

Swinburne University of Technology
Swinburne in 2015 – Notes on goals and aims

Goal 1 – Growth:

Position Swinburne to maximise growth in an uncapped, demand-driven environment and, through growth, underpin the dynamic development of the University.

Aim; scope/definition; data source	Actual	Projected					
	2009	2010	2011	2012	2013	2014	2015
<p>Aim 1.1 Grow total full-time equivalent on-campus student load from 25,500 EFTSL in 2009 to >32,500 EFTSL in 2015.</p> <p>S&D: All on-campus HED, TAFE, College and NICA student load in accredited programs, excluding Sarawak and ELICOS load.</p> <p>2009 load (EFTSL): 13,316 (HED); 11,428 (TAFE); 696 (College); 95 (NICA). 1 EFTSL = 720 SCH. Growth projected at 5% p.a for HED, at 3% p.a for TAFE and NICA, and at 7% for Swinburne College.</p> <p>Source: ASCOL.</p>	25,500	26,600	27,700	28,900	30,100	31,300	32,500
<p>Aim 1.2 Grow on-campus enrolments in accredited Higher Education programs by 5% per annum from 18,500 in 2009 to c.25,000 in 2015.</p> <p>S&D: All on-campus HED enrolments in associate degree, bachelor, bachelor (honours), graduate certificate, graduate diploma, masters and doctoral programs, excluding Sarawak enrolments.</p> <p>Source: ASCOL.</p>	18,500	19,500	20,500	21,500	22,600	23,700	25,000
<p>Aim 1.3 Grow delivery in accredited VET programs across all modes of delivery by at least 3% per annum over the period to 2015.</p> <p>S&D: All on-campus VET delivery (in SCH) in foundation, certificate, diploma and advanced diploma programs, excluding Sarawak and Swinburne College delivery.</p> <p>TAFE & NICA VET delivery in 2009 = 7,038,591 & 50,570 SCH, respectively.</p> <p>Source: ASCOL.</p>	7.09M	7.30M	7.50M	7.75M	8.00M	8.20M	8.50M

Goal 2 – Transformational learning and teaching:

Ensure that Swinburne courses are nationally recognized for their quality, flexibility and industry engagement – supporting all students to achieve their educational and employment aspirations.

Aim; scope/definition; data source	Actual	Projected					
	2009	2010	2011	2012	2013	2014	2015
<p>Aim 2.1 Maintain CEQ outcomes averaged over ‘good teaching’, ‘generic skills’ and ‘overall satisfaction’ at least 10 percentage points above the national average.</p> <p>S&D: % broad satisfaction is an arithmetic average of the CEQ ‘good teaching’, ‘generic skills’ and ‘overall satisfaction’ means for all respondents and all program levels (first and second CEQ majors). National increase projected from the average 0.3 percentage point p.a. increase across 2005 – 2009.</p> <p>Source: GCA datafiles.</p>	<p>Swin 72.2</p> <p>Aus 61.9</p>	72.3	72.6	72.9	73.2	73.5	73.8
<p>Aim 2.2 Maintain the NCVER measure of graduate satisfaction at least 2 percentage points above the national average.</p> <p>S&D: % graduate respondents (excluding invalid responses) choosing ‘strongly agree’ or ‘agree’ in response to the NCVER Student Outcomes Survey item “Overall, I was satisfied with the quality of this training”. National broad satisfaction projected to remain close to 90% based on past survey findings.</p> <p>Source: NCVER datafiles.</p>	<p>Swin 87.7</p> <p>Aus 89.2</p>	n/a	91.2	n/a	91.4	n/a	91.6
<p>Aim 2.3 Increase, in each year to 2015, both Higher Education and TAFE performance on the TEQSA student engagement measures.</p> <p>S&D: To be advised</p> <p>Source: TEQSA audit reports.</p>	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<p>Aim 2.4 Maintain the GDS full-time employment and NCVER graduate employment measures at least 1 percentage point above national averages.</p> <p>S&D: % respondents in full-time employment of those available for it (GDS: HED); and % graduate respondents in employment (NCVER Student Outcomes Survey: TAFE). National increases projected from the average per annum increase across 2005 – 2008 (2009 GFC-influenced data not included).</p> <p>Source: GCA and NCVER reports.</p>	<p>HED:</p> <p>Swin 77.5</p> <p>Aus 77.8</p> <p>TAFE:</p> <p>Swin 81.7</p> <p>Aust 77.1</p>	81.0	82.2	83.4	84.6	85.8	87.0
		n/a	84.0	n/a	85.5	n/a	87.0

Goal 2 – Transformational learning and teaching (cont.):

Ensure that Swinburne courses are nationally recognized for their quality, flexibility and industry engagement – supporting all students to achieve their educational and employment aspirations.

Aim; scope/definition; data source	Actual	Projected					
	2009	2010	2011	2012	2013	2014	2015
<p>Aim 2.5 By 2015, at least 25% of graduating students will have enrolled in more than one qualification at Swinburne.</p> <p>S&D: Overall percentage of HED students completing in the reference year who have enrolled, within the current or previous seven years, in at least one other Swinburne program at any level (excluding ELICOS programs and VET programs nested within other VET programs). In 2009, 706 of 4,573 completers had been, previously or concurrently, enrolled in another program.</p> <p>Source: ASCOL.</p>	15.4	16.5	17.5	19.0	21.0	23.0	25.0
<p>Aim 2.6 Fully implement the Swinburne Guarantee across Swinburne programs.</p> <p>S&D: To be advised.</p> <p>Source: To be advised.</p>	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<p>Aim 2.7 By 2015, a minimum of 20 Swinburne bachelor degree programs will have an embedded diploma or advanced diploma program.</p> <p>S&D: All bachelor and bachelor (honours) degree programs</p> <p>Source: CourseSearch.</p>	0	0	4	8	12	16	20
<p>Aim 2.8 Grow total online unit enrolments by 10% per annum from 18,400 in 2009 to > 32,500 in 2015.</p> <p>S&D: Total unit enrolments (including OUA unit enrolments) at all levels, as denoted by 'o' or 'e' in the ASCOL 'study pattern' field.</p> <p>2009 online unit enrolments = 8,602 (OUA); 2,153 (other HED); 7,637 (TAFE).</p> <p>source: ASCOL.</p>	18,400	20,250	22,250	24,500	27,000	29,500	32,500

Goal 2 – Transformational learning and teaching (cont.):

Ensure that Swinburne courses are nationally recognized for their quality, flexibility and industry engagement – supporting all students to achieve their educational and employment aspirations.

Aim; scope/definition; data source	Actual	Projected					
	2009	2010	2011	2012	2013	2014	2015
<p>Aim 2.9 Ensure that, by 2015, all students will be able to study at least 20% of their chosen program(s) online.</p> <p>S&D: % students enrolled in programs which can be completed at least 20% online (all TAFE, Higher Education, College and NICA programs, excluding ELICOS and Sarawak programs). In 2009, there were 2,833 HED students (of a total of 19,584 students) enrolled in a program which could be completed at least 20% online.</p> <p>Source: CourseSearch.</p>	<p><u>HED:</u> 14.5%</p> <p><u>TAFE:</u> tba</p> <p><u>College:</u> Nil.</p> <p><u>NICA:</u> Nil.</p>	20%	30%	50%	70%	85%	100%
<p>Aim 2.10 By 2015, 100% of Swinburne bachelor degree students will have industry engagement embedded within their programs.</p> <p>S&D: % completing undergraduate students in the reference year to have undertaken Industry Based Learning (IBL), Industry Placement (IP) and/or a capstone project unit within their degree program.</p> <p>In 2009, 3,520 students (of a total of 14,550 students enrolled in UG programs) were enrolled in IBL/IP (408 students) and/or capstone project units.</p> <p>Source: ASCOL (via a specific set of unit codes).</p>	24.2	37.0	50.0	60.0	75.0	85.0	100

Goal 3 – Transformational research:
To achieve international recognition as a high quality, research-intensive university

Aim; scope/definition; data source	Actual	Projected					
	2009	2010	2011	2012	2013	2014	2015
<p>Aim 3.1 Rank in the Shanghai Jiao Tong top 400 universities in the world.</p> <p>S&D: All universities for which performance is assessed</p> <p>Source: Published SHJT rankings.</p>	490	475	460	445	430	415	400
<p>Aim 3.2 Increase National Competitive Grant (NCG) income per FTE member of academic staff by 10% per annum.</p> <p>S&D: Category 1 (National Competitive Grant) research income – ie., income from research schemes and programs listed on the Australian Competitive Grants Register, such as the ARC and NHMRC programs, in the reference year.</p> <p>In 2009, Swinburne’s Category 1 research income = \$7,636,814 and FTE academic staff = 569.8 (FTE permanent staff with a function code of ‘Research’ or ‘Teaching & Research’ in the reference year).</p> <p>Source: DIISR data files; ALESCO.</p>	\$13,403	\$14,743	\$16,218	\$17,839	\$19,623	\$21,586	\$23,744
<p>Aim 3.3 Increase other research grant income per FTE member of academic staff by 7.5% per annum.</p> <p>S&D: Category 2, 3 and 4 research income – respectively, ‘Other Public Sector Research Income’; ‘Industry and Other Research Income’; and Cooperative Research Centre (CRC) Research Income’ – in the reference year.</p> <p>In 2009, Category 2 research income = \$1,733,993; Category 3 research income = \$2,687,335; Category 4 research income = \$2,873,403. Total Category 2 – 4 income = \$7,294,731.</p> <p>In 2009, FTE academic staff = 569.8 (FTE permanent staff with a function code of ‘Research’ or ‘Teaching & Research’ in the reference year).</p> <p>Source: DIISR data files; ALESCO.</p>	\$12,802	\$13,762	\$14,795	\$15,904	\$17,097	\$18,379	\$19,758

Goal 3 – Transformational research (cont.):

To achieve international recognition as a high quality, research-intensive university

Aim; scope/definition; data source	Actual	Projected					
	2009	2010	2011	2012	2013	2014	2015
<p>Aim 3.4 Increase total publications of academic staff in the Science (Expanded) and Social Science Citation databases by 15% per annum.</p> <p>S&D: No. publications in journals included in the Thomson Reuters Science Citation Index Expanded (SCI-EXP) and Social Sciences Citation Index (SSCI) listings. In 2009, Swinburne researchers published a total of 466 articles on these journals (SCI-EXP = 359 and SSCI = 107).</p> <p>Source: ResearchMaster</p>	466	536	616	709	815	937	1,078
<p>Aim 3.5 Increase the number of students who timely complete their PhD within four years full time equivalent to above 70% by 2015.</p> <p>S&D: Percentage of PhD completions in the reference year for which completion was within four years of the commencement date (to be confirmed).</p> <p>Source: DEEWR past course completions data.</p>	45	49	53	57	61	65	70
<p>Aim 3.6 Identify, within each Faculty, a limited number of areas of research concentration (in addition to existing Research Centres) and strategically target future academic appointments to these areas of concentration.</p> <p>S&D: n/a</p> <p>Source: SR website.</p>	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Goal 4 – Transformational culture

Create a working, learning and research culture for our people, which ensures we have the organisation capacity to achieve the 2015 vision.

Aim; scope/definition; data source	Actual	Projected					
	2009	2010	2011	2012	2013	2014	2015
<p>Aim 4.1 Continue to increase the percentage of academic staff with a PhD such that Swinburne equals the Go8 level by 2015.</p> <p>S&D: Number of academic staff with a PhD qualification ÷ (total number of academic staff – number of staff for which qualifications data are lacking), expressed as a percentage. The scope includes all permanent academic staff (excluding all staff on non-academic classifications and those with a function code of ‘Other’) in the reference year.</p> <p>Source: DEEWR staff datafiles.</p>	<p>Swin 62</p> <p>Go8 70</p>	63	65	67	69	71	73
<p>Aim 4.2 All newly-appointed academic staff involved in teaching, without prior evidence of teaching competence, will complete the Graduate Certificate in Learning & Teaching within four years of their appointment.</p> <p>S&D: All academic teaching staff</p> <p>Source: ASCOL & ALESCO</p>	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<p>Aim 4.3 Extend and refine the University’s PDR system on an ongoing basis.</p> <p>S&D: % participation and completion of the PDR process by eligible staff members (scope = all permanent/ongoing and contract staff members). In 2009, 77% of eligible staff commenced the process; 73% completed it.</p> <p>Source: SuccessFactors</p>	73	80	90	100	100	100	100
<p>Aim 4.4 Embed Occupational Health and Safety, as appropriate, within the Swinburne planning and reporting framework.</p> <p>S&D: n/a</p> <p>Source: n/a</p>	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Goal 5 – Quality infrastructure

Develop the institutional infrastructure required to underpin the transformational mission of the University

Aim; scope/definition; data source	Actual	Projected					
	2009	2010	2011	2012	2013	2014	2015
<p>Aim 5.1 Continue to enhance our built infrastructure to provide an outstanding educational and research environment for students and staff.</p> <p>S&D: n/a</p> <p>Source: n/a</p>	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<p>Aim 5.2 Adopt approaches which continue to reduce annual energy consumption/EFTSL from 5.1GJ/EFTSL in 2009 to 4.5GJ/EFTSL in 2015.</p> <p>S&D: All Melbourne campuses</p> <p>Source: TEFMA data files.</p>	5.1	5.0	4.9	4.8	4.7	4.6	4.5
<p>Aim 5.3 Implement a modern Student Management System capable of integrating activities across TAFE and Higher Education and enhancing services to students and staff.</p> <p>S&D: n/a</p> <p>Source: n/a</p>	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<p>Aim 5.4 Building on the implementation of the new Student Management System, develop an integrated structure of software systems to provide the necessary services and information for Swinburne to function at its full potential.</p> <p>S&D: All academic teaching staff</p> <p>Source: n/a</p>	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Goal 6 – Social inclusion, diversity and sustainability

Maximize our dual sector strengths to create a transformational model for community and educational partnership.

Aim; scope/definition; data source	Actual	Projected					
	2009	2010	2011	2012	2013	2014	2015
<p>Aim 6.1 Implement a detailed Social Inclusion Strategy and achieve all targets within that Strategy.</p> <p>S&D: TBA when Social Inclusion Strategy is finalised.</p> <p>Source: Social Inclusion Strategy annual reports.</p>	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<p>Aim 6.2 Boost participation in TAFE by students from low SES backgrounds by an average of at least 4% per annum from 11.1% of enrolments in 2009 to >14.0% of enrolments in 2015, and participation in undergraduate degree studies by an average of at least 6% per annum from 10.0% of enrolments in 2009 to >14.2% of enrolments in 2015.</p> <p>S&D: % domestic undergraduate students (HED); % all domestic students (VET)</p> <p>Source: ASCOL.</p>	VET 11.1 HED 10.0	11.5 10.6	12.0 11.2	12.5 11.9	13.0 12.6	13.5 13.4	14.0 14.2
<p>Aim 6.3 Continue educational expansion at outer metropolitan locations where educational attainment has traditionally been low.</p> <p>S&D: TBA</p> <p>Source: TBA</p>	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<p>Aim 6.4 Achieve all targets set for 2015 in the University's Sustainability Strategy, particularly including the targets to:</p> <ul style="list-style-type: none"> - embed sustainability concepts in all educational programs - reduce carbon emissions by an average of at least 2% per annum from 44,500 tonnes in 2008 to <38,500 tonnes in 2015. <p>S&D: For the embedding of sustainability concepts, all programs listed in the course guide, For the carbon emissions, all Melbourne campuses and all travel by Melbourne-based staff members, etc.</p> <p>Source: Sustainability Strategy annual reports; TEFMA data files.</p>	n/a 50,561t	n/a 42,800t	n/a 42,000t	n/a 41,200t	n/a 40,300t	n/a 39,300t	n/a 38,500t

Goal 7 – Internationalisation

Achieve the desire that – “Every Swinburne student will be a global citizen”

Aim; scope/definition; data source	Actual	Projected					
	2009	2010	2011	2012	2013	2014	2015
<p>Aim 7.1 Increase international student commencements onshore, excluding ELICOS and exchange student commencements, by an average of 5% per annum, from 4,300 in 2009 to c.5,900 in 2015.</p> <p>S&D: International student commencing enrolments, in all programs at all levels apart from ELICOS and exchange commencements, at Melbourne campuses in the reference year. In 2009, international commencements = 3,716 (HED); 569 (TAFE); and 629 (Swinburne College)</p> <p>Source: ASCOL.</p>	4,300	4,600	4,800	5,100	5,300	5,600	5,900
<p>Aim 7.2 Increase enrolments at Sarawak by an average of 10% per annum from c.2,750 in 2009 to c.5,000 by 2015.</p> <p>S&D: All programs; all levels.</p> <p>Source: EduVersal.</p>	2,758	3,100	3,350	3,700	4,100	4,500	5,000
<p>Aim 7.3 Increase the number of students transferring from Melbourne to Sarawak and from Sarawak to Melbourne by an average of 10% per annum from 56 in 2009 to greater than 100 in 2015.</p> <p>S&D: All students enrolled at Melbourne in the reference year having been enrolled at Sarawak in the previous year, plus all students enrolled at Sarawak in the reference year having been enrolled at Melbourne in the previous year. All programs; all levels.</p> <p>Source: ASCOL and EduVersal.</p>	56	60	65	75	80	90	100

Goal 7 – Internationalisation (cont.)

Achieve the desire that – “Every Swinburne student will be a global citizen”

Aim; scope/definition; data source	Actual	Projected					
	2009	2010	2011	2012	2013	2014	2015
<p>Aim 7.4 Position Swinburne College as a major pathway college in Australia, with onshore College enrolments increasing by an average of 8% per annum from 950 in 2009 to >1,500 in 2015.</p> <p>S&D: All onshore enrolments excluding ELICOS enrolments.</p> <p>Source: ASCOL.</p>	950	1,000	1,100	1,200	1,300	1,400	1,500
<p>Aim 7.5 Develop a suite of sustainable and high-quality transnational activities, and increase the number of Swinburne students studying in such programs by an average of 12% per annum from 730 in 2009 to >1,500 in 2015.</p> <p>S&D: All Swinburne (offshore) TNE enrolments. CAP enrolments excluded as not Swinburne enrolments</p> <p>Source: ASCOL.</p>	730	820	930	1,050	1,150	1,300	1,500
<p>Aim 7.6 Enhance student mobility as a core broadening element of a Swinburne education, and increase the number of outbound exchange students by an average of 8% from 465 in 2009 to >750 in 2015.</p> <p>S&D: Number of TAFE and Higher Education students (all programs; all levels) participating in international exchange, work placement, internship, IBL, offshore research and study tours in the reference year</p> <p>Source: I&D data files.</p>	465	500	540	580	630	680	750