



Swinburne University of Technology

1999 Annual Report

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Compliance Index

This Annual Report has been prepared in accordance with Part 7 of the *Financial Management Act 1994* outlined under Part 9 of the Directions from the Minister of Finance. This index has been prepared to facilitate identification of compliance with statutory disclosure requirements and lists the pages in the Annual Report on which each item may be found.

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Swinburne University of Technology

Report of Operations

1999

Vice-Chancellor's Overview

General

During 1999, the University consolidated the strategic directions and developments which have been pursued in recent years.

Council reviewed and considered the strategic positioning of the University at a Retreat held on 5 August 1999, and endorsed a number of key strategies. The most important of these was reaffirmation of the strategic intent to be a research-intensive university of technology, through the development of selected research centres and concentration of dedicated research funding.

Council also approved the development and continuation of other strategies:

- concentration of teaching programs and the pursuit of niche market areas;
- flexible learning;
- the strong drive to internationalisation; and
- development of the opportunities arising from the University's intersectoral nature.

The research policies are being realised through development of new centres to join the established Institutes for Brain Sciences, Industrial Research and Social Research.

The Swinburne Optics and Laser Laboratory was opened in February by Professor Ahmed Zewail of the California Institute of Technology ("Caltech"), who later in the year won the Nobel Prize for Physics. Professor Zewail is the pioneer of femtochemistry, the major focus of the Swinburne Centre for Ultrafast Laser Spectroscopy, in which laser pulses are used to study chemical reactions as they develop. As a result of Professor Zewail's visit, a collaborative program has been developed with Caltech. At the more applied end of the spectrum, research is developing using lasers for micromachining and high energy applications in the Industrial Research Institute Swinburne (IRIS).

IRIS was a driving force in the successful bid for a new Co-operative Research Centre (CRC) in microtechnology, to be funded by the Commonwealth Government and industry. Swinburne is also a core participant in four other CRCs:

- CRC for CAST Metals Manufacturing;
- CRC for Intelligent Manufacturing Systems;
- CRC for Clean Power from Lignite; and
- CRC for International Food Manufacture and Packaging Technology.

To be a core participant in five CRCs is a remarkable result given the relative small size of Swinburne's Higher Education Division.

During the year, the Commonwealth Government also released figures showing that the University's research income had risen by 38.6% in the previous year. Swinburne researchers were awarded 14 grants in the 1999 ARC round, to the total value of \$1,388,648, a considerable improvement on previous years.

It is clear that we are on track to achieving the goal to be a research-intensive university of technology.

Important developments also took place during 1999 in internationalisation.

The previous year had seen the establishment of the Swinburne Tummasiri Laem Chabang School of Engineering, which continued to grow during 1999.

In November 1999 the Malaysian Education Minister granted approval for the establishment of the Swinburne Sarawak Institute of Technology, which is a collaboration between the University, the Sarawak Foundation and a Malaysian developer. The Institute will initially provide short courses and certificate studies in technical, technological and managerial studies, and later in the Year 2000 degree and diploma courses. In the first instance the campus will be set up in temporary premises in Kuching, the capital of Sarawak. In the longer term a permanent campus will be built on a 60 acre site at the environmentally impressive Kasuma Marina resort.

The development of the Laem Chabang school and the establishment of the Sarawak institute are very considerable steps along the path of developing an international network of campuses, which will allow Swinburne students and staff access to international experiences without leaving the Swinburne organisation.

Within Australia, the National Institute of Circus Arts (NICA) received a grant of \$500,000 from the Sidney Myer Fund as part of the Sidney Myer Centenary Celebration. The grant will go towards completion of the "Sidney Myer Circus Studio", to be completed in 2000 at the University's Prahran campus. In June NICA commenced a 20-week National Training Project with a group of 21 students.

Two significant new administrative units were established in 1999 to further the University's strategic objectives. Swinburne Knowledge was established to maximise the commercial potential of the full range of the University's

Intellectual Property, including technological inventions, service innovations, and course materials. Swinburne Knowledge will assist in the drive to make Swinburne an entrepreneurial university, as approved by Council following on from the 1998 World Best Practice Tour.

The Foresight and Planning Unit was set up to co-ordinate planning and performance reporting, develop an integrated knowledge base for strategic planning and management, and integrate foresight into the strategic planning cycle.

All in all, Swinburne is well-placed to make even further gains in achieving its strategic objectives into the future

Higher Education Division

The Higher Education Division is pursuing its mission to become the vehicle for the realisation of the research-intensive University of Technology. The Division will be characterised by a restricted number of research activities of national prominence and international recognition. It will also have a limited number of high profile, niche, elite undergraduate and postgraduate coursework programs. Consistent with this mission, activities in 1999 focussed on further enhancing the Division's achievements and reputation in research, and on a major reconsideration of the profile of undergraduate programs offered by the Division.

In research a new Centre for Micro-Photonics headed by Professor Min Gu was established. This centre will complement the existing Centre for Imaging and Applied Optics.

The newest of Swinburne's research institutes, the Institute for Social Research, was launched at a function attended by the Federal Member for Werriwa, Mr Mark Latham, MP. The Institute's Professor Alastair Davidson commenced six months working as one of a select group of fellows at the Institute for Advanced Study at Princeton University in the United States.

A virtual reality theatre ("the Grotto"), operated by the University's Centre for Astrophysics and Supercomputing, was opened by the Victorian State Minister for State and Regional Development, the Honourable John Brumby. This theatre allows participants to 'move' within three dimensional images ranging from images of the brain to the universe.

Towards the end of 1999, a major reconsideration of the profile of undergraduate offerings in the Division was driven by three major factors:

- 1) the Division was heavily overenrolled in 1999 as a result of a high level of student demand for existing programs;
- 2) the development of a new suite of programs in multi-media spanning the design, technological, marketing and communications aspects of this new discipline;
- 3) the reduction by the Commonwealth of the total number of Commonwealth places while retaining its overall level of funding.

The strategy taken to address these three factors was to reduce the Division's intake in future years in order to return student numbers to agreed government levels and to focus activities in areas of existing strength and future opportunity. An important result of this process has been the development of increasingly focussed suites of undergraduate programs which are expected to attract a larger proportion of high quality students.

On the international front the Division is continuing to promote overseas experience, in either study or work placements, as a highly attractive feature of an undergraduate portfolio. Although small in absolute terms, the number of students from the Division going on student exchange to universities in other countries doubled from the previous year. International work placements associated with Industry Based Learning also continued to play a key part in this process of internationalisation.

TAFE Division

During 1999 the TAFE Division focused on implementation of the merger with Eastern TAFE and, in the course of effectively creating the fourth largest TAFE provider in Victoria, achieved strategic objectives aimed at establishing Swinburne TAFE as a strong, competitive, training provider of choice to students and industry.

As the Division entered 1999 with a new, post-merger structure and Management Team, much of the work early in the year concentrated on establishing the operations of the new Departments across six campuses so that a high level of service continued to be provided without disruption to students and industry customers. Significantly, customer feedback indicates that this was achieved and at the same time the Division met all contracted delivery targets and undertook significant innovation and new strategic initiatives.

Supporting the merger process, and in recognition of the critical role of staff, an early achievement was the implementation of a Human Resources Strategy focused on further developing the TAFE Division's staff capabilities and team-based approach with a range of specific

employment, professional development and industrial relevance initiatives.

With a major focus on flexible learning and new learning technologies, the TAFE Division increased student choice of access by developing multiple delivery modes for modules in Finance, Business, Administration & Office Technology, Children Services & Health, Community and Further Education, Hospitality & Tourism, Horticulture, Arts, Building & Transport, Manufacturing Technology and Computing. New on-line delivery materials were introduced in Accounting, Office Administration & Library, Information Technology, Children's Services & Health, VCE and Business Community Services & Health Management.

Student choice was further enhanced with strengthened intersectoral arrangements in a range of study areas improving pathways and credit transfer arrangements. Intersectoral arrangements were further pursued with the secondary schools sector through new or expanded initiatives in Administration & Office Technology, Communication & Further Education, Hospitality & Tourism and Industrial Sciences.

A major success for the TAFE Division was the establishment of the TAFE Frontiers program. Swinburne TAFE was the lead agent in a consortium that won the right to lead and promote flexible delivery across the Victorian State Training Service. TAFE Frontiers will identify and showcase flexible delivery, promoting its development and adoption across TAFE, VET in Schools, Adult Community and Further Education and Private Registered Providers.

There were significant increases in apprenticeship provision across the Division, particularly in the Engineering area at the Hawthorn Campus with increases of 120 % in the number of Electrical and Mechanical Engineering apprentices. This increase resulted from the establishment of industry partnerships with employer and group training organisations such as VICTEC and the Australian Industry Group.

The Arts received a significant boost on two fronts at Swinburne TAFE with the establishment of the NICA (National Institute of Circus Arts) National Training Project, as mentioned above, and the completion of the new Arts Multimedia building at the Prahran Campus.

The NICA National Training Project, undertaken at the Docklands with significant corporate support and sponsorship, provided high level circus training to 22 participants from around Australia and was widely recognised by the industry as a success. The planned

establishment of the joint State Gymnastics Federation/NICA facility at the Prahran Campus will add a significant dimension to circus training in Australia, boosting the international competitiveness and standing of the industry.

The new Arts Multimedia facility became home to the Arts Department at the Prahran Campus in December. This purpose-built, state-of-the-art building will bring together a range of arts-related training streams, and by providing a strong new technology underpinning, significantly boost the ability to provide students and industry with "best in class" training and arts education.

Internationalisation, a major strategic objective for Swinburne TAFE, focused on broadening our relationships and activity in countries including Singapore, China and Italy as well as several Middle East and Latin American countries. In-country delivery of programs and seminars was undertaken in Vietnam, Singapore, Thailand, Italy and Argentina whilst a range of new products, focused on niche off-shore markets, was developed for the Parent Education, Business Training, Environmental Science, Sustainable Development and Aged Care areas in readiness for delivery in 2000. English as a Second Language training saw growth of 30% in international student numbers as well as increased activity in study tours from countries such as Japan and China.

Following the achievements of 1999, the TAFE Division enters the year 2000 focused on growth by continuing to develop sustainable advantage in areas of strength underpinned by a strong and cohesive staff and management team.

Swinburne University of Technology, Lilydale

Demand for courses at Swinburne, Lilydale was strong in 1999, the number of applicants far outweighing the number of places available. Applications increased by 79% over the previous year and the number of applications with Swinburne, Lilydale as first preference more than doubled. After change of preference, demand increased again by 11%.

A further indicator of changing demand for Swinburne, Lilydale courses is the 1999 average commencing median ENTER score, which rose over three points from the previous year to 67.

The Division's course portfolio grew from four programs in 1998 to sixteen in 1999 – eight bachelor degrees, four higher education / TAFE dual awards, three honours awards and a graduate certificate.

In 1999, two major externally-led planning exercises took place – an academic staff planning project and an organisational review. These resulted, among other things, in the establishment of four new strategic steering groups focusing on the themes of:

- international;
- learning and teaching;
- partnerships; and
- research and consultancy.

The progress made by these steering groups has been impressive.

In 1999 Swinburne, Lilydale concluded student exchange agreements with four universities in Denmark, Sweden, the UK and USA, inaugural exchanges taking place in Semester 2. Also on the international front, senior Swinburne, Lilydale staff visited universities in six countries, conferences were attended in the USA, New Zealand, UK, Hong Kong, Canada, Israel and the Netherlands. Staff also taught in Germany and Vietnam and collaborated with overseas colleagues in a number of other countries.

Inaugural visiting professors came to the Division from Drury College and Victoria University of Technology. The three adjunct professors have been reappointed for three years.

Regional links and partnerships continued to grow, a milestone being the 'Growth and Development Partnership Agreement' between Shire of Yarra Ranges and Swinburne University of Technology, Lilydale Campus which was ceremonially concluded at the second Town and Gown Dinner.

Further progress was made in flexible delivery, including development of interactivity for assessment tasks, discussion threads, and changing ways of arranging lectures and tutorials. An external review of learning guides and subject outlines concluded with very positive outcomes.

Swinburne, Lilydale academic staff may now engage in research in the areas of community, eBusiness and communication, and learning and teaching, and supervise Masters and PhD students through the Institute for Social Research. Their publications in 1999 include books, book chapters, refereed journal articles, unpublished conference papers and both printed and electronic Learning Guides, which are produced for every Swinburne, Lilydale subject.

A number of colleagues again achieved distinction in the Swinburne Teaching Excellence Awards program, three of them as University nominations for the Australian Awards in University Teaching. Students of the Division have received notable awards including the Weary Dunlop Scholarship and Australian Marketing Institute Student Awards.

The Centre for eBusiness and Communication has developed strongly in 1999 and is taking a leading role in providing training, short courses, obtaining grants and generally seeking out new opportunities for the Division. The Teacher Release to Industry Program has been successfully piloted.

A new multisectoral building jointly funded by the Victorian and Commonwealth Governments was commenced late in the year.

The most significant issue to emerge in 1999 was that of student load. Less than half the Division's student load is fully-funded. Marginally-funded students have the same service and resource requirements as their fellows, but their lower funding does not allow for additional infrastructure or staffing. A major priority into the future must be to obtain growth in fully-funded student places for Swinburne University of Technology, Lilydale.

General Information

1 Establishment

1.1 A Proud History

The Swinburnes lived for many generations in Northumberland, in the north of England. In early times, the family owned a castle on the banks of the Swin Burn, the brook of the boars. By 1245, the Swinburne coat of arms was "Gules: three board heads argent".

George Swinburne arrived in Melbourne in 1886, aged 25. His early days in Melbourne were spent in setting up gas plants and bringing gas-light to the cities and towns. As his business stature increased, he entered State Parliament and became a Minister.

Swinburne was first established as the Eastern Suburbs Technical College by George Swinburne with the first students enrolled in 1909, when classes began in carpentry, plumbing and blacksmithing. In 1913 the institution changed its name to the Swinburne Technical College to commemorate the Honourable George Swinburne. Soon afterwards, a boys' junior technical school and the first girls' technical school in Victoria were established.

An extensive reorganisation of advanced education took place in Victoria in the period 1976-78 culminating in the passing of the *Victorian Post-Secondary Education Act*. Under the Act, the Victoria Institution of Colleges was dissolved and the Victorian Post-Secondary Education Commission established. Under the new arrangements, Swinburne Council was given power to grant bachelor degrees. The first of these was awarded at a conferring ceremony held on Thursday, 21 May 1981 at the Camberwell Civic Centre.

The 1992 proclamation by the Parliament of Victoria of the *Swinburne University of Technology Act* marked not only recognition of its distinguished history, but the beginning of a new period of growth and innovation for Swinburne. From its establishment in 1908 in Melbourne's eastern suburbs of Hawthorn, Swinburne has grown from being a local provider of technical education through mergers with Prahran Institute of TAFE in 1992 and Eastern Institute of TAFE in 1998 into a multi-disciplined, multi-campus provider of vocational and higher education and training of national and international significance. Noted Australian businessman, Mr Richard Pratt, was installed as Swinburne's Foundation Chancellor on 15 March 1993.

1.2 The Coat of Arms

Swinburne holds a unique position among educational institutions in Australia in the link that persists between it, the founder and his family. The conferring of a modification of the family's coat of arms preserves and strengthens that link.

The arms: the basic colours of red and white, and the cinquefoils charged on the shield, commemorate the arms of the Swinburne family. The four Mullets in the Cross symbolise the Southern Cross.

The crest: the demi-Boar and the cinquefoil perpetuate the Swinburne connection; the book is symbolic of learning.

The motto: the College of Arms' translation of the motto is "Achievement through learning".

1.3 Relevant Minister

For higher education and funding load purposes, academic program profile and some aspects of strategic planning, the relevant Minister is the Federal Minister for Education, Training and Youth Affairs.

For its technical and further education activities, the University is responsible to the State Minister for Tertiary Education and Training.

2 Objectives, Functions, Powers and Duties of the University

2.1 Objects and Functions

The objects of the University as stated in Section 6 of the *Swinburne University of Technology Act* include:

- (a) the development of an institution with excellence in teaching, training, scholarship, research, consultancy, community service and other educational services and products, with emphasis on technology and its development, impact and application;
- (b) the provision of a multi-level system of post-secondary education programs relevant to the needs of the community covering a range of fields and levels from basic trade to post-doctoral studies with provision for recognition of prior learning and flexibility of transition between programs;
- (c) the provision of high quality educational, research, residential, commercial, cultural, social, recreational, sporting and other facilities;
- (d) the advancement of knowledge and its practical application by research and other means, the dissemination by various means of the outcomes of research and the commercial exploitation of the results of such research;
- (e) the participation in commercial ventures and activities;
- (f) the fostering of the general welfare and development of all enrolled students;
- (g) the conferring of prescribed degrees and the granting of prescribed diplomas, certificates and other awards;
- (h) the provision of opportunities for development and further training for staff of the University;
- (i) the development and provision of educational, cultural, professional, technical and vocational services to the community and in particular the fostering of participation in a university of technology of persons living or working in the Outer Eastern region of Melbourne;
- (j) the provision of programs, products and services in ways that reflect the principles of equity and social justice;
- (k) the maintenance of close interaction with industry and the community and the development of associations or agreements with any educational, commercial, governmental or other institution;
- (l) the enhancement through the development of knowledge and skills of the ability to shape technology, social and economic processes and to recognise, understand and take account of the ethical, environmental and other implications of such processes;

- (m) the conduct of teaching, research, consultancy and development activities within and outside Australia; and
- (n) generally, the development and operation of a university providing appropriate and accessible academic and other programs, courses of study, educational products and research activity such as the Council considers necessary for the attainment of the foregoing in Victoria and elsewhere.

2.2 Powers and Duties

The main decision making bodies are:

- Council;
- Academic Board;
- Board of Technical Studies; and
- Chancellery.

Council

Deriving its powers from the *Swinburne University of Technology Act*, the Council is the governing authority of the University and has responsibility for the direction and superintendence of the University. The Act also makes provision for the Council to make Statutes with regard to “all matters relating to the organisation, management and good government of the University...”

In a general sense, Council acts on behalf of the community in overseeing the affairs of the University and, as such, is accountable to the community. As the governing authority, the University Council accepts particular responsibilities such as:

- ensuring that long term and short term planning are undertaken, endorsed and implemented;
- establishing proper authority and accounting for expenditure, and assessing the effectiveness with which resources are used;
- making such delegations as will enhance Swinburne’s efficiency without diminishing the responsibility of Council; and
- overseeing the maintenance and enhancement of the quality of teaching, research and learning within Swinburne.

Council’s role focuses upon policy and strategic issues concerning the University. It receives specialist advice through a series of committees designated to carry out certain functions.

Academic Board

The powers of Academic Board, as set down in Section 30 of the *Swinburne University of Technology Act*, are as follows. The Academic Board:

- may discuss and submit to the Council an opinion on any matter relating to the prescribed higher education programs of the University and, in particular, may make to the Council such recommendations as it thinks proper with respect to instruction, studies, discipline, examinations, assessments, research, degrees and diplomas in those programs of the University;
- must report to the Council on all matters submitted to it by the Council for report;
- has such other powers and duties as are conferred or imposed upon it by this Act or by the Statutes or Regulations; and
- subject to this Act and, except as otherwise prescribed the Statutes and Regulations, may regulate its own proceedings.

Board of Technical Studies

The powers of the Board of Technical Studies, as set down in Section 35 of the *Swinburne University of Technology Act* are as follows:

- academic oversight of prescribed programs and courses of study in technical and further education; and
- providing advice to the Council and the Board of Technical and Further Education on:
 - (i) the conduct and content of those programs and courses; and
 - (ii) the awarding of certificates and diplomas in technical and further education.

The Board of Technical Studies shall consist of the prescribed number of members each of whom is elected or appointed as prescribed. There shall be a chairperson and deputy chairperson of the Board of Technical Studies elected by the Board.

Chancellery

The Chancellery comprises the offices of the Vice-Chancellor, the Deputy Vice-Chancellor, the Vice-President, the Divisional Deputy Vice-Chancellors and the Pro Vice-Chancellor, Research.

The Chancellery, responsible to the University Council, has a range of individual and collective responsibilities and is concerned with policy development and matters affecting the University as a whole. Its principal functions include the strategic planning of the University, the distribution of resources to meet both the operational and strategic requirements of the University, the monitoring of progress towards the achievement of institutional objectives and ensuring an effective interface between the University, State and Federal Governments, business, industry and the wider community.

3 Nature and Range of Services Provided

Swinburne's vision is to be regarded as a leading technological university, focussed and enterprising, excelling in vocational and professional education and research. Its mission is:

to provide teaching, learning and research that enhance the skills, knowledge and capabilities of our students and customers, emphasising industry relevance and a spirit of innovation.

To achieve its vision, Swinburne operates as a transnational educational services conglomerate of highly focused divisions, devolved for maximum flexibility and responsiveness. Each of the University's divisions has a detailed strategic plan for its own operations. Implicit in these strategic directions is Swinburne's intersectoral nature which is reflected in each of the divisional plans.

As a multi-sectoral, multi-campus educational institution, Swinburne offers a range of educational programs from apprenticeships to PhDs. These range across the broad field of applied sciences, business, design, engineering, multimedia, information technology and communications, psychology and the social sciences, the performing arts and the humanities. The University operates across six campuses in Australia – Croydon, Hawthorn, Healsville, Lilydale, Prahran and Wantirna – and two international campuses – Laem Chabang in Chon Buri Thailand, and in Kuching, Sarawak, Malaysia.

Swinburne has a strong reputation in Australia and overseas as a provider of career orientated education and as a University with a commitment to research. The University maintains a strong technology base and important links with industry, complemented by a number of innovative specialist research centres which attract a great deal of international interest.

A feature of many Swinburne undergraduate courses is the applied vocational emphasis and direct industry application through Industry Based Learning (IBL) programs. Swinburne was a pioneer of IBL, a program that places students directly in industry for vocational employment as an integral part of the course structure. Students can undertake IBL in large and small companies within Victoria, interstate or overseas in countries such as England, Canada, Japan, Germany and the United States. Swinburne graduates have enjoyed one of the highest graduate employment rates in Australia over the past three years, predominantly due to the links with industry made during their course.

Swinburne is now one of a few universities whose responsibilities span the range of programs from apprenticeships to PhDs. In keeping with this breadth of involvement, the University continues to play a leading role in creating new approaches to integration between sectors. At Swinburne, the concept of Pathways has a high profile, and is seen as one of the strengths of this dual sector institution.

Current pathways involve moving either from the TAFE sector into Higher Education or from TAFE based VCE studies into full TAFE courses. A limited number of pathways are also available for students to move from degree courses into TAFE studies, and this will increase in the future. The University has put in place a number of credit transfer agreements between TAFE awards and higher education degrees, which aim for maximum articulation. These are being constantly reviewed and updated. All these processes of articulation provide students with greater flexibility to complete tertiary qualifications.

In addition the University has introduced dual qualifications which enable a student to enrol in both a TAFE and a higher education course simultaneously and to gain appropriate cross-credits. This approach assists students to acquire learning of both a theoretical and vocational nature.

Workplace training is a key characteristic of the dual recognition programs developed in Hospitality and Office Administration which are tripartite arrangements between schools, TAFE and industry. Delivery is shared among all partners.

3.1 Teaching Divisions

Under the control of a single Council, Swinburne has three teaching divisions in two sectors: Higher Education and TAFE. The three teaching divisions are:

Division of Higher Education (Hawthorn/Prahran); Swinburne University of Technology, Lilydale; and Division of TAFE

Each teaching division is headed by a Divisional Deputy Vice-Chancellor.

The Higher Education sector offers the qualifications of Bachelor's degree, Graduate Certificate and Graduate Diploma, Master, Professional Doctorate and PhD.

Academic issues for the Higher Education sector are overseen by the Academic Board which reports to Council. The TAFE sector offers courses at professional, para-professional and technical level covering diploma, certificate, apprenticeship, VCE and access programs. A number of specialist courses are also provided for industry and the community.

Academic issues for the TAFE Division are overseen by the Board of Technical Studies which reports to Council.

3.1.1 Division of Higher Education (Hawthorn and Prahran)

There are eight Schools in the Division which are responsible for the management of higher education programs in business and innovation, design, health and human services, informatics, multimedia and professional engineering:

Graduate School of Management
National School of Design
School of Biophysical Sciences and Electrical Engineering
School of Business
School of Engineering and Science
School of Information Technology
School of Mathematical Sciences
School of Social and Behavioural Sciences

In addition, the University has in place a three-tier structure for research development and support. The four major Tier 1 research centres are:

- Brain Sciences Institute;
- Industrial Research Institute Swinburne (IRIS);
- Centre for Applied Colloid and BioColloid Science;
- Institute for Social Research.

3.1.2 Swinburne University of Technology, Lilydale

Swinburne University of Technology, Lilydale, with its state-of-the-art campus, offers a new approach to learning and teaching in higher education in Australia. This approach puts each learner at the centre of learning and, with the use of appropriate technology, promotes greater learning independence.

Lilydale offers degree programs in Business, Social Science and Applied Science. Major studies are available in economics, management, human resource management, information technology, accounting, computing, enterprise management, marketing, psychology, sociology, media and tourism.

All students take four core curriculum subjects that provide a solid grounding in the skills that will equip them for the technologically advanced workplace: Information

Methods, Learning and Communication Behaviour, Science Technology and Society, and Statistics and Research Methods.

All subjects are taught with across-the-board use of multi-modal learning (MML). Lilydale is a pioneer in the area of multi-modal learning technology, an innovative method of teaching and learning which was specifically developed for this campus. In multi-modal learning, course material is offered via the traditional lecture, computers, study guides, off-campus study centres, video and more. Learning Guides have been produced to guide the learner by describing multiple resources suitable or necessary for learning the subject and often include study aids such as review questions and answers.

The Centre for eBusiness and Communication is located at Lilydale and it runs short courses, seminars and the Graduate Certificate in eBusiness and Communication.

3.1.3 Division of TAFE

Swinburne's TAFE Division is a major provider of technical and vocational education in business, engineering, industrial science, social science, arts and community services.

There are four schools in the TAFE Division:

- School of Arts, Hospitality and Social Sciences;
- School of Business and Commerce
- School of Engineering
- School of Social Sciences.

3.1.4 National Centres

National Centre for Women

The National Centre for Women, an initiative of Swinburne, aims to create innovative work and study environments that recognise and build on gender and cultural diversity. In particular, we aim to promote women's increased participation in areas of work and study where men remain over-represented.

National Korean Studies Centre

The National Korean Studies Centre is a joint venture of Swinburne, La Trobe and Monash Universities and The University of Melbourne. It aims to develop and expand teaching, research and associated activities in Korean Studies, including language, culture, politics, law, business, education and other relevant disciplines. After several years, the Centre began a review of its operations during 1999, with outcomes to be implemented during 2000.

4 Administrative Structure

4.1 Members of Council

Table 1 below details membership of Swinburne Council in 1999.

Table 1: Membership of Swinburne Council 1999

NAME OF MEMBER	QUALIFICATIONS, HONOURS AND AWARDS	CATEGORY OF MEMBERSHIP
Mr R (Richard) PRATT (Chancellor)	AC	Chancellor
Mr T W (Trevor) BROWN (Deputy Chancellor)	FCA	Appointed by Council
Professor J G (Iain) WALLACE (Vice-Chancellor)	MA, MEd(Glas), PhD(Brist), FASSA	Vice-Chancellor
Dr D I (Ian) ALLEN	BCom, BEd(Melb), MA(UCB), EdD(UCB)	Appointed by the Minister
Ms J (Jean) AUSTIN	BA, DipEd(Sheffield)	Appointed by Council
Ms B (Barbara) CAMFIELD	BA, DipLib(RMIT)	Elected by general staff
Mr D J (David) EYNON	BEc(Mon), MA(Melb)	Governor in Council
Ms H (Heather) GRAY	BA(Hons), LLB(Hons)	Governor in Council
Mr R G (Robert) HODGES	DipEng(Aero)(RMIT)	Governor in Council
Ms J (Judith) KING	BA(Murd)	Appointed by Council
Mr S (Sam) LIPSKI	AM, BA(Melb)	Governor in Council
Professor H (Helmut) LUECKENHAUSEN	GradDip(Industrial Design)(RMIT), DipEd(Haw), MDIA, AADM	Chair, Academic Board
Mr A (Antony) McMullen	DipComServ(Com Dev)(SUT)	Elected by TAFE students
Associate Professor T (Terry) RANDLE	BEd(Melb), MSc(LaT), PhD(Salford), ARACI, MRSC, MACA	Elected by higher education academic staff
Mr G (Gage) ROSSITER	Cert IV(Workplace Training)	Elected by TAFE academic staff
Mr B (Bradley) Smith	BA(Hons)(SUT)	Elected by higher education students
Ms V (Virginia) SIMMONS	BA, DipEd(Mon), GradDipEdAdmin(Haw)	Chair, Board of Technical Studies
Dr P D I (Philip) TING	BBus(SIT), DUniv(SUT), ACA, CPA, PA(M)	Appointed by Council
Mr D R (Doug) WATSON	DipMS(Lon), FCIS, FAICD, FAIBF	Governor in Council
Ms K N (Kath) WATSON	AM, BA, BEd(Melb)	Appointed by Council
Mr I R (Ross) WILSON	BEcon(Hons), MBA(Mon)	Governor in Council
Vacant		Appointed by Council

4.2 Senior Officers and Their Areas of Responsibility

Chancellor

R Pratt AC

The Chancellor is the titular and ceremonial head of the University. He is also the Chair of the University's governing body, the Council.

Vice-Chancellor

Professor J G Wallace, MA, MEd(Glas), PhD(Brist), FASSA

The Vice-Chancellor is the Chief Executive Officer and President of the University and is responsible and accountable to Council for all aspects of the efficient and effective operation of Swinburne.

Deputy Vice-Chancellor

F G Bannon, BCom(Melb), FCPA, ACIS, ACIM, LCA

The Deputy Vice-Chancellor, apart from the principal role within the Chancellery of assisting the Vice-Chancellor to oversee the management of Swinburne, is responsible in particular for the administration of the University.

Deputy Vice-Chancellor, Higher Education Division (Hawthorn and Prahran)

Professor Ian Goulter, BE(Hons)(Cant), MS, PhD (Ill), FAIM, FIEAust, RPEQ

Deputy Vice-Chancellor, Swinburne University of Technology, Lilydale

Professor B van Ernst, BA, BEd(Mon), MEd(LaTrobe), TPTC, AM, MACE

Deputy Vice-Chancellor, TAFE Division

V Simmons, BA, DipEd(Monash), GradDipEdAdmin (Hawthorn)

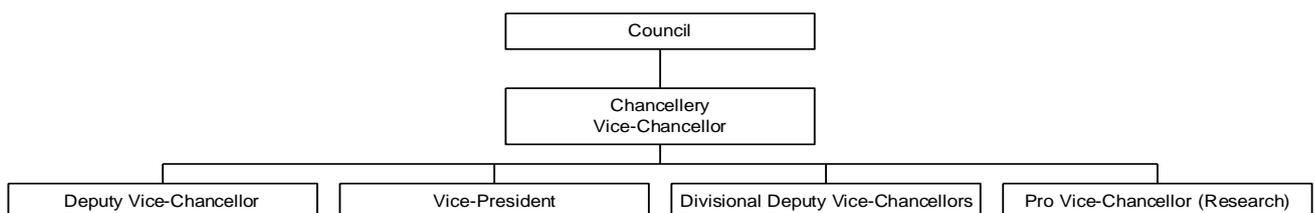
The Deputy Vice-Chancellors in charge of each Division area responsible for the leadership, planning and management of all academic and administrative activities within their Divisions.

Pro Vice-Chancellor, Research

Professor K Pratt, BE(Chem), PhD(Melb), FTSE, FICChemE, FIEAust, CEng

The Pro Vice-Chancellor, Research is responsible for the leadership, planning and co-ordination of the University's research function and for operations of the Swinburne Graduate Research School.

4.3 Organisation Chart



5 Workforce Data

A comparison of staff employed by the University between 1997 and 1999 is provided in Table 2 below.

Data from 1998 onwards includes staff employed by the former Eastern Institute of TAFE which merged with the University on 1 July 1998.

Merit and Equity Principles

Swinburne policies and procedures relating to human resources, particularly appointment and promotion of staff, contain provisions to ensure that activities are undertaken having due regard to merit and equity.

Selection and promotion are undertaken against established criteria by committees on the basis of merit.

The composition of committees is determined having regard to equity requirements and members are made of equity issues. Additionally, specific policies and procedures exist in relation to sexual harassment and grievances to enable issues which may arise to be dealt with effectively.

Council adopted a new Sexual Harassment Policy in 1999 and a common set of grievance procedures to deal with harassment and discrimination complaints. Consequently a new Advisors Network was recruited and trained.

Following a review of indigenous programs at Swinburne, work on the development and implementation of an Indigenous Employment Strategy began.

Table 2: Workforce Data 1997-1999

		Number Staff at 31.12.97	Number Staff at 31.12.98*	Number Staff at 31.12.99
Academic Staff (Higher Education)	Full-time	349	301	299
	Part-time	36	46	58
	Sessional	140	140	121
Teaching Staff (TAFE)	Full-time	214	292	304
	Part-time	131	169	178
	Sessional	125	275	283
General Staff (University-wide)	Full-time	467	604	558
	Part-time	227	259	168*
Totals		1689	2086	1801

*Note: casual staff provided by external agencies from March 1999

6 Freedom of Information

The Freedom of Information Officer is the responsible officer for administering the *Freedom of Information Act 1982* (FOI Act) for the University. The Principal Officer under the FOI Act is responsible for making decisions with regard to Internal Reviews; this function rests with the Vice-Chancellor.

Table 3 opposite details statistics relating to FOI activities for the University during 1999.

Procedure for Handling Requests

All requests for access to documents under the FOI Act are made in writing to the Manager, University Records and Freedom of Information Officer, Swinburne University of Technology, PO Box 218, Hawthorn, Victoria, 3122. An application form can be obtained by telephoning 9214 5413.

Table 3: FOI Statistics 1999

Number of Requests	1 (personal)
Number of Requests Refused	0
Number of Requests Awaiting a Decision	0
Number of Decisions to Release:	
- in full	0
- in part	1
Number of Decisions to Exempt in Full	0
Number of Decisions Indicating No Documents Identified	0
Number of Internal Reviews	0
Number of Administrative Appeals	0
Tribunal Appeals	
Exemptions cited	s.33(1), s.35(1)(b)
Other Provisions Cited	Nil
Fees and Charges Collected	Nil

Organisation and Functions of the University

Refer to pages 14 to 15 of this Annual Report for the structure and decision-making responsibilities of the University.

Categories of Documents in the Possession of the University

Swinburne has a University-wide records management application (RecFind). This system ensures that the University incorporates all relevant documents into its recordkeeping system.

Records, including correspondence, agreements, contracts, tenders, publications, report and committee agenda and minutes are maintained and defined within the following structure:

- Buildings and Grounds
- Committees
- Communications
- Conferences and Seminars
- Courses and Programmes
- Equipment
- Financial Management
- Human Resources
- Marketing
- Operational Management
- Research
- Student Administration

Hard copy student records are also maintained.

Publications Available for Inspection

All publications produced by the University can be accessed through its Libraries. Specifically, details of publications which were produced in 1999 are contained in the Supplement to the Annual Report. This supplement can be obtained on request from the Foresight and Planning Unit, telephone 03 9214 8491.

Literature Available via Subscription or Free Mailing List

The University has no specific subscription or free mailing list service available to the public.

University Bodies Whose Meetings are Open to the Public or Whose Minutes are Available for Public Inspection

Council
Academic Board
Board of Technical Studies

Name and Designation of Officer Responsible for Processing FOI Requests

Ms Jane Price-Waterman
Manager, University Records and Freedom of Information Officer
Telephone: 03 9214 5413

Library and Reading Rooms Available to the Public

Libraries on each of the six campuses provide learning and information resources and services in support of Swinburne's teaching and research programs. The general public may obtain borrowing rights to most material by subscribing to the Swinburne Library Information Service, or the Swinburne Alumni Association Library option.

For more detailed information on library access and opening hours refer to the Library's internet home page: <http://www.swin.edu.au/lib/welcome.html>.

Relevant Financial and Other Information

7 Summary of Financial Results

A summary of financial results for 1999, compared with results for the preceding five financial years, is provided in Table 4 below.

8 Summary of Significant Changes in Financial Position during 1999

There were no significant changes in the University's financial position during 1999.

Table 4: Summary of Financial Results 1994-1999

	1994 \$000	1995 \$000	1996 \$000	1997 \$000	1998 \$000	1999 \$000
Net Assets	124,178	137,041	157,783	169,468	220,629	223,329
Operating Surplus (Deficit)	1,502	12,834	16,992	10,019	2,587	2,700
Overseas Students Fee Revenue	10,834	10,337	11,837	13,424	15,178	20,807
Commonwealth Government Grants	46,083	56,315	67,987	59,349	53,050	47,069
State Government Grants	266,991	32,128	29,641	25,360	50,979	48,510

9 Operational Objectives for 1999 and Performance against Objectives

Swinburne's mission is to provide teaching, learning and research which enhance our customers' skills, knowledge and capabilities, emphasising industry relevance and a spirit of innovation.

During 1998, a new Strategic Directions Statement 1999-2001 was published to update the existing University Strategic Plan 1996-2001. A report measuring the University's performance against the objectives specified in the Statement follows.

Merger Implementation

Operational, administrative and structural changes following the merger between Swinburne and the former Eastern Institute of TAFE were finalised during 1999. A number of units in corporate services and the TAFE Division worked throughout the year to integrate services and facilities of the two organisations.

9.1 Key Goal 1: People

To build an environment in which people involved with and employed by Swinburne:

- *are recognised as critical to our future and achievement of our vision;*
- *are encouraged to be adventurous; and*
- *contribute to the success of the University while fulfilling their own potential.*

1999 Performance

Following the merger between Swinburne and the former Eastern Institute of TAFE, the Human Resources Department coordinated the finalisation of the new administrative structure and the successful implementation of a process to increase opportunities for ongoing employment for TAFE Teachers.

Other staffing changes included the restructuring of a number of Corporate areas, the outsourcing of the majority of the University's cleaning services and the selection of two contractors for the provision of all casual administrative staff.

9.1.1 Human Resources Initiatives

An employee benefits program was adopted by the University, with further enhancements to salary packaging

options, car leasing arrangements and the introduction of employee health schemes.

A new Academic Promotions policy was implemented during 1999, providing opportunities for career progression for academic staff while ensuring that the University's staffing profile is developed to meet its strategic priorities.

After a wide consultative process a new TAFE Human Resources Strategic Plan and corresponding performance indicators was introduced to link with the new TAFE Strategic Plan. The Plan outlines key strategies to position Swinburne to meet the future demands of the TAFE sector and its clients, taking into account the impact of the merger and the dynamic external environment.

The Information Resources Department developed and implemented a Human Resources Strategic Plan for its staff, including creating personal development plans for each staff member and undertaking a comprehensive staff development survey to determine IR staff training needs.

9.1.2 Industrial Relations

No time was lost during 1999 due to industrial disputes. Certified Agreements covering academics, general and maintenance staff expired during 1999 and continue to remain in force until replaced by successor agreements. Formal bargaining periods came into force during the second half of 1999 and saw the commencement of negotiations with the Operations unions for the next enterprise bargain. A formal bargaining period is also in force to negotiate a certified agreement for TAFE Teachers and preliminary discussions commenced late in 1999.

9.1.3 Occupational Health and Safety

The University has a firm and ongoing commitment to the development and implementation of management processes to ensure the well-being of the University community and compliance with statutory requirements. During 1999 a new structure was developed for the management and implementation of OH&S throughout the University to enhance communication and accountabilities. Strategies designed to reinforce accountability and responsibility at all levels of the University have been set out in the OH&S Strategic Plan.

9.1.4 Staff Development

A review of the University's staff development policy commenced in 1999 to identify policy gaps in the provision of staff development opportunities in a devolved management framework. The TAFE Division introduced a

comprehensive staff development plan drawing on the skills requirements identified in the 1999-2001 Strategic Plan.

9.1.5 Recognition

The TAFE Division was recognised in 1999 by the Commissioner of Public Employment in the Victorian Public Sector when it was awarded a Commendation for its strategies to employ people with disabilities.

9.2 Key Goal 2: Teaching and Learning

To provide through our educational programs across the University:

- *first-rate teaching, sensitive to the learning styles of diverse students;*
- *tailored packages of learning experiences, combining flexible delivery with academic and social interaction;*
- *programs which stay at the forefront of knowledge;*
- *the development of graduates who are effective citizens and contributors to society.*

1999 Performance

9.2.1 Student Numbers

Table 5 below details total student numbers in 1999. Numbers provided are in headcount.

Table 5: 1999 Total Student Numbers

Division	1997	1998	1999
Higher Education (Including Lilydale)	11007	11221	12022
TAFE	12004	30041	29166
Total	32373	41262	41188

In 1999, all external student load targets for both Higher Education (DETYA) and TAFE (OTFE) were met. Consistent with the University's strategic direction for the Higher Education Division to become a research intensive university, postgraduate research student load has been increasing each year.

9.2.2 Higher Education Division Themes

The Higher Education Division adopted the following themes to focus its curriculum development, delivery and marketing:

- Business and Innovation
- Design
- Health and Human Services
- Informatics
- Multimedia
- Professional Engineering

Theme based curriculum is designed to focus the Division's activities around a limited number of high profile, niche, elite undergraduate and postgraduate coursework programs, complemented by a restricted number of research activities of national prominence and international recognition.

9.2.3 TAFE Frontiers

During 1999, the TAFE Division in a consortium with South West Institute of TAFE, Adult Multicultural Education Services and the Northern Metropolitan Regional Council of Adult, Community and Further Education, won the Office of Training and Further Education tender as the government sponsored provider of flexible delivery development and support services. TAFE Frontiers will position the Victorian State Training Service as the national leader in open learning and flexible delivery.

9.2.4 Curriculum Development

Foresight Studies

During 1999 the University established the foundations for a major program in Foresight Studies. Foresight Studies can be described as the application of futures research, industry foresight, science and technology foresight, and other disciplines to strategic planning and problem solving.

Key staff were engaged towards the end of 1999 to build the program. A nested program of Graduate Certificate, Graduate Diploma and Master of Strategic Foresight will be developed as well as a professional doctorate.

The staff will also pursue consulting opportunities and organise key seminars, short courses and conferences for the corporate community.

Multimedia

The University's suite of multimedia courses was expanded in 1999 to include cross-School undergraduate degrees in multimedia design, marketing, media, multimedia software development, networks and internet technologies. Postgraduate courses to Masters level were introduced in multimedia design, creating a comprehensive multimedia suite of programs encompassing design through to hard technical aspects of the discipline.

Innovative Programs

The Higher Education Division developed a double degree in Applied Science (Research and Development) and Engineering (Electrical and Electronic) for high achieving school leavers. The program also provides accelerated pathways to graduate research programs.

An innovative version of the Doctor of Philosophy degree, known as the PhD (Industrial) was accredited, to attract researchers working in their own research environment to undertake postgraduate research at Swinburne.

Curriculum and Intersectoral Development

The Curriculum and Intersectoral Development Department in the TAFE Division was successful in acquiring the following projects in 1999:

- implementation Advice for the Community Services industry Training Package;
- implementation Advice for the National Outdoor Recreation Package;
- re-accreditation – Archeological Site Management;
- Indigenous Community Programs;
- radio Presentation Skills;
- RATE Course Conversion and Re-accreditation; and
- re-development of Associate Diploma of Business (Marketing) into the Business Skills Framework.

Human Services Collaboration

Community and Further Education and Human Services departments in TAFE and the School of Social and Behavioural Sciences in Higher Education renewed links and explore new synergies between the two Divisions and to facilitate the development of pathways between new TAFE Human Services training packages and Higher Education degree programs.

Indigenous Issues in the Curriculum

During 1999, an extensive review of indigenous issues was undertaken by the University, including the incorporation of indigenous issues in appropriate subject and course areas across the University. Outcomes of that review included:

- amendment of the formal accreditation process to enable monitoring of efforts to include indigenous issues in subject and course curricula;
- amendment of the Research Code of Conduct to include a section about considerations for researchers working with indigenous people and communities;
- discussions with the Higher Education Division to include indigenous issues in the curricula in Housing Studies, Psychology, Design, Environmental Health and Building Surveying;
- an introductory Indigenous Studies elective was trialled by the School of Business for Business and Social Science students; and
- indigenous specific courses in Art and Design, Tourism and Performing Arts, Workplace Training and Assessment and Health were offered by the TAFE Division.

Integrative Medicine

The Graduate School of Integrative Medicine is the first of its type in the world, established to provide medical professionals with educational programs and to provide research opportunities in complementary medicine. The School's Advisory Board met for the first time in December 1999.

Two postgraduate courses are offered in integrative medicine and nutritional and environmental medicine. The first cohort of students completed their first year in 1999 with almost 100% retention rate. The two existing courses also went on-line during the year, attracting doctors from both Australia and internationally, with plans to market the courses in the USA and Europe in 2000.

The School is involved in a number of research projects with the Brain Sciences Institute and has developed several research programs in areas such as cancer, osteoporosis, Alzheimer's disease, artery disease, diabetes and behavioural programs.

9.2.5 Australian Centre for Entrepreneurship and Innovation

The Australian Centre for Entrepreneurship and Innovation was established in early 1999 and is an integral part of the Swinburne Graduate School of Management (SGSM). The Centre offers a Masters program in Entrepreneurship and Innovation, delivered in Melbourne, Israel and to corporate clients.

SGSM received an export award for the highly innovative Masters program which has received world wide recognition for its unparalleled record of business creation, with 87% of graduates being involved in launching new ventures within three years of graduation. The award was one of the trade prizes presented annually by the Australia-Israel Chamber of Commerce.

9.2.6 eSkills@Swinburne

The Swinburne Learning Network eSkills@Swinburne was launched during 1999. The Network, using the TAFE Virtual Campus, allows students to study a subject, short course or complete course to suit individual and business needs. In the future, study options will be expanded and customised to suits learners' needs.

9.2.7 Apprenticeships

During 1999, the TAFE Division placed emphasis on rebuilding the apprenticeship base at the Hawthorn campus consistent with industry needs and government policy. Considerable success was achieved through the

development of partnerships with key industry bodies such as VICTEC Group Training Ltd and the Australian Industry Group.

9.2.8 Summer School

The University again conducted a successful summer school in 1999, enrolling 677 students across 63 subjects. A broader review of the University's academic calendar continued in 1999, dealing with issues associated with introducing three, 12 week semesters.

9.2.9 Learning and Teaching Support

Learning and Teaching Support Unit

Learning and Teaching Support was established in February 1999 with educational development, media production and classroom services functions. A major initiative for 1999 was the development of a 1999-2000 implementation schedule to facilitate the University-wide shift from teaching to a flexible learning student centred approach to pedagogy. Schools were invited to define their particular flexible learning needs so that a department infrastructure and modus operandi could be established. Twenty academic programs and 45 individual subjects are involved in this process.

At the end of 1999, in excess of 60 subjects have been transformed for on-line delivery, another 60 plus are being transformed and a development schedule for 2000 is underway.

Seminars held during the year included:

- Flexible Learning Options;
- On-Line Assessment; and
- Technology in Higher Education, presented by Professor Diana Laurillard, DVC (Technology) at the Open University in the UK.

Policy Reviews

The Registrar's Department conducted a number of policy reviews related to student administration during 1999 to ensure the policies remain effective. Reviews of a number of core student systems were also undertaken to allow process improvement and better service to students.

9.2.10 Quality Assurance

Subject Evaluation Service

The University's Subject Evaluation service now evaluates all Higher Education subjects in a two stage process: the standard evaluation process; and a customised evaluation service for staff who wish to improve teaching and learning effectiveness.

In 1999, 643 Higher Education subjects were evaluated, with 27,837 student responses processed. Reports on the responses are provided to subject conveners. Eighty-seven percent of students were broadly satisfied with the quality of teaching in 1999.

The development of a consistent approach to measuring student satisfaction at course/module level was identified as a performance measure to support the TAFE Division 1999-2001 Strategic Plan. This was successfully piloted in Semester 2 with a sample of 1040 students across five campuses (excluding Healesville).

Course Performance Reporting

Indicators used in the University's course performance reporting process, established during 1998, were reviewed during 1999 to further refine the usefulness of the process. This report is considered by Academic Board and highlights courses performing both below and above agreed minimum threshold indicators. Corrective action for courses performing below the minimum threshold is taken by the School(s) responsible for the course, with the course reviewed again for improvement in the following year.

Retention Rates

A University wide working party was established to develop and implement a consistent approach to recording and reporting data on student retention rates. The process of collecting information about students leaving a course will include the use of exit interviews developed by Swinburne, Lilydale. This data will be incorporated in the University's routine reporting processes in 2000.

Intersectoral Movement of Students

A project to report on the movement of students between both TAFE and Higher Education, and Higher Education and TAFE, was funded by the University's Intersectoral Advisory Committee in 1999. Work to incorporate this reporting into the University's routine reporting processes will be complete in 2000.

9.2.11 Teaching Excellence Awards

Department of Education, Training and Youth Affairs

Swinburne was a named participant in two successful applications made to the Committee for University Teaching and Staff Development by other institutions:

National Teaching Development Grant (Institutional)

Australian Physical Chemistry Enhanced Laboratory Learning: Professor L Field, University of Sydney: \$166,761

Staff Development Grant

Development of Communication Skills in Professional Curricula as a Model for Generic Attributes: Associate Professor Sandra Wills, University of Wollongong: \$150,000.

Swinburne Teaching Excellence Awards

Higher Education

Dr M Mazzolini, for excellence in the provision of innovative web-based teaching and learning programs.

TAFE

Ms J Salvatore, for excellence in the provision of Library Studies teaching and learning programs.

1999 Teaching Incentive Award

Ms M Hutcheson, Swinburne, Lilydale, for excellence in the Teaching Incentive category.

Certificates of Commendation were awarded to: Ms G Bruce, School of Social and Behavioural Sciences; and Mr T Tonkin, Swinburne, Lildale, both in the Teaching Incentive category.

9.2.12 Information Resources

A major achievement during 1999 was the completion of the Hawthorn Campus Library extension which has provided more computer workstations, study space, a new information skills classroom, electronic resources training room and group viewing room. The integration of the catalogue database of the former Eastern Institute of TAFE was also completed in 1999.

Information Resources was responsible for the development of University-wide procedures for implementation of a new copyright record keeping system for print and graphic copying, and developed a policy and blueprint for the redesign of the Swinburne web site.

There is continued significant increase in use by staff and students of full-text web databases. The EBSCO Online electronic journal gateway was launched to provide a wider range of electronic journals available to the Swinburne community.

9.2.13 Graduate Employment (Higher Education)

Swinburne's completion rate of 81.4% in the 1998 Graduate Destination Survey was the best in the class of technological universities.

Overall Satisfaction ratings in the 1998 Course Experience Questionnaire in the following disciplines were notable

(care should be taken in interpreting these results as the response rate to the questionnaire varies across disciplines and is often quite low):

- Accounting - equal best in the class of technological universities;
- Economics - best in the class of technological universities and equal third highest nationally; and
- Graphic Art & Design - best in class of technological universities and second highest nationally.

9.2.14 Industry Based Learning

Industry Based Learning (IBL) continues to be an integral part of many of Swinburne's higher education programs. It involves students participating in a paid placement in industry, normally undertaken for a 12 month period prior to the final year of study. Swinburne boasts one of the longest running IBL program in Australia, with placements first offered in 1963.

The Deputy Vice-Chancellor (Industry Liaison), Ms Virginia Simmons, undertook a major review of the University's arrangements for industry based learning which arose from an earlier review in 1999 of University-wide industry relationships (see also section 9.3.5).

In 1999, 722 local and international students from 36 different degree programs were placed into 354 businesses, including interstate and overseas. 102 academic staff participated in the program as academic supervisors and 17 staff were involved in the administration of the scheme.

International IBL placements are increasing, with 19 such placements in 1999.

9.2.15 Careers and Employment Services

Careers and Employment continued to provide workshops and seminars covering job search and career planning issues. A new Job Club for NESB students was established in November 1999 while individual counselling for career options, career change and job search issues were available throughout the year. The Campus Interview Program continued and two Employer Fairs on campus provided the opportunity for final year students to meet employers and gain information about employment.

A pilot project was initiated in conjunction with the International Student Unit and the Graduate School of Management to provide an employment service office in New Delhi to assist Indian graduates of Swinburne to find employment. With the assistance of the School of Engineering at Swinburne's Laem Chabang, Thailand campus, Swinburne courses and graduates were marketed to 200 Thai employers. Five workshops for local

and international students on overseas employment opportunities were held during the year.

A major strategic review during 1999 focused on employment preparation needs of students; best practice and leading edge careers and employment developments; and analysis of careers and employment service delivery models.

9.2.16 Alumni Services

The Alumni and Development Office has two major emphases: "friendraising" with our alumni via business events, newsletters and social events; and "fundraising" from alumni and other strategically linked sources. The University's alumni database now contains more than 30,000 records.

The Library Appeal which raised \$174,000 to assist with the Library Extension was completed in 1999. Two lectures in the Alumni Lecture series were held:

- Professor Sir Gustav Nossal: Social, Commercial and International Implications of the Genetics Revolution; and
- Sir Robert May: The Scientific Wealth of Nations.

Meetings of international alumni chapters were held during 1999 in Singapore, Hong Kong, Tel Aviv, London, New Delhi and Mumbai.

9.2.17 Student Mentoring

In order to meet identified need and disadvantage, Swinburne, Lilydale in 1999 actively undertook to improve provision of learning and pastoral assistance to indigenous students, overseas students, part-time students and students at risk. It cooperated with Swinburne Student Union, the International Student Unit and Student and Residential Services to improve progress monitoring and service provision for these student groups. An International Student Pastoral Care Group was formed and a working party evaluated arrangements for part-time students and a number of recommended improvements were implemented.

9.2.18 Programs Accredited or Reaccredited by the University During 1999

Postgraduate Programs

- Graduate Certificate of Business in Marketing
- Graduate Diploma of Business in Marketing
- Master of Business in Marketing
- Graduate Diploma of Design in Design Studies
- Master of Design in Design Studies
- Master of Engineering by Industry Oriented Learning

- Graduate Certificate of Engineering in Product Design Innovation.
- Graduate Diploma of Engineering in Product Design Innovation
- Master of Engineering in Product Design Innovation
- Graduate Certificate of Entrepreneurship and Innovation
- Graduate Diploma of Entrepreneurship and Innovation
- Master of Entrepreneurship and Innovation
- Graduate Certificate of Multimedia
- Graduate Diploma of Multimedia
- Master of Multimedia
- Graduate Certificate of Science in Astronomy
- Graduate Diploma of Science in Astronomy
- Master of Science in Astronomy
- Graduate Certificate of Science in Network Systems
- Graduate Diploma of Science in Network Systems
- Master of Science in Network Systems
- Graduate Certificate of Social Science in Disability Policy and Management
- Graduate Diploma of Social Science in Disability Policy and Management
- Master of Social Science in Disability Policy and Management
- Graduate Certificate of Social Science in Housing Management and Policy
- Graduate Diploma of Social Science in Housing Management and Policy
- Master of Social Science in Housing Management and Policy

Undergraduate Programs

- Bachelor of Applied Science/Bachelor of Social Science
- Bachelor of Business/Bachelor of Applied Science
- Bachelor of Business/Bachelor of Social Science
- Bachelor of Social Science (Human Services)

TAFE Programs

- Certificate IV in Technology (Aviation)
- Diploma of Technology (Aviation)
- Course in Concurrent Study 1-4
- Graduate Certificate in Quality Management

9.3 Key Goal 3: Relevance

To ensure that our education, training, consultancy and research are assessed and accountable for their relevance to:

- student needs, including employability;
- emerging needs in industry, business and communities; and
- longer-term social issues, including sustainability, globalisation and the information economy.

1999 Performance

9.3.1 Careers in the Curriculum

The Careers and Employment Unit has developed a "Careers in the Curriculum" program to be piloted in the School of Biophysical Sciences and Electrical Engineering. The program is designed to allow students to:

- identify and analyse a range of key career related skills currently mastered and to be mastered, understand how the skills are transferable and develop strategies for improving them;
- raise their awareness of the job market and understand what employers are looking for; and
- develop their practical job hunting skills and knowledge to succeed in the recruitment process.

The program will generally occur six-12 months prior to students' Industry Based Learning placements and will be integrated into the academic timetable.

9.3.2 Course Advisory Committees

Membership of course advisory committees across the University is made up of both internal staff and external experts, selected from business and industry. Course Advisory Committees meet at least annually and review each course at the mid-point of its accreditation cycle and then again when the course is due for re-accreditation. This process ensures continuing relevance to business and industry needs.

9.3.3 Lecturer Release to Industry

Swinburne, Lilydale commenced development of a Lecturer Release to Industry Program. Like the highly successful Victorian Teacher Release to Industry Program, this program will enable staff to work in industry for negotiated periods of time while retaining original employment terms and conditions. The program will enable academic staff to update industry knowledge and skills, thereby enhancing quality of teaching.

9.3.4 University Industry Relationships

The Deputy Vice-Chancellor (Industry Liaison) undertook an extensive review of the University's current operations in relation to industry liaison to assist in shaping priorities for the strengthening industry relationships and coordinating activity within the University.

9.4 Key Goal 4: Innovation and Research

To build and focus our activities so as to:

- achieve centres in applied and strategic research known internationally for their leading-edge work;
- provide innovative solutions, and support for new business opportunities;
- offer the best in contemporary research training; and
- undertake and use high-quality research.

1999 Performance

9.4.1 Student Numbers

Table 6 below details research student numbers in 1999.

Table 6 1999 Research Student Numbers

Commencing Load PhD	97
Commencing Load Masters	91
Returning Load	312
Continuing Candidates (not formally enrolled – submitting theses)	42
Total Research Students	542

9.4.2 Laser Technology

The University's strategy to develop a comprehensive laser technology program was achieved in 1999 with the opening of the Swinburne Optics and Laser Laboratory, to complement the 3kW YAG laser and one of four Excimer laser systems in the world used for Microtechnology research in IRIS. Internal collaboration between all laser groups positions Swinburne as having the leading laser technology group, with applications ranging from fundamental chemistry to materials processing.

9.4.2 Research Grants and Scholarships

ARC Grants

Swinburne was successful in securing funding for six large grants, one Australian Research Fellowship, one REIF Grant, seven SPIRT Grants and one Indigenous Research Development Scheme Grant. Swinburne was also awarded two NHMRC grants.

Chancellor's Research Scholarships

Four Chancellor's Research Scholarships were awarded for the first time in 1999 to students with outstanding research potential. As well as a stipend, the Scholarships also carry a guaranteed placement in a leading overseas research laboratory.

Other Grants

The Sensory Neuroscience Laboratory was successful in gaining major grants from the Dairy Research and Development Corporation and the Grape and Wine Research and Development Corporation.

9.4.3 Cooperative Research Centres (CRC)

Swinburne is a core participant in five Cooperative Research Centres, with two new Centres, the CRC in Microtechnology and the CRC for Alloy and Solidification Technology (involving IRIS) and one renewal for the Clean Power from Lignite CRC (involving the School of Engineering and Science) awarded in 1999.

9.4.4 Institute for Social Research

The Institute began operating officially in January 1999 and had a productive year in terms of both publications and media exposure. The Institute has generated some \$400,000 of research income from various private and public sources, including an ARC SPIRT grant. In September 1999, Professor Alastair Davidson departed for a 12 month stay as a Fellow at the prestigious Institute for Advanced Studies at Princeton University in the USA.

9.4.5 Industrial Research Institute Swinburne (IRIS)

IRIS received five of Swinburne's ARC grants including a Postdoctoral Fellowship. The water jet cutting research group also received a large ARC grant. A RIEF grant was received to expand IRIS' research into polymers and composites. IRIS patented two defect detection techniques developed as part of its non-contact inspection research and the Microwave Energy research, one of the largest in the world, continued its growth with a Business Victoria grant with an industry partner.

IRIS hosted and sponsored the International Conference on Computer and Industrial Engineering in December 1999. As part of its technology diffusion program, IRIS continued with its seminar series providing industry and research communities with the latest information in advanced in applied industrial research, as well as hosting Victorian secondary students with tours of IRIS' facilities under the AEST (Advanced Engineering, Science and Technology) program. This brought the number of

secondary school students visiting IRIS to over 2000 for 1998-99.

Postgraduate course offerings were expanded to include a Master of Engineering in Industrial Information Technology and the development of courses in Product Design Innovation jointly with the National School of Design at Swinburne. The Graduate Certificate of Engineering in Metrology and Quality will offer a unique distance education course from 2000.

9.4.6 Brain Sciences Institute

The research mission of the Brain Sciences Institute is to understand the relationship between cognitive processes and affective states, and human brain electrical activity. This mission is carried out with a strategy that is multidisciplinary and draws on four research streams including Basic Neuroscience, Cognitive Neuroscience, Clinical Neuroscience and Neuroscience Instrumentation. These streams are interrelated and are all part of a focussed research strategy which allows for a wide range of research projects and methodology.

An important feature of many projects in the Cognitive and Clinical Neuroscience streams is the use of functional brain imaging methods including brain electrical activity mapping based on Steady State Probe Topography, Positron Emission Tomography and functional Magnetic Resonance Imaging.

The appointment of a Post Doctoral Research Fellow in 1998 under the Z K Cameron Fellowship has enabled the undertaking of projects in the field of psychopharmacology. Research projects are focussed on brain disorders such as depression, anxiety, Alzheimer's disease and schizophrenia.

Most recently researchers at the Brain Sciences Institute were successful in achieving major grants from the Australia Research Council totalling \$370,800 and National Health & Medical Research Council \$132,522. The Institute is also undertaking research projects sponsored by Blackmores Ltd, Pfizer Ltd, Efamol Ltd, Department of Defence and VicRoads. The Institute has been successful in winning a significant Research and Development START Grant through the company NeuroVu Research Pty Ltd enabling the development of a commercial activity for the exploitation of research outcomes in the areas of entertainment and marketing.

9.4.7 Research Week

A second successful "Research Week" was held during September 1999, which included seminars, a Research Breakfast, address by Mark Birrell and culminating with

the Great Research Debate. The purpose of Research Week is primarily to raise the profile of research both internally and externally.

9.4.8 Office of Research and Graduate Studies

Benchmarking

The Office participated in the Commonwealth Higher Education Management Services (CHEMS) benchmarking exercise in 1999, and was rated equal first among the participating institutions in the area of research management.

Review of Office

A review of the operations and structure of the Office occurred during 1999 to ensure the Office was well placed to support the strategic directions for research as detailed by both the Federal Government and the University Council. The Review included consideration of purpose, functions, processes and systems as well as a review of staffing and resources. Outcomes from the Review, designed to improve the Office's effectiveness in a challenging time, are being implemented in 2000.

9.4.19 Research Excellence Award

The 1999 Research Excellence Award was awarded to Mr K McManus, AM, School of Engineering and Science for excellence in Civil Engineering research.

Two Certificates of Commendation were awarded to Dr D Tofts, Institute for Social Research; and Ms J Wiegard, School of Arts, Hospitality and Science.

9.5 Key Goal 5: Management and Infrastructure

To manage the University's finances and other resources in ways which:

- *provide a strong basis for future development; and*
- *use best practice in management of assets and risks.*

To provide cost-effective, friendly, responsive support services which:

- *maximise value for students and other clients;*
- *increase funding for core activities of the University; and*
- *are continuously seeking for better ways to serve clients.*

1999 Performance

9.5.1 Customer Service

Customer Surveys

The University introduced a Student Satisfaction Survey in 1999 after a pilot survey the previous year. This mid-point survey complements the Enrolling Student Survey and the Graduate Careers Council of Australia survey and provides a comprehensive picture of student satisfaction with administrative services, teaching and course outcomes. Data from the suite of surveys will be more closely integrated in the University's performance reporting system to help inform future strategies for improving service to students.

Policies and Procedures Database

The Registrar's Department coordinated the successful implementation of an on-line Policies and Procedures Database (PPD) for the University. The PPD locates all University administrative policies and procedures in a web-based, easily accessible format.

Review of Systems

A series of reviews to student administration and supporting systems has seen further enhancement of the Course and Subject on-line database, the piloting of a web based application, admission and fee payment system, and the development of an on-line student enquiries system.

9.5.2 Strategic Planning

During 1999, the Foresight and Planning Unit was established to introduce a foresight element into the University's planning processes and to strengthen the links between planning occurring in Divisions and Corporate Service Departments. The University also reviewed its planning processes and is working to further integrate planning, resource allocation and quality activities. The Foresight and Planning Unit, together with the Information and Statistics Office, will also work to improve performance reporting for the University, primarily through the enhanced development of the Pandora Plus data warehouse.

During the year, the TAFE Division introduced the Balanced Scorecard as a performance monitoring tool for its strategic planning process.

9.5.3 Finance

During 1999, the entire organisation was transferred to a single finance system, Finance One. The installation of a further version during the year ensured Year 2000 compliancy.

As a result of the implementation of Finance One, a number of staffing rearrangements were made in the transactional financial areas such as Accounts Payable and Accounts Receivable and a new Director of Finance was appointed. Continuing staff training occurred during 1999.

A focus on gaining efficiencies from Finance One, particularly to invoke additional electronic processing, has begun with the asset register module on the system being activated.

Preparation for the Goods and Services Tax began during 1999 which will be another significant activity requiring substantial training of financial system users during 2000.

The University's budget system was more closely aligned with strategies developed by Council through the staged implementation of the allocation of shared corporate costs by means of cost drivers, and by assisting with the development of an electronic process by which students are able to pay enrolment and other fees on campus at the time of their enrolment.

The University also undertook a major review of its internal resource allocation model for the higher education divisions.

9.5.4 Quality Improvement

Educational Quality Improvement Projects

The Educational Quality Improvement Projects (EQulP) program was implemented during 1999. Successful programs funded were:

Linking International and Local Students to Enhance Student Experience: Ms S Polgar, TAFE Division: \$6,510

Sessional Teaching Support Strategy: Mr M Pelling, School of Social and Behavioural Sciences: \$4,600;

Teaching and Learning Evaluation: Associate Professor H Paterson, Swinburne, Lilydale: \$4,000;

Victorian Standards for Disability Services: Ms M Lettieri, Department of Human Services: \$2,733; and

On Line HR Induction: Mr G Harrison, Human Resources Department: \$2096.

Service Excellence Awards

The Excellence Awards were expanded during 1999 to include research and service. Details of teaching and learning and research awards are listed in the relevant section of this performance report.

The 1999 Service Excellence Award was awarded to the International Student Unit student support team for excellence in the provision of orientation programs to international students in the Higher Education Division.

A Certificate of Commendation was awarded to the Divisional Marketing Office, Higher Education Division.

Swinburne Quality Management System (SQMS)

SQMS continued for its fourth year of operation. Thirteen self-assessments and three validation reviews were completed by various units across the University. Internal benchmarking of self-assessments was undertaken for the first time and was received positively as an effective means of sharing opportunities for improvement and actions across units.

Across the University, 97 staff were trained in SQMS self-assessment, validation reviews and benchmarking during 1999.

9.5.5 Student and Residential Services

Delivered a range of workshops, including orientation program for country and interstate students who often face special problems in the transition to university life. New-on-campus accommodation for a further 60 students was opened in addition to the 180 beds already occupied by students from 26 countries. To increase occupancy over the summer, the Residential College offered a popular bed and breakfast venue for visitors to Melbourne, including participants in a Monash University postgraduate program from Cooley Law School in the USA. Cooperative Ventures included training mentors for the Student Union Mentoring Program and organising a system of support for indigenous students in conjunction with the Indigenous Programs area.

9.5.6 Information Technology Services

Information Technology Services was established in 1999. An integrated information technology staff training function, centralised information technology purchasing and software management, Help Desk renovations and the introduction of a new call tracking database provided improved customer service.

The telecommunications group, with a database of 4,500, faced the challenges of significant growth, streamlining processes and upgrading technology. Cost reductions have been achieved in several areas and the groundwork laid for piloting Voice Over IP Telephone during 2000.

Improvements to desktop services included upgrades to 700 computers, introduction of a standard operating environment for desktop computers which, when fully implemented, will enable easy movement of staff between campuses, and the installation of server based computing for one room in the TAFE Division. A larger pilot of server based computing is planned for 2000.

A University wide review of administrative computing (Systems 21) commenced in 1999. This project will review all core systems for student and course administration, library services, finance, human resources and records management to best determine our needs and equip our services for 2005. A wide consultative process with users is at the core of the Systems 21 Project.

External consulting services for the MIS Project Victorian TAFE Institutes was provided involving the rollout of the Pandora Warehouse for TAFE data warehousing across 14 TAFE institutes in Victoria.

Year 2000 applications testing, online user training manuals, and development of training records database to assist managers in monitoring staff members' training requirements.

By the end of 1999, 80% of Swinburne users have moved across to the Novell Groupwise product, greatly improving email communication and work flows.

9.5.7 TAFE Communication Strategy

Communication was recognised as a vital issue for the TAFE Division arising out of the merger. Changed operations arising out of the existence of six campuses included:

- schools and departments typically operated across several campuses;
- managers and teachers become more mobile;
- educational consistency needed to be ensured; and
- electronic communication needed to be embraced as routine.

These factors led to the development of a TAFE Communication Strategy which was implemented in Semester 2.

9.5.8 Statutes and Regulations Amended During 1999

- Statute 3: Meetings
- Regulation 13: Degrees, Diplomas and other Awards of the University
- Regulation 18: Titles for People Associated with the University
- Regulation 21: Board of Technical Studies

9.6 Key Goal 6: Internationalisation

To integrate the University into regional and global knowledge networks.

To extend and consolidate our overseas operations.

To introduce an international perspective into all curricula.

To offer our students opportunities for overseas learning experiences.

1999 Performance

The 1999 Council Planning Retreat highlighted the need to shift the perception of internationalisation as primarily for income generation to internationalisation as an integral part of the Swinburne learning experience. The aim is for every Swinburne student to feel comfortable and effective working in different cultural contexts.

The position of Deputy Vice-Chancellor (International) was implemented during 1999, with Professor Ian Goulter taking on responsibility for University wide coordination of all international activity.

9.6.1 International Student Enrolments

New international student enrolments increase by 2% from February 1998 to February 1999 as detailed in Table 7 below.

Table 7: International Student Enrolments 1998-1999

Division	1998	1999	% Difference
TAFE (including Foundation Programs)	439	423	-3.6
Higher Education			
Undergraduate	406	524	29
Postgraduate	345	355	2.8
Total	1190	1302	

While Indonesia, Hong Kong, Thailand and Malaysia continue to be major source countries for international students, the new markets of China, the United Arab Emirates, Scandinavia and South America were explored during 1999, with positive results.

While undergraduate and postgraduate business programs remain a substantial component of international student enrolments, the 1999 course mix indicated an increasing interest in the areas of Information Technology, Multimedia and Design.

Postgraduate research student numbers increased from 34 in 1998 (20 Masters students and 14 PhD students) to 53 in 1999 (21 Masters students and 32 PhD students).

9.6.2 Overseas Campuses and Operations

The University's campus at Laem Chabang in Thailand offered programs in International Trade for the first time in 1999.

Negotiations for a new campus in Sarawak – the Swinburne Sarawak Institute of Technology - were completed in 1999, with teaching to commence in 2000.

The University continues to have a strong presence in Vietnam where it provides business related courses at both award and short course levels. The Offshore Business Education Program maintains strong links with government departments and educational organisations in Vietnam.

The School of Business established a twinning arrangement with Inti College, Malaysia. Students will undertake the first two years of the Australian Business and Commerce degree program in Malaysia and then complete the degree at Swinburne. The School continued its arrangement with College Ikram, Malaysia which teaches the first half of the Advanced Diploma in Business with students completing the final year and a half at Swinburne.

The Australian Centre for Innovation and Enterprise continued to offer its postgraduate programs in Singapore, New Zealand and more recently in Israel, thereby sustaining important links with business within the Middle East, Asia and Pacific regions. Programs use a mix of Australian and International case studies and innovative teaching practices to demonstrate and analyse both academic and real-world experience. The first graduation ceremony for students of the program in Israel was held in Tel Aviv in 1999.

The TAFE Division continues to offer its Banking and Finance and Accounting Diplomas through STIE Pramita in Indonesia which offers those programs under license to Swinburne.

The Graduate Certificate in Parent Group Leadership was offered for the second time in Singapore by the TAFE Division in conjunction with the Singapore Family Resource and Training Centre.

The National School of Design (NSOD) established a significant partnership with Limkokwing Institute of Creative Technology in Malaysia to teach the third year of the Industrial Design program, which will provide students with a Swinburne award. The NSOD also established a twinning project with the Bjorknes Privatskole in Norway to teach the first year of a collaborative Graphic Design program, with the students coming to Swinburne for the final years.

The School of Engineering and Science has undertaken joint teaching of Masters in Engineering Management at Burapha University in Thailand.

9.6.3 International Industry Based Learning Placements

The number of international placements for students undertaking industry based learning increased from 13 in 1998 to 19 in 1999.

9.6.4 Education Abroad

The Education Abroad Office in the Higher Education Division continues to facilitate the administration and promotion of international study opportunities for all Swinburne students, and interested international Exchange and Study Abroad students and their institutions. The following programs are operated by the Office:

- Education Abroad Programs;
- Study Abroad Marketing to institutions, agents and consortia in the USA;
- Hong Kong Summer Institute Study Abroad Program;
- student exchange through University Mobility in the Asia Pacific (UMAP) for which a \$20,000 government grant was received in 1999.

During 1999, the Higher Education Division signed or re-signed the following agreements:

University of Art & Design, Helsinki, FINLAND
Fachhochschule Mainz, GERMANY
Shenzhen Virtual University Park/H KBaptist University International Network, HONG KONG
Warsaw School of Economics, POLAND (renewal)
PMC School of Linguistics, SINGAPORE
Goteberg University- School of Design and Crafts, SWEDEN

Yuan Ze University, TAIWAN
Ming Hsin Institute of Technology, TAIWAN
Transworld Junior College of Commerce, TAIWAN
Burapha University/Faculty of Engineering, THAILAND
Oregon Institute of Technology, USA

In 1999, there were 29 active exchange agreements, including the following agreements signed by Swinburne, Lilydale:

Aalborg University (Denmark);
Drury College (USA);
Jönköping University (Sweden);
University of Trollhättan/Uddevalla (Sweden); and
University of Lincolnshire and Humberside (UK).

Table 8 below details 1999 inbound and outbound figures for the Higher Education Division. Swinburne continues to perform well in comparison to other universities.

Table 8: 1999 Exchange Student Activity

Outgoing Swinburne Students		Incoming International Students	
Host Country	1999	Home Country	1999
Japan	11	Korea	5
Korea	2	Germany	12
Canada	1	Japan	3
Hong Kong	22	France	6
Thailand	4	USA	2
USA	2	Netherlands	8
Italy	3	Canada	0
Hungary	0	Thailand	0
Netherlands	1	Sweden	8
Sweden	2	Hungary	1
Vietnam	1	Italy	5
France	0	Poland	1
Germany	3	Israel	2
UK	1	Norway	1
		Hong Kong	1
		Denmark	2
		Switzerland	1
Total	53	Total	58

9.6.5 Staff Visit and Exchange Program

In addition to student exchange agreements with overseas universities, Swinburne, Lilydale initiated a staff international visit and exchange program aimed at facilitating professional and personal development of both academic and general staff through 'job swapping' with overseas colleagues. Participants will retain original employment terms and conditions during exchanges.

9.7 Key Goal: Partnerships

To establish partnerships and alliances with selected industry, business and educational service providers within Australia and internationally.

To enter into closer partnerships with local and regional communities.

1999 Performance

9.7.1 International Advisory Board of University Presidents

The Vice-Chancellor invited a number of Presidents of overseas universities of technology to a meeting on 4-5 May 1999, for high level strategic discussions about matters of common interest. An important objective of the meeting was to forge enduring links with the institutions represented, leading to academic and student exchange and research co-operation.

The members attending were:

Professor Bob Boucher
University of Manchester Institute of Science and Technology (UMIST), UK
Professor David Chang
Polytechnic University of New York, USA.
Professor Georg Obieglo
Fachhochschule Reutlingen, Germany.

Professor Jan-Eric Sundgren of Chalmers University of Technology in Sweden was not able to come at the time of the meeting, but visited later in the year.

Matters discussed during the meeting included:

- future industry trends
- curriculum change
- ways to internationalise operations and curricula.

Contacts with all four institutions have continued to develop since the meeting.

9.7.2 International Advisory Board

The second meeting of the Swinburne International Advisory Board was held in Hong Kong on 28 November with the support of Business Victoria. The Board was convened as a think tank comprise of some of Swinburne's most successful overseas alumni to provide feedback and advice to Swinburne's senior decision makers on international student recruitment, marketing, course content and industry collaboration.

9.7.3 Regional Partnerships

Swinburne, Lilydale has made a conscious effort to develop a wide range of partnerships in its region. The purposes are varied – to familiarise schools (students and staff) with the campus, to develop business and industry relationships which have resulted in scholarships, prizes, IBL and Work Integrated Learning placements and other projects. There are also specific programs tailored for individual companies. Links with business and industry were focussed at a partnership dinner held during 1999.

Swinburne, Lilydale signed the “Growth and Development Partnership” agreement with the Shire and Yarra Ranges in November 1999, signalling the intent of both parties to continue to develop a close partnership in a range of areas.

Swinburne, Lilydale is also involved actively in the Agribusiness Forum – a joint project of local industry, the Shire of Yarra Ranges and the State Government to promote the region’s agricultural products – and YNET, a joint project of the Shire of Yarra Ranges, Swinburne Lilydale, Eastern Regional Libraries, Ranges Cultural Services, Kallista Community House and Dandenong Ranges Community Cultural Centre.

9.7.4 Teaching Partnerships

Firefighting

The TAFE Division’s Training Consulting Group has developed a partnership with the University of Ballarat and the Country Fire Authority to deliver Certificate II and Certificate III courses in Firefighting Operations.

9.7.5 Research Partnerships

Eight research projects with Visy Industries were funded through the Chancellor’s Research and Development Fund. Three of these were from IRIS at Swinburne, which strengthens its links with Visy in their plastics recycling, box forming and paper divisions.

Major research reports were undertaken by the Institute for Social Research for the Federal Department of Family and Community Services, the Municipal Association of Victoria and the Tasmanian Government.

The Institute has also established a partnership with the Epilepsy Foundation and the Epilepsy Research Centre which will be a focus of activity during 2000.

9.7.6 Business Partnerships

The TAFE Division established a Business Enterprise Centre at Hawthorn which, in conjunction with the City of Boroondara and eight local Rotary Clubs, has formed a partnership to create Business Boroondara, a local network to support business through mentoring, training and benchmarking.

A set of innovative multimedia training resources was developed by Swinburne TAFE for the Master Builders Association of Victoria (building and construction industry). Two CDs on “Have a Say on Safety” and “Building a Better Business” were launched in January 1999 and have generated interest internationally, including a demonstration in the USA.

The TAFE Division also won a tender to develop and implement a Human Resources Kit for the Ageing and Disability Department in New South Wales which will provide a resource to funded community care and disability providers in that state.

9.7.7 Community Partnerships

The TAFE Division was invited by Adult Migrant Education Services (AMES) to cooperate in the on-line delivery of a range of TAFE computer modules to Kosovar refugees who were placed in safe havens in Victoria during 1999.

A short bilingual course on Telephone Counselling was offered to 20 volunteers from the Greek Assistance Line (GAL), an organisation similar to LifeLine. GAL provides telephone counselling and support for the Greek Community in Victoria.

Swinburne, Lilydale participated in a joint Federation Fund project with the Shire Museum and the Lilydale Historical Society to produce the Melba CD of interactive web-based classroom materials showcasing Dame Nellie Melba’s life and achievements.

9.7.8 Commercial Partnerships

Eastern House is Swinburne’s commercial publishing arm, a self-funding enterprise that publishes and markets high-quality books and ancillary resources for vocational education and training nationwide. It grew out of the former Open Learning Projects Unit, set up in the early 1990s by the then Outer Eastern College of TAFE to develop open learning resources for IT students in Victoria.

Building on the strength of its self-paced, student-centred learning resources, Eastern House has become Australia's leading provider of information technology books for the vocational education and training sector and a prominent publisher of business studies materials.

With the same purpose, in February 1999, Eastern House registered a second publishing imprint, the Australian Tertiary Press, to target the higher education textbook market, with the first publications expected in 2000.

9.7.9 Projects

Second year students in the Advanced Diploma of Arts (Electronic Design and Interactive Media Studies) are completing a multimedia installation with Museum Victoria. The installation will be a video wall on the theme of 'neighbours' and will be a permanent (at least two years) display as part of the Australia Society section of the People and Places exhibit.

10 Summary of Major Changes or Factors Affecting Achievement of Operational Objectives in 1999

Nil.

11 Events Subsequent to Balance Date Which May Have a Subsequent Effect on Operations in Subsequent Years

Nil.

12 Consultancies in Excess of \$100,000

Table 9 below details consultancies in excess of \$100,000 during 1999.

Table 9: Consultancies in Excess of \$100,000

Consultancy	Description	Amount
Bates Smart	NICA, Arts Multimedia	\$179,20
Daryl Jackson	Hawthorn Development Project, Cloisters and Staff Club development	\$102,337
Perrot Lyon	Building C development, Lilydale Campus	\$153,495

13 Consultancies Less than \$100,000

There were 31 consultancies of less than \$100,000 during 1999, with a total expenditure of \$712,959. Details of these consultancies are available upon request.

14 Statement of Compliance with the building and maintenance provisions of the *Building Act 1993*

To conform with the Annual Reporting Act for Victorian universities, the following information is provided in relation to capital developments and the Building Act 1993.

Under the requirements of "Guideline 5: Reporting to Parliament", it is advised that:

- 1(a) all new buildings and works are certified under section 217 of the Building Act 1993, by qualified and registered Building Surveyors (Building Practitioners); and
- 1(b) all works comply with the 10 year liability gap, as a matter of routine an Occupancy Permit is obtained for new capital building works at the completion of all work.
- 2 (a) the number of major works completed in 1999 were:
 - Arts/Multimedia Building (Prahran)
 - Library/Chancellery Extension (Hawthorn)
 - Swinburne Graduate School of Management (Hawthorn)
 - Student Residences (Hawthorn)
 - Femtosecond Laser Laboratory (Hawthorn)
- 2 (b) these projects were subjected to certification of plans, mandatory inspections and the issue of an Occupancy Permit by a registered Building Surveyor (Building Practitioner).
3. The University has an established maintenance schedule for all existing buildings, supplemented by a reporting "Work Request" system for use by maintenance staff and building users for building defects or failures of equipment. Maintenance contracts with specialised firms are let for major plant items such as lifts and escalators, air conditioning equipment fire protection and emergency evacuation systems, and so on.
- 4 (a) During 1999 the number of buildings which strictly conform with the Building Act 1993 defined in Guideline 1 increased from 36 to 64.
- 4 (b) Minor works were carried out on 23 existing buildings to make them compliant.

- 4 (c) The University's Capital Management Plan sets out a program for all buildings not strictly conforming with the Building Act 1993 to be refurbished progressively over the next 3 years.

In the meantime, however, all the buildings on the Hawthorn, Prahran, Lilydale, Wantirna, Croydon and Healesville Campuses are "in good condition and safe and fit for occupation".

- 5 It is University policy that only registered building practitioners, approved by the Victorian Government for public sector works are engaged for Swinburne capital works projects.
- 6 There have been no cases of building practitioners becoming deregistered while engaged on Swinburne capital works projects during 1998 that we are aware of.

Summary

Table 10 below lists works and maintenance undertaken during 1999 to ensure conformity with relevant standards.

Table 10: Works and Maintenance Undertaken in 1999

Building Works	Number
Buildings certified for Approval	23
Works in construction and the subject of mandatory inspections	15
Occupancy Permits Issued	5
Maintenance	Number
Notices issues of rectification of sub-standard buildings requiring urgent attention	Nil
Involving major expenditure and urgent action	Nil
Conformity	Number
Number of buildings conforming to standards	64
Brought into conformity in 1999	28 (includes 5 new buildings)

15 Information Available Upon Request

The information listed in Part 9.1.3 (iv) is detailed in a supplementary report and is available upon request.

Enquiries regarding the supplementary report should be addressed to:

Ms M Conway
Director, Foresight and Planning
Swinburne University of Technology
PO Box 218
Hawthorn, 3122
Telephone: 03 9214 8491

16 Statement on Compliance Index

This Annual Report has been prepared in accordance with Part 7 of the Financial Management Act outlined under Part 9 of the Directions of the Minister of Finance. A compliance index detailing disclosure against appropriate clauses is included at the beginning of the Annual Report (pages 2-3).

17 Compliance with National Competition Policy

Swinburne University of Technology has a compliance manual which is distributed to senior staff as reference material. Training is provided on an as required basis for staff involved in the development of contracts, and models incorporating the competitive neutrality principles are now used throughout the University. The University has also taken steps to ensure that relevant amounts, as appropriate, are recognised in its accounting system.

18 Compliance with Public Sector Management and Employment Act (1998)

The University complies with the public sector employment principles and public sector guidelines as detailed in Sections 7 and 8 of the Public Sector Management and Employment Act (1988).

Swinburne's employment procedures are based on merit and equity principles (see statement on page 16 of this Annual Report). The University has a Staff Grievance Policy, Sexual Harassment Policy and Anti-Discrimination Policy which provide clear avenues for staff to seek re-

dress for unfair or unreasonable treatment. In addition to the University's Conflict of Interest Policy, a Consultancy Policy was approved in 1999. This policy ensures that private consultancy must be declared and does not occur using University resources.

One of the major goals for the University is "to provide cost-effective, friendly, responsible support services..." The University conducted organisation-wide customer service training in 1998 which was followed up in 1999 by further training in the TAFE Division. Regular student satisfaction surveys occur across the organisation, with surveys of stakeholders and employers being developed. Outcomes from surveys are fed back into the University's quality and planning processes to ensure appropriate improvement action is taken. Internally, corporate services departments and the three teaching divisions began the process of developing service level arrangements in 1999. These arrangements are designed to clarify accountabilities and the type and standard of service to be provided.

19 Statement on Year 2000 Compliance

Table 11 below details Year 2000 compliance work undertaken in 1999.

Table 11: Year 2000 Compliance

Critical Business System Name	Description of Critical Business Function	Actual Date for Year 2000 Compliance
Student Administration System	<ul style="list-style-type: none"> ▪ Student Admissions ▪ Results Processing ▪ Issuing Awards ▪ Student Enquiries ▪ Fees Processing 	24 August 1999
Finance	<ul style="list-style-type: none"> ▪ General Ledger ▪ Accounts Payable ▪ Accounts Receivable ▪ Asset Register ▪ General Financial Reporting ▪ Bank Transfers ▪ Cash Accounting 	30 August 1999
Human Resources and Payroll	<ul style="list-style-type: none"> ▪ Recruitment ▪ Staff Appointments ▪ Classifications ▪ Employee Relations ▪ Student & Employee Equity ▪ Occupational Health & Safety ▪ Workcover ▪ Superannuation ▪ Payroll ▪ Leave Entitlements 	12 November 1999
Library	<ul style="list-style-type: none"> ▪ Borrower Registration & Maintenance ▪ Cataloguing ▪ Library Loans ▪ Outstanding Loans Processing ▪ Interfaces with other Libraries 	16 November 1999
Information Technology Infrastructure	<ul style="list-style-type: none"> ▪ Management and Administration of all Centralised Servers and other Processors ▪ Administration and Maintenance of Operating Systems ▪ Administration of all Personal Computers and other workstations 	25 November 1999
Data Communications	<ul style="list-style-type: none"> ▪ Control and Maintenance of the university's data communications infrastructure 	25 October 1999
Property Security	<ul style="list-style-type: none"> ▪ Building Access, Monitoring and Control ▪ Various Air Conditioning Controls ▪ Fire Controls 	4 August 1999
Embedded Chips	<ul style="list-style-type: none"> ▪ Sprinkler Systems ▪ Lifts and Elevators ▪ Clocks and other timing devices ▪ Energy Smart Meters ▪ Building Management Controls ▪ Lighting Controls 	4 August 1999

Additional Information

20 Statement on Compulsory Non-Academic Fees, Subscriptions and Charges

In accordance with the Tertiary Education Amendment Act 1994, all students were advised at the time of enrolment that their General Service Fee:

- is applied to the provision of student amenities and services by the University; and
- does not confer membership of the Student Union or any other student organisation.

Table 12 below details the fees, subscriptions and charges applicable during 1999.

21 Relevant Financial and Other Information Relating to Significant Initiatives Taken/Strategies Developed for the University's International Operations

During the course of 1999, the University established its second overseas campus, the Swinburne Sarawak Institute of Technology (SSIT). SSIT is a joint collaboration between Swinburne University of Technology, the Sarawak Foundation (Yayasan Sarawak) and a Malaysian developer. From March 2000, SSIT will initially provide programs that focus on certificate, short courses and industry training in technical, technological and managerial areas. Degree and diploma studies will be available from June 2000.

Table 12: Compulsory Non-Academic Fees, Subscriptions and Charges

Compulsory Non-Academic Fees, Subscriptions and Charges	Student Status	Total GSF 1999 \$
General Service Fee: Higher Education	Full time, full year	240.00
	Full time, semester	120.00
	Part time, full year	120.00
	Part time, semester	60.00
	IBL/Distance Education: full year	48.00
	IBL/Distance Education: semester	24.00
	Full time student: 1 semester IBL/Dist Ed 1 semester full time study Total	 24.00 <u>120.00</u> 144.00
Part time student: 1 semester IBL/Dist Ed 1 semester part time study Total	 24.00 <u>60.00</u> 84.00	
General Service Fee: TAFE	Student Contact Hours	
Hawthorn, Prahran	<540	86.00
	>540	132.00
	Concession <540	55.00
	Concession >540	86.00
Croydon, Wantirna, Lilydale, Healesville	<540	33.00
	>540	60.00
	Concession <540	23.00
	Concession >540	33.00



Swinburne University of Technology

Audited Financial Statements

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