of Humanities, Languages and Social Science, was elected to the Australian Academy of the Humanities, the highest honour for humanities achievement in Australia

New Griffith Fellow of the Academy of the Social Sciences in Australia

Professor Yi-Chong Xu, Centre for Governance and Public Policy, School of Government and International Relations, was elected a Fellow of the Academy of the Social Sciences in Australia. Fellows are elected to the Academy by their peers based on a distinguished contribution to one or more of the social sciences that has also been recognised internationally.

Royal Australian Chemical Institute (RACI) 100 Fellows for 100 Years Award

Professor Huijun Zhao was awarded a Royal Australian Chemical Institute Fellow (RACI 100 Fellows for 100 years) as part of the RACI Centenary Celebrations. Professor Zhao is Director of the Centre for Clean Environment and Energy and Deputy Director of Griffith's Environmental Futures Research Institute. Professor Zhao was the invited keynote speaker at the RACI Centenary Congress held in Melbourne in July 2017 where he was also awarded the RH Stokes Medal. The RACI 100 Fellows for 100 years award is further recognition of Professor Zhao's outstanding contribution to chemical science and his experience and status within the scientific community.

Young Tall Poppy Science Awards 2018

The annual Young Tall Poppy Science Awards are hosted by the Australian Institute of Policy and Science in partnership with the Office of the Queensland Chief Scientist. The awards recognise and celebrate individuals who demonstrate scientific excellence and a unique passion for science communication. At an award ceremony held on 20 September at the Queensland Museum, the Minister for Environment and Science the Honourable Leeanne Enoch MP announced 13 finalists at the Queensland Tall Poppy Awards, including four Griffith University researchers:

- Dr Michelle Langley, Archaeological science
- Dr Roisin McMahon, Biochemistry and structural biology
- Dr Michael Simmonds, Physiology and blood rheology
- Dr Qilin Wang, Sewage treatment and environmental engineering.



Emerging scientists at Griffith University were recognised as winners at the Queensland Young Tall Poppy Science Awards for 2018

Research

Optical Society 2019 Fellow

The Washington-based Optical Society (achievements in “the science of light”) announced Professor Geoff Pryde as one of its 2019 Fellows. The Society has been the leading champion for optics and photonics since 1916, bringing together scientists, engineers, educators, technicians and business leaders around the world to foster and promote technical and profession development. Professor Pryde was elected for pioneering developments and advancements in photonic quantum information science, photonic entanglement-enhanced metrology, and the study of quantum measurement.

American Society of Neuroradiology Anne Osborn International Outreach Professor Program 2019

Neuroradiologist Dr Sandeep Bhuta is the first Australian to become a recipient of the American Society of Neuroradiology Anne Osborn International Outreach Professor Program 2019. Dr Bhuta holds a conjoint appointment as an Associate Professor at Griffith University’s School of Medicine and Menzies Health Institute Queensland. Dr Bhuta travelled to Ethiopia in 2018 to build an understanding of neuroradiology among the country’s doctors and radiologists.

2018 Women in Technology Awards

Amanda Miotto was the winner of the ICT Professional Award category of the 2018 Women in Technology Awards and credits her role as an eResearch Senior Analyst and Software Development at Griffith University in which she has helped researchers achieve their outcomes using technology. Other Griffith University finalists in the WiT awards included Dr Leigh-Ellen Potter for the ICT Professional Award; Dr Roisin McMahon for the Life Sciences Rising Star Award; Associate Professor Tanya Smith for the Life Sciences Research Award; and Griffith University itself for the Employer for Choice–Corporate.

The WiT awards have been showcasing women’s achievement in technology and life sciences for more than two decades—including medical researchers, inventors, scientists, computer engineers, start-up innovators, employers and entrepreneurs.

LiFE Suicide Prevention Awards

Griffith Master of Suicidology graduate Jorgen Gullestrup was named the 2018 Winner of the 14th Annual LiFE Award recognising excellence in suicide prevention by Suicide Prevention Australia. Mr Gullestrup developed the MATES in Construction program with the help of the Building Employees Redundancy Trust, working to reduce the high rate of suicide within the construction industry. The program’s vision is to be Australia’s leading industry suicide prevention organisation focusing on awareness, building capacity, providing help and research. Within the first five years of operation, an 8 per cent reduction in Queensland construction industry suicide rates was achieved. Jorgen has overseen the expansion of the program now reaching over 138,000 workers across four Australian states.

Chinese Academy of Sciences 2018 Distinguished Scientists Award

Professor Ron Quinn AM, Griffith Institute for Drug Discovery, received a 2018 Distinguished Scientists award from the Chinese Academy of Sciences (CAS). CAS offers a package of international fellowships collectively called the “CAS President’s International Fellowship Initiative (PIFI)” to support highly-qualified international scientists and postgraduate students to work and study at CAS institutions and strengthen their scientific collaboration with CAS researchers.



Professor Ron Quinn AM, Griffith Institute for Drug Discovery

Gregor Johann Mendel Honorary Medal

Professor Emeritus Roger Kitching AM, School of Environment and Science, was awarded the Gregor Johann Mendel Honorary Medal for Merit in the Biological Sciences on the recommendation of the Academy Council of the Czech Academy of Sciences.

Australia Awards – 2018 Endeavour Research Fellowship 2018

Dr Adi Idris was awarded an Australia Awards – Endeavour Research Fellowship 2018 to undertake work at the Princess Margaret Hospital and University of Toronto, Canada on Griffith's MHIQ cervical cancer project.

Griffith Fellow takes up two year secondment sponsored by Rio Tinto

Professor Jennifer Corbett commenced as a Fellow with the Griffith Asia Institute and will undertake a two year role at the University of Tokyo's School of Engineering as the first Professorial Fellow in the Rio Tinto Australia—Japan Collaboration Program. During her time in Tokyo, Professor Corbett will be working to identify, develop and promote collaborative research programs, exchanges and other activities to engage with academic and industry partners both in Japan and at home in Australia. Professor Corbett brings a wealth of policy and consultancy experience from major bodies such as the Asian Development Bank, OECD, and the World Bank, and is an Executive member of the Australia-Japan Business Cooperation Committee. Professor Corbett received the Japanese Imperial Order of the Rising Sun (Third Class) in 2014 for her contributions to relations between the two countries.

Stockholm Prize Jury

Professor Susanne Karstedt from the Griffith Criminology Institute was appointed as a new member of the jury of the Stockholm Prize in Criminology. The jury is the international body that selects and appoints prize recipients. The prize is awarded for outstanding achievements in criminological research or for the application of research results by practitioners for the reduction of crime and the advancement of human rights. Professor Karstedt's research has a strong focus on cross-national and cross-cultural comparisons of both crime and justice, where she explores democracy and its values and institutions in relation to violence, corruption, state crime and prison conditions.

Griffith researcher appointed President and Chair of ANZ Academy of International Business

Professor Sara McGaughey, Griffith Asia Institute, was appointed as President and Chair of the Australia and New Zealand chapter of the Academy of International Business (AIB-ANZ). The Academy of International Business is regarded as the leading association of scholars and specialists in international business.

Golden Tailed Gecko Award

Professor Catherine Pickering, School of Environment and Science, was the recipient of a Golden Tailed Gecko Award from the Gold Coast and Hinterland Environment Council. The award recognised Professor Pickering's contributions to community education and engagement and local advocacy, including her work with Grows at Griffith, groNATIVE and the gardens at the Gold Coast campus.

World's Top 100 Most Influential People in Gender Policy

Associate Professor Susan Harris-Rimmer, Griffith Law School, was named in *Apolitical's World's 100 Most Influential People in Gender Policy*. The list honours and celebrates women and men making the world more equitable whether they exert influence through policy-making, research or advocacy. Associate Professor Harris-Rimmer, an Australian Research Council Future Fellow, has worked for the UN Women National Committee Australia and is currently on the Board of the Refugee Council of Australia.

Griffith Research Evaluation Committee Members for ERA 2018

The Australian Research Council appointed six Griffith University researchers to four of the eight Research Evaluation Committees for Excellence in Research for Australia 2018. The Griffith members are:

- Economics and Commerce: Professor Debra Grace
- Humanities and Creative Arts: Professor Susan Forde
- Medical and Health Sciences: Professors Nigel McMillan and Marco Peres
- Mathematical, Information and Computing Sciences: Professors Jin-Song Dong and Yongsheng Gao.

Griffith Engagement and Impact Assessment Panel Members for 2018

The Australian Research Council appointed a Griffith University researcher to one of the five assessment panels for the 2018 Engagement and Impact exercise:

- Creative Arts and Humanities: Professor Gerry Docherty

Seven Griffith research leaders appointed to 2019 ARC College of Experts

Seven Griffith University academics were appointed as members of the 2019 ARC College of Experts:

- Professor Vicky Avery, Griffith Institute for Drug Discovery
- Associate Professor Susan Bengtson Nash, School of Environment and Science
- Professor Fabrizio Carmignani, Griffith Business School
- Professor Yongsheng Gao, School of Engineering
- Associate Professor Qin Li, Queensland Micro and Nanotechnology Centre
- Professor Allison Waters, School of Applied Psychology
- Professor Hong Zhang, School of Engineering and Built Environment.

Research

In total, there are 195 ARC College of Experts members. They play a key role in identifying research excellence, moderating external assessments and recommending fundable proposals. The College of Experts also assists the ARC in recruiting and assigning assessors and in implementing peer review reforms in established and emerging disciplines as well as interdisciplinary areas.

Planning Institute of Australia's (PIA) National Awards for Planning Excellence

Dr Tony Matthews from Griffith's Cities Research Institute won the Cutting Edge Research and Teaching award for his role in the popular radio show and podcast *The Urban Squeeze*, at the Planning Institute of Australia's National Awards for Planning Excellence held in May 2018. Griffith graduate Thomas Gardiner won the prestigious Young Planner of the Year award. *The Urban Squeeze* was also recognised at the PIA Queensland event where it won the Cutting Edge Research and Teaching award as well as the Overall Award for Planning Excellence. The podcast's two seasons of 28 episodes featured Dr Matthews and former Griffith academic Professor Jason Byrne and were broadcast live on Matt Webber's ABC Drive show from 2016–2017.

Chair of the Business Academic Research Directors' Network

Dean (Research), Professor Andrew O'Neil was appointed Chair of the Business Academic Research Directors' Network (BARDsNet). Established by the Australian Business Deans Council and the Australia and New Zealand Academy of Management, BARDsNet's purpose is to enhance the research focus of business schools and faculties in Australasia through benchmarking and coordination of strategic initiatives.

Griffith Asia Institute ranked best university-affiliated regional studies centre

The Griffith Asia Institute (GAI) was ranked as the best university-affiliated regional studies centre in Australia in the 2017 Global Go To Think Tank Index. The Institute is ranked at #18 worldwide in the latest rankings conducted each year by the Think Tank and Civil Societies Program (TTCSP) of the Lauder Institute at the University of Pennsylvania. GAI's research expertise sits at the nexus of politics, economics, business and society, and brings breadth and depth to the way Australia understands and engages with the Asia-Pacific.

The Index has been compiled annually by TTCSP since 2007, with the goal of identifying and recognising centres of excellence in all the major areas of public policy research, in every region of the world. Griffith's global recognition in the broader 2017 Global Go To Think Tank Index also included acknowledgments of the work being done in food security by the Australian Rivers Institute and on-water security by the International Water Centre.

2018 Fresh Science competition

Dr Claudio Pizzolato from Menzies Health Institute Queensland won the 2018 Fresh Science competition in Queensland in July. This nationwide program provides early career researchers with media training to improve their research communication skills.

Neil Hamilton Fairley Medal

Professor Emeritus Alan Mackay-Sim, Griffith Institute for Drug Discovery received the Neil Hamilton Fairley Medal for Outstanding Contributions to Medicine. The Medal, which is only awarded once every five years, is a joint award of the Royal College of Physicians (London) and the Royal Australasian College of Physicians.

Royal Australian Chemical Institute (RACI) 100 Fellows for 100 Years Award

Associate Professor Sarah Cresswell, School of Environment and Science was awarded a Royal Australian Chemical Institute Fellow (RACI 100 Fellows for 100 years) as part of the RACI Centenary Celebrations.

Suffrage Science Awards for Life Sciences

Professor Jennifer Martin AC, Director, Griffith Institute for Drug Discovery was among 11 leading female scientists from around the world—and the only one from Australia—to be awarded a hand-crafted scientific heirloom by a peer at the fifth Suffrage Science Awards for Life Sciences, held at the Academy of Medical Sciences in London. The awards celebrate women in science and encourage others to enter science and reach senior leadership roles. The Suffrage Science scheme was initiated by Professor Dame Amanda Fisher, Director of the MRC London Institute of Medical Sciences in 2011.

2018 John Douglas Kerr Medal

Adjunct lecturer Dr Bill Metcalf of the School of Environment and Science was awarded the 2018 John Douglas Kerr Medal of Distinction in Researching and Writing of Australian History by the Queensland Governor, His Excellency the Honourable Paul de Jersey AC. Dr Metcalf was honoured by the Royal Historical Society and the Professional Historians Association (Qld) for his impressive body of research and writing that has advanced the study of Queensland and Australian history most notably through his investigation of utopian communalism in Australia, a project he commenced in 1980. Profiling the histories of Toohey Forest—where the Griffith Nathan campus is based—and the Griffith Film School in South Brisbane are among Dr Metcalf's local projects.

Learning, teaching and the student experience

The University's reputation as a sector leader in learning and teaching innovation, and our deep commitment to delivering a remarkable student experience remained central motivators in 2018. Propelling us forward, Griffith continued the implementation of our *Academic Plan 2017–2020*, which seizes disruption as an opportunity for innovation and excellence. This was further mandated with the introduction of our Digital First strategy, a once-in-a-generation transformation to enhance the student experience with intuitive and integrated digital technologies. As an approach, Digital First recognises that every student already uses digital technologies, irrespective of how or where they study. It also prioritises the development of digital resources and the use of digital technologies to supplement and enrich both face-to-face and online learning and support services, while emphasising the capabilities which students will need in a rapidly changing and disrupted workforce.

Substantial planning was undertaken in 2018 in readiness for the introduction of a Virtual Learning Environment (VLE) in 2019. The VLE forms the centrepiece of our Digital First implementation and will offer an integrated suite of learning and teaching tools with a new Learning Management System at its core. Along with the technological innovation that the VLE enables, we will also take this opportunity to transform pedagogy and curriculum to align our learning and teaching with cutting edge design and the new affordances of our systems. Active, authentic and collaborative learning will be further embedded throughout courses and programs and supported by new agile technologies and upgraded physical learning spaces. This will enhance student learning and engagement and will also further develop the employability skills which our students need for success after they graduate.

In recognition of our growing online presence, we launched the Digital campus in 2018, our third largest and fastest growing campus. Positioning our fully online programs as a Digital campus allows us to make visible the changing needs of our students and the growing emphasis on flexible and innovative learning and teaching delivery. Together with the introduction of our micro-credential and digital badging framework, this is evidence of our commitment to transforming the way we deliver higher education.

We also further developed online resources to support student learning, which were designed to be user-friendly, fit-for-purpose and easily accessible when students need them. In 2018, the launch of the new myOrientation app and online academic skills resources were some of the technology-enhanced learning initiatives designed to further prepare students for university study and support their success. Our delivery of flexible options for students was also extended with the provision of additional admissions pathways and further expansion of Trimester 3 offerings.

The GC2018 Commonwealth Games was a significant event for the University and presented enormous opportunities for our students and their learning, including academically supported student internships. The outcomes proved exceptional, with a high percentage of our students attaining paid work as a result of their internships.

Through the Games, we also further developed important relationships with industry partners providing opportunities for the ongoing placement of our students and enhanced graduate employment.

The experiences and opportunities presented through the Games formed part of our larger employability agenda. This continued to be a key focus in 2018, with the growth of university-wide initiatives including: emphasis on, and circulation of, our award-winning work-integrated learning (WIL) models for implementation across Griffith; the successful pilot of our new student employability achievement record Griffith Graduates of Influence; and continued development of the student innovation and entrepreneurship ecosystem.

Our students continued to make outstanding contributions within their professions and communities while at Griffith. The achievements of our students during the GC2018 Commonwealth Games were exceptional, from the competing student elite athletes, to the students who supported the Games through internships and projects, in both voluntary and paid roles.

Above all, supporting our students and their learning remained central to our strategic agenda, with the highest importance on student safety and wellbeing. During 2018, we continued to implement recommendations from the Australian Human Rights Commission *Change the Course*¹ report through the Safe Campuses Taskforce. New policies and procedures were introduced to guide the reporting of incidents and response to victim-survivors; student counselling services were extended; as were education and awareness programs and activities around the themes of consent, bystander intervention and response to disclosures. In the area of student accommodation, and in response to both *Change the Course* and *End Rape On Campus' Red Zone* report, the University has concluded an independent, expert-led review of factors which contribute to sexual assault and sexual harassment in on-campus colleges and residences. We will progressively implement recommendations from the review throughout 2019.

Griffith's position as the most awarded university in the national teaching awards informs and supports a strong culture of learning and teaching innovation. Our ePortfolio implementation was recognised with a 2018 LEARNX People and Culture Platinum Award; and Explore Learning and Teaching (ExLNT), a digital repository of exemplary learning and teaching practice, won the 2018 ACODE Innovation in Technology Enhanced Learning Award. Griffith continued to grow our Higher Education Academy (HEA) fellowship numbers and achieved self-accreditation status from Advance HE in November 2018.

The outcome of the Awards for Australian University Teaching (AAUT) will be announced in February 2019. In line with *Our People Plan*, building staff capability was an important feature of our work throughout the year, particularly as we launched the Digital First strategy. In support of this, we developed and delivered the Griffith Core Capability Framework and the Teach Online MOOC series and undertook significant staff professional development planning in readiness for the transition to our new VLE in 2019.

¹ Australian Human Rights Commission. *Change The Course: National Report on Sexual Assault and Sexual Harassment at Australian Universities* (2017)

Learning, teaching and the student experience

Enrolments

Student Enrolments		2016	2017	2018*
Total Enrolments		46,503	47,260	48,037
Academic Career	Bachelor degree	34,066	35,186	35,811
	Higher degree coursework	5,594	5,476	6,327
	Higher degree research	2,030	1,964	1,914
	Other postgraduate	2,769	2,735	2,213
	Other	2,044	1,899	1,772
Attendance Type	Full Time	33,925	34,341	34,752
	Part Time	12,578	12,919	13,285
Campus	Gold Coast Campus	18,647	19,216	19,597
	Logan Campus	2,095	1,931	1,891
	Mt Gravatt Campus	3,755	3,618	3,608
	Nathan Campus	12,765	12,486	12,338
	South Bank Campus	3,202	3,170	3,195
	Off Shore	837	792	794
	Online	4,216	5,009	5,304
	Other Campus	986	1,038	1,310
Citizenship	Domestic	37,874	38,961	39,485
	International	8,629	8,299	8,552
Enrolment Type	Commencing	19,125	19,518	20,068
	Continuing	27,378	27,742	27,969
Gender	Female	26,846	27,627	28,356
	Male	19,620	19,596	19,612
	Other	37	37	69
Group	Arts, Education and Law	13,415	13,647	13,702
	Griffith Business School	11,291	11,410	11,412
	Griffith Health	12,237	12,824	13,628
	Griffith Sciences	7,526	7,449	7,592
	Other	2,034	1,930	1,703

*2018 figures are preliminary

Overall enrolments grew in 2018, with commencing student load exceeding budget targets by just over 4 per cent. Trimester 3 numbers rose by 23%, with all academic groups experiencing an improved student uptake for Trimester 3 offerings.

While all groups increased enrolments throughout the year, most significant was Griffith Health, which grew by just over 6 per cent across a wide range of disciplines.

While the environment for international recruitment continued to be a challenging one in 2018 enrolments, particularly commencing, improved during 2018. Sciences showed the most growth, with over 40% more international students commencing in sciences programs at the Nathan and the Gold Coast campuses. This was achieved against a backdrop of uncertain government policy, growth at the national level largely being contained to Melbourne and Sydney (and four institutions in particular) and an increasing use of scholarships and discounting. Beyond Australia there have been shifts in international student demand patterns due to changing visa regulations and postgraduate work eligibility in several key education destinations, as well as increased efforts by traditional source countries to recruit international students themselves. The biggest growth for Griffith was in postgraduate commencements from South Asia, particularly in sciences-related disciplines, while the pipeline for undergraduate commencements was impacted by reduced demand for pathway programs. Strong growth was evident in the third trimester as awareness of this option increased.

Implementation of the Academic Plan 2017–2020

Implementation of the *Academic Plan 2017–2020* was the focus of the University's learning and teaching community in 2018. Aligned with the *2018–2019 University Strategic Plan*, the Academic Plan provided a clear pathway for driving transformation in our approaches to learning, teaching and the student experience. The Plan's emphasis on preparing our students for success in a period of profound change and technological disruption guided further work on embedding initiatives that align with the needs of students, industry and the community.

This year, Griffith embraced the opportunities afforded by digital technologies, with the introduction of our Digital First strategy, the launch of our Digital campus and planning for the introduction of an all-encompassing Virtual Learning Environment (VLE) in 2019. Embracing a 'digital first' approach has been tantamount to ensuring our students have a truly remarkable learning experience and for future-proofing Griffith so that we are not just keeping step, but pre-empting the rapidly changing needs of our students, industry and communities. It will allow us to provide all students with access to world-class online learning and user-friendly, fit-for-purpose support, digital resources and information—when they need it, and wherever they are studying.

Embedding the development of employability skills in curriculum remained core to our curriculum transformation, along with providing increased opportunities for innovation, entrepreneurship, cross-disciplinary collaboration, global mobility and the development of capabilities required for success at university and beyond. Progress made in support of the three high level goals of the *Academic Plan 2017–2020* is outlined below.

Goal 1.0 Engaged and relevant

Goal 1 of the Academic Plan articulates a clear commitment to preparing our students for their professional life following graduation to: *enhance student employability through industry-engaged programs that are relevant to students' future career ambitions.*

In 2018 we implemented a range of strategies to support this goal and ensure we deliver on our commitment. The Employability Committee, a sub-committee of the Learning and Teaching Committee, continued to lead initiatives with a whole-of-institution approach to embedding employability across the student life-cycle. In addition to this, industry representatives have been engaged in curriculum planning to ensure our programs are industry relevant and they develop the skills which our graduates require for success.

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

Well-established processes for review and improvement of our academic programs continued to ensure student learning and assessment maintained a strong focus on employability, career readiness and professional development. Active learning, authentic assessment and industry-engaged curriculum were central to our program and course planning and transformation. In 2018, many more programs offered and reviewed their approaches to work-integrated learning, internships, international experiences, entrepreneurial projects, service learning and capstone courses. Each academic group also continued to develop specific career-focused modules, appropriate to the changing needs of the associated industries and professions.

Griffith Graduates of Influence

The Griffith Graduates of Influence Employability Achievement Record was piloted in eleven programs across two trimesters. The initiative supports students to bring together learning across a wide range of initiatives that develop their employability within an institution-level framework. It both recognises and rewards engagement, with the overall aim of fostering their career development. Students use the online PebblePad platform to collect and document evidence of their developing career readiness and attainment of the Griffith Graduate Attributes. In 2019, Griffith Graduates of Influence will be rolled out across the university, with an emphasis on integration with curricular employability initiatives, as well as high impact co-curricular learning.

Other discipline-based employability programs, Sciences PLUS and Business PLUS, have been developed and delivered for specific cohorts of students and feed into the university-wide Griffith Graduates of Influence initiative.

Community Internship Courses

Community internship courses are work-integrated learning options with the not-for-profit sector. These courses enrich the Griffith experience by personally challenging students to address real issues faced by a community, while enhancing their employability. Through Griffith Community Internship courses students develop citizenship skills in a practical way. The courses are available as free-choice electives or listed as recommended employability electives and core courses in 95 different Griffith degree programs, representing 25 broad degree areas. Course enrolments remained strong in 2018, with a similar trend of growth in student enrolments across the three trimesters (as with the previous year), with the peak in the third trimester. The 587 students who enrolled across the year contributed more than 30,000 volunteer hours to the not-for-profit sector. Sixty percent of students continued to volunteer following their internship experience. Continuing to receive recognition, the Community Internship Course was selected as the Student Employability Champion of the Year for 2018 in the Study Queensland Excellence Awards, following on from being awarded a 2017 national Program Award for Programs that Enhance Learning.

"Your vision, practical hard work and commitment to excellence in building Queensland's international education and training sector have been exemplary." Shannon Willoughby, Executive Director Study Queensland, Trade and Investment Queensland.

During 2018 the knowledge and perspectives of Australia's Aboriginal and Torres Strait Islander Peoples was woven into the Community Internship curriculum following extensive consultation with Traditional Owners and Custodians. Social enterprise also featured in the curriculum this year through partnering with Griffith's Yunus Social Business Centre and local social enterprises— theoretical perspectives and opportunities around social enterprise, entrepreneurship and innovation were introduced to further strengthen the employability outcomes inherent in the Community Internship course.

In addition, a project-based approach to community internships tailored to meet the specific needs of our international students was piloted. In collaboration with trained peer mentors, multi-disciplinary groups of international students were supported in the establishment of small social enterprises.

Griffith's Community Internship Course was selected as the Student Employability Champion of the Year for 2018 in the Study Queensland Excellence Awards—587 students contributed more than 30,000 volunteer hours to the not-for-profit sector.

Learning, teaching and the student experience

GC2018 Commonwealth Games internships and student volunteering

In April the Gold Coast hosted the 2018 Commonwealth Games, the largest and most significant international sporting event in Australia for more than a decade. As an official partner of GC2018 Griffith students had the unique and exclusive opportunity to undertake internships with GOLDOC, the Games organising body, during the lead-up and staging of the event. This unique internship program enabled students to gain work experience and credit towards their degrees, and enhance their employability.

In total 239 students completed the Griffith-exclusive 40 credit point Games Internship Course—a bespoke work-integrated learning course developed for the GOLDOC Games Internship Program. All up, 139 student interns were embedded in GOLDOC during the Games. Most worked at venues during Games time and the feedback from GOLDOC and those who worked with the interns was uniformly very positive. Our interns were fantastic ambassadors for Griffith and we are very proud of them.

A large number of interns received paid employment at GOLDOC on the completion of their internship with almost two thirds of our student interns (61 out of 109 from Periods 1–6) successful in gaining employment with GOLDOC. This was a testimony to our students' ability and to GOLDOC's high level of satisfaction with their performance.

Staff and students from the Health Group were also actively involved in three separate programs at Games time:

- A paramedic program enabled 25 third year students with a GPA of 5.5 or above to join first response medical care teams at GC2018 competition venues.
- A further 16 second year medical students assisted and accompanied eight CGF Medical Commission members. The members were responsible for providing governance and oversight to support the delivery of medical and doping services at the Games, so this opportunity provided exceptional networking opportunities.
- On the final day of competition, physiotherapy students from the School of Allied Health Sciences provided massage and strapping services to Gold Run participants in the marathon marshalling area. The staff and students operated out of marquees that were Griffith-branded and this service was highly sought after by the 6,600 competitors.

During Games time, 30 journalism students, five photojournalism students, and two PR students worked in the multi-platform, purpose-built GC2018 Griffith Journalism Media Centre, producing eight editions of *The Village Voice* powered by *Brisbane Times* (Fairfax Media) for the athletes village. In addition to *The Village Voice* our students had numerous featured stories published nationally in the *Brisbane Times*, *Sydney Morning Herald*, and *Canberra Times*.

Our students also provided dedicated coverage of the Stolenwealth protest groups, producing some of the breaking stories published nationally on Fairfax Media. Student journalists from the media centre produced more than 10 radio stories for *The Wire* broadcast nationally around Australia on the CBAA network, including Indigenous broadcast networks CAAMA and *Blackstar*. One Griffith student had a paid piece commissioned by *Australian Mountain Biking Magazine*.

The journalism students' engagement extended well beyond the media centre operations during GC2018. In the lead up to the Games, third year journalism students had worked on three intensive WIL initiatives arising out of engagement with Games partners. Each one of the graduating students working on The World Press Briefing, Chef de Mission and Gender reporting initiatives, were then employed as a direct result of this experience with premium partners GOLDOC and NEP. These examples illustrate the multiple opportunities and achievements of our journalism students during GC2018.



Griffith journalism students gained significant experience during GC2018

A total of 278 other games-related opportunities were provided to Griffith students, including internships accessed through our Games engagement, such as:

- Architecture students engaged by Jack Morton Worldwide (JMW) to build a 1:1000 model of Carrara Stadium which was used to plan the Opening Ceremony. Students were also placed with JMW for the Opening and Closing Ceremonies, and Festival 2018. The students came from a variety of programs including musical theatre, music technology, architectural design and business.
- A large number of Film School and journalism students, along with recent graduates, worked with official international broadcaster NEP, while additional students worked directly with Official Rights Holders, including Channel 7 and the BBC.
- The Star Entertainment Group also provided internship and work placement opportunities for students leading up to the Games.
- Griffith Law School interns were provided to Minter Ellison, some directly and many others through the purpose-built 20 credit point Legal Clinic course associated with the Games. Six of these students have since gained employment with the firm. This has resulted in new opportunities for Griffith students at Minter Ellison Gold Coast as a consequence.
- Multiple new student internships and placements were developed with KPMG, Grocon, Cockram Construction and other partners or supplier organisations.

- Digital media, design, PR and communications students were given the opportunity to work with Commonwealth Games Australia on its Sideline Champions Lounge located in the Griffith Business School.
- More than 700 students from 64 countries enrolled in a Massive Open Online Course (MOOC) on the FutureLearn platform. The course focused on inclusion and diversity in mega sporting events such as the Commonwealth Games.

In many cases the University’s engagement through internships enabled more holistic conversations to be initiated, for instance with Star Entertainment, KPMG, Optus, and Cockram Constructions. Our partnership with The Star Entertainment Group resulted in 54 students being offered paid casual work in 2017, and exploration of research opportunities and alumni collaboration. The engagement with Grocon during the construction of the Athletes Village resulted in the establishment of the Grocon Indigenous Student Support Scholarship to support the further education of Griffith Aboriginal and Torres Strait Islander students in the disciplines of design, building or engineering. Griffith students’ work also assisted in Grocon’s attainment of a 6-star environmental rating for the Village.



Griffith human resources graduate Alvin Yap secured a full-time role as Bus Systems Group Leader at the Commonwealth Games Village after completing an internship with GOLDOC during his degree

Student Investment Fund

The Student Investment Fund (SIF) is a student managed fund that invests \$250,000 of the University’s funds in socially responsible Australian Securities Exchange (ASX) listed companies. The dividends from these shares assist in the funding of Griffith Business School scholarships for students experiencing financial hardship, with all profits reinvested.

The Fund provides an unparalleled student experience driven by experiential learning, as students use real funds and live data for authentic decision making in an investment management setting. Eligible students are mentored by a team of expert staff and industry professionals and use Griffith’s state-of-the-art trading rooms, equipped with 24 Bloomberg Terminals, investing in their career and the future of business.

A team of outstanding third year Bachelor of Commerce and postgraduate finance students commenced the management of the Student Investment Fund in Trimester 1 2018. SIF reports and analysis for external review were submitted to the SIF Investment Committee (IC) meeting held on 16 October 2018. Members of the IC include Griffith Chief Financial Officer Michelle Clarke, PVC (Business) Professor David Grant and three external members from the investment management industry.

The investment decisions were finalised and the SIF will hold a portfolio of shares including companies such as Sydney Airport, QBE Insurance, Telstra, IAG Insurance, Super Retail Group, Transurban, Brambles and many others.

Griffith global mobility

In 2018 Griffith welcomed 1,000 study abroad and exchange students and facilitated over 1,200 international experiences for Griffith students. Griffith’s successful record in obtaining New Colombo Plan (NCP) funding continued, with growth both in the number and diversity of short-term mobility programs.

Overall (from 2014–2018) Griffith is ranked equal third with the University of Sydney (UNSW and ANU are 1st and 2nd) for total NCP scholarships awarded and is the top ranked Queensland university.

Four Griffith University students were awarded prestigious NCP Scholarships, another excellent outcome that will fund students to study and undertake internships in Singapore, Japan, Indonesia, Hong Kong and Vietnam in 2019. The successful Griffith recipients were Millie Vernick (Bachelor of Laws/Bachelor of Government and International Relations), James Fairley (Bachelor of Laws/Bachelor of Government and International Relations), Abigail Joseph (Bachelor of Biomedical Science), and Zac Look (Bachelor of Government and International Relations).



At the New Colombo Plan scholarship ceremony—Abigail Joseph, Millie Vernick, Professor Sarah Todd (Vice President Global, Griffith University), James Fairley and Zac Look

Learning, teaching and the student experience

Griffith Honours College

Overall (from 2014–2018) Griffith is ranked equal third with the University of Sydney (UNSW and ANU are 1st and 2nd) for total NCP scholarships awarded and is the top ranked Queensland university.

The Griffith Honours College (GHC) is an extracurricular program that provides high achieving undergraduate students with leadership experiences and networking opportunities to further develop their employability and skills needed for high demand roles. The Sir Samuel Griffith Scholarships scheme, which is a comprehensive, generous and flexible scheme for high achieving students, is deeply connected to the Griffith Honours College with all successful applicants invited to participate as one of the benefits of their scholarship.

The 10th Anniversary of the Griffith Honours College was celebrated at the Annual Alumni Dinner in Brisbane on Saturday 23 June 2018. Alumnus Brendan Goodwin (Bachelor of Biomedical Science/ Bachelor of Medicine/Bachelor of Surgery) and Elise Giles (Bachelor of Business) spoke at the dinner, sharing the transformative nature of their university experience. Elise promoted the launch of the formal GHC Alumni Community, which was guided by the Development and Alumni team.

As in other years, Griffith Honours College members represented the University and received recognition for their achievements:

- Martin Luna Juncal (Bachelor of Engineering with Honours in Civil Engineering/Bachelor of Science) was listed as a finalist for the Jacobs Engineering Consulting Award and was the winner of the Fusion First in Family award in the Graduate Connections Top 100 Competition.
- Benita Sorenson (Bachelor of Laws/Bachelor of Government and International Relations) delivered the student address at the Griffith University Excellence in Teaching Awards.
- Caitlene Hillman (Bachelor of Commerce), also recognised in her role as Hult Prize Campus Director, was awarded the Study Queensland – International Engagement Champion of the Year.

- Caitlin Pearson (Bachelor of Business), one of the original 2008 Griffith Honours College cohort members, was named GBS Young Alumnus of the Year Award for 2018 and was also recently named CEO Magazine's Not For Profit Executive of the Year. Caitlin also delivered the occasional address at the Griffith Business School Graduation Ceremony.

Griffith University staff and students receive support from the GHC to apply for prestigious scholarships and awards. Our success with various schemes continued in 2018 as follows:

- Four students received New Colombo Plan Scholarships and Amarina Smith (Bachelor of Laws/Bachelor of Government and International Relations) was appointed as NCP Alumni Ambassador INDIGENOUS.
- Four students received Golden Key International Honour Society Scholarships. In July 2018 the Griffith Honours College Program Coordinator took up a three year elected term as the Asia–Pacific Representative on the Golden Key International Honour Society Council of Advisors.

Griffith Sports College

The Griffith Sports College (GSC) coordinates the Griffith University Sports Strategy, which encompasses the four strategic priorities of engagement, research, learning and teaching and the elite athlete program, which includes high performance.

The elite athlete program 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. 2018 GSC recruitment was up 28% and now supports in excess of 500 students.

The GSC elite athlete program continues to strengthen external relationships with high schools, industry, sporting clubs and sporting bodies including the Australian Institute of Sport, Broncos (NRL),



Caitlin Pearson (Bachelor of Business) was named GBS Young Alumnus of the Year Award for 2018



Griffith Business School alumnus Michael Shelley won gold in the GC2018 marathon

Titans (NRL), Lions (AFL), Suns (AFL), Firebirds (netball), Swimming Australia, Surfing Australia, Oceania sport, Queensland Academy of Sport, the Gold Coast Academy of Sport, NSW Institute of Sport, and the Victorian Institute of Sport, all resulting in great recruitment outcomes of elite athletes wanting to study at Griffith.

After a successful 2017 where Griffith had 75 athletes representing Australia on the world stage in 30 different sports, 2018 witnessed 107 students represent their country. The 2018 Gold Coast Commonwealth Games was a remarkable opportunity for the University and gave our student athletes an amazing chance to compete in the biggest sporting event in Australia within the last decade, right on our doorstep. Griffith had 32 students and alumni compete at GC2018, which was double that of the next ranked university, winning 40 medals, of which 23 were gold.

In the lead up to GC2018, the GSC partnered with the Commonwealth Games Federation (CGF) to deliver a series of high performance training camps for both able-body and para-athletes from the Oceania region, named the GAPS program. The \$150,000 grant from the CFG allowed Griffith to facilitate a research and development program and assist 12 countries in the Pacific region, directly resulting in two countries winning their first ever Commonwealth Games medals.

Griffith's Gold Coast campus houses an elite swimming program, in partnership with Swimming Australia and the Queensland Academy of Sport (QAS), deriving \$230,000 per annum from these partners to support athlete services and coaching. Other high performance programs include a womens rugby 7s team and rowing. Griffith competes against ten participating universities in the national university rugby 7s series, which Griffith won in 2018, an improvement on fourth place in 2017. This series is the main national competition in partnership with Rugby Australia and as a result, two Griffith students were identified to play for Australia. Our rowing program, also financially supported by the QAS, had eight Australian representatives in 2018.

The GSC is also growing the University's sporting partnerships, all which share the University's vision of revenue, recruitment and reputation. In addition to numerous informal partnerships, formal university-wide partnerships include the Gold Coast Titans and Surfing Australia, with more on the horizon. All partnerships have extraordinary student engagement and experiences, research agendas, graduate outcomes and remarkable branding opportunities, inclusive of community engagement.

The Griffith Blues Awards were held in November 2018 to celebrate and honour 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 who represented in various age categories or World University Championships were awarded the Half Blue.

The Most Outstanding Sporting Achievement was awarded to Madi de Rozario (Bachelor of Business) – wheelchair track and field.

The Griffith Academic Athlete of the Year was awarded to: Ella Connolly (Bachelor of Education) – track and field.

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



Madison de Rozario received the Most Outstanding Sporting Achievement Award at the Griffith 2018 Blues Awards for Sporting Excellence

Innovation and entrepreneurship

Griffith continued to expand opportunities for students to develop skills in entrepreneurship and innovation, both within our degree programs and through extracurricular activities. Griffith's growing innovation and entrepreneurship ecosystem brings together students, staff, researchers, industry and the community around problem solving, design-thinking and new ventures that align with our values and commitments as a university, particularly our contribution to a robust, equitable and environmentally sustainable society.

Griffith students and alumni won 40 medals at the Gold Coast 2018 Commonwealth Games, including 23 gold medals.

Learning, teaching and the student experience

Entrepreneurship in our academic programs

In 2018, the Griffith Business School continued its collaboration with other disciplinary areas to co-design and deliver courses that develop entrepreneurial skills, design-thinking, creativity and innovation.

The undergraduate entrepreneurship course Entrepreneurship and New Business Ventures, offered as part of an entrepreneurship major, focuses on the initial steps of the entrepreneurship process. In 2018, this course was available as an introductory entrepreneurship course for students studying in any discipline, with academic experts from different disciplinary areas teaching into the course. It's hands-on approach to understanding the tools used by entrepreneurs across the globe, including design-thinking, business model canvas and Lean Launchpad was well received, with over 300 students from across the university enrolling in the course. This forms the first part of a series of institution-wide opportunities for all students to apply these skills within their disciplinary context. An innovation challenge course will launch in 2019, with students competing for new venture funding to launch their ideas, which must align with Griffith values and commitments.

Supporting extracurricular entrepreneurship activities

Griffith is committed to supporting students to extend their entrepreneurial skills through extra-curricular opportunities, on campus and in the community. In 2018, Griffith became a licensee for the 3 Day Startup (3DS) student entrepreneurship program, the first university in the Asia-Pacific region to do so. 3DS is an internationally recognised extracurricular workshop offered at over 170 institutions globally, including Harvard, Brown and Oxford universities. Students from all study programs progress through ideation, business model canvas, customer development and prototyping processes with the support of expert facilitators and industry mentors, culminating in a final pitch to representatives of South East Queensland's premier startup incubators. Griffith delivered two launch events in 2018, and with over 165 student applications received in the first year of offer, the program will continue to grow in 2019.

The 3DS is providing a valuable platform for students to further develop their ideas and skills with several of our 3DS student participants competing in The Hult Prize. Students also gained access to high profile industry mentors including:

- Dr John Zakos, Griffith alumni and founder of Cognea (sold to IBM in 2014)
- Victor Vicario, Managing Director of Brisbane's Arc Hardware Accelerator
- Sam Jones, founder of BluCore and CTO of the highly successful Vald Performance.

Griffith also hosted its second annual student Hackathon. Students had the unique opportunity to design, develop and showcase a mobile application, with the winning teams receiving cash prizes.

In addition to launching 3DS at Griffith and supporting the Hackathon, our students were actively engaged in other global, national and local innovation challenges and pitch events.

Entrepreneurship in the community

The Logan campus hosts an innovation centre called The Collaboratory and is part of a consortium with Redlands City Council and Logan City Council and seven partners across the region. In 2017 they secured \$1 million in funding from the Advancing Regional Innovation Program (ARIP) to deliver programs to support the innovation ecosystem over a period of three years. The ARIP is supporting the Entrepreneurship Seminar Series, the GLO@Logan Entrepreneurial Innovation Challenge, a co-working building, and other innovation and entrepreneurship focused initiatives. Initiatives hosted in 2018 included:

- **Entrepreneurship Seminar Series**
During the 2016–2018 timeframe this seminar series has attracted over 2,000 community participants, highlighting the capacity for continued strong engagement with community and industry through this event. The series is a component of the ARIP and the overall Griffith Logan Engagement Strategy.
- **Logan Startup Weekend: Techstars**
In its second year, the Logan Social Enterprise Startup Weekend is part of the Techstars startup weekend program held at Substation 33. Startup Weekend is a 54 hour event developed by Techstars and runs all around the world. The winning team of the inaugural challenge has secured \$40,000 in funding, won the 2018 Pitch@Place National challenge and is travelling to remote areas of Indonesia to source eWaste and implement their idea of a Powerwell—a device constructed of electronic waste providing light—to support the community.
- **Social Enterprise Forum Logan**
The aim of this annual forum hosted by the Social Enterprise Network Logan is to increase awareness of social enterprises and not-for-profit organisations in the area and to develop solutions for assisting each other in achieving positive social change. This year the board focused on building the ecosystem and planning a bid to bring the 2021 World Social Enterprise Forum to the region.

- **GLO @Logan Entrepreneurial Innovation Challenge: Environmental, Health and STEAM**

Over 130 Year 9 and 10 students from 12 schools in Logan and Redlands regions participated in the 2018 GLO@Logan three day challenges. The teams solved topical environmental and health issues using technology. Students undertook a multidisciplinary journey, with Griffith researchers and Social Entrepreneurs in Residence providing education in medical innovation, entrepreneurial thinking, robotics, design, prototyping, crowdfunding and marketing. Students were mentored throughout the challenge by Griffith student ambassadors and staff members; Qwestacon, government, business and community members; and commercial and social entrepreneurs.



Griffith University hosted the GLO@Logan Entrepreneurial Challenge again in 2018, and will continue to host the Challenge in 2019

- **Innov8 Logan**

The Innov8 Logan leadership group formed in 2018 with a vision to build on the existing ecosystem of initiatives. The group is community led and consists of regional entrepreneurs, local business leaders, commercialisation entities, social enterprises, the University and residents. The aim is to inspire confidence in the Logan community to participate in innovation activities and to build a visible, connected ecosystem which uplifts and supports civic advancement and economic growth in the region.

Yunus Social Business Centre Griffith University

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

Throughout 2018 YSBC continued to evolve as a centre of excellence, supporting innovation and social entrepreneurship in Queensland and the region in accordance with the MoU and the *Griffith Business School Strategy 2017–2020*. A strong focus was given to communication this year, with a view to recruiting and developing partnerships with Griffith staff, students, alumni, community and industry to support the centre. A Social Entrepreneurs in Residence (SEiR) program was launched in 2018 with four SEiRs drawn from local social enterprise ecosystems. The 2018 gala dinner provided a platform for targeted fundraising to support the future SEiR program. As at 23 October, \$16,000 in donations had been received to support the continuation of the program.

gen[in] Shaping Queensland Entrepreneurs Project

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

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

Careers support

Careers and Employment Service

In 2018 the Careers and Employment Service (CES) maintained employability as a primary driver through ongoing collaboration with academics to embed employability skills development within Griffith degrees. This included support for academics to take a program-wide view of employability, draft learning outcomes and assessment rubrics, develop resources such as career folio guides for in-course use, and support students to make the most of their LinkedIn profiles. New online modules were also developed as resources for academics and students.

Learning, teaching and the student experience

The CES delivered 177 employability seminars for groups and schools covering topics from career development to advice about securing graduate jobs. In addition to this, 40 general employability seminars were available to all students and were delivered by Career Development Consultants, the Industry Engagement Officer and Unitemps.

A total of 2,555 individual careers appointments were conducted with students and graduates. This figure was slightly lower than the previous year as a result of the introduction of an online resume checking facility in February 2018. Moving to digital platforms for some of our service provision means that students have easier access to CES support and means that we can support a greater number of students. 736 students and graduates took advantage of submitting their resumes for online checking by CES Career Development Consultants.

CareerBoard, our online job board, continued to experience high levels of traffic from students, graduates, alumni, employers and staff with 91,040 total logins. From an industry perspective, 1,187 employers logged into the site, 2,808 job vacancies were approved and published, and 790 new employers were registered. 18,044 active and accredited employers are currently engaged with the University via CareerBoard, offering paid employment, internships and vacation programs.

Employer engagement on campus

CES hosted 53 employer events on campus with 563 students attending to meet the organisations that were presenting and recruiting. Among the visitors were Woodside Energy, ASIO, Google, Howard Smith Wharves, Queensland Government, Queensland Health, KPMG and Flight Centre. Heavy promotion via social media ensured strong student interest, which prompted excellent feedback from participating employers on the value of holding on-campus events.

Unitemps Griffith

Unitemps Griffith is an employment agency based at the University, providing paid work opportunities for students and graduates and excellent recruitment solutions to industry. Unitemps aims to retain students through financial empowerment and enhance student employability by providing real work in real workplaces. Unitemps is fee-for-service to industry so the students and graduates who are presented to employers need to be appropriately skilled, recruitable, employment-ready and a great fit for the position and employing organisation.

In 2018 a range of small, medium and large businesses in the Brisbane to Gold Coast corridor employed Griffith Unitemps consultants to advertise, source, screen, shortlist, interview and place candidates on their behalf. This year more than 131,922 hours of work for students and graduates was coordinated through the service earning them more than \$4.5 million in wages.

1,619 candidates were placed in degree-related undergraduate, graduate, postgraduate positions and general work, representing a 272% increase over 2017 and exceeding the student placement target specified in the current Academic Plan. Of the candidates placed, 25% were international students.

Mentoring programs

The Griffith Industry Mentoring Program facilitated 310 matches in 2018 (100 more than 2017) between students and mentors in a wide range of industries. This program provides a platform for students to build connections with prospective employers who offer professional guidance and development, job shadowing in the workplace, introductions to industry connections and assistance with resumes and job search tips, all of which supports the transition into graduate employment.

eCareerCoach, our online career mentoring program, ran successfully for its second calendar year. It was embedded as an assessable item in a large first year course in 2018, and more than 870 students completed the program as part of their assessment. Of the 150 coaches involved in the program more than 100 are Griffith alumni. In 2019, eCareerCoach will be embedded as an assessable item in a third year capstone course, and will be more broadly rolled out across the University.

Goal 2.0 Quality

Goal 2.0 of the Academic Plan articulates the University's priority of providing students with exceptional learning and teaching experiences and access to user-friendly, fit-for-purpose, accessible support.

In 2018, the introduction of our Digital First strategy outlined the vision for new technologies and digital platforms as vital to enabling changes to how we deliver the Griffith education experience, with support that is accessible and available at scale. The decision to introduce an all-encompassing Virtual Learning Environment with a new Learning Management System at the core, our partnership with Microsoft, an internationally recognised learning analytics platform, expanded use of artificial intelligence, and greater uptake of artificial and virtual reality are all enhancing the way we deliver learning, teaching and student support.

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

Student feedback and evaluation

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

Student Experience of Course (SEC) surveys are conducted through the online experience@griffith system, with all undergraduate and coursework postgraduate students invited to provide feedback. Preliminary 2018 results show 87% of courses achieved a mean score of 3.5 or higher in student satisfaction (out of a possible 5), maintaining the strong result demonstrated in previous years.

The Student Experience Survey (SES) is a national survey of first and later year undergraduate students designed to measure aspects of university life, such as skill development, learner engagement, teaching quality, student support, and learning resources, as well as student satisfaction of educational experience.

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

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

Quality and innovation – our teaching programs

Virtual Learning Environment

The new Griffith Virtual Learning Environment (VLE) integrates teaching and learning tools designed to enhance our students' learning experiences. The environment is designed from a student-centred perspective and emphasis is placed on a consistent quality experience and helping students confidently navigate their digital environment. This environment facilitates increased levels of interoperability across our suite of learning and teaching systems. The VLE initiative aligns with the University's priority to drive transformation, innovation and student success through a series of Digital First strategies.

The VLE will be organised around a next-generation Learning Management System, Blackboard Ultra, providing an updated and streamlined design that delivers improvements to both academics and students, including: more intuitive user interface, streamlined workflows, collaboration features, personalised user experience with aggregated and actionable information and mobile friendly design.

The VLE also incorporates tools from the Microsoft Office 365 suite. Key tools that will feature in the Griffith VLE include Microsoft Teams (digital hub that supports collaboration), OneNote (organisation and presentation of material) and Stream (digital video). Griffith has conducted a series of workshops in partnership with Microsoft, to explore the role of O365 in education, and active pilots of these tools are currently underway.

The change process recognises that there is a significant need for staff professional development. An Early Adopter Program has been established to support course development in the new environment and to better understand the transition. This is informing the wider strategy. In addition, several online support tools and platforms have been developed. For example, the Tech Ecosystem Navigator is an online tool that facilitates staff discovering technology applications to support their teaching. Explore Learning and Teaching (ExLNT) provides a digital repository of exemplar practices and innovative ideas for staff. The success of this initiative is reflected in the project winning the 2018 ACOE Innovation in Technology Enhanced Learning award.

Significant progress has also been made in encouraging the adoption of a range of digital tools within the Griffith academic and student community in support of learning transformation. The Echo 360 Active Learning Platform was piloted with a very positive response. Students are reporting feeling more engaged and demonstrating higher levels of participation. The platform will be deployed at scale in 2019.

The University's commitment to strengthening authentic learning and assessment was progressed in 2018 with the further deployment of the PebblePad ePortfolio platform. Usage has doubled since the previous year with 22,809 active users and 317 course links. The success of the implementation was recognised at the 2018 LEARNX Awards with Griffith winning the People and Culture Platinum awards.

Course Analytics@Griffith, which provides staff with enhanced information about student engagement and performance through a series of customised dashboards, continued to experience increased usage. Staff are becoming increasingly confident in using digital data to understand and support students' learning. This platform will be upgraded in 2019 with enhanced functionality to better support the new VLE environment.

Learning, teaching and the student experience

Personalised online orientation and academic skills development

In Trimester 1 2018 Griffith launched myOrientation, a personalised fully online orientation package to enhance student transition to Griffith. Continued development throughout the year rolled out group and program specific information and a consolidated academic skills section. As part of Griffith's commitment to maintaining safe campuses, an online module designed to raise awareness and educate students about sexual consent is a mandatory part of our students' orientation journey.

Enhancing our physical and digital environment

Create Your Own digital video studios

Griffith's Create Your Own (CYO) Studio services are available to all staff to produce high quality videos for learning and teaching. There are currently five studios across the University with a further two being built at Nathan and Logan campuses for launch in January 2019. These studios were well utilised with 1,447 CYO sessions booked across the year and 627 unique users, 403 of which are part of our newly implemented CYO User Group in Yammer. 183 new users were trained this year in use of the studios.

The iterative development of the CYO Studios and associated services is guided by a Digital Video Capability Framework, which is strategically aligned with the *Academic Plan 2017–2020*, to ensure holistic support for the University's goals and transformation via professional learning and practice at scale.

2018 also saw the implementation of a new innovative iteration within the Studios, Virtual Glass. Virtual Glass replaces heavy glass boards and the extra overhead associated with editing this type of video output. It allows presenters to virtually write across the screen using an iPad within the Studio, but the effect is that of a glass board. A new immersive studio is also nearing build completion and will be launched mid 2019 to accommodate requirements around immersive learning with video.

VoiceThread

VoiceThread is a multimedia presentation tool and discussion space all-in-one and was implemented to enhance student engagement, communication and collaboration. The early uptake of VoiceThread has been very encouraging, with Trimester 2 showing a significantly high use of the tool, particularly in the areas of engagement for orienting, and providing a platform on which students can create and present.

Since its introduction, 116 academic staff and 1,148 students have engaged with the VoiceThread platform. In total, 2,090 VoiceThread presentations were created, including 4,785 slides of content. 6,067 comments were registered, demonstrating its success in engaging students and encouraging feedback and collaboration.

VoiceThread will continue to be deployed in 2019, with ongoing enhancements that will promote the best experience for our students and educators.

Digitally-enabled learning spaces

The introduction of the Digital First strategy placed further emphasis on the need to transform learning spaces to support new learning experiences. This continued to occur across all campuses with repurposed spaces within our libraries and refurbished classrooms that allow flexible teaching delivery, in particular the application of engaging pedagogies to support active, authentic and collaborative learning. The University plans to upgrade more learning spaces in 2019 to facilitate and support active learning.



Hugh Gormley and Espen Dammen demonstrating Virtual Glass in a Griffith CYO Studio

Enhancing and celebrating good teaching

Celebrated teachers

The University has a strong record of success at the national level in the Awards for Australian University Teaching (AAUT). Over the past eight years (2010–2017), Griffith has won 17 Awards (11 for Teaching Excellence and six for Programs that Enhance Learning), 49 Citations for Outstanding Contributions to Student Learning, and eight National Teaching Fellowships. These results have placed Griffith first in Australia for Citations and Fellowships to date. Three Griffith academics have been named the Prime Minister's Australian University Teacher of the Year. Two of these were awarded in consecutive years (2014 and 2015). The 2018 AAUT round was delayed, with outcomes due to be announced in February 2019.

Vice Chancellor's Award

The Vice Chancellor's Award for the Griffith University Teacher of the Year for 2018 was presented to **Dr Taeko Imura** (School of Humanities, Languages and Social Science). Dr Imura has been teaching Japanese language at Griffith University for 23 years, coordinating the Japanese language program and convening and teaching all Japanese language courses from first year to honours level. She is a leading scholar of learning and teaching in her discipline, having secured eight funded projects, including most recently a 2018 New Colombo Plan Mobility grant.



Vice Chancellor's Award for the Griffith University Teacher of the Year for 2018 was awarded to Dr Taeko Imura (School of Humanities, Languages and Social Science)

Taeko's innovative teaching approaches include a variety of learning technologies and active learning strategies to meet the unique needs of her student cohorts. These approaches also have a transformative effect on student language learning. Taeko promotes mobility initiatives and organises career events which enable her students to reach their highest proficiency in Japanese, enhance their career opportunities and deepen their engagement with the Asia-Pacific region. She is an exemplary Griffith educator.

Griffith Awards for Excellence in Teaching

The Griffith Awards for Excellence in Teaching for 2018 (GAETs), presented at the Vice Chancellor's Teaching Excellence Awards, recognised the following inspirational staff who are committed to enhancing the quality of the student experience:

- **Dr Taeko Imura** (School of Humanities, Languages and Social Science) *Group Excellence in Teaching Award, Arts, Education and Law*
- **Ashley Burgess** (Griffith Film School) *Group Excellence in Teaching Award, Arts, Education and Law*
- **Dr Matthew Xerri** (Department of Employment Relations & Human Resources) *Group Excellence in Teaching Award, Griffith Business School*
- **Dr Vinod Gopalan** (School of Medical Science and School of Medicine) *Group Excellence in Teaching Award, Griffith Health*
- **The Bioscience Team: Dr Matthew Barton, Dr Michael Todorovic, Grant Williams-Pritchard** (School of Nursing and Midwifery) *Group Excellence in Teaching Award, Griffith Health*
- **Rebekah Strang** (School of Education and Professional Studies) *Griffith Excellence in Teaching Priority Area Award, Sessional Academic.*

Each trimester 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 trimester lists of excellent teachers displayed on the Griffith University Recognising Teaching Excellence website.

Higher Education Academy Fellowships

Higher Education Academy (HEA) Fellowships, awarded at increasing levels of standing from Associate Fellow (AFHEA), Fellow (FHEA), Senior Fellow (SFHEA) and Principal Fellow (PFHEA), are globally recognised as an indicator of excellence and impact in learning and teaching. There are now over 110,000 HEA Fellows globally and only a small but very prestigious group of 1,000 who have attained Principal Fellowship. In 2017 the University commenced piloting the United Kingdom Higher Education Academy (now known as Advance Higher Education – Advance HE) Fellowships scheme, and cohort one saw 12 Griffith academic and professional staff gain fellowships, including two Principal Fellows.

A further 76 staff members were supported by Griffith and submitted applications for fellowship in 2018. The total number of fellowships acquired through a Griffith supported pathway to date is 60, including six Principal Fellows, with 28 applications currently pending assessment. This is a remarkable achievement, which is part of the ongoing effort by the University to raise the profile of learning and teaching and celebrate the achievements of our teachers.

Learning, teaching and the student experience

Significantly, Griffith achieved self-accreditation status from Advance HE in November 2018. This will enable a greater number of Griffith educators to gain professional recognition as HEA Fellows. Staff will be able to gain fellowship through four different professional learning programs—as pathways to different categories of Fellowship. The four programs are listed below:

Program 1: Teaching for Learning—a pathway to AFHEA

Program 2: Curriculum and Assessment Enhancement—a pathway to AFHEA

Program 3: Graduate Certificate in University Learning and Teaching—a pathway to FHEA

Program 4: Learning and Teaching Practice—a pathway to FHEA or SFHEA

Programs 1, 2 and 3 are existing professional learning programs. Program 4 will be a new program at Griffith.

Strategically, partnering with Advance HE aligns with the work of Learning Futures and the Griffith Learning and Teaching Academy in recognising and growing an inclusive culture of learning and teaching leadership, excellence and innovation. Our capacity to transform education across Griffith is significantly enhanced through this partnership and accreditation.

Griffith Learning and Teaching Academy

The Griffith Learning and Teaching Academy was launched in 2018 and seeks to provide ongoing institutional recognition for exemplary learning and teaching practice, and a mechanism to utilise the expertise of exemplary educators in the process of quality enhancement and practice innovation in learning and teaching. The Academy's vision is to enhance and recognise excellence in learning and teaching through collaborative and scholarly practice.

2018 saw the establishment of the Academy Steering Committee as a sub-committee of the Learning and Teaching Committee and the appointment of the Academy Chair, Professor Gemma Carey. Group Chairs for each of the four Academic Group Academy Chapters were appointed to facilitate local contribution and capacity building.

The Academy's membership comprises Griffith's national and institutional citation and award winners, our leaders of learning and teaching and our Higher Education Academy Fellows. Academy membership has grown from 159 in April 2018 to 185 members in December 2018.

The Academy promoted and enhanced the scholarship and leadership of learning and teaching, advanced staff professional learning and contributed to the dissemination of scholarly and innovative learning and teaching practice in 2018 through:

- identifying and promoting Communities of Practice (CoP) as a model for teachers to share ideas, collaborate and develop collective pedagogical knowledge and scholarly practice
- sponsoring the Communities of Practice Symposium in Celebrating Teaching week
- Academy member events: Academy Launch lunchtime session and HEA Fellows Celebration and Networking Lunch
- collaboration with Learning Futures to produce a range of resources to support staff preparing for Academic Staff Career Development (ASCD) processes, including preparing for ASCD conversations about Learning and Teaching
- facilitating the selection of 2018 AAUT Citation and Award nominees and providing mentoring support for these nominees through the Academy membership
- conducting operational processes for the Griffith Awards for Excellence in Teaching
- initiating the Recognition and Reward review and renewal proposal.

Celebrating Teaching Week

This is a key learning and teaching event for recognising and rewarding excellence in education and disseminating award winning approaches and innovative ideas. The 2018 program included eight university-wide professional learning opportunities and was well received with approximately 680 attendances across the week. Events were streamed live and recorded to facilitate maximum access by staff. The 2018 program featured keynote presentations from colleagues from industry, other institutions and Griffith leaders of learning and teaching, to share information about contemporary pedagogies, active and authentic learning, work integrated learning, educator self-care and Communities of Practice. Staff also had the opportunity to learn more about the new Griffith Higher Education Academy (HEA) Fellowship Scheme and Virtual Learning Environment (VLE).

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

2018 Griffith Internationalisation Awards

The Griffith Internationalisation Awards seek to reward and recognise academic leadership in advancing the internationalisation agenda at Griffith. For the first time in 2018, the Internationalisation Awards were presented as part of the Vice Chancellor's Teaching & Learning Awards ceremony:

Professor Herman Van Eyken from Griffith Film School received the 2018 Most Outstanding Contribution to Overall Internationalisation award for his sustained contribution over several years to ensuring the Film School is globally connected through a range of active partnerships; and particularly for his commitment to mentoring Griffith Film School staff in this area and encouraging staff and students to participate in a range of international collaborations and experiences.

Dr Heather Faulkner, from the Queensland College of Art, received the 2018 Most Outstanding Contribution to the Development of Short Term Global Mobility Programs award for her sustained commitment to providing opportunities for QCA students to have international experiences. Participants attested to the significant impact of her programs both during the experience and longer term on their employability and ongoing career development.

Staff development

Leadership development

We continued developing leadership strength and quality throughout 2018, commencing the year with 163 senior academic and professional Griffith managers participating in the 2018 Senior Leadership Conference—Our Remarkable Journey. Updates were provided on key strategies and priorities and opportunities were developed for increased partnering and collaboration across the University, particularly in the areas of Gender Equality and Athena SWAN, UA Reconciliation Action Plan and the Safe Campuses project.

Two Academic Leaders forums were held in 2018 providing opportunities to engage academic leaders in discussions around University strategies, directions and priorities including building organisational capability, the Academic Managers Integrity toolkit and implementation of the Digital First strategy.

The new flagship leadership development program, Manager as Coach, was piloted with a cohort of 59 academic and professional staff leaders to build capability in delivering strengths-based coaching and feedback to improve performance and careers. The Managing at Griffith program provided development for 24 early career professional supervisors and managers.

Managers and supervisors accessed a range of internal and external leadership and management programs and the learning and development catalogue was expanded to include a suite of change leadership and support programs to develop greater agility, resilience and responsiveness to change.

Capability, performance and talent development

During 2018 Griffith continued to provide direction, frameworks and programs to develop performance, capability and talent throughout the University.

An induction and development program to support the outcomes from the Review of Academic Administration was developed and delivered between August and December. More than 104 staff who took up the new School Manager, Group Program Services Manager, Program Support Officer and Academic Services Officer roles participated in a range of workshops which focused on core aspects and knowledge of the new roles, strategies, frameworks and work processes.

The Griffith University Capability Development Framework was developed in consultation with senior leaders and staff and establishes core capability and leadership frameworks. The Framework provides an accessible digital interactive guide for staff to identify and tailor learning and development resources to key capabilities and priorities. In the first eight weeks of activity, more than 350 staff self-assessments and tailored learning plans were produced.

Facilitated webinars were developed and conducted for more than 97 managers throughout Corporate Services on building the capabilities of managers to develop the performance capabilities and careers of their staff. Staff career development workshops were run for 105 corporate services staff.

Academic Supervisor Development programs continued throughout the year, aligning and embedding the changes in academic performance and career development towards more frequent, developmental and forward-looking performance conversations for academic staff. The general training and development program delivered 80 short course and online learning programs to a total of 783 professional and academic participants on topics such as presentation skills, change support, customer service, using quality data, productivity and effectiveness, communication and project management.

Key diversity and inclusion programs were undertaken including the Women in Leadership program (32 participants with good representation from Aboriginal and Torres Strait Islander women), the third cohort of the Leneen Forde Future Leaders program for women (11 participants) and the MATES Bystander Program (80 Corporate Services staff).

Professional learning reflection tool for academic staff

Learning Futures developed and launched a professional learning reflection tool in 2018 to support the academic staff career development process. The reflection tool enables staff to identify opportunities based on their capability development needs, teaching contexts and positions. The reflection tool links with the Explore Learning and Teaching database of professional learning activities and resources to provide an integrated experience for staff to reflect on their practice, establish personal learning plans, and track progress in meeting their professional goals.

Learning, teaching and the student experience

New Graduate Certificate in University Learning and Teaching

In 2018 Learning Futures designed and developed a new Graduate Certificate in University Learning and Teaching for launch in 2019. Offered fully online to Griffith staff in teaching and teaching support roles, the Graduate Certificate focuses on the development of educators as intentional and reflective teachers, leaders of learning, collegial colleagues, and scholarly inquirers. The Graduate Certificate is also a pilot program for Griffith's new Virtual Learning Environment, using a range of innovative digital learning and teaching tools to support effective staff professional learning. All staff who complete the new Graduate Certificate will also be awarded Fellowship of the Higher Education Academy through Griffith's newly accredited HEA Fellowships @ Griffith program.

Staff diversity

Strategy

Several plans guide our staff equity, diversity and inclusion efforts at Griffith. These include the Griffith University Strategic Plan; Equity, Diversity and Inclusion Plan; Our People Plan; Disability Action Plan; Reconciliation Action Plan; Griffith SAGE Pilot of Athena SWAN Action Plan, Pride Plan and associated Element and Group Plans.

Gender Equity

Griffith received significant recognition for its gender equity efforts in 2018. We

- received Bronze Award accreditation for our SAGE Pilot of Athena SWAN submission
- were again recognised as a WGEA Employer of Choice for Gender Equality
- were a finalist in the Women in Technology Employer of Choice Awards.

We released a candidate attraction video on Griffith's Remarkable Women, introduced gender targets on shortlists, ran an unconscious bias in selection decisions workshop for executive staff, coordinated a women-only promotions session and appointed a new Women in STEMM Coordinator to oversee the implementation of the Griffith Athena SWAN Implementation Action Plan. Via the new Enterprise Agreements, we improved paid parental leave entitlements for staff with less than 12 months continuous service. We improved information available on workplace flexibility for prospective and current staff.

The third cohort of the Leneen Forde Future Leaders program for women commenced in 2018 with 11 participants engaging in sponsorship, networking, career planning, 360-degree feedback, and funded leadership development opportunities. We again ran the Women in Leadership Program, ensuring good representation from Aboriginal and Torres Strait Islander women.

Safe and respectful campuses

Griffith continued to progress recommendations from Change the Course: National Report on Sexual Assault and Sexual Harassment at Australian Universities and engaged external consultants to review key aspects of our implementation to date, including the factors which contribute to sexual assault and sexual harassment in on-campus colleges and residences as highlighted in End Rape on Campus' Red Zone report. Key achievements in 2018 included new staff and student policies related to sexual harassment and assault, and bullying discrimination and harassment; and targeted training and awareness programs for staff and students across the organisation under the themes of Consent, Bystander and Responding to Disclosures. The inaugural MATE conference, *#Be someone who does something—the role of the bystander in preventing violence* ran in November 2018. We commenced an independent review on workplace bullying and harassment to further build on efforts to create a healthy university.

Embedding equity, diversity and inclusion

Key staff equity, diversity and inclusion achievements in 2018 included embedding equity, diversity and inclusion as a key capability in the new Leadership Capability Framework and creating an equity, diversity and inclusion award category in the Vice Chancellor's Awards for Excellence in Professional and Support Staff Service. We created a new workplace equity, diversity and inclusion website to provide a central source of information for our staff. To further facilitate communication and knowledge we created a digital "community of practice" for our Equity Champions.

Gender and sexuality diversity and inclusion (LGBTIQ+ diversity and inclusion)

2018 marked a year of firsts for the Griffith Ally network and Pride Working Party—hosting the first Pride in Diversity Higher Education roundtable and raising the rainbow-pride flag at all campuses on International Day Against Homophobia, Biphobia, Intersexism and Transphobia (IDAHOBIT). The Griffith Review and Griffith Library ran the *Stories beyond 'Yes' or 'No'*. The expert panel explored the social, political and personal impacts of the marriage equality postal survey, bringing to life the big issues and the stories around them. Panelists included award winning author and *Griffith Review* editor Dr Ashley Hay (facilitator); acclaimed writers and *Griffith Review* contributors Benjamin Law and Erin Gough; and Griffith researchers and staff members Dr Heather Faulkner and Dr Michael Carden.

Cultural and linguistic diversity

Griffith joined the Multicultural Queensland Ambassador program and commenced a pilot of the SBS Cultural Competency Program for staff and students.

Disability inclusion

We commenced a review of the employee lifecycle from a disability inclusion perspective and introduced online training for our staff.

Targets

Griffith has a number of targets related to gender and Aboriginal and Torres Strait Islander representation including 45% women at Associate Professor and Professor; 50% women at HEW 10 and above and increase, by 5 per cent per annum, the number of Aboriginal and Torres Strait Islander staff.

At the 2018 census date (31 March), women represented 40.4% of those at Associate Professor and Professor levels (44.2% of Associate Professor and 38% of Professor) and 44.4% of staff in senior administrative and professional roles (HEW 10 and above). Griffith is approaching gender parity with academic women representing 48.5% of all academic staff. In the 2018 promotion round, 54 (62%) of the 87 staff promoted were women. By December 2018 the number of Aboriginal and Torres Strait Islander staff members increased to 66. Griffith staff identified as having over 107 different languages other than English.

Goal 3.0 Student-centred

Our approach to learning and teaching delivery firmly positions the student and their experience at the centre. In 2018 the introduction of the Digital First strategy has driven further transformation of our academic programs and student support, motivated by a commitment to ensure a remarkable student experience. We have continued to strive for this goal by further investing in the development of flexible and accessible learning and support for all our students. We are doing this by expanding online opportunities and resources for students, providing enhanced academic support at scale through digital solutions and by continuing to promote inclusivity and increased participation of students from diverse and often disadvantaged backgrounds. New and existing initiatives are designed with the student in mind, to support and scaffold their success and to meet their needs.

Flexible programs

Our trimester-based academic calendar provides students with additional options to enter Griffith programs throughout the year, and opportunities to accelerate their studies or spread their study load across the three trimesters. Uptake of Trimester 3 continues to grow with a 23% increase in T3 student enrolments in 2018—evidence that students appreciate the flexibility that such a model offers. Griffith Business School maintained its position as the leading group for T3 student load, however the pronounced increases in AEL (Arts, Education and Law), health and sciences indicate a university-wide trend.

Micro-credentials and digital badging

In 2018 Griffith University began the initial implementation of micro-credentials and digital badges. A micro-credential certifies achievement at the sub-course level in a specific area of study or professional development, whereas the digital badge is a visual online representation of that achievement incorporating metadata about how the badge has been attained. Throughout 2018 the policies, processes and systems required to support digital badges and micro-credentials were established. Selection of a digital badge issuing platform for implementation in 2019 is a key outcome. Recognising that new jobs are being created in emerging fields and that formal qualifications may not capture or evidence those skills and expertise, the digital badge issuing platform's relationship with LinkedIn and job data was an important consideration in its selection.

Digital badges have been designed to complement the Griffith brand and are in accordance with the digital badge taxonomy. The first micro-credentials established in late 2018 are Student Support and Development, and Practice-based Learning in the Workplace, both continuing professional development (CPD) digital badges. This initiative is growing with several State Government employers and professional bodies contracting Griffith to provide continuing professional development credentials with pathways into postgraduate programs.

AMP partnership with Griffith

We have partnered with AMP to create an online Graduate Certificate and Master of Financial Planning, and more recently a Bachelor of Applied Financial Advice (from Trimester 1, 2019). The AMP Adviser Academy is also integrated into the Masters program and is separately delivered to career changers and graduates as a structured pathway to a professional financial advice career in the AMP Network. A number of scholarships are offered by AMP in relation to these programs. We are currently finalising a thought-leadership partnership with AMP (for three years from 2019) that includes a co-funded research fellow and funding from AMP amounting to \$120,000 for a program of research.

Professional Learning Hub

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

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

Learning, teaching and the student experience

Learning in the cloud

Digital campus and Griffith Online

Griffith Online continued to support innovation and transformation in online program delivery and grow online student load. In 2018, we launched our Digital campus as a way of consolidating our online presence, recognising the breadth and scale of our online offerings, and ensuring a full suite of services caters for our online student cohort.

The Digital campus is our third largest campus and our fastest growing and allows us to give focus and attention to online going forward. The Digital campus includes all Griffith's online offerings and encompasses partnerships with EduGrowth, FutureLearn, Pearson and OUA. We have a total of 104 programs offered online across a range of modes from accelerated online, to online in 12 week mode, to fully flexible programs where students can alternate between on-campus and online study.

In 2018, 11,162 students studied in online programs with Griffith (compared to 11,527 in 2017), and in total 20,231 students studied at least one online course with us (compared to 20,271 in 2017).

In 2018 we also had over 30,000 individuals join our Massive Open Online Courses (MOOCs) from across 140 countries. Griffith has also developed a series of Research Methods MOOCs in partnership with Deakin University, which has initiated exploration of further collaboration in the future.

Open Universities Australia (OUA)

Griffith University remained the second largest provider of online programs through OUA in 2018, claiming 24% of the OUA market share. The decline in Griffith-OUA enrolments slowed to -1% (c.f. -6% the previous year) with 23,854 enrolments in 2018 compared to 24,153 enrolments in 2017.

Strong enrolment growth was observed for students studying in degrees in business, arts, communication and criminology and criminal justice; with a concurrent decrease in students doing single subjects (NAWD). Enrolments in 2018 heavily favoured undergraduate programs (22,922 enrolments) compared to postgraduate programs (932 enrolments). OUA also enabled Griffith to extend its reach outside Queensland, with 29% of students coming from NSW and 22% of students from Victoria. Undergraduate enrolments for Commonwealth supported places (CSP) at Griffith showed a noticeable increase (11%), reaching 10,537 CSP OUA unit enrolments in 2018—a positive outcome resulting from aligning the CSP eligibility for admission into a degree, in late 2017. Growth also occurred with an increase of 10% new students to 3,419 new students.

Griffith continued to revitalize its OUA portfolio of programs. The OUA postgraduate single course of study initiative was expanded from five to 38 units. All Griffith-OUA full undergraduate programs rank in the Top 20 undergraduate OUA programs. Transition to trimesters (flexible terms) for postgraduate OUA units was achieved during 2018, for implementation in T1, 2019.

In mid 2018, OUA and Griffith University entered a Lead Referral agreement resulting in the launch of 56 Griffith University online degrees on the OUA Marketplace between August to October 2018. An additional 10 degrees are planned for release in late 2018–early 2019. Over 700 unique leads were received for T3 2018 degree intakes based on OUA's exposure and reach.

As part of the project, OUA systems were integrated with Griffith's marketing automation to provide a streamlined future student experience. Moving forward, monthly monitoring and ongoing improvements will continue in 2019 to refine the degrees and maximise the benefit from this marketing platform and the enrolment results attained.

Two new OUA pathways, Business Management and Communication, were introduced towards the end of 2018, to increase attraction of NAWD students, increase articulation to degrees and raise the up-front profile of Griffith University within the OUA portfolio. Through the Open2Study platform, Griffith continued to offer two MOOCs. Since first offered in April 2013, 17,960 students have undertaken Introduction to Business in Asia and 37,437 students have undertaken Understanding the Origins of Crime.

Griffith Pearson alliance

During 2018 Griffith offered 10 programs in partnership with Pearson. Overall in 2018 these programs grew by 7 per cent in total enrolments compared to 2017. This growth was seen predominantly in the non MBA programs. Overall the MBA's total enrolments fell by 3 per cent due to increased competition in the MBA market. A key strategic shift occurred in 2018 with the decision to transfer services and support for eight of the programs (with the exception of the Graduate Certificate and Masters of Business Administration) back to Griffith. This project commenced in the middle of the year and the transfer is due to be complete by the end of April 2019.

FutureLearn

Griffith offered 27 MOOCs on the FutureLearn platform during 2018. This included a series of three MOOCs developed for internal staff called Teach Online. Our most popular MOOC was in music psychology, called Why Does Bohemian Rhapsody Feel So Good? with 4,000 joiners. The popularity of this MOOC reinforced that high numbers of joiners are drawn to socially orientated, general interest offerings.

Retention and student success

Scholarships

In 2018 there were 745 Griffith scholarship recipients. This marked a decrease of 412 scholarships compared with 2017, which was due to the Griffith Connect and Uni-start transition grant no longer being available. The Griffith Improvement prize was introduced in 2018 to retain flight risk students. To date this has been successful with 96% of prize winners either completing their degree or remaining enrolled at Griffith.

During the GC2018 Commonwealth Games seven scholarships were available for, and awarded to, students from any Commonwealth country or territory, including Australia. These prestigious and generous scholarships recognised academic and sporting excellence, participation and achievement, leadership and community engagement. Each scholarship included a full fee waiver, accommodation (full board and lodging) and a contribution towards education expenses. There were two categories of scholarships:

1. Griffith University and Gold Coast 2018 Commonwealth Academic Excellence Games Scholarships. Three Griffith student athletes were recipients of these scholarships.
2. Griffith University and Gold Coast 2018 Commonwealth Games Sporting Excellence Scholarships. Three Griffith student athletes were recipients of these scholarships.

Griffith Business School continued its partnership with *Queensland Business Monthly (QBM)* in the delivery of the QBM Griffith MBA Responsible Leadership Scholarships competition. Offering a total prize package up to \$130,000, the next generation of business leaders were encouraged to enter, and a Masterclass event was run at our South Bank campus as part of the competition. Masterclass participants submitted a reflective essay on their learnings from the lectures, and final short-listed candidates were judged on their video pitches.

The winner of the 2018 QBM Griffith MBA Responsible Leadership Scholarships competition was **Cara Turnley**, who won the full scholarship valued at \$51,000. Cara is a senior consultant in risk assurance at PwC Australia.

Other winners include City of Gold Coast IT project manager **Tanya Lipus** who will receive the \$25,000 half scholarship, and four other finalists—**Andrew Stephenson, Cherie Watt, Gilbert Guaring** and **Kieran Chilcott**—who will each receive scholarships to the value of three Griffith MBA courses. All winners were acknowledged at the School's Gala Dinner on Friday 2 November.

Student mentoring

Griffith coordinated 38 peer-mentoring programs across Griffith in 2018, with approximately 885 students providing mentoring for both undergraduate and postgraduate students, including approximately 63% of commencing students. Mentoring at Griffith provides support, information, best practice and a 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 2018, 781 peer mentors accessed this training to support transition and engagement programs. 305 LinkedIn recommendations were provided to student mentors by the Mentoring and Development Coordinator in recognition of their 2018 role.

Mentoring for equity cohorts

In 2018, 86 peer mentors were trained to serve in multiple widening participation programs both in the outreach and transition space. During the year, regardless of location, opportunities for engagement were shared across the whole mentor pool, which resulted in greater development for the mentors and further uniformity of program delivery. Recruitment for 2019 mentors began in October 2018 resulting in more than 20 new mentors ready to commence work with Student Diversity and Inclusion in January 2019.

Peer Assisted Study Sessions (PASS)

The Peer Assisted Study Sessions (PASS) program has proven to be a highly effective retention and student success initiative for Griffith, with benefits to both participating students and peer mentors. PASS is a peer-led student learning program offered in addition to scheduled lectures in which students work together to review key lecture content, test their understanding of difficult concepts, gain confidence through discussing course material and engage in cooperative problem solving methods. The aim of the PASS program is to assist new students to adjust to their university experience. Based on the evidence², which shows that students who participate in just one PASS session can expect to receive a significant increase in their final mark for that PASS course, the University continues to invest in and expand the PASS program. Drawing on the exceptional pool of student mentors at Griffith, who all complete a nationally accredited training program, the scheme targeted additional courses in 2018, including some online, and will continue to grow in 2019.

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

Learning, teaching and the student experience

Academic skills development

Library and Learning Services continued to support academic skills development and collaborated with the Student Success Unit and academic and professional colleagues to further develop and streamline online resources as part of students' orientation and transition to university. New structures across the University were also introduced in 2018, with a focus on the degree program as the central organising unit, to further support the embedding of academic skills development in curriculum and scaffolded across the degree.

The Academic Skills Model (ASM) was also implemented, and provides a framework for embedding academic, information, and digital literacies within coursework, supported by Library and Learning Services. The ASM was designed to assist with the development of these key literacies as students require it, and as is contextually relevant to their learning outcomes and assessment. Online Academic Skills and Transferable Skills workbooks are also available to support students in the acquisition of core literacies and skills, and to support staff in embedding skills development in curriculum. This work will continue in 2019, supported by the Digital First strategy, to enable students from all disciplines to easily access resources and further develop academic skills within the context of their specific degrees.

English language skills

Griffith's English Language Enhancement Strategy (GELES) is a unique program that is designed to support international students who speak English as an additional language (EAL) across the whole of their student journey at Griffith. GELES has continued to have broad reach across the five campuses of the University in 2018, offering support to students at all degree levels. The Succeeding at Griffith component facilitates the academic transition of students from overseas partner universities articulating into the second or third year of a Griffith undergraduate program and was attended by approximately 50 commencing students from six partner universities. Over 1,400 undergraduate students enrolled in the 10CP English Language Enhancement Course (ELEC) across the four academic groups, while the Postgraduate English Language Enhancement (PELE) adjunct tutorial was offered in 28 postgraduate coursework courses with large EAL student cohorts. Approximately 7,000 EnglishHELP consultations were conducted with students at all degree levels.

For the first time in 2018, the Griffith English Language Institute (GELI) developed and implemented Griffith Bridging English, offered prior to each trimester, to enable domestic students to achieve the equivalent of senior English for entry to Griffith undergraduate degrees. Approximately 60 domestic students met the language proficiency requirements for degree study as a result of the three courses offered this year.

Student leadership

In 2018 a series of professional development workshops were once again provided under the LEAD banner (Leadership, Enrichment and Development). These programs are available to all Griffith students with both online and on-campus workshops and events on offer. During 2018, 371 students registered to attend at least one event or workshop.

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 2018, 23 students were sponsored by the PDCE Fund to attend domestic and international development activities, including two Griffith student representatives at the National Student Leadership Forum in Canberra.

In addition, Griffith Business School offers a range of enrichment opportunities to our students including a very successful Student Leadership Program. This two year co-curricular program provides participants with exclusive leadership development training, peer mentoring and volunteering experience, a requirement to contribute to School and University recruitment and promotional events, amongst other benefits and acknowledgements. Since launching in 2012, there have been more than 160 graduates from the program and there are currently 80 students enrolled.

International student leadership

Griffith International's Student Experience engagement programs continued to provide welcome, transition and social activities to international students throughout 2018, and to provide Griffith Mates student leaders with opportunities to develop their employability skills. In Trimester 1 2018, 126 Griffith Mates were recruited from 42 countries, speaking 30 different languages, and studying in 45 programs across the University. During Trimester 1 2018 and Trimester 2 2018, the Griffith Mates team contributed over 4,600 cumulative volunteer and paid hours, welcoming 1,700 international students at the International Welcome Markets held during orientation weeks, and providing mentoring to 436 students through the International Student Buddy Program. Similar activities were scheduled for Trimester 3 2018. Griffith Mates have also been actively engaged with the wider community in representing Griffith University on the Council International Student Australia (CISA) Board, Study Gold Coast and Study Brisbane Student Ambassador Programs, and the Queensland International Student Advisory Panel.

Building aspiration and widening tertiary participation

Uni-Reach

Completing its 22nd year, the Uni-Reach program expanded into five new secondary schools, bringing the total number of partner schools to 25 (Brisbane, Logan, Inala, Redlands, Gold Coast regions). The program once again successfully supported the activities of The Smith Family, and the Country Education Foundation, as well as deepened Griffith's engagement with Out of Home Care students through programming that invited agencies such as Key Assets, Uniting Care, the Mercy Foundation, and CREATE to participate.

In 2018, 735 Year 12 and nearly 900 Year 11 students participated in the program. Uni-Reach encourages the aspirations of low socio-economic and other equity-background students in local communities by demystifying higher education and by assisting students to make informed decisions about their post school options. The team delivers evidenced based³ widening participation programs comprised of customised information sessions, providing access to study skills assistance, mentoring and on-campus activities for Year 11 and 12 students. Uni-Reach is funded through the Higher Education Participation and Partnerships Program (HEPPP).

Careers Outreach Program

The success of the newly revised Careers Outreach Program in Secondary Schools has been impressive. In 2018, 17 schools (two new) participated in the program resulting in 46 school visits, 79 workshops, and the engagement of 4,502 students. Feedback from both teachers and students was positive.

Eighteen schools (one new) and 8,277 students are currently booked to participate in the 2019 program:

- Year 8 High Five: 2,280
- Year 9 True Colours: 3,144
- Year 10 Future Careers: 2,853.

Pasifika LEAD

The Pasifika LEAD (Legacy, Education, Achievement, Dream) program delivered three initiatives that were successful in engaging schools and community representatives in raising the educational aspirations of more than 300 students across Years 10 to 12. A \$12,000 grant was secured for the Pasifika LEAD program, which will support the return of the very transformational LEAD Leadership Development camp in 2019, designed for Year 11 students. In past years, large numbers of participants who have attended the camp progressed to take on leadership roles in their schools and community.

The Year 10 On-Campus Conference hosted at Logan boasted its largest participation to date with 150 students. "Beenleigh – Take the LEAD" is scheduled for Year 12 students in 2019, after the hugely successful inaugural "Mabel Park – Take the LEAD" program, which is a professional development initiative that allowed students to network with 25 Pasifika professionals representing a wide range of roles and industries.

Adult Learning Engagement Strategy

The Adult Learning Engagement Strategy draws on partnerships between TAFEs, community colleges and transition programs within Griffith to recognise the diverse journeys of adult learners and non-school leavers as they work towards and move into higher education. Using on-campus visits, in-school workshops and evening information sessions, close to 1,000 engagements with adult learners and non-school leavers were achieved in 2018. A new model combining outreach and recruitment will be implemented to further aid in the recruitment and retention of adult learners at Griffith in 2019.

Students of low SES

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

- support Uni-Skills peer mentoring programs, and Peer Assisted Study Sessions (PASS) in a broad range of threshold courses
- continue the Widening Tertiary Participation Program for Pasifika Communities
- provide direct financial support to students, including scholarships, bursaries and laptops offered each trimester, and funding for extra-curricular opportunities and professional development activities such as conference attendance
- develop career-focused skills such as 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)
- develop an online financial literacy module (Budgeting 101) for all students and staff to undertake, delivered through Learning@Griffith.

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

Learning, teaching and the student experience

Student mental health and wellbeing

In 2018 under the sponsorship of the Deputy Vice Chancellor (Academic), the University developed a Student Mental Health and Wellbeing Strategy, based on consultation with a diverse range of stakeholders, including internationally-renowned experts, student associations and students. The Strategy will be implemented from 2019, as part of a wider Griffith University Healthy University agenda. University Mental Health and Wellbeing Week was conducted in September 2018 to coincide with the launch of new materials developed in partnership with RU OK? Australia that targeted the mental wellbeing of university students.

Aboriginal and Torres Strait Islander Students

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

GUMURRII provides a space for Aboriginal and Torres Strait Islander students on all five campuses, enabling students to experience social and cultural activities and access computer labs, study rooms, and personal learning support. In total, 1,057 Aboriginal and Torres Strait Islander students were enrolled in 2018 across all academic groups

with 166 Aboriginal and Torres Strait Islander students graduating (119 undergraduates and 47 postgraduates). Our Direct Entry program alone has received 130 online applications for consideration to study in 2019.

Throughout 2018, GUMURRII participated in several community events, including: NAIDOC Week, Walk and Talk (held during National Reconciliation Week) and Harmony Week. GUMURRII continues to work closely with several community partners including KPMG, Queensland Reds, Career Trackers-Indigenous Internship Program, AIME, Indigenous Accountants Australia, Murri Sisters, 98.9 FM NRMA Insurance Broncos Indigenous Programs, and Legal Aid Queensland. GUMURRII also participated in the second Indigenous STEM Experience Day with 70 students attending from across South East Queensland, an increase in attendance from 2017.

GUMURRII also visited Weipa, Thursday Island and Brewarrina to promote GUMURRII and Griffith University. GUMURRII also hosted a visit from the Star Foundation Girls Academy from the Kimberly region in Western Australia. GUMURRII collaborated with several key partners to support the Indigenous Summer Research Fellowship Symposium program. Twenty Aboriginal and Torres Strait Islander undergraduate students had a unique opportunity to undertake a summer research fellowship within Griffith Sciences research centres and institutes.

GUMURRII continues to support student exchange programs with several students visiting China, Mexico and Canada.



Jessie Elvin, Learning Assistance Officer Gold Coast, GUMURRII Student Support Unit

Disability access

The Disability Advisory Committee has continued to improve access and participation for people with disabilities through the revised *Disability Action Plan 2018–2020*. The Disability Action Plan features 2017 data that reveals Griffith's ratio of students with disabilities at 6.20 per cent of Griffith students (not including OUA students). Of the students undertaking study with Griffith through Open Universities Australia (OUA), 6.29 per cent have disabilities. Each year Griffith sees increased enrolments for students with disabilities and is edging closer to population parity which is 8 per cent. A small but increasing number of staff with disabilities are self-identifying through human resource data.

Disabilities Service sits within Student Services and provides a range of services for students with disabilities, including:

- direct support for students with disabilities through reasonable adjustments including the long-standing Deaf Student Support Program
- outreach to prospective students through our annual Tertiary Education Experience (TEE) and attendance at a range of disability-focused career events
- transition out (employment) support through our national University Specialist Employment Program
- training and awareness to staff to support students with disabilities through our Accessibility and Inclusion website and training programs.

Support for students with disabilities

The number of students with disabilities who registered with the Disabilities Service increased in 2018. Following completion of their enrolment, 3,350 students indicated a disability or health condition and of these 2,075 (62%) indicated they would like support. At the beginning of each trimester students are encouraged to register with Disabilities Service for support, however only 1,480 (71%) of those indicating they would like support registered.

Students are offered flexible online resources and support in addition to face-to-face services and continue to adapt our communication strategies to encourage student registration.

Our key activity for prospective students with disabilities is TEE (Tertiary Education Experience) which is an on-campus experience for students and parents. In 2018 there were two on-campus days—one at Logan (20 student participants) and one at South Bank (20 student participants). Parents/guardians and teachers were also in attendance. Additional prospective student activities include Gold Coast and Ipswich Fresh Futures Markets; and the Breaking Barriers, Opening Doors Post-school Options Expo. The Deaf Student Support Program also attended the Hear and Say Centre Career Expo and career sessions at Indooroopilly State High School.

The Disabilities Service provides support to students in their final 60 credit points of study through the University Specialist Employment Program (USEP). This initiative aims to improve employability outcomes for students with disabilities in partnership with the National Disability Coordinators Office, and the Disability Employment Service (DES) 'Milestones,' who provide an employment specialist on campus twice a week to connect students with DES services and industry employers who are disability-friendly. We liaise with Griffith's Careers and Employment, Unitemps and human resources services to build capacity and cross-refer. The program has been profiled nationally at various conferences and Griffith was the first university to trial this project. Approximately 50 students accessed the service in 2018.

The Disabilities Service provides staff training and awareness for those supporting students with disabilities. The Disabilities Service conducted two face-to-face training sessions in 2018 and introduced an online training program developed by the National Disability Coordination Office (NDCO), which is available to all staff and students.

A new campaign was also developed in 2018—'I am more than my disability'—as one of our awareness-raising strategies to promote an inclusive and positive culture for people with disabilities in education and employment. This campaign features current Griffith students and graduates who have achieved remarkable things and prove that disability is not a barrier to achievement. The posters and social media aim to connect students and staff with our Accessibility and Inclusion website where student stories are expanded. In addition we have produced a student-led video through the Griffith Film School and Live Lab industry engagement program featuring a number of student stories ([youtube.com/watch?v=UQZYseS7csl](https://www.youtube.com/watch?v=UQZYseS7csl)). This campaign was officially launched at the International Day for People with Disabilities in December 2018 by the Deputy Vice-Chancellor (Engagement), Professor Martin Betts.

Learning, teaching and the student experience

Learning and teaching outlook

Looking forward to the year ahead, we face both continued and immediate challenges in the higher education sector, particularly in relation to funding sources, including performance-based funding, capped student numbers and a significant drop in the number of high school leavers in Queensland in 2020. The potential for a change of government in May, which may reset funding, legislation and policy, contributes to further uncertainty about the future. As such, our outlook remains absolutely focused on supporting student learning, providing access to the highest quality education for as many students as possible, while ensuring all our students are supported to succeed at University and beyond.

Bold transformation, underpinned by new digital technologies and innovative approaches to learning, teaching and student support sets the agenda for Griffith in 2019. Establishment of several major projects in 2018 laid the foundation for realising this transformation and were developed in support of the high-level goals outlined in the *Academic Plan 2017–2020*. Such projects, motivated by delivering a remarkable student experience, will include comprehensive roll out of the Digital First strategy, the transition to Blackboard Ultra and the integration of Ultra with Office 365, and a suite of other technologies which form the Virtual Learning Environment (VLE). The migration to Blackboard Ultra and the requirement to review and upgrade every course prior to migration has provided the catalyst to develop a new Learning and Teaching Quality Framework and minimum standards for course and program design. For on-campus students, the commitment to offer more active, authentic and collaborative learning will be supported by repurposing a range of learning spaces.

Implementation of Digital First and the VLE will be an enormous undertaking and will require the expertise and involvement of all staff involved in the delivery of learning and teaching and student support. As such, professional development to enable all staff to effectively integrate new technologies will be a high priority for 2019. Leadership and support for building new capabilities will be critical in ensuring the success of this once-in-a-decade opportunity.

New staff structures centred around the academic program, made up of teams of academic and professional staff, will help to support learning and teaching delivery and student support services, making it easier to tailor resources to the needs of students as relevant to their degree. The 2018 appointment of the Dean, Learning and Student Outcomes will support a renewed focus on retention and student success, including the development of a new retention plan, which integrates activities across the University.

During 2019, we will focus on preparing for the reduced 2020 cohort by continuing to grow online offerings, including MOOCs, micro-credentials and “stackable” qualifications, as well as full degrees. Several alternative entry pathways will be established or expanded, in line with our commitment to offer the opportunity to study at university to students who do not meet standard entry requirements. Our new Higher Education Participation and Partnerships Program (HEPPP) Implementation Plan will include expansion of Griffith Tertiary Preparation (formerly Griffith University Preparatory Program – GUPP) to the Nathan and Gold Coast campuses as well as online. This Plan provides a blueprint to strengthen our support for disadvantaged students, evaluate the effectiveness of programs we offer and to provide earmarked funding to trial new initiatives.

Finally, our Safe Campuses initiatives will continue, as part of a broader program focused around student wellbeing, including the development and implementation of a Student Mental Health and Wellbeing Strategy.

Financial summary

Highlights

- Net Result \$37.7 million – down \$38.0 million on the prior year (2017 Net Result \$75.7 million)
- All financial sustainability Key Performance Indicators within target
- 2018 Reported EBITDA and Net Result realigning with historical norms
- Balance sheet remains robust
- Cash flows continue to demonstrate strong operating cash generation
- Equity up \$99.6 million due to revaluation of PPE and equity shareholdings; and the Net Result

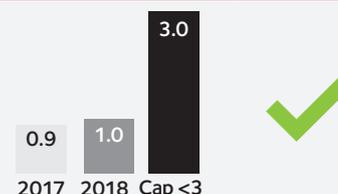
Financial sustainability – Key Performance Indicators

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

KPI	Year on Year Performance	2018 target met?
Underlying EBITDA Underlying EBITDA/ Total Income (excluding investment income)	2017: 15.5% 2018: 12.8% Target: $\geq 10.0\%$	
Underlying EBITDA exceeded target (excludes one-off strategic initiative expenses and non-recurring expenditure)		
Liquidity Current assets/ Current liabilities	2017: 3.7 2018: 3.8 Target: >1.5	
Exceeded target. Mainly attributable to increase in current assets, driven by positive operating cash generation.		
Asset sustainability Annual capital expenditure on PPE and intangible assets/ Depreciation & Amortisation	2017: 1.1 2018: 1.1 Target: >1.0	
Ratio remained in line with prior year due to consistent level of capital expenditure.		

Debt to EBITDA

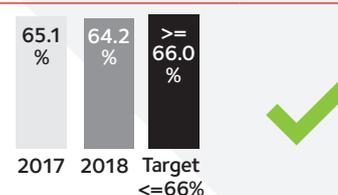
Total borrowings/ Reported EBITDA



Borrowings remain within cap multiple. No additional borrowings in 2018. Debt continued to reduce in 2018, owing to repayments.

Employee cost

Employee costs/ total expenses (excluding depreciation, amortisation and borrowing costs)

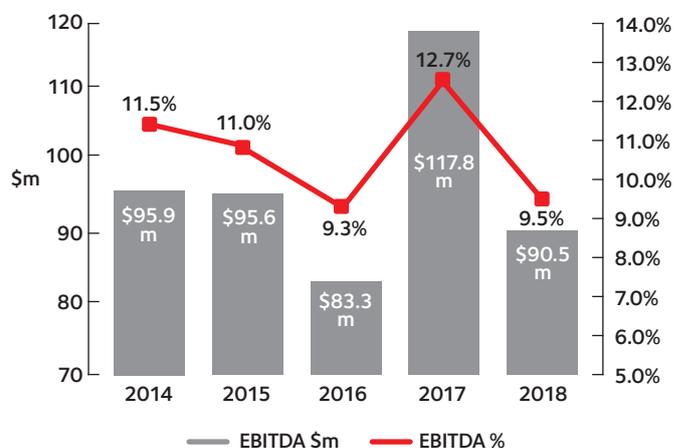


Employee costs remain within target limit.

Reported EBITDA

The five year trend in reported EBITDA is shown in the table below, noting the return to historical norms in 2018:

5 year reported EBITDA



The difference between reported EBITDA of 9.5 per cent and underlying EBITDA of 12.8 per cent in 2018 is expenditure on strategic one-off initiatives relating to Achieving 2020 as well as strategic spend of prior year surpluses.

Financial summary

Income statement

Net result and total comprehensive income

The University delivered a Net Result from continuing operations of \$37.7 million in 2018, representing a \$38.0 million decrease compared to the prior year. The restrained funding environment and market fluctuations on investments adversely impacted performance. Expenditure increased in part due to delivery of the third trimester and strategic investment focused on long term sustainability.

Total comprehensive income was \$99.6 million (2017: \$139.6 million), due to gains on equity instruments and PPE revaluations as follows:

	2018 \$m	2017 \$m	Diff \$m	Ref
Net result	37.7	75.7	(38.0)	
Gain on equity instruments – OCI	5.1	4.5	0.6	(i)
Gain on PPE revaluation	56.8	59.4	(2.6)	(ii)
Total comprehensive income	99.6	139.6	(40.0)	

(i) Upward fair value movement of holdings in Education Australia and AARNet, offset by a downward adjustment relating to Open Universities Australia.

(ii) Gain relates to land, buildings and infrastructure following a comprehensive valuation.

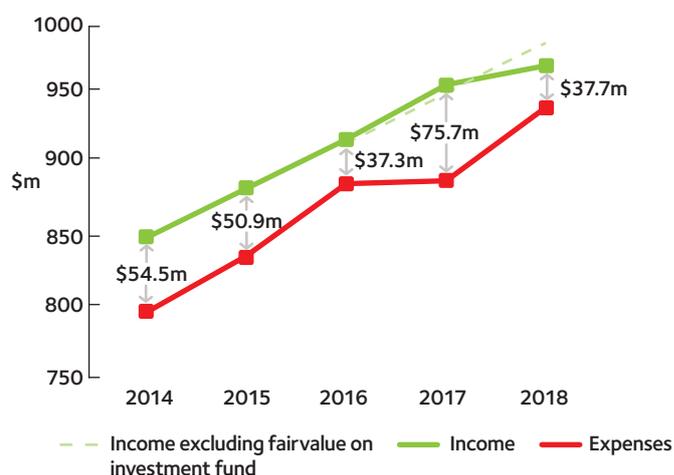
Income and expenses from continuing operations

Total income from continuing operations increased by \$13.8 million to \$971.1 million. This marginal increase of 1.5 per cent was due to the adverse impact of the cap on Commonwealth Grant Scheme funding and the downward adjustment of \$14.5 million relating to the fair value of Queensland Investment Corporation Growth Fund investment being partially offset by growth in international student fees, consultancy and philanthropic income.

Total expenditure increased 5.9 per cent to \$933.5 million for the year, representing additional spend of \$51.9 million compared to 2017. Employee related expenses increased \$25.3 million in 2018 due to salary growth resulting from the new enterprise agreements, third trimester spend (in part relating to income recognised upfront in 2017) and higher long service leave expense. The increase in non-salary related expenditure was driven by higher repairs and maintenance costs, additional spend on equipment below capitalisation thresholds and an increase in commissions and scholarships.

Five year overview

A five year overview of total income, expenses and net result for comparative purposes is illustrated below, which includes the impact of unrealised gains and losses relating to investment funds which are accounted for through income:



Over the five year period, the compounded annual revenue growth is 3.4 per cent compared to growth in expenditure of 4.1 per cent. The improved performance noted in 2017 was partially driven by third trimester income, following its introduction that year.

Financial position

The University's balance sheet remains robust with net assets increasing by \$99.6 million to \$2,141.9 million. Current assets increased by \$26.7 million, mainly due to positive cash generation from operating activities being invested in the growth fund. Upward movements in the fair value of shareholdings together with increased valuations of land and buildings contributed to the overall increase in non-current assets of \$66.5 million. Total liabilities reduced from \$274.3 million to \$267.9 million in part due to continued repayment of borrowings.

Future direction

Operating conditions remain challenging, with capped government funding coupled with ever increasing competition in both domestic and international markets requiring a renewed focus on long term financial sustainability and future growth opportunities. This approach will ensure the University is well placed to deliver the necessary investment in infrastructure, research and teaching to achieve its vision.

Financial statements

Contents

Statement of Comprehensive Income	60
Statement of Financial Position	61
Statement of Changes in Equity	62
Statement of Cash Flows	63
Notes to the Financial Statements	
1. Summary of significant accounting policies	64
Income	
2. Australian Government financial assistance including Australian Government loan programs (HELP)	67
3. State and Local Government financial assistance	69
4. Fees and charges	69
5. Investment income	70
6. Consultancy and contracts	70
7. Other revenue	70
Expenses	
8. Employee related expenses	71
9. Other expenses	72
Assets	
10. Cash and cash equivalents	72
11. Receivables	73
12. Other financial assets	73
13. Property, plant and equipment	75
14. Intangible assets and premium on leased property	78
15. Other non-financial assets	79

Liabilities

16. Trade and other payables	79
17. Borrowings	79
18. Provisions	80
19. Other liabilities	81

Equity

20. Reserves and retained earnings	82
------------------------------------	-----------

Disclosure Notes

21. Financial risk management	83
22. Key management personnel disclosures	87
23. Remuneration of auditors	91
24. Contingencies	91
25. Commitments	91
26. Events occurring after the reporting period	91
27. Reconciliation of net result after income tax to net cash provided by operating activities	92
28. Service concession arrangements	92
29. Fair value measurements	93
30. Acquittal of Australian Government financial assistance	99

Griffith University Certificate	106
--	------------

Independent Auditor's Report	107
-------------------------------------	------------

Financial statements

for the year ended 31 December 2018

Statement of Comprehensive Income for the year ended 31 December 2018

	Notes	2018 \$'000	2017 \$'000
Income from continuing operations			
Australian Government financial assistance			
Australian Government grants	2	359,968	358,062
HELP – Australian Government payments	2	238,642	236,654
State and Local Government financial assistance	3	6,510	8,109
HECS-HELP – Student payments		14,584	15,866
Fees and charges	4	240,591	229,883
Investment income	5	16,900	26,053
Royalties, trademarks and licences		824	19
Consultancy and contracts	6	45,413	38,030
Other revenue	7	47,708	44,583
Total income from continuing operations		<u>971,140</u>	<u>957,259</u>
Expenses from continuing operations			
Employee related expenses	8	554,650	529,405
Depreciation and amortisation	13,14	66,215	63,843
Repairs and maintenance		21,854	14,384
Borrowing costs		3,526	4,353
Net losses on disposal of assets		147	777
Share of loss on investments accounted for using the equity method		374	163
Other expenses	9	286,718	268,677
Total expenses from continuing operations		<u>933,484</u>	<u>881,602</u>
Net result before income tax		37,656	75,657
Income tax expense		-	-
Net result from continuing operations		<u>37,656</u>	<u>75,657</u>
Net result after income tax for the period		37,656	75,657
Items that may be reclassified to profit or loss			
Gain on value of available-for-sale financial assets	20	-	4,457
Items that will not be reclassified to profit or loss			
Gain on equity instruments designated at fair value through other comprehensive income	20	5,111	-
Gain on revaluation of property, plant and equipment	13	56,793	59,420
Total comprehensive income attributable to the University		<u>99,560</u>	<u>139,534</u>

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

Financial statements

for the year ended 31 December 2018

Statement of Financial Position as at 31 December 2018

	Notes	2018 \$'000	2017 \$'000
Assets			
Current assets			
Cash and cash equivalents	10	373,841	397,889
Receivables	11	27,802	26,908
Inventories		2,222	2,554
Other financial assets	12	211,527	164,556
Other non-financial assets	15	20,405	17,187
Total current assets		635,797	609,094
Non-current assets			
Property, plant and equipment	13	1,707,954	1,643,605
Intangible assets and premium on leased property	14	27,339	30,086
Other financial assets	12	38,797	33,929
Total non-current assets		1,774,090	1,707,620
Total assets		2,409,887	2,316,714
Liabilities			
Current liabilities			
Trade and other payables	16	37,616	40,493
Borrowings	17	11,275	14,348
Provisions	18	83,803	79,178
Other liabilities	19	35,831	30,133
Total current liabilities		168,525	164,152
Non-current liabilities			
Borrowings	17	81,713	92,988
Provisions	18	17,717	17,202
Total non-current liabilities		99,430	110,190
Total liabilities		267,955	274,342
Net assets		2,141,932	2,042,372
Equity			
Reserves	20	858,038	796,134
Retained earnings	20	1,283,894	1,246,238
Total equity		2,141,932	2,042,372

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

Financial statements

for the year ended 31 December 2018

Statement of Changes in Equity for the year ended 31 December 2018

	Notes	Reserves \$'000	Retained Earnings \$'000	Total \$'000
Balance at 1 January 2017		732,257	1,170,581	1,902,838
Net result		-	75,657	75,657
Gain on revaluation of property, plant and equipment		59,420	-	59,420
Gain on revaluation of available-for-sale financial assets		4,457	-	4,457
Balance at 31 December 2017	20	796,134	1,246,238	2,042,372
Balance at 1 January 2018		796,134	1,246,238	2,042,372
Net result		-	37,656	37,656
Gain on revaluation of property, plant and equipment		56,793	-	56,793
Gain on revaluation of financial assets at fair value through other comprehensive income		5,111	-	5,111
Balance at 31 December 2018	20	858,038	1,283,894	2,141,932

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

Financial statements

for the year ended 31 December 2018

Statement of Cash Flows for the year ended 31 December 2018

	Notes	2018 \$'000	2017 \$'000
Cash flows from operating activities			
Australian Government Grants		606,484	584,109
OS-HELP (net)		(281)	645
State Government Grants		6,622	8,370
Local Government Grants received		685	88
HECS-HELP – Student payments		14,584	15,866
Receipts from student fees and other customers		332,326	326,027
Dividends received		9,076	84
Interest received		10,511	11,133
GST recovered		16,279	13,614
Payments to suppliers and employees (inclusive of GST)		(872,700)	(840,442)
Interest and other costs of finance		(3,554)	(4,391)
Net cash provided by operating activities	27	120,032	115,103
Cash flows from investing activities			
Proceeds from sale of property, plant and equipment		916	698
Payments for property, plant and equipment and intangible assets		(70,885)	(71,661)
Payments for financial assets		(60,635)	(68,000)
Net cash used in investing activities		(130,604)	(138,963)
Cash flows from financing activities			
Repayment of borrowings		(14,348)	(17,056)
Net cash used in financing activities		(14,348)	(17,056)
Net decrease in cash and cash equivalents			
		(24,920)	(40,916)
Cash and cash equivalents at the beginning of the financial year		397,889	439,304
Effects of exchange rate changes on cash and cash equivalents		872	(499)
Cash and cash equivalents at the end of the financial year	10	373,841	397,889

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

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the year ended 31 December 2018

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 two subsidiaries' (Griffith Innovation Centre and International WaterCentre Pty Ltd) financial statements are not considered material. The parent and ultimate parent entity is Griffith University. The presentation currency is Australian Dollars.

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

(a) Basis of preparation

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

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, except for debt and equity financial assets that have been measured at fair value either through other comprehensive income or profit or loss, certain classes of property, plant and equipment and investment properties.

(iii) Critical accounting estimates

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

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

(b) Comparative amounts

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

(c) Rounding of amounts

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

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the year ended 31 December 2018

1. Summary of significant accounting policies (continued)

(d) Taxation

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

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.

(e) Goods and Services Tax (GST)

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

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

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

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

AASB 9 *Financial Instruments* which replaces AASB 139 *Financial Instruments: Recognition and Measurement* came into effect on 1 January 2018 and included changes to the classification and measurement of financial assets. All investments in equity instruments are required to be measured at fair value, however cost may be considered an appropriate estimate if there is insufficient information to determine a fair value. An irrevocable election is required to either recognise changes in fair value through the income statement or through reserves. The University irrevocably elected that all fair value movement of existing investments in equity instruments be accounted for through reserves.

The University applied AASB 9 *Financial Instruments* under the modified retrospective approach.

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

The expected impact of new or amended accounting standards applicable to future reporting periods is noted as follows:

AASB 15 *Revenue from Contracts with Customers* (effective 1 January 2019)

This standard provides a new framework for revenue recognition to follow a five step process to determine recognition of revenue on delivery of identified performance obligations. The University has assessed the impact of this standard and determined changes to timing of revenue recognition will be applicable to third trimester tuition periods and the delivery of research and consultancy contract performance obligations.

The University intends to apply the modified retrospective transition approach, and as such will not restate comparatives but account for the cumulative effect of applying the standard to the prior period as an adjustment to opening retained earnings. The potential impact of transitioning to the new standard is estimated to be a \$2.3 million decrease to reported revenue in 2019.

AASB 1058 *Income of Not-For-Profit Entities* (effective 1 January 2019)

This standard applies when the revenue recognition framework under AASB 15 determines the revenue contract is not enforceable or the performance obligations are not considered sufficiently specific, resulting in the probable recognition of revenue upfront. The University expects the majority of revenue to be recognised under AASB 15, with limited instances where AASB 1058 may apply, primarily relating to below market lease arrangements in accordance with AASB 16.

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the year ended 31 December 2018

1. Summary of significant accounting policies (continued)

AASB 16 Leases (effective 1 January 2019)

This standard introduces a single model for lessee accounting which requires recognition of a 'Right-Of-Use' (ROU) asset and corresponding liability for all leases with periods greater than 12 months, unless considered to be low value. The ROU asset will be initially recognised at cost and will give rise to a depreciation expense. The lease liability will be initially recognised at the present value of the lease payments during the lease term that are not yet paid. The unwinding of the lease liability will be apportioned between a reduction in the recognised lease liability and the implicit interest expense.

The University reviewed its leases to determine the magnitude of any potential changes. The majority of operating leases are motor vehicle leases or short-term studio rentals. Based on the immateriality and short-term nature of these leases, the University does not intend to recognise a ROU asset, lease liability and computed interest charge and interest expense.

The University notes the recently issued amendment AASB 2018-8 which, as a temporary measure, permits not-for-profit lessees to recognise ROU assets for below market or peppercorn leases at either cost or fair value. Subject to any mandatory approach issued by the Department of Education's 2019 guidelines for Australian Higher Education providers, the University intends to fair value ROU assets with the difference between the ROU asset and lease liability recognised as income according to AASB 1058. The ROU assets will be amortised over the remaining lease term to reflect consumption.

The transitional provisions per the new standard will be applied to allow for existing arrangements to be accounted for as an adjustment to equity on implementation. On transition, the University has two existing land leases with significantly below market lease payments. Initial estimates indicate a required \$61.9 million fair value recognition of ROU assets and an additional \$0.8 million annual amortisation charge.

AASB 1059 Service Concession Arrangements: Grantors (effective 1 January 2020)

This standard prescribes the accounting treatment for arrangements from the grantor's perspective, requiring recognition of an asset based on certain criteria being met.

The University has a service concession arrangement with an external student accommodation provider at the Gold Coast Campus which will be considered for recognition as an asset.

All other new accounting standards and interpretations are either not considered to have a material impact or not deemed applicable to the University's activities.

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the year ended 31 December 2018

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

	Notes	2018 \$'000	2017 \$'000
(a) Commonwealth Grant Scheme and Other Grants			
Commonwealth Grant Scheme ^{#1}		281,540	278,257
Promotion of Excellence in Learning and Teaching		-	198
Higher Education Participation and Partnership Program		5,104	5,236
Disability Performance Funding ^{#2}		260	292
Indigenous Student Success Program ^{#3}		3,177	3,184
Total Commonwealth Grant Scheme and Other Grants	30.1	<u>290,081</u>	<u>287,167</u>
(b) Higher Education Loan Programs			
HECS-HELP		200,707	198,201
FEE-HELP		33,179	33,787
SA-HELP		4,756	4,666
Total Higher Education Loan Programs	30.2	<u>238,642</u>	<u>236,654</u>
(c) Education Research			
Research Training Program		23,184	22,299
Research Support Program		17,315	16,502
Total Education Research Grants	30.3	<u>40,499</u>	<u>38,801</u>
(d) Australian Research Council			
Discovery		10,285	9,554
Linkages		3,401	3,300
Total ARC	30.5	<u>13,686</u>	<u>12,854</u>

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the year ended 31 December 2018

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

	2018 \$'000	2017 \$'000
(e) Other Australian Government financial assistance		
Non-capital		
National Health and Medical Research Council	7,523	10,710
Department of Health	4,552	4,732
Australian Centre for International Agricultural Research	1,348	732
Department of Foreign Affairs and Trade	1,057	1,237
Department of the Environment	100	1,000
Other	1,122	829
Total other Australian Government financial assistance	<u>15,702</u>	<u>19,240</u>
Total Australian Government financial assistance	<u>598,610</u>	<u>594,716</u>

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

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

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

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

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

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

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

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the year ended 31 December 2018

	2018 \$'000	2017 \$'000
3. State and Local Government financial assistance		
Non-capital		
Operating financial assistance	2,962	2,980
Research funds	3,548	5,129
Total State and Local Government financial assistance	6,510	8,109
4. Fees and charges		
Course fees and charges		
Fee-paying onshore overseas students	176,826	166,687
Fee-paying offshore overseas students	4,651	4,464
Continuing education	11,073	10,503
Fee-paying domestic postgraduate students	8,482	8,696
Fee-paying domestic undergraduate students	3	134
Fee-paying domestic non-award students	975	1,150
Other domestic course fees and charges	15,051	16,041
Total course fees and charges	<u>217,061</u>	<u>207,675</u>
Other non-course fees and charges		
Community services fees	4,217	4,495
Conferences and seminars	2,003	2,045
Parking fees and fines	4,594	3,929
Enrolment / reinstatement fees	1,030	1,142
Student accommodation	6,657	6,199
Student services and amenities fees from students	3,351	3,269
Other fees and charges	1,678	1,129
Total other non-course fees and charges	<u>23,530</u>	<u>22,208</u>
Total fees and charges	<u>240,591</u>	<u>229,883</u>

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

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the year ended 31 December 2018

	2018 \$'000	2017 \$'000
5. Investment Income		
Interest		
Bank deposits	9,983	10,895
Dividends		
Equity instruments designated at fair value through OCI	11,776	84
Total investment revenue	<u>21,759</u>	<u>10,979</u>
Other investment gains and losses:		
Investment fund distributions	9,630	5,703
Net (loss) / gain arising on financial assets designated at fair value through profit or loss	(14,489)	9,371
Total other investment (loss) / gain	<u>(4,859)</u>	<u>15,074</u>
Total investment income	<u>16,900</u>	<u>26,053</u>

Interest revenue is recognised as it is earned. Dividend revenue is recognised when: (a) the University's right to receive the payment is established, which is generally when shareholders approve the dividend; (b) it is probable that the economic benefits associated with the dividend will flow to the entity; and (c) the amount of the dividend can be reliably measured. Dividends recognised in 2018 of \$11.8 million include \$8.3 million and \$3.2 million received from Open Universities Australia and Education Australia Limited respectively.

Since 31 December 2018, the investment in the Queensland Investment Corporation Growth Fund has increased in value by \$13.3 million as measured at 22 February 2019. As a result the \$14.5 million fair value loss reflected above would be reduced to an unrealised fair value loss of \$1.2 million if measured at 22 February 2019. Refer to Note 26 Events occurring after the end of reporting period for further detail.

6. Consultancy and contracts

Consultancy	29,351	22,879
Contract research	16,062	15,151
Total consultancy and contracts	<u>45,413</u>	<u>38,030</u>

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

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

7. Other revenue

Donations and bequests	12,824	8,195
Scholarships and prizes	5,119	4,158
Sale of goods	14,351	15,268
Commercial rent	2,182	2,256
Recovery of expenditure	7,143	10,224
Non-government grants	688	617
Commission received	1,239	1,202
Other revenue	4,162	2,663
Total other revenue	<u>47,708</u>	<u>44,583</u>

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

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the year ended 31 December 2018

	2018 \$'000	2017 \$'000
8. Employee related expenses		
Academic		
Salaries	213,240	203,214
Contributions to funded superannuation and pension schemes	33,759	32,327
Payroll tax	12,550	12,135
Worker's compensation	755	753
Long service leave	5,541	3,583
Annual leave	14,374	13,966
Total academic	<u>280,219</u>	<u>265,978</u>
Non-academic		
Salaries	206,285	198,627
Contributions to funded superannuation and pension schemes	32,415	31,593
Payroll tax	12,364	11,995
Worker's compensation	756	756
Long service leave	5,427	3,549
Annual leave	17,184	16,907
Total non-academic	<u>274,431</u>	<u>263,427</u>
Total employee related expenses	<u>554,650</u>	<u>529,405</u>

Contributions to superannuation funds are recognised as an expense as they become payable.

Past service costs are recognised in profit or loss immediately.

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

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

Key executive management personnel are detailed in Note 22.

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the year ended 31 December 2018

	2018 \$'000	2017 \$'000
9. Other expenses		
Scholarships and prizes	49,049	44,885
External grants and third party payments	13,220	13,685
Advertising, marketing and promotional expenses	16,480	16,936
Audit fees, bank charges, legal costs and insurance	5,800	4,758
Clinical and practical teaching fee	15,190	13,818
Commission and partnership organisation expenses	26,797	22,841
Computer expenses	7,198	7,738
Consultancy	21,284	19,693
Hospitality	2,979	2,741
Inventory used	5,632	4,991
Laboratory consumables	9,612	8,918
Non-capitalised equipment	13,470	9,650
Operating lease fees and other rental	2,726	2,714
Printing and stationery	6,521	5,740
Safety security and cleaning	13,647	12,821
Staff recruitment and benefits	3,262	3,406
Subscriptions and reference materials	14,322	13,345
Travel and conferences	22,440	19,646
Utilities	14,544	14,855
Other expenses	22,545	25,496
Total other expenses	286,718	268,677
10. Cash and cash equivalents		
Cash on hand	39	38
Cash at bank	20,716	33,586
Cash deposits at call	353,086	364,265
Total cash and cash equivalents	373,841	397,889

(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 (2017: 1.95%).

(b) Cash deposits at call

The funds on call are invested with the Queensland Treasury Corporation in a Capital Guaranteed Cash Fund and are subject to a variable interest rate of approximately 2.26% at balance date (2017: 2.37%).

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

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the year ended 31 December 2018

	2018 \$'000	2017 \$'000
11. Receivables		
Current		
Student fees receivables	5,785	3,880
Trade receivables	8,786	6,210
Other receivables	14,973	18,907
	<u>29,544</u>	<u>28,997</u>
Less: Provision for impaired receivables	(1,742)	(2,089)
Total receivables	<u>27,802</u>	<u>26,908</u>

Trade receivables are held to collect contractual cash flows and give rise to cash flows representing solely payments of principal and interest. These are classified and measured as debt instruments at amortised cost. Trade receivables are due for settlement no more than 30 days from the date of recognition.

(a) Impaired receivables

For trade receivables the University applies a simplified approach in calculating expected credit losses. Therefore, the University does not track changes in credit risk, but instead recognises a loss allowance based on lifetime expected credit losses at each reporting date. The University has established a provision matrix that is based on its historical credit loss experience, adjusted for forward-looking factors specific to the debtors and the economic environment.

12. Other financial assets

Current

Other financial assets at fair value through profit or loss		
Queensland Investment Corporation Investment Funds	211,302	164,522
Other	-	34
Other financial assets at fair value through other comprehensive income	225	-
Total current other financial assets	<u>211,527</u>	<u>164,556</u>

Non-current

Other financial assets at fair value through other comprehensive income		
Unit trust investments	269	269
Shares in corporations-listed	1,012	1,090
Shares in corporations-unlisted	30,131	24,917
Investments accounted for using the equity method	7,385	7,653
Total non-current other financial assets	<u>38,797</u>	<u>33,929</u>
Total other financial assets	<u>250,324</u>	<u>198,485</u>

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the year ended 31 December 2018

12. Other financial assets (continued)

The University accounts for Queensland Investment Corporation investment funds and shares in listed corporations at fair value at balance date. Shares in unlisted corporations are recognised at fair value unless there is insufficient information to determine a fair value, in which case amortised cost is used for measurement.

(i) Initial recognition and measurement

The University classifies its investments into the following categories:

- Financial assets at fair value through profit and loss
- Financial assets at fair value through other comprehensive income, or
- Financial assets at amortised cost.

Financial assets at fair value through profit or loss

These include financial assets held for trading, financial assets designated upon initial recognition at fair value through profit or loss, or financial assets mandatorily required to be measured at fair value.

The Queensland Investment Corporation Growth Fund investment is reflected as a financial asset at fair value through profit and loss. Refer to Note 5 Investment Income for further detail.

Financial assets at fair value through other comprehensive income

Upon initial recognition, the University elects to irrevocably classify equity investments designated at fair value through other comprehensive income when they meet the definition of equity under AASB132 *Financial Instruments: Presentation* and are not held for trading. The classification is determined on an instrument-by-instrument basis. The University elected to irrevocably classify its unlisted and listed equity investments under this category as they are considered strategic in nature. Dividends received on these investments are recognised as income.

Financial assets at amortised cost

The University measures financial assets at amortised cost if both of the following conditions are met:

- The financial asset is held within a business model with the objective to hold financial assets in order to collect contractual cash flows; and
- The contractual terms of the financial asset give rise on specified dates to cash flows that are solely payments of principal and interest on the principal amount outstanding.

Financial assets at amortised cost are subsequently measured using the effective interest (EIR) method and are subject to impairment. Gains and losses are recognised in profit or loss when the asset is derecognised, modified or impaired.

(ii) Subsequent measurement

Financial assets at amortised cost are subsequently measured using the effective interest rate (EIR) method and are subject to impairment. Gains or losses are recognised in the income statement when the asset is derecognised, modified or impaired.

Financial assets measured at fair value through other comprehensive income are subsequently measured at fair value. Gains or losses on these financial assets are never recycled to profit or loss. Dividends are recognised as investment income in the income statement when the right of payment has been established. Equity instruments designated at fair value through OCI are not subject to impairment assessment.

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the year ended 31 December 2018

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 2017								
Cost	31,620	-	-	-	179,432	-	-	211,052
Valuation	-	222,327	1,784,795	121,127	-	630	9,485	2,138,364
Accumulated depreciation	-	-	(601,342)	(52,120)	(119,684)	-	-	(773,146)
Net book amount	31,620	222,327	1,183,453	69,007	59,748	630	9,485	1,576,270
Year ended 31 December 2017								
Opening net book amount	31,620	222,327	1,183,453	69,007	59,748	630	9,485	1,576,270
Revaluation surplus	-	15,563	41,550	2,105	-	12	190	59,420
Additions	56,942	-	-	-	7,560	-	308	64,810
WIP transfers	(40,091)	-	32,259	424	7,408	-	-	-
Disposals: Cost	-	-	(979)	-	(9,861)	-	-	(10,840)
Disposals: Accumulated depreciation	-	-	217	-	9,132	-	-	9,349
Depreciation charge	-	-	(37,919)	(2,783)	(14,702)	-	-	(55,404)
Closing net book amount	48,471	237,890	1,218,581	68,753	59,285	642	9,983	1,643,605
At 31 December 2017								
Cost	48,471	-	-	-	184,539	-	-	233,010
Valuation	-	237,890	1,886,397	125,392	-	642	9,983	2,260,304
Accumulated depreciation	-	-	(667,816)	(56,639)	(125,254)	-	-	(849,709)
Net book amount	48,471	237,890	1,218,581	68,753	59,285	642	9,983	1,643,605
Year ended 31 December 2018								
Opening net book amount	48,471	237,890	1,218,581	68,753	59,285	642	9,983	1,643,605
Revaluation surplus	-	12,710	31,465	12,410	-	12	196	56,793
Additions	55,736	-	-	-	10,301	-	160	66,197
WIP transfers	(61,282)	-	30,939	23,511	6,832	-	-	-
Disposals: Cost	-	-	-	-	(13,268)	-	-	(13,268)
Disposals: Accumulated depreciation	-	-	-	-	12,206	-	-	12,206
Depreciation charge	-	-	(39,209)	(3,080)	(15,290)	-	-	(57,579)
Closing net book amount	42,925	250,600	1,241,776	101,594	60,066	654	10,339	1,707,954
At 31 December 2018								
Cost	42,925	-	-	-	188,404	-	-	231,329
Valuation	-	250,600	1,913,416	161,227	-	654	10,339	2,336,236
Accumulated depreciation	-	-	(671,640)	(59,633)	(128,338)	-	-	(859,611)
Net book amount	42,925	250,600	1,241,776	101,594	60,066	654	10,339	1,707,954

* Plant and equipment includes all operational assets.

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

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

13. Property, plant and equipment (continued)

Valuations of land, buildings and other assets

(i) Acquisition

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

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

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

The asset recognition threshold is \$5,000 for all property, plant and equipment, except infrastructure and buildings, which are capitalised when the cost exceeds \$10,000 and land and artworks 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 Treasury'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 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 2018, building and infrastructure assets underwent a comprehensive revaluation by 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 valuations include reference to costing guides issued by the Australian Institute of Quantity Surveyors, Rawlinson's (Australian Construction Handbook) and the valuer's 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 2018 by 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 2018

Notes to the financial statements for the financial year ended 31 December 2018

13. Property, plant and equipment (continued)

(c) Land

In 2018, land underwent a comprehensive revaluation by 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, accounting for any restrictions in use, detailed further in Note 29 Fair value measurements. 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 valuation review during 2018 by an internal specialist using indexation rates based on market conditions in general and where applicable, the replacement value of the collection was adjusted, with a 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, applicable to both reported periods, are used for depreciation calculation purposes:

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

(vi) Derecognition of property, plant and equipment

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

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

Non-current assets pledged as security

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

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

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 2017					
Cost	42,858	5,001	47,859	7,500	55,359
Accumulated amortisation	(17,559)	(4,855)	(22,414)	(1,124)	(23,538)
Net book amount	25,299	146	25,445	6,376	31,821
Year ended 31 December 2017					
Opening net book amount	25,299	146	25,445	6,376	31,821
Additions: Internal development	6,704	-	6,704	-	6,704
Amortisation charge	(8,232)	(139)	(8,371)	(68)	(8,439)
Closing net book amount	23,771	7	23,778	6,308	30,086
At 31 December 2017					
Cost	49,561	5,001	54,562	7,500	62,062
Accumulated amortisation	(25,790)	(4,994)	(30,784)	(1,192)	(31,976)
Net book amount	23,771	7	23,778	6,308	30,086
Year ended 31 December 2018					
Opening net book amount	23,771	7	23,778	6,308	30,086
Additions: Internal development	4,417	1,472	5,889	-	5,889
Amortisation charge	(8,449)	(118)	(8,567)	(69)	(8,636)
Closing net book amount	19,739	1,361	21,100	6,239	27,339
At 31 December 2018					
Cost	53,978	6,473	60,451	7,500	67,951
Accumulated amortisation	(34,239)	(5,112)	(39,351)	(1,261)	(40,612)
Net book amount	19,739	1,361	21,100	6,239	27,339

(i) Research

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

(ii) Development

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

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

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

(iii) Licences

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

(iv) Premium on leased property

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

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

	2018 \$'000	2017 \$'000
15. Other non-financial assets		
Current		
Prepayments	20,405	17,187
Total other non-financial assets	20,405	17,187

The University recognises a prepayment as an asset when payments for goods or services have been made in advance of the University obtaining a right to access those goods or services.

16. Trade and other payables

Current		
Trade payables	15,030	11,871
Accrued expenditure	6,348	14,746
Funds held on behalf of other bodies	2,025	974
Payroll accruals	12,515	10,923
OS-HELP Liability to Australian Government	1,698	1,979
Total trade and other payables	37,616	40,493

Trade and other payables, including accruals not yet billed, represent liabilities for goods and services provided to the University prior to the end of the reporting period. These amounts are unsecured and are usually settled within 30 days of recognition.

17. Borrowings

Current		
Unsecured		
Queensland Treasury Corporation loans	11,275	14,348
Total current unsecured borrowings	<u>11,275</u>	<u>14,348</u>
Non-current		
Unsecured		
Queensland Treasury Corporation loans	81,713	92,988
Total non-current unsecured borrowings	<u>81,713</u>	<u>92,988</u>
Total borrowings	<u>92,988</u>	<u>107,336</u>

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

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

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

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

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

	2018 \$'000	2017 \$'000
17. Borrowings (continued)		
(a) Financing arrangements		
Unrestricted access was available at balance date to the following lines of credit:		
Credit standby arrangements		
Total facilities		
Corporate cards	10,000	10,000
Total credit standby arrangements	<u>10,000</u>	<u>10,000</u>
Used at balance date		
Corporate cards	797	874
Total used at balance date	<u>797</u>	<u>874</u>
Unused at balance date		
Corporate cards	9,203	9,126
Total unused at balance date	<u>9,203</u>	<u>9,126</u>
(b) Risk exposures		
In 2016, all of the University's borrowings were converted to fixed interest rates. Therefore, at balance date there is no interest rate risk exposure.		
18. Provisions		
Current provisions expected to be settled within 12 months		
Employee benefits		
Long service leave	8,436	8,491
Annual leave	32,832	29,664
Voluntary early retirement and severance pay	322	452
Subtotal	<u>41,590</u>	<u>38,607</u>
Current provisions expected to be settled after more than 12 months		
Employee benefits		
Long service leave	37,527	34,392
Annual leave	4,686	6,179
Subtotal	<u>42,213</u>	<u>40,571</u>
Total current provisions	<u>83,803</u>	<u>79,178</u>
Non-current provisions		
Employee benefits		
Long service leave	17,717	17,202
Total non-current provisions	<u>17,717</u>	<u>17,202</u>
Total provisions	<u>101,520</u>	<u>96,380</u>

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

18. Provisions (continued)

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

Employee benefits

(i) Short-term obligations

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

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

(ii) Other long-term obligations

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

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

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

(iii) Retirement benefit obligations

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

(iv) Termination benefits

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

	2018	2017
	\$'000	\$'000
19. Other liabilities		
Current		
Unearned revenue	33,624	28,064
Other liabilities	1,464	2,058
Australian Government unspent financial assistance	743	11
Total current other liabilities	35,831	30,133

Other liabilities represents fees, charges and reciprocal grants received by the University prior to balance sheet date relating to future periods.

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

	2018	2017
	\$'000	\$'000
20. Reserves and retained earnings		
(a) Reserves		
Property, plant and equipment revaluation surplus	827,967	771,174
Financial assets at fair value through other comprehensive income	30,071	24,960
Total reserves	<u>858,038</u>	<u>796,134</u>
Property, plant and equipment revaluation surplus		
Balance 1 January	771,174	711,754
Revaluation of land	12,710	15,563
Revaluation of buildings	31,465	41,550
Revaluation of infrastructure	12,410	2,105
Revaluation of other assets	208	202
Balance 31 December	<u>827,967</u>	<u>771,174</u>
Financial assets at fair value through other comprehensive income		
Balance 1 January	24,960	20,503
Revaluation	5,111	4,457
Balance 31 December	<u>30,071</u>	<u>24,960</u>
Movements in retained earnings were as follows:		
Retained earnings at 1 January	1,246,238	1,170,581
Operating result for the year	37,656	75,657
Retained earnings at 31 December	<u>1,283,894</u>	<u>1,246,238</u>

(b) Nature and purpose of reserves

Transfers to and from the property, plant and equipment revaluation surplus and financial assets at fair value through other comprehensive income result from fluctuations in the fair value of assets held.

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

21. Financial risk management

Objectives and Policies

The University's activities expose it to a variety of financial risks including market risk (including foreign exchange risk, price risk and 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 Finance under policies approved by the University Council.

(a) Market risk

(i) Foreign exchange risk

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

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

(ii) Price risk

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

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

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

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

Outlined in the following table is the University's sensitivity analysis to price risk. The University has chosen a fluctuation of 10% (2017: 10%) to outline this sensitivity. The decision not to change the sensitivity relates to the University's management study of current market data.

(iii) Interest rate risk

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

Outlined in the table below is the University's sensitivity analysis to interest rate risk. Interest rate risk lies in balances in bank accounts earning interest and Queensland Treasury Corporation managed funds. At balance date, the University's borrowings from QTC were under fixed interest rates and therefore are not considered to be exposed to interest rate risk. The University has chosen a fluctuation of 1% (2017: 1%) to outline this sensitivity. The decision not to change the sensitivity relates to the University's management study of current market data.

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

21. Financial risk management (continued)

(a) Market risk (continued)

	Carrying Amount	Interest rate risk				Price risk			
		-1%		+1%		-10%		+10%	
		Result	Equity	Result	Equity	Result	Equity	Result	Equity
31 December 2018	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Financial assets									
Cash and cash equivalents ^{#1}	373,841	(3,720)	(3,720)	3,720	3,720	-	-	-	-
Other financial assets ^{#2}	250,324	-	-	-	-	(23,546)	(23,546)	23,546	23,546
Trade and other receivables	27,802	-	-	-	-	-	-	-	-
Financial liabilities									
Trade and other payables	37,616	-	-	-	-	-	-	-	-
Borrowings	92,988	-	-	-	-	-	-	-	-
Other liabilities	1,464	-	-	-	-	-	-	-	-
Total (decrease)/ Increase		(3,720)	(3,720)	3,720	3,720	(23,546)	(23,546)	23,546	23,546

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

^{#1} Within cash and cash equivalents, \$1.8 million (2017: \$7.1 million) has no interest rate risk exposure.

^{#2} Within other financial assets, \$15.1 million (2017: \$16.7 million) has no price risk exposure.

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

21. Financial risk management (continued)

(b) Credit risk

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

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

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

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

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

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

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

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

(c) Liquidity risk

Liquidity risk lies in the ability of the University to meet cash flow obligations as and when they fall due.

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

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

The table below details the University's liquidity risk in relation to loans at 31 December 2018.

Source of loan	Original loan \$'000	Year loan drawn down	Expected remaining loan term	Loan balance \$'000
QTC	66,093	2014	6 years	41,977
QTC	10,000	2014	16 years	8,527
QTC	40,000	2015	7 years	28,716
QTC	15,500	2015	17 years	13,768
Total balance of loans				92,988

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

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 2018	Average interest rate %	Variable interest rate \$'000	Less than 1 year \$'000	1 to 5 years \$'000	5+ years \$'000	Non interest \$'000	Total \$'000
Financial assets							
Cash on hand and at bank	1.95%	13,880	-	-	-	6,875	20,755
Cash deposits at call	2.48%	353,086	-	-	-	-	353,086
Receivables	-	-	-	-	-	27,802	27,802
Other financial assets	-	-	-	-	-	250,324	250,324
Total financial assets		366,966	-	-	-	285,001	651,967
Financial liabilities							
Payables	-	-	-	-	-	37,616	37,616
Borrowings	3.62%	-	14,358	57,432	37,221	-	109,011
Other financial liabilities	-	-	-	-	-	1,464	1,464
Total financial liabilities		-	14,358	57,432	37,221	39,080	148,091

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

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

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 2018:

Chancellor	Mr Henry Smerdon AM*
Deputy Chancellor	Ms Rachel Hunter
Vice Chancellor and President	Professor Ian O'Connor AC*
Members appointed by the Governor-in-Council	Mr Clinton Dines Ms Amelia Evans The Honourable Andrew Fraser Ms Rachel Hunter Ms Olivia Loadwick Ms Ann Robilotta-Glenister OAM Ms Rhonda White AO
Elected academic staff	Professor Liz Jones* Professor Gary Rogers*
Elected student members	Mr Vincent Tawiah* Mr Ryan Kungl
Elected general staff	Dr Naveen Sharma*
Council appointed members	Dr Robert Anderson OAM Ms Sandra Anderson The Honourable Rob Borbidge AO Mr Craig Bassingthwaigte

*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:

Vice Chancellor and President	Professor Ian O'Connor AC
Senior Deputy Vice Chancellor	Professor Neville Pankhurst
Deputy Vice Chancellor (Engagement)	Professor Martin Betts
Deputy Vice Chancellor (Academic)	Professor Debra Henly
Vice President (Corporate Services)	Mr Peter Bryant

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

22. Key management personnel disclosures (continued)

(b) Remuneration of council members and executives

Other than the Chancellor, 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.

	2018 Number	2017 Number
Remuneration of council members		
\$0 to \$14,999	12	18
\$15,000 to \$29,999	-	1
\$30,000 to \$44,999	1	-
\$45,000 to \$59,999	-	1
\$60,000 to \$74,999	1	-
\$150,000 to \$164,999	1	-
\$165,000 to \$179,999	1	2
\$210,000 to \$224,999	-	1
\$270,000 to \$284,999	1	-
Remuneration of executive officers		
\$60,000 to \$74,999	-	1
\$505,000 to \$519,999	-	1
\$520,000 to \$534,999	-	1
\$535,000 to \$549,999	-	1
\$550,000 to \$564,999	2	-
\$565,000 to \$579,999	1	-
\$625,000 to \$639,999	-	1
\$670,000 to \$685,999	1	-
\$1,015,000 to \$1,029,999	-	1
\$1,060,000 to \$1,074,999	1	-

Remuneration paid or payable to Council members and executives in connection with the management of the University's affairs was \$4,137,495 for 2018 (2017: \$3,958,265).

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

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 (31 December 2018)
Senior Deputy Vice Chancellor	The Senior Deputy Vice Chancellor provides senior strategic leadership to the University, with particular responsibility for development of the University strategic plan and the University's research profile, including: research planning and policy; research training; research grants; contract research; consultancies; intellectual property policy development and commercialisation. The Senior Deputy Vice Chancellor is also the standing deputy to the Vice Chancellor and Provost of the Gold Coast Campus.	SDVC - Council	1 January 2014
Deputy Vice Chancellor (Academic)	The Deputy Vice Chancellor (Academic) provides senior strategic leadership in the following areas: Learning, teaching and student experience; student retention; graduate outcomes and student equity; online education; academic administration; University academic plan and profile; academic, strategic and operational planning for learning and teaching; strategic direction of the curriculum and academic programs; academic staffing; academic policies and quality standards.	DVC (A) - Council	1 June 2016
Deputy Vice Chancellor (Engagement)	The Deputy Vice Chancellor (Engagement) provides strategic leadership in: the external representation of the University and its development and advancement agenda; domestic student recruitment for undergraduate and postgraduate coursework programs; student and staff equity policy development and programs and the University's development and alumni, marketing and communications activities and functions. The Deputy Vice Chancellor (Engagement) is also Head of Nathan and South Bank Campuses.	DVC (E) - Council	10 February 2014
Vice President (Corporate Services)	The Vice President (Corporate Services) provides strategic leadership of the corporate and administrative services that underpin the successful operation of the University and for advising the Vice Chancellor and President on policy, strategy and tactics to support and enhance the University's mission.	VP (CS) - Council	13 November 2017

*The University Council appointed Professor Carolyn Evans as the University's Vice Chancellor and President, effective from 4 February 2019, succeeding Professor Ian O'Connor AC.

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

	2018 \$'000	2017 \$'000
22. Key Management Personnel Disclosures (continued)		
(d) Key executive management personnel and remuneration expenses		
Short term employee benefits:		
Monetary expenses	2,952	2,796
Non-monetary benefits	78	95
Long term employee expenses	106	97
Post employment expenses	289	328
Termination benefits	-	-
Total expenses	<u>3,425</u>	<u>3,316</u>

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 (2017: none).

(f) Other transactions with key management personnel

There were no other transactions with key management personnel during the financial year (2017: none).

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

	2018 \$'000	2017 \$'000
23. Remuneration of auditors		
Audit of the Financial Statements		
Fees paid to Queensland Audit Office	215	210
Total	<u>215</u>	<u>210</u>

24. Contingencies

Contingent assets

The University has a number of outstanding insurance claims, which are currently being assessed by the University's insurers. The University believes that it would be misleading to estimate the final amounts recoverable, if any, in respect of the outstanding claims as at 31 December 2018.

Contingent liabilities

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

25. Commitments

(a) Capital commitments

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

<i>Property, plant and equipment</i>		
Within one year	45,786	37,063
Between one and five years	-	-
Later than five years	-	-
Total property, plant and equipment commitments	<u>45,786</u>	<u>37,063</u>

(b) Other expenditure commitments

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

Within one year	54,566	54,284
Later than one year but not later than five years	3,600	-
Later than five years	-	-
Total other expenditure commitments	<u>58,166</u>	<u>54,284</u>

26. Events occurring after the reporting period

Since 31 December 2018, the investment in the Queensland Investment Corporation Growth Fund has increased in value by \$13.3 million as measured at 22 February 2019. As a result the \$14.5 million fair value loss in Note 5 Investment Income would be reduced to an unrealised fair value loss of \$1.2 million if measured at 22 February 2019.

The shareholding in Education Australia Limited (EAL) has also increased in the period to 22 February 2019 by \$10.4 million due to EAL's investment in IDP Education Limited's shares which have significantly increased in value. This increase would be recognised as a gain on equity instruments designated at fair value through other comprehensive income if measured at 22 February 2019.

These are considered non-adjusting events for financial reporting and disclosure purposes. No further issues have been identified.

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

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

	2018	2017
	\$'000	\$'000
Net result for the period	37,656	75,657
Depreciation and amortisation	66,215	63,843
Net loss on disposal of non-current assets	147	777
Net foreign exchange differences	(871)	499
Fair value losses / (gains) on other financial assets at fair value through profit or loss	14,523	(9,405)
Share of loss of associates and joint venture partnership not received as dividends and distributions	268	24
Donated art	(103)	(279)
(Increase) in receivables	(547)	(7,575)
Decrease/(increase) in inventories	330	(19)
(Increase) in other financial assets	(886)	(12,443)
(Increase) in other non-financial assets	(3,218)	(1,975)
Increase in other liabilities	5,698	965
(Decrease)/increase in payables	(3,973)	4,129
Increase in provisions for employee entitlements	5,140	501
(Decrease)/increase in provision for impairment	(347)	404
Net cash provided by operating activities	<u>120,032</u>	<u>115,103</u>

28. Service concession arrangements

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

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

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

The asset's current fair value is \$35.6 million (2017: \$35.0 million) (valuation by AssetVal Ltd effective 30 September 2018). Management believe this current fair value is the most reliable measurement of cost rather than an estimate of the value at the end of the arrangement, being 31 December 2042. The asset has not been recognised in these financial statements as it does not meet the criteria of being under control of the University.

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

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	
	2018 \$'000	2017 \$'000	2018 \$'000	2017 \$'000
Financial assets				
Cash and cash equivalents	373,841	397,889	373,841	397,889
Receivables	27,802	26,908	27,802	26,908
Other financial assets	250,324	198,485	250,324	198,485
Total financial assets	651,967	623,282	651,967	623,282
Financial liabilities				
Payables	37,616	40,493	37,616	40,493
Borrowings	92,988	107,336	96,217	109,940
Total financial liabilities	130,604	147,829	133,833	150,433

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

- Financial assets at fair value through profit and loss
- Financial assets at fair value through other comprehensive income
- Land and buildings, Infrastructure, Artworks and Library assets through other comprehensive income

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 2018.

Fair value measurements at 31 December 2018

Recurring fair value measurements	Notes	Total \$'000	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000
Financial assets					
Financial assets at fair value through profit & loss	12	211,302	211,302	-	-
Financial assets at fair value through other comprehensive income	12	31,637	1,237	-	30,400
Investments accounted for using the equity method	12	7,385	-	-	7,385
Total financial assets		250,324	212,539	-	37,785
Non-financial assets					
Infrastructure	13	101,594	-	-	101,594
Land and buildings	13	1,492,376	-	-	1,492,376
Artworks and library assets	13	10,993	-	-	10,993
Total non-financial assets		1,604,963	-	-	1,604,963

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

29. Fair value measurements (continued)

(b) Fair value hierarchy (continued)

(i) Recognised fair value measurements (continued)

Fair value measurements at 31 December 2017

Recurring fair value measurements	Notes	Total \$'000	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000
Financial assets					
Financial assets at fair value through profit & loss	12	164,556	164,556	-	-
Other financial assets at fair value through other comprehensive income	12	26,276	1,090	-	25,186
Investments accounted for using the equity method	12	7,653	-	-	7,653
Total financial assets		198,485	165,646	-	32,839
Non-financial assets					
Infrastructure	13	68,753	-	-	68,753
Land and buildings	13	1,456,471	-	-	1,456,471
Artworks and library assets	13	10,625	-	-	10,625
Total non-financial assets		1,535,849	-	-	1,535,849

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

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

(ii) Disclosed fair values

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

The fair value of assets or liabilities traded in active markets (such as publicly traded derivatives, and trading 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 2018, the borrowing rates were determined to be between 3.28% and 3.97% depending on the type of borrowing (2017: between 3.28% and 7.61%). The fair value of current borrowings approximates the carrying amount, as the impact of discounting is not significant (level 2).

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

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

(i) Recurring fair value measurements

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

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

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

29. Fair value measurements (continued)

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

(i) Recurring fair value measurements (continued)

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

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

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

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

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

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

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

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

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

(ii) Non-recurring fair value measurements

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

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

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 2018 and 2017.

	Unlisted equity securities \$'000	Buildings \$'000	Financial liabilities \$'000	Land \$'000	Infrastructure \$'000	Artworks and Library \$'000	Total \$'000
Level 3 fair value measurements 2018							
Opening balance	32,839	1,218,581	-	237,890	68,753	10,625	1,568,688
Acquisitions	-	30,939	-	-	23,511	160	54,610
Depreciation	-	(39,209)	-	-	(3,080)	-	(42,289)
Disposals	-	-	-	-	-	-	-
Total (losses)	(268)	-	-	-	-	-	(268)
Recognised in Statement of Comprehensive Income	-	-	-	-	-	-	-
Recognised in other comprehensive income	5,214	31,465	-	12,710	12,410	208	62,007
Closing balance	37,785	1,241,776	-	250,600	101,594	10,993	1,642,748
Level 3 fair value measurements 2017							
Opening balance	21,000	1,183,454	-	222,327	69,007	10,115	1,505,903
Acquisitions	7,653	32,259	-	-	424	308	40,644
Depreciation	-	(37,919)	-	-	(2,783)	-	(40,702)
Disposals	-	(763)	-	-	-	-	(763)
Total (losses)	(178)	-	-	-	-	-	(178)
Recognised in Statement of Comprehensive Income	-	-	-	-	-	-	-
Recognised in other comprehensive income	4,364	41,550	-	15,563	2,105	202	63,784
Closing balance	32,839	1,218,581	-	237,890	68,753	10,625	1,568,688

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

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

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 2018 \$'000	Unobservable inputs*	Range of inputs (probability weighted average)		Relationship of unobservable inputs to fair value	
			Lower	Upper	Lower \$'000	Upper \$'000
Buildings	1,241,776	Replacement cost rate Asset condition	(2.50)%	2.50%	(31,044)	31,044
Land	250,600	Price per square metre	(2.50)%	2.50%	(6,265)	6,265
Infrastructure	101,594	Unit cost rate Asset condition	(2.50)%	2.50%	(2,540)	2,540

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

(ii) Valuation processes

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

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

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

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

Unit cost rate – Unit rates are developed by summing each component which goes into producing a unit (be it metres, square metres, tonnes, etc.) of an infrastructure asset. The major components of any asset are the raw materials, plant, labour and intangible overheads. The raw cost of material, as well as plant and labour hire rates, are established either through communicating directly with suppliers and obtaining quoted prices, by using cost guides such as the Rawlinson's Construction Handbook and through reviewing prices supplied by the University.

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

29. Fair value measurements (continued)

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

(ii) Valuation processes (continued)

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

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

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

30. Acquittal of Australian Government financial assistance

30.1 Education – CGS and other Education grants

	Commonwealth Grant Scheme ^{#1}		Indigenous Student Success Program		Australian Maths and Science Partnership Program		Higher Education Participation and Partnership Program	
	2018 \$'000	2017 \$'000	2018 \$'000	2017 \$'000	2018 \$'000	2017 \$'000	2018 \$'000	2017 \$'000
Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the program)	285,466	276,114	3,177	3,184	-	-	5,104	5,236
Net accrual adjustments	(3,926)	2,143	-	-	-	-	-	-
Revenue for the period	281,540	278,257	3,177	3,184	-	-	5,104	5,236
Surplus from the previous year	-	-	272	239	223	1,058	79	235
Total revenue including accrued revenue	281,540	278,257	3,449	3,423	223	1,058	5,183	5,471
Less expenses including accrued expenses	281,540	278,257	3,245	3,151	223	835	5,148	5,392
Surplus for reporting period	-	-	204	272	-	223	35	79

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

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

30. Acquittal of Australian Government financial assistance (continued)

30.1 Education – CGS and other Education grants (continued)

	Disability Performance Funding ^{#2}		Promotion of Excellence in Learning and Teaching		Total	
	2018 \$'000	2017 \$'000	2018 \$'000	2017 \$'000	2018 \$'000	2017 \$'000
Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the programs)	260	292	-	198	294,007	285,024
Net accrual adjustments	-	-	-	-	(3,926)	2,143
Revenue for the period	260	292	-	198	290,081	287,167
(Deficit)/surplus from the previous year	(267)	(179)	469	532	776	1,885
Total revenue including accrued revenue	(7)	113	469	730	290,857	289,052
Less expenses including accrued expenses	497	380	215	261	290,868	288,276
(Deficit)/surplus for reporting period	(504)	(267)	254	469	(11)	776

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

Net accrual adjustments

Revenue for the period

(Deficit)/surplus from the previous year

Total revenue including accrued revenue

Less expenses including accrued expenses

(Deficit)/surplus for reporting period

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

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

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		SA-HELP		Total	
	2018 \$'000	2017 \$'000	2018 \$'000	2017 \$'000	2018 \$'000	2017 \$'000	2018 \$'000	2017 \$'000
Cash payable at beginning of year	(4,135)	2,512	(887)	1,533	12	210	(5,010)	4,255
Financial assistance received in cash during the reporting period	203,274	191,554	34,605	31,367	4,948	4,468	242,827	227,389
Cash available-for-period	199,139	194,066	33,718	32,900	4,960	4,678	237,817	231,644
Revenue earned	200,707	198,201	33,179	33,787	4,756	4,666	238,642	236,654
Cash (receivable) / payable at end of year	(1,568)	(4,135)	539	(887)	204	12	(825)	(5,010)

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

30. Acquittal of Australian Government financial assistance (continued)

30.3 Department of Education and Training Research^{#3}

	Research Training Program		Research Support Program		Total	
	2018 \$'000	2017 \$'000	2018 \$'000	2017 \$'000	2018 \$'000	2017 \$'000
Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the program)	23,184	22,299	17,315	16,502	40,499	38,801
Net accrual adjustments	-	-	-	-	-	-
Revenue for the period	23,184	22,299	17,315	16,502	40,499	38,801
Surplus from the previous year	855	156	715	806	1,570	962
Total revenue including accrued revenue	24,039	22,455	18,030	17,308	42,069	39,763
Less expenses including accrued expenses	23,515	21,600	17,651	16,593	41,166	38,193
Surplus for reporting period	524	855	379	715	903	1,570

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

Net accrual adjustments

Revenue for the period

Surplus from the previous year

Total revenue including accrued revenue

Less expenses including accrued expenses

Surplus for reporting period

#3 The reported surpluses for Research Training Program of \$0.5 million and Research Support Program of \$0.4 million for 2018 are expected to be rolled over for future use by the University.

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018
30.4 Total Higher Education Provider Research Training Program expenditure^{#4}

	Total domestic students \$'000	Total overseas students \$'000
Research Training Program Fees offsets	16,571	-
Research Training Program Stipends	6,924	17
Research Training Program Allowances	3	-
Total for all types of support	23,498	17

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

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

30. Acquittal of Australian Government financial assistance (continued)

30.5 Australian Research Council Grants

	Discovery		Linkages		Total	
	2018 \$'000	2017 \$'000	2018 \$'000	2017 \$'000	2018 \$'000	2017 \$'000
Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the program)	10,285	9,554	3,401	3,300	13,686	12,854
Net accrual adjustments	-	-	-	-	-	-
Revenue for the period	10,285	9,554	3,401	3,300	13,686	12,854
Surplus from the previous year	6,262	7,486	2,208	1,443	8,470	8,929
Total revenue including accrued revenue	16,547	17,040	5,609	4,743	22,156	21,783
Less expenses including accrued expenses	10,640	10,778	3,611	2,535	14,251	13,313
Surplus for reporting period	5,907	6,262	1,998	2,208	7,905	8,470

Financial statements

for the year ended 31 December 2018

Notes to the financial statements for the financial year ended 31 December 2018

30. Acquittal of Australian Government financial assistance (continued)

30.6 OS-HELP

	2018 \$'000	2017 \$'000
Cash received during the reporting period	4,085	4,929
Cash spent during the reporting period	(4,366)	(4,285)
Net cash received	(281)	644
Cash surplus from the previous period	1,979	1,335
Cash surplus for reporting period	1,698	1,979

30.7 Student Services and Amenities Fee

Notes

		2018 \$'000	2017 \$'000
Overspent revenue from previous period		(273)	(570)
SA-HELP Revenue Earned	2(b)	4,756	4,666
Student Services and Amenities Fees direct from Students	4	3,351	3,269
Total revenue expendable in period		7,834	7,365
Student Services expenses during period		7,685	7,638
Unspent / (overspent) Student Services Revenue		149	(273)

Financial statements

for the year ended 31 December 2018

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 2018 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 2018 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



CAROLYN EVANS
Vice Chancellor and President



MICHELLE CLARKE
Chief Financial Officer

27 February 2019

Financial statements

for the year ended 31 December 2018

INDEPENDENT AUDITOR'S REPORT

To the Council of Griffith University

Report on the audit of the financial report

Opinion

I have audited the accompanying financial report of Griffith University.

In my opinion, the financial report:

- a) gives a true and fair view of the entity's financial position as at 31 December 2018, and its financial performance and cash flows for the year then ended
- b) complies with the *Financial Accountability Act 2009*, the Financial and Performance Management Standard 2009, the *Australian Charities and Not-for-profits Commission Act 2012*, the Australian Charities and Not-for-profits Commission Regulation 2013 and Australian Accounting Standards.

The financial report comprises the statement of financial position as at 31 December 2018, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes to the financial statements including summaries of significant accounting policies and other explanatory information, and the certificate given by the Chancellor, Vice-Chancellor and President, and Chief Financial Officer.

Basis for opinion

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

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

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

Key audit matters

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

Financial statements

for the year ended 31 December 2018

Specialised buildings (\$1.24 billion)

Refer to Note 13 in the financial report

Key audit matter	How my audit addressed the key audit matter
<p>Specialised buildings were material to Griffith University at balance date and were measured at fair value using the current replacement cost method. The University performs comprehensive revaluation of all of its buildings every three years, or whenever a material variation is expected to have occurred, with desktop valuations conducted in the intervening period. A comprehensive valuation was conducted in 2018 by a valuation specialist.</p> <p>The current replacement cost method comprises:</p> <ul style="list-style-type: none"> ▪ gross replacement cost, less ▪ accumulated depreciation. <p>The University derived the gross replacement cost of its buildings at balance date through using unit prices that required significant judgements for:</p> <ul style="list-style-type: none"> ▪ identifying the components of buildings with separately identifiable replacement costs ▪ developing a unit rate for each of these components, including: <ul style="list-style-type: none"> • estimating the current cost for a modern substitute (including locality factors and on-costs), expressed as a rate per unit (e.g. \$/square metre) • identifying whether the existing building contains obsolescence or less utility compared to the modern substitute, and if so estimating the adjustment to the unit rate required to reflect this difference. <p>The measurement of accumulated depreciation involved significant judgements for forecasting the remaining useful lives of building components.</p> <p>The significant judgements required for gross replacement cost and useful lives are also significant for calculating annual depreciation expense.</p>	<p>My procedures included, but were not limited to:</p> <ul style="list-style-type: none"> ▪ Assessing the adequacy of management's review of the valuation process. ▪ Obtaining an understanding of the methodology used and assessing the design, integrity and appropriateness using common industry practices. ▪ Assessing the competence, capability and objectivity of the valuation specialist. ▪ On a sample basis, evaluating the relevance, completeness, and accuracy of source data used to derive unit costs including: <ul style="list-style-type: none"> • Modern substitute • Adjustment for excess quality or obsolescence. ▪ Assessing the ongoing reasonableness of the buildings' useful lives by: <ul style="list-style-type: none"> • Reviewing management's annual assessment of useful lives • Assessing the appropriateness of useful lives where assets were disposed of prior to the end of their useful lives. ▪ Reviewing assets with an inconsistent relationship between condition and remaining life. ▪ Performing reasonableness tests to confirm depreciation is calculated in accordance with the University's accounting policies and industry standards.

Financial statements

for the year ended 31 December 2018

Land (\$250.60 million)

Refer to Note 13 in the financial report

Key audit matter	How my audit addressed the key audit matter
<p>The University's land was measured at fair value using the market approach which involves physical inspection and reference to publicly available data on recent sales of similar land in nearby localities taking into account the restrictions on the land use.</p> <p>The land was comprehensively revalued in 2018 by a valuation specialist.</p> <p>Significant judgement was used in arriving at suitable discount rates for the restrictions on university land.</p> <p>The fair value of land was derived by discounting the market value of similar land that had no restrictions, and then estimating the discount a willing market participant would make taking into account the restrictions on use.</p>	<p>My procedures included, but were not limited to:</p> <ul style="list-style-type: none">▪ Assessing the competence, capability and objectivity of the experts used to develop the models.▪ Obtaining an understanding of the methodology used with reference to common industry practices.▪ For a sample of land parcels, evaluating the reasonableness of any adjustments applied due to restrictions on use.

Other information

Other information comprises the information included in the Griffith University's annual report for the year ended 31 December 2018, but does not include the financial report and my auditor's report thereon.

Those charged with governance are responsible for the other information.

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

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

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

I have nothing to report in this regard.

Responsibilities of the entity for the financial report

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

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

Financial statements

for the year ended 31 December 2018

Auditor's responsibilities for the audit of the financial report

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

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

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

I communicate with the 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.

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

Financial statements

for the year ended 31 December 2018

Report on other legal and regulatory requirements

In accordance with s.40 of the *Auditor-General Act 2009*, for the year ended 31 December 2018:

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



28 February 2019

Michelle Reardon
as delegate of the Auditor-General

Queensland Audit Office
Brisbane

Appendix: indicators and targets

Student load

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

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

Year	2013	2014	2015	2016	2017	2018*	2019	2020
Actual results	31,902	33,103	33,833	33,723	34,791	34,977		
Future targets						34,339	35,734	35,698

* Data is preliminary only at the time of publication.

Comments: Overall student enrolments grew in 2018, with commencing load exceeding budget targets by just over 4 per cent. Trimester 3 numbers rose by over 20%, with all academic groups experiencing an improved student uptake for Trimester 3 offerings. While all groups increased enrolments throughout the year, most significant was health, which grew by just over 6 per cent across a wide range of disciplines.

After experiencing a decline in 2017, international commencing enrolments improved during the year. Sciences showed the most growth, with over 40% more international students commencing in sciences programs at both Nathan and the Gold Coast.

International student load

Target: To maintain international student load between 20% and 25% from a broad range of countries.

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	2013	2014	2015	2016	2017	2018*	2019	2020
Actual results	21%	20%	19%	19%	18%	18%		
Future targets						20–25%	20–25%	20–25%

* Data is preliminary only at the time of publication.

Comments: The international student cohort in 2018 was diverse in terms of country mix but remained below the 20% threshold of the stated target. Despite a rise in international commencing numbers during the year, the proportion relative to the overall student body remained constant.

While Griffith Business School's international student load fell slightly during the year, it continued to host over 40% of university overseas enrolments, with the Bachelor of International Tourism and Hotel Management the most popular program. The decline in business students was offset by a commensurate increase in both sciences and health disciplines.

A number of initiatives are in place to enhance international student recruitment in coming years, including the development of an enhanced agent management framework to recognise and reward high performing agents. In addition a new 2018 Masters Qualifying Program, developed in collaboration with Griffith College, now provides a pathway to postgraduate studies in science and business disciplines.

Bachelors degree retention

Target: By 2020, Griffith will exceed the national average for student retention.

Definition: The retention rate is the proportion of all commencing (both domestic and international) non-graduating bachelors degree students enrolled in year one (the base year) who re-enrol in any Griffith program in the following year. Therefore 2018 represents the 2017 non-graduate bachelor students returning in 2018.

Year	2013	2014	2015	2016	2017	2018*	2019	2020
Actual results	79.2%	78.1%	78.8%	77.5%	78.3%	76.6%		
Future targets							79.1%	81.7%
National average	82.4%	81.2%	80.9%	80.9%	81.6%			

* Data is preliminary only at the time of publication.

Comments: During 2018 Council resolved to approve the change of definition of student retention used in this indicator in order to align with reporting methodology used by the Department of Education and Training. Previously, the Strategic Plan indicator for retention measured the proportion of non-graduating bachelor students enrolled in Trimester 1, who were also enrolled in any Griffith program in Trimester 1 of the following year. The revised methodology now tracks only commencing students from one full year into the next. As well as mirroring current government practice, this revision recognises that Trimester 1 enrolment alone is no longer an appropriate determination of retention.

Preliminary data indicates a fall in student retention in 2018, with declines across all four academic groups. The *Academic Plan 2017–2020* includes a range of strategies to address student retention and success, including those that focus on providing greater flexibility of programs and allowing students more options to delay their choice of study.

Student satisfaction

Target: To be ranked in the top quartile of universities for student satisfaction with the overall quality of their educational experience.

Definition: The percentage of students who rated the overall quality of their educational experience positively, based on the question 'Overall, how would you rate the quality of your entire educational experience this year?' in the Student Experience Survey (SES). First and later year students receive the SES.

Year	2013	2014	2015	2016	2017	2018*	2019	2020
Actual results				84.2%	77.3%	80.6%		
Top quartile						78.4%	79.4%	80.5%
National average				79.9%	78.5%			

Comments: The Student Experience Survey (SES) forms part of the Quality Indicators for Learning and Teaching (QILT) suite of surveys and is the largest survey of first and later year students across Australia. In 2018, Griffith saw a significant improvement in student satisfaction with their educational experience, a rise experienced across all academic groups. The survey in 2017 coincided with the implementation of the new academic calendar, with associated changes at this time possibly impacting student responses. National data is not yet available to determine whether the improvement by Griffith in 2018 was experienced by the sector as a whole.

The Student Satisfaction indicator is based on a single question within the survey and is reported along with five further SES indicators on the QILT website.

Indicators and targets

Teaching quality

Target: To be ranked in the top quartile of universities for teaching quality.

Definition: The percentage of students who rated the quality of teaching they have experienced positively. This indicator is based on the average of a student's responses to 11 questions from the Student Experience Survey (SES). First and later year students receive the SES.

Year	2013	2014	2015	2016	2017	2018*	2019	2020
Actual results				84.7%	80.5%	82.3%		
Top quartile						81.2%	81.8%	82.6%
National average				81.2%	80.1%			

Comments: The Teaching Quality indicator reports on the average of student responses to a grouping of 11 questions administered through the Student Experience Survey (SES). Similar to the Student Satisfaction indicator, the University experienced a significant improvement in its 2018 results, maintaining performance above the most recently available national average.

2018 domestic students reported greater satisfaction with teaching than international students, and female students recorded slightly higher results than males. Commencing student outcomes were 84.0%, higher than later year students (79.8%). Each of these results reflected those experienced in the previous year.

Student Experience of Courses

Target: To increase the proportion of courses with Student Experience of Course (SEC) mean satisfaction scores of 3.5 and above to more than 95% in all Academic Groups by 2020.

Definition: The Student Experience of Courses 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	2013	2014	2015	2016	2017	2018*	2019	2020
Actual results	86.0%	87.4%	88.0%	88.0%	86.0%	87.0%		
Future targets						89.0%	92.1%	95.1%

* Data is preliminary only at the time of publication and relates only to T1 and T2 outcomes.

Comments: Griffith delivers a standardised survey to students as part of its commitment to quality in Learning and Teaching. Feedback is drawn from a student's experience with courses (SEC) and is managed through an online system with all undergraduate and coursework postgraduate students invited to participate. The survey gives students the opportunity to provide valuable feedback, which has the ability to enhance course design and teaching practices.

Achieving an outcome of 95.1% in this indicator by 2020 represents an aspirational target and outlines the University's commitment to improving the student experience. 2018 survey results improved from the previous year across three of the four academic groups, with health experiencing a small decline. Trimester 2 performance was slightly higher than Trimesters 1 and 2, while Nathan was the best performing of all the campuses in 2018, recording a result of 90.0%.

Graduate employment

Target: To exceed the national average for full-time graduate employment by 2020.

Definition: Graduate employment is the proportion of all domestic bachelor graduates who reported in the Graduate Outcomes Survey that they were employed full-time four months after completing their program, as a percentage of those graduates who were available for full-time employment. The results in any given year pertain to student cohorts from the previous year. 2018 results are based on students who graduated in 2017.

Year	2013	2014	2015	2016	2017	2018	2019	2020
Actual results				62.6%	65.7%	66.8%		
Future targets						67.9%	70.1%	73.4%
National average				71.2%	72.2%	73.3%		

Comments: The Graduate Outcomes Survey (GOS) is a national survey administered to graduates approximately four months after completion of their program. Griffith currently performs below the national average in this indicator, although continued to improve in 2018.

Increases in employment outcomes were seen within teacher education (+13.7%), science and mathematics (+9.1%) and architecture and built environment (+9.1%). Conversely, declines were experienced in computing and information systems (-14.5%) and communications (-13.7%).

Employer satisfaction of graduates

Target: To exceed the national average for employer satisfaction of graduates.

Definition: Graduate employment is the percentage of supervisors who reported overall satisfaction with their graduate in the Employer Satisfaction Survey. This is based on the number of employers who gave the response they were 'likely to consider' or 'very likely to consider' to the following question: 'Based on your experience with this graduate, how likely are you to consider hiring another graduate from the same course and institution, if you had a relevant vacancy?'

Year	2013	2014	2015	2016	2017	2018	2019	2020
Actual results				84.7%	85.5%	82.1%		
Future targets							84.9%	84.9%
National average				84.3%	83.6%	84.8%		

Comments: The Employer Satisfaction Survey (ESS) is the first national instrument that directly links the experiences of graduates to the views of their direct supervisors. The survey asks employed graduates who participated in the Graduate Outcomes Survey (GOS) to nominate the contact details of their supervisor who is then invited to complete the ESS.

The survey provides information about the quality of education provided at Australian institutions by asking supervisors to provide feedback about the generic skills, technical skills and work readiness of the graduate employed in their workplace. ESS response rates are smaller than those for the SES and GOS, but are large enough to provide comparisons nationally at the broad field of education level and institution.

Following strong results in the previous year, Griffith tracked lower in this indicator in 2018 with outcomes now lower than the national average.

Indicators and targets

Flexibility of study

Target: By 2020, 70% of commencing undergraduate students will enter programs that offer courses in all three trimesters.

Definition: The proportion of commencing undergraduate students undertaking programs that have both first and second year course offerings in all three trimesters.

Year	2013	2014	2015	2016	2017	2018	2019	2020
Actual results					49.3%	56.4%		
Future targets							63.2%	70.0%

Comments: The introduction of trimesters has allowed Griffith to respond to student demand for greater flexibility in how and when they undertake their studies. Some students may wish to accelerate and graduate in the shortest possible time, but increasingly students need to balance work, study and family commitments. The opportunity to reduce study load each trimester, but still graduate within a reasonable time period, is attractive to many students.

56.4% of 2018 commencing students were given the flexibility of both first and second year course offerings in each of their three trimesters. Within the Griffith Business School, 100% of 2018 commencing undergraduates received these options. Flexible programs are more likely to improve student success, as students are better informed about degree choices, and more able to respond to changes in their personal circumstances by varying their study load.

Research income

Target: To increase external research income by 7.5 per cent per annum.

Definition: External research income as reported in the annual Australian Government Higher Education Research Data Collection (HERDC).

Year	2013	2014	2015	2016	2017	2018*	2019	2020
Actual results \$'000	58,809	63,828	68,887	73,937	73,025			
Future targets \$'000						85,443	91,852	98,741

Note: As HDR income will no longer form part of the HERDC collection from 2017 onwards, this income source has been removed from previous years' data.

* Data not available at the time of publication.

Comments: External research income earned continues to reflect the shift from traditional Category 1 to industry, other public sector and Cooperative Research Centres (CRC) funding sources. Both ARC and NHMRC income declined during 2017, the most recent year of finalised data, with Commonwealth funding pools remaining static. The increase in Category 2, 3 and 4 funding was sufficient to allow previous year performance to be largely maintained. The Commonwealth uses income as the primary driver for Research Block Grant funding but no longer makes a distinction between the various income categories.

CRC income recorded for HERDC increased in 2017 as a one-off, with 18 months of income recognised instead of the usual 12 months, bringing previous CRC July–June reporting into alignment with other calendar year funding sources. Funding for Joint Academic Appointments, mainly from within the Health Group, rose in 2017, while bequest income declined from the previous year.

Publication points

Target: As a minimum, maintain the current level of University research output.

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	2013	2014	2015	2016	2017	2018*	2019	2020
Actual results	2,387	2,307	2,333	2,356	2,265			
Future targets						2,356	2,356	2,356

* Data not available at the time of publication.

Comments: While processing of 2018 publications will be finalised in mid-June, progressive numbers suggest similar outcomes to 2017 in terms of numbers of outputs and associated publication points. With volume maintained, emphasis is able to be shifted to continual improvement in quality.

Research outputs no longer form part of Commonwealth Research Block Grant funding, however remain the base for every other aspect of research performance. Publication of research outputs, including creative works, allows evaluation of institutional and individual research performance, and provides the intellectual capital for the translation of outputs into outcomes. Outputs continue to be the keystone for the Excellence in Research for Australia (ERA) assessment.

The University supports the view that publication volume and quality both have equal importance, and staff research performance guidelines have been revised to allow greater discretion in the assessment of research quality against discipline norms.

Higher Degree by Research completions

Target: HDR completions to be maintained above 400 per year by 2020.

Definition: HDR completions are taken from the annual Higher Education Student Data Collection.

Year	2013	2014	2015	2016	2017	2018	2019	2020
Actual results	199	230	244	354	356	332		
Future targets						371	386	401

Comments: Following strong performance in 2016 and 2017, the number of HDR candidate completions declined across the University in 2018, with only sciences experiencing an increase in conferrals. Completions in the sciences (136) and arts, education and law (92) represented 69% of the 2018 University total.

The Nathan and Gold Coast campuses provided 131 and 126 completions respectively, with the Doctor of Philosophy comprising almost 80% of all completions. 44 Research Masters candidates completed in 2018.

The challenge remains to increase HDR commencements in order to provide the enrolment pipeline necessary to achieve the Strategic Plan KPI in future years.

Indicators and targets

Research benefit

Target: To maintain income from contract and commercial research, technology transfer and enterprise at greater than 25% of the research income total.

Definition: The proportion of consultancy and commercial research, technology transfer and enterprise income as a proportion of external research income as reported in the annual Australian Government Higher Education Research Data Collection (HERDC).

Year	2013	2014	2015	2016	2017	2018*	2019	2020
Actual results	19.8%	23.3%	23.5%	24.8%	29.7%			
Future targets						30.0%	30%	30%

* Data not available at the time of publication.

Comments: Griffith commissioned over \$37.8 million of new commercial engagements during 2017, the most recent year of finalised data. The majority of this growth was due to a significant increase in the number of large multi-disciplinary projects, consistent with maturing relationships between the University and its key customers. The University's ability to continue to pitch for these large (greater than \$1 million) projects is dependent on ongoing researcher capacity and capability.

The commissioning of several large scale, multi-year projects during 2016 and 2017 utilised significant capability over the course of 2018. Griffith will continue to create a record of successful engagements with customers across projects that represent a material increase in value. Effort will also focus on the enhancement of processes in Griffith Enterprise to support the creation and management of complex projects with large customers. Enhancing and supporting these capabilities is essential for the diversified research income streams that are required to meet research income targets.

Innovation and commercialisation

Target: To directly engage at least 30% of academic and relevant professional staff in innovation and commercialisation activities.

Definition: The number of staff members with a research profile engaged in innovation and commercialisation activities as a proportion of the total number of staff members with a research profile.

Year	2013	2014	2015	2016	2017	2018	2019	2020
Actual results	26.3%	38.1%	27.5%	28.9%	36.0%	38.0%		
Future targets						30.0%	30.0%	30.0%

Comments: The number of staff members engaging in innovation and commercialisation activities rose in 2018, evidenced by the increased proportion of income from contract and commercial research, technology transfer and enterprise.

Diversified research income streams into the University have gained in importance as Commonwealth Category 1 income funding pools remain restricted, and due to the change in Commonwealth Research Block Grant Funding no longer discriminating between Category 1 and 2,3,4 income. Maximising the translation of research outputs into outcomes requires a shift in cultural perspective whereby researchers identify potential outcomes and end-users of research, so that research can be designed with an increased likelihood of achieving translatable goals.

Citation impact

Target: To achieve relative citation impact higher than the Australian average.

Definition: The three year rolling average of relative citation impact. Source: InCites.

Year	2013	2014	2015	2016	2017	2018	2019	2020
Actual results	1.45	1.47	1.41	1.48	1.50	1.64		
Future targets							1.64	1.64
National average	1.38	1.39	1.40	1.39	1.41	1.47		

Comments: This indicator is based on the Field Normalised Citation Impact of Griffith University research for the three year period from 2016–2018. The University’s citation impact for that period is 1.64 times the world average (1.00) and greater than the Australian university average impact of 1.47. The KPI data for citation impact is obtained from the Clarivate Analytics Incites (as at December 2018) based on its allocation of Griffith University articles by field ensuring that each article is benchmarked against others from the same field or subject category.

Griffith continues to exceed the national average in this indicator, with future years’ targets to be established as updated national benchmarking becomes available.

Research intensive female staff

Target: 50% of research intensive staff to be female.

Definition: The proportion of female research intensive academic staff as a percentage of total research intensive academic staff FTE. Research intensive staff are those defined as research only appointments with a research component of 80% or more, as well as teaching and research staff with a research component greater than 40%.

Year	2013	2014	2015	2016	2017	2018	2019	2020
Actual results			42.6%	42.8%	45.0%	44.8%		
Future targets							47.4%	50.0%

Comments: Staff members defined as research intensive accounted for 44.8% of FTE across the University in 2018. Sciences employed the majority of research intensive staff across the four academic groups, with the Griffith Business School hosting the lowest number.

Gender mix differs widely across the groups, with females comprising 64.3% of arts, education and law research intensive staff. Health disciplines were similar at 60.3%, and the Griffith Business School was lower at 44.4%. In 2018 only 28.7% of sciences research intensive staff were female, highlighting the differences between the disciplines.

The *Research and Innovation Plan 2017–2020* acknowledges the need to increase the proportion of females in research related roles and research leadership positions. In addition to providing support for the University’s engagement in the Athena Swan Charter, it outlines more broad strategies to assist the groups in attracting, retaining and research mentoring of female academic staff.

Indicators and targets

Female staff level D & E

Target: At least 45% 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	2013	2014	2015	2016	2017	2018	2019	2020
Actual results	35.1%	35.4%	37.5%	39.7%	40.4%	40.6%		
Future targets						41.9%	43.5%	45.0%

Comments: The proportion of Level D and E academic staff across the University reached 40.6% in 2018. Health employs the largest number of Level D & E female academic staff—mainly in nursing and midwifery, and psychology—while arts, education and law remains the largest in percentage terms (54.6%). Challenges still exist within the sciences disciplines, with females comprising only 20.2% of senior staff.

In 2018 Griffith was recognised for its commitment to addressing gender inequality in Science, Technology, Engineering, Mathematics and Medicine (STEMM), as one of the first Australian institutions to be bestowed a Science in Australia Gender Equity (SAGE) Athena SWAN Bronze Institutional Award.

The Bronze Award acknowledges Griffith's commitment to advancing the careers of women and improving gender equality in STEMM disciplines in Higher Education and Research. A four year action plan has been developed to further address gender inequity in STEMM and support greater diversity and inclusion.

Female staff level 10 and above

Target: At least 50% of all University's Senior Administrators (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	2013	2014	2015	2016	2017	2018	2019	2020
Actual results	44.6%	46.6%	45.2%	44.5%	43.8%	44.5%		
Future targets						45.9%	47.9%	50.0%

Comments: While more females than males are employed as general staff within the University, they comprise only 44.5% of senior administrators. Corporate Services employs the majority of Level 10 and above general staff, with approximately one third being female.

The *Our People Plan 2017–2020* details the University's strategies to recruit, retain, develop, engage, and value academic and professional staff. Female representation in senior professional appointments is an important aspect of this key supporting plan and is encouraged through the Women in Leadership and Leneen Forde Future Leaders programs. The need for staff to balance their work, family and external commitments is well recognised within the University and staff with family and carer responsibilities are supported through a range of provisions such as parenting facilities, flexible work arrangements and leave options.

Aboriginal and Torres Strait Islander staff

Target: To increase by 5 per cent 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	2013	2014	2015	2016	2017	2018	2019	2020
Actual results	43	55	54	52	56	55		
Future targets						59	62	65

Comments: Griffith was the equal third largest employer of Aboriginal and Torres Strait Islander academic staff in Australia in 2017, the most recent year of national data, behind the University of Sydney and the University of New South Wales. Over 80% of these staff members worked within health, and arts, education and law disciplines.

The University's *Reconciliation Action Plan 2016–2018* is a key driver for First Peoples employment at the University, with initiatives supporting the achievement of its goals and targets driven and supported by the Equity Committee. The University aims to improve access to continuing employment, improve participation in a wide range of work areas, improve representation at all levels of employment, and provide career development opportunities for Aboriginal and Torres Strait Islander people at Griffith.

Sustainability

Target: To grow the quantum and proportion of income from philanthropy.

Definition: The quantum of donations and bequests as a proportion of total income from continuing operations as reported in the University annual financial statements.

Year	2013	2014	2015	2016	2017	2018	2019	2020
Donations \$'000	2,515	4,653	4,667	8,243	8,144	11,756		
Bequests \$'000	10	681	1,840	544	51	1,019		
Total \$'000	2,525	5,334	6,507	8,787	8,195	12,775		
Future targets						10,000	11,000	12,100

Comments: Income from philanthropy has risen by more than 200% over the past five years, and now comprises approximately 1 per cent of the University's total income from continuing operations. Outcomes in this indicator show annual philanthropic income as reported in the University's financial statements, and the various components have been separated to best illustrate the mix of funds received. Bequests by their nature do not represent a smooth income source, evident when comparing 2017 receipts (\$0.05 million) to those received in 2018 (\$1.02 million). Bequests contribute significantly to endowments which provide for scholarships and prizes for Griffith students while most donations raised during 2018 were used to support research.

Indicators and targets

Asia student experience

Target: To increase by 5 per cent per annum the number of Griffith domestic students undertaking a study experience in Asia, including exchanges.

Definition: Students undertaking Student Exchange or Short Term Global Experience programs offered by Griffith, partner universities or third party providers.

Year	2013	2014	2015	2016	2017	2018*	2019	2020
Actual results	457	564	553	567	567	571		
Future targets						595	625	656

* Data is preliminary only at the time of publication.

Comments: While outbound mobility figures have not yet been finalised for 2018, preliminary numbers indicate that the percentage of domestic students traveling to Asia as part of their studies slightly increased during the year.

The 2019 DFAT New Colombo Plan funding outcomes were announced in July 2018 and Griffith was successful in receiving funding of \$811,800 to support 156 students to participate in 18 mobility projects across the Indo–Pacific in 2019. Application outcomes for the newly formed Endeavour Leadership Program are expected to be announced in February 2019. Both programs contribute to the University's efforts to promote mobility experiences in the Asia–Pacific region.

Asia research collaboration

Target: To maintain publications co-authored with an Asian institutional partner at greater than 15% of the annual publication total.

Definition: The proportion of publications co-authored with scholars based in Asia and published under the Griffith by-line as a percentage of total Griffith publications. Source: Scopus

Year	2013	2014	2015	2016	2017	2018*	2019	2020
Actual Results	11.6%	14.8%	17.2%	20.3%	22.7%			
Future Targets						20.0%		

* Data not available at the time of publication.

Comments: Since 2013 the University has monitored published research outputs produced in collaboration with partners in Asia. Most recently available 2017 data shows growth of 116% in co-published outputs with Asia since 2012 and a quadrupling of co-authored outputs since 2009.

China has consistently been Griffith's leading Asian partner with 414 outputs in 2017. Japan (239 outputs), Singapore (210 outputs), Malaysia (197 outputs) and India (194 outputs) follow as the University's largest collaborators. Since 2014 China has replaced the USA as our outright largest collaborating partner.

The Chinese Academy of Sciences has been our main Chinese collaborator over the past five years (467 outputs), and a further eight Chinese institutions have co-authored greater than 50 outputs over the 2013–2017 period.

Glossary

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

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

Campus locations

Gold Coast

Parklands Drive
Southport Qld 4222
Telephone: +61 7 5552 8800

Logan

University Drive
Meadowbrook Qld 4131
Telephone: +61 7 3735 7111

Mt Gravatt

Messines Ridge Road
Mt Gravatt Qld 4122
Telephone: +61 7 3735 7111

Nathan

170 Kessels Road
Nathan Qld 4111
Telephone: +61 7 3735 7111

South Bank

Queensland College of Art
Griffith Film School
Griffith Graduate School
226 Grey Street
South Bank Qld 4101
Telephone: +61 7 3735 3112

Queensland Conservatorium
140 Grey Street
South Bank Qld 4101
Telephone: +61 7 3735 7111

griffith.edu.au

-  Like us on
facebook.com/griffithuniversity
-  Follow us on
linkedin.com/company/griffith-university
-  Follow us on
twitter.com/griffith_uni
-  Watch us on
youtube.com/user/griffithuniversity
-  Follow us on
instagram.com/griffithuniversity
-  Find us on
iTunesU Griffith University
-  WeChat ID
Griffith-University

Annual Report 2018 produced by:
Office of Marketing and Communications
Gold Coast campus, Griffith University
Parklands Drive Southport Qld 4222 Australia
Telephone: +61 7 5552 7846

Availability of Report:
The Annual Report 2018 is available at
griffith.edu.au/annual-report

© (Griffith University) 2019
ISSN: 0311 1075 CIRCOS No. 00233E

